

2 Year Program Review (CTE Programs)

Education Code section 78016 requires that colleges review the effectiveness of CTE programs every two years. In order to meet this requirement, this form must be completed every two years on a rotational basis determined by the Curriculum Committee. Please discuss as a department, fill out the form, obtain chair and dean signatures, and **submit to Heather in SAS-214** for approval by Technical Review Committee.

Resources

- Bureau of Labor Statistics (National) <http://www.onetonline.org>
- EDD Labor Market Data (State) www.labormarketinfo.edd.ca.gov
 - LMI by customer, LMI by geography, LMI by industries and occupations

Program Name: Agriculture Business

Describe how your program:

1. Continues to meet a documented labor market demand (please include relevant labor market data)

The Agriculture Business program at Butte College continues to meet regional labor market demands by preparing students for careers in both the Agriculture, Water, and Environmental Technologies (Ag WET) and Business and Entrepreneurship sectors, two priority industries in the Far North.

In the Far North, the Ag WET sector employed 26,696 individuals in 2023 and is projected to grow by 2% through 2028. Relevant jobs requiring a community college credential include agricultural managers (359 annual openings, \$15.50-\$31.08/hr) and first-line supervisors of farming and forestry workers (101 openings, \$16.82-\$33.65/hr). Major employers include Helena Agri Enterprises, State of California, and Wilbur-Ellis, with key skills in management, communications, and operations ([North State Careers](#)).

The Business and Entrepreneurship sector employed 67,759 people in 2023 and is projected to grow by 3% through 2028. High-demand occupations requiring a community college credential include office clerks (798 openings, \$16.35-\$23.48/hr), secretaries and administrative assistants (480 openings, \$18.83-\$26.94/hr), and general and operations managers (462 openings, \$33.73-\$64.78/hr). Additional demand exists for bookkeepers, customer service representatives, and payroll clerks. The business sector accounts for a large portion of regional jobs. Major employers include Tri Counties Bank, Sierra Pacific Industries, and Wells Fargo, with essential skills in Microsoft Office, financial reporting, and customer service ([North State Careers](#)).

2. Does not represent unnecessary duplication of other manpower training programs in the college's service area (please list similar programs by name, or N/A, for each community college in our region: Feather River, Lassen, Mendocino, College of the Redwoods, Shasta, and College of the Siskiyous)

Butte College offers one of the most comprehensive AB programs in the state, providing a full range of courses and degree options. This includes annual offerings of every AB C-ID aligned course (5) and two additional courses. The program includes an AS-T, AS, and large certificate. A breakdown of AB programs in our service area include ([North State Careers](#)):

- No AB degree: Feather River, Mendocino, Redwoods, Siskiyous
- AB degree: Lassen, Shasta

3. Is of demonstrated effectiveness as measured by the employment and completion success of its students
(please include completion and employment data for your program)

