

**03 Butte College – Award for Innovation in Higher Education
Report on Use of Funds**

1.	Coordinating Institution:	Butte College, Innovation Award Applicant #: 03 Butte-Glenn Community College District, 3536 Butte Campus Dr. Oroville, CA 95965 Kimberly Perry, Ed.D., Superintendent/President Innovation Award Contacts: <ul style="list-style-type: none"> • Les Jauron, Vice President, Planning, Research and Organizational Development 530-895-7536; email: jauronle@butte.edu • Cheri Taylor, Manager, Grants Research and Development 530-895-2513; email: taylorch@butte.edu
2.	Amount of Award:	\$2,500,000.00
3.	Amount of Funds Proposed for Expenditure by Butte College:	\$2,500,000.00 Technical Information for Disbursement of Innovation Award Funds: Payable to: Butte College Mailing Address: Butte-Glenn Community College District Attn: Business Office – S. Pustejovsky 3536 Butte Campus Drive, Oroville, CA 95965 <i>See Narrative below that describes purposes for which funds will be expended and proposed timeline for expenditure.</i>
4.	Amount of Funds to be Transferred to Eligible Participants	Not applicable.

Narrative Introduction

The college proposes to use the funds from the Innovation Awards to accelerate its efforts to fully implement the Student Progress and Completion Model and to meet its goals for Student Achievement. The changes resulting from the implementation of this model have assisted the college to increase the number of degrees it has awarded and transfers to California State Universities and University of California campuses by 30% over the past five years.

Butte College acknowledges that the funds received as a recipient of the Innovation Award in Higher Education are one-time in nature. The following narrative describes proposed changes and enhancements to current Butte College policies, practices, and systems as well as the proposed use of these one-time award funds, all of which directly support the Innovation Award program priorities that aim to:

- Increase the number of bachelor’s degrees awarded,
- Allow students to complete bachelor’s degrees within four years after beginning higher education, and
- Ease transfer through the state’s education system by better recognizing learning that occurs across the state’s education segments and elsewhere.

This document provides the overall concept that Butte College intends to use to implement the funding from the Innovation in Higher Education Award. It reflects input from administration and faculty as well as the college’s Student Success Committee. This concept is designed to provide a flexible framework to implement high-impact changes using the funding from the Innovation in Higher Education Award. It is

anticipated that the implementation details will be refined as the college implements the program. Additionally, the college is currently implementing a number of programs, such as Student Equity (SE) and the Student Success and Support Program (SSSP) to increase student outcomes. The structure the college is using to implement the award will ensure that these efforts are tightly integrated.

Nearly all of the funding will be used to implement one-time process changes that will position the college to better support the overall goal of the Innovation Award program. The only area which will require substantial ongoing funding after the project is complete is the dual enrollment program. It is anticipated that this component of the project will be sustained using full-time equivalent student (FTES) funding generated by the program.

Progress and Completion Model

The Student Progress and Completion Model (shown below) establishes a framework for students to flow through the institution to achieve outcomes. This comprehensive framework directly supports the objectives of the Innovation in Higher Education Award program by intentionally aligning institutional efforts on completion, transfer, and acceleration. This model is built around four steps – Connection, Entry, Progress, and Completion. There are outcomes and committee responsibilities for each step. The Innovation Award funds will provide the college with the capability to fully and more deeply implement this model.

Butte College Progress and Completion Model (August 2014)

