



BUTTE COLLEGE

2025-28 Student Equity Plan

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SECTION 1: ASSURANCES

ASSURANCES

Please attest to the following assurances and answer associated questions:

- ✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.
- ✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.
- ✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, “Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community.”

Please provide a description of how your college ensures active involvement of all groups on campus, including, but not limited to, those identified in subdivision (b) above, in developing the student equity plan. Please also include specific strategies your college will deploy to leverage student voice to advance your institutional equity goals.

Butte College developed its 2025–28 Student Equity (SE) Plan with intentional, active involvement of all groups on campus, consistent with Education Code 78220(b). Most of the plan was created within the Student Equity and Achievement Program Advisory Committee (SEAPAC), comprising a broad range of constituents, including academic faculty, classified professionals, managers (MSC), students, and community members, ensuring that diverse perspectives shaped all phases of the Plan. Additionally, the SE Plan was reviewed and approved by the following representative bodies: Academic Senate, Classified Senate, MSC Group, Student Government, and the Board of Trustees.

The college convened a full day planning retreat, creating dedicated space for deeper discussion and collaborative problem-solving across roles. SEAPAC members and other campus stakeholders were divided into five metric design teams, each responsible for reviewing disaggregated student data and student focus group reports to identify barriers and co-develop responsive strategies. The SEA Director also coordinated directly with staff and faculty affinity groups, including BC Proud to Be First and the Men of Color Council, to co-create targeted action plans for our two intensive focus groups: first generation students and male students. In addition, the SEA Director worked closely with managers overseeing programs identified in Section 13 of the Plan to support the design of strategies to close gaps in those programs.

Student voice was purposefully elevated through various channels. In addition to the student reps serving on SEAPAC, the SEA Director collaborated with 40 Student Leadership Academy students to identify specific barriers to transfer and inform strategies to improve transfer outcomes for all students, with an emphasis on DI populations.

Moving forward, the college will ensure that student voice remains at the heart of our planning and implementation efforts by engaging well-informed, empowered student representatives, sustaining strong collaboration with Student Government and students across the SBE area, and conducting regular focus groups with DI populations to deepen our understanding of the student experience and develop strategies that effectively address barriers and close equity gaps.

- ✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section I the Student Equity Plan “shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges...”
- ✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

Please describe how your college plans to be race-conscious in the development of this Student Equity Plan. The following link is an optional resource: [Empowering Lessons from SEPI for Designing and Implementing Race-Conscious 2025-28 Student Equity Plans](#) provides information on race-consciousness strategies and student equity planning.

Butte College recognizes that racial inequities are often the byproduct of policies, practices, and institutional cultures that appear race-neutral but may create disparate results. In response, the college has invested in culturally responsive programs and centers that support students from diverse racial and ethnic backgrounds, expanding capacity to advance equity at the college while remaining consistent with federal non-discrimination requirements.

In the 2022–2025 Student Equity Plan, several disproportionately impacted (DI) racial/ethnic populations were identified, with multiple instances of equity gaps across the five metrics. While some gaps persisted, progress was made for many of these populations, illustrating that sustained, targeted strategies can lead to measurable improvement but require continued focus and refinement to have lasting effects.

For the 2025–2028 plan, four racial/ethnic groups have been identified with six instances of DI. Our goal is to eliminate these gaps through intentional collaboration, rigorous use of disaggregated data, and race-conscious strategies that are fully compliant with state and federal law. To prepare for this planning cycle, Butte College staff participated in the 2025 Student Equity Planning Institute (SEPI) hosted by Community College Higher Education Access, Leadership, and Equity Scholarship (CCHALES). These trainings emphasized how colleges can leverage SEA-funded positions, programs, and professional learning to sustain reforms that foster student belonging, connection, and achievement.

Our professional development initiatives will continue to guide faculty and staff in critically examining policies and practices that have not produced equitable results and in redesigning them with student success as the explicit outcome. This work includes integrating disaggregated data into planning, ensuring accountability across programs, and amplifying student voice to guide decisions.

With nearly 70% of California Community College students identifying as students of color, Butte College affirms that systemic change is essential to advancing equitable opportunities. Through evidence-based interventions, transparent evaluation, and institution-wide accountability, the 2025–2028 Student Equity Plan will prioritize the success of students from historically underrepresented groups while upholding federal Title VI and Title IX requirements to serve all students fairly and without discrimination.

I have read [Education Code 78220](#) section a(6) and understand it requires the college’s student equity plan to include a schedule and process of evaluation.

Please describe the process you will implement to ensure ongoing local review and evaluation of how your student equity plan is advancing your institutional common equity goals and supporting continuous improvement. Please also provide your schedule (i.e., annually by June 30th of each year, at end of each semester, etc.) of when evaluations and reporting to the campus community will take place.

Butte College has a structured, recurring evaluation process to ensure the SE Plan advances institutional goals and supports continuous improvement. Each year, an Annual Student Equity Dashboard is developed using the most recent disaggregated local and statewide data. The dashboard includes all five equity metrics, disaggregated by race, gender, and special population status, and serves as a central tool for monitoring progress.

Every summer, the SEA Director and Institutional Research staff meet with student support programs serving disproportionately impacted (DI) students to review outcomes and identify strategies for improvement. The

dashboard is also shared with Student Government, posted on the college website, and utilized throughout the year in planning efforts and presentations.

The Student Equity and Achievement Program Advisory Committee (SEAPAC) is the core space for sharing SE Plan evaluation. Metric Design Teams assess strategy status, identify areas needing support, and recommend changes. The SEA Director tracks implementation and coordinates efforts to scale and strengthen.

A consistent challenge has been evaluating the impact of individual SEA-funded programs, especially when students participate in multiple supports. To address this, the college is building a stronger culture of program-level data collection and analysis. In 2024–25, for example, the SBE Centers began collecting student ID numbers to track service use. Preliminary data show students using these services had increased persistence rates but slightly lower course completion rates than the overall student population. This insight will help the centers focus activities on improving course completion rates for their students.

To further strengthen evaluation, Butte College will implement a local reporting system aligned with the state’s Vision-Aligned Reporting (VAR) framework. All SEA-funded programs will report four categories for each student-facing activity: type, students served, funds spent, and primary/secondary impacts. This will enhance the college’s ability to assess which activities have the most impact on success.

Annual Timeline:

- Aug–Oct: Dashboard creation and reviews with appropriate programs
- Aug & Jan (Flex): SE Plan updates to campus
- Semi-Annual: SEAPAC strategy review
- Early Summer: Annual summary report

This process supports continuous, evidence-based improvement and ensures equity efforts remain aligned with institutional and systemwide goals.

SECTION 2: CONTACTS

The required list of contacts below is intended to create more cross-functional teams to build the Student Equity Plan. While the Project Lead is the only person who can submit your college's Student Equity Plan, all listed required contacts have viewing access to your college's Student Equity Plan. Alternate Project Lead will have viewing and editing access and colleges will have the option to add additional Alternate Project Leads.

COLLEGE CONTACT INFORMATION FORM

Required Contacts:

Project Lead: Monica Brown, Student Equity and Achievement Director
Alternate Project Leads: Tamera Shinar, Dean of Enrollment Services/Travon Robinson, IDEA Officer
Approver: Chancellor/President: Virginia Guleff
Approver: Chief Business Officer: Jessica Snelling
Approver: Chief Instructional Officer: Erik Shearer
Approver: Chief Student Services Officer: Imelda Simos-Valdez
Approver: Academic Senate President: Irma Gonzalez-Cuadros
Approver: Guided Pathways Coordinator/Lead: Amanda Montgomery

SECTION 3: STUDENT EQUITY PLAN REFLECTION

Considering your previous Student Equity Plan and efforts for the 2022-25 cycle, please answer this reflective section to the best of your college's knowledge.

In the 2022-25 Student Equity Plan, colleges were asked to share their target outcomes for their selected disproportionately impacted (DI) student population for each of the five student success metrics (Successful Enrollment, Transfer-Level Math and English, Persistence, Transfer, and Completion). In the 2023-24 SEA Annual Report in NOVA, colleges were also asked to update on the status and progress of the target outcomes.

1. Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

- a. What has your college learned in terms of the root causes of the equity gaps experienced by the student populations identified for each of the five metrics within the 2022-25 Student Equity Plan? What institutional approaches or processes have helped your college foster and further a culture of equity? Please share 2-3 institutional actions, cultural changes and/or processes that are having the most impact in helping your college reduce equity gaps and meet target outcome(s) developed in the 2022-25 Student Equity Plan.

Through implementation of the 2022-25 Student Equity Plan, Butte College has deepened its understanding of factors contributing to disproportionate impact (DI) across the five student equity metrics. Analysis of local and statewide data, combined with direct student feedback, underscores the complexity of navigating higher education, particularly for first-generation students and those without prior exposure to college systems. Areas such as enrollment, financial aid, course sequencing, and degree planning require significant guidance, and additional support in these areas has proven critical to student persistence and success.

