

Midterm Report

Submitted by

Butte College
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to

Accrediting Commission for Community and Junior Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

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

Signatures:

Virginia L. Guiliff, Chief Executive Officer [Date] 2/2/2026

John Blankinship, Representative, Board of Trustees [Date] 2/3/2026

Dr. Jess Vickery, Accreditation Liaison Officer [Date] 2/2/2026

Irma Gonzalez Cuadros, President, Academic Senate [Date] 2/8/2026

Alan Burwell, President, Classified Senate [Date] 2/2/26

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A. Reflections on Continuous Improvement Since Last Comprehensive Review

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

Since the last comprehensive peer review, Butte College has advanced a coherent set of improvements that directly strengthen equitable student outcomes, educational quality, and fulfillment of the College's mission. In 2024, the College restarted its lapsed strategic planning cycle and adopted the 2024–2027 Strategic Plan (A1a), organized around the "First Contact, First Choice, Best Choice" strategy and four foundations: DEIA² (Diversity, Equity, Inclusion, Anti-Racism, and Accessibility), Guided Pathways, Sustainability, and Technological Innovation. Together, these provide clear direction and accountability for institutional priorities. Concurrently, the College re-formed College Council (A1b) as the primary participatory governance committee, clarifying representation and routing across all participatory governance groups and aligning planning and budget processes with decision-making, as documented in a revised Institutional Effectiveness Manual and supported by the new Executive Director of Institutional Effectiveness.

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

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

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

a. Employee Evaluations

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

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

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

b. Board Policies (BPs)

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

c. Administrative Procedures (APs)

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

2025-26

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

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

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

2024-25

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

2023-24

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

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

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

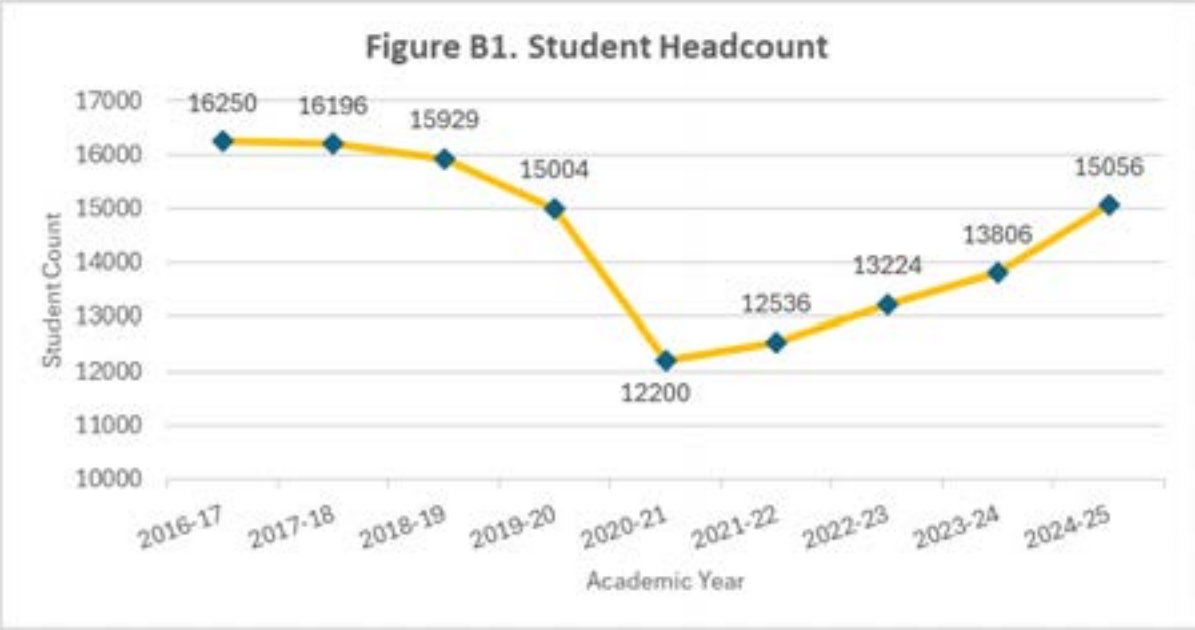
B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

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

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

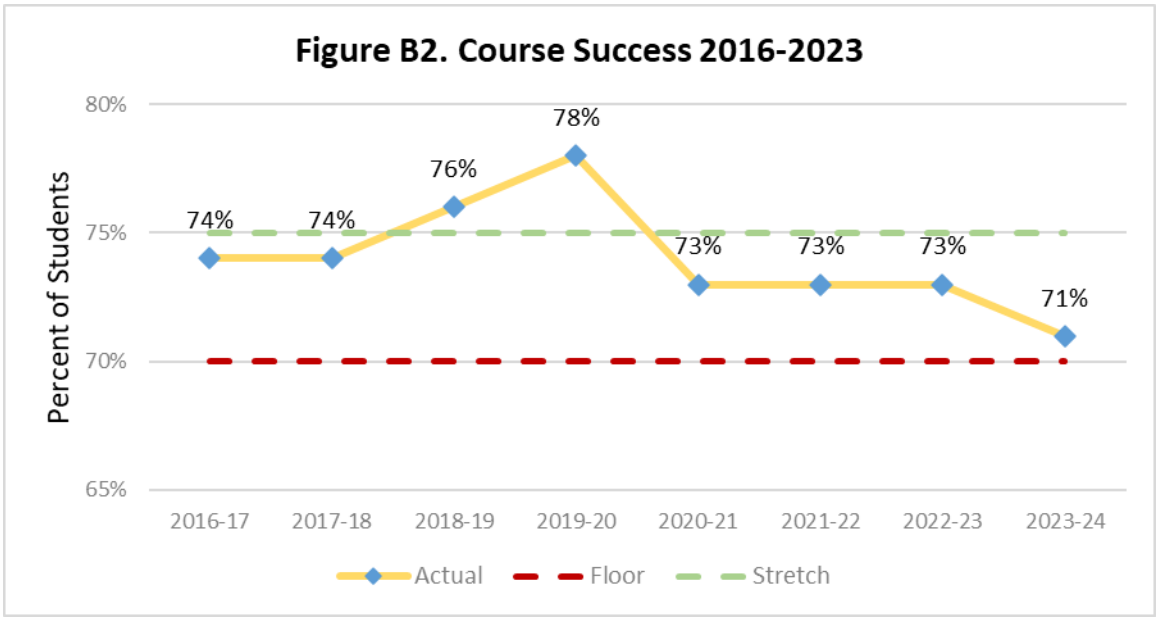
- Course success has remained above the institutional floor of 70 percent and within the established aspirational range;
- Credit certificates and associate degrees have consistently exceeded their respective floor standards and approached (and in one case surpassed) the stretch goals;
- Transfers fell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

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

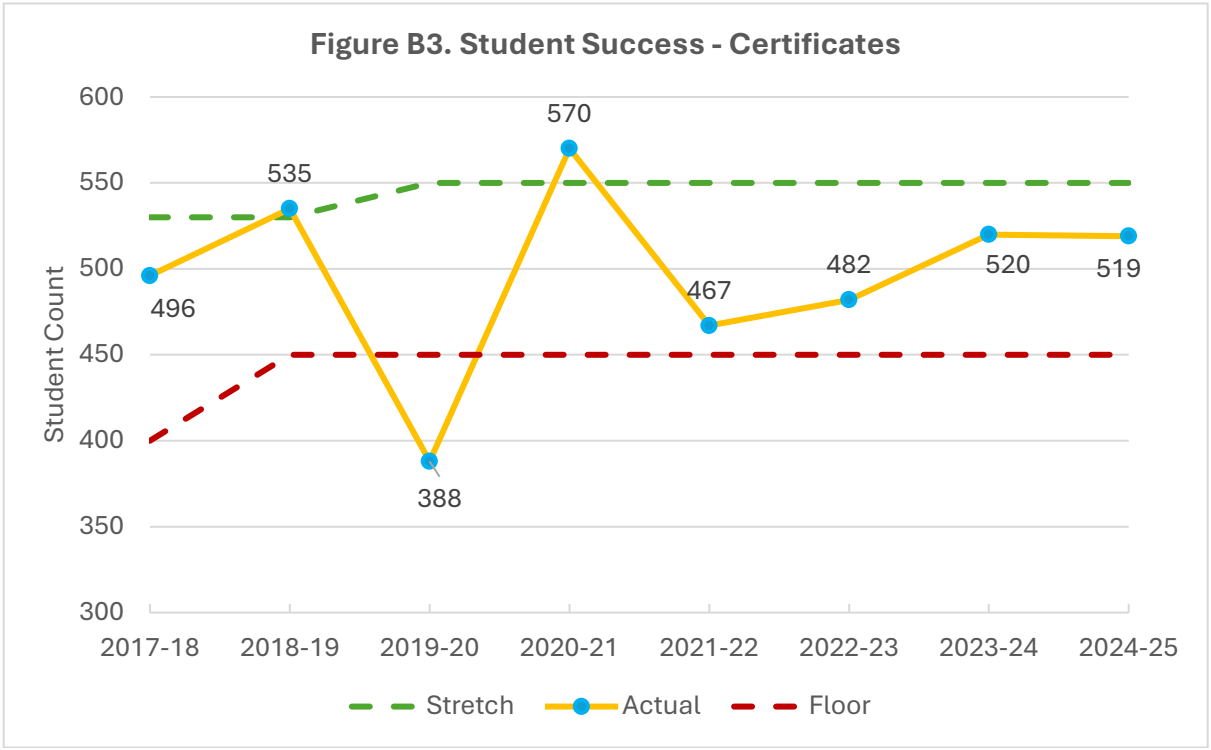


Butte College's fall enrollment declined following the 2018 Camp Fire and the COVID-19 pandemic (Figure B1; B1a). After the low point in 2020–2021, enrollment stabilized and began to recover. Between 2020 (12,200) and 2025 (15,056), student headcount increased by approximately 20%, signaling a gradual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

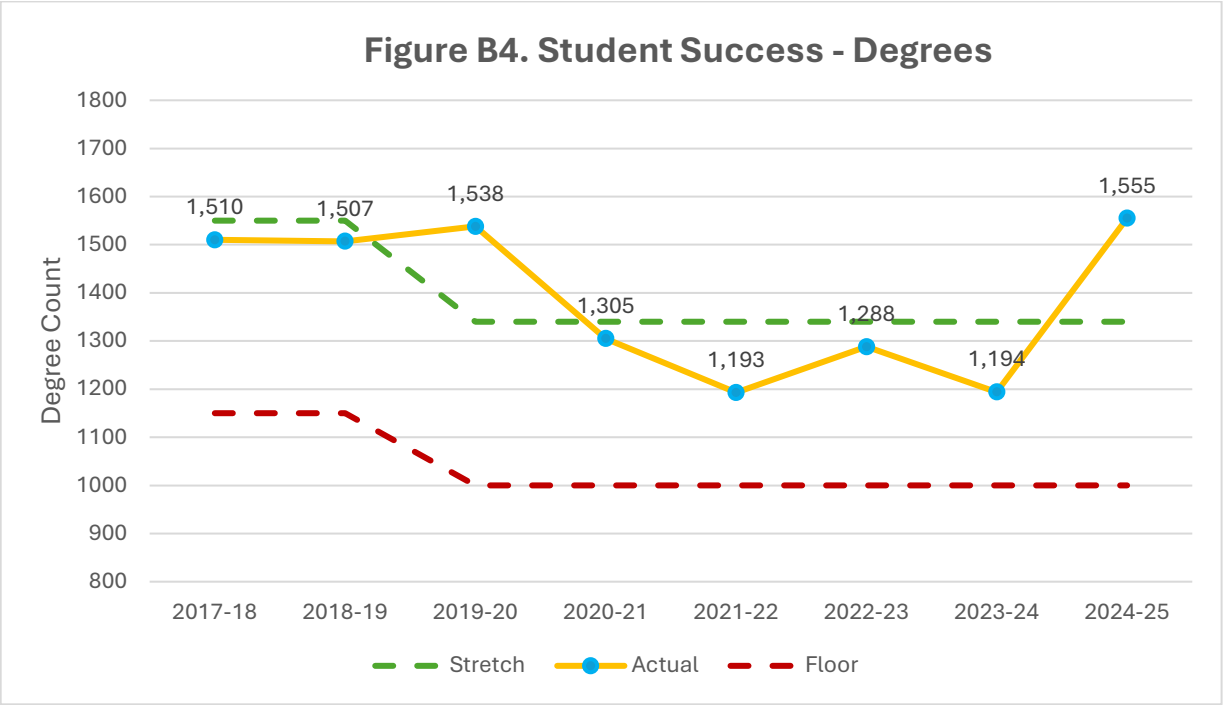
Distance Education enrollment dropped about 12% from 2021 to 2022 (from 9,804 to 8,595), likely due to the return to more in-person classes, but then stabilized between 2022 and 2023, indicating continued interest in online classes. In the 2024-25 academic year, 34% of enrolled students had at least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



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



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



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

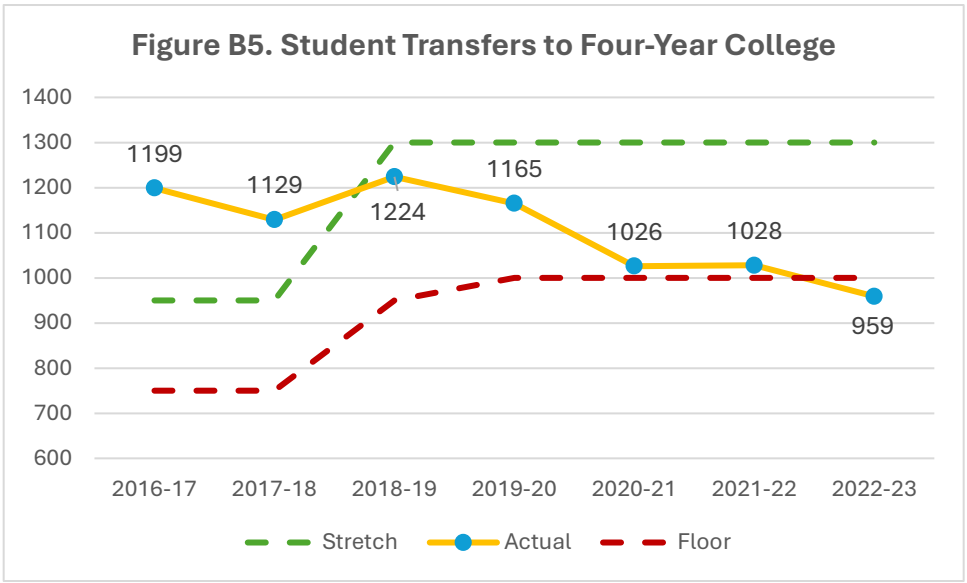
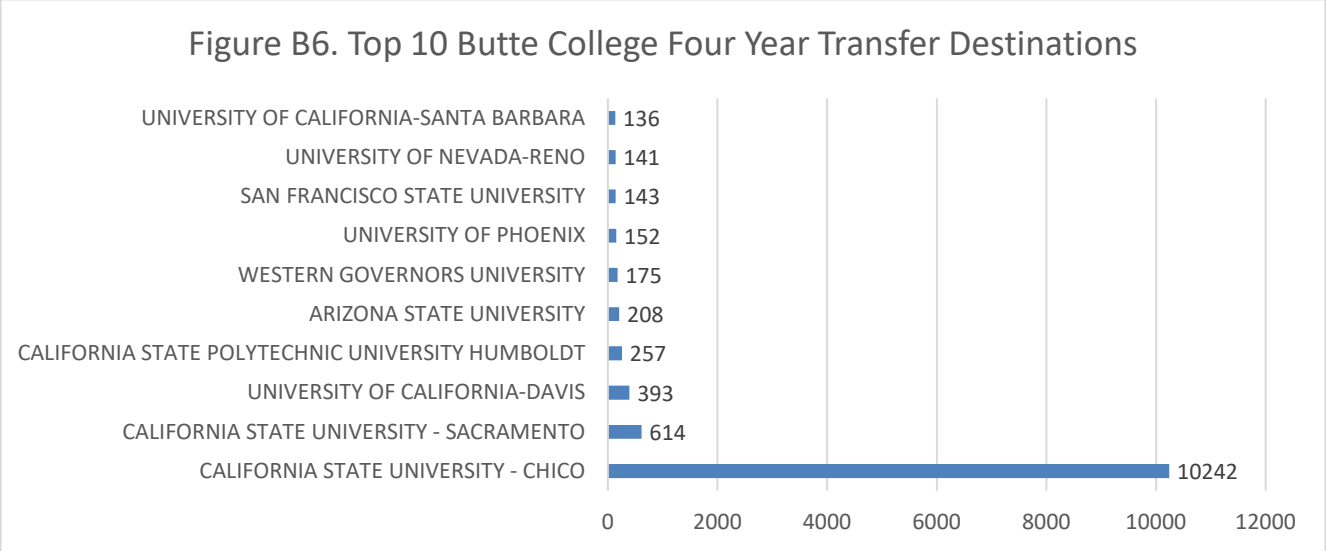
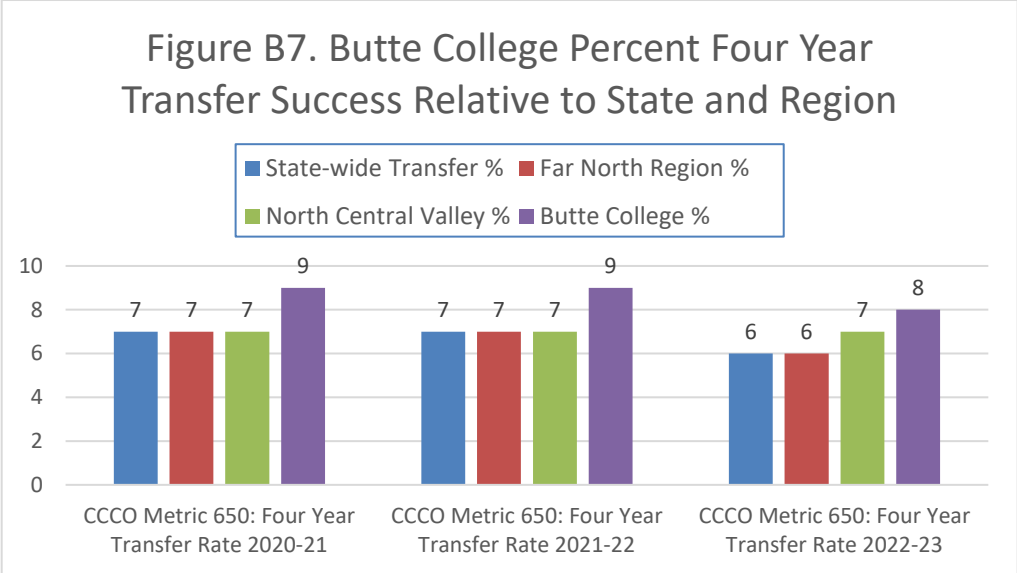


Figure B5 shows that Four-year transfers fell below the target goal of 1,000 in 2022–23. However, analysis of statewide and regional transfer rates suggests that this is a reflection of current transfer enrollment declines throughout the California Community College System. Moreover, Figures B6 and B7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



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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

C. Reflections on Assessments of Student Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The timing of the upcoming self-evaluation coincides with the middle years of implementing Butte College's strategic plan, creating a unique opportunity to assess progress on six major strategic initiatives. The College will be evaluated during a period of active transformation guided by four foundational pillars: DEIA² [diversity, equity, inclusion, anti-racism, and accessibility] (D2), Guided Pathways, Sustainability, and Technological Innovation.

The College's enhanced focus on its Hispanic-Serving Institution (D3) designation through Strategic Initiative 6 will provide concrete evidence of institutional commitment to serving diverse student populations and closing equity gaps. The systematic review of policies and procedures to eliminate obstacles to equity will be well underway, demonstrating continuous improvement in equitable practices.

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

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

The College's coordination with the North Far North Regional Consortium (D4) and its integration of work-based learning opportunities across academic programs will demonstrate responsiveness to community and industry needs. The self-evaluation will assess how effectively the College has balanced its transfer mission with workforce development priorities in its rural service area.

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

The College's leadership in sustainability (D5) through its three-pillar approach (environmental, social, and economic) will distinguish the institution during evaluation. A revitalized Sustainability Committee and curriculum integration efforts demonstrate institutional commitment to climate action aligned with Vision 2030's priorities, providing external validation of institutional relevance and forward-thinking leadership.

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

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

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

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

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EVIDENCE
A1a: 2024-2027 Strategic Plan

First Contact. First Choice. Best Choice.

BUTTE COLLEGE

STRATEGIC PLAN 2024-2027



BUTTE COLLEGE MISSION STATEMENT

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

VISION STATEMENT

Butte College serves our communities by inspiring diverse learners to reach intellectual, cultural, social, economic, and personal success.

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.

Message from the PRESIDENT



"With this plan, we are not just imagining a new college; we are laying the groundwork to create it."

Colleagues,

I am proud and excited to present the Butte College 2024-2027 Strategic Plan to you. Proud because it represents months of collaborative effort by many members of the Butte College team. Excited because it marks a new chapter in how we serve our students and our communities. With this plan, we are not just imagining a new college; we are laying the groundwork to create it.

I became the eighth president of Butte College as we emerged from a series of challenges. Local and global crises disrupted the lives of our staff and students, challenging educational norms and forcing us to rethink "business as usual." We never wavered in our commitment to our students and our communities, but by fall 2022 it became clear that we needed to redefine our direction.

This plan articulates a strategy for the college and outlines the specific actions we will take in support of our strategic direction over the course of the next three years. The plan is based on our six strategic initiatives, each of which has several supporting objectives. The plan's underlying themes are equity, Guided Pathways, sustainability, and technological innovation – these concepts underpin everything we do from planning and budgeting to instruction and student support. Finally, this plan outlines what we intend to achieve, defining both what we will do and how we will do it.

In addition to being excited about what we will accomplish together in the next three years, I'm also excited by the push for accountability. Throughout the development process, I heard repeated calls for accountability to the plan and I agree – it's not enough to write a plan, we must assess our progress toward achieving it and our fidelity to the specific actions it asks us to accomplish. Of course, we can't do everything at once. Part of the implementation process will include setting annual priorities. Even so, it is important to set the expectation of regular progress updates and assessment of this strategic plan in various forums across campus throughout the year.

As you read the Butte College Strategic Plan, please consider where and how you might contribute to the action items. Much of the work will be managed by our governance committees, but every employee will play an important role in enacting these strategies. I hope this plan provides you with a framework to think about your work and contributions, and how they might shape the Butte College of the future. I look forward to making progress together as we continue to put students first and provide accessible, quality education to our communities.

Virginia L. Guleff
Superintendent/President



THE BUTTE COLLEGE STRATEGIC PLAN

Butte College's Strategic Plan consists of two parts — strategy and plan — and was developed in a variety of venues with various stakeholders and participatory governance committees.

STRATEGY:

FIRST CONTACT. FIRST CHOICE. BEST CHOICE.

Developed through the Board of Trustees, Leadership Team and College Council, the driving strategy for this plan is *First Contact. First Choice. Best Choice.* At its core, the strategy postions the college to establish early engagement, become a primary option and ensure superior quality. This strategy emphasizes the importance of first impressions, the value of being a preferred choice and the significance of quality assurance.

FIRST CONTACT

As Butte College enacts this strategy, it will seek to establish an early connection with potential students through proactive outreach, visibility, engaging content and responsive communication so that students feel valued from their first interaction with the college.

FIRST CHOICE

Butte College will seek to become the primary option for students through personalized experiences with the college for both new and continuing students; the college will provide seamless access to wraparound student support resources to address financial need and food and housing insecurity, as well as academic and career service resources to ensure long-term success.

BEST CHOICE

Butte College will deliver exceptional instructional experiences and on-time support services, evolving as student needs change and as technology shifts. The college will actively seek student, faculty, staff and community feedback to ensure high-quality service.

First Contact. First Choice. Best Choice. is not just a slogan but rather a holistic approach to the college's development as an institution. By focusing on early engagement, becoming a primary choice and ensuring unparalleled instruction, Butte College can further establish its footing in our service area, be a leader in education and ensure sustained connections with students, community, educational partners and employers.

PLAN:

DEVELOPMENT TO ACTION

Developed in the Educational Planning Committee during the 2018–19 academic year and updated in the 2021–22 academic year to include a focus on diversity, equity, inclusivity, anti-racism and accessibility, the six strategic initiatives and related objectives serve as a bridge between strategy and action.

SIX STRATEGIC INITIATIVES:

1. ENHANCING A CULTURE OF COMPLETION AND GOAL ACHIEVEMENT
2. SUPPORTING STUDENT, FACULTY AND STAFF SUCCESS
3. USING DATA-INFORMED PROCESSES FOR CONTINUOUS IMPROVEMENT
4. MAXIMIZING RESOURCES TO SUPPORT STUDENT LEARNING
5. MODELING SUSTAINABILITY
6. ENHANCING A CULTURE OF EQUITY AND INCLUSIVENESS

In the fall of 2022, College Council, the highest-level participatory governance mechanism for the college, reviewed the strategic initiatives and objectives as well as the Governor's Roadmap for California Community Colleges, the Chancellor's Office Vision for Success and the Chancellor's Office Call to Action as foundational documents for the development of action plans for each objective. In spring 2023, College Council hosted a two-day planning session during which work groups composed of constituent group members developed a list of more than 300 proposed actions. This list was refined to the 66 items included in this plan.

Action items that fulfilled the Chancellor's Vision 2030 were prioritized, as were those that have a clear link to the student-centered funding formula as part of Butte College's move toward enrollment recovery. In concert with Vision 2030, and with the college's strategic direction, all of the actions support student access, support and success. Finally, every action was assessed against college capacity – we are ambitious in our goals yet cognizant of campus resources.

FOUR FOUNDATIONS

As the college progresses in its strategic work, it will be anchored by four foundations: DEIA² (diversity, equity, inclusion, anti-racism, and accessibility), Guided Pathways, sustainability and technological innovation.



DEIA²

Butte College asserts its commitment in its mission statement to becoming a student-ready college poised to serve its intersectional community.



SUSTAINABILITY

Long recognized as a leader in sustainability, Butte College is committed to engaging in climate action, both in our operations and in academic programs and curriculum.



GUIDED PATHWAYS

Butte College embraces Guided Pathways, an equity-focused framework that provides students with clearly defined paths to academic success, free of institutional barriers and paired with support services.



TECHNOLOGICAL INNOVATION

Butte College recognizes the powerful potential of technological innovation such as generative artificial intelligence to change learning, teaching and working, and is committed to exploring emerging technologies.



VISION 2030

Butte College's Strategic Plan is motivated by and deeply connected to Vision 2030: A Roadmap for California Community Colleges. This document from the California Community Colleges Chancellor's Office details the systemwide goals, outcomes and strategic directions as led by our current Chancellor, Dr. Sonya Christian. Vision 2030 articulates priorities in the areas of dual enrollment and services to a variety of student populations including veterans, justice-involved and justice-impacted students, foster youth and low-income adults. The Vision 2030 specifically addresses these three goals:

GOAL 1:

Equity in Success – Ensure the academic and career success of all Californians who are current and prospective California Community College students.

Outcome 1	Completion of a meaningful educational outcome
Outcome 2	Baccalaureate attainment
Outcome 3	Workforce outcome of earning a living wage

GOAL 2:

Equity in Access – Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California Community College.

Outcome 4	Increased student participation

GOAL 3:

Equity in Support – Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

Outcome 5	Maximize students receiving state and federal financial aid
Outcome 6	Reduction of the number of units to completion

Additionally, Vision 2030 discusses the following strategic directions and their related actions:

STRATEGIC DIRECTION 1: EQUITABLE BACCALAUREATE ATTAINMENT

1. All actions, policies and procedures will be enacted centering equity and inclusion and dismantling prejudice and racism.
2. Increase equitable access, success and support for dual enrollment degree pathways, justice-involved and justice-impacted Californians, foster youth and veterans.
3. Increase and improve access, success and support to quality online programs of study.
4. Increase the number of eligible students who apply for and receive federal, state and local financial aid grants.
5. Increase flexible term structures, flexible schedules and credit for prior learning opportunities to support working adult learners increase their full-time course intensity.
6. Increase credit mobility and transfer opportunities.

STRATEGIC DIRECTION 2: EQUITABLE WORKFORCE AND ECONOMIC DEVELOPMENT

7. Increase educational access for prospective low income learners to enhance their socioeconomic mobility.
8. Health care: Expand access to health care pathway programs.
9. Climate action: Advance community college engagement with the four fields of climate practice – facilities, workforce and curriculum, community engagements and benefits, resource development.
10. STEM: Expand success, access and support in STEM disciplines for historically underrepresented students.
11. Education: Increase system capacity to decrease faculty shortages in key sectors.

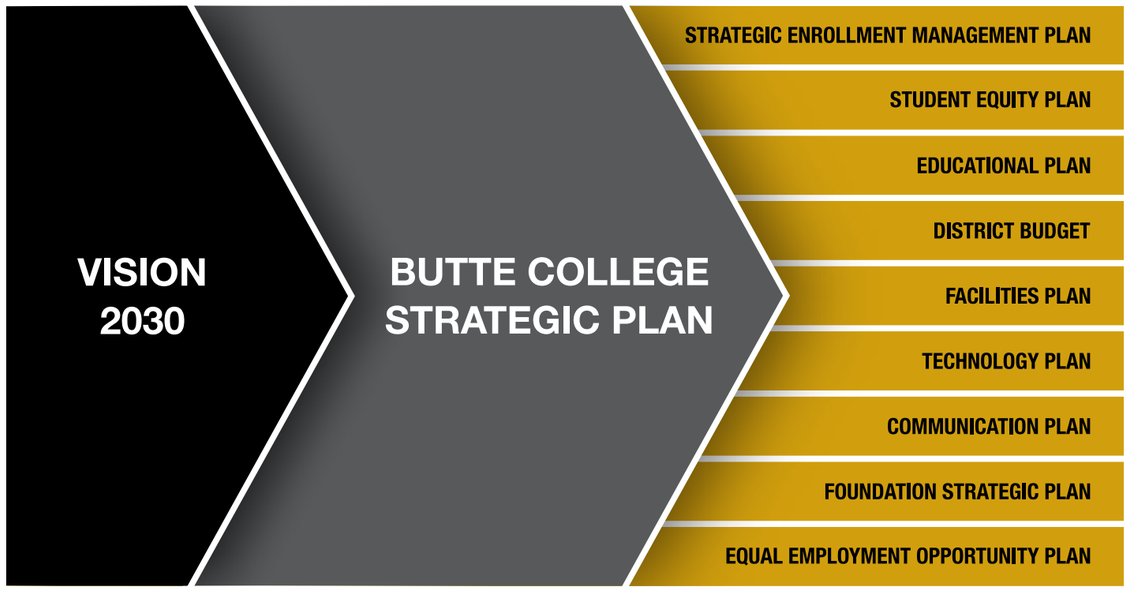
STRATEGIC DIRECTION 3: THE FUTURE OF LEARNING

12. Actively engage with the impacts of generative AI on the future of teaching and learning:
    a. Improve the student experience with the use of generative AI as well as smart analytics applied to the "big data" systems.
    b. Modernize system technology infrastructure to support online education delivery and faculty.
    c. Develop an analysis of the impact of generative AI and its potential implications for teaching and learning and take the necessary action in policy reform, systems development and practices.



ROLE OF THE STRATEGIC PLAN

The strategic plan serves as the guiding document that connects Vision 2030 with the operational documents of the college, thus unifying the work of departments and college committees. The following diagram illustrates the key operational planning documents which take their direction from the college's strategic plan.



SIX *Strategic* INITIATIVES



1 ENHANCING A CULTURE OF COMPLETION AND *goal achievement*

Butte College provides high-quality education to students seeking degrees, transfer, certificates and job skills to meet their career and life goals. The college focuses on building coherent experiences for our diverse students from their first contacts with Butte College through onboarding processes to the completion of educational journeys.

OBJECTIVE 1.1

Collaborate with local high schools to prepare students for a successful transition to Butte College.

- Orient Dual Enrollment on academic and career pathways to ensure the program includes clear, student-facing on-ramps to further education and training opportunities.
- Create an Outreach Council to coordinate high school outreach activities and ensure that outreach is treated as a holistic college activity planned, coordinated and structured to maximize impact and return on efforts.

OBJECTIVE 1.2

Ensure students understand their options for educational goals and that the college provides a clear pathway for reaching their chosen goal.

- Develop and implement rules, standards and procedures to govern student program choices in the Colleague environment, including the SelfService, degree audit and planning modules.
- Develop and employ more sophisticated program and pathway visualizations that show the interrelationships among department and program curricula, including on-ramps and off-ramps for student training and education into certificates, work-based learning, degree and transfer.
- Explore expansion and clarification of credit for prior learning processes and opportunities.

OBJECTIVE 1.3

Identify the needs of our diverse populations and design services and interventions to support student goal completion.

- Create and implement a pilot opt-out schedule project with Reg2Go.
- Reduce the cost of instruction for students through broader adoption of Zero Textbook Costs, low textbook and materials-cost programs.
- Maximize the strategic use of college centers and off-site locations to offer courses at more convenient locations within our communities.
- Coordinate integration of work-based learning opportunities across academic programs.

OBJECTIVE 1.4

Schedule courses to prioritize student educational goal completion.

- Enact the Strategic Enrollment Management Plan.

OBJECTIVE 1.5

Establish and maintain a robust system of learning outcomes assessment that supports innovation and continuous improvement in equitable teaching and learning.

- Update program review processes and timelines as part of continuous quality improvement efforts to broaden conversations and communication of learning outcomes assessment results.

OBJECTIVE 1.6

Ensure that our institution is an active and supportive member of our community by providing our students the necessary skills and knowledge to thrive as informed and productive citizens in our service area and beyond.

- Coordinate employer outreach and engagement activities through existing Economic and Workforce Development networks to collaborate with career education faculty, administrators, North Far North Regional Consortium and Career Center staff.
- Integrate Butte College adult education and contract education efforts in noncredit vocational English as a second language, English as a second language and short-term occupational training based on the needs of adult learners and industry partners.
- Coordinate service on local boards, service organizations and economic development entities to ensure that Butte College is represented, visible and contributing to strengthen community partnerships to support student success after completing educational goals.
- Create an adult learner pipeline for skills builder students and life-long learners that includes a streamlined enrollment process.



2 SUPPORTING STUDENT, FACULTY AND STAFF *success*

Butte College is committed to supporting equitable and inclusive student, faculty and staff success as we work together to achieve a wide range of academic and professional goals.

OBJECTIVE 2.1

Foster a college culture that engages students in the college experience, especially for students who have historically experienced equity gaps.

- Develop a set of campus behaviors and community-building activities to support a student-ready college with a focus on DEIA^2, including culturally relevant practices and interactions.

OBJECTIVE 2.2

Increase knowledge, skills and abilities of faculty and staff to better support students in a rapidly changing environment

- Formalize a professional development structure for the college and create a ProDev plan that includes faculty, classified professionals and management.
- Revitalize Butte College's Leadership Development Institute to provide leadership training for faculty, classified professionals and management.

OBJECTIVE 2.3

Strengthen collaboration within departments, among divisions, and across constituencies.

- Support on-campus community-building activities for faculty and staff, including Communities of Practice.

OBJECTIVE 2.4

Utilize facilities, technology and services to support student success and completion.

- Create a mobile-friendly website.
- Place all forms and petitions that students use online.
- Explore ways to improve the student experience with the use of generative AI as well as smart analytics applied to data systems.

OBJECTIVE 2.5

Provide equitable opportunities for employee development that both improve student outcomes and strengthen professional currency, well-being and advancement of faculty and staff.

- Develop consistent onboarding, professional development, career growth and succession planning for Butte College employees in support of student success.
- Design and implement a robust multi-month employee onboarding program for all constituent groups with an DEIA^2 lens.
- Implement DEIA^2 training for all faculty, staff, management and trustees.
- Ensure EEO planning occurs in a continuous quality improvement cycle.

3 USING DATA-INFORMED PROCESSES FOR CONTINUOUS *improvement*

Butte College is focused on improving the overall effectiveness and accountability of the college. These processes are data-informed, efficient and integrated to add value to the campus and community.

OBJECTIVE 3.1

Optimize organizational processes by increasing efficiency and improving time-intensive and paper-driven processes. Provide professional development to help college areas streamline processes. Optimize data input, information creation and communication to support these improvements.

- Provide cross-functional professional development related to data processes, data use and data systems.
- In collaboration with stakeholder groups, identify current processes that are creating barriers or difficulties for workflow and job satisfaction.

OBJECTIVE 3.2

Streamline the college's committee structure to improve the pace of college decision making. Structure committee meetings to drive actions and outcomes and improve planning processes.

- Evaluate the current committee structure; revise the Institutional Effectiveness Manual as appropriate.
- Provide professional development for committee chairs regarding running meetings, agenda development, etc.
- Receive updates and end-of-year reports from committee chairs regarding committee activity.

OBJECTIVE 3.3

Create transparency and mutual understanding across the institution by improving data availability and analysis. Align reports and data to support program thinking and organizational processes.

- Develop and implement a Data Governance Task Force to define data points/elements, validate data collection and input, evaluate data scope, and data sharing reports/dashboards to close the loop on data.
- Receive updates regarding progress on strategic plan initiatives, objectives and action items.

OBJECTIVE 3.4

Provide data to inform the assessment of the college's mission and goals. Provide training on data access and its use. Use disaggregation to bring equity gaps among disproportionally impacted groups to the forefront of the discussion.

- Assess attainment of action items from college planning documents (eg: Strategic Plan, Enrollment Management Plan, Facilities Plan, etc.)
- Provide professional development opportunities for training on data access, data use and generative AI.
- Develop effective action steps to address disproportionally impacted groups.

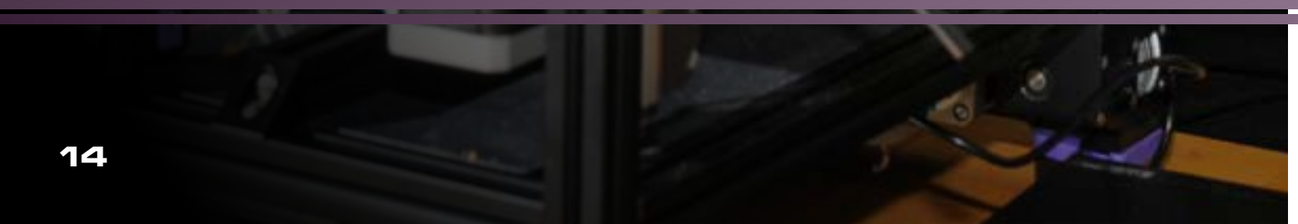
OBJECTIVE 3.5

Develop effective action steps to address disproportionally impacted groups.

- Develop a daily enrollment report.
- Implement Ellucian Experience.



4 MAXIMIZING RESOURCES TO SUPPORT STUDENT *learning*



Butte College actively shapes its enrollment, efficiently manages its existing resources and strategically develops external revenue sources to maximize the funding available to support student learning.

OBJECTIVE 4.1

Make strategic financial decisions by prioritizing the retention, learning and success of students.

- Revise and revitalize the unit planning process.
- Support the full implementation of the Guided Pathway structure district-wide.
- Align various funding streams related to student retention, learning and success.

OBJECTIVE 4.2

Align priorities with the new funding formula by identifying and supporting changes to processes, activities and structures with the goal of closing equity gaps and maintaining a focus on meeting established enrollment targets with an emphasis on access and support for racially minoritized students and other under-served populations.

- Prioritize activities related to scheduling, support and success.
- Orient the college to the student centered funding formula.
- Ensure cross-functional integration.

OBJECTIVE 4.3

Continue to apply for and manage grants and/or projects aligned with college and program priorities by focusing on grants/funding opportunities that prioritize the success of racially minoritized students and other under-served populations.

- Develop grant criteria. Monitor, coordinate and report grant activities.

OBJECTIVE 4.4

Support the Butte College Foundation's fundraising priorities and college grant opportunities to ensure service to under-served students and surrounding communities.

- Increase marketing and awareness of the Promise Scholarship.
- Develop a Foundation Strategic Plan to articulate goals in the areas of planned giving, scholarship donations, capital campaigns and alumni association development.

OBJECTIVE 4.5

Work collaboratively with the Chancellor's Office to achieve Vision 2030 goals and make decisions aligned with Vision 2030 priorities.

- Track achievement of Vision 2030 goals.
- Develop and communicate institutional research metrics to track the achievement of the Student Equity Plan priorities, including disagregated data.



5 MODELING *Sustainability*

Butte College embraces sustainability by engaging students, faculty, staff and the community in dialogue and fostering sustainable practices and operations, including the integration of environmental health, social equity and economic vitality in order to create thriving, healthy, diverse and resilient communities for this generation and generations to come.

OBJECTIVE 5.1

Identify and improve institutional processes that could move the college towards high levels of sustainability.

- Develop a student transportation plan.
- Revitalize the Sustainability Committee for environmental issues.
- Charge College Council with addressing and advancing institutional sustainability.
- Advance the three pillars (environmental, social, and economic) of sustainability.
- Implement new strategies to address emerging sustainability practices.

OBJECTIVE 5.2

Provide ongoing institution-wide professional development in sustainable practices.

- Train staff to use sustainable products.
- Increase student and staff awareness of sustainability practices.

OBJECTIVE 5.3

Continue to embed sustainability into the college curriculum.

- Support Academic Senate to identify and embed sustainability in the college curriculum.





6 ENHANCING A CULTURE OF *equity* AND *inclusiveness*

Butte College strives toward equity, inclusion and anti-racism by acknowledging the systemic nature of historical oppressions, exploitation, and harm and actively working toward liberation.

OBJECTIVE 6.1

Strengthen existing and create new equity-minded student supports and services for racially minoritized and other historically under-served student groups.

- Support the counseling department as they transition from a generalist model to a Guided Pathways model that includes providing program and identity-specific counseling.

OBJECTIVE 6.2

Ensure students understand their options for educational goals and that the college provides a clear pathway for reaching their chosen goal.

- Implement Guided Pathways Student Success Teams throughout all communities of interests.

OBJECTIVE 6.3

Create a clear, consistent, proactive reporting process for discriminatory incidents, speech and behaviors that includes restorative practice approaches to accountability.

- Implement a discrimination and bias report process for students, faculty and staff.

OBJECTIVE 6.4

Engage in an ongoing review and revision of policies and procedures to eliminate obstacles to equity and inclusion.

- The Board of Trustees and College Council will systematically review board policies and administrative procedures to encourage equity and inclusion.
- Implement the recommendations from the Accessibility Capability Maturity Model report to remove institutional obstacles for students, faculty, staff and guests with disabilities and foster a feeling of community belonging.

OBJECTIVE 6.5

In response to the Chancellor's Office Call to Action and Vision 2030, improve classroom climate by adopting antiracist classroom practices and curriculum.

- Support professional development activities to implement inclusive language and practices.
- Provide equity-minded professional development that is regularly updated to ensure relevance and currency to all Butte College employees.

OBJECTIVE 6.6

Focus on Butte College's HSI designation by increasing the visibility and reputation of Butte College as an HSI to the communities we serve; enhancing a culture of innovation, inclusiveness and collaboration at Butte College as an HSI; and creating a campus culture where all faculty, administration,and staff are aware of and dedicated to fostering HSI designation

- Focus on Butte College's HSI designation through the lens of "servingness" by including our HSI status in our mission statement and on our website.
- Provide our Latinx students with opportunities like the Bienvenida and graduation celebrations that center Latinx ways of knowing and being, and improving outcomes and experiences for our Latinx students.



THANK YOU!

Appreciation and acknowledgment is given to our board of trustees, College Council, PPL and the faculty, staff and students who volunteered their time and shared their ideas and expertise at the March 2023 Strategic Planning workshop.

BOARD OF TRUSTEES

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Pam Walker
Teresa Ward
Chris Westbay
Bob White
Natalie Windt
Roxanne Winslow
Linda Zorn
Brad Zuñiga



LAND ACKNOWLEDGMENT

We acknowledge that Butte College and its satellite campuses stand on lands that were originally occupied by the first people of this area, and we recognize and honor the Maidu, Wintun, Wailaki and Nomlaki Tribes. We thank them for their strength and resilience in protecting this land for centuries and aspire to uphold our responsibilities according to their example. In offering this land acknowledgment, we affirm Native American sovereignty, history, and experiences.



BUTTE - GLENN COMMUNITY COLLEGE DISTRICT

Butte College programs and activities are offered without regard to race, color, national origin, ancestry, sex, gender, gender identification, sexual orientation, disability, age, religion, physical and/or mental disability, medical condition, veteran status, marital status or any other characteristic protected by institutional policy and, state, local or federal law. The College values fairness and equity for all members of the College community. Questions regarding Title IX and Section 504 may be forwarded to Title IX Coordinator, (530) 893-7487 or titleix@butte.edu, and/or to the Office of Civil Rights San Francisco Office, U.S. Department of Education, 50 Beale Street, Suite 7200, San Francisco CA 94105, (415) 486-5555.

EVIDENCE
A1b: College Council

College Council

MENU

HOME

LEADERSHIP TEAM

CONTACTS

COLLEGE COUNCIL

COLLEGE COUNCIL

ARCHIVED

Content Editor:

Melissa Cafferata-Ainsworth
(530) 895-2484

College Council

The purpose of the College Council is to improve the college's decision-making processes, increase communications between constituencies, review program and committee performance, and provide input on institutional issues.

College Council Charter

College Council Bylaws

2024-2027 Strategic Plan

Institutional Effectiveness Manual

Draft Mission Statement

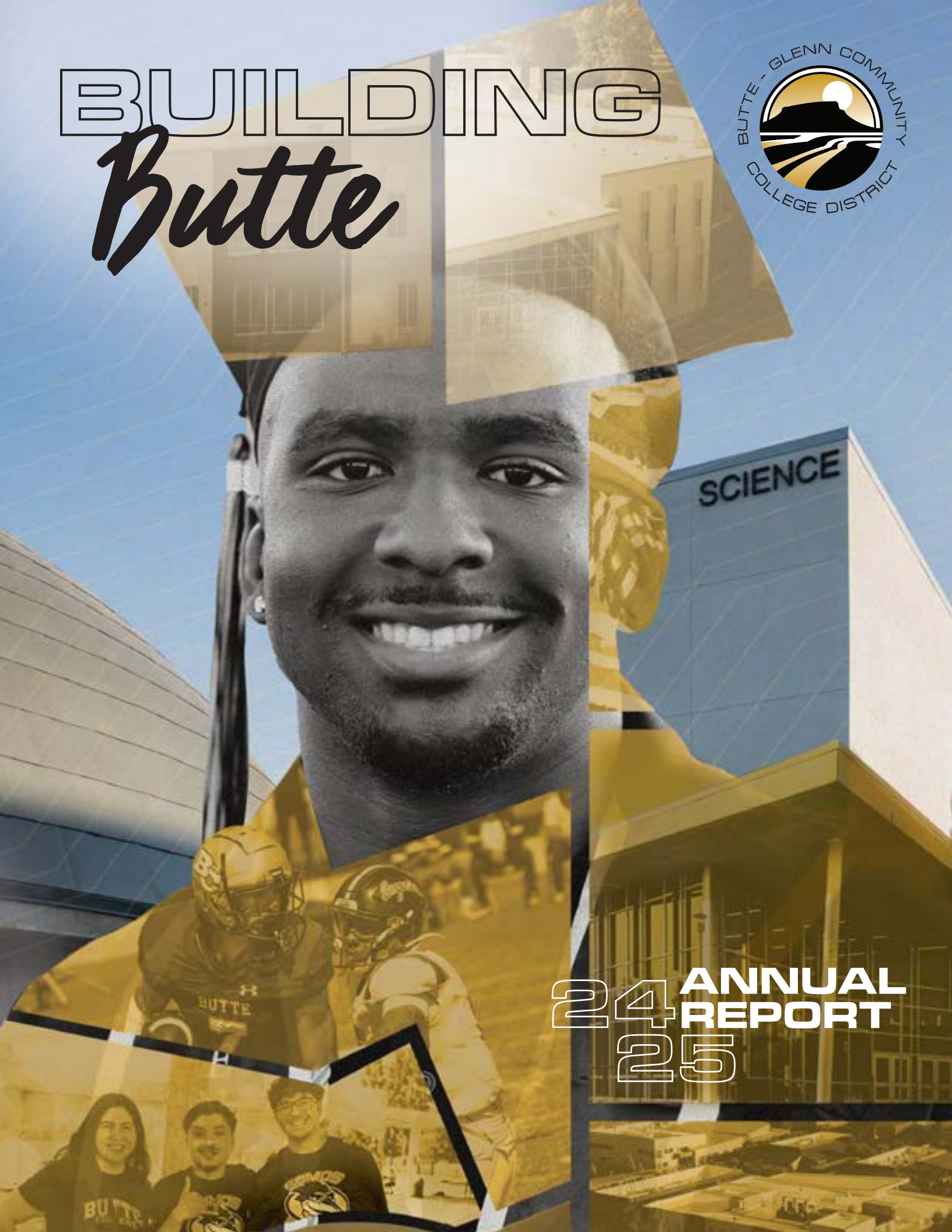
2025-2026 Meeting Agendas	2025-2026 Meeting Summaries
August 26	August 26
September 9	September 9
September 23	September 23
October 14	October 14
October 28	October 28
November 25	November 25
December 9	December 9
December 23 - Canceled	
January 13	January 13
January 27	January 27
February 10	February 10
February 24	February 24
March 10	March 10
March 24	March 24
April 14	April 14
April 28	April 28
May 12	May 12
May 26	May 26

Archived College Council

EVIDENCE
A1c: Annual Report

BUILDING Butte

BUTTE - GLENN COMMUNITY COLLEGE DISTRICT



24 25 ANNUAL REPORT

Dear Butte College Supporter,

Butte College's theme for the 2024-2025 academic year was "Building Butte." After turning back to college processes and connecting with our communities, we focused on building programs, developing staff, and expanding campus facilities last year. It was an exciting year at Butte College, and I'm thrilled to update you on what the college accomplished in 2024-2025.

In November, Butte College welcomed Imelda "Mel" Simos-Valdez as the college's new vice president for student services. With an extensive background in higher education and a student-centered approach to leadership, Mel brings knowledge and passion to Butte College's student services programs. She arrived on campus just in time for the celebration of the 55th anniversary of Extended Opportunity Programs and Services. EOPS is one of the state's oldest student support programs, providing comprehensive academic and support counseling, along with financial aid and other services to help students reach their academic goals. EOPS has been a cornerstone of Butte College student services since 1969.



Butte College's academic and athletic programs also boasted notable achievements in 2024-2025. The college's first accelerated nursing program cohort graduated, equipped with the knowledge and clinical skills to work as registered nurses in our community and beyond. Live theater returned to campus during the spring semester with a number of productions featuring student talent. The Butte College Speech and Debate Team had its most successful performance ever at the Community College National Championship Tournament in Norfolk, Virginia, bringing home 19 medals. Then, at the National Forensics Association Championship in Detroit, Michigan, they took first place among community colleges. Finally, the men's soccer team made history with their first-ever run to the state championship.

Building on previous years' growth, in 2024-2025, Butte College continued to expand its dual enrollment program, which allows high school students to earn college credit for taking classes on their school campuses during their normal school day. The program grew by six partner high schools, providing even more students with the opportunity to earn college credit before they graduate from high school.

The 2024-2025 calendar of campus events included past favorites as well as new experiences to celebrate our campus community. Returning events included the Bountiful Butte Harvest Festival, Arc Exposure, the Big Time, and the Butte College Foundation Spring Gala. The inaugural Festival de Nuestras Voces joined the calendar during the spring semester, celebrating Latinx heritage with music, art, and storytelling. As always, the academic year concluded with numerous celebrations of student achievement. Butte College is proud to recognize and celebrate the accomplishments of all students.

As we build for the future, Butte College's motto of "Students first!" provides a firm foundation. It lives in the heart of every employee and guides every decision we make. Our commitment to providing high-quality, accessible education and support that will help our communities thrive is evident in all of this year's activities and accomplishments.

Thank you for your support of our students' journeys!

Virginia L. Guleff
Superintendent/President



BOARD OF TRUSTEES 2024-25



John Dahlmeier
Area 1



William McGinnis
Area 2, President



Rick Krepelka
Area 3



Michael Boeger
Area 4



John Blacklock
Area 5, Vice President



John Nock
Area 6, Clerk



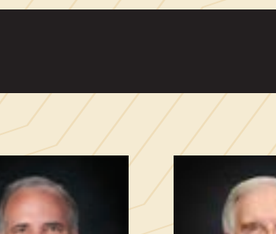
Eugene Massa
Area 7

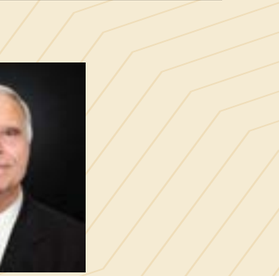


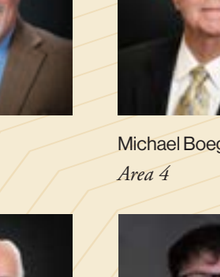
Liam Eller
Student Trustee

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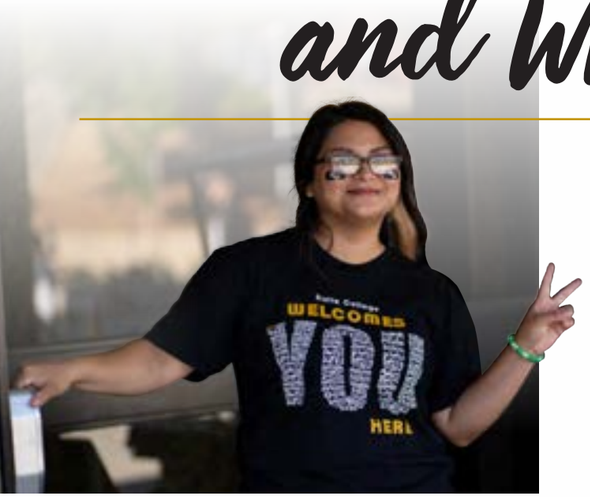








WHO WE ARE and What We Offer

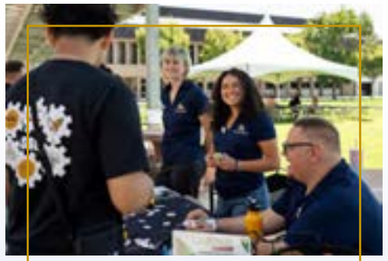


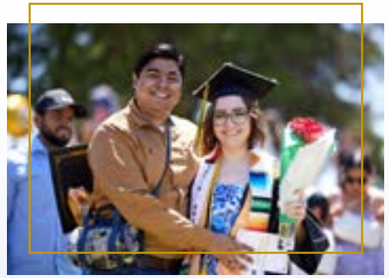
Butte College is dedicated to empowering students by making college accessible and achievable for all.

MISSION STATEMENT

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







Values

- Students First
- Diversity
- Accountability
- Excellence
- Equity
- Sustainability
- Respect
- Communication

Strategy

- First Contact
- First Choice
- Best Choice

BEST COMMUNITY COLLEGES

BEST COMMUNITY COLLEGES 2025

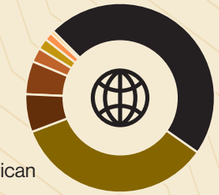
HSI

Campus Pride index

TOTAL STUDENTS 15,059

CAMPUS DIVERSITY

Ethnicity



- **47.3%** White
- **34.5%** Hispanic / Latinx
- **6.2%** Two or More Races
- **5.7%** Asian
- **2.6%** Black or African American
- **1.8%** Undisclosed
- **1.6%** American Indian or Alaskan Native
- **0.3%** Native Hawaiian or Other Pacific Islander

Age



- **2.9%** 50 and Older
- **19.9%** 25-49
- **18.9%** 20-24
- **33.3%** 19 and Under

Gender



- **55.7%** Female
- **42.8%** Male
- **1.3%** Undisclosed
- **1.2%** Non-Binary

RESIDENCE



- **67.9%** Butte County
- **22.1%** Other CA Counties
- **9.2%** Glenn County
- **0.8%** Out of State or International

FIRST GENERATION

College Students

48%

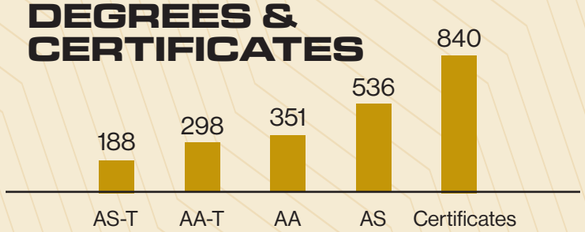
TOP 10 DEGREES

Social and Behavioral Science	339
Nursing	193
Psychology	122
Business Administration	108
Administration of Justice	93
Health Occupations Preparation	66
Child & Adolescent Development	62
Computer Science	37
Communication Studies	28
Studio Arts	27

TRANSFERS 888

Chico State	606
In-State Private / Out of State	129
Other CSUs	104
UC	49

DEGREES & CERTIFICATES





NEWS and Highlights

BUILDING ON DUAL ENROLLMENT PARTNERSHIPS

This year, we saw substantial growth in our dual enrollment partnerships with local high schools. Dual enrollment enables students to explore various career fields, achieve college and career readiness, and earn both college and high school credit.

DUAL ENROLLMENT BY THE NUMBERS

2,003
Students Served

82
Sections Taught

20
High Schools Served

93%
Success Rate Among Participants

BUTTE HOSTS INAUGURAL FESTIVAL DE NUESTRAS VOCES

On May 7, we hosted our inaugural Festival de Nuestras Voces, a dynamic celebration of Latinx heritage that filled our main campus with music, art, food, and community connections.

From the opening performance by Chico High's Ballet Folklorico to the soulful sets by Damian Martinez, the day highlighted the rich traditions and contemporary voices that shape our region. A centerpiece of the festival was keynote speaker Yosimar Reyes, a nationally recognized poet and public speaker whose work explores queer identity, undocumented status, and community empowerment. The event brought together students, families, faculty, and the community.







DOWNTOWN CHICO PARTNERSHIP BUILDS A SENSE OF PLACE

Through the Downtown Arts Placemaking Initiative, Butte College art students unveiled eight original works along Wayne Cook Way as part of the Chico Open Board Art (COBA) Project. In partnership with the Downtown Chico Business Association, local arts organizations, and the City of Chico, students explored the theme "Past to Present: Creative Interpretations of Local Agriculture." Their artwork not only revitalizes public space but also offers real-world experience in community-based artmaking. The initiative underscores Butte College's commitment to fostering creativity, cultural engagement, and hands-on learning opportunities that connect students to the broader community.

NSF GRANT HELPS BUILD ENGINEERING SUPPORT TECHNICIAN PROGRAM

Our college received a $350,000 Advanced Technological Education (ATE) grant from the National Science Foundation.

The three-year grant will fund our college's SwifTECH - Empowering Rural Careers: Engineering Support Technician Certificate Program, which will establish a credit-bearing certificate program that provides stackable credentials for engineering support technicians, preparing students for mid-level technical roles in industries that rely on sophisticated processing equipment. The program will align with industry needs and offer work-based learning opportunities through internships with local companies.

Simply put, SwifTECH will transform a student into an industry-ready employee in one year through a combination of classroom learning, industry mentorship, and hands-on experience.



BUILDING SCIENCE *Innovation*



In spring 2025, we completed the construction of our new 77,000-square-foot Science Building and Planetarium. Just a few months later, students began the fall semester in a facility designed to transform the way science is taught and experienced.

Funded by Measure J and the state's Physical Plant and Instructional Support Block Grant, the $73 million building houses 21 modern laboratories, collaborative learning spaces, and a 2,400-square-foot planetarium with 360-degree celestial views.



The building was designed around a studio teaching model that blends lecture and lab, replacing traditional, passive instruction with hands-on, active learning. Students will engage with course material, instructors, and peers in an environment that mirrors real-world, team-based STEM professions.

With solar panels supporting sustainability goals, labs that meet industry standards, and a planetarium serving both students and the community, the Science Building is more than a facility — it is a long-term investment in academic excellence, opportunity, and student success.



Our students, not just STEM but also in nursing, allied health, and general education, now have access to a premier environment for hands-on learning and industry-standard laboratory equipment.

-Kam Bull, Dean of Instruction, STEM

Scan the QR code to experience the grand opening!



BUILDING *Champions*



MEN'S SOCCER MAKES IT TO STATE CHAMPIONSHIP

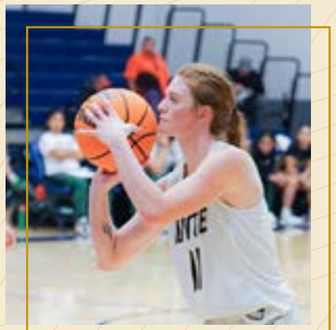
For the first time in program history, the men's soccer team advanced to the California Community College Athletic Association (CCCAA) state championship after toppling the No. 1 seed in the Southern California bracket, Long Beach City College, during a Final Four match.

The championship match pitted the Roadrunners (18-4-4) against the Cuyamaca Coyotes (18-4-2). Despite their determined effort, the Roadrunners fell 2-0 to the Coyotes, who claimed the state title. While the loss in the championship game was a bittersweet conclusion, this season will be remembered as a breakthrough season for the Roadrunners.

Shade Satica WOMEN'S BASKETBALL

From the moment she stepped onto the court for the Roadrunners, Shade Satica proved she was one of the most dominant players in California community college basketball. As a freshman, she was named Freshman of the Year, and she continued to elevate her game from there. Shade became the Golden Valley Conference MVP, earned All-State 3rd Team honors, and was recognized as the Chico Sports Hall of Fame Sophomore Athlete of the Year (2024–25).

Shade led the entire state in scoring, averaging an incredible 23.3 points and 9.5 rebounds per game, and closed her Roadrunner career with 869 total points. Beyond her stats, Shade's humility, work ethic, and coachability left a lasting impression on everyone around her. She has transferred to Cal Poly Humboldt, where she will continue her basketball career while majoring in Agriculture.





Lenny Dupouyet MEN'S SOCCER

One of the most decorated players in Roadrunner soccer history, Lenny Dupouyet capped his two-year career at Butte College as the program's all-time leader in both goals (36) and assists (19). A two-time Golden Valley Conference MVP, two-time All-State and All-Region honoree, and just the fifth Roadrunner ever to earn All-America recognition, Lenny helped lead Butte to the 2024 California Community College Athletic Association final.

Known for his clutch performances—including 10 game-winning goals and three hat tricks in his sophomore season—Lenny also earned First-Team All-America honors, one of only two players in program history to do so. His leadership and relentless work ethic made him a cornerstone of the Roadrunners' success. Lenny has transferred to Division II McKendree University in Illinois, where he will continue his studies and soccer career.

HISTORIC SEASON FOR CROSS COUNTRY

The men's and women's cross country teams made history this fall with a season of remarkable firsts. The men captured the Northern California Championship for the first time since 1979, led by freshman standout Stephan Chapdelaine, who placed second overall. Teammates Phillip Logan and Mark Velazquez-Patino also finished in the top 10, securing the Roadrunners' spot at the state meet.





On the women's side, Jennifer Johnson and Paulina Arias qualified individually for the state championships after strong performances at regionals. Earlier in the season, both the men's and women's teams swept the Golden Valley Conference titles.

Head Coach Mark Chavez, a Butte alum, praised the student-athletes' dedication and teamwork, noting that this season has established Butte as a rising powerhouse in California community college cross country.

ATHLETIC HIGHLIGHTS

MEN'S BASKETBALL

Opened the season in first place and later surged with a mid-season five-game winning streak that propelled them into the playoffs.

FOOTBALL

Won the Gridiron Classic Bowl and finished the season ranked fifth in California.

SOFTBALL

Welcomed new head coach Kristin Worley as the program looks to rebound from last year's transitional season.

VOLLEYBALL

Under the direction of new head coach Ed Jackson, the team improved its win total and set a strong foundation for the upcoming season.

BASEBALL

Had impressive achievements on and off the field. Seven scholar-athletes earned a 4.0 GPA, and 19 achieved a 3.5+ GPA.

TRACK & FIELD

Hosted the NorCal Trials and Finals at Cowan Stadium for the first time in school history, producing three NorCal champions.

WOMEN'S SOCCER

Built on a strong foundation with many freshmen returning as sophomores.

WOMEN'S BASKETBALL

Secured the Golden Valley Conference title.

Scan the QR code to keep up on the latest Roadrunner wins!

EOPS BUILDS ON 55 YEARS *of Changing Lives*

On February 19, 2025, we celebrated the 55th anniversary of Extended Opportunity Programs and Services (EOPS). For more than half a century, EOPS has opened doors, broken down barriers, and helped thousands of students turn their educational goals into reality.

A HISTORY OF OPPORTUNITY

EOPS began at Butte College in the 1969–70 academic year, just months after California created the program through the passage of SB 164. Its mission was simple yet profound: provide "above and beyond" support to students facing educational and economic challenges. That first year, EOPS served about 60 students as part of the financial aid office, led by its first director, Dr. Roger Grant. In 1982, Butte College added the Cooperative Agencies Resources for Education (CARE) program — a companion to EOPS that supports single parents receiving CalWORKS/TANF. Over the decades, the program has grown to serve approximately 1,400 students annually in its peak years, weathered state budget cuts, and continually adapted to meet student needs.

Then



TODAY

Fifty-five years after its founding, EOPS continues to prove that when students are given the opportunity and support they deserve, there's no limit to what they can achieve. Today, EOPS/EOPS(CARE) provides an extensive menu of services designed to help students succeed, including:

- Dedicated academic counselors
- One-on-one tutoring
- Priority registration
- Book-lending library
- $400 per semester textbook support
- Technology access
- Emergency grants & equipment loans

Now



EOPS BY THE NUMBERS *2024–25*

816
Students Served

$247,029
Grant Aid Distributed

$156,535
Book Credit Used



EOPS STUDENT PROFILE



KAI BUCHOLZ

2025 Graduate & Director's Award Recipient

Kai, a 2025 studio arts graduate, found strength and purpose at Butte College through programs like Inspiring Scholars and EOPS. A former foster youth, he discovered art as a way to share his story and took the lead in producing the Foster Care Museum exhibit at The Museum of Northern California Art. Honored with the EOPS Director's Award, Kai now heads to Chico State to study communication design, with hopes of one day returning to Butte as an instructor to inspire others as he was inspired.

BUILDING *Tomorrow's Leaders*



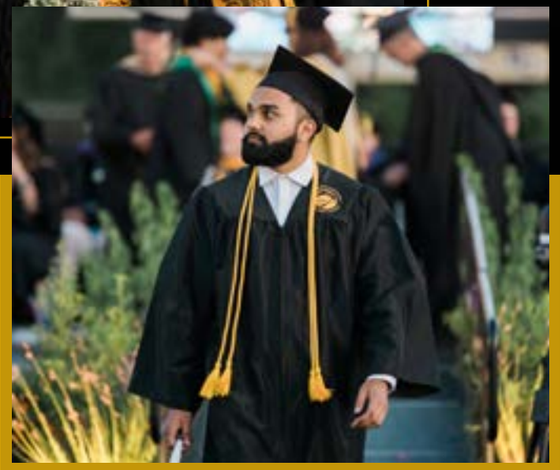
On May 30, we hosted our 56th Annual Commencement Ceremony at the John Cowan Sports Complex, honoring the achievements of 1,349 graduates and conferring 1,699 degrees. Family, friends, faculty, and staff gathered to celebrate this milestone, with many more joining via livestream.

Superintendent/President Virginia Guleff and our board of trustees led the ceremony, reminding attendees that "each graduate represents a journey—many with challenges overcome—and a future filled with possibility."

The celebration highlighted the voices of students, including commencement speaker Jennifer Plasencia, who shared her story of determination and family legacy. Student Senate President Mercedes Cortez Nava, Student Trustee Liam Eller, and two 4.0 graduates served as platform marshals, while graduate Alexis Maldonado gave a stirring performance of the national anthem.

Commencement remains the most powerful tradition at Butte College, celebrating the resilience and achievement of every graduate who walks across the stage.





CLASS OF 2025 BY THE NUMBERS:

The Class of 2025 reflects the remarkable diversity of Butte College's student body!

1,349
Graduates

17-78
Ages of Our Graduates

1,699
Total Degrees Conferred



Our graduates came from:

159
Cities and Towns in California

11
US States

16
Countries



Jennifer Plasencia
COMMENCEMENT SPEAKER

Jennifer found her path to a career in healthcare through Butte College's public health science program. A first-generation student from Hamilton City, she faced a major setback during her first semester after a serious car accident. With support from the TRIO program, she pushed forward and stayed on track. Now preparing to transfer to Chico State, she's motivated by her parents' sacrifices and committed to making a difference in public health.

"When I first stepped foot onto this campus, I carried more than just books in my backpack. I carried my family's hopes, sacrifices, and dreams," she shared. "Dreams they didn't have the chance to pursue themselves."

Scan the QR code to watch our commencement highlight video!

START HERE



LILY GOLIA

2025 Graduate & UC Santa Barbara Transfer Student

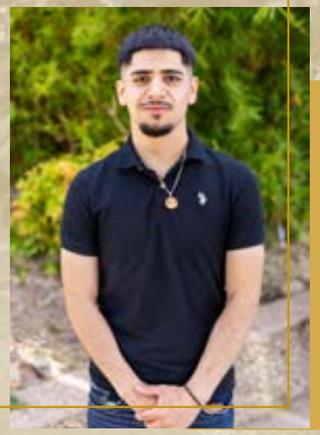
Lily, a first-generation college student, embraced a journey of discovery at Butte College, earning degrees in psychology, nutrition, and social and behavioral science. Supported by programs like CAS and MESA, and connected through campus work and student leadership, she found a strong sense of belonging and mentorship. Lily was accepted to UC Davis, UC Santa Barbara, and UCLA, but ultimately chose UC Santa Barbara as her future home. Lily plans to pursue a career as a physician assistant, inspired by her family's health experiences and a passion for cardiology and genetics.

TONIKA KING

2025 Criminal Justice Graduate

Tonika King, a 2025 criminal justice graduate, overcame significant hardships while raising four children and facing housing instability. Driven by her late mother's encouragement and fueled by determination, she found life-changing support at Butte College through programs like CAS, EOPS, and the Roadrunner Hub. Balancing school, parenting, and personal loss, Tonika persevered with the help of mentors and faith. Now stable and proud of her achievement, she looks forward to a future career in law enforcement, inspiring her children to pursue their own dreams.





ALEXANDER LUNA

2025 Graduate & Chico State Transfer Student

Alexander is an agriculture student who chose Butte College for its strong support systems. Through the TRIO program and involvement in the Ag Leadership and Horticulture clubs, he developed confidence and leadership skills that solidified his goal of becoming an agriculture teacher. Now preparing to transfer to Chico State, Alexander aims to eventually return to his hometown to inspire future students in the field he loves.

Scan the QR code to watch our student testimonials.



JESSICA BJORK-MADRIGAL

Vice President and Co-owner, Bjork Construction Company, Inc.
2025 Outstanding Alum

Jessica Bjork-Madrigal attended Butte College from 2005 to 2007 before earning degrees in construction management from Chico State and Arizona State University. For nearly a decade, she has co-led Bjork Construction, guiding the company to recognition for workplace excellence, sustainability, and diversity. The company has been named one of the *San Francisco Business Times*' Top 25 Women-Owned Businesses and received national honors for inclusion and workplace culture. A strong advocate for women in construction, Jessica shares her experience through speaking engagements at universities and industry events.

RYAN FELLERS

Captain, Chico Fire Department
2025 Outstanding Alum

Ryan Fellers, a graduate of the 29th Butte College Fire Academy, has dedicated his career to public safety and firefighter education. Since joining the City of Chico Fire Department in 2002, he has risen through the ranks to captain, serving on the rescue team and as acting battalion chief. Beyond his service in the field, Ryan continues to give back as a supervisor and instructor at the Butte College Fire Academy, where he is recognized statewide for advancing firefighter training and safety.



ARE YOU A BUTTE COLLEGE ALUM?

Scan the QR code to join our FREE Alum and Friends Association.

GO ANYWHERE

BUILDING STAFF & Facutly Success

This year, we welcomed Imelda "Mel" Simos-Valdez as our new vice president for student services. With more than 30 years of experience in higher education, she brings both expertise and a student-centered approach that aligns with our mission of equity and opportunity. Mel began her role on November 4. "I look forward to collaborating with a dedicated team to enhance existing programs and initiatives, ensuring that every student has the support they need to thrive academically and personally," she said.

> My mission is to create an inclusive and empowering atmosphere where every student can achieve their goals."

Mel came to Butte College from Bakersfield College, where she recently served as interim vice president for student services. Earlier in her career, she held roles at California State University, Los Angeles and California State University, Bakersfield. She also served as executive director of categorical programs at Bakersfield College, overseeing services that made higher education more accessible to students.

Now at Butte College, Mel is focused on creating an empowering atmosphere where every student can achieve their goals. She emphasizes a holistic approach to student services, using collaboration and data-informed decision-making to ensure programs are both responsive and impactful.





Carrie Roberson
CHICO NOON ROTARY EDUCATOR OF THE YEAR

For more than two decades, Carrie Roberson has taught child development and life management courses, always going above and beyond to support her students. Her dedication extends beyond the classroom—she has served as department chair and Academic Senate vice president and president, while continuing to mentor faculty and champion equity in education.

Carrie's leadership also reaches the state level through her work with the Academic Senate for California Community Colleges, where she helps shape policies that expand access and strengthen transfer pathways.

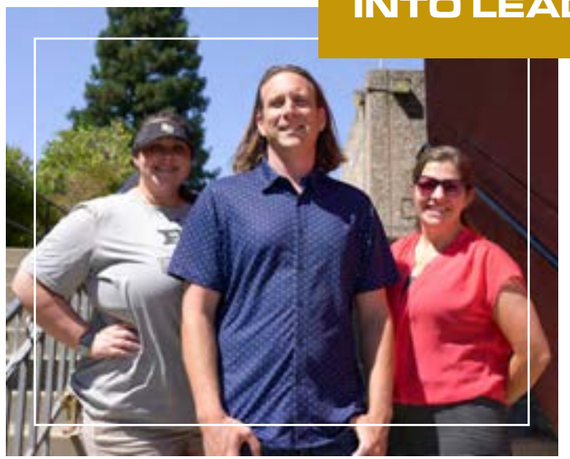
Angela Ohland
PTK TEACHER OF THE YEAR

Each year, Phi Theta Kappa (PTK) invites students to nominate teachers who demonstrate excellence in teaching, create inclusive and supportive classroom environments, and go the extra mile to inspire academic and personal growth.

This year's recipient, Angela Ohland, stood out among a remarkable field of educators. Angela, a professor of communication studies, began teaching at Butte College as an associate faculty member in 2015 and joined the full-time faculty in 2018. In addition to teaching, she coaches the college's nationally-recognized speech and debate team, which brought home 35 national awards this year alone.



CLASSIFIED PROFESSIONALS STEP INTO LEADERSHIP THROUGH LIFT



During the fall semester, our Classified Senate led the recruitment of a cohort of classified professionals to participate in the Leadership Institute for Tomorrow (LIFT). The year-long program aims to "lift" current and emerging leaders within higher education, enabling them to realize their full potential.

LIFT includes one-on-one mentorship with current and past executive leaders, ongoing quarterly webinars, and extensive leadership development programming. This year's institute kicked off in June with a week-long, in-person conference where participants were immersed in unique workshops that explored their leadership styles, developed new skills, and left them inspired to continue their leadership journeys. Butte College was fortunate to send Janet Guill, Alan Burwell, and Meredith Marasco to participate in this valuable opportunity.

MEASURE J

In November 2016, Butte and Glenn County voters approved Measure J, a $190 million general obligation bond to improve safety and prepare students by upgrading aging classrooms and technology and improving infrastructure.

CITIZENS' BOND OVERSIGHT *Committee Report*

The Citizens' Bond Oversight Committee was established to inform the public about the district's expenditures on the sale of bonds authorized by the voters.

The committee is pleased to report that significant progress has been made in Series C projects.

CWDL, Certified Public Accountants, conducted the annual audit of bond expenditures and activities for the fiscal year ending June 30, 2024. The committee is pleased to report that the Butte-Glenn Community College District properly accounted for the funds held in the bond funds and that such expenditures were made on authorized bond projects. The committee finds the Butte-Glenn Community College District to be in compliance with Proposition 39 in accounting for and expending public bond funds for Measure J.

CITIZENS' BOND OVERSIGHT *Committee 2024-25*

Business/Community Representatives

Mike Boss, Business Organization
Colleen Cecil, Business Organization
Bob Kratochvil, Member at Large
Ian Macmillan, Member at Large
Richard Price, Member at Large
Joseph Sharpe, Member at Large

Bona Fide Taxpayers Association

Sarah Houston, Howard Jarvis Taxpayers Association

Senior Citizens' Organization Representative

Fred Sherman, Military Officers Association of America

Student Organization Representative

Isaac Zink, Student Senate

College Advisory Council/Foundation Representative

Stan Thompson, Butte College Foundation

MEASURE J PROGRESS UPDATE

Series A Projects

Complete

Series B Projects

Complete

Series C Projects

Physical Science Remodel Planning – In Progress
New Science Construction – Completed
ADA Upgrades Parking Lot 1 and 3 – Completed
Horticulture Smart Classroom Upgrade – Completed

BUILDING FUTURES *Together*

Dear Friends of the Butte College Foundation,

At Butte College, philanthropy is more than generosity—it's a shared commitment to possibility. Together, we get to be part of the good unfolding every day on our campuses. We are not only inspired by our students, but also by the community of supporters who make their success possible. Your contributions are reflected in the achievements and programs highlighted throughout this annual report, and it is our privilege to partner with you in this meaningful work.

With every thank-you letter we receive from a scholarship recipient and every student story we hear, we are reminded of the incredible power of community. Your generosity and belief in our mission foster new opportunities that change lives—and, in doing so, you help to build a more vibrant, resilient future for us all.

Your support has made a tangible difference. Whether through scholarships, program funding, or community partnerships, your contributions have opened doors and inspired hope.

With heartfelt appreciation,

Suzanne Watroba

Executive Director, Butte College Foundation

Julie M. Boss

2025–2026 Board Chair, Butte College Foundation



FOUNDATION *Report*

2024-25 FOUNDATION BOARD

Jennifer Ellingson
Garrett Fernandez
Margaret Hughes
Troy Kidd
Annette Mariottini
Tray Robinson, MSC Representative
Jessica Snelling, Vice President for Administrative Services
Stan Thompson
Neil Yelland
Renan Young, Classified Senate Representative
Garrett Fernandez, Student Representative
Daniel Alexander, Chair

Julie Boss, Vice Chair
Tom Snyder Lando, Past Chair
Patrick Christensen, Secretary/Treasurer,
Academic Senate Representative
Virginia L. Guleff, Butte College Superintendent/President
Rick Krepelka, Butte College Trustee Representative
John Nock, Butte College Trustee Representative
Stan Thompson
Farshad Azad
Joan Black
Robin Cook

Thank You to our 2024-2025 Butte College Foundation Board of Directors.

BUTTE COUNTY FARM BUREAU RENAMES SCHOLARSHIP IN MEMORY OF *Doug Bentz*

In a deeply meaningful tribute, the Butte County Farm Bureau has renamed its endowed scholarship at the Butte College Foundation to the Doug Bentz Scholarship for Agriculture. This honor commemorates the life and legacy of Doug Bentz, who passed away after a remarkable 36-year tenure as a dedicated faculty member in the Butte College Agriculture Program. Doug was a tireless advocate for students and a steadfast supporter of our community, including many years of service on the Butte County Farm Bureau Board of Directors.

Doug's passion for agriculture education and his unwavering commitment to student success left an indelible mark on Butte College. Today, the Butte County Farm Bureau—along with many of Doug's friends, his wife Lauralee, and their family—continues his legacy through generous gifts that will support future generations of agriculture students.

We extend our heartfelt thanks to everyone who helped create this enduring tribute. Doug's spirit will live on through the students whose lives are changed by this scholarship.



SCHOLARSHIPS



The Butte College Foundation proudly awarded 281 scholarships totaling $209,000, helping students overcome financial barriers and pursue their educational goals with confidence. This meaningful support was made possible by the generosity of our scholarship contributors, whose commitment to student success continues to shape futures and strengthen our community.

Additionally, the Foundation facilitated more than 500 external scholarships totaling more than $500,000 on behalf of various organizations and community groups.

Make a Lasting Impact

Scholarships change lives. Whether you support an existing fund or start your own, your gift helps students thrive.

To learn more about establishing a scholarship of your own, please contact the Foundation at foundation@butte.edu or 530-895-2359.

GIVE TODAY

Scan the QR code to donate.



In the middle of spring finals, my life was turned upside down when my family's home caught fire. We were displaced, and the stress was overwhelming. The Butte College Foundation stepped in with a $1,000 emergency grant that provided the stability I needed to focus and complete the semester. I'm so grateful for their support during such a difficult time.

– Sara Beers, Business Administration

THE TRAINING PLACE: *Building Skilled Employees*

THE TRAINING PLACE BY THE NUMBERS:

25,487 Upskill Training Hours

184 Employers Served

6,815 Individual Trainees

EMPLOYER PARTNER SPOTLIGHT: RUMIANO CHEESE

Since 1919, Rumiano Cheese has been a proud part of Northern California's agricultural community, and its partnership with us reflects a shared commitment to strengthening the region's workforce. Through our Training Place, Rumiano employees completed Training Within Industry (TWI) programs in job instruction and job relations, equipping frontline leaders with the skills to coach, problem solve, and lead with confidence. More than 200 employees participated, positioning Rumiano for continued growth and a smooth transition to new ownership by Masters Gallery Foods, a leading national cheese supplier, in May 2025.

That collaboration continues to thrive. Today, Masters Gallery Foods employees advance their skills through our Technical Upskill Academy. Together, we are not only meeting current operational needs but also investing in long-term career pathways—building a workforce ready for the future of manufacturing in Northern California.





CALIFORNIA CONSERVATION CORPS PARTNERSHIP

Since 2021, The Training Place has led a statewide network of 20 California community college liaisons, California Conservation Corps (CCC) staff, and CCC Navigators through the Chancellor's Office Institutional Effectiveness Partnership Initiative Grant. The CCC protects California's natural resources while empowering young adults through hard work, service, and education.

During 2024–25 year, six local CCC crews in Chico and Magalia celebrated the graduation of 22 corpsmembers from the Utility Line Clearance Arborist Training and 15 corpsmembers from the Utility Vegetation Management Pre-Inspector Training. The Magalia center also hosted residential crews from Shasta, Humboldt, Placer, and other counties, expanding access to this high-demand workforce training.

Together, we are building both a stronger workforce and a more resilient California.

SBDC: *Building Small Business Success*

890 Business Owners & Entrepreneurs Accessed One-on-One Business Counseling

574 Business Owners & Entrepreneurs Trained

41 New Businesses Started

39 Trainings Hosted

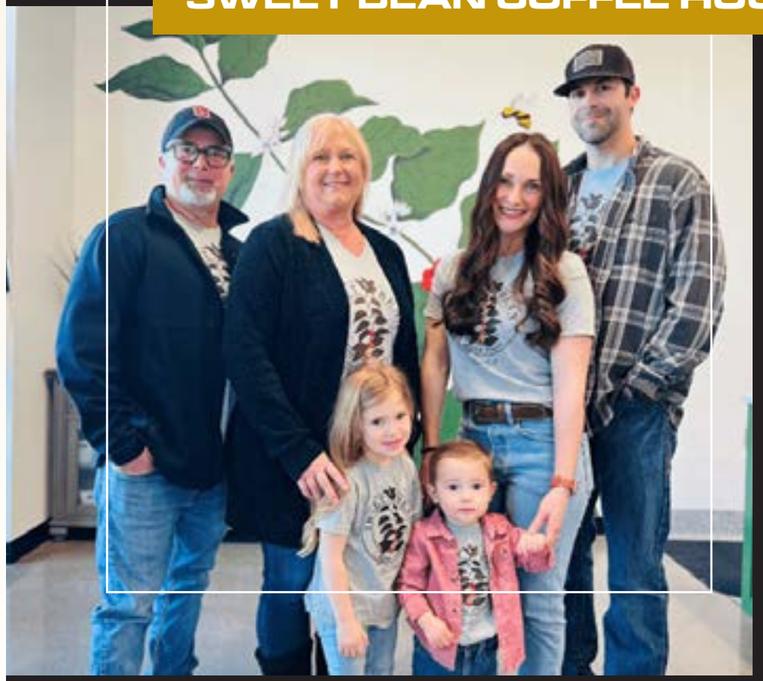
125 New Jobs Created

$13.7M In Increased Sales

AMERICA'S SBDC CALIFORNIA NORTHERN CA NETWORK | SMALL BUSINESS DEVELOPMENT CENTER | BUTTE COLLEGE

Our Small Business Development Center (SBDC) provides free business consulting and free to low-cost training throughout Northern California to help entrepreneurs and business owners start, develop, manage, grow, expand, and access capital/funding.

SBDC SUCCESS STORY: SWEET BEAN COFFEE HOUSE



For Ronda Moore-Gambone and her daughter, Sarah Goings, owning a coffee shop was more than a dream—it was a passion rooted in family and fueled by Sarah's love for Italian coffee. When the chance came to open a shop in Chico, they took a leap of faith and, together with their spouses, launched Sweet Bean Coffee House. The family-run shop quickly gained a reputation for its welcoming atmosphere, handcrafted drinks, and fresh pastries.

The journey from dream to grand opening came with its share of challenges. That's when they turned to the Butte College Small Business Development Center (SBDC). With personalized guidance on everything from business planning to licenses, accounting, and marketing, the SBDC helped Ronda and Sarah lay a strong foundation for success. Thanks to that support, Sweet Bean Coffee House opened with a team of 15 employees and has since become a thriving local favorite. Ronda and Sarah credit the SBDC's mentorship as the turning point that transformed their vision into reality.

YEAR *in Review*



AUGUST

Butte College Welcomes New Students:
Our annual Roadrunner Rush welcomed nearly 400 new students to campus ahead of the new school year.

Enrollment Growth Continues into Fall Semester:
After finishing the 2023–24 school year with a 10 percent increase over the previous year, we saw an additional 12 percent increase in enrollment and a 10 percent boost in headcount for fall 2024.



SEPTEMBER

Peak Performance Health Fair brings Wellness Resources to Campus:
Our students had a great time learning about health and wellness resources, including therapy animals, at our inaugural Peak Performance Health Fair on the main campus.



OCTOBER

Live Theater Returns to the Black Box Theater:
After more than two years, live theater returned to Butte College as the drama department proudly presented its fall production of "All in the Timing," a collection of six one-act plays by acclaimed playwright David Ives.



NOVEMBER

Music Student Wins Statewide Composition Competition:
John Paul Bowers was awarded first place in the Music Association of California Community Colleges (MACCC) Composition Competition. "I'm incredibly grateful to have been chosen for this award, and in particular, I'm grateful to my professors and friends at Butte College. Without them, the recording, performance, and submission of the piece would not have been possible."





DECEMBER

Football Team Wins Gridiron Bowl:
In a thrilling matchup between the Foothill College Owls and the Butte College Roadrunners, Butte emerged victorious with a final score of 33-27.

First Class of Accelerated Nursing Program Graduates:
Butte College honored its first graduating class from the accelerated registered nursing program at a pinning ceremony on December 20, 2024. The accelerated program, which spans the spring, summer, and fall semesters, offers a faster pathway to nursing education.



JANUARY

Mesa Student Earns Prestigious Scholarship:
Joseph Delvalle, a fourth-year MESA student at Butte College, was awarded the Society of Hispanic Professional Engineers (SHPE) GE Scholarship. The SHPE GE Scholarship recognizes outstanding students pursuing degrees in STEM fields.



APRIL

Speech and Debate Team Shines at Two National Tournaments:
The speech and debate team returned from the Community College National Championship Tournament and the National Forensics Association (NFA) Championship with record-setting results.



MARCH

Spring Gala Raises $174,000:
The Butte College Foundation netted more than $174,000 at its annual Spring Gala in support of Butte College students and programs. The Spring Gala featured multiple speakers, including Jacob Fairbanks-Espinoza, a Chico student who majored in agriculture business at Butte College.



MAY

Third Annual Big Time Celebration Welcomes Community to Campus:
Butte College hosted its third annual Big Time, a free community event honoring Native American traditions through music, dance, food, and art. Highlights included performances by Lil Mike & Funny Bone and California feather dancers, as well as opportunities to connect with Native artists and organizations. The celebration, led by the Butte College Native American Center, brought students, families, and community members together in a powerful day of cultural exchange and unity, food, and art.

BUTTE COLLEGE

3536 Butte Campus Drive
Oroville, CA 95965 -8803
English: 530-895-2511 | Español: 530-895-2284
www.butte.edu



LET'S STAY IN TOUCH

| @buttecollege

Butte College programs and activities are offered without regard to race, color, national origin, ancestry, sex, gender, gender identification, sexual orientation, disability, age, religion, physical and/or mental disability, medical condition, veteran status, marital status or any other characteristic protected by institutional policy and, state, local or federal law. The College values fairness and equity for all members of the College community. Questions regarding Title IX and Section 504 may be forwarded to the Title IX Coordinator, 530-893-7487, or the Office of Civil Rights Seattle Office, U.S. Department of Education, 915 Second Ave., Room 3310, Seattle, WA 98174-1099, 206-607-1600.

EVIDENCE

A1d: Foundation CCC Nursing Grant

Press Release
June 24, 2024
Please direct media inquiries to:
Elisa Smith
Senior Director, Strategic Communications and External Affairs elisasmith@foundationccc.org

Over $450,000 Awarded to Improve Nursing Education



Four projects have been awarded a total of $452,000 as part of the 2024 grant cycle

June 24, 2024 – Sacramento, CA – The Foundation for California Community Colleges (FoundationCCC) recently announced its 2024 Nursing Education Investment Grants Program awardees. This year's funds are supporting projects working towards accelerated pathways for individuals to become registered nurses and the creation of new and enhanced tools for clinical training.

In total, $452,000 was awarded to four projects led by California community colleges. These include:

- **Cuesta College, "Accelerating Regional Diversity and Supply of Registered Nurses in California's Central Coast":** Cuesta College will expand its Registered Nursing (RN) program to address the Central Coast nursing shortage, offering an accelerated 12-month pathway for licensed vocational nurses (LVNs). By helping LVNs access RN careers, the project also impacts the diversity gap between the RN workforce and patient demographics.
- **Rio Hondo College, "SimuCARE: Bridging Clinical Gaps with Virtual Reality":** Rio Hondo College will use funds to support teaching with Virtual Reality (VR) simulation, which provides a powerful tool for creating a psychologically safe learning environment. The project will focus on addressing the unique needs and challenges of Hispanic nursing students by promoting cultural representation, empowerment, positive role modeling, and supportive feedback. VR technology helps foster confidence, self-efficacy, and self-esteem among nursing students, ultimately contributing to their success in nursing education and practice.
- **Butte-Glenn Community College District and Butte College, "Addressing Critical Need with the Expansion of a Licensed Vocational Nursing Program":** This project will support the expansion of the Butte College LVN program which currently admits 30 students every three semesters. Beginning January 27, 2025, 30 students will be admitted every semester to increase by 60 students a year. Funds will aid the program expansion, including providing case management to ensure that student supports for basic needs and mental health are available and accessible to those in the program.
- **Taft College Foundation and Taft College, "New Associate Degree in Nursing (ADN) Program":** Taft College Foundation will launch an ADN Program in partnership with Taft College to help meet labor demands in Kern County and surrounding communities. The ADN program will provide new skill sets and career opportunities for students interested in a nursing career.

FoundationCCC awards Nursing Education Investment Grants to support projects that facilitate, coordinate with, or complement efforts to educate and train nurses through the California Community Colleges. Grant funding is provided by the Nursing Education Investment Fund established in 2005 through an agreement between FoundationCCC, WellPoint, Inc., and the Insurance Commissioner for the State of California, and is designed to benefit nursing education within the California Community College system. FoundationCCC maintains the fund and administers grantmaking.

More information about the Nursing Education Investment Grants Program and about past awarded projects and grantees can be found here.

###

The Foundation for California Community Colleges works to benefit students, colleges, and communities by accelerating paths to economic and social mobility, strengthening communities, and reducing barriers to opportunities for all Californians. FoundationCCC is a 501(c)(3) tax-exempt non-profit organization founded in 1998. It serves as the official statewide nonprofit organization supporting the California Community Colleges, the largest system of higher education in the nation. For more information, visit www.foundationccc.org.

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EVIDENCE
A2a: 2023Accreditation Report



Butte College

Follow-Up Report

Submitted by

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

to

Accrediting Commission for Community and Junior Colleges

November 2023

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Virginia Guleff, Superintendent/President
Butte-Glenn Community College District
3536 Butte Campus Drive
Oroville, CA 95965

This Follow-Up Report is submitted to ACCJC for the purpose of demonstrating resolution of deficiencies cited by the Commission in the action letter dated June 14, 2022. The Follow-Up Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Rick Krepelka, President, Board of Trustees [Date] 10/11/2023

Virginia L. Guleff [Date] 10-13-23

Virginia Guleff, Superintendent President

[Date]

[Date]

[Date]

[Date]

[Date]

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Response to Identified Compliance Requirements

Butte-Glenn Community College District Requirement 1

"In order to the meet the Standard, the Commission requires the College assure the effectiveness of all employees by evaluating them systematically and at stated intervals."

I. Overview

This report responds to the finding of non-compliance with Standard III.A.5 outlined in the ACCJC reaffirmation letter of June 14, 2022. Over the past 18 months, college staff have completed over 90% of overdue employee evaluations and have implemented substantial changes to employee evaluation systems to support sustained compliance. The remaining past-due evaluations will be completed within the 2023-24 academic year. These efforts have brought the college into compliance and established the necessary conditions and incentives to ensure robust, timely evaluations of all employees in the future.

The efforts to address the finding of deficiency centered on three primary actions:

- Ensure all overdue evaluations are completed.
- Analyze current systems, forms, policies, collective bargaining agreements, and evaluation procedures and identify improvement areas.
- Select and implement a new system for employee evaluations that will support efficient, timely evaluation processes with tools to facilitate accountability for evaluations.

The Office of the President, Human Resources, and the President's Leadership Cabinet jointly managed and tracked these efforts.

II. Completing Overdue Employee Evaluations

In August 2022, the college set an aggressive goal to complete 100% of past-due evaluations by the fall 2023 semester. (**Ev.1**) Progress toward this goal was embedded in regular communications with the college community and the President's monthly reports to the Board of Trustees. (**Ev.2.1,2.2,2.3**). All managers and employees responsible for evaluations received monthly updates from Human Resources to help keep them on track. (**Ev.3**) The cumulative results of these efforts are summarized in the table below:

Employee Classifications	# of Employees 2022	Past Due in July 2022	# of Employees 2023	Past Due in September 2023	# of Past-due Evals Completed 2022-23
Management	116	77	124	9	68
Classified	248	99	272	0	99
Full-time Faculty	185	55	181	9	46
Associate Faculty*	327	-	346	-	-
Total	**876**	**231**	**923**	**18**	**213**

*A note on the data in the above table for associate faculty evaluations:

- The formal evaluation cycle for associate faculty is one evaluation every six semesters of service. Associate faculty may not teach every semester, leading to an irregular formal evaluation calendar. To ensure that associate faculty performance is monitored between each formal evaluation, the college requires student evaluations for all associate faculty at least once every year of service. This feedback is reviewed by the department chair, forwarded to the supervising administrator, and may be included in the faculty member's personnel file. Negative student evaluations collected during this process may result in additional off-cycle formal evaluations. (**Ev.4 & 5**) Given this, the college has not included associate faculty in the evaluation totals in the table. All associate faculty who taught in 2022-23 were either in a formal evaluation cycle or were evaluated through student feedback.

In July and August 2022, the President's Leadership team worked with Human Resources to create a database outlining the expected evaluation intervals for each employee and the date of their last completed evaluation. (**Ev.6**) This data was then summarized and merged into a tracking spreadsheet that grouped past-due evaluations by functional area, employee type, and length of time overdue categories. This tracking spreadsheet was shared with the Board of Trustees monthly as part of the president's report and was the primary tracking device to monitor and report progress to the college constituencies. (**Ev.7**) Human Resources established a quarterly email to the President's Leadership group with updates on management, classified, and faculty evaluations across the college, listed by employee name and indicating where evaluations were past due. (**Ev.8**) The final lists of evaluations prior to submission of this report are attached as evidence **9.1, 9.2, and 9.3**

III. Ensuring Continued Compliance

In addition to completing outstanding evaluations, the college reviewed all board policies, administrative procedures, collective bargaining agreements, and the forms and guiding documents for evaluations. This review uncovered significant room for improvement in processes, forms, and communications around evaluations. The college has addressed these concerns through the following actions:

- Negotiated revised faculty evaluation forms and processes. (**Ev.10**)
- Selected an employee evaluation software platform to streamline employee evaluation submission, collection, completion, and tracking. (**Ev.11**)
- Institutionalized monthly emails from HR to all employees responsible for evaluations with lists of all employees, their last evaluation date, and the deadline for the subsequent evaluation. (**Ev.3**)
- Implemented tracking of position control numbers on all employee actions forms to aid in tracking of evaluation cycles.
- Embedded requirements for completed employee evaluations into the updated remote work board policy and administrative procedure. (**Ev.12**)

The most significant development in these efforts is the selection of a new employee evaluation module called “Perform” from NeoGov, a platform used by the college for employee hiring and onboarding. (**Ev.11**) The new evaluation platform will be implemented this academic year and is on track to be available for management and classified evaluations by fall 2024. It will be used for all employee evaluations by fall 2025. The college is entering contract negotiations with both full-time and part-time faculty unions this year and is pursuing updated, streamlined processes for faculty evaluations in both contracts. Human Resources sends monthly evaluation updates and reminders to keep all managers on track with evaluations. This email system will eventually be supplanted by the notification system in Perform.

IV. Conclusion

Under the leadership of President Guleff, Butte College has comprehensively addressed the finding of non-compliance with Standard III.A.5. College employees have brought the college into compliance with expected evaluation cycles and established the necessary conditions and incentives to ensure robust, timely evaluations of all employees in the future. The college continues to improve internal controls and tracking systems and anticipates continued improvement in these systems.

Appendix A: Evidence Cited

1. Slides from Convocation Presentation, August 2022
2. (2.1, 2.2, 2.3) Minutes from BOT meetings showing the President's updates on evaluations. Ev. 7 is the document that was shared with BOT during the reports on these minutes.
3. Example of monthly HR email to a manager re: past due evaluations.
4. Excerpt from Associate Faculty CBA outlining formal evaluation frequency.
5. Excerpt from Associate Faculty CBA outlining annual student evaluations.
6. Excerpt from FT Faculty spreadsheet listing full-time faculty and evaluation due dates.
7. Summary tracking spreadsheet shared with BOT every month.
8. Quarterly email from HR to Leadership re: MSC and CSEA evaluation status
9. (9.1, 9.2, 9.3) Quarterly spreadsheets from HR to Leadership listing all MSC/CSEA, FT Faculty, and Part-time Faculty employee evaluation statuses.
10. MOU showing a sample of new CBA language on faculty evaluations.
11. BGCCD contract with NeoGov for new employee evaluation and position control software.
12. AP 7280 – Remote Work with an example of embedding current employee evaluations as a requirement for managers.

Accreditation Updates

"…to meet the standard…" for regular Evaluations (III.A.5) with a follow-up report in 18 months that demonstrates compliance.

Three actions for compliance to be completed by the end of the academic year to allow time to compile evidence and write report:

- All employee evaluations up to date.
- Analysis and improvement of processes for administrative evals, including BP/AP, timelines, forms, etc.
- Implement mechanism to better plan and track ongoing evaluation cycle, demonstrating our ability to maintain compliance into the future.

1

Accreditation Moving Forward

Continuous quality improvement projects from our Quality Focus Essay:

- Adaptable Course Design and
- Online Student Education Planning

Team report and letter from ACCJC point to a strong institution with an unwavering commitment to students. Much to commend! Compliance project will take some work but is not difficult.

2

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

BOARD OF TRUSTEES

MINUTES OF REGULAR MEETING

August 10, 2022

The Board of Trustees of the Butte-Glenn Community College District met on Wednesday, August 10, 2022 at 1:00 PM, at the Butte College Glenn Center, 1366 Cortina Drive, Orland, California

Board Members Present	Ms. Julie Boss, President Mr. Rick Krepelka, Vice President Mr. Gene Massa, Clerk Mr. John Blacklock Mr. Mike Boeger Mr. John Dahlmeier Mr. William McGinnis
Board Member Absent	None
Staff Members Present	Ms. Virginia L. Guleff, Superintendent/President Dr. Peter Gitau, Vice President Mr. Andy Suleski, Vice President Mr. Erik Shearer, Interim Vice President Ms. Shannon McCollum, Chief of Staff Various staff also in attendance
Guests	None

Pledge of Allegiance to the Flag
Trustee McGinnis led the Pledge of Allegiance to the Flag.

1. Agenda Approval
   It was moved by Trustee Krepelka, seconded by Trustee Blacklock, to approve the agenda as presented.

   Motion carried unanimously.

2. Communications from the Public – Consent Agenda Items
   There were no public comments.

3. Approval of Consent Agenda, Item 22-8319 to 22-8323
   It was moved by Trustee McGinnis, seconded by Trustee Massa, to approve the consent agenda as presented.

   Motion carried unanimously.

4. Information Reports

   Academic Senate President's Report – Jess Vickery
   No one from Academic Senate was available

   Classified Senate President's Report – Chris Westbay
   No one from Classified Senate was available

   Superintendent/President's Report –Virginia L. Guleff
   Ms. Guleff updated the Board on her organizational restructuring plans due to the resignation of VP Stoup. She stated the theme for Institute Day was "Return to Process" and she outlined a number of

the topics. Ms. Guleff also gave an update on enrollment numbers, progress on employee performance evaluations, and the events and organizations she is participating in which include Chico Rotary and Chico Chamber of Commerce. She noted her accomplishments her first month as president which included attending the New CEO conference, meetings with Butte County Chief Administrative Officer, Andy Pickett, and attending the Paradise Ribbon Cutting.

Board Comments

Trustee Dahlmeier stated the new Glenn County facility is an exciting opportunity for Butte College as well as the community. Trustee Blacklock stated former Glenn County Trustee, Fred Perez, is with us in spirit. Trustee Massa noted the science classes at the new Glenn Center have filled already. Trustee McGinnis stated he's looking forward to the Board Planning retreat to discuss the future direction of Butte College. Trustee Boeger congratulated staff for building this new building with operating expenses and not bond dollars. This is a wonderful opportunity for the Glenn County community. Trustee Boss stated she met people of all ages at the ribbon cutting for the new Glenn Center, who want to take classes. This was a special day honoring Fred Perez.

5. Communications from the Public

There were no public comments.

6. Contracts

Approval of Contracts, Item 22-8324

It was moved by Trustee Blacklock, seconded by Trustee Dahlmeier, to approve the contracts listed on the Contracts Approval Report and authorize the Superintendent/President or designee to enter into the contracts and execute necessary contract documents.

Motion carried unanimously.

Approval of Contract to Purchase Information Technology Goods and Services from Rainforest QA, Inc. utilizing California Multiple Award Schedule CMAS Number 3-18-70-3509A, Item 22-8325

It was moved by Trustee Krepelka, seconded by Trustee Massa, approve the purchase of the required information technology goods and services from Rainforest QA, Inc., utilizing California Multiple Award Schedule CMAS Number 3-18-70-3509A, per the terms of the CMAS contract, for the term of November 3, 2022 through November 2, 2023, in the amount not to exceed $350,000.00 and authorize District staff to execute the necessary contract documents related to the purchase of information technology goods and services from Rainforest QA, Inc., in accordance with Board Policy 6340 prior to ratification by the Board at a subsequent meeting.

Motion carried unanimously.

7. Human Resources

Consider/Approve Amended Employment Contract for Assistant Superintendent/Vice President for Administration, Item 22-8326

Board President Boss provided an oral summary of the contract term and compensation items.

It was moved by Trustee Boeger, seconded by Trustee McGinnis, to approve the employment contract for the Assistant Superintendent/Vice President for Administration.

Motion carried by the following roll call vote:

Ayes – Trustees Boss, Blacklock, Boeger, Dahlmeier, Krepelka, Massa, and McGinnis
Abstain – none
Nos – none
Absent – none

8. Instruction

   Open for Public Comment and Approval: College and Career Access Pathways (CCAP) Partnership Agreement with Inspire School of Arts & Sciences and Princeton Joint Unified School District beginning July 1, 2022 and ending on June 30, 2025, Item 22-8327
   Board President Boss opened the meeting for public comment on the College and Career Access Pathway Agreements. Hearing no public comments, the session was closed.

   It was moved by Trustee Massa, seconded by Trustee Krepelka, to approve the proposed College and Career Access Pathways (CCAP) Partnership Agreement between Butte Glenn Community College District and Inspire School of Arts & Sciences and Princeton Joint Unified School District beginning on July 1, 2022 and ending on June 30, 2025.

   Motion carried unanimously.

   Open for Public Comment and Approval: College and Career Access Pathways (CCAP) Appendix which identify dual enrollment course details for the 2022/23 school year at Biggs, Chico, CORE Butte, Durham, Gridley, Hamilton, Las Plumas, Oroville, Orland, Paradise, Pleasant Valley, and Willows High Schools, Item 22-8328
   Board President Boss opened the meeting for public comment on the College and Career Access Pathway Appendices. Hearing no public comments, the session was closed.

   It was moved by Trustee Boeger, seconded by Trustee Massa, to approve the proposed CCAP Appendix which identify dual enrollment course details for the 2022/23 school year at Biggs, Chico, CORE Butte, Durham, Gridley, Hamilton, Las Plumas, Oroville, Orland, Paradise, Pleasant Valley, and Willows High Schools.

   Motion carried unanimously.

9. Administration

   Approval of Response to 2021-2022 Grand Jury Report, Item 22-8329
   It was moved by Trustee McGinnis, seconded by Trustee Blacklock, to approve the Response to 2021-2022 Grand Jury Report.

   Trustee Blacklock stated only five students were interviewed unbeknownst to the college. No one at the college administration was contacted nor were they interviewed. The District was surprised by this report. Trustee Boeger stated our program exceeds the requirement. We offer exceptional services, and he doesn't agree with the Grand Jury's report.

   Motion carried unanimously.

10. Closed Session
    There was no closed session.

11. Adjournment
    Board President Boss adjourned the meeting at 1:34 PM.

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

BOARD OF TRUSTEES

MINUTES OF REGULAR MEETING

October 12, 2022

The Board of Trustees of the Butte-Glenn Community College District met on Wednesday, October 12, 2022 at 1:00 PM, in the District Board Room at Butte College in Oroville, California

Board Members Present	Ms. Julie Boss, President Mr. Rick Krepelka, Vice President Mr. Gene Massa, Clerk Mr. John Blacklock Mr. Mike Boeger Mr. John Dahlmeier Mr. William McGinnis Ms. Elie Wyllie, Student Trustee
Board Member Absent	None
Staff Members Present	Ms. Virginia L. Guleff, Superintendent/President Mr. Andy Suleski, Asst Superintendent/Vice President Mr. Erik Shearer, Interim Vice President Ms. Shannon McCollum, Chief of Staff Mr. Jess Vickery, Academic Senate President Mr. Chris Westbay, Classified Senate President Various staff also in attendance
Guests	John Nock, community member

Pledge of Allegiance to the Flag
Trustee Blacklock led the Pledge of Allegiance to the Flag.

1. **Agenda Approval**
   It was moved by Trustee Boeger, seconded by Trustee Massa, to approve the agenda as presented.

   Motion carried unanimously. Student Trustee – aye.

2. **Introduction of New Faculty**
   Superintendent/President Guleff stated there are 6 new faculty. She introduced Vice President Erik Shearer to welcome the new faculty in Instruction. Ms. Guleff introduced Dean Tammera Shinar to welcome the new faculty in Student Services. Board President Boss recessed the meeting for 10 minutes.

3. **Communications from the Public – Consent Agenda Items**
   There were no public comments.

4. **Approval of Consent Agenda, Item 22-8343 to 22-8348**
   It was moved by Trustee Dahlmeier, seconded by Trustee Blacklock, to approve the consent agenda as presented. Trustee Boeger asked for an amendment to the Sept 14, 2022 minutes under item number 22-8341: 2022-2023 Final Budget to note that Trustee Krepelka seconded the motion to pay for the planetarium with District funds and also add that this motion did not pass.

   Motion to approve the Consent Agenda with the amended minutes carried unanimously. Student Trustee – aye.

5. **Information Reports**

Academic Senate President's Report – Jess Vickery
Mr. Vickery noted Academic Senate created a committee to address the implementation of AB928. He also noted an advisory committee for Dual Enrollment was also created.

Classified Senate President's Report – Chris Westbay
Mr. Westbay stated Classified Senate created a committee to update the Classified Hiring Guidelines. A team was also created to update the Mission Statement. He requested people submit recipes for their FriendsGiving Recipe book.

Student Trustee Comment – Elie Wyllie
Ms. Wyllie reported on upcoming events which included a poem workshop, queer week, and the horticulture club plant sale. She let the Board know that students are settling into their school routine and excited to be back to a relatively normal in-person schedule and they appreciate the human interaction.

Superintendent/President's Report – Virginia L. Guleff
Ms. Guleff stated Butte College was awarded a $3 Million dollar Hispanic Serving Institution grant. This grant will help develop a Center for Access, Success and Achievement (CASA) center to better serve our Latinx and low-income students. President Guleff summarized conferences she attended including Guided Pathways Institute and Hispanic Association of Colleges and Universities (HACU). She gave an update on completion of evaluations, the upcoming CASE conference, and community collections made.

Board Comments
Trustee Boss noted that students at the Glenn Center also have food and housing insecurities and services need to be offered at the Glenn Center for those students. Trustee Dahlmeier enjoyed the Community Event welcoming Superintendent/President Guleff. He stated it was well attended. Trustee Blacklock welcomed new faculty. Trustee Boeger stated it was good to see more students on campus. Trustee Krepelka stated the Board Retreat is on Friday and Saturday. He encouraged his fellow Trustees not to start with "no" or "can't" as those mean "won't." He's looking forward to open minded conversations. Trustee Massa challenged the Board and campus to contribute to the Holiday Food Drive. He also met with President Guleff in Willows to meet with local Glenn County representatives. Trustee McGinnis thanked the College for the additional EV parking. He is participating in the accreditation process for LA College and the process is simpler than in years past. Mr. McGinnis stated he received his Foundation Statement but there wasn't an explanation as to why there was a deficit in earnings. He asked for future statements explain this. Trustee Boss gave an update on the Foundation which included an audit and Gala updates.

6. **Communications from the Public**
There were no public comments.

7. **Contracts**

Approval of Contracts, Item 22-8349
It was moved by Trustee Blacklock, seconded by Trustee Dahlmeier, to approve the contracts listed on the Contracts Approval Report and authorize the Superintendent/President or designee to enter into the contracts and execute necessary contract documents.

Motion carried unanimously. Student Trustee – aye.

Approval of Contract to Purchase Tenable Product from SHI International, Corp. utilizing California Participating Addendum Number 7-16-70-36, Item 22-8350
It was moved by Trustee Krepelka, seconded by Trustee McGinnis, to approve the purchase of the required Tenable.sc from SHI International, Corp. utilizing California Participating Addendum Number 7-16-70-36, per the terms of the contract, for the term of December 21, 2022 through December 20, 2023, in the amount not to exceed $293,285.36 and authorize District staff to execute the necessary contract documents related to the purchase of the required product from SHI International, Corp. in

accordance with Board Policy 6340 prior to ratification by the Board at a subsequent meeting.

Motion carried unanimously. Student Trustee – aye.

8. **Finance**

Board Criteria for 2023-2024 Budget Development, Item 22- 8351
Ms. Guleff stated that this is the draft 2023-2024 budget criteria for Board review. VP Suleski stated changes can be seen on the draft criteria. The document has been reviewed by the President's Staff and the Planning & Budget Committee. The criteria with any recommended changes from the Trustees will return to the Board for approval at the November 16, 2022 meeting.

Trustee Boeger asked for the reason to change of the contingency reserve from 5% to 15%. VP Suleski stated this was a required change from the Chancellor's Office. Trustee Krepelka as for language to be added to increase efficiencies and processes. Trustee Blacklock stated the upcoming retreat might lead to additional items being added. Trustee Krepelka noted that cyber security is a real issue. This Board has a responsibility to protect the District.

9. **Student Services**

Open for Public Comment and Approval: College and Career Access Pathways (CCAP) appendix: Long Valley Charter School 2022-2023, Item 22-8352
Board President Boss opened the meeting for public comment on the College and Career Access Pathway Appendices. Hearing no public comments, the session was closed at 2:29 p.m.

It was moved by Trustee Boeger, seconded by Trustee Krepelka, to approve the proposed CCAP Appendix which identifies dual enrollment course details for the 2022/2023 school year at Long Valley Charter School.

Motion carried unanimously. Student Trustee – aye.

Review of the 2022-2025 Student Equity Plan, Item 22-8353
Superintendent/President Guleff stated the 2022-2025 Student Equity Plan is being presented for review. The plan will return for approval at the November Board of Trustees meeting.

Trustee Blacklock stated he was pleased to see the level of detail and quantifiable data. He asked that "Trustee" be added to the section on employee training.

10. **Closed Session**
Board President Boss reported the following action was taken during Closed Session, in accordance with Government Code section 54956.95:

The Board of Trustees by unanimous vote rejected the liability claim of claimant Lisa Bernal-Wood by Operation of Law due to passage of time.

The Board of Trustees by unanimous vote rejected the liability claim of claimant Mario Vela.

11. **Adjournment**
Board President Boss adjourned the meeting at 3:35 PM.

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

BOARD OF TRUSTEES

MINUTES OF REGULAR MEETING

June 28, 2023

The Board of Trustees of the Butte-Glenn Community College District met on Wednesday, June 28, 2023, at 3:00 PM, in the District Board Room at Butte College in Oroville, California.

Board Members Present	Mr. Rick Krepelka, President Mr. Mike Boeger, Clerk Mr. John Blacklock Mr. John Dahlmeier Mr. William McGinnis Mr. John Nock
Board Member Absent	Mr. Eugene Massa, Vice President
Staff Members Present	Ms. Virginia L. Guleff, Superintendent/President Mr. Andy Suleski, Assistant Superintendent/Vice President Mr. Erik Shearer, Vice President Mr. Brad Zuniga, Interim Vice President Ms. Shannon McCollum, Chief of Staff Dr. Jess Vickery, Academic Senate President Mr. Chris Westbay, Classified Senate President Various staff also in attendance
Guests	None

Pledge of Allegiance to the Flag
Trustee Krepelka led the Pledge of Allegiance to the Flag.

1. Agenda Approval
   It was moved by Trustee Blacklock, seconded by Trustee Dahlmeier, to approve the agenda as presented.

   Motion carried unanimously. Trustee Massa was not present for the vote.

2. Measure J

   2022 – 2023 Measure J Citizens' Bond Oversight Committee Report and Annual Status Report, Item 23-8461
   Superintendent/President Guleff noted this update is an informational item and introduced Assistant Superintendent/Vice President Suleski to update the Board on the activities of the Citizens' Bond Oversight Committee during the fiscal year 2022-2023. He also reported that the District expended all of Series A $43,273,000 and approximately $25M of Series B. The District issued Series C bonds for $50M in June 2022 to provide enough funding for the new science building. As of June 30, 2023, 27 projects have been completed and 14 projects are in progress.

3. Communications from the Public – Consent Agenda Items
   There were no public comments.

4. Approval of Consent Agenda, Item 23-8462 to 23-8468
   It was moved by Trustee McGinnis, seconded by Trustee Dahlmeier, to approve the consent agenda as presented.

   Motion carried unanimously. Trustee Massa was not present for the vote.

5. Information Reports

   Academic Senate President's Report – Jess Vickery
   Dr. Vickery stated Academic Senate honored outgoing senators and welcomed new ones at their last meeting. Senate approved the new course add authorization process, which is more efficient for students. They also started their discussion of AB111 about common course numbering.

   Classified Senate President's Report – Chris Westbay
   Mr. Westbay stated Classified Professionals Day on May 31 was well attended. They also continued the tradition of providing coffee, snacks, and scantrons to students during finals week.

   Superintendent/President's Report – Virginia L. Guleff
   Superintendent/President Guleff updated the Board on the events she attended which included a performance of the Butte College Jazz Ensemble, Pop Ensemble, and Choir; State Parks graduation celebration; the campus Award and Retiree Celebrations; and CCLC Conference in Monterey where Bill McGinnis was honored for 30 years as a Trustee. She gave an update on the progress of evaluations. Superintendent/President Guleff stated we received the Native American Student Support and Success Program Grant from the Board of Governors for $1.5 million over five years. The faculty hiring process is completed and 17 new faculty will begin in the fall. These hires fill vacant positions.

   Board Comments
   Trustee Blacklock attended all of the graduation celebrations. He stated it was a joy and honor to attend. Trustee Boeger noted the retreat was productive and informative. Trustee Dahlmeier stated it was an honor to attend Commencement and congratulate all the students. Trustee McGinnis traveled to the Scandinavian countries and noticed their universities don't have a lot of green space. He appreciates our campus. He asked about looking into professions that need employees, like air traffic controllers. Trustee Nock stated this was his first commencement as a Trustee. He enjoyed the Butte County Farm Bureau Summer BBQ and thanked Superintendent/President Guleff for attending. Trustee Krepelka noted the large number of first-generation college students at Commencement.

6. Communications from the Public
   There were no public comments.

7. Contracts

   Approval of Contracts, Item 23-8469
   It was moved by Trustee Boeger, seconded by Trustee Dahlmeier, to approve the contracts listed on the Contracts Approval Report and authorize the Superintendent/President or designee to enter into the contracts in accordance with Board Policy 6340 prior to ratification by the Board at a subsequent meeting, contingent upon available funding and successful completion of negotiation of terms with the contractors.

   Motion carried unanimously. Trustee Massa was not present for the vote.

   Approval of Contract to Purchase Products and Services from CareerAmerica, LLC dba Ocelot utilizing Foundation for California Community Colleges Master Services Agreement No. 00003389, Item 23-8470
   It was moved by Trustee Boeger, seconded by Trustee McGinnis, to approve the purchase of the required GetAnswers, GetSAP, Chatbot, LiveChat, and Texting products and services from Ocelot, utilizing Foundation for California Community Colleges Master Services Agreement No. 00003389, per the terms of the FCCC contract, for the term of July 1, 2023 through June 30, 2026, in the amount not to exceed $171,090.00 and authorize District staff to execute the necessary contract documents related to the purchase of products and services from Ocelot in accordance with Board Policy 6340 prior to ratification by the Board at a subsequent meeting.

Motion carried unanimously. Trustee Massa was not present for the vote.

8. Finance/Facilities

Adoption of the 2023-2024 Tentative Budget, Gann Limit Worksheet, EPA Spending Determination Report and Notice of Public Hearing on the 2023-2024 Budget, Item 23-8471
It was moved by Trustee McGinnis, seconded by Trustee Boeger, to adopt the 2023-2024 Tentative Budget, the 2023-2024 Gann Limit Worksheet and the EPA Spending Determination Report.

Motion carried unanimously. Trustee Massa was not present for the vote.

The Board of Trustees announced that the proposed 2023-2024 Final Budget will be available for public inspection beginning September 6, 2023, at the Office of the Assistant Superintendent/Vice President for Administration; and a public hearing will be held at 1:00 p.m. at the Board meeting on September 13, 2023, to be followed by the adoption of the 2023-2024 Final Budget.

Authorization to Submit 2025-2029 Five-Year Construction Plan, Item 23-8472
It was moved by Trustee McGinnis, seconded by Trustee Nock, to authorize Administration to submit the 2025-2029 Five-Year Construction Plan.

Motion carried unanimously. Trustee Massa was not present for the vote.

9. Human Resources

Consider/Approve Amended Employment Contract for Superintendent/President, Item 23-8473
Board President Krepelka provided an oral summary of the contract terms and compensation items.

It was moved by Trustee Nock, seconded by Trustee Blacklock, to approve the amended employment contract for the Superintendent/President.

Motion carried by the following roll call vote:

Ayes – Trustees Blacklock, Boeger, Dahlmeier, Krepelka, McGinnis, and Nock
Nos – none
Absent – Massa

10. Closed Session
The Board of Trustees of the Butte-Glenn Community College District met in closed session under authority of Government Code Section 54954.5.

Board President Krepelka reported the Board authorized staff to take action towards a settlement on legal matters and provided direction on other legal matters.

11. Adjournment
Board President Krepelka adjourned the meeting at 4:23 PM.

Subject: Past Due Evaluation Notice
Date: Wednesday, October 5, 2022 at 3:14:30 PM Pacific Daylight Time
From: Sweeney, Deana
To: [redacted]

Sent via Electronic Mail shearerer@butte.edu

October 5, 2022

RE: Past Due Evaluation Notice for Anne Rafferty

Dear [redacted]

Hello,

You are currently listed as the supervisor for the following employee: [redacted], **whose evaluation is PAST DUE. Their evaluation was due on 7/1/2017.**

It is important to stay current with our evaluations, and to continue completing them in a timely fashion. This is to be compliant with our internal process and labor agreements, and to stay in good standing with Accreditation. The President's Leadership Team and the board of Trustees regularly review our past due evaluations, so it highly recommended and strongly encouraged for supervisors to complete these evaluations, prior to them becoming past due and requiring this notice to be sent.

The CSEA contract (13.2) indicates "a probationary employee shall be evaluated by the completion of their third (3rd) month and immediately prior to the completion of their fifth (5th) month ..." Permanent employees shall be evaluated every two years on or about their anniversary date.

The evaluation forms, including the employee self-evaluation form, can be located here: Evaluation Forms (scroll to the bottom of the webpage to view the classified employee evaluation documentation).

You are listed as the supervisor for the above-referenced employee in Colleague. If you have received this notice in error, please complete the Supervisor Change Form. Once HR receives the completed form for review, we will update Colleague to reflect the same.

Thank you

Sincerely,

Human Resources

cc: Personnel File

6.6.3 Frequency of Formal Administrative Evaluation:
The District will make every effort to conduct formal evaluation of associate faculty during the first semester of employment and at least once every six semesters of service. However, in no instance will student feedback or other material be considered that was not developed and collected within the past six semesters of service. Included in the evaluation process is the requirement for a pre-observation conference and a post-performance evaluation conference. Per Article 6.9, a post-performance evaluation conference shall be conducted by the administrative evaluator or their designee. The initial pre-observation conference (in the first semester of employment) and all post-performance evaluation conference meetings (at least once every six semesters of service) will be conducted face-to-face. The District will pay the associate faculty member being evaluated for these face-to-face conference meetings. This payment will be at the current meetings rate contained in the Extra Duty Stipend Schedule for Associate Faculty. See the HR website for current schedule.

6.6.4 More frequent evaluations may be conducted at the discretion of the District or at the request of an associate instructor. Regardless of the actual frequency of the formal Administrative Evaluation of Associate Faculty, when problems or areas of actual or suspected substandard teaching are noticed, the associate faculty member must be notified and the situation must be addressed immediately by implementing a process of progressive evaluation and/or progressive corrective action.

6.2 Student Feedback of Associate Instructors

BGCCD - CR1 - Evidence 5 - Part-time faculty annual eval requirements.

6.2.1 Student Feedback of associate instructors conducted periodically throughout each academic year provides a most useful tool to provide feedback to instructors about their teaching effectiveness. Although student feedback is only one source of performance evaluation, they do provide one of the most direct contacts with the ultimate beneficiary of the District's educational product -- the student. It is for this reason that special emphasis has been placed upon actively soliciting student comments as a necessary part of the students' responsibilities regarding the filling out of the course evaluation instruments.

6.2.2 It is the goal of the District that each associate faculty receive student feedback from their students once during each teaching year.

6.2.3 General Procedures

1. To allay student fears, student anonymity shall be protected throughout the student feedback process.

2. The overall in-classroom student feedback process shall be supervised by the area dean or the appropriate off-campus center supervisor.

3. Associate instructors to receive feedback from their students in a given semester shall be notified in advance and they shall be given a specified period of time during which feedback forms are to be completed.

4. At the time that the feedback is to be gathered, the instructor shall assign one student the responsibility for reading the directions to the class, administering,

BGCCD - CR1 - Evidence 6 - Sample HR Evaluation Report sent to managers.

NAME	Employee Id	Last Eval Received	Next Eval Due Date	Status
[redacted]	[redacted]	FA19	22/23	Current
		SP21	23/24	Current
		SP21	23/24	Current
		FA21	FA22	Current
		FA21	24/25	Current
		FA20	23/24	Current
		FA17	20/21	PAST DUE
		SP16	18/19	PAST DUE
		FA20	23/24	Current
		FA21	FA22	Current
		SP22	24/25	Current
		SP22	24/25	Current
		FA19	22/23	Current
		FA19	22/23	Current
		SP22	24/25	Current
		SP22	FA22	Current
		SP21	23/24	Current
		FA21	FA22	Current
		FA21	FA22	Current
		FA19	22/23	Current
			FA22	Current
		FA19	22/23	Current
		SP21	23/24	Current
		SP21	23/24	Current
			FA21	PAST DUE
		SP14	16/17	PAST DUE
		SP21	23/24	Current
		FA18	21/22	PAST DUE
		FA16	19/20	PAST DUE
		FA20	23/24	Current
		SP19	21/22	PAST DUE
		FA21	24/25	Current
		FA19	22/23	Current
		SP20	22/23	Current
		SP21	23/24	Current
		FA20	23/24	Current
		FA19	22/23	Current
		SP12	14/15	PAST DUE
		FA20	23/24	Current
		FA17	20/21	PAST DUE
		SP20	22/23	Current
		SP21	23/24	Current
		SP15	17/18	PAST DUE
		FA19	22/23	Current
		FA22	24/25	Current

[redacted]	FA22	24/25	Current
	SP21	23/24	Current
	SP18	20/21	PAST DUE
	SP22	24/25	Current
	FA21	FA22	Current
	SP21	23/24	Current
	FA16	19/20	PAST DUE
	FA21	FA22	Current
		FA22	Current
	FA19	22/23	Current
	FA19	22/23	Current
	FA19	22/23	Current
	FA16	19/20	PAST DUE
	FA21	FA22	Current
	FA21	24/25	Current
	FA21	24/25	Current
	SP22	24/25	Current
		FA22	Current
	FA21	FA22	Current
		FA22	Current
	SP18	20/21	PAST DUE
	SP22	24/25	Current
	FA04	FA07/SP08	PAST DUE
	FA21	FA22	Current
	FA16	19/20	PAST DUE
	SP22	27/25	Current
	SP21	23/24	Current
	SP18	20/21	PAST DUE
	SP15	17/18	PAST DUE
	SP21	23/24	Current
	FA20	23/24	Current
		FA22	Current

BGCCD - CR1 - Evidence 7 - Monthly Tracking and Board Report spreadsheet.

	CSEA				MSC						
	Current	0-2 Years	3-5 Years	>5 Years	**Current**	0-2 Years	3-5 Years	>5 Years	Total Evaluatees	**Total Current**	**Total Past Due**
President	3	0	0	0	5	0	0	0	8	8	0
Administrative Services	62	15	0	0	15	1	0	0	93	77	16
Institutional Effectiveness	0	19	6	1	6	30	4	0	66	6	60
Instruction	30	24	12	0	2	11	9	1	89	32	57
Student Services	41	36	0	0	9	17	0	1	104	50	54
								Total	**360**	**173**	**187**

Subject: MSC/CSEA Evaluation Spreadsheet
Date: Thursday, March 30, 2023 at 3:19:45 PM Pacific Daylight Time
From: Sweeney, Deana
To: Guleff, Virginia, Shearer, Erik, Suleski, Andy, Zuniga, Brad
Attachments: Employee Evaluation Spreadsheet dated 3 29 23.xlsx

Good Afternoon,

Attached is the evaluation spreadsheet through March 2023. Every quarter I will send out for your review.

Once you have reviewed, please let me know if you have any questions and/or corrections.

Thank you in advance.