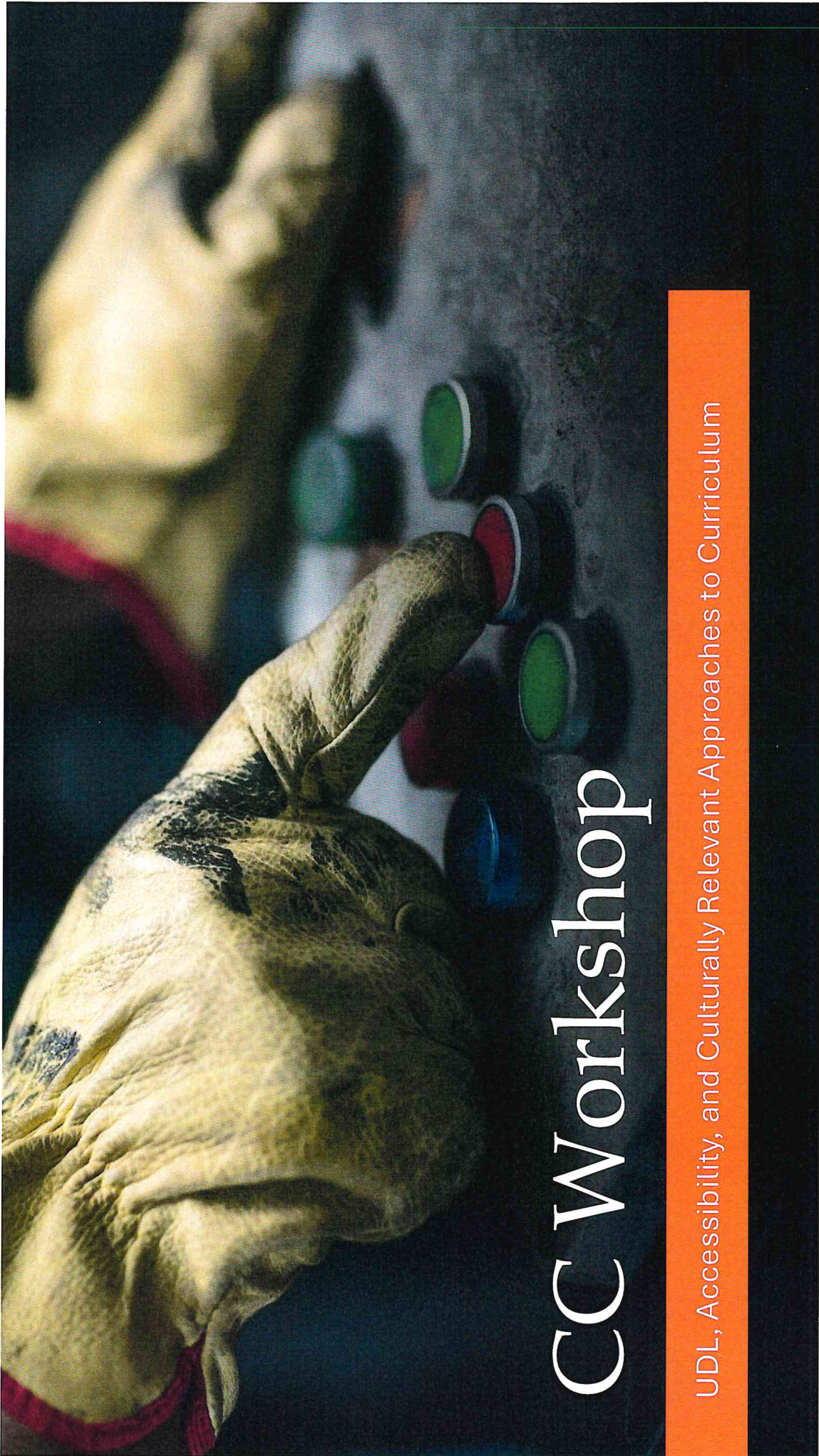
As of fall 2024, the AB program at Butte College includes a 94% retention rate and an 83% success rate, with a total enrollment of 241 students ([CCCCO Data Mart](#)). Graduates have secured employment across a diverse range of agribusinesses, including Farm Credit, Syngenta, and local family farms. Many students also continue their education by transferring to universities, with Chico State being the most common destination for completing their AB studies.

Department Chair signature: _____
(Your signature certifies that all faculty members in the program have participated in this review)

