

**CALIFORNIA DEPARTMENT OF FINANCE
AWARDS FOR INNOVATION IN HIGHER EDUCATION APPLICATION
Submitted by:**

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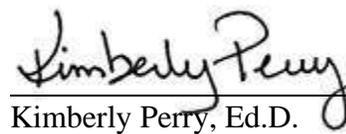
Butte College

Application Abstract: (250 words or less)

Butte College has increased the number of degrees its awards and the number of students it transfers to University of California and California State University campuses by over 30% over the last five years. It has accomplished this by taking a comprehensive approach that involves working collaboratively with the K-12 school districts, high schools, county offices of education, California State University, Chico and community partners; improving and accelerating its developmental programs, developing transfer degrees that streamline articulation to the university, and focusing the entire institution using widely understood, collaborative and integrated processes on student access, equity, success and completion. The College’s Progress and Completion Model and its data processes support these efforts. The two objectives in this application are to 1) Complete implementation of the Student Progression and Completion Model (SPCM) and 2) Meet or exceed the college’s goals for course completion, degrees, certificates and transfers. Through the objectives identified in this application, Butte College is continuing to enhance and refine these processes to improve its future performance for all students especially those from underrepresented groups.

Assurance and Signature:

“I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.”



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1/9/2015
Date

Context - Question 1:

Butte-Glenn Community College District has identified the following institutional goals that addresses and supports degree completion and transfer.

Over the past five years Butte College has increased the number of degrees it has awarded and the number of students it has transferred to CSUs and UCs by over 30%. Specific strategies that have supported completion include: the implementation of the Student Support Services and Programs initiative, acceleration of developmental sequences, implementation of the New Transfer Model curriculum and a variety of student support initiatives. These initiatives include First Year Experience and Supplemental Instruction. To date, the College has implemented 20 Associate Degrees for Transfer - one of the highest numbers in the state and is implementing an online educational planning system.

Butte College has identified goals that specifically address the need to increase the number of bachelor's degrees awarded, promote completion of bachelor's degrees within four years and/or provide increased transfer rates between community college and CSU/UCs. These goals include:

Goal 1: Complete implementation of the Student Progression and Completion Model (SPCM). Under this model, the college has established a flow-based organizational framework for student success. This model establishes outcomes and responsibilities for each of the four student progression steps (Connection → Entry → Progress → Completion). This model provides an integrated approach that supports student completion. This framework supports the reduction in losses along each step. Additionally, the college has aligned its information and reporting systems with the Student Progression and Completion Model to ensure that the entire organization is focused in an intentional way on student completion and the steps needed to get there.

Goal 2: Meet or exceed the college's goals for course completion, degrees, certificates and transfers. The college has established three and five year goals for each of these four areas. These goals have helped the college to increase the number degrees and transfers by over 30% in past five years.

Identified goals were developed collaboratively through the Butte College Education Master Planning process over a two year process that began in Fall 2012. The Educational Master Planning Committee (EMPC) includes administrators, faculty representatives, department chairs, classified staff and student services representatives. Progress toward these goals is reviewed annually by the EMPC and strategies refined as necessary. The achievement of these goals ultimately will increase the number of bachelor's degrees awarded, allow students to complete bachelor's degrees within four years, and and/or ease transfer, particularly for student groups that are underrepresented in higher education.

Context – Question 2:

The Butte-Glenn Community College District (BGCCD) is one of California’s largest single campus districts, and serves Butte and Glenn Counties. BGCCD is an accredited two-year open entry, community college serving 16,951 students (unduplicated head count) in 2013-14.

Student Demographics - Data Source: Butte College Student Equity Plan 2014-15

Residency:	Butte Co. (88.6%); Glenn Co. (11.3%)
Enrollment Status:	Full-time (30%); Part-time (53%)
Ethnicity:	African American (3.2%); American Indian (2.8%); Asian (6.3%); Hispanic (17.7%), Pacific Islander (.5%), Other (.7%); White (63%)
Gender:	Male (47.5%); Female (51.5%)
Age:	<17 yrs. (18.3%); 18-24 yrs. (48.1%); 25-49 yrs. (30.3%); >50 yrs. (3.4%)
Butte College serves the following special populations: Foster Youth (.7%); Students with Disabilities (3.2%); Low Income Students (.9%); and Veterans (1.6%)	

The College has developed a student equity plan that identifies disproportionate impacts and establishes goals and activities to alleviate these. Shown below is the **Student Equity Dashboard**, two-part dashboard that shows disproportionate impacts at Butte College in the areas identified for analysis as part of the Student Equity initiative. The first part of this analysis, Chart 1, looks at ethnicity. For some of the defined populations the numbers are very small. The Hispanic population, remains a major focus at Butte College because of the growth of this population element, its lack of preparation for college-level work, and its resulting completion rates. The college is also focusing on course and remedial success for African Americans and all aspects of student success for American Indians.

CHART 1: Disproportional Impacts by Ethnicity

Access/Success Indicator	African American	American Indian/Alaska Native	Asian	Filipino	Hispanic	Pacific Islander	White
Access (BC)	Green	Green	Green	Green	Green	Green	Green
Course Success (BC)	Amber	Amber	Green	Green	Green	Amber	Green
Persistence (BC)	Green	Green	Green	Green	Green	Green	Green
Remedial English (SC)	Red	Red	Green	**	Amber	**	Green
Remedial Math (SC)	Red	Red	Green	**	Amber	**	Green
Remedial ESL (SC)	**	**	**	**	**	**	**
30 Units (SC)	Amber	Red	Green	Amber	Green	Amber	Green
Preparation for College Math and English (SC)	**	**	**	**	Red	**	Green
Degrees and Certificates / Completion (SC)	Green	Red	Green	Amber	Amber	Red	Green
Transfer (CCCCO)	Green	Red	Green	**	Amber	**	Green

The second part of this analysis, Chart 2 looks at other special populations. Several of these populations, such as Foster Youth and Veterans, have not been effectively tracked long enough to be included on the college’s longitudinal analysis. The college is working to develop better tracking mechanisms for these populations. Additionally, the college is focusing efforts on improving course success for foster youth. The disproportionate impact for age was based on lesser progression for older age groups. This may be tied to differing educational goals for these populations.

CHART 2: Disproportionate Impacts by Special Population

Access/Success Indicator	Gender	Age	DSPS Status	Economically Disadvantaged	Veteran	Foster Youth
Access (BC)	Green	Amber	**	**	**	**
Course Success (BC)	Green	Green	Green	Green	Green	Red
Persistence (BC)	Green	Green	Green	Green	Green	Green
Remedial English (SC)	Amber	Red	Amber	Amber	**	**
Remedial Math (SC)	Amber	Red	Red	Amber	**	**
Remedial ESL (SC)	**	**	**	**	**	**
30 Units (SC)	Amber	Green	Green	Green	**	**
Preparation for College Math and English (SC)	Green	Red	**	**	**	**
Degrees and Certificates / Completion (SC)	Amber	Red	Red	Amber	**	**
Transfer (CCCCO)	Amber	Red	Red	Red	Green***	**

** Small number of cases (fewer than 10) or data not available

*** Used Butte College data since data was not available using the Chancellor’s Office (CCCCO) Transfer Velocity Study.

Source: Butte College (BC), Scorecard (SC), State DataMart (CCCCO)

Legend for chart interpretation:

Green: All proportionality indices above 80% or majority of proportionality indices above 80% with no index below 80%.

Amber: One proportionality index below 80% if there is more than one index. Majority of scores between 80% and 90% if there is more than one index.

Red: More than one proportionality index below 80% or the single index below 80%

There are a variety of factors that can be influenced by changes to policies, practices, or systems. The most significant barriers to access, retention, success and completion are based on student preparation and socio-economic factors. The focus of the Student Equity Plan is to first identify the specific and actionable issues that college can address. This will result in interventions that bring the resources of the college to bear to alleviate these barriers.

Innovations – Question 3:**The following key policies, practices and/or systems were initiated prior to January 10, 2014 to assist Butte College in achieving goals identified in Item #1.**

Butte College has historically focused on providing high-touch, integrated services for students. Since 1984 all new students have been required to attend the START program that includes on-site Orientation, Placement, and Counseling. Since early 1990's the College has systematically developed Comprehensive Educational Plans (CSEP) for students. The state has mandated that all colleges provides these services beginning Fall 2014.

Since 1995 the College has implemented the Reg-To-Go program that provides seniors at 37 local high school an integrated set of services to include new student orientation, placement, counseling, and registration program.

In spring 2013 the College began providing each of its local feeder high schools with a specialized report that describes how many of each high school's students attend Butte College; where these students place in Math and English compared to all new first time freshman; and a list of the students from that high school that completed a degree or certificate in the previous year. Additionally, the report for the larger high schools provide a student profile that describes how the high school prepared that student for success in college.

Additionally, the college actively collaborates with the high schools in its service area. This collaboration includes: A liaison from Butte College that attends school districts superintendents meetings, an annual college hosted Principal/Counselor summit; and curriculum alignment summits held between K-12 partners and Community Colleges. The objective of these collaborative efforts is to align curriculum and modify behavior to better prepare and support students as they continue toward their educational goals.

School Districts in both Butte and Glenn counties have been encouraged to participate in Cal-PASS Plus, California's actionable system of data linking student performance from pre-K through 12, to college and the workplace. Butte College leadership and faculty encourage this participation to all high schools in order to track student progress longitudinally.

A Transfer task force was conducted in 2010-11 that focused on increasing transfer and completion outcomes. As a result of this effort the College has institutionalized an annual transfer day. This provides increased awareness of potential transfer institutions to students and is one part of an overall effort to encourage students to consider transferring. Articulation agreements are in place with many universities and the College transfers more students than any other community college to California State University, Chico.

In 2010-11 the College modified its placement practices in math and English with the adoption of The Compass assessment instrument. Prior to this time, only approximately 25% of students were placed into transfer English. After the change to the assessment instrument, over 50% of students are placed into transfer English with many of the additional students are from underrepresented populations.

In fall 2013, Butte College moved Student Learning Outcomes (SLOs) reporting into an online format using the CurricUNET SLO Module. Since the College also uses CurricUNET as its curriculum management system, this move facilitated the alignment of the curriculum and outcomes assessment processes. At the time of the March 2014 annual report, 100 percent of general education courses, 100 percent of all courses, and 88.5 percent of programs leading to certificates and degrees had defined and were assessing learning outcomes.

For the past several years, the College has focused on utilizing its Communication Management system to focus students on progression. The goal is to steer students toward success and completion at critical momentum points through use of multiple messaging systems.

- ❖ Between 2008 and 2013 the College implemented a Title III grant awarded by the US Department of Education which experimented with a variety of best practice innovations. As a result, several of these components were institutionalized including:
 - Supplemental instruction. This program that places a trained student leader who has already completed a course into historically difficult courses. Based on success of this program, the College included funding in its ongoing budget.
 - Acceleration pathway in English. This provided a streamlined pathway for students to move through English – by consolidating the courses two levels below transfer and one level below transfer to enable students to complete in one semester.
 - Math pathway reduction. The college has gone from a six step pathway to a four step pathway by eliminating the two lowest levels and starting students that would have been placed in the two lowest levels into pre-Algebra.
 - Expansion of the First Year Experience (FYE) program. This involved increasing the number of FYE by modifying existing courses to meet the objectives for First Year Experience. This program empowers students as learners, integrates students into campus community and readys them to transition onto transfer and career pathways. Additionally this program provides a menu for success that provides options to help students throughout their college experience.

Lessons Learned: The College has learned that it is critical to have data systems developed and in place to provide the basis for an informed dialogue about interventions and their success. Additionally it has determined that critical to the success of any intervention to be implemented is to gain wide participation, collaboration and ongoing, open and honest dialogues to ensure successful implementation of any large scale process improvements.

How lessons learned will be applied in future: The College has developed a sophisticated cohort tracking mechanism that has been and will continue to be used to track the identified of interventions. The College has also established an ongoing student success committee and continues to refine and improve its integrated planning systems.

Evidence of the impact of these activities can be found in Appendix B.

Innovations – Question 4:

The Educational Master Planning Committee, after a year of setting the groundwork for planning, used the six Strategic Initiatives to develop the college's 2014-2015 Strategic Direction and the new Educational Master Plan. After the committee developed a draft of the Educational Master Plan it was shared with the campus community and reviewed by the Student Services Leadership Team, Deans and Directors, and Student Success Committee. The document was then reviewed and approved by the college's four constituency groups. The Educational Master Planning Committee reconciled changes from the constituent groups and approved the final document for submission the President and the Board of Trustees for final approval.

Key changes in Policies, Practices and Systems initiated since January 10, 2014 that support achievement toward Goal 1: Complete implementation of the Student Progression and Completion Model (SPCM) as identified in Item #1:

Butte College institutionalized the Student Progress and Completion Model as part of its Educational Master Plan. This plan was approved by the Board of Trustees in August 2014. The Student Progress and Completion Model includes four steps – Connection → Entry → Progress → Completion). This model provides an integrated approach that supports student completion. This framework supports the reduction in losses along each step.

Additionally, the college has aligned its data information and reporting systems with the Student Progression and Completion Model to ensure that the entire organization is focused in an intentional way on student completion and the steps needed to get there. Significantly the College has aligned its institutional reporting system, the Balanced Scorecard, with the SPCM. The Balanced Scorecard is shared with the campus community and discussed annually with the Board of Trustees. The college has developed reports and cohort tracking mechanisms to support implementation of the model. This identified new and updated student progress and completion model further demonstrates a commitment toward continuous program and quality improvement. The approved model provides outcomes for each of the four steps as well as committee responsibilities for monitoring identified outcomes.

The activities supporting each step of the Student Progression and Completion Model that directly support identified goals are listed below:

Connection:

- ❖ The college developed better data tracking mechanisms for scheduling and enrollment.
- ❖ The college uses the CCC systems salary surfer to identify potential programs of studies for students based on wage outcomes.
- ❖ The college continues to provide a college connection program under which students complete their senior year of high school at Butte College as well as providing concurrent enrollment opportunities for students.
- ❖ The College has improved reports to the high schools and facilitated a curriculum summit for high school and college faculty in math and English.

- ❖ Over a 3 month period in 2014, Butte College Administrators and Faculty continued dialogue and collaboration with personnel at the two largest local high schools to assist with justification of adding a third year math requirement.

Entry:

- ❖ The college completed the implementation of a degree audit system that provides the basis for educational planning for students. It also provides the college with the ability to determine whether a student has met the requirements for a degree or certificate.
- ❖ Beginning Fall 2014, Butte College finalized the implementation of the Student Success and Support Program mandated from State – as a result changes were made to registration priorities for new students and for those on probation.
- ❖ An Abbreviated Student Educational Plan (ASEP) was initiated in Spring 2014 and is required for all new students. The ASEP is completed by counselors at Reg-To-Go and at Orientation and will include general goal, areas of interest and/or major and at least one semester of planned coursework.
- ❖ Butte College has continued to refine and institutionalize placement procedure, accelerated math, English, and supplemental instruction.

Progress:

- ❖ Building on degree audit, the College is currently implementing the ImageNow document imaging system and the Educational Planning Module. These systems will enable the college to provide comprehensive educational plans for students.
- ❖ The college is increasingly using its communication management capabilities to encourage students to take specific actions at key momentum points that will facilitate success and completion for students. Currently, there are more student mobile devices being used to access the campus network than there are students. In 2014, the college received a grant for the MyCampus Mobile Application which will enable student to connect to the campus using their mobile devices.

Completion:

- ❖ Associate Degrees for Transfer (ADTs) – As of Fall 2014, the College offered 20 ADTs. two additional ADTs have been approved by the Butte College Board of Trustees and are currently under review at the state level. These degrees provide guaranteed admission and a streamlined process for transfer to a CSU with only 120 units required for a baccalaureate degree. The College is offering more ADTs than nearly any other community college in the state of California.
- ❖ The Butte-Glenn Career Pathways Consortium Project, a CA Career Pathways Trust grant funded by the CA Department of Education with 17 partner high schools in Butte and Glenn Counties began March 2014. The Butte-Glenn Career Pathways Consortium (BGCPC) is a sustainable, comprehensive, effective and efficient regional career pathways system based on linked learning models aligned with regional and statewide economic needs. BGCPC will offer evidence-based, high-quality career pathway

curricula using linked learning models from the National Academy Foundation, Project Lead The Way, and Health and Science Pipeline Initiative. Other aspects of the model will include adaptive curriculum strategies; multiple entry and exit points; a continuum of work-based learning opportunities; integrated life skills/education interventions; and wraparound career services to participating students. Students will be able to select from high-skill, high-wage, and high-growth career pathways that will be offered in the following fields: Engineering and Architecture; Health; Information and Communication Technology; and Manufacturing and Product Development .