	CONNECTION	ENTRY	PROGRESS	COMPLETION
Step and Committee Responsible	Interest to Application (Lead: Student Support Services Program (SSSP) Committee; Support: Enrollment Management (EM), Outcomes Assessment Committee (OA))	Application to Completion of Gatekeeper Courses – includes new, returning and transfer students (Co-Leads: Student Success Committee (SSC) and SSSP; Support: EM)	Entry into Course of Study to 75% Requirements Completed (Lead: SSC; Support: SSSP and EM)	Complete Course of Study to Credential with Labor Market Value (Lead: SSC; Support: SSSP and EM)
Outcomes	<ol style="list-style-type: none"> College creates, updates and meets FTES goals (EM) Outreach efforts create conditions that convey to students unique possibilities available at Butte College and to meet college FTES goals (EM, SSSP) College and programs evaluate how well students perform after they leave and make this information available to faculty, staff and potential students (OA) College and programs collaborate with feeder high schools to better align efforts to maximize preparation and success (SSSP) College provides concurrent enrollment opportunities and College Connection (EM) College provides the appropriate mix of high-tech and high-touch services (SSSP) The college focuses students on potential careers (SSSP) 	<ol style="list-style-type: none"> At entry new, returning, and transfer students receive the services they need (e.g. orientation, assessment, financial aid, counseling, etc.) to set them on the path to success (SSSP) Students are assessed for digital literacy and, as needed, guided to appropriate resources (SSSP) Students establish goals and educational plans that provide them with pathways to achieve their goals (SSSP) If required by their goals, students begin Pre-Transfer Math and English in first semester (SSC) Students successfully complete an FYE course or have an FYE experience in the first year (SSC) Students complete Pre-Transfer courses as quickly as possible (SSC) <ul style="list-style-type: none"> English Math Reading College schedule provides the classes needed to meet these outcomes (EM) 	<ol style="list-style-type: none"> Students enter a defined course of study as soon as they are ready, ideally in the first year (SSC) If required by their goals, students successfully complete transfer Math and Transfer English (transfer directed) (SSC) Students progress toward completing their programs of study (SSC) If required by their goals, students earn a progression focused local certificate (SSC) College programs and course offerings are aligned with labor market and transfer requirements and refined based on learning outcomes (SSC) College services focus on supporting student success, persistence and completion by maintaining contact with students and conducting appropriate evaluations and interventions (SSSP) College schedule provides the classes needed to meet these outcomes (EM) College meets its progress and achievement goals (SSC) 	<ol style="list-style-type: none"> College schedule provides the classes needed to support completion (EM) College services focus on supporting (SSSP): <ul style="list-style-type: none"> Completion Transfer success Career goals Students complete by (SSC): <ul style="list-style-type: none"> Earning a degree Transferring to a UC, CSU, In-State Private (ISP) or Out-of-State (OOS) four-year college or university Earning a certificate of achievement Earning an employment focused local certificate Earning 60 transferable units (transfer ready) Completing a non-credit CDCP certificate Student passes certification and credentialing where applicable (SSC) Students gain the knowledge and skills to succeed in the labor market and/or after transfer (SSC)

Academic Senate, Operating units, Learning Council and Outcomes Assessment Committee support each step

The college's plan to use the award funds is designed to support the institutional focus on progression and completion as defined in the above model. The overall concept is to continue aligning processes to better focus the entire institution on completion. Nearly all of these changes require one-time funds to inform and refine processes. The one area of focus that will require ongoing funding is the High School track that addresses the implementation of dual enrollment. The college anticipates dual enrollment will be sustained through increased Full-Time Equivalent Students (FTES) upon implementation.

Goals for Student Achievement

The college has established standards and goals for student achievement in the areas of course success, retention, certificate completion, degree completion, and transfer. These goals seemed ambitious when they were developed in summer 2013. However, the college has already significantly exceeded its transfer goals. Currently in spring 2015, the college is refining its goals to align these with the increase in degree production and transfers, to align the current goals with evolving state reporting requirements, and to account for the potential impact of the award funds.

Current Projects

The college has funded and is currently implementing a number of projects described in the award proposal. These include:

