

2 Year Program Review (CE Programs)

Education Code section 78016 requires that colleges review the effectiveness of CE 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 Scheduling Center (centersh@butte.edu)** for approval by the Technical Review Committee.

Resources:

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

Program Name: Drafting and CAD Technology (DFT)

Describe how your program:

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

The Drafting and CAD Technology program is designed to prepare students to meet the drafting requirements of industry. The diversity of the program allows students to pursue a career with a variety of companies that employ drafters. The program can be arranged to earn either a Certificate of Achievement or an AS degree.

In CAD and solids modeling, students will discover real-world connections for their interests in math and science, and through hands-on activities improve their skills and become more confident. A year or more of high school drafting is very beneficial. Students need to be neat, methodical, and have an aptitude for spatial thinking. Students who are still enrolled in high school and who are considering a career as a drafter are

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

College of the Redwoods: (2) active courses. Search evidence that there is a program. Could not find on their website.

College of the Siskiyous: N/A (0) active classes. Search evidence no program.

Feather River College: N/A (0) active classes. Search evidence no program.

Truckee Meadows CC: (6) content courses catalog listed. Arch Drafting AS and Certificate(s)

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

The DFT program averages approximately 54 FTE over a five-year period (2019-2023). Over the previously mentioned five-year period, program capacity has remained largely unchanged in two modalities (F2F and online) and an average number of sections at 20.4. The DFT program has served an average of 230 students (unique headcount) over the five-year period 2019-2023. Most enrollments in DFT, take more than a single course at a time and many come from multiple majors. DFT's retention rate has averaged 89% with a success rate of 75% in the five-year period. Degrees and certificates conferred were at a low in 2022 but have

Department Chair signature: 

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

Dean signature:


Donald Robinson (Apr 3, 2025 14:36 PDT)

Curriculum Committee Chair:

Donna Davis

Date Approved:

Apr 8, 2025

2 Year Program Review (CE Programs)

Education Code section 78016 requires that colleges review the effectiveness of CE 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 Scheduling Center (centersh@butte.edu)** for approval by the Technical Review Committee.

Resources:

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

Program Name: Natural Resources Management

Describe how your program:

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

In California, the number of jobs in Natural Resources Management is expected to grow at or above the average growth rate for all occupations. Jobs for several NRM fields are listed below. In our service area, projected growth is higher than the state average.

- Foresters, Fishing and Hunting Workers – As of 2022, there are an estimated 2,940 employees in this field with a growth rate of 3.7% with 3,050 projected job openings from 2022 to 2032.
- Natural Resources and Mining – As of 2022, there are an estimated 2,980 employees in this field at an average growth rate of 4% with 3,100 projected job openings from 2022 to 2032.

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

Forestry – College of the Redwoods and Shasta College
Natural Resources – Shasta College
Environmental Studies – Feather River College

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

Program retention rates average 98.9%, graduation rates average 78.7%, with many transferring to four-year institutions or gaining employment with the California Department of Fish and Wildlife, State Parks, CalFire, the United States Forest Service, Mountain G Engineering, River Partners, and many others over the past five years. All of the program indicators are higher than the college average over the same time period.

Department Chair signature: _____

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

Dean signature: _____


Donald Robinson (Apr 8, 2025 13:50 PDT)

Curriculum Committee Chair: _____

Donna Davis

Date Approved: _____

Apr 8, 2025

Application for Program Exemption from Graduation Requirement

To receive a program exemption, the program owners must initiate a request for a graduation requirement exemption to the curriculum committee for approval. *Note: If a course that meets the graduation requirement and exists within an academic program it shall double-count as both a program course and a graduation requirement and does not constitute an exemption.*

Program Name:

Submitted by: _____ **Date:** _____ **Department Chair** _____ **Dean** _____

Enter the names of the Chair/Dean who have approved of this proposal.

You are certifying that the chair/dean approve and that all faculty members in the program have discussed this proposal.

Per the Local Graduation Requirements Guidelines document, students are required to complete a minimum of 2 units from any combination of the following areas: • Self-integration • Physical Education Activity • CTE Pathways Exploratory Courses. A program can apply for an exemption if aspects of self-integration, physical education, or career exploration are integrated within their core curriculum, making additional courses redundant. This action should be considered carefully, with the aim of maintaining the integrity and objectives of the overall educational experience.

1. Check the graduation requirement area being waived:

Self-Integration

Personal Development: Courses should focus on enhancing students' self-awareness, emotional intelligence, and personal growth strategies to increase the likelihood of success in achieving educational and career goals. This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. • College Success Skills: include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as avenues for lifelong learning.

Physical Education Activity

Physical Fitness: Courses must promote physical health through activities that improve strength, flexibility, endurance, and overall fitness. • Wellness Education: Incorporate principles of healthy living, nutrition, and wellness practices. • Skill Development: Offer opportunities for students to learn and improve specific physical skills or sports.