Key changes in Policies, Practices and Systems initiated since January 10, 2014 that support achievement toward Goal 2: Meet or exceed the college's goals for course completion, degrees, certificates and transfers as identified in Item #1.

The college has established three and five year goals for each of these four areas. These goals build on the processes that have helped the college to increase the number degrees and transfers by over 30% in past five years.

The items under goal 1 listed above directly support and impact the Colleges ability to achieve the outcomes also identified in goal 2.

Why changes initiated will achieve those goals identified in Item 1 and expected impacts.

The college has already increased the number of degrees it annually awards by over 30% in the past five years. Likewise, the number of students transferring to CSUs or UCs has increased by over 30% on an annual basis over the last five years. The changes identified will enable the college to build on these successes and continue to increase the number of degrees and certificates it awards and the number of students that transfer.

Materials that support and provide evidence of the policies, practices and/or systems initiated during 2014 are found in Appendix C.

Innovations – Question 5:

The key to the success of the Educational Master Plan will be its implementation. The Strategic Direction, which is the implementation strategy for the Strategic Initiatives, is updated by the Educational Master Planning Committee each year as part of the college's Planning, Budgeting, and Assessment (PBA) process. The refined Strategic Direction, along with program review and outcomes assessment results, are then be used as a focal point for departments as they develop their annual unit plans.

Key changes in Policies, Practices and Systems planned for implementation after January 9, 2015 that support achievement toward goals identified in Item 1.

The following activities have been identified and resources allocated that support key changes in policies, practices and systems and are planned for implementation and/or enhancement after January 9, 2015. These directly support the achievement toward goals identified in Item 1.

- ❖ New protocols for managing academic programs and educational goals.
- ❖ ImageNow – this software program will enable the college to scan transcripts directly into our enterprise resource planning system, Colleague. Many students come to the college with credit from other institutions, this will enable the college to change its processes to enable these students to effectively plan their academic pathway. This will result in the ability for a more informed conversation between students and counselors. *Expected timeline for implementation:* Begins 2014; Completion 2015. *Expected outcome:* Students will be able to include credits received from other institutions in their academic plans and assist counselors in providing better services to students.
- ❖ Educational Planning Module. This module will build on the degree audit and ImageNow to enable students to establish an educational goal and the courses required to attain the goal. Ultimately students will register for classes using this tool. *Expected timeline for implementation:* We anticipate using the Educational Planning Module without including external credits in 2015 and with full functionality in 2016. *Expected outcome:* Students will be able to more effectively plan their academic program. This will result in students taking fewer courses that they do not need. Another outcome is that the college will have better information about student goals, course taking patterns and programs of study. This will lead to improved completion through more streamlined course taking patterns and better collaboration between faculty and students in their programs.
- ❖ Prerequisites: Simultaneously with Educational Planning the College is moving to enforce a number of existing prerequisites. Currently prerequisites outside of math, reading, English and sciences are not enforced. This project will include making some existing prerequisites into recommended preparation courses. *Expected timeline for implementation:* This will be an iterative process with completion anticipated in 2016-17. *Anticipated outcome:* Students will be more prepared for the courses in which they are enrolled. Ultimately this will improve the quality of the student experience and the achievement of student learning outcomes.

- ❖ Practicing strategic enrollment management that integrates financial planning with student need and achievement. A key component is Strategic Scheduling: Using data, research and collaborative efforts among divisions and departments to develop:
 - Projections of student demand.
 - Appropriate course offerings, locations, and modalities.

Expected timeline for implementation: Ongoing
Anticipated outcome: The schedule will provide the right courses and the right times to maximize resources for the college and to meet student educational goals.

- ❖ Continued collaboration with high schools on the following topics and activities that further support ease of transfer between K-12, Community Colleges and UCs/CSUs as well as degree and certificate completion: Impact of preparation on success and completion; Annual reports to feeder high schools; Annual Principal-Counselor Summit; Common Core Summit; Concurrent Enrollment and College Connection; Reg-to-Go

Expected timeline for implementation: Ongoing *Anticipated outcomes:* Improve the preparation of students for college level work.

- ❖ Electronic Comprehensive Student Education Plan (CSEP)
 - Online education planning to help students to more effectively reach and set goals. Transfer work into system to help students lay out plans for success and completion. The CSEP will be developed during student appointments, workshops and will include goal, program, plus all courses required to complete goal

Expected timeline for implementation: The College is already doing abbreviated educational plans and will fully implement comprehensive student educational plans by February 2016. *Anticipated outcome:* Improved completion as students work with counselors to define education plans and enroll in courses they need to complete educational plan. Thus streamlining time to degree or completion.

Evidence of Butte College's commitment to implementation of the proposed changes can be found in Appendix D.

Innovations – Question 6:

The use of the ADTs will streamline the student's pathway to bachelor degree attainment. This is accomplished by limiting the number of units needed to attain an Associate's degree or Bachelor's degree as well as eliminating extraneous courses.

The cost to state for full-time equivalent student at a community college is approximately half the cost to attend a CSU or a fifth of the cost of attending a UC. By increasing the number of community college transfers is the most cost effective way to increase the number of Bachelor's degrees awarded.

The steps undertaken by the College will result in fewer students taking developmental coursework and accelerate the completion of developmental coursework by the students who are enrolled. This will accelerate time to completion and reduce state costs.

According to the state student success scorecard, 66.6% of prepared Butte College students complete a degree, certificate or transfer. For un-prepared students the completion rate is 38.8%. For students who are placed on a remedial pathway, only 29.3% complete math and only 38.6% complete English. The activities in this proposal will increase the number of students who are college prepared and will accelerate the completion of developmental coursework by students who are placed in remedial pathways.

Supporting evidence is located in Appendix E.

Innovations – Question 7:**Risks or tradeoffs of changes to be implemented, monitoring changes, mitigating risks:**

The processes the college is implementing is anticipated to result in improved completion by student from underrepresented groups.

One tradeoff that has been identified as a result of proposed changes is the need for more instructional support for students placed in higher levels of math and English as a result of streamlining pathways in these subject areas. Student progress in these courses will be closely monitored and additional supplemental instruction opportunities will be implemented in order to mitigate risks. Funding for personnel has been allocated to support additional supplemental instruction if needed.

Potential adverse effects on student groups that are underrepresented in higher education:

The college does not anticipate that the proposed changes will adversely affect students from the underrepresented groups identified. Based on our experience with acceleration in English, the college is confident that with the changes and activities proposed to be implemented, that students from underrepresented groups will receive needed support sooner and at critical momentum points to ensure progress toward successful degree or transfer attainment.

Sustainability – Question 8:

Butte College has encouraged a culture of innovation and adaptability within and across all entities as evidenced by the following activities:

- Implemented a five-year \$1,900,000 Title III (Strengthening Institutions) grant and institutionalized several components of that program, including Supplemental Instruction, an accelerated pathway in English, a reduction of steps in the math pathway, and an expansion of the First Year Experience program.
- Implemented a \$700,000 three-year Funding for the Improvement of Post-Secondary Education grant that provided access and coherent career pathways for English as a Second Language in a variety of occupations.
- Expanded the Veterans Resource Center and Sustainability Resource Center and established a Cultural and Community Center.
- Established 22 transfer degrees using the state’s Transfer Model Curriculum.

Butte College also has a proven history of sustaining changes made, achieving goals as evidenced by strong leadership, shared vision and focus among application participants and long-term institutional commitment.

Butte College’s leadership, Board of Trustees, faculty and staff have worked collaboratively to develop a shared vision and focus toward targeted goals and outcomes. This is evidenced in Butte College’s journey of continuous quality improvement with input and participation sought from all stakeholder groups. The College has made significant progress integrating planning, budgeting, and outcomes assessment processes. This includes an annual review and refinement of the college’s Strategic Direction, the alignment of the budget with the Strategic Direction and program review results, a focus on outcomes assessment, and the improvement of data availability for the college and its programs. As a result, Butte College is well positioned to provide a long-term commitment toward identified goals.

Leadership and Institutional Commitment: Key Strengths and Assets:

- Total institutional focus on improving outcomes from President, Board of Trustees, Leadership team, faculty and staff this is demonstrated by the Butte College Student Access, Equity, Success and Completion Commitment Statement.
- A key strength in the ability to implement and achieve identified goals in this proposal is the stability and continuity of the senior leadership at Butte College. The 5 members of the current leadership team have been at the college for a total of over 110 years.
- Proven history of sustaining changes as evidenced in increase of degrees and transfers by more than 30% over the last five years.
- Successful implementation of Title III grant listed above and institutionalization of key components including supplemental instruction.
- Financial Stability –the district is conservatively managed that enables the college to weather financial downturns. Long standing history of successfully securing and managing grants and other external funding to support initiatives and programs.

- Butte College's capacities are evident in the integrated governance and administrative systems and processes of review and approval of all programs, participants, grants, contracts, and finances at local and regional levels. On an ongoing basis, Butte College program and financial administration monitors all aspects of operations, services, performances, and finances. During the many years of Butte College's grant management experience, the college has developed, implemented, operated, and administrated numerous inter-related training, education, and regional initiatives of focus, size, and scope sometimes similar to and often greater in numbers than this proposed project.
- As of January 1, 2014, four new or continuing grants totaling \$16,349,823 received funding approval in fiscal year 2013-14. Grants awards received to date for fiscal year 2013-14 total \$18,573,322.

Existing Relationships, External Partnerships, Resource Leveraging: Key Strengths and Assets

- The President and other College Leaders serve on multiple state and regional level committees.
- The Butte College's Technology Center leads several projects that are at the heart of the state's efforts to use technology to improve student learning and achievement including CCCApply, Education Planning Initiative, Common Assessment Initiative and partners on the Online Education Initiative with Foothill-DeAnza Community College. Additionally, the Economic and Workplace Development Center, leads several projects that provide to the northstate region of California in the areas of Health and Information and Communication Technologies.
- Butte College will work with California's Partnership for Achieving Student Success (Cal-PASS Plus) to collect, track, and analyze student data used to measure program outcomes. Cal-PASS Plus is widely recognized as California's K-16 actionable and accessible inter-segmental system of data focused on improving education and workplace outcomes for students. Data collected include student transcript information, demographics, assessment and completion data, and employment outcomes. In addition to the data annually collected by Cal-PASS Plus as part of its normal operations Cal-PASS Plus works with the CA Career Pathways Grant project, Butte-Glenn Career Pathways Consortium (BGCPC) funded by the CA Department of Education and consults with the consortia partners to collect additional data elements to accurately report pathway and student outcomes.
- Additionally, Butte College along with BGCPC school districts will upload data from their Student Information System to the secure National Academy Foundation (NAF) data dashboard via the NAF Data Center and ConnectEDU. This will be used to determine the pathway's fidelity to the model and to help deliver high quality programs to students, further supporting Butte College's commitment to increased degrees and transfer opportunities for students. NAF will provide consortium members with student and pathway analytics to ensure continuous improvement.

Documents and materials that support Butte College's commitment to sustaining proposed activities can be found in Appendix F.

Sustainability – Question 9:

The college has integrated planning processes that engage the campus community, educational and business partners in an ongoing dialogue about preparation, progression, access, equity, success and completion. These processes result in the alignment of effort among the college and its constituencies.

A component of the multi-year planning system is to conduct forums in each of the communities the college serves for members of the business community, education community and other stakeholders. College leaders are actively involved in community organizations such as Rotary, Economic and Workforce Development, California State University Chico and local K-12 districts. Internally, the College has a highly functioning and integrated committee structure that ensures widespread dialogue, alignment of institutional efforts and focus on student access, equity, success and completion.

Strategies for gaining and maintaining key stakeholder support are addressed and supported as part of ongoing processes of the College. The college has a variety of committees that are responsible for planning and implementing components of this proposal and providing oversight for the College's planning, resource allocation, and outcomes assessment processes. These include the Educational Master Planning Committee, which reviews and refines the Strategic Direction each year. The Strategic Direction includes the College's current strategy for implementing current initiative and the priorities to be addressed in the upcoming year. The College also has an active Student Success Committee that provides coordination and oversight of a variety of student equity, success and completion initiatives.

The five members of the current Butte College leadership team have over a 110 years' of combined experience of institutional knowledge. Additionally, its committee structure, planning processes and professional development programs support development of leaders within institution. Thus ensuring stability and depth of institutional knowledge as well as the ability to sustain initiatives in the event of changes in institutional leadership.

Documents and materials that support Butte College's integrated planning processes that show its commitment to engaging stakeholders and commitment to achieving targeted outcomes are found in Appendix G.

Sustainability – Question 10:

The changes described in this application will be sustained using existing financial resources:

All activities identified are part of the current plan and resources have been identified and allocated in existing budget and unit plans to implement these activities. No new funds from the state or new fees from students are required to implement the identified activities in this award proposal.

If the college is selected as a successful awardee, the additional funds will allow for acceleration to current plans and may provide support for additional enhancements.

Evaluation – Question 11:

The changes described in the Innovations section to support and achieve the goals identified in Item 1 will be evaluated using the following quantitative and qualitative methods of analysis:

Quantitative methods include:

- **Balanced Scorecard** – This includes the outcome measures (degrees, certificates, transfers) as well as student progress achieving momentum points that will help them get to an outcome. These include preparation in English and Math, course success rates, completion of gatekeeper courses.
- **Periodic reports to the Board of Trustees** – These include updates on such items as the number of transfer degrees implemented, implementation of technology projects (e.g., ImageNow, Educational Planning Modules).
- **Action plans for the implementation for projects** such as degree audit and educational plan modules and prerequisites.
- **Implementation of Outcomes assessment plan** that provides a variety of enhancements to data collection, several research projects, and a survey plan.

Qualitative methods include:

- **Community College Survey of Student Engagement – CCSSE** (conducted every three years) – This survey is administered during the spring to mostly returning students, *CCSSE* asks about institutional practices and student behaviors that are highly correlated with student learning and retention.
- **Completers and Leavers Survey** (conducted every 3 years) - This survey is administered by the college using a format provided by the California Community College Research and Planning group to students who have successfully completed academic programs. This survey gathers data on wage outcomes, alignment of jobs with fields of study and satisfaction with the College and its programs.

Butte College has developed the following specific quantitative measures that will be monitored regularly to gauge progress toward proposed outcomes.

Near term Quantitative Measures (fewer than 4 years)

Measure 1: To annually increase number of students that attended Butte College and subsequently transferred to a University of California (UC) or California State University (CSU) campus by a minimum of 50 students per year over the next 4 years.

Measure 2: To annually increase number of students from the following underrepresented groups (African American, American Indian and Hispanics/Latinos) that attended Butte College and subsequently transferred to a University of California (UC) or California State University (CSU) campus by a minimum of 10 students per year over the next 4 years.

Long term Quantitative Measure (four years or more)

Measure 3: To increase the percentage of the First-Time Freshmen (FTF) that earn an Associate Degree within six years by a minimum of 1% per year.

Measure 4: To increase the percentage of the First-Time Freshmen (FTF) from each of the following underrepresented groups (African American, American Indian and Hispanics/Latinos) that earn an Associate Degree within six years by a minimum of 1% per year.

Evaluation – Question 12:

Target Outcomes for Measures Identified in Item 11, including targets for students that are underrepresented in higher education

Identified Target Outcomes	Baseline Measure/ Academic Year Data Reflects	2015-16	2016-17	2017-18	2018-19
1. To annually increase number of students that attended Butte College and subsequently transferred to a University of California (UC) or California State University (CSU) campus by a minimum of 50 students per year over the next 4 years.*	892	900	950	1000	1050
2. To annually increase number of students from the following underrepresented groups (African American, American Indian and Hispanics/Latinos) that attended Butte College and subsequently transferred to a University of California (UC) or California State University (CSU) campus by a minimum of 10 students per year over the next 4 years.*	151	161	171	181	191
3. To increase the percentage of the First-Time Freshmen (FTF) that earn an Associate Degree within six years by a minimum of 1% per year.**	13%	13%	14%	15%	20%
4. To increase the percentage of the First-Time Freshmen (FTF) from each of the following underrepresented groups (African American, American Indian and Hispanics/Latinos) that earn an Associate Degree within six years by a minimum of 1% per year.**	12%	12%	13%	15%	20%

Baseline Data Sources: Transfer data is received annually from UCs and CSUs; percentage of First Time Freshmen is from Butte College's internal MIS system.