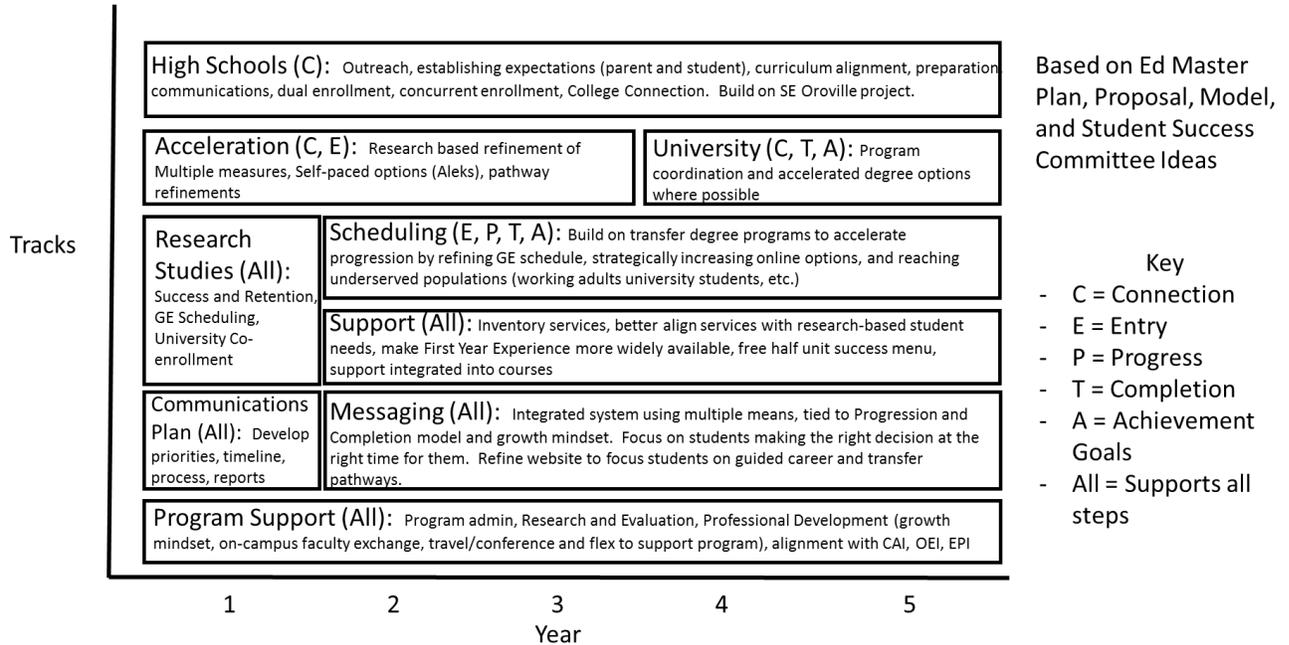
- 1) **ImageNow.** This software program will enable the college to scan transcripts directly into our enterprise resource planning system, Colleague. Many students come to the college with credit from other institutions, this will enable the college to change its processes to enable these students to effectively plan their academic pathway.
- 2) **Educational Planning Module.** This module will build on the degree audit and ImageNow to enable students to establish an educational goal and the courses required to attain the goal. Ultimately students will register for classes using this tool. The implementation of the Educational Planning Module will enable the college to move to an online education planning format to help students set goals and more effectively track their progress. This system will also enable students to ensure that the transfer credits students bring with them will be included in their educational planning. The resulting Comprehensive Student Educational Plan (CSEP) will be developed during student appointments, workshops and will include goal, program, plus all courses required to complete goal.
- 3) **Prerequisites:** Simultaneously with Educational Planning the College is moving to enforce a number of existing prerequisites. Currently prerequisites outside of math, reading, English and sciences are not enforced. This project will include making some existing prerequisites into recommended preparation courses.

ImageNow and the Educational Planning Module are on track for implementation in 2015. Enhanced prerequisite enforcement is scheduled for implementation in 2016. The other projects – to include collaboration with K-12, strategic enrollment management (scheduling) will be significantly enhanced through the use of the award funds and are described below as part of the Innovation Award Concept.

Innovation Award Concept

The proposed Innovation Award Concept (shown below) has nine tracks that will be implemented over five years. None of these efforts are new to the college but, through the use of the Innovation Award funds, all identified efforts will be significantly accelerated, enhanced, and improved. The college believes that the tight integration of processes aligned with the students' progression through the institution is a significant innovation and is the most likely pathway to continuing to significantly improve the percentage of students who earn a degree or transfer to a four year university.

Innovation Award Concept



The Innovation Award Concept depicts the identified tracks and how these tracks will be implemented over the five year duration of the program. The key on the previous page shows how each of the actions is aligned with the steps of the Student Progress and Completion Model and the college's goals for student achievement.