CTE Pathways Exploratory

Comprehensive Career Coverage: overview of various career opportunities within specific industries or sectors or across specific sectors served by programs offered at Bute College. Curriculum should be aligned with current industry standards and trends and is designed to help students make informed decisions about potential career paths. • Skill Development and Application: Emphasize critical thinking, problem-solving, and operational skills relevant to the intended span of careers, supported by practical, hands-on learning experiences. This could include work experience courses. • Career Planning Resources: Include guest speakers, career planning tools, and guidance in developing personalized career action plans. • Courses must be in a CTE TOP code

2. Explain how this exemption demonstrates that an aggregate minimum of 102 total student learning hours is devoted to topics, concepts, or skills listed in the criteria. Include how the area is met across numerous course outlines or as a small fraction of a high unit course as are found in the academies.

Curriculum Committee Chair: _____

Date Approved: _____

Pedagogical Cap Considerations

BCEA Contract Article 7.1: The District shall have a WSCH/FTE target of 530
(A WSCH target of 530 translates to an average per section student cap of 35)

Without a preponderance of evidence that proves otherwise (such as statistical analysis), ped caps will remain the same. (Curriculum Decision Log 11/5/2012). Complete the yellow highlighted boxes.

Course	# of Sections per Semester	Current Ped Cap	Proposed Ped Cap	Change in Total # of Students	# of New Sections to return to original students
AJLE 164	1	30	24	6	

Answer the following questions that support reducing the ped cap for your proposed course(s)

A: Safety and Compliance Factors Influencing the Enrollment Cap

1 Health or safety reasons that the class should be capped at a certain number (example: safety considerations in a welding class).

Yes

No

If "Yes", explain:

2 Standards outside of the college calling for specific student-teacher ratios (example: nursing, police, fire).

Yes

No

If "Yes", explain:

The Commission on Peace Officer Standards and Training establishes various instructor to student ratios based on the nature of the training. This course involves students being separated into sub-groups, interactions and movements between groups, and scenario role play. The instructor feels that 24 is a manageable number.

3 External accreditor or advisory panel recommendation on class size.

Yes

No

If "Yes", explain:

4 Class maximum has already been determined through negotiations.

Yes

No

If "Yes", explain:

If you entered "Yes" to any of the above, STOP here. If you answered "No" to all of the elements above, complete Section B.

B: Instructional and Academic Factors Influencing the Enrollment Cap

1 Total amount of graded work required per week (in pages).

- 15+ 13-15 10-12 6-9 0-5

Answer Yes, No or enter rank and provide an explanation

2 Standards outside of the college calling for specific student-teacher ratios (example: nursing, police, fire).

- Substantial Above Average Average Below Average Minimal

Explain:

3 Discussion/group participation is required and graded.

- Yes
 No

If "Yes", explain:

4 Every student is evaluated individually on a set of skills (e.g., technical competencies, presentation skills, composition).

- Yes
 No

If "Yes", explain:

5 Course is designed for a special population of students who require a smaller class size to achieve the goals and intent of the course.

- Yes
 No

If "Yes", explain:

6 Course is designed for underprepared students who may need additional attention or assistance.

- Yes
 No

If "Yes", explain:

7 Course outcomes anticipate demand of more higher order, complex thinking skills from students who may therefore need additional guidance from the instructor.

- Yes
 No

If "Yes", explain:

8 Additional Considerations:

9 Please include comparable course ped caps from similar colleges, as available (attach).

Completed by: *Don Beasley, Director*

Butte College Certificate of Achievement Commercial Music

1. Statement of Program Goals and Objectives

The goal of the Certificate of Achievement in Commercial Music is to provide experience and exposure to key components of commercial music, allowing students to combine their passions for performance, composition, and production. This certificate is intended for students who would like to perform as a working musician and provides them the necessary skills. Students will gain basic knowledge in songwriting, ensemble performance, music business and industry, and an introduction to music technology and recording.

The Certificate of Achievement in Commercial Music is a targeted program designed to equip individuals with the essential skills and knowledge required for success in today's dynamic music industry. This certificate recognizes the need for a specialized curriculum focusing on performance, composition, music production, digital marketing, copyright, and business. By emphasizing performance, composition, and industry, this program ensures graduates are well-prepared for diverse roles within the commercial music sector.

Upon successful completion of the program, students will be able to:

- Demonstrate knowledge and familiarity with commercial music composition by composing and arranging original songs and other forms of music.
- Demonstrate multi-track digital audio workstation (DAW) skills specific to recording and mixing.
- Demonstrate a conceptual and practical understanding of the basics of audio engineering through applied recording and mixing techniques.
- Demonstrate knowledge and application of key concepts in the music business and industry through analysis of real-world practices.

2. Catalog Description

The Certificate of Achievement in Commercial Music is a practical curriculum designed to equip students with musical and collaborative skills that are essential for success in the modern music industry. Students learn how to compose, arrange, record, and produce music. Additionally, students learn how to navigate the music industry. This connected set of courses ensures students are not only artistically developed but also well-prepared with practical skills for the competitive commercial music landscape.