Deana Sweeney
Human Resources
Butte College
3536 Butte Campus Dr.
Oroville, CA 95965
530-879-4014

Our words create the world we live in. Always be kind

Id	Full Name	Last Eval Date	Next Eval Date	Notes
3292668		4/1/2023	7/1/2023	On Time - In Progress
3233906		5/26/2023	7/1/2023	On Time - In Progress
3141879		8/1/2021	8/1/2023	On Time - In Progress
3328280		10/1/2021	8/1/2023	On Time - In Progress
3360286		5/1/2023	8/1/2023	On Time - In Progress
3259410		5/26/2023	8/1/2023	On Time - In Progress
3524522		5/26/2023	8/1/2023	On Time - In Progress
3007682		2/1/2023	8/3/2023	On Time - In Progress
3225449		2/1/2023	8/3/2023	On Time - In Progress
3429519		2/1/2023	8/3/2023	On Time - In Progress
3342940		8/14/2021	8/14/2023	On Time - In Progress
3356314		11/17/2021	8/17/2023	On Time - In Progress
3166846		11/1/2021	8/22/2023	On Time - In Progress
3304942		3/1/2023	8/31/2023	On Time - In Progress
3166798		9/1/2021	9/1/2023	On Time - In Progress
3468108		12/6/2022	9/1/2023	On Time - In Progress
3227472		7/3/2023	9/3/2023	On Time - In Progress
3292687		7/3/2023	9/3/2023	On Time - In Progress
3436318		9/11/2020	9/11/2023	On Time - In Progress
3404670		9/11/2021	9/11/2023	On Time - In Progress
3446579		4/3/2023	9/19/2023	On Time - In Progress
3077623		1/25/2021	10/1/2023	On Time - In Progress
3163609		3/10/2021	10/1/2023	On Time - In Progress
3003911		7/6/2021	10/1/2023	On Time - In Progress
3177710		4/1/2023	10/1/2023	On Time - In Progress
3221233		7/3/2023	10/2/2023	On Time - In Progress
3104901		3/31/2023	10/3/2023	On Time - In Progress
3300586		4/3/2023	10/3/2023	On Time - In Progress
3007117		7/3/2023	10/3/2023	On Time - In Progress
3408211		7/3/2023	10/3/2023	On Time - In Progress
3338554		6/15/2021	11/1/2023	On Time - In Progress
3448654		11/1/2021	11/1/2023	On Time - In Progress
3235386		3/1/2022	11/1/2023	On Time - In Progress
3003945		1/3/2023	11/1/2023	On Time - In Progress
3342588		5/4/2023	11/1/2023	On Time - In Progress
3454125		5/18/2023	11/1/2023	On Time - In Progress
3483567		5/24/2023	11/1/2023	On Time - In Progress
3346922		6/1/2023	11/1/2023	On Time - In Progress
3299619		7/3/2023	11/1/2023	On Time - In Progress
3168329		8/1/2023	11/1/2023	On Time - In Progress
3385063		8/1/2023	11/1/2023	On Time - In Progress
3079571		8/1/2023	11/1/2023	On Time - In Progress
3528636		8/1/2023	11/1/2023	On Time - In Progress
3527175		10/2/2023	11/1/2023	On Time - In Progress
3252162		8/14/2023	11/14/2023	On Time - In Progress
3467325		7/3/2017	1/2/2018	Overdue - In Progress
3243864		7/12/2016	7/1/2018	Overdue - In Progress
3262381		1/17/2018	7/1/2020	Overdue - In Progress
3179501		7/1/2019	6/30/2021	Overdue - In Progress
3510179		9/7/2021	3/9/2022	Overdue - In Progress
3219512		10/1/2022	10/2/2022	Overdue - In Progress
3004121		12/11/2020	3/1/2023	Overdue - In Progress

3403853		11/1/2022	3/8/2023	Overdue - In Progress
3308876		4/4/2023	6/1/2023	Overdue - In Progress
3007479		12/1/2021	12/1/2023	Up to Date
3286562		3/1/2023	12/1/2023	Up to Date
3303795		6/1/2023	12/1/2023	Up to Date
3339839		6/1/2023	12/1/2023	Up to Date
3305663		9/1/2023	12/1/2023	Up to Date
3529211		9/1/2023	12/1/2023	Up to Date
3529202		9/1/2023	12/1/2023	Up to Date
3224739		9/1/2023	12/1/2023	Up to Date
3085425		9/1/2023	12/1/2023	Up to Date
3378509		9/1/2023	12/1/2023	Up to Date
3529212		9/1/2023	12/1/2023	Up to Date
3405744		11/3/2021	12/3/2023	Up to Date
3386962		10/5/2023	12/3/2023	Up to Date
3529209		9/5/2023	12/5/2023	Up to Date
3291557		9/8/2023	12/8/2023	Up to Date
3193409		10/17/2022	1/1/2024	Up to Date
3325079		10/17/2022	1/1/2024	Up to Date
3292752		10/1/2023	1/1/2024	Up to Date
3423482		10/1/2023	1/1/2024	Up to Date
3530119		10/2/2023	1/2/2024	Up to Date
3281403		10/2/2023	1/2/2024	Up to Date
3523282		10/2/2023	1/2/2024	Up to Date
3401157		10/2/2023	1/2/2024	Up to Date
3339793		11/2/2022	1/3/2024	Up to Date
3298305		6/3/2022	1/4/2024	Up to Date
3441022		11/3/2023	1/7/2024	Up to Date
3522760		6/14/2023	1/9/2024	Up to Date
3004367		1/27/2022	1/27/2024	Up to Date
3183480		8/29/2022	1/28/2024	Up to Date
3462885		2/1/2022	2/1/2024	Up to Date
3004914		2/1/2022	2/1/2024	Up to Date
3239642		2/1/2022	2/1/2024	Up to Date
3005888		6/6/2022	2/1/2024	Up to Date
3346446		6/8/2022	2/1/2024	Up to Date
3514512		6/29/2022	2/1/2024	Up to Date
3007683		9/1/2022	2/1/2024	Up to Date
3177071		9/11/2022	2/1/2024	Up to Date
3004395		10/3/2022	2/1/2024	Up to Date
3289045		10/4/2022	2/1/2024	Up to Date
3007633		12/12/2022	2/1/2024	Up to Date
3502541		10/1/2023	2/1/2024	Up to Date
3531286		11/1/2023	2/1/2024	Up to Date
3343236		11/1/2023	2/1/2024	Up to Date
3382474		11/1/2023	2/1/2024	Up to Date
3301903		11/1/2023	2/1/2024	Up to Date
3531287		11/1/2023	2/1/2024	Up to Date
3334997		10/31/2022	2/2/2024	Up to Date
3094798		12/5/2022	2/3/2024	Up to Date
3317079		7/1/2023	2/3/2024	Up to Date
3191706		5/24/2022	2/6/2024	Up to Date
3274640		2/7/2022	2/7/2024	Up to Date
3380597		2/14/2022	2/14/2024	Up to Date

3090001		7/21/2022	2/18/2024	Up to Date
3263120		3/1/2022	2/29/2024	Up to Date
3436181		3/1/2022	2/29/2024	Up to Date
3200130		3/1/2022	2/29/2024	Up to Date
3474390		3/1/2020	3/1/2024	Up to Date
3394572		2/9/2022	3/1/2024	Up to Date
3320017		3/9/2022	3/1/2024	Up to Date
3291040		6/8/2022	3/1/2024	Up to Date
3286665		9/13/2022	3/1/2024	Up to Date
3324105		9/28/2022	3/1/2024	Up to Date
3318152		10/2/2022	3/1/2024	Up to Date
3209992		12/5/2022	3/1/2024	Up to Date
3236291		12/20/2022	3/1/2024	Up to Date
3089482		8/17/2022	3/3/2024	Up to Date
3211192		10/1/2023	3/9/2024	Up to Date
3169316		4/1/2023	3/13/2024	Up to Date
3398531		10/6/2022	3/14/2024	Up to Date
3129376		4/1/2022	3/31/2024	Up to Date
3295747		3/25/2022	4/1/2024	Up to Date
3209431		7/20/2022	4/1/2024	Up to Date
3005112		8/11/2022	4/1/2024	Up to Date
3271048		11/17/2022	4/2/2024	Up to Date
3326256		11/17/2022	4/2/2024	Up to Date
3088420		12/6/2022	4/2/2024	Up to Date
3337179		10/1/2023	4/2/2024	Up to Date
3201130		12/5/2022	4/3/2024	Up to Date
3039629		5/1/2022	4/30/2024	Up to Date
3192481		2/2/2022	5/1/2024	Up to Date
3191963		12/15/2022	5/1/2024	Up to Date
3004273		9/2/2022	5/14/2024	Up to Date
3007333		6/1/2022	5/31/2024	Up to Date
3341270		6/1/2022	5/31/2024	Up to Date
3097034		6/1/2022	5/31/2024	Up to Date
3493466		1/25/2022	6/1/2024	Up to Date
3183194		3/21/2022	6/1/2024	Up to Date
3004179		9/20/2022	6/1/2024	Up to Date
3239056		9/14/2022	6/3/2024	Up to Date
3472570		6/27/2022	6/4/2024	Up to Date
3476361		9/26/2022	6/4/2024	Up to Date
3053732		10/4/2022	6/4/2024	Up to Date
3082633		8/14/2022	6/8/2024	Up to Date
3004319		7/1/2022	6/30/2024	Up to Date
3380195		7/1/2022	6/30/2024	Up to Date
3296706		7/1/2022	6/30/2024	Up to Date
3004307		7/1/2022	6/30/2024	Up to Date
3004495		7/1/2022	6/30/2024	Up to Date
3004076		7/1/2010	7/1/2024	Up to Date
3121589		2/7/2022	7/1/2024	Up to Date
3270249		6/1/2022	7/1/2024	Up to Date
3460097		6/1/2022	7/1/2024	Up to Date
3320718		6/3/2022	7/1/2024	Up to Date
3498378		6/9/2022	7/1/2024	Up to Date
3208729		6/27/2022	7/1/2024	Up to Date
3004173		10/7/2022	7/1/2024	Up to Date

3367291		10/17/2022	7/1/2024	Up to Date
3005895		10/17/2022	7/1/2024	Up to Date
3285700		11/2/2022	7/1/2024	Up to Date
3396799		3/1/2023	7/1/2024	Up to Date
3031807		5/27/2023	7/1/2024	Up to Date
3209430		5/27/2023	7/1/2024	Up to Date
3201648		8/1/2023	7/1/2024	Up to Date
3120964		11/18/2022	7/3/2024	Up to Date
3255209		12/6/2022	7/5/2024	Up to Date
3243770		8/1/2010	8/1/2024	Up to Date
3003679		5/11/2022	8/1/2024	Up to Date
3080475		7/19/2022	8/1/2024	Up to Date
3159225		7/25/2022	8/1/2024	Up to Date
3434188		8/1/2022	8/1/2024	Up to Date
3383877		9/9/2022	8/1/2024	Up to Date
3468055		9/15/2022	8/1/2024	Up to Date
3468066		9/20/2022	8/1/2024	Up to Date
3056438		9/22/2022	8/1/2024	Up to Date
3004757		9/22/2022	8/1/2024	Up to Date
3217173		10/6/2022	8/1/2024	Up to Date
3082275		10/17/2022	8/1/2024	Up to Date
3166816		12/5/2022	8/1/2024	Up to Date
3263291		12/5/2022	8/1/2024	Up to Date
3468786		12/15/2022	8/1/2024	Up to Date
3420603		12/21/2022	8/1/2024	Up to Date
3157393		11/16/2022	8/4/2024	Up to Date
3211934		8/1/2023	8/8/2024	Up to Date
3004819		8/25/2022	8/14/2024	Up to Date
3192215		8/3/2022	8/15/2024	Up to Date
3353799		11/17/2022	8/17/2024	Up to Date
3206801		8/17/2022	8/19/2024	Up to Date
3249823		1/6/2022	9/1/2024	Up to Date
3391378		1/7/2022	9/1/2024	Up to Date
3247691		2/1/2022	9/1/2024	Up to Date
3510375		3/3/2022	9/1/2024	Up to Date
3004592		9/19/2022	9/1/2024	Up to Date
3127884		10/10/2022	9/1/2024	Up to Date
3313394		10/11/2022	9/1/2024	Up to Date
3179678		10/17/2022	9/1/2024	Up to Date
3447783		11/17/2022	9/1/2024	Up to Date
3453513		12/5/2022	9/1/2024	Up to Date
3004158		12/14/2022	9/1/2024	Up to Date
3420654		9/25/2023	9/1/2024	Up to Date
3007540		11/21/2022	9/7/2024	Up to Date
3448286		9/9/2022	9/8/2024	Up to Date
3302819		11/16/2022	9/10/2024	Up to Date
3381662		9/11/2014	9/11/2024	Up to Date
3232672		9/13/2022	9/12/2024	Up to Date
3212031		10/4/2022	9/16/2024	Up to Date
3308887		9/22/2022	9/21/2024	Up to Date
3004926		10/7/2023	9/25/2024	Up to Date
3356571		10/1/2022	9/30/2024	Up to Date
3396649		2/25/2022	10/1/2024	Up to Date
3011503		3/15/2022	10/1/2024	Up to Date

3003827		7/20/2022	10/1/2024	Up to Date
3490141		7/26/2022	10/1/2024	Up to Date
3256707		9/29/2022	10/1/2024	Up to Date
3200827		10/4/2022	10/1/2024	Up to Date
3004097		12/5/2022	10/1/2024	Up to Date
3448779		4/1/2023	10/1/2024	Up to Date
3282434		5/1/2023	10/1/2024	Up to Date
3048713		1/22/2022	10/2/2024	Up to Date
3449254		9/6/2022	10/3/2024	Up to Date
3415812		8/14/2022	10/14/2024	Up to Date
3387162		10/19/2022	10/18/2024	Up to Date
3005777		4/26/2022	10/30/2024	Up to Date
3338784		3/15/2022	11/1/2024	Up to Date
3274342		3/31/2022	11/1/2024	Up to Date
3477922		3/31/2022	11/1/2024	Up to Date
3481270		9/15/2022	11/1/2024	Up to Date
3256919		9/21/2022	11/1/2024	Up to Date
3430734		9/21/2022	11/1/2024	Up to Date
3004465		10/17/2022	11/1/2024	Up to Date
3400503		11/15/2022	11/1/2024	Up to Date
3260095		12/5/2022	11/1/2024	Up to Date
3220958		12/5/2022	11/1/2024	Up to Date
3269346		12/5/2022	11/1/2024	Up to Date
3004666		12/5/2022	11/1/2024	Up to Date
3007330		6/27/2023	11/1/2024	Up to Date
3292566		11/1/2022	11/3/2024	Up to Date
3343335		12/5/2022	11/15/2024	Up to Date
3398417		3/21/2022	11/18/2024	Up to Date
3444973		9/2/2022	12/1/2024	Up to Date
3126065		9/9/2022	12/1/2024	Up to Date
3004365		10/3/2022	12/1/2024	Up to Date
3225068		12/9/2022	12/1/2024	Up to Date
3165336		9/7/2022	12/2/2024	Up to Date
3491818		11/3/2022	12/2/2024	Up to Date
3371696		12/5/2022	12/4/2024	Up to Date
3314568		5/23/2023	1/1/2025	Up to Date
3206236		6/7/2023	1/1/2025	Up to Date
3457988		7/31/2023	1/1/2025	Up to Date
3007444		8/28/2023	1/1/2025	Up to Date
3255848		9/25/2023	1/1/2025	Up to Date
3284578		1/23/2023	1/2/2025	Up to Date
3370167		1/4/2023	1/3/2025	Up to Date
3494579		5/18/2023	1/3/2025	Up to Date
3202602		9/13/2023	1/3/2025	Up to Date
3523896		10/25/2023	1/3/2025	Up to Date
3005411		7/11/2023	1/4/2025	Up to Date
3520516		2/27/2023	1/6/2025	Up to Date
3080911		1/12/2023	1/11/2025	Up to Date
3260196		4/17/2023	1/19/2025	Up to Date
3144299		1/4/2023	2/1/2025	Up to Date
3271463		1/11/2023	2/1/2025	Up to Date
3262937		2/6/2023	2/1/2025	Up to Date
3232706		3/7/2023	2/1/2025	Up to Date
3325590		3/22/2023	2/1/2025	Up to Date

3004208		6/5/2023	2/1/2025	Up to Date
3255125		6/27/2023	2/1/2025	Up to Date
3382093		9/12/2023	2/1/2025	Up to Date
3311454		1/31/2023	2/2/2025	Up to Date
3426674		2/1/2023	2/3/2025	Up to Date
3410787		9/11/2023	2/3/2025	Up to Date
3416013		2/6/2023	2/6/2025	Up to Date
3214655		1/10/2023	3/1/2025	Up to Date
3290558		1/25/2023	3/1/2025	Up to Date
3004967		2/28/2023	3/1/2025	Up to Date
3278714		8/8/2023	3/1/2025	Up to Date
3381706		4/6/2023	4/1/2025	Up to Date
3506805		4/27/2023	4/1/2025	Up to Date
3441002		6/7/2023	4/1/2025	Up to Date
3005904		7/11/2023	4/1/2025	Up to Date
3034747		10/2/2023	4/1/2025	Up to Date
3459122		10/11/2023	4/1/2025	Up to Date
3464943		11/1/2023	4/1/2025	Up to Date
3418592		6/7/2023	4/2/2025	Up to Date
3026529		3/22/2023	4/3/2025	Up to Date
3432256		7/13/2023	4/3/2025	Up to Date
3176490		10/2/2023	4/3/2025	Up to Date
3192288		10/5/2023	4/3/2025	Up to Date
3442654		9/19/2023	4/5/2025	Up to Date
3275713		8/31/2023	4/10/2025	Up to Date
3004837		3/7/2023	5/1/2025	Up to Date
3191374		4/19/2023	5/1/2025	Up to Date
3431484		4/25/2023	5/1/2025	Up to Date
3261010		6/14/2023	5/1/2025	Up to Date
3057439		6/22/2023	5/1/2025	Up to Date
3077377		7/4/2023	5/1/2025	Up to Date
3051453		8/31/2023	5/1/2025	Up to Date
3370332		9/1/2023	5/1/2025	Up to Date
3509401		9/29/2023	5/1/2025	Up to Date
3390036		10/30/2023	5/1/2025	Up to Date
3005476		11/13/2023	5/1/2025	Up to Date
3507786		8/17/2023	5/3/2025	Up to Date
3003901		5/14/2023	5/4/2025	Up to Date
3230301		10/18/2023	5/19/2025	Up to Date
3004431		5/18/2023	5/23/2025	Up to Date
3121637		5/18/2023	6/1/2025	Up to Date
3004551		5/22/2023	6/1/2025	Up to Date
3004202		6/1/2023	6/1/2025	Up to Date
3004486		6/22/2023	6/1/2025	Up to Date
3226305		8/28/2023	6/1/2025	Up to Date
3005277		10/5/2023	6/1/2025	Up to Date
3498006		10/16/2023	6/1/2025	Up to Date
3455539		11/3/2023	6/1/2025	Up to Date
3239416		7/18/2023	6/2/2025	Up to Date
3479388		5/22/2023	6/3/2025	Up to Date
3305089		5/23/2023	6/3/2025	Up to Date
3366323		8/22/2023	6/30/2025	Up to Date
3460098		7/1/2022	7/1/2025	Up to Date
3246937		1/9/2023	7/1/2025	Up to Date

3338488		3/9/2023	7/1/2025	Up to Date
3004342		6/22/2023	7/1/2025	Up to Date
3222870		7/5/2023	7/1/2025	Up to Date
3086967		7/13/2023	7/1/2025	Up to Date
3188339		8/14/2023	7/1/2025	Up to Date
3333798		10/18/2023	7/1/2025	Up to Date
3266831		7/3/2023	7/2/2025	Up to Date
3004196		4/27/2023	7/12/2025	Up to Date
3007944		7/18/2023	7/17/2025	Up to Date
3004317		8/1/2022	8/1/2025	Up to Date
3437077		1/6/2023	8/1/2025	Up to Date
3425165		2/6/2023	8/1/2025	Up to Date
3053316		7/5/2023	8/1/2025	Up to Date
3004476		7/6/2023	8/1/2025	Up to Date
3440508		7/11/2023	8/1/2025	Up to Date
3344539		7/18/2023	8/1/2025	Up to Date
3180813		7/25/2023	8/1/2025	Up to Date
3189756		8/1/2023	8/1/2025	Up to Date
3005434		8/1/2023	8/1/2025	Up to Date
3004593		8/29/2023	8/1/2025	Up to Date
3183314		9/8/2023	8/1/2025	Up to Date
3294568		2/1/2023	8/2/2025	Up to Date
3499112		10/13/2023	8/3/2025	Up to Date
3454904		2/27/2023	8/17/2025	Up to Date
3442398		3/1/2023	8/17/2025	Up to Date
3005019		8/30/2023	8/30/2025	Up to Date
3389674		1/9/2023	9/1/2025	Up to Date
3468911		1/18/2023	9/1/2025	Up to Date
3519765		1/19/2023	9/1/2025	Up to Date
3519764		1/23/2023	9/1/2025	Up to Date
3519763		1/30/2023	9/1/2025	Up to Date
3479448		1/30/2023	9/1/2025	Up to Date
3468876		7/6/2023	9/1/2025	Up to Date
3301150		7/12/2023	9/1/2025	Up to Date
3310133		7/19/2023	9/1/2025	Up to Date
3004522		8/21/2023	9/1/2025	Up to Date
3148352		8/29/2023	9/1/2025	Up to Date
3007245		8/31/2023	9/1/2025	Up to Date
3003772		9/21/2023	9/1/2025	Up to Date
3374452		8/22/2023	9/2/2025	Up to Date
3004526		2/27/2023	9/14/2025	Up to Date
3376590		2/28/2023	10/1/2025	Up to Date
3490049		3/2/2023	10/1/2025	Up to Date
3180821		3/10/2023	10/1/2025	Up to Date
3337485		3/22/2023	10/1/2025	Up to Date
3233901		6/27/2023	10/1/2025	Up to Date
3326634		9/18/2023	10/1/2025	Up to Date
3456423		11/3/2023	10/1/2025	Up to Date
3520434		2/27/2023	10/3/2025	Up to Date
3510019		3/2/2023	10/3/2025	Up to Date
3520532		5/18/2023	10/3/2025	Up to Date
3235762		8/8/2023	10/3/2025	Up to Date
3520438		9/20/2023	10/3/2025	Up to Date
3288916		10/9/2023	10/3/2025	Up to Date

3188020		10/6/2023	10/5/2025	Up to Date
3004185		11/14/2023	10/13/2025	Up to Date
3212423		1/26/2023	10/16/2025	Up to Date
3004088		7/3/2023	10/24/2025	Up to Date
3393360		1/9/2023	11/1/2025	Up to Date
3284523		3/17/2023	11/1/2025	Up to Date
3216335		3/17/2023	11/1/2025	Up to Date
3521196		4/4/2023	11/1/2025	Up to Date
3318981		5/31/2023	11/1/2025	Up to Date
3281590		6/7/2023	11/1/2025	Up to Date
3432258		6/14/2023	11/1/2025	Up to Date
3446875		7/6/2023	11/1/2025	Up to Date
3444800		10/18/2023	11/1/2025	Up to Date
3481263		10/26/2023	11/1/2025	Up to Date
3520844		10/30/2023	11/1/2025	Up to Date
3120361		9/15/2023	11/8/2025	Up to Date
3448667		1/23/2023	12/1/2025	Up to Date
3459075		4/26/2023	12/1/2025	Up to Date
3305107		4/27/2023	12/1/2025	Up to Date
3169726		6/7/2023	12/1/2025	Up to Date
3346531		6/22/2023	12/1/2025	Up to Date
3268608		7/11/2023	12/1/2025	Up to Date
3291108		7/17/2023	12/1/2025	Up to Date
3304162		7/19/2023	12/1/2025	Up to Date
3387474		9/28/2023	12/1/2025	Up to Date
3005879		11/7/2023	12/1/2025	Up to Date
3045049		7/1/2015	10/31/2026	Up to Date
3517410		5/1/2023		Up to Date

99%

NAME	Next Eval Due Date	Status
Antongiovanni, Amy	23/24	Current
Armitage, Christopher	23/24	Current
August, Michelle	SP24	Current
Aulakh, Ripandeep	24/25	Current
Ban, Stephan	25/26	Current
Basurto, Nathan	FA23	Current
Beadle, John	SP24	Current
Bearden, Kenneth	24/25	Current
Bernal-Wood, Bobby	SP26	Current
Bowles, Laurie	25/26	Current
Browne, April	24/25	Current
Bryant, Jennifer	25/26	Current
Bynoe, Cynthia	FA23	Current
Carroll, Dillon	25/26	Current
Cervantes, Matthew	25/26	Current
Charles-Tollerup, Jennifer	23/24	Current
Chavez, Hilda	FA22	Current
Chofla, Shaun-Adrian	SP26	Current
Christiansen, Lisa	23/24	Current
Christiansen, Patrick	23/24	Current
Christopher, Madeline	FA23	Current
Claiborne, Shannon	SP24	Current
Clark, Miya	25/26	Current
Cluver, Theodore	25/26	Current
Conrad, Douglas	25/26	Current
Dahl, Cristina	25/26	Current
Dahlgren, John	23/24	Current
Dalby, Anna	25/26	Current
Davis, Donna	FA23	Current
Day, Tina	22/23	Current
Dev, Sanjay	25/26	Current
Donnelly, Daniel	SP24	Current
Dunn, Elizabeth	25/26	Current
Elke, David	25/26	Current
Emmons, Molly	25/26	Current
Enyeart, Bruce	23/24	Current
Ferguson, Colin	25/26	Current
Fischer, Linda	24/25	Current
Flores, Felicia	FA23	Current
Fredricks, Kelly	23/24	Current
Fukumoto, Randall	25/26	Current
Galli, Kellen (Kelly)	25/26	Current
Gebbia, Joseph	FA23	Current
Gomes, Lynda	25/26	Current
Gonzalez-Cuadros, Irma	SP24	Current

Gray, Danielle	FA23	Current
Grewal, Mandeep	24/25	Current
Grothe, Thomas	24/25	Current
Gunn, Lisa	SP25	Current
Guzman, Isidoro	FA23	Current
Harrington, Kelsey	FA23	Current
Harris, Gary	FA23	Current
Hauser, Juliet	24/25	Current
Heimlich, Ryan	FA23	Current
Hennessy, April E	25/26	Current
Hensley, Arah	SP25	Current
Henson, Leslie	23/24	Current
Herrick-Wing,Tamsen	25/26	Current
Hovseplan, Vahan	23/24	Current
Jackson, Jessica	FA23	Current
Jenks, Brad	FA24	Current
Jenks, Julie	24/25	Current
Jordan, Jeffery	24/25	Current
Juhl-Darington, Jennifer	SP24	Current
Kekaha, Lisa	23/24	Current
Kelley, Michelle	23/24	Current
Kielb, Craig	24/25	Current
Kirkwood, Kim	24/25	Current
LaGrave, Nicole	23/24	Current
Lechner, Gary	25/26	Current
Lillie, Penny	25/26	Current
Lloyd, Tierra	25/26	Current
Lodewyk, Micheal	25/26	Current
Luden, William "Liam"	FA23	Current
MacKinnon, Mary "Katherine"	23/24	Current
Maclean, Gina	FA23	Current
Maday, Randy	24/25	Current
Martinez, Analia	25/26	Current
Matiasek, Micheal	25/26	Current
Mavis, Mark	25/26	Current
McArthur, Sarah	24/25	Current
McCabe, Deborah	24/25	Current
McDougall, Patrick	25/26	Current
McFall, Dakota	FA23	Current
Meyer, Laurie	SP25	Current
Miko, Katalin	FA23	Current
Millinkevich, Kristen	25/26	Current
Mistry, Shahroukh	25/26	Current
Modes, Mark	24/25	Current
Murawski, Nathen	25/26	Current
Nelsen, Jennifer	24/25	Current
Nichols, Lisa	25/26	Current

Oberle, Eric	24/25	Current
Ohland, Angela	24/25	Current
Panunto, Micheal	25/26	Current
Perez Delgado, Julio	25/26	Current
Pitter, Russel	24/25	Current
Price, Steve	23/24	Current
Rapozo-Davis, Laura	24/25	Current
Reinbold, Brian	25/26	Current
Riley, Mimi	SP24	Current
Runyan, Amanda	24/25	Current
Sanchez, Henry	24/25	Current
Schmid, Melody	24/25	Current
Senat, Simone	SP25	Current
Sloan, Sandy	23/24	Current
Smallhouse, Sara	24/25	Current
Smith, Micheal A	SP25	Current
Smith, Micheal S	24/25	Current
Snelling, Robert	24/25	Current
Soldate, John	25/26	Current
Springer, Heather	23/24	Current
St.Cin, Steven	25/26	Current
Sun, Dakuan	24/25	Current
Terra, Jill	25/26	Current
Thao, Doua	25/26	Current
Thomas, Russel	23/24	Current
Trento, Jason	25/26	Current
Trolinger, Christine	25/26	Current
Vader, Seth	25/26	Current
Valle, Heather	25/26	Current
Valle, Liael	25/26	Current
Vang, Kia	25/26	Current
Vann, Serey	24/25	Current
Vargas Rivera, Mayra	FA23	Current
Vazquez, Jacob	25/26	Current
Wagster-Penne, Diane	SP24	Current
Walden, Bobby	24/25	Current
Wallace, Martin	25/26	Current
Ward, Deana (on leave)	FA23	Current
Wentzell, Justin	24/25	Current
Wheeler, Kimberly	SP26	Current
White, Andrea	25/26	Current
Williams, Thomas	25/26	Current
Wittsell, Rick	24/25	Current
Womack, Kelly	FA23	Current
Wycoff, Thomas	25/26	Current
Ali, Nijmah	22/23	On Time - In Progress
Baldi, Alessandro	23/24	On Time - In Progress

Barnett, Daniel	FA23	On Time - In Progress
Bartsch, Kimberly	23/24	On Time - In Progress
Cox, Thomas	FA23	On Time - In Progress
Dewey, Shannamar	23/24	On Time - In Progress
Flesher, Devin	FA23	On Time - In Progress
Giannini, Scott	FA23	On Time - In Progress
Larson, Amanda	FA23	On Time - In Progress
Padilla, Micheal	FA23	On Time - In Progress
Sathrum, Luke	FA23	On Time - In Progress
Sicke, Rachel L	FA23	On Time - In Progress
Suarez, Pablo	FA23	On Time - In Progress
Turner, Charles	FA23	On Time - In Progress
Vickery, Jess	22/23	On Time - In Progress
Wannencacher, Elizabeth	22/23	On Time - In Progress
Wilpolt,Mark	23/24	On Time - In Progress
Wood, Kelly	FA23	On Time - In Progress
Abedini, Hesam	FA23	On Time - In Progress
Campos, Alonzo	FA23	On Time - In Progress
Gruber, Corey	FA23	On Time - In Progress
Higuera, Hannah	FA23	On Time - In Progress
Kim, Esther	FA23	On Time - In Progress
Mathrole, Natalie	FA23	On Time - In Progress
Melendrez, Melissa	FA23	On Time - In Progress
Raymond, Jubal	FA23	On Time - In Progress
Sinclear, Robin	FA23	On Time - In Progress
Wade, Marcu	FA23	On Time - In Progress
Dorsett, Maggi	SP24	On Time - In Progress
Germar, Tia	22/23	On Time - In Progress
Haslem, Marshall	SP24	On Time - In Progress
Holt, Robert	SP24	On Time - In Progress
Hubbard, Patrictia	SP24	On Time - In Progress
Johnson, Linda	SP20	On Time - In Progress
Kelly, April	22/23	On Time - In Progress
Kennedy, Brooke	SP23	On Time - In Progress
Peacock, Miles	SP24	On Time - In Progress
Radler, Andrew	SP24	On Time - In Progress
Roberson, Carrie	SP24	On Time - In Progress
Taylor, Amelia	SP24	On Time - In Progress
Troxel, Shannan	SP22	On Time - In Progress
Wakim, Suzanne	SP20	Reassigned
Ward, Teresa	21/22	Reassigned
Withrow-Clark, Robert	22/23	Reassigned
Meier, Alexander	21/22	RETIRING
Nutsch, Rita	24/25	RETIRING
Arteaga, Rachel	FA23	TempFT
Bianchini, Elizabeth	FA23	TempFT
Koch, Geoffrey	FA23	TempFT

Manning, Phillip	FA23	TempFT
Parker, Jared	FA23	TempFT
Peters, Mari	FA23	TempFT
Sinha, Kristin	FA23	TempFT
Smith, Robert	FA23	TempFT
Ward, Jacob	FA23	TempFT
Ziegenmeyer, Logan	FA23	TempFT

Last Name	First Name	Next Eval Date	Status
Abele	Claire	SP26	Current
Adams	Nicole	SP26	Current
Alonso	Ginger	Sp26	Current
Ashba	Tammy	SP26	Current
Belmonte	Linda	SP26	Current
Buckner	Jennifer	SP26	Current
Camodeca	Michael	SP26	Current
Carlile	Amanda	SP26	Current
Cavaness	Linda	SP26	Current
Cowell	Aman	SP26	Current
Demaggio	Julie	SP26	Current
Deromedi	Lia	SP26	Current
Durfield	Timothy	SP26	Current
Edsill	Julia	SP26	Current
Ensslin	Teresa	SP26	Current
Fairchild	Shelley	SP26	Current
Ferro	Sam "Anthony"	SP26	Current
Frazer	Cristin	SP26	Current
Fry	Brandon	SP26	Current
Gray	Santy	SP26	Current
Griffin	Michael	SP26	Current
Griffin	Victoria	SP26	Current
Gust	Karen	SP26	Current
Hart	Diane	SP26	Current
Hayes	Timothy	SP26	Current
Hays	Jonathan	SP26	Current
Huffman	Robin	SP26	Current
Kraemer	Finn	SP26	Current
Leitner	Stacy	SP26	Current
Martin	Jack	SP26	Current
Murphy	Tamara	SP26	Current
Newton	Tyler	SP26	Current
Parsons	Keith	SP26	Current
Parsons	Michelle	SP26	Current
Patience	Hosanna	SP26	Current
Peterson	Rodney	SP26	Current
Riley	Lorianne	SP26	Current
Roady	Caroline	SP26	Current
Scholl	Anna	SP26	Current
Scholl	Mark	SP26	Current
Shippen	Holly	SP26	Current
Skinner	Kelley	SP26	Current
Stevens	Robert	SP26	Current
Strahan	Lori	SP26	Current
Till	Jennifer	SP26	Current
Traulsen	Andrew	SP26	Current
Watsche	Katherine	SP26	Current
Wenger	Christopher	SP26	Current
Wilson	Lauren	SP26	Current
Winslow	Roxanne	SP26	Current

Araiza	Billie	SP25	Current
Armstrong	Elizabeth	SP25	Current
Berg	Christopher	SP25	Current
Burke	John	SP25	Current
Butler	Brett	SP25	Current
Byard	Gregory	SP25	Current
Davidson	Ryan	SP25	Current
Davila	Christian	SP25	Current
Du	Kseniya	SP25	Current
Evaro	Heidi	SP25	Current
Garner	David	SP25	Current
Gee	Travis	SP25	Current
Grothe	Kerstin	SP25	Current
Hall	Steven	SP25	Current
Haraughty	Gema	SP25	Current
Hilderbrand	Suzanne	SP25	Current
Hull	Patrick	SP25	Current
Jones	Barbara	SP25	Current
Klein	John	SP25	Current
Kokinakes	Maxwell	SP25	Current
Krulder	Joseph	SP25	Current
Larson	Kelly	SP25	Current
Light	Pauline	SP25	Current
Lucot Smith	Katherine	SP25	Current
McMillin	Stella	SP25	Current
Neher	Jeanine	SP25	Current
Oppy	Nancy	SP25	Current
Peeler	Sean	SP25	Current
Peters	Mari	SP25	Current
Rodriguez	Jesus	SP25	Current
Roeder	Miriam	SP25	Current
Sandberg	Ross	SP25	Current
Smith-Peters	Bruce	SP25	Current
Teagarden	Katherine	SP25	Current
Thomas	William "Willie"	SP25	Current
Tochterman	Alan	SP25	Current
Winchell	Quinn	SP25	Current
Wingenter	Oliver	SP25	Current
Zelinsky	Connor	SP25	Current
Anderson	Heidi	SP24	Current
Bailey	Leonard	SP24	Current
Berman	Lisa	SP24	Current
Duran-Roach	Australia	SP24	Current
Henrick	Meredith	SP24	Current
McDonald	Leslie	SP24	Current
Phipps	Matthew	SP24	Current
Sanchez	Gloria	SP24	Current
Steffen	Nathan	SP24	Current
Stevens	Belinda	SP24	Current
Villalba	Margarita	SP24	Current
Williams	Lisa	SP24	Current
Zuniga	Yvette	SP24	Current

Baum	Sarah	FA26	Current
Buckstead	Christine	FA26	Current
Flores	Sheena	FA26	Current
Frawley	Susan	FA26	Current
Gatton	Jay	FA26	Current
Gurlides	Despina	FA26	Current
Huff	Steven	FA26	Current
Kutil	Devin	FA26	Current
Nakamura	Ayako	FA26	Current
Nicolay	Luke	FA26	Current
Adamy	Hannah	FA25	Current
Anderson	Tiffani	FA25	Current
Baca	John	FA25	Current
Berry	Joannie	FA25	Current
Bromley	Kyleen	FA25	Current
Chin	Fiona	FA25	Current
Cleary	Francis	FA25	Current
Coates	Stephen	FA25	Current
Davis	Adria	FA25	Current
Dunning	Melissa	FA25	Current
Efthymiou	Sarah	FA25	Current
Ellis	Amanda	FA25	Current
Fazlic	Dijana	FA25	Current
Fridrich	Tonia	FA25	Current
Galindo	Roseanna	FA25	Current
Givens	Teresa	FA25	Current
Gonzalez Iniguez	Jose	FA25	Current
Haasl	David	FA25	Current
Hayes	Billy	FA25	Current
Hight	Susan	FA25	Current
Hope	Martha	FA25	Current
Jackson	Jessica	FA25	Current
Kelly	Cameron	FA25	Current
Kidd	Carey	FA25	Current
Lambrigger	Taylor	FA25	Current
Lowe	Deanna	FA25	Current
Meyer	Nancy	FA25	Current
Muelrath	Lani	FA25	Current
Oelrichs	Amy	FA25	Current
Peldo	Curtis	FA25	Current
Peter	Eric	FA25	Current
Pilakowski	Michael	FA25	Current
Price	Victoria	FA25	Current
Rafalski	Jessica	FA25	Current
Shoemaker	Kaylee	FA25	Current
Silliman	Miranda	FA25	Current
Sinha	Kristin A	FA25	Current
Slater	Andrea	FA25	Current
Smith	Brian	FA25	Current
St. Cin	Denise	FA25	Current
Teixeira	Katharina	FA25	Current
Tello	Bernadette	FA25	Current

Thomas	Crystal	FA25	Current
Trider	Alicia	FA25	Current
Van Der Linde	Juanne	FA25	Current
Wade	Erin	FA25	Current
Welton	David	FA25	Current
Winton	Jason	FA25	Current
Battles	Cheryl	Fa24	Current
Bearden	Stacy	FA24	Current
Bianchini	Elizabeth	FA24	Current
Bonis	Andrea	Fa24	Current
Bordoli	Guy	Fa24	Current
Bowler	William	FA24	Current
Braten	James	Fa24	Current
Buzan	Melinda	Fa24	Current
Calip	Vincent	FA24	Current
Cantrell	Heidi	Fa24	Current
Carlson	Devon	FA24	Current
Chavez	Mark	Fa24	Current
Cook	Alan	Fa24	Current
Cooke	Bradley	FA24	Current
Correa	Steven	Fa24	Current
Crosby	Nandi	Fa24	Current
Fisher	Amber	FA24	Current
Gibbons	Ryan	FA24	Current
Hanley	Kevin	FA24	Current
Herrera	Eric	FA24	Current
Howard	Sue	Fa24	Current
Johal	Rajdeep	FA24	Current
Kieselbach	Tanya	FA24	Current
Lavin	Andrew	FA24	Current
Martin	John	Fa24	Current
Mayer	Derek	FA24	Current
McKenzie	Wendy	Fa24	Current
Meyer	Bruce	FA24	Current
Muster	Kevin	Fa24	Current
Nagai	Sanae	FA24	Current
Nako	Adam	Fa24	Current
Neufeld	Megan	Fa24	Current
Nissen	Karen	FA24	Current
Paisley	Dustin	FA24	Current
Parker	Jared	Fa24	Current
Peterson	Sue	FA24	Current
Pierce	Robert	FA24	Current
Raven	Susan	FA24	Current
Reese	Norman	FA24	Current
Reizgeviciute	Agne	FA24	Current
Rios	Albert	FA24	Current
Rohrer	Judith	Fa24	Current
Schleiger	Rachel	FA24	Current
Schmidt	Rebecca	FA24	Current
Smith	Olav	Fa24	Current
Stone	Kathy	FA24	Current

Thompson	Daniel	FA24	Current
Vela	Shanna	Fa24	Current
Vincent	Zu	FA24	Current
Ward	Jacob	Fa24	Current
Wicks	Michael	Fa24	Current
Williams	Dacia	Fa24	Current
Willmann	Hans	FA24	Current
Winzenz	Thaddaeus	FA24	Current
Wright	Kathline	Fa24	Current
Wymore	Gretel	FA24	Current
Xiong	Moua	FA24	Current
York	Stayce	Fa24	Current
Young	Peter	FA24	Current
Adame	Alondra	FA23	Current
Austin	Vera	FA23	Current
Barba	Benjamin	FA23	Current
Bliss	Megan	FA23	Current
Boek-Dominguez	Stacey	FA23	Current
Boyle	Erin	FA23	Current
Buchnan	Mary	FA23	Current
Campbell	Donald	Fa23	Current
Cantwell	Gary	FA23	Current
Carter	Daniel	FA23	Current
Chase	Shelby	FA23	Current
Chumley	Talitha	FA23	Current
Corona Alcazar	Jasmine	FA23	Current
Daly	Jennifer	Fa23	Current
Dewey	Sean	FA23	Current
Downs	Jordan	FA23	Current
Finkbiner	John	FA23	Current
Frederici	Paul	FA23	Current
Fuchs	Delina	Fa23	Current
Gutierrez	Jennifer	FA23	Current
Harth	Adelaide (Adele)	FA23	Current
Hinkley	Maitlin	FA23	Current
Jenkins	Deborah	FA23	Current
Jones	Gregory	FA23	Current
Kaur	Amanpreet	FA23	Current
Koch	Kristen	FA23	Current
Kraut	Annabella	FA23	Current
Krepelka	James	FA23	Current
Lindblad	Mayu	FA23	Current
Lui	Diane	FA23	Current
McKinnon	Lacey	FA23	Current
McLeod-Kerr	Cortney	FA23	Current
Mellum	Erik	FA23	Current
Milburn	Shane	FA23	Current
Murphy	Aaron	FA23	Current
Nelson-Hall	Jena	Fa23	Current
O'Meara	Christopher	FA23	Current
Pedeva-Fazlic	Desislava	Fa23	Current
Perrone	Alexandra	FA23	Current

Philbrook	Cody	FA23	Current
Pittman	David	Fa23	Current
Pozzi	John	Fa23	Current
Robinson	Joanne	Fa23	Current
Ruiz	David	Fa23	Current
Saso	James	FA23	Current
Schildhauer	Cynthia	Fa23	Current
Schillig	Selina	FA23	Current
Schmidt	Joel	FA23	Current
Shulman	Anya	FA23	Current
Smith	Craig	FA23	Current
Spangler	Kevin "Autsin"	FA23	Current
Spirk	Stefan	Fa23	Current
Stanely	Ryan	FA23	Current
Strand	Krista "Kat"	FA23	Current
Szczepanski	Catherine	FA23	Current
Talley-Hoffmann	Laura	Fa23	Current
Thapa	Mahendra	FA23	Current
Thiara	Jagdeep	FA23	Current
Thomson	Rodney	FA23	Current
Torres	Melina	FA23	Current
Vancil	Christian	FA23	Current
Velasquez	Alana	FA23	Current
Wall	Timothy	FA23	Current
Weaver	Ashlyn	FA23	Current
White	Erin	FA23	Current
White	Jennifer	Fa23	Current
Willela	Guadalupe (Lupe)	FA23	Current
Wilson	Emilie	FA23	Current
Wright	Joshua "Hayden"	FA23	Current
Knowlton	Sarah	Fa24	Current
Laczko	Kaitlyn	Fa24	Current
Arteaga	Rachel	Sp24	Current
Bellamy	Jennifer	Sp24	Current
Beltran	Peggy	Sp24	Current
Bordin	Steven	Sp24	Current
Burks	Stacey	Sp24	Current
Candelaria	Kelly	Sp24	Current
Cannon	Beth	Sp24	Current
Carey	Margaret	Sp24	Current
Clain	Kimberly	Sp24	Current
Collins	Susan	Sp24	Current
Cowell	Jean	Sp24	Current
Devine	Shannon	Sp24	Current
Diamond	Nicole	Sp24	Current
Doty	Kelly	Sp24	Current
Fay	Casey	Sp24	Current
Fedrizzi	Victor	Sp24	Current
Funk	Herbert	Sp24	Current

Galloway	Jessika	SP24	Current
Gascon	Joevic	Sp24	Current
Gerrard	Jeremy	SP24	Current
Golladay	Sarah	SP24	Current
Gordon	Scott	SP24	Current
Greeson	Jeffrey	Sp24	Current
Grimes	Ruth	Sp24	Current
Hames	John	SP24	Current
Harris	Eli	Sp24	Current
Hartley	Laurel	Sp24	Current
Hatter	Amber	SP24	Current
King	Cedric	Sp24	Current
Krug	Susan	SP24	Current
Lance	Tomoko	SP24	Current
Linderman	Preston	Sp24	Current
Loch	Sean	SP24	Current
Mandel	Kristi	SP24	Current
Maready	Aaron	SP24	Current
McJunkin	Shawn	Sp24	Current
Minton	Douglas	Sp24	Current
Moore	Ty	SP24	Current
Morales	Lisa	Sp24	Current
Nelms	Kimberly	Sp24	Current
Nilsson	Sharon	Sp24	Current
Noxon	Justin	Sp24	Current
Park	Michael	Sp24	Current
Perez	Jenna	Sp24	Current
Ping	Jean	Sp24	Current
Rogers, Jr.	Robert	Sp24	Current
Singleton	Valerie	Sp24	Current
Spencer	Ivy	Sp24	Current
Spencer	Errin	Sp24	Current
Sutton	Bethany	Sp24	Current
Sylvia	Kathryn	SP24	Current
Tamariz	Santiago	SP24	Current
Tan	Huiyuan	SP24	Current
Torgerson	Leasa	SP24	Current
Utnehmer	Kaitlyn	Sp24	Current
Vasquez	Crystal	Sp24	Current
Watson	Ryan	Sp24	Current
York	Kevin	Sp24	Current
Harrington	Jeffrey	Fa23	On-time In Progress
Liebenberg	Ibe	Fa23	On-time In Progress
Lunel	Ezra	Fa23	On-time In Progress

MEMORANDUM OF UNDERSTANDING

The following memorializes the understanding of the Butte-Glenn Community College District, (hereinafter referred to as the "District") and the Butte College Education Association (hereinafter referred to as "BCEA") in regards to changes made to Appendix G13.

Replace Appendix G13 pages 1-4 with the following:

APPENDIX G13

Timeline for Faculty Evaluation

Faculty Member:
Department:
Semester: ☐ Fall ☐ Spring 20 _____
Administrator:
Department Chair/Coordinator (or designee):
Tenured Peer Evaluator(s):

Note: Both chair and peer evaluator must have received peer evaluation training.
Chair and peer evaluator initials confirming training: _____ _____

IN CLASS PRE-OBSERVATION CONFERENCE:* For new hires, before the 40% instruction point (first semester of employment) ✓ DISTRIBUTE EVALUATION OF INSTRUCTOR PERFORMANCE FORMS (G3) ✓ Classroom Observation: (Selected by evaluatee and evaluation team) ***Will only take place outside of 40-80% of the course week for good reason*** Control #_____ Course:_____ ✓ Select Option for Student Input (G5) ✓ SELECT CLASSES FOR SFF FORMS: ***Conducted no later than one week before observation; must be between 40-80% instruction point of the primary term*** ◆ Evaluatee choice class #1: Control #_____ Course_____ ◆ Administrator/Chair/Peer choice class #2: Control #_____ Course_____	Date:_____ Room:_____ Time:_____ Option #_____ ◆Administer *after* _____, return by _____ ◆Administer *after* _____, return by _____

DISTANCE EDUCATION PRE- OBSERVATION CONFERENCE:* For new hires, before the 40% instruction point (first semester of employment) ✓ DISTRIBUTE EVALUATION OF INSTRUCTOR PERFORMANCE FORMS (G3) ✓ PREPARE FOR COURSE TOUR AND OBSERVATION Determine the course to tour Determine the day and time of the course tour and observation Cover the course tour guidance(See HR website) ✓ Course Tour and Observation: (Selected by evaluatee and evaluation team) ***Will only take place outside of 40-80% of the course week for good reason*** Control #_____ Course:_____ ✓ SELECT CLASSES FOR SFF FORMS: ***Conducted no later than one week before observation; must be between 40-80% instruction point of the primary term*** ✓ Course Tour and Observation class: Control #_____ Course_____ ✓ Evaluatee choice class #1: Control #_____ Course_____ ✓ Administrator/Chair/Peer choice class #2: Control #_____ Course_____	Course:_____ Tour Date:_____ Time:_____ ◆Administer *after* _____, return by _____ ◆Administer *after* _____, return by _____
✓ **PROVIDE INSTRUCTOR SELF-EVALUATION INPUT FORM (G2)** ***Evaluatee submits to Evaluation Team1 week prior to class observation*** ◆ Course syllabus for class to be observed. ◆ Objectives for class being observed for in person only ◆ Completed Instructor Self-Evaluation Input Form (G2).	Date Due:_____
EVALUATION TEAM MEETING: (No evaluatee) ✓ Complete Evaluation of Instructor Performance form (G3). ✓ Complete narrative. ✓ Complete Summary of Student Comments	Date:_____ Room:_____ Time: _____
PRIOR TO POST-OBSERVATION CONFERENCE: ***Minimum 1 day prior to post-observation conference; 2 days if improvement plan included*** ✓ Provide instructor with copy of narrative(s), summary of student Input, and G3 form.	Date Due: _____
POST-OBSERVATION CONFERENCE: ✓ Discuss Performance Rating Sheet (G3). ✓ Discuss narrative comments including student comments/evaluations. ✓ Sign evaluation forms. ✓ If an improvement plan will be created, the post-observation conference will be used to discuss the improvement plan and another meeting will be scheduled to finalize draft and sign if needed.	Date: _____ Room: _____ Time: _____

*Subsequent to the pre-observation conference, a summary of this form will be sent electronically to all participants in the evaluation process.

By:_____ By: Andy Suleski (Dec 13, 2022 12:04 PST)_____

Date:_____ Date:_____

For BCEA For the District

BCEA MOU Appendix G13 Changes

Final Audit Report 2022-12-13

Created:	2022-12-12
By:	Kim McCall (McCallKi@butte.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAFAldfdLE9iyAxD0Opeg5j81Yj-PRF6lL

"BCEA MOU Appendix G13 Changes" History

Document created by Kim McCall (McCallKi@butte.edu)
2022-12-12 - 11:56:13 PM GMT- IP address: 205.155.141.7

Document emailed to Jason Trento (TrentoJa@butte.edu) for signature
2022-12-12 - 11:57:02 PM GMT

Email viewed by Jason Trento (TrentoJa@butte.edu)
2022-12-13 - 1:31:38 AM GMT- IP address: 104.28.124.113

Document e-signed by Jason Trento (TrentoJa@butte.edu)
Signature Date: 2022-12-13 - 1:32:14 AM GMT - Time Source: server- IP address: 98.238.183.162

Document emailed to Andy Suleski (suleskian@butte.edu) for signature
2022-12-13 - 1:32:15 AM GMT

Email viewed by Andy Suleski (suleskian@butte.edu)
2022-12-13 - 5:23:13 AM GMT- IP address: 172.225.89.3

Document e-signed by Andy Suleski (suleskian@butte.edu)
Signature Date: 2022-12-13 - 8:04:33 PM GMT - Time Source: server- IP address: 205.155.141.7

Agreement completed.
2022-12-13 - 8:04:33 PM GMT

Adobe Acrobat Sign

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

CONTRACT APPROVAL FORM

This Contract Approval Form must be completed and attached to any proposed contract (i) not created by Business Contracts & Risk Management or (ii) any altered District template contract. The contract preparer, Dean or Director, and Vice President of the initiating department should read and review the terms of the contract and verify that they accurately reflect the terms negotiated between the parties.

TO BE COMPLETED BY DISTRICT ONLY The person initiating this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	HR	Preparer's Name & ID:	Deana Sweeney 3077377	Phone:	2400
Vendor Name:	NEOGOV		Vendor ID:	3413535	
PO Description *(Max. 25 characters)*:	Software automation for the district's performance evaluation process				
Budget Code:	11099150167300054511		PO Amount:	45,829.00	
Contract Monitor Name *(Person Who Approves Invoices)*:	Chris Little			Phone:	2400
Dept. Dean/Director Initials:			Dept. Vice President Initials:		
Business Contracts Approval:			**Purchase Order Number:**		

Exhibit A
Order Form

NEOGOV

NEOGOV

Customer:

Governmentjobs.com, Inc. (dba "NEOGOV")
2120 Park Pl, Suite 100
El Segundo, CA 90245
United States
billing@neogov.com
Sales Rep: Kevin O'Connor

Butte College (CA)
3536 Butte Campus Drive
Oroville, CA 95965
USA

Quote Valid From: 9/5/2023
Quote Valid To: 9/8/2023

Quote Number: Q-10808
PaymentTerms: Annual,Net 30
Subscription Term in Months: 12

Employee Count: 575
Order Summary

RECURRING

Service Description	Start Date	End Date	Term Price (USD)
Perform Subscription			$20,592.00
Position Import Subscription			$3,308.00
Employee Import Subscription			$3,308.00
New Hire Export (IN) Subscription			$1,971.00
		RECURRING TOTAL:	$29,179.00

ONE-TIME

Service Description	Start Date	End Date	Term Price (USD)
Perform Setup			$7,200.00
Position Import Setup			$3,150.00
Employee Import Setup			$3,150.00

Butte-Glenn Community College District **BOARD POLICY**

AP 7280 Working Remotely:
Classified Professionals and Management/Supervisory/Confidential

References:

Adopted:	June 2014
Last Revised:	November 2022
Last Reviewed:	November 2022

All remote workers are expected to comply with the District Working Remotely policy and procedures.

Definitions

- Remote work: is defined as periodic work away from the normal work location, one or more days per week, either at home or at a remote site. More formally, it is the partial substitution of computers or remote technologies or both, for the commute to work. It is usually an off-site arrangement that permits employees to work in or near their homes, near clients' offices or at project sites for all or part of a work week.
    - Remote work may be accomplished either through full remote work in limited circumstances, such as designated IT professionals, or by a hybrid assignment where the employee splits their work week between a main office and a remote location. Remote work does not change the number of days and/or hours worked.
- Main office or official work-site: refers to the employee's normal and customary work site at a District location.
- On ground: refers to work accomplished at the employee's Main Office or other District location.

Eligibility

- Full-time classified employees, managers, and supervisors are eligible for participation in the remote work program.
- Probationary and temporary employees are not eligible to participate unless the position has been designated as remote due to special or extenuating circumstances and has been approved by the Vice President for their area.
- Employees serving in a training capacity or providing hands-on service will not normally be approved to participate in the remote work program on a regular, ongoing basis. Remote work will not be offered when doing so would impact the applicable department's ability to meet demand for on-campus services and support to address internal and external District needs.
- Managers and supervisors who have not completed timely performance evaluations of their subordinates will not be eligible to participate in this program until such time as those evaluations are made current. Additionally, a current, positive evaluation is required for all employees who apply to work remotely.
- Final approval for any remote schedule rests with the applicable Vice President and will be reported to Leadership Team.

EVIDENCE
A2b: Organization Chart

Butte-Glenn Community College District

Board of Trustees

Virginia L. Guleff
Superintendent/President

- Melissa Cafferata-Ainsworth — Executive Assistant
- Christian Gutierrez — Public Information Officer
- Doreen Nguku — Program Coordinator

Erik Shearer
Assistant Superintendent/ Vice President for Instruction

- Instruction
- Institutional Research

Denise Adams
Interim Vice President for Human Resources

- Human Resources

Imelda Simos-Valdez
Vice President for Student Services

- Student Services
- Title IX
- Marketing

Jessica Snelling
Vice President for Administrative Services

- Facilities
- Fiscal Services
- Auxiliary Services
- Information Technology
- Campus Police
- Tech Center

- Suzanne Watroba — Executive Director, Foundation
- Tray Robinson — Inclusion, Diversity, Equity & Anti-Racism (IDEA) Officer
- Dr. Jess Vickery — Interim Executive Director Institutional Effectiveness & Planning

September 11, 2025

EVIDENCE
A2c: NeoGov Contract

Exhibit A
Order Form

NEOGOV

NEOGOV

Customer:

Governmentjobs.com, Inc. (dba "NEOGOV")
2120 Park Pl, Suite 100
El Segundo, CA 90245
United States
billing@neogov.com
Sales Rep: Kevin O'Connor

Butte College (CA)
3536 Butte Campus Drive
Oroville, CA 95965
USA

Quote Valid From: 9/5/2023
Quote Valid To: 9/8/2023

Quote Number: Q-10808
PaymentTerms: Annual,Net 30
Subscription Term in Months: 12

Employee Count: 575
Order Summary

RECURRING

Service Description	Start Date	End Date	Term Price (USD)
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Service Description	Start Date	End Date	Term Price (USD)
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BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
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TO BE COMPLETED BY DISTRICT ONLY The person initiating this contract must complete this section and obtain appropriate initials before contract will be approved.					
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Budget Code:	11099150167300054511		PO Amount:	45,829.00	
Contract Monitor Name *(Person Who Approves Invoices)*:	Chris Little			Phone:	2400
Dept. Dean/Director Initials:			Dept. Vice President Initials:		
Business Contracts Approval:			**Purchase Order Number:**		

EVIDENCE
A2d: AP 7280 Working Remotely

Butte-Glenn Community College District **BOARD POLICY**

AP 7280 Working Remotely:
Classified Professionals and Management/Supervisory/Confidential

References:

Adopted:	June 2014
Last Revised:	November 2022
Last Reviewed:	November 2022

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    - Remote work may be accomplished either through full remote work in limited circumstances, such as designated IT professionals, or by a hybrid assignment where the employee splits their work week between a main office and a remote location. Remote work does not change the number of days and/or hours worked.
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- On ground: refers to work accomplished at the employee's Main Office or other District location.

Eligibility

- Full-time classified employees, managers, and supervisors are eligible for participation in the remote work program.
- Probationary and temporary employees are not eligible to participate unless the position has been designated as remote due to special or extenuating circumstances and has been approved by the Vice President for their area.
- Employees serving in a training capacity or providing hands-on service will not normally be approved to participate in the remote work program on a regular, ongoing basis. Remote work will not be offered when doing so would impact the applicable department's ability to meet demand for on-campus services and support to address internal and external District needs.
- Managers and supervisors who have not completed timely performance evaluations of their subordinates will not be eligible to participate in this program until such time as those evaluations are made current. Additionally, a current, positive evaluation is required for all employees who apply to work remotely.
- Final approval for any remote schedule rests with the applicable Vice President and will be reported to Leadership Team.

- A remote work schedule can be revoked at any time by the manager or Vice President with the appropriate notification. See "Termination of Remote Work Agreement"

Determination of Remote Work

The District will determine which jobs may be considered for remote work. The following will be considered when determining remote work:

- The classification of the position
- The operational needs and the mission of the District
- The employees' knowledge and ability to perform the task from a remote location, such as a home office
- The impact on other department employees' tasks/workload
- Employee access to adequate equipment, high-speed internet, and/or reference materials
- Managerial assurance that the remote work schedule enhances or maintains current service levels and productivity
- Managerial assurance of accountability to a set work schedule
- The ability of the District and the employee to provide adequate security of information possessed, viewed, and used while working remotely

Participation approval

Participation in the remote work program will be based on the ability of the employee to perform tasks related to their position that can be completed from remote locations, and the manager's assessment of the employee's ability to complete those tasks satisfactorily. Remote work is voluntary and subject to prior written approval by both an employee's immediate supervisor and department Dean/Director. The final decision will rest with the appropriate Vice President. Approval must be completed prior to the development and start of the employee's remote work schedule by completion of the following:

1. Remote Work Agreement
2. Safety Checklist
3. Supervisor's Checklist

Implementation of the Remote Work Schedule

- Employees working remotely, whether a hybrid or fully remote schedule, do so at the discretion of the District.
- Upon prior District approval, employees may work a hybrid remote work schedule or a fully remote work schedule.
    - Hybrid Remote Work Schedule
        - Employees working a hybrid remote schedule may work remotely for no more than two (2) workdays per workweek. Hybrid remote work may be accomplished in partial days, as long as the number of hours working remotely in a workweek do not exceed the number of hours of two (2) workdays.
        - Employees working a hybrid remote schedule are expected to attend in-person on-ground meetings or other assigned functions. Failure to attend in person meetings or assigned functions may result in revocation of hybrid status.
    - Fully Remote Work Schedule
        - Employees working a fully remote work schedule are not normally required to report to on-ground work on a weekly basis.
        - Employees working a fully remote work schedule may be required to attend on-ground meetings.

- Employees working remotely are expected to update their email and voicemail messages to reflect their remote work status and schedule.
- Employees must take their applicable breaks and lunches as scheduled and continue to request and report absences and vacation time as required.
- Remote work schedules will not be split over the course of the workday or cause the employee to be in a shift differential arrangement.
- Employees must be working and available for regular communication while working remotely in a manner that is consistent with on ground work expectations and standard business practices.
- Supervisors must provide timely support, feedback, and direction for employees working remotely in a substantially similar manner to employees working on ground.

Equipment, Supplies, and other Expenses

Unless there are extreme mitigating circumstances, the District will not maintain redundant equipment for both and employee's remote office and main office.

- If the Vice President determines that additional equipment is needed for an employee working remotely, an Equipment Use Agreement form must be completed and signed by the employee's supervisor and Vice President.
- In the event of equipment malfunction, the employee must notify their supervisor immediately. If repairs will take some time, the employee may be directed to report to the main office until the equipment is usable.
- District-owned equipment and services are to be used only for District business. The employee must repair and/or replace at their own expense any District-owned equipment that is damaged, lost or stolen due to inattention.
- Employees must request equipment and supplies necessary to perform their job from their supervisor. Employees that purchase and use any equipment and/or supplies without prior approval may not be reimbursed.
- Employees participate in this remote work program voluntarily and are responsible for any additional costs incurred to work remotely.

Travel and Travel Time

Mileage reimbursement will not be provided for travel between the main office and the remote location for employees working remotely. For employees working "fully remote", if the remote location is formally reassigned as the employee's official worksite, trips to the main office worksite for official business may be reimbursed for travel. (5 U.S.C sec. 5702). Other approved District travel must comply with the District's procedures governing travel.

Health and Safety

If an employee incurs a work-related injury in the approved "home office" portion of the house during the agreed upon remote work schedule, workers' compensation laws and rules apply just as they would if such an injury occurred at the main office. However, if the injury occurs in another portion of the home, even if during remote work hours, it will not be covered under workers' compensation laws.

Employees must notify their supervisors immediately and complete all necessary documents regarding a work-related injury, or regarding an injury that occurred during working hours.

Renewal of Remote Work Agreement

The Remote Work Agreement, the Safety Checklist and the Supervisor's Checklist must be completed and approved at least annually. If the employee's remote work site changes, the Agreement and Checklists must be updated and approved. If the employee's address changes,

the employee must immediately notify the District and update their address with Human Resources. The employee's remote work location must be within the state of California. Employees are required to report to required in-person meetings or other functions as assigned. This is not considered a change in work location, and advance notice will be given when practicable. It is the employee's responsibility to timely report to required in-person meetings and functions.

Termination of Remote Work Agreement

- The employee may discontinue participation in remote work at any time, for any reason, upon written or verbal notice to his/her supervisor.
- Management may terminate an individual employee's participation at any time as follows:
    - For any reason, upon providing up to fourteen (14) calendar days prior written explanation to the affected employee.
    - For reasons of unfitness of the assignment, 24-hour prior explanation will be provided to the affected employee. All verbal explanations are to be followed with a written explanation, within fourteen (14) calendar days.
    - Failure to maintain a proper and safe remote work environment will result in immediate revocation of the Remote Work Agreement.
- If equipment fails and will lead to loss of work of a specific period of work time (more than four hours of work), the employee should return to their main office. The employee will remain in their main office until such time as the equipment is again functional. The Remote Work Agreement will be temporarily suspended if the equipment is malfunctioning.
- The requirement for prior written notification and explanation may be waived in the event of an emergency (such as equipment failure) or otherwise at the discretion of the District.
- Termination or modification of the Remote Work Agreement by District is not a disciplinary action and is not subject to the grievance process.

EVIDENCE
A2ei: BP 2410 Policy & Administrative Procedures

BP 2410 Board Policy and Administrative Procedure

References:	Education Code Section 70902; Accreditation Standard IV.C.7, IV.D.4, I.B.7, and I.C.5
Adopted:	December 10, 2008
Last Revised:	October 10, 2018; May 2023
Last Reviewed:	October 10, 2018

Education Code Section 70902 establishes the policy-making authority of the Board. The Board may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to, or amended by majority vote at any regular board meeting. Proposed changes or additions shall be introduced not less than one meeting prior to the meeting at which action is recommended. In unusual circumstances, the Board may change, amend, or add to Board Policies at the same meeting at which they are introduced.

The Board shall regularly access its policies for effectiveness in fulfilling the District's Mission.

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, and may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall annually provide each member of the Board access to copies of the administrative procedures or any revisions since the last time they were provided. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

All policies and procedures shall be readily available on the District's website in such a format that allows for reading and/or printing by District employees and the public.

See Administrative Procedure 2410

EVIDENCE
A2eii: Regular Meeting Minutes

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

MINUTES OF REGULAR MEETING

September 10, 2025 | 1:00 p.m.

District Board Room
Student and Administrative Services Building

The Board of Trustees of the Butte-Glenn Community College District met on Wednesday, September 10, 2025, at 1:00 p.m., in the District Board Room at Butte College in Oroville, California.

Board Members Present	Mr. William McGinnis, President Mr. John Blacklock, Vice President Mr. John Nock, Clerk Mr. Mike Boeger Mr. John Dahlmeier Mr. Rick Krepelka Mr. Eugene Massa Mr. Jared Smith, Student Trustee
Board Members Absent	None
Staff Members Present	Ms. Virginia L. Guleff, Superintendent/President Mr. Erik Shearer, Assistant Superintendent/Vice President Ms. Imelda Simos-Valdez, Vice President Ms. Jessica Snelling, Vice President Ms. Denise Adams, Interim Vice President Ms. Irma Gonzalez Cuadros, Academic Senate President Mr. Alan Burwell, Classified Senate President Ms. Melissa Cafferata-Ainsworth, Executive Assistant to the President & Board of Trustees
Guests	None

Pledge of Allegiance

Trustee Krepelka led the Pledge of Allegiance.

1. Agenda Approval
   It was moved by Board Vice President Blacklock, seconded by Trustee Krepelka, to approve the agenda as presented.

   Motion carried by the following roll call vote:
   Ayes: Trustees McGinnis, Blacklock, Nock, Boeger, Dahlmeier, Krepelka, Massa, and Smith (advisory vote)
   Nos: None
   Abstentions: None
   Absent: None

2. Communications from the Public – Consent Agenda

There were no public comments.

3. Approval of Consent Agenda, Items 3.1-3.9

It was moved by Board Clerk Nock, seconded by Board Vice President Blacklock, to approve the consent agenda.

Motion carried by the following roll call vote:
Ayes: Trustees McGinnis, Blacklock, Nock, Boeger, Dahlmeier, Krepelka, Massa, and Smith (advisory vote)
Nos: None
Abstentions: None
Absent: None

4. Reports

Academic Senate President's Report –Irma Gonzalez Cuadros
Academic Senate President Gonzalez Cuadros reported that at its September 3 meeting the Academic Senate approved a number of committee appointments as well as a motion that will allow the Academic Senate Executive Team to appoint membership for various committee vacancies. She reported that the Academic Senate also started the process to revise its bylaws. Academic Senate President Gonzalez Cuadros concluded by reporting that the Senate hosted Monica Brown, director of student equity and achievement, to provide background and information on the draft 2025–28 Butte College Student Equity Plan. The Academic Senate is now will gather constituent feedback on the plan.

Classified Senate President's Report – Alan Burwell
Classified Senate President Burwell reported that this semester's Ask Me Booths were a success and thanked everyone who volunteered to participate. He reported that at the last Senate meeting, Monica Brown presented the Student Equity Plan, which is now with constituents for review. He reported that Classified Senate voted to livestream meetings and to create a taskforce to investigate the feasibility to adding remote access opportunities at Butte College's satellite locations that are compliant with the Brown Act. Classified Senate President Burwell concluded by reporting that the Senate's BC Pride Artwork is on display outside of the student life office.

Student Senate President's Report – Guadalupe Ocampo
Student Senate President Ocampo reported that Welcome Week served more than 450 students and provided more than 200 welcome kits. She reported that Student Senate created a taskforce to review its governing documents and appointed Jared Smith the chair of the Student Success and Integration Subcommittee. She concluded her report by noting that Monica Brown also presented the Student Equity Plan to Student Senate.

Student Trustee Comments – Jared Smith
Student Trustee Jared Smith expressed concern about an email to the Board of Trustees that he did not initially receive but was forward to him later and about not being recognized at Convocation. He also expressed concern about leadership issues and turnover in the human resources department that affect staff morale. He concluded that these issues concern him because they violate the strategic plan and its call for accountability.

Vice President's Report – Jessica Snelling
Vice President Snelling reported that Butte College's final 2025-2026 is complete and will be presented to the Board of Trustees for adoption today. It contains no significant changes to the operating budget within unrestricted general fund, while the restricted general fund has been

updated to reflect carryover and any new funding for the year. There may be some updates to the overall 2025 actual data once the fiscal year 2025 is closed.

Vice President Snelling reported that the college hosted a groundbreaking ceremony for the Chico Center expansion project on September 2. The project consists of two new facilities, totaling nearly 24,000 square feet with a total cost of $27.2 million. The new cosmetology and barbering facility and science lab will expand opportunities for students in state-of-the-art buildings.

Vice President Snelling reported that the District priced the fourth and final series of bonds from the 2016 Measure J authorization. The par amount of the bonds was $48.5 million. With a strong demand for bonds, significantly lower interest rate, and final maturity reduced to 24 years, the District obtained nearly $15 million in lower interest expense for District taxpayers compared to the good faith estimates. She concluded that the District received confirmation that the Series D bonds were issued and received the proceeds this morning.

Superintendent/President's Report – Virginia Guleff
Superintendent/President Guleff welcomed Student Senate President Lupe Ocampo.

Superintendent/President Guleff reported that the Community College League of California invited her to serve on the Advisory Committee on Legislation, where she'll join Board President McGinnis and Linda Zorn, Executive Director of Economic and Workforce Development. She noted that she also met with the local representative of Assemblymember Gallagher's office to discuss the minimum wage order, which impacts associate faculty.

Superintendent/President Guleff reported on several developments at Butte College. The Butte College Leadership Development Institute (BCLDI) held its first meeting of the year with 16 participants who will meet once a month this academic year. She reported that Denise Adams has been appointed as interim vice president for human resources, training, and employee development. Superintendent/President Guleff reported that student William Her participated in NASA's Aerospace Scholars Program, where he undertook three missions.

Finally, Superintendent/President Guleff reported that enrollment continues to show growth. On census day, it was up 9.5% compared to last year. Notably, there has been a 32% increase in noncredit enrollment and only six credit sections have been canceled.

Board Comments
Board Clerk Nock reported that the Board Finance and Audit Committee met last month. He thanked Vice President Snelling for a very well managed bond issuance, adding that he's very excited about the work being done to update financial controls which will improve efficiency and transparency. Board Vice President Blacklock reported that California Vocations is a program that helps adults with disabilities find work. They recently visited dining services at Butte College and received a warm welcome, which he appreciated. He added that he recently read about the failure of K-12 grades to keep up with science portion of STEM for a variety of reasons, and is glad that Butte College has new science lab space for students. Trustee Boeger reported that he's pleased with the last bond issuance. Trustee Krepelka indicated that the vice president for administrative services is making long needed changes to the college's financial practices. He recognized that even good change can be painful. Board President McGinnis encouraged everyone to participate in Butte College's Homecoming. He suggested that dual enrollment also offers an opportunity for improvement in science education. Board President McGinnis concluded by reporting that he plans to ask the Board Policy Review Committee to consider policies for trustee emeritus status and trustee compensation.

5. Communications from the Public

Faculty Member Christina Dahl spoke on behalf of the Butte College Puente Program about the cancelation of an event. Student Valerie Moser spoke about Butte College's bus service and requested expansion of services.

6. Contracts

Approval of Contracts, Item 6.1
It was moved by Board Clerk Nock, seconded by Trustee Dahlmeier, to approve the contracts listed on the Contracts Approval Report and authorize the superintendent/president or designee to enter into the contracts in accordance with Board Policy 6340 prior to ratification by the Board at a subsequent meeting contingent upon available funding and successful completion of negotiation of terms with the contractors.

Motion carried by the following roll call vote:
Ayes: Trustees McGinnis, Blacklock, Nock, Boeger, Dahlmeier, Krepelka, Massa, and Smith (advisory vote)
Nos: None
Abstentions: None
Absent: None

Approval of Contract to Purchase Information Technology Consulting Services from Higher Digital Inc. utilizing Foundation for California Community Colleges Contract Number 00008221, Item 6.2
It was moved by Board Vice President Blacklock, seconded by Board Clerk Nock, to approve the contract to purchase information technology consulting services from Higher Digital Inc. utilizing Foundation for California Community Colleges Contract Number 00008221 in accordance with Board Policy 6340.

Student Trustee Smith questioned the cost of the contract relative to its outcomes and how it might offset staff work in light of declining morale and high turnover. Superintendent/President Guleff explained that this is a contract for the California Community Colleges Tech Center, which serves the entire system. As such, it is not an outsourcing of work that the college would undertake. The consulting services are for a Chancellor's Office initiative to advance CCC Apply, which supports all 116 colleges.

Motion carried by the following roll call vote:
Ayes: Trustees McGinnis, Blacklock, Nock, Boeger, Dahlmeier, Krepelka, and Massa
Nos: None
Abstentions: Trustee Smith (advisory vote)
Absent: None

7. Finance

Public Hearing and Adoption of 2025-2026 Final Budget, Item 7.1
Board President McGinnis opened the public hearing for the 2025-2026 Final Budget; hearing no comment, Board President McGinniss closed the public hearing.

It was moved by Trustee Boeger, seconded by Trustee Dahlmeier, to adopt the 2025-2026 Final Budget.

Motion carried by the following roll call vote:

Ayes: Trustees McGinnis, Blacklock, Nock, Boeger, Dahlmeier, Krepelka, Massa, and Smith (advisory vote)
Nos: None
Abstentions: None
Absent: None

Donation of District Personal Property: Miscellaneous Electronic Equipment, Item 7.2
It was moved by Trustee Krepelka, seconded by Student Trustee Smith, to approve the donation of district personal property in the form of miscellaneous electronic equipment in accordance with Board Policy 6550.

Motion carried by the following roll call vote:
Ayes: Trustees McGinnis, Blacklock, Nock, Boeger, Dahlmeier, Krepelka, Massa, and Smith (advisory vote)
Nos: None
Abstentions: None
Absent: None

8. Instruction

Open for Public Comment and Approval: College and Career Access Pathways (CCAP) Partnership Agreement and Appendix which identify 2025-26 dual enrollment course details for Anderson Union High School and West Valley Early College, Item 8.1
Board President McGinniss opened the public hearing on College and Career Access Pathways (CCAP) Partnership Agreement and Appendix which identify 2025-26 dual enrollment course details for Anderson Union High School and West Valley Early College. Hearing no public comment, Board President McGinnis closed the public hearing.

It was moved by Board Vice President Blacklock, seconded by Trustee Massa, to approve College and Career Access Pathways (CCAP) Partnership Agreement and Appendix which identify 2025-26 dual enrollment course details for Anderson Union High School and West Valley Early College.

Motion carried by the following roll call vote:
Ayes: Trustees McGinnis, Blacklock, Nock, Boeger, Dahlmeier, Krepelka, Massa, and Smith (advisory vote)
Nos: None
Abstentions: None
Absent: None

Open for Public Comment and Approval: REVISED College and Career Access Pathways (CCAP) Partnership Appendices which identify 2025-26 dual enrollment course details for Butte County Community School, Come Back Butte Charter, Hearthstone School, Table Mountain School, Biggs High, Chico High, CORE Butte Charter, Durham High, Elk Creek Jr Sr High, Fairview High, William Finch Charter, Gridley High, Hamilton High, Inspire School of Arts, Las Plumas High, Long Valley Charter, Oak Bridge High, Oakdale School, Orland High, Oroville High, Paradise High, Pleasant Valley High, and Willows High, Item 8.2
Board President McGinnis opened he public hearing on Revised College and Career Access Pathways (CCAP) Partnership Appendices which identify 2025-26 dual enrollment course details for Butte County Community School, Come Back Butte Charter, Hearthstone School, Table Mountain School, Biggs High, Chico High, CORE Butte Charter, Durham High, Elk Creek Jr Sr High, Fairview High, William Finch Charter, Gridley High, Hamilton High, Inspire School of Arts, Las Plumas High, Long Valley Charter, Oak Bridge High, Oakdale School, Orland High, Oroville High, Paradise High,

Pleasant Valley High, and Willows High. Hearing no public comment, Board President McGinnis closed the public hearing.

It was moved by Board Clerk Nock, seconded by Trustee Massa, to approve Revised College and Career Access Pathways (CCAP) Partnership Appendices which identify 2025-26 dual enrollment course details for Butte County Community School, Come Back Butte Charter, Hearthstone School, Table Mountain School, Biggs High, Chico High, CORE Butte Charter, Durham High, Elk Creek Jr Sr High, Fairview High, William Finch Charter, Gridley High, Hamilton High, Inspire School of Arts, Las Plumas High, Long Valley Charter, Oak Bridge High, Oakdale School, Orland High, Oroville High, Paradise High, Pleasant Valley High, and Willows High.

Motion carried by the following roll call vote:
Ayes: Trustees McGinnis, Blacklock, Nock, Boeger, Dahlmeier, Krepelka, Massa, and Smith (advisory vote)
Nos: None
Abstentions: None
Absent: None

9. Human Resources

Approval of Employment Contract for Superintendent/President, Item 9.1
Board President McGinnis indicated that the superintendent/president's salary information published in the board packet is incorrect. The salary will be $329,939.86 with an automobile allowance of $7,218.36. Board President McGinnis provided an oral summary of the contract terms and compensation.

Student Trustee Smith expressed concern that the severance protections in the contract present a liability to the college and its students. He also questioned the additional expenses above salary and whether the same benefits are offered to other employees. Board President McGinnis explained that the superintendent/president does not have the same employment protections as other employees.

It was moved by Board Vice President Blacklock, seconded by Board Clerk Nock, to approve the employment contract for the superintendent/president.

Motion carried by the following roll call vote:
Ayes: Trustees McGinnis, Blacklock, Nock, Boeger, Dahlmeier, Krepelka, and Massa
Nos: None
Abstentions: Trustee Smith (advisory vote)
Absent: None

10. Administration

Proposed Revisions and Review of Board Policies, Item 10.1
Board President McGinnis indicated that the Board Policy Review Committee regularly reviews board policies and recommends revisions to the Board of Trustees. Board Policy Review Committee Chair Blacklock reported that the committee met in August, joined by the executive director of institutional effectiveness. He noted that these policies will come before the Board of Trustees for adoption at their October 8 meeting.

11. Closed Session

The Board met in closed session regarding agenda item 12.1 under authority of Government Code Section 54957. Employee #3474390 was given written notice of their right to have the hearing on complaints/charges in open session rather than closed session at least 24 hours before the closed session. Employee #3474390 requested this matter be held in open session. The Board returned to open session briefly for this item at the request of Employee #3474390. However, Employee #3474390 was not present nor was a legal representative present on their behalf. After providing Employee #3474390 with an opportunity to be heard in open session, the Board of Trustees resumed closed session. After closed session, Board President McGinnis reported the Board voted unanimously to authorize staff to take action towards placement of a police officer on unpaid suspension.

12. Adjournment

Board President McGinnis adjourned the meeting at 3:17 p.m.

EVIDENCE
A2f: AP 2410 Policy & Administrative Procedure

AP 2410 Policy and Administrative Procedure

References:

Approved: August 1, 2010
Last Revised:
Last Reviewed:

The District participates in the Community College League of California's Policy and Procedure Subscription Service.

Policies provided by the subscription service are reviewed by the Superintendent/President or designee and disseminated to the vice presidents by area of responsibility. The vice presidents will review policies for legal necessity and applicability to the needs of the District. Policies not suggested by the subscription service, but deemed necessary by the Superintendent/President may be developed.

Once policies have been reviewed by the vice presidents and the Superintendent/President, a subcommittee of the Board will review for presentation and recommendation to the full Board. Policies will be presented to the Board for information (first reading), so that the full Board has opportunity to address and comment on the proposal. Policies will return to the Board for action at a subsequent meeting.

The Superintendent/President, or designee, will establish Administrative Procedures, as necessary, to implement Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy, and may be revised as deemed necessary by the Superintendent/President.

Policies and procedures will be reviewed as recommended changes are received from the subscription service. A total review of policies and procedures will be conducted every five years.

Copies of all policies are available on the District website or through the Office of the Superintendent/ President. Copies of Administrative Procedures are available through the responsible vice president's office or the Office of the Superintendent/President.

EVIDENCE
A2g: Board of Trustees Chapter 2

Chapter 2: Board of Trustees

MENU
TRUSTEES HOME
AGENDAS AND MINUTES
UPCOMING MEETINGS
PRESENTATIONS AND PUBLICATIONS
CURRENT BOARD
REDISTRICTING
BOARD POLICIES AND PROCEDURES
CHAPTER 1: THE DISTRICT
CHAPTER 2: BOARD OF TRUSTEES
CHAPTER 3: GENERAL INSTITUTION
CHAPTER 4: ACADEMIC AFFAIRS
CHAPTER 5: STUDENT SERVICES
CHAPTER 6: BUSINESS AND FISCAL AFFAIRS
CHAPTER 7: HUMAN RESOURCES

Content Editor:
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(530) 895-2801

Chapter 2: Board of Trustees

Board Policy	Title	Administrative Procedure
BP 2010	Board Membership	N/A
BP 2015	Student Board Member	AP 2015
BP 2100	Board Elections	AP 2100
BP 2105	Election of Student Board Member	AP 2105
BP 2110	Vacancies on the Board	AP 2110
BP 2200	Board Duties and Responsibilities	N/A
BP 2210	Officers	N/A
BP 2220	Committees of the Board	N/A
BP 2305	Annual Organizational Meeting	N/A
BP 2310	Regular Meetings of the Board	N/A
BP 2315	Closed Sessions	N/A
BP 2320	Special and Emergency Board Meetings	AP 2320
BP 2330	Quorum and Voting	N/A
BP 2340	Agendas	AP 2340
BP 2345	Public Participation at Board Meetings	N/A
BP 2350	Speakers	N/A
BP 2355	Decorum	N/A
BP 2360	Minutes	N/A
BP 2365	Recording	N/A
BP 2370	Distribution of Materials to the Board of Trustees	N/A
BP 2410	Board Policy and Administrative Procedure	AP 2410
BP 2430	Delegation of Authority to Superintendent/President	N/A
BP 2431	CEO Selection Guidelines for Employment of Superintendent/President	N/A
BP 2435	Evaluation of Superintendent/President	AP 2435
BP 2510	Participation in Local Decision Making	Institutional Effectiveness Manual
BP 2515	Relationship with Academic Senate	Institutional Effectiveness Manual
BP 2610	Presentation of Initial Collective Bargaining Proposals	AP 2610
BP 2710	Conflict of Interest Approved by FPPC Conflict of Interest Code	AP 2710
BP 2715	Board Code of Ethics	AP 2715
BP 2716	Political Activity	N/A
BP 2717	Personal Use of Public Resources	N/A
BP 2720	Communications Among Board Members	N/A
BP 2730	Board Member Health Benefits	N/A
BP 2735	Board Member Travel	AP 2735
BP 2740	Board Orientation Board Education	AP 2740.1 AP 2740.2
BP 2745	Board Self-Evaluation	AP 2745
BP 2750	Board Member Absence from the State	N/A

EVIDENCE

A2h: AP 7110 Delegation of Authority

AP 7110 Delegation of Authority: Human Resources

References:	Education Code Section 70902(d) ACCJC Accreditation Standard 3
Approved:	August 2013
Last Revised:	November 2022; July 2025
Last Reviewed:	November 2022

The vice president for human resources, training, and employee development is delegated responsibility from the superintendent/president to recommend employment, develop job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations, board policies, and administrative procedures are followed.

EVIDENCE
A2i: AP 4225 Course Repetition

AP 4225 Course Repetition

References: Education Code Section 76224;
Title 5 Sections 55040, 55041, 55042, 55043, 55253, 56029, and 58161.

Approved: September 2025
Last Revised:
Last Reviewed:

Under Board Policy 4225 Course Repetition, students may be permitted to enroll more than one time in a credit course if they or the course meets certain criteria. All repeat enrollments are subject to the restrictions and conditions set forth in Title 5 sections 55024, 55040-54046, 55253, 56209, and 58161. For the purposes of course repetition and related procedures, Butte College recognizes two primary categories of course repetition: repeatable courses and student re-enrollment in courses not designated as repeatable.

I. Repeatable Courses

Students may enroll in certain credit courses designated as repeatable up to the number of times specified in the course outline of record and included in the course description in the catalog, not to exceed four total enrollments. Criteria and standards for courses designated as repeatable are found in Administrative Procedure 4227 Repeatable Courses. Courses designated as variable unit may be repeated until the student completes the entire curriculum one time. The standards and limitations for variable unit courses are set forth in AP 4229 Course Repetition – Variable Units.

Substandard academic work (“D,” “F,” “FW,” or “NP”) in a repeatable course will not be automatically replaced by the highest grade achieved in the repeatable course from the completed course attempts in which an evaluative score was recorded. Upon petition, no more than two (2) substandard grades may be alleviated from courses designated as repeatable. Enrollments resulting in grades of “A,” “B,” “C,” “D,” “F,” “FW,” “P,” “NP,” or the non-evaluative symbol “W” count as an attempt.

When a student with a disability repeats a class, the previous grade and credit shall be disregarded in the computation of grade point averages.

Courses that are repeated shall be recorded on the student’s permanent academic record using an appropriate symbol.

Annotating the permanent academic record shall be done in a manner that all work remains legible, ensuring a true and complete academic history.

II. Courses Not Designated as Repeatable

Courses not designated as repeatable may be taken and completed with a "C" or "P" grade or better one time. However, students are permitted to re-enroll in courses not designated as repeatable in certain circumstances outlined below.

Should a student receive a substandard grade ("D," "F," "FW," or "NP") or a non-evaluative symbol ("W"), the student will be allowed a second (2nd) enrollment. If a second (2nd) enrollment results in a substandard grade, a third (3rd) enrollment may be approved by petition. In these circumstances, the first two (2) substandard grades will be alleviated. The best grade is used in grade point calculation from the three (3) course attempts. If a third (3rd) enrollment results in a substandard grade, a fourth (4th) enrollment may be allowed by petition. See AP 5033 Academic Council for the petition process.

Students may petition for additional enrollments in a course where the student received a satisfactory grade in the following circumstances:

- Extenuating or Extraordinary Circumstances – Students may re-enroll due to extraordinary circumstances which are defined as verified cases of accidents, illness, or other circumstances beyond the control of the student.
- Significant Lapse of Time - Students may re-enroll where there is a significant lapse of time, defined as no less than 36 months since the grade was obtained. See AP 4228 Course Repetition – Significant Lapse of Time.
- Recency Requirement – Students may re-enroll in a course when an institute of higher learning to which the student wishes to transfer has an established recency requirement which the student will not be able to satisfy without repeating the course. A student may petition for repetition if less than 36 months have elapsed and the student provides documentation that the repetition is necessary for transfer. See AP 4228 Course Repetition – Significant Lapse of Time.
- Legally Mandated by Statute or Regulation as a Condition of Paid or Volunteer Employment - Students may re-enroll in a course any number of times where it is required for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, regardless of whether the student recorded substandard work.
- Significant Change in Industry or Licensure Standard - Students may petition to re-enroll in a course needed for employment or licensing because of a significant change in the industry or licensure standards. Students may take these courses any number of times.
- Students with Disabilities Repeating a Special Class - Students with a documented disability may re-enroll in DSPS-specialized instruction any number of times based on an individualized determination that such repetition is required as an educational accommodation for that student for one of the reasons specified in Title 5 Section 56029.
- Work Experience Education - Students may repeat a work experience education course pursuant to District policy any number of times as long as they do not exceed the limits on the total number of units of work experience set forth in Title 5 Section 55253(c)
- Competency Based Education – Students may repeat a direct assessment competency-based educational module.

III. Coursework from Other Institutions

Students may repeat a course previously taken at another accredited institution for which a substandard grade was recorded, or when the student meets the criteria to petition for a repeat and that petition is approved as outlined above. An approved Academic Council petition must be on file before Butte College's transcript can be appropriately annotated. An official copy of the other school's transcript must be on file with the Admissions and Records Office before the Academic Council petition may be submitted. Any transfer course that has been repeated and appears on the Butte College transcript shall be recorded in a manner that all work remains legible, ensuring a true and complete academic history. Courses completed at another institution and repeated at Butte College for substandard grade alleviation must be articulated in order to be considered a repeat. If there is no existing articulation, counseling or the appropriate learning area faculty must approve the course as an equivalent in order to alleviate the substandard grade

IV. Limitations on Repetition for Courses Related in Content

Students may not enroll in active participatory courses, as defined in Title 5 Section 55000, in physical education, visual arts, or performing arts that are related in content, as defined in section 55000, more than four times. This limitation applies even if a student receives a substandard grade or "W" during one or more of the enrollments in such a course, or petitions for repetition due to extenuating circumstances as provided above.

V. Academic Record

Courses that are repeated shall be recorded on the student's permanent academic record using the "R" symbol. Annotating the permanent academic record shall be done in a manner that all work remains legible, ensuring a true and complete academic history.

Nothing can conflict with Education Code Section 76224 pertaining to the finality of grades assigned by instructors, or with Title 5 or District procedures relating to retention and destruction of records.

EVIDENCE
A2j: AP 3900 Speech

AP 3900 Speech: Time, Place, and Manner

References: Education Code Sections 66301 and 76120

Approved: August 2017
Last Revised: July 2025
Last Reviewed:

The District is dedicated to the dissemination of information and ideas, and the presence of engaged scholarly, cultural, and political debate. The ability of the campus community and the community at large to engage in expressive activity is central to the identity of a community college. Of all social institutions in a democracy, an institution of higher learning has a special responsibility to promote an open atmosphere and to honor the First Amendment.

In support of free speech, the District recognizes that opposing or unpopular views are important. It is the responsibility of the campus community to provide opportunities for dialogue based on mutual respect and learning.

To this end, this speech procedure is designed to be broad and flexible and to acknowledge the historic significance of free speech, while also preserving the teaching and public service mission of the District.

The students and employees of the District and members of the public shall be permitted to exercise their rights of free expression subject to the time, place, and manner policies and procedures contained in Board Policy 3900 *Speech: Time, Place, and Manner* and these procedures.

Designated Free Speech Zones

The college and centers of the District are non-public forums, except for the following "designated zones" which are reserved for expressive activities that do not violate District policy and are lawful.

Main Campus:
- Campus Center (CC) courtyard
- Campus Center (CC) lawn – under solar panels
- Learning Resource Center (LRC) courtyard
- Life Science (LS) lawn
- Student and Administrative Services (SAS) courtyard

Chico Center:
- Patio area – front of building

Glenn County Center:
- Patio area– adjacent to the flagpole

Skyway Center:

- Patio area – near front door

The designated zones are chosen so as to provide visibility and allow communication to a large number of students, administrators, faculty, and others walking or traveling on the college and centers of the District but also so as not to disrupt educational and other District activities.

- Designated zones are designated public forums. The District reserves the right to revoke that designation and apply a non-public forum designation.
- The District reserves the right to designate areas as non-public forums as necessary to facilitate and maintain the orderly operation of the college and centers. Areas of the college and centers that are non-public forums specifically include: campus offices, classrooms, warehouses, maintenance yards, locker rooms, and all other areas not specified as designated zones.

The use of designated zones is subject to the following:

- Persons using and/or distributing material in a designated zone(s) shall not impede the movement of passersby and shall not force passersby to take material.
- No person using a designated zone(s) shall touch, strike, or impede the movement of passersby, except for incidental or accidental contact or contact initiated by a passerby.
- Persons using a designated zone(s) shall not use any means of amplification that creates a noise or diversion that disturbs or tends to disturb the orderly conduct of the college and centers of the District or classes.

Non-student, community groups, and members of the public wishing to engage in speech or expressive activities on the college or centers of the District in designated zones must check in with the District through Butte College Facilities Planning and Management prior to engaging in the activities. This does not involve an advance approval process. No illegal activities; no activities that violate District or campus rules, including rules and laws on illegal harassment and discrimination; and no activities that will substantially interfere with or disrupt activities already scheduled for that day and time in the designated zones, as described above, will be permitted. In the event the area sought to be used for expressive activities has already been reserved for another activity so that there will be substantial interference or disruption based on noise, overcrowding, or other considerations unrelated to content, the District will offer alternative available areas or if none are available offer alternative dates. Students, outside organizations, and others are encouraged to make reservations in advance to use the areas for their expressive activities by using the optional reservation forms. Reservations shall not be used to exclude free speech use by other individuals or groups.

All persons using designated zones shall be allowed to distribute petitions, circulars, leaflets, newspapers, and other printed matter. Such distribution shall take place only within designated zones. Material distributed in designated zones that is discarded or dropped in or around the designated zones other than in an appropriate receptacle must be retrieved and removed or properly discarded by those persons distributing the material prior to their departure from the designated zones that day.

Hours of Access

The District's hours of access for expressive activities are 7:00 a.m. to 7:00 p.m. Overnight use and overnight sleeping on campus are not permitted, nor is use of the campus areas for

sleeping, camping, or laying down of bedding, nor is use of facilities for similar purposes permitted during hours of operation.

Bulletin Board Policy

Bulletin boards shall be provided for use in posting materials at the college and centers of the District at locations convenient for use by students, staff, and members of the public. All materials displayed on a bulletin board shall clearly indicate the author or agency responsible for its production and shall be dated with the date of posting by the Student Life Office or designee. Materials displayed shall be removed after the passage of ten (10) days and adhere to the bulletin board guidelines.

The District reserves the right to identify and designate other forums, which can include but are not limited to District facilities or means of communication such as bulletin boards or District operated technology resources, as limited public forums and to reserve such forums for their intended purposes.

This procedure shall not be interpreted or applied in a manner that restricts the rights of students to free expression, and students may speak on matters of public concern, distribute printed materials or petitions, use bulletin boards, and otherwise express themselves in ways that do not disrupt the orderly operations of the college and centers of the District.

EVIDENCE

A2k: AP 7120.5 Recruitment & Selection Associate Faculty

AP 7120.5 Recruitment and Selection of Associate Faculty

References: Education Code Sections 87100 et seq. and 87400;
ACCJC Accreditation Standard 3; and
Butte-Glenn Community College District Equal Employment Opportunity (EEO) Plan.

Approved: November 2024
Last Revised:
Last Reviewed:

This Administrative Procedure is established to guide the recruitment and selection of associate faculty at Butte College, ensuring a transparent, equitable, and effective process that is aligned with state regulations and the District's commitment to diversity and excellence in education.

Equal Employment Opportunity

All stages of the recruitment and selection process for associate faculty shall adhere to the college's EEO Plan, ensuring fairness and equality in employment opportunities.

Determination of Need for Associate Faculty Positions

The need for associate faculty positions is determined through collaboration between the department chair and the relevant area administrator. This process ensures alignment of part-time faculty hiring with the District's educational goals, program needs, and student enrollment trends.

Recruitment of Associate Faculty

In consultation with the department chair and area administrator, the Human Resources Department (HR) is responsible for the recruitment of new associate faculty in a manner that adheres to the college's EEO Plan. Recruitment efforts aim to attract a diverse pool of qualified candidates who meet the minimum qualifications for the discipline or possess equivalent qualifications. In instances where there is an immediate need to hire associate faculty, any formal recruitment may be foregone at the discretion of the District.

Job Announcement

Upon identifying the need for associate faculty hiring, HR may prepare a job announcement, in consultation with the department chair and area administrator. The announcement will highlight the ability to work with a diverse student population as a desirable qualification.

Screening and Selection

In consultation with the Equivalency Committee as needed, HR will ensure that candidates meet the minimum qualifications for the discipline, possess a valid credential, or have equivalent qualifications. The department chair may form a selection committee to include faculty members from the discipline to review applications and select candidates for interviews. The chair (and selection committee, if formed) will conduct interviews in a mutually agreeable modality focusing on the candidates' qualifications and ability to contribute to the college's mission of serving a diverse student body. If the department chair is unavailable to perform these duties, the area administrator will have the responsibility to oversee the hiring process. Any recommendations for hire, based on interviews and assessment of qualifications, will be forwarded to the area administrator and the appropriate vice president for approval.

Approval and Notification

Final recommendations for associate faculty hiring are submitted to the Board of Trustees for ratification. Selected candidates are notified by HR and provided with a written statement of employment.

Employment Requirements

Before commencing duties, appointed associate faculty must meet all employment requirements, including verification of qualifications, completion of the fingerprinting process, and health screenings.

Part-Time Faculty Employment Limitations

Associate faculty members are subject to workload restrictions in compliance with state regulations. Exceptions require authorization from the superintendent/president.

EVIDENCE
A2l: AP 7120.4 Tenure Track Faculty

AP 7120.4 Recruitment and Selection of Full-Time, Tenure Track Faculty

References: Education Code Section 70901.2, 70901(b)(7), 87100 et seq., 87400 et seq., 87419.1, 87600 et seq.;
Title 5 Section 53000 et. seq., 51023.5, 51025.

Approved: May 2025
Last Revised:
Last Reviewed:

I. Position Authorization
   a. Following the opening of a position that has been approved by the President's Leadership Team on behalf of the Butte-Glenn Community College District Board of Trustees, a search for candidates will be conducted in accordance with existing federal, state and district rules, regulations, personnel procedures, and board policies. The position announcement will articulate the District's commitment to equal employment opportunity and encourage an applicant pool of diverse individuals dedicated to equity and inclusion.

II. Development of Faculty Hiring Committee
   a. In constituting all committees, faculty and administrators have the responsibility to include individuals who are knowledgeable about, and dedicated to, fulfilling the District's mission and values. One of the District's core values is a commitment to equity, inclusion, and anti-racism, so to help foster a more inclusive hiring process, these committees should include individuals from diverse backgrounds, all of whom share a commitment to equity, inclusion, and anti-racism. This commitment is tied to and reinforced in the required Equal Employment Opportunity (EEO) training.
   b. Composition of committee: The department chair and the appropriate area dean or director will recommend a committee chair to serve in this facilitating role. Since the chair serves a neutral role and works in conjunction with the EEO representative to ensure the hiring process is followed, this individual must be chosen from outside the discipline and will be a non-voting member. The committee chair will undergo EEO training within the previous two years and chair orientation or training. The Faculty Hiring Committee will consist of:
      i. The Faculty Screening Committee (FSC) is responsible for developing the job announcement and screening criteria, screening applications, and conducting any preliminary applicant screenings (such as a teleconference screening) to determine the interview pool, pending evaluation of adverse impact by human resources. Each of these processes (other than the applicant screening itself) may be conducted as either face-to-face or remote meetings in which all FSC members are present. In addition, individual members may be permitted to participate remotely in face-to-face meetings, if approved by the committee chair. As

non-voting members, the committee chair and the EEO representative will not screen applications or vote to determine the outcome of any applicant screenings.

ii. The First Interview Committee (FIC) is responsible for developing interview questions and a teaching demonstration (or other activity for non-instructional positions), interviewing applicants, coordinating a campus tour for second interview candidates, and electing three voting members to serve on the Second Interview Committee (SIC) and participate in the final selection of the hire. The EEO representative from the FIC will also serve as the EEO representative for the SIC. FIC members participating in in-person interviews must be physically present. It is strongly encouraged that the two committees consist of the same members or at least have members in common.

c. Requirements:

i. A trained EEO representative will be selected from outside the instructional/student services area of the respective dean or director, with the approval of the EEO officer (Executive Director of Human Resources) or designee. The EEO representative will have undergone training within the last two years, will serve as a non-voting member, and cannot also serve as the chair of the committee.

ii. A minimum of three full-time faculty members will serve on both the FSC and the FIC and will constitute voting members. Associate faculty members not applying for the position may also participate on the committee as additional voting members. In their efforts to encourage diverse representation, department chairs and deans are encouraged to recommend classified staff, faculty from outside of the discipline, or subject matter experts where appropriate to serve on the committee as voting members.

iii. The dean or director will recommend the committee makeup to the respective vice president who will make the final determination regarding committee size and membership with consideration given to diverse representation. The EEO officer or designee will then evaluate the committee makeup for diversity and discuss necessary changes with the committee chair and respective dean or director and vice president. This recommendation will be based upon the criteria stated above in this section.

iv. All phases of the hiring procedure are confidential. Each hiring committee member will accept the responsibility for maintaining confidentiality and will be required to sign a Disclosure and Confidentiality Statement prior to committee involvement. Breaches of confidentiality may result in removal from the committee or other appropriate action, as determined by the EEO officer or designee. A conflict of interest (declared or perceived) may prevent a member from continuing to serve. Possible conflicts of interest are reviewed on a case-by-case basis by the EEO officer or designee.

v. The chair of the committee will provide guidance on the hiring process and procedures to the committee. Per the district's EEO Plan, all internal members of the hiring committee must complete EEO training prior to serving on a hiring committee in accordance with the EEO Plan. EEO training must be updated every two years. Committee members not

employed by Butte College will be required to participate in an EEO orientation prior to participating.

vi. Committee memberships will remain constant throughout their respective process (FSC/FIC). Committee members who for any reason cannot fulfill their responsibility on either the FSC or FIC will be excluded from that committee assignment. Their partial input will not be used to either evaluate or rank candidates. The chair will notify human resources who will then seek approval from the corresponding vice president if new members must be added. The Academic Senate president will be notified of any changes to the committee composition.

III. Scheduling

a. Every effort will be made to schedule interviews as early as possible in an attempt to ensure a robust candidate pool.
b. Scheduling of interview dates will begin by determining the availability of the SIC for the second interview.
c. The FIC may request that the first and second interviews follow back-to-back to reduce transportation costs for candidates. Such a request will be carefully considered and accommodated, where feasible.
d. Human resources and members of the FSC/FIC will collaborate to schedule mutually agreeable dates and times for meetings to develop/revise the position announcement, screening criteria, and interview assessment tools, and to determine the candidates to be interviewed.

IV. Development of Position Announcement

a. Human resources will provide the chair of the FSC with a draft position announcement that includes the statewide faculty minimum qualifications along with any equivalency related qualifications; the job description in the Butte College Education Association (BCEA) collective bargaining agreement; and the District's commitment to equity, inclusion, and anti-racism. The FSC may include additional position duties and desired or minimum qualifications or other requested supplementary materials to be added in the position announcement. Additional position duties, desired qualifications, or supplementary materials should be developed in such a manner that they do not result in any disproportionate impact for any monitored groups (see VI.e) and must be approved by the EEO officer or designee. The chair and EEO representative should facilitate committee discussion centered on these concerns.
b. The EEO officer or designee will review the draft position announcement to ensure conformity with the college's EEO and non-discrimination policies and procedures or other job-related considerations. Any changes to the position announcement submitted by the committee will be discussed with the committee chair and EEO representative.
c. Human resources will send the finalized position announcement to the committee chair who coordinates with the area department chair, the respective dean or director, and vice president for final approval and signatures. The committee chair then sends the position announcement back to human resources for posting.
d. The final position announcement will be distributed such that applicants from all demographics will have an equal opportunity to apply and be considered for positions at Butte College.

e. The minimum recruitment period will be six weeks with exceptions granted by the EEO officer or designee.

V. Development of Screening Criteria
   a. Human resources will provide the committee chair with draft screening criteria. The FSC will develop the final screening criteria in conjunction with the position announcement.
   b. The qualifications of the district may be higher than, but may not fall below, the minimum qualifications for the position as published in the current edition of the Chancellor's Office publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook.
   c. The EEO officer or designee will review and approve the screening criteria to ensure conformity with the position announcement as well as the college's EEO and non-discrimination policies, procedures, or other job-related considerations. Any changes to the screening criteria submitted by the committee will be discussed with the committee chair and EEO representative.

VI. Development of Interview Assessment Tools - Questions, Writing Assignment, Teaching Demonstration (or other activity)
   a. Prior to the closing date of the position, the FIC will develop uniform, job-related questions to be asked of all candidates interviewed and a rating system to evaluate responses. The FIC will also determine the modality in which the first interviews will be held (in person, online, or some combination of both, as appropriate).
   b. The FIC will also develop appropriate teaching demonstrations (or other activities as deemed appropriate for the position) and/or writing samples related to the subject area. These should include attention to culturally responsive pedagogy as applicable in the discipline.
   c. The EEO officer or designee will review and approve the interview assessment tools to ensure conformity with the position announcement as well as the college's EEO and non-discrimination policies, procedures, or other job-related considerations. Any changes to the interview assessment tools submitted by the committee will be discussed with the committee chair and EEO representative.

VII. Initial Screening of Applications
   a. Human resources will screen the applications of individuals stating they meet minimum qualifications.
   b. Applicants needing or requesting equivalency consideration will be forwarded to the Equivalency Committee.
   c. All applications will be held by human resources until the Equivalency Committee has assessed the applications of those individuals applying for equivalency.
   d. Equivalency processes and procedures are outlined in Administrative Procedure 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies.
   e. Before all applicants meeting initial screening requirements are provided to the FSC for screening, the EEO officer or designee will review the pool of qualified applicants for quantity and diversity. If the EEO officer or designee is dissatisfied with the pool and finds that adverse impact exists, the EEO officer in cooperation with the respective vice president will determine what, if any corrective action is needed as defined by Title 5 Section 53001(i) and Administrative Procedure

3420 Equal Employment Opportunity. The hiring committee and Academic Senate president will be informed of any corrective action taken.

VIII. FSC – Application Screening

a. The FSC will review all applications using the approved screening criteria to determine those candidates who best meet the qualifications listed on the position announcement.
b. Each committee member will enter a total score for each applicant into the applicant tracking system.
c. After all applications have been screened, human resources will tabulate all ratings and create a ranked list of applicants based on the committee members' scores. The committee chair will lead a discussion regarding the rankings, including the strengths and weaknesses of the candidates. Committee members must be able to justify their rankings based on the approved screening criteria and rating system, and the committee chair will document the discussion in writing. If desired, the committee will then rank the candidates to determine which candidates will be selected for possible secondary applicant screening via a remote method, such as teleconference. The screening process will result in the selection of candidates for the interview pool and identification of alternate candidates, if desired. If the interview pool has fewer than three candidates, the chair and EEO representative must seek approval from the Academic Senate president and human resources. The committee chair will work with the human resources department to develop a schedule for all interviews, teaching demonstrations, etc.
d. The EEO officer or designee will review the list of candidates to be interviewed. If they are satisfied that the EEO policies and procedures have been followed and that there is no adverse impact against any monitored group (see AP 3420 Equal Employment Opportunity), the EEO officer will sign off on the interview pool. Should adverse impact be found to exist, the EEO officer or designee may, at their discretion modify the interview pool after discussing the concern with the committee chair.
e. If the EEO officer or designee has reason to believe that a violation of the District's policies or procedures has occurred or there is another cause for concern, the EEO officer or designee will first meet with the FSC to discuss the matter. If there appears to be a violation, the EEO officer will work in conjunction with the hiring vice president to determine what action if any is appropriate.
f. Human resources will confer with the committee chair in order to establish a new timeframe for interviews, if necessary.

IX. Notification of Unsuccessful Applicants/Scheduling Interviews

a. Human resources will notify all candidates to be interviewed as to the time, place, and format of their interviews.
b. Human resources will notify all applicants not selected for an interview.

X. FIC – First Interview

a. The committee chair is responsible for scheduling and setting up rooms for candidate previews, interviews, and writing assignments. They will also secure individuals to welcome candidates, escort them to the preview room, and retrieve them at the end of the interview process, as needed.

b. Human resources will provide the IT department with the interview schedule so that the teaching demonstration can be recorded for review by the SIC.
c. The FIC will conduct interviews and use the approved rating system to evaluate responses. Committee members may ask follow-up questions based on the direct question that was asked, about application materials, or about previously asked questions.
d. After all candidates have been interviewed, each committee member will independently tabulate their scores based on the approved criteria and rating system.
e. The FIC will discuss the rankings and the strengths and weaknesses of the candidates. The committee members must be able to justify their rankings based on the approved criteria and rating system, and the chair will document the discussion in writing. The committee will then rank all interviewed candidates in order of preference based on the overall scores of the interview and teaching demonstration or other activity. The EEO representative will review the process and rankings to determine if EEO policies have been followed. If the EEO representative in consultation with the committee chair determines there has been a violation, they will halt the process and contact the EEO officer.
f. If the EEO officer or designee has reason to believe that a violation of the college's policies or procedures has occurred or if there is another cause for concern, they will first meet with the committee chair to discuss the matter. If a violation or concern appears to be valid, they will work in conjunction with the hiring vice president to determine the appropriate course of action.
g. If the EEO representative and committee chair agree EEO policies have been followed, the committee chair will submit to human resources the rankings of the top candidates along with the documentation of the discussion, which will serve as the rationale for the rankings.
h. The FIC will recommend at least three candidates for a second interview. In the event that the FIC determines that there are fewer than three suitable candidates to move forward to a second interview, they will provide justification to be reviewed by the EEO officer and the Academic Senate president, who may grant exceptions, if needed. If the EEO officer and the Academic Senate president are not in favor of granting an exception, an effort will be made to discuss the issue and options with the committee chair, EEO representative, and area dean and/or vice president.
i. The committee chair will forward the names of the candidates to be interviewed to the members of the SIC. Although the finalists will have been ranked, such rankings will not be made known to the SIC until after they have independently interviewed and ranked the finalists.
j. The committee chair or other designated member of the FIC will contact the selected candidates to schedule the second interview with the SIC. This schedule will be developed by the office of the hiring vice president. Some candidates may find it a hardship to attend the second interview in person. In those cases, the committee chair will coordinate with appropriate personnel to ensure that other appropriate arrangements are offered to all impacted candidates.
k. The committee chair or other designated member of the FIC will notify the candidates who were not selected for the second interview with the SIC.

XI. Development of Second Interview Committee

a. Composition of committee: The SIC will typically be comprised of the hiring vice president and area dean, the superintendent/president, and the EEO representative plus three voting members from the FIC. The SIC will be chaired by the superintendent/president and will develop uniform questions to be asked of all candidates interviewed.
b. The EEO officer or designee will review and approve the interview questions to ensure conformity with the position announcement as well as the District's EEO and non-discrimination policies and procedures

XII. Second Interviews and Deliberations

a. Prior to the second interview, members of the SIC will review the candidates' recorded teaching demonstration or other activities and will actively participate in the second interview process.
b. At the conclusion of the second interview, the SIC will rank the candidates. All members of the SIC will participate in these discussions outlining the strengths and weaknesses of the candidates.

XIII. Reference Checks

a. After the finalist rankings are determined by the SIC, the hiring vice president or designee will conduct thorough reference checks for the top candidate following the direction provided by the human resources department. A confidential written report summarizing the findings of the reference checks will then be presented for approval to the hiring vice president, the superintendent/president and the EEO officer.
b. If concerns arise from the reference checks, the members of the SIC will meet again to discuss options.

XIV. Offer

a. Once the reference checks are approved, the hiring vice president or designee will extend an offer to the selected candidate.
b. The hiring vice president or designee will notify human resources to calculate initial salary placement based on the BCEA salary schedule and initial salary placement process.
c. Human resources will contact the recommended individual, reaffirm the candidate's interest in employment with the District, discuss initial salary placement and any other employment related questions, and inform them that a formal offer letter will be sent indicating that a recommendation for appointment to the position will be presented to the Board of Trustees for approval, upon successful completion of district hiring requirements.
d. If the selected candidate no longer desires employment with the district, the SIC will reconvene either to make an alternate selection or to reopen the search.
e. The hiring vice president or designee will notify the finalists who have not been selected once the selected finalist has accepted the position.

XV. Final Approval

a. The authority to employ personnel rests solely with the Board of Trustees. However, as stipulated in Board Policy 7120 Recruitment and Selection, this authority is delegated to the superintendent/president. Therefore, the selection of the applicant to be recommended to the Board of Trustees for hire is ultimately the responsibility of the superintendent/president.

XVI. Exceptions

a. Hiring committees are encouraged to work with human resources and the Academic Senate president to modify these procedures and attempt strategies aimed at increasing the diversity of applicant pools and/or in other ways improving overall hiring practices.
b. Other exceptions to these hiring procedures should be rare and be understood as one-time occurrences. Any exceptions must have approval of the Academic Senate president and EEO officer.

XVII. Review and Revision: These hiring procedures are subject to review and revision at the request of either the Academic Senate or the administration. Changes in the procedures require the mutual agreement of the Academic Senate and the administration. Until there is mutual agreement to change them, the existing procedures will remain in effect.

EVIDENCE

A2m: AP 4105 Distance Ed.

AP 4105 Distance Education

References:	Education Code Section 66700; Education Code Sections 70901 et seq.; Title 5 Section 55002.5; Title 5 Sections 55200 et seq.; Title 5 Sections 55260 et seq.; 34 Code of Federal Regulations Section 602.17 (U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965); ACCJC Accreditation Standard 2
Approved:	July 2002
Last Revised:	August 2003; August 2006; August 2007; February 2008; July 2011; October 2014; December 2024
Last Reviewed:	

The Higher Education Opportunity Act (HEOA) of 2008 defines distance education as education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, synchronously and asynchronously.

I. Student Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the District authenticates or verifies that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the academic credit.

The District provides to each student, at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The District utilizes one or more of these methods to authenticate or verify the student's identity:

- secure credentialing through username and password
- proctored examinations
- use new or other technologies and practices that are effective in verifying student identification

II. A Culture of Integrity

Each distance education instructor completes a series of training workshops and a course review which considers best practices in constructing online courses that minimize the opportunity for cheating. The District encourages faculty to set high standards for performance

in distance education courses. The campus-wide policy on academic integrity is set forth in AP 5521 Academic Integrity, including for distance education courses.

III. Course Approval

The review and approval of new and existing distance education courses follows the curriculum approval procedures outlined in AP 4020 Program and Curriculum Development. Distance education courses are approved under the same conditions and criteria as all other courses.

Separate approval by the Curriculum Committee of each proposed or existing course is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education. Instructors must be certified to teach individual distance education courses as outlined in the Distance Education Approval process below.

IV. Instructor Distance Education Approval

In order to maintain compliance with ACCJC and with state and federal regulations, all faculty teaching in a distance education modality must be approved to teach online. The approval process consists of three steps.

A. Complete the Online Readiness Training (ORT). This training is required of all faculty as determined by the Chief Instruction Officer (regardless of modality) in preparation for any potential emergency short-term remote pivots. This training is sufficient for short-term remote pivots; instructors scheduled to be online for the duration of the course must complete this item as well as the next two.
B. Complete the Distance Education Training (DET). By the end of this training, faculty will be able to:
    1. Identify and understand federal and state regulations that impact distance education policies and practices.
    2. Design introductory activities that support the development of an online learning community.
    3. Develop clear and supportive online course policies.
C. DE Addendum. Instructors will need to complete a DE Addendum for EACH course they wish to teach online (each course, not each section). The DE Addendum must be approved in order for the class to be scheduled for that instructor. The DE Addendum:
    1. Identifies the modality of the class (asynchronous, synchronous, or hybrid).
    2. Describes methods, materials, and any other components used to ensure the course meets expected academic standards and instructional quality.
    3. Describes how the instructor meets the Regular Substantive Interaction Requirements (RSI) outlined below.
    4. Describes the regular substantive interaction among students.
    5. Describes how each student learning outcome (SLO) in the course is taught and assessed.
    6. Confirms that the course syllabus meets syllabus requirements.
    7. Confirms that the course meets accessibility requirements. “Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner,

with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

V. Regular Substantive Interaction (RSI)

Any portion of a course conducted through distance education must include "regular and substantive interaction" (RSI) between instructor and students, and among students. Through this interaction, instructors equitably engage students in teaching, learning, and assessment, consistent with the content under discussion. RSI includes all of the following:

A. Providing instruction that aligns with and supports success with the SLOs;
B. Utilizing consistent instructor-generated content that allows students to detect instructor presence;
    1. "Instructor-generated content" can be demonstrated using a variety of methods, including but not limited to:
        a. Using third-party content but creating your own introductions or context for the external readings and activities;
        b. Using your own lectures or demonstrations – via text, recorded video, or synchronous sessions;
        c. Providing your own introductory content for each unit;
        d. Creating your own assignments and/or discussions;
        e. Sending announcements or emails to the entire class;
    2. "Instructor presence" can be detected through various humanizing methods, including but not limited to: introductory videos, photo of the instructor, video tutorial(s) for navigating the class and/or accessing supplemental materials
C. Promptly responding to questions about the content of a course, according to how the timeliness of responses is defined in the course syllabus;
D. Engaging in substantive interactions with students on a predictable and consistent basis commensurate with the length of time and the amount of content in the course;
E. Facilitating and requiring student-to-student interactions related to course content;
    1. Examples could include but are not limited to: discussion boards with replies, peer review, group work, or synchronous class meetings.
    2. Synchronous meeting dates/times should be listed in the schedule of classes for a student to see BEFORE they enroll and should consider Butte College's camera policy.
F. Assessing and providing individualized, specific, and instructor-generated feedback on each student's coursework in a timely manner;
G. Monitoring the student's academic engagement and success, and promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring or upon request by the student.

The instructor's specific policies regarding the frequency and timeliness of instructor-initiated contact and feedback are part of the syllabus or other course documents made available to students at the start of the course. These expectations, as communicated with students, shall

define a reasonable, course-specific meaning of “promptly” and “timely” as used in this guidance.

VI. Duration of Approval

To remain approved, faculty will be required to re-submit the most current version of the DE Addendum for each course they may teach. This will occur on a three-year cycle.

VII. Instructor Absences

If an illness, family emergency, or other unexpected reason prevents the instructor from continuing regular contact, the instructor or department informs students within the course when regular contact is likely to resume. In the event of prolonged absence, the instructor makes appropriate arrangements for class continuation through their dean.

VIII. Publication of Course Modality

Courses offered in the distance education format will include the following information in the course schedule:

A. All online and in-person synchronous meeting days/dates and times;
B. Any required asynchronous in-person activities;
C. Any required technology platforms, devices and applications;
D. Any test or assessment proctoring requirements.

IX. Instructional Time

For purposes of calculating instructional time in the context of asynchronous distance education, a week of instructional time is any week in which:

A. The institution makes available the instructional materials, other resources, and instructor support necessary for academic engagement and completion of course objectives; and
B. The institution expects enrolled students to perform educational activities demonstrating academic engagement during the week.

X. Student Services

The Vice President for Student Services regularly reviews the range of student services appropriate to support the distance education courses offered, including admissions, financial aid, academic advising, delivery of course materials, placement, and counseling.

XI. Facilities and Finances

The District regularly reviews the adequacy of equipment, maintenance and support personnel to ensure the effectiveness of the distance education offerings. Facilities, staffing, equipment, and other resources associated with the viability and effectiveness of the college’s distance education offerings are an integral part of the institution’s long-range planning, budgeting, and policy development processes.

EVIDENCE
A2n: AP 6600 Capital Construction

AP 6600 Capital Construction

References: Education Code Sections 66904, 81005, 81052, 81130, 81149 and 81820; Title 5 Sections 57150 et seq.
Approved: July 2023
Last Revised:
Last Reviewed:

Capital Outlay Program

The Superintendent/President will annually report to the Board and to the California Community Colleges Chancellor's Office a five year capital outlay program. The program will consist of plans of the District concerning its future academic and student service programs, and the effects of such programs on construction needs.

Specifically, the five-year capital outlay program will include the following:

- Statement of educational plans
- Statement of energy plans
- Statement of disabled persons' barrier removal plan
- Location of program delivery
- Location of other owned lands
- District-wide program priority lists
- District-wide capacity/load ratios
- District-wide supporting detail

Contracts

Construction contracts will comply with applicable laws relating to public works.

Conversion of Buildings

State funds earmarked for capital outlay financing may be used to acquire an existing government-owned or privately-owned building and to pay the necessary costs of converting such a building to community college use if all of the following criteria apply:

- The building was constructed as, and continues to qualify as, a school building, as provided by Education Code Sections 81130 et seq., or the building is determined to have, or is rehabilitated to an extent that it is determined to have, a pupil safety performance standard that is equivalent to that of a building constructed pursuant to Education Code Sections 81130 et seq. The determination of the pupil safety

- performance standard must meet all of the requirements of Education Code Section 81149(a)(1)&(2).
- The total cost of purchasing and converting the existing building to community college use is not greater than the estimated cost of constructing an equivalent building.
- The land associated with the building will be owned by or controlled through a long-term lease of at least 50 years, by the District.
- The District has complied with facility site review guideline recommendations of the California Postsecondary Education Commission pursuant to Education Code Section 66904.
- The funding for the purchase and conversion of an existing building does not supersede funding for facilities that have previously been prioritized by the Board of Governors and are awaiting state funding.

The District is committed to full compliance with the Americans with Disabilities Act of 1990 (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973.

EVIDENCE

A2o: AP 6666 Energy and Sustainability

AP 6666 Energy and Sustainability

References:

Approved: July 2023
Last Revised:
Last Reviewed:

Butte College embraces energy efficiency and sustainability by engaging students, faculty, and staff, to foster sustainable practices and operations, and ensuring the evolution of sustainable best practices.

Strategies in promoting sustainable sites, water and energy efficiency, renewable energy production, both indoor and atmospheric air quality, and waste and recycling management will be accomplished by performing the following:

- Decrease electrical costs via solar energy generation
- Monitor water usage
- Create drought tolerant landscape standards
- Retrofit landscape projects to reduce water consumption
- Repurpose trees that are removed into chips for use in campus landscape
- Recycle construction waste
- Locate recycling containers in all areas of the main campus and outlying centers
- Maintain the E-waste Program partnered with Computers for Classrooms Program
- Implement a centralized Green Waste Program
- Provide Plug-in Electric Vehicle (PEV) charging stations for students, faculty & staff
- Provide carpool and Alternative Fuel Vehicle (AFV) parking spaces for students, faculty & staff
- Create ecologically designed construction projects
- Provide on-going professional development in energy conservation and sustainable practices
- Identify and improve institutional processes in sustainability and energy conservation.
- Embed sustainability into the college curriculum

EVIDENCE
A2p: AP 4021 Program Research and Recommendation

AP 4021 Program Research and Recommendation

References:	Title 5 Section 51022, 55130; Education Code 78016 Program Discontinuance: A Faculty Perspective, Revisited. ASCCC, 2012
Approved:	March 28, 2012
Last Revised:	December 20, 2023
Last Reviewed:	

This administrative procedure covers key college processes related to educational programs, including:

- New Program Development
- Process for Program Review
- Program Revitalization
- Program Discontinuance

I. Program Research and Recommendation Committee

A. Committee Description

The Program Research and Recommendation Committee (PRR) is the primary mechanism for ensuring educational programs at Butte College remain vital and effective in serving students and the community. PRR evaluates and provides recommendations to decision-making bodies within the college on establishing new programs, strategies for program improvement and support to ensure program vitality, and program discontinuance. The PRR committee conducts holistic analyses of educational programs within the college when making recommendations on the development of new or revitalized programs. PRR defines “program” consistent with title 5 section 55000, which defines a program as an organized sequence of courses leading to a defined education outcome, such as a certificate or degree.

To inform all recommendations, PRR will consider broad sources of information, including Program Reviews, the District Educational Plan, annual and cyclical strategic plans, enrollment management analyses, labor market information, student success and learning outcomes data, student perspectives, and the expertise of program staff and faculty. The discussions and decisions of the PRR committee will reflect the values and goals of the college’s diversity, equity, inclusivity, anti-racism, and accessibility efforts.

Membership

The committee is composed of the following members:

- Chief Instructional Officer (CIO) or designee
- Academic Senate President
- Academic Senate Vice President
- Curriculum Committee Chair

- Four Full-time, Senate-approved Faculty serving three-year terms with staggered elections. Members may serve up to two consecutive three-year terms. The four faculty will be selected to represent each of the following areas:
    - Career and Technical Education
    - Transfer / General Education
    - Counseling
- Dean of Instruction
- Articulation Officer (non-voting)
- A representative from the Office of Institutional Research (non-voting)

The CIO and the President of the Academic Senate co-chair the Program Research and Recommendation Committee and will collaborate to set agendas and facilitate meetings. The presiding officer will only vote in the event of a tie or to create a tie.

B. Scope and Responsibilities

PRR will have the following scope and responsibilities:

- Communicate and consult with the Technical Review and Curriculum Committee on issues related to program development, revitalization and discontinuance. Make recommendations to the Curriculum Committee regarding new program development.
- Coordinate the program discontinuance process and recommend program discontinuance to the Superintendent/President for consideration of the Board of Trustees.
- Make recommendations for augmentations for program resources, including personnel, operating budgets, equipment, and facilities, to the administration as part of program revitalization.
- Provide oversight for program review and recommend changes to program review processes, standards, and structures.
- Receive program review reports identifying programs requiring vitality analysis.
- Review current Labor Market Information and other workforce and career education data to develop recommendations to the CIO on areas for program expansion or development to meet regional labor market needs.
- Develop and maintain a taxonomy of programs to inform the schedule for program review.

C. Regular Operations

- Annually review AP 4021 and report revisions as needed to the Academic Senate
- Develop and maintain an annual calendar of committee work.
- Meet at least once each month during Fall and Spring semesters

The PRR committee is subject to the rules of the Brown Act and operates under Roberts Rules of Order as modified by Brown Act requirements.

D. Program Advisory Teams

Program Advisory Teams (PATs) will be assigned to programs under review in PRR for which additional

expertise is needed. PAT membership will include full-time/part-time department faculty and the program administrator and may also include students, staff, administrators, advisory committee members, or CSU/K-12 partners. Appointed by PRR, the PAT is a temporary workgroup that is responsible for assisting PRR in gathering data, conducting program analyses, and developing recommendations on new programs, revitalization and revision of existing programs, and program discontinuance. The PAT is organized and led by the department chair, director, or the area dean. Once the work of a PAT is complete, a final report outlining key recommendations and including all relevant supporting evidence is submitted to the PRR committee for discussion during an open meeting. After presenting this final report to PRR, the team is disbanded.

II. Proposal Workflows

The primary work of the PRR Committee is to conduct analyses and make recommendations on educational program requests for approval of a new educational program, analysis of program health and vitality, resulting either in a revitalization plan or a recommendation for discontinuance, or requests for program discontinuance without vitality review. To ensure that each program-related request is reviewed through the appropriate process, the committee will utilize the following workflow:

Step 1: Request Submission: The PRR process begins when a program request is submitted on the appropriate form.

Step 2: Co-chair Proposal Review: PRR co-chairs review requests and categorize them into one of the following groups:

- New educational program (degree or certificate) resulting from reconfiguring existing or mostly existing curriculum which does not require new resources.
- New educational program requiring new institutional resources (facilities, equipment, supplies, budget, personnel, etc.) and new curriculum.
- Request for program vitality review which may result in a revitalization recommendation or a recommendation for discontinuance with full review
- Request for program discontinuance without vitality review

Step 3: Based on the analysis in Step 2, the co-chairs will direct the proposal into one of the following workflows:

- Workflow 1: New Educational Program Configuration Approval
- Workflow 2: New Educational Program Approval
- Workflow 3: Program Vitality and Discontinuance Analysis
- Workflow 4: Programs Recommended for Discontinuance without Program Vitality Analysis

A. Workflow 1: New Educational Program Configuration Approval

This process will be used for new program requests that primarily repackage or reconfigure existing curricula. Program requests falling under this category only require a short review to determine if approval by the Board of Trustees will require any new resources. Examples of new programs that fall

under this category include new certificates based on the core of an existing associate degree or a subset of an existing certificate; new associate degrees based on an existing certificate with general education and electives added to meet the 60-unit associate degree threshold; new degrees or certificates that are derived from existing associate degrees to create clearer, more discrete educational paths for students.

Program proposals in this category will be submitted on the New Educational Program proposal form and reviewed by the co-chairs of PRR, the Curriculum Committee Chair, and a representative of the Office of Instruction. If the co-chairs determine that the proposal is a simple reorganization of mostly existing curriculum and does not obligate the college to new, ongoing funding, then the new program(s) will be placed on a future PRR agenda as an action item for committee consideration. The program may then be taken through the regular curriculum approval process.

If, after review, the co-chairs determine that the program proposal will require new, ongoing institutional resources or otherwise represents a substantive change to the existing educational programs, they will refer it to the longer New Educational Program Approval process outlined below. Faculty may appeal this decision to the PRR committee.

B. Workflow 2: New Educational Program Approval

Various constituents may propose new programs, including faculty, administrators, staff, curriculum committee members, advisory committees, community members, and students. To propose a new program, the constituent member will complete and submit all the following to PRR:

- New program proposal form
- Program narrative, including all information required by title 5 and the Program and Course Approval Handbook.
- Labor market information for CTE programs
- Program map

Once all forms and documents have been received, program proposals will follow the process outlined below.

STEP 1 – Initial PRR Committee Review

The PRR co-chairs will place New Educational Program proposals on an agenda for initial committee review. The department chair, program faculty, and area director or dean may be asked to attend the meeting and answer questions from the committee. PRR will consider the following criteria, based on the submitted documentation during the initial review:

- Alignment with the College Mission Statement as well as with current directions in the District Educational Plan and Strategic Plan.
- Appropriateness to the Community College mission of providing the first two years of a baccalaureate degree.
- How the proposal demonstrates need for/interest in the program.
- The impact on existing programs.

- Sufficiency of institutional resources to support the long-term vitality of the program.
- That the proposed program meets curriculum standards.
- For Career Education Programs: labor market information and other employer demand documentation demonstrating that there are jobs and careers available for program graduates.

If the proposed new program documentation sufficiently addresses the criteria outlined above, PRR will recommend it move to Step 2.

STEP 2 – Assignment of Program Advisory Team

After initial committee discussion of the proposed new program, PRR will form and assign a Program Advisory Team (PAT) with membership as outlined in Section I of this document. The PAT will conduct a comprehensive analysis on all new program development criteria and gather documentation that supports the development of the proposed new program.

STEP 3 – PAT Recommendation to PRR

After completing its analysis, the PAT will submit a New Program Research form to the PRR co-chairs and recommend one of the following actions:

- Recommend approval without qualifications
- Recommend approval with qualifications
- Do not recommend approval

STEP 4 – PRR Committee Review of PAT Findings

PRR will review the analysis, supporting documentation, and final recommendation of the PAT. Following a thorough review, the committee will vote on whether to recommend the program to President's Leadership Team (PLT) for consideration. The committee will base its recommendation on the following criteria:

- The extent to which the new program addresses a significant student and/or labor market demand
- Provides expertise/training not currently available
- Provides regulatory compliance and/or health and safety assurances
- Aligns with the College Mission Statement as well as with current directions in the District Educational Plan and Strategic Plan
- Is appropriate to the Community College mission of providing the first two-years of a baccalaureate degree
- Builds on or enhances existing programs
- Is within the means of the college to provide sufficient institutional resources to support the long-term vitality of the program
- Meets curriculum standards

If the PRR does not support recommending the program to the PLT, the co-chairs will draft a written

explanation to the program originator outlining why the program proposal was rejected by the committee.

STEP 5 - Submission of Program Approval Recommendation to President's Leadership Team

If the PRR recommends approval of the program, the CIO will take the recommendation to the President's Leadership Team for review. If the PLT supports the creation of the new program, the CIO will communicate this endorsement to PRR, who will then inform the program request originator that the program may be submitted through the curriculum process for approval. The PRR committee co-chairs will communicate the recommendation to the Curriculum Committee, Academic Senate, and Planning and Budget Committee. Program recommendations requiring ongoing or one-time allocation of new institutional resources will be included on the appropriate department unit plan. In the case of recommendations for new full-time faculty, those requests will be submitted as part of the annual faculty prioritization process and noted as recommendations from PRR.

If the PLT does not support the development of the program, the CIO will provide a written rationale to the PRR committee and the proposal originator outlining PLT's rationale for not endorsing the proposal. The program proposal originator may elect to either stop the process at this point or submit the program to the Curriculum Committee for approval with the understanding that, if approved by the curriculum committee, the President will recommend that the Board of Trustees not approve the new program curriculum proposal.

C. Workflow 3: Program Vitality and Discontinuance Analysis

A program vitality analysis is a holistic, data-informed review of an existing educational program's health, currency, and viability that is conducted outside the regular program review cycle. PRR will conduct a program vitality analysis at the request of program faculty and/or administration or when a vitality analysis is recommended through program review, including a two-year CTE program review. The program vitality analysis process has three potential outcomes:

- A recommendation that the program continue
- A recommendation that the program continue with a revitalization plan
- A finding that the program be recommended for discontinuance

Discussions of program vitality must include all parties potentially affected by recommendations for program continuance, revitalization, or discontinuance including students, where possible. Discussions of program discontinuance recommendations will be conducted in public as required under the Brown Act.

1. Initial Review and Program Advisory Team

Requests for program vitality analysis will be submitted to the PRR committee on the appropriate forms. The committee co-chairs will evaluate requests and place the item on an appropriate agenda for initial committee discussion. The dean/director, department chair, and program faculty may be asked to attend the meeting to answer questions. At this meeting, the PRR committee will discuss the request and consider forming a Program Advisory Team. If the committee votes to form a PAT to conduct a program vitality analysis, the membership of the PAT will include a reasonable representation of

instructors in the program or department, at least one representative associate faculty member in the program if possible, the Department Chair, the managing Administrator, Advisory Committee members if possible, and community representatives as appropriate. If a program under consideration has only one faculty member (full-time or Associate) or only Associate faculty to support it, PRR will make allowances to the membership of the PAT as needed.

The PRR Committe may determine that program proposal already contains sufficient information to immediately recommend it to one of the three outcomes listed in section II.C.3. of this AP. In these instances, the rationale of the committee in making this decision will be documented in writing and attached the to approved meeting mintues.

2. Vitality Analysis Process

Once established, the PAT will gather and analyze information about the program. Program vitality analysis will include qualitative and quantitative components for a fair and complete review leading to an informed recommendation to continue or discontinue a program. The PAT will have at least one full semester (summer and winter intersessions are not considered "full" semesters) to gather and analyze program data, discuss program strengths and weaknesses, and develop a recommendation for action to the PRR Committee. If a program under consideration has only one faculty member (full-time or Associate) or only Associate faculty to support it, the PRR committee will consider a longer timeline if it is deemed necessary to gather information and conduct a thorough program analysis.

To ensure that all relevant information is considered as part of the process, PATs will use the following types of information to conduct their review.

i. Quantitative Indicators

Quantitative indicators considered for program vitality analysis will include, but are not limited to, the following:

- The projected demand for the program in the future
- The persistence and retention rates for students in the program
- Enrollment trends over a sustained period
- Frequency of course section offerings
- Productivity, measured in terms of FTES per FTEF.
- Rate of graduation and/or transfer from the program over the past 3-5 years (where applicable)
- LMI, including the placement rate of students from the program in the job market and over the past 3-5 years (where applicable, if data is available)
- Contribution of the program to Student Centered Funding Formula (SCFF) metrics
- Other relevant program and service area data

ii. Qualitative Indicators

Qualitative indicators are based on the college's mission, values, and goals as reflected in the District Educational Plan and Strategic Plan. These may include but are not limited to the following:

- The balance of college curriculum and the place of the program within the overall portfolio of programs at Butte College

- The effect of revitalization or discontinuance of the program on students
- The potential for a disproportionate impact on diversity at Butte College or within the community if the program is allowed to continue without revitalization efforts or is recommended for discontinuance
- The quality of the program and how it is perceived by students, articulating universities, local businesses and industry, and the community
- The ability of students to complete their educational goals in a timely manner
- The replication of programs and the existence (or lack of) equivalent programs or services at Butte College and surrounding areas
- Recommendations or findings from program reviews
- Role of the program in meeting Strategic Enrollment Management goals
- Availability or changes in funding and other resource allocations.

In addition to the above quantitative and qualitative information, the PAT will review the history of program funding, identify changes to resource availability/allocation, and consider the full scope of resources necessary to offer the program, including:

- Facilities
- Operating Budget
- Equipment
- Staff
- Other institutional resources, including the most recent program review(s)

Program Advisory Teams may gather and use other types of information that are relevant to specific programs as part of their analysis, including the most recent BC program reviews and two-year CTE program reviews.

3. Outcomes of Program Vitality Analysis and Discussion

The Program Advisory Team will submit their findings and recommendations to the PRR committee by the deadline established at the time the PAT was formed. The PAT will recommend one of three actions to PRR: a program may be recommended to continue, to continue with qualification, or to be discontinued. PRR will place the recommendation for first reading on an appropriate agenda as a discussion item and on a subsequent agenda for second reading as an action item. All documentation and analysis provided by the PAT will be included as publicly available attachments to the appropriate agenda.

i. Recommendation to Continue

A program will be recommended to continue when, after full and open consideration, it is decided that is in the best interest of the college, its students, and the larger community to do so. The conclusions resulting in this recommendation will be documented in writing, forwarded to the Academic Senate and forwarded by the CIO to the President's Leadership Team. No further action is required.

ii. Recommendation to Continue with Qualifications

A program may be recommended to continue with qualifications. These qualifications may include specific interventions designed to improve the viability and responsiveness of the program. A specific timeline will be provided by PRR during which these interventions will occur, and expected outcomes will be outlined in advance. All interventions and timelines will be published in writing. After the specified qualification period is complete, the program will be reviewed again.

Interventions may include, but are not limited to:

- A plan of action to enhance the performance and effectiveness of an existing program which could include establishing training/professional development for faculty and or curriculum changes/updates.
- A recommendation to restructure an existing program, discipline, or department for greater effectiveness.
- A recommendation to develop a new program from the existing program or otherwise revise the course and program curriculum for currency and relevance to labor market/employer needs or
- Recommendations to enhance or restructure institutional resource support for the program through facilities, equipment, operating budgets, and staffing.

Program interventions requiring ongoing or one-time allocation of new institutional resources will be included on the appropriate department unit plan. In the case of recommendations for new full-time faculty, those requests will be submitted as part of the annual faculty prioritization process and noted as recommendations from PRR.

iii. Recommendation to Discontinue

A recommendation to discontinue a program will occur when, after a full and open discussion, it is concluded that the program is no longer viable. Program discontinuance/reduction should not be based upon budgetary criteria alone except for the rare event in which the Board declares financial exigency because state, federal, agency, or private funding for the program has been severely reduced or eliminated. Even in such a case, all efforts will be made to convene the PRR committee to discuss proposed reductions with an understanding that an expedited process is in order.

PRR Any recommendation for program discontinuance will be documented in a comprehensive report that includes the all of the following:

- A detailed plan and timeline for phasing out the program with the least impact to students, faculty, staff, and the community. Students' catalog rights will be maintained and accounted for in allowing them to finish the program. This will include a "teach out" plan for all affected students.
- A plan for the implementation of collective bargaining for faculty and staff, including the application of policies for reduction in force.

The written report and recommendation of PRR will be submitted to the Superintendent/President for review and consideration for submission to the Board of Trustees. The Superintendent/President will

respond in writing to the co-chairs of PRR whether they are taking the proposed discontinuance to the Board of Trustees

Final deliberations and conclusions of the President and Board of Trustees shall rely primarily upon the advice of the Academic Senate, as exercised through the processes described in this AP.

D. Workflow 4: Programs Recommended for Discontinuance without Program Vitality Analysis

Departments seeking to discontinue an educational program for curricular reasons will submit a request to PRR on the appropriate form. The PRR Committee co-chairs will review the request and determine if the proposed discontinuance can move forward without program vitality analysis and a formal recommendation for discontinuance from PRR. Factors that will be considered include:

- Impact on students
- Impact on adjacent programs
- Impact on the scope of programs offered at Butte College
- Impact on the community employers, and the service area labor market

If the co-chairs concur that the proposed discontinuance does not significantly affect any of the above, the request will be placed on a subsequent agenda as an information item. The request initiators may continue through the regular curriculum process.