**Note: Butte College is already significantly exceeding targets previously established in the Educational Master Plan developed in 2013-14. The Educational Master Planning Committee as part of its annual process will revise existing targets based on current levels of performance.*

***Butte College is currently in the process of restructuring several of its degree programs. For this reason, it is anticipated that the percentage of first time freshmen earning a degree will be lower until the college's current general education degree is replaced with the new associate degrees for transfer. This dialogue is ongoing.*

The targeted outcomes for transfer, degrees and certificates have been selected based on following assumptions and evidence:

Assumptions:

- ❖ Enrollment Management Policies and practices at CSU and UCs will remain unchanged. These policies and practices have a substantial impact on the number of students who are able and eligible to transfer.
- ❖ AS Degrees: the current general education degree programs will be replaced with associates' degree for transfer. If this does not occur, the college will generate a greater number of degrees and a higher percentage that transfer with a degree.
- ❖ Certificates: Assume that the college will not create a significant number of new certificate programs or eliminate existing certificate programs. Additionally, the college assumes that the number of students able to register for certificate programs will remain static.
- ❖ Evidence used to select these targets is based on past performance and the projected impact of interventions made to date.

Evidence: Identify data source or how data is generated to allow other entities to replicate the measures.

- ❖ The College is using data that is internally generated for degrees and certificates. The College has developed sophisticated cohort tracking systems for first time freshman and other groups. These tracking mechanisms also include underrepresented groups. The College is currently in the process of refining these systems to align the underrepresented groups and students it tracks to the mandated state student equity plan. Transfer data is provided by the CSU and UC systems.

Supporting documents and materials that support the evaluation process and target outcomes can be found in Appendix H.

APPENDIX B



Dear Student,

Congratulations on your approaching graduation!

We know that graduating from High School can be both exciting and overwhelming as you begin the task of making important decisions about your future. The Butte College **Reg2Go** program is designed to assist you with this process. By participating in **Reg2Go**, you will learn firsthand about Butte College and all it has to offer. **Reg2Go** is ideal for those high school seniors who -

- Already know they want to attend Butte College and want to take advantage of priority registration
- Have not made a final decision but want to keep their options open
- Have not seriously considered attending college in the past but are now curious to learn more about it

After completing all three components of Reg2Go (outlined below), you will be given priority registration which better insures that you will get the classes you want and at the times you want to take them. By completing **Reg2Go**, you can enjoy the summer confident that you have already taken the necessary steps to begin your new path as a college student!

Reg2Go consists of three primary components-

1. Basic Skills Assessment (BSA)

In most cases, the BSA will be administered on your high school campus. The BSA will assess your skills in Reading, English and Math. The results will provide you with valuable feedback and help you select classes for which you are most likely to be successful.

2. Orientation & 3. Counseling (Registration)

Along with other seniors from the your high school, you will spend the day on the Butte College campus, touring the campus, meeting student-leaders and becoming familiar with college policies, procedures and deadlines. In addition, a Butte College counselor will distribute and explain the BSA results to you and assist you with course selection and registration.

Fee Payment

Once you have registered for classes, you will have 7 days to pay for your classes without being dropped. As a full-time student (12 units), you can anticipate spending \$678 for registration fees and an additional \$300 - \$600 for books, supplies and other fees each semester. Financial aid is available and makes college affordable for most students. Applying for Financial Aid is easy and free! A **Free Application for Federal Student Aid (FAFSA)** for 2014-2015 will be available online beginning January 1, 2014. All students who attend Reg2Go will receive a personalized Financial Aid follow-up letter stating where you stand in the process and if any additional information is needed. Information and links to the online application can be found at www.fafsa.ed.gov and www.butte.edu/financialaid. We also recommend you contact your high school counselor for more information.

If you are interested in **Reg2Go**, and we hope that you are, contact your high school counseling office and sign-up to participate. Again congratulations and we hope to see you at Butte College in the near future!

Sincerely,

Peggy Jennings-Severe
Associate Dean, Recruitment, Outreach & Student Life

Al Renville
Vice President of Student Services



How K–12 Institutions Benefit from Participation in Cal-PASS Plus

As a K-12 educator or leader, do you know:

- Where your students go when they leave your institution?
- If your students are ready and adequately prepared to succeed in credit-bearing courses or certificate programs?
- If your students are successfully completing their postsecondary programs?
- How long it takes your students to complete college or university?

Cal-PASS Plus can help you answer these questions. As California's only free actionable system of data, Cal-PASS Plus connects student performance from pre-K through grade 12 to college or university and the workplace. The system includes:

- **A suite of publicly available longitudinal achievement data** for K–12 students in all California public schools and districts. Easy-to-access and easy-to-understand data reports allow quick comparisons across schools, grade levels, and subjects.
- **Secure, password-protected student-level reports** that detail students' transitions to postsecondary institutions, college readiness metrics, and milestones achieved.
- **Labor market information** covering projected job openings, high-demand fields, and unemployment rates at the county and regional levels.
- **Robust data sets** available to download for internal research and analyses.
- **Specialized tools, visuals, and dashboards** to support conversations around such key topics as career and technical education outcomes, foster youth success, and student access to financial aid.

These Cal-PASS Plus resources can support you and other members in:

- **Increasing college and career readiness** by collaborating across education segments to take action informed by data,
- **Contributing to local and statewide efforts** aimed at developing and implementing a multiple-measures approach to college placement practices,
- **Fostering successful transitions** between high school, higher education, and the workplace,
- **Collaborating across K–12 and higher education institutions** for improved student outcomes, and
- **Improving alignment** between high schools, colleges, and workplaces.

Participate in Cal-PASS Plus by: (1) completing a Memorandum of Understanding (MOU) for data sharing, and (2) submitting data using a simple "drag and drop" process.

Sample Cal-PASS Plus Reports

Feeder Summary

This report offers basic information to a district about which colleges and universities its students attend after graduating from high school. Data can be disaggregated by schools within the district, as well as by the total numbers of males and females within the district who transitioned to each California Community College, California State University, or University of California. The report can be run to determine how many students take time off between high school and higher education.

Feeder Summary with English or Math Remediation

This report extends the Feeder Summary report by including information about students who enrolled in remedial English or math courses once they started college. The information is disaggregated by students' high school of origin, destination college or university, gender, and ethnicity.

Feeder Student Success Summary

This report documents achievement of a number of milestones that students reach within six years of enrolling in higher education, with data disaggregated by students' high school of origin, destination college or university, gender, and ethnicity. The milestones are:

1. Received a community college certificate.
2. Received a community college associate's degree.
3. Transferred from a community college to a four-year university.
4. Transferred to a university with an associate's degree.
5. Received a bachelor's degree.

Feeder Student Success Summary with English or Math Remediation

This report combines the remediation and success summary reports by documenting whether students who begin in postsecondary remedial coursework in English or math meet postsecondary milestones within six years. These data are disaggregated by students' high school of origin, destination college or university, gender, and ethnicity.

About Cal-PASS Plus

Cal-PASS Plus is a partnership between San Joaquin Delta College, the non-profit Educational Results Partnership, and the San Joaquin County Office of Education, with support and leadership from the California Community Colleges Chancellor's Office.

Find out more at
www.calpassplus.org

Cal-PASS Plus
2300 N Street, Suite 3
Sacramento, California 95618
(916) 498-8980

"BALANCED SCORECARD 2013-2014"

INITIATIVE 1 - Enhancing a Culture of Completion and Academic Achievement

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	CONNECTION	3 YEAR GOAL	STANDARD	2012-13
57.5%	55.8%	55.3%	% Local High School (HS) Graduates to Butte College (Butte College, BC)			58.3%
455	469	450	HS Concurrently Enrollment Students (BC)			368
238	196	194	Students in College Connection (BC)			185
120	146	150	International Students (BC)			174

2009-10	2010-11	2011-12	ENTRY	3 YEAR GOAL	STANDARD	2012-13
45.1%	40.7%	46.5%	% of Students Receiving Educational Plan Counseling (State Chancellor's Office, MIS)			47.7%
65.0%	69.1%	48.6%	% of Students Placed into Remedial English (Current Year) (BC)			46.7%
55.6%	54.5%	62.8%	% of Students Placed into Remedial Math (Current Year) (BC)			57.1%
38.9%	43.1%	40.0%	Basic Skills Completion Rate - English (Six Year Cohort) [2007-08 Cohort Size, n=1,773] (State Scorecard)			38.6%
26.9%	29.2%	27.6%	Basic Skills Completion Rate - Math (Six Year Cohort) [2007-08 Cohort Size, n=1,696] (State Scorecard)			29.3%

2009-10	2010-11	2011-12	PROGRESS	3 YEAR GOAL	STANDARD	2012-13
71.3%	71.7%	72.4%	Persistence Rate - Overall Cohort [2007-08 Cohort Size, n=1,418] (State Scorecard)	71.0%	67.0%	70.1%
68.6%	70.6%	70.6%	Overall Butte College Credit Course Completion Rates (MIS)	74.0%	65.0%	71.8%
55.5%	61.9%	60.4%	Course Completion Rates-Distance Education (MIS)	62.0%		64.4%
61.7%	61.9%	57.0%	Course Completion Rates-Basic Skills (MIS)	61.0%		61.6%
74.3%	75.5%	75.1%	Course Completion Rates-CTE (MIS)	76.0%		75.6%
69.5%	71.7%	72.1%	Course Completion Rates-Transfer/GE (MIS)	75.0%		72.9%
63.1%	66.7%	68.3%	% Completion Cohort Achieving 30 Units [2007-08 Cohort Size, n=1,418] (State Scorecard)			66.3%

2009-10	2010-11	2011-12	COMPLETION	3 YEAR GOAL	STANDARD	2012-13
1,064	1,181	1,275	Number of Associates Degrees			1,475
11.8%	11.6%	13.7%	First-Time Freshman Cohort Degrees (Six Year Cohort) (BC)	12.7%	11.0%	13.4%
396	495	440	Number of Certificate of Achievement (BC)			404
4.9%	5.4%	6.0%	First-time Freshman Cohort Certificates of Achievement (Six Year Cohort) (BC)	8.0%	6.0%	6.6%
13.8%	16.5%	17.6%	First-time Freshman Cohort Achieving Transfer Ready (Six Year Cohort) (BC)			18.2%
851	878	881	Total Transferred to 4-Years Institutions			930
35	29	50	UC Transfers	750	575	37
648	704	696	CSU Transfers			755
540	568	575	CSU Chico Transfers			660
76	61	37	In-State Private Transfers			39
92	84	98	Out-of State Transfers			99
41.3%	46.2%	44.7%	Completion Rates - Overall [2007-08 Cohort Size, n=1,418] (State Scorecard)			44.9%
61.4%	61.9%	58.9%	CTE Completion Rate [2007-08 Cohort Size, n=1,360] (State Scorecard)			60.1%
79%	91%	96%	Licensure Pass Rates-RN		85%	96%
100%	100%	100%	Licensure Pass Rates-LVN		85%	100%
97%	96%	97%	Licensure Pass Rates-RT		80%	97%
100%	82%	100%	Licensure Pass Rates-Paramedic		75%	100%
90%	89%	84%	Licensure Pass Rates-Cosmetology		75%	87%
95%	97%	96%	Licensure Pass Rates-Welding		85%	91%

INITIATIVE 2 - Focusing on Student, Faculty and Staff Success

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	ORGANIZATIONAL DEVELOPMENT AND PARTICIPATORY GOVERNANCE	3 YEAR GOAL	STANDARD	2012-13
90.0%	85.2%	86.3%	Wellness - Experience Modification Rate (EMR) (OSHA)			78.3%
			% Agree That "Professional Development Activities Are Beneficial" - (BC 2014)*			88.9%
			% Agree That "I have the opportunity to participate fully in professional development activiteis" (BC 2014)*			79.9%
60.5%	69.3%	68.5%	% Overall Agreed with Governance Structure Facilitates Communications Between Constituencies			71.5%

INITIATIVE 3 - Using Data-Informed Processes for Continuous Improvement

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	DATA-BASED DECISION MAKING / DECISION SUPPORT	3 YEAR GOAL	STANDARD	2012-13
	57.3%	69.3%	% Employees Satisfied with Availability of Data			72.3%
	61.5%	74.5%	% Employees Satisfied with Use of Data			72.5%

INITIATIVE 4 - Maximizing Resources to Support Student Learning

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	RESOURCES	3 YEAR GOAL	STANDARD	2012-13
11,414	11,674	10,774	FTES			10,878
29.48	30.86	31.22	FTES/FTEF			30.34
\$767,284	\$773,030	\$786,144	Instructional Contracts			\$1,026,796
\$14,826,458	\$16,899,239	\$14,157,068	Grant Revenues			\$6,192,405
\$599,464	\$549,750	\$631,093	Grant Indirect			\$480,256

INITIATIVE 5 - Modeling Sustainability

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	SUSTAINABILITY	3 YEAR GOAL	STANDARD	2012-13
\$1.50	\$1.25	\$0.89	Energy Cost / Square Foot-Electricity			\$0.70
\$0.21	\$0.24	\$0.26	Energy Cost / Square Foot-Natural Gas			\$0.15
		71,246,600	Water Usage			79,839,600
8,400,000	8,800,000	8,000,000	Paper Usage			7,200,000

INITIATIVE 6 - Enhancing a Culture of Inclusiveness

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	COMPLETION RATE - OVERALL COHORT [2007-08 COHORT SIZE, N=1,418] (STATE SCORECARD)	3 YEAR GOAL	STANDARD	2012-13
44.4%	38.3%	37.0%	African American [n=40]			47.5%
40.5%	28.6%	30.3%	American Indian [n=40]			25.0%
41.8%	51.9%	57.1%	Asian [n=121]			57.0%
35.3%	44.9%	37.6%	Hispanic [n=212]			38.2%
41.9%	45.9%	46.0%	White [n=891]			45.3%
41.3%	46.2%	44.7%	College [n=1,418]			44.9%
43.6%	43.6%	47.4%	College			45.0%

2009-10	2010-11	2011-12	COMPLETION RATE - PREPARED COHORT [2007-08 COHORT SIZE, N=323 -- % OF OVERALL COHORT] (STATE SCORECARD)	3 YEAR GOAL	STANDARD	2012-13
100.0%	85.7%	0.0%	African American [n=7] -- 18%			71.4%
75.0%	85.7%	100.0%	American Indian [n=4] -- 10%			25.0%
42.9%	50.0%	50.0%	Asian [n=16] -- 13%			93.8%
55.6%	62.5%	66.7%	Hispanic [n=28] -- 13%			60.7%
59.9%	66.3%	66.1%	White [n=238] -- 27%			64.7%
60.8%	67.2%	67.3%	College [n=323] -- 23%			65.6%
67.1%	62.1%	67.5%	College			68.4%

"MENU FOR SUCCESS"

NEW STUDENTS START HERE

New Student Orientation
Roadrunner Rush
Welcome Week



"MENU FOR SUCCESS" AT BUTTE COLLEGE

Butte College provides a comprehensive First-Year Experience program for new students that:

- Empowers you as a learner;
- Integrates you into the college community and campus life;
- Readies you for successful transitions into future transfer and career pathways.

Order off every section of this menu to make the most of your Butte College experience!



BUTTE COLLEGE
(530) 895-2511
www.butte.edu/FYE

LEARN TO SUCCEED - YOUR FIRST YEAR AT BUTTE

Enroll in one of these

- "First Year Experience/ Student Success Courses"
- Life Management (LM 40)
- College & Life Success (CSL 20)
- Career & Life Planning (CLP 30)
- Health & Wellness (HLTH 2)
- College Study Skills (READ 126)

After you receive your Assessment scores, take the appropriate Math and English classes in your first year.

