

# **EVALUATION REPORT**

## **BUTTE COLLEGE**

3536 Butte Campus Drive  
Oroville, CA 95965

A Confidential Report Prepared for  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited  
Butte College from March 09 through March 12, 2009.

Dr Barbara Hioco, Chair

Butte College  
Comprehensive Evaluation Visit Team Roster  
March 9 – 12, 2009

Dr. Barbara Hioco (Chair)  
President  
Reedley College

Ms. Diana Banuelos (Team Assistant)  
Director of Grant Funded Programs  
Reedley College

Ms. Holly Beernink  
Director of Academic Affairs  
Western Career College

Ms. Lea Templar  
Professor  
College of the Canyons

Dr. Debra Daniels  
Superintendent/President  
San Bernardino Valley College

Mr. Scott Thomason  
Vice President of Administrative Services  
College of the Canyons

Dr. Rob Johnstone  
Dean of Planning, Research &  
Institutional Effectiveness  
Skyline College

Mr. Peter White  
Vice President, Student Services  
San Diego City College

Mr. Robert Livingston  
Instructor  
Cerritos College

## SUMMARY OF EVALUATION REPORT

INSTITUTION: Butte-Glenn Community College District

DATES OF VISIT: March 9-12, 2009

TEAM CHAIR: Dr. Barbara Hioco, President  
Reedley College

A nine-member accreditation team visited Butte College from March 9-12, 2009, for the purpose of evaluating how well the institution is achieving its stated purposes, analyzing how well the college is meeting the Commission standards, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the status of the college.

In preparation for the visit, team members attended an all-day training session on February 5, 2009, conducted by the ACCJC and studied Commission materials prepared for visiting teams. The team was divided into four committees, one for each standard. Team members read carefully the college's self study report, including the recommendations from the 2003 visiting team and assessed the online evidence provided by the college.

Prior to the visit, team members completed written evaluations of the self study report and began identifying areas for further investigation. On the day before the formal visit:

- the team members spent the day discussing their views of the written materials provided;
- discussed evidence provided; and,
- reviewed the update to the self study completed by the college on January 30, 2009.

During the visit, the team met with over 200 faculty, staff, administrators, members of the Board of Trustees, and students. The team chair met with the members of the Board of Trustees, the president of the college, various faculty members, classified staff, committees and administrators. In addition, team members visited the Chico and Glenn Centers. The team also attended two open meetings to allow for comment from any member of the campus or local community.

The team felt that the self study report was very thorough. The college staff members were very accommodating to the team and available for interviews and follow-up conversations. The college was well prepared and ready for the team's visit.

## Introduction

Butte College is a single college district, with two satellite campuses. These satellite campuses are the Chico Center located in Chico and Glenn Center located in Orland. The main campus is located on 928 acres near the geographic center of Butte County.

Butte College reports that it began on November 8, 1966 to serve Butte County. In 1976 the district expanded to serve major portions of Glenn County and on April 26, 1995 it re-designated itself as the Butte-Glenn Community College District. As of 2007-2008 academic year, there were 13,968 students attending generating 10,812 FTEs.

Recent celebrations of Butte College's 40<sup>th</sup> anniversary reveal a college that has grown from several trailers in Durham to an energetic, self-sustaining campus that is in the final stages of a major construction program. In March 2002, the college passed an \$85 million general obligation bond, Measure A, and gained over \$60 million in state capital funding. The college has used these resources to construct three new buildings, renovate and expand its Library, and has two large buildings currently under construction. These new buildings will be certified to the Leadership in Energy and Environmental Design (LEED) standard by the U.S. Green Building Council.

The college has leveraged its legacy of self-reliance to become a national leader in sustainability according to the *Community College Times*. In 2005 Butte College installed one of the largest community college solar arrays in the United States. Recently, the Board approved a second phase of the solar project which will provide power for an additional 20 percent of the campus.

In 2008 Butte College was named the winner of the International Wildlife Foundation's "Chill-Out" award in recognition of its commitment to become carbon neutral by 2015. In addition, the college has established a sustainability steering committee, is infusing sustainability into its curriculum, is developing sustainability related certificates and programs, and is actively promoting sustainability awareness throughout the campus and community.

A nine-member team visited Butte College from March 9 – March 12, 2009. On March 11, 2009, two members of the team met with the College President as well as members of the Board of Trustees.

## **Major Findings and Recommendations of the 2009 Visiting Team**

As a result of the March 2009 visit, the team made seven recommendations:

### **Recommendation #1**

In order to meet the standards, the college needs to specifically identify the intended student population in its mission statement, and needs to develop a plan to periodically review and update the mission statement (Standard I.A., I.A.3).

### **Recommendation #2**

To meet the Commission requirement that SLOs be developed by the 2012 deadline, the college needs to develop a timeline for its student learning outcomes (SLOs) cycles of evaluation to reach proficiency by 2012. The college also needs to make its SLO assessment data available to the community and show how it is using these data for improvement (Standard I.B.3, II.A.1c, II.A.2e, II.A.2f, II.A.2h, II.A.2i, II.A.3, II.A.6).

### **Recommendation #3**

In order to improve services to its outlying centers and to assure that students have adequate access to these services, the college needs to plan for expansion of services as the student population at the centers grows (Standard II.B, II.C.1.a, II.C.1.b, II.C.2).

### **Recommendation #4**

In order to meet the standard and the 2012 Commission requirement, the team recommends that the college include effectiveness in producing student learning outcomes as one component of the evaluation of faculty and other staff who have responsibility for promoting student learning (Standard III.A.1.c).

### **Recommendation #5**

In order to meet this standard, the team recommends that a written code of ethics be developed and implemented for classified staff and administrators (Standard III.A.1.d).

### **Recommendation #6**

In order to meet the standard, the team recommends that the college update the policy governing the Board's code of ethics to include the consequences for failure to uphold the code (Standard IV.B.1.h).

## Commendations

During the accreditation process, several exemplary accomplishments became apparent, and the team specifically commends the college as follows:

1. The team commends the college for its stewardship and leadership in environmental sustainability and integrating this important domain into student learning and campus planning;
2. The team commends the college for strengthening the depth, breadth, and integration of the college's planning processes. Further, this was accomplished in a fashion that ensured thorough dialogue and broad-based participation;
3. The team commends the college for developing a strong curriculum review process that is rigorous and ensures that learning is the focus of all programs and courses offered by the college;
4. The team commends the college for Butte College community outreach. During the 2008 summer wildfires, in addition to serving as a staging area and incident command post, the college specifically addressed the needs of some of the community's most needy citizens – those with medical disabilities – by forming a specific needs evacuation center. Additionally, the college has hosted Make a Difference Day each of the last four years, in which volunteers from the college perform volunteer projects in the community. In 2008, the project accomplished 23 volunteer projects; and,
5. The team commends the college for the creation and maintenance of a positive and nurturing campus climate for students, employees, and community members. Students, employees, and administrators demonstrate creativity in pursuing, developing and implementing projects and services that enhance the campus learning environment.

## **Evaluation of Institutional Responses to Previous Recommendations**

The Midterm Report submitted in March 2006 addresses the twelve recommendations from the comprehensive site visit conducted in March 2003. The recommendations were also addressed in the 2005 Progress Report. The 2008 Self-Study Report describes further progress toward meeting the recommendations.

### **Recommendation #1**

*The institution should formally undertake a campus-wide review of the college mission statement to ensure that it reflects the district's present purposes and student population.*

This recommendation was largely addressed in 2005, as the campus revised the mission statement through its governance process, culminating in Board of Trustees approval. In fall 2007, the newly formed College Council addressed the mission statement as well, as evidenced in the College Council minutes. The council discussed whether or not the mission statement addressed the intended student populations and decided to make a recommendation for a planning agenda rather than rewrite the mission statement. This mission statement does reflect the district's present purposes but does not directly address the student population. The college needs to fully implement this recommendation.

### **Recommendation # 2**

*The college should make its mission statement more available for planning and decision-making purposes by posting it prominently around the campus and learning centers and publish it in more publications, especially the class schedule.*

The college has addressed this recommendation; the mission statement is posted throughout the campus, in the two off-campus centers and is included in many of the publications, including the catalog, class schedule and annual reports to the community. It is also posted on the campus website and on the Board agendas. Additionally, the college developed posters to demonstrate the linkage between the mission statement, core values, strategic initiatives, and the Planning, Budgeting and Assessment process (PBA), which are now displayed on campus beginning fall 2008.

### **Recommendation # 3**

*The college should fully utilize institutional research to move it beyond an information resource to an evaluation and program assessment resource.*

The college is in the process of meeting this recommendation. After three unsuccessful searches, the college hired a Director of Institutional Research starting April 2008. With the multi-year difficulty in hiring an institutional researcher, the college had capacity issues in collecting and using appropriate research and data. However, the college developed work-around solutions to provide as much data as possible given the lack of a dedicated IR function (e.g. Program Review, Balanced Scorecard, CCSSE participation). The campus is moving in the direction of establishing a culture of evidence.

**Recommendation #4**

*The college should integrate its plans and institutional mission statement to develop a coherent, long-term strategic direction for the district.*

The college has addressed this recommendation through its development of nine Strategic Initiatives in 2005-06, the introduction of the Planning, Budgeting & Assessment (PBA) model and associated Unit Plans in 2006, development of the “Succeeding Together – 2012” strategic plan in 2007, and the introduction of the Balanced Scorecard to assess institutional progress in 2007. As evidenced in the 2008-09 Unit Plans and the most recently completed program reviews, the campus has worked to integrate ground-level planning with the high-level strategic initiatives.

**Recommendation 5**

*The college should begin to develop, implement and evaluate institutional and program outcomes and clearly communicate their findings to strengthen performance.*

The college’s work with Student Learning Outcomes (SLOs) is still emerging. The college began to work on this recommendation in fall 2004. A task force was formed to develop a plan and processes for implementing SLOs and the assessment cycle. Beginning in 2005, faculty was engaged in dialogue on the role of SLOs and their incorporation in programs and courses. Training began and has continued to assist departments and programs in the integration of these SLOs into their curriculum review process. Unit Plans and the Program Reviews were updated in 2008-09 to include this information. Student Services has also revised their Program Review to include Student Learning Outcomes and an assessment cycle.

The college has made progress in the development of both course and program level Student Learning Outcomes. Currently almost 90 percent of the courses and over 70 percent of programs have identified Student Learning Outcomes. Training has occurred for the development of assessment methodologies.

**Recommendation 6**

*The college should ensure that systematic and regular Program Reviews be conducted college-wide, the outcome data be fully utilized to inform program improvement, and findings be fully integrated in planning activities.*

Through its revision of a program review process, the college has evolved its approach and met this recommendation. With the PBA process & Unit Plan process instituted in 2007, there is now a clear link to the 6-year program review cycle that helps inform campus decision-making with current information on the various programs. The 2007-08 program review model pilot has provided the college with new insight into their procedures and integration. The feedback loop is in process, as the revised instruments and structures are too new to have completed a full cycle.

