



Butte College

Title III Strengthening Institutions Project

**BUILDING UNIVERSITY TRANSFER AND TEACHING EXCELLENCE
(BUTTE)**

Annual Evaluation Report: Year One

Prepared by:

Higher Education Resource Development

Table of Contents

I. Introduction (Project Overview).....	3
II. Scope of Year One Evaluation	6
III. Evaluation Methodology.....	15
IV. Recommendations and Conclusions.....	17
V. Appendices.....	23

I. Introduction (Project Overview)

The purpose of this Annual Evaluation Report is to examine the effectiveness of the Butte College Title III Strengthening Institutions project – Building University Transfer and Teaching Excellence (BUTTE) – in achieving its stated objectives and to assess the level of progress made toward addressing the selected problems and goals of academic quality, institutional management, and fiscal stability that were identified in the Comprehensive Development Plan (CDP) completed as part of the grant proposal.

The external evaluation was conducted by Higher Education Resource Development, with Ms. Adrienne Herd and Dr. Janice Chavez serving as the External Evaluators for the BUTTE Title III project. Ms. Herd is the Principal of Higher Education Resource Development, a professional services firm responsible for over \$25 million in resource development, project management, and the evaluation of federal, state and local educational projects. She is a member of the American Evaluation Association (AEA) and candidate (ABD) for the doctorate in Educational Leadership at Mills College in Oakland. Her associate, Dr. Janice Chavez, has a PhD in Education and is currently the Executive Director of Education Programs at Santa Clara University. She has held a range of university leadership positions, including Provost, Dean of Graduate Studies and Research, Director of Grants and Contracts, Program Coordinator of Special Education and has worked as a university professor and administrator for over 27 years.

Project Description

The Butte College (BC) Title III project consists of one activity **Building University Transfer & Teaching Excellence (BUTTE)** with three integrated components, designed to

achieve USDE Title III, Part A program goals resulting in increased student success, institutional management and fiscal stability. The net result of the project implementation will be increased student success in developmental and basic skills proficiency, steady increases in enrollment, transfer, and persistence to promote BC's self-sufficiency and fiscal stability.

The BC Title III Project identified five goals:

1. Increase the number of students who persist from fall to fall,
2. Increase the number of students who use campus online tools for career and educational planning,
3. Improve success rates in key basic skills and first-semester courses for degree seeking (transfer or associate degree) students,
4. Integrate updated technology with web-based student information components to improve academic success and retention, and
5. Obtain financial stability by increasing the current FTE base at BC.

The goals are to be achieved through the three components of BUTTE described below:

Component One: (Academic Foundations for Success) is a comprehensive offering of a range of academic support and instruction for students, including Native American students, who require significant study and guided practice outside of class to strengthen their college readiness skills. It includes elements of Learning Communities, Supplemental Instruction, Case Management, and Mentoring models which will become the foundation for a comprehensive program providing BC students with a research-based best practices approach to integrated learning for increased retention and enrollment.

Component Two: (Faculty Development for Transfer and Teaching Excellence)

involves ongoing training for faculty groups on teaching effectiveness, instructional technology, case management, and sustainability integration.

Component Three: (Leveraging Technology for Student Success) involves implementing processes for online registration, assessment, educational planning and creating a thin client Math lab facility, and supplying the facility with computers licensed for mathematics software.

After an extensive pre-planning period, Butte College (BC) officially began its Title III project in October of 2008. The overall purpose of the project is to transform the way BC facilitates student retention through the implementation of an integrated and comprehensive plan focused on the use of technology and intensive academic support. By integrating student services using web-based portal technology and combining that with a revamp of the academic support provided to students, this Title III activity offers a multifaceted approach to the problems which continue to affect BC's ability to fulfill its' mission. The project activities will culminate in the institutionalization of a suite of online tools for students, faculty, and staff that offer a solution to the day-to-day obstacles inherent in the weaknesses and problems discussed in the Comprehensive Development Plan, such as low completion rates for basic skills and ESL classes, poor retention and persistence, and difficult access to information, lack of individualized educational planning, marginal early-warning and intervention systems, poor academic success support, preparing students for sustainability careers, and an overall cohesive support system for students. The Title III activity objectives have been carefully designed to use BC's strengths to overcome weaknesses identified in the CDP, and are expressed in measurable

improvements related to student success. Based on evidence provided and the evaluators' observations during Year One, BC is making steady progress in strengthening its infrastructure to achieve these objectives. The evidence also suggests that BC will likely accelerate and ultimately reach the institutional objectives earlier than the projected five year timeline.