Our work has also emphasized the importance of early momentum points. Students who receive clear academic and career planning support in their first year are more likely to persist and progress toward completion. Representation in the classroom and in support programs further builds belonging and confidence, which is especially meaningful for students from historically under-served populations who are balancing academic, work, and family commitments.

To address these factors, Butte College has advanced several equity-centered approaches:

1. **Identity-Affirming Programs and Spaces:** Culturally responsive programs and centers have expanded opportunities for connection and belonging. These programs validate students' lived experiences while providing targeted academic and socio-emotional supports that help students remain engaged and on track.
2. **Integrated Counseling and Student Success Specialists:** Integrating Counselors and Student Success Specialists within specific programs has enabled proactive outreach and personalized educational planning. Students receive support navigating processes, accessing resources, and maintaining progress toward their academic and career goals.
3. **Professional Development and Equity Training:** Faculty and staff have participated in ongoing professional learning focused on equity-minded practices. These efforts have cultivated a stronger culture of awareness, equipping employees to identify equity gaps and co-develop strategies responsive to student needs.

Collectively, these actions are strengthening a college-wide culture of equity. By fostering belonging, expanding proactive support, and embedding equity into everyday practice, Butte College is making

meaningful progress toward closing gaps and ensuring all students have equitable access to opportunities, resources, and long-term success.

- b. **Based on your response above, what is working well that your college plans to continue into this upcoming 2025-28 Student Equity Plan? Please share 2-3 discoveries that will offer continuity between plans and guide your development and implementation of the 2025-28 Student Equity Plan.**

Butte College has identified several practices during the 2022–25 Student Equity (SE) Plan cycle that have been especially effective in advancing equity for disproportionately impacted (DI) student populations. These approaches will provide continuity and serve as foundational elements of this SE Plan.

1. Accountability and Coordination through SEAPAC

The Student Equity and Achievement Program Advisory Committee (SEAPAC) has been instrumental in aligning equity-focused initiatives across the college. This cross-functional body monitors implementation of SE Plan strategies, analyzes disaggregated data to assess progress, and coordinates efforts across departments to address challenges and expand successful practices. Engagement with campus stakeholders ensures transparency and supports data-informed decision-making. Strengthening this accountability structure remains a central priority to ensure equity goals are consistently advanced at every level of the institution.

2. Student Success Teams within Guided Pathways

Student Success Teams, organized around communities of interest, have provided a strong framework for student connection, identity, and support. These teams coordinate proactive communication, embed equity-minded practices into their design, and provide timely guidance on academic and career planning. This approach has proven effective in reaching DI students identified in the SE Plan, offering early interventions and linking students with the resources they need to succeed. Continued investment in and refinement of this model will ensure it remains responsive to evolving student needs.

3. Sustained Support for Identity-Affirming Programs

Institutional and fiscal commitments to culturally responsive support centers and identity-specific programs have demonstrated measurable impact on student retention, completion, and sense of belonging. These centers and programs provide affirming spaces and targeted support that validate students' lived experiences while connecting them with academic resources. Maintaining and expanding this support will be essential to sustaining progress in closing equity gaps and fostering an inclusive campus culture.

Together, these practices of linking accountability, proactive student engagement, and institutional investment create a durable framework for equity at Butte College. Continuation of these practices in this SE Plan ensures that equity remains embedded in the college's structures, processes, and culture.

SECTION 4: EXECUTIVE SUMMARY

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

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

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

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

Successful Enrollment:

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

Completion of Math and English in First Year:

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

Persistence for First Primary Term to Second Primary Term:

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

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

Completion:

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

Transfer:

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

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

software implementation, and process improvements to ensure students receive timely guidance and support in reaching their goals.

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

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

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

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

Butte College Official to Contact for Further Information:

Monica Brown, Student Equity and Achievement Director

(530) 893-7737

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

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

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

2022-23 Expenditures:

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

2023-24 Expenditures:

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

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

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

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

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

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

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

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

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

SECTION 5: STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT

Disproportionate Impact (DI) Definition:

Throughout this student equity plan, disproportionate impact (DI) occurs when a subset of students based on a student characteristic such as age, race, and gender have observably different outcomes when compared to the total student population.

Disproportionate Impact (DI) Calculation:

The PPG-1 method compares the outcomes of a disaggregated subgroup and the reference group - all OTHER students (e.g., compares the persistence rate of Hispanic students to the persistence rate of all non-Hispanic students).

For more details on DI calculations, see this reference guide: [CCCCO Percentage Point Gap Minus One \(PPG-1\)](#)

For further information on the Metric and DI Population Summary table, see this resource: [Student Equity Plan 2025-28 Metrics](#)

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

SECTION 6: METRIC - SUCCESSFUL ENROLLMENT

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Successful Enrollment: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in the selected year. <https://datavista.cccco.edu/resources/38> (300C)

Successful Enrollment metric is calculated as follows:

- Applied in the selected academic year through the OPEN CCC Apply version of the application
- OR applied to attend in the selected academic year through the International CCC Apply version of the application
- AND exclude high school students applying as special admit
- AND exclude applications with Confirmed Fraud where the college has reviewed the application and determined that it is fraudulent
- AND count students at the selected college where the student applied

SUCCESSFUL ENROLLMENT DATA						
Student Population	Successful Enrollment % of students for 2022-23 (Baseline Year)	Successful Enrollment # of students for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	22.6%	1833	N/A	N/A	N/A	N/A
Black or African American Males	16.4%	23	0.2%	1	6.2%	9

**The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, which is the total number of enrolled students for each academic year.*

SUCCESSFUL ENROLLMENT EQUITY GOALS:

There are two related goals for Successful Enrollment: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

STEP 2: KEY STRATEGIES TO ADVANCE SUCCESSFUL ENROLLMENT GOALS - *Disproportionately Impacted Student Population(s)*

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates and meet the above goal(s) for your identified DI student population(s).

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

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population?

If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

- Yes, our college has additional key strategies for the overall student population.
- No, our college does not have additional key strategies for the overall student population.

SECTION 7: METRIC - COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Transfer Level Math and English: Among students in the cohort, the proportion who completed both transfer-level Math and English in their first academic year of credit enrollment within the district.

<https://datavista.cccco.edu/resources/39> (501C) Note: The Expanded View of this metric allows all first-time cohort students a full year from first term and credit ESL students three years from first term to complete transfer level math and English and includes English and math courses earned on other TOP codes besides the two English TOP codes and one math TOP code but coded with [CB25 Course-General-Education-Status](#) as fulfilling general education requirements for mathematics/quantitative reasoning or English composition in the context of transfer, degree, and certificate program.

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion of Both Transfer-Level Math and English. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

COMPLETED BOTH TRANSFER-LEVEL MATH AND ENGLISH DATA						
Student Population	% of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	# of Students Completed Transfer-Level Math and English for 2022-23 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	20.9%	534	N/A	N/A	N/A	N/A
First Generation	16.8%	146	3.8%	34	6.3%	55
Foster Youth	10.6%	15	5.8%	9	11.0%	16
White Male	17.5%	103	1.3%	8	4.5%	27

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric - NSA Students](#)*

COMPLETED TRANSFER-LEVEL MATH AND ENGLISH EQUITY GOALS:

There are two related goals for Completed Transfer- Level Math and English: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population.

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER-LEVEL MATH AND ENGLISH GOALS - *Disproportionately Impacted Student Population(s)*

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, especially across academic and student affairs, are needed to address equity in completing Transfer-Level Math and English. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Both Transfer-Level Math and English and meet the above goal(s) for your identified DI student population(s).

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

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Both Transfer-Level Math and English for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in the Completion of Both Transfer-Level Math and English and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies.** (500 characters max for each goal) **If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

- Yes, our college has additional key strategies for the overall student population.** (bottom text box opens in NOVA)
- No, our college does not have additional key strategies for the overall student population.**

ADDITIONAL KEY STRATEGIES FOR TRANSFER-LEVEL MATH AND ENGLISH – Overall Student Population (if applicable)	
1.	Continue to provide academic supports for transfer math completion in the Center for Academic Success (CAS), including tutoring in the Stats Lounge, Math Lab, Chico Center, Glenn Center, online, and supplemental instruction for calculus courses.
2.	Continue to provide academic supports for transfer-level English completion in CAS, including Instructional Aides and Writing Coaches.

SECTION 8: METRIC - PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Persistence: Among students in the cohort, the proportion who persisted from their first primary term of enrollment to the subsequent primary term at any college. <https://datavista.cccco.edu/resources/40> (453C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Persistence. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

PERSISTENCE: FIRST PRIMARY TERM TO SECONDARY TERM DATA						
Student Population	Persistence % of students for 2021-22 (Baseline Year)	Persistence # of students for 2021-22 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	69.3%	1535	N/A	N/A	N/A	N/A
American Indian/Alaska Native	50.0%	13	0.3%	1	19.5%	6
Black or African American	51.1%	24	4.3%	3	18.6%	9
First Generation Male	61.9%	169	2.6%	8	8.4%	24
Foster Youth	60.0%	72	1.0%	2	9.8%	12
LGBT Female	60.7%	71	0.2%	1	9.1%	11

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

PERSISTENCE EQUITY GOALS:

There are two related goals for Persistence: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

STEP 2: KEY STRATEGIES TO ADVANCE STUDENT PERSISTENCE GOALS - *Disproportionately Impacted Student Population(s)*

Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable student Persistence rates and meet the above goal(s) for your identified DI student population(s).