**Recommendation #7**

*The college should immediately address the quality of the student life program by implementing a more comprehensive range of activities, leadership training, and governance participation opportunities. A college-wide effort should be made to attract greater instructional and student service faculty participation in student life activities.*

The college has responded to this recommendation in a variety of ways. The number of clubs has been expanded, each with a staff or faculty member as an advisor, and the faculty advisors are paid a stipend. Students at Butte College have an array of opportunities for engagement on and off campus, including cultural events, volunteering assignments in the community, participation in statewide student organizations, and leadership opportunities in college governance. Interviews with student leaders indicated a high level of involvement in college committees and a high level of satisfaction with that involvement. The college has also addressed the quality of student life in its renovation of the library, which includes a large “computer commons” for student use, and the creation of the “Wired Café.” The new Student Services and Administration buildings scheduled to open in 2010, will provide improved physical facilities.

**Recommendation #8:**

*The college should review how it currently provides library information support services to students in outlying centers and develop a model that can effectively and efficiently strengthen the role of libraries at its extension sites.*

The college has partially completed this recommendation. While the college presents a remarkable Library and Learning Resources center on its main campus, modest holdings and services are available at the Glenn and Chico Centers. The report indicates that students now have access to a wide variety of library holdings and access to online resources 24/7. Confirmation of the library support services and holdings at the Chico and Glenn Centers shows limited progress in meeting this recommendation. While students have access to a wide variety of library and learning resource services online, limited on-site services are provided for tutoring and library holdings from the main campus. The college needs to fully implement this recommendation.

**Recommendation 9:**

*Consistent with its mission, the institution should demonstrate its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.*

The college has responded to this recommendation in a variety of ways. It has substantially improved the training of hiring committees; revised and standardized position announcements; included screening and interview questions related to candidates’ prior experience in diverse settings and with diverse populations. The college has also standardized screening and selection tools and broadened the range of publications (including web sites) on which college positions are advertised. The college’s web site was also revised to include information on the college’s and service area’s diversity and the college’s commitment to diversity in general.

An active committee was formed to promote on-campus activities for both students and staff that support the college's commitment to diversity.

The college's Human Resources Office tracks the diversity of staff and reports on a regular basis to the President's Leadership Team, where the information is considered within the overall planning, budgeting and assessment (PBA) process.

**Recommendation 10**

*The administration and Academic Senate should clarify their respective roles, authority and responsibilities for faculty hiring and streamline the employment process.*

The college responded to this recommendation by reviewing and revising its hiring procedures and updating Board policy to reflect those procedures in late 2005. Faculty and administrator roles, responsibilities and authority are clearly described and well understood, and Human Resources closely monitors the timeline for each hiring process. Classified staff may participate in the first-level faculty interview process by invitation, though not as voting members. The team noted that the current faculty hiring process largely segregates the roles of faculty members and administrators in ways that are not congruent with the joint efforts and collegiality that characterize the rest of the college's planning and other processes.

**Recommendation 11:**

*The district should assess and report on the achievements of its employment equity objectives consistent with its institutional mission.*

The college's Human Resources Office tracks the diversity of staff and reports on a regular basis to the President's Leadership team, where the information is considered within the overall planning, budgeting and assessment (PBA) process. The diversity of the college staff has increased somewhat in recent years. The college has also committed to updating its EEO plan during the 2009 calendar year. The team confirms that this recommendation has been met.

**Recommendation 12:**

*The college should clarify and build consensus in regard to its existing participatory governance process, especially the roles and responsibilities of each constituency group and the administration.*

This has been a challenge for Butte College since the 2003 recommendation. The college redesigned the governance process in 2007-08 and developed a governance handbook, *Participating in Decision Making at Butte College*, which will be on the Board's agenda for spring 2009. The Participatory Governance Committee that developed the manual is representative of the college constituency groups and worked to ensure that the constituency groups and the administration came to consensus. The team confirms that this recommendation has been met.

## **Eligibility Requirements and Standards**

### **1. Authority**

Butte College is a public, two-year community college operating under the authority of the State of California, the Board of Governors of the California community Colleges, and the Board of Trustees for Butte-Glenn Community College District.

### **2. Mission**

The evaluation team confirmed that the Butte College Mission Statement was reviewed and adopted by the Board of Trustees in 2005. Further review and evaluation is currently under way. The team found that additional work remains to identify the intended student population in its mission statement and needs to develop a plan to periodically review and update the mission statement. This ER is partially met.

### **3. Governing Board**

The evaluation team confirmed that Butte-Glenn Community College District is governed by a seven member Board of Trustees elected by voters in Butte and Glenn Counties, its service area.

Each Board member serves a term of four years. The Board has one non-voting student member. The team confirmed that the Board makes policy for the district and ensures that the educational mission of the district and the college is implemented. Board members have no employment, family, or personal financial interest in the district and file a conflict of interest statement annually to this effect.

### **4. Chief Executive Officer**

The Butte College President serves as the chief executive officer who has primary authority and responsibility for leadership and management of all programs and services provided by the college. The president's full-time responsibility is dedicated to the institution. The president also serves as superintendent of the Butte-Glenn Community College District.

### **5. Administrative Capacity**

The college has sufficient administrative staff with appropriate preparation and experience to operate the college.

### **6. Operational Status**

The college is operational, with students actively pursuing its degree programs.

### **7. Degrees**

The team found that a majority of students enter Butte College with the intent of earning a degree, certificate, license, or preparing for transfer to a four-year institution. Additional information confirmed that degrees and certificate programs are defined clearly so that students may complete their educational goals in a timely manner.

## **8. Educational Program**

Butte College offers a range of degree and certificate programs, and its programs are consistent with the college mission and provided in a manner conventional to community colleges and consistent with Eligibility Requirements.

## **9. Academic Credit**

The team found that Butte College awards academic credit in a manner conventional to community colleges and consistent with Eligibility Requirements. Butte College awards academic credit based on the Carnegie units, a generally accepted standard in degree-granting institutions of higher education. All courses must meet an approved process established by the Curriculum Committee.

## **10. Student Learning and Achievement**

The team reviewed Butte College student learning outcomes for courses, programs, certificates, and degrees and confirmed that the college has defined and publishes expected student learning and achievement outcomes for its programs. The college is in the process of developing and implementing a regular and systematic assessment process.

## **11. General Education**

The team certifies that Butte College has a clear general education component in its degree programs and that writing and computational skills are reflected in these requirements. Students are introduced to several areas of knowledge, consistent with the practices of California community colleges. General education courses are consistent with levels of quality and rigor appropriate to higher education.

## **12. Academic Freedom**

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Board Policy 2.13 supports academic freedom in the Butte College academic community. The Academic Senate also adopted an academic freedom policy in support of intellectual freedom and independence.

## **13. Faculty**

At the time of the accreditation visit, the college employed 179 faculty with full-time responsibility to the institution. The Butte College Education Association agreement with the district highlights areas of faculty evaluation that include curriculum updates and standards for assessing students learning.

## **14. Student Services**

The team reviewed student services provided by Butte College and found them to be consistent with the needs of the student body and with the part of the college mission statement that reads, “. . .empowers students to become productive, literate, and responsible members of a diverse society.” Although the college's mission statement does not define the intended student population, the team concluded that the college does meet this eligibility requirement.

**15. Admissions**

Butte College follows admission policies that are consistent with its mission. The policies are published in the college catalog and address the qualifications of students for admission to the college and its programs.

**16. Information and Learning Resources**

Butte College provides access to information and resources to support student learning and enhance the mission of the institution through a variety of Library services and computer labs.

**17. Financial Resources**

The team found that Butte College operates in a fiscally-prudent manner. Butte College has a set of well-defined guidelines and processes for financial planning and budget development based upon the mission, values, and goals of the college.

**18. Financial Accountability**

Butte College undergoes an annual external audit by a certified public accounting firm. The audit report is presented to the Board. These financial audits are reflective of funding in all locations of the college.

**19. Institutional Planning and Evaluation**

The team found ample evidence of planning for all-important aspects of college operations. Butte College has adopted a Planning, Budget and Assessment (PBA) process that is guided by its mission statement.

**20. Public Information**

The college provides a catalog that is available both in print and on the web containing all of the requisite information. The college meets this eligibility requirement.

**21. Relations with the Accrediting Commission**

The self study included a statement, signed by the President of the Board of Trustees and the College President, which assures that the institution adheres to the Eligibility Requirements, Standards, and Policies of the Accrediting Commission. The college meets this requirement.

## **Accreditation Themes**

### **Dialogue**

Throughout the college's self-study report and in all the interviews conducted by the visiting team, it is clear that dialogue has been on-going, detailed, and inclusive. All constituent groups, including students, have been involved in discussing issues posed by the Accreditation Standards. Dialogue has been central to the college's ability to pull together staff, faculty and students at all levels of the organization around common goals and agreement on the strategies to help meet the needs of the students.

The massive amount and speed of the changes in the planning arena in the three years prior to the teams visit provides an interesting lens with which to view how broad-based the campus conversations were around student needs. It certainly could be hypothesized that it would be difficult for such rapid and widespread change to truly allow for voices to be heard. However, by numerous accounts of campus personnel from a variety of constituent groups, the changes in the planning infrastructure were based on significant campus dialogue. The manner in which the dialogue was structured around the changes encouraged flexibility in both design and implementation while maintaining fidelity to the overall goal of meeting the needs of its students.

### **Student Learning Outcomes**

Over the past five years Student Learning Outcomes have been a focal point of the college's planning and assessment efforts. They currently provide a central place in the college's vision of itself as a learning institution and its self-assessment of its own effectiveness. Student Learning Outcomes (SLOs) have been identified in the majority of instructional courses and in all Student Services programs.

Assessment paradigms of the Student Learning Outcomes are in their infancy, as the college acknowledges. The team found that the college needs to develop a timeline for its student learning outcomes cycles of evaluation to reach proficiency by 2012. The college needs to make its student learning outcomes assessment data available to the community and show how it is using these data for improvement. In addition, the college must include effectiveness in producing student learning outcomes as one component of the evaluation of faculty and other staff who have responsibility for promoting student learning.

### **Institutional Commitments**

Butte College acknowledges its intention to provide a supportive learning environment for its students and embodies it in its mission statement. Butte College's staff development program is a good example of institutional commitment to student learning. The breadth and depth of course offerings and integrated services available to students further evidences the campus commitment toward creating processes, structures and environments that are intentionally developed to help students meet their goals. However, the team found that the college needs to specifically identify the intended student population in its mission statement, and needs to develop a plan to periodically review and update the mission statement.