II. Scope of Year One Project Evaluation

The BUTTE Title III evaluation plan was designed to enable the project team to assess "what works" and gauge institutional performance on achieving project goals and objectives in Year One of the Title III grant. Thirteen measurable objectives were identified to achieve the five project goals over the five-year project period, ten of which were to be implemented in Year One. A multi-pronged, integrated implementation strategy consisting of eleven tasks, documented in a timetable indicating the staffing and organizational processes that would be deployed to achieve Year One objectives was identified.

This evaluation will identify, to the extent possible, the effect of selected program activities on expanding student services, addressing faculty development needs, technology deployment and integration to support a significant and sustained increase in Butte College student enrollment, persistence, and retention through the use of both formative and summative evaluation methodology.

The Year One **formative** evaluation processes properly allowed for the adjustment of the project's objectives, timelines, and/or reallocation of resources based on internal preliminary evaluation results. Details on the formative evaluation processes deployed and examples are discussed in the methodology and recommendations sections.

Summative (outcomes-based) evaluation data results contained in this report are derived from an analysis of data collected at the end of the grant year, and focus on institutional performance and accomplishments toward specific goals and objectives the Title III project and the USDE Title III, Part A, GPRA goals and objectives for the Final Five-Year Performance Report.

The evaluation findings and recommendations in this report will assist in the development of the improved capacity of Butte College to regularly assess “what is working” in the areas of student services, faculty development, and technology integration, as well as document the effectiveness of the programs’ activities and efforts to date.

Included in this report is a methodology section which includes a description of the data elements utilized, collection procedures, and the data analysis process, use of controls and processes, and an evaluation of the implementation strategies deployed. The summative results of the evaluation activities are summarized in concluding recommendations which precede appendices with related artifacts.

III. Evaluation Methodology

Data Elements and Collection Procedures:

Formative evaluation data was collected by the evaluators during three campus visits in Year One. Prior to the campus visit of October 2008, the evaluators participated in the project orientation and initialization processes and reviewed the College’s overall five-year project plan. Following this review, they outlined the evaluation criteria specified for the project for the first year of implementation as indicated through project objectives and anticipated results. These criteria have been incorporated into the evaluation report for use as benchmarks against which to measure the progress of the project to date.

While on campus for the initial evaluation visit, Ms. Herd and Dr. Chavez conducted a series of structured interviews to ascertain the pre-award progress that had occurred related to the elements of the Title III activities under development. During these discussions, they met with Dr. Ken Meier, Vice President of Student Learning and Title III Administrator, Samia Yaqub, Title III Director, and Miya Squires, Title III Activity Coordinator, regarding the overall project organization, management, and development. Thereafter, they met with key faculty and staff to be involved in the project, members of the Title III Oversight Committee, and Butte College President Diana Van Der Ploeg.

The Project Coordinator, Ms. Squires, had primary responsibility for ongoing data collection during Year One with the assistance of the grant Administrator, Ms. Masingale. Data was collected throughout the project year, some of which was assembled for site visits and or was made available electronically. Over the course of the project year, the evaluators regularly visited the Title III project website maintained by project staff to monitor progress and review reports on the grant activities. During site visits and telephone conferences with the project team, the evaluators and project staff discussed and determined response to the questions below in response to changes and new developments related to the project; "What information and data will be collected? Who will collect the data? How will the data be collected? When or how often will the data be collected? And how will the data would be analyzed?"

As indicated in the proposed evaluation plan, both quantitative and qualitative data was collected and recorded by the Institutional Researcher, Project Coordinator and leaders of the three Title III Activity Components. Quantitative data including the number of students retained from semester to semester and year to year or completing degree,

certificate programs, and transfer objectives was collected and reported to the California Community College Chancellor's Office. Data was measured against baseline data collected for 2007-08 prior to the start of the project. Outcome data on control, treatment and comparison groups was collected informally during Year One.

An abundance of qualitative data was collected from multiple sources including through online and paper surveys, results of interviews with students, faculty, staff, and administrators, meeting minutes, conference reports, focus group results, faculty and course evaluation reports, and information collected during evaluator site visits. The external evaluation team assisted in the design of surveys and made recommendations throughout the year. Pre- and post surveys were developed, administered and analyzed for target groups participating in selected Title III funded activities (Learning Communities, Supplemental Instruction, etc.).

