



Butte College

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2023-2028



Start Here, Go Anywhere!

PART I – BACKGROUND AND INSTITUTIONAL ANALYSIS

ENROLLMENTS AND INSTITUTIONAL CONTEXT

Butte College’s Strategic Enrollment Management Plan for 2023-28 is written in response to the impact of five emergency incidents that the college has experienced: the Oroville Dam Spillway Incident, the Camp Fire Incident, the Public Safety Power Shut-Offs, the COVID-19 Pandemic and the North Complex (Bear) Fire. These five incidents have powerfully shaped the last six years of the College’s enrollment history.

Although enrollments at Butte College were in a slow but steady decline before the Camp Fire in November 2018, this devastating event has significantly impacted the college’s enrollments. One week after the event began, students dropped out of 676 semester units. By the end of the 2018-19 academic year, the college calculated that its full-time equivalent students (FTES) had fallen from 10,383 to 9,417. Butte College lost 966 FTES in that year due to the Camp Fire. The COVID-19 pandemic also significantly impacted and compounded the Camp Fire's effects on enrollments at Butte College. By the 2020-21 academic year, the college reported 7,352 FTES. A target of 7,583 was set for the 2021-22 academic year to stop the decline and regain enrollments. The target FTES for 2022-23 was set at 7,800 FTES. While the enrollment decline appears to have leveled off, the college still faces a significant gap between current enrollments and full enrollment recovery.

CA Accounted Resident FTES

Fiscal Year	FTES	% Change
2015-16	10,865	
2016-17	9,987	-8.1%
2017-18	10,383	4.0%
2018-19	9,412	-9.4%
2019-20	8,833	-6.2%
2020-21	7,352	-16.8%
2021-22	7,320	-0.4%
2022-23 *	7,578	3.5%

Note: 2022-23 is a projected value

Following the 2018 Camp Fire, the college petitioned the Chancellor’s Office for an Emergency Conditions Allowance protection (Hold Harmless designation) of its funding, whereby apportionment revenue would be calculated based on the 2017-18 FTES, Supplemental and Student Success workload measures for a period of five years. The Chancellor’s Office provided this protection and later provided a one-time extension of this Emergency Conditions Allowance to extend full apportionment revenue coverage through 2024-25. Without a full enrollment recovery to 10,383 FTES and the supplemental and student success workload measures reported in 2017-18, this gap would have resulted in an approximately \$26 million reduction in state apportionment revenue in 2025-26, a situation referred to as the “fiscal cliff.” The college started preparing this enrollment management plan focused on recovering to 10,383 FTES by 2025-26 to address this potential significant reduction in revenue.

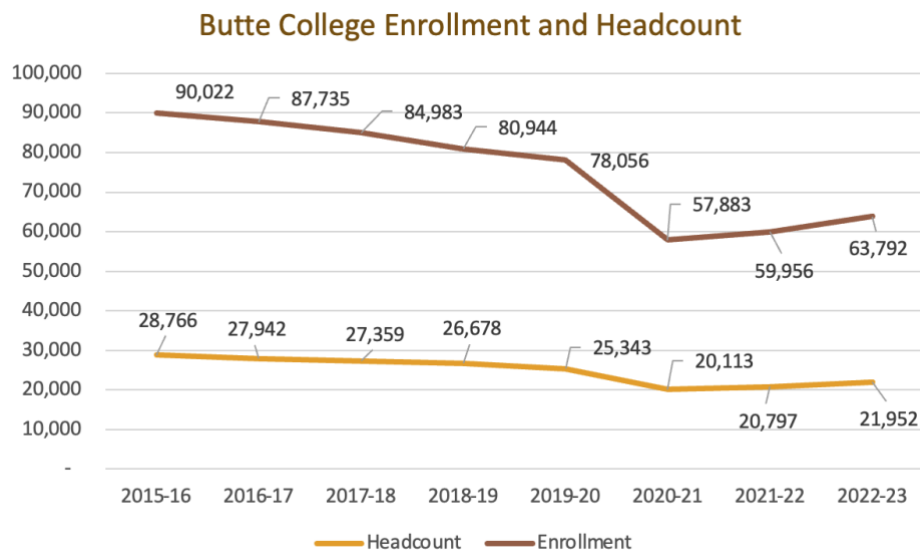
In response to the disruptions and enrollment declines caused by the COVID-19 pandemic, providing fiscal stability to all colleges became a top priority for the state. The 2023-24 Enacted Budget extended revenue

protections for all colleges through 2024-25 to avoid a sharp fiscal decline in 2025-26. The District’s 2024-25 total computational revenue (TCR) would represent its new funding floor, below which it could not drop, regardless of enrollment. That means Butte College will be funded at the 10,383 FTES level, even though current enrollment is well below that. However, after 2024-25, the college will not be eligible for any new COLA funding from the state until its actual TCR reaches the funding floor established in 2024-25. As a result, the funding floor also acts as the funding ceiling until the combination of enrollments, supplemental, and student success workload measures reach a level where the TCR equals or exceeds the funding floor.

Meanwhile, fixed costs such as employee salaries, utilities, and essential services continue to increase. So, while there is no longer a fiscal cliff in Butte College’s near future, there is also no increase in funding for future years until enrollments recover. As fixed costs increase without a corresponding increase in revenue, the college will have to control and decrease marginal costs, which could include operating budgets, extra pay assignments, new program funding, schedule expansion, and other areas where costs vary from year to year. Accordingly, this plan is structured to move the college toward enrollment recovery and supporting growth in student success metrics.

OVERVIEW OF ENROLLMENT TRENDS

Since 2017-18, Butte College’s FTES has declined from 10,383 to 7,352 in 2020-21. Headcounts and enrollments declined during this period, with headcounts at 27,359 in 2017-18 and at 20,113 in 2020-21. Enrollment remained relatively flat between 2020-21 and 2021-22 when the college reported 7,320 FTES on the annual 320 report to the CCC Chancellor’s Office. Initial estimates for the 2022-23 academic year suggest a slight increase in enrollments, with the college currently projecting 7,578 FTES for the academic year.



This decline in enrollment has not been uniform across the district. While overall FTES at the college has declined, some programs have remained flat or increased enrollments during this period. For example, between the 2017-18 academic year and 2021-2022, noncredit enrollment declined by approximately

1,100 FTES, with most of that decline in programs serving adults with disabilities. By contrast, Dual Enrollment has grown from 14 FTES in 2017-18 to 172 FTES in 2022-23.

Demand for many high-demand programs has remained stable as facilities and resource limitations preclude adding course sections in those areas. However, some traditionally robust programs like English and math have seen a decrease in enrollment due to legislation limiting basic skills instruction.

Program/Instruction Type Academic Year FTES Changes						
Type of Course	Year					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23*
F-2-F Credit	7,829	7,387	6,983	4,183	2,928	3,555
Online Credit	839	923	1,077	2,115	2,879	2,297
Non-Credit	1,091	790	515	48	103	N/A
English	560	510	477	425	382	490
Math	950	812	728	601	559	499
Credit CTE	3,177	3,153	3,132	2,792	2,880	2,690
Dual Enrollment Credit	14	30	40	49	124	172

Notes: 2022-23 is a projected value / Categories are not mutually exclusive / scheduled terms are grouped by year

See appendices for a department and program-level view of enrollment trends.

FACTORS AFFECTING ENROLLMENT

This Strategic Enrollment Management Plan orients the college toward enrollment recovery while improving how it serves students and the community. As a California Community College, Butte College has an institutional mission to serve Butte and Glenn counties' educational, life-long learning, and workforce development needs through academic programs, student service and support programs, and job-focused training. This section analyzes internal and external factors that will impact how the college moves toward enrollment recovery.

A. ONGOING AND EMERGING LOCAL FACTORS

Butte College engages in regular self-evaluation and has committed considerable resources and energy to improve how it serves students and the community. As a result of these self-evaluation processes, the college has identified ongoing and emerging internal factors that will shape how the college moves toward enrollment recovery. Some are emerging factors in higher education with a specific local context; others are unique to this institution.

DISTANCE EDUCATION AND HISTORICAL SCHEDULING PRACTICES

The COVID-19 pandemic greatly accelerated disruptions to the traditional model and delivery modes of higher education. This was true for Butte College, too. In particular, the pandemic forced nearly every discipline to reckon with how remote, technology-mediated instruction could be incorporated into traditional discipline pedagogical practices. The shift to online learning was not successful for every course, every program, or every student but resulted in an expansion of our ability to deliver online education and stimulated student interest in more flexible modes of instruction that allowed them to fit their education around work, family, and other responsibilities. At the same time, it has fostered new

expectations from students who are increasingly interested in more flexible models of instruction, including online learning.

Before the pandemic, Butte College offered approximately 10% of classes online. During the pandemic, that number was closer to 90%. As of the spring 2023 semester, the college has settled into approximately 65% of face-to-face classes and 35% of classes that include some form of distance education, including entirely online and hybrid courses. However, the ratio of face-to-face and online courses is inconsistent across all programs, with some critical general education areas offering upwards of 90% of all sections online. While this has disrupted the otherwise very traditional schedule provided by the college, it appears to be tapping into latent student demand for flexibility in their school schedules. In the absence of other flexible instructional and scheduling models—late start, evening, weekend, hybrid, fast track, competency-based education, and program-based cohort scheduling options or a robust system of credit for prior learning—online courses are the only non-traditional option for students outside of the traditional Monday through Thursday, full-term, morning-to-early-afternoon course offerings that dominate the Butte College schedule of classes. So, while it’s not clear that online education is the intrinsic draw when given a range of options, students are enrolling in online sections at a much higher rate than face-to-face courses in many disciplines, particularly in general education classes in math, English, arts, humanities, and the social and behavioral sciences even when there is a balance of face-to-face and online options. Further, the successful course completion rates are nearly identical between online and face-to-face options of the same courses, which reverses a long-standing problem with distance education where success rates typically lagged well behind face-to-face education. The shift to online education during the pandemic has likely permanently stimulated demand for non-traditional scheduling, including a more comprehensive selection of online and hybrid courses.

Fill Rates - Credit Courses

Academic Year	F-2-F			Hybrid			Online			Total/Mean		
	Fill Rate	Enr/Sec	Sections	Fill Rate	Enr/Sec	Sections	Fill Rate	Enr/Sec	Sections	Fill Rate	Enr/Sec	Sections
2017-18	76%	22.6	2,671	67%	21.0	22	82%	27.1	314	77%	23.1	3,007
2018-19	75%	21.9	2,552	70%	22.0	34	81%	27.2	346	76%	22.5	2,932
2019-20	76%	22.0	2,343	78%	23.6	39	83%	28.1	386	77%	22.9	2,768
2020-21	74%	20.6	1,340	79%	19.3	255	82%	27.1	778	77%	22.6	2,373
2021-22	66%	16.5	1,056	85%	21.8	315	84%	28.4	1,022	77%	22.3	2,393
2022-23	70%	17.8	1,375	85%	23.8	292	86%	28.5	818	78%	22.0	2,485

Note: Credit sections only - excludes dual enrollment

That said, student interest in more flexible scheduling can be met through other innovative scheduling and teaching practices in addition to distance education in the coming years. This will be part of the strategies for future growth articulated in this plan. The college expects online education to continue playing a prominent role in future years but will monitor it closely to ensure the quality of instruction and positive student outcomes.