### **Evaluation, Planning & Improvement**

The college has built on a long-standing history of introspection and institutional evaluation with an evolution of a wide range of planning processes in recent years. The new processes worked to focus the college on evaluation of student learning and on providing a transparent process for resource allocation that is aligned with the college mission and strategic initiatives. The planning is well integrated and focused appropriately on student learning, with a focus on making programmatic and structural changes based on evaluation data.

Through the college's Evaluation, Planning and Improvement process, resources are distributed in line with college-wide goals and priorities. The college has also been very effective in seeking outside sources of funding, beyond those provided by the state.

### **Organization**

The college's work in revising its planning processes on multiple levels has resulted in a more streamlined organizational approach to student learning and resource development. The college's organization has been strengthened since the last comprehensive site visit, including a clear delineation of committee responsibilities and the addition of a full-time Institutional Researcher position. This has allowed the college to successfully take on the challenges posed by its own very ambitious agenda for fundamental institutional change. The organizational structure is appropriate and the staffing is sufficient to take planning through to implementation and assessment of outcomes.

### **Institutional Integrity**

In 2005, the campus revised the mission statement through its governance process, culminating in Board of Trustees approval. In fall 2007, the College Council addressed the mission statement. In revising its mission statement and making it more publicly available, the campus has demonstrated its commitment to making its goals, strategic initiatives, and planning transparent to its internal and external stakeholders.

The Board of Trustee's policies and procedures, and their wide availability to the college community, are evidence of Institutional Integrity, as are the accuracy of the college's electronic resources, the fairness of hiring and other personnel practices, the updated Student Equity Plan, and its academic integrity policies. In each of these areas, the team found evidence of the college's integrity and a staff who adhered closely to that standard of performance. The team found that a written code of ethics needs to be developed and implemented for classified staff and administrators. In addition, the team found that the college needs to update the policy governing the board's code of ethics to include the consequences for failure to uphold the code.

## **STANDARD I**

### **Institutional Mission and Effectiveness**

#### **A. Mission**

##### **General Observations:**

Since the 2003 visit and subsequent recommendations concerning mission, Butte College has focused its attention on the college mission and the mission statement. In 2005 the mission statement was reviewed through the college governance process and was ultimately approved in June 2005. This statement broadly defines the institution's educational purposes, and the college has worked to integrate the mission statement into its various strategic planning efforts. The campus mission statement is integrated into departmental / area mission statements, further reflecting thorough integration and the importance placed on the mission.

Butte College serves a large geographical area and both a small suburban and rural population base and recognizes the divergent needs of students in various locations throughout its large community. The college's close ties to environmental sustainability and its work in this arena are recognized nationally, and the college understands quite well that the college mission, student success, and the environmental viability of its communities are intertwined.

Overall, the campus provides an array of support services and learning environments through which its students can meet their educational goals and thus fulfill the college mission. The self study cites many examples of established programs that align with the mission statement. However, the mission statement does not directly address the intended student population.

##### **Findings and Evidence**

Adopted in June 2005 by the Board of Trustees, the college's mission statement states: "The mission of Butte College is to create a student-centered, community-based learning environment which empowers students to become productive, literate, and responsible members of a diverse society." The mission statement then moves on to clarify the domains through which the mission is accomplished, such as "degree, transfer, career, technical and certificate programs" and "economic development and workforce training". This statement clearly identifies the college's educational purpose and focuses on the learning environments but is silent on the issue of the intended student population. This statement is published prominently in a variety of publications, including the college catalog, the course schedule, the website, and the annual report, and is also visible throughout campus (Standard I.A).

The college, by using the Planning, Budgeting and Assessment (PBA) process, ensures that its strategic direction is aligned with its mission, community needs, and student requirements. Individual program unit plans ensure that information regarding the program's effectiveness is considered on a regular basis as a means to update the program review benchmarks. Student learning outcomes for programs and courses have been developed and the college has begun the assessment and evaluation process. Through the use of student evaluations, in the classroom, analysis of effectiveness occurs regularly. The institution also is committed to

the community and to workforce development through its community service, work experience, and versatile contract education training program (Standard I.A.1).

Butte College focuses its resources on designing programs and services to support student learning. Student perception clearly is in alignment with this focus, with nearly 90 percent of students responding to the fall 2007 Student Accreditation Survey in agreement that Butte College offers adequate courses to meet student needs and goal attainment as well as instructors that motivate students to learn the subject matter. In further evidence of this trend, the college's Phi Theta Kappa chapter of the international honor society has a membership of over 400 students and has garnered regional and statewide recognition (Standard I.A.1).

With recent Measure A Bond funding, the campus has expanded facilities in Chico and on the main campus in Oroville, notably including the design and opening of a new Learning Resource Center on the main campus. The college's strong ties with nature and environmental sustainability continue to be noted through its construction efforts. The overall cost per square foot of electricity has been reduced 46% from \$1.63 in 2003-04 to \$1.03 in 2006-07, demonstrating the college's significant efforts in this area (Standard I.A.1).

The mission statement was approved by the Board of Trustees in June 2005 and is widely published in documents and throughout the main campus and the centers (Standard I.B.2)

Butte College acknowledges that significant efforts were dedicated to the governance process that revised the mission statement in 2005 in an iterative process. In fall 2007, the newly formed College Council addressed the mission statement as well, as evidenced in the College Council minutes. The college also noted the attention that new leadership and initiatives such as the Basic Skills Initiative have brought to the college mission, and its thorough integration into planning processes such as the Planning, Budgeting and Assessment (PBA) cycle demonstrate the campus commitment to continuously reviewing the mission statement. The college's mission statement serves as a point of departure for the PBA process, and thus informs institutional planning and decision-making directly (Standard I.A.3, I.A.4).

Currently, no plan is in place to periodically revise the mission statement in a systematic fashion, as the college notes in its planning agenda (Standard I.A.3).

### **Conclusions**

The college has acted to address the recommendations of the 2003 visiting team, revised its mission statement, made it more publicly available, and has integrated it well into the planning process. However, the statement does not address the intended student population and there is currently no plan in place to periodically review the mission statement.

### **Recommendation #1**

In order to meet the Standard, the college needs to specifically identify the intended student population in its mission statement, and needs to develop a plan to periodically review and update the mission statement (Standard I.A., I.A.3).

## **B. Improving Institutional Effectiveness**

### **General Observations:**

Butte has engaged in a significant overhaul of its planning processes in the past few years, including:

- introducing the Planning, Budgeting and Assessment process in 2006
- developing a related annual Unit Planning process to bridge Program Review and yearly planning in 2006-07
- creating a Balanced Scorecard to assess institutional performance in 2007-08
- developing the “Succeeding Together – 2012” strategic initiative document in 2007
- revising the Educational Master Plan in 2008
- revising the Program Review process in 2007-2008
- developing a new governance model in 2008
- focusing the campus on the SLO cycle most notably in 2006-07 and 2007-08.

These changes were clearly related in an intentional fashion. Having to revise the mission statement, the college had to reexamine its institutional planning and decision making processes. It created the Planning, Budgeting and Assessment (PBA) process and a new strategic plan with five initiatives, both of which are evaluated using the “Balanced Scorecard.” There is a new emphasis on effectiveness, codified in the newly developed unit plans, program reviews, and faculty and student surveys.

Student learning outcomes have been integrated in the college’s unit plans, and more transparency and dialogue is encouraged. The departments have created program and course student learning outcomes, which are slowly being assessed. Institutional student learning outcomes were created and assessments have been initiated. There is little mention of results as of the writing of the self study. With the hiring of a researcher, the college hopes to have more tools and data available to assist in completion of the feedback loop.

The college planning process has become more open, more transparent and more information is being disseminated. As the self study states, with recent changes in senior administration, there is more transparency and more open dialogue. Accordingly, there has been more broad-based planning, more acceptances of the resulting plans, and a more systematic review of planning and resource allocation.

These recent efforts are all laudatory and are intentionally designed to move the campus in a direction of evidence-based decision making and a culture of inquiry, with attempted integration of a wide range of planning processes. The college clearly is in the early stages of implementation of most, if not all, of these new processes; and as such it is difficult to determine how these changes have affected the learning environments that are created for students and ultimately the achievement of student learning outcomes. The college is dedicated to this process, and in most cases is building upon successful, if less formalized, approaches. In the coming years, the college will need to focus specifically on the latter stages of this feedback loop, including translation into action.

### **Findings and Evidence:**

The college's approach to definition, assessment, and improvement of student learning is housed in a number of locations, including with two faculty SLO coordinators and in the PBA & Unit Planning processes. Review of the campus SLO website reveals deep introspection about the role of student learning, with delineation of an SLO philosophy and suggestions on how to assess such learning. SLO reporting templates are provided for the course and program level, serving as a guide for how faculty would engage in this task. What is somewhat lacking is an overarching framework for collection and reflection on this assessment, and/or evidence that assessment has moved past the earliest definition stages of the SLO process. This is an area to which the college will need to devote significant attention in the coming years to meet the Commission requirement for full implementation by 2012 (Standard I.B.1).

At a more institutional level, the recently developed Balanced Scorecard was a significant step forward for the campus, providing the campus with data on over 40 institutional performance metrics in the following domains: Student Progress & Success, Transfer Preparation, Workforce Development, Developmental Skills, Outreach & Access, Resourcing & Efficiency, Sustainability, and Employee Satisfaction & Development. In collaboration with the College Council and the constituency groups, the college uses the Balanced Scorecard to provide an overall assessment of institutional performance tied to the goals in the annual strategic direction. This approach directly puts institutional performance data in the hands of the entire campus and provides quantitative and qualitative measurements to assess progress on these key domains (Standard I.B.1, I.B.3, I.B.5).

Butte's Planning, Budgeting and Assessment (PBA) and Unit Planning cycles integrate department-level goal setting and campus planning with yearly college goals based on the strategic initiatives developed in the "Succeeding Together 2012" document. Fiscal decisions are clearly tied to these processes. As the college notes in its self study, the "A" of the "PBA" process – Assessment - is still in its infancy, given its relative newness. The addition of a full-time researcher should also significantly improve provision of data that will help the college measure and reflect upon student learning and institutional performance (Standard I.B.2).

The college had a successful yet intensive instructional program review process in place prior to 2005 that many felt was too cumbersome. After a one-year hiatus in 2006-07 during which the program review process was streamlined and integrated with other campus planning changes, the new process was piloted in 2007-08. Early reports from campus personnel involved in the new process reveal that it is more integrated, more useful, and more tied into institutional priorities. Given the recent revisions, the college is only in the beginning stages of implementing a full cycle to evaluate progress and make necessary adjustments. Tweaks were made in 2008-09 after reflection on the 2007-08 cycle, so the college has demonstrated that it will remain flexible and reflective of how the process is being implemented (Standard I.B.2, I.B.3).