Specific data collected and made available for the independent evaluation included:

Learning Communities (LC):

1. Student Learning Outcomes assessment data.
2. Conference reports from participants in the national conference in year one.
3. Institutional Research Student Success data.
4. Minutes from Steering Committee meetings.

On Course:

1. Workshop attendance and feedback for faculty sessions, staff/management session, student sessions.
2. Faculty workshop feedback in zoomerang surveys.
3. Evaluative feedback from student sessions in hard copy.
4. Anecdotal feedback from critical skills students in CAS.
5. Reports from faculty in the cohort who implemented strategies for a stipend.
6. Tutor training attendance at OC sessions and feedback in zoomerang survey.
7. Feedback from summer bridge students in zoomerang survey.
8. Steering Committee agendas and notes.

Supplemental Instruction:

1. Training attendance and feedback in zoomerang.
2. Number of courses, instructors supported in year one.
3. Grades and course completion of participating courses in year one.
4. Survey feedback (hard copy) from students in courses supported by SI.
5. Student attendance at SI sessions.

MyBC Portal:

1. Reports on training in MyBC.
2. Attendance and evaluation surveys from student workshops (hard copy).
3. Total usage numbers for year one: employees and students.

Planning for Pathways to Success:

1. Focus group data.

First Year Experience:

1. On Course/EDUC 100 course outline.
2. Reports from meetings to collaborate on On Course, student success, and FYE.

Professional Development:

1. Reports from folks who we sent to conferences and trainings.

General Title III /Student Success data:

1. Title III Web Page.
2. Minutes/Agendas online.
3. Campus training/information documents and attendance rosters.

Data Analysis Procedures:

Feedback from the activities was provided to assist project staff in determining the impact of specific interventions on the attainment of project goals and objectives which was discussed with the evaluators during site visits. Additional data was reviewed from both the six-month Interim and Annual Project Reports (APR) prepared by project staff and

submitted to the U. S. Department of Education, and reports submitted to the California Community College Chancellor's Office.

The discussions for the summative evaluation visit focused on the achievements of the prior year, resolution of issues that arose and were pending, and plans for the second year implementation. Key questions addressed the extent to which objectives were met, the effectiveness of the related implementations strategies, and evidence of institutional impact. Throughout the evaluation, participants described their involvement, accomplishments, and enthusiasm for the project. As part of the review, Ms. Herd and Dr. Chavez shared their perceptions of project implementation with the Title III Administrator, the Director, the Activity Coordinator, and other BC administrators and faculty, noting both commendations on the first year of work and recommendations for the future.

Evaluation of Implementation Strategies:

As indicated in the project proposal, the Title III Coordinator, along with the members of the Title III Advisory Committee, assessed progress towards the completion of each implementation strategy on a regular basis. Modifications were made to ensure that implementation strategies were successfully completed within the stated timeframe where feasible. In situations where modifications were necessitated due to circumstances that were beyond the control of the campus or project staff, activities were rescheduled for implementation as appropriate. The overall evaluation of the implementation strategies for Year One is structured around five areas outlined below as indicated in the project evaluation plan:

Year One Implementation Strategy Evaluation	
Results: Were the scheduled tasks related to an implementation strategy completed to the satisfaction of the project team, students, advisors, faculty and/or staff?	Analysis of data collected indicated that generally the progress of implementation strategy tasks exceeded satisfaction of stakeholders. In instances where modifications became necessary it was generally understood that the modifications were due to external factors beyond the control of project staff.
Methodology: Were the techniques used to achieve the tasks appropriate and carried out as planned? What changes need to be made in the future?	Data analysis indicated that techniques used were appropriate and tasks were carried out as planned. It was noted that certain components could have maximized results with additional funding to provide more resources and staffing. As the benefits of Title III activities is more widely disseminated on campus the project would benefit from leveraging of additional campus resources made available from savings due to increased efficiencies and streamlining of institutional processes.
Participants: Were responsibilities clearly defined and were those assigned to carry out specific tasks completing their duties?	An analysis of data collected revealed that responsibilities for implementation tasks were clearly defined and persons responsible completed their duties. The intensity of the effort to start up and staff activities limited the time for more substantive evaluation activities and coordination between campus departments.
Timeframe: Were the tasks completed in a timely manner during the course of the academic term, and is the timeline realistic?	The majority of the project tasks that were able to be implemented were completed in a timely manner. This was due to the unwavering commitment to implement key activities during year one and dedication to the success of the project by BC Title III staff. In hindsight the Year One timeline would have been better served with adjustments given the need for staff to support the timeline for the regular academic term along with the start up and implementation of new T3 activities.
Contribution: To what extend has the completion of the Year One tasks accomplished made a contribution toward the project's overall goals and objectives?	Based on an analysis of data collected the tasks completed in Year One have contributed substantially to the project's overall goals and objectives. The quality of the project and staff have inspired confidence and support across the campus and created an expectation of the capacity of BC to overcome challenges and implement significant innovations to improve student persistence, institutional management, and fiscal stability.