As noted above, the schedule of classes at Butte College is a very traditional college schedule geared toward a traditional school day, similar to K-12. It does not include many flexible course modalities other than distance education. For example, over 95% of courses are coterminous with the primary term, with very few evening courses and a few late-start or fast-track course sections. Likewise, Butte College does not widely utilize hybrid courses that combine face-to-face with asynchronous online instruction.

Further, there is little coordination of schedules among general education areas or major programs across dean responsibility areas. The result is a schedule that lacks coherent, holistic pathways from a student perspective and robust, flexible options for students other than online courses. As the college moves toward enrollment recovery, rectifying these gaps in schedule planning will be critical to regaining enrollments and ensuring that students can move through programs of study to goal completion with less friction following more flexible and mindfully developed pathways.

SCHEDULING EFFICIENCY and CLASS CAPACITY

In addition to the structural issues regarding class scheduling practices noted above, the college needs a mechanism to establish or track scheduling efficiency goals. The primary measure of scheduling efficiency for the CCC system is the ratio of Full-time Equivalent Students (FTES) to Full-time Equivalent Faculty (FTEF), the result of which is called “productivity.” The institutional productivity goal for the CCC system is 17.5. At present, most semesters fall well below this level. For example, the spring 2023 schedule has a productivity of approximately 11.5. Even if all sections were filled to 100% capacity, the schedule productivity would be about 14.1. This won't be easy to sustain over time unless enrollments and funding grow in future years as low productivity drives the fixed cost of instruction higher every year without an equal increase in FTES funding.

Productivity measures how much it costs to offer a particular schedule of classes. Controlling and optimizing productivity through careful schedule management is a primary goal of enrollment management as it directly affects how many sections the college can afford to provide to meet student demand. CCCs are funded primarily (70% under the Student-Centered Funding Formula) on the number of students enrolled in a course section. A productivity of 17.5 represents an institutional average of 35 students enrolled in a traditional 3 unit lecture course. To achieve 17.5, at least half of the class sections must be above 35 and half below. Butte College has very few sections above 35 students. Some of this is the nature of the programs at the college. Career education courses, the arts, writing-intensive courses, and similar programs traditionally have lower class caps because of facilities, licensure, accreditation, equipment, and safety issues. However, Butte College has allowed lower class caps in disciplines and courses typically above 35 students at other CCCs. This includes broad swaths of lecture-based general education courses in the arts, social sciences, humanities, and behavioral sciences. The mean per-section enrollment at Butte College is approximately 22.

Currently, “pedagogical” caps are established through the curriculum approval process. Departments submit a form justifying raising or lowering the pedagogical cap when courses are being revised or proposed. While this process includes an objective review, the administration, academic senate, and faculty association will examine the current approach to ensure that decisions based on pedagogy are financially sustainable, student-centered, and aligned with overall strategic enrollment management goals.

COLLEGE LOCATION AND CENTERS

Another environmental factor of note for Butte College is the locations where it currently offers courses. The college has one “main” campus outside of Oroville, one large center in Chico, a smaller center on Skyway in Chico, and a new center in Glenn County in the city of Orland, just off Interstate 5. The main

campus has been the focal point for education at the college since it opened in 1968 and is equidistant from the three primary population centers in Butte County: Chico, Paradise, and Oroville. The rural location of this campus requires significant transportation and time commitment from students and may present a barrier to student enrollment.

Currently, the main campus houses all but two of the college's career education programs, nearly all STEM and arts programs, and a large range of athletic and kinesiology programs requiring extensive facilities and equipment. The college also offers face-to-face sections of almost all general education courses at this location. In this way, the main campus functions as a traditional college with a standard broad range of academic choices during the traditional academic day, Monday through Friday. Because of the location, this campus must operate as a self-contained environment for students, requiring the college to offer extensive support services, including a college-operated bus system, a large food services operation, and a bookstore. Despite this, it only generates approximately 40% of total FTES in any given semester but does so across the entire range of academic programs.

By contrast, the Chico and Glenn Centers do not have any discernable program-based identity or focus to the schedule of classes. The scheduling pattern is largely first-come, first-served rather than something that is carefully planned out. The Chico Center is the largest of the centers and can handle many more sections than are currently scheduled. Because it is in Chico, is served by public transportation, and is generally easier to access than the main campus, this center has the potential to be a hub for scheduling and program innovation for the college. Evening and weekend programs, late-start and short-term courses, fast-track programs, and other innovations would perfectly suit this location. In addition, the college has set aside funds for new building projects at this site, including the potential development of a science lab and a new building for the growing Cosmetology program. With the addition of a science lab, this center could offer a complete package of general education courses and, by extension, many full degree programs.

CAREER EDUCATION, ECONOMIC WORKFORCE DEVELOPMENT, and CONTRACT EDUCATION

Butte College is deeply connected to the community it serves. This is particularly evident in workforce development and career education, where the college has long-standing, substantive relationships with local industry and employers. The college has three primary contact points between employers/industry and students: the Economic Workforce Development department housed at the Skyway Center, the large array of career education programs offered on the main campus, and the Career Center. The career-focused Cosmetology program is in a separate location in Chico, leased from a private entity.

While the work between these areas is complementary and loosely connected at some key points, substantial disconnects remain that hamper the college's ability to articulate and plan a holistic vision for how the college will continue to serve the needs of local industry and employers in the future. While the programs and students in these areas are thriving independently, the loose confederation of efforts under five separate administrators can make it challenging to coordinate employer outreach, communications, and marketing for the career and industry-oriented aspects of the college. These areas would greatly benefit from aligning and integrating efforts in program development, employer outreach, industry networking, job placement, and work-based learning opportunities, as well as a more unified

administrative structure for resource allocation, outreach, and course scheduling. While the five administrators who are responsible for a significant span of educational offerings—ranging from contract education and EWD training programs to complete associate degree career education programs and high-unit certificate programs—work collaboratively with each other, the multiple points of contact for local employers and industry partners, as well as areas of the college outside of Instruction, present a unique operational challenge that remains to be addressed.

Labor market data for the college service area and far north region point toward several job sectors with long-term, sustained demand for educated workers and ongoing training of employees. This presents opportunities for program expansion in these areas that would greatly benefit from better coordination among workforce development, contract education, and career education programs and leadership. Developing new programs or expanding existing programs in critical industries are among the strategies outlined in this SEM plan.

DUAL ENROLLMENT

Dual enrollment education has emerged as a fast-growing educational opportunity for Butte College since the passage of AB 288 in 2016, which created the College and Career Access Pathways (CCAP) dual enrollment program. This program has expanded from a few class sections in 2018 to over 100 sections as of the 2022-23 academic year, generating over 150 FTES. While there have been growing pains in the program, it presents a unique opportunity for Butte College to serve students who would not otherwise be college-bound. In spring 2023, the VP of Instruction worked with the Academic Senate to establish an advisory committee to help shape the future direction of the Dual Enrollment program. While Dual Enrollment is a critical component of the college's overall SEM work and an increasingly important part of the CCC system's strategic direction, this plan does not include specific recommendations for the growth or expansion of this program. Instead, the plan calls out the work of the advisory committee and Dual Enrollment administration to establish those recommendations for future academic years. As Dual Enrollment becomes an increasing focus for the Chancellor's Office and legislature, the college must ensure that it is structured and resourced for growth. The 2024 revision to this plan will include more specific goals and strategies for dual enrollment.

GUIDED PATHWAYS

Butte College is a California Guided Pathways Project member and has engaged in implementing GP reforms within the institution for many years. These reforms include the creation of clearer organizing principles for academic programs, clustering them into student-facing Communities of Interest (COI), and developing program maps to guide students through the curriculum in each program at the college. This work has also included the development of new student support structures, most notably the Student Success Teams launched in the 2022-23 academic year. These cross-functional teams, which have teachers, counselors, and student support personnel, are organized by COI and provide holistic support for students in all aspects of their education, from the point of first contact through educational goal completion. In addition, among GP initiatives this year is the "Light to Inspire" project focusing on micro-curriculum and teaching credentials for faculty trained in specific pedagogical practices and classroom assessment techniques.

Guided Pathways is a national movement to shift students from a smorgasbord approach to courses to a program-focused pathway that leads to a successful outcome. These focused pathways shift enrollment management from a course-by-course strategy to program thinking. At Butte College, this is taking shape in multiple ways: maximizing student educational plan data to anticipate student demand and need, as well as streamlining course offerings to create Meta Majors so that students can immediately move into a specific Community of Interest and complete coursework towards a specific educational goal in their first semesters. As guided pathways and program thinking are infused throughout the college's work, scheduling, counseling, student services, and instructional efforts will become more refined and targeted.

The work of Guided Pathways is like standard SEM concepts and practices but with a greater emphasis on curriculum and program thinking. As such, it is a primary vehicle for improving student onboarding and matriculation processes and rethinking student support to support retention, persistence, and goal completion, or what is typically called the "Inputs, throughputs, outputs" of SEM. Accordingly, this enrollment management plan incorporates initiatives from Guided Pathways, particularly in student retention and success goals.

STUDENT EQUITY AND ACHIEVEMENT PROGRAM

The SEA Program is the primary vehicle for college efforts to address equity gaps for historically marginalized student populations. Initiatives from this program include outreach and onboarding, matriculation, student and academic support systems, retention and persistence efforts, and educational and career goal completion. As with Guided Pathways projects, SEAP initiatives are included in this SEM plan as they are directly tied to broader enrollment recovery goals for the college. This work is a critical link between enrollment management, college and system DEIA² goals, the strategic plan, and the long-range institutional and educational plans. Because SEAP is required to create an extensive planning and reporting document each year that outlines goals, objectives, strategies, and outcomes, it is included in summary form in this plan with references to the larger annual SEAP plan and reports.

LEVERAGING TECHNOLOGY AND DATA

Butte College utilizes Colleague as the central, enterprise-level Student Information System for scheduling, curriculum, financial aid, degree auditing, and registration. It is currently moving to a Colleague-based solution for student educational planning. Institutional Technology and Institutional Research have created a wealth of reports from this extensive database. These reports are accessible through the BEAR report server and a PowerBI interface managed by IR. Monitoring enrollment data in real-time and projecting enrollment demand are two critical pieces of ongoing enrollment management operations. While these reports allow us to monitor and analyze current and past enrollment trends, they are not designed or capable of providing forward-looking projections or predictive analyses of student demand.

To remedy this, the college has recently contracted with AdAstra to bring on a scheduling application suite that includes predictive analytics, disaggregated data analysis, and real-time enrollment dashboards to help monitor and predict student behavior and needs. Adopting the AdAstra suite of products and implementing student planning within Colleague will provide a more robust, data-rich environment to support planning and decision-making around enrollment management. However, as the college

progresses with these implementations, it will be critical to provide material and personnel resources to ensure they are used to their fullest potential. Technology solutions are great, but all solutions require time, effort, and resources to implement, optimize, and maintain.

MARKETING AND PUBLIC RELATIONS

Marketing will be critical to enrollment recovery. The College's marketing efforts include internal and external advertising to current and prospective students; messaging must align with outreach efforts. Assembling a workgroup comprising outreach and marketing representatives to connect and compare notes will ensure effective and consistent messaging to students while aligning the appropriate college staff to a shared communication plan.

