



BUTTE COLLEGE

EDUCATIONAL MASTER PLAN

DECEMBER 2019



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PRESIDENT'S MESSAGE

Butte College faculty and staff perform miracles for students every day. Our collective work makes a positive difference in the lives of our students and in the vitality of our communities. The environment we operate in is changing rapidly. During the period of this plan, the College will need to be especially flexible as it reacts to the impacts of the November 2018 Camp Fire.

To meet the state's workforce needs the entire California Community College system is focusing on significantly improving student completion. This focus is reflected in the California Community Colleges Vision for Success. To meet the vision's goals and commitments, the state is implementing a number of initiatives. These include 1) AB 705 to place the vast preponderance of students directly into transfer English and math, 2) Guided Pathways to make programs easier for students to navigate and to clarify the connections between programs and careers, 3) the Student-Centered Funding Formula that is based on student need and completion as well as enrollment, and 4) Student Success Metrics to align data and reporting with the Vision for Success.

The purpose of this plan is to align the college's efforts with the Vision for Success and to help the college successfully navigate one of the greatest transformations in its history. The goals contained in this plan are ambitious and designed to maximize the achievement of our students and to align with the state focus on completion.

Butte College is a complex institution that operates in a highly dynamic external environment. We cannot accurately project how the Camp Fire will impact our student population – and we won't be able to do this for some time. For this reason, this plan is designed to be flexible. The core elements of this plan are the Goals, Strategic Direction, Thematic Priorities, and the Standards and Goals for Student Achievement. To ensure that the college's efforts remain aligned with the Vision for Success, respond to changes to the external environment, and are adjusted based on college performance, the core elements of the plan are reviewed and updated by the Educational Master Planning Committee each year.

With all of the changes to our environment, it is critical that we maintain our focus on the success of each student. Navigating the educational process is a unique journey for each student. For this reason, we included the Hero's Journey as part of this plan. It is the combination of courage and persistence on the part of the student and mentorship and support by faculty and staff that lead to student success and completion.

Butte College is the pathway to a better life for our students. This plan is our roadmap to maximize student access, equity, success, and completion.

Samia Yagub

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Mission Statement

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



Board Vision

Butte College serves its communities by inspiring a diverse community of 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.

Institutional Learning Outcomes

Think Critically

- Locate relevant information resources and use them effectively and ethically.
- Interpret, analyze, synthesize, and evaluate ideas and information.
- Apply knowledge and skills to a variety of situations.

Communicate Competently

- Listen respectfully and actively to diverse ideas and perspectives.
- Communicate clearly, appropriately, and ethically.
- Adapt messages to a variety of audiences and purposes both through writing and speaking.

Engage Collaboratively

- Interact productively and empathetically in different social and cultural contexts.
- Understand the local and global impacts of individual and collective actions.
- Engage with your community to enact positive change.

Work Effectively

- Demonstrate skills, knowledge, and problem solving applicable to one's field of study.
- Work well with others and foster an inclusive workplace.
- Develop personal accountability and initiative, and pursue lifelong learning.

WHO WE ARE

STUDENT PROFILES



Sean Headley

Sean Headley, of Grass Valley, earned two Associate in Science degrees, one in mathematics and one in physics. Sean transferred to UC Davis to study Computer and Electrical Engineering. Headley faced some major obstacles to graduate college. “I grew up very poor and in the 8th grade, I dropped out of school. My mom talked about her classes and a kind instructor. It inspired me to attend Butte College. However, I failed my first chemistry course and took it again—earning an A. I’m so glad that I didn’t turn back when I hit road blocks,” said Headley.



Veronica Shaeffer

Veronica Shaeffer transferred to Abilene Christian University. “I had been to Butte College on FFA welding competition field trips,” said Shaeffer about her decision to attend Butte College. Shaeffer said she made the right decision. “It’s a top-of-the-line welding program. I’d recommend the program to anyone interested in a career in welding.”



Aline Ingelson-Filpula

Butte’s youngest graduate of 2016 was Aline Ingelson-Filpula, 16, who graduated with an Associate’s Degree in Biological Science and earned a 4.0 grade point average. Aline started taking classes at Butte when she was 12 years old. She transferred to UC Davis to study biochemistry. She plans to earn a doctorate and become a researcher in metabolic biochemistry. “I’m glad that I had the opportunity to attend and my instructors were amazing and really cared about students.”



Kailey Dillard

Kailey is a Social Behavioral Major seeking to further her education as a Feminist Studies major at UC Santa Cruz. During her time here at Butte College, she has excelled in various areas of the institution. Kailey has served at the Black Student Union President, Diversity Affairs Director for Student Government, VP of Finance for Phi Theta Kappa, and is a recipient of the Marc Thompson Diversity scholarship.



Julissa Quinterro-Leal

Julissa Quinterro-Leal, from Chico graduated with an associate degree for transfer in psychology and transferred CSU, Chico. “Neither of my parents received the same educational opportunities I did. Being a first generation college student, I never got the meaning of college, what a degree was, or even the value behind it. My parents always encouraged us to keep furthering our education. Although I’m learning as I go, I’ve definitely realized the importance of getting an education.”



Alan Jarjour

Alan Jarjour was a biochemistry major and transferred to UCLA to pursue a career in medicine or dentistry. “I love Butte because it provides a second chance for some who didn’t do so well in high school. Even though I was a good student, I was not good enough to get accepted into one of the six colleges I applied. After two years of community college, I was accepted into four of the five schools I applied to—including my top choice UCLA,” said Jarjour. “Not only did Butte give me a second chance but it also saved my family a lot of money and I could not be happier with my decision to attend here.”



Scott Gaylord

Graduate and Army veteran, Scott Gaylord, 37, Chico, enrolled at Butte College after seeing his wife excel in her classes. “I wasn’t the best high school student so this was the best place for me to start. Butte College can take guys like me and turn us into students,” he said. Gaylord earned his Associate of Science Degree in business management and his goal is to start his own business, working with the Small Business Development Center at Butte College.



D’Vonna Kiwovele

D’Vonna is a first year student majoring in Liberal Studies and seeking to pursue her Teaching Credentials at Sonoma State. She was initially drawn to Butte College because of the Promise Scholarship and her enthusiasm was further heightened by her involvement with student life, theater, and the friendliness of her professors. “If you’re a new student, please join student life,” D’Vonna offered as advice to prospective students.

WHO WE ARE

ALUMNI PROFILES



Mary Mooney

Mary Mooney attended Butte College from 1982-1984 and transferred to earn her bachelor's degree from Chico State. Mooney Farms, founded in 1987, was a family-owned kiwi farming operation and Mary was instrumental in growing the business with her sales and marketing expertise. Today, Mooney Farms is home to 50 full time employees, processes 10 million pounds of sun-dried tomatoes annually, and ships product around the world.



Aaron Rodgers

Aaron Rodgers is the starting quarterback for the Green Bay Packers and has received the Most Valuable Player award for both the National Football League and the Superbowl. After not being heavily recruited for football out of high school Aaron chose to begin his college career at Butte College. After setting the college's record for passing yardage Aaron was signed by the University of California.



John E. McAmis

John McAmis graduated from Oroville High School in 1964, served two tours of duty in Vietnam, and enrolled in Butte College in fall 1968 when the main campus was in Durham. He was the first Student Body President for the college and was also a bus driver. John transferred to Colorado State University and, upon completion of the Construction Management Program, started his business, J.E. McAmis Inc., in 1973. His company now focuses on heavy civil marine construction projects. Today, J.E. McAmis Inc. has successfully completed numerous marine construction projects across the country, earning awards for safety and innovation across the industry.



Ken Grossman

Ken Grossman is the owner of the Sierra Nevada Brewing Company. At the time Ken started the brewery there was no such thing as small-scale brewing equipment. He attended Butte College to learn how to weld and used these skills to fashion most of his original brewery out of recycled dairy equipment. The Sierra Nevada Brewing Company is now widely recognized for the quality of its beers and its commitment to environmental sustainability.



Kory Honea

Kory Honea was born and raised in Northern California and has resided in Butte County for nearly 25 years. After graduating with an Associate's Degree from Butte College and attending the 81st Law Enforcement Academy, Honea served in the Shasta County Sheriff's Office for two years and joined the Butte County Sheriff's Office in 1993. In 2000 he became an investigator for the District Attorney's Office and eventually was appointed as Chief Investigator. Honea graduated from the Taft School of Law in 2007 and was admitted to the California Bar the next year. He was appointed Undersheriff for Butte County in 2010 and became Sheriff in 2014. Honea has served as an instructor at the Butte Law Enforcement Academy, where he taught law classes to cadets. He has also served as an adjunct professor at Cal Northern School of Law.



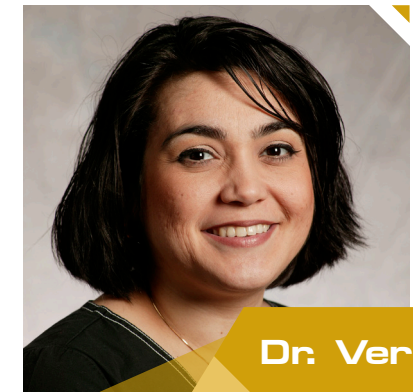
Arnoldo Avalos

Arnoldo Avalos is the youngest of seven children who worked as migrant farm workers while growing up. Arnoldo attended Butte College from 1986-1991 while co-enrolled at Gridley High School. He earned a bachelor's degree from UC Berkeley and a master's degree from Harvard University. After a successful career in management, he cofounded the Avalos Foundation with his wife. The foundation aims to provide scholarships and mentorship to students from the Sacramento Valley. Arnoldo is a member of the Latino Community Foundation Board of Trustees and in 2014, he was appointed to the California Community Colleges Board of Governors by Governor Jerry Brown.



Teri Dougherty

Teri Dougherty, an alumna of the Butte College Cosmetology Program has designed hair for international fashion runways, television and film. She was named "Top 75 Educators of the 20th Century by Modern Salon Magazine and named "Hair Colorist of the Year" by the International Haircolor Exchange.



Dr. Veronica Hooper

Dr. Veronica Hooper is the Physician Executive for Multi Care in Tacoma Washington. Veronica grew up in Durham and became the first in her family to attend college when she enrolled at Butte in 1992. Although her parents had not completed high school, they stressed the importance of higher education and Veronica says she knew by the 7th grade that she wanted to become a doctor. Veronica says Butte College helped her gain her confidence as she served as an orientation leader and was active in student government. Veronica transferred to UC Davis where she earned a bachelor of science degree in genetics in 1996. She attended Western University of Health Sciences Pomona and became a doctor of osteopathic medicine in 2000. Veronica has three children and resides in Gig Harbor, Washington.



Butte College's Community by the Numbers

Butte College was built to serve the needs of the people of Butte and Glenn Counties. For over 50 years, Butte College has served its students and community. From 1968 to 2019, Butte College's service area has changed tremendously: from the economy, to the diversity and population of its people. The College will need to be aware of changes to its service area to help guide it in maintaining its focus on the success of each student. This section of the plan highlights key historical and projection data related to the college's service area. The projections and data come from a variety of sources (Butte College, State of California, counties, etc.). More detailed statistics related to the service area and Butte College may be found in the Appendix.

Population and Demographics

The California Department of Finance develops population projections for institutions and organizations to use in their planning efforts. The current projections show growth in both Butte and Glenn Counties, though at a slightly lower rate than the state as a whole. However, these projections were developed before the Camp Wildfire disaster. It is unclear how such an event will affect the growth of a region over the long time horizon projected by the Department of Finance.

County Population Projections	2010	2020	2030	2040	2050	2060	Annual Growth Rate
Butte County	220,193	230,701	247,331	263,634	277,504	292,884	0.56%
Glenn County	28,182	29,691	31,600	33,267	34,363	35,395	0.45%
California	33,335,085	40,639,392	43,939,250	46,804,202	49,077,801	50,975,904	0.61%

Source: CA Department of Finance - Demographic Research Unit



Dr. Shaun-Adrián Choflá

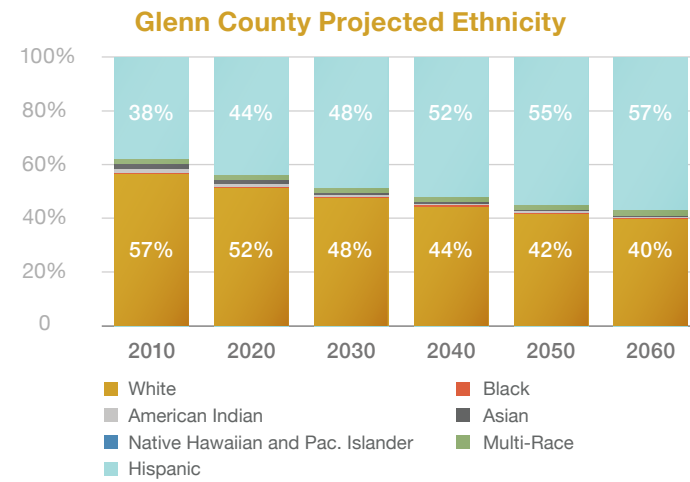
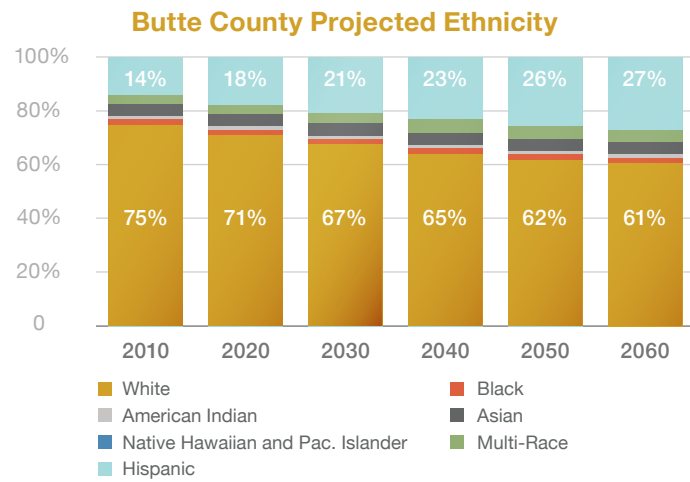
Dr. Shaun-Adrián Choflá teaches coursework in education and child development. He earned a doctorate in education and a master's degree in human development, with an emphasis on transformative learning. On-campus, Dr. Choflá serves on the Academic Senate Executive Committee and Curriculum Committee. He also chairs the county's First 5 Children and Families Commission. A wide range of life challenges brought Dr. Choflá to higher education; first to understand himself, and then to help others. With help, he found his voice and navigated a range of life struggles and now works to promote meaningful change in the lives of others.



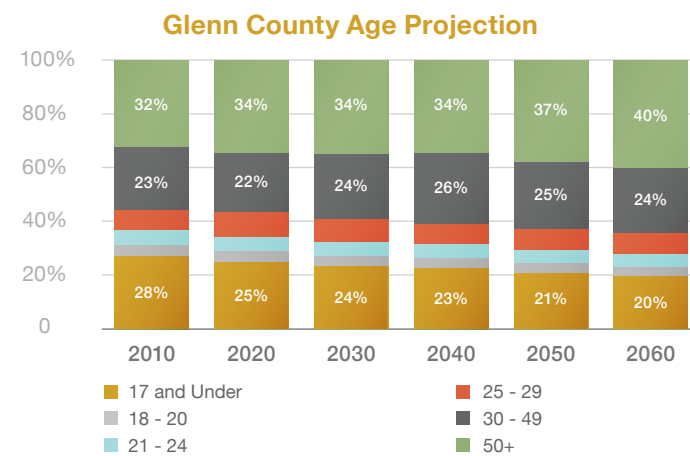
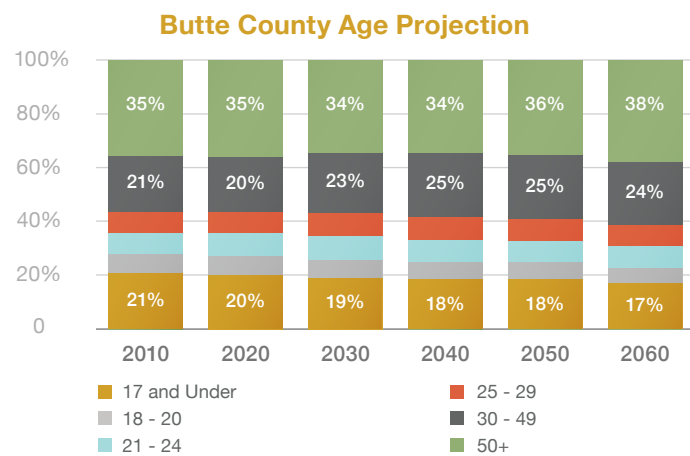
Sophie Konuwa

Sophie Konuwa, director of the SBDC, was awarded the U. S. Small Business Administration Sacramento District Consultant Award. During the year, the SBDC provided business consulting and trainings to 857 business owners and entrepreneurs throughout Butte, Glenn and Tehama Counties; resulting in business sales of \$7.2 million, in addition to the creation of 26 new businesses and 88 new jobs.