Dean signature: _____

Curriculum Committee Chair: _____

Date Approved: _____

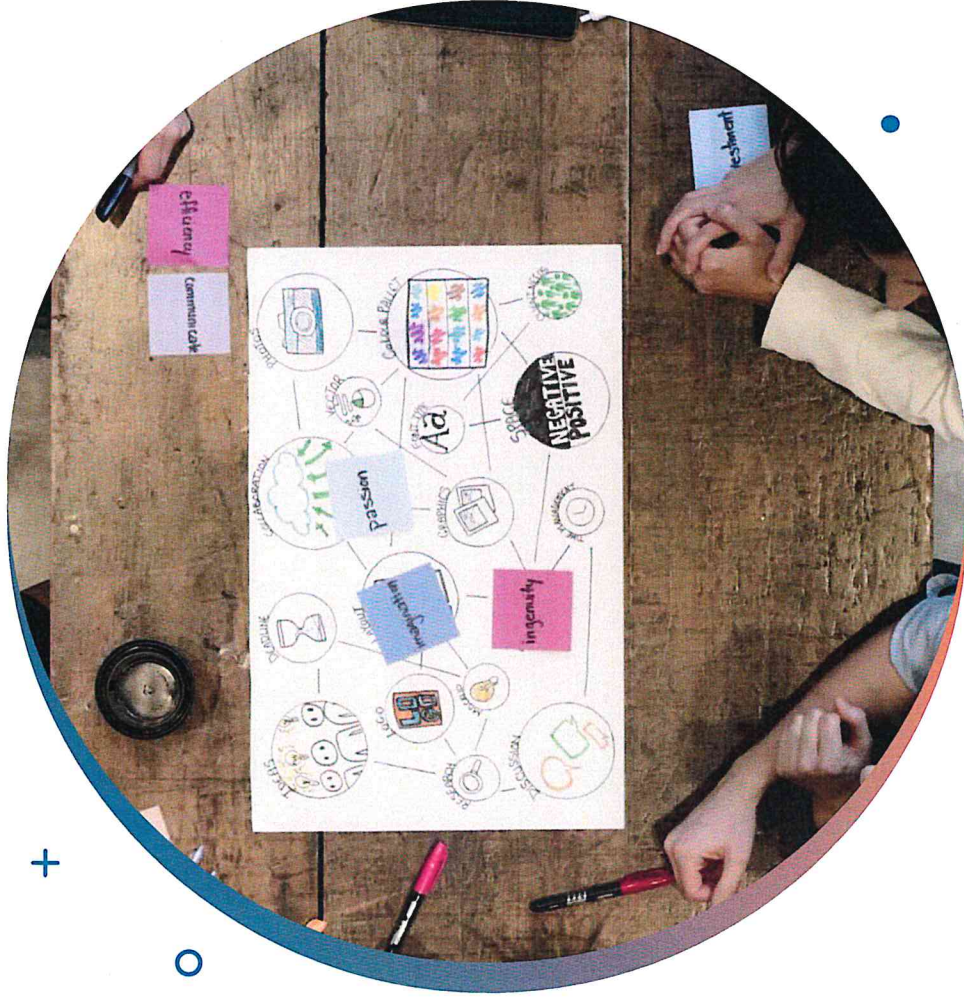


CC Workshop

UDL, Accessibility, and Culturally Relevant Approaches to Curriculum

Agenda

- Overview of title 5 changes
 - Approach to the COR
 - Approach to COR review
- Activity – Reviewing Course Outlines of Record
- Recommended Solutions for Faculty Authors
- CC Review Process
- Next Steps



Title 5 Changes



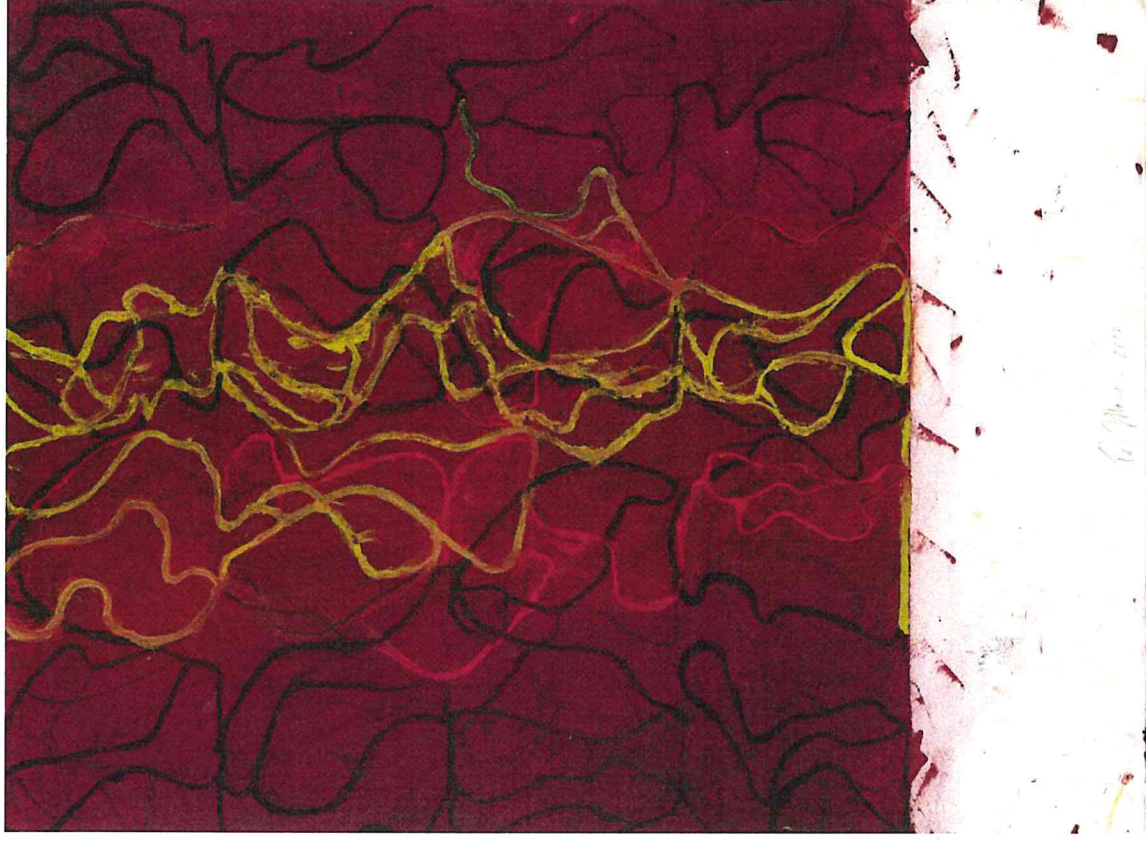
What is a COR?