1. Continue examining our institutional structures and policies that contribute to equity gaps for our students, as well as developing new processes (such as our discrimination and bias reporting system) which aim to address incidents more effectively, promote accountability, and foster a more inclusive campus environment.
2. Increase access to counselors for Students Belonging and Empowerment (SBE) centers. Continue funding counselors to support these centers.
3. Continue to fund and support the SBE centers, as well as other programs that assist marginalized students, to deliver sustained, equity-driven interventions to increase student retention, engagement, and academic achievement.
4. Support student employment opportunities within the SBE centers, with a focus on serving foster youth, first-generation students, and other historically under-served populations, recognizing that on-campus employment fosters a sense of belonging, builds leadership and professional skills, provides financial support, and positively impacts student retention and academic success.
5. Increase the number of DI students who have a "Light to Inspire" instructor in their first semester to provide them with a strong foundation of support, enhance their sense of belonging, and improve their overall academic success.
6. Continue to support professional development for faculty and staff that actively contributes to eliminating equity gaps across all student populations identified in the SE Plan by fostering inclusive practices, cultural competency, and equity-minded approaches.

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable student Persistence for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in student Persistence and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies.** (500 characters max for each strategy) **If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

- Yes, our college has additional key strategies for the overall student population.** (bottom text box opens in NOVA)
- No, our college does not have additional key strategies for the overall student population.**

ADDITIONAL KEY STRATEGIES FOR STUDENT PERSISTENCE – Overall Student Population
1. Coordinate RegFest workshops to provide registration support for continuing students and implement the SMART Plan platform to ensure that every student has a Comprehensive Student Education Plan (CSEP) by the end of registration.
2. Evaluate alternative transportation options to the main campus for students that increases course-taking choices and improves access to support services.

SECTION 9: METRIC - COMPLETION

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Completion: Among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor’s Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3 years. <https://datavista.cccco.edu/resources/41> (619C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Completion. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

COMPLETION DATA

Student Population	% of Students Completed selected journey for 2019-20 (Baseline Year)	# of Students Completed selected journey for 2019-20 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	15.8%	410	N/A	N/A	N/A	N/A
First Generation	11.4%	105	4.9%	46	6.9%	64
Foster Youth	10.2%	16	1.3%	3	6.0%	10
Hispanic	11.4%	102	4.6%	41	6.7%	60
LGBT	10.6%	19	1.1%	2	5.6%	10
Male	14.8%	186	0%	1	2.1%	27

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

COMPLETION EQUITY GOALS:

There are two related goals for Completion: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

STEP 2: KEY STRATEGIES TO ADVANCE COMPLETION GOALS - *Disproportionately Impacted Student Population(s)*

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates and meet the above goal(s) for your identified DI student population(s).
(500 characters max for each strategy)

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

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click ‘Yes’ and enter a brief description of the additional strategies. If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.

- Yes, our college has additional key strategies for the overall student population.** *(bottom text box opens in NOVA)*
- No, our college does not have additional key strategies for the overall student population.**

ADDITIONAL KEY STRATEGIES FOR COMPLETION — Overall Student Population (if applicable)
1. Launch a completion initiative that prioritizes students with 30 or more units, ensuring targeted support to help them reach graduation or transfer milestones.
2. Enhance Student Success Team efforts and coordination to connect students early with their community of interest (COI), academic program or program cluster, and COI Student Success Team members, fostering a sense of belonging and academic direction from the start.
3. Leverage and enhance existing campus software to increase student access to visual maps tailored to their educational goals. These tools should clarify the student's journey through first-year milestones and completion touchpoints, provide timely alerts to those falling off the path, and clearly identify milestones and available support resources to improve completion outcomes.

SECTION 10: METRIC – TRANSFERRED TO A FOUR-YEAR

STEP 1: DATA REVIEW/ESTABLISHING EQUITY AND STUDENT POPULATIONS GOALS

MIS Definition for Transferred to a Four-Year: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3-year cohort.

<https://datavista.cccco.edu/resources/42> (620C)

As you review the table below, note the two goals: first, a baseline goal of eliminating disproportional impact; and second, a goal of fully closing equity gaps in Transfer. (For further information on the data table and goals provided, see this resource: [Student Equity Plan 2025-28 Metrics](#))

TRANSFERRED TO A FOUR-YEAR DATA						
Student Population	% of Transfer Students for 2018-19 (Baseline Year)	# of Transfer Students for 2018-19 (Baseline Year)	GOAL 1 Eliminate Disproportionate Impact		GOAL 2 Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	28.3%	341	N/A	N/A	N/A	N/A
Economically Disadvantaged Male	23.9%	104	2.9%	13	6.9%	30
First Generation	18.7%	68	9.7%	36	13.7%	50
Hispanic	23.9%	84	1.7%	7	6.3%	23
Male	25.5%	153	2.0%	12	5.5%	33

**The number of students needed to eliminate DI and to fully close equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.*

TRANSFER EQUITY GOALS:

There are two related goals for Transfer: a baseline goal of eliminating disproportional impact (Goal 1); and second, a goal of fully closing equity gaps (Goal 2). Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

ADDITIONAL GOALS. Colleges may have additional goals for specific DI populations and/or the overall student population, including those aligned with the Vision 2030 Outcomes and Benchmarks stated below:

Vision 2030 Outcomes: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. (*Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment*)

Baseline Benchmark: By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

Stretch Benchmark: With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcomes and Benchmarks. **If yes, click ‘Yes’ and enter a brief description of the additional goal(s).** (500 characters max for each goal) **If there are no additional goals beyond Goals 1 and 2 provided above, click ‘No’ to acknowledge you have no additional goals and you may move on to the next step.**

- Yes, our college has additional goals.**
- No, our college does not have additional goals.**

ADDITIONAL GOALS for Disproportionately Impacted Student Population(s) and/or Overall Student Population
Year 1 (2025-26): Increase overall transfer rate by 5% over 2018-19 rate (from 28.3% to 33.3%)
Year 2 (2026-27): Increase overall transfer rate by 7% over 2018-19 rate (from 28.3% to 35.3%)
Year 3 (2027-28): Increase overall transfer rate by 8% over 2018-19 rate (from 28.3% to 36.3%)

STEP 2: KEY STRATEGIES TO ADVANCE TRANSFER GOALS - Disproportionately Impacted Student Population(s)

GUIDANCE: Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer. Please share a minimum of three key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates and meet the above goal(s) for your identified DI student population(s). (500 characters max for each strategy)

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

ADDITIONAL KEY STRATEGIES FOR OVERALL STUDENT POPULATION:

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer rates for the overall student population. Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? **If yes, click ‘Yes’ and enter a brief description of the additional strategies.** **If there are no additional strategies, click ‘No’ to acknowledge you have no additional strategies and you may move on to the next step.**

- Yes, our college has additional key strategies for the overall student population.**

- **No, our college does not have additional key strategies for the overall student population.**

ADDITIONAL KEY STRATEGIES FOR TRANSFER — Overall Student Population (if applicable)
1. Transfer Pathway Expansion: Increase the number of Associate Degrees for Transfer (ADTs) offered and ensure that all students with 30+ transferable units have a CSEP and are on track to transfer.
2. Rural College Transfer Collaborative: The Rural College Transfer Collaborative through the Chancellor's Office includes Butte College and will increase access to transfer pathways for our students by developing a multi-college collaborative focused on improving access to ADTs in STEM and high demand fields, establishing seamless transitions to four-year institutions, and developing more robust transfer support systems tailored to rural students' unique needs.
3. Marketing Campaign Focused on Transfer: Launch a multi-platform marketing campaign featuring former male students who successfully transferred, creating visible role models and reinforcing transfer as an attainable goal.

TRANSFER EMPHASIS

While the work and efforts for all student success metrics are crucial to the success of our students, the ‘Transfer’ metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, “only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State”. (*California’s Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor’s Degree, September 2024, California State Audit, pg1*)

The Chancellor’s Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer. Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to improve transfer and meet related goals outlined in Vision 2030.*

Butte College’s transfer-focused strategies address the root causes that prevent DI students from reaching their transfer goals by combining systemic, interpersonal, and technological supports aligned with Vision 2030. Feedback gathered at the Student Leadership Academy identified four primary barriers to transfer: 1) finances, 2) motivation, 3) lack of knowledge about the transfer process, and 4) mental health challenges. The Transfer Center plays a central role in addressing these barriers by connecting students to resources, information, and opportunities that keep transfer pathways clear and attainable.

Finances: The Transfer Center will advertise and connect students with financial literacy workshops hosted in CAS.

Motivation and Belonging: Through Transfer Academy, peer mentoring, and milestone celebrations, the Transfer Center will normalize transfer as an achievable goal. Visible recognition of students applying for or admitted to four-year institutions reinforces persistence, particularly for those without transfer role models.