WHO WE SERVE



Based on data from the California Department of Finance, Butte and Glenn Counties race and ethnicity demographics are expected to shift from 2010 through 2060. In 2010, the majority of Butte and Glenn County residents were white. By 2040, the proportion of Hispanic residents is projected to grow to be the majority in Glenn County. In Butte County, the proportion of Hispanic residents is expected to reach 27%.



The age of potential students in a service area is an important consideration when establishing college enrollment strategies. An area with a younger population will tend to have greater need for more traditional educational programming, such as Associate Degrees. However, areas with larger populations in their late 20's to 40's will have greater need for skills building programs. Areas with more seniors may have greater need for community service courses and programs. Like much of the north state, Butte and Glenn Counties are getting older. In Butte County, the proportion of residents who are 30 plus are projected to grow from 56% to 62% by 2060. The 50+ demographic is expected to grow the most by 2060 in Butte and Glenn Counties. During this period, the number of people between 18 and 24 are expected to grow; however, their proportion of the population is expected to fall.

High School Enrollment and Graduates

According to the Department of Finance projections, the number of high school graduates in Butte and Glenn Counties is expected to increase by 15% between 2016-17 and 2027-28. However, the increase is not expected to follow a straight path. In the near term, Butte College should expect a reduction to the number of high school graduates given that about 12% of Butte County high school graduates attend Paradise Unified District, which was severely impacted by the 2019 Camp Fire. Butte County K-12 enrollment is expected to increase between 2017-18 and 2027-28. However, during the same period, Glenn County enrollment is expected to fall slightly. The net effect is expected to be a 4% increase in K-12 enrollment.

Butte County

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

Employment

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

Glenn County

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

Source: California Employment Development Department

WHO WE SERVE

The California Department of Labor forecasts five-year employment changes by county. Over the period from 2017 to 2022, Butte County employment in the top 50 occupations is expected to increase by almost 9%. During this time, insurance agents, personal care aides, and plumbers are expected to grow at the fastest rate. Personal care aides, food preparation and serving workers, and registered nurses are expected to have the greatest increase in new positions. Regionally, over the period from 2017

to 2022, employment in the top 50 occupations is expected to increase by almost 7%. During this time, personal care aides, insurance agents, and nursing assistants are expected to grow at the fastest rate. Personal care aides, farmworkers, and registered nurses are expected to have the greatest increase in new positions. Employment from 2017 to 2022 in the top 50 occupations for the region (Colusa, Glenn, Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, Tehama, and Trinity Counties) is expected to increase by almost 7%.



Butte College's Students by the Numbers

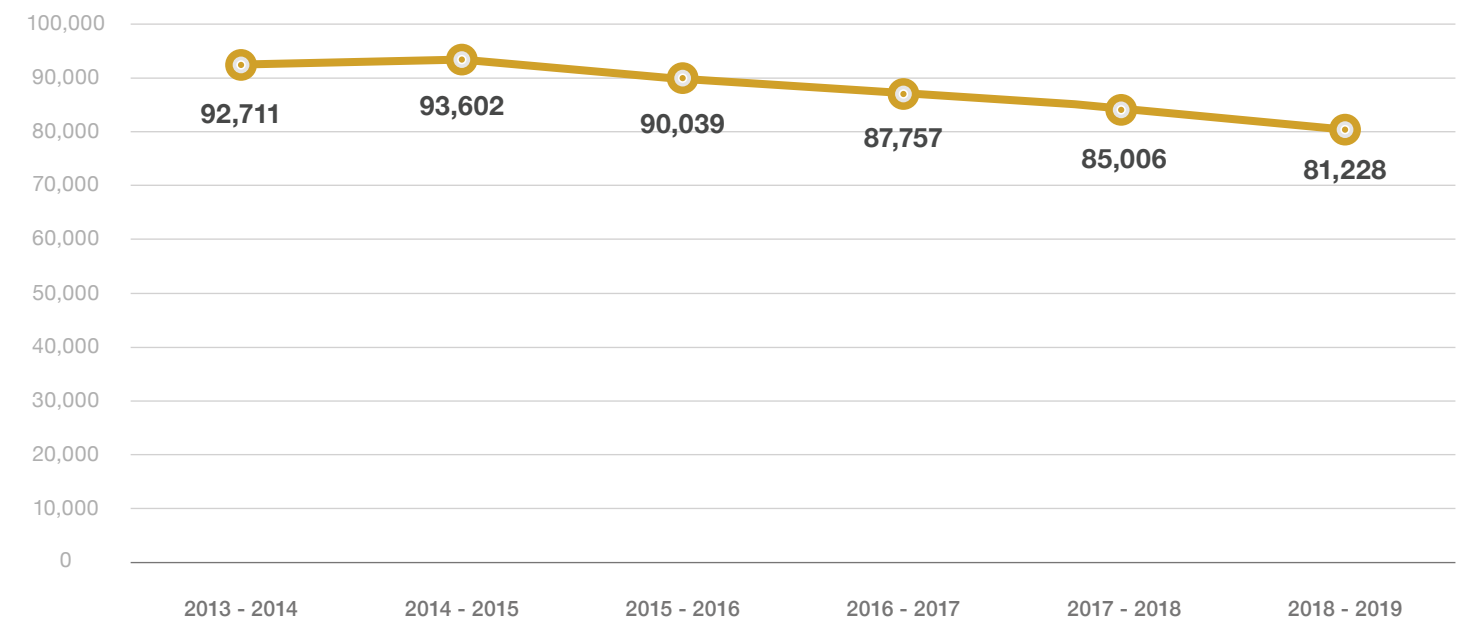
This section of the plan provides key metrics related to enrollment at Butte College. Essentially, the metrics here attest to how well Butte College is serving the community. While no set of metrics can perfectly represent the relationship between a college and its service area, these metrics provide a foundation for understanding who the college is serving in the aggregate. These metrics are most useful when examined over time and considered together with the service area demographic information proceeding this section. The goals, objectives, and priorities of this plan take this data

into account. The metrics include: enrollment; headcount; student demographics; student full-time course load taking behavior; student type (i.e. first time, continuing, returning, etc.), and full-time equivalent students (FTES).

Enrollment Trends

Total enrollment is the total of all students' course enrollments; while, headcount is the total of all unique students. For example, a student enrolled in four classes would be counted once for headcount and four times for enrollment. Since 2014-15, Butte College headcount and enrollment has decreased each year. This trend has been exacerbated by the Camp Wildfire. The greatest change has come in the spring semester, with 7,081 (-17%) fewer enrollments in spring 2019 than spring 2015.

Butte College Enrollment



INFORMATION WHO WE SERVE

New students and returning students (students who come back to college after a lapse in enrollment) have remained stable over the past six years. Interestingly, most of the decline in fall student headcount has come from continuing students. This decline likely stems from many factors, including: improved economic conditions, tighter job markets, increasing wages, and the Camp Wildfire. New students increased by 9% from fall 2017 to fall 2018. This increase likely occurred due to the implementation of the Butte College Promise Scholarship Program.

Students by Type and Term

Butte College	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Continuing	7,479	7,500	7,158	7,068	6,682	6,273
Special Admit	297	269	310	350	337	550
New	2,440	2,501	2,484	2,425	2,299	2,497
Returning	1,616	1,521	1,649	1,506	1,528	1,683
Transfer	918	971	996	961	948	888
Unknown	22	40	56	85	97	77
Total	12,772	12,082	12,653	12,395	11,891	11,968

Student Address

As of spring 2019, about 75% of students at Butte College live in Butte County and another 7% live in Glenn County. Compared to the data in the previous Educational Master Plan, the percentage living in Butte County dropped by about 3%. These changes represent a challenge for Butte College as students relocate to areas beyond driving distance of the college. Deciding how the college will serve more geographically diffuse students will be critical to fulfilling our mission.

Butte College	Fall 2018
Butte	73.5%
Chico	43.8%
Oroville	13.2%
Paradise	7.2%
Magalia	2.7%
Gridley	2.4%
Other Butte County	4.1%
Glenn	6.8%
Orland	3.8%
Willows	1.8%
Hamilton City	0.8%
Other Glenn County	0.2%
Tehama and Shasta Counties	4.5%
Colusa, Sutter and Yuba Counties	2.3%
Other CA	12.1%
Unknown	1.0%



Brenda Rodriguez

Brenda's first position at Butte College was when she was a student at Chico State and was hired as a Team Leader for the Summer Connection Program. After graduating from Chico State, Brenda was hired as a part-time temporary employee at the newly formed Culture and Community Center. Her ability to connect with students is outstanding and led to her being selected as a full-time Recruitment and Outreach Technician. She is currently a graduate of the Butte College Leader Development Program (BCLDI).



Carey Kidd

Carey teaches, as an associate faculty member, in the Mathematics Department. She routinely teaches in winter and summer sessions as well as in Willows and at the Glenn County Center. Her students appreciate her work ethic, dedication, clear direction, and willingness to help them master the material. She also offers a study group in Chico outside of class which is open to any students that wish to attend. Carey establishes high expectations for her students and goes the extra mile to help them meet these expectations.



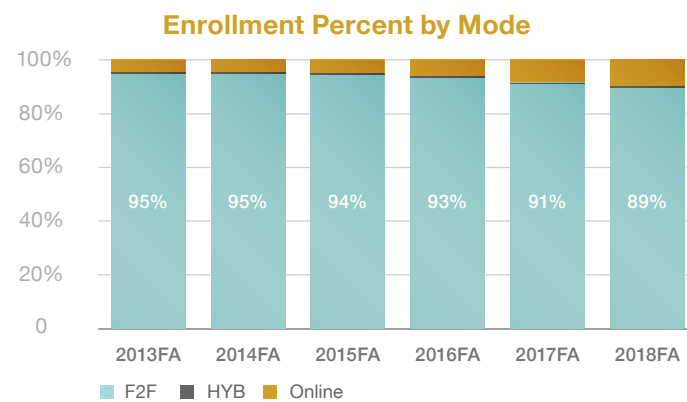
INFORMATION WHO WE SERVE

Enrollment Location and Mode of Instruction

This table shows Butte College's students and enrollments by location. Enrollment is strongly linked to access, as such, the college will always be exploring opportunities to better serve the residents of Butte and Glenn counties. Note that students are duplicated in this table, so a student taking two classes at the Chico Center and one at the main campus will be counted twice, once at each location; they will also have three enrollments. Over the six-year period, the main campus, Oroville, and the Skyway center have seen increases in unique students taking classes at those locations. However, at the same time, the main campus experienced an 8% decrease in enrollment while the Chico Center had a 29% drop. Note that online students and enrollments are attributed to the main campus.

Since fall of 2016, the percentage of students taking courses online has increased. Prior to fall 2016, 5% of enrollments were in online courses. As of fall 2018, this percentage had grown to 10%. Hybrid courses (those having a blend of face-to-face and online components) appear to be an untapped potential service. Hybrid courses could ease scheduling pressure in specific areas like the sciences and provide students with the opportunity to reduce time commuting to Butte College locations.

Location	2013FA		2018FA	
	Students	Enrollment	Students	Enrollment
BC Cosmetology & Barbering			60	154
Chico	1,259	1,750	753	1,375
Chico Center	4,594	9,093	3,440	6,488
Dual Enrollment			240	246
Glenn County	539	980	388	682
Gridley/Biggs				
Main Campus	11,008	32,012	11,210	29,413
Oroville	215	383	259	626
Other			22	39
Paradise	107	359	86	408
Skyway Center	211	337	337	507
Total	17,933	45,004	16,795	39,938



Program Supply and Demand

This table shows the FTES generated by two-digit TOP Code (a course organization structure developed for the California Community College Chancellor's Office). While not exactly equivalent, these TOP Code categories can be thought of as discipline without much loss of specificity. This data provides the convergence of supply and demand information: in order for students to take a class in a TOP Code, the course must be available and the students must be willing to take it. What is not shown is the overall demand for a subject area or the availability of courses in the subject area. Interdisciplinary Studies includes Special Education courses as well as tutoring. English is included in the Humanities TOP Code.

Courses by Top Code	2017-2018 FTES			
	Credit FTES	Non-Credit FTES	Total FTES	%
Interdisciplinary Studies-49	82.7	1,414.3	1,497.0	13.4%
Public and Protective Services-21	1,192.6		1,192.6	10.6%
Humanities (Letters)-15	1,008.0		1,008.0	9.0%
Social Sciences-22	990.9		990.9	8.8%
Mathematics-17	966.2		966.2	8.6%
Health-12	638.4		638.2	5.7%
Education-08	615.8		615.8	5.5%
Physical Sciences-19	578.2		578.2	5.2%
Fine and Applied Arts-10	566.7		566.7	5.1%
Engineering and Industrial Technologies-09	509.7		509.7	4.5%
Biological Sciences-04	473.6		473.6	4.2%
Family and Consumer Services-13	453.3		453.3	4.0%
Business and Management-05	431.7		431.7	3.9%
Psychology-20	331.7		331.7	3.0%
Commercial Services-30	283.9		283.9	2.5%
Agriculture and Natural Resources-01	273.7		273.7	2.4%
Information Technology-07	142.8		142.8	1.3%
Foreign Language-11	135.0		135.0	1.2%
Media and Communications-06	120.0		120.0	1.1%
Library Science-16	1.0		1.0	0.0%
Total	9,975.9	1,414.3	11,210.2	100%

STUDENT BEHAVIOR WHAT STUDENTS FACE

At the Strategic Planning Retreat the campus community had a detailed discussion about the “Now Student.” Our two largest student generational populations are Millennials and iGen. These students are diverse, digital natives, have high expectations for safety and expect individualized support and hands-on experiences that are directly relevant to what they will experience in the workplace.

The Hero's Journey

As our system increasingly emphasizes student outcomes it is important to remember that **each student undergoes his or her own journey through the educational process.** The goal of this journey may change and each student will face a number of challenges that must be overcome if the student is to meet his or her goal. **Our role is to help the students to be successful during this journey.**

The Hero's Journey may be used as a metaphor to describe this process. Through this process, the student is called to move from the world they know to the unknown world of higher education. The college provides “supernatural aids,” such as guided pathways and counseling, to help students to get started on their journey. While in this unknown world the student faces challenges and temptations, uses mentors and helpers, and experiences ordeals which cause them to face their deepest fears.

By addressing their fear of failure the hero is transformed, atones by overcoming the challenge, and returns to the known world equipped with the skills needed to be successful on their next adventure – be that transfer to a university or a job in the labor market.



Lisa Thao

Lisa Thao, from Oroville, received an Associate in Arts Degree in University Studies with an emphasis in Social Science. She transferred to CSU, Chico to pursue a bachelor's degree in social work. Thao also served as the Vice President of Fellowship for Phi Theta Kappa Honor Society. Thao's commencement speech focused on her individual journey to graduate from college and the support she received along the way. "My experience at Butte College has been phenomenal. I began my journey as a College Connection Student while in high school. Choosing Butte College was the best decision I have made. Spending my first two years of college at Butte helped prepare me for what is yet to come. I had the opportunity to work with amazing individuals who inspired and motivated me to become who I am today," said Thao.



