

Enrollment Update

College of Marin . Convocation . August, 2022

National Trends

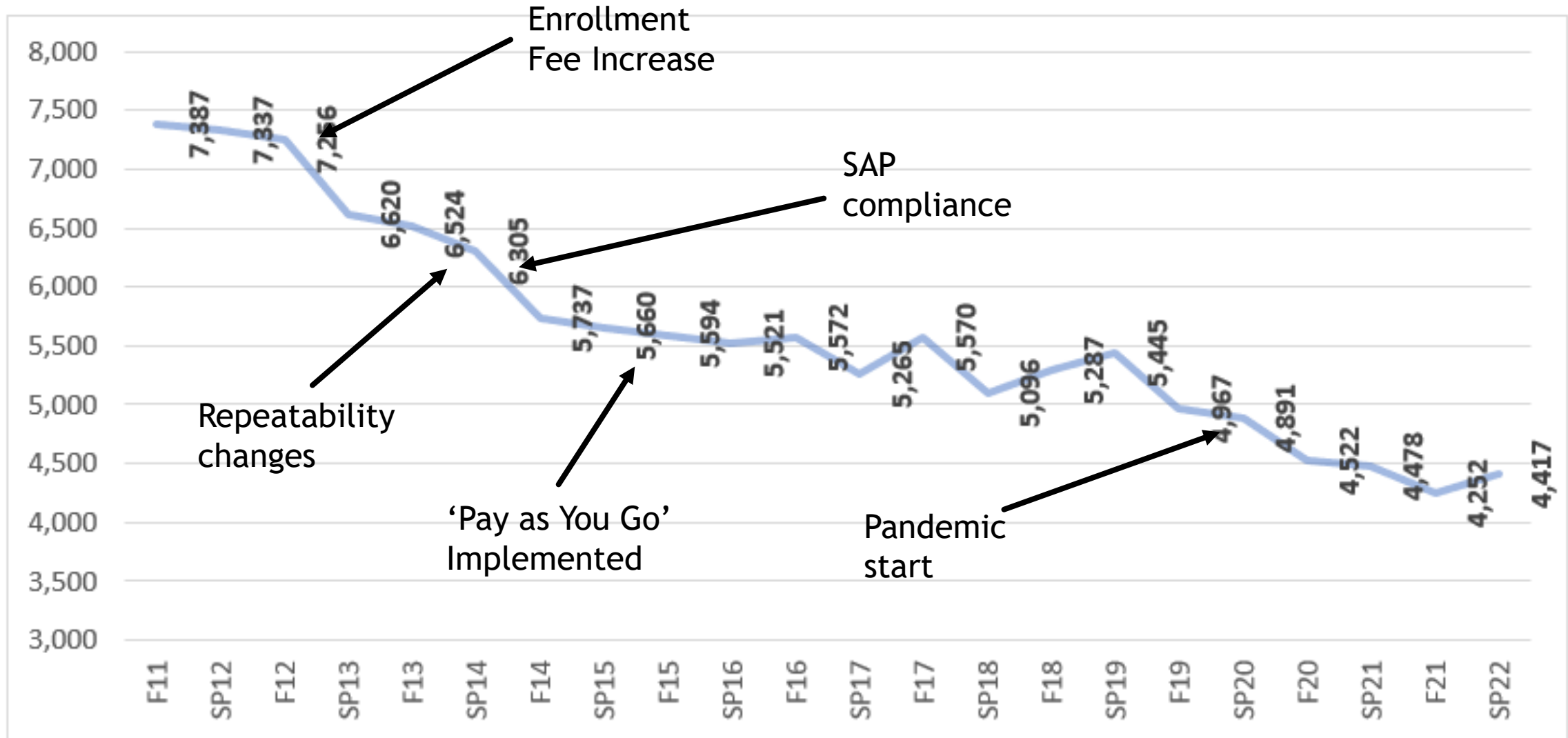
Undergraduate enrollment declines began in 2011.