Make sure you have the computer, technology, and research skills you need to succeed in your classes:

- Library workshops
- CAS Computer Fridays
- Blackboard for Students
- Digital Literacy Courses

GET INVOLVED

Students who get involved on campus make great connections, enjoy college life, and achieve better success:

- Campus Clubs and Organizations
- Student Government
- Mentoring Programs
- Leadership Opportunities
- Events & Activities
- Year-Round Campus Happenings
- Culture & Community Center
- Veterans Center
- ..and much more!

UTILIZE ACADEMIC SUPPORT AND SPECIAL OPPORTUNITIES

The Center for Academic Success:

- Tutoring
- Tutor-supported Drop-in Computer Labs
- Study Skills Workshops
- Group Study Guide Sessions
- Student-Athlete Success Program
- Individual Study Guide Sessions
- Academic Calendar
- Library
- Academic Advising
- Learning Communities
- Honors
- Phi Theta Kappa
- MESA
- TRIO

TAKE ADVANTAGE OF SPECIALIZED SUPPORT SYSTEMS

Physical and Mental Health Services:

- Student Health Center
- Safe Place
- Counseling Center

Extended Opportunity Program and Services (EOPS):

- Power Center
- Tutor-Assisted Learning Project
- Resources and Support

Disabled Students Programs and Services
Child Development Center

REALIZE YOUR FUTURE

Career and Life Planning Course (CLP 30)
Transfer Success Course (CSL 21)
Exploring Leadership (POS/CSL 92)

Career Center:

- Career Counseling
- Career Planning Resources
- Job Placement

Transfer Services:

- Transfer Counseling Center
- Counseling Center
- Extended Opportunity Program and Services



First Year Experience

Butte College
www.butte.edu/FYE

Earned AA/AS:	Did not complete FYE course in first year:	Did complete FYE course in first year:	Differential for cohort that took FYE:
After 2 years (Fall 2008):	2.34%	7.76%	+5.42%
After 3 years (Fall 2009):	4.73%	10.34%	+5.61%
Over course of 6 years:	14.08%	29.31%	+15.23%
Transfer Ready:	Did not complete FYE course in first year:	Did complete FYE course in first year:	Differential for cohort that took FYE:
After 2 years (Fall 2008):	4.44%	6.9%	+2.46%
After 3 years (Fall 2009):	8.18%	8.62%	+ .44%
Over course of 6 years:	20.04%	27.59%	+7.55%

Accelerated English

Percent of Students Who Completed English 2 with a C or Above as of Spring 2014		
	219	118
Fall 2011 Cohort	30%	52%
Spring 2012 Cohort	19%	33%
Fall 2012 Cohort	25%	47%
Spring 2013	20%	33%

**Fall 2014 Supplemental
Instruction Supported Classes:**

Accounting 2

Bio 1

Bio 11

Bio 15

Bio 20

Chem 110

Chem 1

CMST 14

EH 33

Math 217

Math 30

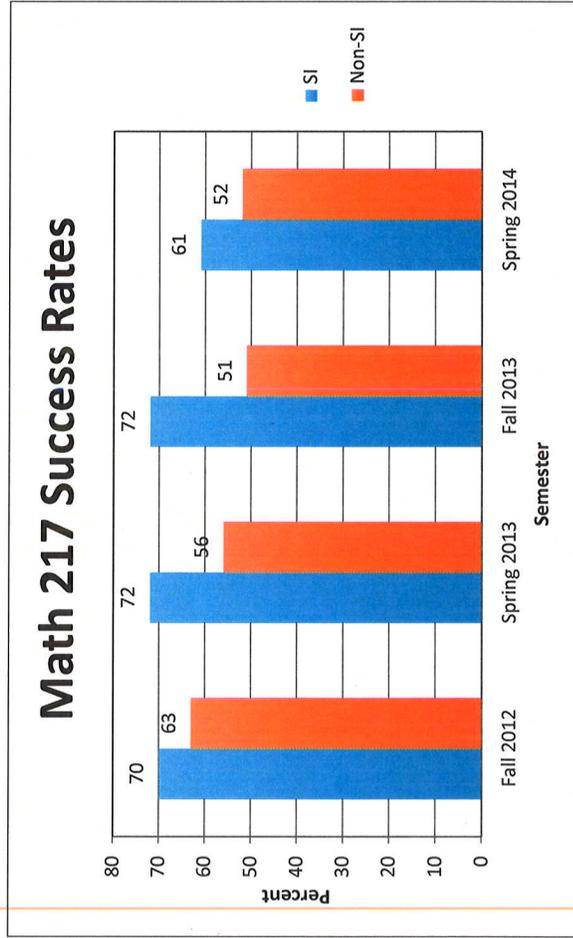
Math 31

Physics 41



# of SI Leaders	# of Sections supported by SI	Total Enrolled Students in SI Supported Classes	# of Students Who Attended SI *	% of Participation	Total Hours of Study Session Attendance	Academic Year Total
10	15	383	98	26%	967	3495 hrs.
13	25	642	247	38%	2528	
11	26	737	241	33%	2371	5006 hrs.
11	28	762	275	36%	2635	
14	32	845	346	41%	4269	8809 hrs.
15	33	980	429	44%	4540	
16	42	1137	429	38%	4906	9613 hrs.
11	29	820	364	44%	4707	
17	50	1366	434	32%	4865	10385 hrs.
17	49	973	399	41%	5520	

* Student attended 3 or more sessions



APPENDIX C

PROGRESSION AND COMPLETION MODEL

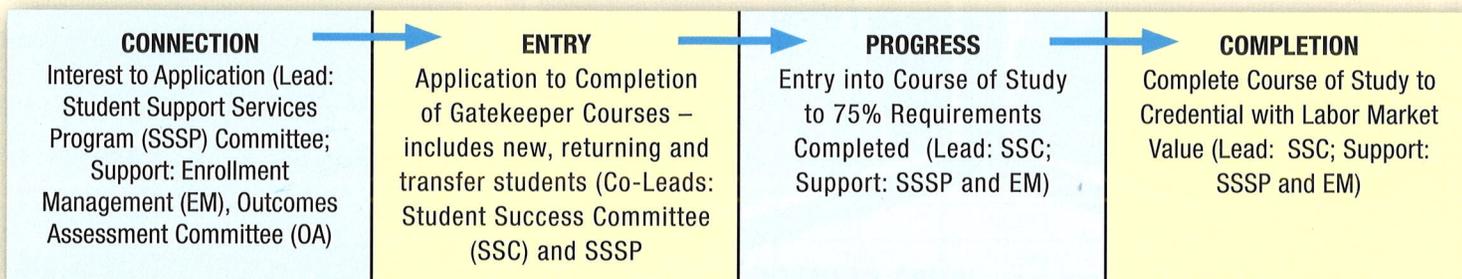
BUTTE COLLEGE STUDENT PROGRESS AND COMPLETION MODEL – OUTCOMES AND COMMITTEE OVERSIGHT

The Student Progression and Completion Model is based on a concept from Completion by Design, a private organization funded by the Bill and Melinda Gates Foundation. The intent is to provide a flow-based organizational framework for student success. The idea is to look at major loss points as

students progress through their educational experience and to design and implement “best process” and “best practice” interventions to help students gain momentum and complete.

STUDENT PROGRESSION

(Lead and Support Committee for each step)



OUTCOMES

<ol style="list-style-type: none"> College creates, updates and meets FTES goals (EM) Outreach efforts create conditions that convey to students unique possibilities available at Butte College and to meet college FTES goals (EM, SSSP) College and programs evaluate how well students perform after they leave and make this information available to faculty, staff and potential students (OA) College and programs collaborate with feeder high schools to better align efforts to maximize preparation and success (SSSP) College provides concurrent enrollment opportunities and College Connection (EM) College provides the appropriate mix of high-tech and high-touch services (SSSP) The college focuses students on potential careers (SSSP) 	<ol style="list-style-type: none"> At entry new, returning, and transfer students receive the services they need (e.g. orientation, assessment, financial aid, counseling, etc.) to set them on the path to success (SSSP) Students are assessed for digital literacy and, as needed, guided to appropriate resources (SSSP) Students establish goals and educational plans that provide them with pathways to achieve their goals (SSSP) If required by their goals, students begin Pre-Transfer Math and English in first semester (SSC) Students successfully complete an FYE course or have an FYE experience in the first year (SSC) Students complete Pre-Transfer courses as quickly as possible (SSC) <ul style="list-style-type: none"> English Math Reading College schedule provides the classes needed to meet these outcomes (EM) 	<ol style="list-style-type: none"> Students enter a defined course of study as soon as they are ready, ideally in the first year (SSC) If required by their goals, students successfully complete transfer Math and Transfer English (transfer directed) (SSC) Students progress toward completing their programs of study (SSC) If required by their goals, students earn a progression focused local certificate (SSC) College programs and course offerings are aligned with labor market and transfer requirements and refined based on learning outcomes (SSC) College services focus on supporting student success, persistence and completion by maintaining contact with students and conducting appropriate evaluations and interventions (SSSP) College schedule provides the classes needed to meet these outcomes (EM) College meets its progress and achievement goals (SSC) 	<ol style="list-style-type: none"> College schedule provides the classes needed to support completion (EM) College services focus on supporting (SSSP): <ul style="list-style-type: none"> Completion Transfer success Career goals Students complete by (SSC): <ul style="list-style-type: none"> Earning a degree Transferring to a UC, CSU, In-State Private (ISP) or Out-of-State (OOS) four-year college or university Earning a certificate of achievement Earning an employment focused local certificate Earning 60 transferable units (transfer ready) Completing a non-credit CDCP certificate Student passes certification and credentialing where applicable (SSC) Students gain the knowledge and skills to succeed in the labor market and/or after transfer (SSC)
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Academic Senate, Operating units, Learning Council and Outcomes Assessment Committee support each step

Over the past few years the college has implemented a number of “best processes” and “best practices.” These include Supplemental Instruction, refining existing developmental pathways, transitioning from a couple of first-year experience courses to a first-year experience program, and increasing the data tools available to support scheduling and program improvement.

At Butte College there has been significant work done to establish responsibilities and outcomes for each progression step. The college's data collection and evaluation processes are now being aligned with this model. In terms of data collection the Balanced Scorecard provides information to the Board about institutional outcomes tied to this model. Program-level information is captured in the Demographic Snapshot and Reports Server.

"BALANCED SCORECARD 2013-2014"

INITIATIVE 1 - Enhancing a Culture of Completion and Academic Achievement

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	CONNECTION	3 YEAR GOAL	STANDARD	2012-13
57.5%	55.8%	55.3%	% Local High School (HS) Graduates to Butte College (Butte College, BC)			58.3%
455	469	450	HS Concurrently Enrollment Students (BC)			368
238	196	194	Students in College Connection (BC)			185
120	146	150	International Students (BC)			174

2009-10	2010-11	2011-12	ENTRY	3 YEAR GOAL	STANDARD	2012-13
45.1%	40.7%	46.5%	% of Students Receiving Educational Plan Counseling (State Chancellor's Office, MIS)			47.7%
65.0%	69.1%	48.6%	% of Students Placed into Remedial English (Current Year) (BC)			46.7%
55.6%	54.5%	62.8%	% of Students Placed into Remedial Math (Current Year) (BC)			57.1%
38.9%	43.1%	40.0%	Basic Skills Completion Rate - English (Six Year Cohort) [2007-08 Cohort Size, n=1,773] (State Scorecard)			38.6%
26.9%	29.2%	27.6%	Basic Skills Completion Rate - Math (Six Year Cohort) [2007-08 Cohort Size, n=1,696] (State Scorecard)			29.3%

2009-10	2010-11	2011-12	PROGRESS	3 YEAR GOAL	STANDARD	2012-13
71.3%	71.7%	72.4%	Persistence Rate - Overall Cohort [2007-08 Cohort Size, n=1,418] (State Scorecard)	71.0%	67.0%	70.1%
68.6%	70.6%	70.6%	Overall Butte College Credit Course Completion Rates (MIS)	74.0%	65.0%	71.8%
55.5%	61.9%	60.4%	Course Completion Rates-Distance Education (MIS)	62.0%		64.4%
61.7%	61.9%	57.0%	Course Completion Rates-Basic Skills (MIS)	61.0%		61.6%
74.3%	75.5%	75.1%	Course Completion Rates-CTE (MIS)	76.0%		75.6%
69.5%	71.7%	72.1%	Course Completion Rates-Transfer/GE (MIS)	75.0%		72.9%
63.1%	66.7%	68.3%	% Completion Cohort Achieving 30 Units [2007-08 Cohort Size, n=1,418] (State Scorecard)			66.3%

2009-10	2010-11	2011-12	COMPLETION	3 YEAR GOAL	STANDARD	2012-13
1,064	1,181	1,275	Number of Associates Degrees			1,475
11.8%	11.6%	13.7%	First-Time Freshman Cohort Degrees (Six Year Cohort) (BC)	12.7%	11.0%	13.4%
396	495	440	Number of Certificate of Achievement (BC)			404
4.9%	5.4%	6.0%	First-time Freshman Cohort Certificates of Achievement (Six Year Cohort) (BC)	8.0%	6.0%	6.6%
13.8%	16.5%	17.6%	First-time Freshman Cohort Achieving Transfer Ready (Six Year Cohort) (BC)			18.2%
851	878	881	Total Transferred to 4-Years Institutions			930
35	29	50	UC Transfers	750	575	37
648	704	696	CSU Transfers			755
540	568	575	CSU Chico Transfers			660
76	61	37	In-State Private Transfers			39
92	84	98	Out-of State Transfers			99
41.3%	46.2%	44.7%	Completion Rates - Overall [2007-08 Cohort Size, n=1,418] (State Scorecard)			44.9%
61.4%	61.9%	58.9%	CTE Completion Rate [2007-08 Cohort Size, n=1,360] (State Scorecard)			60.1%
79%	91%	96%	Licensure Pass Rates-RN		85%	96%
100%	100%	100%	Licensure Pass Rates-LVN		85%	100%
97%	96%	97%	Licensure Pass Rates-RT		80%	97%
100%	82%	100%	Licensure Pass Rates-Paramedic		75%	100%
90%	89%	84%	Licensure Pass Rates-Cosmetology		75%	87%
95%	97%	96%	Licensure Pass Rates-Welding		85%	91%

INITIATIVE 2 - Focusing on Student, Faculty and Staff Success

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	ORGANIZATIONAL DEVELOPMENT AND PARTICIPATORY GOVERNANCE	3 YEAR GOAL	STANDARD	2012-13
90.0%	85.2%	86.3%	Wellness - Experience Modification Rate (EMR) (OSHA)			78.3%
			% Agree That "Professional Development Activities Are Beneficial" - (BC 2014)*			88.9%
			% Agree That "I have the opportunity to participate fully in professional development activiteis" (BC 2014)*			79.9%
60.5%	69.3%	68.5%	% Overall Agreed with Governance Structure Facilitates Communications Between Constituencies			71.5%

INITIATIVE 3 - Using Data-Informed Processes for Continuous Improvement

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	DATA-BASED DECISION MAKING / DECISION SUPPORT	3 YEAR GOAL	STANDARD	2012-13
	57.3%	69.3%	% Employees Satisfied with Availability of Data			72.3%
	61.5%	74.5%	% Employees Satisfied with Use of Data			72.5%

INITIATIVE 4 - Maximizing Resources to Support Student Learning

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	RESOURCES	3 YEAR GOAL	STANDARD	2012-13
11,414	11,674	10,774	FTES			10,878
29.48	30.86	31.22	FTES/FTEF			30.34
\$767,284	\$773,030	\$786,144	Instructional Contracts			\$1,026,796
\$14,826,458	\$16,899,239	\$14,157,068	Grant Revenues			\$6,192,405
\$599,464	\$549,750	\$631,093	Grant Indirect			\$480,256

INITIATIVE 5 - Modeling Sustainability

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	SUSTAINABILITY	3 YEAR GOAL	STANDARD	2012-13
\$1.50	\$1.25	\$0.89	Energy Cost / Square Foot-Electricity			\$0.70
\$0.21	\$0.24	\$0.26	Energy Cost / Square Foot-Natural Gas			\$0.15
		71,246,600	Water Usage			79,839,600
8,400,000	8,800,000	8,000,000	Paper Usage			7,200,000

INITIATIVE 6 - Enhancing a Culture of Inclusiveness

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	COMPLETION RATE - OVERALL COHORT [2007-08 COHORT SIZE, N=1,418] (STATE SCORECARD)	3 YEAR GOAL	STANDARD	2012-13
44.4%	38.3%	37.0%	African American [n=40]			47.5%
40.5%	28.6%	30.3%	American Indian [n=40]			25.0%
41.8%	51.9%	57.1%	Asian [n=121]			57.0%
35.3%	44.9%	37.6%	Hispanic [n=212]			38.2%
41.9%	45.9%	46.0%	White [n=891]			45.3%
41.3%	46.2%	44.7%	College [n=1,418]			44.9%
43.6%	43.6%	47.4%	College			45.0%

2009-10	2010-11	2011-12	COMPLETION RATE - PREPARED COHORT [2007-08 COHORT SIZE, N=323 -- % OF OVERALL COHORT] (STATE SCORECARD)	3 YEAR GOAL	STANDARD	2012-13
100.0%	85.7%	0.0%	African American [n=7] -- 18%			71.4%
75.0%	85.7%	100.0%	American Indian [n=4] -- 10%			25.0%
42.9%	50.0%	50.0%	Asian [n=16] -- 13%			93.8%
55.6%	62.5%	66.7%	Hispanic [n=28] -- 13%			60.7%
59.9%	66.3%	66.1%	White [n=238] -- 27%			64.7%
60.8%	67.2%	67.3%	College [n=323] -- 23%			65.6%
67.1%	62.1%	67.5%	College			68.4%

Butte College Degree and Transfer Outcomes

Outcomes (BC)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Difference
AA/AS	1,063	1,181	1,273	1,459	1,399	34%
AA-T/AS-T				20	63	Infinity
UC Transfers	35	29	50	37	47	34%
CSU Transfers	648	704	696	755	845	30%
CSU, Chico	540	568	575	660	739	37%

Degrees and Transfers are trending up; program changes have resulted in certificate decline

Example of Butte College's High School Reports:

The high school report is a component of the College's – K-12 outreach efforts. Each [high school report](#) describes how many of each high school's students attend Butte College; where these students place in Math and English compared to all new 1st time freshman; and a list of the students from that high school that completed a degree or certificate in the previous year.