A brief description of the **nine tracks** on the Innovation Award Concept is below.

- 1) **High Schools.** The college has a number of long-standing programs to collaborate with the high schools in the service area. The proposed High School track is designed to build on these long standing-programs by providing focused outreach to the high schools in the service area, to collaboratively establish college-going expectations for both parents and students, to better align curriculum in English and Math, and to build on the existing concurrent enrollment and College Connection (high school students spends senior year at Butte College) programs. The Innovation Award funds will enable the college to establish a dual enrollment program that will result in more seamless integration for students between their high school and college experiences. The overall goals of the High School Track includes:
 - a. Establishing college-going expectations and web accessible action sequences for students and parents

- b. Increasing the percentage of students placed in transfer English and college level Math for students from the college's feeder high schools.
- c. Establishing a dual enrollment program in the college's feeder high schools in the service area.

The overall cost of the high school track is estimated to be: \$725,000 for project coordination, curriculum alignment, meeting support, supplies and materials, local travel, materials creation, and web development.

- 2) Acceleration.** In fall 2010, the college replaced its homegrown assessment test with the ACT-COMPASS system. As a result of this implementation and through widespread institutional dialogue, this change resulted in an increase in the percentage of students placed into transfer English from approximately 30% to 50%. The percentage of students placed into college Math stayed about the same – approximately 40%. Currently, the percentage of students placed into developmental English and Math that complete the sequence within six years is 42% and 30% respectively.

The proposed Acceleration track builds on the progress in English by improving the multiple measures component of the placement process, by improving the placement process in Math and by refining the Math pipeline to increase the percentage of students who complete it. Implementing self-paced options such as Assessment and Learning in Knowledge Spaces (ALEKS) are included in the Math refinement. The overall goals of this track include:

- a. Increasing the percentage of students placed in transfer English and college level Math from the college's feeder high schools.
- b. Improving the six-year completion rates for developmental English and Math sequences.

The overall cost of the acceleration track is estimated to be: \$200,000 for faculty reassign time, implementing ALEKS, and multiple measures development and implementation.

- 3) University.** The college has increased the number of students it has transferred to a CSU or UC campus by 30% in the past five years. Over 80% of the students who transfer from Butte College to a UC or CSU campus attend CSU, Chico. There is currently discussion at the program level between Butte College and CSU, Chico to create a three year baccalaureate degree in Communications Studies. Additionally, in the past several years the college has implemented 20 associate degrees for transfer. This program provides guaranteed transfer to a California State University campus for students who complete the 60 unit requirement and limits the number of credits that a student must complete for a bachelor's degree to 120.

The proposed University track provides enhanced program collaboration between Butte College and CSU, Chico programs and examines the feasibility of establishing accelerated degree options. It also provides funding for continued focus on increasing the number of students who transfer to a UC campus. The overall goals for this track include:

- a. Exploring and, if feasible, implementing accelerated baccalaureate degree options with CSU Chico.
- b. Continuing to build associate degrees for transfer as these are developed by the state.

- c. Continuing to increase the number of transfers to CSU and UC.

The overall cost of the university track is estimated to be: \$100,000 for faculty reassign time, program development, meeting support, and program start-up costs.

- 4) **Research Studies.** Over the past few years, the college has significantly expanded the data available to support decision-making at the institution and program levels.

The proposed Research Studies track expands this data effort by conducting research studies to inform the Scheduling and Support tracks. Identified Research Studies include: 1) A study to develop predictive analytics for success, retention, and completion for students using data currently available from the application (CCCApply). The objective is to enable the college to better focus its messaging and more efficiently allocate its limited support services based on student need; 2) A study to determine the optimal alignment of General Education offerings with university requirements. The objective of this study is to inform scheduling to remove bottlenecks and facilitate completion, and; 3) A study to determine how to best support students who are co-enrolled at Butte College and CSU, Chico. Currently, Butte College provides classes to CSU, Chico students and the objective of this study is to determine how to best support students enrolled at both Butte College and CSU, Chico to accelerate completion. The overall goals for this track include:

- a. Completing the three research studies.
- b. Using the results to better focus the efforts on the scheduling and support tracks.