Within student services, the campus has a 15-year history of in-depth, comprehensive and integrated program reviews. Updated to include SLOs in 2002-03, the current process

remains vibrant and dedicated to improving the services provided to students. Farther along than on the instructional side, the Student Services program reviews contain outcomes assessment data and also documented institutional change based on analysis of and reflection on this data (Standard I.B.3).

There is a strong unit planning process in place for administrative units with an annual scope. However, as of yet, the college has not engaged in a formal program review process for longer term planning for the administrative units. It may decide to utilize the unit planning process as its program review process for administrative units, but it needs to formally reach this decision and codify it into procedure (Standard .B.3).

The Continuous Improvement Calendar does a good job at capturing and visually representing the relationships and timing of the variety of planning activities and processes in which the campus engages. These include the PBA Process, Scorecard, Strategic Plans, other Master Plans, SLO Planning, Enrollment Management, Governance, and a host of others. Given the amount of recent and rapid change on many of these domains, this is a very helpful document which also demonstrates the broad constituencies involved in the planning process (Standard I.B.3, I.B.4).

College and community forums have been held over the years to ensure participation in college-wide planning. The Learning Council, under the leadership of the Vice-President of Student Learning and Economic Development, includes faculty members and deans. The Planning and Budgeting Committee meets regularly and shares budget information at periodic forums throughout the year. Department meetings, Academic Senate, and Curriculum Committee meetings provide different forums for discussion of relevant campus issues (Standard I.B.4).

The college uses the Accountability Reporting for California Community Colleges (ARCC), the Balanced Scorecard, Unit Plans, Program Reviews, Snapshot, student evaluations, and formal faculty evaluations for documented assessments. College-wide surveys, such as the Accreditation Student Evaluation, Survey of Student Engagement, and Accreditation Faculty/Staff Survey have also been used to foster discussions of effectiveness. The Public Relations Department also publishes the Annual Report to the Community, which provides a wide range of data accessible to community members. Open forums and local media coverage also further cement the ties to the community (Standard I.B.5).

The college has undergone significant change in its planning procedures in the past few years. Careful monitoring and assessment of these processes need to occur to ensure that the processes produce the desired outcomes (Standard I.B.6, I.B.7).

**Conclusions:**

Butte College meets this standard. The enormity of the changes in recent years in the lenses through which the learning environment are viewed and the tools with which such introspection takes place simultaneously demonstrate significant progress while making ultimate decisions about their depth and sustainability difficult. The processes appear to be thorough, complete, cyclical, and appropriately reflective of student learning.

**Recommendations #2**

To meet the Commission's 2012 deadline, the college needs to complete development of a timeline for its Student Learning Outcomes cycles of assessment to reach proficiency by 2012. The college also needs to make its SLO assessment data available to the community and show how it is using this data for improvement (Standard I.B.3, II.A.1c, II.A.2e, II.A.2f, II.A.2h, II.A.2i, II.A.3, II.A.6).

## **STANDARD II**

### **Student Learning Programs and Services**

#### **A. Instructional Programs**

##### **General Observations:**

Standard II of the self study was well written, complete, and well organized. Each element of the standard was answered in a logical manner, leading to a clear picture of the college as it relates to meeting Standard II.

Student demographics and student achievement data were included in the self study and in additional documents provided to the team. A thorough discussion of educational programs and delivery modalities was presented along with supporting documentation sent to the team, i.e., college catalog and class schedule that provided a clear picture of college offerings.

The college, in its rural setting, ensures that it provides diverse delivery systems and modes of instruction. It offers classes in a variety of formats including traditional face-to-face, hybrid, and online at the main campus, the Chico and Glenn Centers and other off-site locations such as high schools. Classes are offered at varying times of the day. The college's programs include appropriate breadth, depth, and rigor; correct sequencing, time to completion, and synthesis of learning are also an integral part of the overall curriculum. The Curriculum Committee ensures on a regular basis that courses and programs offered at the college fulfill all requirements: courses are placed in the appropriate general education categories after content is reviewed.

The college catalog includes a General Education Philosophy, (including its three student learning outcomes); list of degrees and certificates offered; and academic policies and procedures such as transfer-of-credit, transfer information, and the academic honesty policy. The college website also includes all of these materials as well as other college publications.

There is a comprehensive student learning outcomes process, and student learning outcomes at the institutional, degree, program, and course levels have been developed. Work on identifying student learning outcomes began in 2002, and a Student Learning Outcomes Committee was formed in 2004 to research best practices. The Academic Senate and the Curriculum Committee assumed responsibility for outcomes development and assessment. Course level SLOs are part of the course outlines of record. The Curriculum Committee created a policy requiring measurable course objectives on all course outlines to be defined as course-level student learning outcomes. Currently 90 percent of all course outlines contain these have course objectives/SLOs. The 10 percent of courses that do not have course objectives are courses that have not been offered recently. The student learning outcomes coordinator has developed a matrix for the reporting of course and program outcomes which is included in the unit plans.

The assessment activities related to SLOs are slowly becoming a focus for the college this spring. The college has discussed ways to assess course level student learning outcomes to evaluate results and make changes leading to improved student learning. Assessment is in

the beginning stage, and there is no mention of results and/or evaluations to be used for change. The college is developing a timeline to complete the assessment cycle by the required 2012 deadline to achieve proficiency.

Advisory committees exist in vocational areas and provide the faculty with business and industry input in establishing competencies leading to student achievement of established student learning outcomes. Departmental course and program exams, validated by their respective industries, are common in the vocational education offerings.

The college ensures that the students are exposed to multicultural curriculum. Forty-nine existing courses satisfy this requirement. The students can also obtain exposure to multiculturalism through MESA, Study Abroad, Service Learning, Associated Students activities, and work experience. The college is looking at including a sustainability requirement as part of the general education requirements.

Distance Learning is mentioned and discussed throughout Standard 2. Distance learning documentation on course outlines is available in CurriCUNET or in the course outlines.

### **Findings and Evidence:**

The college serves a diverse population which seeks educational preparation for degrees, transfer, career, technical education, certificates, basic skills, English as a Second Language, economic development and workforce training, adult non-credit courses, and Community Education. Identifying the needs of the students is accomplished by the gathering of demographic data and labor market analysis. Surveys such as STAMATS, 2006 Demographic Snapshot, and Community College Evaluation of Student Engagement (CCESE) are then used in choosing fields of study in which the college will offer programs. Dialogue with feeder high schools, community partners, four-year institutions, as well as community involvement by the faculty, staff and administrators, further adds to the decision-making processes to ensure that instructional programs are current and address the needs of the students and the community, and the institution's mission (II.A.1.a).

Course outlines for courses offered in non-traditional formats include special forms that clearly explain that the course requires the same amount of instructional time regardless of delivery method and to ensure proper alignment with course objectives and content to ensure the effectiveness in meeting student needs. Joint agreements with the administration and the Academic Senate were reached for compressed courses (less than five weeks) and the number of units that students are allowed to take during compressed sessions (II.A.1.b).

The awarding of credit based on student achievement of course, program, degree and/or certificate student learning outcomes has not yet been completed. Course and program student learning outcomes assessments can be included and tracked in CurriCUNET when curricular changes are made. The assessment activities are part of the annual unit plans and the program reviews that occur every six years, although the college is only beginning the SLO assessment process (II.A.2.a).

The Curriculum Committee approves the curriculum for the college regardless of delivery, location or instructional modality. Fourteen faculty members, three administrators and a student representative sit on the Curriculum Committee. Proposed or revised curriculum must undergo a thorough review and must be consistent with the mission of the college, student need, course rigor, measurable objectives, learning outcomes, and methods of assessments. Courses are scrutinized for documented evidence of community or student need, clearly stated objectives for the outcomes, and involvement of advisory committees. When approved by the Curriculum Committee, all courses and programs are then approved by the Board of Trustees. A computerized software program, CurricUNET, has been used since fall 2007 to improve the documentation, archive changes, and reduce paperwork. Course and program student learning outcomes assessments can be included and tracked in CurricUNET when curricular changes are made. The assessment activities are part of the annual unit plans and the program reviews that occur every six years, although the college is only beginning the SLO assessment process (II.A.2.a).

Competency levels and measurable student learning outcomes are the purview of the faculty with the assistance, when available, of advisory committees. Advisory committees play an active role in vocational areas and in relation to certificates and degrees. Course mapping templates provide departments and programs the means for demonstrating the relationship between student learning outcomes, and competency levels for degrees, certificates, programs, general education areas and courses. The college is completing the course mapping to ensure that student learning outcomes and assessments provide guidance to evaluate student achievement at multiple levels: course, program, certificate, and degree. The results will have an impact upon curriculum and program development and modification, departmental collaboration, scheduling, and overall institutional priorities. (II.A.2.b)

With annual unit plans and program reviews, the college ensures that dialogue within instructional departments occurs to provide access to as many students as possible. Classes are offered in the morning, afternoon, evening, weekends, full-length and short-term classes, as well as summer and winter sessions. Various instructional modalities are also offered including face-to-face; televised courses in recorded, cable and interactive live formats; and internet based courses, both hybrid and fully online. Courses are offered at the main campus, as well as at the Chico Center and the Glenn County Center. The scheduling of classes is accomplished with historical enrollment data to ensure that the schedule offers appropriate classes at appropriate times, to better align sequences of courses, and to eliminate the need to cancel classes and disrupt student progress towards educational goals.

The unit plans and the program reviews contain measurable objectives for program student learning outcomes. As of spring 2008, most instructional programs had identified at least two-program level student learning outcomes, and these program outcomes are beginning to be assessed. The 2008- 09 unit plans include a matrix displaying results, evaluation and possible changes for improvement. Many vocational area programs have assessments in place and have been evaluating the results to make improvements as required by their accreditation and licensing boards.

The college also developed learning outcomes for the six general education areas. Many departments with no certificates or degrees used these outcomes for their own programs and have mapped their course level objectives to the outcomes of the respective general education area. The goal of the college is to align all courses that are part of the general education pattern, leading to individual course level assessments performed at the departmental or program level and then examined collectively to provide the college with information regarding student success in the general education areas. Course mapping has begun and a timeline has been developed to ensure completion in a timely manner. The Curriculum Committee has considered four competencies, already part of the general education pattern (writing, reading, mathematics and multicultural awareness), to be assessed. Other proposed competencies include critical thinking, information competency, computer literacy, and sustainability.

The curriculum process is thorough and the well-established faculty driven process demonstrates the college's commitment to quality, relevance and rigor of all instruction. The Curriculum Committee and the Academic Senate are often involved in discussions of quality and rigor. When broader issues arise, campus forums or meetings of other groups, such as the Learning Council, the Basic Skills Committee, or the Distance Learning Committee, are held. (II.A.2.c)

Courses in economic development, workforce training, and community education do not require Curriculum Committee approval.