In August 2022, the College reorganized the marketing department, moving marketing and public relations as separate entities beneath the Office of the President. At this time, the contract with the Agency of Record ended. With their recent business merger, the agency did not opt to submit a proposal for consideration to continue their nearly twenty-year relationship with the College. Work with the new marketing firm, 25th Hour Communications, began in September 2022. Recent agency and department organization changes meant more focused work, access to relevant market skills, and refined success metrics. While marketing remains in the transitional phase of this first year, the changes will support the development of improved advertising initiatives and collaborative communication plans.

This SEM plan, the revised Mission Statement, and the college strategic plan will provide clear directions for marketing for the next few years. Among the marketing goals and initiatives called out in this plan are several themes:

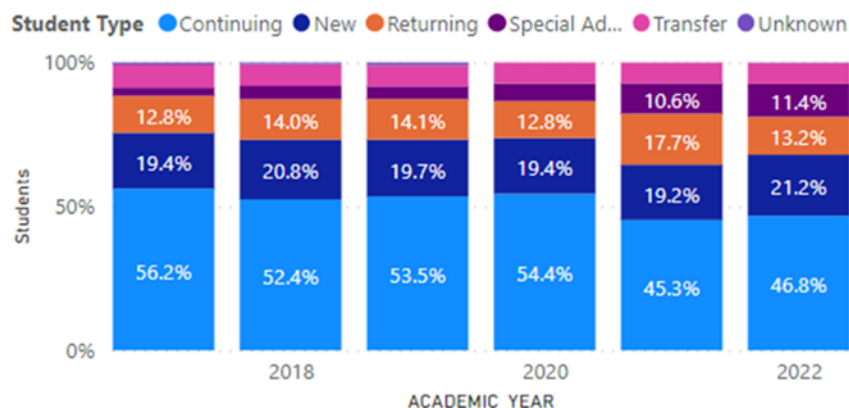
- Marketing must be effectively integrated across the college, eliminating siloed decision-making and planning.
- Marketing must prioritize maintaining supportive and collaborative relationships campus-wide to ensure all branding and advertising accurately reflect the Butte College experience.
- Marketing plans should follow enrollment recovery initiatives and strategies outlined in this plan to ensure that marketing is targeted to those strategies the college has determined will have the most significant impact on students.
- Marketing must use the updated Strategic Plan and revised Mission Statement as guideposts for advertising efforts.
- Program-specific marketing must be researched, planned, expanded, managed holistically, and aligned with established enrollment goals.
- Advertising for the college must focus its core marketing message on the affordability and accessibility of education at Butte College.

- The value of a community college education in terms of outcomes must also be communicated to students.

In addition to these marketing efforts, the college must address an outdated and difficult-to-navigate website to improve its primary point of public contact. An improved website will provide a key landing site for marketing and outreach efforts. Accessibility issues will be addressed to create effective design and navigation centered on the User Experience. Working with the Web Steering Team, marketing will create relevant and targeted focus groups to receive user feedback from pertinent staff and students in every stage of the student journey. Using data from website tracking and user feedback, the team will work to ensure that changes support students, current, returning, or new to Butte College. In this process, a significant barrier to enrollment will be addressed.

OUTREACH, ENROLLMENT, AND MATRICULATION

While enrollment declines have varied across programs, declines across student types have also varied. For example, we have experienced more significant declines with our Continuing and Returning Students and fewer with our New Students.



Many of our new students participate in the Reg2Go program, which partners with over 40 local high schools from across five counties and facilitates the enrollment process for high school seniors. During the various emergency incidents, Reg2Go adapted to schools shutting down, limited access to students, and the expansion of technology. Online Orientation was utilized before the pandemic, but the program was forced to expand this service dramatically during the pandemic. Online Orientation will continue to be an option for many of our students, and the college must ensure the development and maintenance of this critical service to students. Although online services are vital, feedback from our high school counselors strongly supported the need to continue offering in-person services, especially during the Matriculation process.

Continued outreach beyond our K-12 population presents another opportunity for enrollment growth. Collaboration with our Marketing Department in developing marketing material that focuses on our career outcomes and affordability while aligning with our Communities of Interest will be critical. Career exploration opportunities and community exposure to hands-on learning through community events will

be essential to introducing Butte College programs to our communities. Additionally, marketing campaigns that emphasize the ROI of our programs will build confidence with prospective students and their families. Highlighting the Career Center and its work with internships, work experience, job shadowing, resume building, building professional networks, and mock-interview sessions, reaffirm our commitment to their career goals.

LIFELONG LEARNING

Butte College serves many students in Butte and Glenn Counties through credit educational programs, including students from a broad range of age groups. Under pressure from the legislature and governor during the recession in 2011, the California Community College system revised a series of regulatory provisions in title 5 related to students repeating credit courses. These changes were intended to head off more draconian cuts proposed by the Legislative Analyst’s Office in a report about students and community members enrolling multiple times in the same courses in physical education and the arts and colleges receiving apportionment for those repeat enrollments. As the fiscal outlook for California declined, the LAO recommended cuts in funding for these disciplines as a cost-saving measure for the state. Had they been enacted, the LAO recommendations would have eliminated the arts and physical education in the CCCs. The alternative of strictly limiting repeated enrollments outside a narrow list of exceptions was considered the better option. The changes in regulations, while staving off the legislature from making deeper cuts, resulted in a dramatic decrease in enrollments in physical education and the arts across the state.

This was also true at Butte College, where these disciplines saw a large enrollment drop across all age groups, with a substantially larger decline in the 25 and older age groups.

FTES Change by Age Group Pre-Post Repeatability Changes

Programs	Age Group FTES Change 2011-12 through 2021-22		
	< 25 Years Old	>= 25 Years Old	PP Dif
Butte-Glenn CCD Total	-25%	-33%	-8.3
Applied Design-Fashion-Interior Design	-53%	-54%	-1.7
Applied Photography-Dig Media-Graphic Art	-26%	-55%	-29.3
Art-Commercial Art-Fine Art	-28%	-56%	-27.4
Creative Writing	11%	-26%	-36.9
Dance-Drama	-64%	-80%	-16.0
Music	-24%	-46%	-22.1

Community members not matriculated or enrolled in workforce training programs routinely signed up for classes in these areas for personal growth and lifelong learning. Butte College has an opportunity to rebuild educational opportunities for this segment of the community by developing noncredit courses designed for older adults, including visual arts, music, theater, and physical education courses. These courses have the potential to tap into new enrollments for the college, provide the community with access

to lifelong learning opportunities in areas that require specialized facilities and equipment, and increase enrollment recovery. Expansion of noncredit courses for older adults is included in this plan.

SERVING ADULTS WITH DISABILITIES

Before the Camp Fire in 2018 and the pandemic that began in 2020, Butte College ran an extensive noncredit program serving adults with disabilities through partnerships with community organizations. However, as noted in the first part of this plan, enrollments declined by nearly (1,100 FTES) in this program between 2017 and 2023. This decline resulted from two primary factors: first, the Camp Fire destroyed community educational sites in Paradise that housed many of these courses. Second, regulations governing work training for adults with disabilities changed significantly in 2021 with the passage of AB 639. This legislation will phase out “sheltered workshops” in California by 2025.

Sheltered workshops provided a unique opportunity for adults with disabilities to learn job skills and participate in the workforce through sub-minimum wage employment. Unfortunately, the new law will require these centers and employers to pay disabled adults minimum wage, making the employment training for these workers prohibitively expensive. Butte College, along with many CCCs, partnered with these work training centers to offer work-based learning classes, job training instruction, and related support courses designed to help these students live with some independence. Unfortunately, the combined loss of community partner sites and the significant change to regulations mean that the college will not recover this 1,100 FTES by doing the same thing it has done in the past.

As the college considers the expansion of noncredit courses and programs as part of enrollment recovery efforts, there is an opportunity to redesign how it offers courses that meet the needs of this part of the Butte College community. While it is not likely that a re-visioned noncredit program for adults with disabilities would generate the same FTES as in the past, there are continuing needs the college can fulfill for this part of the community while generating new FTES.

STUDENT SUCCESS AND SUPPORT PROGRAMS

Butte College offers many services and support programs but can improve on ensuring that students connect to these programs. For example, our website redesign will allow us to better showcase our support to prospective, current, and returning students. Students would also benefit from marketing materials that holistically highlight the entire range of student success and support programs available at Butte College.

STUDENT COMMUNICATIONS

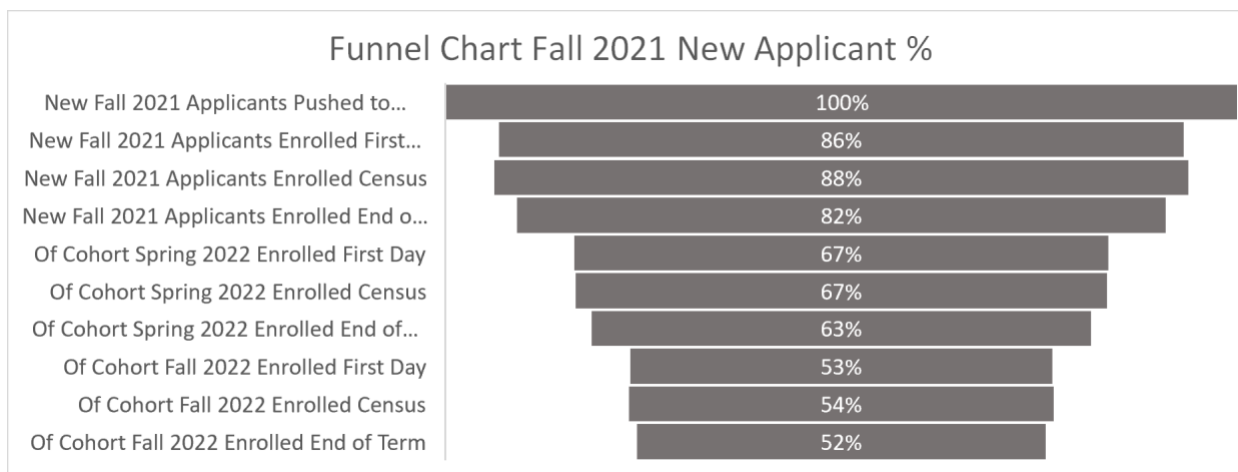
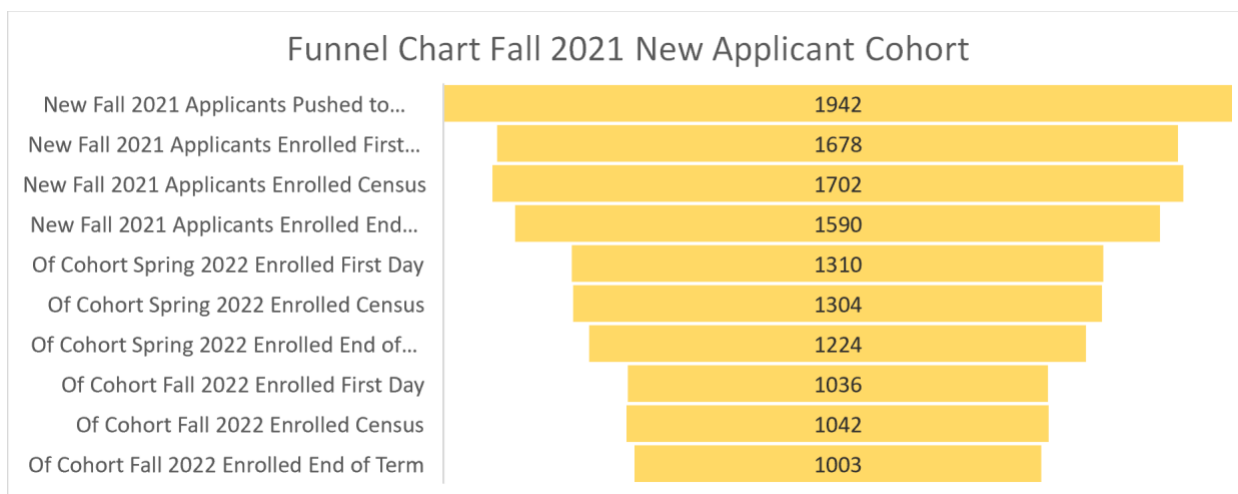
A common challenge is our ability to communicate effectively with students. To address this, the college recently purchased the CRM system Slate to help manage, track, and facilitate communication from the recruitment stage to the point of enrollment. The Matriculation team will develop, approve, and schedule communications within Slate.