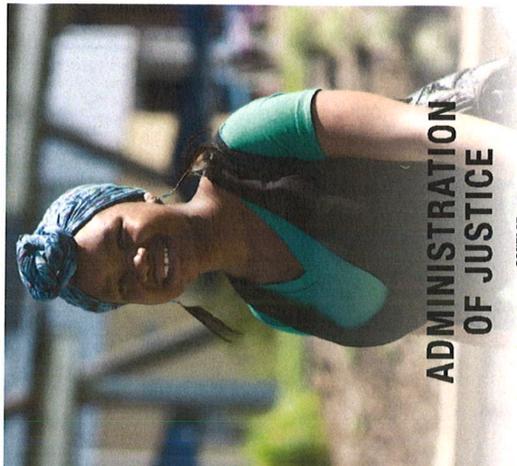
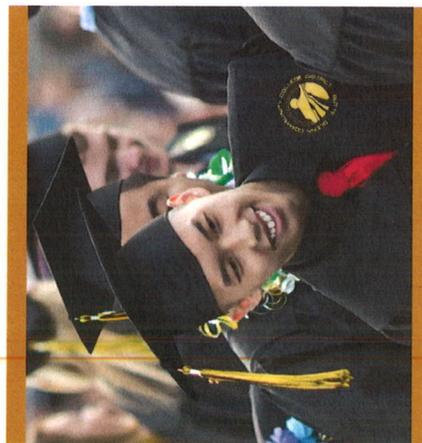
Student Educational Planning



- Abbreviated Educational Plan (ASEP)
 - Spring 2014: required for all new students.
 - Completed by counselors at Reg-To-Go and at Orientation
 - will include general goal
 - areas of interest and/or major
 - at least one semester of planned coursework
- Comprehensive Education Plan (CSEP)
 - will be developed during student appointments, workshops
 - will include goal, program, plus all courses required to complete goal

THE FOLLOWING IS REQUIRED FOR ALL AA-T OR AS-T DEGREES:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU transferable coursework. While a minimum of 2.0 is required for admission, some CSUs or majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or "AS-T" major as detailed in the transfer section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern.



ADMINISTRATION OF JUSTICE

CONTACT:

Counseling and Advising:
(530) 895-2378

Transfer Counseling Center:
(530) 895-2264

Transfer Information:
www.assist.org

Department Office: AHPS 144
(530) 895-2401

Mike Maloney, Director
(530) 879-4349



BUTTE COLLEGE

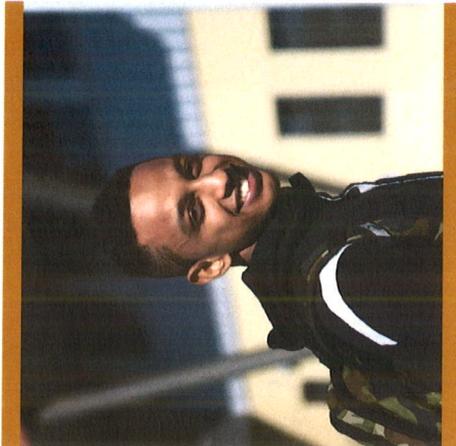
Butte College Main Campus
www.butte.edu

3536 Butte Campus Drive
Orville, CA 95965

2014-2015 Academic Year

AS-T in ADMINISTRATION OF JUSTICE

Associate Degree for Transfer

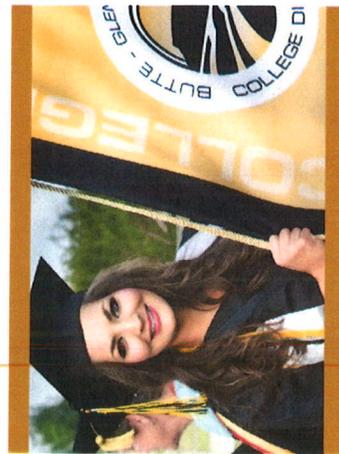


A DEGREE WITH A GUARANTEE

ABOUT ADMINISTRATION OF JUSTICE

The Associate in Arts in Administration of Justice for Transfer is intended for students who plan to complete a bachelor's degree in Administration of Justice or similar major at a CSU campus. Students completing this degree are guaranteed admission to the CSU system, but not to a particular campus or major. Students transferring to a CSU campus that does accept this degree will be required to complete no more than 60 units after transfer to earn a bachelor's degree. This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. In all cases, students should consult with a counselor for more information on university admission and transfer requirements.

The associate transfer degrees (AA-T or AS-T) require completion and certification of the California State University General Education (CSU GE) or the Intersegmental General Education Transfer Curriculum (IGETC) as well as the specific AA-T or AS-T major degree requirements. Students earning either an AA-T or an AS-T will not be held to additional Butte College graduation requirements (including Physical Education and the multicultural competency). Students should work with a counselor to identify major coursework that can be used to fulfill CSU GE or IGETC categories.



STUDENT LEARNING OUTCOMES

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

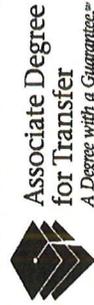
- Explain the historical development and philosophy of law.
- Perform legal research independently and interpret, analyze and defend appellate court decisions.
- Demonstrate an understanding of the characteristics of crime and criminality, and the criminal justice system in the United States.

EARNING YOUR AA-T/AS-T DEGREE

To obtain an AA-T/AS-T degree, students must complete both the major requirements and the graduation requirements listed in the college catalog.

Note that some courses have a prerequisite (P), corequisite (C), or both (P/C). Prerequisites and corequisites are listed within each course description in the catalog.

Transfer majors designated as AA-T or AS-T are designed for transfer to a similar major at an unspecified CSU. Transfer majors designated as AA or AS are designed for transfer to the corresponding major at a specific CSU and are based on articulation. See a counselor for more information. Read about the difference between these types of degrees at the beginning of the Transfer section of the catalog.



Butte College does not discriminate on the basis of age, race, color, national origin, sex or disability in its programs offerings, admission criteria, accessibility, admission and employment criteria. For issues regarding Title IX and Section 504, please contact Allen Penwill, Vice President of Student Services, Butte College Campus Center, Room 141, 530-895-2238.

Required Courses For The Major:

	CSU GE	IGETC	Units
AA-2	Administration of Justice		3
AA-4	Criminal Law I		3

LIST A: Select two

AA-11	Criminal Procedure		3
AA-6	Evidence		3
AA-3	Criminal Investigation		3

LIST B: Select two

Any course from List A not already used.			
SOC-2	Principles of Sociology	DC	3
MATH-13	Introduction to Statistics	B4	3
PSY-1	Principles of Psychology	D9	3
AA-14	Community Oriented Policing		3

Total units for the major:

18

Inter-segmental General Education Transfer Curriculum (IGETC)

37

Or CSU General Education-Breadth Requirements

39

Transferable Electives

3-5

Degree Total

60

California Career Pathways Trust Grant

Butte College and the Butte-Glenn Career Pathways Consortium (BGPC) have been awarded a \$5.8 million competitive grant by California Department of Education to help students stay in school and move toward college and employment in high-demand fields in Butte and Glenn Counties.

The Career Pathways Grant was awarded to the Butte-Glenn Career Pathways Consortium (BGPC), a regional, collaborative partnership with Butte College as the fiscal agent, Butte County Office of Education, Butte County school districts, Glenn County Office of Education, Glenn County school districts, business entities, community organizations and agencies, local workforce investment board, and CSU, Chico.

The work of the grant is to integrate academic and career-focused curriculum and experiences and to build or expand 34 career pathways in 17 partner high schools. The grant will serve over 2,500 students annually over the next five years. The regional career pathways system offers linked learning models aligned with regional and statewide economic needs to support college and career readiness for students in the Butte-Glenn region. It offers evidence-based, high-quality career pathway curricula using models from the National Academy Foundation (NAF), Project Lead The Way, and the Health and Science Pipeline Initiative (HASPI).

The grant includes adaptive curriculum strategies; multiple entry and exit points; a continuum of work-based learning opportunities; integrated life skills/education interventions; and wrap around career services to participating students. Students will be able to select from high-skill, high-wage, and high-growth career pathways that will be offered in the following sectors: Engineering & Architecture (including drafting); Health; Information & Communication Technology; and Manufacturing & Product Development.

The California Career Pathways Trust was spearheaded last year by Senate President pro Tempore Darrell Steinberg, and established a one-time \$250 million competitive grant program in the state's 2013-14 budget. Grant recipients are tasked with creating sustained career pathways programs that connect businesses, K-12 schools, and community colleges to better prepare students for the 21st century workplace. Post-secondary partners will be involved with the curriculum content and sequencing so that vertical alignment exists for students to continue their education toward degree and certificate attainment in their selected career pathway.

BGCPC



[Biggs High School](#)



[Chico High School](#)



[CORE Butte Charter School](#)



[Durham High School](#)

Elk Creek High School

[Elk Creek High School](#)



[Gridley High School](#)



[Hamilton High School](#)



[Hearthstone Charter School](#)



[Inspire School of Arts & Sciences](#)



[Las Plumas High School](#)



[Orland High School](#)



[Oroville High School](#)



[Paradise High School](#)



[Pleasant Valley High School](#)



[Princeton High School](#)



[Willows High School](#)



[Butte College](#)



[BCOE](#)



[GCOE](#)



[NCCC](#)



[NoRTEC](#)

captures some noncognitive skills. This brings up the question of how much we might improve models of student success by including noncognitive factors. Thus, determining whether the assessment of a specific noncognitive factor is appropriate depends on the aims of the research being conducted and the intended use of the results. That said, the assessment of noncognitive factors as a means of measuring changes in student development, implementing multiple measures for placement and tailoring student support services appears promising.

Resources:

- Booth, K. Bracco, K. R., Chaplot, P., & Lagunoff, R. (2014). [Interim environmental scan report to The Common Assessment Initiative Steering Committee](#). Oakland, CA: WestEd in partnership with Cal-PASS Plus in association with Butte-Glenn Community College District and San Joaquin Delta College.
- Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). [Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance-A critical literature review](#). Chicago, IL: Consortium on Chicago School Research.
- Person, A. E., Baumgartner, S. E., Hallgren, K. & Santos, B. (2014). *Measurement and segmentation of college students' noncognitive attributes: A targeted review*. Seattle, WA: Bill & Melinda Gates Foundation in partnership with Mathematica Policy Research (Oakland, CA).

Research | Let Them In: Increasing Access, Completion and Equity in College English



Authors: *Leslie Henson*, English Instructor, Butte College and *Katie Hern*, Director, California Acceleration Project

California's Student Success Scorecard shows a stark divide between "college prepared" and "unprepared" students. When incoming community college students are designated prepared for college-level work in English and math, they go on to complete degrees, certificates and transfer-related outcomes at a rate of 70% within six years. For students designated unprepared and required to enroll in remedial courses, that figure is just 40%. Unfortunately, most California community college students are in the "unprepared" group. Statewide, more than 70% of incoming students are required to enroll in one or more remedial courses.

But recent research suggests that students may not be as unprepared as we have believed. Two studies by the Community College Research Center have found that standardized placement tests--the primary mechanism community colleges use to assess student readiness for college-level courses--are poor predictors of students' performance in college. Analysis of data from a statewide community college system revealed that placement tests in reading/writing explain less than 2% of the variation in students' first college-level English grades. A study of a large, urban community college system estimated that 40-60% of students placed into remediation could pass college English with a C or higher if allowed to enroll directly, and that 29% of them could earn a B or

higher. Long Beach City College found that when they quadrupled the number of students classified "college ready" through changes to their placement process (from 13% to 59%), there was no effect on pass rates inside the college-level course.

Butte College began its own examination of placement in March of 2011 when the English department replaced a previous placement test with the COMPASS exam. Under the new test and cut scores, faculty were surprised to see that many more students were being classified as "college ready." Instead of 23% of incoming students having access to the gateway college-level English composition course, 48% of students did. They considered lowering the cut scores back to the prior ratio of college-ready/remedial, but conscious of the high rates of attrition in remedial course sequences, they decided to let the new scores stand and see how students performed.

This article describes what happened. Overall, substantially more students completed college English across all ethnic groups, and achievement gaps between groups narrowed. Black and Hispanic students--who had fared the worst under the prior policy--saw the greatest gains, with both groups' completion of college English more than doubling. Examining grade distributions after the new policy, we found that among students who previously would have been placed into remediation, 40% earned As and Bs in the college-level course. While there was a modest decline in average course success rates in college English, the significance of this decline is uncertain given the huge variability in success rates across sections and instructors. The article closes with a discussion of implications for Butte College and community college placement and remediation policies.

Resource:

- Read the full article, [Let Them In: Increasing Access, Completion, and Equity in College English](#)

Planning | Is "Planning" in Your Job Title? Leadership Qualities for College Planning Officers



Authors: *Julie Slark and Linda Umbdenstock, Founding Board Members, The RP Group*

Having visited community colleges across California and beyond in recent years working in planning, development and evaluation roles, we have seen a range of involvement by institutional research and planning (IRP) staff in planning activities. Some members sit off to the side when college planning efforts are underway while others are leading conversations and making progress on institutional effectiveness efforts. Read the latest [Report on Trends in Higher Education Planning 2014](#) by the Society for College and University Planning's Academy Council.

What does it mean when we talk about "planning"? As a starting place for that discussion, we propose that "planning" includes:

- Integrated functions within the *planning-evaluation-improvement cycle* for all levels, from college-level (mission, educational and strategic plans) to department-level to unit-level;

APPENDIX D

Enrollment Management – Continued

Priorities for 2014-2015

- Strategic Scheduling
 - Using data, research and collaborative efforts among divisions and departments to develop:
 - ❖ Projections of student demand.
 - ❖ Appropriate course offerings, locations, and modalities.
- Practicing strategic enrollment management that integrates financial planning with student need and achievement.



In Spring 2012 Butte College conducted six community forums to provide input into the college's Educational Master Planning process. These were held in Chico, Gridley, Oroville, Orland, Paradise, and Willows. In preparation for the forums invitation letters were sent to business, community, educational, health care, and local agency leaders. Members of the public were invited to participate through the media. A total of 95 community leaders participated.