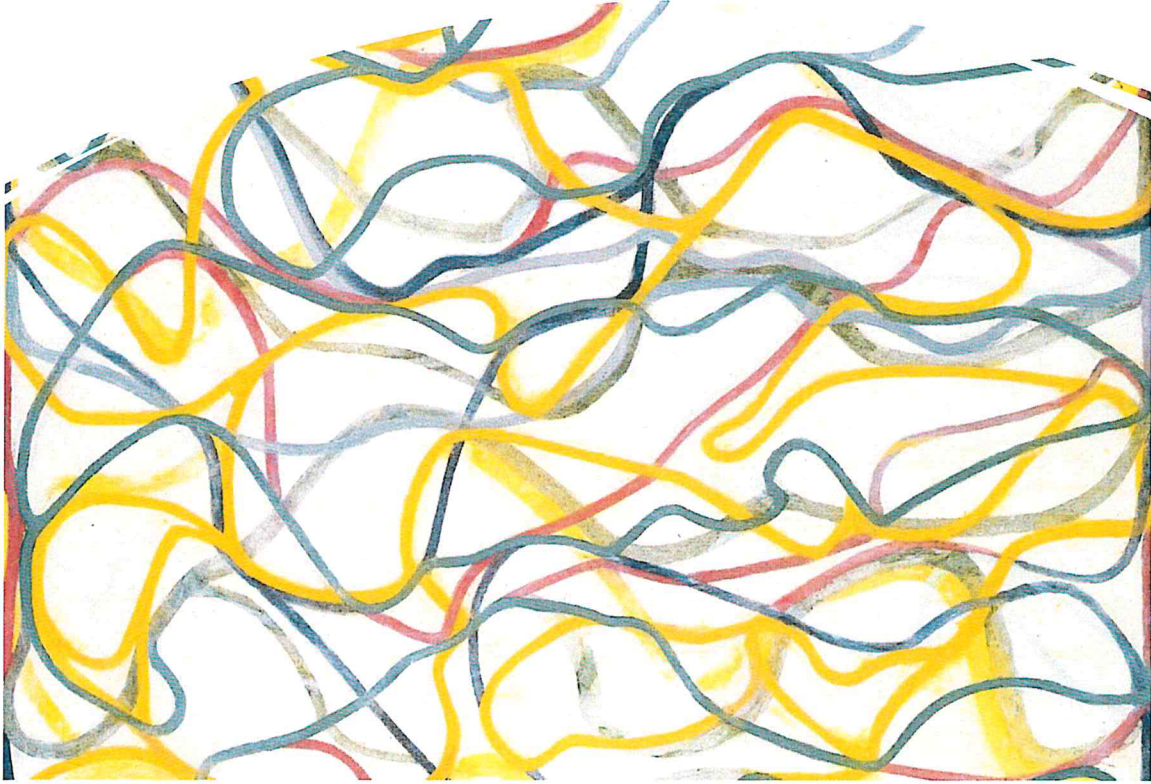
Among the required elements:

- The unit value,
- The expected number of contact hours, outside-of-class hours, and total student learning hours for the course as a whole;
- The prerequisites, corequisites, or advisories on recommended preparation (if any) for the course;
- The catalog description,
- Objectives
- Content in terms of a specific body of knowledge.
- Types or provide examples of required reading and writing assignments,
- Other outside-of-class assignments, instructional methodology, and
- Methods of evaluation.

Standards for the COR in new title 5 §55001.5

SLOs? - Not in title 5. Accreditation Requirement





What the COR Does

- Establishes baseline standards for quality and content of instruction.
- Ensures consistency among teacher and sections.
- Basis for Articulation
- Official record of the course, a type of contract with the students: if it says you do it on the COR, each instructor must do it or teach it.

COR or Syllabus?