Knowledge of the Transfer Process: The Transfer Center will lead campus-wide informational campaigns targeted at students with 30+ transferable units, provide CSU/UC application workshops, and coordinate communication through various media. These strategies will help students demystify complex requirements and avoid missed deadlines.

Mental Health and Wellness: In partnership with Counseling and Wellness Services, the Transfer Center will embed information on managing stress and accessing culturally responsive practitioners into transfer orientations, workshops, and outreach. This ensures students are aware of wellness supports as they prepare for academic transitions.

Direct Support and Outreach: Students nearing completion will receive direct outreach from Student Success Teams and the Transfer Center, ensuring they do not miss critical transfer steps.

For the broader student population, the Transfer Center will support expansion of Associate Degrees for Transfer (ADTs), collaborate with the Chancellor’s Office Rural College Transfer Collaborative to strengthen STEM transfer pathways, and support marketing campaigns that showcase successful transfers and make the goal more visible.

With these strategies, Butte College is building a comprehensive, student-centered transfer culture that removes barriers, supports DI students, and aligns with Vision 2030 goals to increase transfer rates and equitable outcomes.

**Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment* includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

SECTION 11: INTENSIVE FOCUS ON POPULATION(S) EXPERIENCING DISPROPORTIONATE IMPACT(DI)

GUIDANCE: After completing the individual metric sections, review the student groups identified, the goals established, and the key strategies proposed. Of all the identified DI student populations, please identify 1-3 student population(s) your college will intensively focus on during the equity plan cycle (2025-28) and answer the question below for these identified populations. The intensive focus population(s) may be the same student population(s) experiencing DI your college selected in the previous 2022-25 student equity plan.

Student Population(s) Experiencing DI Selected for Intensive Focus
First Generation Students
Male Students

First Generation Students:

a. Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

In Spring 2025, 71% of all Butte College students identified as first generation, defined as neither parent having attained a Bachelor's Degree. Our first-generation students experience disproportionate impact (DI) in four of the five student equity metrics: completion of transfer-level math and English in the first year, persistence, completion, and transfer.

Many first-gen students balance school with work and family responsibilities. Nationally, nearly 70% of first-gen students work while enrolled, often at higher rates than their peers (NCES, 2022). This can limit flexibility for class schedules, participation in support programs, or campus involvement. Ensuring that financial aid processes, work-study opportunities, and course scheduling are transparent and accessible is critical for first-gen student success.

First-gen students may also enter higher education with limited exposure to college systems and expectations. Research indicates that processes such as financial aid, advising, and registration can be complex for those without prior family experience with higher education (Center for First-Generation Student Success, 2023). This highlights the importance of proactive outreach and culturally responsive guidance, so students understand what resources exist and how to use them.

A strong sense of belonging is a key factor in predicting persistence and success (CCCSE, *Making Ends Meet*, 2020). Yet, students who lack role models with similar backgrounds or who experience imposter syndrome may feel disconnected when they first arrive. While Butte College provides many academic and support services, these resources can be underutilized, particularly by first-generation students who are less likely to seek help when doing so requires significant self-advocacy (U.S. Department of Education, 2021). To address this, integrating first-gen initiatives into visible, everyday campus experiences can strengthen connectedness. Equally important, intentional outreach, embedded academic support, and mentoring can normalize help-seeking behaviors and ensure equitable access for all students.

The challenges first-gen students encounter are not student deficits but opportunities for institutional growth. By refining structures and aligning practices with their needs, Butte College can better serve our first-generation students.

b. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

- 1) How will your college address and overcome the challenges and/or barriers shared above?
- 2) What specific strategies will be implemented, especially across academic and student affairs, and what will

success look like?

3) **What resources, structures, and/or support will be utilized to effectively accomplish this action plan?**

Three-Year Action Plan to Advance First Generation Student Success at Butte College (2025–2028):

Butte College’s action plan for first-generation students is guided by the belief that every student brings unique strengths and perspectives that enrich our campus. Our goal is to ensure first-gen students have equitable access to resources, clear pathways to success, and a strong sense of belonging. Strategies address barriers through proactive support, transparency, and collaboration across Instruction and Student Services.

Year 1: Building Foundations (2025–2026)

Goal: Develop a “First Gen/First Year” framework focused on onboarding, financial clarity, academic planning, and belonging

- **Successful Enrollment:** Add a first-gen indicator in SIS for early identification; pilot a mentoring program pairing students with faculty, staff, and peers; extend “Ask Me” Campaign to four days with Caring Campus support
- **Math & English Completion:** Pilot summer calculus and gateway math boot camps; expand Supplemental Instruction and CAS tutoring; continue faculty professional development through “Light to Inspire” and communities of practice
- **Persistence:** Strengthen cross-department collaboration (Welcome Center, A&R, Counseling, Career Center, Financial Aid, Student Life, Athletics, Instruction) to coordinate the “First Gen/First Year” experience; leverage CAS and SBE Centers for academic and social support; connect work-study eligible students to campus jobs
- **Completion & Transfer:** Identify first-gen students not in support programs and provide CSEPs; begin collecting and sharing transfer success stories via social media and informational campaigns

Year 2: Deepening Engagement (2026–2027)

Goal: Pilot the “First Gen/First Year” framework with intentional integration across Student Services and Instruction

- **Successful Enrollment:** Use Slate to build first-gen cohorts at application and launch targeted drip campaigns; expand “Ask Me” Campaign to first two weeks; grow mentoring program to connect more students
- **Math & English Completion:** Continue “Light to Inspire” and expand learning communities supporting first-gen and racially minoritized students
- **Persistence:** Formalize early alert with first-gen “flags” in progress reports coordinated through Student Success Teams; embed “college knowledge” programming in courses and co-curriculars
- **Completion & Transfer:** Launch “Finish What You Started” campaign for students with 45+ units; automate counseling appointments for those nearing completion; expand transfer advising with ADTs; normalize transfer through newsletters and social media stories

Year 3: Institutionalizing Equity (2027–2028)

Goal: Fully launch “First Gen/First Year” Experience with sustained supports and data-informed strategies

- **Successful Enrollment:** Institutionalize first-gen flags in all systems for tracking; implement a comprehensive onboarding experience with program exploration, degree planning, and wrap-around services for first gen students; sustain mentoring and add first-gen awareness to faculty/staff onboarding
- **Math & English Completion:** Use disaggregated course data and student feedback to refine curriculum and supports; sustain “Light to Inspire” and faculty learning communities
- **Persistence:** Embed career exploration and “Why College?” modules into high-demand first-year courses (English, Math, Psychology, Ethnic Studies); integrate first-gen milestones (e.g., ed plan completion, math/English in year one) into Student Success Team tools

- **Completion & Transfer:** Send degree-completion reminders to students with 60+ units; build a repository of video/print first-gen success stories; secure ongoing funding for summits, mentoring, and professional development

Ongoing Evaluation, Support, and Success: Butte College will annually disaggregate equity data by first-gen status and track student outcomes across all metrics. Progress will be reviewed with SEAPAC, and we will leverage student feedback and cross-campus collaboration to refine strategies. Success includes increased service use, CSEP completion, math and English completion, persistence, completion, and transfer rates for first-gen students.

Male Students:

a. Current Challenges/Barriers

Consider your institutional policies, processes, practices, and culture: what current structures are challenges/barriers for the identified student population experiencing DI at your college?

At Butte College, data indicates that male students, particularly those with intersecting identities, experience disproportionate impacts (DI) in all five student equity metrics: successful enrollment, completion of math and English in the first year, persistence, completion, and transfer. While the college has made progress in fostering an inclusive environment, opportunities remain to strengthen support for male students through intentional adjustments in institutional structures, policies, and practices.

Many male students balance competing priorities such as financial obligations, employment, and family responsibilities, which can limit participation in traditional course schedules or support services. Service availability and scheduling may not always provide the flexibility required to help male students successfully integrate academics with personal commitments.

Broader societal narratives around masculinity also influence how some students perceive higher education and help-seeking behavior. Research indicates that certain male students may view asking for support as a weakness or perceive college as misaligned with traditional norms, which can reduce their engagement with available resources.

In terms of preparation, some male students enter college with gaps in time management, study skills, or foundational knowledge. These challenges reflect broader trends in higher education but may be intensified by systems that assume baseline readiness. Without targeted academic support, male students may face additional barriers to persistence.

Students pursuing high-demand application-required programs, such as welding or heavy equipment, may also encounter challenges related to seat availability, waitlists, and unclear program pathways. These hurdles can create confusion for students expecting a direct path from enrollment to employment. Without proactive guidance, some may disengage when confronted with these complexities.

Butte College is committed to examining and evolving institutional practices to better support male students and ensure that they have equitable access to opportunity, support, and long-term success.

b. Action Plan for Ideal Institution

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan: (5000 characters max)

1) How will your college address and overcome the challenges and/or barriers shared above?