Each forum began with a review of Butte's mission statement, values and strategic initiatives; a summary of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis which had been updated in February 2012; and an overview of five possible strategies for addressing the results of the SWOT analysis (access, preparation, completion, workforce training and support). This was followed by a presentation by the President of the Butte College Associated Students. The forum attendees then had the opportunity to provide feedback through facilitated small group discussions. The forums ended with each group presenting the key points from their discussion.

The six community forums provided a start point for the college's educational master planning efforts. The themes that emerged, along with a goal and potential actions for each, are listed below.

• Access

- › **Goal:** Provide students with an increased ability to access educational programs and support services.
- › **Potential Actions:** Maintain and improve transportation, provide on-site classes and support services, and expand distance learning opportunities and on-line support services.

• Preparation

- › **Goal:** Partner with the school districts and high schools to ensure that students start at as high a level as possible in Mathematics, English, and Reading and have the digital literacy skills to succeed in college.
- › **Potential Actions:** Establish college-going expectations for K-12 students, partner to conduct early student goal setting and educational planning, align college and high school curriculum and assessment instruments, and maintain concurrent enrollment programs.

• Completion

- › **Goal:** Provide students an opportunity to earn degrees, certificates and/or to transfer in a reasonable timeframe so that they become productive members of the labor market.
- › **Potential Actions:** Expand the number of transfer degrees, ensure clear career and transfer pathways, build the instructional schedule around these pathways, and provide effective support services.

“We commit to actively engaging our community members to work with us to help more students succeed.”

Student Access, Equity, Success and Completion Commitment Statement

• Workforce Training

- › **Goal:** Provide educational programs and workforce training opportunities that are based on state, regional, and community needs.
- › **Potential Actions:** Partner with employers to ensure that programs provide the skills needed in the workforce, provide short-term certificates that meet immediate labor market needs, and conduct workforce training and support through Contract Education, the Training Place, the Small Business Development Center, and the Health Workforce Initiative.

• Support

- › **Goal:** Provides students with the support they need to meet their educational goals.
- › **Potential Actions:** Maintain and, as resources permit, expand existing programs and increase online support

• Partnership

- › **Goal:** Provide an ongoing dialogue with educational partners, governmental agencies, and the business community that results in alignment of effort and a focus on labor market and community needs.
- › **Potential Actions:** Establish mechanisms for ongoing dialogue as well as the capability to react effectively to opportunities as these occur.

• Communications

- › **Goal:** Provide relevant information to the community as well as local business and community leaders about the programs and services offered by the college as well as its challenges and successes.
- › **Potential Actions:** Use of the media to get information out to the wider community and send targeted information to business and community leaders.

Although the college may be unable to implement all of the ideas gained from the six community forums, the themes identified during these strategic conversations are being used as a point of focus during its planning. These themes will be developed further during the college's planning processes and will serve as the basis for dialogue involving key partners and college staff about specific steps that can be taken to address underlying issues. This approach will ensure focus on the themes developed during the strategic conversations and solutions that are consistent with college realities and partner capabilities.

Student Educational Planning



- Abbreviated Educational Plan (ASEP)
 - Spring 2014: required for all new students.
 - Completed by counselors at Reg-To-Go and at Orientation
 - will include general goal
 - areas of interest and/or major
 - at least one semester of planned coursework
- Comprehensive Education Plan (CSEP)
 - will be developed during student appointments, workshops
 - will include goal, program, plus all courses required to complete goal

Connection

Collaboration with high schools

- Impact of preparation on success and completion
- Annual reports to feeder high schools
- Annual Principal-Counselor Summit
- Common Core Summit
- Concurrent Enrollment and College Connection
- Reg-to-Go



Butte College
Start Here... Go Anywhere!

BUTTE COLLEGE 2012-2013 High School Reports / Winter 2013

Orland High School Report 2012-2013

Message from the Butte College President

Butte College values its high school partnerships and is committed to doing our part to help you to help our students succeed. To that end, I am pleased to present this 2012-2013 high school report which provides information on the enrollment, placement, progression, financial aid and achievements of your students at Butte College. We are committed to providing an accessible and student-centered educational environment for our students. We pride ourselves on the success of our students and our tradition of providing students with an educational experience of the highest quality.

Butte College offers more than 100 academic and career technical educational programs. Students may work to complete an associate degree or certificate program. Additionally, we have established transfer agreements with many colleges and universities throughout the country. Additionally, the college now offers 17 associate degrees for transfer – sometimes called degrees with a guarantee. Students may also transfer to a university campus with a similar program.

Students enrolled in our Career Technical Education share similar success stories. In addition, Butte College has established successful partnerships with local industries creating pathways for upward mobility and success in high demand occupations.

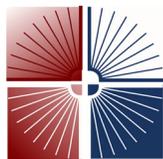
Our goal is to continue to prepare your students for a better and brighter future. After reviewing this report please feel free to provide us with feedback so that we may better serve our future student population. Your input is very valuable and I look forward to hearing from you.

Thank you for your continued commitment to our students and to Butte College.

Kimberly Perry, Ed. D.
Butte College President

Butte College / 3636 Butte Campus Drive, Oroville CA 95965 / 530-885-2511 / www.butte.edu

APPENDIX E



FAST FACTS 2014

(916) 444-8641 • cclc@cclleague.org • www.cclleague.org

Number of Institutions, 2013-14

CCC	112 Colleges
	72 Districts
	73 Educational Centers
CSU	23 Colleges
UC	10 Colleges

Undergraduate Fees, 2013-14

	Resident	Nonresident
CCC	\$1,380	\$9,030
CSU	\$6,612*	\$16,632
UC	\$13,200*	\$36,078

*includes campus-based fees

Students by Ethnicity, 2012-13

	CCCs	CA Pop.*
African-American	7.3%	5.8%
Native American	0.5%	1%
Asian	10.8%	12.8%
Filipino	3.1%	**
Hispanic	38.9%	37.6%
Pacific Islander	0.5%	0%
White	31%	40.1%
Multi-Ethnicity	3.5%	1.3%
Unknown/ Nonrespondent	4.4%	—

*CA Pop is 2010 data. **Filipinos are included w/ Asians in California population data.

Degrees & Certificates Awarded, 2012-13

AS/AA for Transfer (AS-T/AA-T)	5,357
AS/AA Degree	91,502
Credit Certificate, less than 6 units	6,101
Credit Certificate, 6 to 17.5 units	13,093
Credit Certificate, 18 to 29.5 units	13,672
Credit Certificate, 30 to 59.5 units	27,680
Credit Certificate, 60+ units	1,038
TOTAL (Credit)	158,461
TOTAL (Non-credit)	7,448
TOTAL (Credit & Non-Credit)	165,909
2012-13 Credit Class Success Rate	70.7%

Per-Student Funding by Education System, 2013-14

(amounts include state General Fund, local property tax, student fee revenue, and lottery funds.)

K-12	\$8,365
California Community Colleges (CCC)	\$5,997
California State University (CSU)	\$12,506
University of California (UC)	\$22,428

Undergraduate Student Enrollment, 2012-13

CCC	2,079,229	full-year unduplicated headcount (all students)
	1,041,782	full-time equivalent students (FTES), credit
	65,659	non-credit FTES
	588,000	drop in student enrollment between 2008-09 & 2012-13 due to lack of funding
CSU	379,896	headcount/FTES
UC	182,843	headcount/FTES
Private*	176,000	headcount/FTES

*75 AICCU WASC-accredited 4-year institutions.

Number of Student Transfers to Four-Year Public & Private Institutions

	2011-12	2012-13
Community Colleges to University of California	16,246	15,663
Community Colleges to California State University	51,050	44,236
Community Colleges to In-State Private Colleges/Universities	19,886	13,897
Community Colleges to Out of State Colleges/Universities	21,000	14,691
Transfer Rate, 2006-07 to 2011-12	40.5%	**

*Twenty-eight percent of University of California and 55 percent of California State University graduates started at a California community college – and, upon transferring to either four-year institution, obtained GPAs equal to, or better than, “native” UC or CSU students and graduated at rates comparable to “native” UC and CSU students.

** TBD

CCC Students by Gender, 2012-13

Female	53.6%
Male	45.3%
Unknown	1.1%

CCC Students by Age, 2012-13

≤19	24.7%
20-24	33.3%
25-29	12.9%
30-34	7.1%
35 and Over	21.7%
Unknown	0.02%

Did You Know...

HOMELAND SECURITY

80% of **firefighters, law enforcement officers and EMTs** are credentialed at community colleges. **39** colleges administer **Police Officers Standards and Training (POST)** academies. **64** colleges have **fire technology programs** for training firefighters.

NURSING

70% of the **nurses** in California **received their education** from community colleges.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

Transfer students from community colleges to the University of California account for **48%** of UC's bachelor's degrees in **science, technology, engineering and mathematics (STEM)**.

ENROLLMENT

24% of all the community college **students nationwide** are **enrolled** in a **California community college**.

JOB RATINGS

Community colleges have the **highest combined "good/excellent" job rating, 65%**, among California's three segments of public higher education (according to the latest PPIC poll).

PERSONAL INCOME

California's **personal income** will **decline by 11%** by the **year 2020** unless the state **increases the number of Latinos** who attend college.

EARNINGS

\$1.6M is the average **lifetime earnings of a graduate with an associate's degree** – **\$400,000 more** than for a **high school graduate**.

Students who earn a California community college **degree or certificate** nearly **double their earnings** within **3** years.

DIVERSITY

The enrollment of **African-American** students in California's community colleges **nearly matches** the **undergraduate enrollment of the University of California**. Nearly **1/4** of **all Chicanas and Chicanos** who receive **doctorates first attend a community college**.

VETERANS

More than **1/2** of California **veterans receiving GI educational benefits** attend a community college.

TRANSFER

Transfer students who come to UC perform well, persisting and graduating at rates similar to students who enter as freshmen. **The average time-to-degree for transfer students is just over 2 years (2.4) after coming to the University** (average time-to-degree for freshman is 4.2). Transfer students continue to be a successful and valued part of the UC community.

APPENDIX F

Associate in Arts for Transfer (AA-T) / Associate in Science for Transfer (AS-T) Degrees

The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major.

Requirements

The following is required for all AA-T or AS-T degrees:

1. Minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with a counselor for more information.
3. Completion of a minimum of 18 semester units in an "AA-T" or AS-T" major as detailed in the transfer section of the catalog. All courses in the major must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth); OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern.

Butte College offers the following Associate for Transfer Degrees:

[AS-T Administration of Justice](#)

[AA-T Anthropology](#)

[AA-T Art History](#)

[AS-T Business Administration](#)

[AA-T Communication Studies](#)

[AS-T Computer Science](#)

[AS-T Early Childhood Education](#)

[AA-T English](#)

[AA-T Geography](#)

[AS-T Geology](#)

[AA-T History](#)

[AA-T Kinesiology](#)

[AS-T Mathematics](#)

[AA-T Music](#)

[AS-T Physics](#)

[AA-T Political Science](#)

[AA-T Psychology](#)

[AA-T Sociology](#)

[AA-T Studio Arts](#)

[AA-T Theatre Arts](#)

Leadership and Integrated Governance

Participation in decision making:

Butte College believes that widespread participation in decision making results in better quality and implementation of decisions. For this reason, the college has defined in detail its processes for decision making and the groups involved in these processes. The publication, [Participating in Decision-Making at Butte College](#), serves as a guide for these processes and provides a blueprint for how constituents across campus can be involved in decision making. Defining these processes has resulted in better organizational alignment and more focus on the quality of the decisions rather than the process for making them.

California Career Pathways Trust Grant

Butte College and the Butte-Glenn Career Pathways Consortium (BGPC) have been awarded a \$5.8 million competitive grant by California Department of Education to help students stay in school and move toward college and employment in high-demand fields in Butte and Glenn Counties.

The Career Pathways Grant was awarded to the Butte-Glenn Career Pathways Consortium (BGPC), a regional, collaborative partnership with Butte College as the fiscal agent, Butte County Office of Education, Butte County school districts, Glenn County Office of Education, Glenn County school districts, business entities, community organizations and agencies, local workforce investment board, and CSU, Chico.

The work of the grant is to integrate academic and career-focused curriculum and experiences and to build or expand 34 career pathways in 17 partner high schools. The grant will serve over 2,500 students annually over the next five years. The regional career pathways system offers linked learning models aligned with regional and statewide economic needs to support college and career readiness for students in the Butte-Glenn region. It offers evidence-based, high-quality career pathway curricula using models from the National Academy Foundation (NAF), Project Lead The Way, and the Health and Science Pipeline Initiative (HASPI).

The grant includes adaptive curriculum strategies; multiple entry and exit points; a continuum of work-based learning opportunities; integrated life skills/education interventions; and wrap around career services to participating students. Students will be able to select from high-skill, high-wage, and high-growth career pathways that will be offered in the following sectors: Engineering & Architecture (including drafting); Health; Information & Communication Technology; and Manufacturing & Product Development.

The California Career Pathways Trust was spearheaded last year by Senate President pro Tempore Darrell Steinberg, and established a one-time \$250 million competitive grant program in the state's 2013-14 budget. Grant recipients are tasked with creating sustained career pathways programs that connect businesses, K-12 schools, and community colleges to better prepare students for the 21st century workplace. Post-secondary partners will be involved with the curriculum content and sequencing so that vertical alignment exists for students to continue their education toward degree and certificate attainment in their selected career pathway.

BGCPC



[Biggs High School](#)



[Chico High School](#)



[CORE Butte Charter School](#)



[Durham High School](#)

Elk Creek High School

[Elk Creek High School](#)



[Gridley High School](#)



[Hamilton High School](#)



[Hearthstone Charter School](#)



[Inspire School of Arts & Sciences](#)



[Las Plumas High School](#)



[Orland High School](#)



[Oroville High School](#)



[Paradise High School](#)



[Pleasant Valley High School](#)



[Princeton High School](#)



[Willows High School](#)



[Butte College](#)



[BCOE](#)



[GCOE](#)



[NCCC](#)



[NoRTEC](#)



STUDENT ACCESS, EQUITY, SUCCESS, AND COMPLETION COMMITMENT STATEMENT

In recognition of the central role that the Butte-Glenn Community College District has in meeting the educational and training needs in our community and, more broadly, in contributing to an educated and a competitive workforce, we pledge to do our part to increase the number of individuals with high quality postsecondary degrees and certifications to fulfill critical local, state, and national goals. With the “completion agenda” as a national imperative, Butte College has an obligation to meet the challenge while holding firmly to long-standing values of access, opportunity, and quality.

- We believe that community colleges are an invaluable economic engine driving the nation toward renewed and sustained economic prosperity.
- We believe that student access, equity, success, and completion are and will continue to be the focus of Butte College students, faculty, staff, administrators, and Board of Trustees.
- We believe in every student’s potential and responsibility to succeed and that an engaged student is more likely to persist in college.
- We believe that completion matters and that students count.
- We believe that every trustee, administrator, faculty member, staff member, and student organization has a responsibility to examine current practices, to identify ways to help students understand the added value of degrees and certificates, and to help them progress toward their goals.
- We believe that talented and committed people working heart and soul at Butte College are ready to take on leadership roles to increase student access, equity, success, and completion.
- We commit to increasing success rates for students and eliminating the attainment gaps that separate student groups on the basis of race, ethnicity, and family income.
- We commit to using student learning outcomes for all courses, programs, degrees, and student support services to create ongoing and intentional dialogue that informs resource allocation and improves teaching and learning.
- We commit to conversations about diversity, equity, and evidence reflecting student success and institutional performance.
- We commit to promoting faculty and staff development focused on evidence-based educational practice.
- We commit to providing development opportunities for college administrators, trustees, faculty, staff, and students to build and sustain leadership for student success.
- We commit to supporting our colleagues and acknowledging the value of the contributions we all make to advance student learning and success.
- We commit to working collaboratively across the institution to align our processes and practices to maximize student access, equity, completion, and success. We commit to working with elected officials to create the fiscal and policy conditions that enable, support, and reward our work to strengthen student success.
- We commit to Butte College’s focus on student access, equity, completion, and success regardless of the state’s economic situation.
- We commit to actively engaging our community members to work with us to help more students succeed.