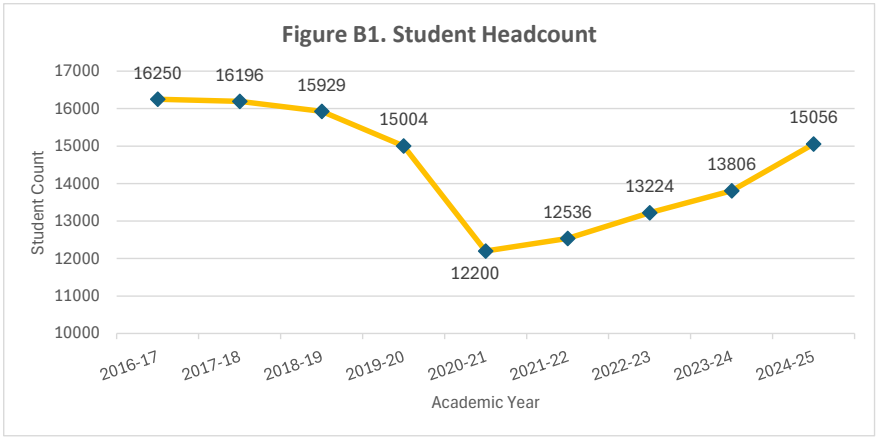
If the co-chairs determine that the proposed discontinuance will significantly affect any of the above, they will communicate this in writing to the initiators and Curriculum Committee chair and request that the proposal be resubmitted for full PRR review under the Program Vitality Analysis process.

EVIDENCE
B1a: 2016-2024 Enrollment

AcademicYear	Headcount
2016-17	16250
2017-18	16196
2018-19	15929
2019-20	15004
2020-21	12200
2021-22	12536
2022-23	13224
2023-24	13806
2024-25	15056

SQL Pseudocode

```
"SELECT AcademicYear,
COUNT(DISTINCT ENR_STUDENT_ID) AS Headcount
FROM ENROLLMENT WHERE ENR_TERM IN ( @ACADEMIC_YEAR_TERMS )
AND (ENR_CENSUS_REG_FLAG = 'Y') "
```



EVIDENCE
B1b: Annual Report

		2022-23	2021-22		2020-21	2019-20	2018-19	2017-18	2016-17
6	Total unduplicated headcount enrollment:		13228	12541	12209	15019	15,952	16,206	16,256
	Data source: *internal data warehouse query see SQL tab*								
		2022-23	2021-22		2020-21	2019-2020	2018-19	2017-18	2016-17
7	Headcount enrollment in degree applicable credit courses:		12372	11902	11822	12,879	13,711	14,336	14,472
	Data source: *internal data warehouse query see SQL tab*								
7a.		*n/a*							
		2022-23	2021-22		2020-21	2019-2020	2018-19	2017-18	2016-17
8	Total unduplicated headcount enrollment in all types in Online Only:		9808	9020	7790	5,249	4,822	4,621	3,689
	Data source: *internal data warehouse query see SQL tab*								
9	Number of programs which may be fully completed via distance education:				0	0	0		
10	Do you offer Correspondence Education?		No						
11	Total unduplicated headcount enrollment in all types of Correspondence Education:			0					

Outcomes reported for items 12 + ask for a year (2016, 2015, etc) and are reported for the most recent academic year available for most data sources and to align with the **college's balanced scorecard data.**

		2022-23	2021-22		2020-21	2019	2018	2017	2016
12	a. What is your Institution-set standard for successful student course completion?	70%	70%	70%	70%	70%	**70%**	**70%**	**70%**
	course completion stretch goals	75%	75%	75%	75%	73%			
	b. Actual successful course completion rate:	75%	74%	71%	74%	**73%**	**74%**	**72%**	
	Data source: *Datamart (Credit Course Success).*								
	Fall term of AY ending in year shown: i.e. Fall 2016 for 2017								

13	a. Type of Institute-set standard for degrees (Please Select Number or Percentage):	**Number**	**Number**	**Number**						
	If Number-other or Percent-other, please describe:	**Number**	**Number as of 2016; Prior to 2016 - Percent of FTF, 6 year c**							
	END year (2024 is for 23-24 year) =>	2024	2023	2022	2021	2020	2019	2018	2017	
	b. What is your Institution-set standard for degrees?	1000	1000	1000	1000	**1150**	**1150**			
	c. Actual number degrees awarded (AA/AS):	1196	1323	1235	1343	1605	1583	1,550	1,513	
	Stretch Goal for Degrees	1340	1340	1340	1340	**1550**	**1550**			
	Data source: *Datamart, Chancellor's office approved awards (degrees)*									
	AY that ends in the posted year (15-16 for 2016, etc.)									
	Updated numbers 6-18-25: https://datamart.cccco.edu/Outcomes/Program_Awards.aspx Select header link "Queries"->"Outcomes"->"Program Awards" -> select Butte, All Awards, All Programs									

14	a. Type of Institute-set standard for certificates (Please Select Number or Percentage):	**Number**	**Number**	**Number**						
	If Number-other or Percent-other, please describe:	**Number**	**Number as of 2o 2016 - Percent of FTF, 6 year cohort**							
	END year (2024 is for 23-24 year) =>	2024	2023	2022	2021	2020	2019	2018	2017	2016
	b. What is your Institution-set standard for certificates?	450	450	450	450	450	**450**	**400**	**400**	**400**
	c. Actual number certificates awarded:	339	338	509	608	455	**611**	**536**	**549**	**502**
	Stretch goal certificates	550	550	550	550	550	**530**	**530**		
	Data source: *Datamart, Chancellor's office approved awards (certificates)*									
	AY that ends in the posted year (15-16 for 2016, etc.)									

15	a. Type of Institute-set standard for student transfers to a 4-year colleges/universities (Please Select Number or Percentage):	**Number**	**Number - Other**							
	If Number-other or Percent-other, please describe:	**UC + CSU + ISP +OOS Transfers Combined**								
		23-24	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16
	END year (2024 is for 23-24 year) =>	2024	2023	2022	2021	2020	2019	2018	2017	2016
	b. What is your Institution-set standard for student transfers to a 4-year colleges/universities ?		1000	1000	1000	1000	**1,000**	**750**	**750**	**750**
	c. Actual number student transfers to a 4-year colleges/universities:		753	753	886	1,032	**797**	**921**	**872**	**925**
	Stretch goal transfers	1310	1,310	1,310	1,310	1,310	**950**	**950**		
➔	https://www.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx		578	619	714	875	666	768	830	
➔	https://www.universityofcalifornia.edu/infocenter/admissions-source-school		52	48	47	57	52	45	42	
	https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx		123	86	125	100	79	106	82	
	manual sum			753	753	886	1032	797	919	954
	DataVista Single Metric 650: datavista.cccco.edu		959		1,028	1,026	1,165	1,124	1,129	1,199

ARCC Transfer Volume Summary Report (in state private college and out-of-state transfer students)

California Community Colleges Chancellor's Office

		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Butte Total		82	106	79	100	125	86	123	129
	In-State-Privat	12	15	13	10	12	9	16	20
	Out-of-State (	70	91	66	90	113	77	107	109

Report Run Date As Of : 6/18/2025 9:13:42 PM

16	Number of CTE certificates and degrees for which the institution has set a standard for licensure pass rates: *Source: Catalog, Instructional programs/Deans*	6	**6**	**6**	**6**	
		2023	*2018*	*2017*	*2016*	
17	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	21	**21**	**21**	**21**	

Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:
Source: Deans, Dept. Chairs, state exam data

18

Program		Exam state national other	Exam state national other	Institution set standard (%)	Stretch Goals	2022-2023 Pass Rates(%)	2021-2022 Pass Rates(%)	2020-2021 Pass Rates(%)	2019-2020 Pass Rates(%)	2018-19 Pass Rate(%)	2017-18 Pass Rate (%)	2016-17 Pass Rate(%)	2015 Pass Rate (%)	2014 Pass Rate (%)	2013 Pass Rate (%)
Registered Nursing -NCLEX- http://www.rn.ca.gov/education/passrates.shtml		National	National	80%	85%	86%	82%	88%	92%	89%	95%	84%	82%	83%	86%
Licensed Vocational Nursing -NCLEX/PN - http://www.bvnpt.ca.gov/pdf/vn_pass_rates.pdf		National	National	85%	90%	97%	88%	n/a	90%	90%	n/a	95%	100%	88%	86%
Respiratory Therapy Low Cut New Canidate- https://www.rcb.ca.gov/applicants/edu_programs.shtml		National	National	70%	80%	71%	77%	86%	81%	77%	77%	81%	86%	85%	79%
Emergency Medical Technician - https://emsa.ca.gov/emt/		National	National	75%	90%	N/A	88%	n/a	67%	81%	80%	82%	75%	75%	71%
Cosmetology -writen and prac combined- http://www.barbercosmo.ca.gov/schools/schls_rslts.shtml		State	State	75%	85%	N/A*	85%	80%	85%	72%	86%	86%	92%	86%	85%
Welding		State	State	85%	93%		87%	91%	100%	96%	95%	95%	93%	92%	94%

*96% written (24/25)

6	100%	6
15	80%	12
14	93%	13.02
6	67%	4.02

0.85463

Job placement rates for students completing certificate programs and CTE (career-technical education) degrees (< 10 students marked as N/A)
Source: Perkins IV Core indicator data (Core 4, Employment) - Most recent fiscal year available plus three years prior. (example: 17-18 fiscal year plannina alians with 2014-2015 cohort). 6 diait TOP. USE 4 diait TOP Code for https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Updated Oct 2025

	DataMart Fiscal Year:	25-26	24-25	23-24						
	ACCJC report box:	23-24	22-23	21-22	20-21	19-20				
	DataMart Academic Year:	2022-23	2021-22	2020-21	2019-20	2017-18	2016-17	2015-2016	2014-2015	2013-2014

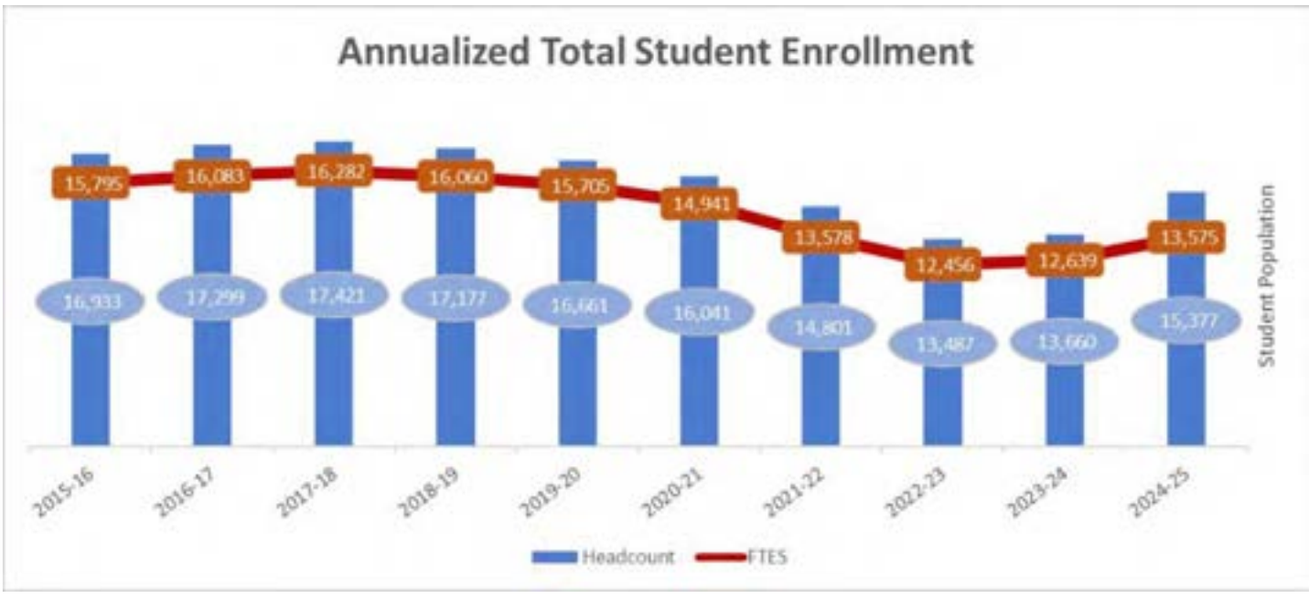
19

Program	Institution set standard (%)	Stretch Goals	2022 Job Placement Rate (%)	2021 Job Placement Rate (%)	2020 Job Placement Rate (%)	2019 Job Placement Rate (%)	2018 Job Placement Rate (%)	2017 Job Placement Rate (%)	2016 Job Placement	2015 Job Placement Rate	2014 Job Placement Rate
Agriculture Technology and Sciences, General (6)	60%	73%	N/A	N/A	75%	88%	61%	64%	88%	69%	87%
Horticulture (4)	45%	55%	N/A	N/A	N/A	54%	67%	67%	67%	56%	63%
Natural Resources (4)	50%	73%	N/A	85%	100%	79%	90%	79%	78%	93%	69%
Accounting (6)	70%	73%	74%	67%	76%	71%	76%	75%	71%	71%	75%
Business Administration (6)	60%	73%	67%	80%	83%	78%	68%	79%	78%	79%	68%
Business Management (6)	55%	73%	85%	92%	89%	77%	89%	89%	77%	84%	61%
Office Technology/Office Computer Applications (6)	60%	73%	95%	71%	65%	68%	83%	69%	68%	72%	54%
Digital Media (4)	40%	73%	70%	N/A	N/A	100%	65%	57%	82%	50%	52%
Computer Software Development (4)	50%	73%	N/A	N/A	N/A	N/A	50%	N/A	N/A	50%	57%
Computer Infrastructure and Support (4)	35%	73%	N/A	N/A	N/A	50%	57%	N/A	N/A	57%	NA
Diesel Technology (4)	60%	73%	86%	84%	81%	NA	80%	N/A	N/A	94%	59%
Automotive Technology (6)	65%	73%	93%	95%	71%	77%	88%	74%	77%	93%	68%
Manufacturing and Industrial Technology (4)	75%	83%	87%	87%	85%	85%	91%	78%	85%	87%	72%
Respiratory Care / Therapy (6)	70%	77%	100%	100%	94%	74%	93%	77%	74%	90%	79%
Nursing (4)	80%	88%	95%	94%	92%	94%	92%	92%	93%	90%	88%
Paramedic (4)	80%	88%	94%	94%	88%	79%	95%	88%	78%	85%	86%
Child Development / Early Care and Education (4)	70%	73%	84%	71%	79%	74%	80%	80%	74%	76%	64%
Nutrition, Foods, and Culinary Arts (4)	65%	73%	N/A	N/A	86%	73%	65%	N/A	73%	58%	84%
Administration of Justice (6)	75%	83%	91%	96%	92%	78%	87%	81%	78%	90%	86%
Fire Technology (6)	75%	83%	89%	100%	94%	96%	88%	90%	96%	83%	79%
Cosmetology and Barbering (6)	60%	73%	71%	75%	53%	73%	60%	70%	73%	62%	62%

EVIDENCE
B1c: CSU Chico Data
Enrollment

Enrollment

For several years, enrollment has been “Job One” for us at Chico State, and we are grateful to everyone for doing their part. As our campus community embraced the priorities of recruitment and retention, Chico State has experienced continued enrollment growth, which is critical for our overall budget. Increases in enrollment impact our tuition revenue, which accounts for approximately one-third of the campus budget. Strategic actions and tactical decisions that have built on each other over the previous three academic years created momentum that has led to four consecutive semesters of year-over-year enrollment gains since fall 2023. Our continued prioritization of enrollment is critical to addressing our budget challenges, helping us grow revenue at the same time as we reduce expenses.



Combination chart showing total student headcount (blue bars) and full-time equivalent students (FTEs, red line) from 2015–2016 to 2024–2025. Headcount peaks around 17,400 in 2017–2018 before declining to about 13,500 in 2023–2024, while FTEs follow a similar downward trend from about 15,800 to 13,600.

Among our most impactful milestones are investments in dynamic, multi-directional marketing and recruitment efforts that resonate with prospective students. Additionally, as of summer 2023, the strengthened partnership between Enrollment Management Services and Business and Finance ensures seamless collaboration in enrollment and budget planning, aligning goals and resources for maximum impact. Our transition of summer courses in 2024 from a self-support model to a state-supported structure was another significant achievement, enhancing accessibility and support for our students.

Meanwhile, partners across campus have been focused on retention, through modifications in course structures, support services, closing equity gaps, first-year experience enhancements, academic advising, and other strategic measures. Retention not only supports our broader enrollment goals but more importantly reflects our overall mission of student success.

Looking ahead, the campus launched an ambitious three-year strategic enrollment management plan in summer 2025, reflecting our dedication to driving innovation and opportunity. The plan also reflects our priority of maintaining our trend of increasing enrollment to prevent any further budget impacts from the California State University.

CSU Enrollment Recalibration

Our focus on enrollment is also influenced by guidance at the systemwide level. The CSU system implemented a multi-year enrollment allocation strategy to address declines in California resident enrollment. The strategy aligns University resources with actual enrollment to support the enrollment growth expectations in the state’s budget and shifts state funding to campuses that are experiencing enrollment growth from campuses that are significantly under-enrolled (such as Chico State).

In 2024–25, Chico State was 10% below our resident FTES target. In 2025–26, this resulted in a reduction of $4.5M of funding and 3% of our resident FTES target. The CSU systemwide office has indicated that revisions in future years may continue until enrollment aligns with state-

funded targets. While we continue to plan for budget reductions to address our deficit and reduce deficit spending as much as possible, we continue in equal earnestness our endeavors to grow enrollment to avoid further state cuts and increase tuition revenue and, more importantly, fulfill the reason we exist: Chico State empowers professional success, meaningful lives, and vibrant communities through immersive learning in a beautiful, globally connected location.

Share Revenue & Cost-Savings Ideas

California State University, Chico
400 West First Street
Chico, California 95929

Campus Map

Contact Us

Give

Here's where it all starts. Apply Today.

Apply

Career Opportunities

Faculty and Staff Resources

Emergency Alerts and Updates

Safety

Campus Directory

Honoring the Mechoopda People

We acknowledge and are mindful that Chico State stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land, the flora, the fauna, and the waters that run through campus. We are humbled that our campus resides upon sacred lands that since time immemorial have sustained the Mechoopda people and continue to do so today.

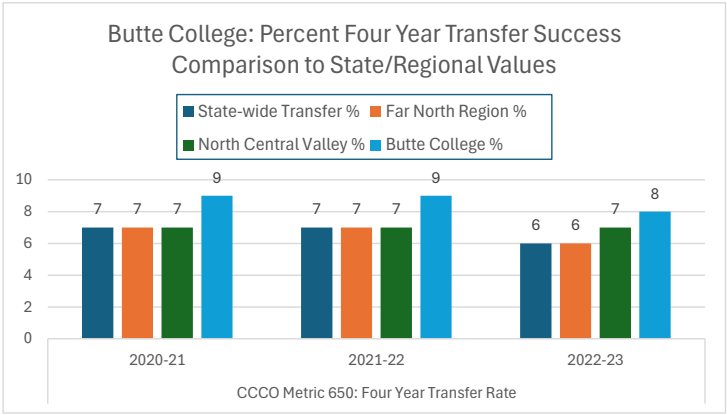
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EVIDENCE
B1d: CCCO Transfer Metric

CCCO Metric 650: Four Year Transfer Rate

	2020-21	2021-22	2022-23
State-wide Transfer %	7	7	6
Far North Region %	7	7	6
North Central Valley %	7	7	7
Butte College %	9	9	8

Source: CCCO DataVista Metric 650 (Transfer)



EVIDENCE
B2a: 2025-2028 Student Equity Plan









BUTTE COLLEGE

2025-28 Student Equity Plan

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SECTION 1: ASSURANCES

ASSURANCES

Please attest to the following assurances and answer associated questions:

✓ **I have read the legislation Education Code 78220 and Education Code 78222 am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.**

✓ **I have read the legislation Education Code 78221 and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.**

✓ **I have read and given special consideration to Education Code 78220 section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."**

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

Butte College developed its 2025–28 Student Equity (SE) Plan with intentional, active involvement of all groups on campus, consistent with Education Code 78220(b). Most of the plan was created within the Student Equity and Achievement Program Advisory Committee (SEAPAC), comprising a broad range of constituents, including academic faculty, classified professionals, managers (MSC), students, and community members, ensuring that diverse perspectives shaped all phases of the Plan. Additionally, the SE Plan was reviewed and approved by the following representative bodies: Academic Senate, Classified Senate, MSC Group, Student Government, and the Board of Trustees.

The college convened a full day planning retreat, creating dedicated space for deeper discussion and collaborative problem-solving across roles. SEAPAC members and other campus stakeholders were divided into five metric design teams, each responsible for reviewing disaggregated student data and student focus group reports to identify barriers and co-develop responsive strategies. The SEA Director also coordinated directly with staff and faculty affinity groups, including BC Proud to Be First and the Men of Color Council, to co-create targeted action plans for our two intensive focus groups: first generation students and male students. In addition, the SEA Director worked closely with managers overseeing programs identified in Section 13 of the Plan to support the design of strategies to close gaps in those programs.

Student voice was purposefully elevated through various channels. In addition to the student reps serving on SEAPAC, the SEA Director collaborated with 40 Student Leadership Academy students to identify specific barriers to transfer and inform strategies to improve transfer outcomes for all students, with an emphasis on DI populations.

Moving forward, the college will ensure that student voice remains at the heart of our planning and implementation efforts by engaging well-informed, empowered student representatives, sustaining strong collaboration with Student Government and students across the SBE area, and conducting regular focus groups with DI populations to deepen our understanding of the student experience and develop strategies that effectively address barriers and close equity gaps.

✓ **I have read the legislation Education Code 78220 and understand per Education Code section I the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges…"**

✓ **I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.**

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: *Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans* provides information on race-consciousness strategies and student equity planning.

Butte College recognizes that racial inequities are often the byproduct of policies, practices, and institutional cultures that appear race-neutral but may create disparate results. In response, the college has invested in culturally responsive programs and centers that support students from diverse racial and ethnic backgrounds, expanding capacity to advance equity at the college while remaining consistent with federal non-discrimination requirements.

In the 2022–2025 Student Equity Plan, several disproportionately impacted (DI) racial/ethnic populations were identified, with multiple instances of equity gaps across the five metrics. While some gaps persisted, progress was made for many of these populations, illustrating that sustained, targeted strategies can lead to measurable improvement but require continued focus and refinement to have lasting effects.

For the 2025–2028 plan, four racial/ethnic groups have been identified with six instances of DI. Our goal is to eliminate these gaps through intentional collaboration, rigorous use of disaggregated data, and race-conscious strategies that are fully compliant with state and federal law. To prepare for this planning cycle, Butte College staff participated in the 2025 Student Equity Planning Institute (SEPI) hosted by Community College Higher Education Access, Leadership, and Equity Scholarship (CCHALES). These trainings emphasized how colleges can leverage SEA-funded positions, programs, and professional learning to sustain reforms that foster student belonging, connection, and achievement.

Our professional development initiatives will continue to guide faculty and staff in critically examining policies and practices that have not produced equitable results and in redesigning them with student success as the explicit outcome. This work includes integrating disaggregated data into planning, ensuring accountability across programs, and amplifying student voice to guide decisions.

With nearly 70% of California Community College students identifying as students of color, Butte College affirms that systemic change is essential to advancing equitable opportunities. Through evidence-based interventions, transparent evaluation, and institution-wide accountability, the 2025–2028 Student Equity Plan will prioritize the success of students from historically underrepresented groups while upholding federal Title VI and Title IX requirements to serve all students fairly and without discrimination.

✓ **I have read Education Code 78220 section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.**

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

Butte College has a structured, recurring evaluation process to ensure the SE Plan advances institutional goals and supports continuous improvement. Each year, an Annual Student Equity Dashboard is developed using the most recent disaggregated local and statewide data. The dashboard includes all five equity metrics, disaggregated by race, gender, and special population status, and serves as a central tool for monitoring progress.

Every summer, the SEA Director and Institutional Research staff meet with student support programs serving disproportionately impacted (DI) students to review outcomes and identify strategies for improvement. The

dashboard is also shared with Student Government, posted on the college website, and utilized throughout the year in planning efforts and presentations.

The Student Equity and Achievement Program Advisory Committee (SEAPAC) is the core space for sharing SE Plan evaluation. Metric Design Teams assess strategy status, identify areas needing support, and recommend changes. The SEA Director tracks implementation and coordinates efforts to scale and strengthen.

A consistent challenge has been evaluating the impact of individual SEA-funded programs, especially when students participate in multiple supports. To address this, the college is building a stronger culture of program-level data collection and analysis. In 2024–25, for example, the SBE Centers began collecting student ID numbers to track service use. Preliminary data show students using these services had increased persistence rates but slightly lower course completion rates than the overall student population. This insight will help the centers focus activities on improving course completion rates for their students.

To further strengthen evaluation, Butte College will implement a local reporting system aligned with the state's Vision-Aligned Reporting (VAR) framework. All SEA-funded programs will report four categories for each student-facing activity: type, students served, funds spent, and primary/secondary impacts. This will enhance the college's ability to assess which activities have the most impact on success.

Annual Timeline:

- Aug–Oct: Dashboard creation and reviews with appropriate programs
- Aug & Jan (Flex): SE Plan updates to campus
- Semi-Annual: SEAPAC strategy review
- Early Summer: Annual summary report

This process supports continuous, evidence-based improvement and ensures equity efforts remain aligned with institutional and systemwide goals.

SECTION 2: CONTACTS

The required list of contacts below is intended to create more cross-functional teams to build the Student Equity Plan. While the Project Lead is the only person who can submit your college's Student Equity Plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

COLLEGE CONTACT INFORMATION FORM

Required Contacts:

Project Lead: Monica Brown, Student Equity and Achievement Director
Alternate Project Leads: Tammera Shinar, Dean of Enrollment Services/Travon Robinson, IDEA Officer
Approver: Chancellor/President: Virginia Guleff
Approver: Chief Business Officer: Jessica Snelling
Approver: Chief Instructional Officer: Erik Shearer
Approver: Chief Student Services Officer: Imelda Simos-Valdez
Approver: Academic Senate President: Irma Gonzalez-Cuadros
Approver: Guided Pathways Coordinator/Lead: Amanda Montgomery

SECTION 3: STUDENT EQUITY PLAN REFLECTION

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes.

1. **Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:**

   a. **What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.**

   Through implementation of the 2022–25 Student Equity Plan, Butte College has deepened its understanding of factors contributing to disproportionate impact (DI) across the five student equity metrics. Analysis of local and statewide data, combined with direct student feedback, underscores the complexity of navigating higher education, particularly for first-generation students and those without prior exposure to college systems. Areas such as enrollment, financial aid, course sequencing, and degree planning require significant guidance, and additional support in these areas has proven critical to student persistence and success.

   Our work has also emphasized the importance of early momentum points. Students who receive clear academic and career planning support in their first year are more likely to persist and progress toward completion. Representation in the classroom and in support programs further builds belonging and confidence, which is especially meaningful for students from historically under-served populations who are balancing academic, work, and family commitments.

   To address these factors, Butte College has advanced several equity-centered approaches:

   1. **Identity-Affirming Programs and Spaces**: Culturally responsive programs and centers have expanded opportunities for connection and belonging. These programs validate students' lived experiences while providing targeted academic and socio-emotional supports that help students remain engaged and on track.

   2. **Integrated Counseling and Student Success Specialists**: Integrating Counselors and Student Success Specialists within specific programs has enabled proactive outreach and personalized educational planning. Students receive support navigating processes, accessing resources, and maintaining progress toward their academic and career goals.

   3. **Professional Development and Equity Training**: Faculty and staff have participated in ongoing professional learning focused on equity-minded practices. These efforts have cultivated a stronger culture of awareness, equipping employees to identify equity gaps and co-develop strategies responsive to student needs.

   Collectively, these actions are strengthening a college-wide culture of equity. By fostering belonging, expanding proactive support, and embedding equity into everyday practice, Butte College is making

meaningful progress toward closing gaps and ensuring all students have equitable access to opportunities, resources, and long-term success.

b. **Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.**

Butte College has identified several practices during the 2022–25 Student Equity (SE) Plan cycle that have been especially effective in advancing equity for disproportionately impacted (DI) student populations. These approaches will provide continuity and serve as foundational elements of this SE Plan.

1. **Accountability and Coordination through SEAPAC**
   The Student Equity and Achievement Program Advisory Committee (SEAPAC) has been instrumental in aligning equity-focused initiatives across the college. This cross-functional body monitors implementation of SE Plan strategies, analyzes disaggregated data to assess progress, and coordinates efforts across departments to address challenges and expand successful practices. Engagement with campus stakeholders ensures transparency and supports data-informed decision-making. Strengthening this accountability structure remains a central priority to ensure equity goals are consistently advanced at every level of the institution.

2. **Student Success Teams within Guided Pathways**
   Student Success Teams, organized around communities of interest, have provided a strong framework for student connection, identity, and support. These teams coordinate proactive communication, embed equity-minded practices into their design, and provide timely guidance on academic and career planning. This approach has proven effective in reaching DI students identified in the SE Plan, offering early interventions and linking students with the resources they need to succeed. Continued investment in and refinement of this model will ensure it remains responsive to evolving student needs.

3. **Sustained Support for Identity-Affirming Programs**
   Institutional and fiscal commitments to culturally responsive support centers and identity-specific programs have demonstrated measurable impact on student retention, completion, and sense of belonging. These centers and programs provide affirming spaces and targeted support that validate students' lived experiences while connecting them with academic resources. Maintaining and expanding this support will be essential to sustaining progress in closing equity gaps and fostering an inclusive campus culture.

Together, these practices of linking accountability, proactive student engagement, and institutional investment create a durable framework for equity at Butte College. Continuation of these practices in this SE Plan ensures that equity remains embedded in the college's structures, processes, and culture.

SECTION 4: EXECUTIVE SUMMARY

Student groups with disproportionate impact (DI) and goals set:

DI Student Population	% of Students for Baseline Year	# of students for Baseline Year	Goal #1: Eliminate Disproportionate Impact (DI)		Goal #2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment: DI Student Populations Baseline Year 2022-23						
Overall Student Population	22.6%	1833	N/A	N/A	N/A	N/A
Black or African American Male	16.4%	23	.2%	1	6.2%	9
Completed Both Transfer-Level Math and English: DI Student Populations Baseline Year 2022-23						
Overall Student Population	20.9%	534	N/A	N/A	N/A	N/A
First Generation	16.8%	146	3.8%	34	6.3%	55
Foster Youth	10.6%	15	5.8%	9	11.0%	16
White Male	17.5%	103	1.3%	8	4.5%	27
Persistence: First Primary Term to Secondary Term: DI Student Populations Baseline Year 2021-22						
Overall Student Population	69.3%	1535	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	50.0%	13	0.3%	1	19.5%	6
Black or African American	51.1%	24	4.3%	3	18.6%	9
First Generation Male	61.9%	169	2.6%	8	8.4%	24
Foster Youth	60.0%	72	1.0%	2	9.8%	12
LGBT Female	60.7%	71	0.2%	1	9.1%	11
Completion: DI Student Populations Baseline Year 2019-20						
Overall Student Population	15.8%	410	N/A	N/A	N/A	N/A
First Generation	11.4%	105	4.9%	46	6.9%	64
Foster Youth	10.2%	16	1.3%	3	6.0%	10
Hispanic	11.4%	102	4.6%	41	6.7%	60
LGBT	10.6%	19	1.1%	2	5.6%	10
Male	14.8%	186	0.0%	1	2.1%	27
Transferred to a 4-Year: DI Student Populations Baseline Year 2018-19						
Overall Student Population	28.3%	341	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	23.9%	104	2.9%	13	6.9%	30
First Generation	18.7%	68	9.7%	36	13.7%	50
Hispanic	23.9%	84	1.7%	7	6.3%	23
Male	25.5%	153	2.0%	12	5.5%	33

Initiatives that the Community College or District Will Undertake to Achieve These Goals:

To ensure equitable outcomes, Butte College will implement the following strategies designed to eliminate disproportionate impact in each of these key metrics:

Successful Enrollment:

1. Data: Use census overlay in Slate to identify communities with higher Black/African American populations and review other data points for more information about Black/African American students to better understand who they are (e.g. Reg2Go, age, working full time, athletes, out of state) and how to best address their matriculation challenges.
2. Support in Matriculation Process: implement a multi-layered outreach call campaign to assist incoming Black/African American students that provides 1:1 connection and support, partnered by Recruitment and Outreach, Orientation, and the Support Center.
3. Communication: Implement targeted outreach messaging in Slate's incoming student campaign focused on Umoja and the BLAC Center.
4. Connection: Embed BLAC Center Student Success Specialist into the Orientation check-in process to provide connection to Umoja and the BLAC Center students (connect with Black/African American students similar to EOPS and UndocuCenter at check-in).
5. Counselor: Secure a designated counselor for the BLAC Center/Umoja.
6. Outreach: Increase presence at community organizations and events that support the Black/African American community (e.g. BSUs at high schools, church).

Completion of Math and English in First Year:

1. Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special population status and address equity gaps immediately. Ensure that both math and English departments are reviewing annual data and developing strategies to improve outcomes for DI populations.
2. Offer sections of transfer math and English in a cohort model that recruits students from DI populations with faculty trained in inclusive practices, cultural competency, and equity-minded approaches to teaching.
3. Foster Youth: Student Success Specialist in Inspiring Scholars will audit a Stats course taken by most foster youth in the Fall and Spring semesters and provide targeted academic support relevant to that curriculum in coordination with that math instructor.
4. Provide professional development for math and English faculty that actively contributes to eliminating equity gaps across all student populations by fostering inclusive practices, cultural competency, and equity-minded approaches. This work is essential to inform curricular and instructional practices that best support DI students taking transfer math and English courses.
5. Leverage Student Success Teams for each of the five COIs to provide communications to first-year students identified in the SE Plan who are not enrolled math and/or English. This may include phone calls to individual students and messages for faculty to send to specific students via Canvas.
6. Develop partnerships and collaboration between the math department, English department, the Center for Academic Success (CAS), and the Student Belonging and Empowerment (SBE) centers to support culturally responsive, racially-specific academic supports and employment opportunities for Umoja, Puente, and Native American students.

Persistence for First Primary Term to Second Primary Term:

1. Continue examining our institutional structures and policies that contribute to equity gaps for our students, as well as developing new processes (such as our discrimination and bias reporting system) which aim to address incidents more effectively, promote accountability, and foster a more inclusive campus environment.
2. Increase access to counselors for Students Belonging and Empowerment (SBE) centers. Continue funding counselors to support these centers.

3. Continue to fund and support the SBE centers, as well as other programs that assist marginalized students, to deliver sustained, equity-driven interventions to increase student retention, engagement, and academic achievement.
4. Support student employment opportunities within the SBE centers, with a focus on serving foster youth, first-generation students, and other historically under-served populations, recognizing that on-campus employment fosters a sense of belonging, builds leadership and professional skills, provides financial support, and positively impacts student retention and academic success.
5. Increase the number of DI students who have a "Light to Inspire" instructor in their first semester to provide them with a strong foundation of support, enhance their sense of belonging, and improve their overall academic success.
6. Continue to support professional development for faculty and staff that actively contributes to eliminating equity gaps across all student populations identified in the SE Plan by fostering inclusive practices, cultural competency, and equity-minded approaches.

Completion:

1. Enhance data collection to identify the root causes contributing to non-completion, disaggregated by race, gender, and special population to inform and prioritize targeted interventions and course-level support strategies.
2. Implement a networked student touchpoint and data platform that facilitates cohort management from enrollment through completion, with a focus on providing just-in-time support for disproportionately impacted (DI) student populations.
3. Integrate completion data into the program review process, incorporating course scheduling and sequencing analysis to support timely completion. Include disaggregated data to identify and address barriers faced by disproportionately impacted (DI) student populations at the program level.
4. Work with Marketing to establish an outreach campaign that includes a focus on male students to highlight the value of higher education, emphasize return on investment, and share compelling case-making narratives to increase enrollment, engagement, and completion among male students.
5. Coordinate a 3-year plan with key stakeholders to support LGBTQ+ students through targeted counseling, academic and career workshops, and peer-to-peer support to improve completion outcomes.
6. Leverage existing support programs to increase completion rates for Latinx students.

Transfer:

1. Increase Motivation and Belonging: Implement peer mentoring groups in various support programs like CASA and develop semester-based milestone celebrations to foster belonging and recognize progress for student populations experiencing DI who are on the transfer path.
2. Improve Student Transfer Knowledge and Navigation: Support students in transfer preparation by expanding transfer workshops that support the completion of CSU/UC applications, and launch a communication campaign using posters, emails, texts, and the Transfer Academy group on BC Connect to guide students to transfer resources and deadlines.
3. Provide Proactive Outreach for Near-Completers: Directly contact student populations experiencing DI in the transfer metric who are nearing completion through Student Success Teams to provide personalized guidance and connect them with transfer services and counseling.
4. Increase Enrollment in the Transfer Academy: Proactively recruit DI students from programs such as MESA and EOPS to ensure they receive structured academic and transfer planning support throughout their enrollment.

The 2025–28 Student Equity Plan also includes initiatives to improve outcomes for the overall student population in transfer-level math and English completion, persistence, completion, and transfer. It also prioritizes strategies to strengthen Comprehensive Student Education Plan (CSEP) completion, addressing disproportionate impact for Native American males, White males, Latino males, and first-generation students. Interventions to increase the number of CSEPs for students include proactive case management, expanded opportunities for CSEP development,

software implementation, and process improvements to ensure students receive timely guidance and support in reaching their goals.

In addition, this Student Equity Plan outlines three-year action plans for first-generation and male students, who continue to experience significant equity gaps across all metrics. For first-generation students, the focus is on expanding access to resources, increasing visibility of support services, and strengthening their sense of belonging through collaboration across Instruction and Student Services. For male students, the SE Plan emphasizes resource alignment, cross-campus collaboration, and career-aligned engagement, with efforts aimed at eliminating disproportionate impact in enrollment, math and English completion, persistence, degree/certificate completion, and transfer outcomes.

Resources That Have Been Budgeted for That Purpose (referring to goals/key strategies in this 2025-28 Student Equity Plan)

For 2025–26, Butte College's total planned SEA expenditures are $5,135,445.96, which includes the annual Chancellor's Office allocation of $4,658,457 plus $980,835 in carryover funds. These resources support multiple departments through personnel costs (salaries and benefits) as well as activity costs such as operating budgets, student assistants, and designated event funding. The budgeted expenses are allocated across departments as follows:

Department	% of 2025-26 Planned Expenditures
Admissions and Records	7.29%
Career Center	1.42%
Center for Academic Success	7.27%
Dean of Students	0.54%
Center for Access, Support, and Achievement	0.24%
Enrollment Services	6.43%
General Counseling	15.44%
Glenn County Center	0.65%
Guided Pathways	0.97%
Inspiring Scholars	2.85%
Institutional Research	3.50%
MESA	2.70%
Orientation	0.47%
Reg2Go	0.21%
Student Belonging and Empowerment	21.14%
SEA	5.14%
Student Support Services	5.56%
Support Center	1.82%
Transfer Counseling	5.16%
U in Butte	4.99%
Veterans Resource Center	1.26%
VP Student Services	0.74%
Welcome Center	4.21%
	100.00%

Butte College Official to Contact for Further Information:
Monica Brown, Student Equity and Achievement Director
(530) 893-7737
brownmo@butte.edu

Detailed Accounting of How Funding Was Expended (expenditures from 2022-25 Student Equity Plan):
The Student Equity and Achievement (SEA) Program receives an annual allocation of $4,658,457, with a two-year expenditure window for each year's funding. This structure allows the college to strategically plan for both immediate and longer-term investments in staffing, services, and student supports.

The following charts provide a breakdown of how the 2022–23 and 2023–24 allocations were expended by major spending category. Spending of the 2024–25 allocation is not yet available, as funds may be carried forward and expended through the end of 2025–26.

2022-23 Expenditures:

Spending Type	2022-23 Total Allocation Expenditures
1000: Instructional Salaries	$1,019,343.00
2000: Non-Instructional Salaries	$2,051,081.00
3000: Employee Benefits	$1,192,843.00
4000: Supplies and Materials	$121,482.00
5000: Other Operating Expenses	$242,227.00
6000: Capital Outlay	$18,026.00
7000: Other Outgo	$13,455.00
Total	$4,658,457.00

2023-24 Expenditures:

Spending Type	2023-24 Total Allocation Expenditures
1000: Instructional Salaries	$ 1,307,420.07
2000: Non-Instructional Salaries	$1,649,816.60
3000: Employee Benefits	$1,092,706.17
4000: Supplies and Materials	$172,963.92
5000: Other Operating Expenses	$386,577.45
6000: Capital Outlay	$ 47,376.77
7000: Other Outgo	$1,596.02
Total	$4,658,457.00

Assessment of the Progress Made in Achieving Identified Goals (Goals/Outcomes from 2022-25 Student Equity Plan):

Metric	Population	Baseline Year Gap Size	Most Recent Year Gap Size	Most Recent Year DI Observed?	Assessment of Goal
Successful Enrollment Baseline Year: 2020-21 Most Recent Year: 2022-23	Asian Female Students	3.1%*	0.90%	No	No Equity Gap No DI Observed
	Black/African American Female Students	-4.30%	2.60%	No	No DI Observed Equity Gap Eliminated
Completion of Transfer Math and English Baseline Year: 2020-21 Most Recent Year: 2022-23	Native American Students	-7.60%	1.60%	No	No DI Observed Equity Gap Eliminated
	Black/African American Students	-8.30%	-13.20%	Yes	DI Observed Equity Gap Increased
	Latinx Male Students	-8.20%	1.20%	No	No DI Observed Equity Gap Eliminated
Persistence from First to Second Term Baseline Year: 2019-20 Most Recent Year: 2022-23	Foster Youth Male Students	-12.50%	-7.70%	No	No DI Observed Equity Gap Decreased
	Black/African American Students	-15.50%	-14.80%	Yes	DI Observed Equity Gap Decreased
	First-Generation Students	-5.60%	-6.90%	Yes	DI Observed Equity Gap Increased
Completion of Certificate/Degree Baseline Year: 2017-18 Most Recent Year: 2020-21	Pacific Islander Students	-14.20%	-15.30%	No	No DI Observed Equity Gap Increased
	Native American Female Students	-1.50%	-2.80%	No	No DI Observed Equity Gap Increased
	Multi-Ethnic Female Students	-8.10%	-0.80%	No	No DI Observed Equity Gap Decreased

Metric	Population	Baseline Year	Most Recent Year	Most Recent Year	Assessment of Goal
		Gap Size	Gap Size	DI Observed?	
Transfer **Baseline Year: 2016-17** **Most Recent Year: 2019-20**	LGBT Students	-6.40%	-6.20%	No	No DI Observed Equity Gap Decreased
	Native American Students	-14.20%	-19.30%	Yes	DI Observed Equity Gap Increased
	Latinx Students	-2.20%	-15.80%	Yes	DI Observed Equity Gap Increased
	Low-Income Students	-12.70%	-11.20%	Yes	DI Observed Equity Gap Decreased

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

Over the course of the 2022-25 planning cycle, the college tracked 15 instances of disproportionate impact (DI) across 10 different student populations. In the most recent year of available data, DI was observed in only 6 of these instances, reflecting notable progress in addressing equity gaps. Improvements were recorded in 9 of the 15 instances, indicating that many of the implemented strategies are producing positive results.

Three of the six remaining DI instances occur in the transfer metric, highlighting the need for targeted transfer support in the upcoming 2025–28 Student Equity Plan. Equity gaps were fully eliminated for three populations (Black/African American female students in Successful Enrollment, Native American students in completion of transfer-level math and English, and Latinx male students in completion of transfer-level math and English), and gap sizes decreased for five additional populations.

However, equity gaps increased for six groups between the baseline year and most recent year, including Black/African American students in completion of transfer-level math and English, first generation students in persistence, Pacific Islander students and Native American students in completion of certificates/degrees, and Latinx students and Native American students in transfer. Some of these groups will receive continued or expanded support in the new plan to ensure progress is made.

Overall, the data shows measurable success in closing or reducing equity gaps for a majority of the populations identified in the 2022-25 SE Plan. The consistency of gaps in some areas, particularly in transfer rates, signals where focused, robust interventions are still required. This mixed picture of significant achievements alongside targeted areas for continued work will guide the next phase of equity planning.

SECTION 5: STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT

Disproportionate Impact (DI) Definition:
Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:
The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).
For more details on DI calculations, see this reference guide: CCCCO Percentage Point Gap Minus One (PPG-1)
For further information on the Metric and DI Population Summary table, see this resource: Student Equity Plan 2025-28 Metrics

DI Student Population	% of Students for Baseline Year	# of students for Baseline Year	Goal #1: Eliminate Disproportionate Impact (DI)		Goal #2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment: DI Student Populations Baseline Year 2022-23						
Black or African American Male	16.4%	23	.2%	1	6.2%	9
Completed Both Transfer-Level Math and English: DI Student Populations Baseline Year 2022-23						
First Generation	16.8%	146	3.8%	34	6.3%	55
Foster Youth	10.6%	15	5.8%	9	11.0%	16
White Male	17.5%	103	1.3%	8	4.5%	27
Persistence: First Primary Term to Secondary Term: DI Student Populations Baseline Year 2021-22						
American Indian/Alaskan Native	50.0%	13	0.3%	1	19.5%	6
Black or African American	51.1%	24	4.3%	3	18.6%	9
First Generation Male	61.9%	169	2.6%	8	8.4%	24
Foster Youth	60.0%	72	1.0%	2	9.8%	12
LGBT Female	60.7%	71	0.2%	1	9.1%	11
Completion: DI Student Populations Baseline Year 2019-20						
First Generation	11.4%	105	4.9%	46	6.9%	64
Foster Youth	10.2%	16	1.3%	3	6.0%	10
Hispanic	11.4%	102	4.6%	41	6.7%	60
LGBT	10.6%	19	1.1%	2	5.6%	10
Male	14.8%	186	0.0%	1	2.1%	27
Transferred to a 4-Year: DI Student Populations Baseline Year 2018-19						
Econ Disadvantaged Male	23.9%	104	2.9%	13	6.9%	30
First Generation	18.7%	68	9.7%	36	13.7%	50
Hispanic	23.9%	84	1.7%	7	6.3%	23
Male	25.5%	153	2.0%	12	5.5%	33

SECTION 6: METRIC - SUCCESSFUL ENROLLMENT

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. https://datavista.cccco.edu/resources/38 (300C)
Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

SUCCESSFUL ENROLLMENT DATA						
Student Population	**Successful Enrollment** % of students for 2022-23 (Baseline Year)	**Successful Enrollment** # of students for 2022-23 (Baseline Year)	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	22.6%	1833	N/A	N/A	N/A	N/A
Black or African American Males	16.4%	23	0.2%	1	6.2%	9

**The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, which is the total number of enrolled students for each academic year.*

SUCCESSFUL ENROLLMENT EQUITY GOALS:
There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

STEP 2: KEY STRATEGIES TO ADVANCE SUCCESSFUL ENROLLMENT GOALS - *Disproportionately Impacted Student Population(s)*

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates and meet the above goal(s) for your identified DI student population(s).

KEY STRATEGIES FOR SUCCESSFUL ENROLLMENT– Disproportionately Impacted Student Population(s)
1. Data: Use census overlay in Slate to identify communities with higher Black/African American populations and review other data points for more information about Black/African American students to better understand who they are (e.g. Reg2Go, age, working full time, athletes, out of state) and how to best address their matriculation challenges.
2. Support in Matriculation Process: implement a multi-layered outreach call campaign to assist incoming Black/African American students that provides 1:1 connection and support, partnered by Recruitment and Outreach, Orientation, and the Support Center.
3. Communication: Implement targeted outreach messaging in Slate's incoming student campaign focused on Umoja and the BLAC Center.
4. Connection: Embed BLAC Center Student Success Specialist into the Orientation check-in process to provide connection to Umoja and the BLAC Center students (connect with Black/African American students similar to EOPS and UndocuCenter at check-in).
5. Counselor: Secure a designated counselor for the BLAC Center/Umoja.
6. Outreach: Increase presence at community organizations and events that support the Black/African American community (e.g. BSUs at high schools, church).

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population?

If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

- o ***Yes, our college has additional key strategies for the overall student population.***
- ✓ ***No, our college does not have additional key strategies for the overall student population.***

SECTION 7: METRIC - COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.
https://datavista.cccco.edu/resources/39 (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with CB25 Course-General-Education-Status as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program**.**

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	**% of Students Completed Transfer-Level Math and English** for 2022-23 (Baseline Year)	**# of Students Completed Transfer-Level Math and English** for 2022-23 (Baseline Year)	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	20.9%	534	N/A	N/A	N/A	N/A
First Generation	16.8%	146	3.8%	34	6.3%	55
Foster Youth	10.6%	15	5.8%	9	11.0%	16
White Male	17.5%	103	1.3%	8	4.5%	27

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: Data Vista: Data View - Single Metric – NSA Students*

COMPLETED TRANSFER-LEVEL MATH AND ENGLISH EQUITY GOALS:
There are two related goals for Completed Transfer- Level Math and English: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population.

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER-LEVEL MATH AND ENGLISH GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE: **Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in completing Transfer-Level Math and English. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Both Transfer-Level Math and English and meet the above goal(s) for your identified DI student population(s).**

KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH – Disproportionately Impacted Student Population(s)
1. Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special population status and address equity gaps immediately. Ensure that both math and English departments are reviewing annual data and developing strategies to improve outcomes for DI populations.
2. Offer sections of transfer math and English in a cohort model that recruits students from DI populations with faculty trained in inclusive practices, cultural competency, and equity-minded approaches to teaching.
3. Foster Youth- Student Success Specialist in Inspiring Scholars will audit a Stats course taken by most foster youth in the Fall and Spring semesters and provide targeted academic support relevant to that curriculum in coordination with that math instructor.
4. Provide professional development for math and English faculty that actively contributes to eliminating equity gaps across all student populations by fostering inclusive practices, cultural competency, and equity-minded approaches. This work is essential to inform curricular and instructional practices that best support DI students taking transfer math and English courses.
5. Leverage Student Success Teams for each of the five COIs to provide communications to first-year students identified in the SE Plan who are not enrolled math and/or English. This may include phone calls to individual students and messages for faculty to send to specific students via Canvas.
6. Develop partnerships and collaboration between the math department, English department, the Center for Academic Success (CAS), and the Student Belonging and Empowerment (SBE) centers to support culturally responsive, racially-specific academic supports and employment opportunities for Umoja, Puente, and Native American students.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in the Completion of Both Transfer-Level Math and English and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies.** (500 characters max for each goal) **If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- ✓ ***Yes, our college has additional key strategies for the overall student population.*** *(bottom text box opens in NOVA)*
- o ***No, our college does not have additional key strategies for the overall student population.***

ADDITIONAL KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH — Overall Student Population (if applicable)
1. Continue to provide academic supports for transfer math completion in the Center for Academic Success (CAS), including tutoring in the Stats Lounge, Math Lab, Chico Center, Glenn Center, online, and supplemental instruction for calculus courses.
2. Continue to provide academic supports for transfer-level English completion in CAS, including Instructional Aides and Writing Coaches.

SECTION 8: METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. https://datavista.cccco.edu/resources/40 (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	**Persistence** % of students for 2021-22 (Baseline Year)	**Persistence** # of students for 2021-22 (Baseline Year)	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	69.3%	1535	N/A	N/A	N/A	N/A
American Indian/Alaska Native	50.0%	13	0.3%	1	19.5%	6
Black or African American	51.1%	24	4.3%	3	18.6%	9
First Generation Male	61.9%	169	2.6%	8	8.4%	24
Foster Youth	60.0%	72	1.0%	2	9.8%	12
LGBT Female	60.7%	71	0.2%	1	9.1%	11

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

PERSISTENCE EQUITY GOALS:

There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

STEP 2: KEY STRATEGIES TO ADVANCE STUDENT PERSISTENCE GOALS - *Disproportionately Impacted Student Population(s)*

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable student Persistence rates and meet the above goal(s) for your identified DI student population(s).

1. Continue examining our institutional structures and policies that contribute to equity gaps for our students, as well as developing new processes (such as our discrimination and bias reporting system) which aim to address incidents more effectively, promote accountability, and foster a more inclusive campus environment.
2. Increase access to counselors for Students Belonging and Empowerment (SBE) centers. Continue funding counselors to support these centers.
3. Continue to fund and support the SBE centers, as well as other programs that assist marginalized students, to deliver sustained, equity-driven interventions to increase student retention, engagement, and academic achievement.
4. Support student employment opportunities within the SBE centers, with a focus on serving foster youth, first-generation students, and other historically under-served populations, recognizing that on-campus employment fosters a sense of belonging, builds leadership and professional skills, provides financial support, and positively impacts student retention and academic success.
5. Increase the number of DI students who have a "Light to Inspire" instructor in their first semester to provide them with a strong foundation of support, enhance their sense of belonging, and improve their overall academic success.
6. Continue to support professional development for faculty and staff that actively contributes to eliminating equity gaps across all student populations identified in the SE Plan by fostering inclusive practices, cultural competency, and equity-minded approaches.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- ✓ ***Yes, our college has additional key strategies for the overall student population.*** *(bottom text box opens in NOVA)*
- o ***No, our college does not have additional key strategies for the overall student population.***

ADDITIONAL KEY STRATEGIES FOR STUDENT PERSISTENCE — Overall Student Population
1. Coordinate RegFest workshops to provide registration support for continuing students and implement the SMART Plan platform to ensure that every student has a Comprehensive Student Education Plan (CSEP) by the end of registration.
2. Evaluate alternative transportation options to the main campus for students that increases course-taking choices and improves access to support services.

SECTION 9: METRIC - COMPLETION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. https://datavista.cccco.edu/resources/41 (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

COMPLETION DATA

Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	15.8%	410	N/A	N/A	N/A	N/A
First Generation	11.4%	105	4.9%	46	6.9%	64
Foster Youth	10.2%	16	1.3%	3	6.0%	10
Hispanic	11.4%	102	4.6%	41	6.7%	60
LGBT	10.6%	19	1.1%	2	5.6%	10
Male	14.8%	186	0%	1	2.1%	27

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

COMPLETION EQUITY GOALS:

There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

STEP 2: KEY STRATEGIES TO ADVANCE COMPLETION GOALS - *Disproportionately Impacted Student Population(s)*

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates and meet the above goal(s) for your identified DI student population(s).
(500 characters max for each strategy)

KEY STRATEGIES FOR COMPLETION– Disproportionately Impacted Student Population(s)
1. Enhance data collection to identify the root causes contributing to non-completion, disaggregated by race, gender, and special population to inform and prioritize targeted interventions and course-level support strategies.
2. Implement a networked student touchpoint and data platform that facilitates cohort management from enrollment through completion, with a focus on providing just-in-time support for disproportionately impacted (DI) student populations.
3. Integrate completion data into the program review process, incorporating course scheduling and sequencing analysis to support timely completion. Include disaggregated data to identify and address barriers faced by disproportionately impacted (DI) student populations at the program level.
4. Work with Marketing to establish an outreach campaign that includes a focus on male students to highlight the value of higher education, emphasize return on investment, and share compelling case-making narratives to increase enrollment, engagement, and completion among male students.
5. Coordinate a 3-year plan with key stakeholders to support LGBTQ+ students through targeted counseling, academic and career workshops, and peer-to-peer support to improve completion outcomes.
6. Leverage existing support programs to increase completion rates for Latinx students.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

- ✓ ***Yes, our college has additional key strategies for the overall student population.*** *(bottom text box opens in NOVA)*
- o ***No, our college does not have additional key strategies for the overall student population.***

ADDITIONAL KEY STRATEGIES FOR COMPLETION — Overall Student Population (if applicable)
1. Launch a completion initiative that prioritizes students with 30 or more units, ensuring targeted support to help them reach graduation or transfer milestones.
2. Enhance Student Success Team efforts and coordination to connect students early with their community of interest (COI), academic program or program cluster, and COI Student Success Team members, fostering a sense of belonging and academic direction from the start.
3. Leverage and enhance existing campus software to increase student access to visual maps tailored to their educational goals. These tools should clarify the student's journey through first-year milestones and completion touchpoints, provide timely alerts to those falling off the path, and clearly identify milestones and available support resources to improve completion outcomes.

SECTION 10: METRIC – TRANSFERRED TO A FOUR-YEAR

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.
https://datavista.cccco.edu/resources/42 (620C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: Student Equity Plan 2025-28 Metrics)

TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	**% of Transfer Students** for 2018-19 (Baseline Year)	**# of Transfer Students** for 2018-19 (Baseline Year)	**GOAL 1 Eliminate Disproportionate Impact**		**GOAL 2 Fully Close Equity Gap**	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	28.3%	341	N/A	N/A	N/A	N/A
Economically Disadvantaged Male	23.9%	104	2.9%	13	6.9%	30
First Generation	18.7%	68	9.7%	36	13.7%	50
Hispanic	23.9%	84	1.7%	7	6.3%	23
Male	25.5%	153	2.0%	12	5.5%	33

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

TRANSFER EQUITY GOALS:
There are two related goals for Transfer: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. ***(Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and2e—Baccalaureate Attainment)***

***Baseline* Benchmark:** By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

***Stretch* Benchmark:** With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcomes and Benchmarks. **If yes, click 'Yes' and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.**

- ✓ ***Yes, our college has additional goals.***
- o ***No, our college does not have additional goals.***

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population
Year 1 (2025-26): Increase overall transfer rate by 5% over 2018-19 rate (from 28.3% to 33.3%)
Year 2 (2026-27): Increase overall transfer rate by 7% over 2018-19 rate (from 28.3% to 35.3%)
Year 3 (2027-28): Increase overall transfer rate by 8% over 2018-19 rate (from 28.3% to 36.3%)

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER GOALS - *Disproportionately Impacted Student Population(s)*

***GUIDANCE:* Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in Transfer. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates and meet the above goal(s) for your identified DI student population(s).** **(500 characters max for each strategy)**

KEY STRATEGIES FOR TRANSFER – Disproportionately Impacted Student Population(s)
1. Increase Motivation and Belonging: Implement peer mentoring groups in various support programs like CASA and develop semester-based milestone celebrations to foster belonging and recognize progress for student populations experiencing DI who are on the transfer path.
2. Improve Student Transfer Knowledge and Navigation: Support students in transfer preparation by expanding transfer workshops that support the completion of CSU/UC applications, and launch a communication campaign using posters, emails, texts, and the Transfer Academy group on BC Connect to guide students to transfer resources and deadlines.
3. Provide Proactive Outreach for Near-Completers: Directly contact student populations experiencing DI in the transfer metric who are nearing completion through Student Success Teams to provide personalized guidance and connect them with transfer services and counseling.
4. Increase Enrollment in the Transfer Academy: Proactively recruit DI students from programs such as MESA and EOPS to ensure they receive structured academic and transfer planning support throughout their enrollment.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer rates for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? **If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.**

- ✓ ***Yes, our college has additional key strategies for the overall student population.***

- o ***No, our college does not have additional key strategies for the overall student population.***

ADDITIONAL KEY STRATEGIES FOR TRANSFER — Overall Student Population (if applicable)
1. Transfer Pathway Expansion: Increase the number of Associate Degrees for Transfer (ADTs) offered and ensure that all students with 30+ transferable units have a CSEP and are on track to transfer.
2. Rural College Transfer Collaborative: The Rural College Transfer Collaborative through the Chancellor's Office includes Butte College and will increase access to transfer pathways for our students by developing a multi-college collaborative focused on improving access to ADTs in STEM and high demand fields, establishing seamless transitions to four-year institutions, and developing more robust transfer support systems tailored to rural students' unique needs.
3. Marketing Campaign Focused on Transfer: Launch a multi-platform marketing campaign featuring former male students who successfully transferred, creating visible role models and reinforcing transfer as an attainable goal.

TRANSFER EMPHASIS

While the work and efforts for all student success metrics are crucial to the success of our students, the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (***California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1***)

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer. Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*

Butte College's transfer-focused strategies address the root causes that prevent DI students from reaching their transfer goals by combining systemic, interpersonal, and technological supports aligned with Vision 2030. Feedback gathered at the Student Leadership Academy identified four primary barriers to transfer: 1) finances, 2) motivation, 3) lack of knowledge about the transfer process, and 4) mental health challenges. The Transfer Center plays a central role in addressing these barriers by connecting students to resources, information, and opportunities that keep transfer pathways clear and attainable.

Finances: The Transfer Center will advertise and connect students with financial literacy workshops hosted in CAS.

Motivation and Belonging: Through Transfer Academy, peer mentoring, and milestone celebrations, the Transfer Center will normalize transfer as an achievable goal. Visible recognition of students applying for or admitted to four-year institutions reinforces persistence, particularly for those without transfer role models.

Knowledge of the Transfer Process: The Transfer Center will lead campus-wide informational campaigns targeted at students with 30+ transferable units, provide CSU/UC application workshops, and coordinate communication through various media. These strategies will help students demystify complex requirements and avoid missed deadlines.

Mental Health and Wellness: In partnership with Counseling and Wellness Services, the Transfer Center will embed information on managing stress and accessing culturally responsive practitioners into transfer orientations, workshops, and outreach. This ensures students are aware of wellness supports as they prepare for academic transitions.

Direct Support and Outreach: Students nearing completion will receive direct outreach from Student Success Teams and the Transfer Center, ensuring they do not miss critical transfer steps.

For the broader student population, the Transfer Center will support expansion of Associate Degrees for Transfer (ADTs), collaborate with the Chancellor's Office Rural College Transfer Collaborative to strengthen STEM transfer pathways, and support marketing campaigns that showcase successful transfers and make the goal more visible.

With these strategies, Butte College is building a comprehensive, student-centered transfer culture that removes barriers, supports DI students, and aligns with Vision 2030 goals to increase transfer rates and equitable outcomes.

**Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and2e—Baccalaureate Attainment* includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)

GUIDANCE: After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan.

Student Population(s) Experiencing DI Selected for Intensive Focus
First Generation Students
Male Students

First Generation Students:

a. Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

In Spring 2025, 71% of all Butte College students identified as first generation, defined as neither parent having attained a Bachelor's Degree. Our first-generation students experience disproportionate impact (DI) in four of the five student equity metrics: completion of transfer-level math and English in the first year, persistence, completion, and transfer.

Many first-gen students balance school with work and family responsibilities. Nationally, nearly 70% of first-gen students work while enrolled, often at higher rates than their peers (NCES, 2022). This can limit flexibility for class schedules, participation in support programs, or campus involvement. Ensuring that financial aid processes, work-study opportunities, and course scheduling are transparent and accessible is critical for first-gen student success.

First-gen students may also enter higher education with limited exposure to college systems and expectations. Research indicates that processes such as financial aid, advising, and registration can be complex for those without prior family experience with higher education (Center for First-Generation Student Success, 2023). This highlights the importance of proactive outreach and culturally responsive guidance, so students understand what resources exist and how to use them.

A strong sense of belonging is a key factor in predicting persistence and success (CCCSE, *Making Ends Meet*, 2020). Yet, students who lack role models with similar backgrounds or who experience imposter syndrome may feel disconnected when they first arrive. While Butte College provides many academic and support services, these resources can be underutilized, particularly by first-generation students who are less likely to seek help when doing so requires significant self-advocacy (U.S. Department of Education, 2021). To address this, integrating first-gen initiatives into visible, everyday campus experiences can strengthen connectedness. Equally important, intentional outreach, embedded academic support, and mentoring can normalize help-seeking behaviors and ensure equitable access for all students.

The challenges first-gen students encounter are not student deficits but opportunities for institutional growth. By refining structures and aligning practices with their needs, Butte College can better serve our first-generation students.

b. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

1) **How will your college address and overcome the challenges and/or barriers shared above?**
2) **What specific strategies will be implemented, especially across academic and student affairs, and what will**

success look like?

3) **What resources, structures, and/or support will be utilized to effectively accomplish this action plan?**

Three-Year Action Plan to Advance First Generation Student Success at Butte College (2025–2028):
Butte College's action plan for first-generation students is guided by the belief that every student brings unique strengths and perspectives that enrich our campus. Our goal is to ensure first-gen students have equitable access to resources, clear pathways to success, and a strong sense of belonging. Strategies address barriers through proactive support, transparency, and collaboration across Instruction and Student Services.

Year 1: Building Foundations (2025–2026)
Goal: Develop a "First Gen/First Year" framework focused on onboarding, financial clarity, academic planning, and belonging

- **Successful Enrollment**: Add a first-gen indicator in SIS for early identification; pilot a mentoring program pairing students with faculty, staff, and peers; extend "Ask Me" Campaign to four days with Caring Campus support
- **Math & English Completion:** Pilot summer calculus and gateway math boot camps; expand Supplemental Instruction and CAS tutoring; continue faculty professional development through "Light to Inspire" and communities of practice
- **Persistence:** Strengthen cross-department collaboration (Welcome Center, A&R, Counseling, Career Center, Financial Aid, Student Life, Athletics, Instruction) to coordinate the "First Gen/First Year" experience; leverage CAS and SBE Centers for academic and social support; connect work-study eligible students to campus jobs
- **Completion & Transfer:** Identify first-gen students not in support programs and provide CSEPs; begin collecting and sharing transfer success stories via social media and informational campaigns

Year 2: Deepening Engagement (2026–2027)
Goal: Pilot the "First Gen/First Year" framework with intentional integration across Student Services and Instruction

- **Successful Enrollment:** Use Slate to build first-gen cohorts at application and launch targeted drip campaigns; expand "Ask Me" Campaign to first two weeks; grow mentoring program to connect more students
- **Math & English Completion:** Continue "Light to Inspire" and expand learning communities supporting first-gen and racially minoritized students
- **Persistence:** Formalize early alert with first-gen "flags" in progress reports coordinated through Student Success Teams; embed "college knowledge" programming in courses and co-curriculars
- **Completion & Transfer:** Launch "Finish What You Started" campaign for students with 45+ units; automate counseling appointments for those nearing completion; expand transfer advising with ADTs; normalize transfer through newsletters and social media stories

Year 3: Institutionalizing Equity (2027–2028)
Goal: Fully launch "First Gen/First Year" Experience with sustained supports and data-informed strategies

- **Successful Enrollment:** Institutionalize first-gen flags in all systems for tracking; implement a comprehensive onboarding experience with program exploration, degree planning, and wrap-around services for first gen students; sustain mentoring and add first-gen awareness to faculty/staff onboarding
- **Math & English Completion:** Use disaggregated course data and student feedback to refine curriculum and supports; sustain "Light to Inspire" and faculty learning communities
- **Persistence:** Embed career exploration and "Why College?" modules into high-demand first-year courses (English, Math, Psychology, Ethnic Studies); integrate first-gen milestones (e.g., ed plan completion, math/English in year one) into Student Success Team tools

- **Completion & Transfer:** Send degree-completion reminders to students with 60+ units; build a repository of video/print first-gen success stories; secure ongoing funding for summits, mentoring, and professional development

Ongoing Evaluation, Support, and Success: Butte College will annually disaggregate equity data by first-gen status and track student outcomes across all metrics. Progress will be reviewed with SEAPAC, and we will leverage student feedback and cross-campus collaboration to refine strategies. Success includes increased service use, CSEP completion, math and English completion, persistence, completion, and transfer rates for first-gen students.

Male Students:

a. Current Challenges/Barriers
Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

At Butte College, data indicates that male students, particularly those with intersecting identities, experience disproportionate impacts (DI) in all five student equity metrics: successful enrollment, completion of math and English in the first year, persistence, completion, and transfer. While the college has made progress in fostering an inclusive environment, opportunities remain to strengthen support for male students through intentional adjustments in institutional structures, policies, and practices.

Many male students balance competing priorities such as financial obligations, employment, and family responsibilities, which can limit participation in traditional course schedules or support services. Service availability and scheduling may not always provide the flexibility required to help male students successfully integrate academics with personal commitments.

Broader societal narratives around masculinity also influence how some students perceive higher education and help-seeking behavior. Research indicates that certain male students may view asking for support as a weakness or perceive college as misaligned with traditional norms, which can reduce their engagement with available resources.

In terms of preparation, some male students enter college with gaps in time management, study skills, or foundational knowledge. These challenges reflect broader trends in higher education but may be intensified by systems that assume baseline readiness. Without targeted academic support, male students may face additional barriers to persistence.

Students pursuing high-demand application-required programs, such as welding or heavy equipment, may also encounter challenges related to seat availability, waitlists, and unclear program pathways. These hurdles can create confusion for students expecting a direct path from enrollment to employment. Without proactive guidance, some may disengage when confronted with these complexities.

Butte College is committed to examining and evolving institutional practices to better support male students and ensure that they have equitable access to opportunity, support, and long-term success.

b. Action Plan for Ideal Institution
What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

1) How will your college address and overcome the challenges and/or barriers shared above?

2) **What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?**
3) **What resources, structures, and/or support will be utilized to effectively accomplish this action plan?**

Three-Year Action Plan to Advance Male Student Success at Butte College (2025–2028):
This three-year plan reflects Butte College's commitment to eliminating DI for male students across all five metrics: enrollment, retention, completion of transfer-level math/English, completion, and transfer. The plan emphasizes cross-campus collaboration, targeted resource alignment, and sustained student engagement. Institutional efforts will focus on three core pillars: data-informed action, coordinated support, and career-aligned engagement.

1. Addressing Challenges and Barriers

Butte College will launch a campus-wide initiative guided by a cross-functional team of faculty, staff, and students to identify and address barriers that male students face, including under-representation in support programs, low CSEP completion, and challenges navigating competitive CTE pathways.
Key actions include:

- **Task Force Formation:** Establish a cross-functional team with representation from Instruction, Student Services, and students.
- **Data Collection:** Conduct disaggregated data reviews, surveys, and focus groups to better understand the academic and personal experiences of our male students.
- **Barrier Analysis:** Map key points in the student journey where male students experience lower engagement or persistence.

The Task Force will provide oversight, monitor progress, and help align campus initiatives to meet the goals of the plan. The college will also leverage expanded staffing, including two new full-time Counselors and COI-aligned Student Success Specialists, to strengthen outreach and personalized support.

2. Strategies Across Instruction and Student Services

This action plan is structured across three phases over three years to build, scale, and sustain transformative change:

Year 1: Building Awareness and Infrastructure (2025-26)

- **Enrollment:** Review CCCApply to ensure application-required programs are clearly presented to prevent misdirection. Pilot one program to map the student journey, identify barriers, and streamline admissions/onboarding. Leverage Slate to automate workflows and enhance communication.
- **Math/English:** Provide professional development on equity-minded pedagogy for faculty; review tutoring access and peer support staffing to ensure equitable representation.
- **Persistence:** Administer a first semester needs survey for new male students and connect those not enrolled in support programs with services through trusted referrals.
- **Completion:** Use disaggregated program-level data to establish a baseline for how male students access services, including counseling, CSEPs, and tutoring.
- **Transfer:** Host exploratory panels with faculty, staff, and alumni to understand transfer challenges faced by male students and highlight successful pathways.

Year 2: Scaling and Institutionalizing (2026-27)

- **Enrollment:** Pilot streamlined onboarding application process for one program, gather feedback via surveys and focus groups, and refine based on results to improve clarity and satisfaction.
- **Math/English:** Increase access to academic supports through outreach and scheduling improvements.
- **Persistence:** Use Student Success Teams to provide ongoing connection and communication (including kudos) and document meaningful interactions.

- **Completion:** Develop a shared referral and tracking system across programs; explore technologies to monitor engagement.
- **Transfer:** Embed transfer workshops and planning into male-majority academic programs.

Year 3: Sustaining and Improving (2027-28)

- **Enrollment:** Expand the refined model to all application-required programs, standardize communication and processes across disciplines, and institutionalize continuous improvement to ensure clear, consistent enrollment processes
- **Math/English:** Continue to track and support participation in core academic supports.
- **Persistence:** Utilize data about the male student experience from surveys, focus groups, and interactions with Student Success Teams to develop a first semester protocol for supporting first-time male students.
- **Completion:** Expand faculty participation in mentoring and bridging foundational knowledge gaps related to male student challenges and engagement strategies.
- **Transfer:** Launch a multi-platform marketing campaign featuring former male students who successfully transferred, creating visible role models and reinforcing transfer as an attainable goal.

3. **Ongoing Evaluation, Support, and Success:** Butte College will annually disaggregate equity data by gender and track male student outcomes across all metrics. Progress will be reviewed with SEAPAC, and we will leverage student feedback and cross-campus collaboration to refine strategies. Success includes increased service use, CSEP completion, math and English completion, persistence, completion, and transfer rates for male students.

SECTION 12: STUDENT EDUCATION PLANS

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort = New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students*: To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to Title 5 Section 55532 for a list of possible exempt students*.

Comprehensive Student Education Plans = A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. ***(Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).***

Note: **The following is a newly proposed 2025 MIS definition for comprehensive education plans:** *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with Title 55524 Student Education Plans and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e., degree, certificate, transfer, apprenticeship).*

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	**#** of Students who Received a Comprehensive Ed Plan **by end of First Primary Term**	**%** of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Primary Term**	**#** of Students who Received a Comprehensive Ed Plan **by end of First Academic Year**	**%** of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan **by End of First Academic Year**
Fall 2022 Cohort (Comprehensive Ed Plan by 6/30/2023)	1910	502	26.3%	692	36.2%
Spring 2023 Cohort (Comprehensive Ed Plan by 12/31/2023)	337	88	26.1%	113	33.5%
Fall 2023 Cohort (Comprehensive Ed Plan by 6/30/2024)	2034	547	26.9%	710	34.9%
Spring 2024 Cohort (Comprehensive Ed Plan by 12/30/2024)	395	116	29.4%	135	34.2%

1. **Using local college data and the <u>CCCCO Percentage Point Gap Minus One (PPG-1)</u>, identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.**

Comprehensive Ed Plan Completed by end of First Term by New Students Fall 2022 - Spring 2024

Cohort	Gender	Cohort Size	Percent with CSEP	Other Student CSEP Percent	Percent Gap as PPG-1	Std Error	Student Gap	Statistical Significance
First Gen	All	2478	27.28	29.09	-1.81	1.05	-45	Significant
Undocumented	All	50	42	28.06	13.94	11.5	7	Significant
LGBTQ	All	308	31.49	27.98	3.51	3.46	11	Significant
Veterans	All	27	77.78	27.93	49.85	29.15	13	Significant
DSPS	All	281	39.15	27.55	11.6	4.52	33	Significant
Foster Youth	All	81	71.6	27.49	44.11	15.48	36	Significant
EOPS	All	321	96.57	23.53	73.04	10.51	234	Significant
Low Income	All	2639	33.12	22.76	10.36	1.24	273	Significant
NonBinary	All	148	26.35	28.25	-1.9	4.16	-3	Not Significant
Homeless	All	151	32.45	28.06	4.39	5.1	7	Not Significant

Cohort	Gender	Cohort Size	Percent with CSEP	Other Student CSEP Percent	Percent Gap as PPG-1	Std Error	Student Gap	Statistical Significance
White	M	1117	21.22	28.55	-7.33	1.21	-82	Significant
Hispanic / Latino	M	788	23.22	27.52	-4.3	1.59	-34	Significant
American Indian or Alaskan Native	M	35	8.57	26.93	-18.36	2.67	-6	Significant
Asian	M	109	38.53	26.52	12.01	7.14	13	Significant
Asian	F	121	42.98	26.37	16.61	7.57	20	Significant
White	F	1033	28.75	26.24	2.51	1.72	26	Significant
Hispanic / Latino	F	846	31.32	25.8	5.52	2.08	47	Significant
Two or More Races	M	137	23.36	26.9	-3.54	3.83	-5	Not Significant
Native Hawaiian or Other Pacific Islander	M	12	0	26.87	-26.87	100	-3	Not Significant
Unknown / Non-Respondent	X	7	0	26.84	-26.84	100	-2	Not Significant
White	X	78	24.36	26.84	-2.48	5.29	-2	Not Significant
American Indian or Alaskan Native	X	2	0	26.81	-26.81	100	-1	Not Significant
Asian	X	4	0	26.82	-26.82	100	-1	Not Significant
Native Hawaiian or Other Pacific Islander	F	2	50	26.79	23.21	66.6	0	Not Significant
American Indian or Alaskan Native	F	45	26.67	26.8	-0.13	7.64	0	Not Significant
Unknown / Non-Respondent	F	17	29.41	26.79	2.62	13.74	0	Not Significant
Black or African American	X	4	50	26.78	23.22	46.51	1	Not Significant
Two or More Races	X	9	44.44	26.76	17.68	28.71	2	Not Significant
Hispanic / Latino	X	29	37.93	26.73	11.2	13.62	3	Not Significant
Unknown / Non-Respondent	M	23	39.13	26.74	12.39	15.79	3	Not Significant
Black or African American	M	65	30.77	26.74	4.03	7.36	3	Not Significant
Two or More Races	F	150	28.67	26.73	1.94	4.51	3	Not Significant
Black or African American	F	43	37.21	26.7	10.51	10.97	5	Not Significant

Student Populations Experiencing Disproportionate Impact (DI) in Receiving a Comprehensive Education Plan (CSEP):

Based on Fall 2022 to Spring 2024 data and the CCCCO PPG-1 method, four student groups at Butte College are experiencing disproportionate impact (DI) in completing a CSEP by the end of their first primary term.

Disproportionately Impacted Populations (statistically significant):

- **American Indian/Alaska Native Male Students:**
  - 8.57% CSEP rate vs. 26.93% for all other students
  - Equity gap of -18.36%
  - 6 more students needed to close equity gap
- **White Male Students:**
  - 21.22% CSEP rate vs. 28.55% for all other students
  - Equity gap of -7.33%
  - 82 more students needed to close equity gap
- **Latino Males Students:**
  - 23.22% CSEP rate vs. 27.52% for all other students
  - Equity gap of -4.30%
  - 34 more students needed to close equity gap
- **First-Generation Students:**
  - 27.28% CSEP rate vs. 29.09% for all other students

- Equity gap of -1.81%
- 45 more students needed to close equity gap

Each of these groups demonstrated a statistically significant gap, confirming disproportionate impact in early educational planning.

Additional Groups to Monitor (not statistically significant):

- **Native Hawaiian/Pacific Islander (Males):**
  - Showed an equity gap of -26.87% but not statistically significant due to smaller cohort size
- **Two or More Races (Males):**
  - Showed an equity gap of -3.54% but not statistically significant due to smaller cohort size
- **Nonbinary and "Unknown":**
  - These groups also had equity gaps but lacked statistical significance due to small cohort size or high error margins.

High-Performing Populations (No DI):

- EOPS students (96.57% CSEP rate), Veterans (77.78% CSEP Rate), and Foster Youth (71.60% CSEP rate) had significantly higher-than-average CSEP rates, showing strong programmatic impact.
- Undocumented (42%), DSPS (39.15%), low income (33.12%), and LGBTQ (31.49%) students also exceeded the average and had statistically significant positive gaps, reflecting success in equity-focused practices.

Summary:
Disaggregated data highlights that American Indian/Alaska Native male students, White male students, Latino male students, and first-generation students are not receiving early CSEPs at equitable rates. These groups will be prioritized and equity efforts will continue to leverage successful models from the EOPS, Veterans Resource Center, and Inspiring Scholars programs while addressing identified gaps with intentional, data-informed strategies.

1. **Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.**

Key Strategies to Ensure Early CSEP Completion for DI Student Populations
To proactively close equity gaps in Comprehensive Student Education Plan (CSEP) completion for disproportionately impacted student populations, Butte College is implementing a range of structural changes and targeted initiatives to ensure timely access to education planning. The primary goal is to deliver CSEPs in the first semester, with a secondary goal of completion by the end of the first academic year:

1. **Case Management through Student Success Specialists**
   COI-based Student Success Specialists will provide dedicated case management for DI populations through their work with Student Success Teams and General Counseling. These staff members will track CSEP completion, conduct outreach, and assist with appointment scheduling and follow-through.

2. **Integrating CSEP Completion into First-Year Courses**
   To normalize early planning, Butte College is exploring the option of integrating counseling and CSEP development directly into high-enrollment foundational courses such as English 2. This will ensure that students, particularly those not immediately connected to a special program, receive a CSEP early in their journey.

3. **Community of Interest (COI) Counseling Integration**
   Each COI will have a designated counseling liaison to clarify support pathways and ensure students know whom to go to, including targeted outreach to white male students. CSEPs will be documented and aligned across programs.

4. **Targeted CSEP Events for DI Groups**
   Counseling services are now more closely integrated with SBE centers, and to increase early CSEP creation, Butte will host focused events and workshops for DI populations. These may be themed around specific identities or communities of interest and supported by assigned counselors and Student Success Teams.

5. **Disaggregate and Monitor CSEP Data Annually**
   Continue to disaggregate CSEP completion rates by race/ethnicity, gender, and special population status and by each counseling department to ensure interventions remain equity-focused and data-informed.

2. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure <u>all students</u> receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.

Key Strategies to Ensure All Students Receive a CSEP Early
Beyond targeted interventions for DI students, the college will implement the following broader strategies to ensure all students receive a comprehensive education plan early in their academic journey:

1. **Smart Plan Software Implementation**
   The college will adopt Smart Plan, a platform used by counselors to supports timely, goal-based, and accessible CSEPs. Smart Plan allows for placeholder courses and integrates with existing college systems, ensuring that students receive structured plans in collaboration with counselors that align with their academic and career goals, regardless of time-to-completion.

2. **New Scheduling System Implementation**
   To reduce barriers to access, Butte College will implement a new scheduling software system by the end of 2025–26. This tool will streamline appointment setting, particularly for first-gen and other students unfamiliar with college systems.

3. **Standardized CSEP Definition and Coding**
   The college will establish a consistent, college-wide definition and coding process for CSEPs across all counseling departments. This includes leveraging new scheduling software and the SMART Plan platform to ensure consistency, alignment with Vision-Aligned Reporting (VAR) requirements, and streamline student tracking and support.

4. **Coordinated Communication Plan for Application-Required Programs**
   In partnership with Application-Required Programs (e.g., Welding, Automotive, Public Safety Academies, etc…), Admissions & Records, and the Recruitment and Outreach Office, design and implement a clear, consistent pre-enrollment communication plan that will provide prospective application-required program students with timely information on program-specific requirements, matriculation steps, and waitlist procedures at the point of application.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

GUIDANCE: Education Code 78220 (a)(4) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. **Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.**

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or a to complete a baccalaureate degree. Vision 2030 asks us to consider "what access means when we lead with equity," centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice-impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have completed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.
As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in *Vision 2030: A Roadmap for California Community Colleges*.

GUIDED PATHWAYS
By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

To align Student Equity and Achievement (SEA) Program efforts with Butte College's Guided Pathways framework, the college is advancing integrated strategies designed to transform structures, center the student experience, and improve equitable outcomes in line with Vision 2030.

Counseling and Academic Pathways
The Counseling Department is transitioning from a generalist model to a Guided Pathways-aligned structure organized by Communities of Interest (COIs) and program-specific counseling. This model provides students with personalized, relevant guidance to clarify goals and enter pathways earlier. Complementing this shift, the college is implementing a Program Pathways Mapper, a public-facing tool that offers clear term-by-term course maps, connects programs to careers, and supports informed decision-making.

Dual Enrollment and Early Momentum
Butte College is redesigning dual enrollment with a students-first approach that emphasizes early momentum points, leading to stronger persistence and degree completion. Current GE and CTE dual enrollment offerings are being assessed to inform a strategic redesign that creates clearer postsecondary and career pathways. These efforts ensure that students begin college with early progress toward their transfer or workforce goals.

Student Success Teams and Holistic Support
Holistic supports remain central to Guided Pathways implementation. Student Success Teams continue to use data disaggregated by race, gender, and special population status to identify students in need of additional support. Proactive outreach, including milestone-based messaging campaigns, keeps students connected and engaged throughout the semester, while timely referrals link them to appropriate campus resources. These efforts focus on helping students achieve critical first-year outcomes, including math/English completion and persistence into the second term.

Professional Development and Cultural Change
The college is institutionalizing "Light to Inspire," an experiential professional development program that promotes a culture of belonging, dignity, and Universal Design for Learning (UDL)-based practices. By embedding this training into new faculty onboarding and sustaining it as an in-house program, Butte College is creating long-term cultural change in teaching and learning that strengthens the Guided Pathways framework.

STUDENT FINANCIAL AID ADMINISTRATION

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

In alignment with Vision 2030, the Butte College Financial Aid Office (FAO) is committed to a holistic, equity-driven strategy that increases FAFSA/CADAA completion and maximizes aid receipt. This approach integrates proactive outreach, targeted interventions, and cross-campus collaboration to support the entire student body, including disproportionately impacted (DI) populations.

Early Engagement and Access
The FAO embeds Financial Aid Specialists into student-facing support programs and provides flexible options for one-on-one appointments and FAFSA/CADAA help labs. Services are offered during day and evening hours, in-person and virtually, to support students balancing employment and family responsibilities. Completion of a financial aid application is encouraged as a standard step in the enrollment process for all students, including returning adult learners. Outreach is also available in Spanish to meet the language needs of DI populations.

Targeted Communication and Support
The FAO implements a multi-pronged communications plan that uses email, text, and the student portal to promote FAFSA/CADAA completion and renewal. Personalized follow-up is coordinated with equity-focused programs to assist students who have not applied for aid. Educational technologies, including chat and text-based AI tools, provide real-time guidance, reminders, and resources, ensuring students receive the information they need when they need it.

Comprehensive Aid and Resources
Butte College offers a wide range of financial supports, including federal and state aid programs such as Pell Grant, Cal Grant, Federal Work-Study, Student Success Completion Grant, and the California College Promise Grant. Institutional resources include emergency grants, textbook vouchers, and food assistance. Emergency aid is distributed quickly through the Roadrunner Hub (Basic Needs Center) to reduce barriers for students experiencing urgent needs. In addition, the FAO partners with ECMC Solutions to provide loan repayment support and financial education.

Continuous Improvement
The FAO regularly monitors FAFSA/CADAA completion and aid receipt data to evaluate effectiveness and guide continuous improvement. By integrating data-driven decision-making with equity-minded practices, the FAO ensures that financial aid resources are maximized to support student success, degree completion, and long-term economic mobility.

STUDENTS WITH DISABILITIES (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Butte College's DSPS program is actively working to align with Vision 2030 by increasing access, support, and equity for students with disabilities through a blend of strengthened data analysis, inclusive outreach, and intentional programming. As part of our 2025–26 equity-centered approach, DSPS will collaborate with the Office of Institutional Research to better understand the demographics of DSPS students and identify any sub-populations who may be underserved. These findings will inform the design of targeted outreach strategies that more effectively

engage students with disproportionate impact at the college.

Current outreach efforts include "Donuts with DSPS," a Welcome Week tabling campaign, and multiple events during Disability Awareness Month, including a student panel, a disability resource fair, and a campus-wide comedy event with a hard of hearing performer. Each of these events aim to foster belonging, normalize accessibility, and expand awareness of disability-related services. While DSPS regularly participates in transition fairs and hosts spring outreach visits to local high schools, capacity challenges require careful planning to ensure that growth in student interest can be matched by appropriate levels of service and support.

Looking ahead, DSPS will review data outcomes for persistence, English and math completion, completion, and transfer to uncover equity gaps within DSPS sub-populations. Where gaps exist, DSPS will develop responsive strategies to close them. In alignment with Vision 2030's focus on inclusive access and collaboration, DSPS will also connect with the Student Belonging and Empowerment (SBE) team to co-develop activities that bridge DSPS and other student populations. These cross-program efforts are designed to reduce stigma, foster peer connection, and ensure that students with disabilities feel seen, supported, and included in the broader campus community.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs
In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Butte College's EOPS and CalWORKs programs proactively support efforts to eliminate disproportionate impact through targeted, student-centered services aligned with the goals of the 2025–28 Student Equity Plan. Both programs deliver high-impact practices that address barriers experienced by disproportionately impacted populations, including low-income, first-generation, foster youth, and moving forward, under-represented men.

EOPS supports equity by offering personalized academic counseling, comprehensive educational planning, priority registration, and case management. Services are provided across multiple modalities (on campus, by phone, and virtually) ensuring accessibility for all students. The program includes embedded math tutoring, one-to-one support, progress monitoring, and interventions for students on academic notice. Wraparound services like book credits, grants, and equipment loans further mitigate financial barriers. EOPS also supports student skill development through academic workshops and seminars focused on time management, stress reduction, and transfer preparation.

EOPS fosters a culturally responsive environment through inclusive programming and support groups tailored for foster youth, single parents, and transfer-bound students. The program employs bilingual, bicultural staff and engages in ongoing professional development to sustain equitable, evidence-based practices. The CARE program, a component of EOPS, enhances services for single parents receiving TANF/CalWORKs with childcare grants, parenting groups, and meal and gas vouchers.

CalWORKs delivers individualized academic and career support including workshops on employment, scholarships, and academic planning. County case managers are embedded on campus to provide real-time support, and close coordination with county offices ensures students receive consistent, holistic assistance. CalWORKs also connects students to EOPS/CARE and community resources to address broad life challenges.

Looking ahead, EOPS will align its application with the equity populations identified in the 2025–28 SE Plan by spring 2026. Notably, current data shows 2/3 of EOPS students are female. In response, EOPS will implement a targeted outreach campaign to increase male student enrollment and develop new strategies focused on supporting male student success.

Together, these programs play a vital role in eliminating equity gaps and advancing institutional goals through

responsive, data-informed action.

NextUp/FOSTER YOUTH

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

The Inspiring Scholars Program at Butte College is committed to eliminating disproportionate impact among foster youth through targeted, data-informed, and equity-driven strategies aligned with the goals of the 2025–28 Student Equity Plan. Our interventions are outlined below.

1. **Maximizing financial aid**: all participants receive personalized support to ensure they access the Student Success Completion Grant for Foster Youth, Pell, Chafee, and other resources. Internally, staff stagger program grant disbursements across the semester to help students maintain financial stability, a key factor in persistence and completion.
2. **Improving male student outcomes**: we are prioritizing male participation in both recruitment and programming. Currently, only 32% of our participants are male. To address this gap, we are leveraging our High School Transition Grant to focus outreach on high school males, highlighting the financial and long-term benefits of college and incorporating this message into orientations and transition events. This work is paired with an intentional shift from promoting certificate-only pathways to emphasizing degree attainment, increasing students' long-term educational and career mobility, including transfer to institutions like Chico State.
3. **Addressing early attrition and course withdrawal:** we are identifying students at risk of not persisting, particularly those who receive a “W” grade, and following up through a coordinated text and phone campaign. These students are then connected to direct support, including peer mentoring. Our Peer Mentoring Program pairs newer students with more experienced students, who are paid to provide weekly check-ins and monthly in-person meet-ups to build consistent, affirming relationships.
4. **Academic success in math and English completion**: Program staff take Statistics courses to better support students, ensuring culturally responsive and relevant assistance. At the end of each term, students who pass at least one class with a C or better receive an end-of-semester recognition with affirming messages to celebrate progress and effort, building self-efficacy and a sense of belonging.

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Although Veteran students at Butte College are not currently experiencing disproportionate impact (DI) in any the five equity metrics, the Veterans Resource Center (VRC) remains committed to proactive, equity-minded support aligned with the goals of the 2025-28 Student Equity Plan. Historically, Veterans have faced equity gaps in math/English completion and transfer. The VRC will continue to proactively address these areas to ensure equitable outcomes.

Veterans are required to complete a Comprehensive Student Education Plan (CSEP) in their first semester to maintain VA benefits. To ensure timely completion, Butte College employs a full-time Veterans Counselor dedicated to academic planning and early guidance. Data shows that although Veteran students achieve higher course success rates than their peers, they enroll in transfer-level math/English at lower rates during their first and second semesters. To address this, the Veterans Counselor will emphasize the importance of early math/English enrollment, connect students with tutoring services, and share available resources, such as loaner laptops and

graphing calculators.

Recognizing the importance of career alignment for Veterans transitioning into college, the VRC will partner with the Career Center to embed career exploration and assessment into their onboarding checklist. This checklist will also include a reminder to complete the FAFSA, as many Veterans do not apply due to their GI Bill eligibility despite often qualifying for additional financial aid.

Upcoming changes to Credit for Prior Learning (CPL) will benefit Veterans by granting credit for military training in areas such as Fire Science, Automotive, and Cybersecurity, accelerating time to degree and improving completion rates. Finally, the VRC staff will help faculty and staff better understand and support student Veterans by offering flex workshops, including Veteran student panels, to promote military cultural competency across the campus community.

Through these strategies, the VRC will ensure that Veteran students remain well supported, build strong academic and career pathways, and continue to achieve success without the emergence of new equity gaps.

JUSTICE-INVOLVED and JUSTICE-IMPACTED STUDENTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

To support justice-involved and justice-impacted students, particularly those from disproportionately impacted populations, Butte College will implement a comprehensive set of strategies through the Rising Scholars Program Workplan (2025–2028). These initiatives include structural changes, targeted outreach, service enhancements, and ongoing evaluation designed to increase access, equity, and student success.

Key structural strategies include expanding on-site counseling and student services at the Butte County Sheriff's Office Day Reporting Center, Butte County Jail, and local community agencies. Two counseling sessions per semester will be offered, with students receiving priority registration. Regular data tracking will inform continuous improvement of these efforts.

We will also collaborate with Butte County Jail to launch in-facility instruction, including short-term certificates, GED prep, and foundational courses. Faculty will receive specialized training, and instructional resources will be allocated to support secure delivery starting Spring 2027.

We will also enhance access to community resources by forming partnerships with housing, mental health, and employment providers. Workshops and resource guides will connect students to critical support systems, with outcomes tracked to inform program adjustments. To increase enrollment in Career Technical Education (CTE) pathways, we will align programs with labor market demands, conduct CTE workshops, and build pipelines with inclusive employers. Peer mentoring through the Rising Scholars Club will support retention and persistence.

Finally, professional development for staff will focus on trauma-informed care, equity, and best practices for working with justice-impacted populations. Trainings will be held each semester, supported by expert consultants and evaluation tools.

Together, these coordinated strategies will provide meaningful educational access, foster equity, and support successful reentry and academic progress for justice -involved and justice-impacted students.

LOW-INCOME ADULTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

To improve access and success for low-income adult learners, especially those from disproportionately impacted (DI) populations identified in the 2025-28 Student Equity Plan, Butte College is implementing a coordinated set of high-impact strategies.

EOPS supports low-income students who also belong to DI groups. In 2024–25, EOPS served 813 students, with plans to grow to 1,000 in the next two years. The program removes financial and technological barriers by providing laptops, hotspots, calculators, and a $400 textbook credit to support academic success.

MESA serves first-generation, low-income students in transfer-bound STEM majors. Strategies include a Calculus Boot Camp and Week Zero, both offering students financial incentives for early preparation. MESA also offers a computer lab with 3D modeling software, a lending library for STEM materials, and is launching an Academic Excellence Workshop Program with incentives for students attending at least 60% of sessions. The Summer Undergraduate Research Internship Program places students in paid roles in industry and labs to build experience and income support.

CASA (Center for Access, Success, and Achievement), funded by a Title V grant, serves Hispanic and low-income students, especially first-year learners. CASA supports 178 students and is expanding to 300. Students receive case management through two Student Success Specialists, including two required coaching sessions each semester. CASA recently hired seven peer mentors for 2025–26 and offers a dedicated space with a computer lab, study area, printing, and access to Success Specialists. CASA hosts academic and social workshops, collaborates with MESA on Week Zero, and leads Summer Jam for Reg2Go seniors to provide onboarding, financial aid guidance, and academic advising.

Financial Aid will continue targeted outreach and application support for FAFSA and CADAA filers, communicate timely about aid eligibility, and provide in-person help through embedded Financial Aid Specialists aligned with each student's academic pathway. Support includes one-on-one help with appeals, emergency aid referrals, and improved degree audit alignment to ensure continued eligibility.

Together, these initiatives offer a coordinated, equity-centered support system that reduces barriers, promotes engagement, and advances academic completion for low-income, first-generation, and disproportionately impacted students.

CREDIT FOR PRIOR LEARNING

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

To support the equitable expansion of Credit for Prior Learning (CPL), Butte College has created a CPL Taskforce responsible for implementing a comprehensive set of structural changes, initiatives, and action steps designed to make CPL more accessible, transparent, and beneficial for disproportionately impacted student populations, including veterans, adult learners, and first-generation students. These efforts align with Title 5 § 55050 and Vision 2030's Strategic Direction 2: Equitable Workforce and Economic Development.

Key strategies include the revision of Administrative Procedure (AP) 4235 to clearly define eligibility, modes of CPL, grading policies, and transcription procedures. The updated AP eliminates unnecessary barriers by waiving enrollment and assessment fees and by outlining a detailed, student-facing CPL process that provides multiple avenues for earning credit (e.g., standardized exams, military service/training, industry credentials, portfolios, and high school articulation).

To operationalize this process, Butte College is launching a Softdocs-based CPL Petition form that students can access online. This new system automates workflow routing based on a student's education plan and connects

requests to the appropriate department for review. It replaces the current counselor-mediated process, reducing gatekeeping and increasing access for students from underserved backgrounds.

A public-facing CPL webpage will also be launched to provide clear guidance on available CPL options, articulation agreements, and petition instructions. CPL articulations will be updated annually, and faculty are encouraged to identify eligible courses using equity-minded practices. The college will also expand outreach to veterans and students with prior work experience through improved guidance and referrals at the time of education plan development.

To ensure consistency and support, the CPL Taskforce has proposed assigning a CPL Coordinator (with 20% reassigned time) to oversee the workflow, guide faculty, maintain the website, and ensure timely evaluations. Faculty will be compensated for time-intensive evaluations through stipends or possible integration into noncredit, skills-based courses.

Finally, the CPL Taskforce will continue into the 25-26 academic year to finalize implementation, expand faculty training, track outcomes disaggregated by race/ethnicity, and institutionalize an equitable and sustainable CPL process.

DUAL ENROLLMENT

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - ***Vision 2030: A Roadmap for California Community Colleges (page 2)***

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Butte College is rapidly expanding its dual enrollment program to ensure all high school students, especially those from disproportionately impacted (DI) populations, have access to early college opportunities that lead to transfer, career, or apprenticeship pathways. In 2024–25, the college offered 185 dual enrollment courses across 21 local high schools, with over 215 already scheduled for 2025–26. Growth is supported by the addition of a second Dual Enrollment Specialist, enabling deeper partnership with high schools to support student enrollment and alignment of course and pathway offerings with workforce needs and student interest.

To reduce access barriers, Butte College plans to utilize the simplified dual enrollment application that promises to be mobile-friendly and completed within 15 minutes. Expanding collaboration with both the Butte and Glenn County Offices of Education will also help reach more students from diverse backgrounds. While instructor minimum qualifications remain a constraint, increased demand, especially for high-interest areas like computer science, continues to drive efforts to diversify and expand course offerings.

To promote equity, Butte College is implementing structural strategies aimed at closing access and success gaps. The college developed a dual enrollment data dashboard that disaggregates enrollment, course success, unit accumulation, and participation rates by grade level, race, and gender. Historically, this analysis revealed that Native American and Black/African American students have equity gaps in participation rates while Hispanic students have been over-represented in dual enrollment courses compared to their overall population at some high schools. This data will be analyzed annually to identify DI populations and to guide improvement efforts wherever equity gaps are found.

The college will also utilize the Dual Enrollment Access Gap analysis tool to identify enrollment equity gaps at both the high school and course levels. Equity analyses from this tool and the college's dashboard will inform one-page data snapshots. These snapshots will highlight course offerings, enrollment numbers, and disaggregated enrollment and outcomes data to support targeted equity discussions and pathway alignment with both K-12 and college leaders. Additionally, course-level snapshots will be developed to help site leaders assess progress and

refine offerings to support DI students in reaching certificate or degree milestones.

STRONG WORKFORCE PROGRAM/PERKINS

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - *Vision 2030: A Roadmap for California Community Colleges (pages 8 and 12)*

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

To advance *Vision 2030 Goal 1: Equity in Success* and the system-wide strategic direction of *Equitable Workforce and Economic Development*, our college will coordinate the Strong Workforce Program (SWP) and Perkins V Program with the Student Equity and Achievement (SEA) Program through an integrated, equity-centered approach to increase the number of student, particularly those from disproportionately impacted population, who earn a living wage through high-quality Career and Technical Education (CTE) programs.

Our coordinated efforts will focus on improving CTE student outcomes across Perkins V Core Indicators, including postsecondary retention and placement (Core 1), earned postsecondary credentials (Core 2), nontraditional program enrollment (Core 3), and employment (Core 4). Special populations as defined by Perkins (including individuals with disabilities, economically disadvantaged individuals, single parents, English learners, and students from foster care or military families) will be directly supported through targeted advising, wraparound services, and improved access to high-wage, high-skill pathways.

Through SWP, we will invest in "*MORE & BETTER CTE"* by aligning instruction, processes, and the student experience to meet labor market demand. Our focus is on expanding equitable access to high-demand fields, particularly for students underrepresented in non-traditional careers. The SEA Program will support additional cultural and academic activities, including intrusive advising, equity-minded faculty professional development, and retention strategies such as cohort-based learning and Student Success Teams within the Guided Pathways framework.

Informed by data disaggregated by race, gender, and special populations, our interventions will be tailored to close equity gaps in completion and employment outcomes. For example, the college has hired a program administrator to close equity gaps in recruitment and retention in industrial technologies and has purchased simulators and equipment to accommodate a more diverse student group. Through regional collaboration led by North Far North Regional Consortium, our college will contribute to shared Vision 2030-aligned goals: increasing equitable completion, enhancing employer responsiveness, and improving workforce training coordination. Employer-engagement staff, expanded digital tools, and district-level outreach will ensure that CTE programs remain relevant and connected to living-wage opportunities.

EVIDENCE
B2b: 2022-2025 SE Plan

Butte College

Butte College
Student Equity Plan
2022-25



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Executive Summary

Introduction

Butte College's 2022-25 Student Equity Plan foregrounds racial equity, the use of equity-minded data and inquiry processes, and institutional responsibility for changing policies, practices, and cultures that result in inequitable outcomes for our racially minoritized and other historically under-served student groups. At the college and in this plan, equity means that we are intentional about identifying and addressing the systemic conditions that create disparities in experiences and outcomes for students of color and that we will work to distribute resources to support the success of impacted student groups. Having an "equity-minded" approach to closing equity gaps means that we as an institution are willing to inform ourselves about the history of race and racism, assess our own assumptions about race, and take responsibility for the success of historically under-served and racially minoritized student groups. It means accepting that inequitable outcomes are a problem of institutional performance and committing to changing the institution to better meet the needs of impacted student groups, particularly students of color. Butte College is ready to engage in this critical work because our students of color and other historically under-served groups have waited too long for liberation from the structures, policies, and cultures that have held them back from achieving their educational goals.

Equity for our students cannot be achieved by the work of one department alone or even within specific programs that offer support to ensure a student's success; equity is the responsibility of each person who works at the college. Equity-minded employees accept that race and racism are endemic in higher education, and they continually assess how racialization shows up in their own classrooms, curriculum, practices, and workplaces because racial and other equity gaps are unlikely to be closed by using solutions that are not informed by understanding why equity gaps in outcomes are occurring in the first place. Each of us has the responsibility to engage in an iterative process of understanding how our practices contribute to inequitable outcomes for our students despite our best intentions. As W.E. Deming reminds us, "every system is perfectly designed to the get the results that it gets." The goal for this 2022-25 Student Equity Plan is to serve as a guide to help us redesign our system/college to get different results—results that include equitable experiences and outcomes for our racially minoritized and other under-served student groups.

Race Consciousness in the 2022-25 Student Equity Plan Development

Considering the research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

The murder of George Floyd and the subsequent "Call to Action" by Chancellor Eloy Oakley in 2020 catalyzed the California Community College system to confront and combat racism, anti-blackness, and white supremacy. At Butte College, the urgency to address these issues led us to acknowledge that racial inequities are an outcome of policies, practices, and cultures that are presumed to be race-neutral and to develop a number of race-specific strategies to combat long-standing systemic inequities that disproportionately affect students of color. These included the development of the following: an Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Officer position, a Native American Retention Specialist position, a Puente Program, an Umoja Program, increased professional development offerings focused on race/racism/anti-blackness/white supremacy, and increased support for programs and centers that specifically support the success of racially minoritized and other historically under-served student groups.

The addition of these race-specific personnel, programs, and professional learning opportunities during the last SE Plan cycle gives us more institutional capacity to do the work of achieving equity in outcomes for racially minoritized students. Moving forward, the goal is to leverage these positions and programs to focus on institutional reforms that support racial equity for students while not abandoning those student-focused initiatives that provide increased opportunities for students of color to connect and thrive at the college. The goal for professional development is to support faculty and staff in acknowledging that their current policies and practices have often not been designed to produce racial equity and that they therefore must be reconsidered and revised in order to do so.

Institutional Initiatives and Resources to Close Equity Gaps

Butte College is committed to the following six institution-wide initiatives to close equity gaps for our students of color and other under-served student groups within the three-year timeframe of this plan:

1. Implement equity-minded data use in decision-making processes and incorporate the use of inquiry to remediate practices, policies, and cultures that create inequitable outcomes for our students of color. In order for our 2022-25 Student Equity Plan to be a tool of racial equity, all college employees including faculty, staff, and administrators must be engaged in routinized processes of inquiry to identify root causes that are contributing to racial inequities. The Student Equity and Achievement (SEA) Director will work with Institutional Research, Instruction, and Student Services to develop a routinized process whereby all practitioners have access to and are expected to annually examine student data disaggregated by race, gender, and special population status at the college and departmental levels. This will habituate the college to analyzing data and engaging in inquiry to identify and address obstacles to equity and inclusion in all areas of the college on an on-going basis. In addition, the Faculty Alliance for Inquiry and Research (FAIR) Classrooms Program will continue to provide an opportunity for individual faculty to confidentially access classroom-level data about how different groups of students are performing in their specific courses and to learn about equity-mindedness and culturally-responsive teaching practices to remediate inequities.
   Student Equity and Achievement (SEA) Resource Allocation: $146,368
2. Provide professional development for faculty, Classified staff, Management/Supervisory/Confidential (MSC) staff, and the Board of Trustees around anti-racism, white supremacy, unconscious bias, macro/micro-aggressions, deficit thinking, and how to best support racially minoritized and other under-served student populations. Professional development in these areas is the primary way to achieve cultural change and improve classroom climates by adopting anti-racist classroom practices and curriculum. Opportunities include the Cultural Awareness Community of Practice workshop series, Diversity Academy, Equity Conference Funding, Faculty/Staff Affinity Group Support, FAIR Classrooms, *Me and White Supremacy* book groups, Safe Zone training, monthly USC Racial Equity Alliance trainings, and professional development for the English and math departments around AB 705 implementation.
   SEA Resource Allocation: $237,000
3. Strengthen existing equity-minded student supports and services for racially minoritized and other historically under-served student groups and annually evaluate their effectiveness. These supports and services include the staff and operating budgets for the Culture and Community Center, Inspiring Scholars Foster Youth Support Program, Math Engineering Science Achievement (MESA), Native American Center, Puente, Queer Resource Center, Student Success Services, Umoja, UndocuCenter, and the Veterans Center. Also included here are programs/events specifically designed for the retention and success of our racially minoritized students like the annual Bienvenida, identity-based welcome events, Women of Color event, Men of Color Initiative, Queers of Color event, Students of Color Retreat, identity-based club support, and identity-based graduation celebrations. Our racially minoritized students have reported in focus groups that these events are what made them feel valued and welcomed on campus and improved their overall sense of belonging, retention rates, and academic success.
   SEA Resource Allocation: $1,505,374 (includes personnel, program, and event costs)
4. Focus on Butte College's HSI designation by increasing the visibility and reputation of Butte College as an HSI to the communities we serve and creating a campus culture where all faculty, administration, and staff are aware of and dedicated to fostering our HSI designation. This will

include recognizing our HSI status in our Mission Statement and celebrating our HSI status on our webpage and promotional materials.
SEA Resource Allocation: $15,000

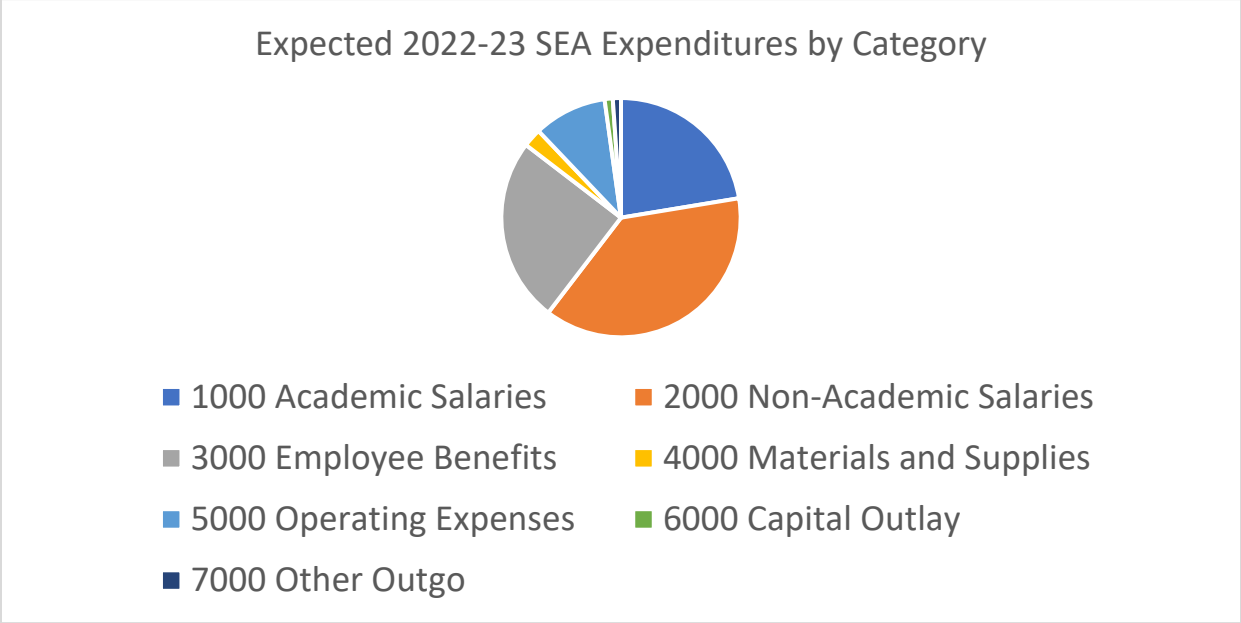
5. Implement equity-minded hiring policies and practices, onboarding programs with an EDI lens, retention strategies for employees of color, and evaluation processes with an EDI lens for all employees.
   SEA Resource Allocation: $0
6. Implement Dash for Success (Guided Pathways) with an EDI lens.
   SEA Resource Allocation: $0

Detailed Accounting of Intended Funding for 2022-2023

The 2022-23 spending projections below include funds from our current year allocation and some carryover funds from 2021-22.

Expected 2022-23 SEA Expenditures by Department	
Admissions and Records (A&R)	3.4%
Career and Academic Assessment Center	4.1%
Center for Academic Success (CAS)	5.6%
Child Development Center (CDC)	0.8%
Counseling	23.4%
Dean of Enrollment	8.0%
Dean of Students	0.6%
Diversity Committee	0.8%
English	0.3%
English as a Second Language (ESL)	1.3%
Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Office	7.2%
Inspiring Scholars	2.1%
Institutional Research (IR)	2.3%
Library	0.9%
Math	0.6%
MESA	2.0%
Multicultural Programs and Services	14.7%
Orientation	2.2%
Student Equity and Achievement (SEA) Program	4.0%
Student Success Services (SSS)	4.7%
Support Center	1.4%
Veterans Services	1.2%
Vice President of Student Services	1.0%
Welcome Center	7.4%
Total	**100.0%**

Expected 2022-23 SEA Expenditures by Category	
1000 Academic Salaries	22.4%
2000 Non-Academic Salaries	38.0%
3000 Employee Benefits	25.0%
4000 Materials and Supplies	2.5%
5000 Operating Expenses	9.9%
6000 Capital Outlay	1.1%
7000 Other Outgo	1.1%
Total	**100.0%**



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2019-22 Student Equity Plan Reflection

Key Initiatives/Projects/Activities

Summarize the key initiatives/projects/activities that supported student equity at your institution across all areas of the college in 2019-22.

There are four primary areas of the college that have had institution-wide impacts on student equity at Butte College from 2019-22: new race-focused personnel, professional development around issues of racism and oppression, specific programs that support students of color and special population groups, and AB 705 implementation.

The college hired two critical race-focused positions in 2021-22: The Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Officer and the Native American Retention Specialist. The IDEA Officer reports directly to the college President and is responsible for providing leadership in the college's efforts to combat racism, increase diversity, eliminate equity gaps, and ensure an inclusive learning environment for all students, faculty, and staff. The Native American Retention Specialist develops, implements, and evaluates activities designed to increase Native American student retention, completion, and transfer.

The college has also provided on-going professional development for faculty, staff, and students around issues of race and racism. These offerings include, but are not limited to, the following:

- Mandatory, monthly Student Services anti-racism trainings in 2020-21
- Cultural Awareness Community of Practice workshop series
- Diversity Academy
- Equity Conference Funding
- Faculty/Staff Affinity Group Support
- FAIR Classrooms
- HSI focus in Spring 2022 (Dr. Gina Garcia, book group, Diversity Speaker Series, ESCALA)
- *Me and White Supremacy* book groups
- Safe Zone training
- USC Racial Equity Alliance monthly trainings

Additionally, the college has provided SEA resources for new and existing programs whose primary purpose is to support under-served student populations with the goal of eliminating equity gaps. These programs include the following:

- Culture and Community Center
- Inspiring Scholars Foster Youth Support Program
- MESA
- Puente
- Queer Resource Center
- Student Success Services
- Umoja
- UndocuCenter
- Veterans Center

Finally, the college wants to acknowledge the huge impacts of AB 705 implementation on student success overall. The college's focus on supporting students to complete transfer-level math in the first year has dramatically increased student throughput as transfer-level math completion rates improved

from 33% in 201718 to 53% in 2020-21. English completion rates also improved from 60% in 2017-18 to 63% in 2020-21. The professional development for English and math faculty has helped create huge shifts in course structures and student supports. Equity gaps continue to persist for Black/African American, Native American, and Latinx students; the goal is to close those gaps by the end of this SE planning cycle in 2025.

Evidence of Decreased Disproportionate Impact from 2019-22 SE Plan

How do you know these initiatives/projects/activities decreased disproportionate impact?

The chart below provides Chancellor's Office data on the equity gaps identified in the 2019-22 Student Equity Plan and an analysis of progress to date for the student populations identified in that plan. Of the 26 identified populations with equity gaps, 10 showed positive progress, 11 had widened gaps, and there was a lack of data available for 5 populations.

Metric	Student Populations with DI in 2019-22 SE Plan	Gap Difference	Gap Progress
Successful Enrollment			
	African American Students	Decreased 4.1%	Positive Progress Shown
	Veteran Female Students	Not Available	Not Available
	Filipino Female Students	Decreased 2.6%	Positive Progress Shown
	Foster Youth Students	Not Available	Not Available
	Female Students Registered at DSPS	Not Available	Not Available
	Native American Female Students	Increased 5.6%	Gap Widened
	Asian Students	Increased 1.7%	Gap Widened
Fall to Spring Retention			
	African American Male Students	Increased 7.5%	Gap Widened
	Native American Students	Increased 8.4%	Gap Widened
	White Male Students	Increased 4.0%	Gap Widened
Completion of Transfer-Level Math and English			
	African American Students	Decreased 4.1%	Positive Progress Shown
	Native American Female Students	Decreased 6.1%	Positive Progress Shown
	Foster Youth Students	Increased .5%	Gap Widened
	Students Registered at DSPS	Decreased 6.8%	Positive Progress Shown
	Economically Disadvantaged Male Students	Decreased 2.5%	Positive Progress Shown
	Hispanic Male Students	Increased 5.3%	Gap Widened
Transfer			
	Veteran Students	Increased 6.7%	Gap Widened
	LGBT Male Students	Not Available	Not Available
	Students Registered at DSPS	Decreased .6%	Positive Progress Shown
	Native American Female Students	Increased 12.4%	Gap Widened
	Multi-Ethnic Male Students	Decreased 21.5%	Positive Progress Shown
	Foster Youth Female Students	Decreased 13.8%	Positive Progress Shown

	Native Hawaiian/Pacific Islander Female Students	Decreased 30.7%	Positive Progress Shown
Completion of Vision for Success Goal			
	Native American Female Students	Increased 8.8%	Gap Widened
	Multi-Ethnic Female Students	Increased 7.2%	Gap Widened
	LGBT Students	Not Available	Not Available

It is difficult to know at this point why some populations had positive progress toward closing equity gaps and why some gaps have widened. It is also difficult to know which of our institutional efforts contributed to eliminating some groups' disproportionate impact/equity gaps for several reasons:

1) The negative impact of the Camp Fire in 2018 and the pandemic in 2020 on overall student outcomes and experiences cannot be understated. For example, according to our local annual equity dashboards that analyze all students disaggregated by race, our overall student retention rate went from 72.4% in 2019-20 to 66.2% in 2020-21 to 61.8% in 2021-22. In that same timeframe, retention rate gaps for Native American students, Latinx students, and Pacific Islander students have decreased. Was this because our equity initiatives are working (great news) or is it because the population of students with these identities have gotten small enough due to these catastrophes that the equity gaps can't reach beyond the margins of error to determine they have disproportionate impact (bad news)? The devastating impacts of the Camp Fire and the pandemic on student outcomes generally makes it very challenging to determine how effective our efforts toward creating a more equitable campus for our racially minoritized and special population students have been.
2) Several of the personnel and programs to support our student populations with equity gaps are new to the college. For example, the IDEA Officer, Native American Retention Specialist, Umoja Program, and Puente Program were all onboarded in 2021-22. It will take some time to evaluate their impact on the campus climate and on student outcomes. The fact that the Chancellor's Office equity data is from 2016-17 for transfer, 2017-18 for completion, 2019-20 for retention, and 2020-21 for enrollment and English/math completion means that we are not yet able to evaluate whether or not many of our interventions have worked or are working, and in some cases, it will be years before we can measure the impacts of this year's efforts.
3) The college is providing a lot of programs and activities for students and many students take advantage of more than one to ensure their success. It is impossible to establish a causal relationship between improved student outcomes and participation in a particular program and is even more difficult to know what's working and not working when students take advantage of multiple support programs and activities.
4) The college needs to implement a more consistent, rigorous SEA evaluation process to determine which programs, activities, and personnel are improving student experiences and outcomes, especially for our racially minoritized students. This will take a greater commitment on the part of the SEA Director, SEA Advisory Committee, the IR Office, and managers in many departments. An inquiry team will be established to assess the effectiveness of SEA-funded supports through a racial equity lens. The inquiry team will be trained on the principles of equity-mindedness and on key methods of inquiry to systematically evaluate all services, activities, structures, and staffing that are supported with SEA funding.

2022-25 Planning Efforts

Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25.

Our 2019-22 student equity plan cycle has greatly informed our planning efforts for 2022-25. First, the 2022-25 SE Plan is much more focused on race-based supports to close equity gaps for our Asian, Black/African American, Latinx, Native American, Pacific Islander, and Multi-Ethnic students. Our institution-wide efforts in the 2022-25 SE Plan on behalf of our students of color that were initiated during our last planning cycle include the following:

- District Mission and Values updates directed toward race-consciousness
- Professional development to understand and better support the students we serve
- More celebration of our HSI status accompanied by more support for our Latinx students
- Guided Pathways (GP) implementation with an equity, diversity, and inclusion (EDI) lens
- Hiring, onboarding, and evaluating employees with an EDI lens
- Identity-based affinity groups for faculty/staff to support equitable experiences and outcomes for employees, create connection, and ensure that employees of color and employees from historically marginalized groups experience more engagement and a sense belonging

Second, after the devastation caused by Camp Fire in 2018 and the severe impact the pandemic continues to have on our students and the communities they come from, we recognize that we must be flexible and respond to student needs in an emergent way. Our racially minoritized students recently told us in focus groups that they often feel alienated culturally from the college and that they need more ways to connect with each other, with their faculty, with their cultures on campus. We therefore plan to provide equity-focused programs and events specifically for students of color to improve their experiences and outcomes, including the following:

- Decolonize! Week
- Diversity Speaker Series
- Diversity Informational Campaign
- Identity-based graduation celebrations
- Identity-based club support
- Identity-based welcome receptions including Bienvenida
- Men of Color Event
- Queers of Color Event
- Roadrunner Rush
- Students of Color Retreat
- Summer Bridge
- Women of Color Event

Pandemic Acknowledgement

Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above.

- ☒ Interrupted Work Fully
- ☒ Catalyzed Work
- ☒ Delayed Work

Butte College had two compounding catastrophes that drastically changed our student population, our priorities, and our way of serving students: the 2018 Camp Fire and the 2020-21 pandemic. The college and surrounding communities were devastated by the Camp Fire in fall 2018. This disaster certainly interrupted our work, the frequent power shutoffs that followed in 2019 certainly delayed our work, and the pandemic in 2020-21 has catalyzed our work. Throughout these past few years, faculty and staff worked tirelessly through their own grief and trauma to support students.

Like every other college, we worked hard to transition all instruction and student services to remote, online modalities in spring 2020 and to help students access their courses and support services remotely. We developed a plan and reached out to each and every student by phone who was either not passing a class or had "disappeared" from a class to offer encouragement and resources to get them back on track during that spring semester. We surveyed students about their most immediate needs as we transitioned to a remote environment and we addressed those needs as best as we could under the circumstances.

In terms of equity work, we were able to transition professional development opportunities to online modalities and focused our efforts in 2020-21 on anti-racism trainings for staff and faculty, and we were also able to plan for new race-focused personnel and programs to begin in 2021-22. A primary area of struggle during the pandemic for most of the programs that support racially minoritized and special population students was student engagement in activities outside the classroom. We know that the pandemic disproportionately affected communities of color, and our students were no exception as they necessarily prioritized their families' well-being and their coursework over everything else. Many students were unable to take advantage of opportunities to connect with others and build a sense of community in the remote environment. Our centers including the Culture and Community Center, the Queer Resource Center, and Inspiring Scholars offered several student-focused virtual events each month, yet only a few students would attend. Identity-based club attendance was also down significantly during the pandemic. This no doubt affected outcomes for racially minoritized and special population students who were already feeling disconnected before these crises.

Students Experiencing Disproportionate Impact

Methodology

The data used to determine disproportionate impact in this plan was provided by the Chancellor's Office in spring 2022 and focuses on outcomes for first-time only students using the Percentage Point Gap (PPG) Minus 1 method. The PPG Minus 1 method compares the outcomes of a disaggregated subgroup to a reference group that includes all other students minus the disaggregated subgroup itself (e.g., compares the retention rate of Hispanic students to the retention rate of all non-Hispanic students). The percentage point gap minus one is calculated as follows:

PPG-1 = (% of subgroup) − (% of all other student groups)

The "Percentage Point Gap Minus 1" method updates the original Percentage Point Gap (PPG) method to increase the sensitivity of the PPG method to detect instances of disproportionate impact where a student group potentially experiencing disproportionate impact (DI) comprises a substantial proportion of the overall student body. This adjustment removes the influence of the group's own performance on the overall comparison rate, improving the accuracy for detecting cases of disproportionate impact for groups that might make up a sizable proportion of a college.

The detection of disproportionate impact (DI) in the PPG-1 method employs a threshold or margin of error (E) that is adjusted by the sample size (n) or cohort size of the subgroup 2, as well as sample proportion ($\hat{p}$) or outcome rate of subgroup. The margin of error can be calculated based on a 95% confidence level, and the given sample size (n). As the sample size gets smaller, the margin of error increases – i.e., the larger the observed difference in outcomes needs to be in order to be confident that the difference observed between the outcomes for a subgroup of students are different from the outcomes of all other students.

Using the PPG -1 method with a margin of error, an Institutional Researcher and the SEA Director identified the five student populations with the largest equity gaps in each of five metrics: successful enrollment, completion of transfer-level math and English in one year, retention from primary term to secondary term, completion, and transfer. The PPG-1 data sets were provided to metric teams at the Summer 2022 Student Equity Planning Retreat, and the teams worked together to identify which specific student populations to focus on in the 2022-25 Student Equity Plan. The chart on the following page indicates which student groups were selected based on the data presented and the discussions within each metric group.

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

Student Population	Successful Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Current or former foster youth	☐	☐	☒	☐	☐
Students with disabilities	☐	☐	☐	☐	☐
Low-income students	☐	☐	☐	☒	☐
Veterans	☐	☐	☐	☐	☐
American Indian or Alaska Native	☐	☒	☐	☒	☒
Asian	☒	☐	☐	☐	☐
Black or African American	☒	☒	☒	☐	☐
Hispanic or Latino/a/x	☐	☒	☐	☒	☐
Native Hawaiian or other Pacific Islander	☐	☐	☐	☐	☒
Filipino	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐
Some other race	☐	☐	☐	☐	☐
More than one race/Multi-Ethnic	☐	☐	☐	☐	☒
First Generation	☐	☐	☒	☐	☐
Homeless students	☐	☐	☐	☐	☐
LGBTQIA2S+	☐	☐	☐	☒	☐
Other (Add population)	☐	☐	☐	☐	☐

Metrics

Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact: Asian Female Students

Outcome Goals for Asian Female Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase enrollment of Asian Female Students by 4% over the 2020-21 rate of 42.1%
Year 2 (2023-24)	Increase enrollment of Asian Female Students by 8% over 2020-21 rate of 42.1%
Year 3 (2024-25)	Increase enrollment of Asian Female Students by 12% over 2020-21 rate of 42.1%

STRUCTURE EVALUATION

Current Structure:
Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?
Currently, Chancellor's Office data indicates that Asian female applicants have a 12.2% gap from the overall enrollment rate for all other students. Our current structure is not designed to track and communicate with applicant groups who have disproportionate impact (DI) in successfully enrolling in the college. We also don't share enrollment successes or challenges by DI population with our matriculation team or the Matriculation Committee. We review aggregate data instead of disaggregating the data by race, gender, and special population status, which would allow us to intentionally aid specific groups of students with the enrollment process and educate student groups with DI on programs and services they may find beneficial once they enroll in courses.

Additionally, the college does not currently do targeted outreach to students with DI who have completed an application but haven't progressed through the matriculation process to enrollment. We therefore miss an opportunity to connect our Asian students during the enrollment process to relevant services, clubs, support programs, and staff/faculty that can support students' sense of belonging and improve educational outcomes.

Finally, the college often relies on faculty academic counselors to provide mental health services to students because of high demand, which can impact students' ability to get an appointment with academic counselors in a timely manner to complete and maintain a current student educational plan.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, the college would have a way to regularly evaluate and act upon enrollment gaps. To do so, we need to develop an easily accessible dashboard that breaks down each step of the matriculation process and disaggregates enrollment data by each step based on DI population. This form of inquiry would help us identify gaps in the matriculation process and inform which groups need additional guidance to complete certain matriculation processes. We also need to create a mechanism to understand ***why*** certain student groups are not matriculating.

For Asian female students who have not moved through the matriculation process, we need to send out frequent communications via various modalities, including text messages, emails, and phone calls to guide them to next steps and available resources. Additionally, we would have a dedicated counselor to support our Asian students during the matriculation process and beyond. A single, dedicated counselor allows students to build rapport, feel directed and nurtured, and receive consistent academic advising in support of their goals.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☐ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:

Institutional Steps:

- Meet with Institutional Research to develop and implement an enrollment dashboard disaggregated by race, gender, and special population status to monitor for DI in the enrollment process annually.
- Create and distribute a student survey annually that measures applicants' experiences during the matriculation process, including those students who do not successfully enroll.

Steps Specifically for Asian Female Students:

- Establish a partnership with local community organizations that work with the Asian community and provide recruitment and matriculation support in community spaces dedicated to support Asian students, such as the Hmong Cultural Center in Oroville.
- Provide intentional outreach to Asian female students to inform them of their status in the matriculation process and assist them through the remaining steps required to enroll in courses, including the use of a CRM (Slate) to facilitate communications that are culturally competent and racially relevant.
- Provide Asian female students with a welcoming activity before school begins that connects them with services and resources related to their identities and to their community of interest/program of study to promote relationship building and networking needed to feel connected and valued.
- Provide outreach materials and website information on enrollment in the Hmong language to support the enrollment of our large local Hmong community.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☐ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☐ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed:

- Offer regular webinars or Communities of Practice for Enrollment Services personnel to better understand significant data and research, identify enrollment trends, and learn strategies for improving enrollment rates for Black/African American students.
- Create a committee of practitioners from the field that is responsible for creating best practices and shares recommendations with the Chancellors Office related to successful enrollment for DI populations.
- Establish a student survey to help the system identify barriers experienced by students during the application process. Many students are confused because there are two applications: CCCApply and the campus application.
- Use Skip Logic technology that tailors the CCCApply application to the students' needs.

Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact: Black/African American Female Students

Outcome Goals for Black/African American Female Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase enrollment of Black/African American female students by 3% over the 2020-21 rate of 44.1%
Year 2 (2023-24)	Increase enrollment of Black/African American female students by 6% over the 2020-21 rate of 44.1%
Year 3 (2024-25)	Increase enrollment of Black/African American female students by 8% over the 2020-21 rate of 44.1%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Currently, Chancellor's Office data indicates that Black/African American female applicants have an 8.0% gap from the overall enrollment rate for all other students. The size of this gaps does not meet the margin of error threshold, but a statistically significant gap for this population has existed for several years, including in 2016, 2017, and 2018. The number of applications to Butte College from Black/African American females has gone down year after year over several years, while the number of enrollments has remained static. The college can do better to recruit and support Black/African American female students through the matriculation process.

Our current structure is not designed to track and communicate with any of the applicant groups who have disproportionate impact (DI) in successfully enrolling into the college. We also don't share enrollment successes or challenges by DI population with our matriculation team or the Matriculation Committee. We review aggregate data instead of disaggregating the data by race, gender, and special population status, which would allow us to intentionally aid specific groups of students with the enrollment process and educate student groups with DI on programs and services they may find beneficial once they enroll in courses.

Additionally, the college does not currently do targeted outreach to students with DI who have completed an application but haven't progressed through the matriculation process to enrollment. We therefore miss an opportunity to connect our Black/African American students during the enrollment process to services and opportunities such as Umoja, Black Student Union, and other relevant services, clubs, support programs, and staff/faculty that can support these students' sense of belonging and improve educational outcomes.

Finally, the college often relies on faculty academic counselors to provide mental health services to students because of high demand, which can impact students' ability to get an appointment with academic counselors in a timely manner to complete and maintain a current student educational plan.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, the college would have a way to regularly evaluate and act upon enrollment gaps. To do so, we need to develop an easily accessible dashboard that breaks down each step of the matriculation process and disaggregates enrollment data by each step based on DI population. This form of inquiry would help us identify gaps in the matriculation process and inform which groups need additional guidance to complete certain matriculation processes. We also need to create a mechanism to understand *why* certain student groups are not matriculating.

For Black/African American female students who have not moved through the matriculation process, we need to send out frequent communications via various modalities, including text messages, emails, and phone calls to guide them to next steps and available resources. Additionally, we need a dedicated counselor to support our Black/African American students during the matriculation process and beyond. A single, dedicated counselor allows students to build rapport, feel directed and nurtured, and receive consistent academic advising in support of their goals.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☐ Classified Staff

☐ Partner (K12, Transfer, other)

☒ Students

Action Steps:
Institutional Steps:

- Meet with Institutional Research to develop and implement an enrollment dashboard disaggregated by race, gender, and special population status to monitor for DI in the enrollment process annually.
- Create and distribute a student survey annually that measures applicants' experiences during the matriculation process, including those students who do not successfully enroll.

Steps Specific to Black/African American Female Students:

- Establish a partnership with local community organizations that work with the Black/African American community and provide recruitment and matriculation support in community spaces dedicated to support Black/African Americans, such as the African American Family Culture Center in Oroville.
- Provide intentional outreach to Black/African American female students to inform them of their status in the matriculation process and assist them through the remaining steps required to enroll in courses, including the use of a CRM (Slate) to facilitate communications that are culturally competent and racially relevant.
- Provide Black/African American students with a welcoming activity before school begins that connects them with services and resources related to their identities and to their program of study/faculty.
- Encourage Black/African American students to connect with the Umoja Program and the Umoja counselor, so that our Black/African American students will have a point of contact in Counseling.

Support Needed:
Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☐ Field Guidance & Implementation

☒ Technical Assistance/Professional Development

☒ Data & Research

☐ Policy & Regulatory Actions

☒ Technology Investments & Tools

☒ Pilots & Building Communities of Practice

Description of Support Needed:

- Offer regular webinars or Communities of Practice for Enrollment Services personnel to better understand significant data and research, identify enrollment trends, and learn strategies for improving enrollment rates for Black/African American students.

- Create a committee of practitioners from the field that is responsible for creating best practices and shares recommendations with the Chancellor's Office related to successful enrollment for DI populations.
- Establish a student survey to help the system identify barriers experienced by students during the application process. Many students are confused because there are two applications: CCCApply and the campus application.
- Use Skip Logic technology that tailors the CCCApply application to students' needs.

Completion of Transfer-Level Math & English in First Year

Population Experiencing the Most Significant Disproportionate Impact: Black/African American Students

Outcome Goals for Black/African American Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	• Increase transfer-level math success rate of Black/African American Students by 2% over the 2020-21 rate of 10.3% • Increase transfer-level English success rate of Black/African American Students by 2% over the 2020-21 rate of 10.3%
Year 2 (2023-24)	• Increase transfer-level math success rate of Black/African American Students by 4% over the 2020-21 rate of 10.3% • Increase transfer-level English success rate of Black/African American Students by 4% over the 2020-21 rate of 10.3%
Year 3 (2024-25)	• Increase transfer-level math success rate of Black/African American Students by 6% over the 2020-21 rate of 10.3% • Increase transfer-level English success rate of Black/African American Students by 6% over the 2020-21 rate of 10.3%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

☒ Instruction

☒ Student Services

☐ Business Services

☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Based on Chancellor's Office data, our first-time Black/African American students in 2020-21 had a 6.1% gap in math and English completion compared to the overall math and English completion rate for all other students. Our local annual equity dashboard for 2021-22 that includes all students (not just first-time students) shows a gap of 12.4% in math completion and a gap of 16.6% in English completion for our Black/African American students.