- 2) **What specific strategies will be implemented, especially across academic and student affairs, and what will success look like?**
- 3) **What resources, structures, and/or support will be utilized to effectively accomplish this action plan?**

Three-Year Action Plan to Advance Male Student Success at Butte College (2025–2028):

This three-year plan reflects Butte College’s commitment to eliminating DI for male students across all five metrics: enrollment, retention, completion of transfer-level math/English, completion, and transfer. The plan emphasizes cross-campus collaboration, targeted resource alignment, and sustained student engagement. Institutional efforts will focus on three core pillars: data-informed action, coordinated support, and career-aligned engagement.

1. Addressing Challenges and Barriers

Butte College will launch a campus-wide initiative guided by a cross-functional team of faculty, staff, and students to identify and address barriers that male students face, including under-representation in support programs, low CSEP completion, and challenges navigating competitive CTE pathways.

Key actions include:

- **Task Force Formation:** Establish a cross-functional team with representation from Instruction, Student Services, and students.
- **Data Collection:** Conduct disaggregated data reviews, surveys, and focus groups to better understand the academic and personal experiences of our male students.
- **Barrier Analysis:** Map key points in the student journey where male students experience lower engagement or persistence.

The Task Force will provide oversight, monitor progress, and help align campus initiatives to meet the goals of the plan. The college will also leverage expanded staffing, including two new full-time Counselors and COI-aligned Student Success Specialists, to strengthen outreach and personalized support.

2. Strategies Across Instruction and Student Services

This action plan is structured across three phases over three years to build, scale, and sustain transformative change:

Year 1: Building Awareness and Infrastructure (2025-26)

- **Enrollment:** Review CCCApply to ensure application-required programs are clearly presented to prevent misdirection. Pilot one program to map the student journey, identify barriers, and streamline admissions/onboarding. Leverage Slate to automate workflows and enhance communication.
- **Math/English:** Provide professional development on equity-minded pedagogy for faculty; review tutoring access and peer support staffing to ensure equitable representation.
- **Persistence:** Administer a first semester needs survey for new male students and connect those not enrolled in support programs with services through trusted referrals.
- **Completion:** Use disaggregated program-level data to establish a baseline for how male students access services, including counseling, CSEPs, and tutoring.
- **Transfer:** Host exploratory panels with faculty, staff, and alumni to understand transfer challenges faced by male students and highlight successful pathways.

Year 2: Scaling and Institutionalizing (2026-27)

- **Enrollment:** Pilot streamlined onboarding application process for one program, gather feedback via surveys and focus groups, and refine based on results to improve clarity and satisfaction.
- **Math/English:** Increase access to academic supports through outreach and scheduling improvements.
- **Persistence:** Use Student Success Teams to provide ongoing connection and communication (including kudos) and document meaningful interactions.

- **Completion:** Develop a shared referral and tracking system across programs; explore technologies to monitor engagement.
- **Transfer:** Embed transfer workshops and planning into male-majority academic programs.

Year 3: Sustaining and Improving (2027-28)

- **Enrollment:** Expand the refined model to all application-required programs, standardize communication and processes across disciplines, and institutionalize continuous improvement to ensure clear, consistent enrollment processes
 - **Math/English:** Continue to track and support participation in core academic supports.
 - **Persistence:** Utilize data about the male student experience from surveys, focus groups, and interactions with Student Success Teams to develop a first semester protocol for supporting first-time male students.
 - **Completion:** Expand faculty participation in mentoring and bridging foundational knowledge gaps related to male student challenges and engagement strategies.
 - **Transfer:** Launch a multi-platform marketing campaign featuring former male students who successfully transferred, creating visible role models and reinforcing transfer as an attainable goal.
- 3. Ongoing Evaluation, Support, and Success:** Butte College will annually disaggregate equity data by gender and track male student outcomes across all metrics. Progress will be reviewed with SEAPAC, and we will leverage student feedback and cross-campus collaboration to refine strategies. Success includes increased service use, CSEP completion, math and English completion, persistence, completion, and transfer rates for male students.

SECTION 12: STUDENT EDUCATION PLANS

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

Cohort = New, First-Time, Non-Special Admit Unduplicated Students for that Term

Exempt Students: To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to [Title 5 Section 55532](#) for a list of possible exempt students.

Comprehensive Student Education Plans = A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student’s declared course of study. **(Current MIS Data Element Dictionary SS09 for Student Credit Education Plan).**

Note: The following is a newly proposed 2025 MIS definition for comprehensive education plans: A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student’s declared course of study along with all required courses and other requirements needed to complete each term to achieve the student’s declared course of study (i.e., degree, certificate, transfer, apprenticeship).

COMPREHENSIVE STUDENT EDUCATION PLANS (Local College Data)					
Academic Year Cohort <small>(include summer and winter sessions if applicable)</small>	Total Number of Enrolled Students in Cohort	# of Students who Received a Comprehensive Ed Plan by end of First Primary Term	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students who Received a Comprehensive Ed Plan by end of First Academic Year	% of Students (out of the total number of students enrolled in cohort) who Received a Comprehensive Ed Plan by End of First Academic Year
Fall 2022 Cohort <small>(Comprehensive Ed Plan by 6/30/2023)</small>	1910	502	26.3%	692	36.2%
Spring 2023 Cohort <small>(Comprehensive Ed Plan by 12/31/2023)</small>	337	88	26.1%	113	33.5%
Fall 2023 Cohort <small>(Comprehensive Ed Plan by 6/30/2024)</small>	2034	547	26.9%	710	34.9%
Spring 2024 Cohort <small>(Comprehensive Ed Plan by 12/30/2024)</small>	395	116	29.4%	135	34.2%

1. Using local college data and the CCCC Percent Point Gap Minus One (PPG-1), identify and list student populations experiencing disproportionate impact (DI) in receiving a comprehensive education plan by the end of the First Primary Term and/or the end of the First Academic Year.

Comprehensive Ed Plan Completed by end of First Term by New Students Fall 2022 - Spring 2024									
Cohort	Gender	Cohort Size	Percent with CSEP	Other Student CSEP			Std Error	Student Gap	Statistical Significance
				Percent	Percent Gap as PPG-1	Percent Gap as PPG-1			
First Gen	All	2478	27.28	29.09	-1.81	1.05	-45	Significant	
Undocumented	All	50	42	28.06	13.94	11.5	7	Significant	
LGBTQ	All	308	31.49	27.98	3.51	3.46	11	Significant	
Veterans	All	27	77.78	27.93	49.85	29.15	13	Significant	
DSPS	All	281	39.15	27.55	11.6	4.52	33	Significant	
Foster Youth	All	81	71.6	27.49	44.11	15.48	36	Significant	
EOPS	All	321	96.57	23.53	73.04	10.51	234	Significant	
Low Income	All	2639	33.12	22.76	10.36	1.24	273	Significant	
NonBinary	All	148	26.35	28.25	-1.9	4.16	-3	Not Significant	
Homeless	All	151	32.45	28.06	4.39	5.1	7	Not Significant	

Cohort	Gender	Cohort Size	Percent with CSEP	Other Student CSEP			Std Error	Student Gap	Statistical Significance
				Percent	Percent Gap as PPG-1	Percent Gap as PPG-1			
White	M	1117	21.22	28.55	-7.33	1.21	-82	Significant	
Hispanic / Latino	M	788	23.22	27.52	-4.3	1.59	-34	Significant	
American Indian or Alaskan Native	M	35	8.57	26.93	-18.36	2.67	-6	Significant	
Asian	M	109	38.53	26.52	12.01	7.14	13	Significant	
Asian	F	121	42.98	26.37	16.61	7.57	20	Significant	
White	F	1033	28.75	26.24	2.51	1.72	26	Significant	
Hispanic / Latino	F	846	31.32	25.8	5.52	2.08	47	Significant	
Two or More Races	M	137	23.36	26.9	-3.54	3.83	-5	Not Significant	
Native Hawaiian or Other Pacific Islander	M	12	0	26.87	-26.87	100	-3	Not Significant	
Unknown / Non-Respondent	X	7	0	26.84	-26.84	100	-2	Not Significant	
White	X	78	24.36	26.84	-2.48	5.29	-2	Not Significant	
American Indian or Alaskan Native	X	2	0	26.81	-26.81	100	-1	Not Significant	
Asian	X	4	0	26.82	-26.82	100	-1	Not Significant	
Native Hawaiian or Other Pacific Islander	F	2	50	26.79	23.21	68.6	0	Not Significant	
American Indian or Alaskan Native	F	45	26.67	26.8	-0.13	7.64	0	Not Significant	
Unknown / Non-Respondent	F	17	29.41	26.79	2.62	13.74	0	Not Significant	
Black or African American	X	4	50	26.78	23.22	48.51	1	Not Significant	
Two or More Races	X	9	44.44	26.76	17.68	28.71	2	Not Significant	
Hispanic / Latino	X	29	37.93	26.73	11.2	13.62	3	Not Significant	
Unknown / Non-Respondent	M	23	39.13	26.74	12.39	15.79	3	Not Significant	
Black or African American	M	65	30.77	26.74	4.03	7.36	3	Not Significant	
Two or More Races	F	150	28.67	26.73	1.94	4.51	3	Not Significant	
Black or African American	F	43	37.21	26.7	10.51	10.97	5	Not Significant	

Student Populations Experiencing Disproportionate Impact (DI) in Receiving a Comprehensive Education Plan (CSEP):

Based on Fall 2022 to Spring 2024 data and the CCCC PPG-1 method, four student groups at Butte College are experiencing disproportionate impact (DI) in completing a CSEP by the end of their first primary term.

