PLANNING & BUDGET COMMITTEE

Date: Tuesday, April 9, 2013
Time: 3:30 p.m.
Location: Board Room


Members Absent: Belinda Sonnier, Samia Yaqub

Guest: Dr. Perry

I. ACTION ITEMS
   At 3:35 p.m., Brad Zuniga called the meeting to order.
   a. Consider approval of the 03/26/13 minutes
      The minutes of the 03/26/13 meeting were approved.
   b. Consider approval of the Strategic Initiatives – Draft
      Following discussion of the draft Strategic Initiatives, Karen Micalizio moved to approve that the draft Strategic Initiatives be presented to the constituency groups, the motion was seconded by Kenneth Bearden and passed unanimously. Following approval from the constituency groups, the draft will be brought back to the Planning & Budget Committee for final approval.

II. DISCUSSION
   a. Budget Update
      Andy reported on the advisory regarding the requirements for spending of the Education Protection Account (Prop. 30). The Board of Trustees must approve the District’s spending plan before June 30. The spending plan will be presented to the Board at their May meeting. A draft of the spending plan and resolution will be prepared for this committee to review at the next meeting. As a reminder, Prop. 30 money cannot be spent on administrator salaries and benefits or other administrative costs.
   b. VP’s Review of Augmentations for Areas
      Al presented the augmentation requests from Student Services.
   c. Spring Forum Planning
      After discussion, it was decided that some type of forum would be held on May 23, 2013. Due to the lateness of the hour, this item was tabled and will be on the next meeting agenda.

III. ITEMS FOR THE NEXT AGENDA - April 23, 2013 @ 3:30 p.m.
   • Budget Update
   • EPA Spending Plan
   • Forum Planning
   • Training – RDA and JPA

IV. ADJOURNMENT
   At 5:05 p.m. the meeting was adjourned.
Strategic Initiatives (March, 2013)

1. Enhancing a Culture of Completion and Academic Achievement

Because of its focus on student-centered learning, Butte College is the first choice for students seeking degrees, transfer, and certificates to meet their career and life goals. The college’s faculty, staff, services and schedule encourage and support students to complete their academic programs in a reasonable period of time.

2. Supporting Student, Faculty and Staff Success

Butte College recognizes that student success depends on student engagement, employee development, and enhancing a collaborative environment that provides the opportunity for varying perspectives to be heard. Precisely because of its focus on student success the college provides support tools and resources so that students, faculty and staff can be successful.

3. Using Data-Informed Processes for Continuous Improvement

At Butte College every process is focused on improving the overall effectiveness and accountability of the college. These processes are data-informed, efficient, and integrated to add value to the campus and community.

4. Maximizing Resources to Support Student Learning

Butte College actively shapes its enrollment, efficiently manages its existing resources, and strategically develops external revenue sources to maximize the funding available to support student learning.

5. Modeling Sustainability

Butte College embraces sustainability by engaging students, staff and the community in dialogue and fostering sustainable practices and operations.

6. Enhancing a Culture of Inclusiveness

Butte College fosters community by actively promoting an environment that celebrates the uniqueness of each individual. The campus climate is characterized by diversity, understanding, mutual respect, and inclusiveness.
Strategic Plan Report for

Butte College

A First Choice College: Start Here, Succeed Anywhere

2013 - 2018

DRAFT: EDUCATIONAL MASTER PLANNING COMMITTEE
March 27, 2013
Background

During its 2013 Strategic Planning process, Butte College once again chose, instead of focusing on gaps, to focus on their successes as individuals, contributing to institutional success. The 2007 planning group identified five major goals for emphasis from 2007-2012. Each of these goals stretched the college both internally and externally, and results after five years are remarkable.

Collaboration thrived by creating the College Council, procedures for participatory governance, professional development and employee orientation. The resulting college climate at Butte College was commended by the 2009 Accreditation Team.

Student Success was enhanced by the implementation of a number of initiatives to include: an integrated First Year Experience program, the Basic Skills Initiative and Title III grant, accelerated basic skills, supplemental instruction, and improvements in student support programs.