Currently, the college plans to provide the following academic supports in 2022-23 for all students taking transfer-level English:

- Instructional Aide Support in English 3
- Paraprofessional English Tutors and Student Writing Coaches in the Center for Academic Success (CAS)

- Professional Development for English Faculty

The college also plans to provide the following supports in 2022-23 for all students taking transfer-level math:

- CAS Supplemental Instruction Leaders for Math (Calculus)
- Embedded Student Tutors for Math (Statistics)
- CAS Math Tutoring (all levels)
- Math Lab Student Assistant
- Professional Development for Math Faculty

In many instances, Instruction and Student Services work without collaboration. Additionally, students are often unaware of the campus services that are available that would support their academic success. Finally, we need a better structure of inquiry to review and act on transfer-level math and English success data and service use, particularly to track the success of our students of color and adapt practices when necessary.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

☒ Instruction

☒ Student Services

☐ Business Services

☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, the college will engage in inquiry practices to regularly review transfer-level math and English outcome data that is disaggregated by race, gender, and special population and act upon any equity gaps immediately. The college will also ensure more collaboration between Instruction and Student Services to provide appropriate support services for Black/African American students. Student Services and instructional faculty will regularly survey students to assess their experiences, and adapt classroom policies, curriculum, and engagement strategies to better meet the needs of students. Additionally, the college will engage in more racially and culturally-specific curriculum development and professional development. Student Services and instructional faculty will also collaborate to equitably guide program-based cohorts within the Guided Pathways framework. This will include assessing needs and timely interventions when students are deemed to be struggling.

The college will also leverage the newly adopted Umoja Program to support Black/African American student success in transfer-level math and English. Umoja is a program that is sustainable, supported nationally, and instructional faculty in Umoja are trained in culturally-responsive teaching. Instruction through Umoja that is culturally affirming, culturally specific, and connected to student services is designed to support the success of students, as is the collaboration between instructional faculty, Counseling, and Umoja staff.

The college will also work to better engage Black/African American students in the Center for Academic Success (CAS) with the support of instructors and various programs, including Umoja. CAS will also engage in targeted recruitment efforts of Black/African American students focused on employment with the goal of increasing the diversity of tutors, Writing Coaches, and SI Leaders.

PLANNING AND ACTION

Intended Audience/Recipient:
Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:
To increase the success rates of Black/African American students in transfer-level math and English in their first year by 2% each year, the college plans to do the following in each year of this Plan:

Year One (2022-23):
Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Black/African American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Black/African American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Umoja, to support culturally responsive, racially-specific supports and employment opportunities for Black/African American students.
- Collaborate with appropriate Instructional Deans to identify faculty to teach transfer-level math and transfer-level English via Umoja beginning in 2023-24.
- Selected faculty attend Umoja Summer Learning Institute in June 2023.
- Create a video to share across campus and post on Canvas that advertises Umoja and distribute through instructional faculty.

Year Two (2023-24):
Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Black/African American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Black/African American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Umoja, to support culturally responsive, racially-specific supports and employment opportunities for Black/African American students.
- Run one section of Umoja transfer-level math and one section of Umoja transfer-level English.

Year Three (2024-25):
Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Black/African American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Black/African American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Umoja, to support culturally responsive, racially-specific supports and employment opportunities for Black/African American students.
- Run one section of Umoja transfer-level math and one section of Umoja transfer-level English.

Support Needed:
Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☒ Field Guidance & Implementation

☒ Technical Assistance/Professional Development

☒ Data & Research

☒ Policy & Regulatory Actions

☐ Technology Investments & Tools

☒ Pilots & Building Communities of Practice

Description of Support Needed:
In addition to needing institutional support from Leadership, from math and English department faculty, and from the Guided Pathways Committee, the Chancellor's Office can provide support in terms of more funding for AB 705 supports and the Umoja Program. Field guidance and policy action are helpful in ensuring that our college complies with rules regarding course offerings and student placement that gives more students access to transfer-level coursework. Professional development around institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, Eurocentric curriculum/curricula/learning materials, and the lack of racial/ethnic representation among administrators, faculty, and staff due to hiring processes and procedures would also be beneficial for faculty and staff serving our Black/African American students enrolled in transfer-level math and English.

Completion of Transfer-Level Math & English in First Year

Population Experiencing the Most Significant Disproportionate Impact: Latinx Male Students

Outcome Goals for Latinx Male Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer-level math success rate of Latinx male students by 2% over the 2020-21 rate of 10.5% Increase transfer-level English success rate of Latinx male students by 2% over the 2020-21 rate of 10.5%
Year 2 (2023-24)	Increase transfer-level math success rate of Latinx male students by 4% over the 2020-21 rate of 10.5% Increase transfer-level English success rate of Latinx male students by 4% over the 2020-21 rate of 10.5%
Year 3 (2024-25)	Increase transfer-level math success rate of Latinx male students by 6% over the 2020-21 rate of 10.5% Increase transfer-level English success rate of Latinx male students by 6% over the 2020-21 rate of 10.5%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Based on Chancellor's Office data, our first-time Latinx male students in 2020-21 had a 6.3% gap in math and English completion compared to the overall math and English completion rate for all other students. Our local annual equity dashboard for 2021-22 that includes all students (not just first-time students) shows a gap of 1.7% in math completion and a gap of 5.4% in English completion for our Latinx male students.

Currently, the college plans to provide the following academic supports in 2022-23 for Latinx students taking transfer-level English:

- Instructional Aide Support in English 3
- Paraprofessional English Tutors and Student Writing Coaches in the Center for Academic Success (CAS)

- Professional Development for English Faculty
- Puente Program English courses (one in fall, one in spring)

The college also plans to provide the following supports in 2022-23 for students taking transfer-level math:

- CAS Supplemental Instruction Leaders for Math (Calculus)
- Embedded Student Tutors for Math (Statistics)
- CAS Math Tutoring (all levels)
- Math Lab Student Assistant
- Professional Development for Math Faculty

In many instances, Instruction and Student Services work without collaboration. Additionally, students are often unaware of campus services that are available that would support their academic success. As one Latinx student said in a recent focus group, “Being a first generation, it's hard. It's hard because coming in fresh, you don't know where to go. You don't know who you're going to meet. If the resources are available on campus, it's intimidating trying to find resources that fit your needs.” Our Latinx students need more guidance and direction to take advantage of support resources, as another told us recently during a focus group: “I've never participated in any sort of thing outside of my classes at Butte, and I wish that I would have taken that up. Definitely more of the services I wish I would've taken advantage of. Yeah. I guess that's it. Just the perks that Butte College had to offer, I wish I would've acted on.”

Finally, we need a better structure to review and act on transfer-level math and English success data and service use, particularly to track the success of our students of color and adapt practices when necessary.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, the college will engage in inquiry practices to regularly review transfer-level math and English outcome data that is disaggregated by race, gender, and special population and act upon any equity gaps immediately. The college will also ensure more collaboration between Instruction and Student Services to provide appropriate support services for Latinx male students. Student Services and instructional faculty will regularly survey Latinx students to assess their experiences, and adapt classroom policies, curriculum, and engagement strategies to better meet the needs of these students. Additionally, the college will engage in more racially and culturally specific curriculum development and professional development. Student Services and instructional faculty will also collaborate to equitably

guide program-based cohorts within the Guided Pathways framework. This will include assessing needs and intrusive interventions.

The college will also leverage the newly adopted Puente Program to support Latinx male student success in transfer-level English. Puente is a program that is sustainable, supported statewide, and instructional faculty in Puente are trained in culturally responsive teaching. Instruction through Puente that is culturally affirming, culturally specific, and connected to student services is designed to support the success of Latinx students, as is the collaboration between the Puente English and counseling faculty.

The college will also work to better engage Latinx male students in the Center for Academic Success (CAS) with the support of instructors and various programs, including Puente. CAS will also engage in targeted recruitment efforts of Latinx male students focused on employment with the goal of increasing the diversity of tutors, Writing Coaches, and SI Leaders.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:

To increase the success rates of Latinx male students in transfer-level math and English in their first year by 2% each year, the college plans to do the following in each year of this Plan:

Year One (2022-23):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English courses disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Latinx male students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Latinx Male Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Puente, to support culturally responsive, racially-specific supports and employment opportunities for Latinx male students.
- Continue to support one new cohort of Puente that includes transfer-level English and CSL 20.
- Assess the possibility of providing faculty and staff fluent in Spanish with a bilingual stipend for their time and expertise in serving students. Model this stipend after the Ph.D. stipend provided to instructional faculty.
- Collaborate with appropriate Instructional Dean to identify faculty to teach either Puente sections of transfer-level math for Latinx students or sections taught by Puente-trained faculty beginning in 2023-24.
- Provide training for math faculty to teach transfer-level math for Latinx students.
- Selected faculty attend Puente faculty/counseling trainings in June 2023 and potentially join the Puente team.
- Create a video to share across campus and post on Canvas that advertises Puente and distribute through instructional faculty.

Year Two (2023-24):
Institutional Steps:
- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Research Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact every Latinx male student enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Latinx Male Students:
- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Puente, to support culturally responsive, racially-specific supports and employment opportunities for Latinx male students.
- Continue to support one new cohort of Puente that includes transfer-level English and CSL 20.
- Pilot one section of Puente math or pilot a transfer-level math course focused on Latinx students and culture.

Year Three (2024-25):
Institutional Steps:
- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Research Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact every Latinx male student enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Latinx Male Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Puente, to support culturally responsive, racially-specific supports and employment opportunities for Latinx male students.
- Continue to support one new cohort of Puente that includes transfer-level English and CSL 20.
- Support at least one section of Puente math or support at least one transfer-level math course focused on Latinx students and culture.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed:

In addition to needing institutional support from Leadership, from math and English department faculty, and from the Guided Pathways Committee, the Chancellor's Office can provide support in terms of more funding for AB 705 supports and the Puente Program. Additionally, the Chancellor's Office can provide funding and incentives for bilingual faculty and staff to support translation services. This may include column movement for learning Spanish through college courses or a stipend.

Field guidance and policy action are helpful in ensuring that our college complies with rules regarding course offerings and student placement that given more students access to transfer-level coursework. Professional development around institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, Eurocentric curriculum/curricula/learning materials, and the lack of racial/ethnic representation among administrators, faculty and staff due to hiring processes and procedures would also be beneficial for faculty and staff serving our Latinx students enrolled in transfer-level math and English.

Completion of Transfer-Level Math & English in First Year

Population Experiencing the Most Significant Disproportionate Impact: Native American Students

Outcomes Goals for Native American Students in 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer-level math success rate of Native American Students by 2% over the 202-21 rate of 9.7% Increase transfer-level English success rate Native American Students by 2% over the 202-21 rate of 9.7%
Year 2 (2023-24)	Increase transfer-level math success rate Native American Students by 4% over the 202-21 rate of 9.7% Increase transfer-level English success rate Native American Students by 4% over the 202-21 rate of 9.7%
Year 3 (2024-25)	Increase transfer-level math success rate Native American Students by 6% over the 202-21 rate of 9.7% Increase transfer-level English success rate Native American Students by 6% over the 202-21 rate of 9.7%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Based on Chancellor's Office data, our first-time Native American students in 2020-21 had a 6.7% gap in math and English completion compared to the overall math and English completion rate for all other students. Our local annual equity dashboard for 2021-22 shows a gap of 1.9% in math completion for all Native American students and a gap of 2.0% in English completion for our Native American male students.

Currently, the college plans to provide the following academic supports in 2022-23 for all students taking transfer-level English:

- Instructional Aide Support in English 3
- Paraprofessional English Tutors and Student Writing Coaches in the Center for Academic Success (CAS)

- Professional Development for English Faculty

The college also plans to provide the following supports in 2022-23 for students taking transfer-level math:

- CAS Supplemental Instruction Leaders for Math (Calculus)
- Embedded Student Tutors for Math (Statistics)
- CAS Math Tutoring (all levels)
- Math Lab Student Assistant
- Professional Development for Math Faculty

In many instances, Instruction and Student Services work without collaboration. Additionally, students are often unaware of campus services that are available that would support their academic success. As one Native American said in a recent focus group, “It's just kind of hard to know what help to ask for if you don't know it exists.”

Finally, we need a better inquiry structure to review and act on transfer-level math and English success data and service use, particularly to track the success of our students of color and adapt practices when necessary.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, the college will engage in inquiry processes to regularly review transfer-level math and English outcome data that is disaggregated by race, gender, and special population and act upon any equity gaps immediately. The college will also ensure more collaboration between Instruction and Student Services to provide appropriate support services for Native American students. Student Services and instructional faculty will regularly survey Native American students to assess their experiences, and adapt classroom policies, curriculum, and engagement strategies to better meet the needs of these students. Additionally, the college will engage in more racially and culturally specific curriculum development and professional development. Student Services and instructional faculty will collaborate to equitably guide program-based cohorts within the Guided Pathways framework. This will include assessing needs and intrusive interventions.

The college will also leverage the work of the Native American Retention Specialist and the emerging Native American Center to help ensure student success in transfer-level math and English. Instruction that is culturally affirming, culturally specific, and connected to student services must be designed to support the success of Native American students, and collaboration between faculty, counseling, CAS, and the Native American Center staff is necessary to make that happen.

The college will also work to better engage Native American students in the Center for Academic Success (CAS) with the support of instructors and various programs, including the emerging Native American Student Center. CAS will also engage in targeted recruitment efforts of Native American students focused on employment with the goal of increasing the diversity of tutors, Writing Coaches, and SI Leaders.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:

To increase the success rates of Native American students in transfer-level math and English in their first year by 2% each year, the college plans to do the following in each year of this Plan:

Year One (2022-23):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Native American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specific to Native American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), the Native American Retention Specialist, and the Native American Student Center to provide culturally responsive, racially-specific supports and employment opportunities for Native American students.
- Identify faculty in math Department interested in collaborating with the Native American Center and supporting Native American students.
- Identify faculty in English interested in collaborating with the Native American Center and supporting Native American students.

- Create a video to share across campus and post on Canvas that advertises the Native American Retention Specialist and the Native American Student Center and distribute through instructional faculty.

Year Two (2023-24):
Institutional Steps:
- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Native American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specific to Native American Students:
- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), the Native American Retention Specialist, and the Native American Student Center to support culturally responsive, racially-specific supports and employment opportunities for Native American students.
- Provide support for faculty in math identified to collaborate with the Native American Center to ensure the success of Native American students.
- Provide support for faculty in English identified to collaborate with the Native American Center to ensure the success of Native American students.

Year Three (2024-25):
Institutional Steps:
- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Native American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specific to Native American Students:
- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), the Native American Retention Specialist, and the Native American Student Center to support culturally responsive, racially-specific supports and employment opportunities for Native American students.
- Provide support for faculty in math identified to collaborate with the Native American Center to ensure the success of Native American students.
- Provide support for faculty in English identified to collaborate with the Native American Center to ensure the success of Native American students.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed:

In addition to needing institutional support from Leadership, from math and English department faculty, and from the Guided Pathways Committee, the Chancellor's Office can provide support in terms of more funding for AB 705 supports and Native American students specifically. Field guidance and policy action are helpful in ensuring that our college complies with rules regarding course offerings and student placement that given more students access to transfer-level coursework. Professional development around institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, Eurocentric curriculum/curricula/learning materials, and the lack of racial/ethnic representation among administrators, faculty and staff due to hiring processes and procedures would also be beneficial for faculty and staff serving our Native American students enrolled in transfer-level math and English.

Retention: First Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact: First-generation students

Outcome Goals for First-Generation Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase first to second term retention rate for first-generation students by 2% over the 2019-20 rate of 71.8%
Year 2 (2023-24)	Increase first to second term retention rate for first-generation students by 4% over the 2019-20 rate of 71.8%
Year 3 (2024-25)	Increase first to second term retention rate for first-generation students to meet or exceed the OVERALL retention rate of 76.9% in 2019-20

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, first-generation students had a 5.1% gap in retention rates in 2019-20 compared to all other student groups. There are several current policies and practices that contribute to this gap for first-generation students.

In Student Services, some of the current policies and procedures that affect first-generation student retention rates from primary to secondary term include the following: 1) students are often uninformed about available student services that can support their success until it is too late, 2) institutional rules that place registration holds or fines on student accounts often prevent students from registering for classes during their assigned registration period. After students finally clear their accounts, many of the classes they need are full and unavailable, 3) the financial aid census date may result in students having to pay back grants, which creates a huge financial burden for students. Our Financial Aid Office can be more transparent about this process/policy, 4) our current degree maps are incomplete or fail to highlight critical courses needed to graduate on time, 5) our counselors are not currently designated to specific communities of interest and are expected to be experts on all programs of study, which can lead to giving conflicting/inaccurate information, and 6) access to Butte College transportation is provided only for the weeks when school is in session, which leaves many students unable to take care of matriculation activities and attend events before school begins that would support their success, including Roadrunner Rush and more.

Instruction also has a number of policies and procedures that affect first-generation student retention rates from primary to second term: 1) students often find that a required course is not offered when needed or is offered without enough seats or is offered at a time that conflicts with other required courses. This issue is exacerbated by our low enrollment numbers because courses are often cancelled when not enough students sign up to take them, 2) a lack of representative faculty affects the retention rates of our racially minoritized students. Studies have shown that students whose racial identities match that of their instructors are more likely to pass that class, take more classes in that program, and declare that discipline as their major (Fairlie, 2014), 3) there is no enforcement of cultural competency training for faculty; students often report that they are exposed to microaggressions in the classroom and do not see themselves reflected at all in their course curriculum, and 4) tutoring services are not always aligned with the needs of our first-generation and racially minoritized students.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, there would be no equity gaps in retention rates for first-generation students. This could be achieved by addressing the current policies and practices that create barriers. In Student Services, we will do the following: 1) provide targeted correspondence to first-generation students regarding support programs early on, including information about Equal Opportunity Programs and Services (EOPS), TRiO, MESA, CAS, and other identity-specific programs/clubs that can support their success and advertise these programs and services in the spaces where students visit frequently, 2) revisit alternatives to registration holds (i.e. community service, extended forgiveness deadlines, explore possibility of financial aid deduction, payment plan options), 3) improve communication with students regarding the impact of dropped classes on financial aid allocation, 4) update degree maps and be more transparent about pre-requisites and list transferable credits that apply to a major, 5) improve opportunities for counselors to specialize in communities of interest and gain expertise in career/industry awareness and in supporting students' mental health, and 6) better align Butte College transportation with pre-semester student engagement activities, including Roadrunner Rush.

In Instruction, the ideal structure would include the following changes to current policies and procedures: 1) courses are carefully scheduled to allow students to register for all required courses in the semester needed, so they can progress in a timely fashion, 2) implement Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff pool, 3) require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process, and 4) assess the academic needs of first-generation and racially minoritized students to ensure that tutoring offerings are aligned with their needs and that CAS student employees are representative of the students who have outcome gaps.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☒ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:

Institutional Steps:

- Implement Slate and better utilize Regroup to provide just-in-time messaging to student groups about available programs and services that can support their success.
- Consider alternative options for student account debt payoff that does not restrict a student's ability to register for the next term and collaborate with Admissions and Records to implement options that the District chooses.
- Review and adjust the Butte College bus schedule to begin the week before schools starts, so that students can finalize enrollment processes, connect with appropriate student services, and participate in non-instructional student success events before the beginning of the semester.
- Work with the Financial Aid Office to make the implications of dropping classes on financial aid more transparent to students.
- Continue to provide professional development through programs like the Cultural Awareness Community of Practice, FAIR Classrooms, USC Racial Equity Alliance, Diversity Academy, *Me and White Supremacy* book groups, and Safe Zone to educate the campus community around issues of institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.
- Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process.
- Support the implementation of Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff, including better educating hiring committee members on implicit bias and the benefits of a diverse workforce, reviewing hiring data and adapting practices to eliminate adverse impact, and onboarding new employees with an equity, diversity, and inclusion (EDI) lens.
- Collect data and information on Guided Pathways communities of interest and evaluate how many courses are needed for the program to allow students to complete their program of study in a timely manner.
- Support the Counseling department as they transition from a generalist model to a Guided Pathways model that includes providing program and identity-specific counseling.
- Work with CAS faculty to assess the academic needs of first-generation and racially minoritized students to ensure that tutoring offerings are aligned with their needs and that CAS student employees are representative of the students who have outcome gaps.

Steps Specific to First-Generation Students:

- Advertise student programs, services, and identity-based supports for first-generation students in high traffic areas, on buses, in BC Connect, and other spaces where they are likely to attract student attention.
- Utilize the newly formed BC Proud to Be First Faculty and Staff Association affinity group to provide recognition and support of our first-generation students.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice

Description of Support Needed:

Helpful support from the Chancellor's Office related to the college's retention efforts of first-generation students would include guidance on best practices for retention, professional development opportunities specific to unconscious bias and institutional racism, accurate and timely data and research about equity gaps in retention for each college and for the CCC system, systemwide policy changes that affect students' ability to move from their first to second term, and additional funding to address inequitable experiences and outcomes for first-generation students.

Retention: First Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact: Foster Youth Male Students

Outcome Goals for Foster Youth Male Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase first to second term retention rate for Foster Youth Males Students by 4% over the 2019-20 rate of 60.8%
Year 2 (2023-24)	Increase first to second term retention rate for Foster Youth Males Students by 8% over the 2019-20 rate of 60.8%
Year 3 (2024-25)	Increase first to second term retention rate for Foster Youth Males Students to meet or exceed the OVERALL retention rate of 76.9% in 2019-20

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, foster youth male students had a 11.7% gap in retention rates in 2019-20 compared to all other student groups. The foster youth population is at a disadvantage when completing the FAFSA that requires parental tax information. Foster youth will often show up as a non-resident because they are unable to input their parent information. When applying for the college, foster youth should indicate their status and omit parent information because parents are not present in their lives or are not reliable, but many foster youth don't know to do so.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, foster youth male students would not have any equity gaps in their retention rate compared to all other students. Foster youth would no longer be held up by residency issues and receive financial aid in a timely manner.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☐ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☐ Students

Action Steps:

Institutional Steps:

- Implement Slate and better utilize Regroup to provide just-in-time messaging to foster youth about available programs and services, specifically Inspiring Scholars, that can support their success.
- Consider alternative options for student account debt payoff that does not restrict a student's ability to register for the next term and collaborate with Admissions and Records to implement options that the District chooses.
- Review and adjust Butte College bus schedule to begin the week before schools starts, so that students can finalize enrollment processes, connect with appropriate student services, and participate in non-instructional student success events before the beginning of the semester.
- Work with the Financial Aid Office to make the implications of dropping classes on financial aid more transparent to students.
- Continue to provide professional development through programs like the Cultural Awareness Community of Practice, FAIR Classrooms, USC Racial Equity Alliance, Diversity Academy, *Me and White Supremacy* book groups, and Safe Zone to educate the campus community around issues of unconscious bias, institutional racism, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.
- Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process.
- Support the implementation of Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff, including better educating hiring committee members on implicit bias and the benefits of a diverse workforce, reviewing hiring data and adapting practices to eliminate adverse impact, and onboarding new employees with an EDI lens.

- Collect data and information on Guided Pathways communities of interest and evaluate how many courses are needed for the program to allow students to complete their program of study in a timely manner.
- Support the Counseling department as they transition from a generalist model to a Guided Pathways model that might include providing program or identity specific counseling.
- Work with CAS faculty to assess the academic needs of foster youth students to ensure that tutoring offerings are aligned with their needs and that CAS student employees are representative of the students who have outcome gaps.

Steps Specific to Foster Youth Male Students:

- Work with the Financial Aid Office to explore options to ease the financial aid process for foster youth. This might include the reduction of redundant documentation where possible.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☒ Field Guidance & Implementation

☒ Technical Assistance/Professional Development

☒ Data & Research

☒ Policy & Regulatory Actions

☒ Technology Investments & Tools

☒ Pilots & Building Communities of Practice

Description of Support Needed:

Helpful support from the Chancellor's Office related to the college's retention efforts of foster youth male students would include guidance on best practices for retention for this population, systemwide policy changes that affect foster youths' financial aid process, and additional funding to address inequitable experiences and outcomes for all former foster youth students.

Retention: First Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact: Black/African American Students

Outcome Goals for Black/African American Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase first to second term retention rate for Black/African American students by 5% over the 2019-20 rate of 60.9%
Year 2 (2023-24)	Increase first to second term retention rate for Black/African American students by 10% over the 2019-20 rate of 60.9%
Year 3 (2024-25)	Increase first to second term retention rate for Black/African American students to meet or exceed the OVERALL retention rate of 76.9% in 2019-20

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, Black/African American students had a 14.5% gap in retention rates in 2019-20 compared to all other student groups, the largest for any subgroup. This data reveals a deep, persistent gap in the retention of our Black/African American students.

Recent focus group data points to several contributing factors to the retention equity gap for our Black/African American students: a lack of representation of Black/African American staff and faculty, a lack of social support networks for Black/African American students on campus, and microaggressions from faculty and fellow students. As one Black student said, "Sometimes I have awkward encounters with some professors on account of being Black, like a little bit microaggressions."

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services

☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, Black/African American students would feel a sense of belonging on campus, see themselves reflected in the faculty and in the curriculum, and would have dedicated space and personnel to support their success. Our new Umoja Program and Umoja Coordinator can help facilitate these changes. Within the next three years, the goal is to have a thriving Umoja Program with courses (in English and math) specifically for that cohort of students, a dedicated space designed for Black/African American student connection, and continued professional development around anti-black racism, culturally-responsive teaching, and racially-relevant curriculum.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

☐ Administrator

☐ Faculty

☐ Classified Staff

☐ Partner (K12, Transfer, other)

☒ Students

Action Steps:

Institutional Steps:

- Implement Slate and better utilize Regroup to provide just-in-time messaging to student groups about available programs and services, specifically Umoja, that can support their success
- Consider alternative options for student account debt payoff that does not restrict a student's ability to register for the next term and collaborate with Admissions and Records to implement options that the District chooses.
- Review and adjust Butte College bus schedule to begin the week before schools starts, so that students can finalize enrollment processes, connect with appropriate student services, and participate in non-instructional student success events before the beginning of the semester.
- Work with the Financial Aid Office to make the implications of dropping classes on financial aid more transparent to students.
- Continue to provide professional development through programs like the Cultural Awareness Community of Practice, FAIR Classrooms, USC Racial Equity Alliance, Diversity Academy, *Me and White Supremacy* book groups, and Safe Zone to educate the campus community around issues of institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.
- Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process.

- Support the implementation of Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff, including better educating hiring committee members on implicit bias and the benefits of a diverse workforce, reviewing hiring data and adapting practices to eliminate adverse impact, and onboarding new employees with an EDI lens.
- Collect data and information on Guided Pathways communities of interest and evaluate how many courses are needed for the program to allow students to complete their program of study in a timely manner.
- Support the Counseling department as they transition to from a generalist model to a Guided Pathways model that might include providing program or identity specific counseling.
- Work with CAS faculty to assess the academic needs of Black/African American students to ensure that tutoring offerings are aligned with their needs and that CAS student employees are representative of the students who have outcome gaps.

Steps Specific to Black/African American Students:

- Support the emerging needs of the new Umoja Program and its Coordinator.
- Create a dedicated space for Black/African American students.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☐ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed:

Helpful support from the Chancellor's Office related to the college's retention efforts of Black/African American students would include guidance on best practices for retention, professional development opportunities specific to anti-black racism, systemwide policy changes that affect students' ability to move from their first to second term, and additional funding to address inequitable experiences and outcomes for Black/African American students including more funding for Umoja.

Completion

Population Experiencing the Most Significant Disproportionate Impact: Native American Female Students

Outcome Goals for Native American Female Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase completion rate for Native American Female students by 4% over the 2017-18 rate of 4.3%
Year 2 (2023-24)	Increase completion rate for Native American Female students by 7% over the 2017-18 rate of 4.3%
Year 3 (2024-25)	Increase completion rate for Native American Female students by 10% over the 2017-18 rate of 4.3%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, Native American female students have large equity gap in completion rates compared to all other students. The completion rate for Native American female students is 4.3% compared to the overall completion rate 14.2% for all students.

In Instruction, Native American students report that they do not see themselves represented in the curriculum, which makes them feel invisible and less valued. One student expressed the need for more local Native American-focused curriculum in a recent campus focus group to combat stereotypes and racism. Also, as the college implements Guided Pathways, departments have created program pathways, but they are not clearly laid out and were not necessarily mapped out with the concerns of our students in mind. Currently, program information and maps can be difficult to access. Updated program maps are only available in the online catalog and are buried within a cumbersome online version of the catalog. The program maps have been embedded within the college's online educational planner, but students may not understand how to use them for planning purposes without assistance. Students are not able to register directly from the degree planner which is confusing and requires additional steps for students. Lastly, scheduling decisions are not being made using data from the online educational planning tool, leading to a disconnect between number of sections being scheduled for a program and student need for those classes to complete their plan on time.

In Student Services, there is a lack of Native American visibility on campus across faculty, staff, administrators, and in spaces on campus that creates an unwelcoming environment. A student in a focus group identified not feeling welcome on campus. There is not a designated space for Native American students to socialize or a single location to access campus resources. A Native American student recently told us in a focus group that "every other group has a resource center and some place to go to feel like they belong except for ours."

Data from the Native American student focus groups also identified counseling as the largest obstacle in completing their educational goals. There currently is not a designated counselor for Native American students which can lead to confusion and difficulty to get the guidance needed to complete the certificate/degree. Students see multiple counselors leading to redundancies and differing knowledge about goals, pathways, completion, and transfer requirements.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

In addressing the equity gaps in completion for our Native American female students, we must create a holistic approach to services to create a welcoming culture on campus where students are seen, feel like an integral part of the campus, and whose identities are reflected in the classroom and environment around them. Ideally, we will do the following:

- Commit to ongoing funding and support for the Native American Center, building it into a thriving independent and permanent space on campus.
- Provide a dedicated counselor available for scheduled and drop-in appointments for Native American students.
- Build transfer patterns for Native American students looking to transfer to any institution of their choice, particularly those offering free or reduced tuition.
- Implement Guided Pathways using an EDI lens to identify and reduce barriers for historically underserved student groups leading to increased attainment of degrees and certificates.
- In conjunction with the implementation of GP with an EDI lens, create student success teams which are connected to communities of interest.
- Work with Instruction to build stackable certificates into degree pathways to enable students to earn smaller certificates as they move through their path to earn a degree.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☒ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:

Institutional Steps:

- Continue to implement Guided Pathways but apply an EDI lens, revising and reviewing educational programs, centering students to ensure they can complete their goal in the designated time frame.
- Compare program maps with real-time scheduling data so timeframes are accurate and departments can identify and make changes.
- Work with Instruction and departments to build more stackable certificates into degree pathways, enabling students to earn smaller certificates along their pathway.
- Create student success teams connected to communities of interest. Identify barriers for students while developing intervention strategies for targeted populations. Engage the Native American Retention Specialist and the designated counselor to connect to students and help them progress through program friction points.
- Through the success teams, develop a case management approach to counseling and advising with intrusive advising. Build comprehensive educational plans, schedule appointments for students throughout their pathway to check in with them, monitor their progress, develop relationships, refer to services, and revise the plan as needed.

Steps Specific to Native American Students:

- Conduct focus groups and surveys to identify barriers specific to Native American female students.
- Work with Institutional Research to generate a list of students who self-identified as Native American. Using the list, develop a process to create a cohort and identify the cohort in Colleague.
- Once a cohort is coded in Colleague, petition the Director of Admissions and Records for a priority registration status for Native American students.
- Provide ongoing support to develop and grow the Native American Center, moving to a permanent and thriving location.
- Establish and provide funding for a Native American Welcome Reception. Build in other receptions/award/graduation celebrations.
- Continue to offer relevant professional development workshops to inform faculty how to create courses with Native American students in mind, with an emphasis on female students. Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process.
- Utilize the Native American Retention Specialist position to sponsor campus events, webinars, trainings, and field trips to engage Native American students.
- Work with Counseling and the Dean of Student Services to designate *one* counselor to serve Native

American students with set hours for scheduled appointments as well as drop-in times in the Native American Center. This will provide consistency for counseling, establishing personal relationships, as well as creating equitable access for Native American students.

- Utilize the Early Alert system to track students in the Native American cohort. Reports can be run for the Native American Retention Specialist and the counselor assigned to serve Native American students for a more targeted response.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed:

Support needed from the Chancellor's Office to improve completion rates for Native American female students includes the following:

- Providing access to demographic information for students based on their answers on the CCC Apply application to better identify Native American students.
- Supporting technology and infrastructure that allows colleges to gather data, create student cohorts, and coordinate services more efficiently and effectively for specific populations, including Native American students.
- Providing guidance and learning opportunities for "best practices" developed by other campuses for serving Native American students.
- Taking regulatory action to better standardize and require cultural competence training and onboarding for all employees systemwide.
- Requiring local General Education patterns to better align with transfer General Education patterns
- Requiring follow-up by colleges on outcomes and results from Student Equity Plan actions.

Completion

Population Experiencing the Most Significant Disproportionate Impact: Multi-Ethnic Female Students

Outcomes Goals for Multi-Ethnic Female Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase completion rate for Multi-Ethnic female students by 3% over the 2017-18 rate of 5.1%
Year 2 (2023-24)	Increase completion rate for Multi-Ethnic female students by 6% over the 2017-18 rate of 5.1%
Year 3 (2024-25)	Increase completion rate for Multi-Ethnic female students by 9% over the 2017-18 rate of 5.1%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to the Chancellor's Office, Multi-Ethnic female students have a 9.3% gap in completion outcomes compared to all other students. One major issue in addressing the equity gaps for Multi-Ethnic female students is the lack of data for this population.

In Instruction, Multi-Ethnic students likely do not see themselves represented in the curriculum, which makes them feel invisible and less valued. Programs may require longer timeframes than advertised and courses may not be offered at times that are convenient for students who work or have family obligations. While online classes may offer an alternative for some students, laptop and Wi-Fi availability may pose an issue as well. Additionally, the schedule of classes is not available until shortly before registration begins and can change often leading to difficulty in planning classes around work and life responsibilities.

The program maps have been embedded within the college's online educational planner, but students may not understand how to use them for planning purposes without assistance. Students are not able to register directly from the degree planner which is confusing and requires additional steps for students. Lastly, scheduling decisions are not being made using data from the online educational planning tool, leading to a disconnect between number of sections being scheduled for a program and student need for those classes to complete their plan on time.

Butte College's catalog is not published until after Fall registration which results in students not being

able to plan further than one semester out. The college is currently only planning one year at a time which can result in changes to programs and challenges for students trying to fully map out a two-year program.

In Student Services, there are not any designated resources or activities specifically for Multi-Ethnic students. Many of the affinity groups and clubs are specific to one population or another which may be isolating for Multi-Ethnic students. There is also a lack of Multi-Ethnic visibility on campus among faculty, staff, administrators, and in spaces on campus that create an unwelcoming environment. Having a designated space to create community was echoed by students in all three focus groups and can again be reasonably extrapolated to Multi-Ethnic student populations.

The current structure for students to apply for a certificate or degree through a counselor requires at least one appointment and can be burdensome for students. Additionally, there is a lack of follow up once a graduation application is filed indicating degree completion or outstanding requirements. If a certificate/degree application is denied, there is not any follow up with students to redress the missing requirements and ensure completion.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

In addressing the equity gaps in completion for our Multi-Ethnic female students we must create a holistic approach to services, creating a welcoming culture on campus where students are seen, feel like an integral part of the campus, and are reflected in the classroom and environment around them. Ideally, we will commit to the following:

- Commit to ongoing funding and support for the Culture and Community Center. Provide more inter-group events to support students who identify with more than one ethnic group.
- Establish and continue to grow the Multicultural Center to connect established programs on campus to better serve Multi-Ethnic students. Bring resources and services to students utilizing these programs rather than relying on students to find and access those same services.
- Raise the awareness of Multicultural events on campus, encouraging cross-collaborations and joint events, to engage students and be intentional about serving the intersectional identities of our students.
- Implement a fully embedded online degree planning tool that allows students to build their educational plan, submit their plan to a counselor for review and approval, register for classes from the plan, and run degree audits to verify appropriate program progress. This would also allow the college to run reports on specific programs and student populations, helping to identify stress points for students and build in interventions or changes to programs. Data from these reports could also identify equity gaps so they could be addressed with a race conscious approach. Additionally, monitoring student progress toward their educational goal would allow for targeted intervention strategies with a culturally competent approach.

- Implement or build out a more automated early alert system that allows faculty to raise a flag or provide positive feedback for students. Various flags would trigger automatic responses from different departments on campus depending on the type and number of flags. Responses would be more coordinated to provide wrap-around services to students.
- Implement the graduation module in Self Service so that students can directly apply for certificates and degrees without a counseling appointment.
- Move toward implementation of an "opt-out system" to automatically award certificates and degrees for students unless they choose to opt-out. Auto-awarding degrees removes the requirement for students to apply, unwittingly penalizing students with outside work and family obligations, first generation students, and those from historically underserved populations.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☒ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:

Institutional Steps:

- Utilize Communication Management software to automate communication with students applying for graduation informing them of the process, alerting them of missing requirements, congratulating them upon completion, and connecting them with Counseling staff when their application is denied.
- Work with IT and Admissions and Records to prioritize implementation of the graduation module in Self Service so that students can directly apply for certificates and degrees without a counseling appointment.
- Work with IT and Admissions and Records to implement the Graduation Module in Self-Service so that students can independently apply for graduation, reducing the need for multiple counseling appointments.
- Gather more data from other schools and with IT to research what is needed to move toward an "opt-out system" to automatically award certificates and degrees for students unless they choose to opt-out.
- Coordinate with Counseling to follow up with students who did not earn their certificate or degree to revise their path and help them complete their goal.
- Provide ongoing training for staff and students on the online degree planning tool. Work with IT to build reports and program functionality to better track student educational plans, disaggregate plan data by specific cohorts, and incorporate targeted interventions with a culturally specific focus.
- Implement a permanent Early Alert system that integrates with our current Student Information System (SIS) and creates automatic alerts for students, referring them to CAS, a counselor, the

Roadrunner HUB, or mental health services. Kudos can also be provided for students, letting them know they are doing well and recognizing their progress. Responses would be more coordinated to provide wrap-around services to students.

Steps Specific to Multi-Ethnic Female Students:

- Conduct focus groups and surveys to identify barriers specific to Multi-Ethnic female students. The college needs to learn more about this group to tailor strategies for their success.
- Commit to ongoing funding and support for the Culture and Community Center. Provide more inter-group events to support students who identify with more than one ethnic group.
- Establish and continue to grow the Multicultural Centers to connect established programs on campus to better serve Multi-Ethnic students. Bring resources and services to students utilizing these programs rather than relying on students to find and access those same services.
- Raise the awareness of multicultural events on campus, encouraging cross-collaborations and joint events, to engage students and be intentional about serving the intersectional identities of our students.
- Work with campus affinity groups to host more cross-collaboration events to provide space and recognition of the many identities that students hold.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☒ Field Guidance & Implementation

☒ Technical Assistance/Professional Development

☒ Data & Research

☒ Policy & Regulatory Actions

☒ Technology Investments & Tools

☐ Pilots & Building Communities of Practice

Description of Support Needed:

Support needed from the Chancellor's Office to improve completion rates for Multi-Ethnic female students includes the following:

- Providing access to demographic information for students based on their answers on the CCC Apply application.
- Supporting technology and infrastructure that allows colleges to gather data, create student cohorts, and coordinate services more efficiently and effectively for specific populations, including Multi-Ethnic students.
- Providing guidance and learning opportunities for "best practices" developed by other campuses for serving Multi-Ethnic students.
- Taking regulatory action to better standardize and require cultural competence training and onboarding for all employees systemwide.
- Requiring local General Education (GE) patterns to better align with transfer GE patterns
- Requiring follow-up by colleges on outcomes and results from Student Equity Plan actions.

Completion

Population Experiencing the Most Significant Disproportionate Impact: Pacific Islander Students

Outcome Goals for Pacific Islander Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase completion rate of Pacific Islander students by 5% over the 2017-18 completion rate of 0%
Year 2 (2023-24)	Increase completion rate of Pacific Islander students by 10% over the 2017-18 completion rate of 0%
Year 3 (2024-25)	Increase completion rate of Pacific Islander students by 14% over the 2017-18 completion rate of 0%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, Pacific Islander students from the 2017-18 cohort had a 14.2% gap in completion outcomes compared with all other students; 0 out of 9 eligible Pacific Islander students completed a certificate or degree in 2017-18. We must do better!

In Instruction, Pacific Islander students likely do not see themselves represented in the curriculum, and curricular erasure is likely to make them feel invisible and less valued.

Programs may require longer timeframes than advertised and courses may not be offered at times that are convenient for students who work or have family obligations. While online classes may offer an alternative for some students, laptop and Wi-Fi availability may pose an issue as well. Additionally, the schedule of classes is not available until shortly before registration begins and can change often leading to difficulty in planning classes around work and life responsibilities.

Butte College's catalog is not published until after Fall registration which results in students not being able to plan further than one semester out. The college is currently only planning one year at a time which can result in changes to programs and challenges for students trying to fully map out a two-year program.

In Student Services, there are few designated resources or activities specifically targeting Pacific Islander

students. The Pacific Islander activities supported through SEA funding are essentially the same as for Asian students, which may not address the specific challenges of this student group enough.

Related to funding, there currently is not a designated counselor for Pacific Islander students which can lead to confusion and difficulty to get the guidance needed to complete the certificate/degree. Students often see multiple counselors leading to redundancies and differing knowledge about goals, pathways, completion and transfer requirements. Having an assigned counselor, ideally one who identifies with a specific population, would create a relationship, better consistency in information as well as a more culturally responsive approach to advising and counseling.

Our current funding structure is very generalized utilizing an "all students" approach rather than a targeted race-conscious approach to address disproportionate outcomes and equity gaps. This approach does not allow for culturally competent and focused counseling to meet the unique and complex needs of historically underserved populations.

The current structure requires that students apply for a certificate or degree, through a counselor requiring at least one appointment. This process is time consuming, inequitable and burdensome for students preventing their success. Additionally, there is a lack of follow up once a graduation application is filed indicating degree completion or outstanding requirements. If a certificate/degree application is denied, there is not any follow up with the student to redress the missing requirements and ensure completion.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

In addressing the equity gaps in completion for Pacific Islander students, we must create a holistic approach to services, creating a welcoming culture on campus where students are seen, feel like an integral part of the campus, and are reflected in the classroom and environment around them. Ideally, this would include the following:

- Creating a permanent space on campus in the newly established Multicultural Center for Pacific Islander students. Within this space, even if shared, staff and students can develop events and programming to increase awareness about Pacific Islander students and create a community. A designated space would allow for resources and services to be brought to Pacific Islander students in a culturally competent manner.
- Designating a dedicated counselor available for scheduled and drop-in appointments for Pacific Islander students to establish relationships, build trust, and improve success and completion.
- Coordinating student services and scheduling to schedule classes at least two semesters out so that students can plan their pathways in real time without uncertainty and changes.

- Revising and regularly reviewing educational programs, centering our students to ensure they can complete their goal in the designated time frame.
- Working with Instruction to build stackable certificates into degree pathways to enable students to earn smaller certificates as they move through their path to earn a degree.
- Scheduling courses with the student in mind, providing a variety of times that are convenient for them when juggling work and life challenges. Explore online options, reviewing success data for Pacific Islander students.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

☒ Administrator

☒ Faculty

☒ Classified Staff

☐ Partner (K12, Transfer, other)

☒ Students

Action Steps:

Institutional Steps:

- Continue to pivot away from an "all students" to a more race conscious approach in the process of allocating SEA funds, targeting specific populations with funding to support specific success strategies. This change would move funding from "general" counselor roles toward counselors with culturally competent counseling expertise in meeting the unique and complex needs of historically underserved populations.
- Work with Instruction and Curriculum Committee to streamline local and transfer general education patterns. Remove the local requirement for students to complete two physical education courses while adding the Ethnic Studies requirement to meet transfer requirements and eliminate extra courses.
- Work with Instruction, department chairs, and faculty to revise programs so they are realistically attainable in the advertised time frame.
- Thoroughly review programs with an EDI lens to eliminate duplicative courses while ensuring relevant and applicable coursework.
- Schedule courses in sequence so that students can progress through their program in a timely fashion keeping cost in mind as well as accessibility.
- Schedule courses with the student in mind, providing a variety of times that are convenient for them when juggling work and life challenges.
- Collaborate with Instruction to schedule classes at least two semesters out so that students can plan their pathways.
- Revise the website to move program maps to a more visible location where students can easily access them.

- Ensure the catalog is posted to the website prior to the registration period for students.

Steps Specific to Pacific Islander Students:

- Work with Institutional Research to generate a list of students who self-identify as Pacific Islander. Using the list, develop a process to create a cohort and identify the cohort in Colleague.
- Utilize the Early Alert system to track students in the Pacific Islander cohort.
- Conduct focus groups and surveys to identify barriers specific to Pacific Islander students. Special focus on whether this student group needs more targeted services as current funding mainly combines activities for Asian and Pacific Islander students.
- Continue to offer relevant professional development workshops to inform faculty about how to create courses with Pacific Islander students in mind.
- Establish and provide funding for an Asian and/or Pacific Islander Welcome Reception.
- Provide continued funding to expand and support the Asian/Pacific Islander graduation celebration.
- Provide continued funding for the Pacific Islander Club, growing membership and visibility.
- Inquire into the possibility of establishing an Asian and/or Pacific Islander Cultural Center in the Multicultural Center.
- Work with Counseling and the Dean of Student Services to designate *one* counselor to serve Asian and Pacific Islander students with set hours for scheduled appointments as well as drop-in times.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☒ Field Guidance & Implementation

☒ Technical Assistance/Professional Development

☒ Data & Research

☒ Policy & Regulatory Actions

☒ Technology Investments & Tools

☐ Pilots & Building Communities of Practice

Description of Support Needed:

Support needed from the Chancellor's Office to improve completion rates for Pacific Islander students includes the following:

- Providing access to demographic information for students based on their answers on the CCC Apply application.
- Supporting technology and infrastructure that allows colleges to gather data, create student cohorts, and coordinate services more efficiently and effectively for specific populations, including Pacific Islander students.
- Providing guidance and learning opportunities for "best practices" developed by other campuses for serving Pacific Islander students.
- Taking regulatory action to better standardize and require cultural competence training and onboarding for all employees systemwide.

- Requiring local General Education patterns to better align with transfer General Education patterns.
- Requiring follow-up by colleges on outcomes and results from Student Equity Plan actions.

Transfer

Population Experiencing the Most Significant Disproportionate Impact: LGBT Students

Outcome Goals for LGBT Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer rate for LGBT students by 5% over the 2016-17 rate of 11.4%
Year 2 (2023-24)	Increase transfer rates for LGBT students by 10% over the 2016-17 rate of 11.4%
Year 3 (2024-25)	Increase transfer rates for LGBT students by 14% over the 2016-17 rate of 11.4%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, first-time LGBT students who began at Butte College in 2016-17 had a 14.3% gap in transfer rates compared to all other students. This is the largest transfer equity gap for any student subgroup at the college.

Since LGBTQIA2S+ students cannot be identified via the BEAR report, the Transfer Center must depend on a solid working relationship and communication with Queer Resource Center (QRC) staff for the 22-23 school year. Not knowing who is in the cohort of students who identify as LGBTQ makes it very difficult to reach and communicate with these students about opportunities and to support them through challenges. Currently, our only mechanism for communicating with our LGBTQIA2S+ students is to either send out a general announcement to all students about LGBTQIA2S+ specific opportunities or to only access those students who are actively involved in the QRC. Neither of these options are ideal.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services

☐ Business Services

☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, LGBTQIA2S+ students will transfer at rates equal to all other students. To increase the transfer rates of our LGBTQIA2S+ students by 5% each year, we first need to know who's in the cohort. The Chancellor's Office must provide our college with this information, so we can strategically market to and serve this population. Additionally, the college will assess the transfer process for barriers specific to LGBTQIA2S+ students, including how chosen name on college transcripts and other application materials might impact trans students. Another important step is ensuring that transfer is a regular topic in the Queer Resource Center and that there is regular communication between the Transfer Center and the QRC. Currently, one of our transfer counseling faculty members has identified themselves as LGBTQIA2S+ on the Queer Resource Center's "out-list" and has agreed to serve as a resource to support LGBTQIA2S+ students with the goal of transfer.

It's also critical that faculty and staff continue to be trained in LGBTQIA2S+ allyship through our Safe Zone series, and that LGBTQIA2S+ topics with an intersectional lens are included in campus educational opportunities like Decolonize! Week, the Diversity Speaker Series, and others. The college must also work to make curriculum inclusive by including LGBTQIA2S+ content, so that our LGBTQIA2S+ students see themselves reflecting in the material they are learning. Finally, we must have permanent funding for a full-time position that is specific to supporting LGBTQIA2S+ students in order to adequately address the needs of LGBTQIA2S+ students and close equity gaps.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

☒ Administrator

☒ Faculty

☐ Classified Staff

☐ Partner (K12, Transfer, other)

☒ Students

Action Steps:

Institutional Steps:

- Work with the Chancellor's Office to release the LGBTQIA2S+ student cohort data to the Institutional Research Department for data tracking purposes and to market LGBTQIA2S+ specific opportunities like the LGBTQIA2S+ Welcome Reception and Lavender Grad Celebration to LGBTQIA2S+ identified students.

- Develop a student survey given to prospective students at Orientation that allows them to identify which special populations they belong to (i.e. LGBTQIA2S+ Veteran, foster youth, etc…) to improve outreach to new students from programs and services designed to serve these student groups.

Steps Specific to LGBTQIA2S+ Students:

- Host regular CSU and UC application workshop events at the QRC.
- Direct new LGBTQIA2S+ students to the QRC for information about services, programs, and activities that support LGBTQIA2S+ students.
- Offer training for transfer counselors about LGBTQIA2S+ specific issues including chosen names to help ease the transition from community college to CSU or UC.
- Utilize the Pride Index and conduct research about which CSUs and UCs provide positive environments and support services for LGBTQIA2S+ students and inform students about those colleges specifically.
- Support the mentoring program for LGBTQIA2S+ students through the QRC to include encouragement and other supports to increase transfer.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☐ Technology Investments & Tools
- ☐ Pilots & Building Communities of Practice

Description of Support Needed:

Most importantly, colleges need the Chancellor's Office to release LGBTQIA2S+ student data to the individual colleges. Without knowing who is in the cohort, we cannot access regular, timely equity data on this population, and we cannot therefore consider consistent data in our decision making about this population of students. We also cannot market LGBTQIA2S+ specific opportunities to all students who identify as LGBTQIA2S+ instead, we must rely on word-of-mouth advertising through the QRC and Gender and Sexuality Alliance (GSA) Club, missing many LGBTQIA2S+ identified students who are longing for a sense of community and belonging.

Additionally, we need consistent funding from the Chancellor's Office to adequately staff the QRC and push for more equitable outcomes for our LGBTQIA2S+ students. One-year funding only allows the college to hire a temporary clerk position to supervise the QRC and coordinate all LGBTQIA2S+ programming and education. We must have permanent funding that supports a full-time position in order to adequately address the needs of LGBTQIA2S+ students and close equity gaps.

Transfer

Population Experiencing the Most Significant Disproportionate Impact: Native American Students

Outcome Goals for Native American Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer rates for Native American Students by 4% over the 2016-17 rate of 13.3%
Year 2 (2023-24)	Increase transfer rates for Native American Students by 8% over the 2016-17 rate of 13.3%
Year 3 (2024-25)	Increase transfer rates for Native American Students by 12% over the 2016-17 rate of 13.3%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, first-time Native American students who began at Butte College in 2016-17 had a 13.3% gap in transfer rates compared to all other students. Given the Chancellor's Office data and gaps in several other metrics for our Native American students, it's clear that we need to increase the transfer rate for this population. Currently, there have been discussions of action steps between the Transfer Counseling Center and the Native American Retention Specialist, but no definitive plans have been made to better support Native American student transfer.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

There are three primary factors that can support increased transfer rates for Native American students: 1) starting in fall 2022, tuition and student fees at University of California schools will be fully covered for all Californians who are from federally recognized Native American, American Indian and Alaska Native tribes. Since Native students currently make up less than 1% of the student body at UCs, this policy shift will make attending a UC more affordable for our Native American transfer students, and 2) we hired a Native American Retention Specialist whose goals are to improve the retention, completion, and transfer rates of our Native American students. The Retention Specialist has already met with the Chair of the Transfer Counseling Center to begin conversations about next steps for increasing Native student transfer rates to UC and CSU, and 3) we have an on-going relationship with the Tribal Relations Office at CSU, Chico. This collaboration has resulted in mutual Native American Club events, mutual community outings, and an eased transition for several Butte College Native American students who transferred to Chico State.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:

Steps Specific to Native American Students:

- Support coordination between the Transfer Counseling Center (TCC) and Native American Retention Specialist to encourage Native American students who have identified transfer on their application to work with the TCC counselors to complete the transfer requirements and processes.
- Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process. These professional development opportunities should include the topics of anti-racism, white supremacy, unconscious bias, macro and micro-aggressions, deficit thinking, challenges faced by our local Native American students in higher education, and Native American students' needs (go beyond a land acknowledgement and work on cultural sensitivity and sense of belonging)
- Designate one specifically assigned counselor for Native American Students to support transfer.
- Develop a marketing campaign to encourage Native American students to participate in the annual Transfer Day at Butte College and provide transportation for students to attend.
- Provide more professional development for faculty, staff and students on local Native American tribes, histories of oppression, and current issues faced Native peoples in higher education.
- Participate in planning and tabling at the annual Inter-Tribal Education College Prep Fair.
- Provide regular field trips for Native American female students to four-year institutions where

students can connect with personnel at other campus Native American centers while exploring transfer options.

- Develop a Native American Center, so that Native students have a space on campus to connect and feel a sense of belonging. Encourage students in the space to consider transfer and connect with the Transfer Counseling Center and other transfer-related programs that might support their successful transfer to a UC or CSU.
- Establish and build out the "Native Scholars Can Transfer" program to create and solidify clearly defined transfer pathways for students transferring from Butte to four-year institutions.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☒ Field Guidance & Implementation

☒ Technical Assistance/Professional Development

☒ Data & Research

☒ Policy & Regulatory Actions

☐ Technology Investments & Tools

☐ Pilots & Building Communities of Practice

Description of Support Needed:

Native American students face some of the most persistent equity gaps in educational outcomes, yet the CCC system has done little to support this population specifically. While some identity-based groups have dedicated funding streams (foster youth, undocumented students) and statewide programs that provide guidance and oversight (Puente and Umoja), our Native American students have none of this despite a violent history of educational oppression and exclusion that warrants equitable asset allocation. The Chancellor's Office can provide more data and research on our Native American students, more guidance on best practices to serve our Native students and communities, more dedicated funding, and the development of a statewide program that individual campuses can adopt like Puente or Umoja.

Transfer

Population Experiencing the Most Significant Disproportionate Impact: Latinx Students

Outcome Goals for Latinx Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer rates for Latinx Students by 2% over the 2016-17 rate of 22.2%
Year 2 (2023-24)	Increase transfer rates for Latinx Students by 4% over the 2016-17 rate of 22.2%
Year 3 (2024-25)	Increase transfer rates for Latinx Students by 5% over the 2016-17 rate of 22.2%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, first-time Latinx students who began at Butte College in 2016-17 had a 4.4% gap in transfer rates compared to all other students. Butte College has been an HSI since 2016 and our current enrollment is over 32% Latinx, yet we have never really celebrated or responded to this fact by adapting our policies, practices, and culture to meet the needs of our changing demographics.

In regard to transfer, the Transfer Counseling Center has partnered with both the Puente Program and MESA to design and implement transfer-specific activities for Latinx students, UC campus tours, and marketing materials for CSU Chico's MESA Program.

We do not currently have a process for engaging instructional faculty in helping the college close equity gaps in transfer. One way to do so is to work with Instruction to increase the number of ADTs for transfer. ADTs support students by defining a clear path to an AA or AS and transfer to a four-year university.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

☒ Instruction

☒ Student Services

☐ Business Services

☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Primarily, the college needs to respond to our HSI designation by increasing the visibility and reputation of Butte College as an HSI to the communities we serve and creating a campus culture where all faculty, administration, and staff are aware of and dedicated to fostering our HSI designation. The goal is to increase our "servingness" to our Latinx students by enrolling and educating them through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic and non-academic outcomes. The work of increasing our Latinx servingness will serve to improve transfer rates for our Latinx students.

Additionally, we will work to create more ADTs to close equity gaps in transfer because students with an ADT are guaranteed admission to some universities and have priority consideration for impacted majors. Once students are enrolled, the courses that are taken as part of the ADT program will all transfer into the four-year university and will fulfill all general education requirements.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

☒ Administrator

☒ Faculty

☐ Classified Staff

☐ Partner (K12, Transfer, other)

☒ Students

Action Steps:

Institutional Steps:

- Focus on Butte College's HSI designation through the lens of "servingness" by including our HSI status in our mission statement and on our website, providing our Latinx students with opportunities like the Bienvenida and Graduation celebrations that center Latinx ways of knowing and being, and improving outcomes and experiences for our Latinx students.
- Implement Slate and better utilize Regroup to provide just-in-time messaging to Latinx students about available programs and services that can support their success.
- Support the implementation of Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff, including better educating hiring committee members on implicit

bias and the benefits of a diverse workforce, reviewing hiring data and adapting practices to eliminate adverse impact, and onboarding new employees with an EDI lens.
- Engage instructional faculty in the development of new ADTs and routinize the analysis of ADT data by race/ethnicity to help the college identify how racially minoritized students are using ADTs and in what areas.

Steps Specifically for Latinx Students:
- Provide professional development around issues of institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.
- Provide a center for Latinx students to connect with each other and create a sense of belonging.
- Include Latinx perspectives and voices in the curriculum.
- Designate a Latinx-specific counselor to support transfer.
- Expanding transfer marketing for Latinx students.
- Implement the Puente mentorship program to support students with their transfer goals.
- Include Spanish-language enrollment and transfer information on the college's webpage and in written recruitment materials.
- Embrace parental/family engagement in Latinx students' education.

Support Needed:
Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☒ Field Guidance & Implementation

☒ Technical Assistance/Professional Development

☒ Data & Research

☒ Policy & Regulatory Actions

☐ Technology Investments & Tools

☐ Pilots & Building Communities of Practice

Description of Support Needed:
The Chancellor's Office can support increases in Latinx student transfer outcomes by providing guidance on best practices, data and research on Latinx student needs related to transfer, and professional development around issues of institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.

Transfer

Population Experiencing the Most Significant Disproportionate Impact: Low-Income Students

Outcome Goals for Low-Income Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer rates for low-income students by 4% over the 2016-17 rate of 23.1%
Year 2 (2023-24)	Increase transfer rates for low-income students by 8% over the 2016-17 rate of 23.1%
Year 3 (2024-25)	Increase transfer rates for low-income students by 12% over the 2016-17 rate of 23.1%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- ☐ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, first-time low-income students who began at Butte College in 2016-17 had a 12.1% gap in transfer rates compared to all other students. This cohort pre-dated the California Promise Program that is intended to help make college affordable to all students, support the goals in the *Vision for Success*, and strengthen Guided Pathways and encourage innovation. Our local annual equity dashboard reports a 2.5% equity gap in transfer outcomes for low-income students in 2018-19. Clearly, our low-income students need more support in order to eliminate these gaps in transfer rates.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- ☒ Instruction
- ☒ Student Services
- ☐ Business Services
- ☐ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Ideally, low-income students will have the financial resources they need to be successful at the college and transfer to a UC or CSU in a timely manner. This will include financial aid awards that support a student throughout their higher educational journeys, as well as support for technology and other educational necessities. We will also be better able to identify students who are homeless/food insecure to track their educational outcomes and respond to their emerging needs.

PLANNING AND ACTION

Intended Audience/Recipient:

Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- ☒ Administrator
- ☒ Faculty
- ☐ Classified Staff
- ☐ Partner (K12, Transfer, other)
- ☒ Students

Action Steps:

Institutional Steps:

- Develop a mechanism for identifying students who are homeless, so we can track educational outcomes annually and respond appropriately to emerging needs.
- Create clear and concise Guided Pathways for students with course offerings that supports them to transfer in a timely manner.
- Provide professional development workshops for faculty and staff on campus and community resources to support low-income students.
- Inquire into the possibility of increasing associate faculty's office hour pay to increase student/associate faculty opportunities to meet and assess/support student needs.

Steps Specific to Low-Income Students:

- Revise existing or implement new policies and procedures to eliminate financial burdens for students who are not eligible for federal aid or California Promise Program, which does not help part-time students who are single parents and/or work full-time jobs.
- Support low-income students with SEA emergency financial assistance when appropriate, especially for student groups excluded from receiving federal financial aid (undocumented students and international students, for example).
- Provide more outreach for students who are homeless and students who experience food insecurity to inform them about campus resources.
- Provide students with more information on how to apply for scholarships.

- Continue to support computer and hotspot lending services through the Library and other programs to ensure that students who are financially challenged have access to the equipment they need to be successful.
- Continue to cover registration and tuition fees at the Child Development Center for low-income students.

Support Needed:

Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

☒ Field Guidance & Implementation

☒ Technical Assistance/Professional Development

☒ Data & Research

☒ Policy & Regulatory Actions

☐ Technology Investments & Tools

☐ Pilots & Building Communities of Practice

Description of Support Needed:

The Chancellor's Office can support the college's low-income student transfer rates by providing funding/financial aid for students who are ineligible for Federal Aid or the California Promise Program and by continuing to provide funding to combat homelessness and food insecurity. Data, research, and guidance on best practices on how to improve the transfer rates of low-incomes students would also be helpful as college's design their basic needs support offerings.

STUDENT SUPPORT INTEGRATION

Guided Pathways

Alignment

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals.

Butte College's Guided Pathways (GP) current Scale of Adoption (SOA) assessment identified current progress and goals to improve the student experience. The key aspect of the assessment process identified a clear need to better integrate GP efforts with the College's Strategic Direction and Student Equity Plan. This integration includes the ongoing effort of disaggregating data to understand the student experience and identify those students who need student support most to inform the redesign of institutional structures and processes. The Student Equity Plan goals and system redesign priorities outlined in this document are integrated into all GP efforts and priority projects. Identified equity gaps will be a focal point for the design of holistic student supports. Below are the Butte College GP priority projects; each project aligns with one or more GP SOA practices and includes the equity considerations outlined in the SOA.

- **Student Success Team (SST) Pilot**: A cross-functional campus teams working design and pilot a holistic student support model. The SST model will use a data driven cohort management approach to assist students from entry to completion with a focus on equitable outcomes. The SST will review pathway momentum points inside and outside of the classroom and meet student needs in a proactive and personal way.
- **Pathway Messaging**: An assessment of current student messaging and media artifacts. The assessment includes a review of equity minded and inclusive language and representation. The goal is to create consistent and clear messaging that supports student engagement, clarifies pathways, and demystifies college process and procedures.
- **REACH**: **R**acial **E**quity for **A**dult **C**redentials in **H**igher **E**ducation, this project optimizes Butte College's Guided Pathway efforts for adult learners of color, by embedding culturally sensitive practices and sequenced student supports and creating pathways with quality short-term credentials that lead to associate degrees.
- **Equitable Placement and Completion:** Improving student completion in gateway courses by increasing access and success in transfer level English and math. This includes a review a disaggregated student data by race, gender, and income to improve learning outcomes as well as an expansion of STEM course offerings and student supports.
- **Explorer Pathway:** A first semester selection of courses that will ensure progress in a cluster of individual programs so that students do not have to choose a specific major but can explore within a Community of Interest.
- **Light To Inspire Course**(s): Through a community of practice faculty will design courses to bridge a student's purpose and sense of belonging through an introductory pathway. Underrepresented students will be linked to the courses that include program-relevant, active, and experiential learning opportunities.

Financial Aid

FAFSA Participation

Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Strategy 1: The Butte College Financial Aid Office (FAO) plans to implement targeted communications, outreach efforts, and a case-management style approach by assigning specific personnel to work with each of Butte College's five Guided Pathways Communities of Interest (COIs). For each student within each COI population, the assigned FAO personnel will contact them through phone calls, emails, and text messages encouraging the completion of a financial aid application along with assisting them through any barriers that may come along the way (rejected application, verification requirements, professional judgement appeals, etc.) with one-on-one time via in-person appointments, virtual help labs, and over the phone.

Strategy 2: The Butte College FAO plans on incorporating specific goals to target action both by FAO personnel and the students in FAFSA/CADAA application completion. The FAO will utilize data from the previous two academic years and calculate a reasonable percentage to increase completions by and employ additional communications and outreach efforts to ensure student's access and involvement with financial aid efforts.

PELL Grant Participation

Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

Strategy 1: The Butte College FAO plans to pull student financial aid applications that are originally determined to be ineligible for aid funds. The FAO will target outreach efforts to assist these students through the barriers of having rejected applications, high EFC scores (due to errors/mistakes on the application, or encourage appealing for an income adjustment), and indicated they already earned a higher degree. Additionally, the FAO will work through the unconverted reports (where a financial aid application does not match with any student information in our Student Information System) on a consistent basis to continue moving their financial aid application forward and completing their financial aid file for aid eligibility.

Additional Aid for Students

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

- ☒ Yes
- ☐ No

Description of Additional Aid

In addition to all consistently apportioned State Aid, Butte College will provide funds to students provided from the State in the form of Housing & Homeless Insecurity Program, Early Action Emergency Grant, AB19/AB2 Promise Grants, EOPS, CARE, CA Conservation Corps, CHAFEE, CAFYEE, Finish Line, and other aid as it comes into the College; from leftover Federal HEERF-Student Aid portion funds; from SEAPAC in the form of emergency aid as determined by the SEAPAC Committee as available; and from outside agencies in the form of AmeriCorps, BIA, and Scholarships.

Basic Needs

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Basic Needs Center

Has your college established a Basic Needs Center and designated a staff person as a coordinator?

- ☒ Yes, we have a center and are in the process of hiring a coordinator.
- ☐ No

Services

What services are you providing or do you plan to provide in your college's Basic Needs Center?

We provide a food pantry, CalFresh application assistance, gas & food cards, hygiene & school supplies and housing assistance, along with referrals and connections to campus and community resources. We also provide health and mental health resources and access to showers and lockers at other locations on campus.

Participation

How do you plan on increasing participation in your college's Basic Needs Center?

Our plan is to eventually move our center to a more central campus location to increase accessibility and usage and to host a big grand opening event. In the meantime, we have created a video, posters and banners and plan to launch a social media campaign. We regularly table, do classroom presentations and include info in campus announcements, as well as work with Financial Aid to do targeted email campaigns to populations that might be eligible for benefits like CalFresh.

Food Pantry

The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts.

We have a food pantry where students can drop in and pick up groceries and snacks. We also provide snacks at other locations on campus and at some of our auxiliary sites (Chico, Glenn Centers and Cosmetology). We also do regular food box and grocery giveaways at various locations on campus, as well as holiday baskets for students in need.

Zero-Textbook Costs

Zero-Textbook Cost Program

The 2021-22 Budget Act provided $115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Butte College currently has two faculty members serving on the ASCCC Open Educational Resources Initiative Leadership Team and we have had two faculty members who participated in OER development projects. The projects included creating an OER for human biology that represents more diverse student experiences (including diverse cultures and LGBTQIA2S+ and creating and OER for anatomy. We have also awarded multiple faculty sabbaticals related to developing OER for specific courses. SEA funds also provide an annual stipend to one of our Librarians to support faculty in their searches of high-quality, zero cost textbooks. The number of courses offering Zero Textbook Costs continues to grow each year:

Fall 2019
Individual courses with Zero Textbook Costs: 98
Number of course sections with Zero Textbook Costs: 274

Fall 2020
Individual courses with Zero Textbook Costs: 122
Number of course sections with Zero Textbook Costs: 323

Fall 2021
Individual courses with Zero Textbook Costs: 183
Number of course sections with Zero Textbook Costs: 411

LGBTQIA2S+

LGBTQIA2S+ Support

In 2011, Assembly Bill 620 amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, California Education Code Section 66271.2 also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated $10 million in one-time funding to support LGBTQIA2S+ students. Please discuss your plans or current efforts to support the LGBTQIA2S+ population on your campus.

Butte College's official support of LGBTQIA2S+ students began with the founding of the Queer Resource Center in fall 2018. Since that time, Butte College has leveraged SEA funds to provide an operating budget and student assistants for the QRC. SEA funds are also used to provide Safe Zone I and Safe Zone II training for faculty and staff to better understand and serve LGBTQIA2S+ students. In addition, the college has an established Gender and Sexual Equity Taskforce that meets bi-monthly to facilitate policy, procedural, and facility changes at Butte College related to gender & sexual orientation diversity to make Butte College a more inclusive and safe campus community for LGBTQIA2S+ students, staff and faculty.

The college is currently using the one-time funding to provide a temporary, special programs clerk position to supervise the center, provide programming for LGBTQIA2S+ students, and act as point of contact to help address the needs of LGBTQIA2S+ faculty, staff, and students. In order to truly meet the needs of our LGBTQIA2S+ students, the Chancellor's Office must provide on-going fiscal support that will allow colleges to hire permanent staff who can support this population in a consistent, stable manner.

Mental Health

Mental Health-Related Programs

The 2021-22 Budget Act included ongoing funding of $30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Our allotment of these funds is already being put to good use. Our IDEA officer, Tray Robinson, is using some of this funding to produce a program for staff discussing mental health from an intersectional lens. The goal is to educate staff on how to better reach and serve under-represented populations. Additionally, plans are in place to increase our mental health counselor team to three dedicated therapists, providing more room for outreach, programming, and counseling.

General Accessibility

Accessibility

Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Butte College's primary way of supporting the accessibility of all curricula was developed out of necessity in Spring 2020 as the college moved all courses online during the pandemic. The college developed a process to get ALL instructors approved to teach online with the move to remote learning whereby all instructional faculty had to do the following: 1) attend a workshop to ensure that all instructors understand the requirements for DE (regular and substantive interaction with the instructor; student-student contact during the class; and maintenance of rigor in both the online and face-to-face modalities), 2) pass a Canvas Course to learn online teaching strategies to implement in their courses, and 3) submit a DE addendum to demonstrate how they met all the requirements for the DE modality in their own courses. All instructors completed a separate DE Addendum for each course.

In terms of technology, the college partnered with our local "Computers for Classrooms" non-profit agency in spring and fall of 2020 to provide free computers, webcams, and activated hotpots to students who might need them. In fall of 2021, the college also offered $500 technology vouchers to students to purchase the technology they needed to be successful in their online courses. Moving forward, the college might be using some of our HEERF allocation to provide additional funds to students to purchase any computing equipment they need to complete their courses in online or hybrid environments.

Institutional Planning

Ongoing Engagement

Please describe any efforts you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Board of Trustees is continuously engaging in student equity efforts and plans to do the following over the 2022-25 period:

- The whole Board participated in EDI training in 2020-21 and is committed to attending additional EDI training. IDEA Officer Tray Robinson has agreed to provide that additional training.
- Participate in an annual review and discussion of student performance data at their June Retreat that includes student equity data, Vision for Success Balanced Scorecard metrics, ACCJC standards and goals, and internally set key performance indicators. These data are disaggregated by race/ethnicity.
- Board members regularly attend sessions that focus on student equity at statewide conferences (e.g., CCLC Annual Trustee Conference, Effective Trustee Workshop)
- The Board Policy Committee is currently reviewing and revising policies to include more equitable language.
- Over the last two years the Board participated in a Trustee Fellowship Program in partnership with the Chancellor's Office and the Aspen Institute. This program is designed to focus the Board effectively on advancing student equity goals. The area our Board chose to focus on is "Tracking Latinx Student Progress." They contracted with the Research and Planning (RP) Group to help with data collection and will be receiving a report about this soon. The Board will decide next steps after reviewing and discussing the findings. The college expects this interest and focus to continue in the years to come.

Integrated Budgeting

Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

The SEA Program has several responsibilities based on Ed Code 78222: 1) maintain a Student Equity Plan, 2) support "practices that advance the systemwide goal to eliminate gaps for students from traditionally underrepresented groups", 3) provide matriculation services, 4) provide all students with an educational plan, 5) adopt AB 705: Transfer-level math and English completion in first year, and 6) support Guided Pathways implementation. Because these six responsibilities are quite disparate and wide-ranging, SEA funds are expected to fund a lot of the college's personnel, operating expenses and activities, especially in Student Services. Over time, more and more of our SEA funds have gone into on-going personnel costs, which leaves less funding to provide on-going departmental operating costs, student assistants, and equity-focused education and activities.

Currently, SEA funds are sometimes used in conjunction with District funds to support certain positions, including Support Center staff and counselors. The college has also leveraged CAFYES funds for foster youth and Dreamer Resource Liaisons funding for undocumented students to alleviate some of the SEA funding commitments to those student groups, although SEA still supports personnel for Inspiring Scholars and operating costs for the UndocuCenter. The college has also leveraged $50,000 from statewide Puente to initiate our Puente Program and we hope to leverage statewide Umoja funds in the future to better support our emerging Umoja Program. Our current SEA budget is not sustainable over time as additional personnel needs and COLAs take up more of the overall budget year after year.

Regular SEA Program budget increases from the Chancellor's Office would alleviate some of this stress of our SEA budget. We will also work with our Leadership team to possibly shift some of our current SEA personnel costs to the District budget.

The hope is that the Chancellor's Office will begin to provide on-going funding streams to support specific populations of students known to have consistent equity gaps statewide because these funds cannot be redistributed at the local college level to support all students and the SEA budget will not be solely responsible for supporting efforts to close equity gaps for our racially minoritized and other under-served groups.

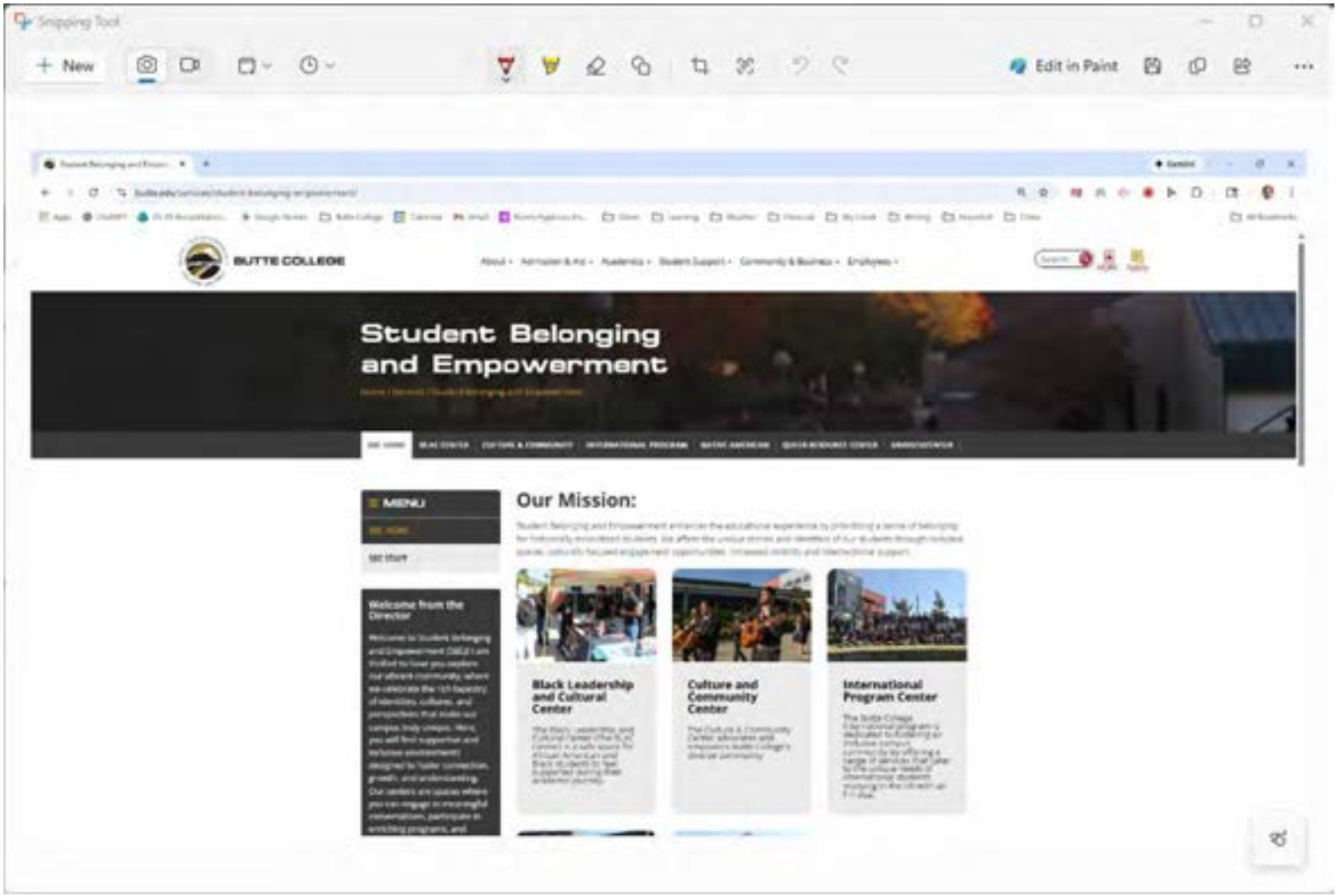
Student Voice

Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Student voice is critical in both the inquiry process of understanding *why* our racially minoritized and other under-served student groups have consistent equity gaps in outcomes and in developing strategies that will eliminate those gaps. Student perspectives often invalidate our assumptions about their experiences, and they often provide clarity on what students need in order to be successful. This is the reason that the college had five students serving on the Student Equity Plan Retreat in July 2022 and why we have students serving on the Student Equity and Achievement Program Advisory Committee each year. We also have a student ambassador program that pays students stipends to participate on all campus committees, so that students are considered a vital part of our participatory governance structure and student voices are amplified in spaces where decisions get made.

In addition, we administered the National Assessment of Collegiate Campus Climate (NACCC) survey from USC in spring 2021 and conducted six focus groups with Black/African American students, Latinx students, and Native American students in spring 2022. The data from the survey and focus groups are an important part of our root cause analysis to identify and address the barriers to success faced by each of these student populations. We have plans to conduct focus groups for our Pacific Islander students, LGBTQIA2S+ students, and foster youth students in fall 2022.

EVIDENCE
B2c: Student Equity


Snipping Tool
New
Edit in Paint
BUTTE COLLEGE
About
Admission & Aid
Academics
Student Support
Community & Business
Employees
Student Belonging and Empowerment
MENU
Welcome from the Director
Our Mission:
Black Leadership and Cultural Center
Culture and Community Center
International Program Center

EVIDENCE
B2d: SEAP Presentation

Butte College Center for Academic Success

Analysis of “Back-on-Track” Student Support

Intervention for students with cumulative GPA was below 2.0 (in a single term with at least six units attempted)

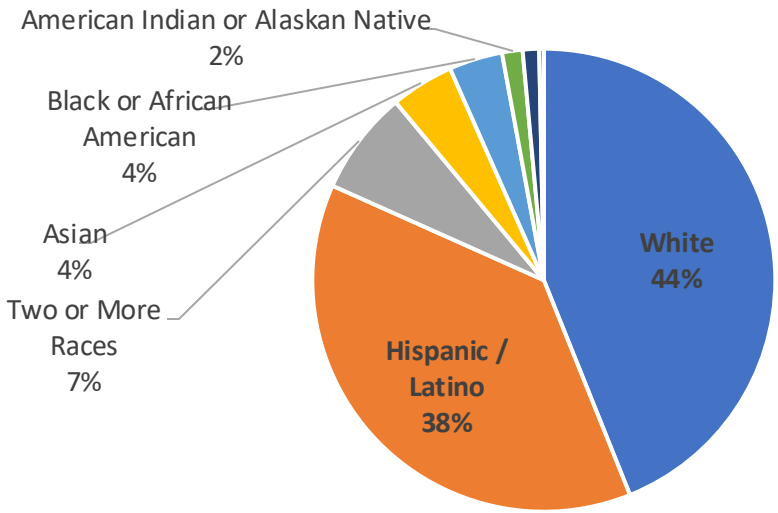
Fall 2021 first cohort to Spring 2024 attainment (original analysis period)

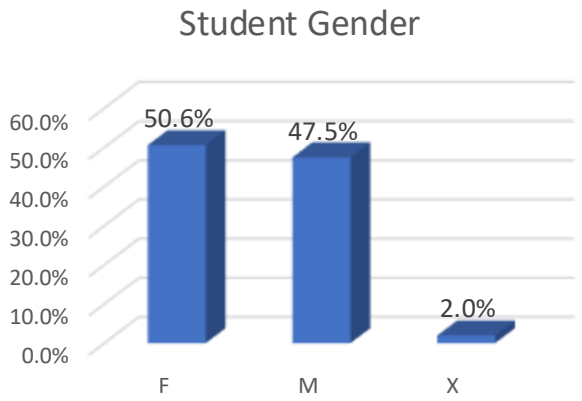
Alan Raetz
Research Analyst
Institutional Research
Butte College
October 15th 2025 (reviewed and revised)

- What do we do
  - Academic Probation
  - Other referrals and services
- What students do we serve?
- Student outcomes:
  - Retention and Persistence
  - Course Success
  - Transfer Math/English completion
  - Degree/Certificate completion
  - Four-year college transfer rates

Who do we serve?

All students who were on Academic Probation Fall 2021 or later (control group, 7692 students)





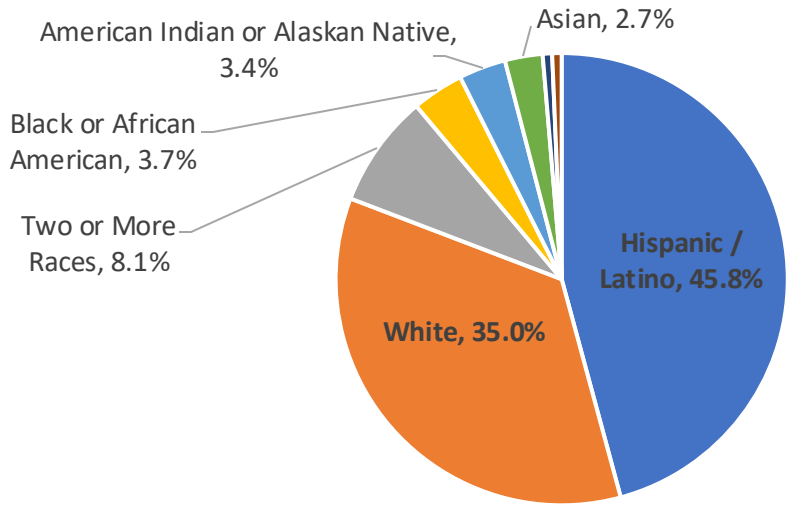
First Generation: 44%

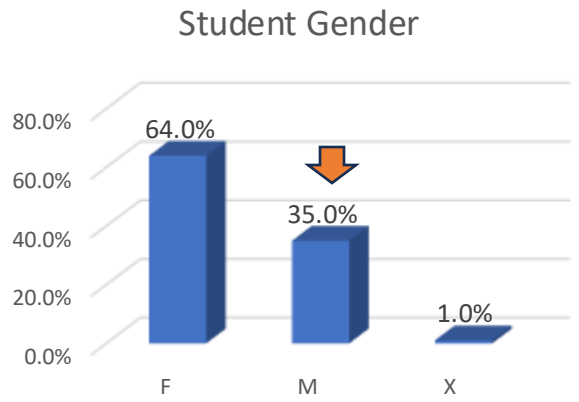
Low Income: 64%

Our cohort: on Academic Probation Fall 2021 or later and met with SSS counselor at least once (297 students)

First Generation: 60%

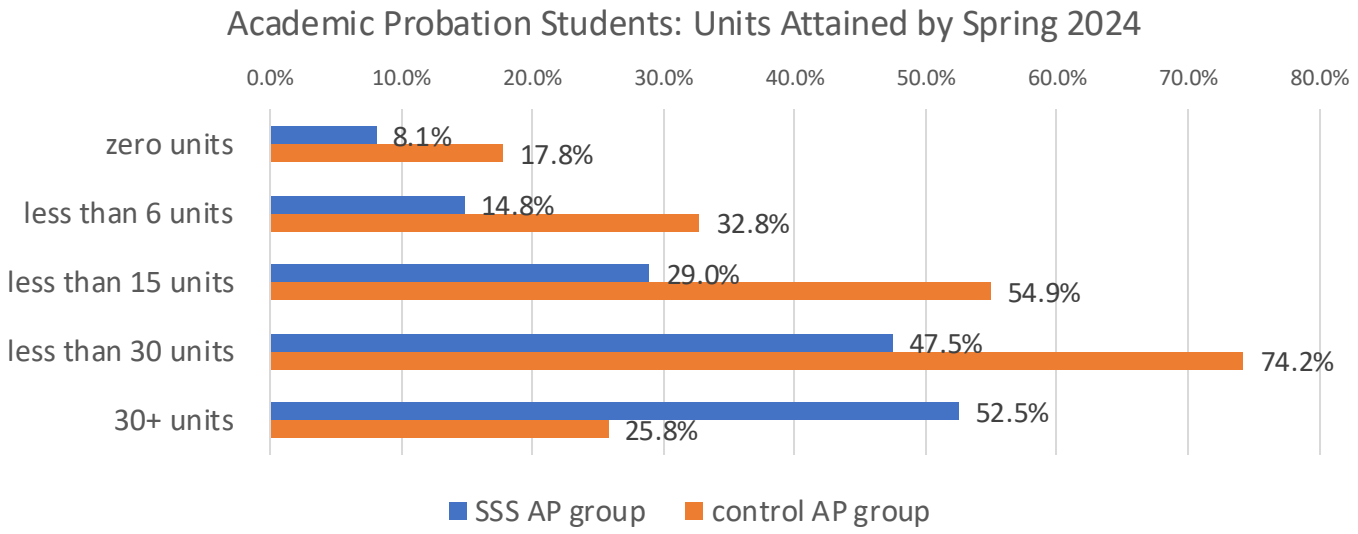
Low Income: 85%

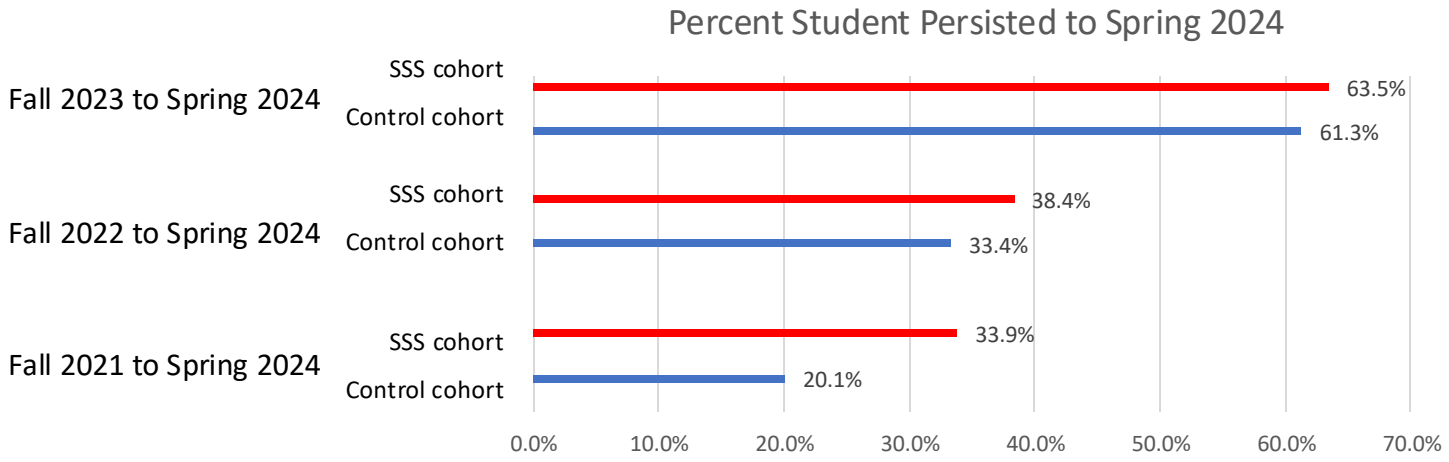




Outcomes: Academic Probation Student Persistence

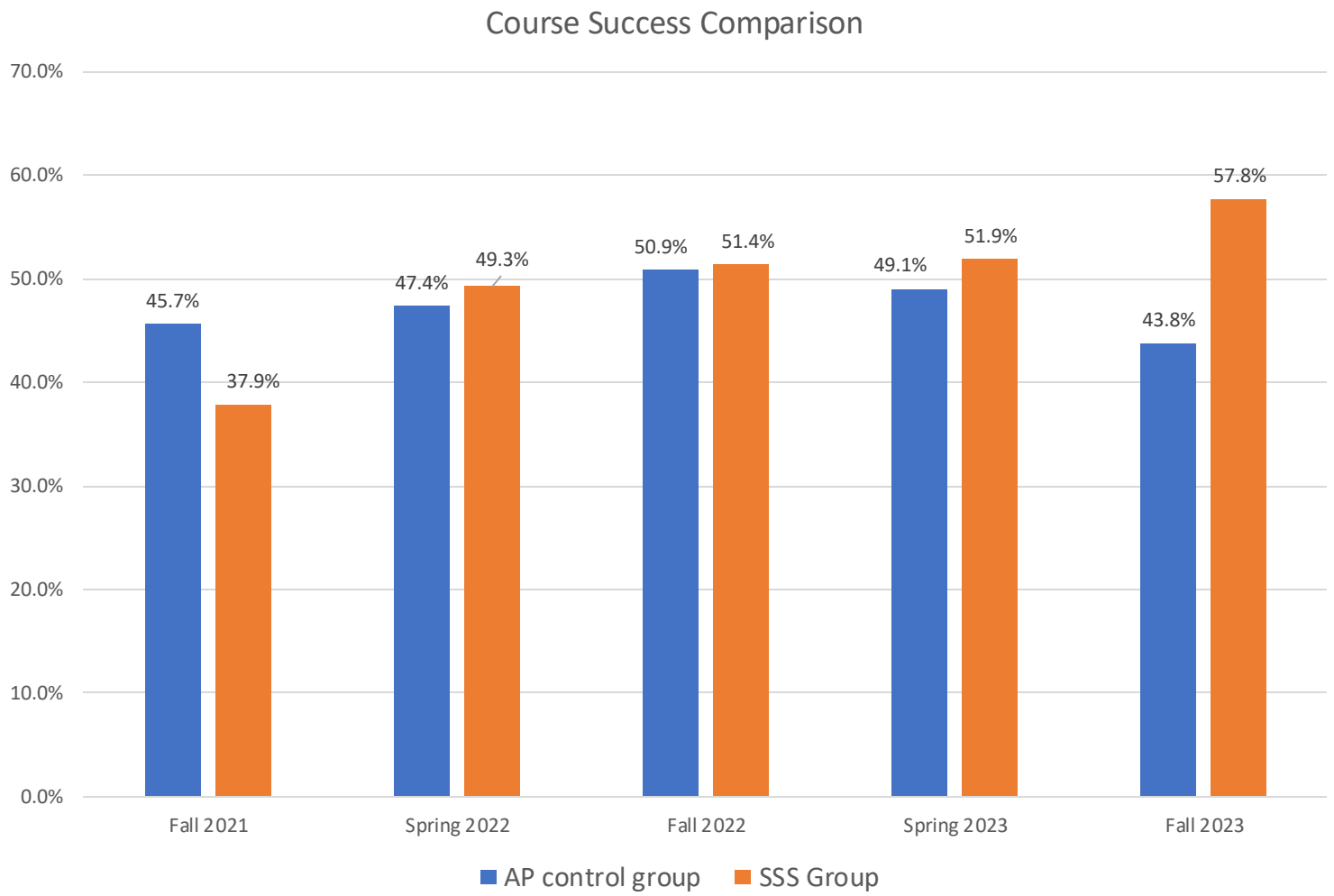
Students with at least one semester with a GPA below 2.0 (excludes student who have earned degrees or certificates)



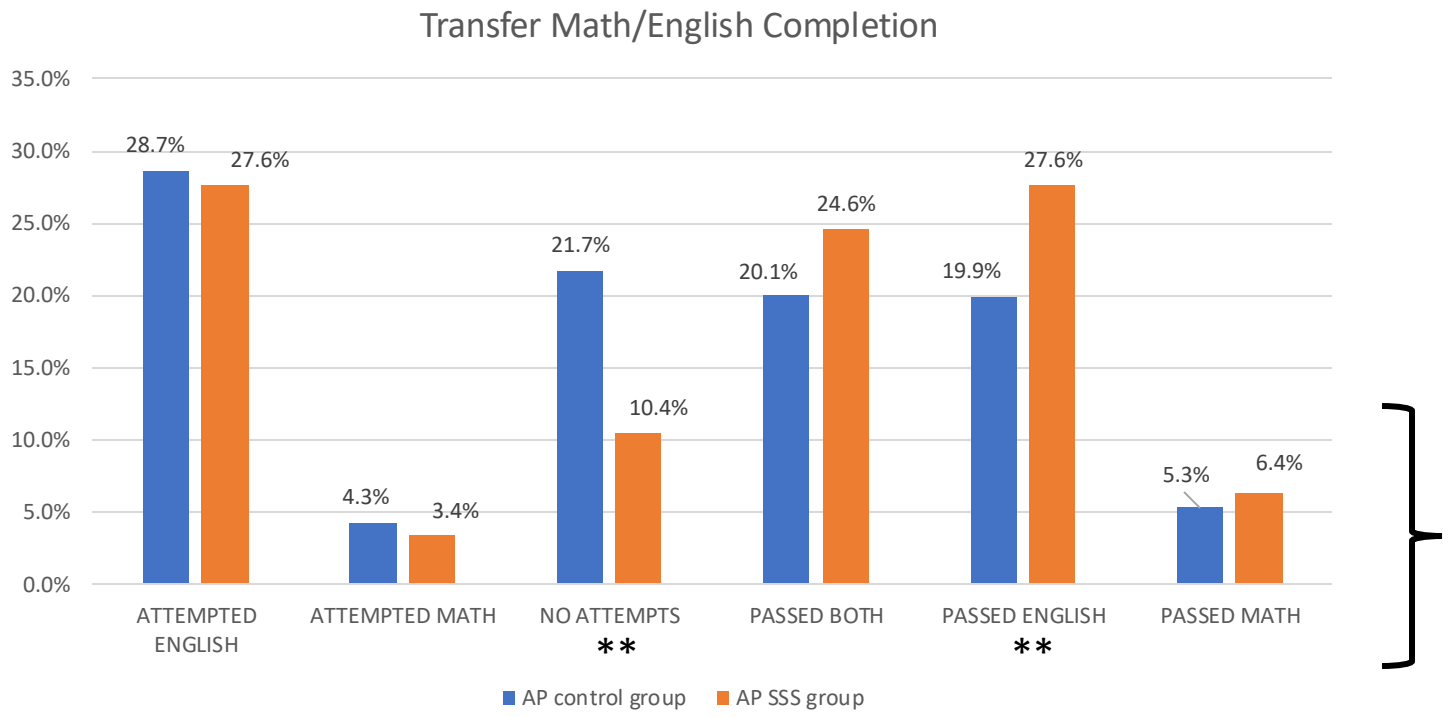


Course Success

percent of classes with a passing grade (when enrolled at census)



Completion of Transfer-level Math/English



(**statistically significant differences)

Award Completion

AS/AS Degree or Certificate

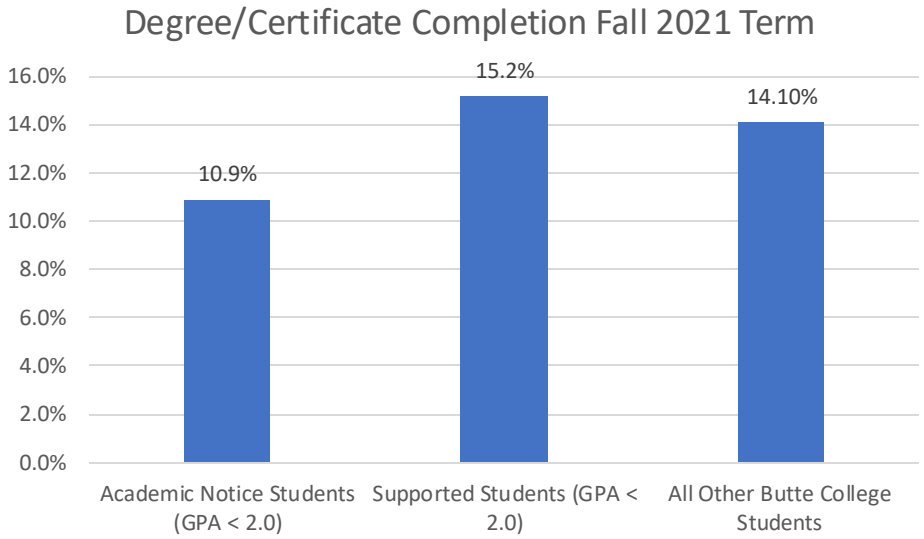
Bar Chart Group Description, left to right:

"Academic Notice Students" (Control Cohort): Students on Academic Notice (formerly Academic Probation; cumulative Butte GPA less than 2.0) who did not engage with Back-on-Track: 7692 students (2019-2022)

Supported Students (Back-on-Track program supported students)

All Butte College Students 2021 Cohort:
14.1% attained degree, cert or transfer

Summary:
Degree/Cert completion for the supported students (297 students that engaged in CAS Student Success Services “Back-on-Track” program) is significantly higher than the Control Cohort, and similar or better than entire student body in this period.

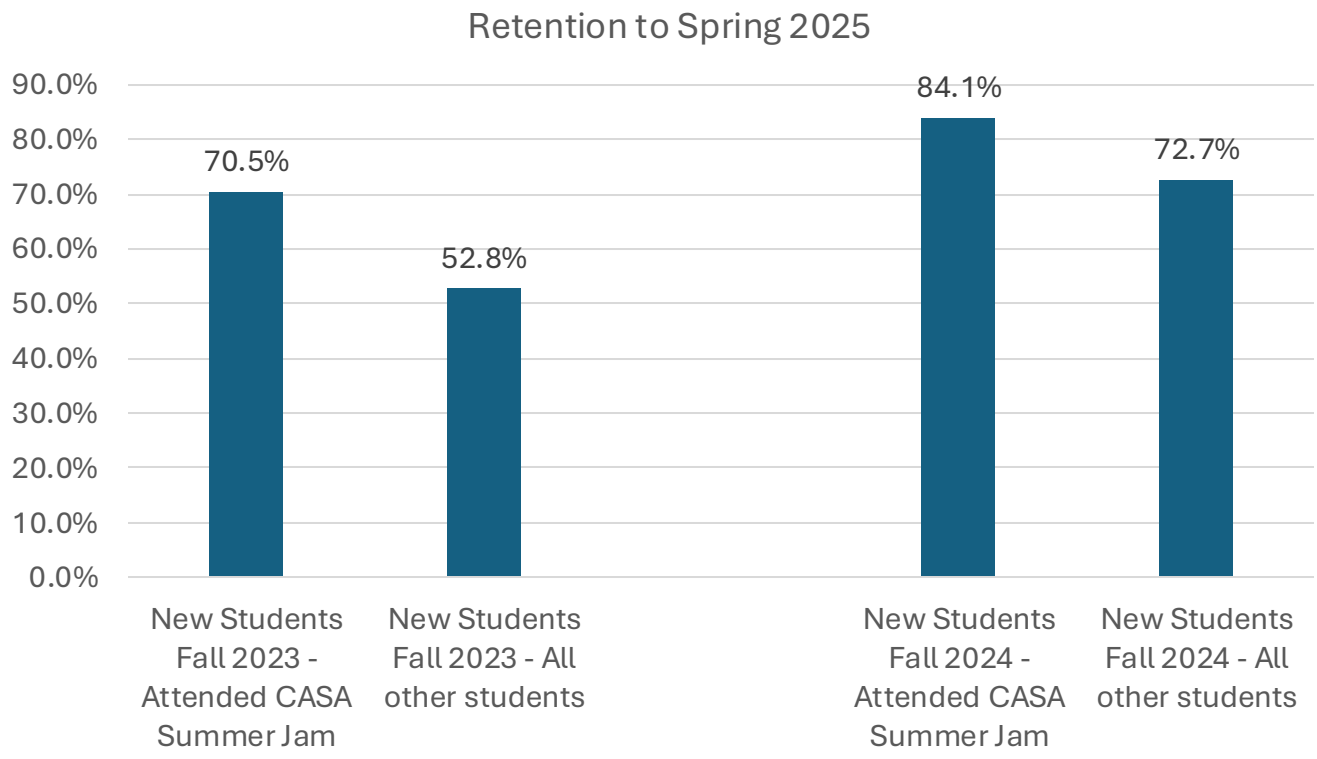


EVIDENCE
B2e: CASA Retention Analysis

CASA Summer Jam Student Retention for Fall 2023 and Fall 2024 Events

Alan Raetz
Research Analyst
Institutional Research
Butte College
October 15th 2025 (reviewed and revised)

CASA Summer Jam Student Retention Analysis



New students in Fall 2023 and Fall 2024 were used as a control cohort to compare retention of these students (continued enrollment) to New students that attended CASA Summer Jam events based on student ID numbers provided by CASA.

EVIDENCE
B2f: Equity Dashboard

Butte College Student Equity Dashboard, 2020-2021

Gaps were determined using the Percentage Point Gap Minus 1 (PPG-1) and Margin of Error method.

Success Indicator	*All*			African American			American Indian/Native			Asian			Hispanic			Multi-Ethnicity			Pacific Islander			White		
2020-2021	Cohort Out-come	Cohort Number	Cohort Denom	*Overall*	*Female*	*Male*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*
ACCESS	46.0%	5230	11374	29.8%	30.2%	29.6%	40.5%	38.6%	43.8%	40.9%	37.6%	46.1%	47.5%	46.2%	49.5%	45.1%	46.6%	43.0%	35.7%	26.1%	50.0%	47.2%	45.1%	50.2%
Success (Credit Courses)	73.5%	37790	51385	61.8%	63.2%	60.3%	60.5%	63.3%	56.1%	77.6%	80.3%	73.7%	68.6%	70.3%	66.4%	68.2%	66.5%	70.9%	55.9%	65.3%	44.3%	77.1%	77.8%	76.2%
Distance Education	73.6%	18579	25232	54.3%	57.0%	51.7%	62.6%	63.4%	61.1%	77.7%	77.5%	77.7%	69.0%	71.3%	65.4%	67.4%	66.2%	70.0%	48.8%	54.5%	42.1%	77.5%	78.1%	76.8%
CTE courses	79.6%	11158	14009	69.9%	70.1%	69.6%	67.4%	70.4%	62.5%	84.2%	88.0%	77.4%	75.4%	77.8%	72.9%	76.6%	71.1%	83.9%	60.4%	69.4%	33.3%	82.2%	83.8%	80.5%
Trans. Math & English	10.1%	530	5230	5.4%	8.3%	2.9%	5.9%	7.7%	3.6%	14.0%	13.8%	14.6%	8.8%	9.4%	8.0%	8.5%	9.0%	8.4%	6.7%			10.8%	10.3%	11.7%
Completed Trans. Math	17.4%	910	5230	11.6%	13.3%	10.3%	7.4%	7.7%	7.1%	21.4%	19.5%	24.4%	15.9%	17.0%	14.5%	14.1%	16.2%	12.2%	13.3%			18.6%	16.9%	21.1%
Completed Trans. English	22.6%	1184	5230	14.7%	16.7%	13.2%	22.1%	17.9%	28.6%	25.3%	23.3%	28.5%	21.1%	19.9%	22.8%	21.2%	20.4%	22.9%	13.3%			23.6%	23.3%	23.8%
Sophomore Standing by Year 2	9.8%	214	2189	2.1%	6.3%	0.0%	4.5%	7.1%		13.2%	11.8%	14.5%	7.2%	6.1%	8.4%	5.7%	6.5%	5.4%				12.4%	10.7%	14.0%
and Trans. Math & English	6.0%	131	2189	2.1%	6.3%	0.0%	4.5%	7.1%		10.4%	9.8%	10.9%	4.1%	4.2%	3.9%	1.6%	1.6%	1.8%				7.6%	7.4%	7.5%
Fall to Spring Retention	63.6%	5471	8596	56.8%	55.3%	58.3%	54.9%	58.6%	45.2%	70.5%	71.2%	69.9%	61.7%	62.5%	60.8%	62.2%	63.8%	60.6%	60.0%	52.9%	69.2%	64.4%	66.6%	61.6%
Completion: Degrees	9.3%	1056	11338	8.1%	8.9%	7.6%	9.8%	12.3%	6.1%	13.7%	16.8%	9.2%	8.9%	10.0%	7.3%	11.7%	12.0%	11.3%	5.3%	9.1%	0.0%	11.9%	13.2%	10.0%
AA	3.7%	417	11338	5.0%	4.8%	5.3%	3.8%	6.2%	0.0%	4.1%	5.3%	2.1%	2.9%	3.5%	1.8%	4.5%	4.7%	4.0%	2.6%	4.5%	0.0%	3.8%	4.7%	2.7%
AS	3.3%	372	11338	1.2%	1.6%	0.8%	2.3%	2.5%	2.0%	5.4%	6.3%	4.3%	2.4%	2.4%	2.4%	2.7%	2.9%	2.5%	0.0%	0.0%	0.0%	3.9%	4.0%	3.8%
AA-T	2.3%	260	11338	0.8%	0.8%	0.8%	2.3%	2.5%	2.0%	1.6%	2.3%	0.4%	2.0%	2.5%	1.4%	3.4%	3.6%	2.9%	0.0%	0.0%	0.0%	2.5%	3.1%	1.5%
AS-T	1.7%	194	11338	1.2%	1.6%	0.8%	1.5%	1.2%	2.0%	2.7%	3.0%	2.5%	1.6%	1.6%	1.7%	1.2%	0.8%	1.8%	2.6%	4.5%	0.0%	1.7%	1.4%	2.1%
Completion: Certificates	9.6%	1083	11338	9.7%	8.1%	11.4%	3.0%	4.9%	8.2%	12.7%	15.3%	9.6%	9.1%	8.5%	10.0%	9.8%	9.6%	9.8%	5.3%	0.0%	12.5%	9.5%	9.0%	10.2%
CA-F	0.3%	38	11338	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.3%	1.1%	0.3%	0.2%	0.5%	0.1%	0.0%	0.4%	0.0%	0.0%	0.0%	0.3%	0.4%	0.2%
CA-N	1.9%	218	11338	1.2%	0.8%	1.5%	1.5%	1.2%	2.0%	1.3%	1.8%	0.7%	2.0%	1.9%	2.2%	1.9%	1.0%	2.9%	0.0%	0.0%	0.0%	2.1%	1.7%	2.7%
CA-T	3.0%	344	11338	1.2%	0.8%	1.5%	2.3%	1.2%	4.1%	1.6%	0.8%	2.8%	2.5%	1.1%	4.4%	1.9%	1.0%	3.3%	2.6%	0.0%	6.3%	3.6%	1.4%	6.6%
CC-E	4.7%	530	11338	2.3%	3.2%	1.5%	5.3%	7.4%	2.0%	3.5%	4.0%	2.5%	4.4%	4.4%	4.4%	5.8%	5.5%	6.5%	10.5%	13.6%	6.3%	5.0%	4.8%	5.3%
CC-O	0.6%	73	11338	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%	0.4%	0.6%	0.2%	1.1%	0.1%	0.0%	0.4%	0.0%	0.0%	0.0%	0.9%	0.4%	1.6%
Transfer to 4-year College 2020 Cohort	25.0%	209	836	9.1%						26.8%	38.1%	15.0%	19.2%	22.7%	15.7%	15.8%	10.0%	26.7%				29.3%	31.7%	27.7%
3 year Cohort Completion																								
Completion: Degrees	10.7%	357	3347	4.7%	4.0%	5.0%	2.3%	4.3%	0.0%	13.2%	18.1%	8.2%	13.1%	16.4%	10.1%	16.0%	17.4%	15.0%	0.0%			13.0%	15.4%	11.2%
AA	5.4%	180	3347	3.5%	4.0%	3.3%	2.3%	4.3%	0.0%	8.1%	12.8%	3.1%	4.8%	6.8%	2.7%	7.5%	8.1%	7.0%	0.0%			5.3%	6.9%	4.1%
AS	2.0%	68	3347	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.5%	3.2%	2.0%	2.0%	2.0%	2.1%	2.7%	2.3%	3.0%	0.0%			2.0%	1.9%	2.2%
AA-T	3.2%	107	3347	2.4%	4.0%	1.7%	0.0%	0.0%	0.0%	2.0%	3.2%	1.0%	3.3%	3.9%	2.7%	4.3%	5.8%	3.0%	0.0%			3.3%	5.0%	2.0%
AS-T	2.4%	80	3347	1.2%	0.0%	1.7%	0.0%	0.0%	0.0%	3.0%	4.3%	2.0%	3.1%	3.7%	2.5%	1.6%	1.2%	2.0%	0.0%			2.3%	1.5%	2.9%
Completion: Certificates	10.8%	363	3347	4.7%	8.0%	3.3%	14.0%	13.0%	15.8%	7.6%	9.6%	4.1%	10.0%	11.0%	9.5%	7.5%	8.1%	7.0%	20.0%			12.3%	12.2%	12.7%
CA-F	0.1%	5	3347	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	1.1%	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	1.0%	0.0%			0.2%	0.1%	0.2%
CA-N	0.8%	27	3347	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.6%	0.4%	1.1%	1.2%	1.0%	0.0%			1.2%	0.8%	1.6%
CA-T	2.5%	85	3347	0.0%	0.0%	0.0%	2.3%	0.0%	5.3%	1.5%	2.1%	1.0%	2.4%	1.4%	3.5%	1.1%	0.0%	2.0%	0.0%			3.2%	1.9%	4.2%
CC-E	7.0%	234	3347	2.4%	8.0%	0.0%	4.7%	4.3%	5.3%	4.6%	6.4%	1.0%	7.0%	8.2%	6.0%	5.3%	7.0%	4.0%	13.3%			7.7%	9.0%	6.6%
CC-O	2.1%	70	3347	1.2%	0.0%	1.7%	7.0%	8.7%	5.3%	1.0%	1.1%	1.0%	1.5%	1.6%	1.6%	2.1%	1.2%	3.0%	6.7%			2.6%	2.2%	3.0%
Butt College CCCO California State Data (2019 Cohort)																								
Successful Enrollment in the First Year	23.2%	1919	8270	15.8%	17.1%	15.3%	17.5%	12.5%	23.9%	18.0%	15.7%	21.0%	28.6%	27.0%	31.3%	26.6%	25.4%	28.7%	20.0%	21.4%	19.0%	22.4%	21.5%	24.4%
Persisted First Primary Term to Subsequent Primary Term	70.3%	1766	2511	53.6%	66.7%	45.9%	57.5%	60.9%	50.0%	76.5%	81.1%	73.3%	74.6%	77.1%	72.2%	66.7%	59.0%	74.3%				68.6%	72.5%	65.0%
Completed Both Transfer-Level Math and English within the District in the First Year	16.7%	425	2552	7.0%	10.0%	2.9%	3.2%	0.0%	6.3%	21.1%	18.2%	22.4%	14.3%	16.7%	11.9%	18.5%	21.0%	15.7%				17.2%	18.0%	16.0%
Attained the Vision for Success Definition of Completion within Three Years	12.4%	368	2962	11.4%	4.2%	14.3%	2.4%	5.0%	0.0%	8.3%	10.6%	4.5%	12.7%	14.5%	11.6%	11.5%	10.6%	11.4%	11.1%		9.1%	12.6%	12.5%	12.7%
Transferred to a Four-Year Institution within Three Years	22.8%	364	1594	21.6%	25.0%	19.4%	5.0%		0.0%	24.7%	30.6%	20.0%	21.7%	28.0%	16.3%	20.3%	28.1%	10.0%				24.6%	28.1%	21.1%

Color Key	Definition
WHITE, Black Lettering	No Disproportional Impact Observed
LIGHT RED	Disproportional Impact Observed; Small Cohort (N = 10-32)
DARK RED	Disproportional Impact Observed
WHITE, No Lettering	Cohort under 10, calculations are unavailable

State Derived Metrics	Cohort Year
Successful Enrollment in the First Year	2019
Persisted First Primary Term to Subsequent Primary Term	2018
Completed Both Transfer-Level Math and English within the District in the First Year	2019
Attained the Vision for Success Definition of Completion within Three Years	2016
Transferred to a Four-Year Institution within Three Years	2015

* The Successful Enrollment in the First Year relies on data from CCCApply. The adoption of CCCApply has been incremental by colleges. Therefore, data is not included for years prior to 2014-15 since most colleges were not using CCCApply yet. Since only race/ethnicity and gender information are available from CCCApply, only those primary disaggregations will be available for SM 300 Successful Enrollment.

Butte College Student Equity Dashboard, 2020-2021

Gaps were determined using the Percentage Point Gap Minus 1 (PPG-1) and Margin of Error method.

Success Indicator	*All*			DSPS Status			Economically Disdvantaged			Veteran			Foster Youth			First Gen			Gender		
2020-2021	Cohort Out-come	Cohort Number	Cohort Denom	*Overall*	*F(emale)*	*M(ale)*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Other*	*F*	*M*
ACCESS	46.0%	5230	11374	96.3%	95.7%	96.7%	99.6%	99.7%	99.3%	69.4%	57.1%	72.1%	36.0%	36.4%	35.4%	43.0%	42.1%	44.5%	46.5%	44.5%	48.0%
Success (Credit Courses)	73.5%	37790	51385	75.5%	77.0%	74.1%	73.8%	75.3%	71.3%	76.0%	76.5%	75.9%	63.1%	66.5%	54.6%	70.1%	71.8%	67.1%	70.0%	74.6%	72.2%
Distance Education	73.6%	18579	25232	77.6%	78.1%	77.0%	73.9%	75.2%	71.2%	74.5%	73.7%	74.8%	63.1%	65.7%	54.9%	69.2%	70.8%	66.0%	70.8%	74.7%	72.1%
CTE courses	79.6%	11158	14009	79.5%	81.5%	76.3%	79.5%	81.5%	76.3%	80.0%	74.3%	82.0%	67.4%	69.0%	63.4%	77.3%	79.7%	73.1%	79.7%	81.2%	77.8%
Trans. Math & English	10.1%	530	5230	11.5%	7.6%	16.9%	15.4%	15.2%	15.9%	14.0%	16.7%	13.8%	5.4%	6.5%	3.4%	8.8%	8.6%	9.4%	3.3%	10.0%	10.5%
Math Only	17.4%	910	5230	20.0%	15.2%	27.1%	21.8%	21.7%	22.2%	18.3%	16.7%	17.5%	7.7%	9.3%	5.2%	15.8%	15.6%	16.3%	8.3%	16.8%	18.4%
English Only	22.6%	1184	5230	29.2%	27.3%	30.5%	35.4%	34.5%	36.7%	32.3%	33.3%	32.5%	17.9%	18.5%	15.5%	22.0%	21.4%	22.9%	25.0%	21.7%	23.9%
Sophomore Standing by Year 2	9.8%	214	2189	8.6%	6.5%	11.4%	8.4%	6.7%	10.2%	5.6%		0.0%	6.4%	5.9%	7.0%	6.4%	5.9%	7.0%	16.0%	8.6%	10.9%
and Trans. Math & English	6.0%	131	2189	4.3%	3.2%	5.7%	5.7%	4.6%	6.6%	5.6%		0.0%	3.8%	4.4%	3.2%	3.8%	4.4%	3.2%	12.0%	5.9%	5.9%
Fall to Spring Retention	63.6%	5471	8596	74.2%	73.8%	75.0%	74.7%	75.5%	73.2%	69.1%	76.0%	67.7%	58.9%	59.5%	59.6%	61.7%	62.5%	60.6%	57.4%	65.1%	61.8%
Completion: Degrees	9.3%	1056	11338	15.5%	19.0%	9.4%	13.5%	16.1%	9.0%	15.7%	15.0%	15.9%	10.1%	7.5%	13.3%	10.0%	12.0%	6.8%	9.7%	10.2%	8.0%
AA	3.7%	417	11338	4.3%	5.8%	1.1%	4.9%	6.2%	2.6%	4.7%	7.5%	4.1%	4.4%	4.0%	3.9%	3.3%	4.1%	2.0%	4.8%	4.4%	2.6%
AS	3.3%	372	11338	4.1%	5.1%	2.8%	3.1%	3.8%	2.1%	8.1%	7.5%	8.2%	1.5%	1.2%	2.3%	3.1%	4.0%	1.8%	0.7%	3.5%	3.1%
AA-T	2.3%	260	11338	5.1%	6.4%	2.8%	3.2%	3.9%	1.9%	0.8%	0.0%	1.0%	3.1%	2.4%	3.9%	2.2%	2.5%	1.8%	4.1%	2.8%	1.5%
AS-T	1.7%	194	11338	2.0%	1.7%	2.8%	2.3%	2.3%	2.4%	2.1%	0.0%	2.6%	1.0%	0.0%	3.1%	1.4%	1.4%	1.3%	1.4%	1.6%	1.9%
Completion: Certificates	9.6%	1083	11338	10.6%	11.5%	9.4%	9.1%	9.1%	9.3%	10.6%	12.5%	10.3%	8.8%	8.7%	9.4%	0.0%	0.0%	0.0%	11.7%	7.5%	12.4%
CA-F	0.3%	38	11338	0.4%	0.3%	0.6%	0.4%	0.3%	0.7%	0.4%	0.0%	0.5%	0.0%	0.0%	0.0%	0.4%	0.4%	0.4%	0.0%	0.3%	0.3%
CA-N	1.9%	218	11338	4.1%	4.7%	3.3%	2.6%	2.7%	2.4%	3.4%	10.0%	2.1%	1.0%	0.8%	1.6%	2.2%	2.7%	1.3%	0.7%	1.7%	2.3%
CA-T	3.0%	344	11338	1.6%	1.0%	2.8%	1.6%	0.9%	3.0%	8.1%	5.0%	8.2%	1.5%	0.4%	3.9%	2.3%	1.2%	4.2%	7.6%	1.3%	5.3%
CC-E	4.7%	530	11338	6.5%	6.8%	6.6%	5.2%	5.3%	5.1%	4.2%	0.0%	5.1%	4.9%	5.5%	3.9%	4.7%	4.9%	4.0%	3.4%	4.7%	4.7%
CC-O	0.6%	73	11338	0.2%	0.0%	0.6%	0.6%	0.5%	0.8%	0.4%	0.0%	0.5%	0.0%	0.0%	0.0%	0.5%	0.1%	1.2%	0.0%	0.3%	1.2%
Transfer to 4-year College 2020 Cohort	25.0%	209	836	12.0%	23.1%		15.9%	18.1%	13.9%				5.3%			14.7%	17.9%	10.3%	0.0%	27.4%	23.2%
3 year Cohort Completion																					
Completion: Degrees	10.7%	357	3347	8.8%	6.3%	10.1%	17.7%	22.9%	12.0%	20.0%		13.0%	2.7%	2.5%	3.2%	13.4%	18.3%	8.8%	13.7%	12.5%	8.8%
AA	5.4%	180	3347	2.9%	1.6%	2.9%	7.6%	10.3%	4.5%	10.0%		8.7%	0.7%	0.0%	1.6%	4.7%	7.3%	2.1%	9.5%	7.1%	3.6%
AS	2.0%	68	3347	1.5%	0.0%	2.9%	2.9%	3.4%	2.4%	6.7%		0.0%	0.7%	1.2%	0.0%	2.1%	2.8%	1.4%	3.2%	1.9%	2.0%
AA-T	3.2%	107	3347	1.5%	1.6%	1.4%	4.4%	6.1%	2.6%	0.0%		0.0%	0.7%	1.2%	0.0%	3.5%	4.9%	2.1%	2.1%	4.5%	2.1%
AS-T	2.4%	80	3347	2.9%	3.2%	2.9%	2.8%	3.1%	2.6%	3.3%		4.3%	0.7%	0.0%	1.6%	3.2%	3.3%	3.1%	1.1%	2.3%	2.5%
Completion: Certificates	10.8%	363	3347	9.5%	7.9%	11.6%	11.6%	12.3%	11.0%	20.0%		17.4%	5.4%	6.2%	4.8%	10.2%	11.7%	8.6%	10.5%	11.3%	10.5%
CA-F	0.1%	5	3347	0.0%	0.0%	0.0%	0.2%	0.3%	0.2%	0.0%		0.0%	0.0%	0.0%	0.0%	0.1%	0.2%	0.0%	0.0%	0.1%	0.2%
CA-N	0.8%	27	3347	1.5%	0.0%	2.9%	1.0%	1.1%	0.9%	6.7%		0.0%	0.0%	0.0%	0.0%	0.5%	0.7%	0.2%	0.0%	0.6%	1.0%
CA-T	2.5%	85	3347	2.2%	0.0%	4.3%	2.2%	1.4%	3.3%	0.0%		0.0%	1.4%	0.0%	3.2%	3.0%	3.1%	2.9%	2.1%	1.6%	3.4%
CC-E	7.0%	234	3347	6.6%	4.8%	8.7%	7.8%	9.2%	6.2%	3.3%		0.0%	4.1%	4.9%	3.2%	5.8%	7.5%	4.0%	9.5%	8.3%	5.7%
CC-O	2.1%	70	3347	0.7%	1.6%	0.0%	1.9%	1.8%	2.1%	10.0%		13.0%	1.4%	1.2%	1.6%	2.2%	2.3%	2.1%	0.0%	1.9%	2.3%
Butt College CCCO California State Data (201 Cohort)																					
Successful Enrollment in the First Year	23.2%	1919	8270																8.4%	22.3%	25.2%
Persisted First Primary Term to Subsequent Primary Term	70.3%	1766	2511	75.9%	80.8%	68.8%	72.5%	75.2%	69.8%	58.8%	84.6%	51.4%	53.8%	59.8%	47.4%	69.4%	72.4%	65.9%	69.3%	73.4%	67.6%
Completed Both Transfer-Level Math and English within the District in the First Year	16.7%	425	2552	9.2%	10.7%	5.6%	15.9%	17.7%	13.7%	17.9%	27.3%	15.6%	8.4%	9.6%	5.2%	11.8%	14.3%	9.1%	25.6%	17.7%	15.4%
Attained the Vision for Success Definition of Completion within Three Years	12.4%	368	2962	10.8%	10.4%	12.0%	12.3%	13.1%	11.6%	25.3%	25.0%	25.0%	18.0%	15.8%	19.1%	12.0%	13.3%	10.7%	11.1%	13.0%	12.0%
Transferred to a Four-Year Institution within Three Years	22.8%	364	1594	11.1%	14.7%	5.4%	20.8%	24.7%	17.3%	31.1%	18.2%	35.3%	11.5%	11.1%	11.9%	19.5%	21.1%	17.4%	29.6%	27.4%	18.8%

Color Key	Definition
WHITE, Black Lettering	No Disproportional Impact Observed
LIGHT RED	Disproportional Impact Observed; Small Cohort (N = 10-32)
DARK RED	Disproportional Impact Observed
WHITE, No Lettering	Cohort under 10, calculations are unavailable

State Derived Metrics	Cohort Year
Successful Enrollment in the First Year	2019
Persisted First Primary Term to Subsequent Primary Term	2018
Completed Both Transfer-Level Math and English within the District in the First Year	2019
Attained the Vision for Success Definition of Completion within Three Years	2016
Transferred to a Four-Year Institution within Three Years	2015

* The Successful Enrollment in the First Year relies on data from CCCApply. The adoption of CCCApply has been incremental by colleges. Therefore, data is not included for years prior to 2014-15 since most colleges were not using CCCApply yet. Since only race/ethnicity and gender information are available from CCCApply, only those primary disaggregations will be available for SM 300 Successful Enrollment.

2021-2022 Equity Dashboard

Butte College Student Equity Dashboard, 2021-2022

Gaps were determined using the Percentage Point Gap Minus 1 (PPG-1) and Margin of Error method.

Success Indicator	*All*			African American			American Indian/Native			Asian			Hispanic			Multi-Ethnicity			Pacific Islander			White		
2021-2022	Cohort Out-come	Cohort Number	Cohort Denom	*Overall*	*Female*	*Male*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*
ACCESS	50.5%	5472	10845	42.4%	43.0%	42.1%	49.7%	45.7%	56.1%	43.2%	39.5%	49.6%	52.0%	51.4%	52.6%	49.2%	43.5%	56.4%	51.1%	42.9%	56.5%	51.0%	48.7%	54.0%
Success (Credit Courses)	73.7%	37897	51402	60.6%	60.6%	61.3%	74.4%	76.0%	72.5%	78.4%	79.3%	77.2%	70.1%	71.0%	69.0%	69.9%	72.9%	66.0%	61.3%	61.7%	61.0%	76.3%	76.8%	75.9%
Distance Education	73.1%	23874	32646	56.8%	59.1%	55.0%	74.1%	74.4%	73.9%	77.6%	78.1%	76.8%	69.8%	71.7%	66.3%	69.1%	72.8%	63.4%	53.2%	59.4%	44.4%	75.8%	76.7%	74.6%
CTE courses	78.6%	11410	14521	64.6%	69.8%	58.3%	78.6%	82.0%	73.8%	85.5%	87.6%	82.7%	76.0%	77.1%	74.8%	74.9%	77.0%	72.6%	67.5%	62.1%	81.8%	80.1%	82.0%	78.1%
Trans. Math & English	9.5%	522	5472	5.1%	3.3%	7.3%	8.0%	2.4%	15.6%	12.2%	10.7%	14.6%	9.5%	7.9%	11.7%	10.6%	11.4%	10.2%	4.3%		0.0%	9.8%	9.3%	10.2%
Completed Trans. Math	16.6%	907	5472	8.4%	7.6%	9.8%	13.3%	9.5%	18.8%	23.3%	20.7%	27.6%	16.7%	15.1%	18.9%	16.1%	17.1%	15.6%	8.7%		7.7%	17.0%	16.6%	17.1%
Completed Trans. English	22.0%	1204	5472	13.5%	9.8%	17.1%	25.3%	23.8%	28.1%	23.6%	21.9%	26.0%	23.1%	23.1%	23.3%	26.1%	25.3%	26.9%	21.7%		23.1%	21.7%	21.0%	22.0%
Sophomore Standing by Year 2	11.1%	251	2259	6.5%	13.6%	0.0%	16.0%	25.0%	7.7%	12.9%	16.9%	9.4%	8.4%	7.1%	9.9%	10.5%	14.5%	6.6%				13.0%	11.7%	14.7%
and Trans. Math & English	6.4%	144	2259	4.3%	9.1%	0.0%	0.0%	0.0%	0.0%	8.3%	9.2%	7.8%	4.7%	5.0%	4.5%	6.2%	8.7%	4.4%				7.6%	7.7%	7.6%
Fall to Spring Retention	66.1%	5698	8616	59.6%	57.9%	60.8%	62.0%	63.9%	59.5%	69.3%	65.4%	73.8%	65.3%	65.8%	64.7%	65.3%	68.9%	61.1%	55.2%	71.4%	42.9%	66.6%	66.5%	66.7%
Completion: Degrees	9.0%	1015	11261	6.5%	5.0%	8.3%	9.6%	11.1%	5.9%	13.6%	14.9%	12.2%	9.5%	10.2%	8.5%	7.3%	10.0%	4.0%	7.0%	9.1%	5.0%	10.2%	11.5%	8.5%
AA	2.8%	313	11261	2.8%	1.9%	3.8%	4.4%	4.9%	3.9%	3.1%	2.8%	3.7%	2.7%	2.8%	2.6%	2.6%	4.0%	1.0%	2.3%	4.5%	0.0%	2.6%	2.9%	2.0%
AS	3.5%	398	11261	2.2%	2.5%	1.9%	3.0%	3.7%	2.0%	5.5%	6.9%	3.7%	2.8%	3.2%	2.3%	1.9%	2.2%	1.3%	4.7%	4.5%	5.0%	4.0%	4.4%	3.6%
AA-T	2.2%	249	11261	0.9%	0.0%	1.9%	1.5%	1.2%	0.0%	2.0%	2.2%	1.8%	2.2%	2.7%	1.5%	1.8%	2.4%	1.0%	0.0%	0.0%	0.0%	2.2%	2.9%	1.3%
AS-T	1.6%	175	11261	0.6%	0.6%	0.6%	0.7%	1.2%	0.0%	3.0%	3.0%	3.0%	1.8%	1.5%	2.1%	1.0%	1.3%	0.7%	0.0%	0.0%	0.0%	1.4%	1.3%	1.7%
Completion: Certificates	8.4%	945	11261	5.6%	5.0%	5.7%	3.0%	4.9%	7.8%	9.2%	9.7%	8.9%	8.7%	8.8%	8.5%	8.6%	7.5%	10.3%	2.3%	0.0%	5.0%	8.3%	8.6%	8.0%
CA-F	0.4%	42	11261	0.3%	0.0%	0.6%	0.0%	0.0%	0.0%	0.9%	1.7%	0.0%	0.2%	0.3%	0.1%	0.6%	0.5%	0.7%	2.3%	4.5%	0.0%	0.4%	0.5%	0.2%
CA-N	1.7%	186	11261	0.0%	0.0%	0.0%	2.2%	3.7%	0.0%	1.9%	1.9%	1.8%	1.4%	0.9%	2.1%	1.6%	1.3%	1.7%	0.0%	0.0%	0.0%	1.9%	1.3%	2.7%
CA-T	1.7%	195	11261	0.9%	1.3%	0.6%	0.0%	0.0%	0.0%	1.1%	0.6%	1.8%	1.5%	0.6%	2.9%	1.5%	0.5%	2.7%	0.0%	0.0%	0.0%	2.1%	1.0%	3.6%
CC-E	5.3%	599	11261	2.2%	2.5%	1.9%	4.4%	4.9%	3.9%	4.2%	4.4%	4.1%	5.7%	5.2%	6.4%	5.1%	5.7%	4.0%	4.7%	9.1%	0.0%	5.5%	4.7%	6.6%
CC-O	0.7%	77	11261	0.3%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.1%	1.2%	0.9%	0.3%	1.7%	0.0%	0.0%	0.0%	0.9%	0.2%	1.7%
Transfer to 4-year College 2020 Cohort	25.0%	209	836	9.1%						26.8%	38.1%	15.0%	19.2%	22.7%	15.7%	15.8%	10.0%	26.7%				29.3%	31.7%	27.7%
3 year Cohort Completion																								
Completion: Degrees	10.3%	361	3491	6.1%	5.6%	6.7%	0.0%	0.0%	0.0%	17.5%	23.5%	12.9%	11.1%	14.3%	8.1%	13.2%	14.9%	12.0%	14.3%			14.0%	17.2%	10.7%
AA	4.6%	159	3491	5.1%	2.8%	6.7%	0.0%	0.0%	0.0%	7.8%	11.8%	3.5%	3.3%	4.9%	1.9%	6.4%	6.9%	6.0%	7.1%			5.1%	6.5%	3.7%
AS	1.8%	62	3491	1.0%	2.8%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	2.4%	1.7%	2.3%	1.1%	1.0%	1.0%	1.0%	0.0%			2.1%	2.0%	2.3%
AA-T	3.6%	124	3491	1.0%	2.8%	0.0%	0.0%	0.0%	0.0%	5.2%	11.8%	0.0%	3.4%	5.1%	1.9%	2.9%	4.0%	2.0%	0.0%			4.1%	6.1%	1.9%
AS-T	2.7%	94	3491	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	7.4%	7.1%	2.6%	2.1%	3.2%	2.9%	3.0%	3.0%	7.1%			2.7%	2.4%	2.9%
Completion: Certificates	10.0%	349	3491	4.1%	2.8%	5.0%	0.0%	0.0%	0.0%	7.1%	13.2%	2.4%	10.2%	11.3%	9.2%	8.8%	9.9%	8.0%	7.1%			12.2%	11.8%	12.3%
CA-F	0.0%	1	3491	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.1%	0.1%	0.0%
CA-N	1.0%	35	3491	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	1.5%	0.0%	1.4%	1.7%	1.1%	1.5%	2.0%	1.0%	0.0%			1.0%	0.9%	1.1%
CA-T	2.6%	91	3491	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	1.5%	1.2%	2.8%	2.3%	3.2%	2.0%	1.0%	3.0%	0.0%			3.3%	2.4%	4.1%
CC-E	5.8%	202	3491	4.1%	2.8%	5.0%	0.0%	0.0%	0.0%	3.2%	5.9%	1.2%	5.5%	6.4%	4.5%	4.9%	5.0%	5.0%	7.1%			7.3%	8.5%	6.1%
CC-O	1.9%	68	3491	1.0%	0.0%	1.7%	0.0%	0.0%	0.0%	1.3%	2.9%	0.0%	2.2%	1.9%	2.6%	2.0%	3.0%	1.0%	0.0%			2.3%	2.2%	2.3%
Butt College CCCO California State Data (2020 Cohort)																								
Successful Enrollment in the First Year	25.3%	1891	7483	18.4%	18.7%	18.9%	26.3%	23.8%	28.8%	25.6%	22.8%	29.1%	32.3%	30.0%	35.5%	27.5%	28.5%	27.8%	18.8%	13.3%	26.7%	23.6%	23.1%	25.6%
Persisted First Primary Term to Subsequent Primary Term	72.6%	1854	2552	70.2%	85.0%	60.0%	45.2%	30.8%	50.0%	77.2%	74.5%	79.3%	74.7%	75.5%	74.4%	74.4%	80.2%	67.5%				72.0%	74.0%	70.0%
Completed Both Transfer-Level Math and English within the District in the First Year	20.8%	536	2573	9.4%	16.7%	2.6%	27.8%	35.0%	20.0%	36.3%	47.9%	28.1%	16.5%	17.4%	15.5%	19.3%	26.7%	12.7%				21.6%	21.9%	21.8%
Attained the Vision for Success Definition of Completion within Three Years	13.9%	386	2772	9.5%	10.0%	9.5%	12.5%	12.0%	10.0%	17.5%	16.3%	19.0%	12.5%	12.2%	12.9%	15.2%	15.6%	15.3%	27.3%			14.0%	12.5%	15.1%
Transferred to a Four-Year Institution within Three Years	23.1%	380	1644	25.9%	0.0%	33.3%	4.3%		7.7%	21.7%	25.0%	18.9%	20.9%	22.8%	20.1%	22.1%	28.9%	17.8%	7.1%			26.2%	29.0%	23.3%

Color Key	Definition
WHITE, Black Lettering	No Disproportional Impact Observed
LIGHT RED	Disproportional Impact Observed; Small Cohort (N = 10-32)
DARK RED	Disproportional Impact Observed
WHITE, No Lettering	Cohort under 10, calculations are unavailable

State Derived Metrics	Cohort Year
Successful Enrollment in the First Year	2020
Persisted First Primary Term to Subsequent Primary Term	2019
Completed Both Transfer-Level Math and English within the District in the First Year	2020
Attained the Vision for Success Definition of Completion within Three Years	2017
Transferred to a Four-Year Institution within Three Years	2016

* The Successful Enrollment in the First Year relies on data from CCCApply. The adoption of CCCApply has been incremental by colleges. Therefore, data is not included for years prior to 2014-15 since most colleges were not using CCCApply yet. Since only race/ethnicity and gender information are available from CCCApply, only those primary disaggregations will be available for SM 300 Successful Enrollment.