3. Program Requirements

Requirements	Dept. Name/#	Title	Units	Sequence
Required Core	MUS 80	Theory & Musicianship I	4	Semester 1
	MUS 82	Theory & Musicianship II	4	Semester 2
	MUS 88	Applied Music	1	Semester 1 and 2
	MUS 61	Pop Ensemble	2	Semester 1 and 2
	MUS 51	Digital Music Production I	3	Semester 1
	MUS 90	Introduction to the Music Industry	2	Semester 2
Elective – Select one Course	MUS 4	Song Writing	2	Semester 1 or 2
	MUS 52	Introduction to Recording Techniques	3	Semester 1 or 2
	MUS 89	Jazz Composition & Arranging	3	Semester 1 or 2

Required Core Total: 16 units

Elective Units 2-3

TOTAL UNITS: 18-19 units

Proposed Sequence:

Year 1, Fall = 10

Year 1, Spring = 8-9

plus 2-3 units electives

TOTAL UNITS: 18-19

4. Master Planning

The Certificate of Achievement in Commercial Music is a targeted program designed to equip individuals with the essential skills and knowledge required for success in today's dynamic music industry. This certificate recognizes the need for a specialized curriculum focusing on performance, composition, music production, digital marketing, copyright, and business. By emphasizing performance, composition, and industry, this program ensures graduates are well-prepared for diverse roles within the commercial music sector.

5. Enrollment and Completer Projections

CB01: Course Department Number	CB02: Course Title	2022-2023		2023-2024	
		Annual # Sections	Annual Enrollment Total	Annual # Sections	Annual Enrollment Total
MUS 80	Theory & Musicianship I	2	27	2	37
MUS 82	Theory & Musicianship II	1	15	1	15
MUS 88	Applied Music	2	49	2	51
MUS 51	Digital Music Production I	2	32	1	19
MUS 61	Pop Ensemble	2	26	5	37

MUS 90	Introduction to the Music Industry	New Course		New Course	
MUS 4	Song Writing	1	15	1	20
MUS 52	Introduction to Recording Techniques	3	35	2	20
MUS 89	Jazz Composition & Arranging	New Course		New Course	

6. Place of Program in Curriculum/Similar Programs

a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.

No.

b) Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).

No.

c) What related programs are offered by the college?

Butte College currently has an AA-T in Music, an AS in Recording Arts, and a proposed AA in Music, CA in Music, and CA in Music Theory and Composition. However, some students would like to only study what they need to know in order to start working professionally in the music industry, and this Certificate would help them with that. Our other degrees are much more broad in scope, and this degree is focused and narrow.

This degree is intended for students who would like to gain the necessary skills to start a career in commercial music, specifically music performance in non-academic settings. As a highly focused certificate, it is intended to provide students a pathway to learn the skills necessary to performing music in commercial settings. This aligns with the College's mission of providing career pathways and work training through a student first degree.

7. Similar Programs at Other Colleges in Service Area

We are the only community college in our service area that offers a degree in Music.

AS-T Degree in Agriculture Business

Contact Information:

Department Office: WM 105

Department Phone: (530) 895-2551

Department Contact: Ricky Wittsell, Chair (530) 895-6194

Counseling/ Advising: (530) 895-2378

Transfer Center: (530) 895-2264

About the Program:

Program Goal: Transfer

GE Pattern(s): ~~CSU-IGETC~~ Cal-GETC

Program Code: 33579.01AS-T

Students completing Associate Degrees for Transfer are guaranteed admission to the CSU system. Please see the beginning of the "Academic Programs" section for details.

Program Learning Outcome(s):

Upon successful completion of the program, the student will be able to:

1. Accumulate, record, and analyze agricultural financial statements.
2. Analyze specific markets to explain and predict changes in price and economic behavior.
3. Demonstrate core management principles and apply them to different working scenarios.
4. Apply core marketing principles to the unique structure of the agriculture sector.
5. Demonstrate effective verbal and written communication in an agricultural business environment.
6. Recognize consumer and producer responsiveness to changing market conditions.

<i>Required courses:</i>		23.00
Required Core		
AB 22	Agricultural Economics	3.00
AGS 50	General Soils	4.00
ECON 2	Principles of Macroeconomics	3.00
		4.00
MATH 18	Introduction to Statistics	4.00
OR		
MATH 18s	Introduction to Statistics with Support	4.00
<i>List A (Select three)</i>		9.00
AB 15	Agricultural Communication and Sales	3.00
AB 25	Computer Applications in Agriculture	3.00
AB 26	Introduction to Agriculture Business	3.00
AB 50	Agricultural Accounting	3.00
AB 51	Management Accounting or Agriculture	3.00
		3.00
AGS 20	Plant Science	3.00
OR		
AGS 40	Introduction to Animal Science	3.00

Total: 23.00