A Culture of Learning prospered due to student learning outcomes, new buildings, international studies, new data tools and improved student life. The “Support for Learners” benchmark increased by 5% between 2008 and 2011 (Community College Survey of Student Engagement, CCSSE).

A College Culture of Innovation, Flexibility, Responsiveness and Accountability was enhanced through a data-informed planning, budgeting and assessment process, a Program Vitality Process, and college training opportunities.

Sustainability advanced when Butte College became “grid positive”, having the capacity to generate more than enough electricity from solar to off-set its electric bill, gaining LEED Gold certification on two new buildings, creating sustainability curricula, and implementing a ride sharing program.

With these major achievements as their tailwind, ninety some people representing every aspect of Butte College, met to identify new challenges and build on their success. First, the group identified their enhanced Positive Core, as they planned for the next five years.

A New Positive Core

Butte College sustains itself and expands its capacity to serve learners by identifying and appreciating the gifts, resources, and talents of all its people and then working together to find common ground. At the 2013 Planning Retreat, staff identified those
gifts and resources which are the core of their success. This positive core at Butte College contributes to health and vitality, as the college sets new goals for continuous improvement.

Collaboration, flourishing as a result of the five-year initiatives at Butte College, is identified as an on-going major aspect of Butte College’s Positive Core. The many efforts at bridge building and connections between students, faculty, disciplines, staff, four year schools and the community were cited as significant aspects of the “fittingness” of BC collaboration.

Dedication and Commitment characterizes Butte College as they implement their plan and focus on student success. Faculty and staff exhibit a “we care” demeanor, and the college pursues student success with tenacity, hard work, perseverance and consistency.

A Nurturing College Framework creates a warm and inviting environment that allows everyone to develop a sense of belonging and express both their compassion and their passion. Butte College faculty and staff engage with one another in a positive and optimistic manner, people are accessible to one another, and the work of the college is conducted in a culture of integrity and harmony.

Creativity is a hallmark of Butte College success. Staff and faculty have a willingness to embrace change, are innovative and adaptable, are outcomes and goal oriented, and are willing to take risks in order to achieve their goals.

**Building on the Successful Past for an Even Better Future**

Over 80 people, listed at Appendix A, gathered for two days (January 9-10, 2013), seeking ways to build on their collective success, to become even more successful as a college. Every college faculty member, support staff and administrator was invited to the two day meeting. Those who could not attend were invited to respond to a set of questions, and their responses were added to the responses of those present, via very large post-it notes. These notes were posted on the wall, along with the responses of those who were able to attend the planning session.

The following initiatives were selected by all those present after a very long dialogue. The conversation defined the meaning of each concept, and the group arrived at a consensus about their planning priorities for the next five years. Consensus was defined, not as total agreement, but as having the ability to “live with” an initiative. As Harlan Cleveland said, “Consensus is not the same as unanimous consent. Consensus means moving by “no objection” procedure: the acquiescence of those who care about the decision, protected by the apathy of those who don’t.” (2002)

Initiatives are stated as vision statements, that is, they are stated as if they are already achieved in order to help the college visualize their achievements in a concrete and
realistic manner. College staff and faculty determine that in order to achieve these initiatives, every person in the college needs to access those characteristics already identified as being a part of their Positive Core: commitment, collaboration, a nurturing framework and creativity.

Initiative 1. Enhancing a Culture of Completion and Academic Achievement

Because of its focus on student-centered learning, Butte College is the first choice for students seeking degrees, transfer, and certificates to meet their career and life goals. The college’s faculty, staff, services and schedule encourage and support students to complete their academic programs in a reasonable period of time.