RETENTION AND PERSISTENCE

Many factors contribute to student retention (completing a semester once enrolled) and persistence (enrolling in/completing following terms). This section briefly examines retention and persistence to

identify the scope of student loss at various calendar points. Strategies for improving Butte College student retention and persistence are included in “The Plan” section of this document.

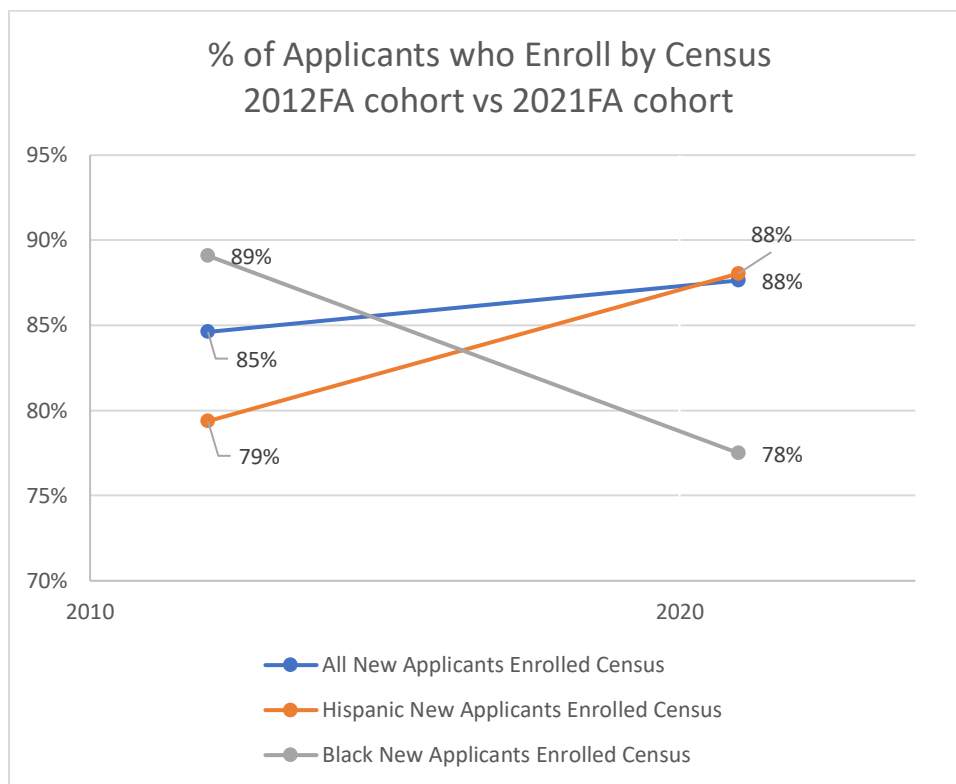
The following funnel charts show the new student fall 2021 cohort of applicants both numerically and as a proportion of the whole at various significant dates. For fall 2021, Butte College had 1,942 identified new student applicants who were “pushed to Colleague” and not screened out as spam by the CCC Apply system. Of that cohort, 1,702—or 88%--were enrolled as of census. Interestingly, the number of census headcount enrolled is slightly higher than the first day headcount enrolled. Over 90% of first-time students enrolled as of census finish the semester enrolled in at least one class. However, over time, students reach their goals or stop-out and leave the institution. Sometimes they take a semester off, others don’t come back for years or not at all. Many reasons lead to students ending their journey early. Whatever the reason, students leave the college at an accelerating rate as time passes. About three-quarters of the fall 2021 cohort were enrolled at census in spring 2022. While over 90% of students finish the semester if enrolled at census, the time between semesters leads to student loss. By the time the cohort reached census of fall 2022 only 54% of the cohort was enrolled.



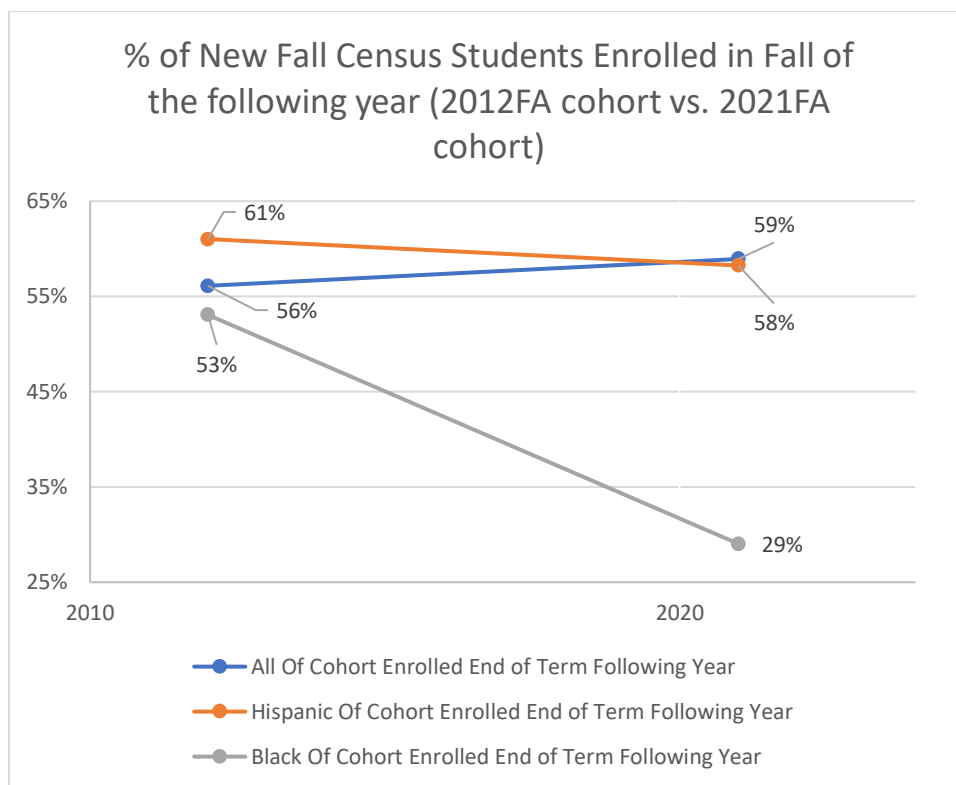
Not all student groups are retained or persist at the same rate. We also see changes through time – particularly for persistence. While retention rates are generally well above 90% for all groups in all semesters, persistence rates are markedly different. The chart below shows the percentage of applicants enrolled by census of their first term for two cohorts of students (fall 2012 and fall 2021).

These were very different environments for Butte College and our community. Fall 2012 was a time of enrollment rationing, emerging strong economic growth, depressed wages, and low inflation. Fall 2021 saw the uncertainty of the COVID-19 pandemic, which led Butte College to offer most classes online. At the macro level, there was dramatically increasing economic activity relative to 2020 and the beginning of a period of high inflation and increasing wages. By the fall of 2022, Butte College had sections of face-to-face instruction across a broader selection of classes than during the period from Spring 2020 through Spring 2021.

During these periods, the number of new applicants substantially increased for Butte College. In fall 2012, the college had 1,430 new applicants, for fall of 2021 it was 1,942. The proportion of students who enrolled at census also increased as shown in the chart below. However, it is important to note that applications from black students decreased during this period as did their enrollment rate.



The following chart shows persistence for the fall 2012 and 2021 cohorts through the fall of the following year (fall 2013 and fall 2022, respectively). While total cohort persistence increased for the fall 2021 cohort compared to the fall 2012 cohort, Latinx student persistence dropped slightly, and black student persistence dropped precipitously.



The specifics of why the environment led to decreased persistence could be studied in the future. However, helping students persist – particularly black students – should be an important focal point of this plan.

B. STATE AND SYSTEM-WIDE FACTORS

In addition to these internal factors, the college has been juggling several statewide initiatives and changes that have also impacted or have the potential to impact enrollment management at Butte College:

STUDENT-CENTERED FUNDING FORMULA

The Student-Centered Funding Formula (SCFF) shifts the funding of California Community Colleges to include a supplemental allocation based on student need and a student success allocation based on the achievement of specific outcomes in addition to traditional funding for FTES. In addition, the SCFF aligns college funding with the Chancellor’s Office Vision for Success. The SCFF will shift the focus of enrollment management efforts at Butte College, emphasizing activities and initiatives that improve student success metrics rather than solely focusing on FTES recovery. SCFF considerations are built into the strategies and objectives of this plan.

Currently, 20 percent of the SCFF under the supplemental allocation is determined by the number of students who receive Pell, CCPG, and AB540 determination. Additionally, the Student Success allocation includes a bonus of \$148.15 for each completer that has Pell or Promise. The 2021-22 P-2 State General Apportionments notes that financial aid activities generated \$15,845,178 in college apportionment. Therefore, it is essential to maximize resources to support financial aid and ensure that policies throughout the college support the timely awarding and disbursing of aid to students.

Federal changes through the FAFSA Simplification Act and changes from EFC to the Student Aid Index (SAI) will likely increase the number of students eligible for the Pell Grant. Additionally, action taken by California under AB 469 (Education Code 51225.7) requires graduating seniors to complete a FAFSA or California Dream Act. This will likely have positive increases in the number of students receiving Pell and Promise due to already completing an application at the time of enrollment.

AB 705 / 1705 / 1187

AB 705 (Irwin 2018), which took effect in the Fall of 2018, is a bill that requires colleges to “maximize the probability” that students will complete transfer-level English and math within their first year at the college. The bill expanded the tools and methods for placement so that students engage in “guided self-placement” to determine which English and math courses they will enter. To comply with the bill, community colleges in California eliminated developmental English and math programs and added student supports to transfer-level courses. While the impact for students has been positive, this has had a significant enrollment impact on the number of courses offered and courses taken in both departments. AB 1705 (Irwin 2022) was signed into law in 2022 and refines the requirements and limitations around basic skills courses, including carving out some exceptions for noncredit ESL, classes for students with disabilities, adult education, dual enrollment, and CTE. AB 1187 (Irwin 2022) further clarifies parameters for tutoring in support of college-level courses. These bills have positively impacted students but negatively affected overall college enrollments due to the loss of FTES from basic skills courses.

