

2020 CCC Enrollment Survey

As of November 16, 2020

This document summarizes the results from the CCC Statewide Enrollment Survey as of November 16, 2020. The purpose of this survey is to assess the impact of COVID-19 on systemwide enrollments by providing just-in-time information regarding how colleges are being affected across the state.

Thus far, a total of 99 colleges have completed the survey, with results summarized for the colleges where matching points-in-time data were reported to provide a snapshot of the enrollment changes between fall 2019 and fall 2020.

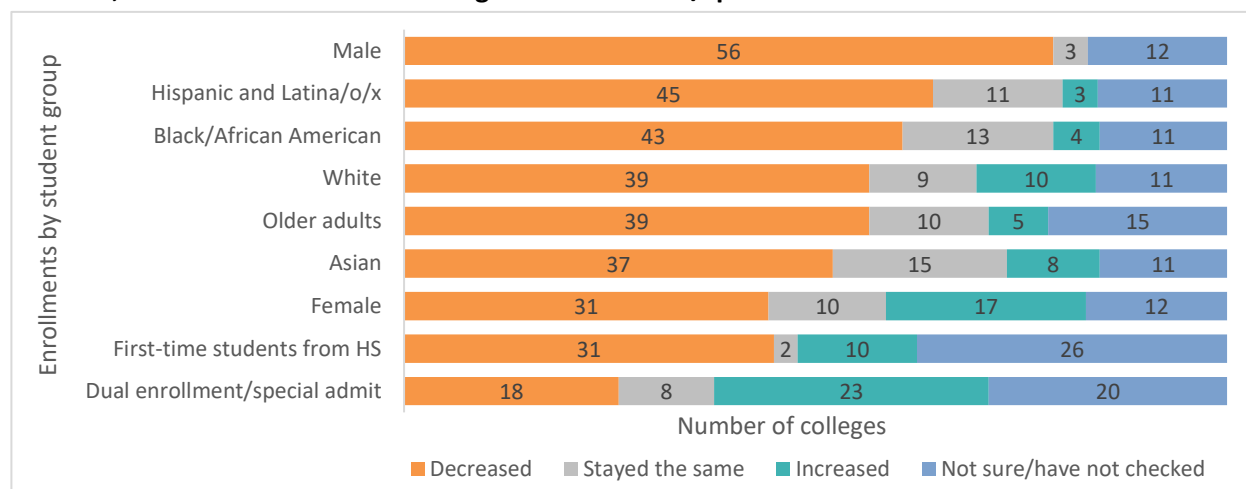
Fall Credit Enrollment Comparisons

Overall, 81 colleges provided first census data for fall 2019 and 2020. In total, **76 colleges reported decreased enrollment, four colleges reported stable¹ enrollment, and one college reported increased enrollment.** Enrollment changes **ranged from a 38% decrease to a 2% increase, with an average decrease of 11%.** Fall 2020 headcount decreased by an average of 8% relative to 2019, while full-time equivalent students (FTES)² decreased by an average of 11%.

Percentage Change in Fall Enrollments between 2019 and 2020 as of First Census				
	# of Colleges	Max Decrease %	Average %	Max Increase %
Enrollments (Duplicated)	81	-38%	-11%	+2%
Headcount (Unduplicated)	71	-34%	-8%	+23%
FTES	66	-28%	-11%	+1%

Fall Credit Enrollment by Student Type

Colleges were asked to report enrollment trends observed in fall 2020 relative to fall 2019 for different student types. In total, 71 colleges provided these enrollment trend data. **Decreased enrollments were observed most frequently by colleges among male, Hispanic and Latina/o/x, and African American/Black students. Increased enrollments were observed less frequently by colleges; however, for those that did see an increase, it occurred most often among dual enrollment/special admit and female students.**

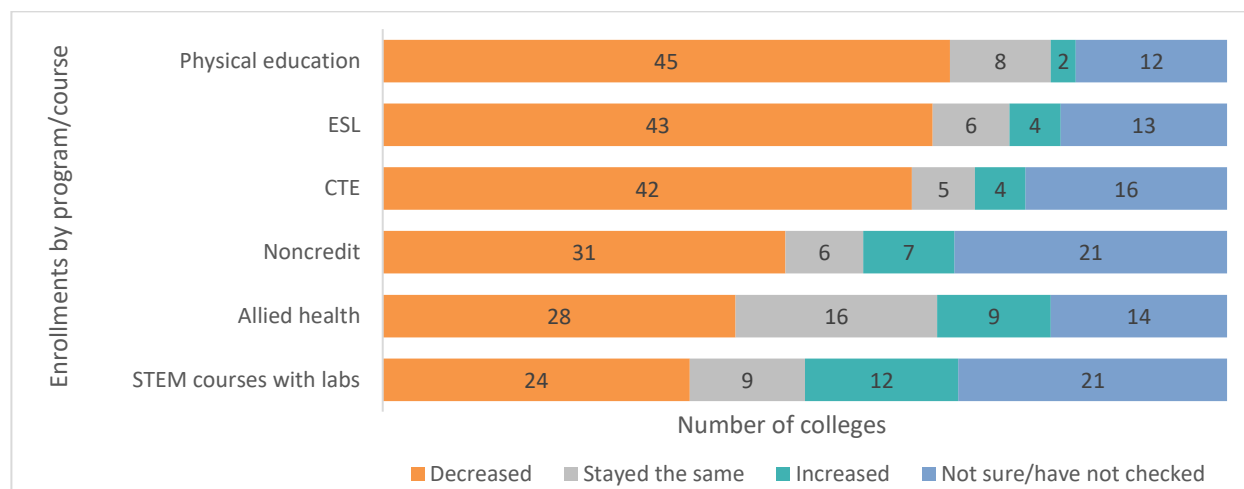


¹ Within (+/-) 1%

² Colleges were asked to provide an approximate FTES value, if available.