Butte College Student Equity Dashboard, 2021-2022

Gaps were determined using the Percentage Point Gap Minus 1 (PPG-1) and Margin of Error method.

Success Indicator	*All*			DSPS Status			Economically Disdvantaged			Veteran			Foster Youth			First Gen			Gender		
2021-2022	Cohort Out-come	Cohort Number	Cohort Denom	*Overall*	*F(emale)*	*M(ale)*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Other*	*F*	*M*
ACCESS	50.5%	5472	10845	97.7%	98.4%	97.5%	99.4%	99.4%	99.6%	65.4%	56.3%	66.7%	45.0%	44.7%	45.3%	43.9%	43.7%	44.5%	52.1%	48.5%	53.1%
Success (Credit Courses)	73.7%	37897	51402	72.2%	74.4%	69.5%	74.2%	75.0%	72.8%	80.4%	84.1%	79.3%	60.9%	63.3%	54.7%	72.1%	72.9%	71.0%	69.6%	74.5%	72.9%
Distance Education	73.1%	23874	32646	75.7%	78.3%	70.6%	74.1%	75.4%	71.5%	79.5%	85.2%	77.4%	62.8%	64.3%	56.8%	71.8%	72.9%	69.6%	69.4%	74.5%	71.0%
CTE courses	78.6%	11410	14521	79.2%	80.7%	77.1%	79.2%	80.7%	77.1%	82.6%	81.0%	83.1%	65.0%	67.4%	58.2%	79.2%	80.5%	77.1%	76.8%	80.3%	76.8%
Trans. Math & English	9.5%	522	5472	8.6%	8.0%	10.4%	13.7%	13.4%	13.9%	13.5%		13.8%	6.3%	6.9%	4.2%	9.1%	8.6%	9.8%	11.5%	8.7%	10.6%
Math Only	16.6%	907	5472	18.1%	20.0%	16.9%	20.0%	20.5%	19.0%	24.7%		25.0%	11.7%	13.1%	8.3%	13.7%	13.2%	14.6%	17.2%	15.8%	17.5%
English Only	22.0%	1204	5472	22.9%	24.0%	22.1%	31.6%	33.6%	28.7%	29.2%		28.8%	15.5%	16.9%	12.5%	21.1%	21.7%	20.4%	25.3%	21.4%	22.6%
Sophomore Standing by Year 2	11.1%	251	2259	7.1%	6.1%	9.1%	10.5%	9.1%	12.2%	15.4%		15.4%	7.6%	6.9%	8.5%	7.6%	6.9%	8.5%	4.7%	10.7%	11.8%
and Trans. Math & English	6.4%	144	2259	3.1%	2.0%	4.5%	5.6%	5.8%	5.5%	0.0%		0.0%	4.0%	4.1%	3.8%	4.0%	4.1%	3.8%	2.3%	6.8%	6.1%
Fall to Spring Retention	66.1%	5698	8616	77.3%	78.7%	74.8%	75.8%	76.4%	74.6%	61.3%	62.1%	60.5%	66.9%	67.6%	63.5%	62.4%	62.2%	62.6%	62.3%	66.3%	66.1%
Completion: Degrees	9.0%	1015	11261	14.3%	15.4%	12.4%	12.4%	14.4%	9.2%	14.3%	25.0%	11.8%	9.9%	9.7%	10.2%	9.3%	10.1%	7.5%	10.1%	9.9%	7.8%
AA	2.8%	313	11261	4.1%	3.7%	4.5%	3.5%	3.9%	2.8%	3.1%	4.5%	2.8%	3.1%	4.0%	1.6%	2.4%	2.4%	2.2%	4.4%	3.0%	2.5%
AS	3.5%	398	11261	5.0%	5.5%	4.0%	3.8%	4.6%	2.6%	6.7%	13.6%	5.1%	3.1%	3.2%	3.1%	3.5%	4.0%	2.5%	3.2%	3.9%	3.0%
AA-T	2.2%	249	11261	3.7%	4.3%	2.8%	3.2%	4.0%	2.1%	2.2%	4.5%	1.7%	1.7%	1.1%	2.4%	1.8%	2.1%	1.3%	1.9%	2.8%	1.4%
AS-T	1.6%	175	11261	1.5%	1.8%	1.1%	1.8%	1.9%	1.8%	2.2%	2.3%	2.2%	1.9%	1.4%	3.1%	1.5%	1.5%	1.6%	1.3%	1.4%	1.7%
Completion: Certificates	8.4%	945	11261	6.4%	7.1%	5.1%	8.7%	8.8%	8.8%	6.7%	4.5%	7.3%	9.2%	8.3%	11.0%	0.0%	0.0%	0.0%	7.0%	6.8%	10.5%
CA-F	0.4%	42	11261	0.2%	0.3%	0.0%	0.5%	0.6%	0.2%	0.4%	2.3%	0.0%	0.2%	0.4%	0.0%	0.3%	0.4%	0.2%	0.0%	0.5%	0.2%
CA-N	1.7%	186	11261	1.5%	0.6%	2.3%	1.9%	1.6%	2.4%	4.9%	0.0%	6.2%	1.0%	1.4%	0.0%	1.8%	1.3%	2.7%	1.9%	1.2%	2.3%
CA-T	1.7%	195	11261	1.4%	1.2%	1.7%	1.6%	0.7%	3.0%	5.4%	0.0%	6.7%	0.2%	0.4%	0.0%	1.6%	0.8%	3.1%	1.3%	0.8%	3.0%
CC-E	5.3%	599	11261	3.9%	3.1%	5.1%	5.6%	4.9%	6.7%	4.9%	0.0%	5.6%	2.9%	3.6%	0.8%	5.7%	5.0%	6.9%	4.4%	4.9%	6.0%
CC-O	0.7%	77	11261	0.6%	0.0%	1.7%	0.5%	0.1%	1.2%	0.4%	0.0%	0.6%	0.2%	0.0%	0.8%	0.6%	0.2%	1.4%	0.0%	0.2%	1.4%
Transfer to 4-year College 2020 Cohort	25.0%	209	836	12.0%	23.1%		15.9%	18.1%	13.9%				5.3%			14.7%	17.9%	10.3%	0.0%	27.4%	23.2%
3 year Cohort Completion																					
Completion: Degrees	10.3%	361	3491	19.5%	24.7%	11.5%	18.1%	22.7%	12.5%	4.5%		5.0%	9.5%	2.6%	17.9%	11.2%	15.4%	7.1%	16.7%	12.0%	8.6%
AA	4.6%	159	3491	5.5%	6.8%	1.9%	6.2%	8.1%	4.1%	0.0%		0.0%	3.4%	1.3%	6.0%	3.4%	4.4%	2.6%	4.8%	5.6%	3.5%
AS	1.8%	62	3491	5.5%	6.8%	3.8%	2.0%	2.1%	1.9%	0.0%		0.0%	1.4%	0.0%	3.0%	1.4%	2.0%	0.9%	0.0%	1.8%	1.8%
AA-T	3.6%	124	3491	3.9%	5.5%	1.9%	5.5%	8.1%	2.4%	4.5%		5.0%	3.4%	1.3%	6.0%	3.6%	5.9%	1.4%	7.1%	5.4%	1.7%
AS-T	2.7%	94	3491	4.7%	5.5%	3.8%	4.4%	4.5%	4.1%	0.0%		0.0%	1.4%	0.0%	3.0%	2.7%	3.2%	2.1%	4.8%	2.4%	3.0%
Completion: Certificates	10.0%	349	3491	13.3%	12.3%	15.4%	12.8%	14.5%	10.8%	22.7%		25.0%	5.4%	7.7%	1.5%	10.5%	12.7%	7.8%	14.3%	10.5%	9.4%
CA-F	0.0%	1	3491	0.8%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
CA-N	1.0%	35	3491	4.7%	5.5%	3.8%	1.5%	1.9%	1.1%	0.0%		0.0%	0.7%	1.3%	0.0%	1.2%	2.4%	0.0%	0.0%	1.1%	0.9%
CA-T	2.6%	91	3491	1.6%	1.4%	1.9%	3.6%	2.6%	4.7%	13.6%		15.0%	1.4%	1.3%	1.5%	3.2%	2.0%	4.2%	4.8%	2.0%	3.1%
CC-E	5.8%	202	3491	10.2%	11.0%	9.6%	8.0%	9.7%	6.0%	4.5%		5.0%	3.4%	5.1%	0.0%	5.5%	7.8%	2.8%	9.5%	6.7%	4.8%
CC-O	1.9%	68	3491	1.6%	0.0%	3.8%	2.4%	2.6%	2.2%	4.5%		5.0%	0.0%	0.0%	0.0%	1.9%	2.4%	1.4%	2.4%	1.9%	2.0%
Butt College CCCO California State Data (2020 Cohort)																					
Successful Enrollment in the First Year	25.3%	1891	7483																6.1%	24.8%	27.3%
Persisted First Primary Term to Subsequent Primary Term	72.6%	1854	2552	77.9%	77.7%	75.9%	75.2%	76.7%	73.5%	67.9%	72.7%	66.7%	63.2%	63.8%	62.1%	68.9%	72.2%	65.1%	76.7%	74.6%	70.6%
Completed Both Transfer-Level Math and English within the District in the First Year	20.8%	536	2573	11.2%	13.8%	9.5%	20.6%	22.3%	18.9%	10.8%		6.3%	14.0%	16.3%	12.0%	15.4%	16.2%	14.3%	11.1%	22.3%	19.6%
Attained the Vision for Success Definition of Completion within Three Years	13.9%	386	2772	11.6%	14.1%	8.5%	13.4%	12.3%	14.6%	18.0%	18.8%	18.6%	20.0%	20.4%	20.0%	12.6%	13.8%	11.4%	15.9%	12.9%	14.8%
Transferred to a Four-Year Institution within Three Years	23.1%	380	1644	14.1%	15.8%	12.8%	20.7%	22.0%	19.9%	20.4%	16.7%	22.5%	31.3%	25.4%	37.0%	16.5%	18.2%	16.3%	20.8%	25.1%	21.6%

Color Key	Definition
WHITE, Black Lettering	No Disproportional Impact Observed
LIGHT RED	Disproportional Impact Observed; Small Cohort (N = 10-32)
DARK RED	Disproportional Impact Observed
WHITE, No Lettering	Cohort under 10, calculations are unavailable

State Derived Metrics	Cohort Year
Successful Enrollment in the First Year	2020
Persisted First Primary Term to Subsequent Primary Term	2019
Completed Both Transfer-Level Math and English within the District in the First Year	2020
Attained the Vision for Success Definition of Completion within Three Years	2017
Transferred to a Four-Year Institution within Three Years	2016

* The Successful Enrollment in the First Year relies on data from CCCApply. The adoption of CCCApply has been incremental by colleges. Therefore, data is not included for years prior to 2014-15 since most colleges were not using CCCApply yet. Since only race/ethnicity and gender information are available from CCCApply, only those primary disaggregations will be available for SM 300 Successful Enrollment.

2022-2023 Equity Dashboard

Butte College Student Equity Dashboard, 2022-2023

Gaps were determined using the Percentage Point Gap Minus 1 (PPG-1) and Margin of Error method.

Success Indicator	*All*			African American			American Indian/Native			Asian			Hispanic			Multi-Ethnicity			Pacific Islander			White		
2022-2023	Cohort Out-come	Cohort Number	Cohort Denom	*Overall*	*Female*	*Male*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*
ACCESS	49.5%	5622	11356	38.7%	39.2%	37.0%	48.3%	43.4%	55.4%	43.6%	38.3%	50.7%	52.3%	49.9%	55.4%	44.5%	42.4%	47.6%	41.3%	27.8%	51.9%	49.8%	47.1%	52.9%
Success (Credit Courses)	75.1%	39538	52661	64.9%	64.1%	66.6%	73.7%	73.3%	75.3%	81.2%	82.6%	79.2%	71.3%	71.3%	71.6%	71.7%	73.2%	70.1%	63.0%	45.5%	72.7%	77.9%	78.7%	77.3%
Distance Education	73.0%	18689	25618	59.5%	58.9%	61.8%	70.8%	70.3%	72.8%	77.5%	77.6%	77.1%	69.9%	70.0%	69.9%	72.2%	73.6%	70.0%	57.7%	40.0%	76.3%	75.4%	75.6%	75.4%
CTE courses	78.9%	12064	15290	67.6%	67.9%	67.1%	77.9%	79.7%	75.0%	83.2%	87.0%	78.4%	75.3%	76.0%	74.7%	76.7%	77.8%	74.9%	69.0%	41.7%	80.0%	81.4%	83.7%	79.3%
Trans. Math & English	12.0%	677	5622	7.3%	9.0%	6.2%	10.3%	8.2%	13.9%	17.1%	19.2%	15.3%	12.5%	12.7%	12.4%	12.6%	11.1%	15.1%	5.3%		7.1%	11.9%	12.3%	11.3%
Completed Trans. Math	19.4%	1089	5622	15.9%	17.9%	13.6%	13.8%	10.2%	19.4%	27.2%	29.5%	25.5%	19.9%	19.7%	20.1%	19.2%	18.1%	21.6%	5.3%		7.1%	19.1%	18.6%	19.9%
Completed Trans. English	23.5%	1319	5622	18.9%	17.9%	18.5%	24.1%	24.5%	22.2%	28.2%	30.8%	24.8%	24.8%	26.3%	23.0%	26.4%	26.9%	26.6%	21.1%		21.4%	22.6%	24.1%	20.7%
Sophomore Standing by Year 2	11.4%	281	2458	0.0%	0.0%	0.0%	14.3%	10.0%	20.0%	15.3%	20.9%	9.5%	9.2%	7.2%	11.5%	10.8%	11.1%	10.7%				13.3%	11.3%	16.0%
and Trans. Math & English	6.8%	166	2458	0.0%	0.0%	0.0%	4.8%	0.0%	10.0%	11.5%	14.9%	7.9%	6.0%	5.3%	6.6%	7.7%	5.6%	10.7%				7.4%	8.3%	6.9%
Fall to Spring Retention	67.2%	5681	8460	65.5%	62.5%	68.6%	63.7%	65.3%	62.5%	66.6%	68.5%	64.1%	66.3%	67.2%	65.2%	66.0%	67.4%	64.5%	44.4%	46.2%	42.9%	68.1%	68.0%	68.3%
Completion: Degrees	9.6%	1087	11300	10.5%	11.3%	10.4%	10.4%	11.0%	9.7%	13.9%	15.0%	12.9%	9.1%	10.6%	7.3%	11.1%	11.6%	10.5%	8.1%	12.5%	4.8%	11.5%	13.6%	9.0%
AA	3.1%	346	11300	5.1%	2.1%	8.3%	1.7%	1.8%	1.6%	2.5%	2.8%	2.1%	2.4%	3.1%	1.6%	3.6%	3.8%	3.4%	2.7%	0.0%	4.8%	3.4%	4.3%	2.3%
AS	3.6%	405	11300	2.7%	4.2%	1.4%	5.2%	6.4%	3.2%	5.1%	5.8%	4.3%	2.4%	2.9%	1.9%	3.1%	4.0%	1.7%	2.7%	6.3%	0.0%	4.1%	4.5%	3.7%
AA-T	2.6%	292	11300	2.0%	4.2%	0.0%	2.9%	2.8%	3.2%	3.4%	4.6%	2.1%	2.6%	3.4%	1.7%	2.2%	2.2%	2.4%	2.7%	6.3%	0.0%	2.5%	3.2%	1.7%
AS-T	1.6%	186	11300	0.7%	0.7%	0.7%	0.6%	0.0%	1.6%	2.9%	1.8%	4.3%	1.6%	1.2%	2.1%	2.2%	1.6%	3.1%	0.0%	0.0%	0.0%	1.5%	1.6%	1.3%
Completion: Certificates	8.9%	1002	11300	8.1%	8.5%	6.9%	1.7%	2.8%	4.8%	7.7%	8.9%	6.4%	9.3%	9.1%	9.5%	9.6%	10.2%	8.5%	13.5%	6.3%	19.0%	8.6%	8.5%	8.7%
CA-F	0.3%	35	11300	0.3%	0.7%	0.0%	1.7%	1.8%	1.6%	1.1%	1.8%	0.4%	0.2%	0.2%	0.3%	0.4%	0.0%	1.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.3%
CA-N	2.0%	222	11300	1.7%	2.1%	1.4%	0.6%	0.9%	0.0%	0.5%	0.3%	0.7%	1.5%	1.5%	1.6%	2.7%	2.4%	3.1%	5.4%	6.3%	4.8%	2.4%	1.7%	3.3%
CA-T	2.6%	296	11300	1.7%	0.7%	2.8%	1.7%	0.0%	4.8%	1.3%	0.3%	2.5%	2.3%	0.3%	4.9%	1.5%	0.5%	2.4%	5.4%	0.0%	9.5%	3.2%	0.9%	6.4%
CC-E	5.2%	586	11300	4.1%	5.6%	2.8%	1.2%	0.0%	3.2%	2.3%	3.1%	1.4%	5.3%	5.6%	4.9%	4.3%	4.3%	4.1%	2.7%	0.0%	4.8%	5.8%	5.5%	6.2%
CC-O	0.7%	74	11300	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.4%	0.5%	0.2%	0.9%	0.9%	1.1%	0.7%	0.0%	0.0%	0.0%	0.9%	0.3%	1.6%
Transfer to 4-year College 2020 Cohort	25.0%	209	836	9.1%						26.8%	38.1%	15.0%	19.2%	22.7%	15.7%	15.8%	10.0%	26.7%				29.3%	31.7%	27.7%
3 year Cohort Completion																								
Completion: Degrees	11.1%	361	3264	6.3%	5.9%	6.7%	4.4%	9.1%	0.0%	14.1%	14.9%	16.3%	11.0%	13.6%	8.4%	10.6%	13.8%	7.8%	7.7%			14.8%	20.3%	9.3%
AA	4.5%	148	3264	4.2%	0.0%	6.7%	0.0%	0.0%	0.0%	4.0%	6.0%	2.5%	3.1%	4.7%	1.5%	5.0%	5.7%	4.4%	7.7%			5.4%	7.2%	3.7%
AS	1.5%	49	3264	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.0%	7.5%	1.3%	1.6%	1.6%	1.7%	0.6%	1.1%	0.0%	0.0%			1.6%	1.4%	1.6%
AA-T	4.1%	134	3264	0.0%	0.0%	0.0%	2.2%	4.5%	0.0%	2.0%	1.5%	2.5%	3.7%	4.7%	2.9%	1.7%	3.4%	0.0%	0.0%			5.2%	8.1%	2.4%
AS-T	2.8%	90	3264	2.1%	5.9%	0.0%	2.2%	4.5%	0.0%	8.7%	7.5%	10.0%	2.5%	2.7%	2.3%	3.4%	3.4%	3.3%	0.0%			2.6%	3.6%	1.6%
Completion: Certificates	8.2%	268	3264	1.0%	2.9%	0.0%	4.4%	4.5%	4.5%	6.0%	6.0%	6.3%	9.5%	10.1%	9.0%	4.5%	4.6%	4.4%	7.7%			10.0%	7.7%	11.9%
CA-F	0.1%	4	3264	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%			0.1%	0.0%	0.1%
CA-N	1.1%	37	3264	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.6%	1.0%	1.7%	1.1%	2.2%	0.0%			1.5%	0.9%	1.9%
CA-T	2.4%	77	3264	1.0%	2.9%	0.0%	2.2%	0.0%	4.5%	2.7%	3.0%	2.5%	2.6%	1.0%	4.0%	1.1%	1.1%	1.1%	0.0%			2.8%	1.1%	4.3%
CC-E	5.2%	171	3264	0.0%	0.0%	0.0%	2.2%	4.5%	0.0%	2.7%	1.5%	3.8%	6.4%	8.7%	4.2%	1.7%	3.4%	0.0%	7.7%			6.5%	5.8%	7.1%
CC-O	1.3%	41	3264	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	1.5%	0.0%	1.2%	0.6%	1.9%	0.6%	1.1%	0.0%	0.0%			1.9%	0.6%	2.9%
Butt College CCCO California State Data (2021 Cohort)																								
Successful Enrollment in the First Year	**24.7%**	1713	6933	**14.7%**	**12.2%**	**16.4%**	**15.6%**	**14.3%**	**18.8%**	**25.4%**	**23.3%**	**28.6%**	**31.1%**	**29.8%**	**33.2%**	**26.7%**	**25.1%**	**28.7%**	**11.4%**	**5.0%**	**18.2%**	**23.5%**	**22.5%**	**25.7%**
Persisted First Primary Term to Subsequent Primary Term	**74.7%**	1922	2573	**59.4%**	**58.3%**	**59.0%**	**61.1%**	**65.0%**	**60.0%**	**82.3%**	**83.3%**	**81.3%**	**77.2%**	**80.4%**	**73.6%**	**72.0%**	**73.3%**	**71.8%**				**73.3%**	**76.5%**	**70.0%**
Completed Both Transfer-Level Math and English within the District in the First Year	**17.0%**	459	2694	**10.2%**	**18.8%**	**6.1%**	**10.7%**	**11.8%**	**10.0%**	**32.0%**	**31.3%**	**33.3%**	**14.6%**	**17.7%**	**10.9%**	**16.2%**	**17.3%**	**16.4%**				**17.6%**	**17.9%**	**17.7%**
Attained the Vision for Success Definition of Completion within Three Years	**14.1%**	355	2511	**8.9%**	**5.6%**	**10.8%**	**5.0%**	**4.3%**	**7.1%**	**14.4%**	**23.0%**	**5.3%**	**13.6%**	**15.8%**	**11.7%**	**10.5%**	**5.1%**	**16.2%**				**15.1%**	**14.7%**	**15.7%**
Transferred to a Four-Year Institution within Three Years	**25.8%**	391	1518	**18.8%**	**27.3%**	**15.0%**	**13.3%**	**16.7%**	**10.0%**	**27.1%**	**33.3%**	**22.4%**	**22.7%**	**24.7%**	**21.4%**	**34.3%**	**34.1%**	**35.3%**				**27.7%**	**29.3%**	**25.5%**

Color Key	Definition
WHITE, Black Lettering	No Disproportional Impact Observed
LIGHT RED	Disproportional Impact Observed; Small Cohort (N = 10-32)
DARK RED	Disproportional Impact Observed
WHITE, No Lettering	Cohort under 10, calculations are unavailable

State Derived Metrics	Cohort Year
Successful Enrollment in the First Year	2021
Persisted First Primary Term to Subsequent Primary Term	2020
Completed Both Transfer-Level Math and English within the District in the First Year	2021
Attained the Vision for Success Definition of Completion within Three Years	2018
Transferred to a Four-Year Institution within Three Years	2017

* The Successful Enrollment in the First Year relies on data from CCCApply. The adoption of CCCApply has been incremental by colleges. Therefore, data is not included for years prior to 2014-15 since most colleges were not using CCCApply yet. Since only race/ethnicity and gender information are available from CCCApply, only those primary disaggregations will be available for SM 300 Successful Enrollment.

Butte College Student Equity Dashboard, 2022-2023

Gaps were determined using the Percentage Point Gap Minus 1 (PPG-1) and Margin of Error method.

Success Indicator	*All*			DSPS Status			Economically Disdvantaged			Veteran			Foster Youth			First Gen			Gender		
2022-2023	Cohort Out-come	Cohort Number	Cohort Denom	*Overall*	*F(emale)*	*M(ale)*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Other*	*F*	*M*
ACCESS	49.5%	5622	11356	96.8%	97.3%	95.8%	99.4%	99.4%	99.4%	75.6%	73.1%	75.5%	42.8%	44.3%	39.6%	44.6%	43.2%	46.3%	55.7%	46.9%	52.6%
Success (Credit Courses)	75.1%	39538	52661	75.3%	77.6%	72.3%	75.1%	76.0%	74.1%	80.2%	82.6%	80.1%	65.5%	66.3%	63.7%	71.8%	73.0%	70.1%	69.5%	75.5%	74.7%
Distance Education	73.0%	18689	25618	76.1%	75.2%	79.3%	74.2%	75.1%	72.4%	78.5%	80.0%	78.6%	66.1%	67.3%	62.4%	70.4%	71.5%	67.8%	67.3%	73.1%	73.0%
CTE courses	78.9%	12064	15290	79.2%	81.5%	76.1%	79.2%	81.5%	76.1%	86.5%	85.4%	86.8%	67.0%	71.5%	58.9%	77.9%	80.3%	74.1%	77.2%	80.5%	77.4%
Trans. Math & English	12.0%	677	5622	17.3%	19.3%	14.1%	16.1%	17.1%	15.1%	16.1%	5.3%	19.7%	6.5%	5.9%	6.8%	10.9%	11.3%	10.5%	10.7%	12.3%	11.8%
Math Only	19.4%	1089	5622	23.8%	25.7%	19.6%	23.8%	24.2%	23.7%	24.7%	15.8%	28.2%	10.8%	9.9%	10.8%	16.3%	16.3%	16.4%	14.8%	19.1%	19.9%
English Only	23.5%	1319	5622	35.5%	38.5%	31.5%	33.4%	35.7%	30.3%	23.7%	5.3%	29.6%	21.2%	20.4%	21.6%	23.5%	24.1%	23.0%	23.0%	24.9%	21.7%
Sophomore Standing by Year 2	11.4%	281	2458	8.4%	0.0%	17.6%	9.0%	8.5%	10.1%	7.1%		8.3%	8.1%	7.5%	8.9%	8.1%	7.5%	8.9%	4.5%	9.8%	13.5%
and Trans. Math & English	6.8%	166	2458	3.7%	0.0%	7.8%	5.0%	5.9%	4.2%	0.0%		0.0%	5.3%	5.8%	4.6%	5.3%	5.8%	4.6%	4.5%	6.9%	6.8%
Fall to Spring Retention	67.2%	5681	8460	82.9%	82.5%	82.6%	76.5%	76.8%	75.6%	68.6%	54.5%	70.9%	65.3%	62.6%	70.3%	64.4%	65.4%	63.0%	66.4%	67.6%	66.6%
Completion: Degrees	9.6%	1087	11300	13.8%	16.4%	10.8%	12.4%	14.7%	9.3%	20.3%	19.5%	20.8%	12.6%	14.4%	6.9%	11.1%	13.2%	8.0%	4.9%	10.9%	8.2%
AA	3.1%	346	11300	3.4%	4.0%	2.9%	3.6%	4.6%	2.3%	6.3%	2.4%	7.3%	5.1%	6.4%	1.5%	2.7%	3.6%	1.4%	1.5%	3.6%	2.4%
AS	3.6%	405	11300	5.4%	7.0%	3.4%	3.6%	4.4%	2.6%	7.7%	9.8%	7.3%	3.3%	3.2%	3.1%	4.0%	4.8%	2.8%	1.5%	4.0%	3.1%
AA-T	2.6%	292	11300	2.7%	3.6%	1.5%	3.4%	4.4%	2.1%	2.7%	2.4%	2.8%	3.3%	3.8%	1.5%	2.6%	3.1%	1.7%	2.0%	3.3%	1.7%
AS-T	1.6%	186	11300	2.2%	1.8%	2.9%	1.8%	1.4%	2.2%	3.6%	4.9%	3.4%	0.9%	1.0%	0.8%	1.8%	1.6%	2.0%	1.0%	1.5%	1.9%
Completion: Certificates	8.9%	1002	11300	7.2%	5.5%	9.8%	8.9%	8.8%	9.1%	10.4%	4.9%	11.8%	9.3%	7.7%	12.3%	0.0%	0.0%	0.0%	7.4%	6.8%	11.7%
CA-F	0.3%	35	11300	0.5%	0.9%	0.0%	0.5%	0.5%	0.5%	0.5%	0.0%	0.6%	0.2%	0.0%	0.8%	0.4%	0.4%	0.3%	0.0%	0.3%	0.3%
CA-N	2.0%	222	11300	2.7%	3.0%	2.5%	2.4%	2.3%	2.7%	4.1%	0.0%	5.1%	1.5%	1.9%	0.8%	2.0%	2.0%	2.0%	1.0%	1.6%	2.4%
CA-T	2.6%	296	11300	0.5%	0.3%	1.0%	1.8%	0.3%	3.9%	9.5%	2.4%	11.2%	1.5%	1.0%	3.1%	2.5%	0.7%	5.6%	1.5%	0.6%	5.3%
CC-E	5.2%	586	11300	4.9%	4.6%	4.4%	5.7%	6.1%	5.2%	5.0%	7.3%	4.5%	4.0%	4.5%	2.3%	5.7%	6.6%	4.3%	5.4%	5.1%	5.2%
CC-O	0.7%	74	11300	0.4%	0.0%	0.5%	0.4%	0.3%	0.6%	0.0%	0.0%	0.0%	0.7%	0.6%	0.8%	0.7%	0.3%	1.1%	1.0%	0.3%	1.2%
Transfer to 4-year College 2020 Cohort	25.0%	209	836	12.0%	23.1%		15.9%	18.1%	13.9%				5.3%			14.7%	17.9%	10.3%	0.0%	27.4%	23.2%
3 year Cohort Completion																					
Completion: Degrees	11.1%	361	3264	12.0%	22.2%	5.6%	16.8%	21.7%	10.7%	31.6%		23.5%	7.0%	9.6%	1.5%	12.0%	15.5%	7.4%	9.3%	13.7%	8.5%
AA	4.5%	148	3264	4.3%	8.3%	1.9%	5.5%	7.2%	3.1%	0.0%		0.0%	2.8%	4.1%	0.0%	3.2%	5.0%	0.9%	7.0%	5.7%	3.3%
AS	1.5%	49	3264	2.2%	2.8%	1.9%	2.2%	2.3%	2.1%	21.1%		17.6%	1.4%	1.4%	1.5%	2.0%	1.6%	2.3%	2.3%	1.4%	1.5%
AA-T	4.1%	134	3264	2.2%	2.8%	1.9%	5.4%	7.6%	2.7%	0.0%		0.0%	2.8%	4.1%	0.0%	4.0%	5.0%	2.8%	4.7%	6.0%	2.2%
AS-T	2.8%	90	3264	3.3%	8.3%	0.0%	3.7%	4.6%	2.7%	10.5%		5.9%	0.0%	0.0%	0.0%	2.7%	3.9%	1.4%	2.3%	3.2%	2.3%
Completion: Certificates	8.2%	268	3264	6.5%	5.6%	7.4%	9.0%	8.3%	9.6%	21.1%		23.5%	5.6%	6.8%	4.5%	8.9%	8.9%	8.3%	9.3%	7.3%	9.0%
CA-F	0.1%	4	3264	1.1%	0.0%	1.9%	0.2%	0.0%	0.3%	0.0%		0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.3%	0.0%	0.1%	0.2%
CA-N	1.1%	37	3264	2.2%	2.8%	1.9%	1.7%	1.5%	1.7%	0.0%		0.0%	0.7%	1.4%	0.0%	1.6%	1.8%	1.1%	2.3%	0.9%	1.3%
CA-T	2.4%	77	3264	3.3%	0.0%	5.6%	2.8%	1.4%	4.3%	15.8%		17.6%	1.4%	0.0%	3.0%	2.5%	1.6%	3.1%	4.7%	1.1%	3.5%
CC-E	5.2%	171	3264	4.3%	5.6%	3.7%	6.0%	6.6%	5.3%	10.5%		11.8%	4.2%	6.8%	1.5%	6.4%	6.8%	5.4%	4.7%	5.7%	4.8%
CC-O	1.3%	41	3264	0.0%	0.0%	0.0%	1.0%	0.5%	1.7%	0.0%		0.0%	0.7%	0.0%	1.5%	0.7%	0.5%	1.1%	2.3%	0.6%	1.9%
Butt College CCCO California State Data (2021 Cohort)																					
Successful Enrollment in the First Year	24.7%	1713	6933																13.2%	23.6%	26.8%
Persisted First Primary Term to Subsequent Primary Term	74.7%	1922	2573	79.7%	84.6%	75.7%	77.6%	78.4%	76.8%	64.9%		62.5%	66.9%	72.5%	60.0%	70.9%	72.1%	69.6%	63.9%	77.2%	72.4%
Completed Both Transfer-Level Math and English within the District in the First Year	17.0%	459	2694	13.9%	14.9%	14.8%	20.2%	22.5%	17.8%	36.4%		40.0%	7.7%	11.6%	2.1%	14.3%	16.2%	12.3%	4.9%	18.3%	16.0%
Attained the Vision for Success Definition of Completion within Three Years	14.1%	355	2511	7.6%	5.5%	7.8%	13.7%	14.5%	12.5%	13.7%	15.4%	13.5%	11.6%	8.7%	14.5%	14.3%	16.5%	11.9%	18.2%	14.6%	13.5%
Transferred to a Four-Year Institution within Three Years	25.8%	391	1518	23.4%	28.6%	15.4%	23.5%	24.4%	22.7%	35.3%		37.5%	26.5%	31.0%	22.2%	21.3%	22.9%	20.4%	27.3%	27.4%	24.2%

Color Key	Definition
WHITE, Black Lettering	No Disproportional Impact Observed
LIGHT RED	Disproportional Impact Observed; Small Cohort (N = 10-32)
DARK RED	Disproportional Impact Observed
WHITE, No Lettering	Cohort under 10, calculations are unavailable

State Derived Metrics	Cohort Year
Successful Enrollment in the First Year	2021
Persisted First Primary Term to Subsequent Primary Term	2020
Completed Both Transfer-Level Math and English within the District in the First Year	2021
Attained the Vision for Success Definition of Completion within Three Years	2018
Transferred to a Four-Year Institution within Three Years	2017

* The Successful Enrollment in the First Year relies on data from CCCApply. The adoption of CCCApply has been incremental by colleges. Therefore, data is not included for years prior to 2014-15 since most colleges were not using CCCApply yet. Since only race/ethnicity and gender information are available from CCCApply, only those primary disaggregations will be available for SM 300 Successful Enrollment.

2023-2024 Equity Dashboard

Butte College Student Equity Dashboard, 2023-2024

Gaps were determined using the Percentage Point Gap Minus 1 (PPG-1) and Margin of Error method.

Success Indicator	*All*			African American			American Indian/Native			Asian			Hispanic			Multi-Ethnicity			Pacific Islander			White		
2023-2024	Cohort Out-come	Cohort Number	Cohort Denom	*Overall*	*Female*	*Male*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*
ACCESS	51.0%	6051	11871	41.4%	43.6%	38.1%	47.5%	41.8%	57.1%	47.9%	46.8%	49.2%	52.3%	50.4%	54.8%	49.7%	47.8%	51.5%	44.4%	33.3%	55.0%	51.1%	48.8%	53.6%
Success (Credit Courses)	75.2%	43026	57236	68.8%	66.8%	70.6%	69.2%	67.4%	72.0%	81.0%	83.3%	78.0%	71.7%	70.7%	73.2%	72.4%	71.0%	73.3%	79.3%	59.6%	88.1%	77.7%	78.4%	77.1%
Distance Education	73.1%	18693	25586	59.7%	59.2%	62.0%	71.7%	71.6%	73.0%	77.6%	77.6%	77.2%	70.0%	70.1%	70.0%	72.2%	73.6%	70.1%	59.2%	42.1%	76.3%	75.4%	75.7%	75.3%
CTE courses	79.0%	12068	15278	67.6%	67.9%	67.1%	78.4%	80.4%	75.0%	83.3%	87.0%	78.6%	75.4%	76.0%	75.0%	76.8%	77.8%	75.0%	70.7%	45.5%	80.0%	81.4%	83.7%	79.4%
Trans. Math & English	12.1%	735	6051	10.3%	4.7%	16.5%	10.6%	10.9%	10.4%	16.7%	11.1%	24.6%	12.2%	12.4%	12.0%	11.7%	6.9%	16.0%	20.0%		18.2%	11.9%	11.0%	13.0%
Completed Trans. Math	18.8%	1140	6051	14.9%	11.8%	18.8%	13.8%	13.0%	14.6%	24.1%	16.9%	33.8%	18.8%	19.1%	18.3%	17.4%	12.7%	21.9%	25.0%		27.3%	19.1%	17.8%	20.2%
Completed Trans. English	24.9%	1507	6051	21.7%	14.1%	29.4%	27.7%	26.1%	29.2%	28.5%	25.4%	33.1%	24.8%	25.1%	24.5%	26.8%	22.5%	30.2%	35.0%		45.5%	24.7%	24.2%	25.1%
Sophomore Standing by Year 2	11.3%	304	2681	7.0%	5.3%	8.1%	4.4%	4.2%	4.8%	12.0%	6.8%	18.5%	10.0%	8.7%	11.1%	9.6%	5.6%	14.3%				13.1%	10.9%	15.7%
and Trans. Math & English	7.2%	194	2681	7.0%	5.3%	8.1%	4.4%	4.2%	4.8%	12.0%	6.8%	18.5%	6.1%	6.2%	6.1%	5.3%	3.4%	7.7%				8.1%	8.2%	8.0%
Fall to Spring Retention	68.3%	6034	8833	67.0%	63.1%	70.9%	65.7%	68.5%	61.1%	72.4%	69.4%	75.9%	66.6%	66.6%	66.5%	64.8%	64.8%	64.0%	66.7%	60.0%	70.0%	69.7%	70.4%	69.2%
Transfer to 4-year College 2021 Cohort	27.3%	239	877	21.4%			60.0%			41.2%	44.4%	34.8%	19.9%	22.1%	18.1%	17.2%	30.8%	7.9%				31.1%	34.6%	27.9%
3 year Cohort Completion																								
Completion: Degrees	13.4%	338	2522	18.2%	26.3%	13.9%	10.7%	11.8%	10.0%	15.9%	19.7%	13.3%	12.9%	14.6%	11.1%	12.3%	15.5%	7.9%				17.5%	22.1%	12.1%
AA	4.1%	104	2522	10.9%	10.5%	11.1%	7.1%	5.9%	10.0%	4.0%	3.0%	5.0%	3.3%	3.5%	3.1%	4.3%	7.0%	1.6%				4.2%	5.7%	2.5%
AS	2.9%	74	2522	5.5%	10.5%	2.8%	10.7%	11.8%	10.0%	2.4%	3.0%	1.7%	2.2%	2.7%	1.7%	2.2%	1.4%	1.6%				3.3%	3.4%	3.2%
AA-T	5.2%	131	2522	3.6%	5.3%	2.8%	0.0%	0.0%	0.0%	5.6%	9.1%	1.7%	4.3%	5.5%	2.9%	4.3%	5.6%	3.2%				6.3%	9.4%	2.7%
AS-T	3.5%	89	2522	3.6%	10.5%	0.0%	0.0%	0.0%	0.0%	5.6%	6.1%	5.0%	3.2%	2.9%	3.4%	1.4%	1.4%	1.6%				3.8%	3.7%	3.7%
Completion: Certificates	11.4%	287	2522	3.6%	10.5%	0.0%	10.7%	11.8%	10.0%	5.6%	9.1%	1.7%	11.2%	9.9%	12.7%	13.8%	12.7%	14.3%				12.7%	11.5%	14.2%
CA-F	0.3%	8	2522	0.0%	0.0%	0.0%	3.6%	5.9%	0.0%	0.8%	1.5%	0.0%	0.2%	0.2%	0.2%	0.7%	0.0%	1.6%				0.3%	0.2%	0.4%
CA-N	2.4%	60	2522	0.0%	0.0%	0.0%	7.1%	5.9%	10.0%	1.6%	1.5%	1.7%	2.3%	2.9%	1.7%	2.9%	1.4%	3.2%				2.6%	2.1%	3.2%
CA-T	2.1%	54	2522	1.8%	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	0.6%	4.1%	2.9%	1.4%	4.8%				2.3%	0.6%	4.3%
CC-E	8.0%	203	2522	1.8%	5.3%	0.0%	7.1%	5.9%	10.0%	4.0%	6.1%	1.7%	8.7%	8.4%	8.9%	9.4%	11.3%	6.3%				8.5%	9.0%	8.0%
CC-O	1.3%	32	2522	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.4%	1.4%	0.7%	0.0%	1.6%				1.9%	1.1%	2.8%
Butte College CCCO California State Data (2022 Cohort)																								
Successful Enrollment in the First Year	22.0%	1608	7311	25.5%	25.7%	21.2%	31.8%	31.8%	33.3%	44.2%	39.4%	49.5%	47.0%	42.5%	51.8%	51.8%	46.8%	57.0%	37.5%			43.9%	42.4%	45.3%
Persisted First Primary Term to Subsequent Primary Term	65.0%	1572	2420	65.2%	73.3%	61.3%	53.8%	50.0%		67.2%	64.6%	69.7%	63.2%	65.8%	61.1%	60.1%	64.5%	54.5%				66.7%	66.7%	66.7%
Completed Both Transfer-Level Math and English within the District in the First Year	17.5%	387	2215	8.5%	4.8%	13.6%	11.5%	9.1%	13.3%	21.0%	18.9%	22.9%	16.3%	18.3%	14.3%	19.4%	25.4%	13.6%				17.9%	18.1%	17.6%
Attained the Vision for Success Definition of Completion within Three Years	16.1%	413	2572	10.5%	10.0%	11.4%	3.2%	0.0%	6.3%	20.0%	23.6%	15.3%	13.0%	15.0%	10.5%	12.3%	11.0%	14.3%				17.6%	18.9%	16.0%
Transferred to a Four-Year Institution within Three Years	26.9%	298	1109	42.1%		42.9%	23.1%			29.6%	34.1%	24.1%	25.0%	30.5%	19.2%	34.0%	32.0%	33.3%				28.1%	29.0%	27.2%

Color Key	Definition
WHITE, Black Lettering	No Disproportional Impact Observed
LIGHT RED	Disproportional Impact Observed; Small Cohort (N = 10-32)
DARK RED	Disproportional Impact Observed
WHITE, No Lettering	Cohort under 10, calculations are unavailable

State Derived Metrics	Cohort Year
Successful Enrollment in the First Year	2022
Persisted First Primary Term to Subsequent Primary Term	2021
Completed Both Transfer-Level Math and English within the District in the First Year	2022
Attained the Vision for Success Definition of Completion within Three Years	2019
Transferred to a Four-Year Institution within Three Years	2018

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Butte College Student Equity Dashboard, 2023-2024

Gaps were determined using the Percentage Point Gap Minus 1 (PPG-1) and Margin of Error method.

Success Indicator	*All*			DSPS Status			Economically Disdvantaged			Veteran			Foster Youth			First Gen			Gender		
2023-2024	Cohort Out-come	Cohort Number	Cohort Denom	*Overall*	*F(emale)*	*M(ale)*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Overall*	*F*	*M*	*Other*	*F*	*M*
ACCESS	51.0%	6051	11871	98.3%	98.0%	98.3%	99.4%	99.2%	99.6%	75.0%	78.3%	75.0%	41.3%	44.3%	34.9%	44.7%	43.4%	46.3%	62.4%	49.0%	53.0%
Success (Credit Courses)	75.2%	43026	57236	74.6%	74.8%	75.3%	74.6%	75.1%	73.8%	77.7%	76.6%	78.7%	62.4%	61.2%	66.3%	71.8%	72.2%	71.4%	73.4%	75.1%	75.4%
Distance Education	73.1%	18693	25586	76.2%	75.5%	79.2%	74.3%	75.2%	72.4%	78.8%	80.7%	78.7%	66.1%	67.5%	61.6%	70.4%	71.6%	67.8%	68.4%	73.2%	73.0%
CTE courses	79.0%	12068	15278	79.2%	81.6%	76.3%	79.2%	81.6%	76.3%	86.5%	85.5%	86.9%	66.8%	71.4%	58.4%	78.0%	80.3%	74.2%	77.1%	80.5%	77.5%
Trans. Math & English	12.1%	735	6051	11.0%	10.1%	12.3%	17.1%	16.5%	18.0%	14.2%	5.6%	15.7%	4.4%	2.1%	10.0%	10.1%	10.5%	9.6%	13.0%	11.0%	13.5%
Math Only	18.8%	1140	6051	16.7%	16.1%	17.5%	23.9%	23.1%	24.8%	23.3%	11.1%	25.5%	8.3%	5.0%	16.7%	15.8%	16.6%	14.8%	22.4%	17.6%	20.2%
English Only	24.9%	1507	6051	34.4%	31.5%	36.8%	35.6%	36.3%	34.5%	31.7%	27.8%	32.4%	19.4%	17.1%	25.0%	23.7%	25.6%	21.1%	26.1%	24.1%	25.8%
Sophomore Standing by Year 2	11.3%	304	2681	5.4%	6.6%	4.1%	10.9%	7.7%	14.0%	12.5%		12.5%	9.8%	7.5%	13.0%	9.8%	7.5%	13.0%	8.2%	9.2%	13.6%
and Trans. Math & English	7.2%	194	2681	3.4%	4.9%	1.4%	6.4%	5.5%	7.0%	6.3%		6.3%	5.5%	4.8%	6.7%	5.5%	4.8%	6.7%	5.9%	6.8%	7.7%
Fall to Spring Retention	68.3%	6034	8833	82.4%	80.8%	84.0%	77.7%	78.5%	76.4%	70.9%	78.3%	69.4%	61.0%	60.0%	64.9%	63.9%	64.3%	63.5%	64.9%	68.5%	68.3%
Transfer to 4-year College 2021 Cohort	27.3%	239	877	15.4%	33.3%	0.0%	19.5%	23.4%	15.4%				17.4%	25.0%	10.0%	19.3%	18.7%	20.0%		31.6%	23.3%
3 year Cohort Completion																					
Completion: Degrees	13.4%	338	2522	12.8%	9.1%	17.5%	19.8%	24.7%	13.5%	15.0%		17.6%	7.9%	14.0%	0.0%	14.1%	16.9%	10.6%	20.0%	15.8%	10.5%
AA	4.1%	104	2522	5.1%	3.0%	7.5%	5.0%	6.6%	2.9%	5.0%		5.9%	3.4%	6.0%	0.0%	3.5%	4.4%	2.5%	6.7%	4.7%	3.4%
AS	2.9%	74	2522	5.1%	0.0%	10.0%	4.8%	5.0%	4.4%	0.0%		0.0%	0.0%	0.0%	0.0%	3.0%	3.4%	2.5%	3.3%	3.2%	2.6%
AA-T	5.2%	131	2522	2.6%	6.1%	0.0%	6.1%	8.6%	3.2%	5.0%		5.9%	2.2%	4.0%	0.0%	4.1%	5.2%	2.5%	10.0%	7.4%	2.6%
AS-T	3.5%	89	2522	0.0%	0.0%	0.0%	3.8%	4.4%	2.9%	5.0%		5.9%	2.2%	4.0%	0.0%	3.5%	3.9%	3.1%	6.7%	3.4%	3.5%
Completion: Certificates	11.4%	287	2522	19.2%	12.1%	27.5%	15.0%	14.9%	15.0%	10.0%		11.8%	5.6%	6.0%	5.4%	12.0%	11.4%	12.7%	10.0%	10.6%	12.2%
CA-F	0.3%	8	2522	0.0%	0.0%	0.0%	0.3%	0.4%	0.2%	0.0%		0.0%	0.0%	0.0%	0.0%	0.3%	0.3%	0.3%	0.0%	0.3%	0.3%
CA-N	2.4%	60	2522	2.6%	3.0%	2.5%	3.8%	4.0%	3.4%	0.0%		0.0%	0.0%	0.0%	0.0%	2.3%	2.1%	2.5%	3.3%	2.3%	2.4%
CA-T	2.1%	54	2522	2.6%	3.0%	2.5%	2.2%	1.0%	3.7%	0.0%		0.0%	0.0%	0.0%	0.0%	2.7%	1.8%	3.7%	0.0%	0.8%	3.7%
CC-E	8.0%	203	2522	15.4%	9.1%	22.5%	10.9%	12.4%	8.8%	10.0%		11.8%	5.6%	6.0%	5.4%	8.4%	8.8%	8.1%	10.0%	8.5%	7.5%
CC-O	1.3%	32	2522	2.6%	0.0%	5.0%	1.2%	0.8%	1.7%	0.0%		0.0%	0.0%	0.0%	0.0%	0.8%	0.5%	1.2%	0.0%	0.7%	1.9%
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Completed Both Transfer-Level Math and English within the District in the First Year	17.5%	387	2215	11.4%	11.3%	13.1%	16.6%	17.8%	15.2%	5.0%		5.3%	10.0%	7.5%	12.0%	15.5%	17.4%	13.2%	17.6%	18.4%	16.5%
Attained the Vision for Success Definition of Completion within Three Years	16.1%	413	2572	14.9%	17.1%	8.8%	16.3%	17.7%	14.2%	18.6%	15.4%	19.6%	8.4%	8.5%	8.6%	12.1%	13.1%	10.7%	25.0%	17.2%	14.6%
Transferred to a Four-Year Institution within Three Years	26.9%	298	1109	20.3%	20.0%	16.0%	25.9%	28.2%	23.4%	12.0%		10.5%	16.4%	16.7%	9.1%	22.6%	27.2%	17.0%	18.5%	29.7%	24.8%

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EVIDENCE
B3a: Student Belonging & Empowerment

BUTTE COLLEGE

About · Admission & Aid · Academics · Student Support · Community & Business · Employees ·

Student Belonging and Empowerment

Home / Services / Student Belonging and Empowerment

SBE HOME | BLAC CENTER | CULTURE & COMMUNITY | INTERNATIONAL PROGRAM | NATIVE AMERICAN | QUEER RESOURCE CENTER | UNDOCUCENTER

MENU

SBE HOME

SBE STAFF

Welcome from the Director

Welcome to Student Belonging and Empowerment (SBE)! I am thrilled to have you explore our vibrant community, where we celebrate the rich tapestry of identities, cultures, and perspectives that make our campus truly unique. Here, you will find supportive and inclusive environments designed to foster connection, growth, and understanding.

Our Mission:

Student Belonging and Empowerment enhances the educational experience by prioritizing a sense of belonging for historically minoritized students. We affirm the unique stories and identities of our students through inclusive spaces, culturally focused engagement opportunities, increased visibility and intersectional support.



Black Leadership and Cultural Center

The Black Leadership and Cultural Center (The BLAC Center) is a safe space for African Americans and Black students to feel supported during their academic journey



Culture and Community Center

The Culture & Community Center advocates and empowers Butte College's diverse community



International Program Center

The Butte College international program is dedicated to fostering an inclusive campus community by offering a range of services that cater to the unique needs of international students

EVIDENCE
B3b: Guided Pathways

BUTTE COLLEGE

About • Admission & Aid • Academics • Student Support • Community & Business • Employers •



Guided Pathways

Home | Community | About | Guided Pathways

GUIDED PATHWAYS HOME | DASH TO SUCCESS LEAD TEAM | STUDENT SUCCESS TEAM PILOT | LIGHT TO INSPIRE

Being Student Ready

Guided Pathways is an equity-focused framework that allows colleges to forge clear paths for students and remove systemic obstacles to their success. This framework centers the student experience in system-wide decision making and works to meet the goals of the California Community College Vision for Success (cccco.edu) and Call to Action.

Dash to success is the visioning of the next phase of Guided Pathway efforts. Check out the Dash To Success page for an update on current efforts.

Community Colleges are designed to facilitate access and tend to focus on providing a wide variety of individual courses rather than clearly structured programs. **According to the state student success scorecard, only 42% of Butte College students attempting to achieve an outcome (graduation, certificate and/or transfer) actually do within six years.** This stat shows that our attempt at Guided Pathways is intended to provide structured pedagogy, processes and systems that support student connection, entry, progress and completion of certificates and degrees, or support transfer to four-year institutions with junior standing in a major. These highly structured student experiences encourage completion.

"A Guided Pathways concept does not limit student choice. Instead, it provides opportunities to explore while supporting the likelihood of completion." Robert White, Dean of Instruction Science, Technology, Engineering, & Mathematics and Guided Pathways

For additional information on Guided Pathway metrics visit the California Community Colleges

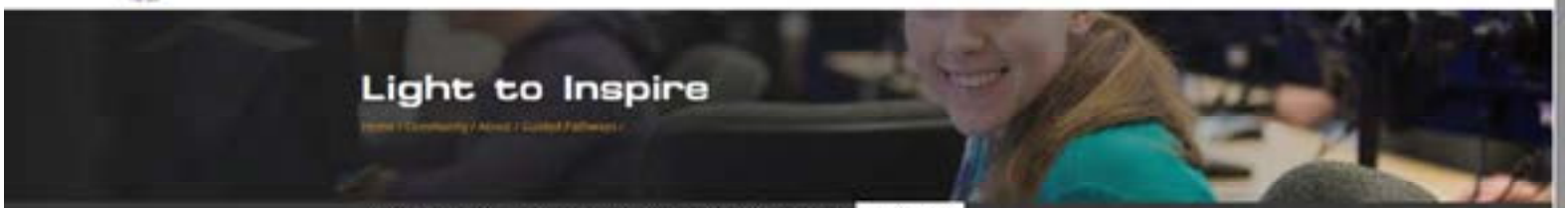
DASH

Dash To Success Resources

Dash To Success is Butte College's visioning of the next phase of Guided Pathway efforts.

The Dash To Success Lead Team provides oversight to the Guided Pathways redesign work at Butte

EVIDENCE
B3c: Inspire Program



Light to Inspire

Creating a Culture of Dignity

Our students come to us with many experiences including if our college will be a safe environment. Many of our disproportionately impacted students have alarming experiences in their encounters with education prior to coming to our college as well as in our college. These experiences for many are just what they know in our college or in our classes.

To counteract our student's hyper-vigilance and their experiences of indignities in their education there are two ways to address these issues:

Fostering a sincere connection — "what we call the glue" and

CASA & Dash To Success

Light to Inspire

Join us on an inspiring journey to foster an equitable and compassionate environment at Butte College!

Discover the power of experiential affective-based professional development offered by Diego Navarro, designed to empower educators to create a culture of dignity and belonging. A series of professional development workshops and an institute will be offered in the Fall 2023 - Spring 2024 to help you amplify a culture of dignity on campus.

Learn more about Diego Navarro, watch the PBS Documentary Featuring ACE Do Boarding & Needs of Students of Color.

Diego's Professional Workshop Series Brochure provides an overview of the offerings.

Light to Inspire
Professional Development

FELI Description
In order for faculty to understand the experiential pedagogy of the Foundation Course, they need a hands on experience of the content because faculty's formal education doesn't usually include experiential pedagogy. The Faculty Experiential Learning

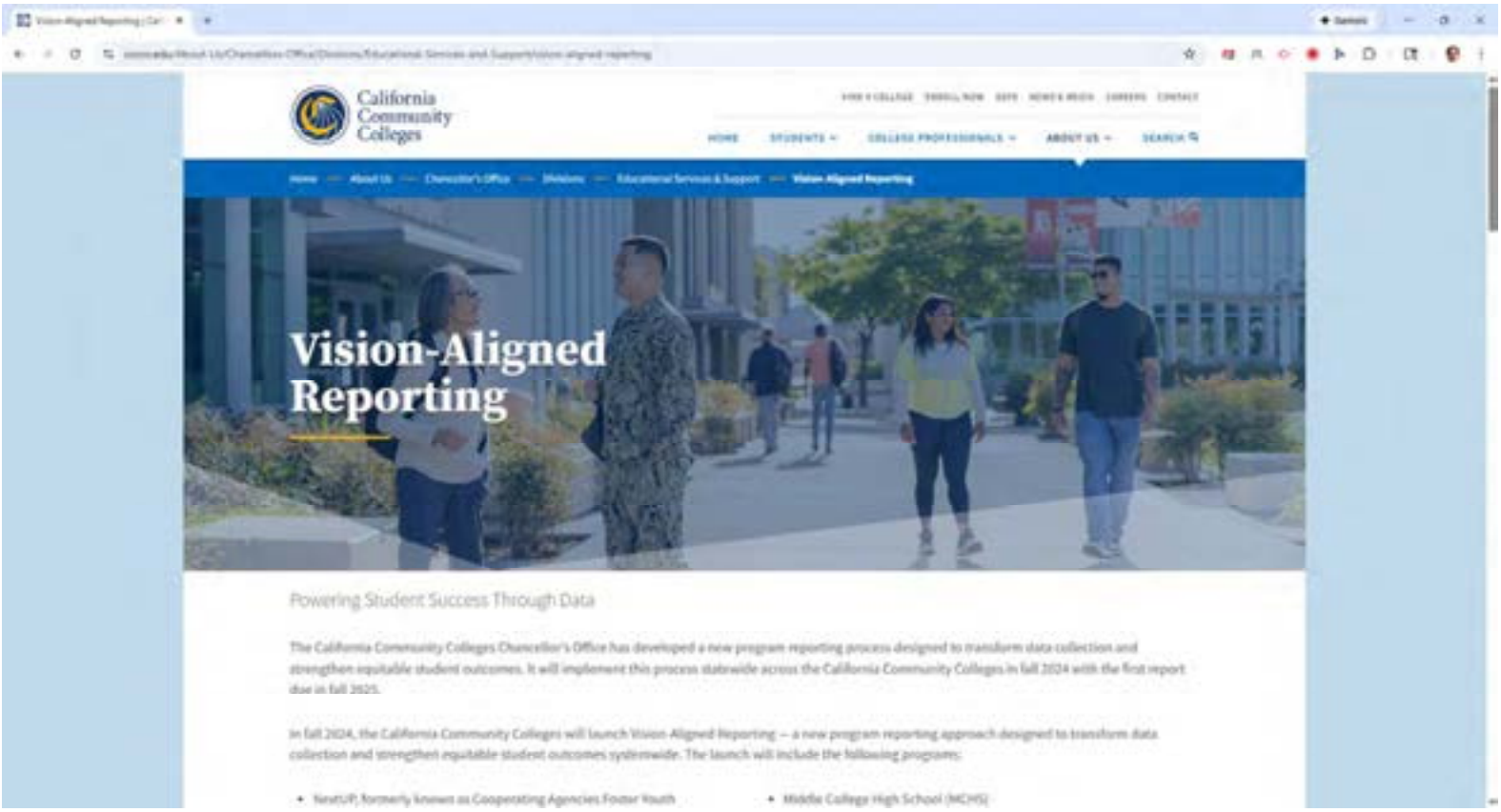


Hear a recent interview with Diego Navarro about his work creating cultures of dignity on

Diego Navarro

Diego Navarro is an Emeritus Professor at Cabrillo College and founded the Academy for College Excellence (ACE) in 2002, which has now been

EVIDENCE
B3d: CCCCO Vision Aligned Reporting


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Chancellor's Office
Divisions
Educational Services & Support
Vision-Aligned Reporting
Vision-Aligned Reporting
Powering Student Success Through Data
The California Community Colleges Chancellor's Office has developed a new program reporting process designed to transform data collection and strengthen equitable student outcomes. It will implement this process statewide across the California Community Colleges in fall 2024 with the first report due in fall 2025.
In fall 2024, the California Community Colleges will launch Vision Aligned Reporting — a new program reporting approach designed to transform data collection and strengthen equitable student outcomes systemwide. The launch will include the following programs:
NextUP, formerly known as Cooperating Agencies Foster Youth
Middle College High School (MCHS)

EVIDENCE

C1a: SLO Assessment Math

2021 Fall

Department Learning Outcomes Discussion Summary

Requirements

- To be completed by the Chair or faculty designee(s)
- Due by the end of the 8th week of the fall **AND** the spring semesters
- Email to SLO Coordinator

Purpose

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

Form Completed by: Brooke Kennedy

Discipline area: Mathematics

Who was present for this discussion: We held a department meeting Wednesday 8/18 in IP-I 101 where all the full-time faculty were present as well as four of the part-time faculty (4 people joined over Zoom as they were not able to make it F2F). We broke up into small groups where discussions were held. We had four groups dedicated to discussing Major Courses (Math 30, 31, 32, 40, 42), STEM Preparatory Courses (Math 108, 116, 124, 20, 26), Statistics (Math 18) and Math for Liberal Arts (Math 11).

Which Outcomes were discussed?

Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few.

Courses & SLOs Assessed (find your SLOs)

By the nature of this semester's SLO Discussion ALL of our SLO's were covered and discussed.

As a department we felt that it was important that during this semester's (SP21) SLO discussion we would read through the brief reflections for our group and brainstorm what student supports we and/or the institution could try to either implement for the first time, expand upon, or continue with. We then came back together as a large group and shared out our ideas. **6 major themes emerged: Support, Tutoring, Retention Specialists, Late work Policies, Technology, and Transportation**.

Support:

- We feel strongly that a department level secretary must be placed back in the new Mathematics building when the time comes. We are one of the largest departments on campus serving around a third of all Butte College students each semester. The large amount of student traffic coming through the Math Department Office is important to note. If student retention, equity, and success are valued by the College then it must be a priority to have a point of contact in close proximity for students when they are experiencing a problem or are needing support. As stated above the Math Department will no longer be able to offer many supports without a department level secretary **in the building**.

- We need to re-instate / hire graders. This helps get immediate feedback to students which contributes to student understanding and ultimately student success.

Tutoring:

- We would like to see online CAS tutoring continue, even post Covid. It provides students who work, have family commitments, etc. to access tutoring from wherever they are when it is convenient for them. (Not just during on campus hours).
- We feel STRONGLY that when we move into the new Mathematics building that we be allowed to re-open Math Lab. *It is important to note that if a departmental level secretary or some other person who is allowed to supervise is not placed back in the new Mathematics building then this support will no longer be there for students*. Math Lab is a huge and vital support for students. It provides the following services to students:
  - ✓ allowing them access to computers to do their online math homework
  - ✓ gives them access to math faculty that hold office hours in Math Lab
  - ✓ provides study group space so that students can meet up and work together
  - ✓ close proximity to their instructors in case they need to ask questions while doing their homework
- For the future Math Lab in the new Mathematics building, we are hoping to collaborate with CAS to get Math Tutors placed in the Math Lab rather than just lab monitors.
- We are currently piloting an embedded tutoring program in some of the below transfer level courses, as well as Math 17. This pilot program has been expanded to now four instructors (Brooke Kennedy, Rita Nutsch, Ripandeep Aulakh and Scott Giannini) and covers at least seven sections. We now have embedded tutors in both face-to-face and online modalities. We are continuing to meet with Bobby Withrow-Clark, Miya Clark, and Amy Hughes, as well as the tutors themselves to improve and expand this program to better serve students and to aid with student success and retention..
- We feel that moving forward it would be helpful to hire a fulltime person (not a student) to tutor Math 18 (Introduction to Statistics) and Math 11 (Math for Liberal Arts). Both courses are difficult to find tutors for because students often take them right before transferring, yet tutoring support is greatly needed because often the students who are taking these courses are lacking foundational math skills.

Retention Specialist:

- We would like to see a reinstatement of Retention Specialists in math courses. Especially below transfer level courses, Math 18, and Math 11. In the past, Retention Specialists provided much needed support: teaching study skills and time management, tracking down students who aren't attending regularly, etc.. We want our students to learn our objectives but often times it is the soft skills or life management skills that stand in there way. Retention Specialists are able to provide that support.

Late Work Policies:

- We as a department think that having late work policies in place are important because our students have a lot going on in their lives. They experience many obstacles in the course of a semester, and we can't assume that we know everything that they are going through. By having a late work policy in place, it takes us and bias out of the decision hopefully contributing to more equitable outcomes. Some of the ideas we came up with for late work policies were:

- ✓ Dropping 3 lowest homework scores so that if students miss an assignment, it doesn't affect them.
- ✓ 2-4 day late pass for students to cash in to do an assignment they miss.
- ✓ Have a set number of late passes students can use them whenever during the semester and they don't have to ask.
- ✓ Allow late work to be turned in after the due date up until the night before the exam that covers those topics. (There were two thoughts on this one. Either a small deduction on anything after the due date but still allowed to turn it in until the test OR no penalty until the test and if students turn in on due date give them extra credit.)
- ✓ Drop lowest test score and replace with Final Exam grade.
- ✓ Allow late work to be turned in and just dock points on a sliding scale. (This wasn't as popular as the other options).

Technology:

- The ViewSonic's have finally been ordered and will be placed in all math classrooms as soon as they are received. This will allow for instructors to record their lectures and board work as it is happening and post it and/or allow students to join the class virtually if needed. It will also expand our teaching by allowing us to pull figures from many different sources (including online sources) and be able to show them and diagram on them to increase student understanding using visual aids.
- We would like to continue to with free semester check outs of TI-83 graphing calculators to students in courses such as Math 18, Math 11, Math 118, etc. This is an equity issue because these calculators are expensive, and these students will likely not use them again once they finish with their class. However, without a department level secretary onsite to manage the checkouts we will likely have to discontinue the program which will greatly impact students.
- We would also like to continue with free exam day borrowing of TI-83 graphing calculators to all students who either forgot their calculator or just need one for the day of an exam. Again, this is an equity issue and again this will likely be discontinued if a department level secretary is not onsite to manage this.
- We need to continue to provide TI-83 Emulators to online students who need them.
- We need the Butte College IT department to continue to support us in having our laptops for lesson planning, writing tests and curriculum, committee work, etc. AND our Surface Pro's for online teaching, making lecture videos, making help videos, etc. for students.

Transportation:

- Expanded bus service is needed to make sure that students have access to not only their classes but extra supports such as, tutoring, office hours, etc.

Programs & PLOs Assessed (find your PLOs)

The below paragraph is also seen above, as their discussion both applies to SLO's and PLO's

As a department we felt that it was important that during this semester's SLO discussion we would read through the brief reflections for our group and brainstorm what student supports we and/or the institution could try to either implement for the first time, expand upon, or continue with. We then came

back together as a large group and shared out our ideas. **6 major themes emerged: Tutoring, Retention Specialists, Late work Policies, Technology, Support, and Transportation**. (See above).

GELOs Assessed (find your GELOs)
We focused on GELO 2, "analyze and critically evaluate arguments and issues in terms of logical principles or other problems solving methodologies in the given discipline;" using our brief reflections.

ILOs Assessed (more on ILOs). Select those that apply
I believe all of these apply to what we discussed.

- ❑ Think Critically
- ❑ Communicate Competently
- ❑ Engage Collaboratively
- ❑ Work Effectively

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

I left the previous summaries here for my use, please scroll down to see the previous two semesters.

In **2018**, we used our brief reflections to talk about our algebra classes at all levels from Pre-algebra through College Algebra. Especially in Pre-algebra and Beginning Algebra instructors mentioned that attendance had a significant impact on student success. At this point, we still don't have a satisfactory way to increase attendance. We would love to have some kind of automated tracking system where the students scan their ID cards as they enter and exit a room and if a student is absent, or late, an automatic message is sent to their phone and email. We have also seen general skill levels decrease across the board and have created review problems for every class to use during the first week of each semester.

Follow up: Due to AB-705 this is no longer a relevant discussion.

In **2019**, we discussed that students' algebra and trigonometry skills are weaker than in the past so that when we assess our PLO, "Define, understand, and apply concepts of limits…" we see students being able to begin the process, but having difficulty completing, due to the need to apply algebra and trigonometry in the middle of their calculus problems. Additionally, we looked at the results of the Math 4 and 5 common assessment and heard from instructors that those students Algebra skills were generally weak, as well. In those classes, there was one SLO in particular that seemed to need more time and review. In Math 4, SLO G (pattern recognition, problem solving, and reasoning) and SLO D in Math 5 (using algebra to solve geometric problems) were the two that stood out to instructors as needing more time and ongoing review. There is a sense that this will become more of an issue with the new placement policies. We also discussed the SLOs in our Calculus series, and noticed something similar, in that algebra and trigonometry skills in general are weaker than in the past. Some instructors mentioned that SI really helped in their Math 30 classes, and that they would need to spend more time reviewing topics from SLO J (u-substitution) and SLO F (related rates and optimization). In Math 124 the discussion was that anything to do with fractions typically lead students to underperform. So SLO B (rational expressions) was difficult for many students. Several instructors mentioned that it was difficult to fit in graphing conics (SLO C) due to the struggles students were having with more basic algebra, which slowed the class down. SLO H (functions) was also a challenge for students and most instructors felt that it would be good to introduce it early in the class and continue to reinforce it throughout the semester, as function notation is key to success in STEM math classes.

Follow up: As for the weak Algebra skills I think if we decide as a department to create a Stats Bootcamp it might also be wise to target students who place in Math 124 in the Fall and create a Bootcamp for them, as well. Due to AB-705, many students who lack foundational skills but who want to go into a STEM field are placed in Math 124 even if they are not ready. This has severely affected the success rates in Math

124. A Bootcamp to try to fill in some gaps might prove helpful. The challenge we face in creating these Bootcamps will be resources and staffing. Due to budget cuts it is unclear whether it would even be feasible to pull them off. For the weakness in problem solving that was discussed, I think the ideas that are listed above in our PLO section could really help. That will be one of the many silver linings that is happening because of being forced to teach online. Many of us are learning skills that we will continue to use when we return face to face because they are good teaching strategies period regardless of delivery method.

Spring 20:

Interestingly, all the Math 18 breakout rooms ended up coming to the same conclusion as to what SLO's students struggle with. A topic that confuses students is the Normal curve and whether they are finding area or a z-score. As well as, calculating the probabilities associated with the area under the curve. All instructors use the TI-84 commands of normalcdf and invNorm.

We suggest that instructors expose students to the z-table. Seeing how to answer those two questions using the table may provide additional insight for students.

We also suggest that whenever possible, all questions/answers related to area and z-score must include a visual of the normal curve, labeled with area and z-score.

For some students, it is a lack of foundation / general understanding of ratios, fraction operations, and probability that is causing them to be unsuccessful in this area. Some ideas that came up to combat this lack of foundation were, creating a Stat's Bootcamp to take place at the end of summer right before the Fall semester to help students fill in the gaps in their understanding. We also talked about promoting our Math 118 class for the students who have significant gaps. Even possibly creating a late start Math 118 for students who discover that they may not be ready for Math 18 after beginning the class. If we could offer those students who aren't passing a place to go to that will help them prepare for the next semester, I think we will do a better job of retaining those students, many who in the past, drop and we never see them again. Hopefully, it will help them to realize that they are, in fact college material and we are here to support them and provide them with the foundational knowledge that they need. The below are the Math 118 SLO's that would help support the Math 18 SLO's that students are struggling with.

Follow up: Probability and lack of foundational skills continues to be an issue. We were successful in promoting Math 118 and increasing the number of students taking that course. We are going to offer a late start Math 118 course this semester (SP 21) that will start in Week 8. We are going to try to recruit students who dropped out of Math 18 in the first 7 weeks because they didn't feel prepared and try to fill in their knowledge gaps so that they can hopefully be successful taking Math 18 again in the Fall.

Fall 20:

Probability continues to be a challenge. It is not just students that struggle with it. Many experts have difficulty with it sometimes, too. Continued student support with Stats Lounge, tutors and SI, as well as access to Statistics interns can help support students with this difficult topic. Also, perseverance on the student's part is key. Instructors will continue to reach out and encourage students to help increase their perseverance. Encouraging students to access Growth Mindset Workshops through CAS can also help with perseverance.

Follow up: This is still an issue. In Statistics the SLO's surrounding probability and interpreting continue to be a struggle for students. Covid has made supports a challenge although this semester (FA21) we are trying embedded tutoring in 3 sections of Math 17 (Math 17 is the same curriculum as Math 18 but with activity hours built in). If it goes well we will look to expand this as a way to contribute towards student success.

Foundational skills continue to be a problem since the implementation of AB-705. We have had some success promoting Math 118 class for the students who have significant gaps. We are planning on offering a late start Math 118 this semester that will start in Week 8. We are going to try to recruit students who dropped out of Math 18 in the first 7 weeks because they didn't feel prepared and try to fill in their knowledge gaps so that they can hopefully be successful taking Math 18 again in the Fall.

Follow up: Due to the enrollment crisis created by Covid we were unable to see if this late start Math 118 would help students who dropped out of transfer level. We have been able to increase to two sections of

Math 118 although we would like to see that come up even more. For majors like Respiratory Therapy Math 118 would be a better option than Math 124 and would meet the same requirements.

This group found that algebra and trig skills seemed to be weaker compared to previous years. Students also had a hard time with skills not "sticking" from the beginning to the end of the semester. This means we may need to work in some structured, regular review throughout the semester. Some found that there was a decrease in homework submission, especially the second half of the semester. We talked about different homework policies as a way to address that issue. We also discussed that there isn't a good way to know if the students have memorized things like derivative and antiderivative rules. One suggestion for that was to make an assignment that requires students to submit a pdf of paper where they have written them several times in their own handwriting... sort of memorizing on accident that way.

Follow up: As mentioned above instructors are now implementing late work policies to deal the decrease in homework submissions. As for the other issues mentioned, as a department, we decided post Covid not to offer transfer level STEM pathway courses online (with the exception of Math 20 Trigonometry).

As with the Stat's group above, foundational skills continue to be a problem since the implementation of AB-705. We continue to struggle with promoting Math 116 class for the students who have significant gaps. As with the Stats group above we are planning on offering a late start Math 124 this semester that will start in Week 8. We are going to try to recruit students who dropped out of Math 20 & 26 in the first 7 weeks because they didn't feel prepared and try to fill in their knowledge gaps so that they can hopefully be successful taking those classes again in the Fall.

Follow up: Due to the enrollment crisis created by Covid we were unable to see if this late start Math 116 would help students who dropped out of transfer level. We have been able to increase to two sections of Math 116 although that number will likely continue to increase since Math 116 has drawn large enrollments with huge waitlist numbers.

Factoring in Math 124 was very tough for students. There were issues with students using weird/different methods that were not being taught in class and that they didn't seem to understand. It seems that many students were using websites and apps to factor. Hotmath being one of them. As a part of the solution, we talked about how we can rethink homework, quiz and test questions so that students have to demonstrate understanding of the concept and process therefore making the use of these sites obsolete. That way students won't be able to mask their inability to do the math by simply using an app and therefore will feel more encouraged to really learn how to factor.

Follow up: Brad Zuniga the Dean of Student Services talked to our department and encouraged us to turn students in who are using these apps on their exams. He explained that nothing terrible happens to these students with their first offense but that by documenting what occurred he is able to establish if it becomes a pattern with a student. Last semester we did this and so it will be interesting to see if it acts as a deterrent this semester.

Part 1 – Findings

Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.

I left this paragraph the same because we are still in this same situation.

Historically we have used common assessments on a rotating schedule for all of our classes. Due to being online we suspended that practice because we are concerned about our SLO assessment exam being compromised. We will begin using those common assessments again once we are back face to face. Due to the increase in the number of sections of Math 18 the department may decide to give that common assessment every semester to help inform adjustments to promote student success. Since we have been

online, we have used a spreadsheet of all math faculty's brief reflections with the names removed to assess learning outcomes for specific classes.

- The results of the assessment.
- Collective dialog that occurred in the department (who was involved)

Both bullet points are addressed in the above SLO and PLO discussions. Please see above. Again, we held a face-to-face department meeting where all the full-time faculty were present as well as four of the part-time faculty. We broke up into small groups where discussions were held.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

- We will advocate for the reopening of Math Lab when the new Mathematics building opens.

- For the future Math Lab in the new Mathematics building, we are hoping to collaborate with CAS to get Math Tutors placed in the Math Lab rather than just lab monitors.

- We will advocate for there to be a department level secretary placed in the new Mathematics building so that we can continue with free exam day borrowing of TI-83 graphing calculators to all students who either forgot their calculator or just need one for the day of an exam as well as, with free semester check outs of TI-83 graphing calculators to students.

- We will advocate for a department level secretary must be placed back in the new Mathematics building so that when students are experiencing a problem or are needing support there is a point of contact in the building.

- We will continue to pilot and expand the embedded tutoring program in some of the below transfer level courses as well as, Math 17.

- We will reach out to Bobby Withrow-Clark to see if it would be possible for CAS to hire a fulltime person (not a student) to tutor Math 18 (Introduction to Statistics) and Math 11 (Math for Liberal Arts).

- We will reach out to Bobby Withrow-Clark to see if it is possible to reinstate Retention Specialists in math courses. Especially below transfer level courses, Math 18, and Math 11.

- We as a department are trying out different late work policies to see how they contribute to student outcomes.

- ViewSonic's will be placed in all Math classrooms.

- We need to continue to provide TI-83 Emulators to online students who need them.

- We will continue using our laptops for lesson planning, writing tests and curriculum, committee work, etc. AND our Surface Pro's for online teaching, making lecture videos, making help videos, etc. for students.

- When Covid issues are resolved, and more students are back with us face-to face we will re-instate / hire graders to aid with students receiving quicker feedback.

- This summer, all Math Faculty completed the Distance Education training which has continued to improve our Canvas courses and led to strategies such as, the use of discussions, instructional or help videos, etc. that will continue to benefit student learning outcomes even in a face-to-face modality.

- We will continue to promote our Math 118, 116, and 124 classes for the students who have significant gaps, and when the enrollment crisis due to Covid subsides we will revisit offering a late start Math 118 and 124 for students who discover that they may not be ready for Math 18, 20, or 26 after beginning the class. If we can offer those students who aren't passing a place to go to that will help them prepare for the next semester, I think we will do a better job of retaining those students, many who in the past, drop and we never see them again.

- Due to the new placement rules all faculty continue to use the first day of class to discuss review from previous prerequisites with the hope of increasing student success.

- When we go back face to face, we will continue to promote the Stats Lounge and the Math Lab as a place where students can go to get help when they need it. Faculty members continue to hold office hours in these locations to provide extra support to both students and the tutors. In the meantime, we are strongly encouraging students to access the online CAS tutoring when they need support, and they can't make it to an instructor's office hours.

- We continue to have SI Leaders in our classes where student support is critical such as, Statistics (Math 18), Trigonometry (Math 20), and Calculus (Math 30) being some.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

- We need a department level secretary placed in the new Mathematics building so that we can once again offer supports.

- We need a department level secretary placed in the new Mathematics building so that we can reopen Math Lab, have free exam day borrowing of TI-83 graphing as well as free semester check outs.

- We need a department level secretary placed in the new Mathematics building because the Math Department serves around a third of all Butte College students each semester and we need a point of contact in the building for when students are experiencing a problem or are needing support.

- Other resources we need is money for tutors, Supplemental Instructors, the Stats Lounge, the Math Lab and calculators for our statistics classes.

- We will need professional development for the ViewSonics when they get here.

- We also intend to keep creating instructional and tutorial videos to help students with their prerequisite skills. Therefore, we will need to keep our Surface Pro's in working condition and replace them when they break.

- Post Covid if it is feasible to create summer bootcamps we would need money and resources to support them.

- We need to make sure that the college connections counselors follow the placement guidelines on page 10 of our 2021-2022 catalog, especially for Math 30. Precalculus is a must, and we know some students are being encouraged to take Math 30 without that preparation. After doing some research it appears that the college connections program students might be being misplaced.

EVIDENCE

C1b: SLO Assessment Math

2022 Fall

Department Learning Outcomes Discussion Summary

Requirements

- To be completed by the Chair or faculty designee(s)
- Due by the end of the 8th week of the fall **AND** the spring semesters
- Email to SLO Coordinator

Purpose

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

Today's Date: **8/25/22**

Form Completed by: **Brooke Kennedy**

Discipline area: **Mathematics**

Who was present for this discussion:
Ripandeep Aulakh, Kim Bartsch, Ted Cluver, Sanjay Dev, Randy Fukumoto, Scott Giannini, Juliet Hauser, Tamsen Herrick-Wing, Brooke Kennedy, Tierra Lloyd, Mark Mavis, Rita Nutsch, Eric Oberle, Mike Padilla, Duke Sun, Mark Wilpolt, Carey Kidd, Al Rios, Despina Gurlides.

Which Outcomes were discussed?
Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few.

Courses & SLOs Assessed (find your SLOs)

Math 18 (SLO#'s 9, 12),
Math 11 (SLO# 8),
Math 30/31 (SLO#'s 1, 6, 7 / SLO# 4),
Math 26 (SLO# 5)

Programs & PLOs Assessed (find your PLOs)

- Define, understand, and apply concepts of limits, differentiation, and integration to authentic problems.
- Apply methods of matrix transformations to solve both practical and theoretical problems.
- Determine whether a theorem or definition applies in a given situation and use it appropriately.
- Demonstrate good problem-solving habits including estimating solutions and rejecting unreasonable results.
- Demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas.

GELOs Assessed (find your GELOs)

- Apply fundamental knowledge to analytical, practical, or creative endeavors in pursuit of lifelong learning.
- Evaluate evidence to solve problems using discipline-specific theory and/or methods.

ILOs Assessed (more on ILOs). Select those that apply

- ❑ Think Critically
- ❑ Communicate Competently

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

FALL 21':

As a department we felt that it was important that during this semester's SLO discussion we would read through the brief reflections for our group and brainstorm what student supports we and/or the institution could try to either implement for the first time, expand upon, or continue with. We then came back together as a large group and shared out our ideas. ***6 major themes emerged: Tutoring, Retention Specialists, Late work Policies, Technology, Support, and Transportation****.*

Due to AB-705 we were funded for several math tutors for the Math Lab and Stats Lounge, as well as embedded tutors. These embedded tutors are helping us pilot an Embedded Tutoring Program that will officially begin Fall 2023. These embedded tutors will be placed in all first transfer level "with support" math courses (Math 4s, 11s, 12s, 13s, 18s, 20s, 26s). Math Lab & Stats Lounge are back open for business this semester due to the funding and are already being highly utilized by students.

As for technology, we have a new state of the art building that, if need be, allows for instructors to Zoom in students to classes. We also have Viewsonic Viewboards coming soon. These are smart boards that will improve how math concepts are demonstrated to students visually. They will also allow for a lot more exploration, as well as advanced graphing and data analysis.

Transportation remains a BIG problem. Service being cancelled to Paradise and Glenn was bad enough but no buses running on Friday's is detrimental to STEM courses. Math and Science departments hold Friday classes (we have to) and not having transportation to the Main Campus on that day is causing students to miss their high-level courses once a week, impacting student success rates.

SPRING 22':

I can't find this document and I have a vague recollection of being told we didn't have to do it last Spring. I also could not locate it on our department SLO website. I decided not to go back 20'-21' because that isn't as relevant anymore.

Part 1 – Findings

Discuss the findings and/or observations. Please include:

1. How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
2. The results of the assessment.
3. Collective dialog that occurred in the department (who was involved)

Math 18:

- Exams, Tests, Quizzes, Hwk, Weekly Assignments, Class Discussions
- For the SLO's assessed (see above) the success rate was about 70%
- Conversation Summary: Students did better on Hypothesis Testing but struggled with Confidence Intervals. The thought was that having so many Stats classes online could have contributed to this. Everyone in the department participated but this discussion took place in a small subgroup of the people who consistently teach Statistics (Math 18).

Math 11:

- Exams, Tests, Quizzes, Hwk, Class Discussions
- Students overall are very successful with mastering the Math 11 SLOs but seem to struggle with implementing the rules of probability in solving applied problems.
- Conversation Summary: Technology has made some of the concepts much more accessible for students and has helped them be successful. However, the probability concepts/problems require students to read critically and comprehend a variety of scenarios which seems to be a weakness. Everyone in the department participated but this discussion took place in a small subgroup of the people who consistently teach Math 11.

Math 30/31:

- Exams, Tests, Quizzes, Hwk, Class Discussions
- On the SLO's that students did well on the average was close to 100% success rate, but on the SLO's that students struggled with it was closer to 50%.
- Conversation Summary: In Math 30, students overall are very successful with mastering derivatives, applying integration, 2-3 dimensional integrals, and identifying the type of differential equation. But the algebra used in computing limits caused trouble for students as did applications for limits and implicit differentiation. In Math 31, applications went well but series seems to confuse students. Specifically, the theory. Everyone in the department participated but this discussion took place in a small subgroup of the people who consistently teach classes in the Calculus Series.

Math 26:

- Exams, Tests, Quizzes
- For ALL the SLO's assessed in Math 26 the average success rate was about 70-79% (we thought pretty good).
- Conversation Summary: The SLO that seems to be a weakness for students taking this course is systems of equations but specifically systems of non-linear and systems of 3 variables. Everyone in the department participated but this discussion took place in a small subgroup of the people who consistently teach College Algebra (Math 26).

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

Math 18:

- It was felt that students needed more activities in general but especially centered around confidence intervals.

Math 11:

- Develop more activities to support outcome achievement.
- Develop activities that focus on developing reading comprehension skills. Especially those that help students with sorting, identifying, and looking for details.

Math 30/31:

- Faculty who teach the same class should meet to share ideas and discuss student outcomes.
- Develop more formative assessments & collaborate on learning activities.

Math 26:

- Breakdown systems into the different smaller methods. Connect these methods to their linear counterparts to help access students prior learning and help them apply that to the new more difficult situation.
- Use the new technology to connect these systems to their graphs to improve conceptual understanding of what is happening with the algebra.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

Math 18:

- Continued support of Stats Lounge, SI, and embedded tutors.
- Money to get training from an outside expert on how to develop more and better activities for students.
- Time to collaborate and share teaching strategies.
- Money to attend conferences.
- Money to purchase small portable white boards to be utilized for small group work.
- Money for in-class activity supplies (gold fish, m&m's, etc.).

Math 11:

- Release time for an instructor to develop activities to share with the group.
- Flex opportunities.
- Money to attend conferences.

Math 30/31:

- Continued support of Math Lab, SI, and embedded tutors.
- Graders to help with immediate feedback for students.

Math 26:

- Continued support of Math Lab, SI, and embedded tutors.
- We would like to receive the Viewsonics that we ordered 2 years ago that are sitting in a storage somewhere because the IT department doesn't have the resources to put them together for us and deliver them to our building.

OVERALL SUMMARY:

The Math department is going to need training to develop activities to be used in the "with support" transfer level courses. These activities will be important to fill in the learning gaps of students that are being placed in transfer level math courses due to AB-705, but who don't have the appropriate math background for those courses.

The Math department needs release time for a full-time faculty to develop, publish and disperse the activities for the "with support courses".

The Math department needs the continued financial support from the college of the Math Lab, Stats Lounge, SI, and embedded tutors. Many students who are being placed in transfer level courses due to AB-705 are going to need extra support in order to be retained and successful.

The Math department needs technological support. We need the Viewsonics that have been already ordered and paid for that are sitting in storage here on campus.

The Math department needs calculators so that students with resource scarcity have the access they need to complete course work and be successful. Especially in Math 18, Statistics.

EVIDENCE

C1c: SLO Assessment Math

2023 Spring

Department Learning Outcomes Discussion Summary

Requirements

- To be completed by the Chair or faculty designee(s)
- Due by the end of the 8th week of the fall **AND** the spring semesters
- Email to SLO Coordinator

Purpose

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

Today's Date: **1/19/23**

Form Completed by: **Brooke Kennedy**

Discipline area: **Mathematics**

Who was present for this discussion:
Ripandeep Aulakh, Kim Bartsch, Ted Cluver, Sanjay Dev, Randy Fukumoto, Scott Giannini, Juliet Hauser, Tamsen Herrick-Wing, Brooke Kennedy, Tierra Lloyd, Mark Mavis, Rita Nutsch, Eric Oberle, Mike Padilla, Duke Sun, Mark Wilpolt, Carey Kidd, Al Rios, Despina Gurlides, Todd Jones and Moua Xiong.

Which Outcomes were discussed?
Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few.

Courses & SLOs Assessed (find your SLOs)

Math 18 (All cSLOs),
Math 11 (All cSLOs),
Math 26 (All cSLOs),

Programs & PLOs Assessed (find your PLOs)

- Define, understand, and apply concepts of limits, differentiation, and integration to authentic problems.
- Apply methods of matrix transformations to solve both practical and theoretical problems.
- Determine whether a theorem or definition applies in a given situation and use it appropriately.
- Demonstrate good problem-solving habits including estimating solutions and rejecting unreasonable results.
- Demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas.

GELOs Assessed (find your GELOs)

- Apply fundamental knowledge to analytical, practical, or creative endeavors in pursuit of lifelong learning.
- Evaluate evidence to solve problems using discipline-specific theory and/or methods.

ILOs Assessed (more on ILOs). Select those that apply

- ❑ Think Critically
- ❑ Communicate Competently

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

FALL 22':

The Math department is going to need training to develop activities to be used in the "with support" transfer level courses. These activities will be important to fill in the learning gaps of students that are being placed in transfer level math courses due to AB-705, but who don't have the appropriate math background for those courses.

The Math Department attended the CMC^3 Conference in December 2022. All but 3 department members were there. We found out how other colleges are handling their AB-705 supports and what has been successful and what hasn't. We also got updates on new developments in light of AB-1705 and that the Chancellor's Office is considering removing pre-requisites from Calculus.

The Math department needs release time for a full-time faculty to develop, publish and disperse the activities for the "with support courses".

We have formed small work groups and have meetings in the books for the first 4 weeks of the semester to develop with support curriculum. I also will be reaching out to the Math Department Chair from the CCC in Napa to ask if she could come be a guest speaker and share with us the successful work that they have done with support there.

The Math department needs the continued financial support from the college of the Math Lab, Stats Lounge, SI, and embedded tutors. Many students who are being placed in transfer level courses due to AB-705 are going to need extra support in order to be retained and successful.

We did get funded for these things this academic year by SEAPAC and are hoping to continue getting funded.

The Math department needs technological support. We need the Viewsonics that have been already ordered and paid for that are sitting in storage here on campus.

The college spent the money and these items have been sitting in a storage facility somewhere on campus this whole time. We have never received them.

The Math department needs calculators so that students with resource scarcity have the access they need to complete course work and be successful. Especially in Math 18, Statistics.

We got funded for this and received 1000 new calculators. Since there still seems to be unspent HERRF funding we may try to buy another 1000 to put in storage for when we lose calculators through natural attrition.

SPRING 22':

I can't find this document and I have a vague recollection of being told we didn't have to do it last Spring. I also could not locate it on our department SLO website. I decided not to go back 20'-21' because that isn't as relevant anymore.

Part 1 – Findings

Discuss the findings and/or observations. Please include:

1. How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
2. The results of the assessment.
3. Collective dialog that occurred in the department (who was involved)

As a department we felt that it was important that during this semester's SLO discussion we would read through the brief reflections for our group and brainstorm what cSLOs / topics we need to emphasize or remediate for the With Support classes. The below is a list each group talked about. See the next section of this form for ideas on what strategies we will use.

Math 11/11s: Fractions (especially operations and reducing), Decimals (especially place names and rounding), Percentages, Linear Equations, Divisibility Rules, Odd/Even.

Math 18/18s: Probability!!!!

Math 26/26s: Factoring, Rational Expressions, Solving Equations.

Other important things to note that are going on in regard to the supports being developed in Math:

Due to AB-705 we were funded for several math tutors for the Math Lab and Stats Lounge, as well as embedded tutors. These embedded tutors are helping us pilot an Embedded Tutoring Program that will officially begin Fall 2023. These embedded tutors will be placed in all first transfer level "with support" math courses (Math 4s, 11s, 12s, 13s, 18s, 20s, 26s). Math Lab & Stats Lounge are back open for business this semester due to the funding and are being highly utilized by students.

Transportation remains a BIG problem. Service being cancelled to Paradise and Glenn was bad enough but no buses running on Friday's is detrimental to STEM courses. Math and Science departments hold Friday classes (we have to) and not having transportation to the Main Campus on that day is causing students to miss their high-level courses once a week, impacting student success rates.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

The below is strategies that were discussed to help remediate or support the topics that students struggle with from above:

Math 11/11s:

- Tactile, Manipulatives, attribute blocks
- Bring in rulers, protractors, shapes, graph paper
- Demo or activity with Pythagorean Theorem
- Probability Activities (w/ Dice, Coins, Bags of Objects Like Marbles, Spinners)
- Data gathering activities or a project using big display paper

Math 18/18s:

- Integrate Probability as more of a theme for the course.
- Activities! Activities! Activities!

Math 26/26s:

- We would like to try a new strategy where students get up out of their seats and work in groups on whiteboards around the room and then share out. The issue is that we need to expand our whiteboard space which will cost $$. I think we might be able to pull it off but if not there is always a way around it.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

All Courses Need:

- Money to expand the amount of whiteboard space in all the Math classrooms.
- Graders to help students receive immediate feedback on their understanding of topics.
- Continued support of Math Lab, Stats Lounge, SI, and embedded tutors.
- Money to get training from an outside expert on how to develop more and better activities for students.
- Time to collaborate and share teaching strategies.
- Money to attend conferences.
- Money for in-class activity supplies (gold fish, m&m's, etc.).

OVERALL SUMMARY:

The Math department is still going to need training to develop activities to be used in the "with support" transfer level courses. These activities will be important to fill in the learning gaps of students that are being placed in transfer level math courses due to AB-705, but who don't have the appropriate math background for those courses.

The Math department needs release time for a full-time faculty to develop, publish and disperse the activities for the “with support courses”.

The Math department needs the continued financial support from the college of the Math Lab, Stats Lounge, SI, and embedded tutors. Many students who are being placed in transfer level courses due to AB-705 are going to need extra support in order to be retained and successful.

The Math department needs technological support. We need the Viewsonics that have been already ordered and paid for that are sitting in storage here on campus.

The Math department needs calculators so that students with resource scarcity have the access they need to complete course work and be successful. Especially in Math 18, Statistics and the STEM math courses.

EVIDENCE
C1d: SLO Assessment Math
2024 Fall

Department Learning Outcomes Discussion Summary

"We do not learn from experience... we learn from reflecting on experience."— John Dewey

Requirements

- To be completed by the Chair or faculty designee(s)
- Due by the end of the 8th week of the fall **AND** the spring semesters
- Email to SLO Coordinator

Purpose

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

Form Completed by: **Brooke Kennedy**

Discipline area: **Mathematics**

Who was present for this discussion:
Ripandeep Aulakh, Kim Bartsch, Mary Buchanan, Ted Cluver, Sanjay Dev, Randy Fukumoto, Scott Giannini, Despina Gurlides, Juliet Hauser, Tamsen Herrick-Wing, Steven Huff, Todd Jones, Brooke Kennedy, Carey Kidd, Tierra Lloyd, Mark Mavis, Eric Oberle, Mike Padilla, Katie Raymond, Duke Sun, Mark Wilpolt, and Moua Xiong.

Which Outcomes were discussed?
Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few.

Courses & SLOs Assessed (find your SLOs)
We looked at ALL of our cSLOs for 18/18s, 26/26s and 30. You will see why when I describe the discussion.

Programs & PLOs Assessed (find your PLOs)

- **Please use the links above to ensure your programs are current on their PLOs assessments**

  Define, understand, and apply concepts of limits, differentiation, and integration to authentic problems.

GELOs Assessed (more about GELOs). List those that apply

Evaluate evidence to solve problems using discipline-specific theory and/or methods.

ILOs Assessed (more about ILOs). Select those that apply

X Think Critically

❑ Communicate Competently

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Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

SPRING 2024

We asked one of the Institutional Researchers, Alan to provide our department with a report looking at several data points which I lay out below. This discussion dealt with **ALL course SLOs in both Math 18 and 18s and Math 26 and 26s.** The reason for this is because our SLO discussions led us to do was create "with support courses". We wanted to check back in and see if what we are doing is working and if not, talk about what changes can be made.

The first thing we looked at was access which is a positive outcome. The number of Hispanic/Latino and students with two or more races accessing our transfer level math classes have increased significantly for both Non-Stem and STEM students.

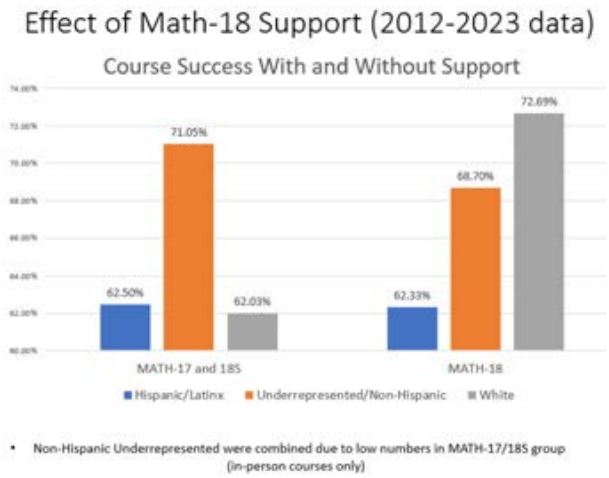
(Access to our transfer level courses was shown as a success this is primarily due to the elimination of non-transfer courses which was mandated by the state. But regardless, we will continue with this practice so we should maintain high access numbers).

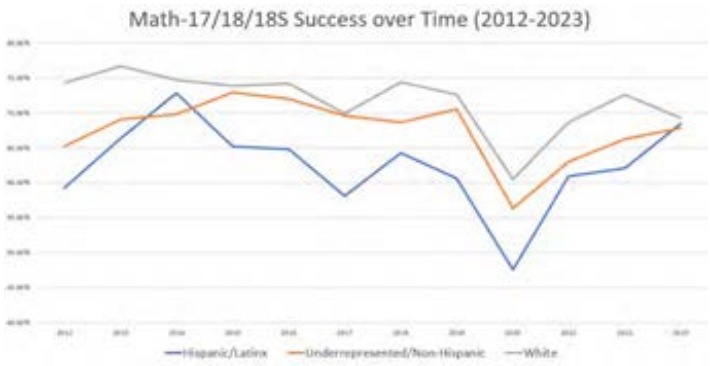
Math Enrollment Patterns — **Academic Year and Transfer Math Class Type**

	2012				2022			
	Non-STEM		STEM		Non-STEM		STEM	
Ethnicity	n	%	n	%	N	%	n	%
American Indian or Alaskan Native	38	1%	5	1%	50	1%	1	0%
Asian	236	9%	59	10%	217	6%	49	9%
Black or African American	50	2%	8	1%	89	2%	3	1%
Hispanic / Latino	467	17%	94	16%	1347	37%	189	34%
Native Hawaiian or Other Pacific Islander	11	0%	3	1%	8	0%	4	1%
Two or More Races	26	1%	8	1%	238	6%	46	8%
Unknown / Non-Respondent	153	6%	43	7%	42	1%	6	1%
White	1734	64%	369	63%	1672	46%	260	47%
Totals	**2715**	**100%**	**589**	**100%**	**3663**	**100%**	**558**	**100%**

Math 18 and Math 17/18s share the same exact cSLO's. (Also for clarification Math 17 and 18s are the same course.) When looking at the success rates and comparing Math 18 and Math 17/18s both courses the standard course and the course with support had nearly identical success rates for the Hispanic/Latinx populations and 17/18s even had a higher success rate for the Underrepresented/Non-Hispanic population (see next table). The only population that it seems the with support class isn't as effective for is the white population. This is worth keeping an eye on in the future but for now, the fact that the other populations outcomes were either statistically the same or higher for the "with support" course indicates that what we are doing is working and that students are gaining mastery of the Intro to Statistics cSLOs.

Seeing how well the Math 17/18s Intro to Statistics with Support is doing to increase success rates and close the equity gaps, when making the 2025-2026 Butte College Math Schedule, we will increase the number of our offerings of this class.





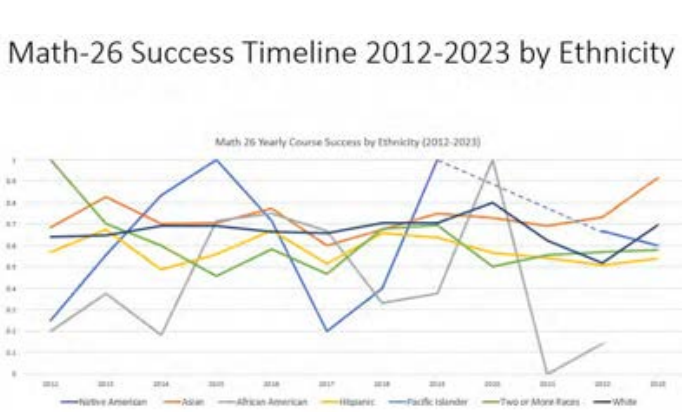
This indicates that we are closing the equity gap with our Math 17/18s/18 students. This is a good news since 27 out of 75 sections of the BC Math Departments schedule this semester (~945 out of 2625 students, ~36%) is made up of these students.

However, we have work to do. Though there is not much data available on the Math 26s courses since we just started to pilot them this past fall, equity gaps remain in STEM. In the department discussion there was anecdotal evidence that Math 26s is not working as well for the students taking it as Math 17/18s is working for it's students. Though based on what is seen in the below success rates this might not be entirely true. Let me explain. There are several things contributing to the Math 26s pilot being hard to judge. One, enrollment and success rates in STEM have declined since the latest further implementation of AB-1705 in Fall of 2021. This was when the Chancellor's office removed Integrated Math 3 (IM3) / Algebra II as a pre-requisite for the Pre-calculus series. In looking at the data below you see a decline in almost all of the categories of students until Fall of 2023 where you see them come back up again slightly. Fall of 2023 (last semester is when we started the pilot for Math 26s). Though the data still shows equity gaps and the overall success numbers are not as good as we would like them to be, the data may be showing early signs that Math 26s is more of a success than in "feels like" for instructors teaching it.

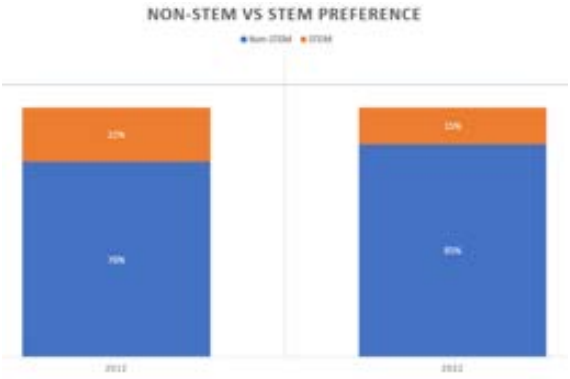
This continues to be a problem. To try to help we changed the textbook that was being used for Math 26s College Algebra with support to one that is more accessible to people who are lacking IM3 / Algebra II knowledge. We have not given up on the course and Mark Mavis and Tierra Lloyd who both teach the course meet weekly to talk about where students are struggling and brainstorm on teaching strategies and supports.

Though it is true that data shows that students who have not completed IM3/Algebra II are more likely to be successful when placed in Math 17/18s/18 than Math 26s/26 we should not be so quick to chalk that up to Math 26s not working. Our previous SLO discussions and looking at our data indicated that these with support classes were necessary. We need now the resolve to stay the course and continue to see the lasting effects. This issue that may arise though, is that the Chancellor's office continues to undermine STEM which will continue to make it difficult to determine based on data whether our STEM "with support" courses are being effective. As of next Fall 2025 the Chancellor's office wants all STEM majors placed directly into Calculus. This will decimate enrollment in Math 26s/26. To try to counteract the negative impact this will have on students who have not taken the series of courses leading up to Calculus (IM1, IM2, IM3/Alg. II, College Alg. & Trigonometry / Pre-calculus), we have developed late start Math 28 Pre-calculus courses that will begin on week 3 of the semester so that students placed directly into Calculus who don't feel ready can move to a Pre-calculus course if they want instead of just dropping out. It is unclear how effective this will be, however, there will be future SLO discussions and reports for us to find out.

We successfully created Math 28 Pre-calculus which we offered this FA24 for the very first time. We offered it as a late start course beginning on week 3 of the semester so that if students were placed directly in to Calculus and felt within the first two weeks that they could not be successful they could transfer to Math 28. We are experimenting with weighing homework and classwork more and exams less in this course to encourage students to do homework and come to class. We are hoping that encouraging these two habits will help them prepare for success when they do attempt Math 30 Calculus.







FALL 2023

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We shared activities with each other, and people are starting to use common activities. Especially within the OER Stats group and the Math 26S instructors. Both groups communicate regularly, continue to share materials and are staying on pace with each other covering the same topics during the same weeks in the semester and making sure that assessments are comparable with each other.

Other important things that were discussed last semester:
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We are still offering 18s and 26s (which will be discussed in this report). The Math Lab and Stats Lounge are as busy as ever, fully staffed with tutors and filled with students getting help with STEM math and Statistics.

Transportation remains a BIG problem. Service being cancelled to Paradise and Glenn was bad enough but no buses running on Friday's is detrimental to STEM courses. Math and Science departments hold Friday classes (we have to) and not having transportation to the Main Campus on that day is causing students to miss their high-level courses once a week, impacting student success rates.

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The Math Department did attend the CMC^3 conference again this December. In addition, we were awarded professional development money for this school year. With that money we are currently designing two summer bootcamps (Calculus Prep Bootcamp & Pre-calculus Prep Bootcamp) as well as three non-credit self-study courses.

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We were able to get the whiteboards installed and are piloting this strategy in several classes this semester. (SAME – no new update)

Activities! Activities! Activities!

We spent this Fall 23's SLO discussion time sharing activities that would target specific cSLOs.

Part 1 – Findings

Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
- Collective dialog that occurred in the department (who was involved)

For this year's SLO Discussion we broke up into 3 small groups: Statistics Prep, Pre-calculus Prep, and Calculus Prep. In these three groups we looked at facilities' brief reflections and the cSLOs for Math 18 Intro to Stats, Math 20/26/28 the Pre-calculus courses, and Math 30 Calculus I. Based on people's brief reflections and overall student successes and challenges, we prioritized what cSLOs need the most preparatory work.

We then took that prioritization and applied it to the new summer bootcamps that our department spent all last semester creating for the three categories: Statistics Prep, Pre-calculus Prep, and Calculus Prep. We used our SLO discussion and reflections to further pin down which cSLOs need emphasizing as well as allot the time we will spend teaching those cSLOs.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

To help students in light of the Chancellor's office continued reduction in available courses for them to take the Butte College Math Department has and is doing the following:

- This summer 2025 we will offer two summer bootcamps. These bootcamps will be offered as free, zero credit 2-week summer school courses. We plan to stagger them so that in theory a student could participate in the Pre-calculus Prep and the Calculus Prep bootcamps for a total of 4 weeks.
- The Canvas shells for these zero credit bootcamps will also serve as self-study Canvas courses that students will be able to self-register for and have access to during the fall and spring semesters. The Canvas shell will have a list of topics needed to help prepare them for their transfer level math courses. Each topic listed will have a tutorial video and a free online homework assignment that they can test their understanding on.
- We are working with CAS and the AB-1705 grant managers to buy Ed-ready an adaptive software program to help students find their gaps in math, English and other courses and help get them up to college ready level. Ed-ready was created by the non-profit organization NROC and most of their materials are OER. However, buying the subscription allows all Butte College students to use Ed-ready and would also allow the college to collect data on where students are struggling which would help us refine our supports.
- We offered late-start Math 28 Pre-calculus courses this semester, that paired with every section of Math 30 Calculus I. These courses began in week 3 of the semester so that students could still be eligible for financial aid. This way students who were placed directly into Calculus, as the state demanded, had a place to go if they didn't feel ready instead of just dropping out. We are hoping to use experimental grading weights to support students to form habits that will help them be successful in Calculus. (See the above section for details).
- We created a Math 30s Calculus I with Support. We are waiting on approval from the state but we are expecting to be able to offer it Fall 2025.
- We are still working to get all CAS math supports: Math Lab, Stats Lounge, Supplemental Instruction and Embedded tutoring institutionalized by Butte College so that they are guaranteed to exist for the foreseeable future.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

The Butte College Math Department **NEEDS** Butte College to institutionalize the Math Lab (STEM math tutoring center), the Stats Lounge (Statistics tutoring center), Supplemental Instruction (SI) and Embedded tutoring. It is both frustrating and time consuming trying to go to bat every year to get these programs funded when they are absolutely vital since the implementation of AB-705, AB-1705 and the impending AB-928.

Our department also continues to need professional development, specifically attending CMC^3 in December where we are able to collaborate with other community college math instructors from all over the state.

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Though there are other resources that might be nice or helpful these things are required if the college wants to support students who do not have the background math education for the courses that they are being placed into.

EVIDENCE

C1e: SLO Assessment Math

2024 Spring

Department Learning Outcomes Discussion Summary

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Demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas.

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- Collective dialog that occurred in the department (who was involved)

This was a department conversation. All full-time and associate faculty listed in attendance above participated.

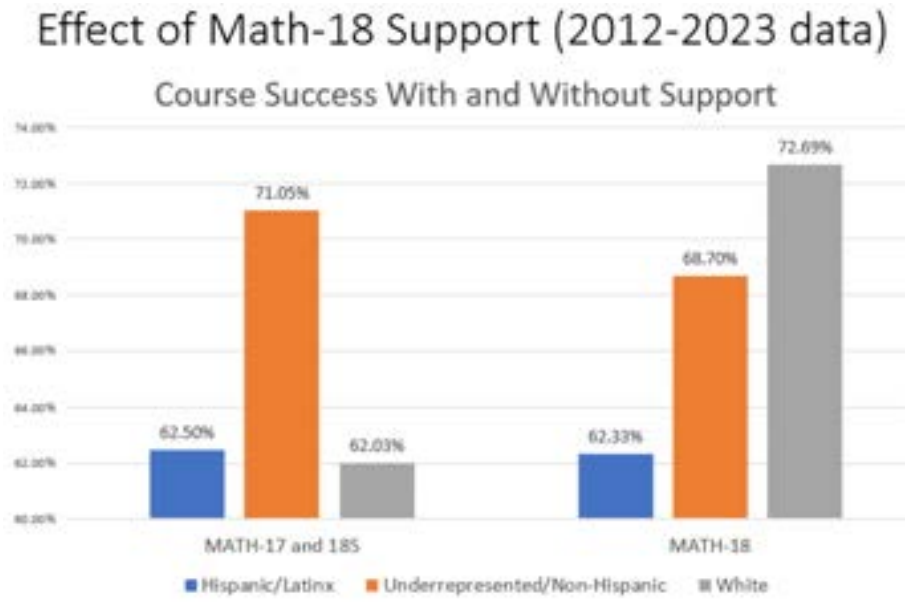
We asked one of the Institutional Researchers, Alan to provide our department with a report looking at several data points which I lay out below. This discussion dealt with **ALL course SLOs in both Math 18 and 18s and Math 26 and 26s.** The reason for this is because our SLO discussions led us to do was create "with support courses". We wanted to check back in and see if what we are doing is working and if not, talk about what changes can be made.

The first thing we looked at was access which is a positive outcome. The number of Hispanic/Latino and students with two or more races accessing our transfer level math classes have increased significantly for both Non-Stem and STEM students.

Math Enrollment Patterns — Academic Year and Transfer Math Class Type

	2012				2022			
	Non-STEM		STEM		Non-STEM		STEM	
Ethnicity	n	%	n	%	N	%	n	%
American Indian or Alaskan Native	38	1%	5	1%	50	1%	1	0%
Asian	236	9%	59	10%	217	6%	49	9%
Black or African American	50	2%	8	1%	89	2%	3	1%
Hispanic / Latino	467	17%	94	16%	1347	37%	189	34%
Native Hawaiian or Other Pacific Islander	11	0%	3	1%	8	0%	4	1%
Two or More Races	26	1%	8	1%	238	6%	46	8%
Unknown / Non-Respondent	153	6%	43	7%	42	1%	6	1%
White	1734	64%	369	63%	1672	46%	260	47%
Totals	**2715**	**100%**	**589**	**100%**	**3663**	**100%**	**558**	**100%**

Math 18 and Math 17/18s share the same exact cSLO's. (Also for clarification Math 17 and 18s are the same course.) When looking at the success rates and comparing Math 18 and Math 17/18s both courses the standard course and the course with support had nearly identical success rates for the Hispanic/Latinx populations and 17/18s even had a higher success rate for the Underrepresented/Non-Hispanic population (see next table). The only population that it seems the with support class isn't as effective for is the white population. This is worth keeping an eye on in the future but for now, the fact that the other populations outcomes were either statistically the same or higher for the "with support" course indicates that what we are doing is working and that students are gaining mastery of the Intro to Statistics cSLOs.



- Non-Hispanic Underrepresented were combined due to low numbers in MATH-17/18S group (in-person courses only)

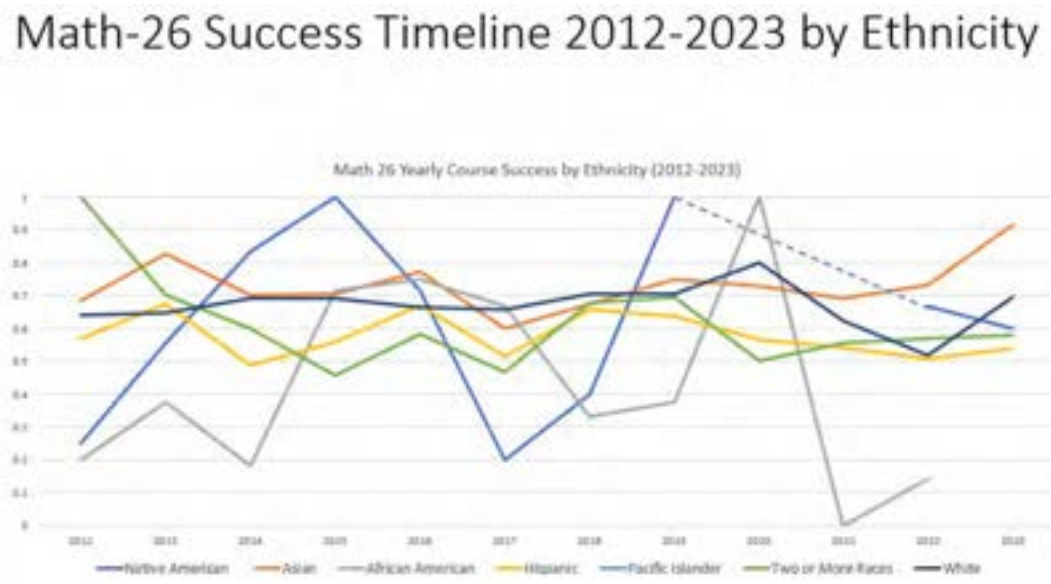


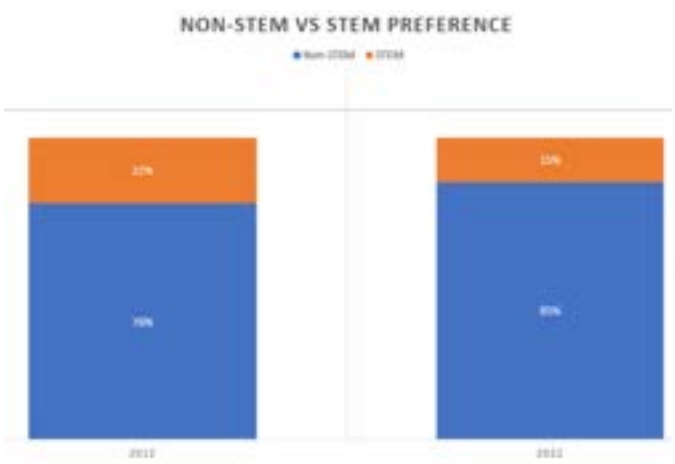
This indicates that we are closing the equity gap with our Math 17/18s/18 students. This is a good news since 27 out of 75 sections of the BC Math Departments schedule this semester (~945 out of 2625 students, ~36%) is made up of these students.

However, we have work to do. Though there is not much data available on the Math 26s courses since we just started to pilot them this past fall, equity gaps remain in STEM. In the department discussion there was anecdotal evidence that Math 26s is not working as well for the students taking it as Math 17/18s is working for it's students. Though based on what is seen in the below success rates this might not be entirely true. Let me explain. There are several things contributing to the Math 26s pilot being hard to

judge. One, enrollment and success rates in STEM have declined since the latest further implementation of AB-1705 in Fall of 2021. This was when the Chancellor's office removed Integrated Math 3 (IM3) / Algebra II as a pre-requisite for the Pre-calculus series. In looking at the data below you see a decline in almost all of the categories of students until Fall of 2023 where you see them come back up again slightly. Fall of 2023 (last semester is when we started the pilot for Math 26s). Though the data still shows equity gaps and the overall success numbers are not as good as we would like them to be, the data may be showing early signs that Math 26s is more of a success than in "feels like" for instructors teaching it.

Though it is true that data shows that students who have not completed IM3/Algebra II are more likely to be successful when placed in Math 17/18s/18 than Math 26s/26 we should not be so quick to chalk that up to Math 26s not working. Our previous SLO discussions and looking at our data indicated that these with support classes were necessary. We need now the resolve to stay the course and continue to see the lasting effects. This issue that may arise though, is that the Chancellor's office continues to undermine STEM which will continue to make it difficult to determine based on data whether our STEM "with support" courses are being effective. As of next Fall 2025 the Chancellor's office wants all STEM majors placed directly into Calculus. This will decimate enrollment in Math 26s/26. To try to counteract the negative impact this will have on students who have not taken the series of courses leading up to Calculus (IM1, IM2, IM3/Alg. II, College Alg. & Trigonometry / Pre-calculus), we have developed late start Math 28 Pre-calculus courses that will begin on week 3 of the semester so that students placed directly into Calculus who don't feel ready can move to a Pre-calculus course if they want instead of just dropping out. It is unclear how effective this will be, however, there will be future SLO discussions and reports for us to find out.







Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

To help students in light of the Chancellor's office continued reduction in available courses for them to take the Butte College Math Department has and is doing the following:

FALL 2018 (AB-705)

Implementation of the Bill:

- All community college placement tests are banned.
- All non-STEM students are placed directly into transfer level math courses.

What the Butte College Math Department did:

- Expanded our offerings of Math 18 Intro to Statistics and Math 11 Math for Liberal Arts.
- Created Math 17 (now called Math 18S) Intro to Statistics w/ Support. This course has activity hours built in to offer in-class support to students.
- Worked with CAS to try to get embedded tutors and retention specialists into as many of the Math 18 and Math 17 sections as possible.
- Started the Stats Lounge tutoring center.

FALL 2022 (AB-1705)

Implementation of the Bill:

- All non-transfer level math courses are banned from community colleges. Including STEM pre-requisites (most crucial Intermediate Algebra is removed as a pre-requisite for pre-calculus).
- Lowest STEM preparatory classes being offered are pre-calculus level (at Butte College that is Math 26 College Algebra & Math 20 Trigonometry).

What the Butte College Math Department did:

- Created and submitted to the state for approval "with support" or "S" versions of ALL of our transfer level math courses. (The state denied Math 20S and Math 11S).
- Worked with CAS to try to get supplemental instructors (SIs) into as many transfer level sections as possible.
- Collaborated with CAS to have them take over training of tutors and expand the support in the Math Lab which is the STEM tutoring center housed in the Math building.

COMING in FALL 2024 (AB-1705)

Implementation of the Bill:

- All students must be placed directly into the "gateway math course" for their major. The effect of this is that ALL STEM MAJORS MUST BE PLACED DIRECTLY INTO CALCULUS I (Math 30).

What the Butte College Math Department is doing:

- Creating summer bootcamps. Pending approval these bootcamps will be offered this summer 2024. They will be offered as free, zero credit 2-week summer school courses.
- Creating zero credit, self-study Canvas courses that students will be able to self-register for and have access to. These self-study Canvas courses will have a list of topics needed to help prepare them for their transfer level math courses. Each topic listed will have a tutorial video and a free online homework assignment that they can test their understanding on.
- Created (waiting for approval from the state) late-start Math 28 Pre-calculus courses that will be paired with every section of Math 30 Calculus I. These courses will begin on week 3 of the semester so that students will still be eligible for financial aid. This way students who are placed directly into Calculus, as the state is demanding, will have a place to go if they don't feel ready instead of just dropping out. We are hoping to have these courses put into the schedule for fall 2024 registration next month.
- Working to get all CAS math supports: Math Lab, Stats Lounge, Supplemental Instruction and Embedded tutoring institutionalized by Butte College so that they are guaranteed to exist for the foreseeable future.

COMING in FALL 2025 (AB-928)
Implementation of the Bill:

- Community colleges, CSUs and UCs must all have the same GE requirements (Cal-GETC). For the most part the UCs are dictating what meets GE requirements. Therefore all math courses that are not UC-transferable are going to be banned from community colleges. This means that liberal arts math courses will be eliminated from community college's schedules. Here at Butte College that is Math 11 Liberal Arts Math and Math 4 Concepts for Math Teachers I.

What the Butte College Math Department is doing:

- We don't have a plan for this yet.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

The Butte College Math Department **NEEDS** Butte College to institutionalize the Math Lab (STEM math tutoring center), the Stats Lounge (Statistics tutoring center), Supplemental Instruction (SI) and Embedded tutoring. It is both frustrating and time consuming trying to go to bat every year to get these programs funded when they are absolutely vital since the implementation of AB-705, AB-1705 and the impending AB-928.

Our department also continues to need professional development, specifically attending CMC^3 in December where we are able to collaborate with other community college math instructors from all over the state.

Though there are other resources that might be nice or helpful these things are required if the college wants to support students who do not have the background math education for the courses that they are being placed into.

EVIDENCE

C1f: SLO Assessment Eng

2021 Fall

Department Learning Outcomes Discussion Summary

Form Completed by: Kelly Fredericks

Discipline area: English

Who was present for this discussion: Full and associate faculty.

Which Outcomes were discussed?

Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few.

Courses & SLOs Assessed (find your SLOs)

Programs & PLOs Assessed (find your PLOs)

- Analyze themes within course texts and compare them to the ways these themes are treated in other course texts.

GELOs Assessed (find your GELOs)

1. find, evaluate, analyze and synthesize appropriate primary and secondary sources in support of academic writing;

ILOs Assessed (more on ILOs). Select those that apply

- ❑ Think Critically
- ❑ Communicate Competently
- ❑ Engage Collaboratively
- ❑ Work Effectively

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

We adhered to our department's SLO annual reflection cycle:

Spring 2021

- reported themes and trends from F20 reflections
    - documentation is not an issue for students, but most students struggle with integration of source material
- identified connection between critical reading practices and a struggle with evaluating and integrating sources
- March department meeting: devoted to professional development
    - critical reading strategies
    - exchange of resources, practices and assignments designed to help students integrate source material

Fall 2020

- discussed the targeted SLO during Sept., Oct. and Nov department meetings
    - *Because of our emphasis on the rhetorical situation, the plagiarism SLO is part of a larger conversation about ethical communication (PLO) and constructing and evaluating communication within a given discipline (GELO).*
- normed the definition of plagiarism through a department-wide survey
- encouraged instructors to develop goals around this target SLO
- collected reflections on target SLO

Part 1 – Findings

Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed.
    - Brief reflections from individual instructors

- The results of the assessment.

Reviewed the reflections from S21.

- **What do we see in student work?**
    - **Not showing developed rebuttals**
    - **Strong summary skills (comfort with this approach/demonstration)**
    - **Reports of appreciation for training in reading strategies**
    - **What we're effectively and not effectively teaching them to do?**

ar: Critical Reading

- S21 Reflection Narratives (initial observations)
- **Goal: pull out themes**
    - **What do we see in student work?**
        - **Not showing developed rebuttals**
        - **Strong summary skills (comfort with this approach/demonstration)**
        - **Reports of appreciation for training in reading strategies**
        - **What we're effectively and not effectively teaching them to do?**
        -
    - **What do we see instructors doing?**
        - **Reading quizzes for comprehension**

        - **Using white, Western rhetorical concepts (ethos/pathos/logos)**
        - **Scaffolding from summary to analysis**
        - **Themes spread across genres**
        - **Genre work**
        - **Reading apprenticeship**
        - **Collaborative annotations**
        - **Using more short texts and visual media to teach concepts**
        - **Assigning reading related to research papers**
        - **Encouraging re-reading**
        - **Encouraging focused reading**
        - **Helping students distinguish between expository and critical texts**
        - **Use of reading logs, reading responses for student's to practice analysis and comprehension**
        - **Talking about student deficits**
        - instructors are adapting what they do based on student needs/what students do
        - Focus on reading strategies - activating prior knowledge, annotation, focus on purpose, critical reading/analyzing, lateral reading

- Collective dialog that occurred in the department (who was involved).
    - Fall 21 Institute Week Meeting: Kenneth Bearden, Amanda Runyan, Heather Springer, Leslie Henson, Teresa Ensslin, Finn Kraemer, Grace Armstrong, Lia Deromedi, Amy Antongiovanni, Hosanna Patience, Lisa Kekaha, Tim Hayes, Jen White, Molly Emmons, Kelly Fredericks, Ty Moore
        - Individual instructors will develop class-based research around this SLO and report to the department during Institute Week S22.
        - **What types of professional development would be useful?**
            - **Reading apprenticeship**
            - **Instruction in the use of different collaborative technologies/apps in Canvas.**
            - **How we teach the use of frameworks**
            - **Multimodal approaches to reading strategies**
            - **How do we define a reading strategy**
            - **Skimming, scanning, lateral reading, talk to the text . . .**

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

As part of our year-long approach to SLO discussion, we identify an SLO and collect initial observations in spring. Using the SLO narratives, we identify themes in the following areas: what do we see students doing, what do we see instructions doing and what types of professional development can we identify? We discuss the SLO during Sept., Oct., Nov., and Dec. department meetings. We collect SLO narratives in fall. We look for trends in those narratives and compare them to the spring narratives. We then devote time in the Feb. March, and April meetings for ongoing professional development targeting this SLO.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

1. Professional Development funding to support training in Reading Apprenticeship
2. Institutional subscriptions to LA Times, SF Chronicle and Chico ER through the library or better resources for local research. A free, good, and easy to embed in Canvas alternative to Purdue Owl (now riddled with advertisements).
3. Institutional subscription to reading software such as Hypothes.is

EVIDENCE

C1g: SLO Assessment Eng

2022 Fall

Department Learning Outcomes Discussion Summary

Today's Date: October 14, 2022

Form Completed by: Molly Emmons

Discipline area: English

Who was present for this discussion:

Present: Molly Emmons, Cheryl Battles, Amy Antongiovanni, Finn Kraemer, Kyleen Bromley, Jeremy Gerrard, Lenny Bailey, Teresa Ensslin, Andrea Bonis, Lia Deromedi, Heather Springer, Cristina Dahl, Corey Gruber, Amanda Runyan, Leslie Henson, Katherine MacKinnon, Lisa Kekaha

Which Outcomes were discussed?

Programs & PLOs Assessed (find your PLOs)

Outcomes of our English AA-T

Upon successful completion of this program, the student will be able to:

- Analyze themes within course texts and compare them to the ways these themes are treated in other course texts. Discussed in a break-out by Lenny, Finn, Teresa, Katherine

We asked and discussed:

- What role does the teacher play regarding identifying themes and making connections with other works? How directive is the instructor? How do we scaffold these for students?

- How do we assess this PLO?
- What courses are tied to this AA-T? 4, 11, four additional lit courses
- Conclusions: that this PLO assumes that we are not going to talk about texts in isolation, and that there's a need for keeping relevant class activities very open-ended, allowing students to make their own connections

Language Arts AA-T Student Learning Outcomes:

Upon successful completion of this program, the student will be able to:

- Identify, employ and evaluate different frameworks and perspectives for analyzing and interpreting literature or communication artifacts. These frameworks may include political, socioeconomic, geographical, ethnic, cultural, ecological, psychoanalytical, historical, gender, sexuality, and genre development.

    - Kyleen, Leslie, Amanda, and Lia discussed this PLO. Their discussion notes:

In English 2 and 3, success with this objective occurs when students can articulate how readers' and writers' identities, cultures, and perspectives impact language and textual meaning. Students do well with this and can discuss questions such as "Why did Anzadua write this?" and "How did the writer's culture and identity affect the type of English they used in this piece?" In our literature courses, we build on these understandings by explicitly teaching various frameworks for analyzing literature, and students write essays applying these frameworks. Evaluating frameworks is the most difficult since students are just beginning to identify and employ them. We also could improve our literature courses by teaching more of a global lens and more frameworks having to do with race and ethnicity, as well as by helping students see more connections between their own cultures and identities and the various frameworks and methods for interpreting literature.

- Define ethical communication and explain the principles that it encompasses, regardless the discipline, language or medium. Cristina, Heather, Corey, and Jeremy discussed this PLO.

    - Our composition classes help make folks aware that standard English is not the only way to communicate. Our teaching practices de-emphasize one right way to write and instead increase emphasis on writing to communicate and empower. Moreover, our attention to "ethical communication" shows up as improving students' ability to navigate online scams; this includes lateral reading, fact checking, journalistic best practices, analysis of how data is used or reading for bias.

- Research, organize and create written, oral, and non-verbal messages using appropriate resources. Cheryl, Andrea, and Lisa discussed this PLO but have not yet had a chance to report their findings (meeting was today – I will amend this report when they do).

A Powerpoint assignment that presents a researched essay with graphics and bulleting and that can use sound (for an online class in particular).
The same could be done with a Prezi.
An inquiry project wherein collage, spotify playlist and other visual and aural media are used to present or simply to help the student develop and represent their ideas for themselves.
A Discussion wherein students are asked to create their own visual or find one online that they post for others to interpret. Could be used with the topic choice of an essay or at another stage in the essay development.

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

I don't have a record of what the English Department discussed in Spring 2022. We did focus on plagiarism and documentation in Fall 2021 and had robust discussion of that as documented in the Fall report you received. There has been no discussion of plagiarism since then.

My only recourse for last spring is to focus on the resources we have received:

- We continue to have attendance of about 10-15 per month in the AB705 Community of Practice which encourages full and part time faculty participation in a discussion of best practices and innovative teaching approaches. This is an ongoing resource that has allowed us to focus on a department-wide commitment to decolonizing our course offerings and focusing on the needs of our dashboard students. SEAPAC recognized the value of this CoP and funded the ongoing meetings.

Part 1 – Findings

Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
- Collective dialog that occurred in the department (who was involved)

The PLOs were assessed during a department meeting. Sixteen faculty members attended and the PLOs for the English AA-T and Language Arts AA-T were read over, with four chosen for discussion. The faculty self-selected into four break-out groups, with one person in each group serving as a recorder.

As we ran out of time in the meeting, these notes will be read in the next meeting for further discussion.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

After discussion in our next meeting, we will develop strategies for implementing ideas.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

EVIDENCE

C1h: SLO Assessment Eng

2023 Fall

English Department Learning Outcomes Discussion Summary

Requirements

- To be completed by the Chair or faculty designee(s)
- Due by the end of the 8th week of the fall **AND** the spring semesters
- Email to SLO Coordinator

Purpose

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

Today's Date: October 13, 2023

Form Completed by: Molly Emmons, English Department faculty

Discipline area: English

Which PLO Outcomes were discussed?

Choose one or more for discussion in your small group (English 2, 3, 11 or literature/creative writing). Feel free to discuss your experiences from last year, previous years, and this semester.

- Analyze themes within course texts (define this broadly) and compare them to the ways these themes are treated in other course texts.
- Synthesize analyses of specific details in particular works of literature in support of a clear, overall point or thesis.
- Identify, employ and evaluate different frameworks for analyzing and interpreting literature. These frameworks may include political, socioeconomic, geographical, ethnic, cultural, ecological, psychoanalytical, historical, gender, and genre development.

One recorder from your break-out group will need to put your notes in this document. Remember to identify any resources that could be provided to help you as instructors better achieve Program Learning Outcomes.

English 2

Who was present: Kyleen Bromley, Lisa Kekaha, Andrea Bonis, Katherine MacKinnon, Lacey McKinnon, Alondra Adame

We focused on "Analyze themes within course texts (define this broadly) and compare them to the ways these themes are treated in other course texts."

Part 1 – Findings

Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.

1. Theme: identity two types of texts (understanding theme and find example), compare the two, then compare to own experience.

2. Mental Health theme: Compare three different types of text eg social justice through music (academic text, song, background material, interview, scholarly article, etc.) do comparative analysis

3. Reading Responses - range of easy text to scholarly texts - students write personal response to the texts. Read together - instructor reads - then discuss. Focus on critical thinking. There are no mistakes, try new strategies. Looking for and discussing themes. Then choose two texts and make connections. Write argumentative research paper.

- The results of the assessment.

1. Assess open ended questions, warm welcoming comments, tends to open up for students to say more. Use discussions to show what they got from readings. All this is scaffolding towards research project at end.

2. Assess through discussion boards then students do a rhetorical analysis. Uses contract grading. When invested in topic, like music, this approach leads to more writing, more engagement, more confidence with writing a big project.

3. Then choose two texts and make connections. Can bring in other texts, visuals, etc. and base argument on this. Then write argumentative research paper. (Annotated Bib, rough draft and final draft.) Some stragglers, overall students who are doing the work and keeping in touch are persisting and earning mostly As and Bs.

Themes in these approaches: Building confidence, taking risks, give freedom, being open to new approaches, non-judgemental, and do-able, scaffolded projects.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

-Open for extension, open communication, availability and willingness. Intrusive intervention. “What can I do to help?” Open-ended conversation and set up goals, “to-dos” updated due dates and physical calendars to help. Work on them individually on how you can bend but still stay on track.

What can we do to help you catch up. How might you help develop momentum…interactions and conversations.

-Flexible due dates, prodigy to help them turn in. Initial post is due w, the response is due by F…not flexible?

English 3

Who was present: Molly Emmons, Leslie Henson, J. Hayden Wright, Tim Wall

We focused on this PLO:

- Synthesize analyses of specific details in particular works of literature in support of a clear, overall point or thesis.

Part 1 – Findings

Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.

Leslie:
Active reading strategies

- Discussion on how they approach struggle (pre-reading strategy)
- Annotation practices, "Struggle for Smarts": using a two-column chart to collect information about the two cultural approaches to struggle, color-coding, using symbols
- Small group discussion of questions about the article (post-reading)
- Lesson: How to use short quotes
- Assessed in a discussion post where they use the article to discuss where we get ideas about struggle in learning and argue a point about how to approach it

Molly:
Integrating sources

- Using sources to support a thesis, we practice as a group summarizing a source in common, pulling a quote from it, and creating a paraphrase from part of it.
- Then we share those in small groups.
- We do this with two different sources.
- Then we compare and contrast those sources and share what each student creates.
- I ask them to use this same strategy in the following essay bringing in outside sources in an The results of the assessment.
- analysis of a film.
- We write a group essay modeling this exact activity analyzing a film we've all watched before they choose their own film.

Tim:

- group activity/presentation in which each group analyzes a piece of activist art.
- Understand the limitations of a Mode of Expression in order to recognize how to be successful.
- Transition into Paper 2 and think about their own Modes of Expression and thinking critically about their own work and effective communication.

Hayden:

- The focus of my last class session was research techniques: gathering, determining credibility, relevance, scanning texts, etc. which shows how various sources could potentially be useful in their claim/argument of their review (Essay #2)
- I try to instill realistic research expectations for students so that the sometimes overwhelming and seemingly aimless process of finding, evaluating, and incorporating sources—which can cause much anxiety in even the most seasoned researcher—is normalized and understood to be messy. I believe students often feel they are "doing research wrong" if they encounter any sort of hurdle along the research journey; it is my job to tell students that it is OK to feel like work is going slowly! Things *will* get better with practice.
- As a personal teaching philosophy, I always lead with the interests of my students. If there is a certain aspect of the class material that they wish to pursue as a topic of writing, I usually allow it, as long as they can use it in an academic sense with the rhetorical situation in mind. This allows them to jump down specific "rabbit holes" that they are personally curious about, and provide relevent information from sources to support their claim/s.