Jacob Vazquez

Jacob Vazquez maintained a 4.0 GPA as a member of the Butte College Honors Program while majoring in Agriculture. He played on the BC Football Team and was an all-conference and all-region offensive lineman while the team earned a co-national championship. Jacob earned several Foundation scholarships which helped him to achieve his goal to transfer to CSU, Fresno. After earning his master's degree from CSU, Fresno, Jacob has returned to Butte College as a faculty member in the Agriculture department.

STATE INITIATIVES WHAT WE ARE DIRECTED TO DO

Chancellor's Office Vision for Success

In 2017, the California Community Colleges Chancellor's Office developed a Vision for Success to provide future direction for the colleges. This document provides seven core commitments that we all must make to improve our outcomes and six specific system goals for the California Community Colleges.

Seven Core Commitments

1. Focus relentlessly on students' end goals.
2. Always design and decide with the student in mind.
3. Pair high expectations with high support.
4. Foster the use of data, inquiry, and evidence.
5. Take ownership of goals and performance.
6. Enable action and thoughtful innovation.
7. Lead the work of partnering across systems.

System Goals To Be Achieved By 2022

1. Increase by at least 20 percent the number of California Community College students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

2. Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.
3. Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
4. Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.
5. Reduce equity gaps-goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.
6. Reduce regional achievement gaps-goal of closing regional achievement gaps for good within 10 years.

Funding Formula

As part of the 2018-2019 state budget, a new funding formula was established for California Community Colleges. This funding formula is designed to provide more resources for colleges to serve students with higher levels of financial need and to incentivize completion. There are three components

to the new formula; **1)** Base Allocation (Enrollment/FTES), **2)** Supplemental Allocation (Student Need), and **3)** Student Success Allocation (Completion). As of this writing, these elements are described in detail below. This formula will be phased in over a two-year period.

Base Allocation (Enrollment/FTES)

This includes a fixed amount provided for colleges and centers as well as funding based on FTES. For 2017-2018 the college received \$5,150 per credit FTES. For 2018-2019 this amount was reduced to \$3,727. There are a couple of exceptions to this. Each non-credit FTES is funded at the full rate (\$3,347). Additionally, special admit high school students in programs such as College Connection, Concurrent Enrollment, and Dual Enrollment are funded at the full FTES rate (\$5,457). For the 2019-20 fiscal year, the statewide allocation for base funding will be 70 percent of the total apportionment allocation for the system. Therefore, the exact dollar amount per FTES is unknown at this time. Once the amount per FTES is solidified for the 2019-20 fiscal year, the funding per FTES for future years will be the 2019-20 amount adjusted by COLA.

Supplemental Allocation (Student Need)

The college receives additional funding for each student receiving a Pell Grant, the California College Promise Grant (aka BOGG Fee Waiver), and each AB 540 eligible student. For 2018-19, Butte College received \$919 per qualifying student. For the 2019-20 fiscal year the statewide allocation for supplemental allocation funding will be 20

STATE INITIATIVES WHAT WE ARE DIRECTED TO DO

percent of the total apportionment allocation for the system. Like the amount per FTES, the amount per supplemental point is unknown. Future funding in this area will be equal to the 2019-20 amount adjusted by COLA.

Student Success Allocation (Completion)

The final 10 percent of the apportionment funding will be awarded based on student success. This is being funded on a point system Points are awarded on the scale below. Students receiving a Pell grant or a CA Promise grant receive an additional premium worth 150% and 100% of the points for the measure.

- Associate Degrees for Transfer: **4 points**
- Associate Degrees (excluding ADTs): **3 points**
- Credit Certificates (16 units or more, approved by the Chancellors Office): **2 points**
- Completion of transfer-level math and English within first academic year of enrollment: **2 points**
- Transfer to a four-year university: **1.5 points**
- Completion of nine or more CTE units: **1 point**
- Attainment of regional living wage: **1 point**

Implementation Timeline: The new formula will be implemented over a two year period. Initially, statute called for the funding formula to further increase the student success allocation to 20 percent of the formula over a three-year period. However, the ramp up in success funding has been abandoned for stabilizing the base allocation at 70 percent of apportionment. The funding formula is still immature and further adjustments to the formula are likely in the coming years.

As part of the funding formula change, the state has combined a number of categorical programs to provide greater flexibility for the districts. These programs include the Student Success and Support Program (SSSP), Student Equity (SE), and Basic Skills Initiative (BSI). One of the outcomes of the Camp Fire is that the college has been placed into a “hold harmless” situation to provide stability as the communities affected by the fire are rebuilt. However, it is critical that changes are made during this period to enable the college to maximize its funding by improving access, equity, success, and completion.

Student Success Metrics

In 2018, the California Community Colleges Chancellor’s Office developed metrics to be used throughout the system to support the implementation of the six system goals. These metrics, shown below, are designed to track student educational journeys from access to the colleges to success in the workforce. They are designed to meet the requirements of the legislature to which the community colleges must report and to be drillable by student equity groups.

Vision for Student Success - Goals to be Achieved by 2022

CCCCO Goal	Butte College Goal
Increase by at least 20% CCC students who acquire degrees, certificates, or specific skill sets that prepare them for in-demand jobs	<ul style="list-style-type: none"> • Improve fall to spring retention rate from 69% to 73% • Improve the percentage of students completing transfer level math and English from 11% to 40% • Increase awards by 10%
Increase by 35% the number of CCC students transferring annually to UC/CSU	Increase CSU/UC transfers by 5%
Decrease the average number of units CCC students earning a degree accumulate from 87 to 79.	Decrease units from 92 to 83
Increase the percentage exiting CTE students who report being employed in their field of study from 60% to 76%	Increase percentage from 74% to 75%
Reduce equity gaps of traditionally underrepresented student groups by 40% across above measures.	Close equity gaps by 40%
Close regional achievement gaps across above measures by 2032.	

CURRENT STATUS WHERE WE ARE

Planning Start Point

The Planning Start Point, which consists of internal and external factors that affect the college, provides the context for this plan. Internal factors consist of the college's strengths and weaknesses, while the external factors are opportunities and threats presented by the college's operating environment, specifically in Butte and Glenn Counties.

Internal Factors

Strengths

- Strong, stable, knowledgeable, and respectful Board of Trustees.
- Outstanding faculty, classified staff, and managers who are committed to student success and an institutional focus on professional development.
- High name recognition and community outreach within the service area.
- Outstanding high school capture rate - approximately 40% of local high school graduates attend Butte College.
- Close alignment with and high number of transfers to Chico State.
- Success at obtaining external resources to improve the institution and its programs. Some of these externally funded current efforts include:
 - » Innovation Award. This \$2.5 million award provides

funding for a number of initiatives to improve performance.

- » Technology Center. This group provides support for state-funded technology initiatives to drive down costs for colleges.
 - » Technology Grants. These currently include the Shared Infrastructure, Core Applications, and Data Services.
 - » Guided Pathways. Butte College is one of 20 colleges included in the California Guided Pathways project.
 - » Basic Skills Transformation Grant. This grant is enabling the college to modify English and math placement, develop acceleration models, and provide enhanced support for Basic Skills students.
 - » Promise Grant. This grant is enabling the college to develop funding to implement a Promise Scholarship Program. It also funds greater collaboration between the college and its K-12 and university partners.
- Fiscal stability relative to other community colleges.
 - Ongoing improvements in performance on key indicators. Improvements over the past six years are shown below.
 - » Associate Degrees have increased by 21%,
 - » Certificates of Achievement have increased by 28%,
 - » UC and CSU Transfers have increased by 24%, and
 - » Transfer course completion in English and math within two years has increased by 32% and 17% respectively.

- Flexible economic development programs that serve local, regional and state needs, provide outstanding service to the business community, and are able to bring in significant outside funding.
- Successful completion of the construction program that was funded by Measure A and augmented by state funding. This was the program that resulted in state-of-the-art facilities on the main campus and in Chico.
- Passed Measure J in November 2016. This measure shows wide support for the college (almost 2/3rds of voters approved) and provides funding for new facilities – Sciences, math, Welding, Automotive Technology, Information Technology, and Athletics. This program is well-underway and the Skyway Center Renovation and Welding/Advanced Manufacturing projects are completed.
- Outstanding support to help students meet their basic needs and stay in school. Examples include Veterans Resource Center, Roadrunner Hub, Mental Health Services, Safe Place, clubs, Undocu-Center and Student Health Clinic.
- Investments in solar power and energy efficiency that reduce the ongoing cost of energy. Butte College was the first “Grid Positive” college in the nation.
- Proven ability to successfully scale Career and Technical Education programs to serve regional and state needs.
- Change in math and English placement processes and acceleration of developmental sequences in English that have reduced the requirement for students to take developmental courses.

Weaknesses

- Ongoing FTES decline that is driven by a relatively good economy and regulatory changes that are designed to increase completion, but also have the effect of decreasing enrollment.
- Science and math programs are not large enough to meet current demand and are smaller than those offered at similarly sized colleges. Sections in these disciplines, and several others such as Computer Science, are typically full and have large waitlists. The inability of students to get the courses they need in these areas negatively impacts FTES, degree achievement, and transfer.
- During the last funding drawdown, the college was forced to significantly reduce its schedule. Although the schedule has been partially built back, the inability of students to get the classes they needed forced them to go elsewhere and, although much of this capacity has been built back, the number of students has continued to decline.
- Relatively low number of transfers to University of California – less than 50 per year.
- Historical pattern of low enrollments in Glenn County and Oroville.
- Approximately 30% of local high school graduates complete A-G requirements.
- Perception of a lack of access for working adults to include evening classes, distance education, and short-term workforce training.
- Faculty and staff bandwidth – the college is implementing a variety of initiatives and attempting to address its enrollment shortfall with the same number of people. Faculty and staff time has

become a considerable constraint.

- Potential overreliance on grant funding. If these funding sources go away, it would be a significant financial issue for the college.

External Factors

Opportunities

- Transitioning to a program-based, Guided Pathways model. This is currently the college's highest priority because it provides an overarching strategy for supporting student academic program selection, improving scheduling, selecting the best modalities, and increasing completion.
- Funding Formula. The new community college funding formula incentives serving students with greater financial need and completion. Since Butte College students have high need and the college has relatively high completion rates, Butte College fares relatively well under the new formula. Aligning systems and processes with the new formula provides the opportunity to increase resources available to the district and to use these resources to make programmatic changes that will further increase funding.
- Creating new programming to support the rebuild of Paradise after the Camp Fire.
- The Butte Promise Scholarship Program, which is a last dollar scholarship that covers tuition and fees for all first-time, full-time students, was implemented in fall 2018. Over time, as additional resources become available, the program will be expanded to cover book costs as well as second year tuition and fees. This program incentivizes full-

time attendance and FAFSA completion – both of which could significantly increase funding under the new formula.

- The college is working with its K-12 and university partners to implement the Butte County Promise, a collaboration between all of the public educational segments in Butte County, to increase college-going expectations, improve student preparation for college, and remove specific obstacles that prevent students from meeting their goals.
- The college continues to expand dual enrollment to provide college classes at local high schools that are part of a defined college and career pathway. The intent is to improve completion by focusing students on a goal and accelerating the time it takes students to meet that goal.
- Demographic changes in the service area that continue to increase the percentage of Hispanic students at the college (currently 25% - increasing by 1-2% each year). The current demographics make the college eligible to compete for a Title V grant as a Hispanic Serving Institution (HSI) and to refine its organization and processes to better serve this demographic.
- Ability to serve non-traditional students through a combination of program-based scheduling, distance education, and evening courses.
- The transition of the Cosmetology Program from an Instructional Service Agreement (ISA) to a college-run program, combined with the move to a better location, provides the opportunity to significantly expand this program.
- The University of California has approved a program to provide guaranteed admission to

students meeting certain requirements. This program mirrors the Associate Degrees for Transfer that streamline unit requirements for degree completion and transfer.

- Streamlining developmental education pathways in math and English through the implementation of AB 705.
- Streamlining the approval of sections to be offered in an online modality. This is currently underway and has resulted in an increase in the percentage of the college's FTES generated through distance education from 4% to 6%.
- Leveraging technology to provide more instructional opportunities to students in outlying areas such as Glenn County and South Butte County.
- Implementing a scheduling plan to better align the schedule with student educational program requirements. This includes the refinement of the schedule and the implementation of the Hobsons Educational Planning tool.

Threats

- Declining FTES – enrollments have been declining for the past five years. Although the college is making significant effort to reverse this trend, it has not yet been successful.
- Impact from the Camp Fire. This fire destroyed Paradise and Concow, half of Magalia, and also impacted many of the unincorporated areas in the county. Approximately 12% of Butte College students were from Paradise or Magalia and another 7% were from unincorporated areas of Butte County. Because of the fire, and the

CURRENT STATUS WHERE WE ARE

resulting housing shortage, many current students from these areas will not return. Longer term, the number of K-12 students will decline as will the number of high school graduates.

- Chico State is increasingly focusing its recruitment efforts on the local area. This means that it will accept more local students – many of whom would have gone to Butte College instead. Additionally, University of California, out-of-state colleges and universities, and private institutions are increasingly seeking students from the college’s service area.
- Geographic location presents significant challenges (e.g. lack of road/rail/broadband infrastructure) that make it difficult to attract large businesses and retain existing businesses as they expand.
- The number of high school graduates in the local service area is not increasing.
- Changing service area age demographics with the highest growth rate between 2010 and 2030 in the over 50 age group (58% in Butte County and 51% in Glenn County). The over 50 age group already represents 34% of Butte County and 31% of Glenn County.
- Increased number of distance-learning classes and programs offered by competitors.
- The politically charged and highly partisan political environment is creating significant challenges for the college. These include less willingness by international students to come the United States, fear by undocumented students about being deported, and conflict between different groups driven by divisive political rhetoric.

Butte College is currently moving to a guided pathways model. The objective of this model is to help students to select an academic program by showing how each academic program is connected to the labor market and to make it easier for students to understand the classes they need to take, and the sequence in which to take them, to complete their academic programs.



Under the Guided Pathways model, academic programs are organized into communities of interest consisting of like programs so that students interested in a particular area can initially take classes that lay the foundation for multiple majors. To date, the college has defined five communities of interest, is in the final stages of implementing an online Educational Planning tool for students, and is refining its class schedule to more clearly align it with student academic programs. Over time, the college will refine its processes and organizational structures to align these with these communities of interest and implement tools to enable it to effectively intervene when students go off track.

Guided Pathways

Butte College Communities of Interest

The infographic displays five communities of interest, each with a list of associated academic programs:

- Social & Behavioral Studies, Communication, and Education**
 - Anthropology
 - Geography
 - History
 - Political
 - Science
 - Psychology
 - Sociology
 - Communications
 - Studies
 - Journalism
 - Radio/Television/Film
 - Education
 - Child & Family
 - Studies
 - English
 - English as a Second Language
 - World Languages
- Business, Arts, and Design**
 - Business
 - Accounting
 - Economics
 - Real Estate
 - Business Computer Info Systems
 - Art
 - Drama
 - Music
 - Recording Arts
 - Photography
 - Fashion
 - Multimedia Studies
 - Cosmetology/Barbering
- Industrial Technologies and Agriculture**
 - Welding
 - Automotive
 - Construction*
 - Manufacturing*
 - Heating/Ventilation/AC*
 - Agricultural Engineering Tech
 - Mechanical Agriculture
 - Agricultural Sciences
 - Environmental Horticulture
 - Natural Resources
- Health and Public Services**
 - Nursing
 - Emergency Medical Services
 - Respiratory Care
 - Health Information Management
 - Kinesiology
 - Foods & Nutrition
 - Fish & Wildlife
 - State Parks
 - Administration of Justice
 - Law Enforcement Academy
 - Fire Technology
 - Fire Academy
 - Occupation Life Skills
 - Special Education
- Science, Technology, Engineering, and Mathematics**
 - Biology
 - Chemistry
 - Physics
 - Physical Science
 - Geology
 - Computer Science
 - Drafting
 - Engineering
 - Mathematics

AB 705

Currently, one of the most significant barriers to student completion is the requirement for many students to complete developmental sequences in English and math before taking transferable courses. AB 705 requires colleges to maximize the probability that students complete transfer English and math in their first year. This replaces developmental sequences and places students into transfer math and English with varying levels of support based on the needs of the students. Although the college must be in compliance with AB 705 by fall 2019, the initial implementation will inevitably need to be refined based on its results. A key consideration in the implementation of AB 705 is that transfer math requirements are dependent on the academic program selected by the student.