- From entry, college students view themselves as active partners in the long-term success of the college and its programs.
- Students are placed appropriately, advised effectively, have educational plans or road maps, and they are prepared to succeed in college. This is achieved through student participation in a transitional program that is a guide from high school or adult life to college.
- New students are empowered to succeed at Butte College through first year experience programming, campus involvement, taking the appropriate prerequisites, and accessing support services, including advising for all students.
- Students needing developmental education begin taking these classes in their first semester and complete developmental coursework and enter a program of study as soon as possible.
- The college collaborates effectively with K-12 to set appropriate student expectations, align curriculum and prepare students for college success.
- Career and transfer pathways are clear, easy to navigate and designated to meet labor market needs, promote transfer success and provide the student with intellectual and analytical skills to effectively contribute to society.
- Every student receives effective guidance to determine educational and career goals and plans their schedule accordingly.
- College activities and programs engage second-year students with employers and the community. The college collaborates with industry, external agencies and other institutions of higher education to ensure that programs are relevant and current and meeting needs. A culminating last year experience enhances this engagement and results in students who are better able to accurately identify potential careers, are qualified in the soft skills required in the workplace, and understand project development and management.
- Responsive services, electronic resources, and frequent communication across departments, provide students with the support and direction they need to begin their studies and ultimately reach their goals.
• Automated Degree Audit and on-line educational planning tools enable each student and counselor/adviser to assess the student’s academic progress and unfulfilled degree and certificate requirements.
  • The necessary technology, both hardware and software, exists for widespread data collection so that every department is able to use it for continuous improvement, including strategic scheduling.
  • Data are used to inform decisions on which courses will be offered, where they will be offered, when and in what modality.
  • Data are also used to inform facility planning and staffing so they support strategic scheduling.
  • Classroom space is utilized to its fullest and new space is created as needed.
  • Institutional research plays a pivotal role in identifying student need and demand, as well as continuously guiding college staff to assess the resulting master schedule and its impact.
  • The college determines the appropriate number and mix of courses via distance learning and satellite campuses.
  • Prerequisites are enforced so that students are appropriately prepared for course expectations. This includes converting some recommended preparation courses to prerequisite courses and ensuring access to such prerequisites.
  • Digital literacy is addressed as a prerequisite for all appropriate courses.
  • Times and locations are coordinated so courses for specific majors are available to students.
  • The General Education program is effectively coordinated campus-wide to meet transfer and associate degree demands.
  • Faculty members make themselves available to meet schedule needs.
  • Strategic scheduling requires a Butte College investment in technology resources that support an evidenced based institution, and an investment in new ways to communicate with students.
  • Strategic scheduling encourages departments and divisions to both communicate and collaborate effectively, drawing on their Positive Core, of collaboration, commitment, nurturing and creativity, the environment at BC when everyone is at their best.
  • In order to achieve this initiative, Butte College has adapted, through entrepreneurial leadership and personal responsibility, its operational processes, its scheduling plan, and its use of data and data analysis in a culture of continuous improvement.

Initiative 2. Supporting Student, Faculty and Staff Success

Butte College recognizes that student success depends on student engagement, employee development, and enhancing a collaborative environment that provides the opportunity for varying perspectives to be heard. Precisely because of its focus on student success the college
provides support tools and resources so that students, faculty and staff can be successful.

• Just-in-time as well as regularly scheduled Professional Development Opportunities are available for all faculty and staff.
• Understanding that a willingness to communicate promotes greater individual and organizational success, small group interchanges allow for networking within the broader Butte community and promote one-on-one connections, including continuous and multi-directional communication.
• The college culture is characterized by an ethic of outstanding customer service to students and employees.
• Digital Facts and Questions (FAQ) provide timely information and assistance to students and employees.
• Employee recognition and rewards are a part of the college’s focus on success.
  • A Wellness Steering Committee designs a basic wellness education program for employees and students that includes:
    o A guide to on-campus programs, services and resources
    o On-going workshops and events related to wellness education
    o Creative ideas to encourage employees with full-time desk jobs to maintain fitness through physical activity.
    o Education to managers to encourage them to support employee fitness through physical activity.
• A wellness incentive program exists for employees, and students
• Wellness is integrated into existing first-year experience courses and programs.
• Wellness is valued in the aesthetics and functions of offices, classrooms and landscape design.
• There are maps to walking routes and trails of varying lengths around campus to encourage student and employee fitness during the day.
• Butte College is the most desirable place for employees to get a job and for students to begin their higher education.
• All the above occur while having FUN.