The overall cost of the Research Studies track is estimated to be: \$75,000 for conducting the three research studies, disseminating the results of initiatives and supports established with Innovation Award funds including supplies, printing, duplicating, and graphic design costs.

- 5) **Scheduling.** The class schedule is the source of most of the college's revenue and represents its most significant allocation of resources to achieve student progress and completion goals. Over the past few years the college has simultaneously focused its schedule on completion and expanded it based on increased funding. It has also implemented 20 associate degrees for transfer.

The proposed Scheduling track builds on these successes by refining the general education schedule to align it with the needs of transfer institutions, by implementing software packages to aid in scheduling, and by strategically increasing online offerings to improve access for currently underserved populations (working adults, university students, etc.), and to accelerate progression by providing flexible options for students. This track includes developing and implementing an online assessment and orientation for these students. Additional associate degrees for transfer will also be implemented as these are developed by the state if the programs already exist at the college. The overall goals of this track include:

- a. Realigning the general education schedule with transfer institution needs.
- b. Expanding distance education offerings to improve access for underserved populations and accelerate progression.

- c. Implementing additional associate degrees for transfer as these are implemented by the state if the programs already exist at the college.

The overall cost of the Scheduling track is estimated to be: \$155,000 for faculty reassign time to develop online courses, supports, and scheduling software.

- 6) **Support.** Over the past several years the college has upgraded the quality of the support it provides by institutionalizing Supplemental Instruction (SI), expanding First Year Experience (FYE) and by providing a variety of specialized supports to give students the support they need to succeed. These specialized supports include the Cultural and Community Center, Safe Place, and Veterans Resource Center.

The proposed Support track builds on these successes by using the research conducted as part of track four (Research Studies) to focus outreach and intervention efforts. It includes inventorying services as a prelude to providing contextualized information about services to the students most likely to need them. Other proposed components of this track include expanding First Year Experience opportunities, providing free half-unit success courses through the Center for Academic Success, examining the feasibility of establishing academic advising in selected programs, providing critical skills workshops to selected programs, and providing greater opportunities to integrate supports directly into courses. The overall goals of the Support track include:

- a. Conducting an inventory of the support services available to students and making this information widely available to students.
- b. Using research to more effectively focus available supports.
- c. Expanding FYE by providing more classes and opportunities for students (such as free half-unit success courses).
- d. Examining the feasibility of providing academic advising and, if feasible, implementing this program where appropriate.

The overall cost of the Support track is estimated to be: \$100,000 for inventorying support services and faculty reassign time to expand FYE and examine the feasibility of academic advising.

- 7) **Communications Planning.** Over the past several years the college has become increasingly sophisticated in the use of the communications tools it has available. This has been identified as an area with the greatest potential to positively impact student completion without the need for significant additional ongoing resources.

The proposed Communications Planning track aims to develop a comprehensive communications plan to leverage the available communications means (web page, portal, social media, email, phone, text) to provide the appropriate message, to the appropriate student, at the appropriate time, to achieve outcomes that support student progression and completion. This will require the development of a process for message development, approval, and transmission as well as the identification of messages, students to receive these messages,

reports to identify students, the establishment of responsibilities for sending the messages, and the development of a timeline for messages to be sent. The overall goals of this track include:

- a. Developing a comprehensive communications plan to define a more effective process for messaging students to support the implementation of each step of the student Progress and Completion Model.
- b. Developing standard message templates for routine messages and supporting reports to identify students.

The overall cost of the Communications Planning track is estimated to be: \$200,000 for developing the communications plan and purchasing technology tools to implement it.

8) **Messaging.** The proposed Messaging track encompasses the implementation of the Communications Plan. It uses multiple means (web page, portal, social media, email, phone, text) to deliver messages tied to the Progression and Completion model and growth mindset directly to students. Growth Mindset provides students with the understanding that intelligence can be developed and that they can succeed. A key focus of this track is to provide students with the appropriate “nudges” to get them to make decisions that support their ultimate success. This track also implements specific projects tied to the Communications Plan, including the redesign of the college’s web page and student portal. The concept for the website redesign would be to focus students on guided career and transfer pathways. The overall goals for this track include:

- a. Implementing the Communications Plan.
- b. Redesigning the web page with a focus on guided career and transfer pathways.
- c. Establishing a standard academic plan for each of the guided career and transfer pathways.

