

BUTTE COLLEGE 2025-28 STUDENT EQUITY PLAN

EXECUTIVE SUMMARY

Student groups with disproportionate impact (DI) and goals set:

DI Student Population	% of Students for Baseline Year	# of students for Baseline Year	Goal #1: Eliminate Disproportionate Impact (DI)		Goal #2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment: DI Student Populations						
Baseline Year 2022-23						
Overall Student Population	22.6%	1833	N/A	N/A	N/A	N/A
Black or African American Male	16.4%	23	.2%	1	6.2%	9
Completed Both Transfer-Level Math and English: DI Student Populations						
Baseline Year 2022-23						
Overall Student Population	20.9%	534	N/A	N/A	N/A	N/A
First Generation	16.8%	146	3.8%	34	6.3%	55
Foster Youth	10.6%	15	5.8%	9	11.0%	16
White Male	17.5%	103	1.3%	8	4.5%	27
Persistence: First Primary Term to Secondary Term: DI Student Populations						
Baseline Year 2021-22						
Overall Student Population	69.3%	1535	N/A	N/A	N/A	N/A
American Indian/Alaskan Native	50.0%	13	0.3%	1	19.5%	6
Black or African American	51.1%	24	4.3%	3	18.6%	9
First Generation Male	61.9%	169	2.6%	8	8.4%	24
Foster Youth	60.0%	72	1.0%	2	9.8%	12
LGBT Female	60.7%	71	0.2%	1	9.1%	11
Completion: DI Student Populations						
Baseline Year 2019-20						
Overall Student Population	15.8%	410	N/A	N/A	N/A	N/A
First Generation	11.4%	105	4.9%	46	6.9%	64
Foster Youth	10.2%	16	1.3%	3	6.0%	10
Hispanic	11.4%	102	4.6%	41	6.7%	60
LGBT	10.6%	19	1.1%	2	5.6%	10
Male	14.8%	186	0.0%	1	2.1%	27
Transferred to a 4-Year: DI Student Populations						
Baseline Year 2018-19						
Overall Student Population	28.3%	341	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	23.9%	104	2.9%	13	6.9%	30
First Generation	18.7%	68	9.7%	36	13.7%	50
Hispanic	23.9%	84	1.7%	7	6.3%	23
Male	25.5%	153	2.0%	12	5.5%	33

Initiatives that the Community College or District Will Undertake to Achieve These Goals:

To ensure equitable outcomes, Butte College will implement the following strategies designed to eliminate disproportionate impact in each of these key metrics:

Successful Enrollment:

1. Data: Use census overlay in Slate to identify communities with higher Black/African American populations and review other data points for more information about Black/African American students to better understand who they are (e.g. Reg2Go, age, working full time, athletes, out of state) and how to best address their matriculation challenges.
2. Support in Matriculation Process: implement a multi-layered outreach call campaign to assist incoming Black/African American students that provides 1:1 connection and support, partnered by Recruitment and Outreach, Orientation, and the Support Center.
3. Communication: Implement targeted outreach messaging in Slate's incoming student campaign focused on Umoja and the BLAC Center.
4. Connection: Embed BLAC Center Student Success Specialist into the Orientation check-in process to provide connection to Umoja and the BLAC Center students (connect with Black/African American students similar to EOPS and UndocuCenter at check-in).
5. Counselor: Secure a designated counselor for the BLAC Center/Umoja.
6. Outreach: Increase presence at community organizations and events that support the Black/African American community (e.g. BSUs at high schools, church).

Completion of Math and English in First Year:

1. Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special population status and address equity gaps immediately. Ensure that both math and English departments are reviewing annual data and developing strategies to improve outcomes for DI populations.
2. Offer sections of transfer math and English in a cohort model that recruits students from DI populations with faculty trained in inclusive practices, cultural competency, and equity-minded approaches to teaching.
3. Foster Youth: Student Success Specialist in Inspiring Scholars will audit a Stats course taken by most foster youth in the Fall and Spring semesters and provide targeted academic support relevant to that curriculum in coordination with that math instructor.
4. Provide professional development for math and English faculty that actively contributes to eliminating equity gaps across all student populations by fostering inclusive practices, cultural competency, and equity-minded approaches. This work is essential to inform curricular and instructional practices that best support DI students taking transfer math and English courses.
5. Leverage Student Success Teams for each of the five COIs to provide communications to first-year students identified in the SE Plan who are not enrolled math and/or English. This may include phone calls to individual students and messages for faculty to send to specific students via Canvas.
6. Develop partnerships and collaboration between the math department, English department, the Center for Academic Success (CAS), and the Student Belonging and Empowerment (SBE) centers to support culturally responsive, racially-specific academic supports and employment opportunities for Umoja, Puente, and Native American students.

Persistence for First Primary Term to Second Primary Term:

1. Continue examining our institutional structures and policies that contribute to equity gaps for our students, as well as developing new processes (such as our discrimination and bias reporting system) which aim to address incidents more effectively, promote accountability, and foster a more inclusive campus environment.
2. Increase access to counselors for Students Belonging and Empowerment (SBE) centers. Continue funding counselors to support these centers.