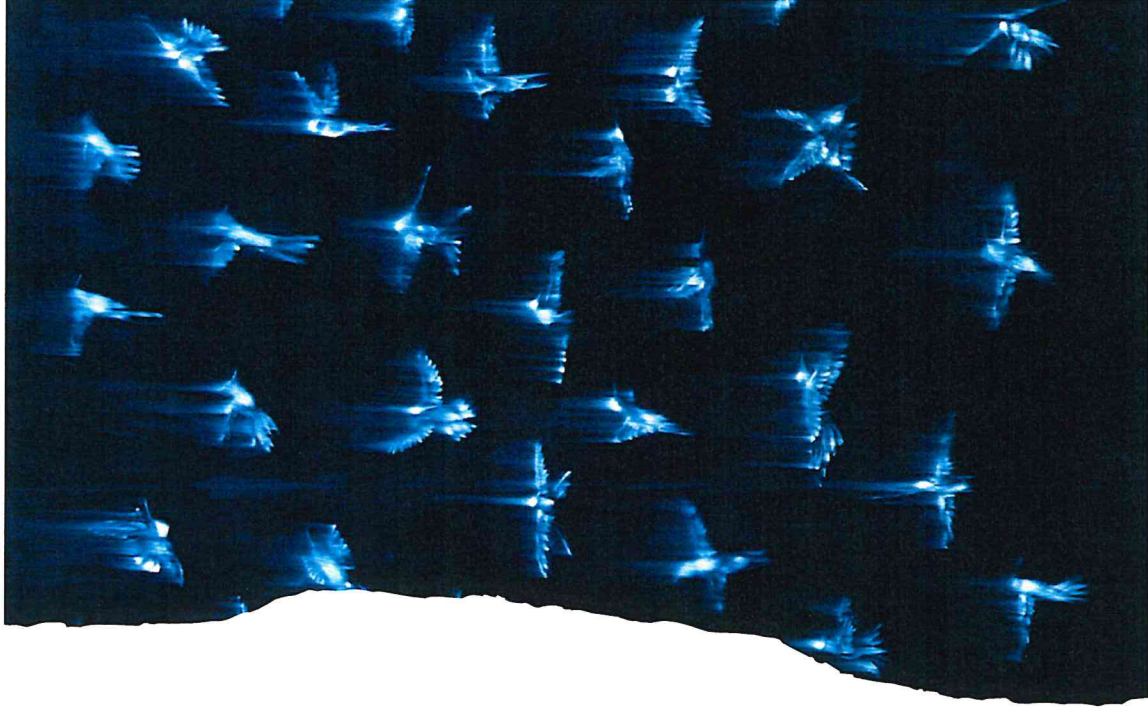
- Course Outline of Record applies to all sections, across all faculty.
- Guaranteed Minimum Content / Objectives
- Syllabus specific to the instructor, the semester, the section.
- Syllabus can go beyond COR, but must meet SLOs and cover all listed content.
- Syllabus can vary emphasis, timing, and context for content.
- Individual instructors determine instructional methodology, approach to student assessment, textbooks, ancillary materials.*



New title 5 on COR Review

- “(b) **Curriculum committees** shall have a documented procedure for **ensuring that course outlines of record** for all courses approved pursuant to section 55002 describe approaches that would **accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.**”
- “(c) **Curriculum committees** shall have a documented procedure to **guarantee accessibility** for every student to ensure individuals with disabilities can **equally participate in learning through course outlines of record that reflect Universal Design for Learning strategies, which include multiple means of representation, engagement, and expression to support learner variability and diversity.**”

New title 5 section 55001 – Curr. Committee



New title 5 COR Content

- **“(b) Course outlines of record shall also include representative descriptions of approaches faculty may use to accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students.”**