The overall cost of the Messaging track is estimated to be: \$100,000 for website redesign and consultant support to package existing programs into guided career and transfer pathways.

9) **Program Support.** The proposed Program Support track provides the organizational structure and supports required to administer the Innovation Award funds to allow Butte College to accelerate its efforts to fully implement the Student Progress and Completion Model and to meet its goals for Student Achievement. The organizational structure would include a program director (duties as assigned), program manager (20%), faculty coordinator (30%), and clerical support (50%). A 13-person steering committee consisting of the program director, program manager, Vice President for Student Learning and Economic Development, faculty coordinator, Student Success Committee co-chairs, Student Success and Support Program (SSSP) co-chairs, faculty members (x2), classified representative, management representative, and Student Equity Coordinator would manage the overall program and budget. Under the Student Progress and Completion Model, the Student Success Committee and SSSP Committee provide oversight for each of the four steps in the model. These committees would be responsible for coordinating the projects and initiatives identified using Innovation Award funds and overseeing their implementation. Additionally, this track provides professional development support to

effectively implement the Innovation Award Concepts identified. This professional development would include on-campus faculty exchanges, conference attendance, and outside speakers and internal workshops to support the program. This track will also provide support for proposals received from the campus community by providing approval, financial and support resources for promising innovative ideas and practices related to the priorities of the Awards for Innovation in Higher Education. Another critical program support task will be to ensure the alignment of the Innovation Award with the Student Equity and SSSP programs as well as state initiatives such as the Common Assessment Initiative (CAI), Online Education Initiative (OEI), and the Educational Planning Initiative (EPI). Sustainment of the overall program would also be included in this track. This would include an endowment to provide the relatively minor ongoing funds, outside of dual enrollment, required to sustain the innovations developed under the award program.

The overall goals for the Program Support track include:

- a. Establishing the organizational structure for implementing the project.
- b. Implementing the project.
- c. Providing professional development to support the effective implementation of the project.
- d. Financial and resource support for promising innovative ideas and practices that support the Innovation Award priorities.
- e. Coordinating the project with Student Equity, SSSP and ongoing state initiatives.
- f. Establishing an endowment to provide the ongoing funding required to sustain the innovations.

The overall cost of the Program Support track is estimated to be: \$845,000 for a program manager, faculty coordinator, professional development activities, promising innovations/practices support, travel, meeting support expenses, supplies and materials, printing and duplicating, limited clerical support, and the endowment.



BUTTE COLLEGE

Office of the Superintendent/President
Kimberly Perry, Ed.D.

April 8, 2015

Committee on Awards for Innovation in Higher Education
CA Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Members of the Committee on Awards for Innovation in Higher Education:

Butte College would like to take this opportunity to thank the Committee on Awards for Innovation in Higher Education and the California Department of Finance for its selection as an award recipient. We are extremely honored to receive one of the 14 Innovation in Higher Education Awards. This award appropriately recognizes the great work of our faculty, staff, and administrators in support of student access, success, progression, completion and transfer.

These award funds will enable Butte College to complete the implementation of its Student Progression and Completion Model, to continue to make progress toward meeting its ambitious goals for course completion, persistence, degree and certificate completion and transfer, and to continue to support the goals of the Innovation Awards program.

I am pleased to present Butte College's Proposed Uses of Funds Report requested by the committee for review and approval. I wholeheartedly support the activities, timelines and proposed uses of funds provided in the report.

Thank you again for this prestigious recognition and we look forward to working with the Committee in disseminating findings and outcomes.

Sincerely,

Kimberly Perry, Ed.D.
Superintendent/President
Phone: (530) 895-2484
Email: perryki@butte.edu

Enclosure: Proposed Uses of Funds Report – Awards for Innovation in Higher Education