3. Continue to fund and support the SBE centers, as well as other programs that assist marginalized students, to deliver sustained, equity-driven interventions to increase student retention, engagement, and academic achievement.
4. Support student employment opportunities within the SBE centers, with a focus on serving foster youth, first-generation students, and other historically under-served populations, recognizing that on-campus employment fosters a sense of belonging, builds leadership and professional skills, provides financial support, and positively impacts student retention and academic success.
5. Increase the number of DI students who have a “Light to Inspire” instructor in their first semester to provide them with a strong foundation of support, enhance their sense of belonging, and improve their overall academic success.
6. Continue to support professional development for faculty and staff that actively contributes to eliminating equity gaps across all student populations identified in the SE Plan by fostering inclusive practices, cultural competency, and equity-minded approaches.

Completion:

1. Enhance data collection to identify the root causes contributing to non-completion, disaggregated by race, gender, and special population to inform and prioritize targeted interventions and course-level support strategies.
2. Implement a networked student touchpoint and data platform that facilitates cohort management from enrollment through completion, with a focus on providing just-in-time support for disproportionately impacted (DI) student populations.
3. Integrate completion data into the program review process, incorporating course scheduling and sequencing analysis to support timely completion. Include disaggregated data to identify and address barriers faced by disproportionately impacted (DI) student populations at the program level.
4. Work with Marketing to establish an outreach campaign that includes a focus on male students to highlight the value of higher education, emphasize return on investment, and share compelling case-making narratives to increase enrollment, engagement, and completion among male students.
5. Coordinate a 3-year plan with key stakeholders to support LGBTQ+ students through targeted counseling, academic and career workshops, and peer-to-peer support to improve completion outcomes.
6. Leverage existing support programs to increase completion rates for Latinx students.

Transfer:

1. Increase Motivation and Belonging: Implement peer mentoring groups in various support programs like CASA and develop semester-based milestone celebrations to foster belonging and recognize progress for student populations experiencing DI who are on the transfer path.
2. Improve Student Transfer Knowledge and Navigation: Support students in transfer preparation by expanding transfer workshops that support the completion of CSU/UC applications, and launch a communication campaign using posters, emails, texts, and the Transfer Academy group on BC Connect to guide students to transfer resources and deadlines.
3. Provide Proactive Outreach for Near-Completers: Directly contact student populations experiencing DI in the transfer metric who are nearing completion through Student Success Teams to provide personalized guidance and connect them with transfer services and counseling.
4. Increase Enrollment in the Transfer Academy: Proactively recruit DI students from programs such as MESA and EOPS to ensure they receive structured academic and transfer planning support throughout their enrollment.

The 2025–28 Student Equity Plan also includes initiatives to improve outcomes for the overall student population in transfer-level math and English completion, persistence, completion, and transfer. It also prioritizes strategies to strengthen Comprehensive Student Education Plan (CSEP) completion, addressing disproportionate impact for Native American males, White males, Latino males, and first-generation students. Interventions to increase the number of CSEPs for students include proactive case management, expanded opportunities for CSEP development, software implementation, and process improvements to ensure students receive timely guidance and support in reaching their goals.

In addition, this Student Equity Plan outlines three-year action plans for first-generation and male students, who continue to experience significant equity gaps across all metrics. For first-generation students, the focus is on expanding access to resources, increasing visibility of support services, and strengthening their sense of belonging through collaboration across Instruction and Student Services. For male students, the SE Plan emphasizes resource alignment, cross-campus collaboration, and career-aligned engagement, with efforts aimed at eliminating disproportionate impact in enrollment, math and English completion, persistence, degree/certificate completion, and transfer outcomes.

Resources That Have Been Budgeted for That Purpose (referring to goals/key strategies in this 2025-28 Student Equity Plan)

For 2025–26, Butte College’s total planned SEA expenditures are \$5,135,445.96, which includes the annual Chancellor’s Office allocation of \$4,658,457 plus \$980,835 in carryover funds. These resources support multiple departments through personnel costs (salaries and benefits) as well as activity costs such as operating budgets, student assistants, and designated event funding. The budgeted expenses are allocated across departments as follows:

Department	% of 2025-26 Planned Expenditures
Admissions and Records	7.29%
Career Center	1.42%
Center for Academic Success	7.27%
Dean of Students	0.54%
Center for Access, Support, and Achievement	0.24%
Enrollment Services	6.43%
General Counseling	15.44%
Glenn County Center	0.65%
Guided Pathways	0.97%
Inspiring Scholars	2.85%
Institutional Research	3.50%
MESA	2.70%
Orientation	0.47%
Reg2Go	0.21%
Student Belonging and Empowerment	21.14%
SEA	5.14%
Student Support Services	5.56%
Support Center	1.82%
Transfer Counseling	5.16%
U in Butte	4.99%
Veterans Resource Center	1.26%
VP Student Services	0.74%
Welcome Center	4.21%
	100.00%

Butte College Official to Contact for Further Information:

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brownmo@butte.edu**Detailed Accounting of How Funding Was Expended (expenditures from 2022-25 Student Equity Plan):**

The Student Equity and Achievement (SEA) Program receives an annual allocation of \$4,658,457, with a two-year expenditure window for each year's funding. This structure allows the college to strategically plan for both immediate and longer-term investments in staffing, services, and student supports.