Program Implementation Strategies and Measures: Year One

BC's Title III implementation strategy provides for efficient and comprehensive implementation of activities and strategies that directly relate to the problems of retention and student success addressed in the Title III CDP. Campus efforts are focusing on the areas most affecting students: the classroom and student services; and areas which have an

Measure(s): Provide training/support for Instruction and Student Services, use of campus portal for data collection, and ongoing staff development for Basic Skills faculty.

Measure accomplished: 100% - Project implemented.

The On Course program currently offered on the Butte College campus is accessible and applicable to all academic disciplines and student services, and was coordinated by Dr. Cara Gubbins, Learning Resource Specialist. Trainings are offered at all levels: as Critical Skills Workshops for students, as part of tutor training, for staff and management groups, and for faculty campus-wide. Planned future activities include a one-unit On Course class that will be linked to skills-building and content courses in learning communities.

Implementation Task 5: Complete implementation of the web-based portal to provide integrated communications management to support student success.

Measure(s): Develop protocols for mandatory student email, customized document management, student notifications and alerts.

Measure accomplished: 100% - Student portal implemented; mandatory student email system and other communications management protocols active and in place.

In addition to accomplishing a significant implementation objective, the implementation of the web-based portal (MyBC Portal) has led to several positive unexpected outcomes that will support the campus' ability to fulfill the goals of the Title III legislation in future years. According to Samia Yaqub, Title III Project Director, the web-based portal has "improved the efficiency of campus student service operations while reducing campus costs," and

represents an example of green technology that “supports the campus mission of sustainability.”

A second positive outcome of the web-based portal implementation and integration is that “it provides [the campus leadership and administration staff] an opportunity to examine more closely the manner in which comprehensive technical support is made available to students, in order to create more cohesive solution recommendations.”

Implementation Task 6: **Offer the following Student Success activities: Learning Communities (LC), Pathways to Success (PS), Supplemental Instruction (SI), Freshman Year Experience (FYE), Native American Early College High School (NAECHS), and UC Transfer Club (UCTC).**

Measure(s): Initiate design process for new components; coordinate implementation; link basic skills courses with content-area courses, conduct student forums, develop Web page; provide faculty training.

Measure accomplished: 60% - Design process initiated; implementation coordination complete; Learning Communities (LC) and Supplemental Instruction (SI) activities offered.

The Student Success activity implementation initiative began with a robust start just prior to the first year of the grant in 2007-2008. This activity strand of the Academic Foundations for Success Component built upon the initial campus actions that preceded it; a Student Success Committee was convened, a Basic Skills Initiative Action Plan developed, course design project leads/teams appointed, and two Student Success activities were offered.

The Student Success Committee holds monthly meetings and as part of the Basic Skills Initiative Action Plan the SS Committee appoints course design project leads or

teams to initiate the design process for new course components and coordinate course implementation. The Student Success activity design project leads/teams are as follows:

Project	Lead or Team
Learning Communities	Molly Emmons
Skills-Building Math Lab	Wayne Howe Juliet Hauser Mark Mavis David Danielson
Supplemental Instruction On Course	April Hennessy Cara Gubbins
First Year Experience	Peggy Jennings-Severe Jo Ann Cripe Molly Emmons Karen McIntyre
“Pathways to Success”	Miya Squires Kenneth Bearden Jay Goldberg Eric Hoiland Rob Holt Angela Kraemer (mentoring piece)
Native American Early College High School	Linda Zorn Juri Britts Miya Squires
Web-based Portal	Andy Miller
Sustainability (specific to Basic Skills)	Mimi Riley Jon Stallman
Faculty Development	Carol Stanley-Hall Miya Squires
Computer-Based Student Assessment	Eric Hoiland Joe Little
Student Learning Outcomes Assessment	Miya Squires Kenneth Bearden Samia Yaqub
Datatel Degree Audit	Andy Miller Joe Little Steve Baroni
Retention Alert, online Early Alert	Andy Miller Susan Carey Steve Hammond
UC Transfer Club	Tracy Johnson Ray Rodriguez John Soldate