Disproportionately Impacted Populations (statistically significant):

- **American Indian/Alaska Native Male Students:**
 - 8.57% CSEP rate vs. 26.93% for all other students
 - Equity gap of -18.36%
 - 6 more students needed to close equity gap
- **White Male Students:**
 - 21.22% CSEP rate vs. 28.55% for all other students
 - Equity gap of -7.33%
 - 82 more students needed to close equity gap
- **Latino Males Students:**
 - 23.22% CSEP rate vs. 27.52% for all other students
 - Equity gap of -4.30%
 - 34 more students needed to close equity gap
- **First-Generation Students:**
 - 27.28% CSEP rate vs. 29.09% for all other students

- Equity gap of -1.81%
- 45 more students needed to close equity gap

Each of these groups demonstrated a statistically significant gap, confirming disproportionate impact in early educational planning.

Additional Groups to Monitor (not statistically significant):

- **Native Hawaiian/Pacific Islander (Males):**
 - Showed an equity gap of -26.87% but not statistically significant due to smaller cohort size
- **Two or More Races (Males):**
 - Showed an equity gap of -3.54% but not statistically significant due to smaller cohort size
- **Nonbinary and “Unknown”:**
 - These groups also had equity gaps but lacked statistical significance due to small cohort size or high error margins.

High-Performing Populations (No DI):

- EOPS students (96.57% CSEP rate), Veterans (77.78% CSEP Rate), and Foster Youth (71.60% CSEP rate) had significantly higher-than-average CSEP rates, showing strong programmatic impact.
- Undocumented (42%), DSPS (39.15%), low income (33.12%), and LGBTQ (31.49%) students also exceeded the average and had statistically significant positive gaps, reflecting success in equity-focused practices.

Summary:

Disaggregated data highlights that American Indian/Alaska Native male students, White male students, Latino male students, and first-generation students are not receiving early CSEPs at equitable rates. These groups will be prioritized and equity efforts will continue to leverage successful models from the EOPS, Veterans Resource Center, and Inspiring Scholars programs while addressing identified gaps with intentional, data-informed strategies.

- 1. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college plans to implement or continue to proactively ensure the identified disproportionately impacted (DI) student populations receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year.**

Key Strategies to Ensure Early CSEP Completion for DI Student Populations

To proactively close equity gaps in Comprehensive Student Education Plan (CSEP) completion for disproportionately impacted student populations, Butte College is implementing a range of structural changes and targeted initiatives to ensure timely access to education planning. The primary goal is to deliver CSEPs in the first semester, with a secondary goal of completion by the end of the first academic year:

1. Case Management through Student Success Specialists

COI-based Student Success Specialists will provide dedicated case management for DI populations through their work with Student Success Teams and General Counseling. These staff members will track CSEP completion, conduct outreach, and assist with appointment scheduling and follow-through.

2. Integrating CSEP Completion into First-Year Courses

To normalize early planning, Butte College is exploring the option of integrating counseling and CSEP development directly into high-enrollment foundational courses such as English 2. This will ensure that students, particularly those not immediately connected to a special program, receive a CSEP early in their journey.

3. Community of Interest (COI) Counseling Integration

Each COI will have a designated counseling liaison to clarify support pathways and ensure students know whom to go to, including targeted outreach to white male students. CSEPs will be documented and aligned across programs.

4. Targeted CSEP Events for DI Groups

Counseling services are now more closely integrated with SBE centers, and to increase early CSEP creation, Butte will host focused events and workshops for DI populations. These may be themed around specific identities or communities of interest and supported by assigned counselors and Student Success Teams.

5. Disaggregate and Monitor CSEP Data Annually

Continue to disaggregate CSEP completion rates by race/ethnicity, gender, and special population status and by each counseling department to ensure interventions remain equity-focused and data-informed.

- 2. Summarize key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies for the DI student populations and transfer-intending students summarized above, your college plans to implement or continue to proactively ensure all students receive a comprehensive education plan early in their journey – with a primary goal delivery in the first semester, and a secondary goal of delivery by the end of their first academic year. This will help support equitable outcomes and prepare students for transfer, employment, and economic mobility.**

Key Strategies to Ensure All Students Receive a CSEP Early

Beyond targeted interventions for DI students, the college will implement the following broader strategies to ensure all students receive a comprehensive education plan early in their academic journey:

1. Smart Plan Software Implementation

The college will adopt Smart Plan, a platform used by counselors to supports timely, goal-based, and accessible CSEPs. Smart Plan allows for placeholder courses and integrates with existing college systems, ensuring that students receive structured plans in collaboration with counselors that align with their academic and career goals, regardless of time-to-completion.

2. New Scheduling System Implementation

To reduce barriers to access, Butte College will implement a new scheduling software system by the end of 2025–26. This tool will streamline appointment setting, particularly for first-gen and other students unfamiliar with college systems.

3. Standardized CSEP Definition and Coding

The college will establish a consistent, college-wide definition and coding process for CSEPs across all counseling departments. This includes leveraging new scheduling software and the SMART Plan platform to ensure consistency, alignment with Vision-Aligned Reporting (VAR) requirements, and streamline student tracking and support.

4. Coordinated Communication Plan for Application-Required Programs

In partnership with Application-Required Programs (e.g., Welding, Automotive, Public Safety Academies, etc...), Admissions & Records, and the Recruitment and Outreach Office, design and implement a clear, consistent pre-enrollment communication plan that will provide prospective application-required program students with timely information on program-specific requirements, matriculation steps, and waitlist procedures at the point of application.

SECTION 13: VISION 2030 EQUITY ALIGNMENT AND COORDINATION

GUIDANCE: [Education Code 78220 \(a\)\(4\)](#) requires colleges to integrate Student Equity and Achievement Program efforts with, at minimum, the student equity-related categorical programs or campus-based programs listed below. **Please collaborate with these programs/support services in your response to the questions below while keeping in mind the goals you developed for your identified DI student populations and Vision 2030 goals: equity in success, equity in access, and equity in support.**

Vision 2030: A Roadmap for California Community Colleges provides a systemwide approach designed to ensure inclusivity and equity across student populations, as well as to enable California learners to experience tailored, supportive pathways leading to family-sustaining wages or a to complete a baccalaureate degree. Vision 2030 asks us to consider “what access means when we lead with equity,” centering our efforts on engaging and supporting several populations, including: (1) veterans, (2) justice-impacted students, (3) dual enrollment students, (4) foster youth, and (5) the 6.8 million Californians who have completed high school but have not earned a college credential—a group that is highly racialized and likely to be low-income. To further these efforts, Vision 2030 also urges us to provide credit for prior learning and to optimize educational technologies in an evolving world of teaching and learning—especially in ways that transform processes and student experiences to bolster equity efforts.

As you consider your answers to the below questions focused on equity-centered programs and strategies, please consider the systemwide goals, outcomes, and benchmarks outlined in [Vision 2030: A Roadmap for California Community Colleges](#).

GUIDED PATHWAYS

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code 88920 and 88921. Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

To align Student Equity and Achievement (SEA) Program efforts with Butte College’s Guided Pathways framework, the college is advancing integrated strategies designed to transform structures, center the student experience, and improve equitable outcomes in line with Vision 2030.

Counseling and Academic Pathways

The Counseling Department is transitioning from a generalist model to a Guided Pathways-aligned structure organized by Communities of Interest (COIs) and program-specific counseling. This model provides students with personalized, relevant guidance to clarify goals and enter pathways earlier. Complementing this shift, the college is implementing a Program Pathways Mapper, a public-facing tool that offers clear term-by-term course maps, connects programs to careers, and supports informed decision-making.

Dual Enrollment and Early Momentum

Butte College is redesigning dual enrollment with a students-first approach that emphasizes early momentum points, leading to stronger persistence and degree completion. Current GE and CTE dual enrollment offerings are being assessed to inform a strategic redesign that creates clearer postsecondary and career pathways. These efforts ensure that students begin college with early progress toward their transfer or workforce goals.

Student Success Teams and Holistic Support

Holistic supports remain central to Guided Pathways implementation. Student Success Teams continue to use data disaggregated by race, gender, and special population status to identify students in need of additional support. Proactive outreach, including milestone-based messaging campaigns, keeps students connected and engaged throughout the semester, while timely referrals link them to appropriate campus resources. These efforts focus on helping students achieve critical first-year outcomes, including math/English completion and persistence into the second term.

Professional Development and Cultural Change

The college is institutionalizing "Light to Inspire," an experiential professional development program that promotes a culture of belonging, dignity, and Universal Design for Learning (UDL)-based practices. By embedding this training into new faculty onboarding and sustaining it as an in-house program, Butte College is creating long-term cultural change in teaching and learning that strengthens the Guided Pathways framework.