ETHNIC STUDIES REQUIREMENT

California has recently adopted new requirements that Ethnic Studies be included as a separate category in all general education patterns, including the CSU GE, IGETC, CCC General Education, and the forthcoming CalGETC. These new requirements are already being implemented, with full implementation across all three public higher education segments in the fall of 2024. With a provision of this magnitude, the ethnic studies program will likely become as large as existing English and math departments. It will shift enrollments away from courses in the Social and Behavioral Sciences and, to a lesser extent, in the Humanities. The college has mapped out the projected increase in student demand for this area and is planning accordingly.

REALIGNMENT OF GENERAL EDUCATION

AB 928, recently passed, requires the University of California, the California State University, and the California Community Colleges to develop a singular transfer general education pattern through the Intersegmental Committee of Academic Senates. The draft general education pattern will significantly impact multiple departments that have enjoyed GE-driven course demand, including areas in life-long learning, personal development, humanities, and social sciences. Additionally, once the new general

education pattern is finalized, many disciplines will have courses that are part of the CSU transfer pattern but not part of the UC transfer pattern. How these discrepancies will be resolved is still being determined, but the potential impact is significant. While the college does not anticipate an overall decline in GE enrollments, some GE areas will shrink while others see increased demand. The Office of Instruction and Academic Senate formed a task force this spring that thoroughly analyzed the potential impacts of this coming change and has developed a report with recommended actions for the college to consider in 2023-24 in preparation. This plan will be updated to include specific strategies around general education in the 2023-24 academic year as the final shape of the new CalGETC pattern is decided.

COMMON COURSE NUMBERING

Finally, AB 1111 requires the California Community College system to adopt a common course numbering system for general education and transfer pathway courses. It also needs to be determined what specific impact this will have on departments or enrollment management. Still, the college is anticipating having to conduct a significant revision to all course and program curricula, college catalog, advising and marketing materials, and the student information system to change the subject code and course numbering to whatever is developed by the state-level groups working on implementation. The new numbering system is likely in place with the 2025 catalog.

C. NATIONWIDE FACTORS

In the post-COVID-19 pandemic landscape, nationwide surveys indicate that college enrollment is down. For example, the National Student Clearinghouse Research Center (NSCRC) noted that in Spring 2021, college enrollment fell to 16.9 million, down more than 600,000 from Spring 2020, constituting a 3.5% spring semester decline, the largest since 2011. NSRC has also reported a 4.6% drop over 2020-21 and 2021-22 for fall semesters. They also note that community colleges have seen the most dramatic declines, decreasing by 14.1% since 2019.

Further, 2021 has been termed The Great Resignation. According to the U.S. Bureau of Labor Statistics, 4 million Americans quit their jobs in July 2021. The highest resignation rates generally come from employees aged 30-45. In addition, the shortage of skilled workers continues to rise. According to a recent article by the Wall Street Journal, numerous employers are moving to “skill-based hiring” and removing requirements such as college degrees and certificates. Instead, they are opting to open the hiring pool to candidates with no degrees or work experience and taking on the focused training of their industry themselves.

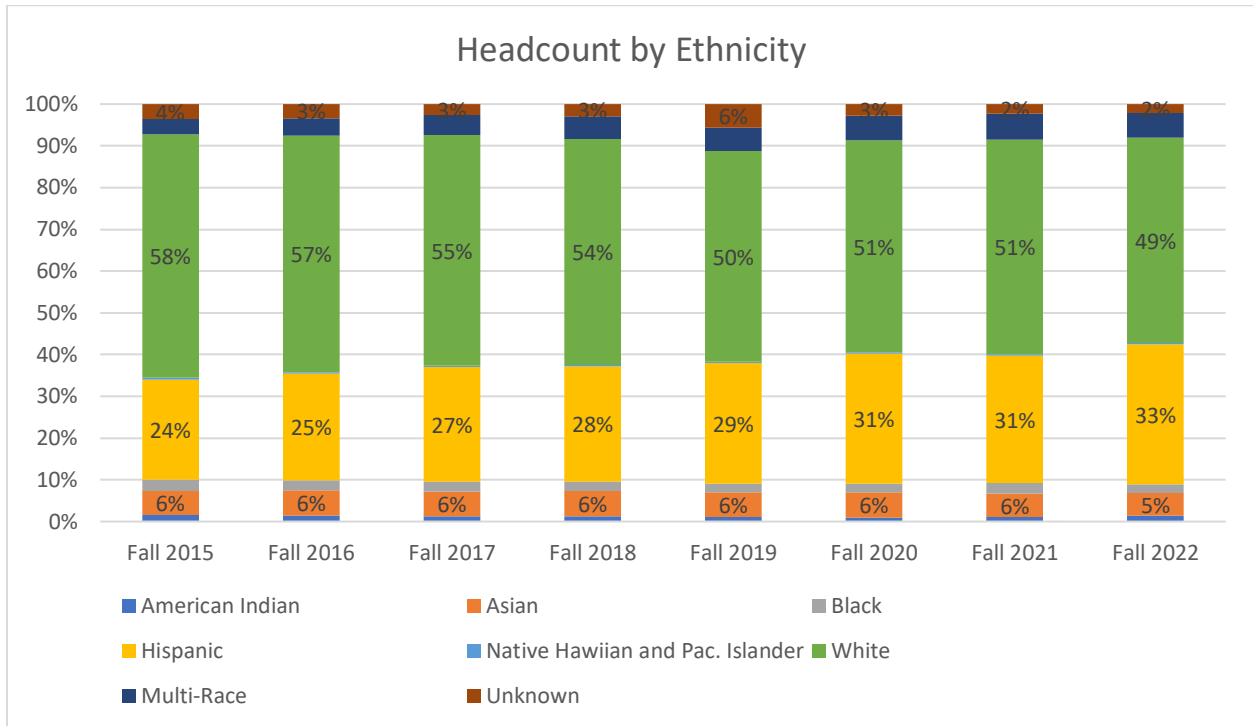
SUMMARY

Butte College has and will continue to experience ripple effects from all these internal and external factors. This enrollment management plan addresses or accounts for as many of these factors as possible while linking initiatives and strategies for enrollment recovery and process improvements to the CCC Vision for Success, the college mission, Values and Goals, the Strategic Plan, and the District Educational Plan.

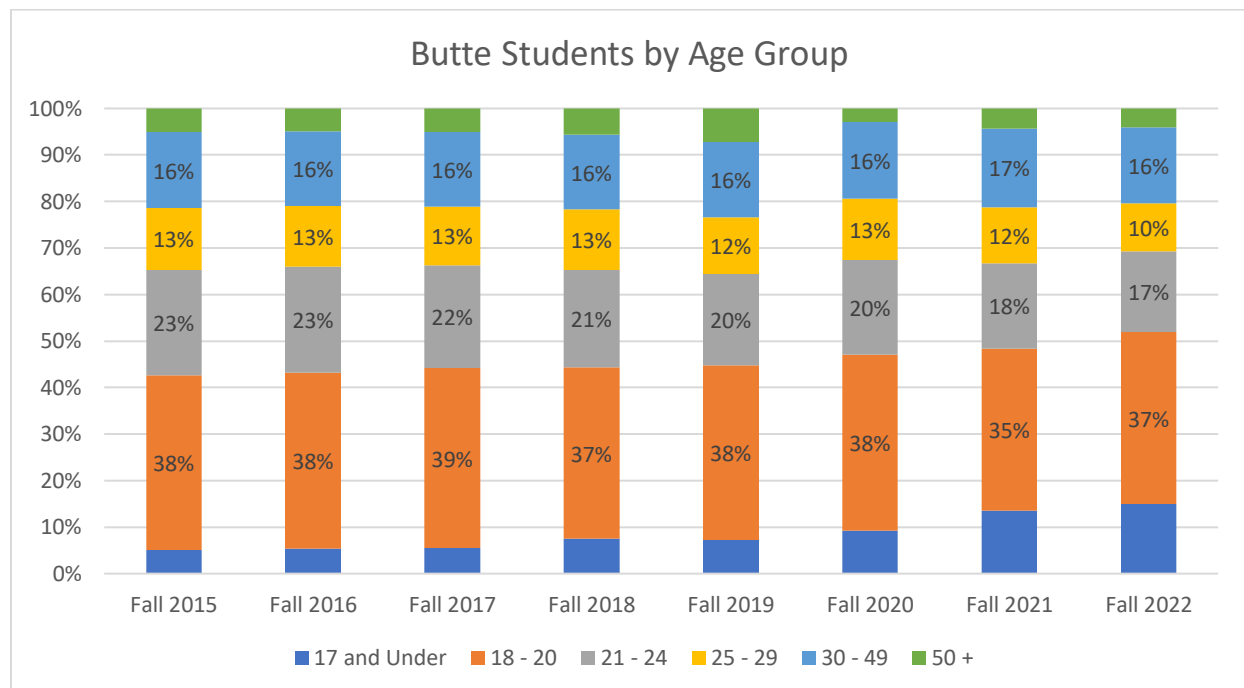
DATA ON SERVICE AREA DEMOGRAPHICS

STUDENT POPULATIONS

The race and ethnicity demographics of Butte College mirror the service area and continue to change. From Fall 2015 to Fall 2022, the proportion of Hispanic students increased from 24% to 33%.



The proportion of students by age group has been stable over the period from Fall 2013 through Fall 2018. This indicates that no particular age group has reduced its college-going rate.