The two Student Success activities in the Foundations for Success Component implemented during the 2008-2009 year are Learning Communities (LC) and Supplemental Instruction (SI). In the Learning Communities, faculty members are paired together, under the leadership of English instructor Molly Emmons, to provide linked courses that support student cohorts. A three-way link, piloted in Spring 2009, led a cohort of students through a College and Life Success course (CSL 20) along with reading and writing courses. Faculty members work together outside of class to link assignments and adapt courses to best blend content and skills development.

Supplemental Instruction (SI) is a peer-supported learning assistance program in which a student who has successfully completed a course is hired and trained to be an SI Leader to support student learning in that course. Under the supervision of Learning Resource Specialist April Hennessy, SI Leaders attend class regularly, acting as model students, then schedule and lead study sessions outside of class to support students' development of successful study habits and interdependence. Supplemental Instruction has been shown to support student success in historically challenging courses and is also being incorporated into some basic skills course and learning communities.

Other Student Success activities for this component that are part of the 2008-2009 program implementation plan and are currently in the project planning/development phases are:

- Electronic Case Management
- Electronic Degree Audit
- "Pathways to Success"(PS): Mentoring Piece Initiation and Implementation

- First Year Experience (FYE): Development of EDUC 100 course for first-year freshman.
- Mathematics Skills-Building Computer Lab
- Native American Early College High School (NAECHS)
- UC Transfer Club (UCTC)

The successful implementation of the Student Success activities for this component in the inaugural year of the project is encouraging, despite some challenges. One specific challenge experienced was with the Native American Early College High School (NAECHS) project; a collaborative effort with local tribal education leaders and K-12 institutions that was slated for implementation during the 2008-2009 year, NAECHS is still in the planning stages – pending the clarification of Butte College’s role in the project.

Another challenge related to the Student Success initiatives and experienced during the 2008-2009 year was with the Math Lab project. This project requires collaboration among math faculty, technology support staff and management, and facilities. At present, the server has been purchased and configured, and math faculty have visited several successful math labs at community colleges in the state to research how to best facilitate this resource. A challenge is the location for the math lab, which has not been established and will likely require district funding to create. The Title III Implementation Team has indicated that in Year Two, discussion will center around finalizing location and software decisions so this project can move forward as soon as logistically possible.

Implementation Task 7: Start implementation of the Computer-based Student Assessment Program (Phase One).

Measure: Purchase, install, and test software.

Measure accomplished: 100% - All components necessary for the implementation of the computer-based assessment system were purchased and installed.

Implementation activities planned for Year Two include developing workflow processes and a pilot of the on-line assessment protocol.

Implementation Task 9: Implement electronic Case Management System (Phase One).

Measure(s): Dialogue with Student Services and instructional programs to determine requirements for Case Management System; develop requirements for the Case Management system.

Measure accomplished: 100% - Requirements for the Case Management System developed.

The electronic Case Management system will allow academic counseling staff to identify at-risk students for the purpose of providing additional academic support to help students succeed, as well as scheduling class sections that meet student needs.

Implementation Task 11: Formative and Summative Evaluation activities to enhance project implementation and allow for midcourse corrections and required periodic reports.

Measure(s): Performance indicators measured for progress towards goals. Collaboration and consensus building on needed project modifications; reports submitted – programs operate more effectively student success increases

Measure accomplished: 100% - Formative evaluation activities conducted to enhance implementation, allow for corrections based on unanticipated events, and preparation of required periodic reports.

Implementation Task (Bonus): Endowment Match

Measure(s): Match Title III Foundation endowment budgeted in year one.

Measure accomplished: 100% - Foundation Director reports that \$6,879 was raised matching funds for the \$5,000 endowment in year one.

Independent Evaluation: Controls and Processes

The BC Title III evaluation plan indicated that the project evaluation would include the use of controls and processes that will provide information to perform an independent evaluation. These controls and processes were conducted informally and disseminated internally. During Year 2 the process will be formalized and results published.