To comply with AB 705, the college has significantly refined its student onboarding processes to focus on academic program selection and guided self-placement to help students make the appropriate math and English course choices.

Butte College Promise Scholarship Program

This program, which was implemented in fall 2018, is a scholarship that ensures that tuition and fees are covered for each first-time, full-time student for one year. The student must maintain a 2.0 GPA in order to receive funding for the second year. This program is currently being funded by the state through AB

19. Expanding this program to cover a second year will be covered by the state. A focus for the Foundation is to cover tuition and fee shortfalls, to pay for book costs, and to provide student emergency funding. Initial indications are that this program is doing what it is designed to do by significantly increasing the number of first-time students attending full-time and increasing the number of students submitting a Free Application for Federal Student Aid (FAFSA).

Undocumented Students

Butte College values diversity in the community and is committed to serving all students regardless of their race, ethnicity or immigration status. We will continue to work to ensure that regardless of immigration status, all persons seeking to pursue the education to which they are entitled are free from intimidation and loss of access to resources and programs. Butte College values individual attributes, capabilities, and differences and fosters the collaboration and the social responsibility that create a vital institution with a global perspective.



Donna Davis

Donna Davis has taught at Butte College for 19 years and is currently the Department Chair and Program Director for the Respiratory Therapy Department. She also serves on the Academic Senate for the College. Under her leadership, the department recently had a very successful Respiratory Care (CoARC) Accreditation self-study and visit that resulted in a ten-year accreditation for the program. Donna is also one of the faculty leaders in the implementation of Guided Pathways at Butte College. She was selected as the Chico Noon Rotary Educator of the Year in 2016.



Analy Nava

Analy Nava, from Chico, transferred to UC Davis. Nava chose Butte College because it was inexpensive compared to other schools and she was able to take many of her lower division classes before transferring. Nava, an honors student, is majoring in biology and plans to become a doctor. She received the President's Athlete Academic Achievement award and played on the soccer team, receiving an All-League award.



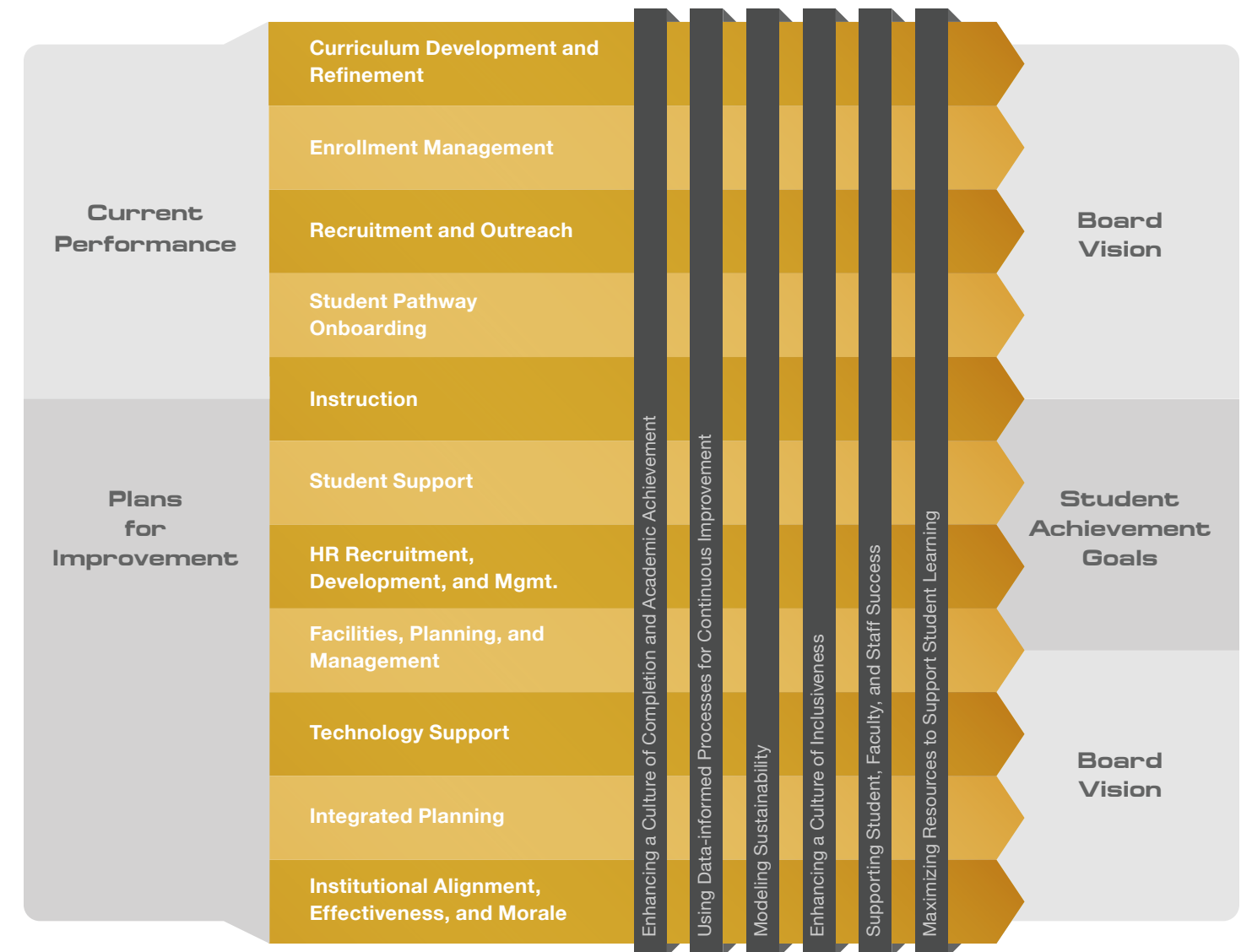


DISTRICT DIRECTION WHAT WE WILL DO

Strategic Planning Paradigm

The college achieves its outcomes through the implementation of its institutional processes. Some of these processes, such as Student Pathway Onboarding and Instruction, directly impact students. Others, such as Human Resource Recruitment, Development, and Management indirectly impact students but provide the support that is necessary to ensure that the college is able to meet its desired outcomes. **The only way to significantly improve student learning and student achievement is by significantly changing the way that these outcomes are achieved – which is through the college’s core processes.**

The diagram below shows the relationship between the core processes, Strategic Initiatives, Student Achievement Goals, and Board Vision. Operating within the mission and in concert with its values, the college operates its institutional processes to achieve its outcomes. Current levels of performance and institutional plans provide the context. The Strategic Initiatives, as implemented through the annual Strategic Direction and Priorities are designed to improve these outcomes by refining processes to maximize efficiency and effectiveness and establishing priorities for the allocation of additional resources. Through the efficient and effective implementation of its processes, the college meets its goals for student learning and student achievement, achieves its goals and accomplishes the Board’s vision.



Goals

The trailer bill language for the 2018-2019 budget required California community colleges to establish goals that are aligned with those in the California Community Colleges Vision for Success. These goals must be of the same degree of ambition as those in the Vision for Success and have an end date of 2021-2022. Additionally, to develop the Student Equity Plan the college must set goals in several other areas in order to identify the equity gaps that plan is designed to close. The Accrediting Commission for Community and Junior Colleges (ACCJC) also requires colleges to select standards and goals in the areas of course completion, certificate completion, degree completion, and transfer. This section is designed to meet all of these institutional requirements.

Standards are the minimum level of performance that the institution will accept. If performance falls below a standard, the college will focus significant effort into getting back into compliance with the standard. Goals are targets for future institutional performance. These are aspirational in nature and the college focuses effort and allocates resources to achieve them.

The impact of the Camp Fire will significantly affect the goals that the college establishes for its performance. This fire destroyed Paradise and Concow, half of Magalia, and also impacted many of the unincorporated areas in the county. Approximately 12% of Butte College students were from Paradise or Magalia and another 7% were from unincorporated areas of Butte County. Additionally, based on a data match between the Camp Fire Structure Status map and student addresses for fall 2018, 871 students lost

their homes in the fire. For Day 1 of the spring 2019 semester, 752 fewer students were attending Butte College than were attending on Day 1 in spring 2018. This represents a decline of 7.2% from the previous semester. The scale of enrollment decline between spring 2018 and spring 2019 was similar – 7.4%. Additionally, according to the Butte County Office of Education, enrollment at Paradise Unified School District, which has set up sites across the county, has declined by 1,000 students – a reduction of 48%. There have been minor increases in other local school districts as some Paradise Unified parents have chosen to enroll their children in local schools rather than those established by Paradise Unified although these school districts have only a limited capacity to accept Paradise Unified students.

There is a county-wide housing shortage in Butte County. Prior to the fire, vacancy rates in Chico were around 1%. Additionally, many Paradise families are now occupying housing that was previously occupied by students. Approximately 30% of Butte College first-time freshmen come from outside the service area. The percentage of out-of-area students attending Chico State is even higher. Although the college and university are doing all they can to find housing for students, the difficulty finding housing will negatively impact the college's enrollments for fall 2019.

Rebuilding plans for Paradise and Magalia are proceeding slowly. This is driven by the magnitude of the loss as well as the need for the community to do detailed planning and fundraising to address infrastructure and safety issues prior to rebuilding. Given these factors, it is not anticipated that housing

stocks will significantly improve prior to the end of 2021-2022 reporting timeline for goal attainment.

Given these factors it is estimated that there will be a 10% loss in the number of students for Butte College from fall 2018 to fall 2019 and that this number will stabilize at that point for several years.

The California Community College System and Butte College are making a number of significant changes to core processes to improve completion. These include implementing AB 705 to eliminate under-placement in math and English, transitioning to a Guided Pathways model to clarify student journeys based on goals, and expanding the Promise Scholarship program to remove financial barriers to full-time enrollment. Additionally, the college is implementing an automated educational planning tool (Hobsons), increasing dual enrollment with local high schools, providing more distance education offerings, expanding programs to increase enrollment and support rebuilding, and

providing additional facilities to reduce bottlenecks in sciences and math.

The Educational Master Planning Committee analyzed major process and program changes that are projected to occur over the next couple of years, as well as the demographic changes resulting from the Camp Fire, to help it to establish its goals. The methodology for establishing goals was to project the impacts of the changes to core processes during the next three years for each indicator and, for those indicators directly impacted by headcount, to subtract the estimated Camp Fire percentage loss of students (10%) from these projections. 2016-2017 performance data is the baseline for the vision goals although the baseline for the equity goals is 2017-2018. **It is important to note that external factors over which the college has limited control will have a significant impact on the achievement of many of these goals.**



Patrick Christensen

Patrick Christensen is an accounting and business instructor and is currently the Chair for the Business Education Department. He has a B.S. and an M.B.A. both from the University of Utah and has taught at Butte College for 15 years. Patrick serves on the Butte College Foundation Board of Directors and was selected as "Educator of the Year" by the Chico Noon Rotary Club in 2017.

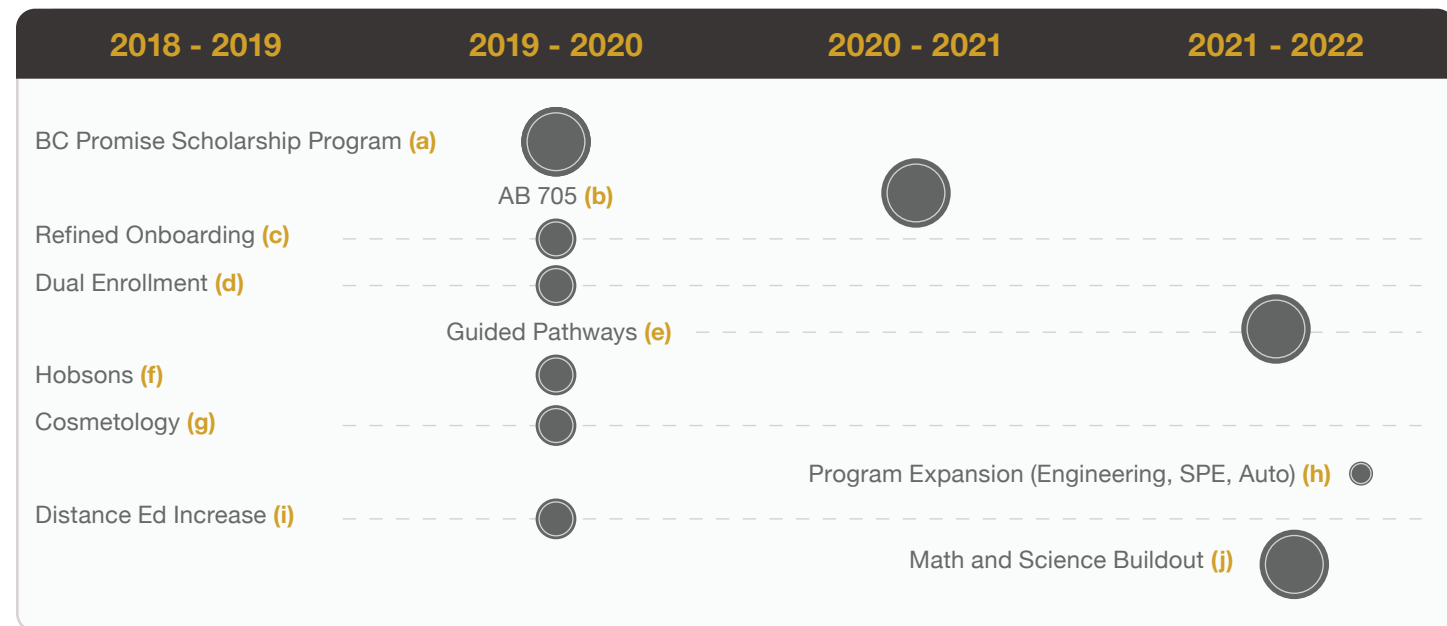


Virginia Lewis

Virginia Lewis of Chico was awarded Most Mature Graduate of 2019. She earned her associate of Arts Degree in Social and Behavioral Science at age 84.

DISTRICT DIRECTION WHAT WE WILL DO

Shown below are these process and program changes. Each change is shown with a year in which impacts of the change will materialize. The potential impact is shown with a circle that is sized based on the relative impact that the change could have on student achievement. A dashed line shows the timeline for scaling the intervention if the impacts will not all be felt at one time.



Goals and Standards

Given the process changes described above, this plan establishes the following goals and standards for the college. These standards are only changed as needed while the goals will be achieved by the end of 2021-2022.

1. Course Completion

- a. Standard: 70%
- b. 2017-2018 Performance: 74%
- c. Goal: 75%

2. Associates Degree

- (# students earning any type of degree)
- a. Standard: 1,000
- b. 2017-2018 Performance: 1,130

- c. Goal: 1,340 – an increase of approximately 10% from 2016-2017 baseline

3. Chancellor’s Office Approved Certificates

- (# of students earning a certificate)
- a. Standard: 450
- b. 2017-2018 Performance: 477
- c. Goal: 550 – an increase of approximately 10% from 2016-2017 baseline

4. Vision for Success Goal

- (# of students achieving a degree, certificate, or other completion)
- a. Standard: None
- b. 2017-2018 Performance: 1,394
- c. Goal: 1,620 – an increase of approximately 10% from 2016-2017 baseline

5. Transfers to UC and CSU

- (# of transfers using Chancellor’s Office Bucket Methodology)
- a. Standard: 900
- b. 2016-2017 Performance: 1,040. This is the latest data available.
- c. Goal: 1090 – an increase of approximately 5%.