Initiative 3. Using Data-Informed Processes for Continuous Improvement

At Butte College every process is focused on improving the overall effectiveness and accountability of the college. These processes are data-informed, efficient, and integrated to add value to the campus and community.
• Butte College is an evidenced based institution and systematically collects data, shares, analyzes and evaluates data related to all college processes from the micro to macro level, for the purpose of increasing efficiency and maximizing student success.
• The college provides relevant data, readily available and easily accessible, for students and staff.
• Data literacy training enables every college employee to be an engaged stakeholder in process improvement.
• Integrated software packages enable and support scheduling, data collection, across-the-college-communication, and personnel management.
• As a result of college-wide process assessment and increased data availability, virtual tools are developed and enhanced, focusing on student connection, entry, progress and completion.

Initiative 4. Maximizing Resources to Support Student Learning

Butte College actively shapes its enrollment, efficiently manages its existing resources, and strategically develops external revenue sources to maximize the funding available to support student learning.

• Enrollment Management uses well-planned strategies and tactics to shape enrollment and to meet established financial goals. A systematic set of activities is designed to enable Butte College to exert more influence over student enrollments.
• Grant funding is increased for short-term, high impact projects.
• There is an increased focus on “Enterprise” Income.
• The Butte College Foundation is known within the state as a model for supporting excellence in economic stability and sustainability. This excellence is achieved through:
  • Streamlining donor processes
  • Engaging current students to foster giving back
  • Activating alumni participation
  • Awarding recognition for financial contributions
  • Aggressively pursuing all possible revenue streams
• Shifting toward economic stability requires Butte College to provide entrepreneurial leadership, a financial re-think, and possible re-organization of the foundation.
Initiative 5. Modeling Sustainability

Butte College embraces sustainability by engaging students, staff and the community in dialogue and fostering sustainable practices and operations.

- Water Conservation models environmental stewardship.
  - Drinking water filters are long-lasting and functioning as opposed to bottled water.
  - Recycled water or reused, treated wastewater is used for beneficial purposes such as agricultural and landscape irrigation.
  - Zero-scaping allows the beauty of the campus to be enhanced through native plants and eco-grasses saving tens of thousands of gallons a day.

- Education and Curriculum
  - A certificate in Water Resource Management prepares learners to understand and teach others that a safe and reliable water supply that supports residents in every city, is a major responsibility.
  - Other new certificates and degrees prepare students for environmentally vital areas.
  - Community Education workshops on Water Conservation inspire people to use gray water for lawn watering and collect rainwater for home purposes.
  - New Agricultural models are shared with students and with the community.
  - Students are able to participate in sustainability-related internships on campus.

- Students and community members are committed to reduce their carbon foodprint and the waste they generate
  - Public transportation is available for faculty/staff.
  - Paperless activity is increased.
  - Instructional materials are all online (Blackboard).
  - Online interactive tools exist for students to chart their progress.
  - Advising is online.
  - E-Portfolios are available for selected programs.
  - Textbooks are e-books or open source.
  - Operations are all electronic (business services, HR).
  - A robust website and portal is the main communication link to the Butte College community.

- Cafeteria recycling reduces waste.

- The college continues to monitor and reduce its Greenhouse Gas Emissions.

- Solar power is in place at the Skyway Center.
Initiative 6. Enhancing a Culture of Inclusiveness

Butte College fosters community by actively promoting an environment that celebrates the uniqueness of each individual. The campus climate is characterized by diversity, understanding, mutual respect, and inclusiveness.