Fall Credit Enrollment by Programs/Courses

Colleges were asked to report enrollment trends observed in fall 2020 relative to fall 2019 for different types of programs and courses. In total, 67 colleges provided these enrollment trend data. **Decreased enrollments were noted by colleges most often among physical education, English as a second language (ESL), and career technical education (CTE)³ programs/courses. Increased enrollments were observed less frequently by colleges, however for those that did see an increase, it occurred most often among STEM course with labs and allied health courses.**



Twenty-two colleges indicated that they postponed programs or decreased course offerings. Most often these reductions were due to limited clinical/lab space or the inability to meet face-to-face. **The programs/courses most frequently postponed or decreased in course offerings included athletics, health sciences, performing arts, industrial technology and trades, and STEM courses with labs.**

Postponed Programs (n = 22)	n	%
Athletics	8	36%
Health sciences (e.g., nursing, dental assisting, EMT)	7	32%
Performing arts (e.g., dance, theatre, music)	7	32%
Industrial technology and trades (e.g., welding, electrical)	6	27%
STEM courses with labs	4	18%

Overall, 74 colleges shared how their late start course offerings have changed this fall compared to last. **Thirty-eight colleges increased their late-start course offerings** in fall 2020 relative to fall 2019. Of these colleges, 20 indicated this change resulted in increased enrollments. **Eleven colleges decreased their late-start course offerings. Of these colleges, three shared that fewer late-start courses were offered in fall 2020 due to low demand.** Twenty-five colleges did not make any changes to their late start course offerings.

Fall Noncredit Enrollment Comparisons

Of the 37 colleges that reported noncredit enrollment information, 33 (89%) indicated a **decrease in overall noncredit enrollments** in fall 2020 relative to 2019, while three colleges (8%) reported an increase in enrollments, and one college (3%) reported no change. Decreased enrollments were noted most frequently among for **ESL, older adult, and CTE programs.**

³ Not including allied health, which was listed as a separate category

Enrollment Strategies

Colleges were asked to share enrollment management strategies that the pandemic disrupted in ways that negatively impacted fall 2020 enrollment. The most **frequently listed strategies included: K-12 outreach, student retention, and student advising/counseling.**

Enrollment Strategies Affected by Pandemic (n = 64)	n	%
K-12 outreach	54	84%
Student retention	52	81%
Student advising/counseling	48	75%
Noncredit/Adult education outreach	38	59%
Staffing courses normally offered	34	53%
Staffing courses that would have been offered to meet demand	26	41%

Note: Colleges were asked to check all that apply

Colleges were then asked to share enrollment management strategies they were currently employing or planning in order to address reduced student enrollments. The most **frequently listed strategies included: outreach to students who did not return in the fall, coordination/collaboration with K-12 partners, and additional late start classes in fall 2020.**

Enrollment Strategies Employed/Planned to Address Reduced Enrollments (n = 64)	n	%
Outreach to students who did not return in the fall	48	75%
Coordination/collaboration with K-12 partners	43	67%
Additional late start classes in fall 2020	38	59%
Drop/withdrawal surveys	28	44%
Expanding course offerings in summer 2021	21	33%
Expanding course offerings in spring 2021 (or winter/spring quarter)	18	28%

Note: Colleges were asked to check all that apply

Pre-Pandemic Enrollment Targets

Colleges were asked to indicate how close their institutions will be to matching their pre-pandemic enrollment targets for the entire 2020-21 academic year. **Most colleges indicated either a moderate or severe decline.** No colleges indicated they would be above their pre-pandemic targets.

Pre-Pandemic Enrollment Targets (n = 64)	n	%
Flat	5	8%
Slight Decline	9	14%
Moderate Decline	28	44%
Severe Decline	22	34%

Chancellor's Office Support or Assistance

When asked what type of support or assistance is needed from the Chancellor's Office to help with enrollment management, the **most common responses** from colleges included:

- Continued funding for online and distance education **technical solutions and platforms**
- **Extension of the hold harmless** agreement and flexibility in apportionment reporting (e.g., allowing colleges to use traditional accounting methods for courses that would have been offered in-person)
- **Data sharing and coordination** with K-12 school districts and UC/CSU to track enrollment trends
- **Statewide marketing** to increase awareness of the California Community Colleges system
- **Continued advocacy and support for the Coronavirus Aid, Relief, and Economic Security (CARES) Act**
- Increased **professional development** for distance education and strategic enrollment management
- Funding to **offset increased costs** due to the pandemic