6. Transfers to Any Four-Year University

- (# of transfers using Chancellor’s Office Bucket Methodology)
- a. Standard: 1,000
- b. 2016-2017 Performance: 1,249. This is the latest data available.
- c. Goal: 1.310 – an increase of approximately 5%.

7. Associates Degrees for Transfer

- (# of students earning a transfer degree)
- a. Standard: None
- b. 2017-2018 Performance: 304
- c. Goal: 340 – an increase of approximately 10%.

8. Career and Technical Education (CTE) Students Employed in a Field Closely Related to the Field of Study

- (from the Career and Technical Education Outcomes Survey (CTEOS))
- a. Standard: None
- b. 2015-2016 Performance: 74%
- c. Goal: 75%

9. Average Number of Units Accumulated by Associate Degree Earners

- a. Standard: None
- b. 2017-2018 Performance: 89
- c. Goal: 83 – a decrease of approximately 10%

10. Number of Students Earning Nine or More Career Education Units

- a. Standard: None
- b. 2017-2018 Performance: 14%
- c. Goal: 15%

11. Percent of Applicants Enrolling at Butte College

- a. Standard: None
- b. 2017-2018 Performance: 42%
- c. Goal: 46%

12. Retention (Fall to Spring)

- a. Standard: None
- b. 2017-2018 Performance: 65.5%
- c. Goal: 73% - an increase of 4.5% from baseline

13. Completion of Transfer English and Math within One Year

- a. Standard: None
- b. 2017-2018 Performance: 15%
- c. Goal: 40% - an increase of approximately 29% from baseline

Additionally, as part of the Student Equity Plan, strategies will be developed to close equity gaps for disproportionately impacted populations in the areas of access, retention, completion of math and English in one year, degree completion, certificate completion, and transfer.

The college’s goal for each disproportionately impacted group is to reduce the gap by 40% by 2021-2022 and to eliminate it entirely by 2026-2027.

DISTRICT DIRECTION WHAT WE WILL DO

BALANCED SCORECARD

Purpose

This document consolidates District standards and goals that must be provided to the Accrediting Commission for Community and Junior Colleges (ACCJC)*, goals integrated into the CCC Vision for Success, and locally developed key performance indicators. Data included here are reviewed and approved through the general governance process and presented annually to the Board of Trustees.

Description

This document is formatted into three parts – 1) Connection and Entry Outcomes, 2) Progress and Completion Outcomes, and 3) Program Outcomes. For each indicator there is: a description; the data source for the indicator (State Datamart – DM, Student Centered Success Metrics – SCSM, District – D, or Program – PM); current performance; standards - where these are required for accreditation; goals for 2021-22 (the period defined by the Vision for Success); and performance over the previous four years, where available. See notes for explanation of asterisks and highlights.

Indicator	Data	Current Performance, Standards and Goals		Past Performance			
		2017-18 Performance	2021-22 Standard Goal	2016-17 Performance	2015-16 Performance	2014-15 Performance	2013-14 Performance
Access - Enrollment Rate (Vision, EMP)	SCSM	42%	46%	45%	47%	46%	
Course Success - Fall							
Overall (ACCJC)	SCSM	74%	70%	75%	74%	72%	71%
Transfer/GE	DM	74%		75%	73%	72%	73%
CTE	DM	78%		79%	77%	75%	76%
Basic Skills	DM	56%		56%	56%	52%	57%
Distance Ed – All	DM	68%		67%	65%	63%	63%
Retention – Fall to Spring	SCSM	66%	73%	69%	68%	70%	
African American	SCSM	55%		67%	63%	61%	
American Indian	SCSM	58%		60%	59%	61%	
Asian	SCSM	72%		74%	74%	72%	
Hispanic	SCSM	66%		68%	69%	72%	
Hawaiian or Pac. Isl.	SCSM	68%		67%	69%	62%	
White	SCSM	65%		69%	68%	70%	
Financial Aid							
Pell Recipients -F*	DM	5,129		5,544	6,277	6,995	7,157
CA Promise Grant -F*	DM	8,290		8,799	9,549	10,279	10,389
Distance Education - Online							
Sections	D	314		234	202	203	171
Headcount	D	4,621		3,689	3,147	3,212	2,834
Enrollments	D	8,514		6,529	5,483	5,434	4,682
High School Enrollment							
Concurrent Student Headcount	D	676		674	510	497	549
Concurrent Student Enrollments	D	2,022		1,996	1,775	1,638	1,821
Dual Enrolled Student Headcount	D	151					
Dual Enrolled Enrollments	D	151					

Progress and Completion Outcomes

Indicator	Data	Current Performance, Standards and Goals		Past Performance			
		2017-18 Performance	2021-22 Standard Goal	2016-17 Performance	2015-16 Performance	2014-15 Performance	2013-14 Performance
Transfer Level Math and English Completion (EMP)							
English within 1 Year	SCSM	42%		37%	34%	33%	
Math within 1 Year	SCSM	19%		14%	12%	13%	
Both within 1 Year -F*	SCSM	15%	40%	11%	9%	10%	
African American	SCSM						
American Indian	SCSM						
Asian	SCSM	37%		23%	14%	20%	
Hispanic	SCSM	14%		10%	9%	10%	
Hawaiian or Pac. Isl.	SCSM						
White	SCSM	15%		10%	9%	10%	
Students Earning Awards (Vision, EMP)							
Degrees (Vision, EMP)	SCSM	1,130	1,000	1,340	1,230	1,214	1,138
AA/AS Degree -F*	SCSM	826		1,000	922	970	962
ADT Degree -F*	SCSM	304		340	308	244	176
CCCCO Certificates (Vision, EMP) -F*	SCSM	477	450	550	499	482	506
Low Unit Certificates	DM	829			885	694	742
							1,454
Vision Goal (Vision, EMP)							
Overall	SCSM	1,394	1,620	1,474	1,496	1,343	
African American	SCSM	31		26	31	42	
American Indian	SCSM	15		20	18	27	
Asian	SCSM	85		105	102	88	
Hispanic	SCSM	316		311	263	193	
Hawaiian or Pac. Isl.	SCSM						
White	SCSM	846		904	960	901	
Mean Units to Degree (Vision) -F*							
Overall	SCSM						
AA/AS Degree	SCSM						
ADT Degree	SCSM						
Transfer							
Four-Year Overall (Vision) -F*	SCSM		1,000	1,310	1,249	1,405	1,465
UC+CSU (Vision)	SCSM		900	1,090	1,040	1,079	1,075
Overall		928			951	1032	850
UC	UC	52			44	48	40
CSU	CSU	768			830	877	711
CSU, Chico	CSU	641			705	750	606
In-State Private	DM	17			13	23	25
Out-of-State	DM	91			64	84	74
							112
Progress and Completion Outcomes - CTE							
9 Unit CTE Completion -F*	SCSM	14%	15%	13%	13%	13%	
Licensure Pass Rates (ACCJC)							
Registered Nursing	PM	95%	80%	85%	84%	84%	92%
LVN	PM		85%	90%	90%	98%	87%
Respiratory Therapy	PM	77%	70%	80%	81%	76%	97%
Paramedic	PM	100%	75%	90%	83%	64%	88%
Cosmetology	PM		75%	85%	77%	95%	86%
Welding	PM	95%	85%	93%	95%	93%	92%
Secured Employment	SCSM					47%	45%
Job Closely Related to Field of Study	SCSM		75%			74%	71%
Overall Median Earnings	SCSM				\$23,438	\$21,960	\$20,330
Overall Median Earnings Change	SCSM				50%	57%	49%

STUDENT PROGRESSION AND COMPLETION MODEL

The Student Progression and Completion Model, shown below, defines the outcomes the college is attempting to obtain at each step in the student's progression through the college. It has four steps – Connection, Entry, Progress and Completion. The diagram shows the committees responsible for providing oversight for each step and each outcome. To maximize its effectiveness, the college's processes and organizational structure must be aligned with the outcomes.



Strategic Initiatives

The college's strategic initiatives provide the framework for refining and resourcing the core processes to improve outcomes. These Strategic Initiatives were developed in 2011 and the plans for implementing them are reviewed and refined each year. Additionally, in 2018 the college conducted a three-day Strategic Planning Retreat, that was open to the entire campus community, to refine its plans for implementing the initiatives. Almost 100 faculty, staff, and managers participated in this event.

1. Enhancing a Culture of Completion and Goal Achievement

Butte College provides a 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. This is accomplished through the design and implementation of completion-minded pathways and services. The college's faculty, instructional and support services, and schedule will be organized around student pathways and communities of interest designed to create a culture of inclusion, exploration, and contextualized instruction to build and maintain a robust community of completers.

2. Supporting Student, Faculty, and Staff Success

Butte College recognizes that student success depends on an increasingly diverse population

of students, faculty and staff working together to achieve a wide range of goals in a rapidly changing environment. The need to interact with each other to achieve our shared goals coupled with the evolving landscape of effective communication, provides the focus for our institutional efforts to support equitable student, faculty and staff success.

3. Using Data-Informed Processes for Continuous Improvement

At Butte College, processes are 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.

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.

5. Modeling Sustainability

Butte College embraces sustainability by engaging students, faculty, staff, and the community in dialogue and fostering sustainable practices and operations.

6. Enhancing a Culture of Inclusiveness

Butte College fosters community by actively promoting an environment that celebrates the uniqueness of each individual. The campus climate and its decision-making processes are characterized by diversity, equity, mutual respect, and inclusiveness.

2019-2020 Strategic Direction Development Process

The annual Strategic Direction is the current plan for implementing the Strategic Initiatives. It includes the Strategic Initiative as well as the tasks the college will accomplish to make the Strategic Initiatives a reality. The process used by the college to develop the 2019-2020 Strategic Direction included the following steps.

1. Strategic Planning Retreat

The process for developing the 2019-2020 Strategic Direction began with a Strategic Planning Retreat in January 2018. Almost 100 faculty, staff, and managers participated in this three-day event. At the retreat groups reviewed the Strategic Initiatives using a three-step process. The first step was to develop a practical vision for each initiative. The second step was to determine the obstacles that could prevent the college from attaining the practical vision, and the third step was to develop strategies to overcome the obstacles.

2. Educational Master Planning Committee Review and Refinement

After the Strategic Planning Retreat the Educational Master Planning Committee met throughout the spring 2018 semester to turn the results of the Strategic Planning Retreat into an actionable Strategic Direction for the college. After three lengthy meetings, the committee made the determination

that more time and focused effort was needed to complete this task.

3. Strategic Direction Summer Camp

This event, which was chartered by the Educational Master Planning Committee, lasted three full-days. The result of this work was the draft 2019-2020 Strategic Direction and eight current priorities for the college. These products, with minor refinements, were then approved by the Educational Master Planning Committee.

4. Strategic Direction Approval

After the Educational Master Planning Committee approval, the draft 2019-2020 Strategic Direction and eight priorities were approved through the college's general governance process.

The Strategic Direction is updated each year by the Educational Master Planning Committee and approved through the college's general governance process.



2019-2020 Strategic Direction

1 Enhancing a Culture of Completion and Goal Achievement

Butte College provides a 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.

This is accomplished through the design and implementation of completion-minded pathways and services. The college's faculty, instructional and support services, and schedule will be organized around student pathways and communities of interest designed to create a culture of inclusion, exploration, and contextualized instruction to build and maintain a robust community of completers.

A. Prepare High School Students for College by:

1. Collaborating with K-20 administrators, faculty, and counselors to:
 - » set appropriate student expectations
 - » align curriculum and pathways
 - » provide opportunities for students to earn college credits while in high school

B. Align Onboarding Processes With Pathways by: (Call to Action)

1. Integrating implementation of AB 705 with the

onboarding of students into pathways.

2. Informing faculty, staff and potential students, by program, how well students perform after completing at Butte College (e.g., transfer and in the labor force).
3. Marketing college transfer and career pathways.
4. Aligning Reg2Go, Orientation, and FYE with communities of interest.

C. Redesign Support for our Diverse Students by: (Supernatural Aids)

1. Developing and evaluating instruction and student support services to implement AB 705.
2. Establishing Guided Pathways curricular and support structures that will result in a culture of completion and achievement that is reinforced through advising, technology, and services.
3. Addressing information and digital literacy needs of students.
4. Promoting academic programs and pathways to help students make informed decisions.
5. Designing collaboration between counseling and instructional faculty to provide support that is aligned with student pathways and communities of interest.
6. Providing resources to maximize faculty accessibility to students.
7. Providing support to vulnerable student populations.

D. Support Student Progress and Completion by: (Dealing With Challenges and Temptations)

1. Disaggregating data to identify disproportionate impact and inform improvements in student

learning and student achievement.

2. Implementing Hobsons/Starfish Degree Audit and Educational Planning systems.
3. Collaborating with industry, external agencies, and other institutions of higher education to ensure that programs are relevant and meet the needs of transfer institutions and the labor market.
4. Informing and advising students on current Financial Aid opportunities and requirements.
5. Developing strategies for reducing the cost of college to students (e.g. lending library, OER, lending laptops, reducing material fees, Promise Scholarship Program, Foundation scholarships).
6. Developing centralized programs that help students meet basic needs and communicate resources to campus community (e.g. Roadrunner Hub).
7. Working to achieve goals for course success, retention, degree achievement, certificate completion, transfer, and credentialing.
8. Providing comparable support services for online students and students attending at off-campus centers.

E. Scheduling Strategically by: (Creating a Navigable Journey)

1. Developing a student-centered schedule that fosters completion of educational goals in a timely and efficient way.
2. Developing a unified scheduling process which includes program based technology and data solutions.
3. Maximizing the use of Student Education Plans,

enrollment and waitlist data to inform scheduling.

4. Offering more coherent and robust distance education.
5. Making progress towards long-range two-year program scheduling options through collaboration and organizational structure.

F. Support Workforce and Community Development by:

1. Continuing to implement the Strong Workforce Program.
2. Using advisory committees to ensure that programs provide the curriculum, skills and behaviors needed in the workforce.
3. Using national, state, regional, and local labor market data to leverage additional resources.
4. Conducting workforce training and support, that does not compete with existing courses or programs, through Contract Education, The Training Place, the Small Business Development Center, the Health Workforce Initiative, and other regional and state efforts.
5. Meeting community needs (e.g. Inmate Education and Community Partners in Education, Healthy Aging and Living).
6. Coordinating with educational partners (e.g. adult education programs, K-12, university) to effectively transition students to college, transfer and career pathways.
7. Providing activities and opportunities to engage students with employers and the community.

2 Supporting Student, Faculty, and Staff Success

Butte College recognizes that student success depends on an increasingly diverse population of students, faculty and staff working together to achieve a wide range of goals in a rapidly changing environment. The need to interact with each other to achieve our shared goals coupled with the evolving landscape of effective communication, provides the focus for our institutional efforts to support equitable student, faculty and staff success.

A. Increasing Student Engagement by:

1. Expanding the Student Ambassador Program and working to implement innovative processes to gain student input and feedback.
2. Encouraging students to invite, and administrators to attend student group meetings.
3. Creating a culture whereby students are expected to be partners in planning and recommendations as appropriate.
4. Using surveys and focus groups to identify and understand student perspectives.
5. Involving students in Flex workshops.

B. Evolving the Knowledge, Skills and Abilities of Faculty and Staff by:

1. Increasing participation in professional development that:
 - a. Orients employees to the institution
 - b. Enables employees to work effectively with diverse populations, including the “now” student

- c. Meets regulatory and safety requirements
 - d. Assists employees in using technology, data and tools to be effective and efficient
 - e. Enables employees to be effective in their jobs
2. Establishing an expectation that managers support employee professional development.
 3. Focusing the college on closing student equity gaps and meeting the needs of our demographically changing student population.
 4. Implementing Cornerstone to provide an electronic platform to deliver, manage, and track professional development.