When proposing courses or modifying them, faculty consider a wide range of teaching methodologies, among them lecture, multi-media presentations, instructor demonstrations, problem-solving sessions, field trips, laboratory experiments, and collaborative group work. Many professional development opportunities, such as Great Teachers, Instructional Skills Workshops, and Basic Skills Initiative training offer training opportunities for faculty to learn or discuss learning styles and instructional strategies that lead to improved learning. All faculty teaching either hybrid or online sections must attend a training workshop in the use of Blackboard, the classroom management system used by the college. The faculty is then compensated for this training. With the addition of new buildings, fully outfitted classrooms with computer-enhanced technology became available without having to bring mobile computers and projectors to the classrooms or moving classes to computer laboratories available at the given time. These "smart classrooms" provide the instructors more technology for their use in instruction. Learning communities have also been developed to integrate skills learned in one course with the content of another (II.A.2.d).

In spring 2005, the college began revising its program review process to include more meaningful data and to incorporate student learning outcomes. In fall 2006, annual unit plans were introduced, which include assessment reporting documents. The new program review process was piloted in fall 2007. The goal of program review is to link the yearly unit plans with future planning and integration of institutional processes. The college evaluated the program review process in spring 2008 and made needed changes. This is one example of continuous improvement the college employs. Presently, division deans maintain timeline, and departments are informed to complete their curriculum review (all course outlines have

to be reviewed and revised) the year before the Program Review. Discussion has led to giving the individual departments the flexibility to do their curriculum review the year after the program reviews are scheduled. The program review report is then validated by a team made up of faculty members outside of the department and administrators. This team also makes commendations and recommendations (II.A.2.e.f).

With the hiring of an institutional researcher, departmental course and/or program examinations will be examined. Their validation will take place to ensure that non-biased valid measures of student learning are used. Currently, vocational and career programs utilize standardized tests that are validated by their respective industries (II.A.2.g).

The college awards academic credit based on the Carnegie Unit. The course outline of record includes methods of evaluation (assessments) and learning objectives and Student Learning Outcomes. Training has started to demonstrate the use of grading rubrics and embedded assessments; and a timeline for assessing course-level student learning outcomes has been developed. Course syllabi, starting this spring semester, must include the official Student Learning Outcomes and assessment methods from the course outline. The college catalog includes the college's grading system, associated academic standards, policies on prerequisites and advisories, and policies related to challenges and appeals (II.A.2.h).

In spring 2007, the Curriculum Committee approved a revision of the general education requirements as they related to student learning outcomes. Identified SLOs were included in the General Education Philosophy. Three competencies were identified with corresponding SLOs. The college catalog includes the general education philosophy as well as the outcomes associated with each area of concentration. Program level SLO templates were made available to all departments offering a number of courses in a particular area could adopt the area SLOs as their own and then map their course-level outcomes with the more encompassing general education area outcomes, thereby ensuring alignment. Assessments will then provide a step toward the overall assessment in the general education area. An assessment plan for student learning outcomes is in the early stage of being developed (II.A.3).

The college has re-examined its commitment to written communication by holding forums to discuss improving the Writing Across the Curriculum initiative. The Curriculum Committee oversees and approves the writing requirements for writing courses that fulfill general education requirements. Regarding information literacy, changes in curriculum resulted in Library Science (LIS11), a one unit course which has been offered since 2003. Students have opportunities to complete the computer literacy requirement through the Center for Academic Success (CAS) workshops and tutor-supported computer laboratories on the main campus. Part-time tutors are also available at the Chico Center. Students must also meet the mathematics competency requirement. They either qualify by their SAT, ACT or CLEP scores, their incoming assessment score or by taking the appropriate mathematics course. All courses at the college, not just within the general education curriculum, must include a critical thinking component (II.A.3.b).

The college mission statement states that a student must recognize what it means to be an ethical human being and effective citizen. This is directly addressed in the general education requirements. Currently 49 courses satisfy this competency (II.A.3.c).

All degrees offered by the college include at least 18 units of credit within one area of focus or interdisciplinary core. Recent changes in regulations have tightened degree requirements but now also allow for broader areas of emphasis. All programs have been brought into compliance with these new regulations. The college is encouraged to complete its comprehensive review and assessment plan for the general education program (II.A.4).

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employer requirements and other applicable standards. Students demonstrate that they meet these standards by external licensure and certification and data received by the college confirms this (II.A.5).

Official course outlines are available on the college's website, and these outlines contain student learning outcomes. The college ensures that these SLOs are included in course syllabi. Opportunities for students to obtain information regarding transfer credit policies are available. During new student orientation, associate degree and transfer general education guides are given to each student and counselors explain how to use these guides and summarize the transfer and course agreement information contained in them. Counselors regularly meet with students to assist them in the overall transfer process, to provide information about transfer policies and procedures, and to familiarize students with a variety of resources available, such as ASSIST, to transfer planning. Counselors use a variety of sources to verify that the learning outcomes contained in courses coming into the college match the stated outcomes at the college course with which it is deemed equal. The Butte College Transfer Center hosts numerous transfer activities for students both on and off campus. Workshops and planning appointments are also available for students. Students transferring to California State University Chico can enroll in CSL 21 – Transfer success – to ensure a smooth transfer process (II.A.6.a).

Students are protected by catalog rights and a continuous enrollment policy. Students are also protected when a Planned Education Leave is granted by the Academic Council. Should a program be eliminated, required courses continue to be offered so that students can complete the program. When program requirements change and a required course is no longer offered, students are offered an alternate course to take (II.A.6.b).

The college represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. All information regarding instructional programs, and courses, including course descriptions, unit values, prerequisite and advisory information, and course requirements for degrees and certificates are reviewed by the Curriculum Committee regularly by faculty and administrators. On the institutional level, accurate and current information on student achievement has become more available. Unit Plans now include more data which is provided on the college website (II.A.6.c).

Board Policy 2.13 supports academic freedom in the college's community. The college has developed core values that encourage respect, which reflect the institution's commitment to maintain an atmosphere in which intellectual freedom exists. The Academic Senate drafted and adopted a Butte Statement on Professional Ethics and an academic freedom policy in support of intellectual freedom and independence (II.a.7.a).

The college has established and published in the catalog, orientation materials, and all syllabi contain clear expectations concerning student academic honesty and the consequences of dishonesty. Faculty are aware of the procedures for reporting an offense to the Dean of Student Services and of the possible consequences for the student once the report is made (II.A.7.b).

The college does not require conformity to specific codes of staff, faculty, administrators, or students, nor does it seek to instill specific beliefs or world views (II.A.7.c). The college offers no curricula in foreign locations to non-U.S. students (II.A.8).

**Conclusions:**

The college demonstrates that it meets Standard IIA by offering instructional programs that facilitate and demonstrate the achievement of stated student learning outcomes. Butte College provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students (IIA.1,2).

Butte College offers high-quality instructional programs that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer. Programs are consistent with the stated college mission. The college conducts program review on a regular schedule to ensure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The college needs to make continuous progress with the development and assessment of SLOs to ensure the "proficiency" level by the 2012 deadline. ((II.A.1c, 2e,2f, 2h,.2i, 3,6)

**Recommendations:**

See Recommendation #2

## **B. STUDENT SUPPORT SERVICES**

### **General Observations:**

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services addresses the identified needs of students and enhances a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

The college self-study and the visiting team's review of evidence provide evidence that the institution assures the quality of student support services and demonstrates that these services support student learning. Student services are assessed in various ways, including annual unit plans, program review, student evaluations, annual reports to state and federal agencies, and student surveys. All student services programs participate in program review. Student learning outcomes for services are expressed as department or unit goals that define what the department hopes students will learn or be able to do after receiving various college services. The SLOs are assessed, discussed at the program level as well as among the Student Services leadership team, and used in developing planning and budgeting priorities.

The college catalog provides information in the following broad areas: general information about the college, including location, mission, course and program offerings, financial aid, learning resources, names and degrees for administrators and faculty.

Specific information is provided regarding admissions requirements, fees, graduation requirements, and transfer requirements. Major policies affecting students are included in the college catalog and various other college publications and web sites. The planning agenda for improving the next catalog (2009-2010) includes more specific reference to college policies on academic freedom, acceptance of transfer credits, grievance and complaint procedures. Student services have been improved on the off campus locations, especially the Chico Center. Equitable access to services and programs was identified as a primary goal from the last self-study and in the Butte College Student Equity Plan. Student Services have greatly improved over the past few years on the main campus, the Chico Center and for online students. Student Services provided at the Glenn County Center are still underdeveloped and require further attention.

Academic counseling is provided at the main campus and in a more limited capacity at off site locations. The student advising role includes recruitment, scheduling assessment tests with the Assessment Office and meeting with students and parents to discuss entrance requirements for transfer and the college educational programs. Most on-site services provided at the Glenn County Center are by appointment and are very limited, though students may also access the main campus services via phone, e-mail or by traveling to the campus.

The college provides evidence in the self-study, which was confirmed by the team, that student support services are evaluated to ensure they meet identified student needs. Student service managers continually receive feedback concerning processes and practices. Service managers have established three broad divisional-level SLOs:

By the time students leave Butte College, they will be able to:

1. Identify support programs and services
2. Utilize support programs and services
3. Identify personal, educational and career goals

Attainment of these goals is measured through both direct and indirect methods. Assessment results are used for improvements in services provided to the college community.

The college researches and identifies the student needs and provides appropriate services and programs through the matriculation process, outreach (Welcome Center) and the Assessment Offices. The catalog informs the students of the necessary student support services and policies and procedures. Student Support Services regularly assesses its services by student surveys.

There are many opportunities for students to fulfill their personal and civic responsibilities. They can participate in community service learning, student activities, community projects, the Sustainability Project, the Honors Society, and classes on outreach. The Office of Student Activities ensures that students have many opportunities to learn about diversity.

Counseling and advising staff are properly and continuously trained to ensure that they maintain their currency. Admission and placement instruments are evaluated on a regular basis. Student records are properly stored.

Butte College has a mandatory matriculation process as evidenced by the self-study as well as the registration procedures that are included on the college website. A remarkable service provided to students is the transportation system between the college and the communities in its service area.

### **Findings and Evidence:**

The Self-Study and the team's review of evidence confirm that the institution admits diverse students who are able to benefit from its programs. The college uses student satisfaction surveys as one way to measure the services it provides. There is strong evidence the college's support programs use program review and other assessments to make program and service improvements. These have enhanced student learning and improved the quality of student support services (II.B.1).

Review of the college catalog and the student handbook provides evidence that students are provided precise and current information about the institution, program admissions and requirements, and major policies affecting students. Improvements to the college catalog are planned with the next printing (II.B.2).

Butte College describes the various ways it researches and identifies the learning support needs of its students and provides those services needed. The team confirmed the use of those strategies in interviews with staff and students, and a review of evidence. A good description and evaluation is presented regarding the student support services available from the time of admissions through every course. Evidence is provided about the counseling and academic advising programs available to support student development throughout their attendance at the college. Students are given the opportunity to participate in the evaluation of support services throughout their time at the college. Program review has been a well-established feature of Student Services evaluation since the early 1990's. In fact, Student Services has been a campus leader in this area. All programs develop the unit plans that feed into the every-six-years comprehensive program review process. Annual student satisfaction surveys have provided valuable information for the continued evaluation of services provided to support student learning.