New title 5 §55001.5 – Course Outline of Record

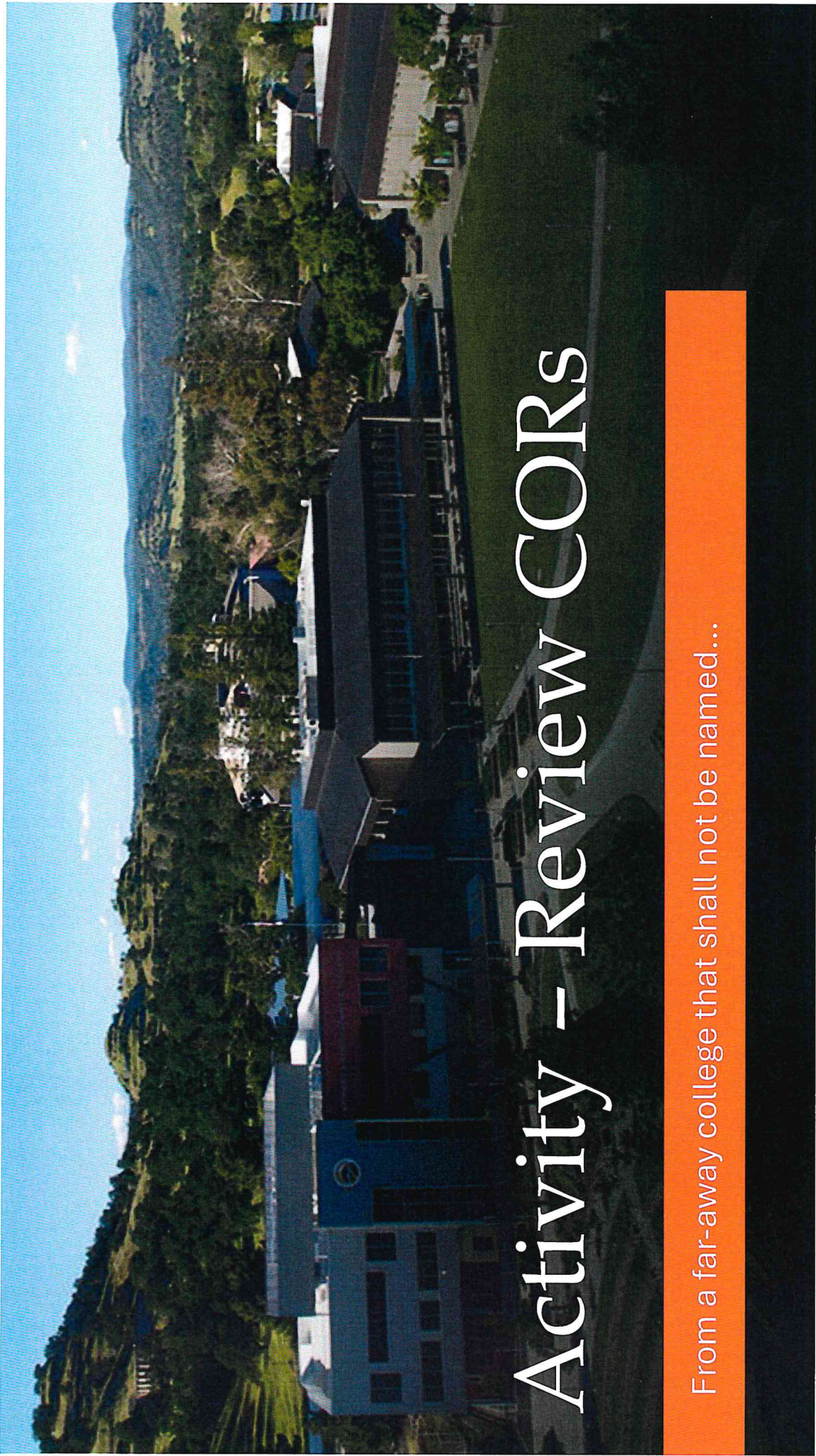




ASCCC Resources

<https://deanza.instructure.com/courses/34140>

<https://www.hancockcollege.edu/deia/documents/Culturally%20Responsively%20H.F.%20CURRICULUM%20Assessment%20Tool%208.20.24%20revised.pdf>



Activity - Review CORs

From a far-away college that shall not be named...

Instructions

- Groups of three
- Select three CORs from stack
- Individually read through CORs
- Discuss as a group:
 - Where are the concepts/practices for diversity, inclusivity, and accessibility explicit?
 - Where are they implied?
 - What questions would you have for the faculty author, if being asked ?
 - What could be improved in making these elements more visible to the CC and faculty teaching the course?
- Is there evidence of UDL in the CORs? If not, where could they be incorporated?
- Other feedback?