C. Improving Collaborative Interactions by:

1. Providing mechanisms for open, constructive and protected communication.
2. Providing timely responses to feedback when possible.
3. Empowering employees to share their expertise in the design and implementation of procedures and processes.
4. Providing structured opportunities to enable faculty and staff to understand the institution, its departments, processes and priorities.
 - a. Creating opportunities for cross-campus low stakes interactions to create a collaborative community that supports access, equity, success and completion.
 - b. Developing processes to ensure that institutional and program changes are disseminated to appropriate stakeholders.
5. Holding critical conversations with the appropriate stakeholders about transformational activities related to college priorities (e.g. Guided

Pathways).

6. Keeping employees informed of proposed changes so they can provide constructive feedback.

D. Use Facilities, Technology, and Services to Support Student Success and Completion by:

1. Maintaining life-cycle replacement for computer labs, smart classrooms, and faculty and staff computers.
2. Supporting faculty, staff and students to effectively access and use technology.
3. Implementing the Measure J construction program.
4. Expanding the instructional schedule and support services to provide increased access to programs and services.
5. Expanding the transportation schedule to better support access, equity, success and completion for students (e.g. to access Library, CAS, CDC, classes, outlying centers).
6. Expanding Media Distance Learning capabilities to facilitate online course production.
7. Leveraging technology and improving processes for targeted messaging to students.

3 Using Data-Informed Processes for Continuous Improvement

At Butte College, processes are 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.

A. Optimize Organizational Processes by:

1. Ensuring that job descriptions meet current college needs.
2. In collaboration with bargaining units, ensuring that employee evaluation processes support institutional effectiveness.
3. Automating paper-driven processes.
4. Evaluating and improving time-intensive processes.
5. Providing institutional support and professional development to help departments, areas, and critical committees streamline processes.
6. Refining processes to align data entry with system requirements.
7. Improving effectiveness by streamlining the college’s committee structure
8. Developing, deploying, and maintaining a database for tracking committee membership and information.

B. Create Transparency and Mutual Understanding Across the Institution by:

1. Providing clear and aligned priorities at all levels of the institution.
2. Aligning reports and data to support the transition to program-thinking.
3. Evaluating and improving the unit planning process, including the feedback component to unit plan submitters.
4. Developing internal communication protocols for targeted messaging.
5. Structuring committee meetings to drive actions and outcomes.

(Continued on Following Page)

6. Disaggregating data to identify and address equity gaps across the institution.
7. Making data widely available and accessible, and provide training to support its effective use.

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.

A. Make Strategic Financial Decisions by:

1. Reducing costs through strategic procurement.
2. Considering the long-term impacts of funding decisions (TCO and ROI).
3. Evaluating and improving procurement processes to make them more responsive to program needs.
4. Providing necessary full-time faculty, support for part-time faculty, and staffing levels to enable the college to maximize student learning and student achievement.

B. Align Processes and Priorities With the new Funding Formula by:

1. Prioritizing process changes, activities and structures that demonstrate improvement in achievement metrics.
2. Supporting process changes, activities and structures that result in the closing of equity gaps.

3. Maintaining a focus on meeting established enrollment targets with an emphasis on access and support for underserved populations.
4. Informing and advising students on current financial aid opportunities and requirements.

C. Continue to Apply for and Manage Grants and/or Projects Aligned with College and Program Priorities by:

1. Considering the cost/benefit impact on the institution and its stakeholders.
2. Responding in a timely way that maximizes stakeholder awareness and opportunities for input.

D. Support the Butte College Foundation's Fundraising Priorities by:

1. Gaining resources to expand the Butte College Promise Scholarship Program to cover a second year and book costs.
2. Building additional fundraising capacity.

E. Work Collaboratively with the Chancellor's Office by:

1. Interacting, through existing channels, with the Chancellor's Office to shape decisions that will impact the college.
2. Advocating for changes to positively impact access, equity, success, and completion.

5 Modeling Sustainability

Butte College embraces sustainability by engaging students, faculty, staff, and the community in dialogue and fostering sustainable practices and operations.

A. Provide Professional Development for Faculty and Staff in the Area of Sustainability by:

1. Offering trainings and workshops related to sustainability.
2. Supporting campus events and advocacy related to sustainability.
3. Participating in local, regional and statewide planning and initiatives (e.g. City of Chico Sustainability Taskforce, Butte County, Advance Northstate).

B. Reduce the College's Carbon Footprint by:

1. Focusing on reducing single passenger commuting practices including collaboration with external agencies to provide public transportation.
2. Considering alternative energy production in new construction including storage.
3. Continuing to increase EV charging capacity on campus.

C. Demonstrate Environmental Stewardship Through Water Conservation by:

1. Xeriscaping to enhance the beauty of the campus through native plants and eco-grasses.
2. Focusing on campus water conservation and the elimination of water waste.

6 Enhancing a Culture of Equity and Inclusiveness

Butte College fosters community by actively promoting an environment that celebrates the uniqueness of each individual. The campus climate and its decision-making processes are characterized by diversity, equity, mutual respect, and inclusiveness.

A. Enhance Access to Equitable Student and Academic Services by:

1. Promoting access and equity to services at all sites.
2. Making employees aware of and accountable to the Butte College Values and Code of Ethics.
3. Leveraging organizational structure changes to provide the college with an integrated focus on diversity and equity.
4. Raising awareness of existing policies and procedures related to conduct, discrimination, and safety.
5. Establishing an incident response team to coordinate activities and messaging when incidents occur that could have a widespread impact on the real or perceived physical or mental well-being of students.

B. Diversify Staff and Faculty to Eliminate Equity Gaps by:

1. Working collaboratively with bargaining units to ensure that diversity and equity are a meaningful part of job descriptions and evaluation processes.

DISTRICT DIRECTION WHAT WE WILL DO

2. In collaboration with constituent groups, continuing to examine and improve hiring practices to remove barriers to equitable hiring outcomes that reflect the changing student population.
3. Revitalizing the EEO Advisory Committee.
4. Enhancing the effectiveness of hiring committees by providing comprehensive training to all committee members including, but not limited to: federal and state laws, the educational benefits of a diverse workforce, the elimination of bias in hiring decisions, and best practices for serving on a hiring committee.
5. Providing flexible strategies to mitigate the cultural taxation of faculty and staff with minoritized identities.

Strategic Direction Thematic Priorities

Below are the major themes the Educational Master Planning Committee established as it developed the 2019-2020 Strategic Direction. These themes represent the college's overarching priorities as it implements the 2019-2020 Strategic Direction. The college has directed departments to link augmentation requests with these themes as they conduct unit planning. Although numbered, the themes are not prioritized but are shown in the order in which they appear in the 2019-2020 Strategic Direction.

1. Implementing AB 705
2. Implementing Guided Pathways
 - a. Strategic Scheduling
 - b. Hobsons/Starfish
3. Closing Equity Gaps
4. Meeting Enrollment Targets
5. Meeting Student Achievement Goals
6. Fostering a Culture of Inclusiveness
7. Improving Processes
 - a. Data and Reporting
 - b. Internal Communications
8. Strengthening Professional Development



Kim Jones

Kim Jones has worked in Facilities Planning and Management at Butte College for over 30 years. She started in the front office as a student and worked her way up the organization as the Manager for Technical Services, Assistant Director, and, for the past five years, as Director. Kim's hard work and competence have been critical to the college's success during two bond-funded construction programs and in the response to two major fires that burned portions of the campus. Her competence and leadership are reflected by the consistently outstanding support her team provides to the college and its programs.



Malcom Dixon

Malcom Dixon is a Recruitment and Outreach Technician for the Welcome Center. He has a B.A. from CSU, Chico and has been with Butte College for four years. "Being a recruiter has taught me the importance of making connections on campus. My job description requires me to be on the road talking with prospective students. I like to build relationships with Butte faculty and staff to ensure I can send students to specific people when they need help." Malcom has been involved with Reg2Go, Summer Connection, Summer Bridge and the Students of Color Retreat. He is currently in the Butte College Leader Development Institute.



Moses Lopez

Moses Lopez is a Business Administration major transferring to UC Berkeley, entering their prestigious Haas School of Business. "I discovered on-line learning wasn't right for me because I missed the networking aspect of taking classes in person. Attending classes at Butte College was the right choice for me. Now I'm transferring to the Haas School of Business at UC Berkeley and I'm excited to see what the future holds!"



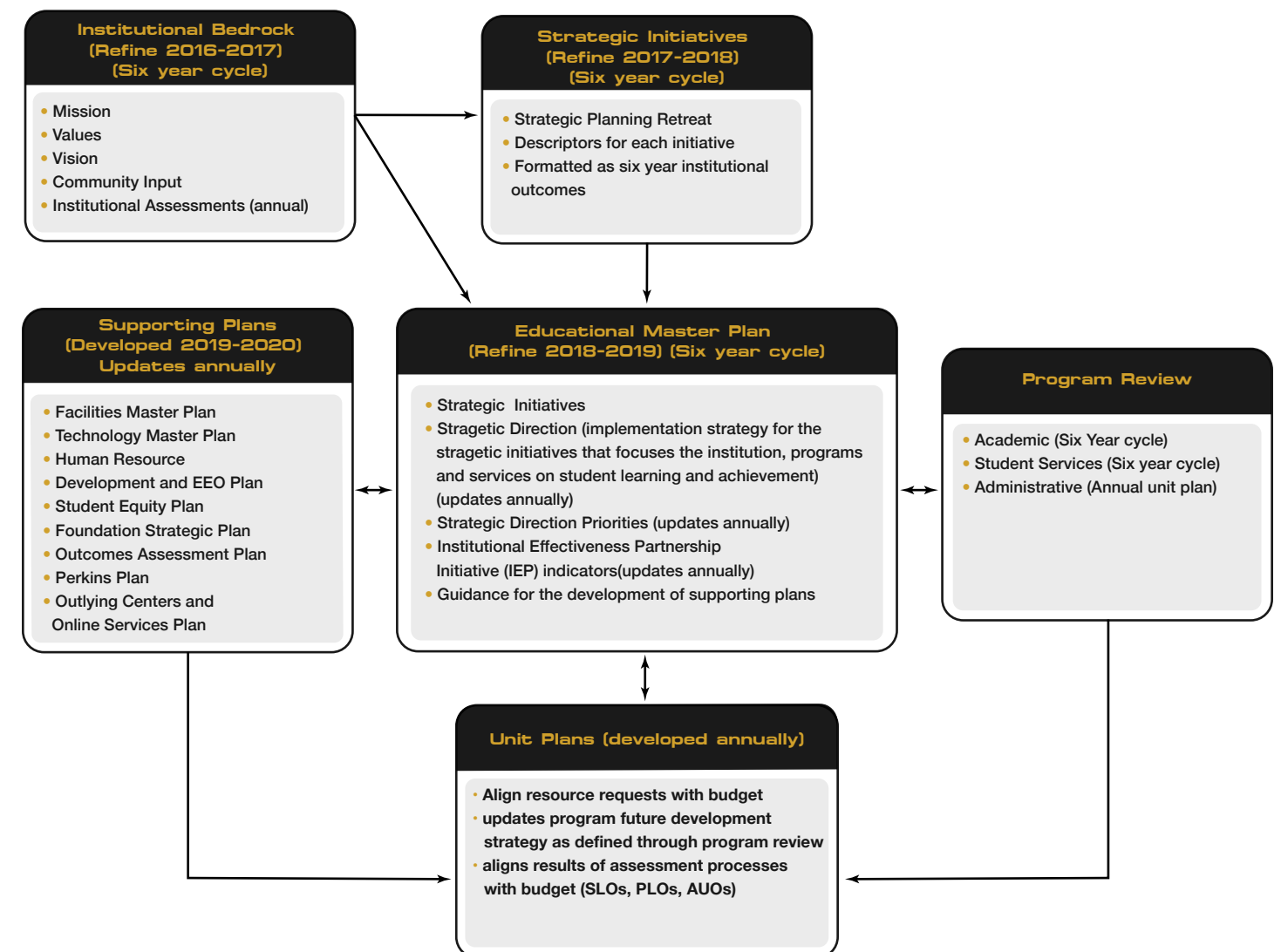
IMPLEMENTATION PROCESSES HOW WE WILL DO IT

Integrated Planning

The college conducts integrated planning to maintain and improve student learning and student achievement. Through this process, the college assesses, plans, prioritizes, and allocates resources. The integrated planning system has the following components: 1) the Multi-Year Integrated Planning Systems (MIPS) by which the college establishes its long-term strategy and priorities, 2) the annual Planning, Budgeting and Assessment (PBA) process by which the college refines its strategies, conducts unit planning, and allocates resources, 3) Program Planning which includes the process for establishing academic programs, assessing and improving program performance, and maintaining program viability, and 4) the Learning Outcomes Assessment process by which the college continuously assesses its courses and programs to ensure that students are learning.

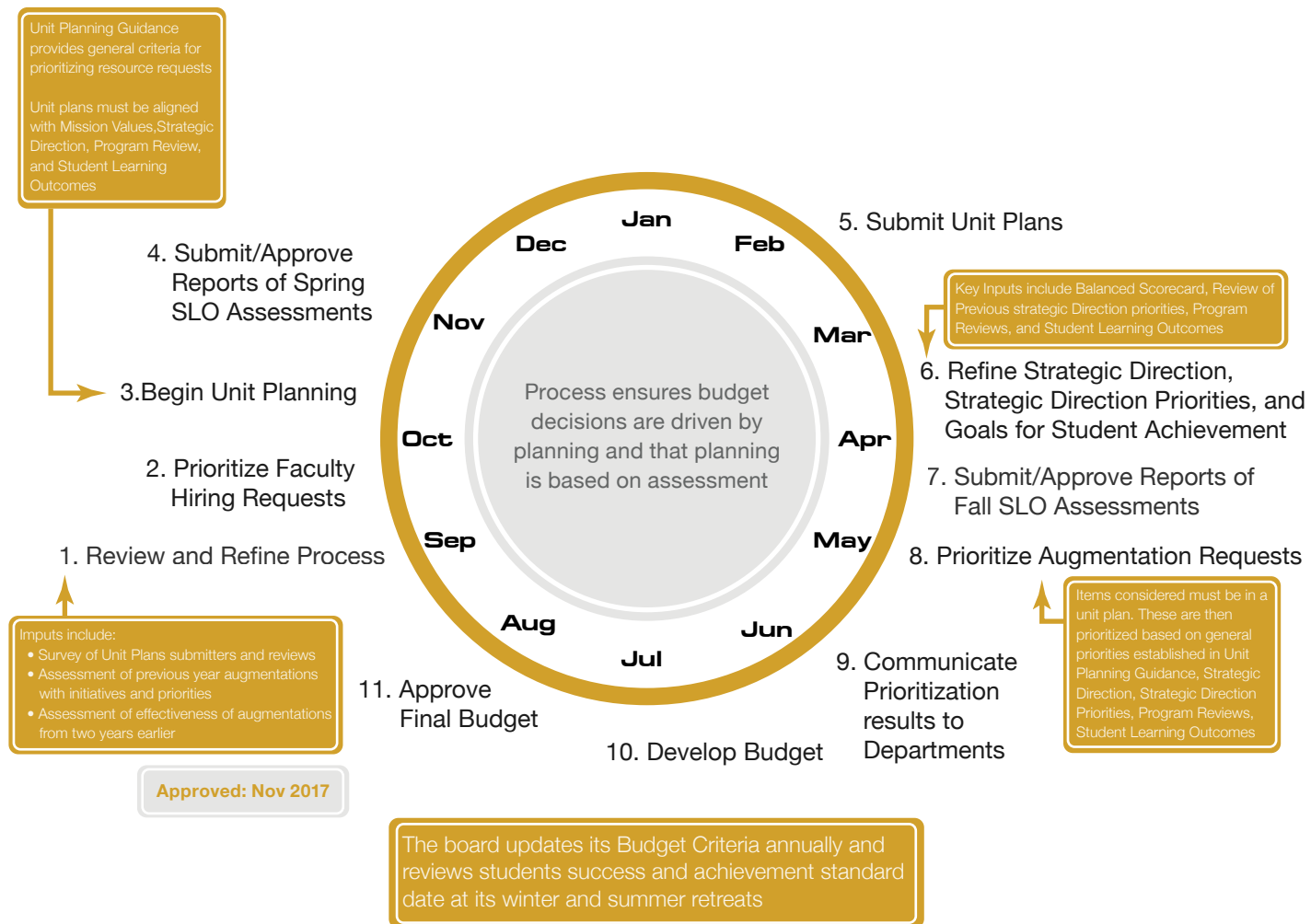
Multi-year Integrated Planning System (MIPS)

Through MIPS the college establishes and refines its institutional bedrock (mission, values, code of ethics, etc.), establishes Strategic Initiatives, and aligns it's various planning efforts (Educational Master Plan, Supporting Plans, Program Reviews, and Unit Plans) to implement the Strategic Initiatives. Program Reviews are conducted by academic and Student Services programs on a six year cycle. For administrative units, the annual unit plan serves as the program review. The results of Academic Program Reviews are discussed by the College Council and, as necessary, by the Program Research and Recommendations Committee.