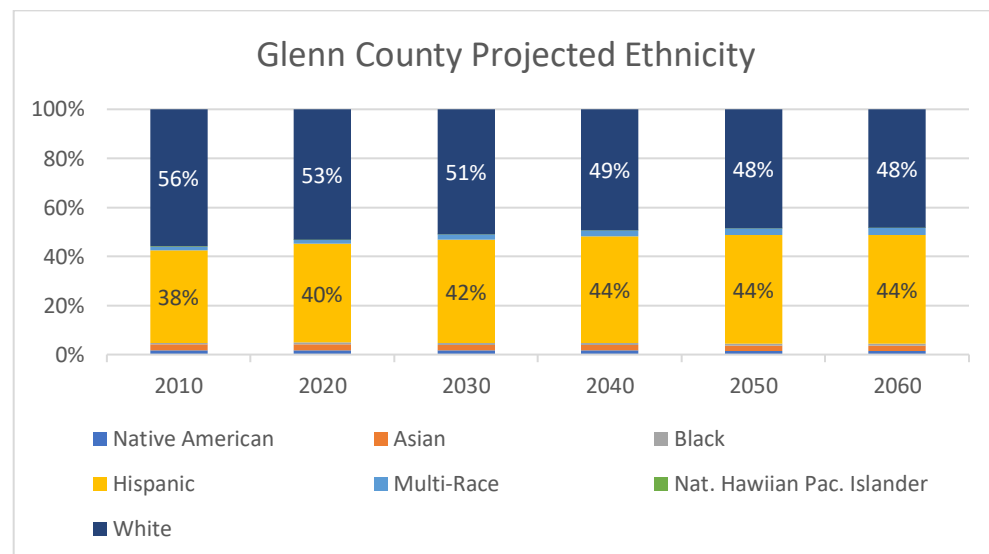
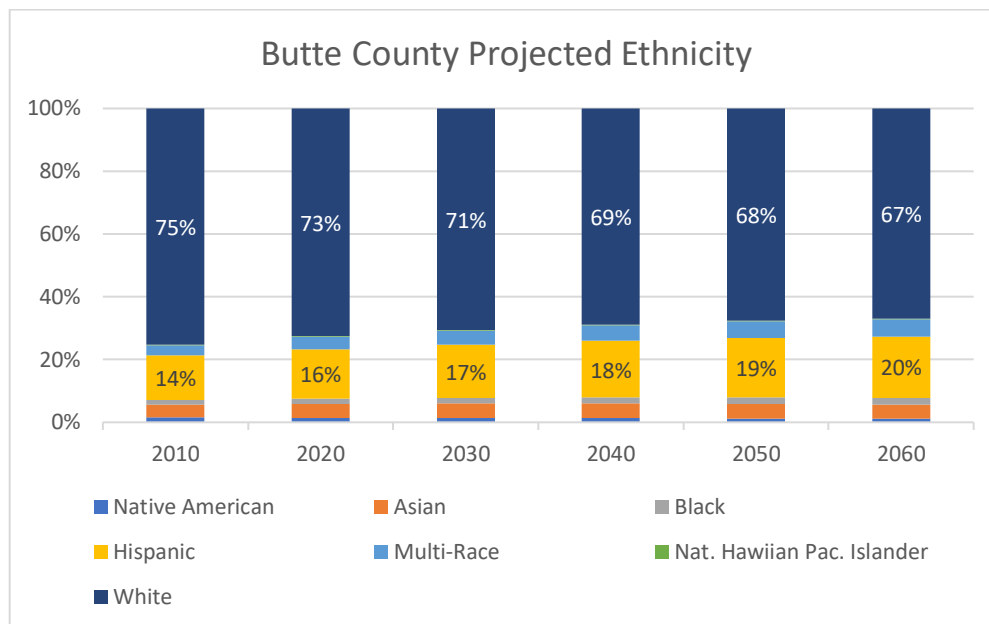
SERVICE AREA DEMOGRAPHICS

There is a significant reduction in the compound annual growth rate based on current projections relative to what was in the district educational plan. Butte County dropped by 0.25%, Glenn by 0.29%, and CA by 0.28%. This equates to a 34,000 loss for Butte County and 6,700,000 loss for the state.

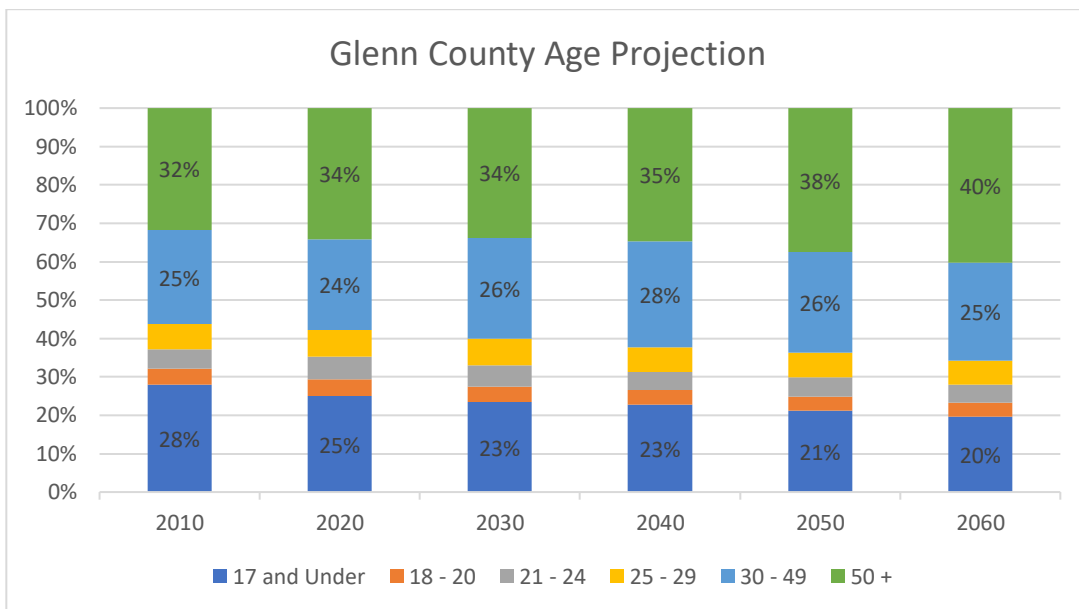
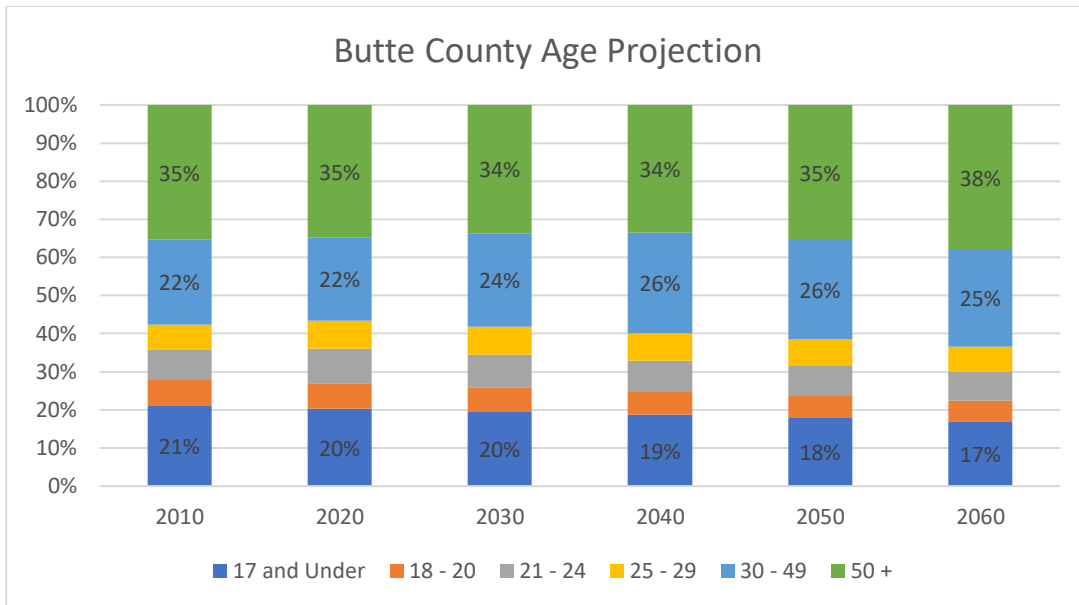
County Population Projections							
	2010	2020	2030	2040	2050	2060	CAGR
Butte County	220,359	206,362	236,874	246,453	252,567	258,144	0.31%
Glenn County	28,233	29,507	30,068	30,769	30,881	30,708	0.16%
California	37,366,938	39,782,419	41,860,549	43,353,414	44,049,015	44,228,057	0.33%

Source: CA Department of Finance - Demographic Research Unit

The race and ethnicity demographics of the Butte College service area are projected to change in the coming 30 years, with an increasing population of Hispanic residents. As noted above, the demographics of Butte College roughly mirror those of its service area.



Projections for the service area show a long-term slowdown in the Butte College core demographic of the population between 18 and 24. At the same time, the 25 and older population is projected to grow as a percentage of the population. This change in demographics suggests an opportunity for the college to create more educational opportunities for this demographic, including workforce and career education pathways and the development and expansion of life-long learning opportunities in noncredit courses for older adults and short-term workforce programs designed to reskill and upskill working professionals.



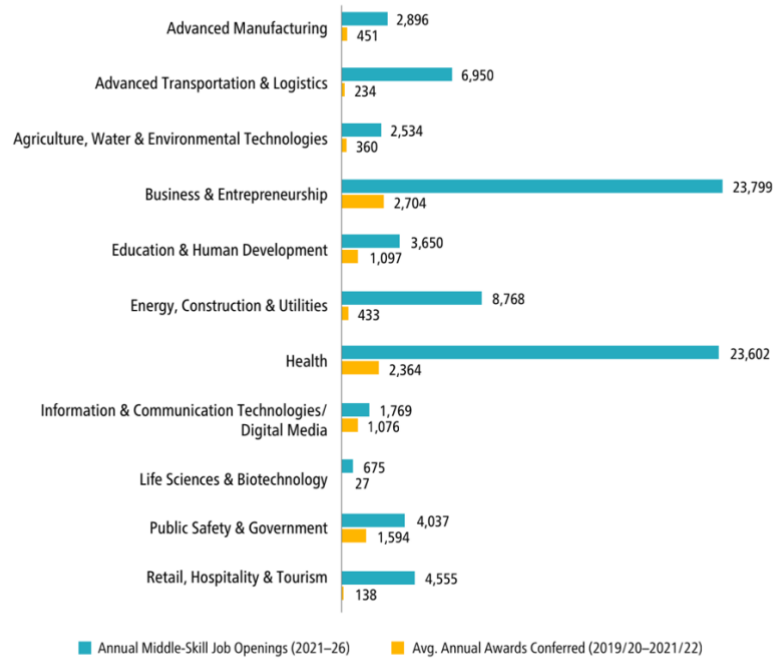
LABOR MARKET INFORMATION

Labor market information suggests a continued demand for the career education programs offered at Butte College and the potential for program expansion to meet needs in other occupations.