Feedback and Discussion from Groups

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Suggested Path Forward

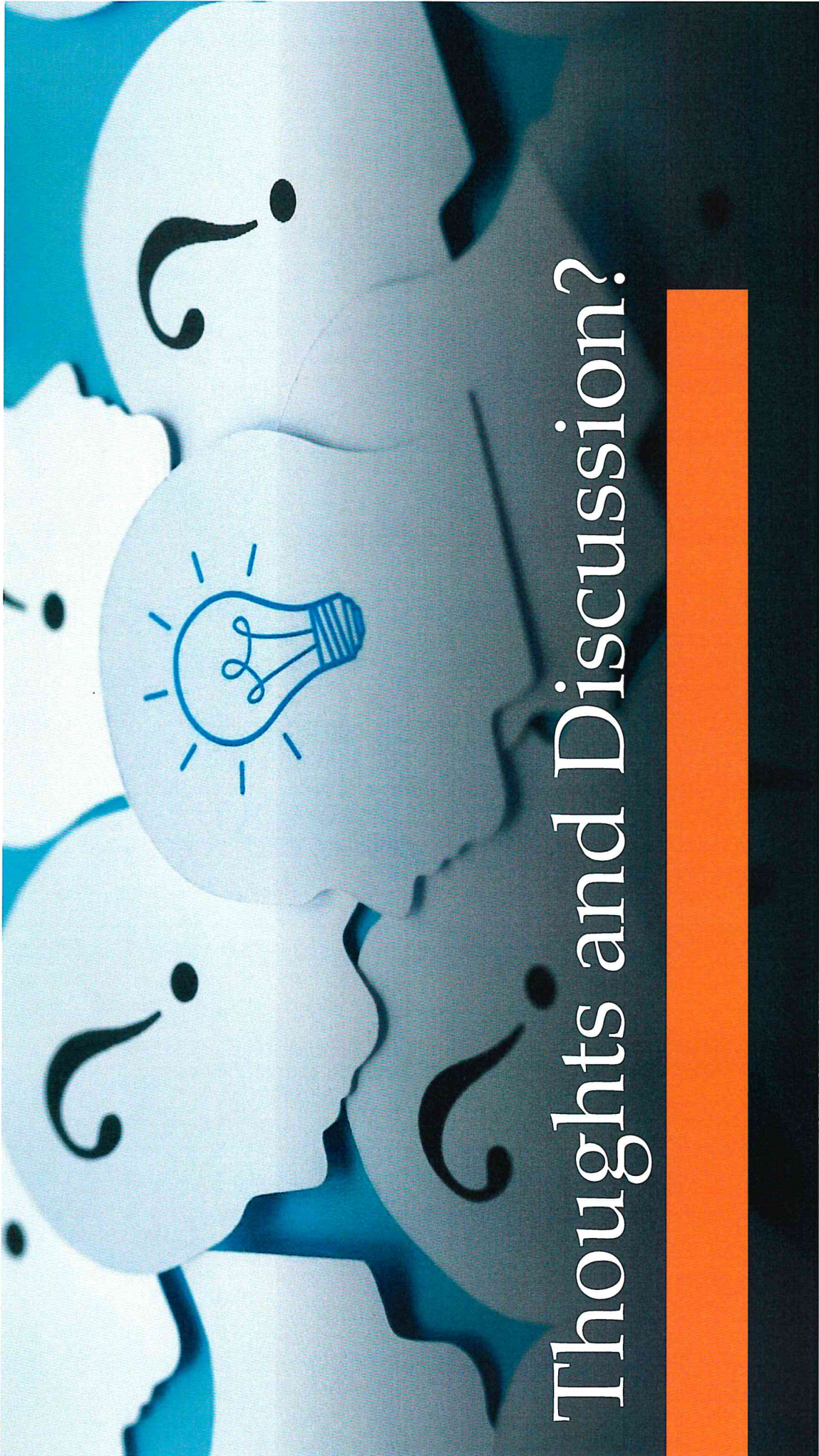
- Provide professional development opportunities for faculty to learn UDL and accessibility principles related to the COR.
- Training and resources about inclusive, culturally responsive practices for the COR
- Add open-ended text box asking for a three to four sentence “representative description” of how the course outline or course delivery approaches these concepts.

Thoughts ?