IMPLEMENTATION PROCESSES HOW WE WILL DO IT

Planning, Budgeting, and Assessment (PBA) Process



The connection point between MIPS and PBA is the college’s Strategic Direction. The Strategic Direction is the current implementation strategy for the college’s Strategic Initiatives. Through the PBA Process, the Educational Master Planning Committee reviews and updates the Strategic Direction, Institutional Priorities, and Standards and Goals for Student Achievement each year. These are then approved by the college’s constituent groups with the Planning and Budget Committee arbitrating if agreement cannot be reached. Departments then conduct unit planning based on these items, student learning outcomes (SLOs) assessment, and student achievement results. After unit plans are completed, the deans and directors and then the vice presidents prioritize resource requests which are then consolidated into an institutional augmentation list by the President’s Leadership Team. The Planning and Budget Committee reviews this list and recommends refinements and ultimately inclusion into the college’s budget. The MIPS and PBA processes are evaluated and, if necessary, refined by the Planning and Budget Committee each year. The most current version of these processes may be found on the college’s Planning, Budgeting, and Assessment webpage.

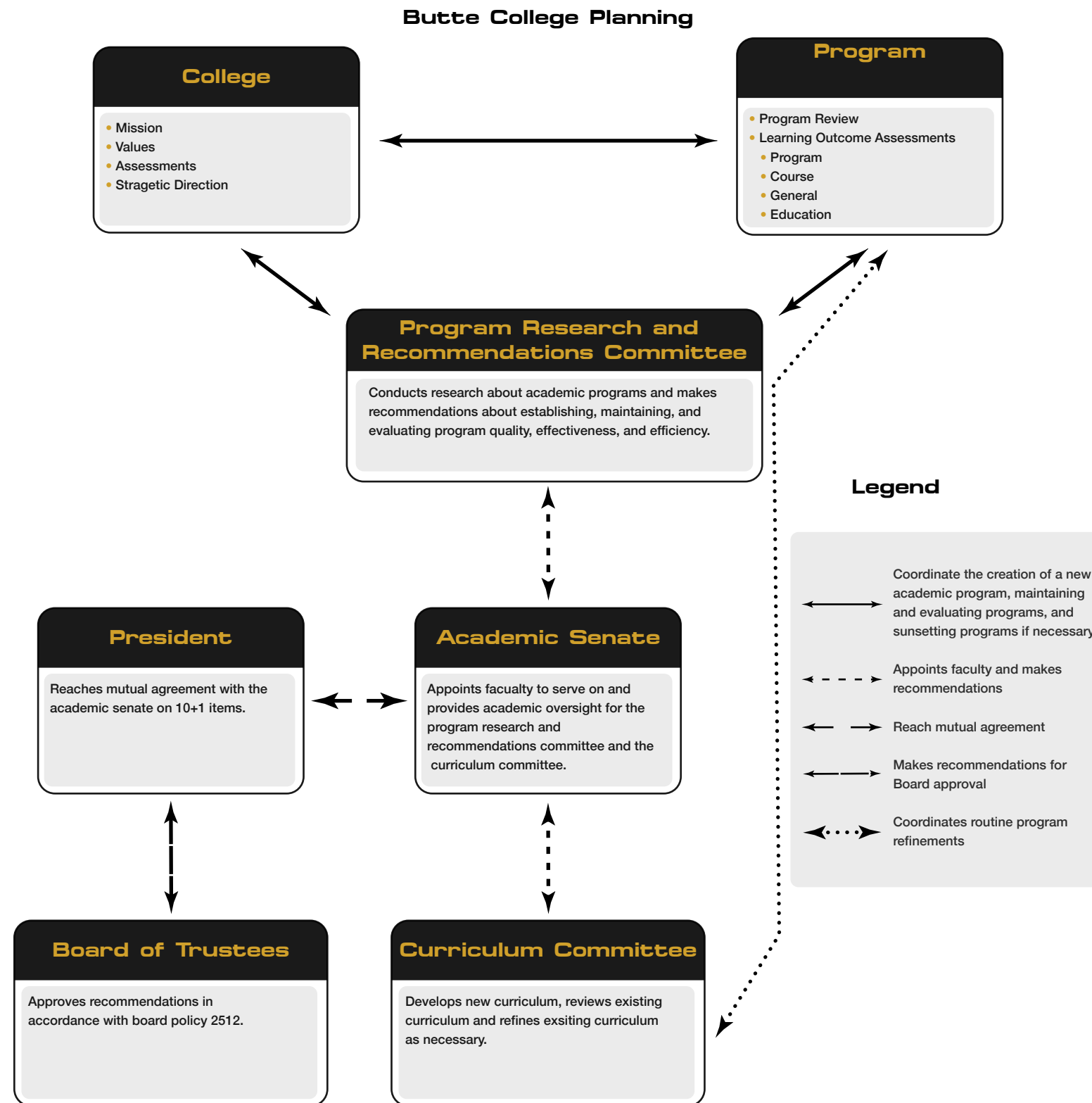
Program Planning

Students experience the college through its academic programs. The college has several mechanisms to provide coordinated processes for establishing academic programs, assessing and improving academic program performance, and maintaining academic program viability. These processes include the Program Research and Recommendations (PRR) Committee, the Curriculum Committee, and Program Review. Since educational program development and processes for program review are considered “academic and professional matters” the Academic Senate is a key partner in these processes and makes recommendations in these areas. Changes are made through mutual agreement between the Academic Senate and the Board of Trustees through the Superintendent/ President.

The purpose of the Program Research and Recommendations (PRR) Committee is to provide information to the President and, ultimately, the Board of Trustees to assist them in making decisions to establish, maintain, and evaluate program quality, effectiveness, and efficiency. The membership of this committee is designed to enable it to accomplish its objective. The PRR Committee consults closely with the Curriculum Committee and its Technical Review Committee as it takes action. These actions may include the establishment of a new program, the continuation or continuance with qualifications of an existing program, or program discontinuance.

Program Reviews are conducted by academic and Student Services programs on a six year cycle. The academic program reviews are scheduled by the Office of Instruction and include a self-evaluation, an external review, and a curriculum review. Student Services program reviews are scheduled by the Vice President for Student Services. For administrative units the annual unit plan serves as the program review. Academic and Student Services programs provide a presentation on the outcomes of their program reviews to College Council approximately one year after completing the process. The purpose of this presentation is to track the progress that programs and the college have made to ensure that the recommendations resulting from program review are implemented to the maximum possible extent. Academic Program Reviews are also discussed by the Program Research and Recommendations Committee as necessary. Program Reviews in other areas are discussed by the leadership team in that area.

The chart to the right shows the College's academic program planning processes along with the coordination processes between groups involved in the processes. As shown on the chart, the roles of the PRR Committee, the Academic Senate, and the Curriculum Committee are central to the program planning effort.



Student Learning Outcomes Assessment

Student Learning Outcomes (SLOs) are defined for each academic program (to include general education), course and Student Services program. Academic program and course SLOs are developed and refined through the curriculum process while Student Services SLOs are defined by the service providers. Program and course SLOs are aligned and departments are responsible to ensure that each program SLO is assessed every seven years as a minimum. Assessment of academic program and course SLOs occurs in two ways – by each faculty member during the semester and documented through brief reflections that are submitted with grades, and alignment of graded elements with course SLOs. These lead to a department dialogue that occurs each semester, must cover each program SLO during a seven year cycle, and results in improvements to teaching and learning. Additionally, programs supplement these assessments using a variety of strategies based on program content. Required improvements are included in the annual unit planning process. Student Services and Administrative Unit Outcomes are defined, assessed, and evaluated on a cycle defined by the programs that ensures that each outcome is assessed at the appropriate frequency but at least once every seven years. The results of the Student Services SLO assessment and Administrative Unit Outcomes assessment are captured in the college's Outcomes Repository.

Outcomes Assessment Process

Institutional Learning Outcomes (ILOs)

Establish: Academic and Professional Matters (10+1) process

Assess: Various means based on ILO. These include CCSSE, Advisory Committee, portfolios, and others

Dialogue and Changes: Institution and departments review results and make refinements

Student Services Student Learning Outcomes)
Establish: Students Services Managers
Assess/Dialogue/Changes: Based on cycles defined in Outcomes Assessment Module and during Program Review

General Education Student Learning Outcomes Establish:
By SLO Committee
Assess/Dialogue submitted with grades, department dialogue based on schedule defined by departments and documented by departments on College SLO page

Diagree and Certificated Student Learning Outcomes Establish:
As programs SLOs during curriculum development and review
Assess/Dialogue/Changes: Brief reflections submitted with grades, department and documented by departments on College SLO page

Administrative Unit Outcomes Establish: Adminstrative unit managers
Assess/Dialogue/Changes: Based on cycles defined in Outcomes Assessment Module and during annual unit planning

Course Student Learning Outcomes
Establish: During currirculum development Assess/Dialogue/Changes: Brief reflections submitted with grades, ailightment of graded elements with SLOs, department dialogue based on schedule defined by departments and documented by departments on College SLO page



This section of the Plan provides additional data related to Butte College and its service area.

Forecast Population by Community

The Butte County Association of Governments forecast local community population trends. The latest forecast was conducted prior to the Camp Wildfire. Although the results are provided, it is unknown how long it will take for Paradise and surrounding communities to recover. Furthermore, the long term population impact of the migration of people from Paradise to other communities in Butte County is not known.

Location	Year			
	2014	2020	2030	2040
Biggs	1,684	2,096	3,195	3,967
Chico	88,389	93,603	110,552	126,009
Gridley	6,739	8,515	12,381	15,020
Oroville	15,980	18,673	26,928	30,816
Paradise	26,109	27,192	29,547	31,347
Unincorporated	83,415	90,398	102,931	112,183
Grand Total	222,316	240,777	285,534	319,342

Source: Butte County Association of Governments

Forecast Change in Annual High School Graduates

See "Who We Serve" Section of this plan for discussion of findings

	Actual	Projected										
	2016-17	2017-18	2018-2019	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Butte County	0%	1%	5%	0%	5%	4%	2%	12%	9%	6%	6%	15%
Glenn County	0%	-16%	2%	-4%	-1%	-4%	8%	12%	-8%	9%	1%	2%

Source: CA Department of Finance - Demographic Research Unit

Forecast Change in Annual K-12 School Enrollment

See "Who We Serve" Section of this plan for discussion of findings

	Actual	Projected										
	2017-18	2018-19	2019-2020	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
Butte County	0%	1%	1%	2%	3%	3%	4%	4%	4%	5%	5%	
Glenn County	0%	1%	1%	1%	0%	0%	-1%	-2%	-1%	-2%	-2%	

Source: CA Department of Finance - Demographic Research Unit

Largest Employers

The California Department of Labor provides listings of some of the largest employers in California by county. Although the list isn't exhaustive, it does provide some insight into some of the larger industries and their participants in a region. Educational institutions and medical service providers are some of the largest employers in Butte County. Agriculture and Food products employ a larger proportion of Glenn County workers.

Butte County

Name of Employer	Services Offered	Location	# Employed
Butte College	School-Universities & Colleges/Academic	Oroville	1,000-4,999
California State University Chico	School-Universities & Colleges/Academic	Chico	1,000-4,999
Enloe Medical Center	Hospitals	Chico (Esplanade)	1,000-4,999
Pacific Coast Producers	Canning (MFRS)	Oroville	1,000-4,999
Enloe Medical Center	Hospitals	Chico (Cohasset)	500-999
Feather River Hospital	Hospitals	Paradise	500-999
Lifetouch	Photographers-Portrait	Chico	500-999
Lodge at Feather Falls	Casino	Oroville	500-999
YRC	Trucking-Motor Freight	Chico	500-999
Behavioral Health Dept.	County Government-Public Health Programs	Chico	250-499
Bettendorf Trucking	Trucking	Oroville	250-499
Build.com	Online Retailer	Chico	250-499
Butte Community Insurance Agency	Insurance	Chico	250-499
Butte County Behavioral Health	Government Offices-Community	Chico	250-499
Butte County Social Welfare	County Government-Social/Human Resources	Oroville	250-499
County Sheriff	Sheriff	Oroville	250-499
Enloe Homecare & Hospice SVC	Home Health Service	Chico	250-499
Enloe Rehabilitation Center	Rehabilitation Services	Chico	250-499
Gold Country Casino	Casino	Oroville	250-499
National Heritage Insurance Company	Insurance-Health & Accident	Chico	250-499
Northern California Homes	Real Estate	Paradise	250-499
Rabobank	Banks	Chico	250-499
United Healthcare	Business Services NEC	Chico	250-499
Walmart	Department Store	Chico	250-499
Walmart	Department Store	Oroville	250-499
Wil-ker-son Ranch and Packing Company	Fruits & Vegetables-Growers & Shippers	Gridley	250-499

Glenn County

Name of Employer	Services Offered	Location	# Employed
Johns Manville	Building Materials-Manufacturers	Willows	250-499
Rumiano Cheese Factory	Cheese Processors (MFRS)	Willows	100-249
Sierra Nevada Cheese Co.	Cheese	Willows	100-249
Walmart Supercenter	Department Stores	Willows	100-249
Erick Nielsen Enterprises Inc	Agricultural Consultants	Orland	100-249
Child Protective Svc	County Government-Social/Human Resources	Willows	100-249
Glenn County Emergency Svc	County Government-Social/Human Resources	Willows	100-249
Glenn County Health & Welfare	County Government-Social/Human Resources	Willows	100-249
Sunsweet Dryers	Fruits-Dried (WHLS)	Orland	100-249
Glenn County Human Resource	Government Offices-County	Willows	100-249
Glenn County Sheriffs Civil Dv	Sheriff	Willows	100-249
Glenn County Medial Ctr	Physicians & Surgeons	Willows	100-249
Glenn Medical Ctr	Hospitals	Willows	100-249
Glenn County Planning & Pubc	Government Offices-County	Willows	50-99
Glenn-Colusa Irrigation Dist	Irrigation Companies	Willows	50-99
Head Start	Child Care Service	Orland	50-99
Land O'Lakes	Cheese Processors (MFRS)	Orland	50-99
Lassen Land Co	Farm Mgmt. Service	Orland	50-99
Mill Street	Schools	Orland	50-99
Murdock Elementary School	Schools	Willows	50-99
Olson Meat Co	Meat-Retail	Orland	50-99
Sun Bridge Ctr of Willows	Nursing & Convalescent Homes	Willows	50-99
Department of Child Family Svc	Government- Individual/Family Social Svcs	Orland	50-99
Glenn County Mental Health	Government Offices-County	Willows	50-99
Glenn County Office-Emergency	Department Store	Willows	50-99

Largest Occupations - Butte County

See “Who We Serve” Section of this plan for discussion of findings. The table also shows, in yellow, those careers that require at least some college training.