STUDENT FINANCIAL AID ADMINISTRATION

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

In alignment with Vision 2030, the Butte College Financial Aid Office (FAO) is committed to a holistic, equity-driven strategy that increases FAFSA/CADAA completion and maximizes aid receipt. This approach integrates proactive outreach, targeted interventions, and cross-campus collaboration to support the entire student body, including disproportionately impacted (DI) populations.

Early Engagement and Access

The FAO embeds Financial Aid Specialists into student-facing support programs and provides flexible options for one-on-one appointments and FAFSA/CADAA help labs. Services are offered during day and evening hours, in-person and virtually, to support students balancing employment and family responsibilities. Completion of a financial aid application is encouraged as a standard step in the enrollment process for all students, including returning adult learners. Outreach is also available in Spanish to meet the language needs of DI populations.

Targeted Communication and Support

The FAO implements a multi-pronged communications plan that uses email, text, and the student portal to promote FAFSA/CADAA completion and renewal. Personalized follow-up is coordinated with equity-focused programs to assist students who have not applied for aid. Educational technologies, including chat and text-based AI tools, provide real-time guidance, reminders, and resources, ensuring students receive the information they need when they need it.

Comprehensive Aid and Resources

Butte College offers a wide range of financial supports, including federal and state aid programs such as Pell Grant, Cal Grant, Federal Work-Study, Student Success Completion Grant, and the California College Promise Grant. Institutional resources include emergency grants, textbook vouchers, and food assistance. Emergency aid is distributed quickly through the Roadrunner Hub (Basic Needs Center) to reduce barriers for students experiencing urgent needs. In addition, the FAO partners with ECMC Solutions to provide loan repayment support and financial education.

Continuous Improvement

The FAO regularly monitors FAFSA/CADAA completion and aid receipt data to evaluate effectiveness and guide continuous improvement. By integrating data-driven decision-making with equity-minded practices, the FAO ensures that financial aid resources are maximized to support student success, degree completion, and long-term economic mobility.

STUDENTS WITH DISABILITIES (DSPS)

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Butte College's DSPS program is actively working to align with Vision 2030 by increasing access, support, and equity for students with disabilities through a blend of strengthened data analysis, inclusive outreach, and intentional programming. As part of our 2025–26 equity-centered approach, DSPS will collaborate with the Office of Institutional Research to better understand the demographics of DSPS students and identify any sub-populations who may be underserved. These findings will inform the design of targeted outreach strategies that more effectively

engage students with disproportionate impact at the college.

Current outreach efforts include "Donuts with DSPS," a Welcome Week tabling campaign, and multiple events during Disability Awareness Month, including a student panel, a disability resource fair, and a campus-wide comedy event with a hard of hearing performer. Each of these events aim to foster belonging, normalize accessibility, and expand awareness of disability-related services. While DSPS regularly participates in transition fairs and hosts spring outreach visits to local high schools, capacity challenges require careful planning to ensure that growth in student interest can be matched by appropriate levels of service and support.

Looking ahead, DSPS will review data outcomes for persistence, English and math completion, completion, and transfer to uncover equity gaps within DSPS sub-populations. Where gaps exist, DSPS will develop responsive strategies to close them. In alignment with Vision 2030's focus on inclusive access and collaboration, DSPS will also connect with the Student Belonging and Empowerment (SBE) team to co-develop activities that bridge DSPS and other student populations. These cross-program efforts are designed to reduce stigma, foster peer connection, and ensure that students with disabilities feel seen, supported, and included in the broader campus community.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)/CalWORKs

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Butte College's EOPS and CalWORKs programs proactively support efforts to eliminate disproportionate impact through targeted, student-centered services aligned with the goals of the 2025–28 Student Equity Plan. Both programs deliver high-impact practices that address barriers experienced by disproportionately impacted populations, including low-income, first-generation, foster youth, and moving forward, under-represented men.

EOPS supports equity by offering personalized academic counseling, comprehensive educational planning, priority registration, and case management. Services are provided across multiple modalities (on campus, by phone, and virtually) ensuring accessibility for all students. The program includes embedded math tutoring, one-to-one support, progress monitoring, and interventions for students on academic notice. Wraparound services like book credits, grants, and equipment loans further mitigate financial barriers. EOPS also supports student skill development through academic workshops and seminars focused on time management, stress reduction, and transfer preparation.

EOPS fosters a culturally responsive environment through inclusive programming and support groups tailored for foster youth, single parents, and transfer-bound students. The program employs bilingual, bicultural staff and engages in ongoing professional development to sustain equitable, evidence-based practices. The CARE program, a component of EOPS, enhances services for single parents receiving TANF/CalWORKs with childcare grants, parenting groups, and meal and gas vouchers.

CalWORKs delivers individualized academic and career support including workshops on employment, scholarships, and academic planning. County case managers are embedded on campus to provide real-time support, and close coordination with county offices ensures students receive consistent, holistic assistance. CalWORKs also connects students to EOPS/CARE and community resources to address broad life challenges.

Looking ahead, EOPS will align its application with the equity populations identified in the 2025–28 SE Plan by spring 2026. Notably, current data shows 2/3 of EOPS students are female. In response, EOPS will implement a targeted outreach campaign to increase male student enrollment and develop new strategies focused on supporting male student success.

Together, these programs play a vital role in eliminating equity gaps and advancing institutional goals through

responsive, data-informed action.

NextUp/FOSTER YOUTH

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan. (2500 characters max)

The Inspiring Scholars Program at Butte College is committed to eliminating disproportionate impact among foster youth through targeted, data-informed, and equity-driven strategies aligned with the goals of the 2025–28 Student Equity Plan. Our interventions are outlined below.

1. **Maximizing financial aid:** all participants receive personalized support to ensure they access the Student Success Completion Grant for Foster Youth, Pell, Chafee, and other resources. Internally, staff stagger program grant disbursements across the semester to help students maintain financial stability, a key factor in persistence and completion.
2. **Improving male student outcomes:** we are prioritizing male participation in both recruitment and programming. Currently, only 32% of our participants are male. To address this gap, we are leveraging our High School Transition Grant to focus outreach on high school males, highlighting the financial and long-term benefits of college and incorporating this message into orientations and transition events. This work is paired with an intentional shift from promoting certificate-only pathways to emphasizing degree attainment, increasing students' long-term educational and career mobility, including transfer to institutions like Chico State.
3. **Addressing early attrition and course withdrawal:** we are identifying students at risk of not persisting, particularly those who receive a “W” grade, and following up through a coordinated text and phone campaign. These students are then connected to direct support, including peer mentoring. Our Peer Mentoring Program pairs newer students with more experienced students, who are paid to provide weekly check-ins and monthly in-person meet-ups to build consistent, affirming relationships.
4. **Academic success in math and English completion:** Program staff take Statistics courses to better support students, ensuring culturally responsive and relevant assistance. At the end of each term, students who pass at least one class with a C or better receive an end-of-semester recognition with affirming messages to celebrate progress and effort, building self-efficacy and a sense of belonging.

PROGRAMS FOR VETERANS (VETERANS RESOURCE CENTER)

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Although Veteran students at Butte College are not currently experiencing disproportionate impact (DI) in any the five equity metrics, the Veterans Resource Center (VRC) remains committed to proactive, equity-minded support aligned with the goals of the 2025-28 Student Equity Plan. Historically, Veterans have faced equity gaps in math/English completion and transfer. The VRC will continue to proactively address these areas to ensure equitable outcomes.

Veterans are required to complete a Comprehensive Student Education Plan (CSEP) in their first semester to maintain VA benefits. To ensure timely completion, Butte College employs a full-time Veterans Counselor dedicated to academic planning and early guidance. Data shows that although Veteran students achieve higher course success rates than their peers, they enroll in transfer-level math/English at lower rates during their first and second semesters. To address this, the Veterans Counselor will emphasize the importance of early math/English enrollment, connect students with tutoring services, and share available resources, such as loaner laptops and

graphing calculators.

Recognizing the importance of career alignment for Veterans transitioning into college, the VRC will partner with the Career Center to embed career exploration and assessment into their onboarding checklist. This checklist will also include a reminder to complete the FAFSA, as many Veterans do not apply due to their GI Bill eligibility despite often qualifying for additional financial aid.

Upcoming changes to Credit for Prior Learning (CPL) will benefit Veterans by granting credit for military training in areas such as Fire Science, Automotive, and Cybersecurity, accelerating time to degree and improving completion rates. Finally, the VRC staff will help faculty and staff better understand and support student Veterans by offering flex workshops, including Veteran student panels, to promote military cultural competency across the campus community.

Through these strategies, the VRC will ensure that Veteran students remain well supported, build strong academic and career pathways, and continue to achieve success without the emergence of new equity gaps.

JUSTICE-INVOLVED and JUSTICE-IMPACTED STUDENTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

To support justice-involved and justice-impacted students, particularly those from disproportionately impacted populations, Butte College will implement a comprehensive set of strategies through the Rising Scholars Program Workplan (2025–2028). These initiatives include structural changes, targeted outreach, service enhancements, and ongoing evaluation designed to increase access, equity, and student success.