Rhetorical situation and context for an audience

The results of the assessment.

Molly: Although they have been practiced and discussed and modeled, not everyone carries the scaffolded skills into the essay assignment. About ⅓ don't. But once we meet for a conference to discuss the essay, those who are still lacking the source component can step up to bringing in source texts when guided. This doesn't always translate to demonstrating this skill successfully for the next essay, but usually they have become familiar enough to bring in the text analysis with prompts/reminders.

Tim: The jury is still out on the success and understanding of various modes of Expression but I know that they are deeply excited about the ways they can express themselves in a classroom---as if they've never been given the opportunity to do so.

Leslie: The discussion posts I've read so far show that many students are doing really well synthesizing points from what we read and discussed in class, but I think a previous prompt produced better results. The writing prompt on struggle needs to be more tightly defined.

Hayden: Having only been on the books for three weeks and conducting classes, I have not been able to see all the results yet of this assessment. However, I am noticing a shift in attitude with many of my students in their motivations in class. Instead of simply seeing research and incorporating sources as a chore/duty, some are seeing it as an opportunity to talk (write) about what they enjoy and are intellectually curious about. I have already seen changes in the way many students answer questions for even the most low-stakes assignments.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

Leslie: I will compare the results of this post with a previous one that produced better results and re-engineer the prompt that produced lesser results. I will also give students more time to discuss their thoughts with more than just one other group of students before they write, because that has produced better results in the past. I will take some notes and create a chart to show an effective lesson plan to discussion prompt workflow.

Molly: I admire the strategies being used by colleagues. I'd like to see us have an opportunity to share them in a collegial environment.

Leslie: We could have a flex workshop with a panel of people who have been trained in this talking about how they use multimodality and agency in first-year composition. (Tim Wall, Tim Hayes, others?) If we focus on this SLO it would be about analyzing and synthesizing details from multimodal texts.

Tim: I want to make sure I am creating criteria to keep students within the boundaries of the assignment and not express themselves too far off topic.

Molly: Hold a mixer where new faculty meet the rest of the faculty. Provide food and opportunities to share strategies and assignments. Those who present should be paid. Also to create a Canvas module they could put on our Department page. Funding from SEA (1705) and Unit Plan to pay presenters/designers.

Hayden: I think in order for successful incorporation of multimodality in FYC (or any class), it is important to remember that we as teachers learn alongside students. A student may want to record a video, but has never used any materials before in order to do so. If I haven't made a video either, how do I support the student? Perhaps sitting together and researching composition techniques and the movie-making process.

Workshop from one of the instructors in grad program at Chico State? Who would that be, Tim and Hayden? KIM JAXON.

Literature and Creative Writing
Who was present: Amanda Runyan, Lia Deromedi, Cristina Dahl

Part 1 – Findings
Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.

Learning Outcome: **"Analyze themes within course texts (define this broadly) and compare them to the ways these themes are treated in other course texts."**

In *Queer Film and Literature* English 26, we use intersectional texts. We consider queer identity and its intersections with other identities including race or health and the AIDS crisis. The primary theme in a course text is queer identity and sexuality, and this is layered and considered with other identities including gender, race, socioeconomic status, and ability. This is also considered within the dominant cultural norms of capitalism and patriarchy. This is assessed through shared

comments or annotations made on readings, and discussion posts where students examine intersections within the texts. The intersections the students focus on are self directed, and based on their interests. Discussion Boards examining intersections consider heteronormativity, capitalism, and patriarchy, and how these dominant forces impact people living through historical events. In their responses students examine the individual, and how the individual is impacted by dominant cultural forces. Students also write a paper about one topic, chosen from a list generated by the class.
Students demonstrate a complex understanding of identity, the literature, and respond through many modes of writing.

Learning Outcome: **Identify, employ and evaluate different frameworks for analyzing and interpreting literature. These frameworks may include political, socioeconomic, geographical, ethnic, cultural, ecological, psychoanalytical, historical, gender, and genre development.**

In *Intro to Literature* English 4, we support students in analyzing literature through a variety of literary analysis frameworks. Using the text *Maus*, students are given contextual information about the text. Students are given information about a variety of frameworks, and supported in looking at a literary text through a critical framework. Students then make choices about what critical framework they want to use to consider the text. For *Maus*, students have considered the text through the lens of Jewish studies, queer identities, and how these intersect. Students are assessed primarily through their writing. In one assignment students are asked to use a critical framework and assessed on their analysis through the framework.
Students have demonstrated the ability to find a source that addresses or engages a specific framework. The research element is a significant component of their work, and may include historical or cultural frameworks. Their writing demonstrates their ability to locate, understand, and apply a critical framework to a literary text.

In *U.S. Literature 1* English 14, we learn about critical analysis and literary theory through vocabulary used in the critical framework. For queer theory, we learn the vocabulary words queer, sexuality, sex, gender, and intersectionality. Students use these vocabulary words to discuss and analyze literary texts assigned in the class. This is a process of demystifying literary analysis and critical theory frameworks.
Students practice these skills through discussion and group work in class, and they are assessed for their ability to apply critical literary frameworks through informal and formal writing assignments.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

To inform our practice, we can share materials. This includes the Canvas pages about critical theoretical lenses and assignments that encourage students to research critical approaches or apply literary theory.
We do not spend time collaborating about literature instruction. Meeting once a semester, preferably within the space of the department meeting, to discuss practices and share materials would support all instructors in improving their instruction in literature courses.
Students are meeting the SLOs. Our suggestion is additional time to consider the SLO "Identify, employ and evaluate different frameworks for analyzing and interpreting literature. These

frameworks may include political, socioeconomic, geographical, ethnic, cultural, ecological, psychoanalytical, historical, gender, and genre development." This would be to develop materials, share materials that we have developed, and discuss how to support students in metacognition about their application or literary theory.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

Instructors need at least one hour every semester, preferably from time already allocated for department work, to discuss literature courses in our department and best teaching practices to meet SLOs.
Instructors need support to attend conferences that will provide spaces for collaboration across institutions about the teaching of literature, antiracist teaching, and closing equity gaps.

EVIDENCE

C1i: SLO Assessment Eng

2024 Fall

Department Learning Outcomes Discussion Summary

"We do not learn from experience... we learn from reflecting on experience."— John Dewey

Requirements

- To be completed by the Chair or faculty designee(s)
- Due by the end of the 8th week of the fall **AND** the spring semesters
- Email to SLO Coordinator

Purpose

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

Form Completed by: Molly Emmons

Discipline area: English

Who was present for this discussion:

Molly Emmons, Andrew Gates, Amanda Runyan, Teresa Ensslin, Bonnie Pipkin, Tim Wall, Nick Wilson, Finn Kraemer, Amy Antongiovanni, Katherine Wasche, Leslie Henson, Cheryl Battles, Heather Springer, Jasmine Corona, Lenny Bailey

Which Outcomes were discussed?

Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few.

Courses & SLOs Assessed

ENGL 2:

- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Analyze stylistic choices in their own writing and the writing of others.

ENGL 3:

- Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.

ENGL 11:

- Compose thesis-driven arguments in the form of essays and presentations to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, and support them with a variety of appropriate textual evidence and examples, as part of a 6,000-8,000 word writing requirement.

- Demonstrate understanding of formal and informal fallacies in language and thought.
- Critically read, analyze, compare, and evaluate complex, diverse non-fiction texts.

ENGL 4:
- Write three to five critical essays to include the research paper (6,000-8,000 total words required). Display awareness of strategies for effective writing (e.g., analyzing audience, context, purpose) and consideration of different genres and mediums of writing.

ENGL 6:
- Demonstrate use of literary techniques in the production of original works in different genres.

ENGL 10:
- Demonstrate familiarity with important authors, works, genres, and themes of the period

ENGL 15:
- Form and support an argument using evidence from multiple texts.

ENGL 16:
- Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts.

ENGL 31:
- Question and assess the applicability to our own lives of major existential principles; facing potential meaninglessness or nothingness, acting from a position of more or less blindness, and accepting the full responsibility for the consequences of choices and attempting to learn from them.

ENGL 47:
- Read, analyze, and compare the lived experience of Native Americans in texts written by Native American essayists, poets, novelists, and activists.

Programs & PLOs Assessed : These were not discussed.

GELOs Assessed : These were not discussed.

ILOs Assessed : These were not discussed.

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

Spring 2024:
- Discussions involved use of AI by students and lack of policy about how to respond. This semester a Community of Practice was offered in October for English faculty on use of AI. Community of Practice meetings have directly addressed how to help students avoid turning in AI plagiarized essays. We requested Professional Development funding/activities to help us rework

our assignments to better address AI. Several workshops were provided on this topic in January flex days.
- Another group discussed the need for and efficacy of Instructional Aides in our classrooms. This has led to a request for more funding for IAs, which was provided by the grant overseer Bob White.
- We are interested in funding new faculty observing peers in the classroom to gauge alternative teaching methods. This has not yet been presented but will be mentioned in the Unit Plan.
- Literature instructors noted the lack of a community of practice for developing pedagogy in teaching literature and sharing materials.

Part 1 – Findings

Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
- Collective dialog that occurred in the department (who was involved)

The October 2024 English Department meeting at Butte College provided a valuable opportunity for faculty to discuss student learning outcomes (SLOs) and reflect on their teaching practices. The meeting was structured to facilitate focused discussions on specific courses and SLOs, with faculty divided into groups based on the courses they taught. The meeting notes and faculty reflections offer insights into the department's observations and concerns regarding student performance.

Key Observations and Findings from the October Meeting

Scaffolding and Student Independence in English 3: The English 3 group highlighted the prevalence of scaffolding in their teaching approaches, raising questions about the appropriate level of support and how to foster student independence. This suggests a departmental focus on providing structured guidance to students as they develop their writing skills, but also a recognition of the need to help students transition to more autonomous learning.

AI and Its Impact on Assessment: Across different groups, the emergence of AI as a tool for students was a significant point of discussion. Faculty expressed concerns about distinguishing between student-generated work and AI-generated content, as well as the need to adapt assessment methods to this evolving landscape. This indicates a growing awareness within the department of the challenges AI presents to traditional writing instruction and assessment.

Student Engagement and Reading Strategies in Literature Courses: The Literature group's discussion centered on patterns of student engagement and disengagement with assigned readings. They explored strategies to encourage reading, both inside and outside of class, and questioned the impact of text length and selection on student motivation. This suggests a departmental concern with fostering students' interest in literature and developing effective reading practices.

Varied Approaches to SLO Assessment: The notes from the English 2 Group 2 meeting reveal a lack of consistency in how SLOs are assessed across different sections of the same course. This raises questions about the criteria used to determine whether students have met an SLO and the need for greater clarity and alignment in assessment practices.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

The department meeting also provided a platform for faculty to discuss strategies for addressing the identified challenges and to articulate their resource needs. Some of the key suggestions and requests include:

Professional Development: The need for professional development tailored to the specific challenges faced by the department was emphasized. This included training on AI and its implications for writing instruction, contemporary reading strategies in college classrooms, and grading and norming practices to ensure consistency in SLO assessment.

Resources for Students and Faculty: Faculty requested resources to support both student learning and their own teaching practices. This included investigating the availability of Otter AI for students with disabilities and exploring its integration into Canvas. They also requested paid time for SLO reflection, recognizing the importance of dedicating time to this process.

Refining Assessment Practices: The English 3 group advocated for departmental conversations about writing assessment in the context of AI and multi-modal approaches, suggesting a need to re-evaluate traditional assessment methods.

The October meeting highlights the English department's commitment to reflective practice and continuous improvement in teaching and learning. The discussions and findings provide valuable insights into the department's current priorities and challenges, setting the stage for future actions and initiatives.

EVIDENCE

C1j: SLO Assessment Eng

2025 Spring

English Department Learning Outcomes Discussion Summary, February 2025

Purpose

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

Form Completed by: Molly Emmons

Discipline area: English

Who was present for this discussion: Molly Emmons, Vera Austin, Katherine Wasche, Ian Allen, Kelly Fredericks, Katherine MacKinnon, Andrew Gates, Tim Wall, Finn Kraemer, Kyleen Bromley, Teresa Ensslin, Jasmine Corona Alcazar, Lia Deromedi, Leslie Henson, Cheryl Battles, Cristina Dahl, Amy Antongiovanni, Amanda Runyan, Nick Wilson

Courses Discussed: English 2, 3 and 11.

Procedure: In our department meeting, all participants were divided into three break-out groups aligned with the three courses discussed, with about six people in each group. SLOs for all three courses were provided in a link. Each group looked at all the SLOs for each class, with one member of the group taking notes as shown below. Each member of the group shared which SLO was most challenging in their class and why, and this was followed by further conversation with comments and shared responses. The breakout sessions lasted for 45 minutes and then the whole group reconvened, at which point several of the attendees commented that they found these discussions to be the most useful of any SLO discussion they've taken part in.

Notes from each group:

<u>English 2:</u>

This SLO was the one we discussed at greatest length:
7. Adopt appropriate voice, tone, diction, and level of formality

Findings:

- We discussed the differences in ways teachers interpret format and what it means to write a "formal" essay.
- Form and Composition aren't restricted to 5 paragraph essays or Academic essays, necessarily. Students can compose emails appropriately, use MLA Formatting, and other modes of composition for more variety and to draw on their own knowledge and resources.
- Thinking beyond the conventional "essay". Essay – to try, or to attempt / "assay", meaning a going forth in an attempt to understand something. It doesn't have to be "perfect".

- Some narrative reflections concerned us, and we think we need more professional development for newer hires on Assests based learning. The deficit thinking present in some of the reflections about lack of motivation, lack of preparedness, and competency when it came to writing "formal essays" is one example.
- Our group discussed how we can support students' fund of knowledge, drawing on their own interests and backgrounds to help them find their own "voice", using their own diction. (SLO 7)

Strategies:

- As our department has changed with several new hires, we could use more training on developing writing assignments with attention to giving students more agency to use develop their own thesis and use explore their own knowledge base.
- We could use more training for new hires on revisit professional development around anti-racist and assets-based pedagogy
- We think dedicating a meeting to understanding these new SLOs to make sure we all agree on what they mean. This way we can design and teach to these new SLOs appropriately.
- Also, we might think about clear ways of assessing these outcomes.

English 11

Findings

The new C1001 SLO #8 as follows: Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format without plagiarism.

- Is there a point to using MLA format and what is the purpose and those who feel it is defunct vs not
- Some use a stripped-down version, some don't grade down.
- There are some who use it as a point to follow directions, and the application. It also includes respect to the reader.
- It helps with the visual text, the works cited.
- If you can find the source in the paper, it is good enough.
- It is important to understand, but it is the least of the three.
- Works cited: is there something there that is intelligible? If they just put the url that doesn't always work.
- Some grade down on format, but that is part of the homework which is part of the assignment. The goal is to show they are following directions.
- We wouldn't fail it for bad formatting.

- We all seem to being doing #8 to avoid pitfalls of #9, Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task; proofread, edit, and revise essays so English grammar, usage, or punctuation does not impede clarity.
- The goal is to present work that does not impede clarity. 8 & 9 tied together. The goal is to follow directions.

SLO #7: Compose thesis-driven arguments in the form of essays and presentations as part of a 5,000-8,000 word writing requirement.

- This offers a much more encompassing assignment. It is more than just discussion; it is about application.
- We really have to focus on the extent on how much writing is being done. Having presentations vs all essays make the difference.
- The essays alone won't get them to the 5,000 words. The wording of: "thesis driven argument" everything anyone writes or says applies.
- A's and B's are meeting that and getting deeper and broader with the word count. If they are getting C's it is usually due to lack of depth.
- Some give a lot of bases, some are bell curvy. Wonder: if they meet this SLO, do they get the A? If they are responding deeply there is a correlation that the more they say, the more they hit the main points.

#8: secondary vs. prime sources.

- The phrasing seems to be off…scholarly vs not scholarly.
- Some don't use the category vs peer review but not required. What are other's points on that? Scholarly or not, it is still a source….primary vs secondary…ie interviews. It doesn't say how many.
- The credibility of the source or can speak on the subject, can make it valid. The primary as someone who experienced vs writing on someone who did experience it which would be the primary. There can be different kinds. Do you have the credibility to speak on this?
- There might be an academic source that covers their nuanced topics.
- The SIFT model is taught by Tim (from Molly), stop and investigate the source yourself. This is your work, be careful the voices you bring in that you associate with. Tim had learned that one of his authors to his thesis paper didn't help his main point and in fact, did more harm because one of his sources was "anti" the main point he was trying to make.
- With scholarly sources, use one link from butte's library. There is a wide variety of options. One from Butte library…look up "The conversation" experts writing on what they are experts on. Sources that are just as good and more accessible for students. Avoiding or steering away from strict requirements.
- Students are looking at Google scholarly, etc. What is a credible source…what is appropriate to the essay? If you are doing an essay on bulimia and looking at a Reddit post, that could be credible based on their experience whereas if you are looking at another topic, you might need another type of source.
- Don't look for a quote just to insert a quote, use it to validate your point.
- Some English students forget what they learned in 2 by the time they get to 11.
- Can use "Scholarly or otherwise meaningful" as terminology option.
- There is an assignment that analyzes the article… makes its argument.
- Using Butte's databases. Coming up against the scholarly source thing, but found in the past, most are so jargon and technical based and unintelligible to make sense. They are not approachable.

Strategies:

- Let's talk about quality of sources and what makes them reliable and reputable. Hypothetical bulimia research- the idea that reddit's testimonial is more valuable because it is personal

and firsthand experience. These conversations are covering SLOs 3 and 4 now. These all sort of blend together.
- We have been pressured a lot to use the term scholarly journal vs source in our academic careers. An experience in anthropology class that students would only use scholarly journal in their essays. Difficult to get that instructor to entertain the idea of other sources. That term is used through many other depts so it is valuable in using that term. Thinking of ways of deconstructing what that looks like. Responding to the article successfulness or even rewriting the article as an option…there is not an abundance of the scholarly articles, also what voices to pull from. They all keep pulling from the same 3-6 sources…what is most applicable to this time and this period we are in. We think we should use "Kairos": the correct time and timely of which to speak about a subject.

<u>English 3</u>:

Findings:

- We talked about a theme of frustration across most SLOs about students not submitting work.
- We then questioned why that may be, including the lingering impacts of the Covid lockdown and students forgetting how to learn, a rise in social anxiety, especially regarding academic performance, students feeling overwhelmed and not having been effectively trained in time management (again, lockdown side effects), and traumatic educational experiences.
- We also discussed instructor frustration in having invested a lot of time in creating learning experiences and having students simply not doing the work.
- We questioned what instructors were doing/not doing to create an atmosphere where students are afraid to submit work.
- All of these discussions were around the dilemma of assessing an outcome when students don't submit work to be assessed.

Strategies:

- Continue to use AB1705 meetings to train instructors to create learning environments that encourage students to submit work.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

The English 2 group said: "More anti-racist, assets-based pedagogy professional development/ training."

The English 3 group asked for outside experts to present workshops and for further trainings.

The English 11 group asked to form a community of practice (stipended) to share assignments and in-class activities that would directly address the SLOs.

Overall these discussions were valuable and lively.

Our next SLO reflection activity will take place in the October 2025 meeting and will cover PLOs as requested by the SLO Coordinator.

EVIDENCE
C1k: SLO Assessment Auto
2022 Fall

Department Learning Outcomes Discussion Summary

Email *

Kielbcr@butte.edu

Discipline Area

Automotive

Completed By

Craig Kielb

Who was present for this discussion (list names).

Rob Holt, Doug Conrad, Brad Jenks, Gary Harris

Which Outcomes were discussed?

Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few of them.

Courses & SLOs Assessed (find SLOs: bit.ly/Butte_COR)

AUT3 Read, interpret, and illustrate electrical schematics. AUT22 Compare HVAC operating systems and related controls. AUT60 Describe principles of electricity and electromagnetism and explain their application in hybrid vehicles.

Programs & PLOs Assessed (find PLOs: bit.ly/Butte_Programs or bit.ly/Butte_PLOs)

Automotive 1. Explain the principles of operation and maintenance required to repair all systems of the modern automobile. 2. Safely and correctly maintain, diagnose and repair specific areas of the vehicle.

GELOs Assessed (find GELOs: bit.ly/Butte_GELOs)

#4 Evaluate evidence to solve problems using discipline-specific theory and/or methods.

ILOs Assessed (more on ILOs: bit.ly/Butte_ILOs)

- [x] Think Critically
- [ ] Communicate Competently
- [ ] Engage Collaboratively
- [x] Work Effectively

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

Looking Back

over the last few years, the repeating theme is "more hands on". We discussed ideas about how we can create more hands on "realistic" labs vs artificial task oriented labs. This reflects what our student survey feedback indicates.

Part 1 – Findings

Discuss the findings and/or observations. Please include:
- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
Collective dialog that occurred in the department (who was involved)

Findings

All instructors present agreed that most students "go through the motion" and we need to find ways to make labs more realistic vs check list like.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

Strategies

Our labs are based on our accrediting agency (ASE). We discussed how we could meet their goals, while meeting the requests of our students. We are working on that this semester.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

Resources Needed

I submitted a few via HEERF request for more training aids.

Notes. Include comments if you have them.

I'm the new Automotive Chair. If you want more detail, please reach out.

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EVIDENCE

C1l: SLO Assessment Auto

2023 Spring

Department Learning Outcomes Discussion Summary

Email *

Kielbcr@butt.edu

Discipline Area

Automotive

Completed By

Craig Kielb

Who was present for this discussion (list names).

Rob Holt, Doug Conrad, Bradley Jenks, Gary Harris.

Which Outcomes were discussed?

Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few of them.

Courses & SLOs Assessed (find SLOs: bit.ly/Butte_COR)

AUT74 3.Perform preventative maintenance such as safety inspections, engine tune-ups, front-end alignments, and brake adjustments. AUT22 1.Describe HVAC system diagnosis and repair procedures. AUT31 4.Diagnose and repair various gasoline and diesel emission control system problems, using industry-approved tools and techniques.

Programs & PLOs Assessed (find PLOs: bit.ly/Butte_Programs or bit.ly/Butte_PLOs)

1. Explain the principles of operation and maintenance required to repair all systems of the modern automobile. 2. Safely and correctly maintain, diagnose and repair specific areas of the vehicle.

GELOs Assessed (find GELOs: bit.ly/Butte_GELOs)

Describe how knowledge is synthesized, revised, advanced, and shared. Acknowledge diverse perspectives and discuss their significant impact throughout our global society. Apply fundamental knowledge to analytical, practical, or creative endeavors in pursuit of lifelong learning. Evaluate evidence to solve problems using discipline-specific theory and/or methods. Formulate responsible approaches to address contemporary individual and global challenges relating to culture, society, and the environment.

ILOs Assessed (more on ILOs: bit.ly/Butte_ILOs)

- [x] Think Critically
- [x] Communicate Competently
- [x] Engage Collaboratively
- [x] Work Effectively

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

Looking Back

We requested more training aids due to student feedback. We were able to use HEERF to achieve this goal.

Part 1 – Findings

Discuss the findings and/or observations. Please include:
- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
Collective dialog that occurred in the department (who was involved)

Findings

Most reflections had a common theme. We need to update some of our tooling to match industry expectations and standards. We also need to update some safety items such as flooring and exhaust evacuation. We also found student mental health is becoming an issue and a barrier to their success.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

Strategies

We invited EOPS and Mental Health Specialist to talk to our class. I included updated tooling on our unit plan.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

Resources Needed

See unit plan. A few examples include new exhaust evacuation system, a Kenworth truck, updated A/C diagnosis, and updated EV training systems.

Notes. Include comments if you have them.

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EVIDENCE
C1m: SLO Assessment Auto
2024 Fall

Department Learning Outcomes Discussion Summary

"We do not learn from experience... we learn from reflecting on experience."— John Dewey

Email *

kielbcr@butte.edu

Discipline Area *

Automotive

Completed By

Craig Kielb

Who was present for this discussion (list names).

Doug Conrad, Brad Jenks, Gary Harris, & Josh Durham.

Which Outcomes were discussed?

Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few of them.

Courses & SLOs Assessed (find SLOs: bit.ly/Butte_COR)

AUT74: Troubleshoot and perform repairs on mechanical, electrical, pneumatic, hydraulic and electronic systems.

Programs & PLOs Assessed (find PLOs: bit.ly/Butte_Programs or bit.ly/Butte_PLOs)

Diesel Program: Troubleshoot and perform repairs on mechanical, electrical, hydraulic and electronic systems.

Please use the links above to ensure your programs are current on their PLOs assessments

GELOs Assessed (more about GELOs: bit.ly/Butte_GELOs)

- [ ] Describe how knowledge is synthesized, revised, advanced, and shared.
- [ ] Acknowledge diverse perspectives and discuss their significant impact throughout our global society.
- [ ] Apply fundamental knowledge to analytical, practical, or creative endeavors in pursuit of lifelong learning.
- [x] Evaluate evidence to solve problems using discipline-specific theory and/or methods.
- [ ] Formulate responsible approaches to address contemporary individual and global challenges relating to culture, society, and the environment.

ILOs Assessed (more about ILOs: bit.ly/Butte_ILOs)

- [x] Think Critically
- [ ] Communicate Competently
- [ ] Engage Collaboratively
- [x] Work Effectively

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

Looking Back

A common theme and need from both instructors and our industry advisory committee is a need for a new Diesel Kenworth truck to effectively teach new emission regulations. We also need more instructors to help with our massive two semester waitlist. These have been submitted into the unit plan, but we are waiting for both.

Part 1 – Findings

Discuss the findings and/or observations. Please include:
- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
Collective dialog that occurred in the department (who was involved)

Findings

We need more instructors and a new Kenworth diesel truck.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

Strategies

Trying to find the funding for a new Kenworth truck and addition instructors. Without it, we are forced to be creative with class offerings and what objectives we can cover.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

Resources Needed

Additional instructors and a new Kenworth Diesel truck.

Notes. Include comments if you have them.

N/A

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EVIDENCE

C1n: SLO Assessment Auto

2024 Spring

Department Learning Outcomes Discussion Summary

“We do not learn from experience... we learn from reflecting on experience.”— John Dewey

Discipline Area

Automotive

Completed By

Craig Kielb

Who was present for this discussion (list names).

Rob Holt, Doug Conrad, Brad Jenks, Svend Kristiansen, Gary Harris

Which Outcomes were discussed?

Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few of them.

Courses & SLOs Assessed (find SLOs: bit.ly/Butte_COR)

AUT 1 Explain the principles of operation and maintenance required to repair all systems of the modern automobile. AUT 1 Upon successful completion of this course, the student should be able to: Identify and describe the function of various parts in a 4-cycle gas engine. Identify and describe the function of various parts related to automatic transmissions/transaxles. Identify and describe the function of various parts related to suspension and steering systems. Identify and describe the function of various parts related to the brake system. Identify and describe the function of various parts in the electrical/electronic system. Identify and describe the function of various parts in the heating and air conditioning system. Identify and describe the function of various parts related to engine performance. Identify and describe the personal protective equipment used in the automotive industry. AUT 3 3. Read, interpret, and illustrate electrical schematics. AUT 6 Explain the purpose and function of supplemental restraint system. AUT 7 Diagnose and repair vehicle lighting and signaling systems. AUT 8 Evaluate engine failure scenarios and identify appropriate diagnostic processes. Define basic application of cylinder head and valve train diagnosis and repair. Identify and distinguish lubrication and cooling systems diagnosis and repair. Describe the steps necessary to appropriately diagnose and repair an engine block assembly. Describe engine removal and reinstallation processes. AUT 9 Demonstrate accurate general engine diagnosis. removal, and reinstallation. Perform basic cylinder head and valve train diagnosis and repair. Diagnose and repair lubrication and cooling systems. Diagnose a faulty engine block assembly and perform basic repairs. AUT 20 Describe the process used to diagnose and repair anti-lock brake systems. AUT 21 Diagnose and repair vehicle systems and components of suspension systems. AUT 22 Describe HVAC system diagnosis and repair procedures. Identify basic refrigeration system diagnosis and repair procedures and processes. Identify basic applications of heating, ventilation, and engine cooling systems diagnosis and repair. Compare HVAC operating systems and related controls, and identify appropriate diagnosis and repair protocols. List and define refrigerant recovery, recycling, and handling and procedures. Describe various applications of heating, ventilation, and engine cooling systems diagnosis and repair. AUT 23 Diagnose and repair HVAC system. Diagnose and repair complete refrigeration system component. Diagnose and repair heating, ventilation, and engine cooling systems. Diagnose and repair air conditioning operating systems and related controls. Perform refrigerant recovery and recycling procedures. AUT 56 Understand and describe power-flow through manual transmissions and transaxles. AUT 57 Diagnose and repair differential related concerns. AUT 60 This course covers the theory of operation and service of alternative fuel and hybrid-powered cars and light trucks. Topics include fuel tank and battery inspection service, regenerative braking systems, motor/generator and transmission, and fuel cell technologies. Emphasis is placed on safety precautions necessary when servicing hybrid and alternative-fueled vehicles. Students will be working on and around the high-voltage electrical system on hybrid vehicles. Due to the potential for electrical shock, students must demonstrate an understanding of electrical theory and safety by successfully passing the AUT 60 entrance exam with a score of 70% or more on the first day of class. Students who do not pass the AUT 60 entrance exam will be disenrolled from the course. AUT 73 Troubleshoot and perform repairs on mechanical, electrical, pneumatic, hydraulic and electronic systems. AUT 74 Troubleshoot and perform repairs on mechanical, electrical, hydraulic and electronic systems. AUT 200 Diagnose and repair, to industry standards, the systems, subsystems and components in an automobile in the areas of base brake and anti-lock brake systems.

Programs & PLOs Assessed (find PLOs: bit.ly/Butte_Programs or bit.ly/Butte_PLOs)

AS Degree in Automotive Technology 1. Explain the principles of operation and maintenance required to repair all systems of the modern automobile. 2. Safely and correctly maintain, diagnose and repair specific areas of the vehicle. Certificate of Achievement in Automotive Technology 1. Explain the principles of operation and maintenance required to repair all systems of the modern automobile. 2. Safely and correctly maintain, diagnose and repair specific areas of the vehicle. Automotive Technology - Honda, Professional Automotive Career Training (PACT) 1. Explain the principles of operation and maintenance required to repair all systems of Honda and Acura automobiles. 2. Safely and correctly maintain, diagnose and repair specific areas of Honda and Acura automobiles. AS Degree in Automotive Technology - Honda, Professional Automotive Career Training (PACT) 1. Explain the principles of operation and maintenance required to repair all systems of Honda and Acura automobiles. 2. Safely and correctly maintain, diagnose and repair specific areas of Honda and Acura automobiles. Certificate of Achievement in Diesel Technology 1. Explain the operation of diesel engine components and systems. 2. Identify various diesel engine applications. 3. Apply the state and federal regulations of Occupational Safety and Health Association (OSHA) and the Environmental Protection Agency (EPA). 4. Apply general principles of preventive maintenance to diesel repair. 5. Demonstrate proficiency in the use of industry standard tools and precision measuring instruments. 6. Apply safe work habits and practices. 7. Troubleshoot and perform repairs on mechanical, electrical, hydraulic and electronic systems. 8. Use computers to diagnose equipment and research information 9. Perform preventative maintenance such as engine tune-ups, front-end alignments, and brake adjustments. 10. Operate shop machinery and equipment including hoists, hydraulic jacks, steam cleaners, floor jacks, disassembly stands, grinders, drill presses, hydraulic presses, and bead blasters. 11. Select and use precision tools such as torque wrenches, micrometers, dial indicators, tap and dies, and bore gauges. 12. Maintain professional attitude in challenging working conditions 13. Develop self-confidence and pride in workmanship. 14. Think analytically and make professional decisions AS in Diesel Technology 1. Explain the operation of diesel engine components and systems. 2. Identify various diesel engine applications. 3. Apply the state and federal regulations of Occupational Safety and Health Association (OSHA) and the Environmental Protection Agency (EPA). 4. Apply general principles of preventive maintenance to diesel repair. 5. Demonstrate proficiency in the use of industry standard tools and precision measuring instruments. 6. Apply safe work habits and practices. 7. Troubleshoot and perform repairs on mechanical, electrical, hydraulic and electronic systems. 8. Use computers to diagnose equipment and research information 9. Perform preventative maintenance such as engine tune-ups, front-end alignments, and brake adjustments. 10. Operate shop machinery and equipment including hoists, hydraulic jacks, steam cleaners, floor jacks, disassembly stands, grinders, drill presses, hydraulic presses, and bead blasters. 11. Select and use precision tools such as torque wrenches, micrometers, dial indicators, tap and dies, and bore gauges. 12. Maintain professional attitude in challenging working conditions

Please use the links above to ensure your programs are current on their PLOs assessments

GELOs Assessed (more about GELOs: bit.ly/Butte_GELOs)

We talked about the upcoming CALGETC changes and how AUT101 may meet the requirements for our local graduation requirement

ILOs Assessed (more about ILOs: bit.ly/Butte_ILOs)

- [x] Think Critically
- [x] Communicate Competently
- [x] Engage Collaboratively
- [ ] Work Effectively

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

Looking Back

Training aids and lab techs are always are challenge. We are working on getting help in the lab tech position, and continue to look for new training aids that can help us achieve our SLO's in our COR's

Part 1 – Findings

Discuss the findings and/or observations. Please include:
- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
Collective dialog that occurred in the department (who was involved)

Findings

We need new exhaust evacuation, a new kenworth truck, and more industry fleet collaboration.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

Strategies

We are inviting more industry professionals to join our department meetings and talk to our current students during lab time.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

Resources Needed

New exhaust evacuation hoses and a new Kenworth truck.

Notes. Include comments if you have them.

Thank you for all the "Invisible" work you do!

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EVIDENCE
C1o: SLO Assessment Auto
2025 Spring

View results

Respondent

40 Craig Kielb

12:18

Time to complete

1. Today's date

4/11/2025

2. Discipline Area

Auto

3. Who was present for the discussion? Please list their names.

Craig Kielb, Doug Conrad, Brad Jenks, Gary Harris, Josh Durham

4. Courses & SLOs Assessed (find SLOs: bit.ly/Butte_COR)

AUT74 SLO 1-6.Troubleshoot and perform repairs on mechanical, electrical, pneumatic, hydraulic and electronic systems. Use computers to diagnose equipment and research information. Perform preventative maintenance such as safety inspections, engine tune-ups, front-end alignments, and brake adjustments. Operate shop machinery and equipment including hoists, hydraulic jacks, steam cleaners, floor jacks, disassembly stands, grinders, drill presses, hydraulic presses, and bead blasters. Correctly use precision tools such as torque wrenches, micrometers, dial indicators, tap and dies, and bore gauges. Analyze situation and make informed professional decisions

5. Programs & PLOs Assessed (find PLOs: bit.ly/Butte_Programs or bit.ly/Butte_PLOs)
* Please use the links above to ensure your programs are current on their PLOs assessments

Diesel CofA and AS PLOs (all). Upon successful completion of this program, the student will be able to: Explain the operation of diesel engine components and systems. Identify various diesel engine applications. Apply the state and federal regulations of Occupational Safety and Health Association (OSHA) and the Environmental Protection Agency (EPA). Apply general principles of preventive maintenance to diesel repair. Demonstrate proficiency in the use of industry standard tools and precision measuring instruments. Apply safe work habits and practices. Troubleshoot and perform repairs on mechanical, electrical, hydraulic and electronic systems. Use computers to diagnose equipment and research information Perform preventative maintenance such as engine tune-ups, front-end alignments, and brake adjustments. Operate shop machinery and equipment including hoists, hydraulic jacks, steam cleaners, floor jacks, disassembly stands, grinders, drill presses, hydraulic presses, and bead blasters. Select and use precision tools such as torque wrenches, micrometers, dial indicators, tap and dies, and bore gauges. Maintain professional attitude in challenging working conditions Develop self-confidence and pride in workmanship. Think analytically and make professional decisions

6. GELOs Assessed (more about GELOs: bit.ly/Butte_GELOs)

- [ ] Describe how knowledge is synthesized, revised, advanced, and shared.
- [ ] Acknowledge diverse perspectives and discuss their significant impact throughout our global society.
- [ ] Apply fundamental knowledge to analytical, practical, or creative endeavors in pursuit of lifelong learning.
- [x] Evaluate evidence to solve problems using discipline-specific theory and/or methods.
- [ ] Formulate responsible approaches to address contemporary individual and global challenges relating to culture, society, and the environment.

7. ILOs Assessed (more about ILOs: bit.ly/Butte_ILOs)

- [x] Think Critically
- [x] Communicate Competently
- [ ] Engage Collaboratively
- [x] Work Effectively

8. Looking Back: Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

All instructors gave feedback about lack of hand tools or quality of hand tools from students. We were able to purchase more hand tools.

9. Findings: Discuss the findings and/or observations. Please include:
- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
Collective dialog that occurred in the department (who was involved)

We go through each class as a department and evaluate/analyze the weak points. We all agreed that we need a Kenworth truck to meet some PLO's and SLO's that were not met in the Diesel class. Everyone listed above was present.

10. Strategies: Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

We were able to acquire a 2018 Kenworth T680

11. Resource Needs: What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

Kenworth newer than 2015. (see above about acquisition of truck).

12. Notes. Include comments if you have them.

Our department and instructors evaluate their SLO's regularly. We meet every Thursday to discuss what's working and what isn't. We walk around the shop each week as a group to analyze what needs to be addressed.

EVIDENCE

C1p: SLO Assessment NSG

2021 Fall

Department Learning Outcomes Discussion Summary

Requirements

- To be completed by the Chair or faculty designee(s)
- Due by the end of the 8th week of the fall **AND** the spring semesters
- Email to SLO Coordinator

Purpose

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

Today's Date: 11/8/2021

Form Completed by: Laurie Meyer

Discipline area: Nursing

Who was present for this discussion: Patty Hubbard, Amelia Taylor, Kelly Galli, Lynda Gomes, Laurie Bowles, Anna Simmons, Shaaron Vogel, John Beadle, Shannon Claiborne, Laurie Meyer, Jennifer Darlington, Kim Wheeler, Deana Ward

Which Outcomes were discussed?

Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few.

Courses & SLOs Assessed (find your SLOs)

LVN - Use the nursing process to provide nursing care to individual patients/clients and families throughout the life span.

NSG 42 – SLO 2 - Formulate a plan of care using the nursing process for clients with reproductive disorders
NSG 44 – SLO 1 - Use the nursing process to provide care for patients with mental health disorders, and incorporate the family in the process.
NSG 47 – SLO 2 - Utilize the nursing process as applicable to adults experiencing oncology disorders.

RN - Provide comprehensive assessments with a holistic view of the client using the functional health assessment.

NSG 54 – SLO 3 - Describe basic physical assessment of the adult patient.
NSS 55 – SLO 1 - Identify the nursing assessment skills required to formulate nursing diagnoses in the care of clients with acute or chronic health care conditions in order to assist clients in maintaining health, restoration of wellness, and or promoting adaptation.
NSG 56 – SLO 3 – Perform basic health assessment
NSG 60 – SLO 3 - Categorize principles of assessment based on functional health patterns for clients in maternal-newborn settings and with reproductive system disorders.

NSG 62 – SLO 1 - Describe the nursing assessment skills required to formulate nursing diagnoses in the care of clients with acute or chronic health care conditions in order to assist clients in maintaining health, restoration of wellness, and or promoting adaptation.
NSG 63 – SLO 4 - Apply principles of assessment for clients in the pediatric setting.
NSG 66 – SLO 3 - Utilize assessment techniques in the collection, analysis and synthesis of relevant client data.
NSG 61 – SLO 3 - Perform assessments related to medication administration.
NSG 67 – SLO 1 - Demonstrate the nursing assessment skills required to formulate nursing diagnoses in the care of clients with acute or chronic health care conditions in order to assist clients in maintaining health, restoration of wellness, and or promoting adaptation
NSG 68 – SLO 1- Formulate a nursing diagnosis according to NANDA criteria based on information gathered from a variety of sources related to the client's biopsychosocial aspects.
NSG 77 – SLO 1 - Utilize the nursing assessment skills required to formulate nursing diagnoses in the care of clients with acute or chronic health care conditions in order to assist clients in maintaining health, restoration of wellness, and or promoting adaptation.
NSG 78 – SLO 5 - Evaluate effectiveness of nursing interventions and short-term goals to apply appropriate modifications, based on assessment data, predetermined outcome criteria and ongoing client responses to the care delivered by the nurse.

Transition - Provide comprehensive assessments with a holistic view of the client using the functional health assessment.
NSG 64 – SLO 3 - Demonstrate a complete RN level nursing assessment with correct documentation.
NSG 65 – SLO 3 - Demonstrate techniques of RN level physical assessment and documentation while participating in simulation.

CNA - Provide comprehensive assessments with a holistic view of the client using the functional health assessment.
NSG 101 - Apply knowledge of common diseases/conditions associated with long-term care/special needs clients and the CNA level of care needed for these clients.

Programs & PLOs Assessed (find your PLOs)

LVN - Use the nursing process to provide nursing care to individual patients/clients and families throughout the life span.

RN - Provide comprehensive assessments with a holistic view of the client using the functional health assessment.

Transition - Provide comprehensive assessments with a holistic view of the client using the functional health assessment.

CNA - Provide comprehensive assessments with a holistic view of the client using the functional health assessment.

GELOs Assessed (find your GELOs)
Apply discipline-specific principles to the development of interpersonal, occupational and social skills suited to a diverse world.

ILOs Assessed (more on ILOs). Select those that apply

xThink Critically
xCommunicate Competently
xEngage Collaboratively
xWork Effectively

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

Courses in the LVN, CNA, and RN program were found to be assessed well, with grades being spread out.
The CNA courses are mandated by the State, therefore deviation is not an option.
ESL students continue to struggle and score consistently lower than other students in their cohort.
Students will low TEAS scores also seem to find coursework challenging.

Part 1 – Findings

Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
- Collective dialog that occurred in the department (who was involved)

Continue to work on applying theory content to the clinical setting, especially in regards to patient assessments.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

Curriculum planning disucssions held more frequently. Share of ideas for engagement that are working.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

More TMI flex workshops on engage students in online learning and how to encourage student to student interactions.

EVIDENCE
C1q SLO Assessment NSG
2023 Spring

Department Learning Outcomes Discussion Summary

Requirements

- To be completed by the Chair or faculty designee(s)
- Due by the end of the 8th week of the fall **AND** the spring semesters
- Email to SLO Coordinator

Purpose

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

Today's Date: 3/17/23

Form Completed by: Laurie Bowles

Discipline area: Nursing

Who was present for this discussion: Patty Hubbard, Amelia Taylor, Kelly Galli, Laurie Bowles, Anna Simmons, Michelle August, John Beadle, Shannon Claiborne, Laurie Meyer, Jennifer Darlington, Kim Wheeler, Deana Ward, Liam Luden, Arah Hensley

Which Outcomes were discussed?

Your discussion doesn't need to discuss all the outcome levels below, but should include at least a few.

Courses & SLOs Assessed (find your SLOs)

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NSG 31 – SLO – Perform nursing procedures required to meet the patient's basic needs in the setting of a therapeutic environment.

NSG 35 – SLO – Describe the pathophysiology of the respiratory, cardiovascular, hematologic, and immune system.
NSG 60 – SLO 2 – Describe the nursing and medical management for clients with reproductive system disorders. All students scored well above passing.

NSG 62 – SLO 2 – Describe the pathophysiology, medical and nursing diagnosis, and common treatments to include pharmacologic, non-pharmacologic, and nutritional aspects for patients across the lifespan with acute or chronic health care conditions.

NSG 63 – SLO – Contrast normal growth and development in the newborn, infant, toddler, preschool, school age and adolescent client.

NSG 66 – SLO 4 – Apply critical thinking skills in the decision-making process in order to plan individualized client care. .

NSG 100 - Provide safe and competent personal care of patients in long term care.

NSG 101- SLO – Apply measures for safety, cleanliness, and infection control in the long-term care setting.

Programs & PLOs Assessed (find your PLOs)

RN – PLO 4 – Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making.

LVN to RN – PLO 5 – Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.

LVN – PLO 4 – Initiate and maintain therapeutic communication with individual patient/clients and families.

-

CNA – PLO 6 – Identify and follow proper procedures for providing appropriate care for the orthopedic, oncology, pediatric and/or dying patient.

GELOs Assessed (find your GELOs)
No GELOs - These are not General Education classes.

ILOs Assessed (more on ILOs). Select those that apply

X Think Critically
X Communicate Competently
X Engage Collaboratively
X Work Effectively

Looking Back
Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

We continue to struggle with long waitlists to get into our programs. Students wait (on average) 4 years to be accepted into the RN program. We are working on adding another RN program to alleviate this wait.

We have spent a lot of time talking to DSPS about accommodations appropriate for clinical setting. Due to HIPAA, there is no recording or pictures allowed. We want to give them the accommodations they need, but we must follow the facility protocol.

Part 1 – Findings

Discuss the findings and/or observations. Please include:

- How the Learning Outcome was assessed. Examples: using brief reflections from individual instructors, using a common assessment, etc.
- The results of the assessment.
- Collective dialog that occurred in the department (who was involved)

NSG 31 – SLO – Perform nursing procedures required to meet the patient's basic needs in the setting of a therapeutic environment. ASSESS: Essays, papers, lab work, demonstrations, practical's. CHANGES MADE: Results meet or exceed expectations. TRAINING: no training needed.

NSG 35 – SLO – Describe the pathophysiology of the respiratory, cardiovascular, hematologic, and immune system. ASSESS: Exams, tests, quizzes, discussions, homework assignments. CHANGES: develop more collaborative learning activities. TRAINING: how to use canvas outcomes tool.

NSG 60 – SLO 2 – Describe the nursing and medical management for clients with reproductive system disorders. All students scored well above passing. ASSESS: Exams, quizzes, projects, class discussions, group projects. CHANGES: None. TRAINING: None

NSG 62 – SLO 2 – Describe the pathophysiology, medical and nursing diagnosis, and common treatments to include pharmacologic, non-pharmacologic, and nutritional aspects for patients across the lifespan with acute or chronic health care conditions. ASSESS: Exams, quizzes, projects, class discussions, group projects. CHANGES: develop more activities for students to develop knowledge/skills needed for outcome achievement. TRAINING: none.

NSG 63 – SLO – Contrast normal growth and development in the newborn, infant, toddler, preschool, school age and adolescent client. ASSESS: Exams, quizzes, class discussions, group projects. CHANGES: Results meet or exceed expectations. TRAINING: none.

NSG 66 – SLO 4 – Apply critical thinking skills in the decision-making process in order to plan individualized client care. ASSESS: Lab work, demonstrations, practical's, clinical worksheets. CHANGES: Results meet or exceed expectations. TRAINING: none.

NSG 100 - Provide safe and competent personal care of patients in long term care. ASSESS: Exams, quizzes, projects, class discussions, group projects. CHANGES: None. TRAINING: None

NSG 101- SLO – Apply measures for safety, cleanliness, and infection control in the long-term care setting. ASSESS: Develop More activities for student to develop knowledge/skills for outcome achievement. Design equitable outcome measures to meet the needs of diverse learners. ASSESS: demonstrations, practical's, clinical worksheets. CHANGES: Results meet or exceed expectations. TRAINING: none.

Part 2 – Strategies

Discuss how the findings above will be used to inform practice. For example: planned improvements in individual courses; department-wide trainings; altering the assessment; or moving the focus to a different learning outcome.

We need to establish the same expectations for nursing skills throughout each semester. Skills are taught in the first semester and then instructors in the second, third, and fourth each have different expectations of that skill (physical assessment, SBAR).

We have been using our curriculum meetings to improve care planning teaching. We are in the process of designing a new form (hopefully as a diagram/map) so they can more easily grasp this concept.

Part 3 – Resource Needs

What resources (if any) are needed to make the changes outlined above? What resources (if any) does the department need to help students meet course and/or program outcomes.

More clinical sites, more part-time instructors.
More training on mental health services as nursing students tend to be anxious after the long wait to get into the program.

EVIDENCE

C1r: SLO Assessment NSG

2024 Fall

RN – AT – 1st semester: PLO #4 Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making.

N5 (Foundations Clinical): SLO 4 Apply the steps of the nursing process to delivery of care

Through evaluation and assessment of various clinical skills where they have to verbalize their nursing process while providing care in the clinical scenario.

N6 (Clinical): Perform basic health assessment.

Each student had to perform 3 head to toe assessments on a live patient in the hospital setting.

N1 (Foundation Theory): SLO 10 Analyze the scientific basis for nursing practice.

This was evaluated by Exam 1 where students had to identify the different aspects of the nursing process, identify phases, and the completion of case studies. All students passed the exam with 80% or greater.

N2 (Pharmacology): SLO 4 Apply the steps of nursing process in delivery of medications.

This was evaluated and through several quizzes throughout the semester where students had to identify the nursing process when answering questions regarding medication administration using critical thinking about various medications.

N3 (Med/Surg 1A): SLO 5 List criteria for evaluating the effectiveness of selected nursing therapeutic interventions and recognize data indicating a need to modify a client's care plan.

Theory Integration, Case Studies, and Examinations are used to evaluate level of understanding and critical thinking process for students.

A diabetes worksheet was completed by the students with a grade of 75% or grader showing the understanding of the need to recognize signs/symptoms of a patient with hypo/hyperglycemia.

N4 (Med/Surg 1B): SLO 5 List criteria for evaluating the effectiveness of selected nursing therapeutic interventions and recognize data indicating a need to modify a client's care plan.

Theory Integration, Case Studies, and Examinations are used to evaluate level of understanding and critical thinking process for students.

ABG Theory Integration assignment measured understanding of the ABG interpretation. The students were able to show their understanding by completing this assignment with a grade greater than 75% and this was done.

Faculty Present (first and last names): Michelle August, Diane Penne-Wagster, Jennifer Stevens, Jennifer Roush, Maritsa Juarez-Whittaker, Greta Holtkamp, Katrina Campbell

Findings (how student learning outcome was assessed/results): Homework assignments, quizzes, or exams

Strategies (how findings inform your practice): Depending on how well the students do on the assignments/examinations, changes are made to ensure content is understood and the evaluation is accurate.

Resource Needs (what you need to help students meet course/program outcome): :Continuing education on most up to date nursing information and how to successful teach Nursing courses.

RN – 1st semester: PLO #4 Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making.

N54 (Fundamentals): SLO 4 Discuss the steps of the nursing process.

Faculty Present (first and last names): Laurie Bowles
Findings (how student learning outcome was assessed/results): Students were able to pass a quiz on the Nursing Process.
Strategies (how findings inform your practice): Information was presented via Power Point and readings in Fundamentals book.
Resource Needs (what you need to help students meet course/program outcome): None needed

N55 (MS): SLO 3 Identify nursing interventions and nursing techniques used in the care of clients with acute and chronic health conditions.

Faculty Present (first and last names): Anna Dalby
Findings (how student learning outcome was assessed/results): Students are assessed on acute and chronic conditions via weekly Discussion posts and exams.

Strategies (how findings inform your practice): Lectures incorporate current best practices used in acute care settings and is guided by outcomes and statistics from governing agencies such as AHRQ, ISMP, CDC, etc.
Resource Needs (what you need to help students meet course/program outcome): No needs at this time.

N56 (clinical): SLO 4 Apply the steps of the nursing process to delivery of care.

Faculty Present (first and last names): Anna Dalby, Erin White, Lynsey Cooprider, Maipang Lee
Findings (how student learning outcome was assessed/results): Packets, SBAR, Skill check offs, & ARA
Strategies (how findings inform your practice): Allows immediate evaluation of student performance and ability to educate toward evidence-based practice and critical thinking if a deficiency is observed.
Resource Needs (what you need to help students meet course/program outcome): We need improvements to the medication administration record (MAR) in ATI. Anna met with an ATI rep via phone last semester but is unsure if suggestions were implemented yet.

RN – 3rd Semester: PLO #4 Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making.

N67 (med/surg): SLO 3 Interpret nursing interventions and nursing techniques used in the care of clients with acute and chronic health conditions

N61 (pharm): SLO 4 Apply the steps of the nursing process in delivery of medications.

N68 (clinical): SLO 1 Formulate a nursing diagnosis according to NANDA criteria based on information gathered from a variety of sources related to the client's biopsychosocial aspects.

N69 (gero): SLO 1 Apply the nursing process to caring for older adults, families, and groups in community settings.

Faculty Present (first and last names): Kelleen Galli, Laurie Meyer, Joannie Berry, Becky Beecham

Findings (how student learning outcome was assessed/results): Students complete written packets with care plans each week and create specific NANDA diagnosis and prioritize care based on these. These are also discussed in post conference and with group activities.

Strategies (how findings inform your practice): when only completing packets students they were having trouble getting specific, by asking them more questions and having a discussion they were able to get more specific.

Resource Needs (what you need to help students meet course/program outcome): Utilizing the nursing diagnosis book and med surge book. They can also see the care plans autogenerated in Epic. To see how their diagnosis compare to the diagnosis written by the bedside nurse.

Faculty Present (first and last names): Arah Hensley, Shannon Claiborne, Kristin Sinha, Kelley Skinner, Kelly Sydara, Noel Meyer, Taylor Larson, Roxanne Silva, Amy Evans.

RN – 2nd Semester: PLO #4 Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making.

N60 (OB): Describe caring interventions for clients in maternal-newborn settings and with reproductive system disorders.

Lecture material provided on clinical decision making with case studies, handouts, and games to reinforce information on topics like reproductive disorders, etc. Students state how they would care for specific patients based on topics chosen by instructor in regard to case studies, on test and quizzes, and on homework assignments.

N62 (med/surg): SLO 7 Describe nursing care based on assessment data and nursing diagnosis for clients with acute and chronic health care conditions.

Lectures content is given in class and online since the class in hybrid. Case studies are one in class with discussion questions completed online with peer and instructor feedback. Students are given assessment data and the nursing diagnosis and expected to provide rationales for care they would provide for their patients.

In Med-Surg clinical we are attempting to bridge theory and clinical practice. Students have actual patients are to gather assessment data from the chart, report from shift change, and from the patient and or family. The student is to come up with a nursing care plan that would benefit their patient with rationales for their care interventions provided. The critical thinking comes into play when they are comparing their findings to what their assessment is telling them. Then they give an SBAR to the instructor before med pass. The instructor gives real time feedback on both assessments and the clinical packet in order to help with critical thinking with each student. The instructors also have in depth conversations about disease processes to help aide in critical thinking and reasoning skills when implementing care for their patient.

N63 (Peds): SLO 5 Utilize critical decision-making skills to discuss the health care for clients in the pediatric setting.

Students utilize case studies and lecture content to provide health care for pediatric patients using their clinical packets and information collected from the chart and the patient and or family. Based on history and what is clinically wrong with the patient, the student uses critical thinking to adjust priorities of care for their pediatric patients. The instructor also goes over the clinical packets to ensure theory and clinical concepts are merged in real time with constructive feedback.

N66 (clinical): SLO 4 Apply critical thinking skills in the decision-making process in order to plan individualized client care.
Talked about in each course above.

RN – 3rd Semester: PLO #4 Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making.
N67 (med/surg): SLO 3 Interpret nursing interventions and nursing techniques used in the care of clients with acute and chronic health conditions

N61 (pharm): SLO 4 Apply the steps of the nursing process in delivery of medications.

N68 (clinical): SLO 1 Formulate a nursing diagnosis according to NANDA criteria based on information gathered from a variety of sources related to the client's biopsychosocial aspects.

N69 (gero): SLO 1 Apply the nursing process to caring for older adults, families, and groups in community settings.

Faculty Present (first and last names): Kelleen Galli, Laurie Meyer, Joannie Berry, Becky Beecham
Findings (how student learning outcome was assessed/results): Students complete written packets with care plans each week and create specific NANDA diagnosis and prioritize care based on these. These are also discussed in post conference and with group activities.
Strategies (how findings inform your practice): when only completing packets students were having trouble getting specific, by asking them more questions and having a discussion they were able to get more specific.
Resource Needs (what you need to help students meet course/program outcome): Utilizing the nursing diagnosis book and med surge book. They can also see the care plans autogenerated in Epic. To see how their diagnosis compares to the diagnosis written by the bedside nurse.

RN 4th Semester: PLO #4 Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making.

N77(med/surg): SLO 3 Evaluate nursing interventions and nursing techniques used in the care of clients with acute and chronic health conditions.

Faculty Present (first and last names): Kim Wheeler

Findings (how student learning outcome was assessed/results): Through class discussion of case studies that include UTI, AKI vs CKD, Anemia evaluation, TBI. Quizzes from post modules regarding subject matter and knowledge application.

Strategies (how findings inform your practice): By discussion in the classroom and assessing knowledge through quizzes from modules, I can see how they apply theory to practice. Asking them verbal questions and discussing case scenarios gives them knowledge application in a community environment, conducive to robust learning.

Resource Needs (what you need to help students meet course/program outcome): I use Canvas platform, you tube, pictures, demonstrations, video.

N78 (clinical): Students will utilize the nursing process to generate nursing decisions in providing care in the hospital setting for adult clients with multiple system disorders, unstable medical conditions, and critical health care disorders.

Faculty Present (first and last names):Kim Wheeler, Jean Hicks, Krystal Molina, Amanda Carlile, Jessica Rafalski, Nicole Navarro, Brad Beecham, Twinkal Dayal, Michelle Parsons, Miranda Bedene.

Findings (how student learning outcome was assessed/results):

- Packets- going over SBAR and utilizing organization of this tool to be detailed like an H&P or succinct, tailoring its use whether that be calling a provider, giving a bedside report or a detailed SBAR hx. Med page helps assess ADPIE and gets the student to apply it to diagnosis and assessment findings to ensure its appropriate to give to the patient, ect. Writing down pathophysiology in your own words helps them apply and simplify instead of copy and paste. Written orders and how it applies to the patient, asking the "why" or "how" with rationales.
- Clinical Conferences: Discussing SBAR to start the conversation and expanding on disease processes, labs, meds, procedures, ect. Sharing stories of experience to learn from others.

- Watching observed assessments - this assesses proper technique and understanding of findings. ADPIE can be used because if LS are assessed and pt 02 is low, we can nursing dx this patient, make a plan to lets say put on oxygen and then implement it and then evaluate to make sure our intervention worked but also that we were on track for right nursing dx.

Strategies (how findings inform your practice): It helps teachers and faculty assess the students understanding and application of the material through these tools.

Resource Needs (what you need to help students meet course/program outcome): Education on Epic platform, Canvas platform, printed documentation and instruction for quality work, ect.

Transition (Nsg 64/65)
PLO #4 Demonstrate evidenced-based practice and the use of critical thinking based on the nursing process to provide the foundation for appropriate clinical decision making. This PLO#4 is met through the five Discussion posts from the book *Complications* by Atul Gawande. Evidence-based practice is explored throughout the book and each discussion, and specifically one of the key strategies Gawande identifies is the importance logistics can play in the implementation process, i.e. use of alcohol-based hand rubs (ABHRs), which are more effective and quicker to use than traditional soap and water. Students also identify the importance of behavioral interventions, such as placing hand sanitizer dispensers in convenient locations and using reminders and incentives to encourage hand hygiene.
Findings: The student learning outcome was assessed using a rubric and by one student peer review and also instructor review to ensure the outcome was met by the student.
Strategies: These findings inform me as the instructor if the student is reading the book, synthesizing the information and can apply it to clinical and real-life nursing experience.

Nsg 64 (Lecture): SLO: Utilize critical thinking to apply the nursing process to different clinical situations. This SLO is met through the case study of Estelle Perry; a 68-year-old female home health client who recently had an ORIF of her L hip and is now rehabbing at home. The students care plan using the nursing process writing 5 Independent Interventions, 2 collaborative interventions and they then create a specific, measurable goal with an end date and time for the goal to be met or re-evaluated.

Nsg 65 (Lab): SLO Apply the nursing process and critical thinking skills to medical/surgical/OB/Peds clients while participating in simulation. Simulation for M/S is met through pump sim, students participate in virtual Simulation for OB and Peds.

LVN 2nd Semester: PLO #3 Provide Educational information for individual patients/clients, families, and groups to promote, achieve, or maintain a state of health.

N31 (clinical): SLO 2 Utilize appropriate communication skills to work effectively with patients and health team members to provide individualized and culturally appropriate nursing care

N32 (Periop): SLO 3 Reinforce teaching plans for the postoperative client to facilitate healing based on principles of adult learning.

N35 (Cardiovascular): SLO 5 Formulate teaching plans for patients with cardiovascular or respiratory disorders to optimize health based on health principles.

N36 (Gastro/Renal/Urinary)): SLO 9 Reinforce teaching plans appropriate to selected gastrointestinal/renal/urinary clients, including social, family, and cultural aspects

N37 (Endocrine Disorders): Apply teaching principles to clients with endocrine disorders and initiate health education (culture sensitive) for the client and his/her family and identify community health resources available to the client.

Faculty Present (first and last names): Liam Luden, Cortney McLeod, Michelle Parsons

Findings (how student learning outcome was assessed/results): We first practiced patient education strategies in post-conference, as we discussed patient cases on Day 1 of clinical. Then on Day 2, the students would deliver their practiced verbal and written patient education at the bedside with faculty supervision. We would follow these education sessions with a debrief, often including the patient, to give feedback.

Strategies (how findings inform your practice): We found that including patients in the feedback sessions was pivotal in finding gaps in the teaching process. The patients felt empowered and gave helpful feedback for the students and identified gaps in my teaching process.

Resource Needs (what you need to help students meet course/program outcome): A consistent resource for patient education (like Krames) as it can be difficult to find at some facilities.

CNA: PLO #4 Identify and apply legal and ethical principles related to the role of the nursing assistant and the rights of residents.

N100 (lecture): SLO 6 Discuss the role of the nursing assistant, the moral and legal aspects of providing care, and the rights of patients.

N101 (lab): SLO 6 Utilize knowledge of client's rights and moral and ethical aspects of the CNA role in the delivery of care.

Faculty Present (first and last names): Patti Hubbard, Amelia Taylor, Mollie Openshaw, Linda Cavaness

In Nursing 100-content of Module 1- Introduction to Roles & Responsibilities and Module 2- Patient's Rights cover this PLO and SLO 6. This outcome is assessed with class discussion when showing "Resident Rights" content- HIPPA, Abuse Video, going over state mandated post-test/test/quiz, acknowledgement forms. This is also assessed in Module 1 and Module 2 examination required for that content. Students are required to achieve a minimum of 75% or remediate module with workbook activities. In Nursing 101- PLO and SLO 6 are addressed with state orientation requirement at clinical site, and assessed with state guidelines require 1:1 instructor observation and multiple return demonstrations of skills listed under the Module 2: resident's rights section of the CDPH 276 A form.

Strategies (how findings inform your practice): For both PLO and SLOs- When instructors assess that students' needs more guidance on identifying and applying legal and ethical principles related to the role of the nursing assistant and the rights of residents, we spend more time as a class to ensure understanding. The instructor has multiple opportunities to observe and assess the student's performance of this PLO in the clinical setting and can provide 1:1 guidance and feedback.

Resource Needs (what you need to help students meet course/program outcome): For both PLO and SLOs- No Resources identified other than instructor observation and time with the student. Ensure they understand the PLO and SLOs expected of them. Incorporating additional resources, learning materials, videos, etc. to enforce content.

EVIDENCE
C1s: SLO Assessment NSG
2024 Spring

Department Learning Outcomes Discussion Summary

"We do not learn from experience... we learn from reflecting on experience."— John Dewey

Requirements

- To be completed by the Chair or faculty designee(s)
- Due by the end of the 8th week of the fall **AND** the spring semesters
- Email to SLO Coordinator

Purpose

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

Form Completed by: Laurie Bowles

Discipline area: Nursing

Courses & SLOs Assessed (find your SLOs)

See below.

Programs & PLOs Assessed (find your PLOs)

See below.

GELOs Assessed (more about GELOs). List those that apply

We have no GELO's in Nursing

ILOs Assessed (more about ILOs). Select those that apply

All of these apply.

- ❑ Think Critically
- ❑ Communicate Competently
- ❑ Engage Collaboratively
- ❑ Work Effectively

Looking Back

Please begin with a look back at summaries submitted in the prior two semesters, and provide here a brief follow-up on any actions taken, resources requested, resources received, etc.

Looking back, we realized that we needed to work together more within each semester so that the standards were similar among all the instructors. This PLO and SLO discussion allows us to have time together with FT faculty and PT faculty to make the learning more consistent for students in each semester. We also have been able to make a plan to reinforce specific skills teaching throughout the program since we have started seriously discussing our SLO's together by topic.

Next semester will with work more on consistency in evaluations throughout each program.

LVN 1st Semester: PLO #7 Demonstrate professional behaviors in the role of an LVN
N18 (skills lab): Describe principles and procedures for client personal hygiene, comfort and safety in the setting of a therapeutic environment, while observing patient rights.
N21: (clinical): Present a professional image.
Faculty Present: Liam Luden and John Beadle
Findings: We had each bed group demonstrate bed baths while maintaining 'client' privacy in skills lab. We returned to assess this in the clinical setting during hygiene time.
Strategies: We realized that personalizing the vulnerability of the patient during hygiene care allowed the students to understand the patient perspective. This drives a more empathetic, patient centered approach.
Resource Needs: Nothing at the moment, we are well taken care of in the skills lab.

RN – 1st semester: PLO #1 Adhere to standards of professional practice within legal, ethical and regulatory frameworks.
N56: Apply the standards of professional practice, including legal, ethical and regulatory framework to delivery of basic nursing care.
Faculty Present: Anna Dalby, Laurie Bowles, Maipang Lee, Susan Hight, Anne Ring, Erin White
Findings: Maintain HIPAA, through observation, role playing activities, students demonstrate professional behavior.
Strategies: Green cards have scope of practice. Clinical settings require confidentiality.
Resource Needs: Transportation to a BRN meeting so students can see the possible consequences of actions of a nurse.
RN – 2nd Semester: PLO #1 Adhere to standards of professional practice within legal, ethical and regulatory frameworks.
N66: Apply standards of professional practice in the clinical setting.
Faculty Present: Amy Evans, Kelley Skinner, Kelly Williamson, Arah Hensley, Vicki Bender, Roxanne Silva, Kristin Sinha.
Findings: The outcome was assessed with skills cards, clinical packets, and at skills fair.
Strategies: Students were observed during a med pass and a post conference discussion reinforced do's and don'ts.
Resource Needs: Equipment, student handbook, skills cards.

RN – 3rd Semester: PLO #1 Adhere to standards of professional practice within legal, ethical and regulatory frameworks.
N68 (clinical): Provide care within legal requirements and ethical guidelines consistent with professional standards of registered nursing practice consulting with other health professionals and advocating for clients when appropriate.
Faculty Present: Kelleen Galli, Victoria Grace, Adrianna Snelling, Krystal Molina, Brad Beecham.
Findings: Observations of med passes, clinical packets, and post conference discussions.
Strategies: Improved documentation, pass off between sections.
Resource Needs: Shared documents for communication

RN 4th Semester: PLO #1 Adhere to standards of professional practice within legal, ethical and regulatory frameworks.
N78 (clinical): F. Maintain accurate, effective, and therapeutic written, verbal, and nonverbal communications with clients, families, and members of the healthcare team, seeking guidance when appropriate.
Faculty Present: Kim Wheeler, Deana Ward, Lynda Gomes, Cortney McLeod, Amanda Carlile, Greta Holtkamp, Devin Guilliano, Josh Schultz.
Findings: HIPAA, medication administration, follow hospital policy and procedure.
Strategies: Maintaining patient privacy, keeping patients safe, standard of practice is not up for interpretation.
Resource Needs: Support, model the behavior, transparency with expectations.
Transition: PLO #1 Adhere to standards of professional practice within legal, ethical and regulatory frameworks.
N64 (Lecture): Demonstrate a complete RN level nursing assessment with correct documentation.
N65 (Lab): Apply dimensional analysis math computations as they apply to administration of medications.
Faculty Present: Jennifer Juhl-Darlington
Findings: Assess by mid-term questions, EPIC charting quiz questions and online assessments.
Strategies: Better documenting = better care.
Resource Needs: Nothing

CNA: PLO 2 Apply safety, cleanliness and infection control nursing measures.

N100 (lecture): Apply measures that allow for safety, cleanliness, and infection control.

N101 (lab): Apply measures for safety, cleanliness, and infection control in the long-term care setting.

Faculty Present: Patti Hubbard, Amelia Taylor, Linda Cavaness
Findings: Student observation of handwashing, gloves, PPE, body mechanics, use of equipment – lifts, etc, use of gait belts, transfers. All students met objective 75% or more of the time.
Strategies: No current changes, as our evaluation/assessments of PLO are working well, and students are meeting all SLO/PLO. We complete CDPH (California Department of public health) required skills/theory that reference this.
Resource Needs: We currently have plenty of resources in clinical. Students get lab bag with supplies to practice at home. We could use extra PPE gowns for classroom skills.

EVIDENCE
C1t: SLO Assessment NSG
2025 Spring

AT RN – 3rd semester: PLO: Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.

Faculty Present (first and last names): Kristin Sinha, Roxanne Silva, Michelle August, Addie Medina, Greta Holtkamp, Jennifer Stevens

N13 (AT Capstone) Apply effective communication, conflict resolution, change management, and leadership skills to promote collaborative interdisciplinary patient centered care.

Findings: Communication and leadership skills were assessed through interdisciplinary team simulations, real time patient care, and instructor evaluations. Students showed growth in teamwork and conflict resolution during high-stress scenarios.

Strategies: Implement debriefing sessions focused on conflict resolution strategies. Introduce role-playing activities to practice change management techniques.

Resource Needs: Guest speakers or workshops on conflict resolution and leadership.

N14 (AT Gerontology) Compare and contrast nursing roles in case management and continuity of care in community settings to promote client adaptation.

· Students were evaluated with an assignment on Case Management-they had to read an NCBI article and answer questions associated to the article.

· The findings informed my practice in that the students had a good understanding of case management, and the role case managers have in supporting clients out in the community.

· No additional resources needed.

N15 (Pharmacology) Identify the client's values, customs, and cultural habits that affect medication compliance.

· Students had to read an article discussing medication use among migrant workers and answer questions on specific barriers, disparities, and other culturally competent questions.

· The findings informed my practice that this is a good assignment as we have a large population of migrant workers in California, and it helped students understand road blocks that this culture may be experiencing as it relates to medication practices.

· No additional resources needed.

N16 (AT Adv Med/Surg) Evaluate nursing interventions and nursing techniques used in the care of clients with acute and chronic health conditions.

Findings:

· Effectiveness of nursing interventions assessed through clinical rotations and exam performance.

· Students were assessed on their ability to apply standard nursing techniques through clinical performance evaluations, with a focus on demonstrating consistency in evaluating the effectiveness of nursing interventions for clients with complex chronic conditions.

Strategies:

· Clinical evaluations and ongoing feedback.

· Theory integration, exams, and case studies used to evaluate level of understanding and clinical judgment processes for students.

Resource Needs:

· Continued education on up-to-date nursing practices.

N17 (clinical) Evaluate effectiveness of nursing interventions and short-term goals to apply appropriate modifications, based on assessment data, predetermined outcome criteria and ongoing client responses to the care delivered by the nurse.

Strategies:

· Student performance assessed through clinical evaluations, care plans, and clinical packets

· Use of clinical packets to effectively assess student ability to collect patient data to modify care plans but needed improvement in documenting rationale for changes based on client responses.

Strategies:

· Incorporate case study simulations to allow students to practice modifying care plans based on evolving scenarios.

· Provided structured feedback sessions on clinical documentation and decision-making.

Resource Needs: Use Shadow Health for simulation, Case Studies, and time provided 1:1 feedback to students regarding clinical

RN – 1st semester: PLO: Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.
Faculty Present (first and last names): Susan Hight, Anna Dalby, Maipang Lee, Laurie Bowles, and Cheryl Hogan.

N54 (Fundamentals): E. Discuss patient's values, cultural habits, and ethnicity and their effects on delivery of care. Students complete a small group cultural project that focuses on one cultural group in the area. Every group completed the assignment and answered questions based on each presentation. This informs practice in that they now have information for specific cultural care points for 12 different cultures. No additional resources needed.

N55 (MS): Identify factors such as genetics, developmental level, psychosocial, socioeconomic, sexuality, nutrition, and culture that affect client and familial support system's adaptation to acute, chronic, and terminal illness. Students complete a discussion post on nutrition, they have to assign a nursing diagnosis to meet the nutritional issue. The student then have to discuss how genetics and/or culture plays a part.
N56 (clinical): Apply the steps of the nursing process to delivery of care.

Asess – Perform physical assessment and fully integrate into the plan of care.

Diagnose – Teach ad utilize NANDA objectives in all plans of care.

Planning – Establish objectives with meaningful, measurable, and obtainable outcomes using SMART goals.

Implement – Enforce concept that plan is put into action and moving in a positive direction and implemented in a prioritized manner.

Evaluate – Recognize that plan of care is re-evaluated and updated based on patient assessment on defined intervals within care.

RN – 2nd Semester – PLO Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.

Faculty Present (first and last names): Diane Wagster Penne, Arah Hensley, Elyse Fontana, Kelley Skinner, Taylor Larson, Kelly Williamson.
Findings (how student learning outcome was assessed/results):
Strategies (how findings inform your practice

Resource Needs (what you need to help students meet course/program outcome):

N66 (clinical): Formulate teaching/learning plans in the clinical setting.
This is done through weekly evaluation of clinical packets where students have to complete 2 are plans related to the patient they cared for during that week.

It informs our practice by helping us determine improvements to our teaching style that will address student learning needs within the course itself.

No resources needed.

N60 (OB): Utilize critical decision making skills to discuss the health care for clients in maternal-newborn settings and with reproductive system disorders.

This is completed through a series of case studies that require students to make decisions about the care required for patients at various stages of reproductive system disorders.

This helps us evaluate where students are at in their understanding of critical decision making and discussion of client needs.

No additional resources needed.

N62 (med/surg): Describe nursing care based on assessment data and nursing diagnosis for clients with acute and chronic health care conditions.

This is done through assignments where students are given clinical signs and symptoms of diseases, recognizing clinical cues that allow them to create care and diagnosis based on information given.

This informs our practice in making sure we are teaching in a way that is relatable to our students understanding of chronic health care conditions.

N63 (Peds): Plan caring, developmentally appropriate interventions for clients in the pediatric setting.

This is done through quizzes and homework assignments directed at preparing care plans based on developmental levels.
This informs teaching practices by allowing us to evaluate a student's general understanding of care planning and appropriate interventions of the pediatric population.

No further resources are needed.

RN – 3rd Semester: PLO Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.

Faculty Present (first and last names):
Kelleen Galli, Joannie Berry, Becky Beecham

N68 (clinical): Develop, implement, and evaluate formal and informal teaching of clients, families, groups, and care providers to provide prevention, support, and promotion of adaptation of elderly/disabled.

Findings:
Through observation with patient and student interactions and in post conference discussions and in the clinical packets

Strategies:
this highlights the need to utilize the nursing process to create individual care plans

Resource Needs: PE instructors to allow for more opportunities for one-on-one interactions with students

N67 (med/surg): Apply formal and informal teaching methods for clients, familial support systems, health care teams, and communities in order to optimize care for clients with acute or chronic health care problems.

Findings: in class the students get in groups and take turns being the nurse educating a patient or a family member regarding a new or chronic diagnosis. Assessed understanding with EAQs and Exams and oral presentations and written discussions

Strategies: This has helped to better correlate theory to clinical

Resources needed: We utilize the textbooks, up to date has handouts for patients to reference as well.

N69 (gero): Utilize principles of healthy aging to promote adaptation in older adults.

Week 5 unit on healthy aging of elders. Online discussion (10 points) and quiz (10 points) on aging robustly (healthy aging).

RN 4th Semester: PLO: Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.

Faculty present: Jessica Rafalski, Kim Wheeler, Amanda Carlile, Stormy Shaffer, Nicole Navarro

N78 (clinical): Explore qualities that foster a therapeutic nurse-patient relationship and qualities that contribute to a non-therapeutic nursing interactive process

· Therapeutic nurse patient relationship – Validate patient, active listening skills, neutral/therapeutic language, inclusivity, using interpreter if needed, making a plan with pt and letting them participate in care and decision making, closing the loop, "Enloe's get to know me poster"-fill out and discuss with patient, promote centered patient care, finding common ground, ask if pt has anything else the RN can do for them before they leave the room, be kind, respectful, understanding and nonjudgmental or biased.

· Non therapeutic nurse patient relationship – Ignore patient in general, not meeting patient needs, biased, attitude with verbal and nonverbal, not closing the loop in communication, don't introduce yourself to patient, speaking over them or parenting them, interrupting patient, not reading the social climate or room, miscommunicating, pridefulness, angry, being aggressive, triggered easily and inappropriate, being unethical and cutting corners, myopic mindset.

Findings: Through clinical interactions with patient care.

Strategies: Be mindful with verbal and nonverbal communication. Always be therapeutic and be mindful of communication and ethical practices that could lead to a bias or miscommunication or pathological process.

Resource Needs: Having enough time to assess student communication skills, give student tools to communicate therapeutically, practice or demo positive and negative communication to distinguish for students and encourage healthy discussions of each scenario. Assess student's emotional regulation, mindfulness, and ability to evolve in their growth with therapeutic communication, etc.. Valuing why therapeutic communication is vitally important to safety, advocation, better outcomes, etc..

Transition (NSG 64/65) PLO Adapt care when providing nursing interventions to assist the clients in achieving desired outcomes.

Faculty Present: Jennifer Juhl Darlington

N64 (Lecture): Interpret nursing care/nursing process as it applies to diverse cultures.

Students explore the impact of implicit bias through researching one case study involving and identifying three impacts of implicit bias on marginalized populations.

N65 (Lab): Assess and apply the health care/nursing care needs of adult/elderly clients with specific medical-surgical issues covered in the first year of the ADN program.

Students take a test on the health care needs/nursing care needs of the elderly that is given to first semester students.

LVN 3rd Semester: PLO: Demonstrate competency in the performance of technical nursing skills based on knowledge of nursing principles.

Faculty Present: Liam Luden, Corney McLeod, Tanya Wortham, John Beadle

N41 (clinical) Assess, plan, implement, and record patient care.

Findings: Bedside discussions with students, post-conference case study analysis, reviewing packet and critical thinking processes.

Strategies: identify gaps in knowledge & nursing process and working to fill those gaps.

Resource Needs: More PE's and student support services. Long-term care focused clinical packet. More e-documentation.

CNA: PLO: Describe and provide safe and competent personal care and procedures to clients in a long-term care setting.

Faculty Present: Patti Hubbard, Linda Cavaness, Mollie Openshaw

N100 (lecture): Provide safe and competent personal care of patients in long-term care settings.

Findings: Student learning outcomes are assessed through quizzes, homework, demonstration in the clinical setting and return demonstration in lab.

Strategies: Lecture modules 1-17, return demonstration of all skills, measurement lab, homework and quizzes. We discuss how to use the care plan and care directive as a tool to provide basic needs to care for the residents in a safe and controlled manner. In modules

one through seventeen we discuss the importance of safety and adhering to policy and procedures.

Resource Needs:

N101 (lab): Provide safe and competent personal care of patients and nursing procedures in long-term care consistent with the role of the Nursing Assistant.

We do a full day of orientation to the facility with walking rounds and introduce them to the white board at the nurse's station for all new updates. We use the care plan and care directive as a tool to assure students are following resident safety. The care directive covers: Diagnosis, communication, Cognitive function, meals/fluid restriction/diet texture/thicken liquids, toileting, transfer status/weight bearing status, ambulation, bed mobility, devices, such as transfer poles, alarms, low bed, perimeter mattresses etc.. We discuss behaviors/interventions, activities, vital signs to include pain, hearing, vision, teeth, grooming, dressing, allergies and skin care.

EVIDENCE
C3a: SLO Committee Website

Contact:

Julie Jenks

SLO Coordinator

JenksJu@butte.edu

SLO Committee

SLO Committee Mission

To create processes that allow all academic programs at the college to conduct ongoing, systematic assessments of student learning outcomes that (1) focus on improving student success and (2) adhere to accreditation requirements. To promote institutional dialog in all areas of academic outcomes assessment including course-level, program-level, General Education, and institutional student learning outcomes.

Committee Members

- Julie Jenks: Chair
- Lia Deromedi (Fall 2022)
- Ted Cluver (Fall 2022)
- Laurel Hartley (Fall 2022)
- Andrea White (Fall 2022)
- Elizabeth Wannenmacher (Fall 2025)
- Shannamar Dewey (Spring 2025)
- Kelly Womack (Fall 2025)
- Monica Brown: Student Services Liaison (non-voting)
- Leo Salas: General Education Student Senator (non-voting)

Documents

- **SLO Committee Bylaws (http://www.butte.edu/departments/slo/documents/SLO%20Committee%20Bylwas%202022.pdf)**
- **Annual Report 2024 - 2025 (http://www.butte.edu/departments/slo/documents/Student%20Learning%20Outcomes%20Committee%20Annual%20Report%2024-25.pdf)**
- **Annual Report 2023 - 2024 (http://www.butte.edu/departments/slo/documents/Annual%20Report%2023-24.pdf)**
- **Annual Report 2022 - 2023 (http://www.butte.edu/departments/slo/documents/Annual%20Report%2022-23.pdf)**
- **Annual Report 2021 - 2022 (http://www.butte.edu/departments/slo/documents/Annual%20Report%2021-22.pdf)**
- **Annual Report 2020 - 2021 (http://www.butte.edu/departments/slo/documents/Annual%20Report%2020-21.pdf)**
- **Annual Report 2019-2020 (http://www.butte.edu/departments/slo/documents/Annual-Report-19-20.pdf)**
- **Annual Report 2018-2019 (http://www.butte.edu/departments/slo/documents/Annual%20Report%2018-19.pdf)**

Meetings for 2025 - 2026

The SLO Committee welcomes visitors. If you would like to join the SLO committee, please contact the SLO Coordinator, **Julie Jenks (mailto:jenksju@butte.edu)**

- Meetings are Tuesdays from 3:30 - 5:00 PM PT.
- We will aim for the first Tuesday of the month unless there is a conflict or holiday.
- Main Campus Location: *SCI 134*
- Chico Center Location: *CHC 134*
- Glenn Center: *if requested*

Meeting dates and agendas

Meeting dates are below:

- September 2
  - **9/2 agenda (http://www.butte.edu/departments/slo/documents/agendas-minutes/2025-09%20SLO%20Committee%20Agenda.pdf)**
  - **9/2 minutes (http://www.butte.edu/departments/slo/documents/agendas-minutes/2025-09%20SLO%20Committee%20Minutes.pdf)**
- October 7
  - **10/7 agenda (http://www.butte.edu/departments/slo/documents/agendas-minutes/2025-10%20SLO%20Committee%20Agenda.pdf)**
  - **10/7 minutes (http://www.butte.edu/departments/slo/documents/agendas-minutes/2025-10%20SLO%20Committee%20Minutes.pdf)**
- November 4
  - **11/4 agenda (http://www.butte.edu/departments/slo/documents/agendas-minutes/2025-11%20SLO%20Committee%20Agenda.pdf)**
- December 2
  - ~~12/2 agenda~~ (meeting canceled)
- February 3
- March 3
- April 7
- May 5

Previous Years (http://www.butte.edu/departments/slo/old_min.html)

Dialog Days documents

- Fall 2025: **Assessment Think Tank Resources (https://butteedu-my.sharepoint.com/:w:/g/personal/jenksju_butte_edu/EWurQ6RmnAVFtTFuCQfG-7YBS7UhC9Vdxip9CVsS_QdvJw?e=EC9g12)** , **Authentic Assessment workshop slides (https://butteedu-my.sharepoint.com/:p:/g/personal/jenksju_butte_edu/Ef_TXqvNw6RFprDN3FafzpABXu6m1rmgEKWNHV9kCKLfDA?e=72YOoJ)** (workshop based on the assessment chapter of the book **The Opposite of Cheating (https://www.theoppositeofcheating.com/)**).
- Spring 2024: We collaborated with the office of Institutional Research to compare **faculty reports of ILOs (https://drive.google.com/file/d/1JTEdLiJq1A5tUcycs4OrlKitP79A1Ryn/view?usp=sharing)** from the individual reflections with that from the **CCSSE results (https://drive.google.com/file/d/1S70330YqwNdxNbCEOwr1mQJeXID-5jEJ/view?usp=sharing)** .
- Fall 2023. We focused on equity considerations for writing and teaching to support student achievement of Learning Outcomes. These were true dialogs without presentations or records to encourage open sharing.
- Spring 2022: **Pivoting and Flexibility (https://docs.google.com/document/d/1Cnj_fAlkAv4XcVxQLqCMNJR05FEQ86D4Ksg4xw-mpSA/edit?usp=sharing)**
- Fall 2021 Institute Day: **GELO and cross-discipline discussions (https://docs.google.com/document/d/1WwRIz3mFd__0Use5Ka9GqAETSMQooXofll34QQXfn1s/edit?usp=sharing)**
- Fall 2021: **Connecting across disciplines and within GE Areas (http://www.butte.edu/departments/slo/Dialog%20Days%20Fall%202021.pdf)**
- Spring 2021: **ILOs (https://docs.google.com/document/d/1zQmC3V-G46Y0aQ06nQ0_oCdMCRrvbGoqwhQnHmM39pQ/edit#heading=h.jaffctexonnn)** (Senate Assembly)
- Spring 2021: **Assessment Barriers (https://jamboard.google.com/d/1qzv2J0mpwKjXL9rrbzh9p7CkDE-MYhD8oW_KXxuLDS4/viewer?f=0)**

- Fall 2020: **Flexible Assessment (https://drive.google.com/file/d/1KOwLeif6hAp6g-hNIHvM3_Cjwj_4n-Ez/view?usp=sharing)** and **Flexible Course Design (https://drive.google.com/file/d/1nVyTUm_adb7ud80KvWpV11yXIZI9Pgyj/view?usp=sharing)**
- Spring 2020: **Assessment Strategies (https://drive.google.com/file/d/15iOejJwNN_ttywG0qv8CiYUeldZA22Ml/view?usp=sharing)**
- Fall 2019: **Improving student achievement of outcomes (http://www.butte.edu/departments/slo/documents/Dialog%20days%20Fall%202019%20Report.pdf)**

EVIDENCE
C3b: Self Reflections Evaluations

Agreement between

The Butte-Glenn Community College District

and

The Butte College Education Association

July 1, 2024 – June 30, 2027

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ARTICLE I

AGREEMENT AND RECOGNITION

1.1 The articles and provisions contained herein constitute a bilateral and binding Agreement (which shall hereafter be referred to as "Agreement") by and between the Board of Trustees of the Butte-Glenn Community College District (which shall hereafter be referred to as "Board" or "District") and the Butte College Education Association, CTA/NEA, its agents or representatives (which shall hereafter be referred to as "Association" or “BCEA”), an employee organization.

1.2 This Agreement is entered into pursuant to The Rodda Act, Sections 3540 et seq. of the California Government Code (which shall hereafter be referred to as "Act").

1.3 The Governing Board of the Butte-Glenn Community College District, hereby recognizes the Butte College Education Association, CTA/NEA, as the sole and exclusive representative of those enumerated in the stipulated agreement, executed and attached hereto as Appendix "A1, A2 and A3".

1.4 The Board agrees not to negotiate with any other organization in matters upon which the Association is the exclusive representative, and agrees not to negotiate with any member of the unit individually during the duration of this Agreement on matters subject to negotiations.

1.5 The Association recognizes the Board as the duly-elected representatives of the people and agrees to negotiate only with the Board's representatives officially designated by the Board to act in its behalf. The Association further agrees that neither it nor any of its members or agents will attempt to negotiate privately or individually with the Board, any Board member, administrator or other person or persons not officially designated by the Board as its representative.

1.6 It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and over state law to the extent permitted by state law.

ARTICLE II

NON-DISCRIMINATION

2.1 The Board and Association agree to comply with all pertinent provisions of Title VII of the United States 1964 Civil Rights Act, and Title IX of the 1972 Education Amendments.

ARTICLE III

ASSOCIATION RIGHTS

3.1 Public Information - The Association shall be provided with materials and data that are available to the public. When materials are requested that are not readily available in the form requested, the Association shall pay for all staff time and supplies necessary to produce the materials, providing such materials can be produced subject to the time limitations of staff and work priorities.

3.2 Board Policies/Administrative Procedures - The District shall provide the Association with one (1) book of Board Policies and one (1) book of Administrative Procedures. During the term of this Agreement, the District shall provide copies to the Association of any changes, additions, alterations, or deletions to each document.

3.3 Board Minutes - The District shall furnish the Association with one (1) copy of all official Board minutes and one (1) copy of each Board agenda packet, excluding all confidential information or materials as defined by applicable law.

3.4 Requests for District Information – Per the provisions of Assembly Bill (AB) 119 (2017), sections 3555-3559 of the Government Code (GC), and the Public Records Act GC Section 6254.3 absent a waiver by BCEA, the District will:

a. provide BCEA 10 days' notice of every orientation session absent an urgent critical unforeseen need,

b. provide BCEA with access to new hires during any orientation session,

c. provide BCEA with contact information on new hires within 30 days of hire or the first pay period of the month after the employee is hired, whichever is later, and

d. also provide BCEA with a list of all employees' names and contact information contained in 3.4.2.d every 120 days.

3.4.1 District Notice to BCEA of New Hires. The District shall provide BCEA notice of any newly hired employee (full name, date of hire, and classification), within ten (10) days of date of hire, via an electronic mail.

3.4.2 Employee Information

a. "Newly hired employee" or "new hire" means any employee in the bargaining unit who is still employed as of the date of the new employee orientation. It also includes all employees who are or have been previously employed by the District and whose current position has placed them in the bargaining unit represented by BCEA. For those latter employees, for purposes of this article only, the "date of hire" is the date upon which the employee's employee status changed such that the employee was placed in the BCEA unit.

b. The District shall provide BCEA with contact information on the new hires. The information will be provided to BCEA electronically via a mutually agreeable secure FTP site or service within 30 days of hire or the first pay period of the month after the employee is hired, whichever is later. The required contact information is contained in section 3.4.2(d) below. This information shall be provided to BCEA regardless of whether the newly hired employee was previously employed by the District.

c. Periodic Update of Contact Information: The District shall provide BCEA with a list of all bargaining unit members' names and contact information on the last working day of September, January, and May. The information will be provided to BCEA electronically via a mutually agreeable secure FTP site or service. The required contact information is contained in section 3.4.2(d) below.

d. The contact information for new hires as outlined in section 3.4.2(b) and the bargaining unit member periodic update required under section 3.4.2(c) shall also include the following information on file with the District, with each field listed in its own column:

i. First Name;

ii. Middle initial;

iii. Last name;

iv. Suffix (e.g. Jr., III)

v. Job Title;

vi. Department;

vii. Primary worksite name;

viii. Work telephone number;

ix. Home Street address (incl. apartment #)*

x. City

xi. State

xii. ZIP Code (5 or 9 digits)

xiii. Home telephone number (10 digits);*

xiv. Personal cellular telephone number (10 digits);*

xv. Personal email address of the employee;*

xvi. Employee ID;

xvii. Hire date.

*Employees may opt out of disclosure of their complete home address, home telephone number, personal cellular telephone number, and personal email on file with the District by notifying District Human Resources in writing. However, the District may not encourage employees to make such requests. The employees must ask of their own accord without prompting by the District.

3.4.3 New Employee Orientation

a. "New employee orientation" means the onboarding process of a newly hired public employee, whether in person, online, or through other means or mediums, in which employees are advised of their employment status, rights, benefits, duties and responsibilities, or any other employment-related matters.

b. The District shall provide BCEA mandatory access to its new employee orientations. BCEA shall receive not less than ten (10) days' notice in advance of an orientation, except that a shorter notice may be provided in a specific instance where there is an urgent need critical to the District's operations that was not reasonably foreseeable.

c. The BCEA representative designated by the Chapter President will be provided the first fifteen (15) minutes to conduct the orientation with the new employee(s). This time will not be extended, including if the BCEA representative is late.

d. The orientation session shall be held on District property or conducted remotely during the workday of the employee(s), who shall be on paid time.

e. New Faculty Orientation Program

1. Pilot Program Implementation: The District will collaborate with Professional Development to develop and implement a year-long orientation program for all newly hired faculty employees. The purpose of this program is to further orient new faculty to the District's culture, expectations, and operational procedures beyond the initial orientation.

2. Program Schedule: The training will occur once a month, totaling eight (8) sessions within the academic year – four (4) sessions in the fall semester and four (4) sessions in the spring semester. Scheduled trainings shall take place on the first Friday of each month during the aforementioned periods. Each training session will last approximately three (3) hours.

3. Attendance Requirement: All newly hired faculty members are required to attend these training sessions. Exemptions will be granted by the Vice President of Instruction only to those faculty members who have scheduled class instruction during the orientation times.

4. Status of the Pilot Program: This agreement is understood to establish a pilot program. As such, it will be in effect for the 2024-2025 academic year as a trial period. The efficacy and outcomes of the pilot program will be reviewed upon its completion to determine its impact and inform any adjustments needed for future implementation.

5. Compensation: Participation in the training sessions shall be considered as Flex time for all newly hired faculty employees involved, which will be credited towards their required professional development hours as delineated by the Flex obligation policies.

3.5 Distribution of Materials - The Association may distribute organizational literature on District property, provided there is no interference with District business. No one shall be allowed to distribute materials in a manner which distracts employees while performing their duties. Duly authorized communications may be placed by the Association in mailboxes of unit members. Such communications must be dated and bear the Association's identification as the distributor.

3.6 Bulletin Board Usage- Duly authorized communications may be placed by the Association on the bulletin boards of the College. Such communications must be dated and bear Association identification as the distributor.

3.7 Equipment Usage - The Association shall secure prior approval from the Vice President of Administration or designee for the use of District equipment. The Association shall pay for its own supplies whenever the use of District equipment is approved. District requirements shall, at all times, have priority over that of the Association. Any materials produced shall be solely at the expense of the Association.

3.8 Telephone Usage - The Association shall not cause any long distance telephone calls or any other charges to be billed to the District.

3.9 Postage Machine - The Association shall not be granted the use of the District postage machine.

3.10 Use of Facilities - The Association and its members shall have the right to make reasonable and lawful use of available school buildings at reasonable times for meeting purposes subject to requirements of the Civic Center Act and applicable Board policies provided that such use, when applied for, shall be granted if no conflict exists and provided that such use which necessitates custodial overtime shall be compensated by the Association at the current overtime rate of pay. The Association agrees to leave school buildings in the condition found, free of damage or loss other than damage resulting from normal wear and tear.

3.11 Employee Organization Contact Procedures

3.11.1 The Association shall provide the Superintendent/President the name(s) of recognized employee organizational representative(s) authorized to discuss organizational matters with District employees. Each notification shall include a statement agreeing to comply with the terms of the contract.

3.11.2 The Association shall notify the Superintendent/President, or designee, whenever an authorized representative shall be on campus.

3.11.3 The Association representatives shall have access to unit members for Association business during the unit members' non-scheduled hours of instruction or service. In no event shall an Association representative or unit member interrupt or interfere in any way with normal work.

3.12 Organizational Security - The Board and the Association recognize the right of all employees to form, join and participate in lawful activities of employee organizations and the equal alternative right of employees to refuse to form, join or participate in employee organizations or the Association's activities.

3.13 Dues Deductions - The District will deduct from the pay of Association members and pay to the Association the normal and regular monthly Association membership dues as authorized, in writing, by the Association subject to the following conditions:

3.13.1 The District agrees to deduct dues in uniform amounts from all eligible Association members with the unit recognized and enumerated in Appendix "A2" subject to the following conditions:

A. The District shall not be obligated to put into effect any new, changed, or discontinued deduction unless the change is in the District payroll office prior to the tenth (10th) of the month;

B. Association members who have voluntarily authorized dues deductions shall, from year to year, continue to have dues deducted until discontinued in writing by the Association;

C. Dues shall be deducted from warrants for each month of the ten (10) month fiscal year;

D. The Association agrees to indemnify, defend or hold the District harmless against any claims made of any nature whatsoever, and against any claim or suit instituted against the District arising from its compliance with this article.

3.14 School Calendar - District agrees to negotiate on the calendar with Association in order to allow Association input prior to presentation to the Board for final decision.

3.15 Release Time - A maximum of four (4) authorized unit members of the Association Bargaining Committee shall be reassigned from their regular work duties, with pay, if negotiations meetings with management are scheduled during working hours of the unit members involved.

3.15.1 BCEA unit reassigned time of 1.2 FTEF will be divided among unit leaders at BCEA's discretion for the purposes of conducting union business, including negotiation meetings and grievance proceedings. BCEA will notify the respective Vice President(s) of the planned reassignments not later than June 30 for the following academic year.

3.16 Distribution of Contract - After the execution of this contract, the contract, along with all side letters and memorandums of understanding, shall be posted on the District's Human Resources website. Spiral bound, three-hole punched copies (40 copies) of the contract shall be provided to the Executive Board and the BCEA negotiating team within 30 days of Board of Trustee approval, the District will provide more copies on request.

3.17 Management Orientation - The District and the Association jointly shall conduct an orientation session, not to exceed two (2) hours, on this Agreement for all unit members.

ARTICLE IV

MANAGEMENT RIGHTS

4.1 The District, on its own behalf and on behalf of the residents thereof, hereby retains and reserves unto itself, without limitation, all powers, rights, authority, duties and responsibilities not specifically modified by terms and conditions of this Agreement and as provided by law.

ARTICLE V

PERSONNEL FILES

5.1 Personnel Files

5.1.1 The official personnel file of each unit member shall be maintained at the District Human Resources Office. No adverse action shall be taken against a unit member based upon written derogatory material which is not contained within the official personnel file, or otherwise made known to the unit member, unless otherwise permitted by law. All material placed in the file shall identify authorship, date of entry, and person placing material in file.

5.1.2 Unit members shall be provided a copy of derogatory written material before such material is placed within the official personnel file. The unit member may, within ten (10) working days after receiving the material, have attached a written response to the derogatory material for inclusion within the official personnel file. All material placed within the official file must have its inception during the same school year as it is placed in the official personnel file, in no case later than ten (10) days after the end of the fiscal year.

5.1.3 The unit member may, within the ten (10) working day period, during working hours, review, initial, date and return such copy through administrative channels to the central administration office.

5.1.4 A unit member or authorized representative shall have the right, without loss of pay during their regular working hours, and during the regular District office business day to examine all materials (except those items which were obtained prior to employment, prepared by identifiable examination committee members or obtained in connection with a promotional examination) contained within the official personnel file. Advance appointments for examination shall be required and scheduled with District representatives.

5.1.5 The Association agrees to indemnify and hold harmless the District from any and all claims, demands, suits or any other action arising from an authorized Association representative's examination of the file.

5.1.6 Official personnel files are considered confidential and are available for review only to those persons having a legal right or authorization to inspect. The District shall maintain a log, within each personnel file, indicating the persons who have examined the file and the date of such examination.

5.1.7 District shall have a representative present when any official personnel file is examined.

5.1.8 At the written request of the unit member, derogatory materials shall be sealed in the personnel file after remaining in the file for a period of two (2) years.

5.1.9 Day - A "day" for the purpose of this contract (except as defined elsewhere) is any day in which the central Administration office of the District is regularly open for business.

ARTICLE VI

EVALUATION

6.1 Introduction (Teaching and Student development Unit Members)

6.1.1 Butte College, in a commitment to excellence in education, opens all facets of the educational environment to periodic review and evaluation. The primary intent of this open assessment is to improve the learning environment for students.

6.1.2 Faculty members are at the heart of the instructional process. It is through their ideas and involvement that instructional programs are developed, delivered, and improved. Educational excellence at Butte College is therefore dependent upon the quality of the faculty and upon their continued improvement. The objective of faculty evaluation is to sustain and improve the high quality of the faculty.

6.1.3 Evaluations will be conducted in a spirit of constructive observation, mutual respect, and goodwill. Before the evaluation process begins, the evaluator shall make the following assumptions. The faculty member:

A. is a professional and will be treated with all the dignity implied in professionalism;

B. has the capacity to correct any deficiencies which might be recognized;

C. is committed to improving themselves as an ongoing process;

6.1.4 The purpose of the faculty evaluation process is to develop and sustain excellence in the performance of duties. Evaluation provides faculty members with official records of their professional service, encourages professional growth and development, and provides a means of recognizing excellent performance. Only if the evaluation process identifies significant inadequacies that do not yield to necessary improvements will evaluation data be used for personnel decisions including recommendations for staff transfer or termination.

6.1.5 The term "teaching" and "instructional" are used interchangeably and refer to those unit members whose primary responsibility is in the classroom. The term "student development" is used to refer to those unit members whose primary responsibility is other than the classroom (a job description other than Section 7.2.1). All unit members are considered "faculty" unless "faculty" is used in a section clearly referring to "teaching" or "student development" only. Classroom is defined as the environment, whether face-to-face or in a distance modality, in which instruction is delivered.

6.1.6 While a unit member is on the BCEA grievance committee, they cannot be a peer evaluator.

6.1.7 If an evaluatee feels their job is in jeopardy, they may have a BCEA representative from the grievance committee at any meeting or classroom/job site observation concerning evaluation. The BCEA representative shall be an observer only and will not participate directly or indirectly in the evaluation process, nor will their presence be mentioned in any documentation or discussion.

6.2 Guidelines (Teaching and Student Development Unit Members, Including Department Chairs and Coordinators)

6.2.1 Proper evaluation requires:

A. Clear faculty role expectations. A job description which delineates the areas of responsibility and duties is required for each faculty member.

B. A close communication network between the unit member and their evaluator or evaluators so that honest and meaningful information and perceptions can be exchanged;

C. A plan and procedures for improving a faculty member's skills and abilities when such needed improvement is recognized by either the unit member or the evaluator. Such improvement plans could include (but are not limited to) the taking of classes, workshops, conferences, voluntary therapy, reading assignments, lesson plan rewrites, classroom observations, peer assistance, etc.

D. A defined process for follow-up on specific improvement plans, activities, or assignments which will be conducted to measure and determine the accomplishment of needed improvements.

E. Written evaluations/improvements plans shall:

1. Be based on the unit member's job description, areas of responsibility and duties.

2. Include significant data regarding mitigating factors which may influence job performance.

3. Be in terms of observable or verifiable behavior or information.

4. Avoid evaluative conclusions which cannot be supported with verifiable and specific examples, information, or generally accepted criteria of good educational practices.

5. Be based only on job-related criteria and factors.

6. <u>Regular Evaluation</u>
Be available to the instructor for pick up from a regular classified department support employee a minimum of 1 working day prior to any meeting in which the written evaluation will be discussed. At evaluatee's sole discretion, they may request that the written evaluation be sent to their Butte College email, with the understanding that the email is sent at the evaluatee's sole risk. In the event that a unit member does not receive the written evaluation at least 1 working day before any meeting in which the above will be discussed, the unit member may request that the meeting be re-scheduled one time only.

7. <u>Performance Improvement Plan</u>
Be available to the instructor for pick up from a regular classified department support employee a minimum of 2 working days prior to any meeting in which a performance improvement plan will be discussed. In the event that a unit member does not receive the performance improvement plan at least 2 working days before any meeting in which the above will be discussed, the unit member may request that the meeting be re-scheduled one time only.

6.2.2 The faculty member will be given the widest possible latitude within the parameters of professional conduct so that academic freedom will be preserved.

A. The faculty member's performance appraisal shall NOT be predicated upon lawful, non-school related personal actions which have no impact on the unit member's job performance or effectiveness as an employee.

B. The faculty member shall not receive reprisals for exercising freedoms guaranteed by the Constitution of the United States.

6.3 Areas of Instructional Evaluation

6.3.1 Areas for faculty evaluation include:

A. Teaching and Instruction--Classroom Effectiveness.

1. Instructor plans for and is continually well prepared to teach.
2. Instructor provides organized and effective delivery of instruction.
3. Instructor communicates respectfully to students and encourages interaction.
4. Instruction is relevant to the course.
5. Instruction is consistent with the stated and approved outcomes of the course.
6. Instructor shows interest in the subject matter and student learning.
7. Instructor uses strategies designed to foster student engagement with the content.
8. Instructor uses standards of student evaluation that are clear, fair, and followed consistently.
9. Instructor requires and evaluates levels of student effort sufficient to develop mastery of the subject or skills in the course.
10. Instructor grades and returns student work, assignments and tests in a reasonable period of time.
11. Instructor makes effective use of teaching aids, instructional methods and materials required of students.(e.g., texts, manuals, etc.)
12. Instructor is an effective teacher.
13. For Distance Education instruction, satisfies course guidance tour items.

B. Preparation of Up-to-Date Instructional Methods and Materials.

1. Instructor prepares complete and timely course syllabi.
2. Instructor continually evaluates, updates and revises course content and instructional methods and materials.
3. Instructor coordinates course contents and instructional methods with other teachers in the program/discipline.

C. Instructor meets and assists students during office hours or by appointment or at other reasonable times.

D. Professional Growth (The following are examples of professional growth which may be included in the Self-Evaluation Form).

1. Classes taken.
2. Conferences attended.
3. Professional achievements.
4. Reading and course work taken.

5. Attendance at staff development functions.
6. Visitations to other educational institutions or appropriate businesses, agencies or organizations.
7. Other efforts to improve teaching and individual effectiveness.

E. Area and Department Responsibilities.

1. Instructor is knowledgeable about and abides by College, Area and Departmental policies, procedures.
2. Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork.
3. Instructor orders instructional materials, equipment and textbooks, with sufficient lead time.
4. Instructor assists chair in evaluating and revising course scheduling.
5. Instructor collaborates to determine equitable course assignments.
6. Instructor provides assistance to other full time, part time, and/or new instructors.
7. Instructor participates in departmental plans and activities with others.
8. Instructor helps develop departmental budgets.
9. Instructor monitors expenditures to keep within authorized budget spending appropriations.
10. Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies.
11. Instructor regularly attends assigned meetings.
12. Instructor is punctual to assigned meetings.
13. Instructor works collegially with faculty peers, classified staff and administration.
14. Instructor does their fair share of outside-of-class departmental duties and responsibilities, including contributing to unit plan and program review processes.
15. Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision, and/or expansion.

F. College-wide Service- Demonstrates a pattern of College-wide service including one or more of the following:

1. Serve on College committees.
2. Serves on College committees and project teams.
3. Serves as a sponsor to student clubs and organizations.
4. Participates in faculty/college governance.
5. Participates on special project teams or ad hoc committees.

G. DEIA Self-Reflection Statement

1. Each faculty member will prepare a Self-Reflection statement using the approved format as described in Appendix G2 V. This statement is intended to foster a conversation among colleagues that reflects on how faculty can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

6.4 Student Feedback for Instructors (Tenured and Non-Tenured) (SFFs)

6.4.1 The college requires that student feedback for instructors/courses be collected a minimum of once each academic year. Additional feedback may be collected if desired by instructor, administrator, or evaluation team. Student feedback is designed to capture the students' perceptions about a given instructor/course and to provide a method for student influence on

their educational process. The information shall be made available to the instructor and to relevant parties responsible for maintaining educational excellence.

6.4.2 General Procedures.

A. The Chief Instruction Officer shall be responsible for managing, conducting, coordinating and processing the Instructor/Course Student Feedback for full-time instructors.

B. The student feedback component shall be administered to a minimum of two classes per year; one chosen by the dean and the other (a different class) chosen by the evaluatee. Either may choose a course taught in a distance modality, if applicable.

C. Feedback for tenured faculty shall be collected between the 40-80% instruction point of the primary term. The faculty member will select the day(s) the feedback is to be collected.

Examples include (but are not limited to the following.):

6 week course	between 2nd-5th weeks
8 week course	between 3rd-6th weeks
10 week course	between 4th-8th weeks
12 week course	between 5th-10th weeks
17 week course	between 7th – 13th weeks

D. Instructors to be given feedback by their students in a given primary term shall be notified prior to the process taking place. The responsible administrator shall make all arrangements for the conduct of the student evaluation and so advise the instructor.

E. To allay student fears, student anonymity shall be protected throughout the student feedback process.

F. The feedback process may be administered in class by a volunteer student, instructional aide or (with instructor agreement) an administrator designated by the Chief Instruction Officer.

G. Great care shall be taken to see that students understand their role, take the process seriously, are provided adequate time and that student comments are actively solicited and encouraged as a major component of the students' feedback.

H. Only with the written permission of the evaluatee may the evaluation report be based upon information obtained by using videotape or other recording devices in the classroom.

6.4.3 The results of the student feedback shall be forwarded to the appropriate administrator for review and analysis.

6.4.4 The results of the student feedback (and the feedback forms or copies thereof) shall be made available to the full-time instructor only after all grades for the given primary term have been processed.

6.4.5 Students shall never suffer any retaliation for feedback or comments on the evaluation form, or for oral or written comments made to administrative evaluators or their designees.

6.4.6 Instructor/Course feedback by students are to be used as one source of evaluative information by evaluators in writing Formal Evaluations of Instructor Performance. Should need be, the original Instructor/Course Feedback forms, as well as the computerized summary, will be placed in the instructor's personnel file.

6.4.7 Instructor/Course feedback by students provide a mechanism by which administrators can identify, document and specifically commend instructors who are making significant, positive contributions to the education of students in their classrooms.

6.4.8 Negative student feedback (used when instructor is not scheduled for formal evaluation).

A. If the student feedback indicate a significant problem or point to a significant weakness in the instructional technique or approach employed by an instructor, the area dean shall make arrangements for a personal meeting with the instructor to discuss the results of the student feedback.

B. One of the outcomes of the meeting will be the creation of an improvement plan and/or the scheduling of a classroom observation by the area dean or administrator designated by the area dean. If a mutually agreed upon improvement plan is not developed within twenty (20) working days, an administratively developed improvement plan shall be used.

C. With the full knowledge of the instructor, it shall be the responsibility of the area dean to keep a record of the proceedings. The instructor shall be given every opportunity to improve and shall be provided with assistance as needed.

D. Should any negative aspects of the proceedings be judged important enough for entry into the instructor's personnel file, the instructor shall be notified and afforded the right to respond in writing should they so desire.

6.4.9 The area dean will review the status of the process with the Chief Instruction Officer and make them aware of the results of meetings, observations and the status of any Improvement Plan in progress or in the developmental stages.

6.4.10 Specialized student feedback forms (SFFs) currently exist for the fire academy, police academy, LEAD ESL, and science labs. Additional specialized SFFs may be developed by mutual agreement between the District and BCEA. Specialized SFFs for lab and online courses need to be officially approved.

6.5 Instructor Self-Evaluation (G2)

6.5.1 The faculty member will complete a Self-Evaluation form to be submitted to the area dean in conjunction with the preparation of the Formal Evaluation of Instructor Performance.

6.6 Evaluation of Tenured Instructor Performance (G3L (long form) and G3S (short form)

6.6.1 The Chief Instruction Officer shall be responsible for implementing and managing the process of instructor evaluations.

6.6.2 The formal Evaluation of Instructor Performance reports shall be written by the supervising deans of instruction or other administrators so designated by the Chief Instruction Officer.

A. Formal evaluation reports for regular full-time instructors must be submitted a minimum of at least once each three academic years, and at the option of the instructor, may be conducted during any term or session of instruction.

B. The Area Dean or designee will by default offer to use the Evaluation of Instructor Performance Short Form (Appendix G3S) so long as the instructor's previous formal evaluation and SFF feedback have been satisfactory. If either is unsatisfactory, the Evaluation of Instructor Performance Long Form (Appendix G3L) shall be used. The Dean or designee or the instructor may elect the Evaluation of Instructor Performance Long Form (Appendix G3L) be utilized at any time.

C. In addition to the Department Chairperson/Coordinator Input Form (G4) mentioned in subsection F, tenured instructors scheduled for formal evaluation may also choose the peer evaluation process outlined in 6.6.6. They will be given the opportunity to make that choice ten (10) working days prior to the pre-observation conference. If the peer evaluation process is selected, the selection process outlined in 6.6.6 A.1 will be used prior to the pre-observation conference. (Where no unit member department chairperson/coordinator exists, a BCEA designee will serve in the role of the department chairperson/coordinator for the purpose only of mutually agreeing on a faculty designee. Thereafter, the mutually agreed upon faculty designee will serve on the evaluation committee in the role of the department chairperson/coordinator.)

D. Formal evaluation reports, whether long form or short form, shall include evaluation and comments on teaching effectiveness, professional growth and currency, and area and departmental responsibilities.

E. The formal Evaluation of Instructor Performance reports, whether long form or short form, shall be based upon data obtained from student feedback, the self-evaluation, normal daily operational interactions, classroom observations, verifiable student comments and observations, peer evaluation, and input from department chairperson/coordinator. (Individual evaluation forms from classroom visits and other student feedback forms (SFFs) are not given to the instructor until final grades are posted whereupon the instructor may make further comments on the evaluation report covering that class.)

F. The Department Chairperson/Coordinator Input Form (G4) will be attached as a part of each evaluation and will be placed in the instructor's personnel file along with all other evaluation documentation. If the evaluatee is a chair/coordinator over their own department or program, the G4 does not apply.

G. The Evaluation of Instructor Performance reports, whether long form or short form, shall provide for narrative comments by both the evaluator and the instructor.

H. The evaluator and faculty member shall sign the Evaluation of Instructor Performance. The instructor signature indicates only that the instructor has read and understands the contents of the report.

I. The original copy of each Evaluation of Instructor Performance (and any related substantiating information) shall be forwarded to the Human Resources Office for inclusion in the instructor's personnel file. Copies of the Evaluation of Instructor Performance shall be provided to the instructor and to their immediate dean.

6.6.3 Classroom observations shall be performed by the appropriate supervising dean or other administrator, so designated by the Chief Instruction Officer. At least one classroom observation must be conducted before an Evaluation of Instructor Performance is prepared. Components of a classroom observation include a pre-observation, observation and data collection, a post-observation, and an Instructor Improvement Plan (if necessary).

A. A pre-observation is an informational meeting between evaluator(s) and the instructor which may include but is not limited to lesson plans, course syllabi, course and class goals, selection of standardized option for soliciting student input (G5) and objectives for the period of observation and data collection. If there is no improvement plan in place, and if the faculty member has chosen the Department Chair/Coordinator process, the pre-observation may be waived with the agreement of both the faculty member and the district. The pre-observation meeting may be conducted by phone or video chat.

B. The classroom observation and/or data collection component of a classroom observation is an active, systematic, and purposeful process which requires the observer to assess teacher-student interaction. Data collection includes evaluator soliciting student input using the standardized options.

C. Evaluators may ask questions to obtain clarification from evaluatee during and/or after the classroom observation.

D. Should the class mutually selected for observation be on-line or hybrid, then the observation will be a course tour. The Distance Education Evaluation will consist of these steps: a pre-observation meeting, a course tour and observation, a self-evaluation, chair and/or peer input, Student Feedback Forms (SFFs) for online instruction and a post-observation meeting. The G1 and G5 are not to be used in this process.

1. Course Tour and Observation
The faculty member will conduct a tour of the selected course for the Evaluation Team. The timing of the course tour and observation will follow section 6.4.2.c of the contract, and they will follow the process outlined in the G13. The tour will only take place outside the parameters of section 6.4.2.c for good reason and by mutual agreement. The course tour will be a pre-scheduled, hour-long session, which may be extended at the faculty member's request. The Evaluation Team will observe the course at this time and use the Online Course Tour Guidelines to prompt discussion. For probationary faculty, the G3L will be used. Tenured faculty have the option to use either the G3L or the G3S. The Online Course Tour Guidelines will be found on the HR website under evaluation forms.

6.6.4 The final written Evaluation of Instructor Performance, whether long form or short form, shall be composed of 1) performance evaluations based on the unit member's job description; 2) narrative comments on matters of substance by the evaluator(s) (including data from student evaluations, solicited student comments obtained during classroom observation, and information from Department Chair/Coordinator Input Form); and 3) teacher comments in response to the evaluation, if desired.

6.6.5 Post-Observation and Evaluation Summary Conference.

A. An Evaluation Summary Conference with the evaluatee shall be mutually scheduled by the evaluator(s) and evaluatee. However, if mutual agreement is not reached after 10 working days the evaluating administrator shall schedule the conference giving a 5

working day notice to evaluatee. The written evaluation report should be reviewed by the instructor before a discussion of the evaluation's contents. The discussion should focus on sustaining or improving instructional effectiveness. If the Short Form Process is utilized, this conference and discussion may take place by phone or video chat.

B. If the Evaluation of Instructor Performance Short Form is utilized, the Area Dean or designee can recommend continuing on a regular evaluation schedule or re-evaluating using the long form during the next Butte Community College teaching assignment. The latter option requires an Instructor Improvement Plan be completed and submitted with the short form.

C. Instructor Improvement Plans if necessary (see Appendix) are the logical product of Evaluation Summary Conferences. The instructor and the evaluator(s) should work cooperatively to identify areas of strength, which should be noted by evaluators and hopefully continued by the instructor. Also, ideally any high priority areas needing improvement or strengthening should be honestly discussed and improvement goals, objectives and methods jointly developed.

D. Improvement plans shall be in written form.

E. The written Evaluation of Instructor Performance, including any improvement plan will be provided to the BCEA grievance officer(s) via email on the same date the plan is provided to the evaluatee (prior to the post-observation meeting). No later than one business day after the post-observation meeting, the finalized evaluation documents, including any improvement plan, will be provided to the BCEA grievance officer(s) via email.

6.6.6 Optional Peer Evaluation for Tenured Faculty

A. Selection of peer evaluator.

1. A tenured peer evaluator (any faculty member who has completed a District and BCEA sponsored in-service training session specifically designed for peer evaluation—the evaluatee is encouraged to select a peer from within their department) will be selected by mutual agreement between the evaluatee and area dean or other administrator as designated. In those cases where mutual agreement cannot be reached, the evaluatee and appropriate administrator will each select three faculty names. Each will then cross off one name from the list leaving four names. The remaining names will then be placed in an appropriate container. The evaluatee will then draw from the container. The name drawn will be the peer evaluator. A faculty member if asked is obligated to participate in at least one peer evaluation every two years.
2. The area dean or other administrator as designated and peer evaluator will work as a team to perform the instructor evaluation.
3. The peer evaluator and area dean will follow the same procedures used for the formal evaluation outlined in 6.6.2 A-G, 6.6.3 A and B, 6.6.4 A-E and 6.6.5 A, B and C.
4. After the classroom observation the area dean (or other designated administrator) and peer evaluator will separately write the evaluation report.
5. The area dean (or other designated administrator) and peer evaluator will meet to compare their reports and by mutual agreement merge the two reports into one final document.

6. If mutual agreement cannot be reached, a second observation of a different class will be performed.
7. If no agreement is reached after the second observation, the Chief Instruction Officer will select another administrator and the instructor will select another peer and repeat the process.
8. If the new team fails to reach agreement the administrator will write the formal report and the peer will write a minority report that shall be attached to the final report.

6.6.7 Peer Evaluation for Probationary Faculty

A. The evaluatee is to be given copies of all documentation ten working days before it is sent to the Chief Instruction Officer. (Individual evaluation forms from classroom visits and other student evaluation forms (SFFs) are not given to the instructor until final grades are posted whereupon the instructor may make further comments on the evaluation report covering that class.)

B. The evaluation team shall consist of:

1. The appropriate area dean or other administrator as designated, appointed by the Chief Instruction Officer.
2. The department chairperson/coordinator or (if the chairperson/coordinator cannot serve on the team) a faculty designee selected by mutual agreement between the area dean and the chairperson/coordinator. If mutual agreement cannot be reached, use method outlined in 6.6.6 A.1. (Where no unit member department chairperson/coordinator exists, a BCEA designee will serve in the role of the department chairperson/coordinator for the purpose only of mutually agreeing on a faculty designee. Thereafter, the mutually agreed upon faculty designee will serve on the evaluation committee in the role of the department chairperson/coordinator.)
3. A tenured peer evaluator(s) (any tenured faculty member who has completed in-service training as specified in 6.6.7 B.5.—the evaluatee is encouraged to select a peer from within their department) chosen by the evaluatee. Eight hours of flex credit per primary term may be given if requested by peer evaluator.
4. In the event that the evaluation team or the evaluatee wishes to bring in a content expert, by mutual agreement between the area dean and the evaluatee they may select an individual from inside or outside the institution.
5. Any peer evaluator (including the chairperson/coordinator) shall have completed a District and BCEA sponsored in-service training session specifically designed for peer evaluation. The training for newly tenured faculty (or other faculty who have missed the training sessions) will be offered at the fall faculty institute as needed and at the spring faculty institute as needed. All tenured faculty must attend a required workshop to be trained at least once in their career. Flex credit will be available. A faculty member if asked is obligated to participate on at least one evaluation team every eight years (for a non-tenured faculty member).

6.6.8 Responsibilities and Timeline of the Evaluation

A. The chairperson of the evaluation team shall be the area dean or other administrator as designated.

B. A preliminary meeting with the probationary faculty member and all members of the team shall be held by the end of the sixth week of instruction of the first primary term of employment. At the initial meeting, called by the team chair, the following shall be covered.

1. Explanation of the evaluation process.
2. Establishment of the timeline for the completion of all components of the evaluation process.

C. The evaluation team will have the responsibility of administering the student evaluation. It will include:

1. Administering the student feedback component to a minimum of two classes, one chosen by the team and the other (a different class) chosen by the evaluatee. The evaluatee will choose the day(s) the student feedback will be collected. Within the timelines of 6.6.8 B.2 above, the student evaluation will be administered to different classes than those visited by the team. Either may choose a course taught in a distance modality if applicable.

6.6.9 All evaluation team members will serve until such time as the contract employee is granted tenure or is terminated.

A. If a replacement of the peer evaluator is required, the evaluatee will select another peer.

B. If a replacement of the chairperson/coordinator or faculty designee is required, another person will be selected by mutual agreement between the chairperson/coordinator and the dean.

C. If the evaluatee wishes to replace the chairperson/coordinator/faculty designee or peer evaluator due to personal or professional differences not related to the specific content of the evaluation, they may request the appointment of an alternate. Approval of the request will require mutual agreement between the BCEA grievance officer(s) and the appropriate vice president or their designee.

6.6.10 The formal Evaluation of Instructor Performance for non-tenured faculty shall follow the same procedures outlined in the BCEA contract for tenured faculty (pre-observation, observation, post-observation, written evaluation, and an instructor improvement plan if necessary). Exceptions are as follows:

A. A coordinator or chairperson in a related area will be chosen.

B. The Evaluation of Instructor Performance Long Form (G3L) must be used.

C. There will be a minimum of one evaluation per year by the evaluation team, with a minimum of one joint class visit by all team members. The class will be mutually agreed upon by the team and evaluatee. If agreement on which class is to be visited cannot be reached, there will be a minimum of one evaluation per primary term by the evaluation team, each with a minimum of one joint class visit by all team members. One class will be chosen by the team, the other will be chosen by the evaluatee. Each visitation date will be selected by mutual agreement among all concerned. Either the evaluatee or the team or the team may request further class visits. These must be different from the classes in which student feedback forms (SFFs) are being completed.

1. The evaluation shall be conducted during the first primary term of employment, and thereafter, a minimum of once a year during the instructor's probationary status.

D. In the event that one or more of the required components of a formal evaluation cannot be completed due to circumstances related to the unit member's employment, such as illness or absence, the Evaluation of Instructor Performance will be based on components that have been completed.

E. Each team member will submit his or her own written evaluation to the team chairperson. If consensus is possible, a single Evaluation of Instructor Performance by the team chairperson will be written. Otherwise, each team member will submit his or her own evaluation with one of the recommendations stated in 6.6.10 G. Each team member will review the final report(s) before it is sent to the appropriate vice president. (See G10.)

F. After the evaluatee discusses the evaluation documentation with the evaluation team, the team may revise the documentation and/or the evaluatee may submit a written response to be included in the documentation sent to the appropriate vice president. The documentation will be sent to the appropriate vice president no sooner than ten (10) days after th~~i~~s meeting.

G. Prior to the last day of the Fall primary term, the team shall jointly or separately submit all documentation (including their recommendation) to the appropriate vice president.

1. If a contract employee is working under his or her first contract, the team shall elect one of the following alternatives (E.C. 87608):

    a. Not enter into a contract for the following academic year.
    b. Enter into a one year contract for the following academic year.
    c. Employ the contract employee as a regular employee for all subsequent academic years.

2. If a contract employee is working under his or her second contract, the team shall elect one of the following alternatives (E.C. 87608.5):

    a. Not enter into a contract for the following academic year.
    b. Enter into a two year contract for the following two academic years.
    c. Employ the contract employee as a regular employee for all subsequent academic years.

3. If a contract employee is employed under his or her third consecutive contract entered into pursuant to Section 87608.5, the team shall elect one of the following alternatives:

    a. Employ the probationary employee as a tenured employee for all subsequent academic years.
    b. Not employ the probationary employee as a tenured employee.

6.7 Areas of Student Development Evaluation

6.7.1 Rating student development faculty should be based on the job description.

6.7.2 Areas of Evaluation.

A. Job specific.

1. Work attitudes.
2. Competency.
3. Initiative.
4. Attitude toward students.
5. Attitude toward staff.

B. Professional growth.

1. Course work taken.
2. Conferences attended.
3. Professional achievements.
4. Reading of professional material related to job.
5. Attendance at staff development functions.
6. Visitations to other educational institutions or appropriate businesses, agencies or organizations.
7. Other efforts to improve individual effectiveness.

C. College-wide service.

1. Demonstrates a pattern of service on College committees, projects and/or student organizations.
2. Participates in faculty/college governance.

D. DEIA Self-Reflection Statement

1. Each faculty member will prepare a Self-Reflection statement using the approved format as described in Appendix G12 V. This statement is intended to foster a conversation among colleagues that reflects on how faculty can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

6.8 Formal Evaluation of Student Development Faculty Performance

6.8.1 The Chief Instruction Officer or the Chief Student Services Officer shall be responsible for implementing and managing the process of evaluation.

6.8.2 The Formal Evaluation of Student Development Faculty Performance reports shall be written by the supervising or designated administrator.

A. Formal Evaluation of Student Development Faculty Performance reports for probationary faculty must be completed a minimum of once each academic year.

B. Formal Evaluation reports for regular full-time faculty must be submitted a minimum of at least once each three academic years.

C. Tenured student development unit members scheduled for formal evaluation shall be given the opportunity ten (10) working days prior to the pre-observation to choose either the peer evaluation process (6.6.6) or the department chair/coordinator input process (department chair/coordinator form acts as peer evaluation). If the peer evaluation process is selected, the selection process outlined in 6.6.6 A. 1 will be used prior to the pre-observation.

D. Formal Evaluation reports shall include evaluation and comments on job effectiveness, professional growth and currency, and area and departmental responsibilities.

E. The Formal Evaluation of Student Development Faculty Performance reports shall be based upon data obtained from normal daily operational interaction, job site visitations, peer evaluation, and input from department chairpersons and coordinators where appropriate.

F. The Coordinator Input form (G11) will be attached as a part of each evaluation and will be placed in the faculty member's personnel file along with all other evaluation documentation. In those cases where the regular faculty member selects the peer evaluation process, the department chair/coordinator input form will not be attached as part of the documentation.

G. The Formal Evaluation report shall provide for narrative comments by both the evaluator and by the faculty member.

H. The evaluator(s) and faculty member shall sign the Formal Evaluation of Student Development Faculty Performance reports. The faculty member signature indicates only that the faculty member has read and understands the contents of the report.

I. The original copy of each Formal Evaluation report (and any related substantiating information) shall be forwarded to the Department of Human Resources for inclusion in the faculty member's personnel file. Copies of the Formal Evaluation report shall be provided to the faculty member and to their immediate dean.

6.8.3 Job site visitations shall be performed by the appropriate supervising dean or other administrator, so designated by the Chief Instruction Officer or the Chief Student Services Officer. At least one job site visitation must be conducted before a Formal Evaluation of Student development Faculty performance report is prepared. Components of a job site visitation include a pre-observation, observation and data collection, a post-observation, and an improvement plan, if necessary.

A. A pre-observation is an informational meeting between evaluator(s) and the evaluatee which may include, but is not limited to, expected outcomes of the on-site visit by the evaluators and objectives for the period of time of the observation and data collection.

B. The job site observation and data collection component is an active, systematic, and purposeful process which requires the observer(s) to assess the evaluatee's effectiveness relative to their job description.

C. Evaluators are expected to ask questions and obtain clarification from evaluatee during (if appropriate) and immediately following the observations.

6.8.4 The final written Formal Evaluation of Student Development Faculty Performance shall be composed of three elements: 1) the Butte College Formal Evaluation of Student Development Faculty Performance form (G7), 2) narrative comments on matters of substance by evaluator, and 3) faculty member comments in response to the evaluation, if desired.

6.8.5 Post-Observation and Evaluation Summary Conference.

A. An evaluation summary conference with the evaluatee shall be mutually scheduled by the evaluator(s) and evaluatee. However, if mutual agreement is not reached after ten (10) working days the designated administrator shall schedule the conference giving five (5) working days' notice to the evaluatee. The written evaluation report should be reviewed by the faculty member before a discussion of the evaluation's contents. The discussion should focus on sustaining or improving effectiveness.

B. Faculty Member Improvement Plans, if necessary, are the logical product of the evaluation summary conference. The faculty member and the evaluator(s) should work cooperatively to identify areas of strength, which should be noted by administrators and hopefully continued by the faculty member. Ideally, any high priority areas needing improvement or strengthening should be honestly discussed and improvement goals, objectives and methods jointly developed.

C. Improvement plans shall be in written form.

D. Written improvement plans will be provided to the BCEA grievance officer(s).

6.9 Peer Evaluation for Tenured Student Development Faculty

6.9.1 When a student development faculty member selects the peer evaluation option, the following procedures are to be used.

A. Selection of Peer Evaluator.

1. A tenured peer evaluator (any faculty member who has completed a District and BCEA sponsored in-service training session specifically designed for peer evaluation) will be selected by mutual agreement between the evaluatee and appropriate dean or other appropriate administrator. In those cases where mutual agreement cannot be reached the evaluatee and appropriate administrator will each select three faculty names. Each will then cross off one name from the list leaving four names. The remaining names will then be placed in an appropriate container. The evaluatee will then draw from the container. The name drawn will be the peer evaluator. A faculty member if asked is obligated to participate in at least one peer evaluation every two years.
2. The dean or other administrator as designated and the peer evaluator will work as a team to perform the faculty evaluation.
3. The peer evaluator and appropriate administrator will follow the same procedures outlined in 6.8.
4. After the job site observation, the dean (or other administrator as designated) and peer evaluator will separately write the evaluation report.
5. The dean (or other administrator as designated) and peer evaluator will meet to compare their reports and by mutual agreement merge the two reports into one final document.
6. If mutual agreement cannot be reached, a second job site visit will be performed.

7. If no agreement is reached after the second observation, the Chief Instruction Officer or the Chief Student Services Officer will select another administrator and the instructor will select another peer and repeat the process.
8. If the new team fails to reach agreement, the administrator will write the formal report and the peer will write a minority report that shall be attached to the final report.

6.10 Peer Evaluation for Probationary Student Development Unit Members

6.10.1 The evaluation team will consist of:

A. The student services dean or administrative designee appointed by the vice president.

B. The director/coordinator when appropriate or (if no coordinator exists or the coordinator cannot serve on the team) a unit member designee selected by mutual agreement between the appropriate administrator and the evaluatee. If no mutual agreement is reached, use process outlined in 6.6.6.A.1.

C. A tenured peer evaluator(s) (any tenured faculty member who has completed in-service training as specified in 6.10.1 E.) chosen by the evaluatee.

D. In the event that the evaluation team or the evaluatee wishes to bring in a content expert, by mutual agreement between the appropriate administrator and the evaluatee they may select an individual from inside or outside the institution.

E. Any peer evaluator (including the director/coordinator) shall have completed a District and BCEA sponsored in-service training session specifically designed for peer evaluation. The training for current tenured faculty will be done during the first year of this contract at the fall (and spring, if needed) faculty institute. Thereafter, newly tenured faculty (or current faculty who missed the initial training sessions) must attend a required workshop to be trained. A faculty member if asked is obligated to participate on at least one evaluation team every eight years (for a non-tenured faculty member).

6.10.2 Responsibilities and Timeline of the Evaluation.

A. The chairperson of the evaluation team shall be the dean or appropriate administrative designee.

B. A preliminary meeting with the probationary faculty member and all members of the team will be held by the end of the fifth week of instruction of the first primary term of employment. At the initial meeting, called by the team chair, the following will be covered:

1. Explanation of the evaluation process.
2. Establishment of the timeline for the completion of all components of the evaluation process.

C. An evaluatee may, if they feel their job is in jeopardy, have a BCEA representative at any meeting or job site observation concerning evaluation. The BCEA representative shall be an observer only and will not participate directly in the evaluation process, nor will their presence be mentioned in any documentation or discussion.

6.10.3 All evaluation team members will serve until such time as the probationary faculty member is granted tenure or is terminated.

A. If the replacement of the peer evaluator is required, the evaluatee will select another peer.

B. If the replacement of the chairperson/coordinator or faculty designee is required, another person will be selected by mutual agreement between the chairperson/coordinator and the dean or appropriate administrator.

C. If the evaluatee wishes to replace the chairperson/coordinator/faculty designee or peer evaluator due to personal or professional differences not related to the specific content of the evaluation, they may request the appointment of an alternate. Approval of the request will require mutual agreement between the BCEA grievance officer(s) and the appropriate vice president or their designee.

6.10.4 The Formal Evaluation for Probationary Student Development faculty shall follow the same procedures outlined in 6.8 of the contract for tenured student development faculty (pre-observation, job site observation, post-observation, written evaluation, and an improvement plan, if necessary). Exceptions are as follows:

A. There will be a minimum of one evaluation per year by the evaluation team, with a minimum of one job site visit by all team members. The job site visit will be mutually agreed upon by the team and evaluatee. If agreement on which job site is to be observed cannot be reached, there will be a minimum of one evaluation per primary term by the evaluation team, each with a minimum of one joint observation by all team members. One job site visit will be chosen by the team, the other will be chosen by the evaluatee. Each observation date will be selected by mutual agreement among all concerned. Either the evaluatee or the team may request further observations. These must be different job site visits from other student feedback forms (SFFs).

1. The evaluation shall be conducted during the first primary term of employment, and thereafter, a minimum of once a year during the student development faculty's probationary status.

B. In the event that one or more of the required components of a formal evaluation cannot be completed due to circumstances related to the unit member's employment, such as illness or absence, the evaluation report will be based on components that have been completed.