Occupation Title	Annual Average Employment		% Change	Median Hourly Wages	Education Requirement
	2017	2022			
Personal Care Aides	4,357	5,592	28%	\$11.30	HS diploma or equivalent
Combined Food Preparation and Serving Workers, Including Fast Food	2,984	3,358	13%	\$11.00	No formal ed. credential
Registered Nurses	2,397	2,734	14%	\$40.80	Bachelor's degree
Retail Salespersons	2,596	2,715	5%	\$12.10	No formal ed. credential
Cashiers	2,392	2,383	0%	\$11.50	No formal ed. credential
Postsecondary Teachers	2,081	2,225	7%	\$30.00	Doctoral or professional degree
Office Clerks, General	1,751	1,855	6%	\$14.40	HS diploma or equivalent
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	1,674	1,784	7%	\$11.50	No formal ed. credential
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	1,621	1,653	2%	\$16.60	HS diploma or equivalent
Teacher Assistants	1,425	1,536	8%	\$14.10	Some college, no degree
Stock Clerks and Order Fillers	1,400	1,497	7%	\$11.50	HS diploma or equivalent
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,322	1,488	13%	\$12.20	No formal ed. credential
Waiters and Waitresses	1,326	1,442	9%	\$11.40	No formal ed. credential
Customer Service Representatives	1,113	1,246	12%	\$17.00	HS diploma or equivalent
General and Operations Managers	1,075	1,188	11%	\$35.60	Bachelor's degree
Cooks, Restaurant	1,088	1,185	9%	\$11.60	No formal ed. credential
Elementary School Teachers, Except Special Education	1,052	1,161	10%	\$26.20	Bachelor's degree
Nursing Assistants	961	1,075	12%	\$14.50	Postsecondary nondegree award
Laborers and Freight, Stock, and Material Movers, Hand	897	1,026	14%	\$13.40	No formal ed. credential
Construction Laborers	936	1,000	7%	\$15.00	No formal ed. credential
Social and Human Service Assistants	904	994	10%	\$16.80	HS diploma or equivalent
Bookkeeping, Accounting, and Auditing Clerks	950	982	3%	\$18.50	Some college, no degree
Maids and Housekeeping Cleaners	958	917	-4%	\$11.30	No formal ed. credential
Landscaping and Groundskeeping Workers	850	906	7%	\$12.80	No formal ed. credential
First-Line Supervisors of Office and Administrative Support Workers	842	891	6%	\$23.00	HS diploma or equivalent
Maintenance and Repair Workers, General	808	891	10%	\$17.00	HS diploma or equivalent
Cooks, Fast Food	891	891	0%	\$11.00	No formal ed. credential
First-Line Supervisors of Retail Sales Workers	875	885	1%	\$15.60	HS diploma or equivalent
Childcare Workers	873	791	-9%	\$10.70	HS diploma or equivalent
Insurance Sales Agents	534	696	30%	\$24.90	HS diploma or equivalent
Medical Secretaries	607	669	10%	\$16.10	HS diploma or equivalent
Receptionists and Information Clerks	591	628	6%	\$13.40	HS diploma or equivalent
First-Line Supervisors of Food Preparation and Serving Workers	564	622	10%	\$12.80	HS diploma or equivalent
Carpenters	611	610	0%	\$15.00	HS diploma or equivalent
Light Truck or Delivery Services Drivers	546	593	9%	\$15.80	HS diploma or equivalent
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	530	591	11%	\$21.60	HS diploma or equivalent
Counter and Rental Clerks	557	586	5%	\$12.70	No formal ed. credential
Substitute Teachers	531	577	9%	\$16.30	Bachelor's degree
Packaging and Filling Machine Operators and Tenders	545	575	5%	\$14.90	HS diploma or equivalent
Heavy and Tractor-Trailer Truck Drivers	519	518	0%	\$18.40	Postsecondary nondegree award
Bartenders	484	505	4%	\$12.60	No formal ed. credential
Police and Sheriff's Patrol Officers	470	502	7%	\$39.40	HS diploma or equivalent
Accountants and Auditors	451	494	10%	\$26.80	Bachelor's degree
Medical Assistants	433	481	11%	\$15.10	Postsecondary nondegree award
Plumbers, Pipefitters, and Steamfitters	391	475	22%	\$16.40	HS diploma or equivalent
Hairdressers, Hairstylists, and Cosmetologists	438	473	8%	\$11.90	Postsecondary nondegree award
Secondary School Teachers, Except Special and Career/Technical Education	405	472	17%	\$35.30	Bachelor's degree
Sales Representatives, Services, All Other	420	458	9%	\$19.30	HS diploma or equivalent
Licensed Practical and Licensed Vocational Nurses	427	448	5%	\$26.30	Postsecondary nondegree award
Automotive Service Technicians and Mechanics	450	448	-1%	\$17.70	Postsecondary nondegree award

Largest Occupations – Regionally

See “Who We Serve” Section of this plan for discussion of findings. The table also shows, in yellow, those careers that require at least some college training.

Occupation Title	Annual Average Employment		% Change	Median Hourly Wages	Education Requirement
	2017	2022			
Personal Care Aides	9,802	12,551	28%	\$11.30	HS diploma or equivalent
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	7,001	7,621	9%	\$11.90	No formal ed. credential
Cashiers	6,998	7,084	1%	\$11.50	No formal ed. credential
Combined Food Preparation and Serving Workers, Including Fast Food	6,215	6,808	10%	\$11.20	No formal ed. credential
Retail Salespersons	6,146	6,554	7%	\$12.20	No formal ed. credential
Registered Nurses	5,041	5,639	12%	\$43.30	Bachelor's degree
Office Clerks, General	4,601	4,758	3%	\$15.20	HS diploma or equivalent
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3,948	3,955	0%	\$16.50	HS diploma or equivalent
Teacher Assistants	3,519	3,615	3%	\$14.10	Some college, no degree
Stock Clerks and Order Fillers	3,259	3,467	6%	\$11.70	HS diploma or equivalent
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	3,127	3,412	9%	\$13.10	No formal ed. credential
Postsecondary Teachers	3,101	3,364	8%	\$30.90	Doctoral or professional degree
General and Operations Managers	3,073	3,342	9%	\$37.60	Bachelor's degree
Elementary School Teachers, Except Special Education	3,256	3,331	2%	\$32.20	Bachelor's degree
Laborers and Freight, Stock, and Material Movers, Hand	2,906	3,250	12%	\$13.40	No formal ed. credential
Waiters and Waitresses	2,890	2,996	4%	\$11.80	No formal ed. credential
Heavy and Tractor-Trailer Truck Drivers	2,980	2,996	1%	\$18.70	Postsecondary nondegree award
Bookkeeping, Accounting, and Auditing Clerks	2,846	2,877	1%	\$17.70	Some college, no degree
First-Line Supervisors of Retail Sales Workers	2,566	2,647	3%	\$15.60	HS diploma or equivalent
Maintenance and Repair Workers, General	2,416	2,608	8%	\$17.60	HS diploma or equivalent
Landscaping and Groundskeeping Workers	2,439	2,598	7%	\$12.80	No formal ed. credential
Construction Laborers	2,456	2,580	5%	\$14.70	No formal ed. credential
Maids and Housekeeping Cleaners	2,553	2,469	-3%	\$11.30	No formal ed. credential
First-Line Supervisors of Office and Administrative Support Workers	2,298	2,394	4%	\$23.40	HS diploma or equivalent
Customer Service Representatives	2,109	2,355	12%	\$16.50	HS diploma or equivalent
Cooks, Restaurant	2,121	2,220	5%	\$12.40	HS diploma or equivalent
Nursing Assistants	1,844	2,103	14%	\$14.60	Postsecondary nondegree award
Cooks, Fast Food	1,930	1,879	-3%	\$11.20	No formal ed. credential
Childcare Workers	2,110	1,877	-11%	\$11.00	HS diploma or equivalent
Farmers, Ranchers, and Other Agricultural Managers	1,746	1,835	5%	\$15.30	HS diploma or equivalent
Substitute Teachers	1,696	1,727	2%	\$18.20	Bachelor's degree
Social and Human Service Assitants	1,558	1,715	10%	\$16.00	HS diploma or equivalent
Carpenters	1,799	1,715	-5%	\$15.20	HS diploma or equivalent
Light Truck or Delivery Services Drivers	1,575	1,671	6%	\$15.70	HS diploma or equivalent
Secondary School Teachers, Except Special and Career/Technical Education	1,608	1,651	3%	\$33.60	Bachelor's degree
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	1,391	1,528	10%	\$22.50	HS diploma or equivalent
Receptionists and Information Clerks	1,421	1,519	7%	\$13.90	HS diploma or equivalent
Medical Secretaries	1,384	1,506	9%	\$15.90	HS diploma or equivalent
Correctional Officers and Jailers	1,491	1,503	1%	\$35.80	HS diploma or equivalent
Medical Assistants	1,333	1,481	11%	\$15.30	Postsecondary nondegree award
Forest and Conservation Technicians	1,440	1,478	3%	\$16.60	Associate degree
Middle School Teachers, Except Special and Career/Technical Education	1,421	1,475	4%	\$34.90	Bachelor's degree
Insurance Sales Agents	1,185	1,464	24%	\$22.20	HS diploma or equivalent
Police and Sheriff's Patrol Officers	1,311	1,421	8%	\$41.50	HS diploma or equivalent
Accountants and Auditors	1,305	1,404	8%	\$27.60	Bachelor's degree
First-Line Supervisors of Food Preparation and Serving Workers	1,261	1,343	6%	\$13.30	HS diploma or equivalent
Managers, All Other	1,246	1,343	8%	\$20.00	Bachelor's degree
Automotive Service Technicians and Mechanics	1,330	1,324	0%	\$18.90	Postsecondary nondegree award
Counter and Rental Clerks	1,275	1,309	3%	\$13.50	No formal ed. credential
Hairdressers, Hairstylists, and Cosmetologists	1,183	1,253	6%	\$11.90	Postsecondary nondegree award

Butte College Student Gender

The percentage of male students at Butte College has decreased over the last six years. However, the percentage is not as low as it was in fall 2005 when it dropped to 41%.

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Female	52%	51%	51%	52%	52%	53%
Male	48%	48%	48%	47%	46%	46%

Butte College Student's Last High School of Attendance

This information shows, by county, the location of the high schools from which our first-time freshmen (age 19 and under) graduated. Three years of information are shown for fall 2016, fall 2017 and fall 2018. A significant number of students come to Butte College from adjoining counties, the Bay Area, and other urban and rural areas.

County	Fall 2016	Fall 2017	Fall 2018
Butte	1,051	998	1,048
Unknown or Out-of-State	189	236	210
Glenn	176	168	178
Tehama	128	113	99
Sutter	58	77	59
Colusa	37	55	51
Contra Costa	20	18	22
Nevada	14	18	21
Shasta	16	11	19
Del Norte	2	6	17
El Dorado	11	5	16
Placer	8	17	15
Lake	5	10	14
Sonoma	5	9	13
Alameda	12	12	12
Humboldt	15	13	12
Other	191	148	152
Grand Total	1,938	1,914	1,958

Largest Disciplines

This table shows Butte College's programs by department chair. On the basis of enrollments, Mathematics is the largest program followed by Special Education, and Social and Behavioral Sciences. These relative program sizes have been stable for years. However, with recently legislated and implemented basic skills educational reform, it is likely that the number of enrollments in Mathematics and English will decrease.

Chair	Enrollments		FTES		Sections	
	#	%	#	%	#	%
Admin of Justice & Fire Tech	1,736	2.0%	169	1.6%	48	1.4%
Agriculture	1,545	1.8%	234	2.3%	60	1.8%
Arts	3,057	3.6%	435	4.2%	153	4.6%
Automotive Technology	802	0.9%	142	1.4%	45	1.4%
Biology	2,458	2.9%	472	4.6%	99	3.0%
Business Comp Info Systems	1,248	1.5%	116	1.1%	63	1.9%
Business Education	3,971	4.7%	426	4.1%	135	4.1%
Career Life Planning & IDST	1,018	1.2%	54	0.5%	154	4.6%
Center for Academic Success	7,029	8.3%	67	0.7%	8	0.2%
Cmptr Sci Design/Sustain Tech	1,338	1.6%	223	2.2%	67	2.0%
Communication Studies	3,072	3.6%	307	3.0%	131	3.9%
Cosmetology & Barbering	352	0.4%	180	1.7%	79	2.4%
Digital Art & Design	2,120	2.5%	246	2.4%	109	3.3%
Emergency Med Services	645	0.8%	143	1.4%	30	0.9%
English & Journalism	4,808	5.7%	480	4.7%	186	5.6%
Environmental Horticulture	372	0.4%	53	0.5%	19	0.6%
First Year Experience	1,383	1.6%	138	1.3%	52	1.6%
Food & Nutrition	1,599	1.9%	165	1.6%	51	1.5%
Foreign Languages	1,082	1.3%	139	1.4%	72	2.2%
Health, Kinesiology, Athletics	5,617	6.6%	569	5.5%	272	8.2%
Honors	51	0.1%	5	0.0%	5	0.2%
DSPS	162	0.2%	8	0.1%	6	0.2%
Language Ed. & Development	2,433	2.9%	238	2.3%	136	4.1%
Library Sciences	34	0.0%	1	0.0%	3	0.1%
Mathematics	7,676	9.0%	993	9.6%	246	7.4%
Nursing Programs	1,811	2.1%	351	3.4%	81	2.4%
Physcial Sciences	3,117	3.7%	598	5.8%	131	3.9%
Public Safety Ed & Train Ctr	561	0.7%	431	4.2%	19	0.6%
Respiratory Care	356	0.4%	105	1.0%	36	1.1%
Social & Behavioral Sciences	5,652	6.6%	569	5.5%	203	6.1%
Sociocultural Studies	7,378	8.7%	740	7.2%	244	7.4%
Support, Human Services	1,918	2.3%	194	1.9%	70	2.1%
Welding	1,304	1.5%	268	2.6%	86	2.6%
Special Education	7,301	8.6%	1,034	10.0%	219	6.6%
Grand Total	85,006	100%	10,293	100%	3,318	100%

Student Educational Goals

Nearly half of Butte College students are working towards the goal of transferring with a degree, while another 13% hope to transfer without a degree. Overall, about 20% of students are working towards a terminal Associates Degree. About 9% of students have the goal of improving their vocational skillset without obtaining a degree (Licensing Requirements, Prep for a New Career, Update Job Skills, or Vocational Cert w/o Transfer). Only 4% of students are undecided.

	17 and under	18-20	21-24	25-29	30-49	50+	Unknown	Total	% of Total
AA/AS w/o Transfer	118	684	475	439	578	93		2,387	20%
Educational Development	21	27	36	25	54	50		213	2%
Formulate Career Interest	17	38	18	17	13	4		107	1%
Improve Basic Skills	13	30	38	39	91	172	1	384	3%
Licensing Requirements	5	19	22	20	15	15		96	1%
Meet 4-yr college reqs	36	95	94	27	26	3		281	2%
Move from Noncred to Cred	1	1		2	2			6	0%
Obtain H.S. Diploma/GED	68	20	3	2	7	1		101	1%
Prepare for a New Career	12	51	58	36	52	17		226	2%
Transfer with AA/AS	395	2,595	1,284	601	548	78		5,501	46%
Transfer without AA/AS	91	629	345	148	135	11		1,359	11%
Uncollected		3	5	9	23	17		57	0%
Undecided	96	19	11	50	137	143		456	4%
Update Job Skills	8	10	21	38	109	41		227	2%
Vocational Cert w/o Transfer	22	167	97	87	127	30		530	4%
Vocational Dgr w/o Transfer	1	10	5	6	8	2		32	0%
Left Blank	1			3		1		5	0%
Totals	905	4,398	2,512	1,546	1,928	678	1	11,968	100%