The following charts provide a breakdown of how the 2022–23 and 2023–24 allocations were expended by major spending category. Spending of the 2024–25 allocation is not yet available, as funds may be carried forward and expended through the end of 2025–26.

2022-23 Expenditures:

Spending Type	2022-23 Total Allocation Expenditures
1000: Instructional Salaries	\$1,019,343.00
2000: Non-Instructional Salaries	\$2,051,081.00
3000: Employee Benefits	\$1,192,843.00
4000: Supplies and Materials	\$121,482.00
5000: Other Operating Expenses	\$242,227.00
6000: Capital Outlay	\$18,026.00
7000: Other Outgo	\$13,455.00
Total	\$4,658,457.00

2023-24 Expenditures:

Spending Type	2023-24 Total Allocation Expenditures
1000: Instructional Salaries	\$ 1,307,420.07
2000: Non-Instructional Salaries	\$1,649,816.60
3000: Employee Benefits	\$1,092,706.17
4000: Supplies and Materials	\$172,963.92
5000: Other Operating Expenses	\$386,577.45
6000: Capital Outlay	\$ 47,376.77
7000: Other Outgo	\$1,596.02
Total	\$4,658,457.00

Assessment of the Progress Made in Achieving Identified Goals (Goals/Outcomes from 2022-25 Student Equity Plan):

Metric	Population	Baseline Year Gap Size	Most Recent Year Gap Size	Most Recent Year DI Observed?	Assessment of Goal
Successful Enrollment Baseline Year: 2020-21 Most Recent Year: 2022-23	Asian Female Students	3.1%*	0.90%	No	No Equity Gap No DI Observed
	Black/African American Female Students	-4.30%	2.60%	No	No DI Observed Equity Gap Eliminated
Completion of Transfer Math and English Baseline Year: 2020-21 Most Recent Year: 2022-23	Native American Students	-7.60%	1.60%	No	No DI Observed Equity Gap Eliminated
	Black/African American Students	-8.30%	-13.20%	Yes	DI Observed Equity Gap Increased
	Latinx Male Students	-8.20%	1.20%	No	No DI Observed Equity Gap Eliminated
Persistence from First to Second Term Baseline Year: 2019-20 Most Recent Year: 2022-23	Foster Youth Male Students	-12.50%	-7.70%	No	No DI Observed Equity Gap Decreased
	Black/African American Students	-15.50%	-14.80%	Yes	DI Observed Equity Gap Decreased
	First-Generation Students	-5.60%	-6.90%	Yes	DI Observed Equity Gap Increased
Completion of Certificate/Degree Baseline Year: 2017-18 Most Recent Year: 2020-21	Pacific Islander Students	-14.20%	-15.30%	No	No DI Observed Equity Gap Increased
	Native American Female Students	-1.50%	-2.80%	No	No DI Observed Equity Gap Increased
	Multi-Ethnic Female Students	-8.10%	-0.80%	No	No DI Observed Equity Gap Decreased

Metric	Population	Baseline Year	Most Recent Year	Most Recent Year	Assessment of Goal
		Gap Size	Gap Size	DI Observed?	
Transfer Baseline Year: 2016-17 Most Recent Year: 2019-20	LGBT Students	-6.40%	-6.20%	No	No DI Observed Equity Gap Decreased
	Native American Students	-14.20%	-19.30%	Yes	DI Observed Equity Gap Increased
	Latinx Students	-2.20%	-15.80%	Yes	DI Observed Equity Gap Increased
	Low-Income Students	-12.70%	-11.20%	Yes	DI Observed Equity Gap Decreased

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

Over the course of the 2022-25 planning cycle, the college tracked 15 instances of disproportionate impact (DI) across 10 different student populations. In the most recent year of available data, DI was observed in only 6 of these instances, reflecting notable progress in addressing equity gaps. Improvements were recorded in 9 of the 15 instances, indicating that many of the implemented strategies are producing positive results.

Three of the six remaining DI instances occur in the transfer metric, highlighting the need for targeted transfer support in the upcoming 2025–28 Student Equity Plan. Equity gaps were fully eliminated for three populations (Black/African American female students in Successful Enrollment, Native American students in completion of transfer-level math and English, and Latinx male students in completion of transfer-level math and English), and gap sizes decreased for five additional populations.

However, equity gaps increased for six groups between the baseline year and most recent year, including Black/African American students in completion of transfer-level math and English, first generation students in persistence, Pacific Islander students and Native American students in completion of certificates/degrees, and Latinx students and Native American students in transfer. Some of these groups will receive continued or expanded support in the new plan to ensure progress is made.

Overall, the data shows measurable success in closing or reducing equity gaps for a majority of the populations identified in the 2022-25 SE Plan. The consistency of gaps in some areas, particularly in transfer rates, signals where focused, robust interventions are still required. This mixed picture of significant achievements alongside targeted areas for continued work will guide the next phase of equity planning.