- An active Diversity Steering Committee provides oversight and integration for the college’s program to include:
  - Student Equity
  - Diversity in Hiring
  - Education
  - Events
- There is a focus on creating a culturally safe environment that cares for all cultures and supports the best possible outcomes for all.
- At Butte College, diversity is shaped and informed by a variety of characteristics including age, ethnicity, gender, disability, language, religious beliefs, life stages, education, career responsibilities, sexual orientation, personality and marital status.
- At Butte College, diversity acknowledges differences and adapts practices to create an inclusive environment in which diverse skills, perspectives and backgrounds are valued.
- BC has a strategic hiring plan that invites all people to be high-performing with a common vision and mission for Butte College.
- Annual reports describe the increase of diverse opportunity for the workforce of BC.
- Increased recruitment and improved support results in the retention and success of students of difference.
- Programs and projects create a culture that illustrates public commitment to helping others understand the true meaning of diversity.
- A commitment to diversity requires Butte College to commit, as an institution, both financial and administrative support.

Summary and Conclusion

During the past five years, Butte College completed an ambitious and challenging strategic plan. Accomplishing the five provocative initiatives of that plan required passion, collaboration and truly transformative action. The college achieved it all. Now, not resting on their laurels, Butte College celebrates its accomplishments and moves on to the next set of difficult tasks that will stretch every individual in the college. To assist the college in achieving the new goals outlined here, Butte College will need to rely on
their current positive core: their on-going passion for collaboration, nurturing college framework, their commitment to student success, and their creativity.

This plan is not the president’s plan. This plan is created by, owned by and is implemented by every member of the college community. This plan represents common ground for internal and external college stakeholders, and especially in those areas where there are over-lapping interests, sharing the charge is of paramount importance.

Appendix A, Participant List for Strategic Planning Retreat, January 9th and January 10th, 2013

Baba Adam
Ken Albright
Sherrie Alexander
Jane Alt
Chris Armitage
Dan Barnett
Stacey Bartlett
Kenneth Bearden
Jo Anna Birdsall
Shirleigh Brannon
Juri Britts
Morgan Brynnan
Kam Bull
Casey Carlson
Luozhu Cen
Matt Cervantes
Doug Cremer
Jo Anne Cripe
Peter Dahl
David Danielson
Lisa DeLaby
Maggi Dorsett
Desiree Gonzalez
Suzanne Gripenstraw
Lyman Hagen
Steve Hall
Ruth Ann Hansen
Kathy Harvey
Kathleen Hassig
Leslie Henson
Tamsen Herrick
Eric Hoiland
Wayne Howe
Kathy Hutchinson
Les Jauron
Tracy Johnson
Sophie Konuwa
Sara Lanam
Jennifer Lasell
Christie Lee
Jack Lemley
Penny Lillie
Mark Mavis
Kathie McAfee
Kim McCall
Bill McGinnis
Wim McSpadden
Karen Micalizio
Shahroukh Mistry
Kelly Munson
Miles Peacock
Kim Perry
Andy Radler
Al Renville
Bernie Richter
Craig Rigsbee
Don Robinson
Trevor Robinson
Chuck Rough
Clinton Slaughter
John Soldate
Miya Squires
Carol Stanley-Hall
Marilyn Stein
Carolyn Stephen
Dave Stephens
Andy Suleski
Levi Tamagni
Chiraporn Tatum
Gail Terhorst
Nani Teves
Christie Trolinger
Tami Vanskike
Suzanne Wakim
Teresa Ward
Dave Welton
Sean Worthington
Tony Wren
Samia Yaqub
Linda Zorn
Yvette Zuniga

Butte College Planning Process

Institutional Bedrock (Five yr cycle)
- Mission
- Values
- Vision
- Community Input
- Institutional Assessments (annual)

Strategic Initiatives (Refine Spring 2013) (Five yr cycle)
- Appreciative Inquiry
- Descriptors for each initiative
  Formatted as five year Institutional Outcomes

Educational Master Plan (Refine Spring 2013 - Fall 2014) (Five yr cycle)
- Strategic Initiatives
- Strategic Direction 2013-2014
  Implementation strategy for the strategic initiatives that focuses the institution, programs and services on student learning (updated annually)
- Component of annual Planning, Budget, and Assessment (PBA) process
- Aligns unit plans with college strategy
- Guidance for the development of supporting plans (Fall 2013)