STUDENT ACCESS, EQUITY, SUCCESS, AND COMPLETION COMMITMENT STATEMENT

A handwritten signature in black ink, appearing to read "Lou Cecchi".

Lou Cecchi, President
Board of Trustees

A handwritten signature in black ink, appearing to read "Kimberly Perry".

Kimberly Perry, Ed.D.
Superintendent/President

A handwritten signature in black ink, appearing to read "Stacey Bartlett".

Stacey Bartlett, President
Academic Senate

A handwritten signature in black ink, appearing to read "Kenneth Bearden".

Kenneth Bearden, Ph.D., Past President
Academic Senate

A handwritten signature in black ink, appearing to read "Peter Dahl".

Peter Dahl, President
Classified Senate

A handwritten signature in black ink, appearing to read "Lisa Husar".

Lisa Husar, President
Associated Students

A handwritten signature in black ink, appearing to read "Cameron Hoffman".

Cameron Hoffman, Past President
Associated Students

A handwritten signature in black ink, appearing to read "Steve DeMaggio".

Steve DeMaggio, Co-Chair
MSC

A handwritten signature in black ink, appearing to read "Kim McCall".

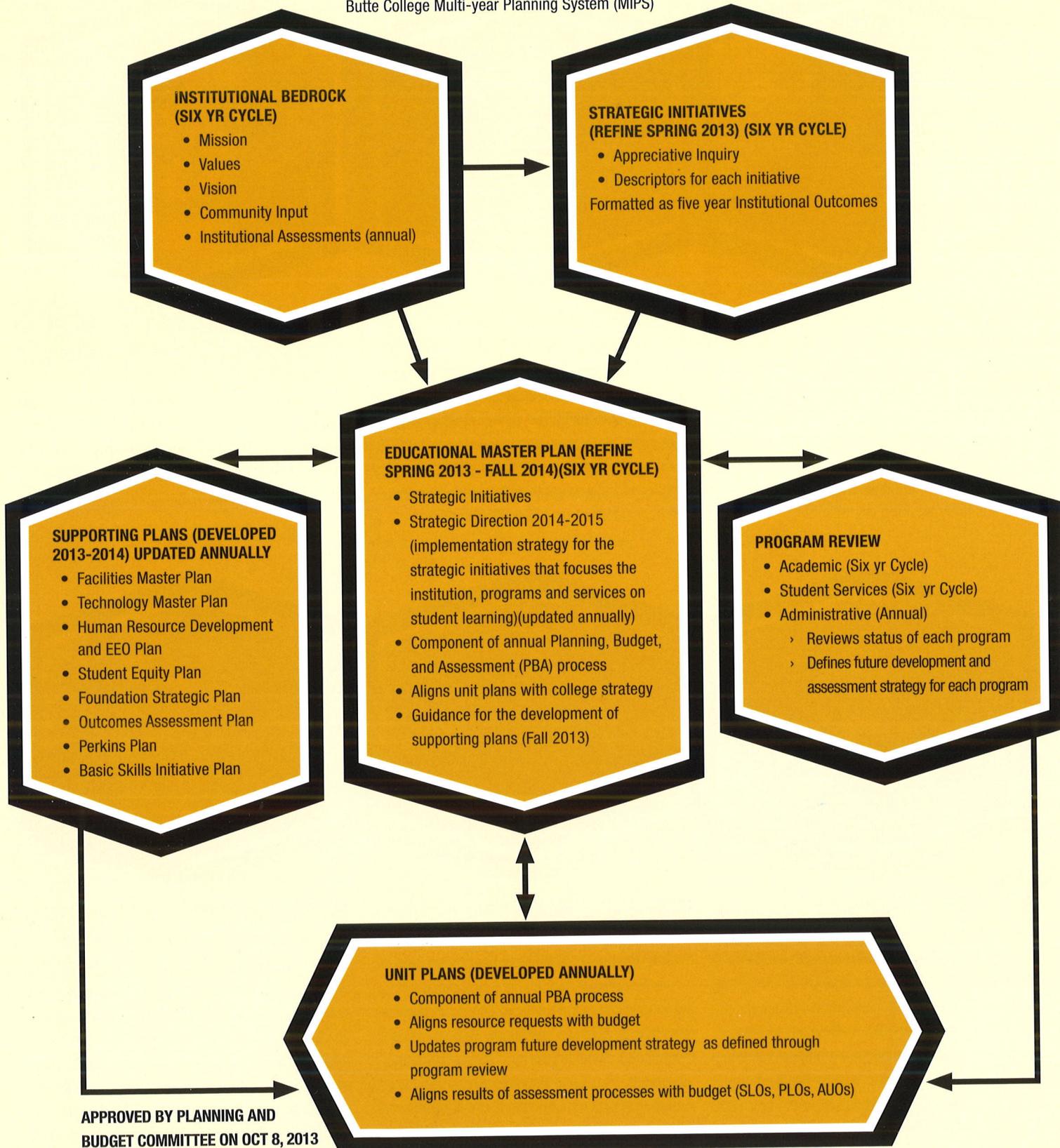
Kim McCall, Co-Chair
MSC

APPENDIX G

MULTI-YEAR INTEGRATED PLANNING SYSTEM (MIPS)

The Butte College Multi-year Integrated Planning System (MIPS) is shown below. The Planning and Budget Committee provides oversight for this process based on input from the Educational Master Planning Committee.

Butte College Multi-year Planning System (MIPS)



KEY COMPONENTS OF THE COLLEGE'S MULTI-YEAR INTEGRATED PLANNING SYSTEM INCLUDE:

- **Institutional Bedrock.** These items, with the exception of the Institutional Assessments, are conducted approximately every six years. A Task Force is established to update the Mission and Values, the Vision is developed by the Board with input from the College Council, and the Community Input is obtained from the community forums.
- **Strategic Initiatives.** These are established at an all-campus retreat and approved through the college's general participatory governance process with the Planning and Budgeting Committee providing oversight for this process.
- **Educational Master Plan.** This is developed by the Educational Master Planning Committee and provides the basis for the development of Supporting Plans, informs Program Review, and provides alignment for the development of Unit Plans.

The Strategic Direction, which is the college's implementation strategy for its Strategic Initiatives, is updated by the Educational Master Planning Committee each year as part of the Planning, Budgeting and Assessment (PBA) Process.
- **Supporting Plans.** These are developed by existing teams based on guidance provided in the Educational Master Plan. The idea is to use the existing governance group for each functional area to develop the supporting plan for that area. For example, the Technology Master Plan is developed and reviewed by the Technology Council.

“We commit to working collaboratively across the institution to align our processes and practices to maximize student access, equity, success, and completion.”

Student Access, Equity, Success and Completion Commitment Statement

- **Program Review.** These are conducted every six years for the Academic and Student Services areas and annually for Administrative programs.
 - › **Academic Programs.** The program review template for academic programs is developed under the leadership of the Academic Senate. The program review process includes a self-study, an external validation and curriculum review. Although the self-study and curriculum review are both conducted on six-year cycles these are scheduled to occur in different years. The Office of the Vice President for Student Learning and Economic Development manages the program review and curriculum review schedules. Completed program reviews, and the recommendations that result, are provided to and discussed with the Dean and the Vice President for Student Learning and Economic Development. A summary of the program review and recommendations are discussed with the College Council. The members of the College Council are expected to share the results and recommendations with their constituencies.
 - › **Student Services Programs.** The program review template is developed by the Student Services managers. The process includes the self-study and an external validation. The Office of the Vice President for Student Services manages the schedule for Student Services program review. Completed program reviews, and the recommendations that result, are provided to and discussed with the Student Services managers and the Vice President for Student Services. A summary of the program review and recommendations are discussed with the College Council. The members of the College Council are expected to share the results and recommendations with their constituencies.
 - › **Administrative Programs.** These are conducted annually during the unit planning process and the results are submitted using the automated unit planning tool. Administrative programs are required to include administrative unit outcomes, the method used to assess these outcomes, the cycle for conducting these assessments, assessment results and analysis of assessment results as part of the Program Description in the unit plan. Future development strategies will include strategies to close gaps between current levels of performance and administrative unit outcomes as well as the timelines for implementing these changes. Completed administrative program reviews, to include proposed future development strategies, will be reviewed by the vice president for each administrative unit. The College Council reviews a portion of the administrative program reviews each year. This group, which includes leaders from each constituent group, then disseminates the results of these program reviews throughout the campus.
- **Unit Plans.** These are conducted, using the automated process, every year as part of the college's PBA process. Unit plans are aligned with the college's Strategic Direction and outcomes assessment results. A major objective of the unit planning process is to align resource requests with the annual budgeting process.

IMPLEMENTATION

The college will use its existing Planning, Budgeting and Assessment (PBA), Program Review, and Outcomes Assessment processes to make this plan a reality.

PBA PROCESS

The PBA process, shown below, is the annual process the college uses to ensure that resource allocation decisions are based on planning and that planning is based on assessment results.

BUTTE COLLEGE PLANNING, BUDGETING, AND ASSESSMENT (PBA) PROCESS



THIS PROCESS INCLUDES THE FOLLOWING STEPS:

- 1. Process Review and Refinement.** Each year the Planning and Budget Committee reviews and, as necessary, refines the process. The Accreditation Follow-Up Survey is used to help assess the process.
- 2. Unit Planning.** The Planning and Budget Committee develops Unit Planning Guidance to focus departments as they develop unit plans. This guidance also includes general criteria for prioritizing resource requests. Departments then develop unit plans. As they develop future development strategies as part of unit planning, departments ensure that these are aligned with the Strategic Direction, Program Review, and Student/Program Learning Outcomes. Unit plans are normally submitted in late January.
- 3. Faculty Prioritization.** The prioritization for new faculty occurs before the submission of unit plans based on the need to get positions advertised in early January. The hiring process takes place in the spring.
- 4. Strategic Direction Refinement.** In Spring, during non-planning years, the Educational Master Planning Committee reviews and refines the Strategic Direction so that it is finalized and approved so that departments can refer to it as they do their unit planning in the subsequent Fall.
- 5. Unit Plan, SLO Report and Admin Unit Plan Submittal and Review.** Departments submit their unit plans and administrative areas submit program reviews using the online unit planning system by the date established in the unit planning guidance. These unit plans are reviewed by the appropriate deans, directors, and vice president and the approved augmentation requests are then consolidated for the President's Leadership Team. SLO Reports are submitted using the Outcomes Assessment Module in CurricUNET. Programs are responsible for ensuring that resource requests identified during program review and outcomes assessment are included in the unit plan.
- 6. Prioritizing.** In the Spring the resource requests identified during are prioritized based on the general priorities identified in the Unit Planning Guidance. Requests are prioritized by department, dean/director, vice president, and by the President's Leadership Team. The Planning and Budget Committee reviews the resulting list, recommends refinements if necessary, and recommends the approval of the refined list.

- 7. Communicate Prioritization Results.** Each department submitting a request for resources is informed, through the automated unit planning process, of the status of its request. Deans and Directors are encouraged to discuss the status of requests face-to-face with department chairs and coordinators.
- 8. Budget Development.** In the summer the college staff prepares a tentative budget for the Board. The Board Budget Criteria is used to guide the staff as it develops the tentative budget.
- 9. Final Budget Approval.** After the state budget is finalized the staff updates the tentative budget and presents it to the Board for final approval.

Program Review

Program Review is the mechanism that programs use to maintain their focus on student learning and student success, to set their future development strategy, and to request the resources needed to implement their future development strategies. Since the college is an integrated group of programs, the program review process is one of the most important components of the college's planning processes. At Butte College there are three types of program review. These are listed below:

- › **Academic.** These programs conduct program review on a six year cycle. This process includes three parts – the written program review, an external validation, and curriculum review. The Academic Senate is responsible for developing the academic program review process and the schedule for academic program review is managed in the office of the Vice President for Student Learning and Economic Development.
- › **Student Services.** Student Services program reviews are conducted every six years. This process includes the written program review and an external evaluation.
- › **Administrative.** The unit plan is used as the program review for administrative areas.

The College Council reviews program reviews. This group, which includes leaders from each constituent group, then disseminates the results of these program reviews throughout the campus. The Board also receives a list of the programs that completed program review the previous semester.

OUTCOMES ASSESSMENT

The college and its programs establish and refine outcomes as part of the ongoing process of planning and continuous improvement. These outcomes are assessed and, based on dialogue, are used to support change at the institutional, program and course levels.

OUTCOMES ASSESSMENT PROCESS

INSTITUTIONAL OUTCOMES

STRATEGIC INITIATIVES

- Establish: Initiatives and Outcomes defined in Educational Master Plan (six year cycle)
- Assess: Annually as part of the process to develop the Strategic Direction. Instruments include the Balanced Scorecard and the Strategic Direction Review
- Dialogue and Changes: By the Educational Master Planning Committee as it reviews/refines the annual Strategic Direction

PROGRAM OUTCOMES

STUDENT SERVICES STUDENT LEARNING OUTCOMES

- Establish: By Student Services Managers
- Assess/Dialogue/Changes: During six year department program reviews

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

- Establish: As GE SLOs by GE area task groups
- Assess/Dialogue/Changes:
 - › During six year program/curriculum review
 - › SLO Report provided annually with unit plan

DEGREE AND CERTIFICATE STUDENT LEARNING OUTCOMES

- Establish: As Program SLOs during curriculum development
- Assess/Dialogue/Changes:
 - › During six year program/curriculum review
 - › SLO Report provided annually with unit plan

ADMINISTRATIVE UNIT OUTCOMES

- Establish: By admin units
- Assess/Dialogue/ Changes: During the Administrative Program Review (APR) process

COURSE OUTCOMES

STUDENT SERVICES DEPARTMENTS

- Implement identified changes
- SLO status provided in annual unit plan

COURSE STUDENT LEARNING OUTCOMES

- During curriculum development as Measureable Course Objectives
- Assess/Dialogue/Changes:
 - › As needed and as part of six-year curriculum review
 - › Templates aligning course to program SLOs are reviewed during curriculum

ADMINISTRATIVE DEPARTMENTS

- Implement changes identified during APR process

The Outcomes Assessment Committee provides institutional oversight for this effort and is responsible for the development and annual review of the Outcomes Assessment Plan. As part of this effort, the college provides a number of assessment mechanisms to support the Outcomes Assessment Process and to inform the development of the elements of the Multi-year Integrated Planning System (MIPS) and PBA process

Institutional Assessment and reporting mechanisms include:

Balanced Scorecard. This document, which is provided to the Planning and Budget Committee in late Spring and to the Board in early summer, provides a global view of how well the college is meeting the outcomes it has identified in its Strategic Direction. These include indicators that about Student Success, Transfer Performance, and Workforce and Economic Development.

Demographic Snapshot. This document sets the stage for planning by providing information about the college's service area, student demographics, student enrollment patterns, and staffing. It also contains the college's Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis.

Strategic Direction Review. Each year, as part of the PBA process the college reviews its performance toward achieving the initiatives and objectives contained in the annual Strategic Direction. Based on this assessment the Educational Master Planning Committee updates the Strategic Direction.

Accreditation Review. Each year, as part of the college's ongoing accreditation process, champions for each standard (component) conduct a review of the college's compliance with their assigned standard (component). The result of this review, along with the evidence that supports it, is captured in MyBC. The champions then provide an annual compliance update to the participatory governance committee with responsibility for the standard and the Accreditation Steering Committee.

Surveys. The college conducts several institutional surveys to inform the review and refinement of the Strategic Direction and Program Review. These include the following:

- **Community College Survey of Student Engagement (CCSSE).** This survey, which is conducted every three years, provides college data and comparison information in five benchmark areas: Active and Collaborative Learning, Student-Faculty Interaction, Student Effort, Support for Learners, and Academic Challenge.
- **Completers and Leavers Survey.** This survey, which has been conducted once but is planned to be conducted every three years, provides feedback to the college from program completers and leavers as well as salary information from students transitioning into the workforce.
- **Accreditation Surveys.** Surveys are administered each year to faculty, staff and students to provide qualitative data about compliance with accreditation standards

In addition to institutional indicators the college uses a number of program level indicators to assist programs to conduct self-assessments and program review.