Student Related Outcomes:

- Compare achievement of students using Title III funded intervention with students using other interventions (participation in course, no intervention)
- Compare students in learning communities with a control group in retention, persistence & graduation
- Compare students completing the First-Year Experience with a control group in retention, persistence and graduation

Faculty-Related Outcomes

- Compare student achievement of faculty using On-Course with faculty not using On-Course.
- Compare faculty skills who have attended technology workshops with those who have not
- Compare course evaluations of faculty who have attended On-Course workshops with those who have not

Recommendations and Conclusions

The BUTTE project has completed its first year of its implementation. The Project Director and Project Coordinator have provided a variety of data (focus group summary, meeting minutes, anecdotal data, faculty reports, attendance sheets, evaluation feedback, surveys, annual report, course syllabi, flyers, etc.) to assess the effectiveness of the project objectives and activities. Rather than reiterate information in the Annual Performance Report (APR), this Evaluation Report offers recommendations to assist the Project Team to implement and meet the Project Goals and Objectives.

From the data provided and from interviews of Project Staff, the BUTTE project has had a dramatic positive affect on the campus community, which includes students, faculty, staff, and administration from Butte College. A final meeting of the Title III: Student Success Committee, (which included members of the Title III Advisory Committee) comprised of students, faculty, staff and administrators who served from one semester to two years was held on November 20, 2009. The committee meeting requested that members provide feedback on what was the best/most effective change they saw as a result of the committees' work. The responses were substantiated by outcomes data on the Title III project objectives and project activities. The responses as a whole indicated a dramatic "cultural" change in the entire campus. In general, in one year's time, the campus had changed its way of "doing business." The committee spoke about the use of projects and programs now being more goal-oriented and focused, tracking student outcomes, and using research-based strategies. Comments by committee members also spoke about how Title III and related projects have brought departments closer, to work together, allowing for a shared and clearly defined vision, and dialog about student success. The committee

noted those activities which had shown the most success with students and faculty and were proud to be involved in them, i.e., Learning Communities, First-Year Experience, On-Course, Passport to Success, basic skills improvement. The impact of a campus wide awareness of issues, increase in collaboration, responsibility for student success, and accountability for student improvement are the most significant contributions the Title III Project has made during Year One.

The Title III activities that have shown the most significant results include:

1. **Supplemental Instruction (Peer Facilitated Student Study Sessions)** provided several levels of implementation. Students were trained in SI and then served as peer facilitators for specific courses. A survey was administered to peer facilitators who were trained in SI strategies prior to the fall 2009 semester. In general, 96% of the facilitators (some returning facilitators) were very satisfied or satisfied with their training.

In Year 2, it is recommended that a focus group comprised of SI peer facilitators be held to identify what challenges they faced with students they tutored and what additional workshops would further assist them in addressing these challenges. Also in year 2, it is recommended that a separate focus group be held comprised of a sample of study group recipients (students) to determine how their experience has helped them in their respective courses and how their tutorial experience could be improved. In addition, in Year 2 a comparison of course grades obtained by the 900 SI intervention students and a matched sample of course grades of non-SI students be analyzed to determine if any differences exist between the two groups. A short questionnaire comprised of not more than four questions, such as "Did the session help you better understand the material presented in class?; Did the facilitator answer your questions?; Would you use this SI strategy in other courses?; Would you recommend this facilitator/SI to other students?" could be administered to students following each study session to provide immediate feedback to the facilitator and the program.

2. **Supplemental Instruction (Faculty Component)** has shown a dramatic increase in the number of interest and courses that are utilizing SI. In the spring of 2009,

three faculty included SI within their course. The following semester (Fall 2009) this number increased to ten faculty/courses. It is projected that 13 faculty will be implementing SI in their courses in spring 2010.

With this unexpected growth and interest among the faculty to implement SI training and the limitations on the Title III budget, several recommendations should be considered for Year 2: *(1) Student outcome data (focus groups, control/intervention group comparisons and course grade results-see #1 above) should be gathered/analyzed to determine if the SI activities are effective in improving student performance and program effectiveness; (2) The Faculty Lead for the SI project could receive compensation or other incentives for the amount of time she is spending on training of tutors and faculty to implement SI. This may be done by releasing her from some of her course obligations or providing her with additional compensation or staff assistance funded either with federal or non-federal funds; (3) If the aforementioned criterion are met, consider redistributing additional Title III funds in order to adequately fund this successful activity.*

3. The **On-Course** faculty training, support, and implementation have grown tremendously in Year One. The campus, for the most part, has embraced these strategies and has implemented them in their work with students. The On-Course model adaptations have been used successfully in the Learning Communities. A number of workshops have been offered to faculty, staff/management, and students either as a 2-hour, one-day, three-day workshop for faculty, staff or administrators, or as a one-unit credit course for students. A total of 17 faculty in Year 1 have implemented three different On-Course strategies in their classroom and in a variety of disciplines. Data for Year 1, has shown that an increase of 49 faculty and 50 basic skills faculty have participated in professional development workshops for On-Course.