Admissions and Records, Counseling, Transfer Services, Career Counseling, Job Placement, Assessment and various other services are offered at the Chico Center on a regular basis. Extended services are planned for the Glenn County Center. All services maintain a website providing information and some interactive services. The institution evaluates student support services to assure their adequacy in meeting student needs. Student Services managers continually receive feedback concerning the needs of students for various services as well as how well the college is doing in providing these services (II.B.3; II.B.4).

**Conclusions:**

Butte College meets Standard II. B. in that it admits diverse students and provides support services that address student needs and provides a supportive learning environment. Student support services promote student learning and instruction in support of the college's mission. Student support services are provided primarily on the main campus with limited services provided on the Chico and Glenn Centers. Research is conducted to identify the support needs of students and the college evaluates all student services provided (II.B, II. IV.1, II.B.3.c, II.B.3.d.).

The institution provides a college catalog and other publications with accurate and current information. Student records are maintained securely and confidentially. The college publishes and follows established policies for release of student records (II.B.2, II.B.3.f).

The college provides equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students on the main campus with limited, yet appropriate, access and services at the Chico and Glenn Centers. Most services provided at the Glenn Center are by appointment only or are provided only a few hours per week. This is an area of concern discussed in this section as well as in section II C.

The college provides a vast variety of student services and support that enhances student understanding and appreciation of diversity, as well as active participation in community events, and projects. To further advance diversity, the college employs bi-lingual staff in Spanish, and all students are required to take a three-unit course to satisfy the multicultural breadth competency for graduation (II.B.3.d).

## **C. Library and Learning Support Services**

### **General Observations:**

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services for all of its students.

The self study report provided good information regarding the library and learning support services available to the Butte College students, faculty, and learning community. Learning support services at the college consist of the Library that includes media services for distance learning, the Center for Academic Success, the Academic Support Services Center, and open computer labs. These departments work together to provide learning support services at the main campus, the Chico Center, and to a very limited degree, at the Glenn Center. These services are also available to support distance educational courses and programs.

Library hours on the main campus are Monday-Thursday 7:45 am to 6:00 pm, Friday 7:45 am to 5:00 pm. The Chico Center operates the Academic Support Services Center Monday – Thursday 8:00 am to 9:45 pm and Friday 8:00 am to 5:00 pm.

Library and learning support services are sufficient to support the institution's programs, students, and faculty at the main campus and to a lesser capability at the Chico and Glen Centers. According to the self-study report and validated during the visit to the college, the Library has a large collection of print but it is somewhat aged. Forty-eight percent of the collection was published before 1980. The college has a large, broad and rich collection of electronic resources. With no standard operating budget, the Library relies on internal block, such as allocations from college lottery funds and grants for all materials and databases. The Dean of Library and Socio Cultural Services submits an annual grant application for instructional equipment, library materials, and scheduled maintenance for the main campus and the two off campus centers. Funding from this source is not guaranteed at the same level each year and this leaves the library unsure of allocations for library improvements.

The Library offers a number of programs to assist students with information literacy and library use procedures. A one-unit course in information literacy was recently approved and will be offered during the fall 2009 Semester. The college has plans to put many of its tutorials online. Library instruction service is available by appointment at the main campus as well as at the Chico and Glenn Centers. Library workshops are scheduled throughout the year on topics such as:

- Library Orientation
- Finding Books
- Introduction to Research Databases
- E-Books
- Term Paper Research
- Search Like a Pro
- Information Literacy and Awareness
- Untangle the Web
- Extreme Goggling
- Online Reference Help
- Evaluating Information and Citing Sources

The Center for Academic Success on the Main Campus and on the Chico Center offer a variety of tutoring services ranging from math, reading, writing, computer literacy to Spanish. Other services available include Disabled Students Technology and Support, computer lab and “smart classroom” support, test proctoring, various quiet study rooms, and large group study rooms.

Librarians perform an ongoing assessment of the effectiveness of instruction and services provided. Student learning outcomes established for the library are evaluated through direct and indirect measures. Library surveys and statistical analysis of use patterns are reviewed to help improve library services.

Services provided at the Chico Center are limited compared to those provided on the main campus. The Chico Center has a part time librarian assigned for twenty hours per week. Additional staff at the Chico Center provides tutoring and library support services.

The Glenn Center has few library and learning resources available and does not have a librarian. Because of the rural nature of the Glenn Center and no staffing for library and learning resources at the center, the college has implemented alternative methods of delivery for materials and services to the Glenn Center. Nearly all library services can be accessed online. The library’s book catalog is available online, including full-text access to electronic books, articles, and full text journals. The library does have formal agreements with local libraries and CSU Chico.

**Findings and Evidence:**

The self study provides a good overview and description of the library, learning center, tutoring, and learning enhancement programs. It appears that the Library and Learning Support Services provided by the college are sufficient to support the instructional programs. (II.C.1.a).

Observations and supporting materials reviewed during the site visit provide evidence that the library and other learning support services are sufficient in quantity and variety to support the educational offerings of the college. Currency of the print materials is a self-identified concern. Reliance on internal block grants as the library’s primary funding source results in annual budget fluctuations that makes planning purchases and keeping its collection up-to-

date difficult.. The college identified staffing at the Glenn and Chico Centers as an issue as the centers continue to grow.

The main campus Library Center provides academic support for students, faculty, and staff. It also provides tutoring, learning enhancement programs, disability resources, and a computer literacy programs. These services are limited on the Chico and Glenn Centers.

Through interviews with faculty, librarians and staff, it is evident that the college relies on the expertise of faculty and librarians to select and maintain educational equipment and materials to support student learning. The library directly surveys the students and faculty to determine if the collection meets the teaching and learning needs of the college. The library is currently developing a written collection development policy to enhance this process (II.C.1.a).

Butte College provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. Documentation and interviews described the work done by the Center for Academic Success to provide drop-in computer skills workshops as part of its Critical Skills Workshop series. Library staff teaches a one-unit course in Library and Information Science. Plans are in place to fully implement the Information Literacy Program and make it available online for students on the campus centers. Ongoing assessment of the effectiveness of instruction for library and learning support services are included in the Library Services Review (program review and unit plan). Library surveys are conducted frequently and results show a high satisfaction level with the library services provided (II.C.1.b.).

The institution provides students and staff adequate access to the library and other learning support services at its main campus and its Chico Center. Students attending classes at the Glenn Center must rely on access through the internet for library holdings and services. Effective maintenance and security are evident at all library and learning resource areas of the campus and centers (II.C.1.c, II.C.1.d).

Butte College and its two centers maintain formal agreements with CSU Chico and many community public libraries. As verified by documentation provided by the librarian, the college participates in consortia and cooperatives, including the Council of Chief Librarians, Community College League, Online Consortium of Library Catalogs, and the North State Cooperative Library System. These organizations provide special rates for products and services. The institution takes responsibility for the reliability of all services provided either directly or through contractual agreements (II.C.1.e).

There is evidence within the self study and supporting documentation including electronic web links to support that the institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation and analysis of needs and how well they are being met is accomplished by direct and indirect methods. These include:

- The biannual library patron survey

- Analysis of the number and type of requested materials
- Exit surveys for virtual references
- Online suggestions and comments from students and faculty
- Class evaluations completed at end of course regarding the supporting learning resources

Staffing issues are a self-identified problem for the college. The library currently has 2.5 full time equivalent librarians to meet the needs of the main campus, the Chico Center has a part-time (20 hours per week) librarian and the Glenn Center does not have an assigned librarian or any learning resources staff. Students at the Glenn Center rely on online services from the main campus library. As the student population grows at both centers and the main campus, budget allocations and staffing must be reviewed to assure quality service (II.C.2).

**Conclusions:**

Butte College offers high quality library and learning support services on its main campus. Evidence was provided and validated during the site visit that library and learning support services are systematically evaluated to determine need and improvement using student learning outcomes established for the Library. Faculty and librarians are engaged in the selection of library holdings and access to the library and learning support services are sufficient at the main campus (II.C.1, II.C.1.a, II.C.1c, II.C.2).

Library and learning support services provide information resources for teaching, learning, and research for campus, off-campus, and distance education learners. The college is to be commended for its dedication to students and providing an outstanding learning environment and learning support services for students on its main campus. As the Glenn and Chico Centers continue to grow, improvements will need to be made to the library and learning support services offered (II.C.1, II.C.1.b, c, e).

**Recommendation #3**

In order to improve services to its outlying centers and to assure that students have adequate access to these services, the college needs to plan for expansion of services as the student population at the centers grows (Standard II.B, II.C.1.a, II.C.1.b, II.C.2).

## **STANDARD III Resources**

### **A. Human Resources**

#### **General Observations:**

Standard III.A. was well written, organized, and easy to follow. The evidence cited was accurate and current at the time of the self-study, and updated for the site visit where necessary. The college's self-assessment and the team's review of available evidence indicate that the college meets all but one element within Standard III.A.

#### **Findings and Evidence:**

Through the hiring process, which begins with Human Resources' review of candidate applications and continues through the screening and interviews processes, the college carefully reviews and confirms the education, training and experience of the individuals who provide administrative, instructional and student support services to students, including the confirmation of the degrees held by staff members. The position announcements are clear and accurate in their description of duties, and the positions themselves are reviewed and prioritized for hiring through the planning, budgeting and assessment (PBA) process. Faculty, staff and administrators are evaluated on a regular basis following agreed-upon formats and timelines. Staff survey results indicate a high awareness of evaluation timelines and recognition of the evaluation to individual employees (III.A.1.a, III.A.1.b).

At the time the self-study was written, effectiveness in producing student learning outcomes was not included in evaluation of faculty and others (e.g., administrators) who are responsible for student progress towards achieving stated student learning outcomes. Shortly before the site visit, however, the college administration and the Butte College Education Association (the faculty union) reached a tentative agreement, not yet formally approved by either party or the Board of Trustees that will add language to the existing contract to identify the development and assessment of student learning outcomes as a general responsibility of faculty. Additionally, new language would require instructional department chairs and coordinators to provide leadership on identifying and assessing program-level student learning outcomes, and for faculty to address the assessment of student learning in their self-evaluations. When formalized, this recent agreement will meet the standard requirement (III.A.1.c).

The college has not fully addressed the requirement for a professional code of ethics. The college does have an approved, published code of professional ethics for faculty members but not for classified staff or administrators. The college's Core Values statement and Nepotism policy do not substitute for a specific code of ethics (III.A.1.d).