Occupation Title	Annual Average Employment			Median Annual Wages	Entry Education Level
	2017	2028	% Change		
Office and Administrative Support Occupations	11,770	11,560	-2%	\$ 37,426.0	N/A
Food Preparation and Serving Related Occupations	8,830	9,710	10%	\$ 26,462.0	N/A
Personal Care and Service Occupations	7,230	8,590	19%	\$ 28,790.0	N/A
Education, Training, and Library Occupations	7,990	8,420	5%	\$ 48,539.0	N/A
Sales and Related Occupations	8,350	8,350	0%	\$ 30,407.0	N/A
Other Personal Care and Service Workers	6,050	7,280	20%	\$ -	N/A
Healthcare Practitioners and Technical Occupations	6,290	6,590	5%	\$ 80,163.0	N/A
Management Occupations	6,070	6,300	4%	\$ 88,486.0	N/A
Personal Care Aides	4,700	5,820	24%	\$ -	High school diploma or equivalent
Food and Beverage Serving Workers	4,780	5,330	12%	\$ -	N/A
Retail Sales Workers	5,390	5,290	-2%	\$ -	N/A
Health Diagnosing and Treating Practitioners	4,200	4,400	5%	\$ -	N/A
Transportation and Material Moving Occupations	4,030	4,350	8%	\$ 30,361.0	N/A
Construction and Extraction Occupations	3,900	4,340	11%	\$ 50,591.0	N/A
Other Management Occupations	3,960	4,080	3%	\$ -	N/A
Production Occupations	4,040	3,900	-3%	\$ 36,253.0	N/A
Construction Trades Workers	3,280	3,670	12%	\$ -	N/A
Installation, Maintenance, and Repair Occupations	3,210	3,380	5%	\$ 44,242.0	N/A
Building and Grounds Cleaning and Maintenance Occupations	3,030	3,290	9%	\$ 30,809.0	N/A
Community and Social Service Occupations	3,060	3,270	7%	\$ 45,393.0	N/A
Combined Food Preparation and Serving Workers, Including Fast Food	2,780	3,240	17%	\$ -	No formal educational credential
Counselors, Social Workers, and Other Community and Social Service Specialists	2,860	3,050	7%	\$ -	N/A
Postsecondary Teachers	2,860	3,040	6%	\$ -	N/A
Healthcare Support Occupations	2,790	3,000	8%	\$ 27,863.0	N/A
Business and Financial Operations Occupations	2,730	2,910	7%	\$ 58,400.0	N/A
Cooks and Food Preparation Workers	2,580	2,810	9%	\$ -	N/A
Registered Nurses	2,650	2,770	5%	\$ 83,881.0	Bachelor's degree
Information and Record Clerks	2,700	2,680	-1%	\$ -	N/A
Farming, Fishing, and Forestry Occupations	2,430	2,430	0%	\$ 30,369.0	N/A
Preschool, Primary, Secondary, and Special Education School Teachers	2,270	2,360	4%	\$ -	N/A
Material Recording, Scheduling, Dispatching, and Distributing Workers	2,270	2,330	3%	\$ -	N/A
Cashiers	2,360	2,300	-3%	\$ 26,710.0	No formal educational credential
Retail Salespersons	2,350	2,270	-3%	\$ 27,595.0	No formal educational credential
Secretaries and Administrative Assistants	2,420	2,270	-6%	\$ -	N/A
Material Moving Workers	2,120	2,260	7%	\$ -	N/A
Health Technologists and Technicians	2,060	2,150	4%	\$ -	N/A
Agricultural Workers	2,090	2,120	1%	\$ -	N/A
Postsecondary Teachers, All Other	1,960	2,100	7%	\$ 73,779.0	Doctoral or professional degree
Building Cleaning and Pest Control Workers	1,960	2,100	7%	\$ -	N/A
Business Operations Specialists	1,840	1,970	7%	\$ -	N/A
Other Office and Administrative Support Workers	1,940	1,940	0%	\$ -	N/A
Other Education, Training, and Library Occupations	1,780	1,860	4%	\$ -	N/A
Other Installation, Maintenance, and Repair Occupations	1,700	1,840	8%	\$ -	N/A
Farmers, Ranchers, and Other Agricultural Managers	1,800	1,730	-4%	\$ -	High school diploma or equivalent
Motor Vehicle Operators	1,560	1,730	11%	\$ -	N/A
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	1,690	1,700	1%	\$ 27,989.0	No formal educational credential
Teacher Assistants	1,570	1,640	4%	\$ -	Some college, no degree
Financial Clerks	1,670	1,600	-4%	\$ -	N/A
Computer and Mathematical Occupations	1,420	1,560	10%	\$ 67,467.0	N/A
Computer Occupations	1,390	1,530	10%	\$ -	N/A
All Butte County	91,500	96,400	5%	\$ 37,351.0	N/A

The following chart is from a recent Centers of Excellence report on the labor market and education/training trends in the North Far North region, projecting the supply-demand gap for critical middle-skill occupations. This analysis presented opportunities for developing or expanding training and career education programs to help close these gaps.

Exhibit 19. Supply-demand gap analysis, comparing middle-skill occupation projected annual openings (2021–2026) and three-year average annual community college awards (2019–2020 to 2021–2022), by priority sector, North Far North region



Sources: Lightcast, 2022.3 QCEW, Non-QCEW, Self-Employed; Cal-PASS Plus Launchboard, Management Information Systems (MIS) Data Mart, California Community Colleges Chancellor's Office

PART II: THE PLAN

OPPORTUNITIES AND THEMES

Multiple themes and opportunities have crystallized as the college has developed a strategic enrollment management plan. These include:

- Ensuring the college is a central part of the community as it rebuilds from natural disasters and plans for continued vitality and resiliency in the local economy, industry, and education.
- Capitalizing on the unique opportunities to serve students by expanding operations, class schedules, and program pathways at college centers and providing appropriate resources to sustain those initiatives.
- Opportunities to synergize efforts across multiple operational areas within the college through continued implementation of Guided Pathways reforms and initiatives aimed at simplifying the student experience, removing friction points and institutional stumbling blocks to their entry and success at the college.
- Sharpening the college's focus on and commitment to equity by integrating the work of the Student Equity and Achievement Program and DEIA² goals throughout the college, including course scheduling and support service structures.
- Re-orienting college structures, services, and class scheduling practices around the changing needs and demographics of our students, community, and local industry, increasing the flexibility of our course and program offerings.
- Engaging the community through expanding educational sites and partnering with community agencies to deliver instruction at new locations, bringing Butte College to the students.
- Reimagining how the college serves older adult students and life-long learners through the expansion of community and noncredit education.
- Capitalizing on changing workforce, employer, and industry needs by expanding, retooling, and refining career education and workforce development programs to meet emerging labor market needs.

STRATEGIC ENROLLMENT MANAGEMENT PLAN FRAMEWORK AND GOALS

The Butte College Strategic Enrollment Management Plan is organized around eight broad goals that support the success of our students and enrollment growth for the college, including actions for closing equity gaps. These goals are:

1. Increase enrollments in credit and noncredit courses and programs.
2. Increase contract and fee-based educational programming to meet local workforce development and community needs.
3. Improve the efficiency of course schedules and scheduling processes to improve student access to required courses and programs; expand the availability and use of student, community, workforce, and institutional data to inform scheduling and enrollment management decisions.
4. Develop program and community-oriented scheduling goals and plans for all college centers.
5. Align marketing and outreach activities, efforts, and calendars across all areas of the college.
6. Simplify and improve the registration and enrollment experience for students.
7. Close equity gaps and increase first to second-term persistence and semester retention rates.
8. Increase equitable course success, including the number of students who complete degrees and certificates and transfer to baccalaureate programs.

The following pages flesh out these broad goals, providing intended outcomes, strategies, and initiatives to realize these goals.

SEM Goal #1: Increase enrollments in credit and noncredit courses and programs.

Measurable Objectives

- Increase credit FTES to 9,250 by the 2027-28 academic year (increase of app. 350 FTES p/year)
- Increase noncredit FTES to 1,150 FTES by the 2027-28 academic year (increase of app. 150 FTES p/year)

Strategies and Initiatives

1. Create and implement a multi-year plan to strengthen and expand dual enrollment offerings based on input from the advisory committee and local K-12 district partners that includes provisions for ensuring academic quality, deepening the pool of qualified instructors, identifying clearer academic program pathways, expanding course offerings in general education areas, and increasing access for students who would not otherwise be college-bound.
2. Develop and implement a multi-year plan for expanding and refining class offerings at the Chico Center focused on developing defined general education pathways, whole certificate and degree pathways, the relocation of programs, and expansion to evening and weekend pathways scheduling. Detailed proposed strategies in Goal 4.
3. Create and implement a CTE programs expansion plan based on regional employer and labor market data to tap into student and employer demand not currently being met through existing programs.
4. Re-engage adult learners in the community by expanding noncredit instruction through mirrored courses in departments offering courses for older adults interested in life-long learning opportunities.
5. Create and implement a multi-year plan for noncredit course expansion and refinement in ESL, workforce preparation, adults with disabilities, parenting, supervised tutoring, short-term vocational, and health and safety education.
6. Expand the Cosmetology program to include the complete scope of potential degrees and certificates.
7. Expand credit for prior learning to create pathways from contract not-for-credit courses into credit programs.

Marketing, recruitment, outreach, retention, and completion efforts in other areas of this plan likewise support the FTES measurable objectives but are listed separately for operational purposes.

Resources

These strategies and initiatives will require additional resources from the college or reallocating existing resources, particularly in support of enrollment processes for noncredit instruction and, in the case of cosmetology, a new facility located at the Chico Center. The full scope of additional resources will depend on the specifics of the plans developed in the 2023-24 academic year. Each strategy represents a multi-year effort, but the necessary 2024-25 year resource requests will be included in the annual budget and unit plan prioritization process.

SCFF Impact

These strategies and initiatives are primarily designed to increase the FTES component of the Student Centered Funding Formula to recover to 10,383 FTES by 2027-28. In addition, the program-oriented strategies will increase SCFF points awarded for degree and certificate completion by increasing the total number of awards. New or expanded CTE programs will also increase points for completing nine CTE units and attaining a living regional wage, particularly with Cosmetology.

Responsible Areas

Office of Instruction staff, CIO, Deans of Instruction, and support staff

SEM Goal #2: Increase contract and fee-based educational programming to meet local workforce development and community needs.

Measurable Objectives

- Increase revenue generated through contract and community education by 20% over five years.
- Increased credit and noncredit FTES by developing bridge programs from fee-based programs to credit and noncredit instruction, including credit for prior learning.
- Other measurable objectives will be developed for specific programs and grants.

Strategies and Initiatives

1. Expand Glenn County Training Place workforce training offerings for multiple employers.
2. Develop and implement a plan to create pathways for new programs to move from initial offerings as contract education not-for-credit courses/programs to credit and noncredit courses and programs in key career education areas.
3. Refine the Utility Arborist program to increase student demographic diversity, job placement rates, and student connections with industry partners. Expand program outreach to connect middle and high school students with this career path.
4. Pilot new programs in contract education for occupations in high need at Butte County, including eligibility and employment specialist, administrative analyst, and social services assistant. These programs can be transitioned to credit instruction if resources and labor market data support the transition.
5. Develop credit for prior learning pathways for students who complete not-for-credit programs through contract education and economic workforce development.
6. Achieve High Roads Training Partnership SBCCD sub-award work plan objectives to earn future H RTP grants.
7. Develop new skilled workforce training to meet employer demand in emerging areas such as Biomass.
8. Consolidate and align employer-facing outreach and communication activities among career education programs, Economic Workforce Development, contract education, and the Career Center to ensure alignment of these efforts and reduce mixed messaging and duplication of effort for external partners.

Resources

Various

SCFF Impact

No direct SCFF impact but has the potential to increase credit and non-credit FTES in the future through the transition of not-for-credit programs into credit and noncredit instruction and through credit for prior learning. Increases direct funding for EWD and Contract Education by collecting fees and grant awards to fund program expansions.

Responsible Areas

EWD, The Training Place / Contract Education, Office of Instruction

SEM Goal #3: Improve the efficiency of course schedules and scheduling processes to improve student access to required courses and programs; expand the availability and use of student, community, workforce, and institutional data to inform scheduling and enrollment management decisions.

Measurable Objectives

- Increase credit FTES to 9,250 by the 2027-28 academic year.
- Increase noncredit FTES to 1,150 FTES by the 2027-28 academic year.
- Increase schedule productivity to 14.5 by 2027-28

Strategies and Initiatives

1. Fully implement AdAstra scheduling software and leverage the embedded data tools to expand data availability for deans, chairs, and classified staff to inform scheduling decisions.
2. Develop three-year (summer, fall, winter, spring) scheduling plans for each department, including FTES goals, FTEF target allocations, productivity and fill percentage targets, and two-year course rotation schedules.
3. Develop new general-education-as-a-program scheduling processes to increase the efficiency and availability of general education courses, emphasizing flexibility in schedule choice over the breadth of course choice.
4. Design and implement a comprehensive package of late-start, short-term/fast-track, and hybrid courses to increase flexibility for student scheduling choices and better meet enrollment demands in general education, workforce and career education, core program requirements, and high-demand program prerequisites.
5. Review data reports in the BEAR server and remove or update reports to ensure the consistency of data used to analyze and report on enrollment and inform scheduling choices.
6. Develop and implement new methods and/or survey instruments for gathering student feedback around scheduling choices, particularly around GE choices.
7. Institute annual Strategic Enrollment Management retreat training for all deans, directors, chairs, and members of the enrollment management committee that includes training on scheduling software and data analytic tools.
8. Implement GE Taskforce recommendations to improve general education curriculum, breadth, and course scheduling.