For Year 2, it is recommended that: (1) Data previously collected in Year 1 from On-Course participants should be analyzed in Year 2 and data gathering and analysis should be continued in Year 2; (2) Control and Intervention Groups should be compared to determine if students enrolled in On-Course classes and students in non-

On-Courses classes are showing differences in their final course grades; (3) A focus group of students enrolled in On-Course classes should be interviewed to identify what they found beneficial in the On-Course class(es); (4) Upon completion of each On-Course class, students should be administered a short questionnaire (standardized across all On-Course classes) as to what they found most beneficial about the course.

4. **The Native American Early College High School (ECHS)**

For Year 2, it is recommended that discussions be continued to determine how this activity strand can be implemented in a manner approved by the Project Officer.

5. The **MyBC Portal** has shown tremendous positive affects, as well as challenges throughout the campus community. Although Title III has made it possible to fund this and other technology-related activities, expanding the staff and equipment infrastructure and technical support for these and other activities, such as, **Degree-Audit, Math Lab, Retention Alert, etc.** should remain within the scope of the Title III project. Beyond this scope, any additional resources must be supplemented outside of the Title III funds. In regard to data gathering and project funding, it is critical to stay within the project objectives.

In conclusion, the first year of the project has seen a number of successes and positive changes. The impact of technology, through the MyBC Portal has brought the campus into the 21st century and these benefits have been evident in the last year and the years to come. The campus has also seen a heightened interest on student success, enhanced communication among programs, and a focus on outcomes based decision making. Although were challenges during Year One, these can be expected when implementing a major, campus-wide, cross-cutting initiative as comprehensive as the Title III BUTTE project. However, the project leadership, staff and administrators adapted well to these “growing pains,” making adjustments and modifications, maintaining momentum and

enthusiasm for the project. There efforts are worthy of commendation and the highest praise for the accomplishments and results produced. With the collaborative spirit that exists within the Title III leadership team and the support of the Butte College faculty and administration, the BUTTE project will continue to reap benefits for the students, faculty and staff. This concludes the Year One Evaluation Report.

Appendix A.

References

1. Brochure: Butte College Presents A Regional Conference Focused on Student Success. "Across the Campus: Helping Students Succeed in Community College, March 5-6, 2010.
2. Butte College: 2009 Annual Performance Report
3. Information Packet: Butte College Mentoring Program
4. Center for Academic Success-Critical Skills Workshop Attendance Sheets
5. <http://mybc.butte.edu/departments/StudentSuccessProjects/Shared%20Documents/Forms/AllItems.aspx>: Includes number of employees and students who have used MyBC, Title III reports by Andy Miller, IT Systems Director, Butte College.
6. Minutes and Agendas for Title III Student Success Meeting, Overview of Projects, Campus Trainings and Information on Title III web page.
7. Workshop Handout: "Optimizing Your Mentor Role: Communication Strategies."
8. FYE Gathering, January 21, 2010: "The Cripe Orchard" Agenda
9. First On-Course Class: EDUC 100-On-Course for Student Success Course Outline. First Year Experience Student Success Course gives students insight into an experience with tools and skills critical for college-level academic success. Basic Skills introduction.
10. Pilot Mentoring Project Spring 2101 group. Faculty participants for LEAD 217 class. Pathways to Success.
11. Email to Committee working on Math Lab Project: Math Lab Meeting Recap, Dec. 17, 2009
12. Feedback from Student Success Projects Breakout Session, January 20, 2010. 11 Faculty Respondents. "What do you know about the Student Success Projects?" "What would you like to know?"
13. Feedback from final Fall 2009 Student Success Committee Meeting, Nov. 20, 2009. 13 Faculty/Staff Respondents. "What's the best/most effective change you've seen as a result of the committee's work?"
14. On Course Events at Butte College 2009-2010. List of eight faculty/staff workshops
15. Zoomerang Tutor Training Final Fall 2009 Results Overview. Tutor respondents for Supplemental Instruction trainings
16. Summary of 17 On-Course (OC) Faculty reporting on the implementation of three different OC strategies.
17. Butte College 2009-2010 Balanced Scorecard, December 2009. Trend analysis for student progress and success, transfer preparation, workforce development, developmental skills, outreach and access, resourcing and efficiency, sustainability, faculty and staff development.
18. Zoomerang Faculty On-Course Workshop Fall 2009 Results Overview. Faculty's evaluation of workshop.
19. Title II & Basic Skills Initiative, January 20, 2010: Implementation Team, Year One Projects, Fast Facts, title III Oversight Committee, Student Success Projects Web Site.