What a Text Box Response May Say

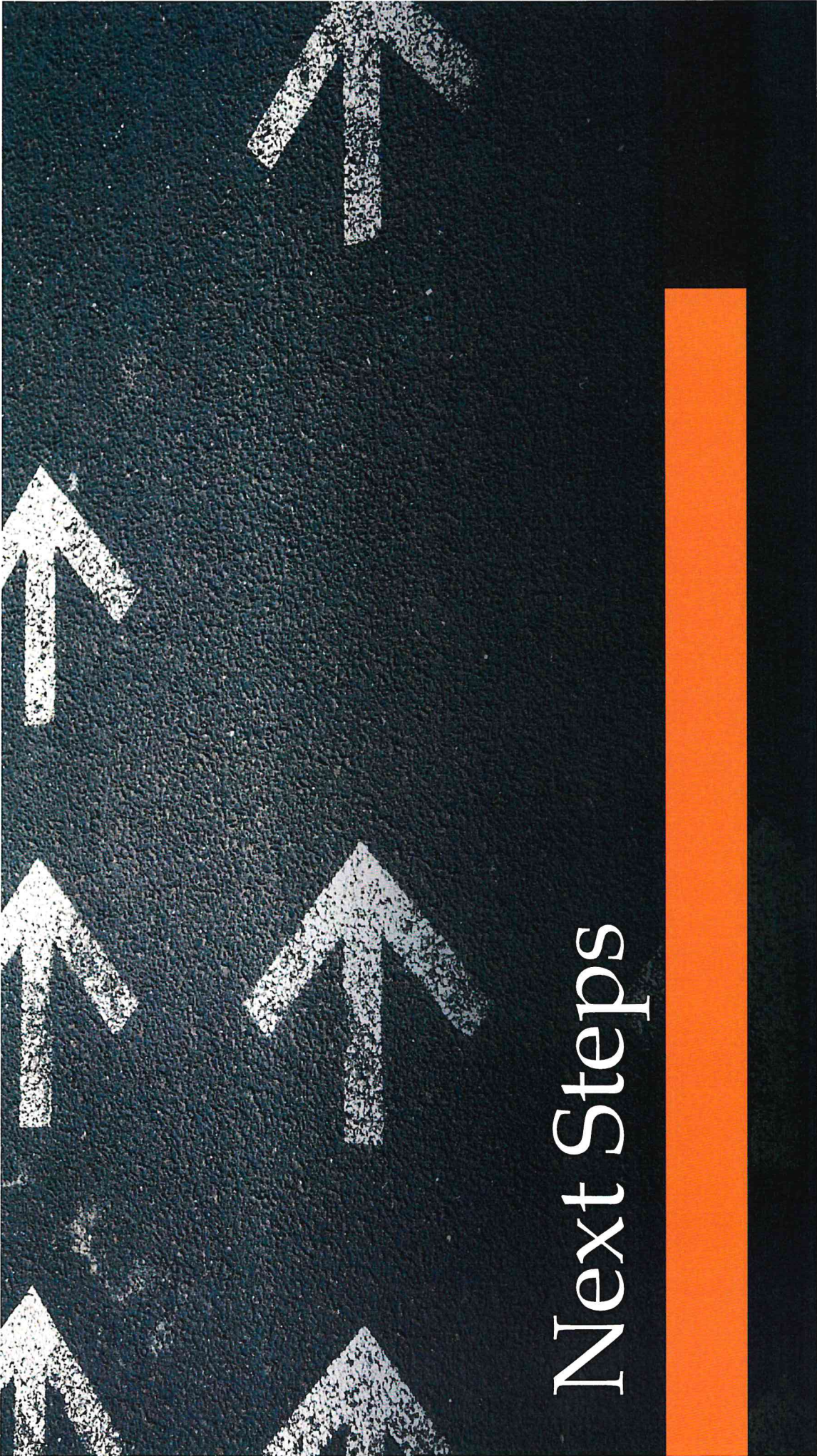
“The COR for ARTS100 was recently determined to be one of the top ten courses in which first-semester students enrolled. Given the intention of the course to be a broad introduction to the practices and theories of studio art, the department faculty revised the COR to explicitly include social, cultural, and critical theory content central to the visual arts in the United States, including content requiring teachers and students to grapple with the political and culturally realities of how the arts are received and function as a voice for historically marginalized groups in our country. This content is inclusive of a broad range of student cultural experiences, including concepts of “high” and “low” arts, historical regional chauvinism centering art trends from urban centers, wealth-related concepts influencing cultural “importance”, and the role of visual arts in giving voice to invisible and marginalized groups in American culture.”



Thoughts and Discussion?

How Would the CC Receive and Review?

- Role of department review / program review.
- Technical review
- Curriculum Committee Review and Discussion
- Providing feedback to faculty authors
- Role of CC Chair in working with faculty from writing through review and approval.



Next Steps



Resource Links

- https://www.asccc.org/sites/default/files/CCC_DEI-in-Curriculum_Model_Principles_and_Practices_June_2022.pdf
- <https://udlguidelines.cast.org>
- <https://www.butte.edu/diversity/teaching-learning.html>
- <https://www.butte.edu/prodev/>
- <https://www.butte.edu/departments/slo/ACDC/ACDC.html>
- https://asccc.org/sites/default/files/Cultural_Humility_Toolkit_2022.pdf
- <https://cue.usc.edu>
- <https://www.hancockcollege.edu/deia/documents/Culturally%20Responsive%20H.E.%20CURRICULUM%20Assessment%20Tool%208.20.24%20revised.pdf>

Definitions:

<https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf?la=en&hash=21FCA99EAE353E6F481025115DC98272EA36BA9>