Key structural strategies include expanding on-site counseling and student services at the Butte County Sheriff's Office Day Reporting Center, Butte County Jail, and local community agencies. Two counseling sessions per semester will be offered, with students receiving priority registration. Regular data tracking will inform continuous improvement of these efforts.

We will also collaborate with Butte County Jail to launch in-facility instruction, including short-term certificates, GED prep, and foundational courses. Faculty will receive specialized training, and instructional resources will be allocated to support secure delivery starting Spring 2027.

We will also enhance access to community resources by forming partnerships with housing, mental health, and employment providers. Workshops and resource guides will connect students to critical support systems, with outcomes tracked to inform program adjustments. To increase enrollment in Career Technical Education (CTE) pathways, we will align programs with labor market demands, conduct CTE workshops, and build pipelines with inclusive employers. Peer mentoring through the Rising Scholars Club will support retention and persistence.

Finally, professional development for staff will focus on trauma-informed care, equity, and best practices for working with justice-impacted populations. Trainings will be held each semester, supported by expert consultants and evaluation tools.

Together, these coordinated strategies will provide meaningful educational access, foster equity, and support successful reentry and academic progress for justice-involved and justice-impacted students.

LOW-INCOME ADULTS

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

To improve access and success for low-income adult learners, especially those from disproportionately impacted (DI) populations identified in the 2025-28 Student Equity Plan, Butte College is implementing a coordinated set of high-impact strategies.

EOPS supports low-income students who also belong to DI groups. In 2024–25, EOPS served 813 students, with plans to grow to 1,000 in the next two years. The program removes financial and technological barriers by providing laptops, hotspots, calculators, and a \$400 textbook credit to support academic success.

MESA serves first-generation, low-income students in transfer-bound STEM majors. Strategies include a Calculus Boot Camp and Week Zero, both offering students financial incentives for early preparation. MESA also offers a computer lab with 3D modeling software, a lending library for STEM materials, and is launching an Academic Excellence Workshop Program with incentives for students attending at least 60% of sessions. The Summer Undergraduate Research Internship Program places students in paid roles in industry and labs to build experience and income support.

CASA (Center for Access, Success, and Achievement), funded by a Title V grant, serves Hispanic and low-income students, especially first-year learners. CASA supports 178 students and is expanding to 300. Students receive case management through two Student Success Specialists, including two required coaching sessions each semester. CASA recently hired seven peer mentors for 2025–26 and offers a dedicated space with a computer lab, study area, printing, and access to Success Specialists. CASA hosts academic and social workshops, collaborates with MESA on Week Zero, and leads Summer Jam for Reg2Go seniors to provide onboarding, financial aid guidance, and academic advising.

Financial Aid will continue targeted outreach and application support for FAFSA and CADAA filers, communicate timely about aid eligibility, and provide in-person help through embedded Financial Aid Specialists aligned with each student’s academic pathway. Support includes one-on-one help with appeals, emergency aid referrals, and improved degree audit alignment to ensure continued eligibility.

Together, these initiatives offer a coordinated, equity-centered support system that reduces barriers, promotes engagement, and advances academic completion for low-income, first-generation, and disproportionately impacted students.

CREDIT FOR PRIOR LEARNING

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

To support the equitable expansion of Credit for Prior Learning (CPL), Butte College has created a CPL Taskforce responsible for implementing a comprehensive set of structural changes, initiatives, and action steps designed to make CPL more accessible, transparent, and beneficial for disproportionately impacted student populations, including veterans, adult learners, and first-generation students. These efforts align with Title 5 § 55050 and Vision 2030’s Strategic Direction 2: Equitable Workforce and Economic Development.

Key strategies include the revision of Administrative Procedure (AP) 4235 to clearly define eligibility, modes of CPL, grading policies, and transcription procedures. The updated AP eliminates unnecessary barriers by waiving enrollment and assessment fees and by outlining a detailed, student-facing CPL process that provides multiple avenues for earning credit (e.g., standardized exams, military service/training, industry credentials, portfolios, and high school articulation).

To operationalize this process, Butte College is launching a Softdocs-based CPL Petition form that students can access online. This new system automates workflow routing based on a student’s education plan and connects

requests to the appropriate department for review. It replaces the current counselor-mediated process, reducing gatekeeping and increasing access for students from underserved backgrounds.

A public-facing CPL webpage will also be launched to provide clear guidance on available CPL options, articulation agreements, and petition instructions. CPL articulations will be updated annually, and faculty are encouraged to identify eligible courses using equity-minded practices. The college will also expand outreach to veterans and students with prior work experience through improved guidance and referrals at the time of education plan development.

To ensure consistency and support, the CPL Taskforce has proposed assigning a CPL Coordinator (with 20% reassigned time) to oversee the workflow, guide faculty, maintain the website, and ensure timely evaluations. Faculty will be compensated for time-intensive evaluations through stipends or possible integration into noncredit, skills-based courses.

Finally, the CPL Taskforce will continue into the 25-26 academic year to finalize implementation, expand faculty training, track outcomes disaggregated by race/ethnicity, and institutionalize an equitable and sustainable CPL process.

DUAL ENROLLMENT

“The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit.” - [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

Butte College is rapidly expanding its dual enrollment program to ensure all high school students, especially those from disproportionately impacted (DI) populations, have access to early college opportunities that lead to transfer, career, or apprenticeship pathways. In 2024–25, the college offered 185 dual enrollment courses across 21 local high schools, with over 215 already scheduled for 2025–26. Growth is supported by the addition of a second Dual Enrollment Specialist, enabling deeper partnership with high schools to support student enrollment and alignment of course and pathway offerings with workforce needs and student interest.

To reduce access barriers, Butte College plans to utilize the simplified dual enrollment application that promises to be mobile-friendly and completed within 15 minutes. Expanding collaboration with both the Butte and Glenn County Offices of Education will also help reach more students from diverse backgrounds. While instructor minimum qualifications remain a constraint, increased demand, especially for high-interest areas like computer science, continues to drive efforts to diversify and expand course offerings.

To promote equity, Butte College is implementing structural strategies aimed at closing access and success gaps. The college developed a dual enrollment data dashboard that disaggregates enrollment, course success, unit accumulation, and participation rates by grade level, race, and gender. Historically, this analysis revealed that Native American and Black/African American students have equity gaps in participation rates while Hispanic students have been over-represented in dual enrollment courses compared to their overall population at some high schools. This data will be analyzed annually to identify DI populations and to guide improvement efforts wherever equity gaps are found.

The college will also utilize the Dual Enrollment Access Gap analysis tool to identify enrollment equity gaps at both the high school and course levels. Equity analyses from this tool and the college’s dashboard will inform one-page data snapshots. These snapshots will highlight course offerings, enrollment numbers, and disaggregated enrollment and outcomes data to support targeted equity discussions and pathway alignment with both K-12 and college leaders. Additionally, course-level snapshots will be developed to help site leaders assess progress and

refine offerings to support DI students in reaching certificate or degree milestones.

STRONG WORKFORCE PROGRAM/PERKINS

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to “increase with equity the number of California community college students who earn a living wage.” Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to “increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them.” - [Vision 2030: A Roadmap for California Community Colleges \(pages 8 and 12\)](#)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

To advance *Vision 2030 Goal 1: Equity in Success* and the system-wide strategic direction of *Equitable Workforce and Economic Development*, our college will coordinate the Strong Workforce Program (SWP) and Perkins V Program with the Student Equity and Achievement (SEA) Program through an integrated, equity-centered approach to increase the number of student, particularly those from disproportionately impacted population, who earn a living wage through high-quality Career and Technical Education (CTE) programs.

Our coordinated efforts will focus on improving CTE student outcomes across Perkins V Core Indicators, including postsecondary retention and placement (Core 1), earned postsecondary credentials (Core 2), nontraditional program enrollment (Core 3), and employment (Core 4). Special populations as defined by Perkins (including individuals with disabilities, economically disadvantaged individuals, single parents, English learners, and students from foster care or military families) will be directly supported through targeted advising, wraparound services, and improved access to high-wage, high-skill pathways.

Through SWP, we will invest in “*MORE & BETTER CTE*” by aligning instruction, processes, and the student experience to meet labor market demand. Our focus is on expanding equitable access to high-demand fields, particularly for students underrepresented in non-traditional careers. The SEA Program will support additional cultural and academic activities, including intrusive advising, equity-minded faculty professional development, and retention strategies such as cohort-based learning and Student Success Teams within the Guided Pathways framework.

Informed by data disaggregated by race, gender, and special populations, our interventions will be tailored to close equity gaps in completion and employment outcomes. For example, the college has hired a program administrator to close equity gaps in recruitment and retention in industrial technologies and has purchased simulators and equipment to accommodate a more diverse student group. Through regional collaboration led by North Far North Regional Consortium, our college will contribute to shared Vision 2030-aligned goals: increasing equitable completion, enhancing employer responsiveness, and improving workforce training coordination. Employer-engagement staff, expanded digital tools, and district-level outreach will ensure that CTE programs remain relevant and connected to living-wage opportunities.