20. Student Success Project Website: <http://www.butte.edu/SSProjects/>
21. Focus Group Report for the Butte College Student Success project, Julie Withers, January 2010. Summary of seven student focus groups (total: 148 students) in three classes at Butte College's main campus and four classes at Butte College Chico Center. Each group was asked seven open ended questions.
22. Critical Skills Study Hour-Homework Assignment completed by a student taking the course in Fall 2009. Sample questions for: On-Course: Create Your Own Success; Achieving Goals and Dreams; Let's Get Organized; Interdependence/Working Well with Others; Be Wise Learn From Every Experience; Emotional Intelligence (Don't Worry-Be Happy).
23. Flyer on EDUC 100 (1 unit) Spring 2010. On Course for Student Success (lists 10 reasons to take this class).

Appendix B.

BUTTE Title III Performance Objectives-Survey and/or Focus Group Questions

The following questions under the programmatic performance objectives may be used in a survey (on-line or paper) or in a focus group format composed of target audience groups.

1. Increase faculty and students using portal

- a. Target audience: faculty and students
 - i. How were you trained on how to use the college portal?
 - ii. When did you begin using the college portal?
 - iii. How often do you use the college portal?
 1. frequently; occasionally; seldom; never
 - iv. For what purposes do you use the college portal?

2. On-course professional development

- a. Target audience: faculty
 - i. What on-course workshops or activities have you attended and when?
 - ii. What courses do you teach?
 - iii. What have you learned about On-Course that you have or will incorporate into your course instruction?
 - iv. Has On-Course made your course instruction more effective? **Give examples.**

3. Basic skills

- a. Target audience: students
 - i. What basic skills courses are you taking or have taken?
 - ii. What basic skills courses have helped you the most in improving your skills and why?
 - iii. What basic skills courses were less helpful in improving your skills and why?
 - iv. What advice would you give your basic skills instructors in order to maximize student learning or help you learn best?

4. Learning communities

- a. Target audience: students
 - i. How were you placed in a learning community?
 - ii. To what learning community were you assigned?
 - iii. How has your learning community benefited or not benefited you?
 - iv. What advice would you give to your learning community instructors in order to maximize your learning experience?

5. Basic Skills Faculty Development

- a. Target audience: faculty
 - i. What basic skills workshops or activities have you attended and when?
 - ii. What basic skills courses do you teach?
 - iii. What have you learned in your basic skills training that you have or will incorporate into your course instruction?

- iv. Has the basic skills training made your course instruction more effective? Give examples.

6. UC Transfer

- a. Target Audience: students
 - i. Once you started BC, how long did it take you to decide on a major?
 - ii. What person, program or experience at BC helped you decide on a major?
 - iii. What person, program or experience outside of BC, help you to decide on a major?
 - iv. Once you decided on a major, what person, program or experience help you design a transfer program plan to a UC?

7. Sustainability

- a. Target audience: students
 - i. What basic skills courses have you taken or are currently enrolled?
 - ii. How did you find out about courses or program in sustainability?
 - iii. What sustainability courses have you taken or are currently enrolled?

8. Student tracking online

- a. Target audience: faculty, counselors
 - i. What workshops have you attended that have shown you how to track students on-line?
 - ii. What on-line tracking systems have you learned to track students' grades and/or progress?
 - iii. How often do you use student on-line tracking systems?
 - 1. frequently, occasionally, seldom, never

9. Impact of technology

- a. Target audience; faculty, counselors
 - i. What workshops hve you attended on the use of technology to advise students?
 - ii. Did the workshops help you to understand and use technology for advising students?
 - iii. How often do you use technology to advise students?
 - 1. frequently, occasionally, seldom, never
 - iv. What types of technology do you use to advise students?

10. Retention

- a. Target audience: students
 - i. What persons, programs or activities at BC, have kept you in college?
 - ii. What persons, programs or activities outside of BC, have kept you in college?