C. Each team member will submit their own written evaluation to the team chairperson. If consensus is possible, a single evaluation by the team chairperson will be written. Otherwise, each time member will submit their evaluation with one of the recommendations stated in 6.6.10 D. Each team member will review the final report(s) before they send it to the appropriate vice president.

D. After the evaluatee discusses the evaluation documentation with the evaluation team, the team may revise the documentation and/or the evaluatee may submit a written response to be included in the documentation sent to the appropriate vice president. The documentation will be sent to the appropriate vice president no sooner than ten (10) days after this meeting.

E. Prior to of the last day of the Fall primary term the first, second and fourth year for a probationary faculty member, the team shall jointly or separately submit all documentation including a recommendation to the appropriate vice president.

1. If a faculty member is working under his or her first contract, the team shall elect one of the following alternatives:

   a. Not enter into a contract for the following academic year.
   b. Enter into a contract for the following academic year.
   c. Employ the faculty member as a regular tenured employee for all subsequent academic years.

2. If a faculty member is working under his or her second contract, the team shall elect one of the following alternatives:

   a. Not enter into a contract for the following academic year.
   b. Enter into a contract for the following two academic years.
   c. Employ the faculty member as a regular employee for all subsequent academic years.

3. If a faculty member is employed under his or her third consecutive contract team shall elect one of the following alternatives:

   a. Employ the probationary employee as a tenured employee for all subsequent academic years.
   b. Not employ the probationary employee as a tenured employee.

6.11 Temporary, full-time unit members

6.11.1 Temporary, full-time unit members will be evaluated by the same procedures as for tenure track unit members as described in this article and by the same overall timeline (for the first four years each primary term (Section 6.6.10.A) or once a year (Section 6.6.10.A.l) and thereafter at least once every three years (Section 6.6.2.A)).

6.11.2 For temporary, full-time unit members whose hiring date is not July 1, a workable timeline similar to Appendix G13 (with special consideration for the absence of chairs and peers in the summer) must be worked out between the District and BCEA 60 days after the date of hire.

6.12 Full-time unit members who participate in the evaluation of part-time faculty shall be held harmless by the District for their involvement in the evaluation process. Peer evaluators who primarily perform bargaining unit duties are not supervisory or management employees as a result of performing peer evaluation duties. Education Code 87610.1(e).

6.13 Department Chair/Coordinator Evaluation. Department chairs will be evaluated in the first and third year of their first term. If appointed to a second term, evaluations will be performed in the fifth year. Additional formal evaluations may be initiated by administration or requested by faculty based on significant administrative or faculty concerns regarding unit member's fulfillment of general scope of responsibilities of an instructional department chairperson. (Ref. Appendix E 7.2.10)

ARTICLE VII

WORKLOAD

7.1 The District shall have a WSCH/FTEF target of 530.

7.2 Duties and responsibilities for teaching and student development faculty members as listed below are included as Appendix E.

7.2.1 Full-time instructor
7.2.2 Counselors - 199 days
7.2.3 Learning Disabilities Specialist
7.2.4 Reference Librarian – 199 days
7.2.5 Learning Resource Specialist – 199 days
7.2.6 Chair for the Center for Academic Success – 199 days
7.2.7 EOPS Financial Aid Specialist/Counselor - 199 days
7.2.8 EOPS Counselor - 199 days
7.2.9 Chair of Counseling Services - 199 days
7.2.10 Instructional Department Chairs
7.2.11 Career Counselor - 199 days
7.2.12 Disabilities Specialist - 199 days
7.2.13 EOPS Coordinator - 199 days
7.2.14 Athletic Trainer -199 days
7.2.15 Professional Development Coordinator – 199 days
7.2.16 MESA Program Director – 199 days
7.2.17 Coordinator of Transfer Center - 199 days
7.2.18 Distance Learning Coordinator
7.2.19 Simulation Laboratory Coordinator- Nursing – 177 days
7.2.20 Head Football Coach
7.2.21 Articulation Officer – 199 days
7.2.22 Drama Productions Coordinator
7.2.23 Forensics Coach
7.2.24 Butte College Art Gallery Coordinator
7.2.25 Journalism Advisor
7.2.26 Agriculture Leadership Club Advisor

7.3 Loads

7.3.1 Teaching Loads

A. For purposes of calculating load:

1. One hour lecture equals l/30 of a regular load.
2. One hour activity equals 1/30 of a regular load.
3. One hour lab equals 1/38 of a regular load.

B. The appropriate dean or designee shall assign all of the classes (regular load, banked and extra pay) a unit member will teach for the year.

C. The dean or designee will select from the assigned classes to establish the unit member's regular load at between 96.5% and 103.5% per 7.3.1 A above, but also as close to 100% as possible. Only complete assignments can be used in this calculation.

"Assignments" is defined as a component of instruction (lecture, lab, etc.) assigned to unit member.

D. In the event that several arrangements of classes to be counted for regular load result in load calculations that are equidistant from 100%, the specific arrangement of class assignment to be taught for regular load will be determined by a coin toss.

E. In general, a unit member's load will be balanced between Fall and Spring term; however, the load assignments for each term are not required to be equal.

F. If the load calculation for that year exceeds 103.5%, and there is no arrangement of assigned classes that will result in a regular load assignment within the range defined in 7.3.1 C, then the units from a complete class from any term of that year can be divided so that sufficient units (lecture, activity or lab) can be added to the regular load to bring it as close to 100% (ties decided per 7.3.1D).

G. If a unit member's Spring schedule is not known at the time of their Fall Primary term assignment, then their regular Fall Primary term load will be assigned between 46.5% and 53.5% but also as close to this range as possible per 7.3.1A above. In this event, the assignment of classes, for the remaining terms of the year, will be made in accordance with 7.3.1C, 7.3.1D and 7.3.1F. Overload classes completed in the Fall term will not be included in the calculation of annual regular load per 7.3.1C.

H. A unit member will receive extra pay or banked load for each complete class assignment taught above their regular load. If an additional assignment keeps the unit member within the variance (as per section 7.3.1 D) that assignment will not be considered overload. A unit member's load will be considered set at census point. If approved to use load bank and there is no load bank assignment that will result in a regular assignment within the range defined in 7.3.1.C, then the load from a complete load banked assignment from any term can be divided so that sufficient units can be added to the regular load to bring it as close to 100% as possible.

I. Load Banking

1. All unit members, both teaching and student development, regardless of regular work duties, may bank classes they teach.

7.3.2 Special Loads

A. The following courses/programs will have annual load hours as follows:

EMS 111, 203	(48) hours
Fire Science 24 and above	(48) hours
Administration of Justice/ Law Enforcement (AJLE)	(48) hours
Nursing Assistant	(36) hours
LVN	(36) hours
ADN	(36) hours
Respiratory Therapy and EMS/Paramedic	(36) hours

B. Adult/Special Education and Occupational & Life Skills (OLS) Program Coordinator
The Adult/Special Education and Occupational & Life Skills (OLS) Program Coordinator operates 221 days during the calendar year. The assignment of this position is responsible for developing and maintaining curriculum for SPE and OLS departments - including scheduling of SPE and OLS courses, and assigning faculty for OLS courses. The coordinator also works closely with the community agencies to ensure instruction, training, and compliance with state and federal guidelines.

C. Except for the courses or programs listed in Sections 7.3.2.A or 7.3.2.B, the load for all classes is as stated in Section 7.3.1.

D. Any full-time faculty member who teaches an overload in these areas will be paid on the "full-time overload & non-instructional hourly salary schedule" for those hours above the maximum load. The formula pertaining to lecture, activity and lab does not apply.

7.3.3 Unit members who are assigned less than a full teaching load as shown in 7.3 shall first have prior approval of the Chief Instruction Officer.

7.3.4 For large classes that are not open-entry/open-exit, 65-95 students equals double load. Ninety-six or more students equals triple load. Count will be taken at the point of census to determine the number of students in a class for overload purposes. The extra load may be used as part of the regular load, banked, or extra pay.

Beginning with the fall 2023 semester, faculty will be able to add students over the published class cap without limit or administrative oversight with the implementation of the new Add Authorization process in Self Service. Faculty who add students over the published class cap and exceed an enrollment of 65 students or 95 students will not receive a double or triple load, respectively, for those sections without prior authorization from the area dean.

7.4 Instructional unit members will schedule a minimum of 250 minutes of office hours per week (a total equal to five 50-minute class periods).

"Office hours" will be designated as time an instructor is available for synchronous contact. This can include in person, email, phone contact, online video conferencing or other computerized remote interaction.

7.4.1 A scheduled office hour will be a minimum of twenty-five (25) minutes long. Where possible, and based on student demand, longer time periods should be scheduled.

7.4.2 The appropriate District administrator shall review unit members' office hour schedules, and where student needs require, may work with the unit member to make changes.

7.4.3 Instructional unit members will clearly communicate their scheduled office hours to their students and the appropriate District administrator within the first week of each semester or term.

7.4.4 Each instructional unit member will attempt to respond to students within twenty-four (24) hours (Monday through Friday).

7.5 Teaching loads may be divided among day classes and extended day (evening) and/or outreach classes to complete a teaching load as prescribed in 7.3. If possible such assignment shall not extend over more than a ten (10) hour time span unless requested by a unit member.

Classroom faculty responsibilities represent a 40-hour work week. Variations with faculty work weeks may occur with specialized programs. (See appendix E 7.2.1 Academic Job Descriptions, Full-time College Instructor).

7.6 Non-classroom staff responsibilities represent a forty-hour week.

7.7 Non-classroom staff assigned to classroom duties shall have two hours of time deducted from their schedule for each hour of instructional time.

7.7.1 Student development unit members may teach during the day with Vice President or designee approval and make up hours in accordance with a pre-approved plan.

7.8 Unit members may request a reduced teaching or work load with a proportionate reduction in salary for a one (1) year period or less.

7.8.1 All such requests shall be made in writing to the Chief Instruction Officer and the Superintendent/President prior to being reviewed and acted on by the Board.

7.9 199 day work year contract (eleven months).

7.9.1 Upon recommendation of the Superintendent/President and approval of the board of trustees, non-classroom unit members may have a work year of 199 days (eleven months).

7.10 221 day work year contract (twelve months).

7.10.1 Upon recommendation of the Superintendent/President and approval of the board of trustees, non-classroom unit members may have a work year of 221 days (twelve months).

7.11 The work year.

7.11.1 The work year for all unit members shall be one-hundred seventy-five (175) instructional days and a maximum of two (2) additional days for college institutes as designated by management, except for those non-classroom unit members as noted in section 7.2.

7.11.2 The board will annually adopt a calendar for the fiscal year.

7.11.3 The work week shall be Monday through Saturday.

7.11.4 The work day for members of the unit shall be defined as follows:

7:00 a.m. to 11:00 p.m. Monday through Thursday
7:00 a.m. to 8:00 p.m. Friday

If Saturday work is required to complete a unit member's teaching load, a unit member and management will consult prior to making a Saturday assignment (excluding those assignments provided under Appendix D, Additional Duties Compensation Schedule).

7.11.5 Except for the work year specified in Section 7.3.2 A, all unit members have a work year of 177 days.

A. During the District summer-hours period (determined under the provisions of the CSEA agreement), student development unit members, with the exception of the Athletic Trainer and counselors, will work a nine and one-half (9 ½) hour per day,

four (4) day week rather than a standard eight (8) hour per day, five (5) day week. The Athletic Trainer schedule, during the summer-hours period, will be determined by the Athletic Director. The counseling schedule, during the summer-hours period, will be determined by the Vice President of Student Services. This nine and one-half (9 ½) hour per day, four (4) day week will equal five (5) work days for workload purposes under the provisions of Article 7.2.

7.11.6 The workday for Allied health programs with clinical rotations at external health organizations shall be:

6:00 a.m. to 11:00 p.m. Monday through Thursday
6:00 a.m. to 8:00 p.m. Friday

7.12 Flexible Calendar Agreement

7.12.1 Instructional Faculty

The instructional calendar includes 175 days of instruction. Professional Development "Flex" days will be those designated each year in the Academic Calendar. Specifically, instructors shall have a six (6) hour scheduled commitment for each flex day (day in lieu of instruction). Required flex hours will be prorated based on reassignments and leaves.

All published Flex Activities are automatically approved for flex credit and do not require an "Individual Activity Contract". Faculty who wish to fulfill their flex requirement with a project of their own must submit an "Individual Activity Contract". Individual Activity Contracts submitted by instructors shall constitute contractual obligations as outlined in the unit contract. After reviewing each Individual Activity Contract to see that it is in accordance with Title V regulations, the appropriate administrator shall sign the Individual Activity Contract. In a situation where the proposed Individual Activity Contract is not approved by the appropriate administrator, a faculty member may, within ten days, appeal the decision in writing for review by the Faculty Flex Committee. The scope of review by the Faculty Flex Committee is limited to those materials previously presented to the appropriate administrator.

In the event the faculty member proposes an alternative Individual Activity Contract or presents new materials, those materials must be again presented to the appropriate administrator prior to seeking review by the Faculty Flex Committee. The Faculty Flex Committee shall review the proposed faculty Individual Activity Contract and shall make a recommendation to the Chief Instruction Officer. The decision of the Chief Instruction Officer is final.

Notwithstanding the right of the district not to release instructors from teaching or other assigned responsibilities if it is deemed in the best interest of the district, the Chief Instruction Officer will approve the Individual Activity Contract if it is in accordance with Title V regulations and district needs. The decision of the Chief Instruction Officer is final.

7.12.2 Student Development Faculty and other categories not considered as traditional instructional staff.

With their supervisor's approval, the above staff may attend scheduled Staff Development/flex activities. In a situation where such a request is not approved, the individual may appeal the decision in writing to the Chief Instruction Officer, whose decision in the matter is final. In a situation where an Individual Activities Contract is not approved, the procedure is the same as for classroom academic staff. The district reserves the right not to release staff if it is deemed in the best interest of the district.

7.12.3 Continuance of the flexible calendar.

The board of trustees retains the right to determine, after consultation with faculty and staff, whether to continue the flexible calendar format for subsequent academic years.

7.12.4 If a unit member does not accomplish all of his or her required flex hours, those hours paid and not worked will be deducted from the member's personal leave. Once personal leave has been exhausted, the balance of the hours paid and not worked will be deducted from the member's sick leave. Once sick leave has been exhausted, the balance of the hours paid and not worked will result in a one-time pay adjustment for that academic year. If a unit member does not accomplish all of the required flex hours, they will be ineligible to receive extra pay for completing overload flex hours the following academic year.

7.13 Summer Session - Unit members will be given consideration for summer session assignments.

7.14 Unit members are limited to one course per primary term or four contract hours as an extra assignment. Compensation shall be paid on the "full-time faculty overload and non-instructional hourly salary schedule (without equity enhancement)".

Should the unit member be currently placed on a Faculty Improvement Plan (Appendix G6), the member may not be eligible for extra assignments at the administrator's/designee discretion until the plan is concluded. Exceptions may be granted by the Chief Instructional Officer.

7.15 Department Chair

The Faculty Department Chair serves as the academic and administrative leader for the programs assigned to their department. In this role, the chair is responsible for fostering academic excellence, promoting student success, supporting and mentoring faculty, and ensuring the alignment of departmental activities with the college's strategic goals. The Department Chair works closely with the area dean, communicating department needs to the administration and administrative needs to the department faculty. Each department chair's scope of responsibility is outlined on the official organizational chart maintained by the Office of Instruction. The full job description for this position is contained in Appendix E 7.2.10 .

7.15.1 Work Year and Compensation

This is a 10-month (177 Day) or 11-month (199 Day) position with compensation as established in article 13 and appendix B. This position may require work during the winter and summer breaks at the district's sole discretion, up to a maximum of 50 hours compensated at the faculty member's hourly rate. By December 1 of each year, the Dean and Department Chair will meet to determine the number and schedule of hours of service required during the Winter Intersession. By May 1 of each year, the Dean and Department Chair will meet to determine the number and schedule of service hours required during the summer break. Compensation is outlined in Appendix B to this Collective Bargaining Agreement.

7.15.2 Terms of Service

Subject to satisfactory performance evaluations, chairpersons may serve for a three-year term with the option of renewing once with the approval of the designated Vice President. The designated Vice President may make an exception to these term limitations for a chairperson who is their department's sole full-time faculty member. Chairpersons may serve again after a break in service with the approval of the designated Vice President.

7.15.3 Eligibility

Eligible faculty include tenured faculty members in the department. If there are no interested tenured faculty members in the department, the position may be made available to tenure-track faculty in the department who are in their final probationary contract year or to tenured faculty outside of the department. Faculty planning sabbatical or leave during the proposed term are ineligible to serve as chair.

7.15.4 Determination of Vacancy

By October 31st of each year, the designated Vice President will communicate in writing to each chairperson who will not be reappointed for the next academic year, with a copy sent to the BCEA President.

7.15.5 Selection Process

The following selection process applies when a department chair position becomes vacant, and the district desires to fill it.

7.15.5.1 By November 1st, the designated Vice President will inform the department faculty of the department chair vacancy and request the nomination of one or more tenured faculty candidates from within the department.

7.15.5.2 The department will use its established nomination procedure to select one or more names to forward to the designated Vice President. A department's nomination procedure must be established before receiving notification of vacancy and may not be changed during the period between the vacancy notice and the appointment of a new chair. Nominations will be forwarded to the designated Vice President within ten (10) working days of receiving notification of vacancy.

7.15.5.3 If a department does not have an established nomination procedure when notification of vacancy is received, the chair selection process will commence with the designated Vice President soliciting letters of interest from faculty under the eligibility criteria described above and then proceed with the remaining steps described below.

7.15.5.4 The designated Vice President and supervising administrator will interview chair candidates, make a final appointment decision, and communicate the decision to the candidate(s), department faculty, and the BCEA President.

7.15.5.5 If a department's nominee is not appointed, the designated Vice President will provide a written rationale to the candidate and request an alternate nomination from the department within five (5) business days. If no alternate nomination is forthcoming, the chair position will be opened to other faculty under the eligibility criteria and letter-solicitation process described above.

7.15.5.6 If a new chair appointment is disputed by more than half of a department's tenured and tenure-track faculty, a review committee will be formed to include the designated Vice President, the area Dean or Director, and representatives of the department, both in support of and in opposition to the appointment. The Vice President will select up to two representatives in support and opposition. Every effort will be made to address concerns about the appointment decision and reach a consensus. If consensus is not reached, the Vice President will consider all

viewpoints and decide whether to forward the proposed chair to the President for final approval.

7.15.6 Evaluation

Chairpersons will be evaluated by the area supervising administrator in the first and third years of their first three-year term. If appointed to a subsequent three-year term, they will be re-evaluated in the middle year of that term.

7.15.6.1 Chairperson evaluations will include written peer feedback and direct observation of performance by the supervising administrator. Peer feedback will be solicited from all tenured, tenure-track, and associate faculty in the department and may, at the request of the evaluatee, include feedback from faculty outside of the department as appropriate to the position. Feedback will be solicited and collected by the supervising administrator. Peer feedback collected as part of this process will be anonymous and only provided to the evaluatee in summary form. The supervising administrator will use the Department Chair evaluation forms, which include:

- Performance ratings on the responsibilities contained in the job description
- Commendations for good work and excellence in the performance of duties
- Recommendations for continuous improvement and growth
- Support and professional development opportunities to facilitate growth
- Goals for the next evaluation period related to program, department, and institutional goals articulated in formal planning documents

7.15.6.2 Additional formal evaluations may be initiated by the area Dean/Director or requested by department faculty based on significant, documented administrative or faculty concerns regarding the chairperson's fulfillment of the position responsibilities (see Appendix E).

7.15.6.3 If significant administrative or faculty concerns persist regarding a chairperson's fulfillment of the position responsibilities, despite the support and professional development provided for growth, the designated Vice President will meet with the area Dean/Director and the chairperson to determine whether the chairperson will be removed.

7.15.7 Ongoing Review and Revision of Position, Duties, and Compensation

The designated Vice President will reevaluate the duties and compensation of every department chair position 1) whenever a department chair position becomes vacant, 2) when a three-year term concludes, and 3) when new, significant changes to the chairperson's workload emerge during a three-year term. The compensation for each department chair will be determined using the Chair Formula maintained by the Office of Instruction. The formula will be revised as needed in consultation between the district and the bargaining unit.

7.16 Additional Duty Assignments

Additional duty assignments in Appendix D other than coaching stipends shall follow this process to be appointed. Additional duties positions may serve for a three-year term with the option of renewing once with the approval of the Vice President. Exemptions for renewal can be made if there are no applicants for

the position. Faculty members can serve again after a break in service with the approval of the Chief Instruction Officer.

7.16.1 By April 15th of each year, the Vice President shall communicate in writing to each member hired under this agreement and BCEA who will not be reappointed for the next academic year.

7.16.2 When an additional duty position becomes vacant and the district desires to fill it, the following selection process applies.

7.16.2.1 Eligibility -Eligible faculty include full-time tenured faculty who meet the qualifications for the position. If there are no interested tenured faculty members, the position may be made available to tenure-track faculty in their final probationary contract no less than ten (10) working days after notifying BCEA.

7.16.2.2 Selection- When an additional duty stipend position becomes vacant, and the district desires to fill it, the appropriate educational administrator will solicit letters of interest. The Vice President and supervising administrator will interview all interested faculty. The Vice President will make the final appointment.

7.17 Overload

7.17.1 Full-time faculty will be represented by the Butte College Education Association (BCEA) when teaching overloads.

7.17.2 Full-time faculty have first right of refusal on all overload assignments.

7.17.3 Evaluation of regular load classes is sufficient for BCEA unit members. An overload class may be used in the evaluation process if mutually agreed upon between BCEA and the College.

7.17.4 Maximum overload is one course or four (4) contract hours per primary term. Exceptions may be granted by the Chief Instruction Officer (Section 7.14).

Should the unit member be currently placed on a Faculty Improvement Plan (Appendix G6), the member may not be eligible for extra assignments at the administrator's/designee discretion. Exceptions may be granted by the Chief Instructional Officer.

7.17.5 The BCEA grievance procedure will apply for regular load and overloads.

7.17.6 Flex hours will be required for BCEA unit members teaching an overload as specified for part-time faculty.

7.17.7 Courses taught in other terms may be used as regular load by mutual agreement between BCEA and the College.

7.17.8 When student development BCEA unit members are assigned an overload, they shall be paid on an hourly basis using the "full-time faculty overload and non-instructional hourly salary schedule (without equity enhancement)".

7.17.9 At such time as payment for office hours has no impact on part-timers, full-time unit members teaching overload will receive payment for office hours on the same basis as part-timers.

7.17.10 To determine seniority as a part-timer, retiring full-timers will have their past overload analyzed on the same basis as though they had been part-timers. PFA seniority rules will apply.

7.17.11 Full-time faculty will accrue one day per month of sick leave for June and/or July for an overload assignment of eight (8) hours or more worked outside their normal work year, (not to exceed a total of twelve days of sick leave per fiscal year). Sick leave accruals for summer overload assignments will be posted to the employee's regular sick leave plan after summer overload hours have been paid. This additional sick leave accrual will be granted only for summer month(s) in which contractual service is performed as indicated on the overload assignments. Other types of payments made outside of the normal work year (such as stipends) do not provide for any additional sick leave accrual.

7.18 Prioritization of Regular and Overload Teaching Assignments

The supervising administrator will prioritize and assign teaching loads in the following order. The Chief Instructional Officer may approve exceptions to this sequence as needed to address department scheduling needs:

- Regular teaching load for full-time faculty
- Overload teaching assignments for full-time faculty up to the maximum specified below
- Associate faculty with seniority
- Associate faculty without seniority
- Additional full-time faculty overload over one section

This sequence will apply to the initial assignment of teaching load by the supervising administrator and to subsequent courses added to the schedule after teaching loads are set at the fall primary term census date.

7.18.1 Full-time faculty are limited to a maximum of a one-section overload per primary term. The Chief Instructional Officer may approve exceptions to this limitation.

7.18.2 Faculty on a performance improvement plan or involved in disciplinary action when full-time teaching assignments are submitted to the Office of Instruction are not eligible for overload assignments, except at the discretion of the supervising administrator and with approval from the Chief Instructional Officer.

7.18.3 Faculty will be compensated for overload assignments as specified in Appendix B or elect to bank the hours in accordance with 7.3. Compensation for overload assignments will be on an hourly basis without the application of load hour equivalent calculations. The BCEA represents faculty for all overload assignments.

7.19 Noncredit Courses

Noncredit courses require fewer hours of preparation and assessment of student performance than credit courses. Accordingly, the state reimburses the cost of instruction for these courses at a lower level than traditional credit courses. Following these assumptions, full-time faculty teaching load and compensation for noncredit instruction will be tiered according to the following categories effective fall 2024.

7.19.1 Career Development and College Preparation

Noncredit courses in English as a Second Language (ESL), Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation are categorized as Career Development and College Preparation (CDCP) courses. They are eligible for "enhanced funding" under certain circumstances. CDCP courses typically require preparation and outside-of-class assessment and student feedback commensurate with credit courses. Eligible courses must be submitted to the Chancellor’s Office for approval as CDCP and designated eligible for enhanced funding.

Courses approved as CDCP by the Chancellor's Office will carry the same load hour equivalent as credit lecture or activity courses for all full-time faculty. When a CDCP course is assigned as part of an overload, faculty will be paid at the overload rate established in Appendix B of this agreement.

7.19.2. Stand-alone Noncredit Courses other than CDCP

All noncredit courses not classified as CDCP and scheduled as stand-alone sections not offered in conjunction with a credit course will carry no teaching load and will be compensated at the hourly noncredit rate established in the Part-time Faculty Association salary schedule.

7.19.3 Noncredit / Credit Mirrored Courses

When noncredit courses are developed to mirror credit courses and are scheduled concurrently with a credit section, where some of the enrollment is in the credit section and some in the noncredit section, the credit course will determine the teaching load. If these sections are assigned as overload, faculty will be paid at the overload rate. This compensation structure is only valid if all the following conditions apply:

- No more than 20% of the seats in the classroom are scheduled for noncredit students.
- The students enrolled in the noncredit version of the course are in the same classroom, at the same time, with the same instructor, and engaged in the same work as the credit students.
- The minimum enrollment requirements are based solely on the number of credit students enrolled in the section.

Noncredit courses designed to mirror credit courses but scheduled as stand-alone sections will be counted for teaching load or paid at the rate specified in either section 7.19.1 or 7.19.2, depending on the CDCP status of the course.

7.20 Short-term Duty Assignments

Short-term duty assignments are defined as work outside of a unit member's job description for which the district offers compensation in the form of a stipend and/or reassigned time from the unit member's regular duties. The scope, duration, and qualifications for each short-term duty will be outlined in the announcement for the position. These positions are distinct from Additional Duty positions for which there are job descriptions and compensation specified in the collective bargaining agreement.

7.20.1 Eligibility

Eligibility for short-term duty assignments will be defined by the District according to the scope and nature of the work.

7.20.2 Position Announcement and Compensation

The District will provide a written scope of duties document outlining the major responsibilities of the position, compensation, and length of service. Stipend and compensation other than reassigned time will be based on the negotiated ancillary rates for non-classroom responsibilities. Reassigned time is based on a 40-hour work week.

7.20.3 Selection Process

The appropriate vice president or designee will advertise an open short-term duty assignment to all eligible faculty and solicit letters of interest. The supervising administrator and appropriate vice president or designee will conduct interviews of candidates and make a final selection. The final selection will be communicated by the supervising administrator to the eligible faculty.

7.20.4 Evaluation

Faculty selected for short-term duty assignments that last more than one year will be evaluated at the end of their first year and third year of service utilizing the Short-term Duty Assignment evaluation form. Assignments lasting less than one year do not require a formal evaluation. The evaluation may include commendations for accomplishment of goals, recommendations for continuous quality improvement, and performance goals for subsequent years. Additional evaluations may be performed if the District is concerned about the performance of the incumbent. The District reserves the right to remove an incumbent if they are placed on a performance improvement plan as part of their regular assignment, or if recommended in the short-term assignment evaluation.

7.20.5 Duration of Service

The term of service for each short-term duty assignment, including the maximum term of service, will be determined by the District and included in the position announcement. Faculty may serve two consecutive three-year terms and are eligible for short-term consecutive terms with the approval of the Chief Instructional Officer.

ARTICLE VIII

SAFETY

8.1 District Compliance - The district shall conform to and comply with all health, safety, and sanitation requirements imposed by state or federal law or regulations adopted under state or federal law.

8.2 Safety Committee - Two (2) unit members shall be appointed by the association to the district Safety Committee which reviews health, safety, sanitation and working conditions to insure compliance with section 8.1 of this article. The committee shall make recommendations to the Vice President of Administration concerning improvements in health, safety, sanitation and working conditions.

8.3 Released Time - The bargaining unit members on the committee shall be allowed reasonable released time to carry out obligations under section 8.2 of this article assigned by the safety committee.

8.4 No Discrimination - No unit member shall be in any way discriminated against as a result of reporting any condition believed to be a violation of section 8.1 of this article.

ARTICLE IX

TRANSFER

9.1 Voluntary Transfer - A notice of open positions within the unit shall be circulated and posted on appropriate bulletin boards. Unit members have the right to request transfer to any open positions for which they are qualified.

9.2 Administrative Transfer - Where due to changing student preferences or administrative requirements it becomes necessary to transfer unit members, such transfers shall be made only after consultation between the member and the supervisor.

9.3 Transfers shall be considered on the following non-ordered criteria:

9.3.1 The qualifications and competency of the unit member to perform the required services.

9.3.2 The length of service in the district.

ARTICLE X

GRIEVANCES

10.1 Purpose - To provide an orderly procedure for reviewing and resolving grievances promptly.

10.2 Definitions

10.2.1 Grievance - Any complaint by a grievant that the grievant has been adversely affected by an alleged violation of a specific provision of this agreement. "Grievance" as defined in this agreement shall be brought only through this grievance procedure.

A grievance shall not include and this grievance procedure shall not apply to any of the following:

A. Any matter upon which the district is without authority to act;

B. Any alleged violation of law that does not also state a violation of a specific provision of this agreement;

C. The evaluation of members of the unit, except for alleged violations of procedural matters;

D. Any discharge, dismissal or layoff of a member of the unit;

E. Any attempt to alter or change this agreement;

F. An appeal of any board decision if such decision is a result of a state or federal regulatory commission or agency rule or decision, or state or federal law or court decision;

G. Any other matter not included in the definition stated in section 10.2.1.

10.2.2 Grievant - Any member of the bargaining unit covered by the terms of this agreement.

10.2.3 Day - a "day" (for purposes of this grievance article) is any day in which the central administration office of the district is regularly open for business.

10.2.4 Immediate Supervisor - The immediate supervisor is the first district designated supervisor or manager not within the same bargaining unit who has immediate jurisdiction over the grievant.

10.3 Time Limits.

10.3.1 Grievants who fail to comply with the established time limits of any step shall forfeit all rights to further application of this Grievance Procedure.

10.3.2 District failure to respond within established time limits at any step entitles the grievant to proceed to the next step.

10.3.3 Time is of the essence in all processing of grievances.

10.3.4 Time limits and steps may be waived by mutual written consent of the parties.

10.4 Other Provisions.

10.4.1 Member Legal Rights - Nothing contained herein shall deny to any unit member their legal rights under state or federal constitution and laws. No probationary unit member may use this grievance procedure in any way to appeal discharge or a decision by the board not to renew their contract of employment. No unit member shall use this grievance procedure to appeal any board decision if such decision is a result of a state or federal regulatory commission or agency, state or federal law decision.

10.4.2 The grievant may be represented by a designee of the association at any step of this procedure above Level I.

10.4.3 Grievance Processing Limits - Any grievance or alleged grievance which occurred or is alleged to have occurred and which the unit member knew or could reasonably be expected to have known more than fifteen (15) days prior to notification at Level I with the immediate supervisor shall not be processed by the district.

10.4.4 The chairperson of the association grievance committee and/or the grievant shall be released from their regular work duties, with pay, if grievance resolution meetings are scheduled by the parties during the working hours of the chairperson or grievant involved.

10.5 Procedural Steps.

Level I

10.5.1 Within fifteen (15) days of the time a unit member knew or could reasonably be expected to have known of the occurrence of an alleged grievance, the unit member shall discuss with the immediate supervisor or designee the alleged grievance.

10.5.2 If a satisfactory resolution is not reached within five (5) days of the discussion, the grievant shall present, within five (5) days thereafter, on the "Statement of Grievance Form" (Appendix F), the grievance in writing to the immediate supervisor or designee and simultaneously to the association grievance committee.

10.5.3 The immediate supervisor or designee shall communicate the decision to the unit member in writing within five (5) days after receiving the grievance.

Level II

10.5.4 In the event the grievant is not satisfied with the decision at Level I, the decision may be appealed on the appropriate approved form to the next higher designated supervisor, manager or designee, within five (5) days.

10.5.5 In order to be processed or considered, the appeal shall include copies of the original grievance and decision rendered, and the reason for the appeal.

10.5.6 The next higher designated supervisor, manager, or designee shall communicate the decision to the grievant in writing within ten (10) days of receiving the appeal. Either the grievant or the next higher designated supervisor, manager or designee may request a personal conference within the above time limits. Any meeting shall be by mutual agreement.

Level III

10.5.7 If the grievant is not satisfied with the decision at Level II, they may appeal the decision in writing within five (5) days to the next higher designated supervisor, manager or designee.

10.5.8 The appeal shall include a copy of the original grievance and appeal with the decisions rendered, and, the reasons of the appeal.

10.5.9 The next higher designated supervisor, manager or designee shall communicate the decision in writing to the grievant within ten (10) days. Either the grievant or the next higher designated supervisor, manager or designee may request a personal conference within the above time limits. Any such meeting shall be by mutual agreement.

Level IV

10.5.10 If the grievant is not satisfied with the decision at Level III, they may appeal the decision in writing within five (5) days to the next higher designated supervisor, manager or designee, when appropriate levels exist. The Superintendent/President will be the last level of appeal before third party intervention is considered.

10.5.11 The appeal shall include a copy of the original grievance and appeal with the decisions rendered, and the reasons of the appeal.

10.5.12 The next higher designated supervisor, manager or designee shall communicate the decision in writing to the grievant within ten (10) days. Either the grievant or the next higher designated supervisor, manager or designee may request a personal conference within the above time limits. Any such meeting shall be by mutual agreement.

10.6 Advisory Third Party Intervention.

10.6.1 If a grievance is not resolved in Levels I, II, III, or IV, the Association may request, in writing, a hearing before an arbitrator. The request shall be filed in the Human Resources Office within fifteen (15) working days after the written decision of the Superintendent/President.

10.6.2 Within five (5) working days after receipt of a request for arbitration, the Vice President of Administration shall request the State Mediation and Conciliation Services (SMCS) to supply a list of five (5) arbitrators. The arbitrator shall be chosen by allowing each party, in turn, to strike out one (1) name until only one (1) name remains. The determination of the party to strike first shall be by lot.

10.6.3 The district and the association shall share equally in the payment for the services and expenses of the arbitrator.

10.6.4 A qualified stenographic reporter shall be employed to record verbatim the entire hearing. If either party desires a transcript, that party shall pay the cost of the transcript, and if both parties request transcripts, they shall share the cost.

10.6.5 Powers and limitations of the arbitrator shall be as follows:

A. The functions of the arbitrator shall be:

1. to hold a hearing concerning the grievance;
2. to render an advisory decision, if possible, within twenty (20) working days after the closing of the hearing and, in any event, as soon as possible.

B. The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this agreement but shall determine only whether or not there has been a violation, misinterpretation, or misapplication of this agreement as alleged by the grievant or grievants.

C. The arbitrator shall determine disputed interpretation of terms actually found in the agreement or determine disputed facts upon which the application of the agreement depends. The arbitrator may not decide any issue not submitted and may not interpret or apply the agreement so as to change what can fairly be said to have been the intent of the parties as determined by generally accepted rules of contract construction. The arbitrator shall not render any decision or award merely because in the arbitrator's opinion such decision or award is fair and equitable.

D. The decision of the arbitrator shall be based solely upon the evidence and arguments presented by the parties in the presence of each other and upon arguments presented in briefs.

E. The arbitrator shall have no power to render an award in any grievance arising before or after the effective dates of this agreement.

10.7 Appeal to the Board of Trustees.

10.7.1 If the advisory decision of the arbitrator is not appealed by either party, the arbitrator's decision shall be considered to be full and complete resolution of the grievance and implemented in accordance with its terms. Either the grievant or the district may appeal the advisory decision of the arbitrator to the district's board of trustees within ten (10) working days of such advisory decision. If the board of trustees does not act on the appeal within twenty (20) working days, the advisory decision of the arbitrator shall be considered the full and complete resolution of the grievance and implemented in accordance with its terms. The decision of the board of trustees will be final.

10.8 General Provisions.

10.8.1 Designations of representatives will be in writing. Such designations shall be entered on the grievance form.

10.8.2 No party may be required to discuss any grievance if his or her representative is not present.

10.8.3 The time allowances set forth in this grievance procedure may be extended by mutual written agreement of the grievant or the grievant's representative and the district.

10.8.4 Any grievance not appealed to the next step of the procedure within the prescribed time limits shall be considered settled on the basis of the answer given at the preceding step.

10.8.5 If the district does not render a written response within the limits set forth at any step of the proceedings, the grievant may advance to the next step.

10.8.6 No reprisal of any kind will be taken by or against any participant in the grievance procedure by reason of such participation.

10.8.7 Wherever under this grievance procedure documents are required to be served or filed on one party by another, they shall be accompanied by a "Proof of Service" which shall include a

statement by the party or the party's agent that the document was personally delivered, was deposited in the United States mail with first class postage properly affixed, or was deposited in the school mail, and the date on which said action was taken. The "Proof of Service" shall either be in the form of an affidavit or a declaration made under penalty of perjury. Forms for "Proof of Service" shall be provided by the district and made available by the association.

10.8.8 If the representative of the grievant is a member of the bargaining unit, the district shall permit a reasonable amount of released time for the representative for the purpose of processing the grievance regardless of the outcome of the grievance.

10.8.9 The evaluation of members of the unit, except for alleged violation of procedural matters shall not be subject to the grievance procedure.

ARTICLE XI

LEAVES OF ABSENCE

11.1 Leave Guidelines

11.1.1 Paid leaves will not constitute a break in service. Unpaid leaves will constitute a break in service.

11.1.2 Unless the unit member serves for at least seventy-five percent (75%) of a year, no increment will be given (except for banked leaves and leaves with benefits). When a leave is not for a full year, primary terms in which a faculty member has taught full-time accumulate with two (2) such primary terms equaling one (1) year for the purpose of an increment of the salary schedule. However, the increment will only be granted for the next school year. No increments are given in the middle of a school year when only one primary term has been completed.

11.1.3 The Board may in any one primary term grant no more than 5% of the total number of full-time academic unit members an unpaid leave with or without paid fringe benefits.

Any unit member who is on paid leave shall continue to earn all unit member leave benefits to which entitled if employed full time. A unit member who is on unpaid leave shall retain all accumulated leave benefits but shall not accrue any additional leave benefits during such periods of absence.

An Absence Report Form must be filled out for all leaves as specified under Article 11 excluding sabbaticals, reduced workloads, and job-sharing.

The following leaves are considered paid leaves:

- Sick leave
- Personal Emergency leave (from sick leave)
- Personal leave (from sick leave)

11.1.4 Campus Closures. In the event of a non-emergency campus closure, for example a power shutoff when the physical campus is closed but the college is still open for instruction, all faculty will be responsible for continuing instruction and/or service to students via a remote modality. Faculty must communicate with their students, provide alternative class assignments, and otherwise maintain their usual, contracted work activities. Faculty who cancel classes or are otherwise unavailable during a non-emergency campus closure, must follow the sick leave and personal leave policies and procedures contained in this agreement.

11.2 Sick Leave

11.2.1 Each ten (10) month full-time unit member shall be granted ten (10) days of sick leave per school year.

Each eleven (11) month full-time unit member shall be granted eleven (11) days of sick leave per school year.

Each twelve (12) month full-time unit member shall be granted twelve (12) days of sick leave per school year.

All sick leave shall be accumulated from year to year without limit.

11.2.2 When the unit member has made application for retirement, the district shall certify to the applicable retirement systems (CalSTRS/CalPERS) the number of days of accumulated and unused leave of absence for illness or injury to which the unit member is entitled on their final day of employment.

11.2.3 Credit for sick leave of absence need not be accrued prior to taking sick leave by the unit member, and such leave may be taken at any time during the fiscal year, not to exceed the balance of the unit member's sick leave entitlement through June 30 of that fiscal year.

11.2.4 When a unit member has exhausted their sick leave benefits and is absent from work because of illness or accident for a period of five (5) school months or less, whether or not the absence arises out of or in the course of the employment of the unit member, the unit member shall receive fifty percent (50%) of their regular salary during the period of such absence up to a maximum of five (5) school months.

11.2.5 Sick leave credit received by transfer from the previous employer of a new unit member shall be accepted pursuant to the provisions and limitations provided in the Education Code. It shall be the responsibility of the unit member to notify the Human Resources office, in writing, of the name and address of the district by whom they was last employed and request credit for the accumulated leave of absence for illness or injury to which they is, or was, entitled at the time of separation.

11.2.6 All sick leave rights or accumulations shall be canceled when a full-time unit member severs all official connection with the district as an employee, except that accumulated sick leave may be transferred to a subsequent employing district upon request pursuant to the provisions of the Education Code.

11.2.7 At the time a unit member begins their contracted employment for each academic year, they shall be provided with a current accounting of their accumulated sick leave.

11.2.8 If absent five (5) or more consecutive duty days, the unit member shall provide the district, upon request, with a statement from a physician verifying the necessity of such absence.

11.2.9 If on a leave of absence certified by the Human Resources department, a unit member has the option of deciding whether to exhaust sick leave or use bank leave first.

11.2.10 Faculty may use sick leave in hourly increments for the portion of the day missed. If the member is sick and otherwise not available for the entire day, 8 hours shall be reported.

11.2.11 A unit member may use his or her sick leave for up to 12 weeks of parental leave for the birth of a child of the unit member or the placement of a child with a unit member in connection with the adoption or foster care of the child by the unit member, in any 12 -month period. When a unit member has exhausted all accumulated sick leave benefits and continues to be absent from his or her duties on account of parental leave, the member shall be compensated at fifty percent (50%) of the member's regular salary for the remaining portion of the 12-workweek period of parental leave.

11.3 Personal Emergency Leave

11.3.1 A unit member may be granted a maximum of six (6) days leave of absence in any school year, at their election, without loss of pay, in cases of personal emergency. Such leaves shall be deducted from the unit member's accumulated sick leave.

11.3.2 Personal emergencies include serious illness or death of a member of their immediate family; an accident involving their person or property, or the person or property of a member of their immediate family; appearance in court as a litigant, or as a witness under an official order.

11.3.3 "Immediate family" will be interpreted to mean the mother, father, grandmother, grandfather, or a grandchild of the unit member or of the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, registered domestic partner of the unit member, step parents, step children, or any relative living in the immediate household of the unit member.

11.3.4 The Vice President of Administration may grant exceptions if a unit member applies under section 11.3.1 or 11.3.2 for leave involving a family member not within the definition of "immediate family" in section 11.3.3, but with whom the unit member has a particularly close and long- standing relationship. Whether or not to grant the exception is within the sole discretion of the Vice President of Administration.

11.4 Personal Leave: Seven days of personal leave will be granted each year (non-cumulative), deducted from sick leave.

11.4.1 The following are considered additional paid leaves requiring a qualifying event:

- Industrial Accident and Illness Leave
- Bereavement Leave
- Military Leave
- Required Legal Appearance
- Jury Duty
- Catastrophic Leave Bank

11.5 Industrial Accident and Illness Leave

11.5.1 For accidents or illness which are job-incurred, unit members shall be provided leave benefits under the following provisions:

A. Allowable leave shall be not less than sixty (60) days during which the district is required to be in session or when the unit member would otherwise have been performing work for the district in any one fiscal year for the same accident.

B. Allowable leave shall not be accumulated from year to year.

C. Industrial accident or illness leave shall commence on the first day of absence.

D. When a unit member is absent from their duties on account of an industrial accident or illness, they shall be paid the portion of the salary due them for any month in which the absence occurs, as, when added to their temporary disability indemnity under Division 4 or Division 4.5 (commencing with section 1600) of the Labor Code, will result in a payment to their of not more than their full salary. The phrase "full salary" as utilized in this section, shall be computed so that it shall not be less than the member's "average weekly earnings" as that phrase is utilized in Section 4453 of the Labor Code. For purposes of this section, however, the maximum and minimum average weekly earnings set forth in Section 4453 of the Labor Code shall otherwise not be deemed applicable.

E. Industrial accident or illness leave shall be reduced by one (1) day for each day of authorized absence regardless of a temporary disability indemnity award.

F. When an industrial accident or illness leave overlaps into the next fiscal year, the unit member shall be entitled to only the amount of unused industrial accident or illness leave due them for the same illness or injury.

G. Upon termination of the industrial accident or illness leave, the unit member shall be entitled to the benefits provided in Education Code 87780, 87781 and 87786, and for the purposes of each of these sections their absence shall be deemed to have commenced on the date of termination of the industrial accident or illness leave, provided that if the unit member continues to receive temporary disability indemnity, they may elect to take as much of their accumulated sick leave which, when added to their temporary disability indemnity will result in a payment to them of not more than their full salary.

H. During any paid leave of absence, the unit member may endorse to the district the temporary disability indemnity checks received on account of their industrial accident or illness. The district, in turn, shall issue the appropriate salary warrants for payment of the unit member's salary, and shall deduct normal retirement, other authorized contributions, and the temporary disability indemnity, if any, actually paid to and retained by the unit member for periods covered by the salary warrants.

I. Any unit member receiving benefits as a result of this section shall, during a period of injury or illness, remain within the state of California unless authorized by the governing board to travel outside the state.

J. When all available leaves of absence have been exhausted and the unit member is not medically able to return to all the duties of their prior assignment, the district shall provide first priority in assigning such a unit member into classes where their disability, at the discretion of the district, does not hinder the performance of the duties required of their if they is otherwise qualified.

11.6 Bereavement Leave

11.6.1 Upon the death of any member of the unit members immediate family, the unit member shall be granted, without loss of salary, or other benefits, leave of absence not to exceed three (3) working days. Additionally, unit members are entitled to an additional two (2) days of unpaid leave or may supplement the bereavement leave with Personal Leave pursuant to Article 11.4).

If out-of-state travel is required, unit members shall be granted, without loss of salary, or other benefits, leave of absence not to exceed five (5) working days, at the time of death of any member of the unit member's immediate family. Whenever a unit member has been named executor of the estate, or the travel one way exceeds four hundred (400) land miles, the five (5) days will be granted. Such absence will not be deducted from authorized absences or leaves.

11.6.2 "Member of the immediate family," as used in this section, means the mother, father, grandmother, grandfather, or grandchild of the unit member or of the unit member's spouse, as well as the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, registered domestic partner, step parents, step children, or any relative living in the immediate household of the unit member.

11.6.3 Bereavement leave shall not be granted during a non-paid leave of absence, holidays, or Board granted days off.

11.6.4 An extension of Bereavement Leave may be requested by the unit member under Personal Leave provisions (Article 11.4). Any extension must be approved by the District.

11.7 Military Leave

11.7.1 Unit members shall be granted military leave in accordance with applicable provisions of the state of California Education and Military and Veterans Codes.

11.8 Required Legal Appearance

11.8.1 A unit member who is subpoenaed will be granted the necessary time off with pay to fulfill this obligation.

11.8.2 The unit member shall pay to the district any fee received for appearance as a witness.

11.8.3 Request for such appearance should be made by presenting as soon as possible the official court summons to the unit member's immediate supervisor and to the district payroll office through regular administrative channels.

11.8.4 Unit members are required to return to work during any day in which such appearance is not required.

11.8.5 The district may require verification of such appearance prior to, or subsequent to, providing compensation.

11.9 Jury Duty

11.9.1 A unit member who is called for jury duty will be granted the necessary time off with pay to fulfill this obligation.

11.9.2 The unit member shall pay to the District any per diem fees paid by the court.

11.9.3 Request for jury duty should be made by presenting as soon as possible the official court summons to the unit member's immediate supervisor and to the District payroll office through regular administrative channels.

11.9.4 Unit members are required to return to work during any day in which jury services are not required.

11.9.5 The District may require verification of jury duty prior to, or subsequent to, providing compensation.

11.10 Catastrophic Leave Program - Catastrophic Leave is a leave of absence related to a serious health related condition of a regular employee (or immediate family member) who has exhausted all their own paid leave through a bona fide serious illness or accident. Catastrophic leave does not apply to such conditions as the flu, colds, and/or conditions requiring less than an absence of two weeks or to normal pregnancy and post-partum baby bonding.

The purpose of the Catastrophic Leave Program is to enable regular members to receive and donate sick leave credits to assist other members who have no leave and who will suffer a financial hardship due to prolonged illness or injury to themselves or a member of their immediate family.

Minimum leave donations must be at least eight (8) hours. Donations must be made in eight (8) hour increments. Every eight (8) hours of Catastrophic Leave will equal one (1) day of sick leave. A maximum of five (5) months of accrued leave may be donated in accordance with the employee's work schedule. In no event may an employee receive and be paid for more hours than they would normally be scheduled to work.

The following conditions shall apply to Catastrophic Leave:

1. Catastrophic leave will be available only to employees who have exhausted their own paid leave through a bona fide serious illness or accident.
2. If an absence due to pregnancy is ordered in writing by the treating health care provider, such absence will qualify for catastrophic leave while the employee is incapacitated from work.
3. The leave program shall be administered by the Human Resources Department and Payroll Division.
4. Faculty members must be in regular appointed positions to be eligible for catastrophic leave.
5. All donations are to be confidential, between the donating member, Human Resources Department and Payroll Division.
6. Faculty members donating sick leave must have forty (40) hours of that leave available after making a donation.
7. Donating members must sign an authorization, including specifying the specific member to be a recipient of the donation. All donations are irrevocable.
8. Donations will be subject to applicable laws.
9. The availability of Catastrophic Leave shall not delay or prevent the College from taking action to medically separate or disability retire an employee.
10. Catastrophic Leave due to illness or injury of an immediate family member may require medical justification by a physician's statement as evidence that the presence of the faculty member is necessary.
11. Catastrophic leave ends upon the member's return to the regular work schedule.
12. If additional leave and donations are needed after the member is returned to the regular schedule, a new application must be submitted.
13. If a member is returned to work on a part-time schedule and donations still exist for that individual, the appointing authority must submit notification to the Payroll Division that intermittent use is authorized.
14. Catastrophic Leave Donation forms (Appendix H) will be processed in the order received. Once the requested number of donated hours are received, any remaining Catastrophic Leave Donation forms will be returned to the donating member(s).

The following are considered additional leaves, paid and unpaid with benefits maintained, requiring approval:

- Additional Emergency Leave – paid
- Banked Leave – paid
- Sabbatical Leave – unpaid unless also using banked leave
- Reduced Workload – unpaid
- Job Sharing – unpaid

11.11 Additional Emergency Leave

11.11.1 Wherever a unit member's personal emergency leave provisions (described above in 11.3) have been totally exhausted in any fiscal year, and, additional personal emergencies occur, it may be considered cause for granting additional emergency leave.

11.11.2 Such additional leave may be granted, with pay, if approved by the Superintendent/President for a period no longer than six (6) days in any fiscal year.

11.11.3 Any such additional emergency leave granted shall not be cumulative from year to year.

11.12 Banked time from overload teaching time allowance

11.12.1 Prior to class scheduling each term, an academic staff member may submit to the Chief Instruction Officer a proposal for accumulating overload hours for the purpose of taking banked time from job responsibilities with full pay and fringe benefits at some future date to engage in endeavors of personal importance, including but not limited to professional improvement.

11.12.2 The proposal must include an assessment of the effects on the program as evaluated by the applicant and administration and of the benefits both direct and indirect to the District.

11.12.3 A written agreement (letter of intent) between the academic staff member and the District must be approved by the Superintendent/ President.

11.12.4 In the event a unit member is unable to take their banked time leave, with the approval of the District the unit member may be paid for the classes they has accumulated at their overload rate, but only if the following conditions have been met (IRC Reg. 1.45-2a):

a. separation from District employment
b. verifiable and documented serious and/or pressing need

11.12.5 A unit member may elect, in coordination with an approved sabbatical leave, to also utilize earned banked time. See Article 11.13.

11.12.6 The maximum accumulation of load bank is one full year of load using the same range as specified in 7.3.1.C (96.5% - 103.5%).

11.12.7 Load bank assignments must be used in the same increments they are earned. If there is no arrangement of load bank assignments that puts a unit member within the 96.5 – 103.5% range, then and only then, a load bank assignment may be split to get within the range and as close to 100% as possible.

11.12.8 Student development faculty who earn load bank under the 177-day contract can only apply it back to 177 days of their own contract.

11.13 Sabbatical Leave

11.13.1 Sabbatical leave may be granted to unit members by the Board for the purpose of carrying out an approved program which will enable the unit member to provide improved service to the District and its students. Consideration will be given to programs which involve an appropriate program of organized study research, work experience, or travel.

11.13.2 Eligibility

A. All unit members who have satisfactorily completed at least six (6) consecutive years of full-time service in the District will be eligible to apply for a sabbatical leave.

B. After completion of a sabbatical leave, the unit member is not again eligible to apply for such leave until they has served on a full-time basis for at least six (6) additional consecutive years.

C. A leave for health, maternity, or military service, while not constituting a break in service, will not count as one of the six (6) years required for sabbatical leave eligibility.

11.13.3 Types/Requirements

A. Study - Requires a planned program of courses or special projects to be undertaken or completed.

B. Travel - Requires the proposed program to incorporate a plan of study or research in an area related to the unit member's assignment.

C. Work Experience - Requires the proposed program directly relate to the unit member's assignment.

11.13.4 Financial Arrangements

A. Assuming funding availability as determined and allocated by the Board, the Board may, in any one primary term, grant up to five percent (5%) of the total number of fulltime academic unit members as of July 1 of any fiscal year, sabbatical leave. The District will include in its annual budget funding sufficient to provide for no less than two full-time equivalent (2 FTE) faculty sabbatical leaves.

B. Such leaves granted shall be as follows:

1. One (1) complete school year shall be paid sixty-five percent (65%) of their full contractual salary.
2. One (1) primary term of the school year shall receive eighty percent (80%) of their full contractual salary.

C. Banked Time Application to Sabbatical Leaves: A unit member may elect, in coordination with an approved sabbatical leave, to also utilize earned banked time. The intent of this election is to receive compensation of up to that unit member’s current annual salary during the approved sabbatical leave. For example a unit member on an approved one-year sabbatical may withdraw up to 35 percent of a yearly load from their banked time to make up for that amount of pay lost during that sabbatical.
This election is not retroactive, is irrevocable during the leave, and must be communicated to the District in advance of the first day of the approved sabbatical leave. See also 11.12 – Banked Time from Overload Teaching.

D. Compensation while on sabbatical leave will be computed in accordance with the salary schedule in effect during the period of leave and will be paid in equal monthly payments. Sabbatical leave will be counted as service and experience on the salary schedule.

E. Time on sabbatical leave will count towards retirement.

F. Unit members on sabbatical leave shall accrue sick leave, fringe benefits, changes in salary and rating placement, and the same insurance premium contributions by the District as if the unit member were actually employed on campus.

G. The District will not provide funding or reimbursement for any expenses related to or incurred by the faculty member for the sabbatical leave project.

11.13.5 Unit Member Commitment

A. Unit members granted sabbatical leave shall accept the obligation to return to active full- time duty for twice the period of the leave, following return from leave. If a unit member takes a banked leave during this time, it shall count as part of that obligation.

B. The unit member who is approved for a sabbatical leave shall, as the Board directs, sign the "Sabbatical Leave Agreement." In the event they does not return to the District for the required time commitment (Section 11.13.4(A)), the unit member shall make full restitution to the District for the compensation received while on sabbatical leave. In the case of death, illness, accident, or military leave, making their return impossible, the obligation above may be waived.

C. If the unit member does not serve for the entire period of service agreed upon in the "Sabbatical Leave Agreement," the amount of compensation paid for the leave of absence shall be reduced by an amount which bears the same proportion to the total compensation as the amount of time which was not served bears to the total amount of time agreed on.

D. The unit member and the authorized representative of the District shall sign the "Sabbatical Leave Agreement" that indicates the unit member's sabbatical plan and other conditions related to receiving the leave and meeting leave obligations.

E. Unit members shall submit in writing to the Chief Instruction Officer for prior approval, any plans that deviate from the original leave proposal approved by the Board of Trustees.

F. By the time period agreed to in the "Sabbatical Leave Agreement," the unit member shall submit to the Chief Instruction Officer a brief written report of the progress being made to meet the objectives of the leave.

G. Within one (1) primary term after return to duty, a unit member who has completed a sabbatical leave shall submit to the Chief Instruction Officer a written report covering the sabbatical leave activity. When applicable, a transcript or other evidence of completion of the planned program shall accompany this report. A copy of the report, together with the Chief Instruction Officer's evaluation, shall be forwarded to the Superintendent/President as evidence of the unit member's completion of the sabbatical leave. If the Chief Instruction Officer and the unit member agree, the unit member shall present an oral report of the leave activity to interested members of the faculty, administration and Board.

H. Should the Superintendent/President, after consultation with the SPA Committee, determine that the intent of the leave had not been reasonably fulfilled, they will so advise the Board of Trustees. The Board may take such action as may be necessary to recover the funds paid to the unit member while on sabbatical leave.

11.13.6 District Commitment

A. The Board shall cause the unit member on return, where eligible, to be reinstated in the position held by them at the time of the granting of the sabbatical leave.

11.14 Reduced Workload (E.C. 22713, 87483, Government Code Section 20815)

Unit members desiring to participate in the Reduced Workload Program may do so under the following conditions and in accordance with Education Sections 22713, 87483, and, for academic employees who are members of the Public Employees' Retirement System, Government Code Section 20815. Prior to the reduction of an employee's workload under this section, the District personnel responsible for the administration of this program, in conjunction with the administrative staff of the State Teachers' Retirement System (STRS) and the Public Employees' Retirement System (PERS) shall verify the eligibility of the applicant for the reduced workload program. The Reduced Workload Program allows an employee who is a member of this system to reduce his or her workload from full-time to part-time duties, and receive the service credit the member would receive if the member was employed on a full-time basis and have his or her retirement allowance, as well as any other benefits that the member is entitled to under this section, based upon the salary that the member would have received if employed on a full-time basis.

11.14.1 Unit member participation is subject to the provisions of Education Code Sections 22713 and 87483 and, where applicable Government Code Section 20815, administrative directives and other related rules and regulations established by the State of California, STRS or PERS.

11.14.2 A unit member accepted into this program shall perform instructional services at times mutually agreed upon and set forth in a written contract for such services. These activities, by definition, shall be in the best interests of the College District.

11.14.3 The number of unit members participating in the program may be limited at the discretion of the Governing Board, when such limitation is in the best interest of the College District.

11.14.4 It is mandatory that both the minimum salary and minimum employment requirements are met.

11.14.5 The unit member failing to meet any of the above requirements will receive only that service credit based on the ratio of earnings to earnable salary, and will not receive the service credit that would have been received if employed on a full-time basis.

11.14.6 In addition to the minimum qualifications and participation requirements stated in Education Code Sections 87483 and 22713 and Government Code Section 20815, STRS and PERS requires that:

A. The agreement or contract must be executed by the employer and unit member, in writing, and submitted to the STRS or PERS through the County Superintendent of Schools to arrive at least fifteen (15) days prior to the participation in the Reduced Workload Program at the beginning of the school year or before the beginning of the second half of the school year, if only the second half is to be considered reduced workload service.

B. The unit member must be identified and reported to STRS or PERS in accordance with the County/District Procedures Manual instructions.

C. Contributions for the unit member and employer must be submitted to STRS and PERS based on the amount the participant would have earned if employed on a full-time basis regardless of the schedule of employment.

This policy is subject to changes in the law (Education Code Sections 22713, 87483 or Government Code Section 20815) and rules and regulations established by the State of California, STRS or PERS.

11.15 Job Sharing Leave - May be granted to unit members by the Board of Trustees to provide an opportunity for flexibility in the schedule of its employees, providing there are no additional expenses to the District.

11.15.1 Any full-time employee wishing to participate in the job sharing program must make formal application to the Office of Human Resources one primary term prior to the anticipated date of job sharing.

11.15.2 Approval of the application will be determined by the Chief Instruction Officer after consultation with the appropriate administrator.

11.15.3 Job sharing has no fixed percent formula, such as 50/50 or 60/40. Based on District needs, and by mutual consent, an employee can work 70% or 80% while their counterpart works 40% or 50%.

11.15.4 Job sharing does not have to occur between two employees in the same discipline or area.

11.15.5 If an employee wishes to job share and cannot find a partner, the District may agree to allow the employee to participate in the program at a level that is mutually agreeable to both the District and the employee.

11.15.6 Regardless of the total percent of work performed by the job sharing team (90-120%), the District will not pay benefits for more than 100%, or one full-time position.

11.15.7 Each partner in a job sharing position will pay their share of the benefits needed to complete their benefit package based on the percent they are working.

11.15.8 If one party in a job sharing position elects not to receive benefits from the District, then the total benefit package may go to the other partner. However, if at any time there is a need for benefit coverage, the employee who opted not to receive benefits automatically reverts back to the formula under 11.15.7.

11.15.9 Benefit payments paid by the job sharing employee will be made by the first of each month.

11.15.10 If the opportunity arises for an employee to return to full-time status (and the District agrees), the employee with the most seniority at the College has the first right of refusal, or of returning to work full time.

11.15.11 The right to return to full-time status will not be unreasonably withheld by the District if an employee desires to return and there is an appropriate opening.

11.15.12 Notice of a desire to return must be submitted in writing to the Chief Instruction Officer at least one primary term prior to the request of return date. Such a request may be acted upon sooner by mutual agreement.

11.15.13 It is recognized by the District that a job sharer is on an approved leave of absence, which may or may not be permanent, but has all rights as well as responsibilities as a regular full-time employee.

The following are considered unpaid leaves without benefits, requiring approval

- Long-term leave
- Short-term leave

11.16 Long Term Leave Without Pay

A. Written request for long-term leave without pay, i.e., leaves of over one (1) month, for personal reasons, shall be presented to the appropriate area Dean/Director. A request for long-term leave without pay must be subsequently approved by the Chief Instructional Officer/Chief Student Services Officer, the Superintendent/President and the Board.

B. Unit members granted long-term leave without pay shall accept the obligation to return to active full-time duty for twice the period of the leave, following return from leave.

C. As a condition to the Board's granting of long-term leaves, the unit member agrees that they shall notify the Superintendent/President, in writing, of intent to return to the District. This notification shall be received by 5:00 p.m., on or before April 1, as to whether they intends to return the following fall. Where notification is not received within the time limits established, the unit member is determined to have resigned their position.

D. If the long-term leave is for less than a fiscal year, the Board shall indicate the notification requirements for the unit member's intent to return to the District on a specific date. Where notification is not received within the time limits established, the unit member is determined to have resigned their position.

E. The Board shall cause the unit member on return, where eligible, to be reinstated in the position held by them at the time of granting of the leave.

11.17 Short-Term Leave – Discretion of the Superintendent/President

Short-term leaves of absence may be granted in the sole discretion of the Superintendent/ President under the provisions of California Education Code, Section 87780 (Salary deductions during absence from duties). Stats. 1976, c. 10102, operative April 30, 1977.

ARTICLE XII

BENEFITS

12.1 Insurance Programs (General)

12.1.1 All insurance programs are subject to carrier requirements for eligibility enrollment, and, processing of claims.

12.1.2 Insurance programs listed herein shall continue during leaves with pay.

12.1.3 Insurance programs listed herein shall not continue during leaves without pay, except unit members at their option may, by paying full District and unit member premium accounts, continue the health and dental program.

12.1.4 Upon providing proof of alternative coverage to the District, a full-time unit member may elect to decline the District's medical coverage only; the full-time unit member will be required to enroll in dental and vision coverage. The District will pay the administration fee equal to the premium of the least expensive medical plan available. If the administration fee is less than the yearly contribution paid by the District for health and welfare benefits, the full-time unit member shall receive the difference as supplemental pay in their monthly warrants (cash-in-lieu of benefits) in that year.

If the administration fee exceeds the District's annual contribution for health and welfare benefits, the full-time unit member shall pay the difference as a salary reduction. During a plan year, if a full-time unit member who has declined medical coverage has a qualifying event, they may enroll in one of the District-sponsored plans, which will negate their election under this section.

12.2 The District and BCEA hereby create an Internal Revenue Code Section 125 Plan as provided herein. The Section 125 Plan shall be:

12.2.1 Entitled the Butte College Plan (hereinafter referred to as the "Section 125 Benefits Plan").

12.2.2 Administered as a "premium conversion, salary reduction plan," to provide unit members with a choice between taxable cash and tax-exempt health and welfare benefits available from the limited money available from the District's contribution to the Section 125 Benefits Plan.

12.2.3 Administered, to the full extent permitted by law, in such a manner as to ensure that the contributions to the Section 125 Benefits Plan and qualified benefits provided by the Section 125 Benefits Plan shall not be deemed to be wages and shall be excluded from Federal and State taxation, as tax exempt benefits.

12.2.4 Directed by the Joint Powers Authorities (JPA) of which the District is now a member (for the "premium conversion" part of the Plan) and by the Section 125 Benefits Plan Administrator (for the "salary reduction" part of the Plan). The District will maintain and provide records as needed to these organizations. (Changes are to be mutually agreed upon.)

12.3 Plan benefits to be administered by the Section 125 Benefits Plan.

12.3.1 Unit members are required to accept the following benefits. (Changes are to be mutually agreed upon.)

12.3.1.1 Dental Plan: including eligible dependents.

12.3.1.2 Vision Plan: including eligible dependents.

12.3.1.3 Group Life Insurance: ($50,000)

12.3.2 Unit members will be able to choose among all of the options of medical plans offered to BCEA unit members by the Butte Schools Self-Funded Programs (JPA).

12.4 The District's Annual Contribution to Plan Benefits

12.4.1 The District's annual contribution cap to plan benefits will be based on the sum of the cost of dental, vision, group life insurance, and the base medical plan. The base medical plan is defined as the medical plan option whose cost, when combined with the previously mentioned benefits, most closely reflects the District's negotiated contribution cap to benefits. The District and BCEA may at any time evaluate other plans in other JPAs to determine what is in the best interest of the BCEA members and the District.

12.5 The District's annual contribution cap to Plan Benefits (medical, dental, vision and life insurance) will be as follows for the next three years:

2024-25: 2023-24 contribution + up to 3%, not to exceed the statutory COLA funded in the 2024-25 enacted state budget

2025-26: 2024-25 contribution + up to 3%, not to exceed the statutory COLA funded in the 2025-26 enacted state budget

2026-27: 2025-26 contribution + up to 3%, not to exceed the statutory COLA funded in the 2026-27 enacted state budget

Annual contribution amounts will change effective on the date that medical plan rates change. For 2024-25, this date is October 1, 2024. Prior to the conclusion of the 2026-27 fiscal year, the District and BCEA will reopen negotiations regarding the benefits contribution.

12.5.1 If the total required benefits (Section 12.3.1) and the medical plan and dental plan chosen by the member exceed the District's yearly contribution, the unit member shall pay the difference as a salary reduction. If the total required benefits and the medical plan chosen by the member is less than the District's yearly contribution, the unit member shall receive that difference as supplemental pay in their monthly warrants in that year (cash-in-lieu of benefits)

.

12.5.2 Unless agreed to by BCEA and the District, the District's and the employee's yearly contribution to Plan Benefits will not be less than the contribution made in the prior year unless the total cost of Plan Benefits decreases. The District's and the employee's contribution to Plan Benefits would then be decreased proportionately.

12.6 Outside of the Section 125 Benefits Plan, the District shall provide a maximum of $0.95 per $100 of insured salary towards long-term disability for each unit member.

12.7 Medical insurance benefit for retired unit members hired on or before July 1, 1988.

12.7.1 Unit members are eligible for retirement medical benefit when they reach fifty-five (55) years of age if they have served at least ten (10) years of full-time employment with the District. Under

such conditions the District agrees to pay a medical benefit for the life of the retired unit member. His or her eligible dependents covered at the date of retirement will continue to be covered so long as they remain eligible dependents. Any dependent added after retirement that results in a premium increase may be covered at the retiree's cost as permitted by the medical plan provider.

A. Paid District academic service rendered by the unit member pursuant to E.C. 87482 prior to employment in a District contract position shall be prorated for the purposes of determining the minimum ten (10) years of full-time employment required above.

B. The District will provide at no cost to the retiree, a retiree medical plan made available by the medical plan provider that is closest in cost to the base medical plan provided to active employees.

C. When a unit member who has been granted retirement benefits reaches the age of eligibility for Social Security health insurance benefits, the District shall reduce its level of insurance coverage for the unit member to a level that supplements Medicare Plans A and B or their successors.

1. The District will provide supplemental health insurance coverage that, when combined with Social Security health insurance plans, will be as similar as reasonably possible to, though not necessarily exactly the same as, the base plan.

2. If a retired unit member does not qualify for Medicare at the age when the retired unit member would have qualified, the District will not continue medical coverage unless Medicare is obtained by the retired unit member.

3. A unit member who has been granted retirement benefits by fulfilling the requirements herein stated and who subsequently obtains employment outside the District with an employer that provides medical insurance to them shall be required to terminate the medical insurance provided by the District.

12.7.2 Retiree Benefit Buyout: In lieu of receiving medical benefits after retirement, a retiree may elect to have the District "buyout" their retiree medical benefits for the equivalent of one year of the current cost of the base plan. This buyout will be paid in one lump sum.

12.8 Medical insurance benefit for retired unit members hired after July 1, 1988

12.8.1 Unit members are eligible for retiree medical benefits when (a) they reach fifty-five (55) years of age and (b) they have served at least fifteen (15) years of full-time employment with the District, or the combination of years of age and years of service equal or exceed seventy (70). Example: a member who wants to retire at age 57 must have served at least 13 years of full-time employment with the District, 57 + 13 = 70. Under such conditions the District agrees to pay a medical benefit until and only until such time the retiree qualifies or would have qualified for Medicare. His or her eligible dependents covered at the date of retirement will continue to be covered so long as they remain eligible dependents. Any dependent added after retirement that results in a premium increase may be covered at the retiree's cost as permitted by the medical plan provider.

BCEA unit members hired before July 1, 2018 are eligible for retirement medical benefits when they reach fifty-five (55) years of age if they have served at least ten (10) years of full-time employment with the District. Under such conditions the District agrees to pay medical benefits until and only until the retiree qualifies or would qualify for Medicare.

A. Paid District academic service rendered by the unit member pursuant to E.C. 87482 prior to employment in a District contract position shall be prorated for the purposes of determining the minimum fifteen (15) years of full-time employment required above.

B. The District will provide at no cost to the retiree, a retiree medical plan made available by the medical plan provider that is closest in cost to the base medical plan provided to active employees.

C. A unit member who has been granted retirement benefits by fulfilling the requirements herein stated and who subsequently obtains employment outside the District with an employer that provides medical insurance to their shall be required to terminate the medical insurance provided by the District.

12.8.2 Retiree Benefit Buyout: In lieu of receiving medical benefits after retirement, retiree may elect to have the district "buyout" their retiree medical benefits for 50% of the total current annual cost of the base plan, per each eligible year of plan participation. (Example: Annual base plan cost = $10,000; 50%= $5,000; eligibility years = 5 years; Total one time buyout= $25,000). This buyout will be paid in one lump sum.

12.9 Purchase of Medicare Supplement, Dental or Vision Plans

12.9.1 Retirees may purchase Medicare Supplement, Dental or Vision plans at District rates plus administrative fee (cost neutral to the District), so long as this is allowed by the benefits provider.

A. Surviving spouses, of deceased employees or retirees, may purchase Medicare Supplement, Dental or Vision plans at District rates plus administrative fee (cost neutral to the District) so long as this is allowed by the benefits provider.

ARTICLE XIII

COMPENSATION

13.1 Salary Schedules

13.1.1 For the period of this contract the salary shall be in accordance with the schedule attached hereto as Appendix B incorporated herein by reference and adjusted as described in 13.2.

13.1.2 Any course work or projects to be used for column movement must have prior approval of the SPA Committee (see Appendix B).

13.1.3 All work under 13.1.2 must be completed by August 1 to be effective for the balance of the fiscal year.

13.2 The salary schedule contained in Appendix B hereto will be adjusted by use of the following criteria:

13.2.1 The District will adjust the salary schedule to reach 100% of the average of a selected 20 districts according to the following procedure (hereafter referred to as the 20-school average). Basic aid districts will not be included in the selected 20 schools as these districts do not receive state apportionment dollars.

A. From the Recalculation Apportionment Reports (Exhibit C) for the preceding year, the ten districts whose funded apportionment FTES above Butte College and the ten districts below will be selected for salary schedule comparison.

B. The benchmark salary equals the highest non-doctorate column, step 15 or equivalent for the districts in the 20-school average, as listed in the most current academic salary schedule. This average will be used to calculate the percentage increase for all steps of the salary schedule. The average salaries of the twenty selected districts shall be calculated after excluding the two highest and the two lowest benchmark salaries.

C. The 20-school average used to determine the annual salary increase will be calculated and rounded to the nearest ten thousandth decimal point (0.0000). All stipends granted under this contract will also be adjusted using the percentage.

D. The District will adjust the salary schedules to reach 100% of the 20-school average in the first year of the new contract, and every three years thereafter, and then add the funded state COLA.

E. The District will add the funded statutory COLA percentage received by the district to the salary schedule in 2024-25. In 2025-26, salary schedules will be increased by up to 2%, not to exceed the statutory COLA funded in the 2025-26 enacted state budget. In 2026-27, salary schedules will be increased by up to 2%, not to exceed the statutory COLA funded in the 2026-27 enacted state budget. If the District reaches early restoration of its total computational revenue by the 2026-27 academic year and receives the funded statutory COLA in the 2026-27 enacted state budget, and if the COLA is greater than 2%, the District will apply the full COLA to the salary schedule for the 2026-27 academic year. The increase each year will also be applied to all schedules/stipends within this contract.

F. Under no circumstances will the salary schedules decrease. At no time will a negative COLA, or a negative percentage be applied to the salary schedules or any form of pay including stipends.

13.3 The salary for duties assigned unit members beyond the days of normal service shall be computed by using the following formula:

$$\text{Daily Rate} = \frac{\text{Contract Salary}}{\text{Contract Days}}$$

13.4 The remuneration for additional duties shall be in addition to contract salary and in accordance with the schedule attached hereto as Appendix D, incorporated herein by reference. Appendix D will be adjusted at the same time Appendix B is adjusted.

13.5 Non-classroom unit members working 199 days will be paid from the 11-month 199-day salary schedule.

13.6 Instructional Department Chairs shall receive the following compensation and assigned teaching or service load reduction to perform coordination functions (see Appendix 7.2.10 for job description).

13.6.1 Department Chair I - The assigned time reduction on the teaching load shall equal fifty percent (50%). Compensation will be a stipend as indicated on the salary schedule (see Appendix B).

13.6.2 Department Chair II - The assigned time reduction on the teaching load shall equal forty percent (40%). Compensation will be a stipend as indicated on the salary schedule (see Appendix B).

13.6.3 Department Chair III - The assigned time reduction on the teaching load shall equal thirty percent (30%). Compensation will be a stipend as indicated on the salary schedule (see Appendix B).

13.6.4 Department Chair IV- The assigned time reduction on the teaching load shall equal twenty percent (20%). Compensation will be a stipend as indicated on the salary schedule (see Appendix B).

13.7 Doctorate stipend shall be the appropriate step of Class IV + 6.6% of the base of the salary schedule (Column I, Step 1).

13.8 Non-classroom unit members on 199 day (eleven month) contracts will be compensated at the same daily rate as the 10-month academic salary schedule.

13.9 Non-classroom unit members on 221 day (twelve month) contracts will be compensated at 12/10ths of the academic salary schedule.

13.10 All stipends granted under this contract will be adjusted by the cost of living percent granted to salary increases.

ARTICLE XIV

PAST PRACTICES

14.1 The Board shall not be bound by any requirement which is not expressly and explicitly stated in this Agreement. Specifically, but not exclusively, the Board is not bound by any past practices of the District or understandings with any employee or organization unless such past practices or understandings are specifically stated in this Agreement.

ARTICLE XV

WAIVER OF BARGAINING

15.1 This Agreement shall constitute the full and complete commitment between both parties. This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary, mutual consent of the parties in a written and signed amendment to the Agreement.

15.2 During the term of this Agreement, Board and Association expressly waive and relinquish the right to bargain collectively on any matters:

15.2.1 Whether or not specifically referred to or covered in this Agreement:

15.2.2 Even though not within the knowledge or contemplation of either party at the time of negotiations;

15.2.3 Even though during negotiations the matters were proposed and later withdrawn.

15.3 Such waiver does not preclude bargaining collectively for subsequent, new collective bargaining agreements during the term of Agreement.

15.4 It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District policies, practices and procedures and over State law to the extent permitted by State law.

ARTICLE XVI

SEPARABILITY AND SAVINGS

16.1 If any provision of this Agreement or any application of this Agreement to any employee or group of employees is held invalid by operation of law or by a court or other tribunal of competent jurisdiction, such provision shall be inoperative, but all other provisions shall not be affected thereby and shall continue in full force and effect.

ARTICLE XVII

SUCCESSOR AGREEMENT

17.1 No later than 120 days prior to the expiration of this Agreement, the Board of Trustees, upon request, agrees to begin negotiations on a successor agreement.

ARTICLE XVIII

SETTLEMENT OF DIFFERENCES BY PEACEFUL MEANS

18.1 The Association and the Board agree that differences between the parties hereto shall be settled by peaceful means as provided in this Agreement. During the term of this Agreement the Association, in consideration of the terms and conditions of this Agreement, will not engage in, instigate, or condone any strike, work stoppage or any concerted refusal to perform work duties as required in this Agreement, and will undertake to exert its best efforts to discourage any such acts by any employee in the Unit. During the term of this Agreement, the Board, in consideration of the terms and conditions of this Agreement, will not authorize or permit any lockout of members of the Unit.

ARTICLE XIX

SENATE RIGHTS/COMPETENCY/FACULTY SERVICE AREAS

19.1 Academic Senate Rights

19.1.1 BCEA recognizes the right of the Academic Senate to assume primary responsibility for making recommendations to the District in the areas of curriculum and academic standards. (Education Code Section 70902 (b)(7).)

19.1.2 Academic Senate Executive Committee Release Time – The members of the Academic Senate Executive Committee, as defined in the Butte College Faculty Association Constitution, Article V, Section 6, shall be reassigned from their regular work duties, with pay, for their term of service on the Academic Senate Executive Committee.

A. Academic Senate Executive Committee reassigned time of 1.4 FTEF will be divided among the Academic Senate Executive Committee members at the Executive Committee's discretion for purposes of conducting Academic Senate business. The Academic Senate President will notify the respective Vice President(s) of the planned reassignments not later than June 30 for the following academic year, where possible.

19.1.3 BCEA shall consult with the Academic Senate prior to engaging in collective bargaining on procedures for:

A. Grievances related to the denial of tenure (E.C. Section 87610.1(a).)

B. The evaluation of faculty (E.C. Section 87663(f).)

C. The establishment of Faculty Service Areas (E.C. Section 87743.2.)

19.2 Grandparenting Current Credentials

19.2.1 Notwithstanding Education Code Section 87356, every person authorized to serve as a community college instructor, librarian, counselor, or student personnel worker under a credential shall retain the right to serve under the terms of that credential, and, for that purpose, shall be deemed to possess the minimum qualifications specified for every discipline or service covered by the credential until the expiration of the credential (E.C. Section 87355).

19.2.2 Nothing in subsection 19.2.1 shall be considered a limitation on the District's right of assignment.

19.3 Faculty Service Areas

19.3.1 The faculty service areas of the District are those listed on the District's website.

19.3.2 Every contract or regular employee shall be deemed to have been employed on the date upon which he/she first rendered paid service. The Education Code (Section 87414) requires the District to determine the order of employment (seniority ranking) by lots drawn by all academic employees with tied seniority dates. The District will determine a seniority ranking list by using the following procedures:

A. When necessary, the District will have a lottery within 30 days of the date service was first rendered by the employee.

B. Each employee, or their designee, may appear for the drawing on the date and time designated by the District. Drawings may be conducted remotely at the discretion of the District.

C. All drawings will be conducted electronically using a software program identified by the District.

D. Depending on the number of tied hire dates, the District will enter the appropriate employees into a software program to randomly draw ranking numbers.

E. The determination of order in which employees draw their seniority number will be by lottery. (Example: If there are eight tied hire dates, numbers one through eight will be placed into the software program. The number drawn by the software program will be the order of draw.)

19.3.3 While temporary, full-time unit members hired under Ed Code 87470 cannot gain tenure or seniority against permanent unit members, they will be placed in FSA's as described in this section and may gain seniority against each other.

19.4 Competency Standard

19.4.1 Competency for all unit members employed prior to June 30, 1993, will be minimum qualifications.

19.4.2 For unit members not working within their disciplines, competency will be minimum qualifications.

19.4.3 Beginning fall primary term 1993, all new academic employees, except for Unit members serving under Section 19.4.2, in order to maintain competency in a discipline within a FSA, must meet the criteria in either A or B below.

A. For instructional faculty:

1. Has taught two classes in the discipline in the last five years, or
2. Has taken two classes in the discipline in the last five years, or (Prior approval of classes must be obtained from Chief Instruction Officer. If disapproved, instructor may appeal to Equivalency Committee for final decision, See appendix.)
3. Has worked in a discipline-related job for one primary term in the last five years (relevance to be decided by the Equivalency Committee).

B. For student development faculty:

1. Has taught two classes in the discipline in the last five years (assuming there are classes in that discipline), or
2. Has taken two classes in the discipline in the last five years (Prior approval of classes must be obtained from Chief Instruction Officer. If disapproved, instructor may appeal to Equivalency Committee for final decision. See appendix.), or
3. Has worked in a discipline-related job for one primary term in the last five years (relevance to be decided by the Equivalency Committee).

ARTICLE XX

INTELLECTUAL PROPERTY RIGHTS

20.1

A. **Mission and Purpose**

In the interest of academic freedom, the District values and protects intellectual property rights. In keeping with our vision statement, "Butte College transforms the lives of its students and communities while transforming itself through college-wide collaboration that models sustainability," the District promotes collaboration and the sharing of original works among its faculty.

The District and all employees have a mutual interest in establishing an environment that fosters and encourages the creativity of faculty members. The purpose of this agreement is to establish ownership of creative products of faculty members when District resources are used.

B. **Definitions**

1. "Works" means any material that is eligible for copyright protection including, but not limited to books, articles, dramatic and musical compositions, poetry, instructional materials (e.g. syllabi, lectures, student exercise, multimedia programs, and tests), fictional and non-fictional narratives, analyses (e.g. scientific, logical, opinion or criticism), works of art and design, photographs, films, video and audio recordings, computer software, architectural and engineering drawings, and choreography.

2. "District Support" includes the use of District funds, personnel, facilities, equipment, materials, or technology. District Support may be either nominal or substantial, or a combination thereof.

    a. "Nominal District Resources" includes those that are customarily available or provided in the course of the faculty member's usual appointment or assignment, such as but not limited to the following: support services provided by other employees, standard indirect costs, the use of computers, photocopy machines, office supplies, the use of an assigned office and telephone, library services, software, multi-media equipment, learning management system for delivery of online learning, compensation for any required training, and performance capture equipment available for use by any faculty member. A budget which is customarily provided for the faculty member's usual appointment or assignment shall be considered a Nominal District Resource.

    b. "Substantial District Resources" shall be direct costs to the district and include the provision of a budget over and above any budget customarily provided for the faculty member's usual appointment or assignment. The assignment by the District of other employees to provide secretarial, technical, or creative services specifically for the creation of the Work shall be considered Substantial District Resources. Expensive or substantial District equipment, facilities, and/or other resources (professional recording and filming studios, professional television cameras, etc.) are Substantial District Resources. Reassigned time or stipends allocated for the creation of specific Works are Substantial District Resources; such specific Works include the creation and delivery of new online courses.

C. **Policy**

1. Copyrights for Works created by a faculty member using Nominal District Resources will be owned by the faculty member. This is the case even if those Works are created in connection with courses taught or other duties performed as a faculty member while employed by the District unless an alternative agreement has been specified under the terms of an Intellectual Property Rights Agreement form between the District and faculty member (see Appendix J). Such Works cannot be used by the District or any District employee other than the faculty member unless the faculty member has specifically consented to this in the agreement form.

2. Copyrights for Works by a faculty member created under a contract which specifically identifies such Works as being "for hire" shall be the property of the District unless an alternative agreement has been specified under the terms of an Intellectual Property Rights Agreement form between the District and faculty member (See Appendix J). Such Works cannot be used by the faculty member unless the District has consented to this in the agreement form.

3. Copyrights for works created by a faculty member using Substantial District Resources shall belong both to the District and faculty member. All royalties or profits are to be divided as provided in the Intellectual Property Rights Agreement form to be signed before the project is begun (See Appendix J). Any use by either the District or the faculty member of pertinent Works must be permitted by the terms of the agreement form.

4. If the Work in question is the creation of a new online course by the faculty member receiving Substantial District Resources, both the District and the faculty member are automatically restricted in their use of such course for an initial two year period. During this two year period, the District agrees that no other District employee will use the course. During this same period, the faculty member agrees that they will not use the course in any manner other than within their District employment. Any exception to this automatic two year restriction by either party must be documented in an Intellectual Property Rights Agreement form.

D. **Dispute Resolution**

Disputes between a faculty member and the District concerning this Agreement shall be resolved pursuant to the grievance procedures contained in the District's agreements with BCEA and PFA but with one exception to those procedures: should an arbitrator be necessary, the arbitrator chosen by the parties should be an expert in copyright law. If the parties are unable to agree on an arbitrator, one should be chosen in accordance with the commercial arbitration rules of the American Arbitration Association. The District and the faculty member's association shall share equally in the payment for the services and expenses of the arbitrator. Arbitration is advisory and not binding. (Current grievance procedures are specified in this agreement under Article X and in the PFA Agreement under Article IX.)

Butte-Glenn Community College District
Intellectual Property Rights Agreement Form

1. This work is titled:

2. It is proposed by:

3. The description of this work is as follows:

4. Is this a work created by a faculty member using Nominal District Resources, a work done "for hire," or a work created by a faculty member using Substantial District Resources?

5. If there is an expectation for the contribution of Substantial Resources from the District? If yes, describe:

6. What is the expected faculty contribution and compensation?

7. Ownership of copyrights and royalties to the product shall be _____ % faculty member and _____ % District.

8. Usage allowed of this work is as indicated in the District/BCEA/PFA Intellectual Property Rights Policy unless different usage or competition policy is specified here:

Ten working days prior to signing by the faculty member and District, this agreement will be shared with the faculty member's representative union. BCEA and PFA also recommend that the faculty member personally review this agreement form with a union representative prior to signing. As stated in the Intellectual Property Rights Agreement between the District and the Associations, if the Work in question is the creation of a new online course by the faculty member, both the District and the faculty member are automatically restricted in their use of such course for an initial two-year period. During this two-year period, the District agrees that no other District employee will use the course. During this same period, the faculty member agrees that they will not use the course in any manner other than within their District employment. Any exception to this automatic two-year restriction by either party must be documented in this Agreement Form.

Faculty Signature _____ Date_____

District Signature_____ Date_____

ARTICLE XXI

SABBATICAL AND PROFESSIONAL ADVANCEMENT COMMITTEE

A. The Sabbatical and Professional Advancement Committee (SPA Committee) shall be composed of:

1. One executive members of the Academic Senate chosen by the Senate.
2. Three other faculty members selected by the Executive Committee of the Academic Senate (with consideration for maintaining balanced representation) and confirmed by the whole Senate.
3. One member of the Student Learning and Economic Development Management Staff
4. Two members selected by the BCEA Board.
5. Academic Analyst (ex officio member – clerk)

B. All members of the SPA Committee must have completed a District and BCEA sponsored in-service training session specifically designed for evaluation.

C. No unit member may continue on the SPA Committee if they file an application for leave. (Sections 11.9 or 11.10).

D. The SPA committee is responsible for the following functions:

Leave

1. Review and provide recommendations on long-term leaves with or without benefits or pay/banked time leaves and sabbatical leaves.

Tenure

2. Review packages of materials and recommendations provided by evaluation teams and for recommending whether the evaluatee shall be retained by the District. The SPA Committee shall maintain consistent standards for tenure decisions. Its proceedings and decisions shall be public.

Professional Advancement

3. Review and provide recommendation for professional advancement.

Leaves Process

The SPA Committee shall establish the functions, criteria, forms, dates of submission, and other procedural requirements for the submission of applications as approved by the Board. Each department of the College shall be given consideration depending upon size of the department and number of applicants from the department, and the impact of the leave on the respective academic program. In the case of sabbatical leaves, total years of full-time service also will be considered.

A. If applying for long-term leave with or without paid fringe benefits, then the mutual benefit to the District and the unit member must be considered.

B. If applying for long-term leave with paid fringe benefits or banked time, then the availability of full-time or part-time instruction in the respective academic program must be considered.

C. Applications for banked time and changes in such programs shall be submitted to the Chief Instruction Officer for approval. Should an agreement not be reached between the applicant and the Chief Instruction Officer the decision shall be referred to the SPA Committee.

D. The SPA Committee shall review all applications submitted, shall determine in accordance with the SPA Committee-established criteria the acceptability for leaves and the settlements of banked time referrals, and shall provide a list of the acceptable applications for leaves and the settlements of banked time referrals to each applying unit member each time that leaves and the settlement of banked time referrals are recommended to the Superintendent/President and the Board.

E. The SPA Committee shall provide the Superintendent/President with the recommended leave applications, which shall, together with the Superintendent/President's recommendation, be submitted for action and decision by the Board. If the Superintendent/President's recommendations differ from the SPA Committee's, they must provide a written statement of their rationale to the SPA Committee and any applicant whose priority was lowered.

F. Should the final decisions made by the Board deviate from the SPA

G. Committee's recommendation, the Board will provide the SPA Committee and any applicant denied a leave with a written explanation of their selections.

Evaluation Review Process (probationary faculty)

A. The results from each evaluation team are passed to the SPA Committee which in turn sends them to the Chief Instruction Officer. Each year, the SPA Committee, exercising its oversight function, shall prepare two tenure reports. The first report shall include:

1. A list of all unit members in the tenure process.
2. The year (one to four) of service of each such unit member.
3. Any such member not evaluated that year.

By February 15 the first report will be sent to the:

1. Director of Human Resources.
2. BCEA President.
3. Chief Instructional Officer
4. Academic Senate President.

The second report shall include:

1. Any unit member that did not receive “recommended for continued employment” that year.
2. The District’s response to each evaluation team’s recommendation.

By February 15 the second report will be sent to the:

1. Director of Human Resources.
2. BCEA President.
3. Chief Instructional Officer

Professional Advancement Process

Any course work or projects to be used for an advancement for column movement must have prior approval of the SPA Committee and must be completed by August 1 to be effective for the balance of the fiscal year. (See Appendix B).

ARTICLE XXII

DURATION AND REOPENERS

22.1 Duration

22.1.1 This Agreement shall be effective as of July 1, 2024, and shall continue in full force and effect until June 30, 2027 with reopeners as follows

- Article VI - Evaluations
- Article VII - Workload
- Appendix F-Career Counselor, Athletic Trainer, Disabilities Specialist
- Discipline, Rights, Due Process Article
- Article XX- Intellectual Property Rights
- Article X Grievance
- Article IX- Transfer
- Additional Duty Stipends
- Article II- Association Rights

In witness whereof, the Butte College Education Association, CTA/NEA, has caused this Agreement to be signed by its President, and the Butte-Glenn Community College District Board of Trustees has caused this Agreement to be signed by its President, attested by its Clerk.

President,
Butte College Education Association
Ratified: June 10, 2024

President, Board of Trustees
Butte-Glenn Community College District
Approved: June 26, 2024

Attest:

Clerk, Board of Trustees

APPENDIX A 1

State of California
PUBLIC EMPLOYMENT RELATIONS BOARD

Appendix A1

In the Matter of:

BUTTE COMMUNITY COLLEGE DISTRICT
Employer,

and

BUTTE COLLEGE EDUCATION ASSOCIATION, CTA/NEA
Employee Organization,

and

BUTTE COLLEGE INDEPENDENT FACULTY ASSOCIATION
Employee Organization.

Type of Election
(Check One)

[X] Consent Agreement

[ ] Board Direction

Docket No. S-R-627

CERTIFICATION OF REPRESENTATIVE

An election having been conducted in the above matter under the supervision of the Regional Director of the Public Employment Relations Board in accordance with the Rules and Regulations of the Board; an no objections having been filed to the Tally of Ballots furnished to the parties, or to the conduct of the election, within the time provided therefor;

Pursuant to authority vested in the undersigned by the Public Employment Relations Board, IT IS HEREBY CERTIFIED that a majority of the valid ballots have been cast for

BUTTE COLLEGE EDUCATION ASSOCIATION, CTA/NEA

and that, pursuant to the Public Employment Relations Act, described employee organization is the exclusive representative of all the employees in the unit set forth below.

Shall Include: All permanent full-time certificated contract employees and all probationary full-time certificated contract employees assigned to the instructor salary schedule.

Shall Exclude: All other certificated District employees.

Signed at Sacramento, California

On the 27th day of February 1978

On behalf of
PUBLIC EMPLOYMENT RELATIONS BOARD

Regional Director

APPENDIX A 2

[illegible] EMPLOYMENT RELATIONS BOARD

Appendix A2

BUTTE COMMUNITY COLLEGE DISTRICT Employer, and BUTTE COLLEGE EDUCATION ASSOCIATION/CTA/NEA Exclusive Representative	Case Numbers: S-R-627; S-UM-133 Date Exclusive Representation Obtained: Voluntary Recognition: _____ PERB Certification: June 21, 1979 _____ Consent Election X Directed Election

CERTIFICATION

MODIFICATION OF UNIT: CERTIFICATED

Pursuant to authority vested in the undersigned by the Public Employment Relations Board, the following modification of the above-referenced unit is approved.

Add full-time certificated Special Education Teachers to the established certificated unit.

This unit modification certification shall not be considered to be a new certification for the purpose of computing time limits pursuant to PERB Regulation 32754.

Issuance of this certification should not be interpreted to mean that the Board would find the unit in question to be an appropriate unit in a disputed case.

Signed at Sacramento, California

On the 7th day of August, 1981

On behalf of
PUBLIC EMPLOYMENT RELATIONS BOARD

Regional Director

PERB-150 (11/80) nv

APPENDIX A 3

Appendix A3

STATE OF CALIFORNIA — EDMUND G. BROWN JR., Governor

PUBLIC EMPLOYMENT RELATIONS BOARD

APR 6 1983

Butte Community College District,

Employer,

and

Butte College Education Association/ CTA/NEA,

and

Butte Faculty Alliance,

Employee Organizations.

Type of Election

[ ] Consent Agreement

[ ] Board Directed

[X] RD Directed

Case Number: S-R-627; S-D-54

CERTIFICATION OF REPRESENTATIVE

An election having been conducted in the above matter under the supervision of the Regional Director of the Public Employment Relations Board in accordance with the Rules and Regulations of the Board; therefore

Pursuant to the authority vested in the undersigned by the Public Employment Relations Board, IT IS HEREBY CERTIFIED as of March 25, 1983 that a majority of the valid ballots has been cast for

Butte College Education Association/CTA/NEA

and that, pursuant to the Higher Education Employer-Employee Relations Act, described employee organization is the exclusive representative of all the employees in the unit set forth below:

Shall INCLUDE: Full-time instructors in the Butte Community College District and all probationary full-time certificated contract employees assigned to the instructor salary schedule.

Shall EXCLUDE: All other certificated district employees; also all management, supervisory and confidential employees.

Signed at Sacramento, California

On the 5th day of April, 1983.

On behalf of
PUBLIC EMPLOYMENT RELATIONS BOARD

Harry E. Crawford
Regional Director

ls

APPENDIX B

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
ACADEMIC SALARY SCHEDULE
10-month, 177-day Schedule
1.07% COLA granted 2024-2025

STEPS	COLUMN I	COLUMN II	COLUMN III	COLUMN IV
1	68,020.31	74,088.62	80,164.16	86,236.09
2	71,659.15	77,736.49	83,802.96	89,883.97
3	75,303.37	81,378.92	87,456.24	93,524.55
4	78,945.77	85,021.36	91,093.23	97,166.96
5	82,593.66	88,660.12	94,741.13	100,813.03
6	86,234.25	92,298.92	98,378.07	104,453.64
7	89,871.24	95,948.64	102,015.07	108,088.83
8	93,519.10	99,592.83	105,662.94	111,742.09
9	97,156.10	103,231.63	109,310.81	115,384.55
10	100,811.22	106,879.48	112,951.43	119,028.79
11	100,811.22	110,521.92	116,599.29	122,807.19
12	100,811.22	110,521.92	116,599.29	126,315.44
13	100,811.22	110,521.92	116,599.29	129,956.05
14	100,811.22	110,521.92	116,599.29	129,956.05
15	100,811.22	110,521.92	116,599.29	129,956.05
LONGEVITY (LONGEVITY STEPS ARE 16, 20 AND 24)				
16	105,711.18	115,893.87	122,266.63	136,272.60
17	105,711.18	115,893.87	122,266.63	136,272.60
18	105,711.18	115,893.87	122,266.63	136,272.60
19	105,711.18	115,893.87	122,266.63	136,272.60
20	110,611.14	121,265.82	127,933.98	142,589.17
21	110,611.14	121,265.82	127,933.98	142,589.17
22	110,611.14	121,265.82	127,933.98	142,589.17
23	110,611.14	121,265.82	127,933.98	142,589.17
24	115,511.10	126,637.77	133,601.32	148,905.71

Department Chair Reassigned Time/Stipends

Department Chair I	50%	17,436.64
Department Chair II	40%	17,000.72
Department Chair III	30%	14,530.54
Department Chair IV	20%	9,444.85

Doctorate Stipend 4,489.34

INITIAL SALARY SCHEDULE PLACEMENT

Maximum initial placement on the salary schedule shall be Step 6 of the appropriate column. Unit members shall receive appropriate credit for previous full-time teaching, instructional support services and related work experience that may allow them a maximum of five (5) steps on the salary schedule, therefore placing them on Step 6. One (1) year step credit will be granted for each two (2) years of full-time work experience related to their initial employment assignment to a maximum of ten (10) years full-time related work experience. A combination of full-time teaching and related work experience may be used for initial placement but the maximum initial salary placement shall be Step 6. The Administration may place above the sixth (6^{th}) step when deemed necessary for the purpose of hiring qualified applicants.

DOCTORAL STIPEND

To receive the doctor's degree stipend (see 13.7), the doctor's degree shall be earned, not honorary, from an institution recognized by either the Council on Post-Secondary Accreditation or on the International Accrediting Association list of recognized agencies published by the U.S. Department of Education, Division of Eligibility and Agency Evaluation.

COLUMN MOVEMENT UNITS

1. Units taken must be job-related and have prior approval of the SPA Committee and the applicable Vice President
2. Other experiences may be used in lieu of college units with prior approval of the SPA Committee and confirmed by the applicable Vice President. The SPA Committee confirmed by the applicable Vice President will convert these experiences to a unit value.
3. See SPA Committee guidelines for submission.
4. The number of units required for class movement is 24.
5. Upon initial placement, any units in excess of column requirement are counted toward the 24 units needed to move to the next column.

COLUMN AND STEP REQUIREMENTS

A = Placement of academic instructors and those vocational instructors who qualify - initial placement on salary schedule.

B = Placement of vocational instructors only. Programs designated annually by the Board of Trustees for initial placement on salary schedule

COLUMN I (UNIT EQUIVALENT - 136) - A valid California teaching credential appropriate for the community college or meets minimum qualifications for the discipline.

A. 1. B.A. Degree + 12 semester units.

B. 1. H.S. diploma + 6 years of related work experience + 64 semester units to H.S. diploma + 10 years related work experience + 16 semester units.
2. A.A. Degree + 4 years related work experience + 28 semester units to A.A. Degree + 5 years related work experience + 16 semester units.

COLUMN II (UNIT EQUIVALENT - 160) - A valid California Teaching Credential appropriate for the community college or meets minimum qualifications for the discipline.

A. 1. M.A. Degree
2. B.A. Degree + 36 semester units, including M.A. Degree.

B. 1. A.A. Degree + 4 years related work experience + 52 semester units to A.A. Degree + 7 years related work experience + 16 semester units.

2. B.A. Degree + 2 years related work experience + 12 semester units to
B.A. Degree + 3 years related work experience + 0 semester units.

COLUMN III (UNIT EQUIVALENT - 184) - A valid California Teaching Credential appropriate for the community college or meets minimum qualifications for the discipline.

A. 1. M.A. Degree + 24 semester units.
2. B.A. Degree + 60 semester units, including M.A. Degree

B. 1. A.A. Degree + 4 years related work experience + 76 semester units to
A.A. Degree + 7 years related work experience + 40 semester units.
2. B.A. Degree + 2 years related work experience + 36 semester units to
B.A. Degree + 4 years related work experience + 12 semester units.
3. M.A. Degree + 2 years related work experience + 0 semester units.

COLUMN IV (UNIT EQUIVALENT - 208) - A valid California Teaching Credential appropriate for the community college or meets minimum qualifications for the discipline.

A. 1. M.A. Degree + 48 semester units.
2. B.A. Degree + 84 semester units, including M.A. degree.

B. 1. B.A. Degree + 2 years related work experience + 60 semester units to
B.A. Degree + 5 years related work experience + 24 semester units (with M.A. Degree equivalent.*)
2. M.A. Degree + 2 years related work experience + 24 semester units to
M.A. Degree + 3 years related work experience + 12 semester units.

*M.A. Degree equivalent as determined by the College. Refers to a planned or coordinated program leading to a specific objective related to the instructor's assigned area of teaching. The program shall be determined by the Chief Instructional Officer, the instructional dean and the instructor involved.

INITIAL SALARY SCHEDULE PLACEMENT

Maximum initial placement on the salary schedule shall be Step 6 of the appropriate column Unit members shall receive appropriate credit for previous full-time teaching**,** instructional support services and related work experience that may allow them a maximum of five (5) steps on the salary schedule, therefore placing them on Step 6. One (1) year step credit will be granted for each two (2) years of full-time work experience related to their initial employment assignment to a maximum of ten (10) years full-time related work experience. A combination of full-time teaching and related work experience may be used for initial placement but the maximum initial salary placement shall be Step 6. The Administration may place above the sixth (6^{th}) step when deemed necessary for the purpose of hiring qualified applicants.

BUTTE COMMUNITY COLLEGE DISTRICT FULL-TIME FACULTY OVERLOAD & NON-INSTRUCTIONAL HOURLY SALARY SCHEDULE.
1.07% COLA granted 2024-2025
Percentage increase will be the same as applied to steps 1-15 of the salary schedule as per 13.2.1

Step	Column 1 & 2	Column 3	Column 4
Step 1-3	**71.89**	**75.48**	**79.26**
Step 4-6	**75.48**	**79.26**	**83.25**
Step 7-9	**79.26**	**83.25**	**87.39**
Step 10+	**83.25**	**87.39**	**91.78**

ANCILLARY RATE $50

INITIAL SALARY PLACEMENT**

Full-Time Faculty will receive hourly compensation based on their current placement on the Academic Salary Schedules, Step and Column.

APPENDIX C

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APPENDIX D

REGULAR ACADEMIC
ADDITIONAL DUTIES COMPENSATION SCHEDULE
1.07% Granted 07/01/24

ADDITIONAL DUTY ASSIGNMENT

COACHNG STIPEND

Head Football	17,080.77	Track	12,685.94
Assistant Football	14,479.05	Track Assistant	10,085.99
Head Basketball	17,080.77	Volleyball	12,685.94
Assistant Basketball	10,085.99	Cross Country	12,685.94
Baseball/Softball	12,685.94	Soccer	12,685.94
Assistant Baseball/Softball	10,085.99	Assistant Soccer	10,085.99

OTHER/ADVISORS STIPEND

Pep Team	7,315.66	Phi Theta Kappa	12,685.94
Band	3,899.90	Drama	12,685.94
Choral	3,899.90	Forensics	12,685.94
Journalism	2,598.11	Ag Ambassador	6,872.76
Club Advisor	1,299.93	Art Gallery	6,872.76

COORDINATOR

Professional Development	50% Reassign	Distance Education	80% Reassign
Dual Enrollment	50% Reassign	Student Learning Outcome	50% Reassign
Transfer Center	5% of contract salary	EOPS	5% of contract salary

APPENDIX E

ACADEMIC JOB DESCRIPTIONS

7.2.1 FULL-TIME COLLEGE INSTRUCTOR

The full-time college instructor is responsible for effective performance in the following areas:

A. General Scope of Responsibilities

1. Excellence in teaching and instruction.
2. Maintenance of professional growth and academic currency.
3. Carrying out of area, departmental and/or program responsibilities.
4. Contribution to the College as a whole in the form of College-wide service.
5. Development and assessment of student learning outcomes.

B. Teaching and Instruction

1. Instructor plans for and is continually well prepared to teach.
2. Instructor provides organized delivery of instruction.
3. Instructor communicates respectfully to students and encourages contact.
4. Instruction is consistent with the stated and approved outcomes of the course.
5. Instruction is relevant to the course.
6. Instructor shows interest in the subject matter and student learning.
7. Instructor uses strategies designed to foster student engagement with the content.
8. Instructor uses standards of student evaluation that are clear, fair and followed consistently.
9. Instructor requires and evaluates levels of student effort sufficient to develop mastery of the subject or skills in the course.
10. Instructor grades and returns student work, assignments and tests in a reasonable period of time.
11. Instructor makes effective use of teaching aids, instructional methods and materials required of students (e.g., texts, manuals, etc.).
12. Instructor is an effective teacher.
13. Instructor prepares complete and timely course syllabi.
14. Instructor continually evaluates, updates and revises course content and instructional methods and materials.
15. Instructor coordinates course contents and instructional methods with other teachers in the program/discipline.
16. Instructor meets and assists students during office hours, by appointment or at other reasonable times.
17. Instructor initiates and carries through with improvements to course contents and classroom teaching methods.

C. Professional Growth and Currency

1. Instructor demonstrates examples of activities which show a pattern of academic, professional, and/or technical updating or currency.

D. Area or Departmental Responsibilities

1. Instructor is knowledgeable about and abides by College, Area and Department policies and procedures.

2. Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork.
3. Instructor orders instructional materials, equipment and textbooks with sufficient lead times.
4. Instructor assists Chair in evaluating and revising course schedules.
5. Instructor collaborates to determine equitable course assignments.
6. Instructor provides assistance to other full-time, part-time and/or new instructors.
7. Instructor participates in departmental plans and activities with others.
8. Instructor helps develop departmental budgets.
9. Instructor monitors expenditures to keep within authorized budget spending appropriations.
10. Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies.
11. Instructor regularly attends assigned meetings.
12. Instructor is punctual to assigned meetings.
13. Instructor works collegially with faculty peers, classified staff and administration.
14. Instructor performs their fair share of outside-of-class departmental duties and responsibilities, including contributing to unit plan and program review processes.
15. Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision and/or expansion.

E. College-wide Service- Instructor demonstrates a pattern of College-wide service, including one or more of the following:

1. Serve on College committees.
2. Serves on College committees and project teams.
3. Serves as a sponsor to student clubs and organizations.
4. Participates in faculty/college governance.
5. Participates on special project teams or ad hoc committees.

F. DEIA Self-Reflection Statement

1. Each faculty member will prepare a Self-Reflection statement using the approved format as described in Appendix G2 V. This statement is intended to foster a conversation among colleagues that reflects on how faculty can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

G. The education, experience, aptitudes, skills, etc., for instructional positions differ by type of academic or vocational program. Refer to job announcements for specific job specifications.

7.2.2 COUNSELORS

All Counselors responsibilities represent a forty-hour week (199 days). The responsibilities of all Counselors include but are not limited to the following:

A. Job Specific
- Provide academic, vocational, and personal counseling to students on an individual basis.
- Provide group counseling for the accomplishment of specific objectives.
- Assist in the planning and implementation of registration, including new student orientation.
- Assist students with forms, petitions, and appeals.
- Assist in connecting students to resources, agencies, and services.
- Begin appointments promptly and be well-prepared for sessions.
- Provide clear and concise information regarding academic requirements.

B. Professional Growth and Currency
- Maintain currency with developments and changes in the counseling field.

C. Area or Departmental Responsibilities
- Communicate with the various instructional divisions, the administration, and the staff of the College.
- Communicate and conduct outreach with the high schools served by the College.
- Develop and assess student learning outcomes.
- Assist other full-time, part-time, and/or new counselors, including training.
- Attend assigned meetings.
- Maintain knowledge of College, Area, and Department policies and procedures.
- Other related duties as assigned.

D. College Wide Service
- Serve on College committees, workgroups, and project teams.
- Serve as a sponsor to student clubs and organizations.
- Participate in faculty/college governance.

EOPS Counselors will work with EOPS students per state regulations. EOPS Counselors will also assist or advise multicultural student organizations and programs and may assist EOPS students with transfer services.

Transfer Counselors will work with students who have identified their goal as transferring to a four-year institution.

In addition to the responsibilities associated with all counselors, the Athletics Counselor will be responsible for providing counseling services for student-athletes, to include advisement with eligibility requirements. The Athletics Counselor provides outreach to all Butte College athletic programs, fostering a collaborative partnership with coaches and the Athletic Director.

7.2.3 LEARNING DISABILITIES SPECIALIST

A. Non-classroom staff responsibilities represent a forty-hour week. The responsibilities of the Learning Disabilities Specialist include, but are not limited to the following:

1. Administering and interpreting tests of language, perception, memory and achievement.
2. Obtaining information relevant to students' learning problems.
3. Developing instructional material specially suited to the students and providing information concerning available, suitable materials.
4. Supervising tutors assigned to students.
5. Providing instruction for students in DSP&S.
6. Consulting with subject matter instructors regarding specific students and materials.
7. Maintaining liaison with vocational programs and job agencies in cooperation with job placement services.
8. In cooperation with the counseling staff, providing guidance to students for appropriate courses and programs.
9. Serving on various College committees.
10. Keeping current with developments and changes in their field.
11. Assisting the director of DSP&S in responsibilities which are directly related to program maintenance.
12. Development and assessment of student learning outcomes.

7.2.4 REFERENCE LIBRARIAN

Non-classroom staff responsibilities represent a forty-hour week (Reference Librarian B – 199 days). The responsibilities of the Reference Librarian include but are not limited to the following:

A. Job Specific
- Schedule and give library instruction through presentations, both in-person and online.
- Provide leadership and coordination for the library's instruction program and teach courses on library skills.
- Provide reference service (in-person, telephone, email, and web-based chat) to students, faculty, and staff.
- Perform and coordinate outreach services to promote library services and resources.
- Responsible for collections development including materials selection according to curriculum needs, and serve as library liaison with other faculty.
- Assist in selecting, evaluating, and implementing electronic resources, databases, third-party web applications, and other information systems.
- Provide systems administration assistance for library services platform and act as liaison with IT department.
- Assist in the cataloging and bibliographic management of library materials in various formats.

B. Professional Growth and Currency
- Maintain currency and update academic, professional, and/or technical knowledge

C. Area or Departmental Responsibilities
- Regularly attend assigned meetings
- Develop and assess student learning outcomes.
- Obtain and organize statistical data to fulfill required institutional reporting.
- Design and conduct service assessments and surveys.
- Develop and revise library policies.
- Participate in budget development, long and short-term goals, grant writing, and strategic planning.
- Maintain library website.
- Represent the library at appropriate local, state, or national meetings.
- Assist with maintaining computers, technology, and computer labs.

D. College-wide Service
- Serve on College committees, workgroups, and project teams.
- Serve as a sponsor to student clubs and organizations.
- Participate in faculty/college governance.

7.2.5 LEARNING RESOURCE SPECIALIST

Student development faculty responsibilities represent a forty-hour week (199 days). The responsibilities of the Learning Resource Specialist (LRS) include, but are not limited to the following:

A. Job Specific

- Teach courses offered in the program, meeting "teacher of record" requirements as necessary.
- Maintain and update a tracking system for students using the Center for Academic Success services.
- Provide effective learning assistance for students seeking tutorial help.
- Maintain existing learning resource materials, identify new materials (including software), and make them available to faculty, tutors and students.
- Assist in the hiring and supervision of instructional aides, student assistants, SI leaders, and tutors at all Butte College locations.
- Facilitate and supervise test proctoring.
- Schedule and staff appropriate workshops for students and staff in conjunction with appropriate Chairs.
- Provide assistance to the coordinator as assigned.
- Provide information on general and specific CAS services and activities to students, faculty and community on a regular basis.
- Assume other reasonably related duties as negotiated.

B. Professional Growth and Currency

- Maintain currency and update academic, professional, and/or technical knowledge

C. Area or Departmental Responsibilities

- Maintain a supportive learning environment in the Center for Academic Success both on and off campus.
- Maintain and support a comprehensive tutor training program, including the possible teaching of tutor training courses.
- Implement and support a comprehensive tutoring program.
- Implement and support a Supplemental Instruction Program.
- Promote the Center and provide outreach to faculty and students.
- Serve as a liaison to faculty in various disciplines to ensure appropriate services are available.
- Serve as a liaison to student service personnel to ensure collaboration is maximized.
- Assist in institutional research, including measuring success of Center efforts.
- Staff and/or provide for orientation sessions/tours.
- Assist in creation and dissemination of employee development resources and promotional materials.
- Develop and assess student learning outcomes.

D. College-wide Service

- Serve on College committees.
- Serve on College committees and project teams.
- Serve as a sponsor to student clubs and organizations.
- Participate in faculty/college governance.
- Participate on special project teams or ad hoc committees.

7.2.6 CHAIR FOR THE CENTER FOR ACADEMIC SUCCESS

A. Non-classroom staff responsibilities represent a forty-hour week (199 days). Compensation will be equal to instructional Department Chair Level IV (see Appendix B) The responsibilities of the Chair for the Center for Academic Success include, but are not limited to, the following:

1. Provides leadership for the Center for Academic Success (CAS) to establish and maintain student- centered tutoring and other learning assistance programs.
2. Coordinates hiring process and recommends hiring of Associate Faculty.
3. Assures that all contractually required Associate Faculty evaluations are completed in a timely fashion.
4. Participates and provides feedback for evaluations of Full-Time Faculty as required by contract.
5. Collaborates on marketing efforts to inform the campus community about program opportunities and resources for students.
6. Manages the collection and reporting of relevant information regarding students' usage of CAS services and student outcomes resulting from accessing CAS services.
7. Oversees preparation of Unit Plans in a manner that collaborates with faculty and staff.
8. Coordinates Program Review research and documents and collaborates with faculty.
9. Collaborates with Advisory Committees as necessary.
10. Creates and modifies the schedule for CAS computer labs and ensures software and equipment is in working order.
11. Schedules and staffs workshops for students and staff in coordination with appropriate Chairs
12. Coordinates training and communication with presenters and maintains workshop materials.
13. Demonstrates leadership through involvement in College-wide activities and participates in management meetings
14. Provides for timely budget development and ongoing budget oversight.
15. Abides by all applicable policies and procedures related to managing the budget in a fiscally responsible manner.
16. Coordinates recruiting, hiring, training and supervision of student employees and instructional aids.
17. Identifies and works collaboratively with appropriate contacts at other institutions to establish internships. Oversees the training, supervision, and tracking of current interns.
18. Coordinates and facilitates discussion of student learning outcomes assessment.
19. Collaborates on marketing efforts to inform the community about program opportunities and resources for students.
20. Other related duties as negotiated.

7.2.7 EOPS FINANCIAL AID SPECIALIST/COUNSELOR

A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The responsibilities of the EOPS Financial Aid Specialist/Counselor include but are not limited to the following:

1. Providing academic, career, and personal counseling to Extended Opportunity Programs and Services students on an individual basis or group basis.
2. Assisting EOPS students with other campus services including, but not limited to, Assessment, Job Placement, Disabled Students Programs and Services.
3. Assisting in the implementation of the College's Matriculation Plan, including new student orientation.
4. Assisting with or advising multicultural student organizations.
5. Assisting EOPS students with petitions for graduation, certificates of achievement and Academic Council.
6. Making high school visitations.
7. Assisting with the development of individual education plans for EOPS students.
8. Keeping current with professional developments and changes.
9. Assisting EOPS students with the successful completion of the financial aid process.
10. Providing EOPS students with money management workshops and individual assistance.
11. Assisting with Financial Aid needs assessment and awarding process as outlined in Title 5, Sections 56224, 56252, 56254, 56256 and 56258.
12. Providing liaison between the Financial Aid Office and the EOPS Office and students.
13. Serving as a member of the Financial Aid Advisory Committee.
14. Other related duties as negotiated.
15. Development and assessment of student learning outcomes.

7.2.8 EOPS COUNSELOR

A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The responsibilities of the EOPS Counselor include but are not limited to the following:

1. Providing academic, career, and personal counseling to EOPS students on an individual basis or group basis.
2. Assisting EOPS students with other campus services including, but not limited to, assessment, job placement, disabled student programs and services.
3. Assisting in the implementation of the College's Matriculation Plan, including new student orientation.
4. Assisting with or advising multicultural student organizations.
5. Assisting EOPS students with petitions for graduation, certificates of achievement and Academic Council.
6. Making high school visitations.
7. Assisting with the development of individual education plans for EOPS students.
8. Keeping current with professional developments and changes.
9. Providing transfer services by assisting EOPS students to make the transition from Butte College to four-year colleges.
10. Other related duties as negotiated.
11. Development and assessment of student learning outcomes.

7.2.9 CHAIR OF COUNSELING SERVICES

Chair of Counseling Services will report to the Dean of Student Services. The assigned time reduction to perform coordinator duties shall equal thirteen (13) hours per week of direct student contact time. Compensation will be equal to instructional Department Chair Level III (see Appendix B). The assigned time reduction will be listed in Appendix E – 7.2.9. The Chair of Counseling Services will be responsible for the following:

1. Collaborates with other departments/programs to coordinate counseling efforts, including liaisons with instructional departments and district high schools. Organizes trainings for counselors, which may include EOPS and Transfer Counseling.
2. Reviews and promotes compliance with Title V, and the district policies and procedures. May suggest updates and edits to district policies and procedures.
3. Serves on a variety of committees and represents the counseling office to internal and external entities. Provides input for a variety of planning activities on behalf of Counseling.
4. Organizes and conducts department or program meetings as necessary.
5. Directs, assigns work and collaborates with classified employees as assigned.
6. Chair monthly meeting for all Counseling Departments.
7. Plans coverage, prep time, of full and part-time counselors for all terms, locations, and times of year with input from the Dean of Student Services.
8. Schedules and approves equipment maintenance, repairs, updates or replacement.
9. Routinely available to students in crisis and to associate faculty needs.
10. Maintains currency in their discipline, industry and with technology and related equipment, as appropriate.
11. Fosters awareness of liabilities and safety issues to keep students, faculty and others safe.
12. Collaborates on marketing efforts to inform the community about program opportunities.
13. Demonstrates leadership through involvement in college-wide activities and participates with the Learning Council.

Budget

14. Provide information for budget to Dean through the unit planning process.
15. Abides by all applicable policies and procedures related to managing the department budget in a fiscally responsible manner.

Unit Plans/Program Review/SLOs

16. Oversees preparation of unit plans in a manner that collaborates with faculty and staff.
17. Coordinates program review research and documents and collaborates with student-development faculty.
18. Coordinates (through collaboration) the assessment of student and program learning outcomes.
19. Works with counseling/curriculum to create/maintain/enhance articulated pathways to universities and colleges.
20. Supports and enhances transfer degree program opportunities.

Evaluations

21. Assures that all contractually required associate faculty evaluations are completed in a timely fashion. Assist in the evaluations of classified staff.
22. Participates and provides feedback for evaluations of full-time faculty as required by contract.

Hiring

23. Coordinates hiring process and recomn1ends hiring of associate faculty.
24. Assisting the Dean in coordinating counselors' participation in the selection of full-time Counseling staff.
25. Completes work orders, approves or disapproves travel requests, prepares requisitions as necessary.
26. Collaborate in the review of the college catalog and schedule for accuracy and completeness.

7.2.10 INSTRUCTIONAL DEPARTMENT CHAIRS

The duties in this job description represent the cumulative annual work of department chairs. This job's weekly responsibilities and priorities vary across the semester and among departments. Chairs may prioritize among these duties as required by deadlines, work calendar, and overall workload within the department. The reassigned time granted for this position is relative to the 40-hour work week specified in this collective bargaining agreement.

Faculty Leadership

- Provide leadership for department programs and faculty, serving as the voice of department faculty in administrative and operational matters.
- Represent the needs and decisions of the administration to department and program faculty.
- Be broadly knowledgeable on college policies, procedures, and resources.
- Serve on and participate in the Learning Council.
- Represent the department on workgroups, ad hoc committees, taskforces, and other operational groups as needed or suggest a suitable department delegate.
- Coordinate mentoring and support for faculty as needed, fostering a collegial and productive department environment.

Schedule Development

- Work with department faculty, staff, and the supervising administrator to develop the annual schedule of classes for all programs in the assigned department.
- Recommend teaching schedules for all faculty to the supervising administrator.
- Work with the supervising administrator to analyze historical and projected student demand to guide the development of schedules meeting student needs and strategic enrollment management goals.
- Coordinate room assignments to optimize facility and classroom usage, including collaboration with other departments for shared spaces as needed.
- Work with the Dual Enrollment team to develop and schedule dual enrollment sections with service area high schools.

Curriculum and Program Review

- Coordinate with discipline faculty on curriculum development, review, and revision for all department programs, working to ensure currency, rigor, and alignment with curriculum, industry, and accreditation standards.
- Ensure communication and collaboration among department and program faculty on curriculum revisions and development.
- Attend curriculum committee meetings as needed to present department curriculum and answer committee questions.
- Coordinate the review of department curricula to ensure the accuracy and consistency of this information on department and community of interest webpages and in outreach materials.
- In coordination with department faculty, lead the analysis and writing of program review reports.
- Work with Counseling, Scheduling, and Articulation to ensure that department and program curricula meet student, industry, articulation, and transfer standards. This includes coordinating department work around C-ID and Associate Degrees for Transfer.
- Coordinate the assessment of student learning outcomes in department courses and programs.
- Facilitate the process for establishing and maintaining high school articulation agreements.

Faculty Hiring, Evaluation, and Professional Development

- Coordinate the recruitment and hiring process for associate faculty, making final recommendations to the supervising administrator.
- Serve on hiring committees for department tenure track and full-time faculty.
- Ensure that all associate faculty evaluations are completed in accordance with the associate faculty contract.
- Conduct two associate faculty evaluations for every 10% reassigned time as required under the terms of the PFA contract.

- Participate in full-time faculty evaluations as required by the full-time faculty contract.
- Certify Flex activity requests from associate faculty.
- Collaborate with the Dual Enrollment team in selecting, vetting, and reviewing faculty for Dual Enrollment sections.

General Administrative Tasks

- Assist classified staff and the supervising administrator by providing information needed for routine paperwork on request, including work orders, facilities usage requests, travel requests, etc.
- Provide feedback to classified staff and the supervising administrator regarding department and program information on the website**.**

Communication and Collaboration

- Regularly communicate with all department faculty, referring them to college programs, resources, and personnel as needed.
- Regularly meet and communicate with the supervising administrator to ensure department concerns and needs are shared.
- Disseminate information to faculty from the Vice President and the supervising dean as needed, ensuring clarity and timely communication.
- Collaborate with other departments, programs, and services to coordinate instructional efforts, as needed.
- Regularly schedule and facilitate department meetings during the academic year.

Budget, Planning, and Purchasing

- Assist with the development of the annual budget with department faculty, classified staff, and the supervising administrator, through the Unit Planning process.
- Working with department staff and the supervising administrator, provide information needed for purchasing requestions for supplies and equipment from all funding sources.
- Develop and submit annual unit plans and resource requests through the annual Unit Planning and Budgeting process.

Facilities, Equipment, and Supplies

- Report routine maintenance needs to department classified staff and the supervising administrator, as needed
- Develop and submit new equipment and facilities requests through unit planning processes
- Submit purchase requests for instructional supplies to program classified staff, as needed.
- Monitor and report problems with program-specific facilities, equipment, and supplies, including safety issues, referring any problems to the supervising administrator and appropriate college department for resolution.

Student Success

- Ensure that student needs and perspectives are part of decision-making and planning processes.
- Serve as a point of contact for students in department programs and connect those students to college resources and services, including Counseling, CAS (Center for Academic Success), and Student Success Teams.
- Serve as the primary point of contact for students in resolving concerns regarding associate faculty.
- Facilitate the review and approval of prerequisite challenges, limitations on program and course enrollment, and requests for special privileges requiring department faculty approval or input.
- Participate in the work of Guided Pathways, Student Equity and Achievement, and other student success initiatives upon request, or suggest a suitable department delegate.

External Funding and Grants*

- Seek and apply for external funding, grants, or partnerships to enhance department and program resources, equipment, or student opportunities.
- In collaboration with department staff and the supervising administrator, monitor compliance with grant or external funding requirements.

Career Technical Education: Program-Specific Duties*

The following duties are a representative, not exhaustive, list of the additional responsibilities required to support students and faculty in CTE programs:

- Coordinate program advisory committee formation and schedule regular meetings, as required
- Monitor compliance with program-specific accreditation standards and requirements.
- Facilitate program accreditation review reporting.
- Establish and maintain relationships with local businesses, industry associations, and labor unions to facilitate student internships, work experience opportunities, and job placement.
- Collaborate with local industry, the Career Center, and other college programs to organize job fairs, networking events, and workshops to ensure student contact with potential employers.
- Facilitate and complete required 2-year CTE program reviews.
- Maintain curricular currency, ensuring that courses and programs meet industry needs and provide industry-recognized certifications and credentials whenever applicable.
- Represent the program at community events, industry conferences, and regional consortia to promote the program and maintain its reputation in the field.
- Collaborate with high schools and County Offices of Education to streamline CTE pathways and facilitate student transitions into the program, as needed
- Ensure that program faculty remain current with industry trends, certifications, and technical skills through continuous professional development.
- Assist with the development of industry-specific professional development for faculty.
- Coordinate with Clinical Directors, Medical Directors, and other program staff on the program's total operations.
- Monitor student performance metrics, including job placement rates, licensure pass rates, and similar KPIs.

Not all chairs will have responsibilities marked with an asterisk.

7.2.11 CAREER COUNSELOR

A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The assignment of days will be flexible in order to meet the needs of the unit member, students and office. Leave may be taken at any time during the year on prior approval. The responsibilities of the Career Counselor include, but are not limited to the following:

1. Assisting individuals in identifying and researching careers and major using counseling techniques, career resource materials, and computer assisted guidance systems.
2. Administering and interpreting standardized vocational test including interest, aptitude and personality.
3. Designing and conducting career-related workshops and classes.
4. Providing career planning assistance and support to high schools and other special populations in the Butte College service area.
5. Assisting students in accessing other campus services including, but not limited to, programs for special needs, skills testing, financial assistance, and job placement.
6. Assisting with orientation and counseling of new students as part of matriculation.
7. Keeping abreast of developments and changes in the career guidance field.
8. Developing written and oral reports based on vocational assessments and career counseling as needed.
9. Researching and keeping abreast of labor market changes and career opportunities.
10. Other related duties as negotiated.
11. Development and assessment of student learning outcomes.

7.2.12 DISABILITIES SPECIALIST

A. Non-classroom responsibilities represent a forty-hour week (199 days). The assignment of days will be flexible in order to meet the needs of the unit member, students and office. Leave may be taken at any time during the year on prior approval.

1. Assist and advise disabled students in matriculation procedures, i.e. enrollment, assessment, orientation, course selection and program planning.
2. Administer and interpret both group and individual tests for the purposes of:
    a. Determining the existence, nature, and extent of students' learning limitations (cognition, language, perception, memory achievement);
    b. Reviewing documentation, identifying, and assigning students to the appropriate and fundable DSPS disability category (i.e., acquired brain injury, psychological disability, physical disability, communications disability); and
    c. Certifying students who meet the DSPS criteria and Title V regulations for services or support as learning or developmentally disabled.
3. Interview, screen, and certify students referred because of suspected learning disabilities.
4. Develop and maintain liaison with on- and off-campus groups and agencies.
5. Assess student "ability to benefit" as defined by state and federal regulations.
6. Work with faculty and staff in identifying, developing, and providing individual services to assist disabled students in meeting their educational goals.
7. Develop and recommend services, instructional programs, and adaptations to facilitate the education of disabled students.
8. Conduct specific office intake procedures.
9. Identify, certify, accommodate, and assist disabled students needing specialized assistance, services, or instruction.
10. Evaluate requests for adaptive equipment by students with disabilities.
11. Provide instruction and or tutoring assistance for students with disabilities.
12. Develop and conduct in-service training for faculty and staff to promote awareness and sensitivity to the issues and needs of students with disabilities.
13. Attend professional conferences and workshops related to the exceptional needs of individuals with disabilities.
14. Assist with recruitment, outreach and the dissemination of information regarding DSPS programs and services.
15. Remain current in knowledge of adaptive technology and related equipment for individuals with disabilities.
16. Recruit, hire, train, assign, supervise, and evaluate work of student assistants, prescriptive tutors and instructional aides.
17. Coordinate adapted services for students with disabilities across the college curriculum.
18. Provide consultation with instructors and counselors regarding student limitations and needs for services.
19. Assist with the development of individual education plans for DSPS students.
20. Provide disability-related advising to DSPS students on an individual basis; assist students in the on- and off-campus management of their disability.
21. Refer disabled students, as appropriate, to other college services, programs, and offices and, when necessary, assist the disabled student in accessing such programs and services.
22. Interpret, for purposes of placement and advising, the Butte College Basic Skills Assessment, associated with student aptitude and academic achievement.
23. Serve on college-wide committees and participate in the shared governance processes.
24. Assist the DSPS Coordinator as assigned.
25. Development and assessment of student learning outcomes.

7.2.13 EOPS COORDINATOR

A. The Coordinator of EOPS shall be responsible to the Dean of Student Services on a 199 day contract, for a forty hour week, for the coordination of Extended Opportunity Programs and Services and the CARE Program. Compensation will be 5% of contractual salary. Responsibilities shall include:

1. Coordinate EOPS/CARE program services (eligibility, counseling, outreach/recruitment, peer advising, etc.).
2. Coordinate planning and implementation of the EOPS Program
3. Assist in supervising and evaluating classified staff and student employees (not academic employees)
4. Coordinate the budget for EOPS and CARE programs.
5. Coordinate liaison with other departments, community agencies, and the K-12 sector.
6. Coordinate assigned programs, projects and program components.
7. Coordinate, in conjunction with the Dean of Special Programs, the preparation of information and publications of EOPS.
8. Provide counseling services for EOPS and CARE-eligible students at a minimum of ten (10) hours per week.
9. Coordinate, develop, plan and implement various outreach/recruitment programs specific to EOPS.
10. Serve as EOPS representative on various campus and community organization committees.
11. Perform duties in other areas as negotiated.
12. Development and assessment of student learning outcomes.
13. Represent EOPS/CARE in campus student equity efforts.

7.2.14 ATHLETIC TRAINER

A. Non-classroom staff responsibilities represent a forty (40) hour week (199 days). The Athletic Trainer reports to the Director of Athletics who will assign the duties of the trainer. The duties will include, but not limited to, the following:

Injury Prevention

1. Assist the team physician in pre-participation health screenings.
2. Identify and protect pre-existing physical conditions that might predispose the athlete to injury.
3. Determine whether the athletic equipment and facilities are safe to use for competition or practice.
4. Advise coaches during pre-season, in season, and off-season strength, conditioning and flexibility sessions.
5. Educate athletics to prevent the use of dangerous skills and techniques.
6. Design, fabricate, fit and apply appropriate taping, wrapping, and protective devices to prevent athletic injury.
7. Monitor environmental conditions such as temperature, humidity, and make recommendations relative to athletic performance.

Recognition and Evaluation of Injuries and Illnesses

1. Recognize and evaluate injuries in order to determine the degree of injury, the proper transportation of the injured athlete, the ability of the athlete to return to participation, and/or the appropriate medical referral.

Rehabilitation

1. Develop therapeutic and exercise criteria for the return of the injured athlete to functional participation to minimize re-injury.
2. Evaluate the use of rehabilitation equipment, manual techniques, and therapeutic modalities to determine their appropriate use and application.

Injury Management/Treatment and Disposition

1. Select and administer appropriate first aid using proper emergency care procedures and equipment.
2. Administer appropriate medical personal and faculty.
3. Coordinate athletic training coverage for practices and games according to the nature of the sport as it pertains to the possibility of injury.

Organization

1. Establish a standardized written procedure for planning, organizing, and implementing health care services.
2. Establish with emergency support services an emergency triage plan.
3. Document all athletic training treatments and services provided by health care professionals.
4. Purchase equipment and supplies.
5. Organize and administer all aspects of record keeping, budgeting, facilities upkeep including the policies and procedures of the total athletic training program.
6. Developed and supervise a student athletic trainer program.
7. Establish a communication system to provide coaches with a day-to-day progress report on their injured athletes.

Education and Advising

1. Review previous injuries and work with athletes to assess personal status for safe participation.
2. Provide information on health topics such as substance abuse, diet, etc., and if needed refer the athlete to specialist for counseling or consultation in areas of personal, social, or emotional problems.
3. Advise athletic staffs and teams on potentially hazardous situation to ensure safe participation.
4. Instruct student athletic trainers within the athletic training.
5. Instruct student athletics trainers in clinical and interpersonal communication skills to facilitate professionalism.
6. Development and assessment of student learning outcomes.

7.2.15 PROFESSIONAL DEVELOPMENT COORDINATOR

A. Non-classroom responsibilities represent a twenty-hour week (fifty percent assigned time reduction of teaching load) during the Fall and Spring semesters and a forty-hour week during non-instructional periods (199 days). The responsibilities of the Professional Development Coordinator include, but are not limited to, the following:

1. Coordinate the overall Butte College Professional Development Program.
2. Chair the Professional Development Steering Committee.
3. Chair the Flexible Calendar Committee.
4. Coordinate the development, publication, dissemination, recording and reporting of Flex activities.
5. Manage the Professional Development budget.
6. Assure compliance with state guidelines and regulations regarding Professional Development.
7. Evaluate and assess the Professional Development Program.
8. Assure timely dissemination of information regarding Professional Development.
9. Assist in other areas as negotiated.
10. Development and assessment of student learning outcomes.