Resources

- Continued funding for annual AdAstra license: move from grant to unrestricted GF by 2027-28
- Unrestricted GF allocation for Scheduler/Curriculum Analyst and Research Analyst positions.

SCFF Impact

Anticipate that a more flexible schedule built around student demand verified through data collection and analysis will increase FTES and program completion metrics.

Responsible Areas

Office of Instruction, Deans of Instruction and Department Chairs, Institutional Research, and IT

SEM Goal #4: Develop program and community-oriented scheduling goals and plans for all college centers.

Measurable Objectives

- Increase FTES generation at Chico Center to 1,000 FTES by 2027-28
- Increase FTES generation at Glenn Center to 250 FTES by 2027-28

Strategies and Initiatives

1. Establish a work group to explore the viability of a weekend and evening college program at Skyway and Chico Center, offering working adult students the ability to complete an associate degree or on-ramp courses for key CTE programs outside of the traditional school day. Connect the exploratory work of this group to strategies #3 and #4.
2. Establish a workgroup to explore the viability of building another facility at the Glenn Center that can house full allied health programs, such as the LVN program.
3. Expand facilities at the Chico Center to include a Science Lab that can be used by physical and life sciences. This will allow the college to offer a complete GE package for students at CHC.
4. Establish a work group to develop and implement a multi-year plan for the Chico Center and the Glenn Center that includes the following: expansion of face-to-face and hybrid sections scheduled at the centers, intentional and strategic GE offerings, programs (certificates, degrees) that can be completed entirely at the centers, pathways programs from dual enrollment, etc. The plan will include levels of student services and other support needed to support expanded programming and hours of operation.
5. Revise and refine scheduling blocks at the Centers to meet the individual needs of students at each facility, considering high school schedules, transportation, workdays, etc.
6. Expand courses and programs offered at off-site locations in Paradise, Gridley, Oroville, and other locations to meet specific educational, workforce training, and life-long learning interests and needs within those communities. This can include expansion of ESL/VESL, life-long learning, and workforce development through noncredit and fee-based classes. Expand outreach and retention efforts to include these offerings.

Resources

This goal area will likely require extensive ongoing resources, including new personnel for the centers, capital outlay, and ongoing operating budgets to support expanded educational offerings at the centers and off-site locations. Workgroups and the SEM committee will refine the needs in this area as the plans are refined and narrowed over multiple years. All requests will be included in annual budget and planning requests.

SCFF Impact

Increased FTES, increased number of students determined eligible for Pell and Promise through expanded service at the centers and increased headcount, multiple completion metrics through defined program pathways at the centers.

Responsible Areas

Office of Instruction, Dean of Centers, Student Services, Facilities, Marketing

SEM Goal #5: Align marketing, advertising, and outreach activities, efforts, and calendars across all areas of the college.

Measurable Objectives

- Increase credit FTES to 9,250 by the 2027-28 academic year.
- Increase noncredit FTES to 1,150 FTES by the 2027-28 academic year.
- Increase FTES generation at Chico Center to 1,000 FTES by 2027-28
- Increase FTES generation at Glenn Center to 250 FTES by 2028-29

Strategies and Initiatives

1. Establish a marketing and communications team responsible for coordinating marketing, communications, and outreach messaging to ensure consistent, coherent communications, messaging, and branding aligned with the college mission, strategic plan, and the goals/objectives/strategies articulated in this plan.
2. Ensure the College'DEIA² goals and commitments are reflected in external communication, advertising, and marketing collateral, including the college HSI status where possible
3. Create a formal communication link between Instruction and Marketing to ensure alignment among program outreach efforts, marketing campaigns, and advertising, including consistent use of Guided Pathways language and structures.
4. Develop a new Butte College website that is easier to navigate and meets contemporary web standards.
5. Develop marketing campaigns aligned with new strategic initiatives related to course and program offerings at the Chico and Glenn centers, including Spanish-language advertising and marketing.
6. Install new electronic signs at the Chico Center

Resources

TBD

SCFF Impact

Increased enrollments and improved retention of current students. New FTES.

Responsible Areas

Marketing, Office of the President, Student Services, Office of Instruction, IT, Dash to Success team

SEM Goal #6: Simplify and improve the registration and enrollment experience for students.

Measurable Objectives

- Increase re-registration rates by 6%
- Increase the number of students who apply and successfully register for classes

Strategies and Initiatives

1. Improve the matriculation process by centralizing communications to students at the time of application, providing high-touch outreach through an intersectional lens to students who are idle in the process, developing a student-facing dashboard that tracks their progress through the matriculation process, and refining student communications to include more branding and engagement with the value proposition of their journey from education to career.
2. Create a matriculation communications plan and calendar to ensure continued engagement with students from the time of application through registration in first and second semesters.
3. Develop a registration/enrollment process for adult learners taking skills builder and lifelong learning classes that is easier to navigate and shorter than the current process, which may include a designated position and phone number that these students can use for assistance with registration.
4. Ensure that registration and enrollment messaging is accessible for English-language learners, including translating messaging into relevant languages and making bilingual and multilingual staff available at all campuses.
5. Create "How to Register" marketing materials and collateral, including social media posts, flyer reminders with links to the current schedule, targeted registration reminders to students in special groups and out of them, and if possible, hold re-registration events at Glenn, Chico, and Main Campus.
6. Optimize enrollment advertising by: adjusting ad landing pages for enrollment advertising based on user behavior data; exploring alternate Call To Action from "apply now" to more universal messaging such as "Enroll Today" or "Register Now"; A/B test taglines and CTA's; including current student demographic targeting through the use of custom audiences; and link ads aimed at current students to Self-Service and the schedule of classes, as opposed to CCC Apply.
7. Design and implement Dash Scheduling for Reg2Go.
8. Improve successful onboarding for STEM students into structured curricular pathways by creating a STEM Bridge cohort program.

Resources

TBD. All resource requests beyond the 2023-24 academic year will be included in future annual budgets and planning requests.

SCFF Impact

The primary impact expected in Pell and Promise eligibility and student success metrics.

Responsible Areas

Office of Student Services, Marketing

SEM Goal #7: Close equity gaps and increase first to second-term persistence and semester retention rates.

Measurable Objectives

- Improve metrics for persistence and retention among identified student populations as specified in the Butte College Student Equity and Achievement Program plan.
- Increase in overall persistence and retention rates for all student populations by 6%

Strategies and Initiatives

1. Implement Student Success Teams across all Communities of Interest, developing a case management approach to counseling and advising with intrusive advising. SSTs will build comprehensive educational plans, schedule appointments for students throughout their pathway to check in with them, monitor their progress, develop relationships, refer to services, and revise the plan as needed.
2. Implement strategies and initiatives outlined in the Student Equity and Achievement Program plan designed to improve persistence and success rates for student populations identified in the plan.
3. Increase re-registration rates of current students not in a special program with a re-registration outreach campaign. Assemble workgroups ahead of registration periods to create re-registration campaigns and update messaging to students.
4. Adopt a new policy for debt repayment that does not restrict a student's ability to register for the next term and work with Admissions and Records to implement it.
5. Utilize the predictive analytics function in Ad Astra's Predict software to build class schedules aligned with student needs as defined by their educational plans in the Self Service Student Planning module.
6. Work with faculty to develop faculty-based retention and persistence efforts such as the "one student each semester" retention initiative, the "light to inspire" initiative, the distribution of program maps and degree/certificate information, and program-oriented collaborations between counseling and department faculty/chairs to provide semester-to-semester advising.
7. Implement opt-out scheduling for Reg2Go and explore similar scheduling devices for packages of general education courses to create cohort-like experiences for students in non-cohort programs.
8. Support low-income students with emergency financial assistance when appropriate, especially for student groups excluded from receiving federal financial aid. Expand basic needs services.

Resources

- Institutionalization of Guided Pathways funding as the grant nears completion to ensure SST structures
- Support for counseling and advising services

SCFF Impact

- Increased FTES
- Increase in student success metrics, including completion of math and English in the first year, degree and certificate completion, and nine units in CTE.

Responsible Areas

Office of Student Services, Financial Aid, Admissions and Records, Dash to Success team, Student Equity, Marketing

SEM Goal #8: Increase equitable course success, including the number of students who complete degrees and certificates and transfer to baccalaureate programs.

Measurable Objectives

- Increased degree and certificate completions
- Increase in the number of students who successfully transfer to a baccalaureate program
- Increased number of students transferring with an ADT
- Improvement in metrics for student success for populations as identified in the SEAP plan.

Strategies and Initiatives

1. Implement all strategies and initiatives outlined in the SEAP and Guided Pathways plans.
2. Include Spanish-language enrollment and transfer information on the college's webpage and in written recruitment materials.
3. Streamline the business process and increase automation of processes for awarding certificates and degrees.
4. Implement changes to the math pathway curriculum for STEM students.
5. Develop, expand, and implement ZTC degrees and certificates by incentivizing faculty participation.
6. Create better marketing and awareness campaign for ADTs with local high schools.
7. Create "explorer pathways" (AKA meta-majors) that are principled constructions of first-semester course suggestions specifically curated by the institution to give the students options as they select the ultimate outcome they want to achieve while they are at Butte College
8. Create focused training for instructors in micro-curricular strategies that increase Latinx, BIPOC, Foster and Formerly Incarcerated Youth, and other underrepresented groups feeling of belonging and engagement with disciplines. This work is being done with the wonderful work around universal design from our QFE and we hope to merge this with our Guided Pathways "Light to Inspire" Project
9. Create collaboration with Affinity Groups to improve the admitted-to-enrolled yield for our minoritized students
10. Expand and support programming for first-generation students that creates a welcoming environment and provides guidance on navigating college processes and structures.
11. Create student success teams connected to communities of interest. Identify barriers for students while developing intervention strategies for targeted populations. Engage the Native American Retention Specialist and the designated counselor to connect to students and help them progress through program friction points.
12. Continue and expand Community of Practice type professional development for Math and English instructors to discuss data and best practices/strategies for helping students succeed in college-level courses in these disciplines, regardless of student preparation. (AB 705)
13. Provide faculty access to disaggregated success data on Report Server for department discussion/individual reflection and improvement.
14. Set metrics and establish a baseline for student attainment of Guided Pathways milestones (e.g., 15, 30, 45 units) and disaggregate data to add, increase, or modify efforts to support disproportionately impacted student groups/decrease equity gaps.
15. Implement a curriculum inventory for new cultural competence requirements in title 5 and for accessibility.

Resources

All resources required to implement the strategies and initiatives associated with this goal will be included in the relevant budget and unit plan requests. Funding for 2023-24 activities is included in the draft budget and grant work plans.

SCFF Impact

The strategies and initiatives in this area aim to increase the student success metrics of the SCFF.

Responsible Area

Student Services departments, Counseling, Dash to Success team, Office of Instruction, various academic departments, IDEA Office