The college has a sufficient number of qualified, full-time faculty and of staff and administrators to meet the college's mission and educational purposes. These numbers are carefully monitored by Human Resources and are an important part every program or service area's annual Unit Plans that lead to college wide decisions on priorities. The college has

addressed the recommendation of the prior site visit, to better delineate roles and responsibilities for faculty hiring. The team notes, however, that the current process excludes classified staff and administrators from a direct, substantive role in candidate screening and first-level interviews, while the second-level interviews entail a parallel process of administrator interviews and ranking conducted alongside interview participation and ranking done by faculty members from the first-level interviews. This exclusionary and somewhat duplicative faculty-hiring process is in sharp contrast to the joint efforts that characterize every other aspect of college planning and decision-making described in the self-study and validated by the team. The college administration and academic senate should review the current faculty-hiring process for efficiency and to bring it into closer alignment with other collaborative processes at the college that bring constituency groups together around common purposes (III.A.2).

Personnel policies are formally adopted by the Board of Trustees, widely available to staff and prospective employees, and are consistently implemented by Human Resources and supervising managers and supervisors. A high percentage of staff responding to the staff survey (78% of all respondents) said the policies and procedures are readily available to them. , Personnel records are secure and confidential, and are available to employees for their review (III.A.3.a, III.A.3.b).

Butte College is strongly committed to diversity in its staffing, its student body, and its services and activities. Survey results show a broad awareness of the importance of staff diversity at the college wide and department/program levels, but there are indications that many staff (up to 34% of all respondents, and up to 51% of adjunct faculty) had no view on the subject. There is room here for better informing staff, especially adjunct faculty, of the college's commitment to diversity and the activities available to support it. The college clearly demonstrates that commitment through an active Diversity Committee that has a Human Resources subcommittee; an impressive array of student support services, extracurricular activities, and cultural and social events on campus; and staff development activities that promote diversity and provide training in EEO compliance issues. The Human Resources department monitors the diversity of the college staff and provides periodic reports to the college leadership team for inclusion in planning and budgeting decisions. Additionally, the college will update its EEO plan during the current calendar year. The equitable and ethical treatment of employees is promoted through district policies (e.g., sexual harassment, discrimination) and periodic staff training opportunities (III.A.4; III.A.4.a, III.A.4.b, III.A.4.c).

Butte College has a strong, well-funded and employee-centered staff development program, located in the Center for Excellence, which provides opportunities to all staff (including adjunct faculty) through college wide events as well as fiscal support for individual conference attendance or other training. Staff survey results show a high awareness of the opportunities, a belief that they are offered at convenient times and places, and recognition of their benefit to individual professional development. Every staff development activity is evaluated via participant survey, and the surveys for the self-study indicate a high level of overall satisfaction with the staff development effort. Additionally, staff development submits an annual unit plan whose identified priorities are considered through the college

wide planning, budgeting and assessment (PBA) process. Human Resources also develops an annual Unit Plan that assesses its strengths and needs, and this plan leads into the college wide planning, budgeting and assessment (PBA) process. (III.A.5; III.A.5.a, III.A.5.b, III.A.6).

**Conclusions:**

The institution's Human Resources' policies, procedures and timelines are well developed, periodically reviewed and updated, widely available to and understood by staff, and, with the two exceptions noted in the team's findings and reflected in the two recommendations for Standard III.A, the college meets accreditation standards. Human Resources also participate fully in the colleges integrated planning and budgeting process.

**Recommendation #4**

In order to meet the Commission's 2012 requirement, the team recommends that the college include effectiveness in producing student learning outcomes as one component of the evaluation of faculty and other staff who have responsibility for promoting student learning. (Standard III.A.1.c)

**Recommendation #5**

In order to meet this standard, the team recommends that a written code of ethics be developed and implemented for classified staff and administrators. (Standard III.A.1.d)

## **STANDARD III B**

### **Physical Resources**

#### **General Observations:**

In 2002, the voters passed Measure A, an \$85 million local bond to be utilized for the facilities of the college. This greatly enhanced the college's ability to support student learning programs and services and improve institutional effectiveness.

In accordance with the provisions of Proposition 39 requirements, a Citizen's Bond Oversight Committee was formed to oversee the expenditure of the general obligation bond funds. This committee consists of members appointed by the Board of Trustees. This committee is charged with overseeing the expenditure of bond proceeds and insuring that the proceeds are expended only for the purposes set forth in Measure A. Regular updates of critical path timelines, cost estimates, cash flow projections, and other reports encompassing all aspects of each project is provided to the college and the board of trustees.

The institution has relied upon the original Facility Master Plan which was created in 2002 for guidance in the development of its facilities. With the recent adoption of a new Educational Master Plan by the Board of Trustees, the college has begun the task of creating a new updated Facilities Master Plan.

Ongoing facilities needs of the college are provided each year in the Five Year Plan that is provided to the California Community Colleges State Chancellor's Office. This document contains the facility needs identified for all of the college's locations.

The Bond Implementation Planning Committee was formed after the passage of Measure A. It has broad representation in its membership of employee groups. Project committees have been formed for most projects and consist of members with a particular interest or knowledge set specific to projects.

College staff meets weekly to monitor the progress and status of the Measure A facility projects. Regular updates on critical path timelines, cost estimates, cash flow projections, and other reports encompassing all aspects of each project is reviewed at these meetings. Regular updates are also provided to the college and the Board of Trustees.

#### **Findings and Evidence:**

The Safety Committee has members representing all constituent groups and meets monthly. Annual safety inspections are performed by independent consultants. These independent consultants also provide specialized training to college staff on safety as well as appropriate operation of equipment (Standards III.B.1.a).

College staff are participating in the Disaster Resistant California Community College NIMS and SEMS training administered by the State Chancellor's Office (Standard III.B.1.a).

The college centers' facilities are furnished and equipped comparably to the main campus (Standard III.B.1.b).

A comprehensive work order request and tracking system is in place in the maintenance department, which allows the monitoring of the status of work order requests and provides for communication to the requestor as to the status and final disposition of requests. This system provides a system for maintenance department employees for managing work order requests that relate to facilities. This program provides the maintenance department staff the ability to electronically monitor the status and final disposition of all physical plant work orders received as well as generating appropriate reports (Standard III.B.1.b).

Physical resource planning is integrated with institutional planning. This is accomplished through the annual unit planning process, program reviews, a number of committees including the Safety Committee, Facilities Master Planning Committee, Planning and Budget and Assessment Committee, as well as forums which are called periodically. Employees are able to identify facility and equipment needs through this process. The District Safety Committee as well as Keenan and Associates (the District Workers Compensation insurance and Property and Liability Insurance program administrator) conduct training, inspections, periodic site reviews, formulate recommendations concerning equipment selection and purchase as well as needs for modification of the college's facilities necessary to provide a safe and secure physical environment for its students, employees, and community members. Processes are also in place to provide save and secure physical environment for the students, employees, and community members are also identified (Standard III.B.1.b., III.B.2, III.B.2.b).

### **Conclusions**

It is readily apparent that the college provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery (Standard III.B.1).

The college has been relying upon its original Facility Master Plan that was created in 2002. The college is encouraged to complete and adopt the new Facility Master Plan that is expected to be completed near the end of the current calendar year. The college is encouraged to continue its efforts to improve staff input during the planning and development stages of new facilities, particularly in regard to staffing needs created by new facilities (Standard III.B.1.a).

The college utilizes the services of consultants provided through its Property and Liability and Workers Compensation Insurance JPA's with expertise in the areas of safety and training to assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment (Standard III.B.1.b).

Workers Compensation and Property and Liability carriers conduct periodic site reviews and formulate recommendations relative to acquisition of equipment. The college plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account and assures the feasibility and effectiveness of physical resources in supporting institutional programs and services (Standard III.B.2).

Currently the college relies primarily on its Five Year Plan for Construction which is developed with input from the master planning committees for its long-range capital plans to support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment (Standard III.B.2.a).

Physical resource planning is integrated with institutional planning. The college is encouraged to complete the Educational Master Plan as soon as possible. This master plan will provide the details that will allow the institution to systematically assess the effective use of physical resources and uses the results of the evaluation as the basis for improvement (Standard III.B.2.b).

Butte College meets the standards of physical resources.

**Recommendations**

None.

## **C. Technology Resources**

### **General Observations:**

Interviews and evidence confirm that though there has been no Technology Master Plan since the 2002-2005 Technology Master Plan expired, all of the activities that would have been itemized in a more recent document have continued to take place, and the prioritized initiatives from the 2002-2005 Technology Master Plan have been reviewed and evaluated to ensure that institutional technology planning is integrated with the institutional planning process and consistent with the mission of the college. A summary of prioritized initiatives from the 2002-2005 Technology Master Plan were reviewed as recently as September 2008. The college completed a new Educational Master Plan, and as of the date of the Accreditation Visit, a draft of the Technology Plan (2008-2012) is awaiting consideration and approval (III.C).

Student learning programs and services are enhanced by technology resources to improve institutional effectiveness. Institutional technology incorporated in the Planning, Budgeting, and Assessment (PBA) process supports learning programs and services to meet the needs of learning, teaching, college-wide communications, research, and operational systems, and is systematically assessed to ensure the effective use of technology resources (III.C.1, III.C.2).

### **Findings and Evidence:**

All campus constituencies are involved in an integrated planning process to ensure the technology support is provided for all teaching, learning, college-wide communications, research, and operational systems. The Technology Committee, the annual planning process, annual technology surveys, customer satisfaction surveys, and reviews by outside consultants guarantee effectiveness of the college's technology in support of student learning programs and services (III.C.1).

Many changes have taken place in the area of technology management: The Technology Committee (2002) was replaced by the Butte College Technology Council in 2008. The Council is an institutional governance committee made up of an executive committee and four subcommittees: The Datatel Users Group, the Web Redesign/Portal Committee, the Research Committee, and the Academic Subcommittee. While changes were being made in technology management to accommodate growing demand, networking infrastructure and operational systems were also expanded. All department level technology needs, including funding for purchases and services are driven by the unit planning process, and final decisions regarding prioritizing of needs is done by the Technology Council.

Interviews with members of the faculty, administration, and IT services, as well as written evidence confirm that Butte College uses a participatory governance process through Planning, Budgeting, and Assessment (PBA) to identify technology needs to enhance and improve technology services and support. The IS&T Helpdesk handled 3,195 service requests between January and May 2008 and surveys indicated customer satisfaction rates of 94 percent. Seventy-nine percent of staff and faculty agree that they are well trained on computers. In addition to in-house assessment, an external group, Ferrilli Information Group,

conducted a technology and environmental scan and recommendations from that group were, and are currently being acted upon. (III.C.1.a, III.C.1.b).