Learning Outcomes Assessment. Each academic program provides a matrix showing the linkages between its course and program learning outcomes and a timeline for conducting its assessments. These results of these assessments are available in the CurricUNET SLO Module.

Program Review Data. The college provides each academic program with a specialized data template that is aligned with the academic program review data requirements as well as employment outcomes.

Reports Server. Each time a report is requested the template for the report is updated in the Reports Server and the report is automatically populated. The Reports Server includes over 300 reports in the areas of Business Office, Facilities, Institutional Research, Instruction, Scheduling, and Student Services. The Institutional Research area includes reports on Enrollment Management, Cohort Tracking, Funding, Program Review, and Scheduling.



Leadership and Integrated Governance

Participation in decision making:

Butte College believes that widespread participation in decision making results in better quality and implementation of decisions. For this reason, the college has defined in detail its processes for decision making and the groups involved in these processes. The publication, [Participating in Decision-Making at Butte College](#), serves as a guide for these processes and provides a blueprint for how constituents across campus can be involved in decision making. Defining these processes has resulted in better organizational alignment and more focus on the quality of the decisions rather than the process for making them.

In Spring 2012 Butte College conducted six community forums to provide input into the college's Educational Master Planning process. These were held in Chico, Gridley, Oroville, Orland, Paradise, and Willows. In preparation for the forums invitation letters were sent to business, community, educational, health care, and local agency leaders. Members of the public were invited to participate through the media. A total of 95 community leaders participated.

Each forum began with a review of Butte's mission statement, values and strategic initiatives; a summary of the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis which had been updated in February 2012; and an overview of five possible strategies for addressing the results of the SWOT analysis (access, preparation, completion, workforce training and support). This was followed by a presentation by the President of the Butte College Associated Students. The forum attendees then had the opportunity to provide feedback through facilitated small group discussions. The forums ended with each group presenting the key points from their discussion.

The six community forums provided a start point for the college's educational master planning efforts. The themes that emerged, along with a goal and potential actions for each, are listed below.

• Access

- › **Goal:** Provide students with an increased ability to access educational programs and support services.
- › **Potential Actions:** Maintain and improve transportation, provide on-site classes and support services, and expand distance learning opportunities and on-line support services.

• Preparation

- › **Goal:** Partner with the school districts and high schools to ensure that students start at as high a level as possible in Mathematics, English, and Reading and have the digital literacy skills to succeed in college.
- › **Potential Actions:** Establish college-going expectations for K-12 students, partner to conduct early student goal setting and educational planning, align college and high school curriculum and assessment instruments, and maintain concurrent enrollment programs.

• Completion

- › **Goal:** Provide students an opportunity to earn degrees, certificates and/or to transfer in a reasonable timeframe so that they become productive members of the labor market.
- › **Potential Actions:** Expand the number of transfer degrees, ensure clear career and transfer pathways, build the instructional schedule around these pathways, and provide effective support services.

“We commit to actively engaging our community members to work with us to help more students succeed.”

Student Access, Equity, Success and Completion Commitment Statement

• Workforce Training

- › **Goal:** Provide educational programs and workforce training opportunities that are based on state, regional, and community needs.
- › **Potential Actions:** Partner with employers to ensure that programs provide the skills needed in the workforce, provide short-term certificates that meet immediate labor market needs, and conduct workforce training and support through Contract Education, the Training Place, the Small Business Development Center, and the Health Workforce Initiative.

• Support

- › **Goal:** Provides students with the support they need to meet their educational goals.
- › **Potential Actions:** Maintain and, as resources permit, expand existing programs and increase online support

• Partnership

- › **Goal:** Provide an ongoing dialogue with educational partners, governmental agencies, and the business community that results in alignment of effort and a focus on labor market and community needs.
- › **Potential Actions:** Establish mechanisms for ongoing dialogue as well as the capability to react effectively to opportunities as these occur.

• Communications

- › **Goal:** Provide relevant information to the community as well as local business and community leaders about the programs and services offered by the college as well as its challenges and successes.
- › **Potential Actions:** Use of the media to get information out to the wider community and send targeted information to business and community leaders.

Although the college may be unable to implement all of the ideas gained from the six community forums, the themes identified during these strategic conversations are being used as a point of focus during its planning. These themes will be developed further during the college's planning processes and will serve as the basis for dialogue involving key partners and college staff about specific steps that can be taken to address underlying issues. This approach will ensure focus on the themes developed during the strategic conversations and solutions that are consistent with college realities and partner capabilities.

APPENDIX H

Community College Survey of Student Engagement

Butte College - Deciles Report - All Students - 2014

Benchmark	Deciles										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2014 Cohort											
Active and Collaborative Learning	39.6	45.3	46.8	47.8	48.8	49.7	50.6	51.9	53.2	56.2	84.6
Student Effort	37.1	45.8	47	47.9	49	49.8	50.8	52	53.3	55.7	81.5
Academic Challenge	38.6	45.8	47.3	48.3	49	49.8	50.6	51.6	52.6	54.9	69
Student-Faculty Interaction	40	46.2	47.4	48.4	49.3	50.2	51	52.4	53.8	55.6	73.5
Support for Learners	34	45.3	46.6	47.8	49	50.1	51.2	52.4	54	56.5	71.5
Large Colleges											
Active and Collaborative Learning	42.4	45.5	46.2	47.2	47.8	48.4	49.5	50.5	52.1	53.1	70.7
Student Effort	40.9	46.1	46.9	47.5	48	49.2	49.7	51	52.4	53.4	60.8
Academic Challenge	43.6	46.5	47.7	48.4	49.1	49.6	50.1	51	51.7	53.1	57.8
Student-Faculty Interaction	40	44.5	46.3	47.3	47.9	48.7	49.6	50.6	51.7	52.9	57.6
Support for Learners	40.9	45.1	46.1	47.2	48	49	50	51	51.8	53.2	61.4
Rural Colleges											
Active and Collaborative Learning	39.6	45	46.9	47.9	48.9	49.9	50.7	51.8	53	56.3	70.7
Student Effort	37.1	45.7	47	47.9	49	49.8	50.9	52.1	53.4	55.3	64.2
Academic Challenge	38.6	45.1	46.7	47.8	48.8	49.5	50.3	51.2	52.2	54	61.4
Student-Faculty Interaction	41.8	46.9	48.1	49.2	50.1	50.7	51.7	53	54.4	56.4	65.1
Support for Learners	34	45.6	47	48.1	49.3	50.5	51.7	53.1	54.6	57.1	70.4

Butte College tracks student engagement and perceptions using a variety of mechanisms. One of these is the CCSSE, this nationally normed instrument provides feedback on student engagement in the educational process, satisfaction/importance/usage of services, and external factors that impact student success. There are five overall benchmarks and the college receives a comparison of its performance with that of its cohort comparison group. On the 2014 CCSSE Butte College was in the 80th or 90th percentile, when compared to its large college cohort group on each benchmark. This means that Butte College scored better than 80 or 90 percent of its peer institutions.

Students Complete – Now What?

- [Salary Surfer](#)
 - Earnings by program for the system (two years before, two and five years after award)
 - Shows colleges offering programs
- [Data Mart](#)
 - Variety of indicators for system and colleges
 - Students/Headcounts, Courses/Calendar, Student Services, Outcomes, Faculty and Staff
- Leavers and Completers Survey
 - Spring 2013
 - Results in MyBC (Outcomes Assessment Committee)
- National Student Clearinghouse matching (working)
 - Tracking students after transfer



Completers and Leavers Survey:

The College administers the Completers and Leavers Survey every three years. The [summary report](#) provides detailed analysis of the information provided by the students. Uniquely the College uses this survey to track the satisfaction of the students that transfer as well as that of students transitioning directly into the workforce.

"BALANCED SCORECARD 2013-2014"

INITIATIVE 1 - Enhancing a Culture of Completion and Academic Achievement

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	CONNECTION	3 YEAR GOAL	STANDARD	2012-13
57.5%	55.8%	55.3%	% Local High School (HS) Graduates to Butte College (Butte College, BC)			58.3%
455	469	450	HS Concurrently Enrollment Students (BC)			368
238	196	194	Students in College Connection (BC)			185
120	146	150	International Students (BC)			174

2009-10	2010-11	2011-12	ENTRY	3 YEAR GOAL	STANDARD	2012-13
45.1%	40.7%	46.5%	% of Students Receiving Educational Plan Counseling (State Chancellor's Office, MIS)			47.7%
65.0%	69.1%	48.6%	% of Students Placed into Remedial English (Current Year) (BC)			46.7%
55.6%	54.5%	62.8%	% of Students Placed into Remedial Math (Current Year) (BC)			57.1%
38.9%	43.1%	40.0%	Basic Skills Completion Rate - English (Six Year Cohort) [2007-08 Cohort Size, n=1,773] (State Scorecard)			38.6%
26.9%	29.2%	27.6%	Basic Skills Completion Rate - Math (Six Year Cohort) [2007-08 Cohort Size, n=1,696] (State Scorecard)			29.3%

2009-10	2010-11	2011-12	PROGRESS	3 YEAR GOAL	STANDARD	2012-13
71.3%	71.7%	72.4%	Persistence Rate - Overall Cohort [2007-08 Cohort Size, n=1,418] (State Scorecard)	71.0%	67.0%	70.1%
68.6%	70.6%	70.6%	Overall Butte College Credit Course Completion Rates (MIS)	74.0%	65.0%	71.8%
55.5%	61.9%	60.4%	Course Completion Rates-Distance Education (MIS)	62.0%		64.4%
61.7%	61.9%	57.0%	Course Completion Rates-Basic Skills (MIS)	61.0%		61.6%
74.3%	75.5%	75.1%	Course Completion Rates-CTE (MIS)	76.0%		75.6%
69.5%	71.7%	72.1%	Course Completion Rates-Transfer/GE (MIS)	75.0%		72.9%
63.1%	66.7%	68.3%	% Completion Cohort Achieving 30 Units [2007-08 Cohort Size, n=1,418] (State Scorecard)			66.3%

2009-10	2010-11	2011-12	COMPLETION	3 YEAR GOAL	STANDARD	2012-13
1,064	1,181	1,275	Number of Associates Degrees			1,475
11.8%	11.6%	13.7%	First-Time Freshman Cohort Degrees (Six Year Cohort) (BC)	12.7%	11.0%	13.4%
396	495	440	Number of Certificate of Achievement (BC)			404
4.9%	5.4%	6.0%	First-time Freshman Cohort Certificates of Achievement (Six Year Cohort) (BC)	8.0%	6.0%	6.6%
13.8%	16.5%	17.6%	First-time Freshman Cohort Achieving Transfer Ready (Six Year Cohort) (BC)			18.2%
851	878	881	Total Transferred to 4-Years Institutions			930
35	29	50	UC Transfers	750	575	37
648	704	696	CSU Transfers			755
540	568	575	CSU Chico Transfers			660
76	61	37	In-State Private Transfers			39
92	84	98	Out-of State Transfers			99
41.3%	46.2%	44.7%	Completion Rates - Overall [2007-08 Cohort Size, n=1,418] (State Scorecard)			44.9%
61.4%	61.9%	58.9%	CTE Completion Rate [2007-08 Cohort Size, n=1,360] (State Scorecard)			60.1%
79%	91%	96%	Licensure Pass Rates-RN		85%	96%
100%	100%	100%	Licensure Pass Rates-LVN		85%	100%
97%	96%	97%	Licensure Pass Rates-RT		80%	97%
100%	82%	100%	Licensure Pass Rates-Paramedic		75%	100%
90%	89%	84%	Licensure Pass Rates-Cosmetology		75%	87%
95%	97%	96%	Licensure Pass Rates-Welding		85%	91%

INITIATIVE 2 - Focusing on Student, Faculty and Staff Success

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	ORGANIZATIONAL DEVELOPMENT AND PARTICIPATORY GOVERNANCE	3 YEAR GOAL	STANDARD	2012-13
90.0%	85.2%	86.3%	Wellness - Experience Modification Rate (EMR) (OSHA)			78.3%
			% Agree That "Professional Development Activities Are Beneficial" - (BC 2014)*			88.9%
			% Agree That "I have the opportunity to participate fully in professional development activiteis" (BC 2014)*			79.9%
60.5%	69.3%	68.5%	% Overall Agreed with Governance Structure Facilitates Communications Between Constituencies			71.5%

INITIATIVE 3 - Using Data-Informed Processes for Continuous Improvement

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	DATA-BASED DECISION MAKING / DECISION SUPPORT	3 YEAR GOAL	STANDARD	2012-13
	57.3%	69.3%	% Employees Satisfied with Availability of Data			72.3%
	61.5%	74.5%	% Employees Satisfied with Use of Data			72.5%

INITIATIVE 4 - Maximizing Resources to Support Student Learning

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	RESOURCES	3 YEAR GOAL	STANDARD	2012-13
11,414	11,674	10,774	FTES			10,878
29.48	30.86	31.22	FTES/FTEF			30.34
\$767,284	\$773,030	\$786,144	Instructional Contracts			\$1,026,796
\$14,826,458	\$16,899,239	\$14,157,068	Grant Revenues			\$6,192,405
\$599,464	\$549,750	\$631,093	Grant Indirect			\$480,256

INITIATIVE 5 - Modeling Sustainability

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	SUSTAINABILITY	3 YEAR GOAL	STANDARD	2012-13
\$1.50	\$1.25	\$0.89	Energy Cost / Square Foot-Electricity			\$0.70
\$0.21	\$0.24	\$0.26	Energy Cost / Square Foot-Natural Gas			\$0.15
		71,246,600	Water Usage			79,839,600
8,400,000	8,800,000	8,000,000	Paper Usage			7,200,000

INITIATIVE 6 - Enhancing a Culture of Inclusiveness

PAST PERFORMANCE			INITIATIVE AND MEASURES	OUTCOMES		
2009-10	2010-11	2011-12	COMPLETION RATE - OVERALL COHORT [2007-08 COHORT SIZE, N=1,418] (STATE SCORECARD)	3 YEAR GOAL	STANDARD	2012-13
44.4%	38.3%	37.0%	African American [n=40]			47.5%
40.5%	28.6%	30.3%	American Indian [n=40]			25.0%
41.8%	51.9%	57.1%	Asian [n=121]			57.0%
35.3%	44.9%	37.6%	Hispanic [n=212]			38.2%
41.9%	45.9%	46.0%	White [n=891]			45.3%
41.3%	46.2%	44.7%	College [n=1,418]			44.9%
43.6%	43.6%	47.4%	College			45.0%

2009-10	2010-11	2011-12	COMPLETION RATE - PREPARED COHORT [2007-08 COHORT SIZE, N=323 -- % OF OVERALL COHORT] (STATE SCORECARD)	3 YEAR GOAL	STANDARD	2012-13
100.0%	85.7%	0.0%	African American [n=7] -- 18%			71.4%
75.0%	85.7%	100.0%	American Indian [n=4] -- 10%			25.0%
42.9%	50.0%	50.0%	Asian [n=16] -- 13%			93.8%
55.6%	62.5%	66.7%	Hispanic [n=28] -- 13%			60.7%
59.9%	66.3%	66.1%	White [n=238] -- 27%			64.7%
60.8%	67.2%	67.3%	College [n=323] -- 23%			65.6%
67.1%	62.1%	67.5%	College			68.4%

Balanced Scorecard – Connection and Entry

Student Completion Model Steps

Past Performance		Initiative and Measures			Outcomes	
2009-10	2010-11	2011-12	Connection	3 Years Goal	Standard	2012-13
57.5%	55.8%	55.3%	% Local High School (HS) Graduates to Butte College (Butte College, BC)			58.3%
455	469	450	HS Concurrently Enrollment Students (BC)			368
238	196	194	Students in College Connection (BC)			185
120	146	150	International Students (BC)			174
2009-10	2010-11	2011-12	Entry	3 Years Goal	Standard	2012-13
45.1%	40.7%	46.5%	% of Students Receiving Educational Plan Counseling (State Chancellor's Office, MIS)			47.7%
65.0%	69.1%	48.6%	% of Students Placed into Remedial English (Current Year) (BC)			46.7%
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26.9%	29.2%	27.6%	Basic Skills Completion Rate - Math (Six Year Cohort) [2007-08 Cohort Size, n=1,696] (State Scorecard)			29.3%