7.2.16 MESA PROGRAM DIRECTOR

A. Full-time unit member hired under Education Code Section 87840. Non-classroom responsibilities represent a forty-hour week (199 days). May require a minimum of five (5) hours off- campus per week in support of functions, at the professional discretion of the staff member with the approval of the Chief Instructional Officer or designee. The responsibilities and minimum qualifications of the MESA Program Director are those published and maintained by the California Community Colleges Chancellor's Office, which include, but are not limited to, the following:

1. Recruit students eligible for participation in the MESA program.
2. Provide academic and career advice to MESA students.
3. Establish and maintain relationships and communications with instructional programs directly related to the MESA program.
4. Prepare and manage the program budget.
5. Assure compliance with all guidelines and regulations related to the MESA program.
6. Collect and compile data and prepare status reports as required by the CCCCO and participate in campus activities that lead to the collection and submission of MESA student data for the CCCCO Management Information System (MIS).
7. Establish and maintain communications with regional high schools, colleges, and universities, articulating programs, and services where appropriate.
8. Provide academic support services for MESA students.
9. Maintain currency with MESA statewide initiatives.
10. Establish and maintain relationships with related professional societies, businesses, and industry.
11. Coordinate student services for MESA students.
12. Provide direction to staff assigned to the MESA program and provide input on staff evaluations.
13. Participate in MESA statewide activities.
14. Development and assessment of student learning outcomes.

7.2.17 COORDINATOR OF TRANSFER CENTER

A. Non-classroom staff responsibilities represent a forty-hour week (199 days). The Coordinator of Transfer Center will report to the Chief Student Services Officer or designee. The assigned time reduction to perform coordinator duties shall equal thirteen (13) hours per week of direct student contact time. Compensation will be 5% of contractual salary. The Coordinator of Transfer Center include those responsibilities described in general counseling as well as the following:

1. Coordinator Transfer Center programs.
2. Provide personal and crisis counseling and conducting counseling groups.
3. Coordinate the evaluation of Transfer Center counselors and office staff.
4. Coordinate Transfer Center liaison with instructional departments.
5. Coordinate Transfer Center counselor liaison with high schools and communities.
6. Coordinate the counseling schedule for Transfer Center staff.
7. Assist in other areas as negotiated.
8. Development and assessment of student learning outcomes.

7.2.18 DISTANCE LEARNING COORDINATOR

1. Reporting directly to the Dean responsible for Technology Mediated Instruction (TMI).
2. Assists with all planning, organizing, and development of Butte College's distance learning program.
3. Collaborates, as a member of TMI, with the Instructional Technology Specialists in supporting faculty with the training and development of curriculum and distance learning.
4. Works with faculty and staff to promote distance learning program development and the use of best practices in distance learning courses.
5. Chairs the Distance Learning Committee and oversees approval of online and hybrid courses.
6. Attends TMI department meetings.
7. Serves on the Academic Technology Committee.
8. Serves on the Technology Council.
9. Participates in statewide webinars and/or meetings of California Community Colleges' Distance Education Coordinator group, and responds to distance education survey requests from California Community College Chancellor's Office.
10. Helps research, monitor and ensure compliance with state and federal codes, guidelines, and policies including accreditation standards, copyright and intellectual property rights, and Section 508 compliance.
11. Assists in identifying distance learning issues, needs and concerns in a timely manner; recommends and assists in implementing plans of action for improvement.
12. Promotes and facilitates professional development opportunities applicable to distance learning issues and practices (workshops, webinars, etc.)
13. Assists faculty in ensuring that courses offered through distance education meet the overall educational standards of the institution.
14. In the absence of TMI staff, assumes responsibilities for notifying the Learning Management System (LMS) hosting vendor of service disruptions.
15. Works with TMI staff to ensure that sufficient technical resources are available to faculty and students as related to distance learning.
16. Performs other duties as negotiated.
17. Development and assessment of student learning outcomes.

7.2.19 SIMULATION LABORATORY COORDINATOR- NURSING

Non-classroom staff responsibilities represent a forty-hour week (177 days; 10 months). The responsibilities of the Simulation Laboratory Coordinator in dude but are not limited to the following:

1. In collaboration with faculty, develops, presents, evaluates and refines scenarios used for simulation experiences using role playing, props (including high and low fidelity mannequins) and dialogue to create a realistic learning environment that maximizes student learning and student success; develops new simulation experiences based on student or faculty identified needs and serves as a resource for faculty using simulation in classroom/lab activities.
2. Uses instructional methods in the implementation of simulation experiences that promote student development of problem solving, clinical judgment, decision-making, clinical competency and life-long learning
3. Uses knowledge of current and emerging instructional technologies and associated products, tools and equipment in the development and implementation of simulation activities;
4. Demonstrates knowledge of current technical and educational developments in the field of simulation.
5. Conducts tours and simulation sessions for internal/external groups and/or individuals.
6. Coordinates day to day activities and services of the simulation lab; schedules use of the simulation lab and equipment;
7. In collaboration with faculty, develops, implements and updates simulation lab policies and procedures; provides guidance and orientation to instructors regarding simulation laboratory procedures, location and use of equipment and materials, and the operation of equipment; provides orientation, training and enforcement of simulation lab and safety procedures to faculty, students and staff using the simulation laboratory.
8. Sets up necessary hardware and software in the simulation lab as necessary; may research, evaluate and recommend simulation lab instructional materials, equipment and scenarios used in the simulation lab, including reference texts, videos, CD-ROM programs, and multimedia materials.
9. Performs maintenance and minor repairs of equipment in the simulation laboratory as needed, initiates and coordinates approved simulation laboratory renovations and equipment repairs; manages inventory; arranges for repair/replacement of broken equipment and maintains contact with vendors.
10. Coordinates the ordering, maintenance, organization and re-supply of consumable simulation lab equipment; conducts quarterly equipment inventories.
11. Establishes annual goals and objectives for simulation Jab that support the programs and enhance student learning; establishes and maintains a long-term plan for simulation equipment maintenance and replacement and laboratory development including potential sources of funding and personnel structure; manages simulation laboratory expenditures and projects annual and five-year budgetary needs.
12. Monitors simulation lab usage and tracks associated statistics to use as the basis for evaluating the effectiveness of the laboratory for recommending purchases and laboratory enhancements, and producing an annual report; conducts and completes an annual evaluation of the effectiveness of simulation for student learning
13. Ensures that the simulation lab is clean, safe and organized; promotes safe simulation lab practices. Monitors and supervises the general cleaning of the simulation lab; oversees the collection and disposal of waste materials according to regulations.
14. Participates in department meetings and professional development related to curriculum, student learning and student success.
15. Maintain regular office hours in accordance with contractual requirements.

16. Work hours may include evening or weekend hours and off-campus instruction.
17. May, supervise, train, and evaluate student workers.
18. Able to communicate effectively, both orally and in writing
19. Working knowledge and use of word processing, spreadsheet and presentation software applications.
20. Assumes additional assignments as needed to maximize student learning and student success.
21. Within 2 years of hire obtain certification as Healthcare Simulation Educator (CHSE) and maintain while employed as Simulation Laboratory
22. Develops and assesses student learning outcomes.

Faculty Coordinator Minimum Qualifications:

1. Qualifications subject to approval from the Board of Registered Nursing for the State of California:
    a. Current, unrestricted license to practice as a Registered Nurse in California.
    b. Master's degree in Nursing; OR Bachelor's degree in Nursing AND Master's degree in nursing education or administration.
    c. At least one (1) year continuous, full-time (or its equivalent) experience as a registered nurse providing direct patient care within the last five (5) years in an acute medical-surgical setting
2. At least one (1) year full-time teaching experience.
3. Current American Heart Association Basic Life Support Provider Certification for Healthcare Providers

7.2.20 HEAD ATHLETIC COACH

Full-time tenured faculty who are subsequently selected for an athletic coaching assignment with the district may receive an athletic coaching stipend per the Regular Academic Additional Duties Compensation Schedule for coaching an athletic sport (Appendix D, BCEA Contract). Upon resignation from the coaching position, the faculty member in good standing may transfer to the classroom in a position comparable to the position they held prior to coaching, or to another open position for which they meet minimum qualifications.

Faculty who have been recruited and hired to be Full-time Faculty Coaches for an athletic sport are expected to remain in the coaching position for which they were hired. These faculty members shall have the opportunity to transfer to open faculty positions only as vacancies arise and as provided by Article IX of the Collective Bargaining Agreement between District and BCEA subject to the provisions below which provide assurances for coaches who have served 10 or more years.

After serving as a full-time coach for at least ten (10) years, Faculty Coaches who voluntarily resign from coaching may transfer to the classroom. The District will ensure that a teaching position will be available of no less than 65% FTE for tenured Faculty Coaches.

After serving as a full-time coach for at least twelve (12) years, Faculty Coaches who voluntarily resign from coaching may transfer to the classroom. The District will ensure that a teaching position will be available of no less than 75% FTE for tenured Faculty Coaches.

After serving as a full-time coach for at least fifteen (15) years, Faculty Coaches who voluntarily resign from coaching may transfer to the classroom. The District will ensure that a teaching position will be available of no less than 100% FTE for tenured faculty coaches.

All coaching stipends will be listed in Appendix D. All Head Athletic Coaching positions will be 177-day instructional contract positions reporting to the Director of Health, Kinesiology, and Athletics.

The Head Football Coach will be paid the appropriate additional duties stipend (in-season) and 10% reassigned time in the off-season.

The duties of Head Athletic Coaches include, but are not limited to the following:

1. Provide direction in all facets of the intercollegiate program
2. Understanding and knowledge of the CCCAA Constitution and Conference Supplements and knowledge of CCCAA, NCAA, and NAIA recruiting and transfer rules.
3. Recruit and retain student-athletes to field a competitive intercollegiate team.
4. Develop recruiting materials, emails, social media messaging, etc.
5. Evaluate prospective student-athletes.
6. Provide campus tours; assist with orientation.
7. Develop and implement daily practice schedules and game plans.
8 . Manage the program's budget in regard to District and/or Butte College Foundation funds for travel, including meals and hotels.
9. Manage equipment budget and order equipment needed for the program.
10. Maintain and distribute seasonal statistics and all-time records.
11. Communicate and develop relationships with local media, including providing scores, season schedules, change of schedules or venues, and media interviews.
12. Initiate and participate in fundraising activities to enhance the athletic experience for student–athletes, as well as individual fundraising efforts.
13. Promote and oversee the health, physical strength and conditioning, and general welfare of the student-athletes.

14. Monitor student-athlete academic progress, including establishing a communication system with Counseling and the Student-Athlete Success Program (SASP).
15. Understand and manage eligibility rules as they pertain to the student-athletes.
16. Hire and directly supervise assistant coaches.
17. Daily communication with the sports medicine staff in regard to practice status of student-athletes and injuries.
18. Attend and participate in athletic department meetings.
19. Attend, participate, and represent Butte College in conference and athletic coaches' association meetings and attend public speaking engagements and community activities, as necessary.
20. Discipline and assist with the enforcement of the student-athlete code of conduct.
21. Provide the necessary assistance for the matriculation of the student-athletes to the four-year level and help facilitate possible scholarship opportunities by contacting four-year coaches and providing necessary information for their recruitment.
22. Teach kinesiology and health classes, including but not limited to, varsity and theory of sport.

7.2.21 ARTICULATION OFFICER

A. Non-classroom responsibilities represent a forty-hour week (199 days). The assignment of the days will be established with the approval of the supervising dean and will be flexible to meet the needs of the unit member when practicable, as well as the needs of the District. Leave may be taken at any time during the year with prior approval consistent with the terms of the collective bargaining agreement. The responsibilities of the Articulation Officer include, but are not limited to, the following:

Primary responsibilities will include coordinating articulation functions between Butte College and CSU, UC, private four-year institutions, and other community colleges. The assignment includes coordination activities related to curriculum and curriculum development on campus and within the District and maintenance of files/documentation to assure compliance with all federal, state, and local regulations that govern intersegmental articulation of curriculum for transfer purposes. The Articulation Officer will assist the Curriculum Committee and campus departments with the cyclical updating and revision of course outlines and with the submission for acceptance of new courses being developed. Additionally, the Articulation Officer will serve on District committees and participate in various departmental and college activities, including service on the catalog development and production core group.

1. Maintain the college articulation programs, procedures, and policies dictated by the California Education Code; California State University (CSU) and University of California (UC) regulations and standards; and California Community College Chancellor's Office Guidelines and Standards.
2. Develop, coordinate, and maintain a comprehensive articulation program with UC, CSU system, and private universities and colleges in California and elsewhere and liaise with the representative articulation staff of these institutions.
3. Develop, maintain, and provide oversight of the college transfer credit, general education, and major preparation articulation programs such as the University of California Transfer Course Agreement (UC TCA), Intersegmental General Education Transfer Curriculum (IGETC), California State University General Education Breadth (CSU GEB), Associate Degree for Transfer (ADT), and Course Identification Number (C-ID) in cooperation with other District curriculum representatives.
4. Provide consultation to the faculty, instructional deans, and other college representatives on course and program articulation issues, especially related to reviewing, revising, and developing courses with transfer preparation and articulation potential.
5. Consult with department chairs, deans, and vice presidents regarding establishing transfer agreements and memorandums of understanding (MOUs).
6. Regularly keep the college community, including the college's administrators, informed of the status regarding articulation agreements, ADT, C-ID, transfer agreements, and MOUs with four-year public and private institutions.
7. Serve on the catalog production core group with specific responsibility for editing and maintaining the accuracy of transfer, articulation, and general education information
8. Work with faculty, instructional deans, and the Vice President of Instruction to assist with State required review, which currently includes but may not be limited to: a) required two-year curriculum review and updates as required; b) six-year curriculum review and updates as required by the State.
9. Serve as technical writer for the District and assist with curriculum development, review, and update processes.
10. Participate in the online curriculum review process in a timely manner and on college and district committees responsible for curriculum review and approval.
11. Maintain articulation files, prepare, and disseminate curriculum and articulation reports as required by applicable university and other collegiate organizations and systems.

12. Participate in District, regional and State articulation related activities and organizations to be informed of and to assure timely compliance with inter-segmental articulation changes and developments.
13. Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college faculty, staff and students.
14. Attend and participate in conferences and workshops on articulation and other issues.

7.2.22 DRAMA PRODUCTIONS COORDINATOR

The Drama Productions Coordinator has four distinct obligations. In addition to bringing the best in live theatre to the audience while presenting an artistic production that is faithful in its interpretation of the author's script, the Coordinator is expected to entertain and educate the audience and build a returning audience, develop the talents of our students and further their creativity as active participants in the production, contribute artistically to the theatre as an institution of dramatic art, and to represent the mission, vision, and values of Butte College to the community through theater productions.

To fulfill these goals, the Coordinator is expected to:

- Work with the Dean and Department Chair to select productions fulfilling the artistic and educational goals of the department and college.
- Recruit and collaborate with the music director, house manager, choreographer, stage manager, set designer, stage crew, costume designer, costume coordinator, lighting designer, and sound designers before, during, and after the production.
- Provide a production budget to the Dean and Department Chair before the start of each production that accounts for the following. Final approval of the production budget resides with the supervising administrator:
    - Royalties
    - Personnel
    - Costumes
    - Sets
    - Props
    - Lighting/sound
    - Make-up
    - Music/Choreography
    - Advertising
    - Program
    - Other supplies, equipment, or personnel as required for each production.

- Apply for production rights, order scripts and/or music scores and parts (if needed).
- Hold auditions and call backs by the end of the first week of each semester. Post the cast list and notify the entire cast of the selections made.
- Study the characters in the script, gathering as much information as they can about the physical and psychological traits
- Recruit a stage manager.
- Prepare blocking, musical direction, set direction, lighting direction, costume direction, and acting direction before the start of rehearsals. Provide direction and vision to all production staff members.
- Assume responsibility for the artistic aspects of the musical/play.
- Develop, communicate, and manage the rehearsal schedule.
- Develop and implement a plan for publicity
- Make programs
- Fill out and submit a "Facilities Use Request" including all dates for rehearsals, performances, opening/closing of the theatre, equipment needs, audience-seating chart, box office, etc.
- Work with the Department Secretary to prepare audition ads and performance posters.
- Meet weekly with the technical director, musical director, choreographer, light and costume designer to discuss the progress and development of the production.
- Prior to the opening of the show, organize ticket sales and concessions.
- Attend all performances.

- Maintain receipts and records for all production expenses for the show and turn in receipts to the Department Secretary in a timely fashion.
- Return props to storage.
- Ensure the stage, stage lights, and sound booth are returned to their original condition.
- Clean and return costumes to the costume shop.

7.2.23 FORENSICS COACH

A. Coaching:

- Coach individual events and/or debate for the Forensics Team depending on student interest, team resources, and best practices for student/coach wellness.
- Schedule and conduct student conferences beyond office hours.
- Hold coaching sessions by student request outside of class meetings.
- Handle any student issues among current team members.
- Manage any volunteer coaches in class, outside meetings, and at tournaments.
- Mentor any volunteer coaches in class, outside meetings, and at tournaments.
- Work one-on-one with students to develop their communication events.
- Maintain a list of competitive topic ideas.
- Provide competitive and non-competitive opportunities for student functions, engagements, and/or activities.

B. Tournaments:

- Travel, when available, with the Forensics Team to various tournaments throughout the state and country.
- Register students for competition and manage tournament enrollment.
- Prepare students on the nature of tournaments, travel expectations, and team etiquette.
- Work with the department secretary to make Forensics Team travel arrangements, some of which may include but are not limited to:
    - Hotel reservations
    - Car rentals
    - Dining reservations
    - Flight reservations
    - Ride coordination
- Forecast, order, and provide students with physical resource needs for their event.
- Provide transportation, when available and necessary, for students to and from tournaments.
- Supervise students for tournament duration; tournaments vary in length and last from one day to a week.
- Judge other college speech and debate students at college tournaments when available.

C. Community Outreach:

- Encourage the CMST department to recruit future team members.
- Seek partnerships with high school coaches for recruitment purposes when available.
- Establish and maintain active partnerships with colleges to promote transfer and scholarship opportunities for current team members.
- Collaborate with campus and community entities to seek opportunities for the Forensics team.
- Participate in community events as resources, tournaments, and student/coach wellness limitations allow, some of which may include but are not limited to:
    - Book in Common Kick-Off
    - Fireside Debates
    - Afternoon of words and performance
    - Tabling on campus
    - Classroom talks

D. Program Administration:

- Oversee program budget.
- Coordinate with the assigned secretary regarding Forensics paperwork filing and forwarding to the appropriate locations.

- Coordinate with the assigned secretary to create and maintain a current list of current traveling team members, including:
    - Contact information
    - Emergency contact information
    - Field trip permission slips and other travel documentation required by Butte College, including Travel Request forms for each tournament.
- Enter student details/descriptions into multiple Forensics-based registry websites, including all relevant details about their skill level and/or other requests. (Ongoing/changing basis.)
- Meet with and/or outline travel plans with the supervising dean and department chair before major tournament travel
- Work with the assigned secretary and supervising dean to file the appropriate paperwork necessary for student travel, some of which may include but are not limited to:
    - Travel Request Forms
    - Waiver forms
    - Reimbursement forms
    - Student eligibility forms
    - Student Enrollment verification forms
- Assist in the development, evaluation, and revision of Forensics course materials.
- Maintain Butte College Speech and Debate Facebook page as a means of alumni contact and link to current team members who choose to join.
- Respond to relevant outreach and concerns via the NCFA list-serve.
- Promote the team when appropriate through various means, some of which may include but are not limited to:
    - Press releases
    - Flyers
    - Posters.

E. Representation:

- Serve as one of the faces of Butte College Forensics and an ambassador to the college.
- Respond to relevant inquiries from the NCFA community about the Forensics program at Butte College.
- Represent students, when available, in media/press opportunities/requests.

7.2.24 BUTTE COLLEGE ART GALLERY COORDINATOR

Reports To: Supervising Dean for the Visual Arts department

- Curate six to eight exhibitions per year. Exhibitions may include one student exhibition, a bi-annual faculty exhibition, and local, regional, and national exhibitions (both contemporary and historical).
- Seek input from and collaborate with arts faculty members to ensure that the content of exhibitions supports the educational learning outcomes of Art and Digital Art & Design Department programs and courses.
- Collaborate with instructors from all disciplines to provide access to students for educational purposes and classroom assignments.
- Working with the department chair, classified staff, and the supervising dean, monitor budgets or foundation accounts specific to the Gallery.
- Supervise Work Study students and assistants; shipping, hanging, and installing exhibitions; generating wall texts and any gallery publications or printed promotional media. The number of gallery exhibitions may be reconsidered if Work Study or paid assistants are unavailable to help in the gallery.
- Maintain and upgrade supplies mailing lists and coordinate website updates when available.
- Organize receptions and gallery openings and work with Butte College Marketing for public relations outreach.
- In association with the Butte College Art Gallery Advisory Board, provide oversight and input on building a permanent art collection by purchasing student and local artist's works.
- Communicate and collaborate with the department chair on gallery operations, exhibitions, and opportunities for alignment with course and program curriculum.
- Propose an exhibition list in early spring for the coming school year for discussion/approval of faculty and Advisory Board.
- Serve as an arts ambassador to the community and work accordingly to maintain a positive relationship with artists, galleries, and community members.

7.2.25 JOURNALISM ADVISOR

Stipend and continuation as Journalism Advisor are contingent upon meeting the following duties in a timely and satisfactory fashion:

- Disseminate accurate information about the Journalism program to students by participating in events such as Roadrunner Rush and Transfer Day, circulating flyers, and publicizing the program online (e.g., on Facebook);
- Advise students enrolled in Journalism courses about career options in journalism, course requirements for earning the Journalism AD-T, and other matters relevant to the Journalism program at Butte College;
- Recruit students to enroll in Journalism courses to ensure the program's viability. Recruitment should be ongoing, occurring during enrollment periods and at the beginning and end of each semester;
- Respond to emails from the department chair, department members, administrative assistants, and students in a timely manner (no more than four days and preferably a shorter response time);
- Work closely with department faculty to conduct SLO work, curriculum updates, and revision of course outlines;
- Ensure that the campus newspaper is published on a regular schedule, with a minimum of 4 issues per semester, and that an online version of the paper is released on the college’s website concurrently with the printed campus publication;
- Provide a publication schedule to the department chair by the second week of each semester;
- Coordinate with appropriate offices to communicate correct procedures for students needing to enroll in JOUR 99 Work Experience;
- Encourage and coach students to pursue advertising revenue;
- Coordinate with students and the Foundation office to ensure timely payment to students on ad commissions;
- Document timely completion of the above criteria when requested.

7.2.26 AGRICULTURE LEADERSHIP CLUB ADVISOR

A. Statewide Events.
The Agriculture Leadership Club (ALC) is part of a network of similar agricultural student organizations across the state. Many statewide events occur throughout the year. The main events include the Collegiate Agricultural Leaders (CAL) Conference, CAL Competition, and State Ag Ambassadors Conference. These events often occur on weekends or during district breaks. The role of the Advisor is to:

- Work with the department secretary to complete travel requests, including:
    - Develop travel budget
    - Apply for travel grants
    - Book hotels, rental vehicles, and event registration
    - Facilitate travel paperwork
    - Order ALC polos for students to wear at the event
- Distribute student per diem
- Pick up rental vehicle/district van
- Drive students to and from events
- Prepare students for the event: speaking competitions, presenting workshops, etc.
- Participate in statewide advisor meetings to plan future events

B. Department Recruitment.
ALC also supports the Agriculture Department's recruitment efforts. This mainly involves working with FFA programs at the local, regional, and state level, which includes the following responsibilities:

- Develop relationships with local FFA programs
- Recruitment visits to local FFA programs
    - Coordinate with high school teacher
    - Coach ALC students who are developing recruitment workshops
    - Obtain Butte College gear/materials for the visit
    - Drive students to and from high school
    - Supervise and coach students during visit
- Support regional FFA events
    - Advisor and students serve as judges during Chico FFA Field Day
    - Advisor and students serve as judges during Gridley FFA Field Day
    - Advisor and students serve as judges during Superior Region FFA speaking finals
- Recruit at State FFA Conference
    - Book career expo booth in advance
    - Obtain funds for the Advisor and students
    - Complete travel request (detailed above)
    - Work booth during multi-day career show
    - Participate in other State FFA Conference recruitment events as requested

C. Club Responsibilities.
Butte College Club responsibilities are also included. Some of these items include:

- Host fundraisers
- Facilitate officer elections
- Maintain club constitution
- Facilitate club social media
- Prepare for meetings (food, FUR, etc.)
- Prepare for Student Life events (finding participants, coaching any prep work, etc.)

APPENDIX F

BUTTE COMMUNITY COLLEGE DISTRICT
BUTTE COLLEGE EDUCATION ASSOCIATION

STATEMENT OF GRIEVANCE FORM

Grievant's Name and Signature	**Department**	**Date of Filing the Statement of Grievance Form**
Date of Alleged Grievance	**Date/Location of Informal Discussion--Immediate Supervisor/Designate**	**Date of Oral Response From Supervisor**
Signature/Date of BCEA Grievance Chairperson/Designate	**Specific Contract Articles and Sections Alleged to Have Been Violated**	

Grievant's Statement of the Facts to Support the Alleged Contract Violation(s):

Grievant's Statement of Resolution (Remedy) Desired to Resolve this Alleged Grievance:

Level I - Immediate Supervisor/Designee - Response to Alleged Grievance	**Date of Receipt: _____** **Date of Response: _____** **Grievance Resolved: _____** **Grievance Denied: _____**
Level II - Next Higher Designated Supervisor, Manager or Designee Above Level I - Response to Alleged Grievance	**Date of Receipt: _____** **Date of Response: _____** **Grievance Resolved: _____** **Grievance Denied: _____**

Level III - Next Higher Designated Supervisor, Manager or Designee Above Level II
Response to Alleged Grievance

Date of Receipt: _____

Date of Response: _____

Grievance Resolved: _____

Grievance Denied: _____

Level IV - Advisory Third Party Intervention Recommended

Date of Receipt: _____

Date of Receipt of Advisory Decision: _____

Appealed to Board:
_____**Yes** _____ **No**
Date: _____

Appealed by:
_____ **District**
_____ **Association**

Level V - Appeal to Board of Trustees

Decision of Board:

Date: _____

NOTE: Attach all responses to this form at all levels. Consult Article 10 - Grievance Procedure for time limits at each level.

Copies of each response to be distributed to: Grievant, BCEA Grievance Chairperson, and District grievance file in the Personnel Office.

APPENDIX G1

BUTTE COMMUNITY COLLEGE DISTRICT
STUDENT INPUT FORM FOR INSTRUCTOR EVALUATION

INSTRUCTOR NAME: _____ DATE: _____

CLASS: _____

1. Today class was shortened due to the need to collect your feedback. Other than that, was the class session
fairly typical of how class is normally conducted?
_____ (If "no", how was it different?)

2. On average (through the semester up to now), approximately how many hours per week have you spent outside of this class on class-related activities? (reading, writing, etc.).

□
□ 0 - 1 hours
□ 2- 3 hours
□ 4- 5 hours
□ 6 - 7 hours
□ 8 - 9 hours
□ 10 or more hours

_____

3. What do you particularly like about this instructor? What makes them especially effective?

4. What, if anything, could this instructor do to become even more effective?

_____
Student's Name (optional)

APPENDIX G1S

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT STUDENT INPUT FORM FOR STUDENT DEVELOPMENT FACULTY EVALUATION

STUDENT DEVELOPMENT FACULTY NAME: _____

DATE: _____

LOCATION (if applicible)_____

We would like to collect your feedback. We want to ensure your needs or objectives were met. Please use the questions below to respond and provide input. (The identity of students providing feedback will remain anonymous.)

1. What did you find especially effective about this Student Development Faculty during your interactions with them?

2. What, if anything, could this Student Development Faculty do to become even more effective?

_____ Student's Name (optional)

APPENDIX G2

(PRE-FORMAL EVALUATION)
INSTRUCTOR INPUT INTO EVALUATION

Guidelines:

The Self-Evaluation Form is designed to provide another avenue by which your evaluators can be made aware of the breadth of contributions you feel you have made as an instructor and employee of the district. This form is designed to allow you the opportunity to have input into your evaluation process. This will enhance the probability that your overall evaluation will be better balanced and comprehensive. This document will allow the evaluator(s) to see how you would describe your overall contribution both as a teacher and a district employee BEFORE THE EVALUATOR(S) DEVELOPS YOUR FORMAL EVALUATION DOCUMENTS.

INSTRUCTOR SELF EVALUATION AND INPUT FORM

INSTRUCTOR NAME: _____ DATE: _____

TERM: _____ AREA: _____ DEPARTMENT: _____

EDUCATIONAL PROGRAM AREA: _____

Please list your accomplishments and contributions to teaching and your respective program area, professional growth and currency, area and departmental contributions and service to the college as a whole. Community Service, though optional, may be commented upon at your discretion.

PLEASE REFER TO THE FULL-TIME INSTRUCTOR JOB DESCRIPTION
USE ADDITIONAL SHEETS IF NEEDED

I. TEACHING AND INSTRUCTION: Classroom-oriented accomplishments and contributions including assessment of student learning.

II. PROFESSIONAL GROWTH AND CURRENCY: List or describe activities which demonstrate a pattern of academic, professional and/or technical updating and currency in your teaching field, i.e., courses taken (include dates), conferences, professional awards, staff development activities, visitations to other educational institutions, agencies or organizations, self-directed study, upgrading, etc.).

INSTRUCTOR SELF EVALUATION AND INPUT FORM

III. AREA AND DEPARTMENTAL RESPONSIBILITIES: List or describe activities which demonstrate a pattern of contributions to your academic area, department and program outside the classroom.

IV. COLLEGE-WIDE SERVICE: List or describe activities which demonstrate a pattern of service to the college as a whole, i.e., participation in college governance, college-wide committees, project teams, student organizations, state-wide organizations, accreditation functions, etc.

V. DEIA Self-Reflection Statement

Purpose: This statement is intended to foster a conversation among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

The contents of the statement must not be used as evidence to support a less than satisfactory rating on any item listed in Section 6.3 of our contract. However, nothing in the reflection process shall limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information consistent with the criteria set forth in Section 6.3.

In your self-reflection statement, please answer the following Questions:

1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College? This might include, but is not limited to, the following:

   - curriculum modifications related to equity and/or anti-racism
   - participation in equity and/or anti-racism related workshops/institutes; please include the date, title and location
   - review of professional materials and best practices for equity in your field
   - analysis of your student success data through an equity lens(If available)

2) How have you used or will you use this understanding to improve your instructional practice in your classes?

3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?

INSTRUCTOR SELF EVALUATION AND INPUT FORM

VI. OTHER INFORMATION: Please provide any other information you feel is relevant to a balanced and comprehensive evaluation of your performance and contributions to teaching and to the college district as a whole, i.e., unique situations, mitigating factors, etc.

_____ _____

Signature of Instructor Date

APPENDIX G3L

BUTTE COLLEGE
EVALUATION REPORT OF INSTRUCTOR PERFORMANCE
(LONG FORM)

INSTRUCTOR:_____ **DATE:**_____

INSTRUCTIONAL PROGRAM OR DISCIPLINE: _____

EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S):_____

_____

Rating Scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.
(1) Doing MUCH LESS and/or quality is MUCH LESS THAN EXPECTED (quality/quantity).
(2) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
(3) Doing WHAT IS EXPECTED in this position (quality/quantity).
(4) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of 1 or 2 under the comment section. Apply the above rating except where indicated.

I. TEACHING AND INSTRUCTION

RATING

A. Classroom effectiveness.

1.	Instructor plans for and is continually well prepared to teach.	_____
2.	Instructor provides organized and effective delivery of instruction.	_____
3.	Instructor communicates respectfully to students and encourages interaction.	_____
4.	Instruction is consistent with the stated and approved outcomes of the course.	_____
5.	Instruction is relevant to the course.	_____
6.	Instructor shows interest in the subject matter and student learning.	_____
7.	Instructor uses strategies designed to foster student engagement with the content.	_____
8.	Instructor uses standards of student evaluation that are clear, fair and followed consistently.	_____
9.	Instructor requires and evaluates levels of student effort sufficient to develop mastery of the subject or skills in the course.	_____
10.	Instructor grades and returns student work, assignments and tests in a reasonable period of time.	_____
11.	Instructor makes effective use of teaching aids, instructional methods and materials required of students (e.g., texts, manuals, etc.).	_____
12.	Instructor is an effective teacher.	_____
13.	For DE instruction, satisfies course guidance tour items.	_____

B. Preparation of up-to-date instructional methods and materials.

1. Instructor prepares complete and timely course syllabi. _____
2. Instructor continually evaluates, updates and revises course content and instructional methods and materials. _____
3. Instructor coordinates course contents and instructional methods with other teachers in the program/discipline. _____
4. Instructor initiates and carries through with improvements to course contents and methods in the classroom. _____

C. Instructor meets and assists students during office hours or by appointment or at other reasonable times. _____

II. PROFESSIONAL GROWTH AND CURRENCY

A. Instructor demonstrates examples of activities which show a pattern of academic, professional, and/or technical updating or currency. (See attached Self-Evaluation form G2) _____

III. AREA AND DEPARTMENTAL RESPONSIBILITIES

1. Instructor is knowledgeable about and abides by College, Area and Department policies and procedures. _____
2. Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork. _____
3. Instructor orders instructional materials, equipment and textbooks with sufficient lead times. _____
4. Instructor assists Chair in evaluating and revising course scheduling. _____
5. Instructor collaborates to determine equitable course assignments. _____
6. Instructor provides assistance to other full-time, part-time and/or new instructors. _____
7. Instructor participates in departmental plans and activities with others. _____
8. Instructor helps develop departmental budgets. _____
9. Instructor monitors expenditures to keep within authorized budget spending appropriations. _____
10. Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies. _____
11. Instructor regularly attends assigned meetings. _____
12. Instructor is punctual to assigned meetings. _____
13. Instructor works collegially with faculty peers, classified staff and administration. _____
14. Instructor does their fair share of outside -of -class departmental duties and responsibilities, including contributing to unit plan and program review processes. _____
15. Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision and/or expansion. _____

IV. COLLEGEWIDE SERVICE

A. College-wide Service- Demonstrates a pattern of College-wide service including one or more of the following:

1. Serve on College committees. _____

2. Serves on College committees and project teams. _____
3. Serves as a sponsor to student clubs and organizations. _____
4. Participates in faculty/college governance. _____
5. Participates on special project teams or ad hoc committees. _____

V. RECOMMENDATIONS

If full-time tenure or tenure-track position (Choice 3 cannot be checked unless choice 2 was checked in the last evaluation):

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)

4. ( ) If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

If full-time temporary non-tenure track grant funded position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

All other faculty positions:

1. ( ) Recommended for future employment when available.

2. ( ) Future employment questionable. (See Faculty Member Improvement Plan if available.)

3. ( ) Not recommended for continued employment.

VI. COMMENTS OR NARRATIVE BY EVALUATOR

(Attach additional sheets if needed)

CLASS INFORMATION

Instructor:_____ Date:_____

Department:_____ Time:_____

Class:_____ Location:_____

I. TEACHING AND INSTRUCTION

II. PROFESSIONAL GROWTH AND CURRENCY

III. AREA AND DEPARTMENTAL RESPONSIBILITIES

IV. COLLEGEWIDE SERVICE

VII. COMMENTS BY INSTRUCTOR

(Attach additional sheets if needed)

*SIGNATURES

_____

Typed Name, Instructor (Evaluatee) Date

_____

Typed Name, Chair Date

_____

Typed Name, Peer Evaluator Date

_____

Typed Name, Dean Date

* This signature indicates that the instructor and evaluator, together, discussed this Formal Evaluation of Instructor Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

APPENDIX G3S

BUTTE COLLEGE
EVALUATION OF INSTRUCTOR PERFORMANCE
SHORT FORM

INSTRUCTOR:_____ DATE _____
INSTRUCTIONAL PROGRAM OR DISCIPLINE: _____
EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S):_____
_____

Rating Scale:
N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.
(1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
(2) Doing WHAT IS EXPECTED in this position (quality/quantity).
(3) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).
The evaluator shall explain any rating of 1 in the comment section.
Apply the above rating.

DOMAINS	(1)	(2)	(3)	(N/A)
A. Classroom effectiveness (article 6.3.1 A) Comments:	[ ]	[ ]	[ ]	[ ]
B. Preparation of up-to-date instructional methods and materials. (article 6.3.1 B) Comments:	[ ]	[ ]	[ ]	[ ]
C. Meets and assists students during office hours or by appointment(article 6.3.1 C) Comments:	[ ]	[ ]	[ ]	[ ]
D. Professional Growth (article 6.3.1 D) Comments:	[ ]	[ ]	[ ]	[ ]
E. Area and Department Responsibilities (article 6.3.1 E) Comments:	[ ]	[ ]	[ ]	[ ]
F. College-wide Service (article 6.3.1 F) Comments:	[ ]	[ ]	[ ]	[ ]

COMMENTS OR NARRATIVE BY EVALUATOR INCLUDING STUDENT INPUT
(Attach additional sheets if needed)

COMMENTS BY INSTRUCTOR
(Attach additional sheets if needed)

RECOMMENDATIONS
Check one of the choices below.
[ ] Continue on regular evaluation schedule

[ ] Re-evaluate using the Long Form Process (G3L) during next Butte Community College teaching assignment. This requires the completion of an Instructor Improvement Plan.

[ ] Other (explain)

DATE: _____ *SIGNATURE OF INSTRUCTOR _____

DATE: _____ *SIGNATURE OF ADMINISTRATOR _____

* This signature indicates that the instructor and evaluator, together, discussed this Formal Evaluation of Instructor Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

APPENDIX G4

DEPARTMENT CHAIR AND COORDINATOR INPUT FORM
FORMAL EVALUATION OF INSTRUCTOR PERFORMANCE

Guidelines:

1. It is the responsibility of administration (area dean) to evaluate each full-time Butte College instructor.

2. To make this evaluation as meaningful, balanced and comprehensive as possible, it is important the department chairs and coordinators be provided a mechanism by which they can have input into and influence the Formal Evaluation of Instructor Performance process.

3. Department chairs and coordinators work very closely with faculty in achieving the goals and objectives of their respective educational departments and programs. As such they are in a position to provide valuable factual information to assist administrators (area deans) in their formal evaluations of instructors.

4. Information derived from this form shall not be used in the Formal Evaluation process unless its contents are independently verified by the evaluating dean. When the evaluating dean is finished, this document is to be attached with all other documentation (except for tenured faculty that select the peer option).

DEPARTMENT CHAIR AND/OR COORDINATOR INPUT FORM
FORMAL EVALUATION OF INSTRUCTOR PERFORMANCE

INSTRUCTOR: _____ **DATE:** _____

PROGRAM OR DISCIPLINE: _____ **TERM:** _____

DEPARTMENT CHAIR AND/OR COORDINATOR: _____

PREFACE:

This form is designed to provide a mechanism by which you as a department chair/coordinator or unit leader can have input intothe Formal Evaluation of Instructor Performance process. This is not an evaluation form, but is to provide to administration as meaningful, balanced and comprehensive factual informational base as is possible when engaging in evaluation of instructors.

Directions: Please comment on the following area:

A. AREA AND DEPARTMENTAL RESPONSIBILITIES

B. OVERALL COMMENTS (ATTACH EXTRA SHEETS IF NEEDED)

APPENDIX G5

STANDARDIZED OPTIONS FOR SOLICITING STUDENT INPUT DURING FORMAL OBSERVATION OF FULL-TIME TEACHING FACULTY

It is extremely important that the person being evaluated understand all options for gathering information from students.

During the pre-observation conference, the evaluator and instructor will discuss these information solicitation techniques to ensure that the instructor has an explicit understanding of each. Although there are strengths and weaknesses to each of these methods, it is important to note that each is a valid option for the instructor. The final decision of which technique used will be up to the evaluatee. The instructor will leave the room on options 1, 2 and 4.

Under each of these options, the instructor turns the class over to the evaluator. The evaluator then explains that the purpose of the observation is to provide the instructor with specific feedback regarding their teaching performance. The evaluator will provide positive reinforcement regarding effective performance and note any problem areas and make suggestions for improvement.

The evaluator should inform students that the teacher evaluation (including a classroom observation) is part of Butte College's standard personnel process. New full-time teaching faculty are evaluated several times during their first four years and then at least once every three years.

The evaluator must assure students of the confidentiality of the process. While a summary of the students' comments will be shared immediately with the instructor, individual student comments will not be identified by the evaluator and should not be communicated to the instructor by other students. (Any students with tape recorders should be asked at this time to turn them off both prior to and during the evaluation.)

Evaluators should note the importance of neutral body language and tone of voice when conducting any of the following processes. Students should be informed by the evaluator that they does not want to influence their responses and will be making every effort not to bias their input in any way. This should be communicated to the students before proceeding with any of the following five options, as selected by the person being evaluated:

1. The evaluator asks the following questions of the group, making sure to ask for a show of hands whenever there appears to be anything less than consensus:
   a. "Today class was shortened due to the need to collect your feedback. Other than that, was the class session fairly typical of how class is normally conducted? (If "no", how was it different?)
   b. On average (through the semester up to now), approximately how many hours per week have you spent
      outside of this class on class-related activities? (reading, writing, etc.)
      - □ 0 - 1 hours
      - □ 2 - 3 hours
      - □ 4 - 5 hours
      - □ 6 - 7 hours
      - □ 8 - 9 hours
      - □ 10 or more hours

      (The evaluator shall put the ranges above on the whiteboard to facilitate discussion. Students will come up with various figures, but it is possible to achieve consensus fairly quickly. This is valuable information for the instructor who may then want to either raise or lower requirements and/or expectations, but this question is optional.)

c. "What do you particularly like about this instructor--what makes them especially effective?"

d. "What, if anything, could the instructor do to become even more effective?" (It is essential that this question not be asked with a negative slant!)

"The evaluator should write students' comments on the board (which, of course, must be thoroughly erased before leaving the room) and, in the interest of time, ask a student or employee designee to copy the comments on a piece of paper. The evaluator should save this record (via written transcript) of the students' comments.

2. The same questions are asked as with Option #1, but the class is divided into smaller discussion groups. A spokesperson for each group then reports back to the evaluator and comments are written on the board. The entire class then "votes" as to whether or not they agree with each comment. As above, a student should be asked to copy this information as a permanent record.

   The advantage of this variation to Option #1 is that it works well for especially large classes or classes which have many students who are not otherwise likely to express an opinion. The disadvantage is that it takes nearly twice as long as Option #1--from 20 to 30 minutes.

3. Ask the same questions as above, but have students write their responses on a sheet of paper, on 3x5 cards, or on a sheet of paper with the question stated. This method removes any doubt as to whether or not the evaluator is "slanting" the questions or pursuing negative feedback since the actual written comments can be returned to the instructor (but only at the end of the semester, after grades are posted) for their perusal. Another advantage is that feedback is received from all the students-not merely the more vocal ones."

   A potential disadvantage of this technique is that the evaluator must write a summary of the students' written comments long before the actual written comments can be provided to the instructor, thereby possibly distorting or reducing the validity of the immediate feedback. Another disadvantage is that students will not have the opportunity of hearing what other students have to say. (Having students engage one another when there is disagreement about an instructor can be a very beneficial thing for the dynamics of the class if handled appropriately by the evaluator.)

4. Follow the procedures described in Option #1 or Option #2. As a final step, summarize the instructor's perceived strengths and the suggestions for improvement; then distribute a questionnaire to the students in order to validate the process. The questionnaire would include the following:

   "How accurately has the instructor's performance been described?

   Please check the appropriate response:

   ____ Instructor is more effective than has been described.
   ____ Instructor's performance has been accurately described.
   ____ Instructor is less effective than has been described.

   Please Comment:"

   These brief questionnaires should be saved and provided to the instructor by the Dean.

   The advantage of this option is that both the evaluator and the instructor will know to what extent students agree with what fellow students have said and how accurately the evaluator has summarized that feedback. Students who have not spoken up have an opportunity to reinforce what has been said or

register any alternative feelings. The main disadvantage is that it further lengthens the time needed for the evaluation process.

5. The evaluator may use Butte College's standard Student Feedback Form to gather input from students about the instructor's effectiveness. The evaluator distributes the questionnaires and computer input (scantron) sheets, then encourages the students to be as descriptive and specific as possible. Students turn in both the questionnaires and computer input sheets directly to the evaluator, who then leaves without further discussion with the students.

   Prior to writing the narrative to the formal evaluation, the evaluator has the area office process the student evaluations feedback and also summarizes the students' responses, noting where there was widespread agreement as to an instructor's strengths or weaknesses. Of course the actual evaluation feedback forms and computer-generated report may not be given to the instructor until final grades are posted.

A summary of student responses should always be included as part of the evaluator's narrative, regardless of which of the above options was used. Ultimately, the effectiveness of any of these options is largely dependent on the level of trust that exists between the instructor and the evaluator. An effective pre-observation conference can do much to establish that trust, but whenever an obvious problem exists, it is undoubtedly best to arrange for someone else to carry out the evaluation. Either the evaluator or the instructor may request to the Chief Instruction Officer that another individual be scheduled to conduct the evaluation.

APPENDIX G5S

PROCESS FOR SOLICITING STUDENT INPUT DURING FORMAL OBSERVATION OF FULL-TIME STUDENT DEVELOPMENT FACULTY

During pre-observation conference the evaluator and the evaluatee will mutually agree upon the job site observation.

Regardless of setting or method, evaluators must assure students that every effort will be made to ensure their comments and feedback remain confidential.

Prior to the start of an individual observation of a student appointment, evaluators should seek permission from the student before proceeding with the observation.

Prior to the distribution of Student Input Form (G1S) for group observations (e.g. workshops, trainings etc.), evaluators should inform students that a faculty member is being observed for evaluation purposes.

Student feedback for Student Development Faculty will be collected from students who have been served by the faculty member during individual appointments or from group observations. For certain student development faculty (CAS Learning Resources Specialists and DSPS Specialists) feedback may also be solicited from student workers as appropriate.

The evaluator must assure students of the confidentiality of the process. While a summary of the student's comments will be shared immediately with the instructor, individual student comments will not be identified by the evaluator and should not be communicated to the instructor by other students. (Any students with recording devices should be asked at this time to turn them off during evaluation session.)

Evaluators should note the importance of neutral body language and tone of voice when conducting any of the following processes. Students should be informed by the evaluator that he or she does not want to influence their responses and will be making every effort not to bias their input in any way.

Student input will be collected in person or electronically utilizing the Student Development Faculty Student Input Form (G1S). Student input should be solicited from a minimum of 15 students who have been served by the evaluatee during the semester the evaluation is being administered.

APPENDIX G6

FACULTY MEMBER IMPROVEMENT PLAN

FACULTY MEMBER: _____ DATE ORIGINATED: _____

ADMINISTRATOR: _____

The Current Undesirable Situation

1. Describe the areas or elements requiring improvement. What specifically are the inadequacies? In what order of priority? (A description of the current undesirable situation.)

Improvements Required

2. Describe the improvements, changes or results desired to correct the noted inadequacies. (Be specific, describe improvement outcomes required and time targets for their desired improvement.)

Methods to be Used

3. Describe the methods to be used to remove or correct the noted inadequacies. Describe any tasks, steps or activities to be undertaken by the faculty member. Describe any help or assistance to be rendered by others, i.e., administrators, colleagues, other professionals, etc.

Measurement of Results

4. Describe how the outcomes or results of the Improvement Plan will be measured. What methods will be used to evaluate whether the required improvements have been made? Describe any documentation, statistical references, data, faculty member submitted documents, evaluation instrument, milestone evaluation and feedback meetings with administrators, etc., to be used in determining whether or not the inadequacies have been corrected.

The Results of the Improvement Plan

5. Describe the results of the faculty member to improve and/or remove the inadequacies which are the subject of the overall Improvement Plan. (To be filled out after the methods have been completed.)

Administrative Recommendations

6. Make recommendations for administrative action based upon the final results of the faculty member to make the required improvements as specified in the Improvement Plan, i.e., retention, further revisions and extension of the current Improvement Plan, transfer to other duties, implementation of dismissal action. (To be filled out after the methods have been completed.)

Date: _____ *Signature of Faculty Member: _____

Date: _____ *Signature of Administrator: _____

*This signature indicates that the faculty member and evaluator discussed this Faculty Member Improvement Plan. It does not necessarily denote agreement with all factors of the plan.

BUTTE COLLEGE STUDENT DEVELOPMENT FACULTY EVALUATION FORM - COUNSELOR

FACULTY: _____ DATE: _____
POSITION: _____
EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): _____

Purpose: We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.

Rating Scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area .

(1) Doing MUCH LESS and/or quality is MUCH LESS THAN EXPECTED (quality/quantity).
(2) Doing LESS and/or quality is LESS THAN EXPECTED (quality /quantity).
(3) Doing WHAT IS EXPECTED in this position (quality/quantity).
(4) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of 1 or 2 under the comment section.

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

RATING	CRITERIA
	A. Job Specific
_____	1. Provide academic, vocational, and personal counseling to students on an individual basis.
_____	2. Provide group counseling for the accomplishment of specific objectives.
_____	3. Assist in the planning and implementation of registration.
_____	4. Assist students with forms, petitions and appeals.
_____	5. Assist in connecting students to resources, agencies and services.
_____	6. Begin appointments promptly and are well-prepared for sessions.
_____	7. Provide clear and concise information regarding academic requirements.

B. Professional Growth and Currency

_____ 1. Maintain currency with developments and changes in the counseling field.

C. Area or Departmental Responsibilities

_____ 1. Communicate with the various instructional divisions, the administration and the staff of the College.
_____ 2. Communicate with the high schools served by the College.
_____ 3. Develop and assess of student learning outcomes.
_____ 4. Assist other full-time, part-time and/or new counselors, including training.
_____ 5. Attend assigned meetings
_____ 6. Maintain knowledge of College, Area and Department policies and procedures.

D. College Wide Service

_____ 1. Serve on College committees, workgroups, and project teams.
_____ 2. Serves as a sponsor to student clubs and organizations.
_____ 3. Participates in faculty/college governance.

RECOMMENDATIONS

If full-time tenure or tenure-track position (Choice 3 cannot be checked unless choice 2 was checked in the last evaluation):

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)

4. ( ) If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

If full-time temporary non-tenure track grant funded position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

All other faculty positions:

1. ( ) Recommended for future employment when available.

2. ( ) Future employment questionable. (See Faculty Member Improvement Plan if available.)

3. ( ) Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR
(Attach additional sheets if needed)

JOB SITE VISIT

Counselor:_____ Date:_____

Department:_____ Time:_____

Location:_____

V. JOB DUTIES

VI. PROFESSIONAL GROWTH AND CURRENCY

VII. AREA AND DEPARTMENTAL RESPONSIBILITIES

VIII. COLLEGEWIDE SERVICE

COMMENTS BY COUNSELOR

(Attach additional sheets if needed)

*SIGNATURES

_____

Typed Name, Counselor (Evaluatee) Date

_____

Typed Name, Chair Date

_____

Typed Name, Peer Evaluator Date

_____

Typed Name, Administrator Date

* This signature indicates that the counselor and evaluator, together, discussed this Formal Evaluation of Counselor Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

APPENDIX G7B - ARTICULATION OFFICER

BUTTE COLLEGE STUDENT DEVELOPMENT FACULTY EVALUATION FORM – ARTICULATION OFFICER(AO)

FACULTY: _____ DATE: _____
POSITION: _____
EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): _____

Purpose: We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.

Rating Scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area .

(1) Doing MUCH LESS and/or quality is MUCH LESS THAN EXPECTED (quality/quantity).
(2) Doing LESS and/or quality is LESS THAN EXPECTED (quality /quantity).
(3) Doing WHAT IS EXPECTED in this position (quality/quantity).
(4) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of 1 or 2 under the comment section.

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

RATING		CRITERIA
A. Job Specific		
_____	1.	AO maintains articulation programs, procedures, and policies dictated by California Education Code; CSU and UC regulations and standards; and California Community College Chancellors Office guidelines and standards.
_____	2.	AO develops, coordinates, and maintains a comprehensive articulation program with UC, CSU system, and private universities and colleges in California and elsewhere and liaise with the representative articulation staff of these institutions.
_____	3.	AO develops, maintains, and provides oversight of the college transfer credit, general education, and major preparation articulation programs in cooperation with other District curriculum representatives.
_____	4.	AO provides consultation to the faculty, instructional deans, and other college representatives on course and program articulation issues, especially related to reviewing, revising, and developing courses with transfer preparation and articulation potential.
_____	5.	AO consults with department chairs, deans, and vice presidents regarding establishing transfer agreements and MOUS.
_____	6.	AO keeps the college informed of the status regarding articulation agreements, ADT, CI-D, transfer agreements, and MOUS with four- year public and private institutions.
_____	7.	AO serves on the catalog production team editing for accuracy of transfer, articulation and general education information.
_____	8.	AO works with faculty, instructional deans, and the Vice President of Instruction to assist with State required review.

_____ 9. AO serves as the technical writer for the District and assists with curriculum, development, review, and update processes.
_____ 10. AO participates in the online curriculum review process in a timely manner and on college and district committees responsible for curriculum review and approval.
_____ 11. AO maintains files, prepares, and disseminates curriculum and reports as required by other organizations and systems.
_____ 12. AO participates in District, regional, and State articulation related activities and organizations informed of and to assure timely compliance with inter-segmental changes and developments.
_____ 13. AO demonstrates sensitive to diversity of college faculty, staff and students.
_____ 14. AO attends and participates in conferences and workshops on articulation and other issues.

B. Professional Growth and Currency

_____ 1. Keeps current with developments and changes in their field.

C. Area or Departmental Responsibilities

_____ 1. AO communicates with the various instructional divisions, the administration, and the staff of the College.
_____ 2. AO regularly attends assigned meetings.
_____ 3. AO is knowledgeable about and abides by College, Area and Department policies and procedures.

D. College Wide Service

_____ 1. Volunteers to serve on College committees.
_____ 2. When requested serves on College committees and project teams.
_____ 3. Serves as a sponsor to student clubs and organizations.
_____ 4. Participates in faculty/college governance.
_____ 5. Participates on special project teams or ad hoc committees.

RECOMMENDATIONS

If full-time tenure or tenure-track position (Choice 3 cannot be checked unless choice 2 was checked in the last evaluation):

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)

4. ( ) If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

If full-time temporary non-tenure track grant funded position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

All other faculty positions:

1. ( ) Recommended for future employment when available.

2. ( ) Future employment questionable. (See Faculty Member Improvement Plan if available.)

3. ( ) Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR
(Attach additional sheets if needed)

JOB SITE VISIT

Articulation Officer:_____Date:_____

Department:_____ Time:_____

Location:_____

IX. JOB DUTIES

X. PROFESSIONAL GROWTH AND CURRENCY

XI. AREA AND DEPARTMENTAL RESPONSIBILITIES

XII. COLLEGEWIDE SERVICE

COMMENTS BY ARTICULATION OFFICER

(Attach additional sheets if needed)

*SIGNATURES

_____

Typed Name, AO (Evaluatee) Date

_____

Typed Name, Chair Date

_____

Typed Name, Peer Evaluator Date

_____

Typed Name, Administrator Date

* This signature indicates that the articulation officer and evaluator, together, discussed this Formal Evaluation of Articulation Officer Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

APPENDIX G7C – MESA DIRECTOR

BUTTE COLLEGE STUDENT DEVELOPMENT FACULTY EVALUATION FORM – MESA DIRECTOR

FACULTY: _____ DATE: _____
POSITION: _____
EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): _____

Purpose: We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.

Rating Scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area .

(1) Doing MUCH LESS and/or quality is MUCH LESS THAN EXPECTED (quality/quantity).
(2) Doing LESS and/or quality is LESS THAN EXPECTED (quality /quantity).
(3) Doing WHAT IS EXPECTED in this position (quality/quantity).
(4) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of 1 or 2 under the comment section.

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

RATING CRITERIA

A. Job Specific

_____ 1. MD recruits students eligible for participation in the MESA program.
_____ 2. MD provides academic and career advice to MESA students.
_____ 3. MD establishes and maintains relationships and communications with instructional programs directly related to the MESA program.
_____ 4. MD prepares and manages the program budgets.
_____ 5. MD assures compliance with all guidelines and regulations related to the MESA program.
_____ 6. MD collects and compiles data and prepares status reports as required by the CCCCO and participates in campus activities that lead to the collection and submission of MESA student data for the CCCCO Management Information System (MIS).
_____ 7. MD establishes and maintains communications with regional high schools, colleges, and universities, articulating programs, and services where appropriate.
_____ 8. MD provides academic support services for MESA students.
_____ 9. MD maintains currency with MESA statewide initiatives.
_____ 10. MD establishes and maintains relationships with related professional societies, businesses, and industry.
_____ 11. MD coordinates student services for MESA students.
_____ 12. MD provides direction to staff assigned to the the MESA program and provide input on staff evaluations.
_____ 13. MD participates in MESA statewide activities.
_____ 14. MD develops and assesses student learning outcomes.

B. Professional Growth and Currency

_____ 1. MD keeps current with developments and changes in their field.

C. Area or Departmental Responsibilities

_____ 1. MD communicates with the various instructional divisions, the administration, and the staff of the College
_____ 2. MD regularly attends assigned meetings.
_____ 3. MD is knowledgeable about and abides by College, Area and Department policies and procedures.

D. College Wide Service

_____ 1. MD volunteers to serve on College committees.
_____ 2. MD when requested, serves on College committees and project teams.
_____ 3. MD serves as a sponsor to student clubs and organizations.
_____ 4. MD participates in faculty/college governance.
_____ 5. MD participates on special project teams or ad hoc committees.

RECOMMENDATIONS

If full-time tenure or tenure-track position (Choice 3 cannot be checked unless choice 2 was checked in the last evaluation):

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)

4. ( ) If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

If full-time temporary non-tenure track grant funded position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

All other faculty positions:

1. ( ) Recommended for future employment when available.

2. ( ) Future employment questionable. (See Faculty Member Improvement Plan if available.)

3. ( ) Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR
(Attach additional sheets if needed)

JOB SITE VISIT

MESA DIRECTOR:_____ Date:_____

Department:_____ Time:_____

Location:_____

XIII. JOB DUTIES

XIV. PROFESSIONAL GROWTH AND CURRENCY

XV. AREA AND DEPARTMENTAL RESPONSIBILITIES

XVI. COLLEGEWIDE SERVICE

COMMENTS BY MESA DIRECTOR

(Attach additional sheets if needed)

*SIGNATURES

_____

Typed Name, MESA DIRECTOR (Evaluatee) Date

_____

Typed Name, Peer Evaluator Date

_____

Typed Name, Administrator Date

* This signature indicates that the counselor and evaluator, together, discussed this Formal Evaluation of MESA DIRECTOR Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

BUTTE COLLEGE STUDENT DEVELOPMENT FACULTY EVALUATION FORM - LIBRARIAN

FACULTY: _____ DATE: _____
POSITION: _____
EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): _____

Purpose: We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.

Rating Scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

(1) Doing MUCH LESS and/or quality is MUCH LESS THAN EXPECTED (quality/quantity).
(2) Doing LESS and/or quality is LESS THAN EXPECTED (quality /quantity).
(3) Doing WHAT IS EXPECTED in this position (quality/quantity).
(4) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of 1 or 2 under the comment section.

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

RATING **CRITERIA**

A. Job Specific

_____ 1. Schedule and give library instruction through presentations, both in-person and online.
_____ 2. Provide leadership and coordination for library's instruction program and teach courses on library skills.
_____ 3. Provide reference service (in-person, telephone, email, and web-based chat) to students, faculty, and staff.
_____ 4. Perform and coordinate outreach services to promote library services and resources.
_____ 5. Responsible for collections development including materials selection according to curriculum needs; and serve as library liaison with other faculty.
_____ 6. Assist in selecting, evaluating, and implementing electronic resources, databases, third-party web applications, and other information systems.
_____ 7. Provide systems administration assistance for library services platform and act as liaison with IT department.

_____ 8. Assist in the cataloging and bibliographic management of library materials in various formats.

B. Professional Growth and Currency

_____ 1. Maintain currency and update academic, professional, and/or technical knowledge.

C. Area or Departmental Responsibilities

_____ 1. Regularly attend assigned meetings
_____ 2. Develop and assess of student learning outcomes.
_____ 3. Obtain and organize statistical data to fulfill required institutional reporting.
_____ 4. Design and conduct service assessments and surveys.
_____ 5. Develop and revise library policies.
_____ 6. Participate in budget development, long and short-term goals, grant writing, and strategic planning.
_____ 7. Maintain library website.
_____ 8. Represent the library at appropriate local, state, or national meetings.
_____ 9. Assist with maintaining computers, technology, and computer lab

D. College-wide Service

_____ 1. Serve on College committees, workgroups, and project teams.
_____ 2. Serves as a sponsor to student clubs and organizations.
_____ 3. Participates in faculty/college governance.

RECOMMENDATIONS

If full-time tenure or tenure-track position (Choice 3 cannot be checked unless choice 2 was checked in the last evaluation):

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)

4. ( ) If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

APPENDIX G8 PAGE 3 – LIBRARIAN

1. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

If full-time temporary non-tenure track grant funded position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

All other faculty positions:

1. ( ) Recommended for future employment when available.

2. ( ) Future employment questionable. (See Faculty Member Improvement Plan if available.)

3. ( ) Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR
(Attach additional sheets if needed)

JOB SITE VISIT

Librarian:_____ Date:_____

Department:_____ Time:_____

Location:_____

XVII. JOB DUTIES

XVIII. PROFESSIONAL GROWTH AND CURRENCY

XIX. AREA AND DEPARTMENTAL RESPONSIBILITIES

APPENDIX G8 PAGE 4 – LIBRARIAN

XX. COLLEGEWIDE SERVICE

VII. COMMENTS BY LIBRARIAN

(Attach additional sheets if needed)

_____

Typed Name, Librarian (Evaluatee) Date

_____

Typed Name, Chair Date

_____

Typed Name, Peer Evaluator Date

_____

Typed Name, Administrator Date

*This signature indicates that the faculty member and evaluator, together, discussed this Evaluation of Non-Instructor Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

BUTTE COLLEGE STUDENT DEVELOPMENT FACULTY EVALUATION FORM – SPECIALIST

FACULTY: _____ DATE: _____
POSITION: _____
EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): _____

Purpose: We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.
Rating Scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area .

(1) Doing MUCH LESS and/or quality is MUCH LESS THAN EXPECTED (quality/quantity).
(2) Doing LESS and/or quality is LESS THAN EXPECTED (quality /quantity).
(3) Doing WHAT IS EXPECTED in this position (quality/quantity).
(4) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of 1 or 2 under the comment section.

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

RATING		CRITERIA
_____	1.	demonstrates skills necessary to perform assigned duties.
_____	2.	provides clear and concise professional objectives.
_____	3.	meets deadlines.
_____	4.	demonstrates fiscal responsibility.
_____	5.	demonstrates supervising ability.
_____	6.	organizes necessary programs and activities to increase efficiency and effectiveness.
_____	7.	is willing to assist in the needs of the faculty.
_____	8.	is willing to assist in the needs of the staff.
_____	9.	is willing to assist in the needs of the students.
_____	10.	is willing to assist the needs of the public.
_____	11.	demonstrates organizational skills.
_____	12.	demonstrates problem-solving techniques.

_____ 13. possesses oral communication skills.
_____ 14. possesses written communication skills.
_____ 15. effectively communicates with supervisor.
_____ 16. demonstrates creativity.
_____ 17. demonstrates adaptability to flexible work scheduling.
_____ 18. completes records and reports accurately and on schedule.
_____ 19. engages in professional growth.
_____ 20. assists in program improvements.
_____ 21. is involved in college activities.
_____ 22. participates in peer evaluations.
_____ 23. effectively communicates with staff in other departments.
_____ 24. works cooperatively with staff in other departments.
_____ 25. is involved with community activities.

RATING	**CRITERIA**

COMMENTS

Date: _____ *Signature of Faculty Member: _____

Date: _____ *Signature of Administrator: _____

*This signature indicates that the faculty member and evaluator, together, discussed this Evaluation of Non-Instructor Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

RECOMMENDATIONS

If full-time or tenure-track position (Choice 3 cannot be checked unless choice 2 was checked in the last evaluation):

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)

BUTTE COLLEGE STUDENT DEVELOPMENT FACULTY EVALUATION FORM – LEARNING RESOURCE SPECIALIST

FACULTY: _____ DATE: _____
POSITION: _____
EVALUATING ADMINISTRATOR(S) OR DESIGNEE(S): _____

Purpose: We at Butte College are striving for excellence in our programs and instruction. This is an opportunity to analyze your effectiveness in relationship to good practices.
Rating Scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area .

(1) Doing MUCH LESS and/or quality is MUCH LESS THAN EXPECTED (quality/quantity).
(2) Doing LESS and/or quality is LESS THAN EXPECTED (quality /quantity).
(3) Doing WHAT IS EXPECTED in this position (quality/quantity).
(4) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of 1 or 2 under the comment section.

Additional comments are encouraged and should be entered in the appropriate areas on the back of this form. The evaluatee may by mutual agreement with the immediate supervisor add job-related criteria to this evaluation instrument.

The faculty member:

RATING	**CRITERIA**
A. Job Specific	
_____	1. Teach courses offered in the program, meeting "teacher of record" requirements as necessary.
_____	2. LRS maintain and update a tracking system for students using the Center for Academic Success services.
_____	3. Provide effective learning assistance for students seeking tutorial help.
_____	4. Maintain existing learning resource materials, identify new materials (including software), and make them available to faculty, tutors and students.
_____	5. Assist in the hiring and supervision of instructional aides, student assistants, SI leaders, and tutors at all Butte College locations.
_____	6. Facilitate and supervise test proctoring.

_____ 7. Schedule and staff appropriate workshops for students and staff in conjunction with appropriate Chairs.
_____ 8. Provide assistance to the coordinator as assigned.
_____ 9. Provide information on general and specific CAS services and activities to students, faculty and community on a regular basis.
_____ 10. Assume other reasonably related duties as negotiated.

B. Professional Growth and Currency

_____ 1. Maintain currency and update academic, professional, and/or technical knowledge.

C. Area or Departmental Responsibilities

_____ 1. Maintain a supportive learning environment in the Center for Academic Success both on and off campus.
_____ 2. Maintain and support a comprehensive tutor training program, including the possible teaching of tutor training courses.
_____ 3. Implement and support a comprehensive tutoring program.
_____ 4. Implement and support a Supplemental Instruction Program.
_____ 5. Promote the Center and provide outreach to faculty and students.
_____ 6. Serve as a liaison to faculty in various disciplines to ensure appropriate services are available.
_____ 7. Serve as a liaison to student service personnel to ensure collaboration is maximized.
_____ 8. Assist in institutional research, including measuring success of Center efforts.
_____ 9. Staff and/or provide for orientation sessions/tours.
_____ 10. Assist in creation and dissemination of employee development resources and promotional materials.
_____ 11. Develop and assess student learning outcomes.

D. College-wide Service

_____ 1. Serve on College committees.
_____ 2. Serves on College committees and project teams.
_____ 3. Serves as a sponsor to student clubs and organizations.
_____ 4. Participates in faculty/college governance.
_____ 5. Participates on special project teams or ad hoc committees.

RECOMMENDATIONS

If full-time tenure or tenure-track position (Choice 3 cannot be checked unless choice 2 was checked in the last evaluation):

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s). Except for first or second year probationary unit members, choice 3 cannot be checked unless choice 2 was checked in the last evaluation.)

4. ( ) If first or second year probationary unit members, not recommended for continued employment.

If full-time temporary position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

If full-time temporary non-tenure track grant funded position:

1. ( ) Recommended for continued employment.

2. ( ) Continued employment is questionable and is contingent upon correction of noted inadequacies. (See Faculty Member Improvement Plan.)

3. ( ) Not recommended for continued employment because of a failure to correct noted inadequacies. (See previous Faculty Member Improvement Plan(s) and Result(s)).

All other faculty positions:

1. ( ) Recommended for future employment when available.

2. ( ) Future employment questionable. (See Faculty Member Improvement Plan if available.)

3. ( ) Not recommended for continued employment.

COMMENTS OR NARRATIVE BY EVALUATOR
(Attach additional sheets if needed)

JOB SITE VISIT

Learning Resource Specialist:_____ Date:_____

Department:_____ Time:_____

Location:_____

XXI. JOB DUTIES

XXII. PROFESSIONAL GROWTH AND CURRENCY

XXIII. AREA AND DEPARTMENTAL RESPONSIBILITIES

XXIV. COLLEGEWIDE SERVICE

VII. COMMENTS BY Learning Resource Specialist

(Attach additional sheets if needed)

*SIGNATURES

_____

Typed Name, Learning Resource Specialist (Evaluatee) Date

_____

Typed Name, Chair Date

_____

Typed Name, Peer Evaluator Date

_____

Typed Name, Administrator Date

*This signature indicates that the faculty member and evaluator, together, discussed this Evaluation of Non-Instructor Performance. It does not necessarily denote reciprocal agreement with all factors of the evaluation.

DEPARTMENT CHAIR/COORDINATOR EVALUATION FORM

Section I. - Information

Evaluatee:
Department:
Dean Completing Evaluation:
Length in Position:
Last Evaluation:

Section II. – Performance Ratings

Select the performance rating appropriate for each major area of responsibility from the department chair job description. Refer to the attached document for criteria supporting performance ratings.

Area of Responsibility	**Meets and/or Exceeds Expectations**	**Meets some Expectations / Development required in other areas**	**Does not meet Expectations**
Faculty Leadership			
Schedule Development			
Curriculum and Program Review			
Faculty Hiring, Evaluations, and Professional Development			
General Administrative Tasks			
Communication and Collaboration			
Budget, Planning, and Purchasing			
Facilities, Equipment and Supplies			
Student Success			
*External Funding and Grants**			
*Career Technical Education**			

Section III. – Commendations

Section IV. – Recommendations for Continued Growth and Improvement

Section V. – Summary and Goals for Next Evaluation Cycle.

If the supervising administrator recommends a mid-term evaluation, this section must include areas for improvement and goals that can reasonably be completed within the next review period.

Section VI. – Recommended Action

_____ Continue with Regular Review Cycle

_____ Continue with Midterm Review

Signatures

Evaluatee _____ Date _____

Supervisor _____ Date _____

APPENDIX G11

COORDINATOR INPUT
FORMAL EVALUATION OF SPECIAL SERVICES FACULTY

GUIDELINES:

1. It is the responsibility of the dean to evaluate each full-time Butte College non-teaching faculty member.

2. To make this evaluation as meaningful, balanced and comprehensive as possible, it is important that coordinators be provided a mechanism by which they can have input into and influence the Formal Evaluation of Special Services Faculty.

3. Coordinators work very closely with non-teaching faculty in achieving the goals and objectives of their respective educational departments and programs. As such they are in a position to provide valuable factual information to assist administration in their formal evaluations of special services faculty.

4. Information derived from this form shall be used in the formal evaluation process. Its contents must be independently verified by the evaluating dean. When the evaluating dean is finished this document is to be attached with all other evaluation documentation (except for tenured faculty that select the peer option).

COORDINATOR INPUT FORM
FORMAL EVALUATION OF SPECIAL SERVICES FACULTY PERFORMANCE

EMPLOYEE: _____ DATE: _____

PROGRAM OR DEPARTMENT: _____ TERM: _____

COORDINATOR: _____

PREFACE:

This form is designed to provide a mechanism by which you as a Coordinator or unit leader can have input into the Formal Evaluation of Special Services Faculty Performance process. This is not an evaluation form, but is to provide to administration as meaningful, balanced and comprehensive factual informational base as is possible when engaging in formal evaluation of non-teaching faculty.

Directions: Please comment in the following areas:

A. JOB SPECIFIC

B. COLLEGEWIDE SERVICE

EMPLOYEE: _____ DATE: _____

C. PROFESSIONAL GROWTH

D. DEIA SELF-REFLECTION STATEMENT

E. OVERALL COMMENTS (ATTACH EXTRA SHEETS IF NEEDED)

APPENDIX G12

(PRE-FORMAL EVALUATION)

STUDENT DEVELOPMENT FACULTY INPUT INTO EVALUATION

GUIDELINES:

The Self-Evaluation Form is designed to provide another avenue by which your evaluators can be made aware of the breadth of contributions you feel you have made as an instructor and employee of the district. This form is designed to allow you the opportunity to have input into your evaluation process. This will enhance the probability that your overall evaluation will be better balanced and comprehensive. This document will allow the evaluator(s) to see how you would describe your overall contribution both as a faculty member and a district employee BEFORE THE EVALUATOR(S) DEVELOPS YOUR FORMAL EVALUATION DOCUMENTS.

STUDENT DEVELOPMENT FACULTY SELF EVALUATION AND INPUT FORM

EMPLOYEE: _____ DATE:_____

TERM: _____ AREA: _____ DEPARTMENT: _____

EDUCATIONAL PROGRAM AREA: _____

Please list your accomplishments and contributions as a faculty member in your respective program area, professional growth and currency, area and departmental contributions and service to the college as a whole.

PLEASE REFER TO THE APPROPRIATE FULL-TIME STUDENT DEVELOPMENT FACULTY JOB DESCRIPTION*
USE ADDITIONAL SHEETS IF NEEDED

I. JOB SPECIFIC

II. PROFESSIONAL GROWTH AND CURRENCY: List or describe activities which demonstrate a pattern of academic, professional and/or technical updating and currency in your field, i.e., courses taken (include dates), conferences, professional awards, staff development activities, visitations to other educational institutions, agencies or organizations, self-directed study, upgrading, etc.

III. AREA AND DEPARTMENTAL RESPONSIBILITIES: List or describe activities which demonstrate a pattern of contributions to your area, department and program including assessment of program level student learning outcomes.

IV. COLLEGE-WIDE SERVICE: List or describe activities which demonstrate a pattern of service to the college as a whole, i.e., participation in college governance, college-wide committees, project teams, student organizations, state-wide organizations, accreditation functions, etc.

V. DEIA Self-Reflection Statement

Purpose: This statement is intended to foster a conversation among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

The contents of the statement must not be used as evidence to support a less than satisfactory rating on any item listed in Section 6.7 of the BCEA contract. However, nothing in the reflection process shall limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information consistent with the criteria set forth in Section 6.7.

In your self-reflection statement, please answer the following Questions:

1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College District? This might include, but is not limited to, the following:

- curriculum modifications related to equity and/or anti-racism
- participation in equity and/or anti-racism related workshops/institutes; please include the date, title and location

- review of professional materials and best practices for equity in your field
- analysis of your student success data through an equity lens (if available)

2) How have you used or will you use this understanding to improve your working relationship with your students?

3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?

VI. OTHER INFORMATION: Please provide any other information you feel is relevant to a balanced and comprehensive evaluation of your performance and contributions to your profession and to the college district as a whole, i.e., unique situations, mitigating factors, etc.

_____ _____

SIGNATURE OF STUDENT DEVELOPMENT FACULTY DATE

Timeline for Faculty Evaluation

Faculty Member:
Department:
Semester: ☐ Fall ☐ Spring 20_____
Administrator:
Department Chair/Coordinator (or designee):
Tenured Peer Evaluator(s):

Note: Both chair and peer evaluator must have received peer evaluation training.
Chair and peer evaluator initials confirming training: _____ _____

IN CLASS PRE-OBSERVATION CONFERENCE:* For new hires, before the 40% instruction point (first semester of employment) ✓ DISTRIBUTE EVALUATION OF INSTRUCTOR PERFORMANCE FORMS (G3) ✓ Classroom Observation: (Selected by evaluatee and evaluation team) ***Will only take place outside of 40-80% of the course week for good reason*** Control #_____ Course:_____ ✓ Select Option for Student Input (G5) ✓ SELECT CLASSES FOR SFF FORMS: ***Conducted no later than one week before observation; must be between 40-80% instruction point of the primary term*** ◆ Evaluatee choice class #1: Control #_____ Course_____ ◆ Administrator/Chair/Peer choice class #2: Control #_____ Course_____	Date:_____ Room:_____ Time:_____ Option #_____ ◆Administer *after* _____, return by _____ ◆Administer *after* _____, return by _____
DISTANCE EDUCATION PRE- OBSERVATION CONFERENCE:* For new hires, before the 40% instruction point (first semester of employment) ✓ DISTRIBUTE EVALUATION OF INSTRUCTOR PERFORMANCE FORMS (G3) ✓ PREPARE FOR COURSE TOUR AND OBSERVATION Determine the course to tour Determine the day and time of the course tour and observation Cover the course tour guidance(See HR website) ✓ Course Tour and Observation: (Selected by evaluatee and evaluation team) ***Will only take place outside of 40-80% of the course week for good reason*** Control #_____ Course:_____ ✓ SELECT CLASSES FOR SFF FORMS: *Conducted no later than one week before observation; must be between 40-80% instruction point of the primary term* ✓ Course Tour and Observation class: Control #_____ Course_____ ✓ Evaluatee choice class #1: Control #_____ Course_____ ✓ Administrator/Chair/Peer choice class #2: Control #_____ Course_____	Course:_____ Tour Date:_____ Time:_____ ◆Administer *after* _____, return by _____ ◆Administer *after* _____, return by _____

✓ **PROVIDE INSTRUCTOR SELF-EVALUATION INPUT FORM (G2)** ***Evaluatee submits to Evaluation Team1 week prior to class observation*** ◆ Course syllabus for class to be observed. ◆ Objectives for class being observed for in person only ◆ Completed Instructor Self-Evaluation Input Form (G2).	Date Due:_____
EVALUATION TEAM MEETING: (No evaluatee) ✓ Complete Evaluation of Instructor Performance form (G3). ✓ Complete narrative. ✓ Complete Summary of Student Comments	Date:_____ Room:_____ Time: _____
PRIOR TO POST-OBSERVATION CONFERENCE: ***Minimum 1 day prior to post-observation conference; 2 days if improvement plan included*** ✓ Provide instructor with copy of narrative(s), summary of student Input, and G3 form.	Date Due: _____
POST-OBSERVATION CONFERENCE: ✓ Discuss Performance Rating Sheet (G3). ✓ Discuss narrative comments including student comments/evaluations. ✓ Sign evaluation forms. ✓ If an improvement plan will be created, the post-observation conference will be used to discuss the improvement plan and another meeting will be scheduled to finalize draft and sign if needed.	Date: _____ Room: _____ Time: _____

*Subsequent to the pre-observation conference, a summary of this form will be sent electronically to all participants in the evaluation process.

APPENDIX G13S

Timeline for Student Development Faculty Evaluation

Faculty Member:
Department:
Semester: ☐ **Fall** ☐ **Spring** **20**_____
Administrator:
Department Chair/Coordinator (or designee):
Tenured Peer Evaluator(s):

Note: Both chair and peer evaluator must have received peer evaluation training.
Chair and peer evaluator initials confirming training: _____ _____

JOB SITE VISIT PRE-OBSERVATION CONFERENCE:* For new hires, by the fifth week of the term (first semester of employment). ✓ DISTRIBUTE EVALUATION OF STUDENT DEVELOPMENT PERFORMANCE FORMS(G7/G8/G9) ✓ Job Site Observation: (Selected by evaluatee and evaluation team) ***For Probationary Student Development Faculty must take place by 13th week*** Job Site #1 Location (May be done remotely):_____ Job Site #2 (Optional) Location (May be done remotely):_____ ✓ Decide on week and method of Student Input Form (G1S) collection or SFF. Dates of Collection:_____ Control #_____ Course _____	Date:_____ Room:_____ Time:_____ Date:_____ Room:_____ Time:_____
EVALUATION TEAM MEETING: (No evaluatee) ✓ Complete Evaluation of Student Development Performance Form (G7/G8/G9). ✓ Complete narrative. ✓ Complete Summary of Student Comments	Date:_____ Room:_____ Time: _____
PRIOR TO POST-OBSERVATION CONFERENCE: ***Minimum 1 day prior to post-observation conference; 2 days if improvement plan included*** ✓ Provide faculty with copy of narrative(s), summary of student input, and G7/G8/G9 form.	Date Due: _____

POST-OBSERVATION CONFERENCE: ✓ Discuss Performance Rating Sheet (G7/G8/G9). ✓ Discuss narrative comments including student comments/evaluations. ✓ Sign evaluation forms. ✓ If an improvement plan will be created, the post-observation conference will be used to discuss the improvement plan and another meeting will be scheduled to finalize draft and sign if needed.	Date: _____ Room: _____ Time: _____

*Subsequent to the pre-observation conference, a summary of this form will be sent electronically to all participants in the evaluation process.

APPENDIX G14

Short-Term Duty Assignment
Evaluation Form

Section I: Employee Information

Evaluatee	
Short-term Duty Assignment	
Administrator Completing Evaluation	
Length in Position	
Last Evaluation	

Section II: Performance Ratings
Select the appropriate performance rating for each major area of responsibility from the position announcement. Refer to the attached position announcement and criteria for performance expectations.

Area of Responsibility as outlined on the position announcement.	**Meets and/or Exceeds Expectations**	**Meets some expectations/Development required in others**	**Does not meet expectations**

Section III: Commendations

Section IV: Recommendations for Continued Growth and Improvement

Section V: Summary and Goals for Next Evaluation Cycle

If the supervising administrator recommends an off-cycle evaluation, this section must include specific areas for improvement and goals that can reasonably be completed within the next review period. Otherwise, this section may include any specific goals the employee wishes to state.

Section VI: Recommended Actions

Recommended to Continue with Regular Review Cycle	O
Recommended to Continue with Additional Off-cycle Evaluation	O
Not Recommended for Continued Assignment	O

Signatures

_____ _____

Evaluatee Date

_____ _____

Supervisor Date

CATASTROPHIC LEAVE REQUEST FORM

Please return the completed form to the Human Resources Department.

I hereby request Catastrophic Leave for the following reason(s):

☐ Prolonged personal illness/injury
☐ Prolonged illness/injury of immediate family member
☐ Pregnancy (Catastrophic Leave is only available while you are on pregnancy disability leave [PDL]. It cannot be used for the purpose of baby bonding.

Please note: To qualify for Catastrophic Leave, all of your accrued leave balances must be exhausted.

I will exhaust all of my paid leave balances on approximately: _____ (enter date).

How do you want this Catastrophic Leave Request shared? (The College will only indicate that you have requested Catastrophic Leave. No medical information will be shared). By checking a box below, you authorize Human Resources staff to disseminate your request as designated below.

☐ Districtwide Email
☐ Notify my Department ONLY (insert Department Name): _____
☐ Notify my Bargaining Unit ONLY
☐ Do not notify

I understand that other Butte College members may wish to assist by donating sick leave hours to me. I acknowledge that if any leave time is donated that it is done so on a confidential and voluntary basis only; I will not be provided with any donor information; I understand that a copy of this request will be placed in my medical file. I further understand that in the event I return from my leave of absence to a limited schedule, and I am in need of additional catastrophic leave donations, I am required to reapply for Catastrophic Leave. Donations are only accepted and processed on behalf of employees who have approved Catastrophic Leave Requests. Donations are only deducted once the employee in need reaches a non-compensated status. Entire donation may or may not be utilized. Donations are deducted based on the order in which they are received. All donations are confidential. Donations shall not be applied retroactively.

Employee Information	
Full Name Printed:	Employee Number:
Signature:	Date:
Department:	Bargaining Unit:
Human Resources Use Only	
☐Approved ☐Disapproved	Date:
Human Resources Review :	

CATASTROPHIC LEAVE DONATION FORM

Date: _____

Donating Member's Name: _____

Employee Number: _____

I wish to donate (enter number of sick leave hours in 8 hour increments) _____sick leave hours to _____ (enter name of person to receive donated hours).

Donating Member's Signature: _____

Donations are only accepted and processed on behalf of members who have approved Catastrophic Leave Requests. Donations will be deducted from your sick leave accruals once the employee in need reaches a non-compensated status. Your donation may not be utilized if the requested number of hours has already been reached. If the requested number of hours has been reached prior to your donation, your leave donation form will be returned. Donations are deducted based on the order in which the donation forms are received. All leave donations are irrevocable and confidential.

Return completed form to Human Resources

FOR PAYROLL USE ONLY:
RECEIVED BY:

GLOSSARY

20 school average – The average computation of 20 selected colleges used in the salary and benefits formulas.

Additional duty days – days worked in excess of a member's normal assigned days.

BCEA – Butte College Education Association, the union representing the full-time faculty

CSEA – California School Employees Association, the union representing the classified staff.

CBA – Collective Bargaining Agreement.

Day – Representing an 8 hour day; or for purposes of the grievance article, any day which the central administration office of the district is regularly open for business.

Equity Enhancement – An enhanced hourly rate dedicated specifically to part-time faculty longevity.

Flex – Required activity hours in lieu of instruction that must be met as part of a faculty member's contractual commitment.

FSA – Faculty Service Area.

SPA – Sabbatical and Professional Advancement.

Loadbank – Units taught in excess of a members assigned regular workload without pay, but banked for time off at a later date.

Longevity – Levels on the salary schedule that require time to advance. Longevity steps are steps 16 through 24.

Overload – Units taught in excess of a member's assigned regular workload for pay.

PFA/CWA – Part-time Faculty Association/Communication Workers of America, the union representing the part-time faculty.

P.I.P. – Performance Improvement Plan.

Primary term – In reference to the primary Fall and Spring terms.

Pro-rata – In proportion to.

Reopeners – Those unresolved outstanding negotiating items that were proposed but are still open for negotiations.

SFF/SEF – Student Feedback Form, AKA student evaluation form

SLOs – Student Learning Outcomes.

Student Development Faculty – Those non-teaching faculty that normally do not have teaching responsibilities in the classroom; for example counselors and librarians.

EVIDENCE
C3c: Professional Development

≡ MENU

FACULTY AND STAFF RESOURCES (/CURRENTSTUDENTS/I STAFF-RESOURCES/IND

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TEACHING AND LEARNING (HTTPS://BUTTE.LIBGUID G=1175302&P=8587994)

COMMITTEES AND AFFINITY GROUPS

RESEARCH SPOTLIGHTS (/CURRENTSTUDENTS/ STAFF-RESOURCES/RE SPOTLIGHTS.PHP)

PROFESSIONAL DEVELOPMENT

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LIST OF CONFERENCES (/CURRENTSTUDE STAFF-RESOURCE 2025-CONFERENC

Content Editor:
Tray Robinson (mailto:robinsontra@butte.edu)
530-879-4106 (tel:15308794106)

Butte College Professional Development Opportunities

The Professional Development efforts at Butte College help the college fulfill its mission, values, and commitment to Diversity, Equity, Inclusion, Anti Racism and Accessibility ($DEIA^2$) by providing its employees with a variety of workshops and training programs for professional growth.

Butte College Leader Development Institute (BCLDI)

BCLDI was created in 2005 as a way to offer a leadership curriculum for staff, faculty and administrators that is both comprehensive and rigorous, and provides and fosters a strong network of support and cooperation amongst the participants.

Cultural Awareness Community of Practice (CACP)

CACP is a year-long professional development program at Butte College designed to assist faculty and staff in better understanding and fully meeting the needs of culturally diverse students and colleagues. The seven once-a-month sessions focus on:

- Exploring critical concepts related to race, gender, sexuality, ability, and class
- Providing practical strategies for supporting students and colleagues at the intersections of marginalized identities.

Registration happens in late spring for this seven-workshop, year-long commitment.

Fair Classrooms

The FAIR Classrooms Program provides a unique opportunity for faculty to:

- Access data about how different groups of students are performing in your specific courses
- Develop and use inquiry processes to improve student engagement and completion
- Learn equity-minded classroom practices used by other educational leaders
- Build a community of support with like-minded faculty

Year Long Program

Great Teachers

The Butte College Great Teachers Seminar, offered every August before the fall semester begins, is both inspiring and rejuvenating. It brings together teachers from all disciplines, counselors, librarians and other faculty, both full-time and part-time, to explore successes and innovations and solutions to problems.

Instructional Skills Workshop (ISW)

The Instructional Skills Workshop (ISW) offer a practical approach to the improvement of the teaching and learning process. The ISW is an intensive four-day workshop conducted by community college educators for community college educators.

Workshop participants will explore concepts such as (1) participatory learning, (2) diversity of learning, (3) responsive and inclusive teaching, and (4) building a classroom community in which students of all backgrounds can thrive. Participating faculty will also determine how these concepts can be implemented in their classrooms.

For more information, please contact instructor Thomas Cox at coxth@butte.edu. (mailto:coxth@butte.edu)

Mitigating Bias in the Recruitment and Selection Process

This program explores bias and how it impacts our decision-making and shares specific strategies for mitigating bias in the recruitment and selection of faculty and staff.

Safe Zone

The mission of the Safe Zone training program is to challenge homophobia, transmisogyny, cis-and heterosexism on the college campus and community by encouraging welcoming and inclusive environments for Lesbian, Gay, Bisexual, Transgender, Intersex, Queer or Questioning, and Asexual (LGBTQIA+) students, faculty, staff, and community members. The Safe Zone program is a 3 hour introductory training that invites participants to learn about LGBTQIA+ issues, provide resources, and create a supportive environment for LGBTQIA+ students, faculty, and staff exploring issues of sexual identity, gender identity, and gender expression.

Undocu Ally Training

This workshop assists staff, students and faculty in understanding laws governing the legal and educational rights of undocumented, AB 540, DACAmented, and Dreamer students and provides a variety of ways that we can serve as allies to these students.

BC Helping Academy

BC Helping Academy

The BC Helping Academy is an intensive full-week seminar aimed at bringing together faculty and staff to develop a shared understanding of mental health awareness from an DEIA2 Diversity, Equity, Inclusion, Anti-racism, and Accessibility lens to support all members of our campus.

Facilitator: Dr. Juni Banerjee-Stevens, Deer Park Counseling & Consulting

If you would like more information, please email **Tray Robinson. (mailto:robinsontra@butte.edu?subject=)**

Light To Inspire

CASA & Dash To Success

Light to Inspire

Speaker and Workshop Facilitator: Diego NAVARRO

Join us on an inspiring journey to foster an equitable and compassionate environment at Butte College!

Discover the power of experiential affective-based professional development offered by **Diego Navarro (https://www.diegojamesnavarro.com/)**, designed to empower educators like you to create a culture of dignity and belonging. A series of professional development institutes and workshops will be offered in the Fall 2023 - Spring 2024 to help you amplify a culture of dignity on campus. Find out more at **Light to Inspire - Butte College (https://butte.edu/community/about/guidedpathways/related_information/)**

Workshop Series "Constructs for Creating a Culture of Dignity"

Three On-Line Workshops, 10/13, 10/27 & 12/8 2023, 12:00-4:30

Community of Practice Meeting: 11/17/2023 12:00-2:00

Participate: Spring FLEX Session: TBA

Workshop Series "Developing Gravity and Glue to Empower Students in the Classroom & in On-Boarding"

Prerequisite: Culture of Dignity

Three Online Workshops, 1/18, 1/19, 1/26 2023, 12:00-4:30

Community of Practice Meeting: 3/1/2024, 12:00 -2:00

Participate: Spring Showcase & Poster Session: TBA

Five-Day Experiential Learning Institute (FELI)

There is no prerequisite.

In Person Institute: 5/28-6/1, 9:00-5:00

Register Here (https://tinyurl.com/57p7jses)

*Flex or Stipend will be offered for faculty, including associate faculty

Each workshop series is 16 stipend/flex hours.

The FELI is 40 stipend/flex hours

Diego Navarro: Speaker & Workshop Facilitator

Diego Navarro is an Emeritus Professor at Cabrillo College and founded the Academy for College Excellence (ACE) in 2002, which has now been studied and replicated by numerous colleges around the country.

Diego's research has been funded by the National Science Foundation, Bill and Melinda Gates Foundation, Carnegie Corporation of New York, and others. He currently serves as a Coach in the Aspen Institute and National Center for Inquiry and Improvement implementation project serving 11 community colleges, 5 Historically Black Colleges and Universities, and 5 public four-year Hispanic Serving Institutions. He also serves on the selection committee of the Aspen Institute's Aspen Prize for Community College Excellence.

For more information, please contact: **montgomeryam@butte.edu (mailto:montgomeryam@butte.edu)** or **guzmanli@butte.edu (mailto:guzmanli@butte.edu)**

EVIDENCE
C3d: ACDC Website

Adabtable Course Design Committee

Adaptable Course Design Community (AC ⚡ DC)

Adaptable Course Design is one of the projects that stemmed from Butte's Quality Focused Essay (QFE). The project overview is found on the **Adaptable Course Design (http://www.butte.edu/departments/slo/ACDC/ACD.html)** page.

Resources for Adaptable Course Design (http://www.butte.edu/departments/slo/ACDC/ACD-R.html) can be found on the Resources page; examples of how these can be applied is on the **faculty examples (http://www.butte.edu/departments/slo/ACDC/faculy_examples.html)** page.

AC ⚡ DC Presents Spring Festival (http://www.butte.edu/departments/slo/ACDC/AC-DC-Presents.html) 🌷 information and times.

AC ⚡ DC 🎵 Fall 2025 Jam Sessions 🎵

Groove with us!

All are welcome – we'll discuss how we are trying to balance flexibility and structure to respond to student needs, and our needs. Conversations may include aspects of universal design for learning, authentic assessment, alternative grading strategies, or whatever is on your mind. Looking forward to jamming with you!

- Wed 9/24, 9:30-10:20am
- Thurs 10/2, 4-4:50pm
- Wed 10/15, 9:30-10:20am
- Thurs 11/6, 4-4:50pm
- Wed 11/12, 4-4:50pm
- Wed11/19, 9:30-10:20am
- Wed 12/3, 4-4:50pm

Email **schmidme@butte.edu (mailto:schmidme@butte.edu)** with questions. **Zoom Link (https://butte-edu.zoom.us/j/88674968329)**, Flex #397

Rhythmic Rambles

All are welcome – we'll discuss how we are trying to balance flexibility and structure to respond to student needs, and our needs. Conversations may include aspects of universal design for learning, authentic assessment, alternative grading strategies, or whatever is on your mind. Looking forward to rambling with you!

- Wed 10/1, 3:30-4:30pm (meet outside planetarium for a creek stroll and pond loop)
- Wed 10/8, 8:00-9:00am (meet outside planetarium for a woodland walk)
- Wed 10/22, 8:00-9:00am (meet outside planetarium for a creek stroll and pond loop)
- Wed 12/10, 8:00-9:00am (meet outside planetarium for a woodland walk)

Email **schmidme@butte.edu (mailto:schmidme@butte.edu)** with questions.

Logo created using Copilot.

Join the Community

In an effort to be more adaptable, we will be building an **asyncrhonous community**! **Join the AC ⚡ DC Community (https://teams.microsoft.com/l/team/19%3a_llLfKLtutY3EpITa6QABn14K6PHczuVmMgC8ocTVZo1%40thread.tacv2/conversations?groupId=7849bbcb-56d8-4d5a-95b0-1c43ce0aa007&tenantId=6f314b05-ad8e-4ad5-b522-656f309c7b10)** on Teams using the code: 3gbfyg6. If you have trouble getting onto the site, contact **Suzanne Wakim (mailto:wakimsu@butte.edu)**.

Community Council

- Lisa Christiansen
- Mandeep Grewal
- Leslie Henson
- Julie Jenks
- Melody Schmid
- Suzanne Wakim

EVIDENCE
C3e: ACDC Spring Festival

AC ⚡ DC Presents

AC ⚡ DC Presents

Spring Festival 2024 🌷

AC ⚡ DC is hosting four rockin' flex activities in April via Zoom! We will present course design ideas that will electrify your summer break. The links will take you to the zoom room for each session.

⚡ 4/12 - 10 AM and 11 AM: AI and IDEA^2

AI is a powerful tool however it is not always a bias-free resource. These biases are important to recognize when using AI in our classes. Join us as we explore AI biases and how we might use IDEA^2 principles to guard against them in our work.

- **Zoom Room for AI and IDEA^2 (https://butte-edu.zoom.us/j/88614909330?from=addon)**
- Presenters: Mandeep Grewal and Leslie Henson
- 10 - 11 AM: We will begin with a presentation on bias in AI.
- 11 AM - noon: Then there will be a one-hour discussion of how to avoid replicating these biases in our teaching.
- Feel free to attend either one or both portions of this workshop

⚡ 4/26 - 10 AM: UDL and neurodivergence

This workshop will focus on supporting neurodivergent (ND) students. Topics will include an overview of neurodivergence and Universal Design for Learning (UDL) along with specific ideas to support ND learners.

- Zoom Room for UDL and neurodivergence\ **(https://butte-edu.zoom.us/j/85244686042?from=addon)**
- Presenter: Julie Jenks

⚡ 4/26 @ 11 AM: Strategies for helping struggling students

In this sessions, participants will focus on how they can increase equity and success in their courses by reflecting on how this semester went and using that in planning for next semester.

- **Zoom Room for Strategies for helping struggling students (https://butte-edu.zoom.us/j/89637734411?from=addon)**
- Presenter: Leslie Henson

Archived Spring Festival Sessions

Modern Classroom Project

How do you reach all students when you have some that are ready to be independent or do harder work and others need a lot of your time? Modern Classroom Project (modernclassrooms.org) is a structure and routines set up in your classroom (online or face to face) that allow adaptability in your course. Once students understand the process they can continue whether they are advanced, needing more support, you have a substitute, move class to a different modality or other unforeseen circumstances. The structure is based on three ideas of blended instruction (videos and in person), self paced learning (within units/timeframes), and mastery grading. I have been using this face to face before I knew it was a thing and working to use it in my online classes as well.

- **Recording of Modern Classroom Project (https://butte-edu.zoom.us/rec/play/G1Id0CqWw4zrn4PcmPnzf5Upsxn9eLAuLazjVKgDhUsLaddp_yyOb-rs2-sFUzXw99xopyFbUfr0cyLc.y2VW0LnyodVK3hkt?canPlayFromShare=true&from=share_recording_detail&startTime=1682107418000&componentName=rec-play&originRequestUrl=https%3A%2F%2Fbutte-edu.zoom.us%2Frec%2Fshare%2FXEpw0Hj12L74dT8evTwl42UUWu6cfUhPHgR2tmT835fMUjZOTvmpOAtwX1GW4riO.kPcA8HuHkv9R4aLN%3FstartTime%3D1682107418000)**
- Presenter: April Browne

Authentic Assessment and Portfolios

Looking for new ways to assess student progress toward outcomes? Curious about authentic assessments and what they could look like in your class? In this session, we'll explore what makes an assessment authentic. I'll share several examples and resources to learn more about designing Porfolio projects. We'll also tap into our community wisdom for more ideas on designing and implementing authentic and adaptable assessments of student learning.

- **Recording of Authentic Assessments (https://butte-edu.zoom.us/rec/share/CUolixls_V6EPNHLWP8ASoRXBB316qM7IZgfhwgrrOD8oaXe_ilDHCL-ZCnyqd1G.OCghZ06yOw0PTC-K)**
- Presenter: Julie Jenks

Rapid Adaptable Course Design

Come learn this rapidly adaptable approach to structuring your Canvas shell and managing content efficiently. Use what you have and build what's missing in a format that's ready for anything. The result is a system that reduces the time to adapt and increases student success.

- **Recording of Rapid Adaptable Course Design Webinar (https://butte-edu.zoom.us/rec/share/sYybjau8iMKghbST-f6XK-Q1iKxUAgik7_SR5lCFCRmF13w_cEihyDAOf1wci7jJ.FdEnIJsqnTP6514U?startTime=1682712232000)**
- Presenter: Lisa Christiansen

Finding Free and Adaptable Textbooks for Your Classes

Open Educational Resources (OER) are freely available for everyone. And, they can be adapted to suit your particular class and teaching style. We will cover some search strategies for finding OER and have a quick primer on licensing. You will have the opportunity to get help finding OER for your classes during the second half of the webinar.

- This was a hands-on session that wasn't recoreded
- Presenter: Suzanne Wakim

Humanizing Online Courses with Video

Videos are a fabulous way to humanize a Canvas course, allowing our students to feel more connected with us as their instructors, and enabling multisensory instruction that students can speed up, slow down, pause, and rewatch as they need. In this workshop, we will share how we use videos in our courses. We will share tips for creating high-quality videos, we'll introduce several tools we have access to at Butte for creating videos, and we'll demonstrate how to use Canvas Studio to create, caption, and share videos, and even create a quiz embedded in a video right in Canvas!

- **Recording of Humanizing Online Courses with Video (https://canvas.butte.edu/courses/25083/pages/spring-22-ac-dc-festival-humanizing-with-video-presentation-recording?module_item_id=1473510)**
- If you have questions, email jenksju@butte.edu

Community Building Beyond Discussion Boards

Have you been trying to think of ways to foster community and facilitate effective student-to-student interaction in classes beyond Canvas discussions? You are not alone! Join us as we discuss alternatives to discussions that you can use in your class to encourage peer-to-peer interaction. In this round-table workshop, we will share successes and challenges to consider with community-building alternatives to discussions we've been trying in our classes -- including icebreakers, peer review, the Canvas Collaborations and Groups tools, and tools outside of Canvas -- and we'll be eager to make plenty of space to discuss your ideas and questions too!

- This was not recorded
- If you have questions, email jenksju@butte.edu

Welcoming Students Before the Semester Starts

Our experience has demonstrated that students feel welcome, supported, and better prepared to succeed in our courses of all modalities when we reach out early to introduce ourselves and provide course information before students have access to Canvas or the first day of class. This communication can include a welcome email, course schedule, online syllabus, and/or welcome video. We will share several examples of early outreach that you can adapt for your own courses. Please join us for a round table discussion to share successes, challenges and solutions. We will discuss what can be included, and when and how it can be shared with students.

- **Recording of Welcoming Students Before the Semester Starts (https://canvas.butte.edu/courses/25083/pages/before-the-semester?module_item_id=1430030)**
- If you have questions, email **schmidme@butte.edu (mailto:schmidme@butte.edu)**

Ungrading: Strategies for Equitable Grading

Our current grading systems often measures privilege and personality rather than knowledge and skills. This makes grades an ineffective measure of student learning. We will discuss strategies that can help equitize grading and improve student success. These include both simple changes you can make within your current course design and more comprehensive alternatives to traditional grading.

- **Recording of Ungrading: Strategies for Equitable Grading (https://butte-edu.zoom.us/rec/share/7O0-g28Q7ixXpotFRMndwcqvLNVM-Dr1Xpw9S6FObS18n7UgsMMgRww2xeMK1OM.YO6rjlsUR_NccgEe?startTime=1651262527000)**
- If you have questions, email **wakimsu@butte.edu (mailto:wakimsu@butte.edu)**

EVIDENCE
C3f: CPL Taskforce
Report

Credit for Prior Learning Taskforce Recommendations for the Butte College Academic Senate

Introduction

Credit for Prior Learning (CPL) is a way for students to gain units of college credit for experiences and knowledge gained outside of a traditional classroom setting. This can take many forms such as military or work experience, industry credentials, credit by exam, or standardized exams. Title 5 § 55050 requires California Community Colleges to publish a clear and transparent process for students to be awarded CPL, to review this process every three years, and to report back to the Chancellor's Office (Guidance Memo ESS 20-300-001). This is also in alignment with Vision 2030 under Strategic Direction 2: Equitable Workforce and Economic Development.

The Credit for Prior Learning Taskforce was appointed at the September 4th, 2024 meeting of the Academic Senate to investigate the logistics of implementing an effective CPL process on our campus. Our stated objectives were to:

- Recommend a student-facing process for CPL requests
- Determine what individuals/parties would be responsible for each step in the process
- Research the feasibility of assigning or hiring a CPL Coordinator and CPL Counselor
- Work with I.T. to create a Softdocs form that reflects the new CPL workflow
- Update AP 4235 as needed to reflect the new procedure

This document is intended to capture the work of the Credit for Prior Learning Taskforce over the 2024-2025 academic year and propose recommended actions for the Academic Senate to consider adopting.

Taskforce Membership

Chair: Jessica Jackson, Articulation Officer
Bob White, Dean of Program Logistics and Scheduling
John Dahlgren, CTE Faculty
Craig Kielb, CTE Faculty
Joseph Gebbia, CTE Faculty
Carlos Vasquez, TGE Faculty
Dan Torres, Veterans Center
Bobby Walden, Veterans Counselor
Meredith Marasco, Admissions
Julie Scarpelli, Admissions
Annie Rafferty, Not For Credit Workforce Training
Jason Trento, BCEA representative

Credit for Prior Learning Taskforce Recommendations for the Butte College Academic Senate

Summary of Findings

Policy and Procedure Development

We reviewed the current AP/BP 4235 Credit for Prior Learning and drafted proposed updates over the course of several meetings. **The current AP is deficient in that it does not elaborate on a clear process that can be followed by students, faculty, and staff**. It also contradicts the current process for students obtaining Credit by Exam by stating that a student must "not [be] currently enrolled in" the class to be challenged. In reality, the current practice is that a student is advised to enroll in the class, which forces them to pay enrollment fees. The consensus of the taskforce was that we should not charge any fee to a student for any form of CPL requested. This is now clearly stated in our AP draft so as to prevent any unnecessary barriers for students to apply.

Other changes we have made include a new section on "Process and Procedures for Awarding CPL" which reflects a student-facing process with clearly defined faculty and staff roles. The structure of the AP was revised to provide a more comprehensive list of the types of CPL available to students. It then elaborates on each type of CPL in detail. A section was added on transcription so as to clearly delineate the type of CPL being awarded. This was needed for transfer purposes since universities vary in the types of CPL that they will accept.

Vision for Student-Facing Process

We believe that it is important for CPL to have its own designated page on our website. It should be easily accessible to students and allow them to see the eligibility criteria as well as initiate the petition itself. **Currently, there is no student-facing form for CPL**. The Credit by Exam form is only accessible by counselors and staff, creating another barrier for students to apply.

We would also advise public-facing CPL articulations. While students will be free to request CPL for any course in our catalog, it is completely up to the discipline faculty to determine the appropriateness of CPL for a given course. Any courses that logically map to a specific modality of CPL should be articulated as such and posted on the CPL website for students to view. Faculty are not required to establish CPL articulations for all courses; they are encouraged to review their course offerings and consider if there are logical modalities by which a student could receive units for a course (ex: Credit by Exam for a foreign language course).

Workflow

Our group discussed in-depth what kind of workflow would work best and what parties would be responsible for each step in the process. This proposed workflow is summarized below:

1. **Student** submits CPL petition via website and will be able to attach all supporting documentation needed for faculty to make an informed evaluation (transcripts, industry credentials, resume, etc.).
2. The Softdocs form will automatically screen for all possible eligibility criteria and route to the next appropriate faculty based on the status of their education plan:

   a. If the student does not yet have an education plan on file that includes the course to be challenged, they will be routed to **Counseling & Advising** to create one;
   b. If the education plan is already on file, the form will route to the appropriate department chair.
3. **Department chair** will take one of the following actions:
   a. If articulation is already established for a student's CPL request (for example, completion of Police Academy articulated with specific AJ courses), the department chair can approve the petition by signing the form;
   b. If articulation is not established, and the department chair is the subject-matter expert, they can evaluate the student's request as per the proposed draft of AP 4235;
   c. If articulation is not established, and the department chair is not the subject-matter expert, they will designate another faculty member in that discipline and the petition will be routed to them for evaluation.
4. The **evaluating faculty member** will determine the student's eligibility and final grade as appropriate; this information will be routed back to the student via the petition form.
5. The **student** can accept, decline, or appeal the decision as per Title 5 § 55050
   a. If the student accepts the grade, their signature will route the petition **to Admissions & Records** for transcription;
   b. If the student declines the grade, or if their request for CPL is denied, their transcript will remain unchanged and they will be free to enroll in the course if they so choose;
   c. If the student appeals the grade, this will follow the process outlined in AP 4231 for changing grades.

Request for Leadership

We have found a clear need for a CPL Coordinator to oversee this process. While we have worked with IT to create a petition form that can accommodate a decentralized process, this does not ensure that an individual student is getting appropriately guided through their CPL petition in a timely manner.

We propose that the Academic Senate work with Leadership and the BCEA as needed to secure **20% release time for a faculty CPL Coordinator for 1 year**, then to re-evaluate the need for ongoing leadership. Responsibilities would include the following:

- Collaborate with department chairs and other faculty to establish CPL articulations
- Maintain the CPL website
- Oversee the CPL petition form workflow
  - Ensure that student requests are generally processed within a single semester
  - Work with faculty and staff who need guidance navigating the process
- Lead professional development opportunities to educate the campus on CPL opportunities
- Oversee program implementation
  - Work with IT in the ongoing development of the form and workflow
  - Serve as consultant to faculty or staff on any matters of concern

Credit for Prior Learning Taskforce Recommendations for the Butte College Academic Senate

- Maintain tracking system and appropriate documentation for reporting out to Chancellor's Office every 3 years as required by Title 5
- Oversee the compensation of evaluating faculty members by collaborating with HR/Payroll as needed

Faculty Compensation

We value the work of our faculty and believe that they should be compensated fairly for their time. We request that the Academic Senate work with both Leadership and the BCEA to explore the possibility of a stipend for faculty conducting CPL evaluations. We do not anticipate a high volume of students in the beginning of implementation, but we recognize that CTE programs will be disproportionately impacted. Since some industries require extensive examinations for Credit by Exam, we propose an **hourly stipend rate of $50 for up to 5 hours of evaluation time**. There should also be an extension request for those industries that may need to exceed 5 hours of evaluation time (ex: automotive).

Another possible avenue to explore is the **use of noncredit, skills-based courses as a way for faculty to be compensated** for evaluating student performance. This would be especially suited to industries like Welding and Automotive that require time intensive examinations by their industry in order to award Credit by Exam.

MAP Platform Usage

Many of our taskforce members attended a MAP (Mapping Articulated Pathways) CPL Regional Training in Sacramento on April 8th, 2025. After using their platform to articulate courses, we were not yet convinced that this would be the most effective way to track CPL workflow. We recommend using the process already in development with our IT department as reflected in our draft AP 4235. This can be re-evaluated at a later date as needed.

We do propose using this platform for the uploading of JSTs. The CCC Chancelor Sonya Christian has set the goal of having all 30,000 Joint Services Transcripts uploaded into this platform by Veterans Day 2025. Our Veteran's Program Supervisor Dan Torres has already uploaded several JSTs of Butte College students. The website has a useful feature that will auto populate recommendations for CPL. This information can help guide our counselors, instructors, and future CPL Coordinator in evaluating a student's potential eligibility.

Request to Continue the Taskforce

Our taskforce members would like to continue this work in the 2025-26 academic year until a clear process is established. We recommend the eventual formation of an ongoing CPL Committee that will ideally be led by a faculty CPL Coordinator.

We have identified several tasks that still need to be completed in order to make this initiative a reality. Until a coordinator is established, this group will potentially need to:

- Educate the campus at large about CPL and the benefits to the student and campus
- Collect CPL articulations from disciplines more heavily anticipated to request CPL

Credit for Prior Learning Taskforce Recommendations for the Butte College Academic Senate

- Finalize CPL petition form with IT and soft launch with select students
- Publish a Butte College Credit for Prior Learning homepage with access to the form and visible CPL articulations to date
- Explore the use of noncredit, skills-based courses as a vehicle for CPL evaluations

Conclusion

Our taskforce members have accomplished many milestones in this past academic year: developed a Softdocs CPL Petition form; attended multiple professional development opportunities for CPL; established CPL articulation for Administration of Justice and Automotive courses; drafted new BP/AP 4235 drafts; and started to educate the campus community about this initiative and its importance to veterans and adult learners.

We agree that there is momentum in this group that we would like to continue building upon in the coming 25-26 academic year so that we can see this initiative through to its conclusion with a successful, student-facing process for Credit for Prior Learning.

EVIDENCE
D1: Mission Statement

Butte College Mission Statement



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

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.

Butte College Vision Statement

Butte College serves our communities by inspiring diverse learners to reach intellectual, cultural, social, economic, & personal success.

Institutional Learning Outcomes (ILOs)

Read more about Butte College...

EVIDENCE
D2: 2025-2028
Student Equity Plan

BUTTE COLLEGE

2025-28 Student Equity Plan Executive Summary



BUTTE - GLENN COMMUNITY COLLEGE DISTRICT

BUTTE COLLEGE 2025-28 STUDENT EQUITY PLAN
EXECUTIVE SUMMARY

Student groups with disproportionate impact (DI) and goals set:

DI Student Population	% of Students for Baseline Year	# of students for Baseline Year	Goal #1: Eliminate Disproportionate Impact (DI)		Goal #2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment: DI Student Populations Baseline Year 2022-23						
Overall Student Population	22.6%	1833	N/A	N/A	N/A	N/A
Black or African American Male	16.4%	23	.2%	1	6.2%	9
Completed Both Transfer-Level Math and English: DI Student Populations Baseline Year 2022-23						
Overall Student Population	20.9%	534	N/A	N/A	N/A	N/A
First Generation	16.8%	146	3.8%	34	6.3%	55
Foster Youth	10.6%	15	5.8%	9	11.0%	16
White Male	17.5%	103	1.3%	8	4.5%	27
Persistence: First Primary Term to Secondary Term: DI Student Populations Baseline Year 2021-22						
Overall Student Population	69.3%	1535	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	50.0%	13	0.3%	1	19.5%	6
Black or African American	51.1%	24	4.3%	3	18.6%	9
First Generation Male	61.9%	169	2.6%	8	8.4%	24
Foster Youth	60.0%	72	1.0%	2	9.8%	12
LGBT Female	60.7%	71	0.2%	1	9.1%	11
Completion: DI Student Populations Baseline Year 2019-20						
Overall Student Population	15.8%	410	N/A	N/A	N/A	N/A
First Generation	11.4%	105	4.9%	46	6.9%	64
Foster Youth	10.2%	16	1.3%	3	6.0%	10
Hispanic	11.4%	102	4.6%	41	6.7%	60
LGBT	10.6%	19	1.1%	2	5.6%	10
Male	14.8%	186	0.0%	1	2.1%	27
Transferred to a 4-Year: DI Student Populations Baseline Year 2018-19						
Overall Student Population	28.3%	341	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	23.9%	104	2.9%	13	6.9%	30
First Generation	18.7%	68	9.7%	36	13.7%	50
Hispanic	23.9%	84	1.7%	7	6.3%	23
Male	25.5%	153	2.0%	12	5.5%	33

Initiatives that the Community College or District Will Undertake to Achieve These Goals:

To ensure equitable outcomes, Butte College will implement the following strategies designed to eliminate disproportionate impact in each of these key metrics:

Successful Enrollment:

1. Data: Use census overlay in Slate to identify communities with higher Black/African American populations and review other data points for more information about Black/African American students to better understand who they are (e.g. Reg2Go, age, working full time, athletes, out of state) and how to best address their matriculation challenges.
2. Support in Matriculation Process: implement a multi-layered outreach call campaign to assist incoming Black/African American students that provides 1:1 connection and support, partnered by Recruitment and Outreach, Orientation, and the Support Center.
3. Communication: Implement targeted outreach messaging in Slate's incoming student campaign focused on Umoja and the BLAC Center.
4. Connection: Embed BLAC Center Student Success Specialist into the Orientation check-in process to provide connection to Umoja and the BLAC Center students (connect with Black/African American students similar to EOPS and UndocuCenter at check-in).
5. Counselor: Secure a designated counselor for the BLAC Center/Umoja.
6. Outreach: Increase presence at community organizations and events that support the Black/African American community (e.g. BSUs at high schools, church).

Completion of Math and English in First Year:

1. Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special population status and address equity gaps immediately. Ensure that both math and English departments are reviewing annual data and developing strategies to improve outcomes for DI populations.
2. Offer sections of transfer math and English in a cohort model that recruits students from DI populations with faculty trained in inclusive practices, cultural competency, and equity-minded approaches to teaching.
3. Foster Youth: Student Success Specialist in Inspiring Scholars will audit a Stats course taken by most foster youth in the Fall and Spring semesters and provide targeted academic support relevant to that curriculum in coordination with that math instructor.
4. Provide professional development for math and English faculty that actively contributes to eliminating equity gaps across all student populations by fostering inclusive practices, cultural competency, and equity-minded approaches. This work is essential to inform curricular and instructional practices that best support DI students taking transfer math and English courses.
5. Leverage Student Success Teams for each of the five COIs to provide communications to first-year students identified in the SE Plan who are not enrolled math and/or English. This may include phone calls to individual students and messages for faculty to send to specific students via Canvas.
6. Develop partnerships and collaboration between the math department, English department, the Center for Academic Success (CAS), and the Student Belonging and Empowerment (SBE) centers to support culturally responsive, racially-specific academic supports and employment opportunities for Umoja, Puente, and Native American students.

Persistence for First Primary Term to Second Primary Term:

1. Continue examining our institutional structures and policies that contribute to equity gaps for our students, as well as developing new processes (such as our discrimination and bias reporting system) which aim to address incidents more effectively, promote accountability, and foster a more inclusive campus environment.
2. Increase access to counselors for Students Belonging and Empowerment (SBE) centers. Continue funding counselors to support these centers.

3.	Continue to fund and support the SBE centers, as well as other programs that assist marginalized students, to deliver sustained, equity-driven interventions to increase student retention, engagement, and academic achievement.
4.	Support student employment opportunities within the SBE centers, with a focus on serving foster youth, first-generation students, and other historically under-served populations, recognizing that on-campus employment fosters a sense of belonging, builds leadership and professional skills, provides financial support, and positively impacts student retention and academic success.
5.	Increase the number of DI students who have a "Light to Inspire" instructor in their first semester to provide them with a strong foundation of support, enhance their sense of belonging, and improve their overall academic success.
6.	Continue to support professional development for faculty and staff that actively contributes to eliminating equity gaps across all student populations identified in the SE Plan by fostering inclusive practices, cultural competency, and equity-minded approaches.

Completion:

1.	Enhance data collection to identify the root causes contributing to non-completion, disaggregated by race, gender, and special population to inform and prioritize targeted interventions and course-level support strategies.
2.	Implement a networked student touchpoint and data platform that facilitates cohort management from enrollment through completion, with a focus on providing just-in-time support for disproportionately impacted (DI) student populations.
3.	Integrate completion data into the program review process, incorporating course scheduling and sequencing analysis to support timely completion. Include disaggregated data to identify and address barriers faced by disproportionately impacted (DI) student populations at the program level.
4.	Work with Marketing to establish an outreach campaign that includes a focus on male students to highlight the value of higher education, emphasize return on investment, and share compelling case-making narratives to increase enrollment, engagement, and completion among male students.
5.	Coordinate a 3-year plan with key stakeholders to support LGBTQ+ students through targeted counseling, academic and career workshops, and peer-to-peer support to improve completion outcomes.
6.	Leverage existing support programs to increase completion rates for Latinx students.

Transfer:

1.	Increase Motivation and Belonging: Implement peer mentoring groups in various support programs like CASA and develop semester-based milestone celebrations to foster belonging and recognize progress for student populations experiencing DI who are on the transfer path.
2.	Improve Student Transfer Knowledge and Navigation: Support students in transfer preparation by expanding transfer workshops that support the completion of CSU/UC applications, and launch a communication campaign using posters, emails, texts, and the Transfer Academy group on BC Connect to guide students to transfer resources and deadlines.
3.	Provide Proactive Outreach for Near-Completers: Directly contact student populations experiencing DI in the transfer metric who are nearing completion through Student Success Teams to provide personalized guidance and connect them with transfer services and counseling.
4.	Increase Enrollment in the Transfer Academy: Proactively recruit DI students from programs such as MESA and EOPS to ensure they receive structured academic and transfer planning support throughout their enrollment.

The 2025–28 Student Equity Plan also includes initiatives to improve outcomes for the overall student population in transfer-level math and English completion, persistence, completion, and transfer. It also prioritizes strategies to strengthen Comprehensive Student Education Plan (CSEP) completion, addressing disproportionate impact for Native American males, White males, Latino males, and first-generation students. Interventions to increase the number of CSEPs for students include proactive case management, expanded opportunities for CSEP development, software implementation, and process improvements to ensure students receive timely guidance and support in reaching their goals.

In addition, this Student Equity Plan outlines three-year action plans for first-generation and male students, who continue to experience significant equity gaps across all metrics. For first-generation students, the focus is on expanding access to resources, increasing visibility of support services, and strengthening their sense of belonging through collaboration across Instruction and Student Services. For male students, the SE Plan emphasizes resource alignment, cross-campus collaboration, and career-aligned engagement, with efforts aimed at eliminating disproportionate impact in enrollment, math and English completion, persistence, degree/certificate completion, and transfer outcomes.

Resources That Have Been Budgeted for That Purpose (referring to goals/key strategies in this 2025-28 Student Equity Plan)

For 2025–26, Butte College's total planned SEA expenditures are $5,135,445.96, which includes the annual Chancellor's Office allocation of $4,658,457 plus $980,835 in carryover funds. These resources support multiple departments through personnel costs (salaries and benefits) as well as activity costs such as operating budgets, student assistants, and designated event funding. The budgeted expenses are allocated across departments as follows:

Department	% of 2025-26 Planned Expenditures
Admissions and Records	7.29%
Career Center	1.42%
Center for Academic Success	7.27%
Dean of Students	0.54%
Center for Access, Support, and Achievement	0.24%
Enrollment Services	6.43%
General Counseling	15.44%
Glenn County Center	0.65%
Guided Pathways	0.97%
Inspiring Scholars	2.85%
Institutional Research	3.50%
MESA	2.70%
Orientation	0.47%
Reg2Go	0.21%
Student Belonging and Empowerment	21.14%
SEA	5.14%
Student Support Services	5.56%
Support Center	1.82%
Transfer Counseling	5.16%
U in Butte	4.99%
Veterans Resource Center	1.26%
VP Student Services	0.74%
Welcome Center	4.21%
	100.00%

Butte College Official to Contact for Further Information:
Monica Brown, Student Equity and Achievement Director
(530) 893-7737
brownmo@butte.edu

Detailed Accounting of How Funding Was Expended (expenditures from 2022-25 Student Equity Plan):
The Student Equity and Achievement (SEA) Program receives an annual allocation of $4,658,457, with a two-year expenditure window for each year's funding. This structure allows the college to strategically plan for both immediate and longer-term investments in staffing, services, and student supports.

The following charts provide a breakdown of how the 2022–23 and 2023–24 allocations were expended by major spending category. Spending of the 2024–25 allocation is not yet available, as funds may be carried forward and expended through the end of 2025–26.

2022-23 Expenditures:

Spending Type	2022-23 Total Allocation Expenditures
1000: Instructional Salaries	$1,019,343.00
2000: Non-Instructional Salaries	$2,051,081.00
3000: Employee Benefits	$1,192,843.00
4000: Supplies and Materials	$121,482.00
5000: Other Operating Expenses	$242,227.00
6000: Capital Outlay	$18,026.00
7000: Other Outgo	$13,455.00
Total	$4,658,457.00

2023-24 Expenditures:

Spending Type	2023-24 Total Allocation Expenditures
1000: Instructional Salaries	$ 1,307,420.07
2000: Non-Instructional Salaries	$1,649,816.60
3000: Employee Benefits	$1,092,706.17
4000: Supplies and Materials	$172,963.92
5000: Other Operating Expenses	$386,577.45
6000: Capital Outlay	$ 47,376.77
7000: Other Outgo	$1,596.02
Total	$4,658,457.00

Assessment of the Progress Made in Achieving Identified Goals (Goals/Outcomes from 2022-25 Student Equity Plan):

Metric	Population	Baseline Year Gap Size	Most Recent Year Gap Size	Most Recent Year DI Observed?	Assessment of Goal
Successful Enrollment Baseline Year: 2020-21 Most Recent Year: 2022-23	Asian Female Students	3.1%*	0.90%	No	No Equity Gap No DI Observed
	Black/African American Female Students	-4.30%	2.60%	No	No DI Observed Equity Gap Eliminated
Completion of Transfer Math and English Baseline Year: 2020-21 Most Recent Year: 2022-23	Native American Students	-7.60%	1.60%	No	No DI Observed Equity Gap Eliminated
	Black/African American Students	-8.30%	-13.20%	Yes	DI Observed Equity Gap Increased
	Latinx Male Students	-8.20%	1.20%	No	No DI Observed Equity Gap Eliminated
Persistence from First to Second Term Baseline Year: 2019-20 Most Recent Year: 2022-23	Foster Youth Male Students	-12.50%	-7.70%	No	No DI Observed Equity Gap Decreased
	Black/African American Students	-15.50%	-14.80%	Yes	DI Observed Equity Gap Decreased
	First-Generation Students	-5.60%	-6.90%	Yes	DI Observed Equity Gap Increased
Completion of Certificate/Degree Baseline Year: 2017-18 Most Recent Year: 2020-21	Pacific Islander Students	-14.20%	-15.30%	No	No DI Observed Equity Gap Increased
	Native American Female Students	-1.50%	-2.80%	No	No DI Observed Equity Gap Increased
	Multi-Ethnic Female Students	-8.10%	-0.80%	No	No DI Observed Equity Gap Decreased

Metric	Population	Baseline Year	Most Recent Year	Most Recent Year	Assessment of Goal
		Gap Size	Gap Size	DI Observed?	
Transfer **Baseline Year: 2016-17** **Most Recent Year: 2019-20**	LGBT Students	-6.40%	-6.20%	No	No DI Observed Equity Gap Decreased
	Native American Students	-14.20%	-19.30%	Yes	DI Observed Equity Gap Increased
	Latinx Students	-2.20%	-15.80%	Yes	DI Observed Equity Gap Increased
	Low-Income Students	-12.70%	-11.20%	Yes	DI Observed Equity Gap Decreased

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

Over the course of the 2022-25 planning cycle, the college tracked 15 instances of disproportionate impact (DI) across 10 different student populations. In the most recent year of available data, DI was observed in only 6 of these instances, reflecting notable progress in addressing equity gaps. Improvements were recorded in 9 of the 15 instances, indicating that many of the implemented strategies are producing positive results.

Three of the six remaining DI instances occur in the transfer metric, highlighting the need for targeted transfer support in the upcoming 2025–28 Student Equity Plan. Equity gaps were fully eliminated for three populations (Black/African American female students in Successful Enrollment, Native American students in completion of transfer-level math and English, and Latinx male students in completion of transfer-level math and English), and gap sizes decreased for five additional populations.

However, equity gaps increased for six groups between the baseline year and most recent year, including Black/African American students in completion of transfer-level math and English, first generation students in persistence, Pacific Islander students and Native American students in completion of certificates/degrees, and Latinx students and Native American students in transfer. Some of these groups will receive continued or expanded support in the new plan to ensure progress is made.

Overall, the data shows measurable success in closing or reducing equity gaps for a majority of the populations identified in the 2022-25 SE Plan. The consistency of gaps in some areas, particularly in transfer rates, signals where focused, robust interventions are still required. This mixed picture of significant achievements alongside targeted areas for continued work will guide the next phase of equity planning.

EVIDENCE
D3: CASA HSI Designation

CASA - Center for Access, Success and Achievement

MENU

CASA HOME

CASA TEAM

PEER MENTORSHIP PROGRAM

FAQ



The **Developing Hispanic-Serving Institutions (DHSI) Program** provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability.

Butte College became a Hispanic Serving Institution (HSI) in 2018 and received a DHSI – Title V Grant in the fall of 2022, which created CASA.

Welcome to CASA

Butte College is excited to welcome you to the Center for Access, Success and Achievement—CASA. We hope that you will join us as we encourage and support you on *your* educational journey. Please take time to learn more about what CASA will offer to make sure your needs are met while at Butte, your time is well-spent, and you are successful!

CASA provides Latinx and/or limited-income students with the resources they need to navigate their path to success. By offering social, emotional and academic support services, CASA aims to assist students in achieving their goals at Butte College.

Want to stay connected with the latest CASA news? Subscribe to **¿Qué Pasa, CASA? Newsletter.**



Contact Us

CASA Center

Summer Hours
Monday-Thursday
7 a.m. - 5 p.m.
Closed Fridays

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Butte College does not permit discrimination or harassment in its programs or activities as stated in our Non-Discrimination Statement

EVIDENCE
D4: North Far Regional Consortium

Providing Leadership in

Career Education and Workforce Development

WHO WE ARE | MISSION | PURPOSE | HISTORY



Strong Workforce Program



K12 Strong Workforce



Workforce Partnerships

NORTH FAR NORTH REGIONAL CONSORTIUM

Vision for Success
STRATEGIC PLAN

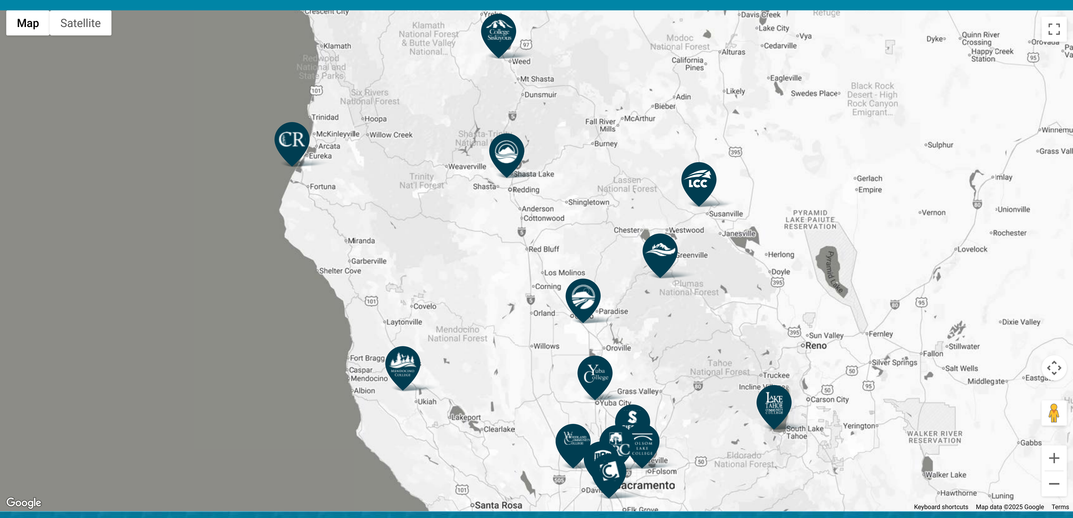
Regional Plan



Governance Structure



North Far North Careers



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EVIDENCE
D5: Sustainability

GO TO BUTTE COLLEGE HOME PAGE

Facilities Planning & Management

Transportation
Building Maintenance
Grounds Maintenance
Recycling Services
Custodial Services
Printing Services
Mail Services & Asset Management
Support Services
College Police

Construction Program
Project Request Form (PRF)
Online Work Order
Facility and Equipment Use
Bids and Project Information
Forms, Procedures and More
Facilities Committees

All Gender Restrooms, Adult Changing Rooms, Lactation Room

BC Home > FPM >

Sustainability Efforts in Facilities Planning and Management

Butte College is committed to improving its energy efficiency:



• Variable air volume air handling units
• Variable volumes hydronics heating/cooling
• Modulated multi-zone HVAC units
• HVAC and lighting occupancy sensors in classrooms and offices
• Vending misers
• Monitoring-Based Commissioning (MBCx) and Retro-commisioning (RCx)
• Low flow fixtures
• Lighting replacement to LED technology interior/exterior
• Water and lavatory sensors

Photovoltaic Solar Projects:



• Main Campus Phase I - 1.06 MW DC
• Main Campus Phase II - 858 kW DC
• Main Campus Phase III - 2.66 MWdc
• Facilities
• Skyway Center
• Welding

Energy Conservation:
• Decreased electrical costs by 30%
• 70-85% of campus electric needs are supplied by solar power
• Monitoring water consumption - created drought tolerant landscape standards
• Retrofit landscape projects to reduce water consumption

Ecological Design Construction:
• Since 2002, Butte College has exceeded Title 24 building standards by 15%
• The Arts and Student and Administrative Services buildings have been certified in Leadership in Energy and Environmental Design (LEED) gold by the U.S. Green Building Council
• Ecological Design incorporates standard sustainable features that maximize
energy efficiency, natural and recycled materials, siting, daylighting, and views



Existing Building Retrofit Projects:
• The college is continuously working on energy conservation projects throughout all campus facilities including lighting occupancy retrofits and upgrading HVAC units. This work is being done in partnership with Pacific Gas and Electric through the California Community Colleges/Investor-Owned Utility Partnership Project. Retro-commissioning of building mechanical systems is being investigated.
• In 2020, the District contracted with AESC and Pacific Gas and Electric to performed an energy conservation study and a public safety power shut off (PSPS) resiliency study.

California Community Colleges Board of Governors 2008 Energy and Sustainability Policy Goals:
• Reduce energy use by 15% by 2011/12 using 2001/02 as a baseline ✓ *Achieved 2007*
• Exceed Title 24 Energy Standards by 15% for new construction ✓ *Achieved 2002*
• Exceed Title 24 Energy Standards by 10% for renovations ✓ *Achieved 2002*
• Increase self generation by 50% by 2014 ✓ *Achieved 2009*
• Procure 20% of electricity from renewable sources by 2010 ✓ *Achieved 2005*
• Procure 40% of electricity from renewable sources by 2014 ✓ *Achieved 2009*
• Designate an energy manager for each campus - *Enlisting faculty, staff and student support*
• Develop energy plans ✓ *Completed in 2006 with ongoing updates*
• LEED certify or equivalent all new construction ✓ *Achieved 2002*
• Capital Outlay support increases in funding of 2% for new construction and 3% for renovations
✓ *Application submitted July 2009*

The District will continue to work on the 2018 Energy and Sustainability Policy Goals.

Ecological Footprint Assessment:
• 70-85% of the college's electric needs are supplied by photovoltaics (PV)
• To date the college has installed 1.8 megawatts (MW) of PV
• In 2006 the college completed a full Greenhouse Gas (GHG) Inventory
• In 2007-2008 the college completed a full energy assessment establishing baselines from 2001

Recycling
• Annual college operations waste stream recycled 75%-93%
• Printing Services continues to print on 30% recycable paper and on double sided.
• As a first large-scale institutions in California we met the 1995 50% diversion recycling standard. We have accomplished this by implementing the following programs:
  - Campus recycling program with designated recycling containers
  - E-waste Program - Elimination of any electronics going into the waste stream and repurposing old electronics for other programs to use through Computers for Classroom Program
  - Centralized Green Waste Program
  - All Tree removals are repurposed chips into the campus landscape.
  - Construction waste recycling

Transportation
• Butte College operates one of the largest student-funded community college transportation system in California
• Systems features:
  - 8 routes
  - 300,000 miles for 2019 fiscal year
  - Serves 1,400 students per day for the 2019 fiscal year
  - Chico Center and Skyway Center Shuttles provides bus services to the Main Campus to help students conserve fuel from driving to the Main Campus.
• Plug-in Electric Vehicle (PEV) charging stations
• Carpool and Alternative Fuel Vehicle (AFV) parking spaces
• Partnered with Glenn County Transit and Butte County Regional to provide reduced rate fares for students
• Information on carpool and bus services is available online at www.butte.edu/bus