Supporting Plans (Developed 2013-2014) Updated annually
- Facilities Master Plan
- Technology Master Plan
- Human Resource Development and EEO Plan
- Student Equity Plan
- Foundation Strategic Plan
- Outcomes Assessment Plan
- Perkins Plan

Program Review
- Academic (Six yr Cycle)
- Student Services (Six yr Cycle)
- Administrative (Three yr cycle)
  - Reviews status of each program
  - Defines future development and assessment strategy for each program

Unit Plans (developed annually)
- Component of annual PBA process
- Align resource requests with budget
- Updates program future development strategy as defined through program review
- Aligns results of assessment processes with budget (SLOs, PLOs, AUOs)

Refined Nov 28, 2012
Planning Way Ahead
Jan 29, 2013, Updated March 4, 2013

Background:

- Strategic Initiatives define where we want to be in five years
- 2014-2015 Strategic Direction will provide current implementation strategies for the initiatives along with areas of focus for the year
- Educational Master Planning Committee develops the 2014-2015 Strategic Direction
- Educational Master Plan provides the focus for a variety of other plans (Facilities Master Plan, Technology Master Plan, Student Equity Plan, Foundation Strategic Plan, Human Resources/Equal Employment Plan, and Perkins Plan)

Process and Timeline

- Finalize Strategic Initiatives
  - Update to Strategic Planning Workshop Participants (done)
  - Consultant develops draft initiatives (Done)
  - Planning and Budget Committee reviews and approves process for approving initiatives (Done)
  - Strategic Planning Retreat participants review draft initiatives for accuracy (Done)
  - Educational Master Planning Committee reviews draft initiatives with feedback from Strategic Planning Retreat participants (In Process – March 27th)
  - Planning and Budget Committee approves draft initiatives (April 9th)
  - Draft initiatives shared with campus, reviewed and approved by constituent groups (April)
  - Board approves draft initiatives (May 22nd)
- Review Values/Mission
  - Planning and Budget Committee reviews values and mission to ensure alignment of between these and the draft initiatives. At Strategic Planning Retreat there was consensus that the mission statement was sufficient but that the values and initiatives need to be better aligned. (Done)
  - Any changes to the values are shared with the campus and reviewed/approved along with the initiatives (None – so Done)
- Refine Vision
  - College Council discusses vision in April to provide ideas to the Board
  - Board will develop a new vision at its Summer Retreat
- Develop 2014-2015 Strategic Direction.
  - Functional area representatives (Facilities, Technology, Student Equity, Foundation, Human Resources/Equal Employment Opportunity, Perkins) provide trends and five year areas of focus for areas to Educational Master Planning Committee (February/March)
  - Small group (One rep each from Academic Senate, Department Chairs, Deans, Classified Staff, Student Services Manager, and Administration) develops a “strawman” for the 2014-2015 Strategic Direction. (Summer 2013)
- Educational Master Planning Committee refines and finalizes the “strawman” 2014-2015 Strategic Direction (September/October 2013)
- 2014-2015 Strategic Direction is reviewed and approved through the governance process (November 2013)

- Develop Educational Master Plan
  - Educational Master Planning Committee develops the draft Educational Master Plan (September – December 2013)
  - Educational Master Plan is reviewed and approved through the governance process (February/March 2014)

- Develop Functional Area Plans
  - Committees begin work on formed to develop supporting plans (Fall 2013)
    - Facilities Master Plan (Facilities Master Planning Committee)
    - Technology Master Plan (Technology Council)
    - Student Equity Plan (Student Equity Committee)
    - Human Resources/Equal Employment Opportunity (EEO) Plan (EEO Committee)
    - Foundation Strategic Plan (Foundation Board)
    - Perkins Plan (Perkins Committee)
  - Committees develop draft supporting plans (Fall 2013/Spring 2014)
  - Educational Master Planning Committee reviews draft supporting plans (Spring 2014)
  - Committees finalize draft supporting plans (Fall 2014)
  - Supporting plans are reviewed and approved through the governance process (Fall 2014)