Two areas were self-reported as being only partially met: III.C.1.c and III.C.1.d. While III.C.1.c says, “The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs,” the planning agenda indicates that the development and implementation of a lifecycle replacement plan with supporting procedures to facilitate the replacement of outdated computer and technology equipment on a recurring basis is needed. The premise for this standard being partially met is based on priorities established through the Planning, Budgeting, and Assessment Process and the availability of funds. The draft 2008-2012 Technology Master Plan identifies the following master plan goals:

1. Use technology to support student learning and student success.
2. Use technology to support faculty and staff.
3. Maintain the integrity of the system by improving the reliability and security of technology systems and critical infrastructure.
4. Maintain and improve the accessibility of computer resources and establish accessibility standards for technology purchasing and software implementation.
5. Establish and sustain the organization and processes needed to provide outstanding technology support to the faculty, students, and staff (III.C.1.c, III.C.1.d.)

The self study states in section III.C.1.d, “The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.” Again, the self-evaluation contradicts that this area is only partially met: “The college’s distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services and is evidenced in the technology provided to faculty and students by way of smart classrooms, instructional computer laboratories, and advanced technology in support of the curriculum.” The planning agenda indicates a need to better align the organizational structure of the technical support departments and the departments that deliver distance education services (III.C.1.d).

### **Conclusions:**

Butte College has the technology resources to sufficiently support and maintain the educational programs and services it provides to the students in the communities it serves. The school manages these resources with transparent, well organized, inclusive, and sustainable systems that provide both short-term and long-term stability. These systems are linked to student learning through the mission, strategic plans, program reviews, and unit plans.

### **Recommendations**

None

## **D. FINANCIAL RESOURCES**

### **General Comments:**

The college monitors student enrollments and utilizes the Board of Trustees budget criteria to develop a balanced annual budget. A prioritized list of one time expenditures is developed through a consultative process which is “funded” from accumulated reserves.

Financial status reports are provided to the Board of Trustees monthly and fiscal projections are also provided quarterly using the Quarterly CCSF 311 reports. The college regularly performs both short term as well as longer term projections of its financial position.

College staff monitors the financial position of the college as well as the financial position of the State of California on an ongoing basis. Staff participate in appropriate professional associations, attend workshops and conferences and represent the colleges financial interests on boards of insurance JPA’s, The college regularly monitors local and state economic developments that may impact the colleges funding and develops potential options to be pursued by the college to adjust expenditures to the amount of funding available.

### **Findings and Evidence:**

The college has a well established integrated planning and budgeting process that supports the college’s mission and goals (Standard III.D.1).

Financial planning is integrated with and supports all institutional planning. The college relies on the annual unit plans (and program reviews from the Instructional, and possibly some Student Services areas and the efforts of its committees in the development of its annual budgets. The college has been adopting annual budgets in which expenditures exceed projected revenues by an amount that is funded from general fund reserves to acquire one-time expenditures identified through its budget augmentation process. Revenues received from growth funds are not budgeted for expenditures during the year in which they are earned. These funds are incorporated into the district reserves and may be utilized for these “one time” budget augmentations. Annual budgets normally yield savings at the end of each year and have contributed to increasing its general fund reserves. These efforts have resulted in a general fund reserve that exceeds a minimum prudent reserve (Standard III.D.1.a).

The college continually monitors enrollment trends in order to identify and respond to changing needs and demands. The college’s Economic Development Office and Grants Office is highly successful in its efforts to acquire additional funding from exterior sources (Standard III.D.1.b).

College staff are monitoring the discussions occurring at the State level relative to the adjustments recently adopted that pertain to FY 2008-2009 as well as the recently approved FY 2009-2010 state budget. The college utilizes the services of Jeff Kischunk of Total Compensation Services to provide required actuarial studies of its retiree health benefits obligations. These studies will be performed every two years as required. The most recent study was accomplished in January 2008. In addition to including funds in its annual budgets to pay the current year obligation, the college has been setting aside funds to provide for its

long term commitment for providing post retirement health benefits for its employees. The college is in the process of making decision relative to the retiree health benefit and trust fund as required under GASB 45. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability (Standard III.D.1.c).

The college has a well established integrated planning and budget development process (Standard III.D.1.d)

Monthly financial reports, Quarterly 311 reports, a tentative budget and final annual budgets are provided to the Board of Trustees. This information is also made available on the college's website (Standard III.D.2.b)

The college pursues appropriate strategies for risk management through participation in several JPA's with other institutions of higher education. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences (Standard III.D.2.c).

As it has for several years, the college again received an unqualified audit with no findings in its Annual Audit for FY 2007-2008 (Standard III.D.2.d.).

The college has appropriate checks and balances in place to ensure that all grant applications are approved at the appropriate level of the college prior to grant applications being submitted to funding sources (Standard III.C.2.e).

All contractual agreements are reviewed by the Risk Management Office as well as legal counsel prior to the college entering into any contractual agreements. This includes ensuring that contracts align with the college mission and goals (Standard III.C.2.f).

The college contracts with an independent auditing firm for its annual audit. Annual independent performance audits and financial audits are performed as required for the college's general obligation bonds. In addition numerous reviews of financial management records for categorically funded programs occur throughout each year relative to its categorically funded programs to ensure compliance with state and federal requirements (Standard III.D.2.g).

Financial resource planning is integrated with institutional planning and the results are used for improvement of the institution (Standard III.D.3).

**Conclusions:**

Butte College is financially sound. Each year the Board of Trustees approves a balanced budget that is the result of a collaborative resource allocation and decision-making processes that are used to allocate resources in support of the college's stated priorities.

**Recommendations**

None.

## **STANDARD IV Leadership and Governance**

### **A. Decision-Making Roles and Processes**

#### **General Observations:**

Standard IV is well developed and well documented. It has a thorough discussion of the governance and leadership of the institution from multiple perspectives.

Prior to 2006, the governing process was not as inclusive or as transparent as it is today. The college recently developed a new governance model. Significant changes have occurred in the governance process; and although the changes have been recent, the college is well on its way in institutionalizing the process into the culture of the institution. Progress has been made since the submission of the 2008 self study through the establishment of a Participatory Governance Committee. This committee has completed a written handbook describing the procedures for participatory governance titled: *Participating in Decision Making at Butte College*. The outcome of this process is expected to increase faculty and staff involvement in and understanding of participatory governance, campus committees, budget processes, and the unit planning process. Recommendations for policy changes related to board and administrative organization were delivered to the board in December 2008. Review of these policies is underway and scheduled to be complete in summer 2009 (Standard IV.A.1; Standard IV.A.2.a).

#### **Findings and Evidence:**

Staff, faculty, administrators and students are encouraged to participate in the numerous organizations and opportunities for input throughout the college. The campus structural units provide leadership, opportunities for dialog, and communication with other members of the college community to make improvements for the college and in fostering innovation in achieving student learning outcomes. These include governance groups such as the Academic and Classified Senates, participation in the Planning, Budgeting & Assessment (PBA) process, Annual Unit Planning, development of the Strategic Initiatives & plan, the College Council, the Learning Council and the newly developed Participatory Governance Committee. Although the 2008 Accreditation Survey data indicated that classified staff do not feel that they have as great an opportunity to participate as others, the college has taken steps to empower classified members to participate by training managers that classified personnel participation is important to the overall health of the institution and by making sure classified staff are aware of the opportunities to participate (Standards IV.A.1, IV.A.2, IV.A.2.b).

Since the last self study, the campus has experienced a significant challenge in establishing governance structures, processes and practices that facilitate effective communication and sharing of ideas. The self-evaluation notes that there was a significant gap in addressing these issues of governance up through 2007-08. The campus has moved forward with

governance forums in 2007-08 and eventually established in spring 2008 the governance manual, *Participating in Decision Making at Butte College*. It is too early to determine if this governance manual and the attendant attention has resulted in marked and sustainable changes in governance issues (Standard IV.A.3).

The self study provides descriptions and evidence that the college demonstrates honesty and integrity in its relationships with external agencies, including the ACCJC. The self study provides evidence that the college community and communities served by the Butte-Glenn Community College District find the college to be an organization characterized by integrity and trustworthiness. The college's exceptional response to the wildfires in summer 2008 that burned 500 acres of the campus demonstrates its commitment and the strength of its community relationships. Additionally the college hosts "Make a Difference Day" where volunteers from the college perform volunteer projects in the community (IV.A. 4, IV.A.5.)

**Conclusions:**

Butte College meets this standard. The enormity of the changes in recent years in the governance area have addressed the significant issues noted by the 2003 team, but as is noted in the Faculty/Staff survey, there is still much work to be done. The newly established processes appear to be thorough, complete, cyclical, and should move the college forward, with appropriate attention paid to reviewing these processes and making adjustments where necessary.

**Recommendations:**

None

## **B. Board and Administrative Organization**

### **General Observations:**

The history of Butte-Glen Community College District is well served by a long-standing and stable board of trustees. Members understand that they represent the public interest and that ultimately they are responsible for the educational quality, legal matters, and financial integrity of the colleges. Additionally board members participated on accreditation committees and the board approved generous release time and stipends to drive accreditation-related and SLO work which demonstrates the board's commitment to the accreditation process (Standard IV.B.1.a, b, c, d, e).

### **Finding and Evidence:**

The community has shown significant confidence in the board's leadership by the continued reelection of board members. The governing board of Butte College understands its responsibilities to the college and the community, and has clear policies and procedures in place to assure the integrity of the college and its resources. Many of these policies and procedures are being updated after a 2007-08 systematic review of the policies and procedures, resulting among other outcomes in the updating of policies and numbering using the Community College League of California models for good practice (Standards IV.B.1.a, IV.B.1.h).

The board has a clear policy for selecting and evaluating the college president. The board policies clearly delineate the authority and responsibility between the board and the president. The president oversees and evaluates an administrative structure and delegates authority to administrators and others as appropriate. Additionally, the president assures that statutes, regulations, and governing board policies are implemented and consistent with mission and policies (Standard IV.B.1.f, g, h, I, j; IV.B.2.a, b, c, d, e).

### **Conclusions:**

The president takes responsibility for overall operations and quality of the institution and communicates values, mission and direction. She works closely with her executive staff to provide oversight of the budget, planning process, and education quality. Under her direction the college has developed a governance process that in a short time is understood and instituted widely across campus.

The board governance mechanism works very well for the college and the communities it serves. It has demonstrated its commitment to the college by serving on the accreditation standard committees and the granting of generous release time for employees to work on accreditation and other college projects. Furthermore, the board is knowledgeable about the programs at the college and is well-versed in the complex issues surrounding the operation of the college.

The college has taken on the project of reviewing and updating the board policies and for establishing a regular review process. During the review process it was discovered that the board policy on board code of ethics did not indicate consequences for failure to uphold the

code. In order to meet the standard the board should include in the policy the consequences for failure to uphold the code of ethics.

**Recommendation #6**

In order to meet the standard, the team recommends that the college needs to update the policy governing the board's code of ethics to include the consequences for failure to uphold the code (Standard IV.B.1.h).