1.5 million fewer students were enrolled in higher education in 2019 than in 2010—and declines have continued during the pandemic.

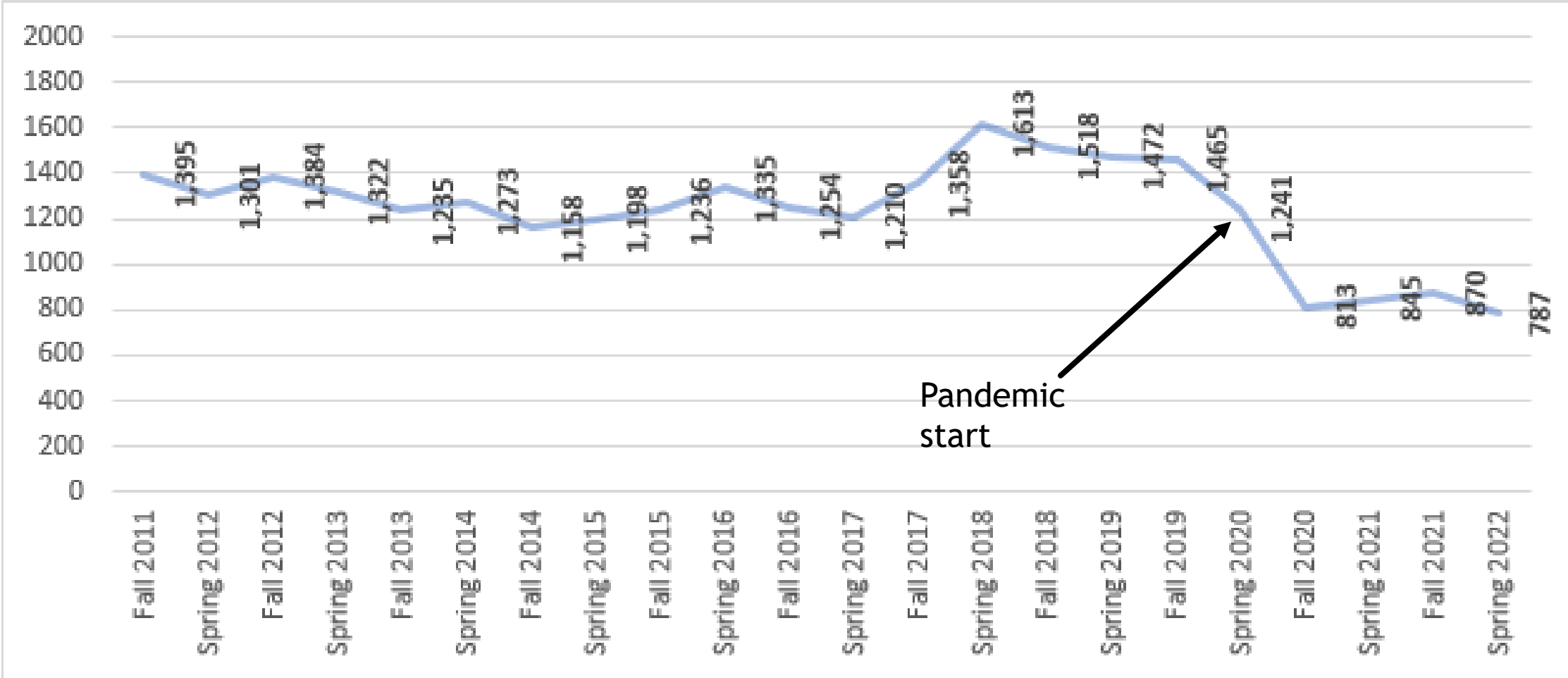
From 2011 to 2019, community college enrollment fell by 26% nationally.

Source: *The Chronicle of Higher Education*

Ten-Year Enrollment Trend (Credit Head-Count)

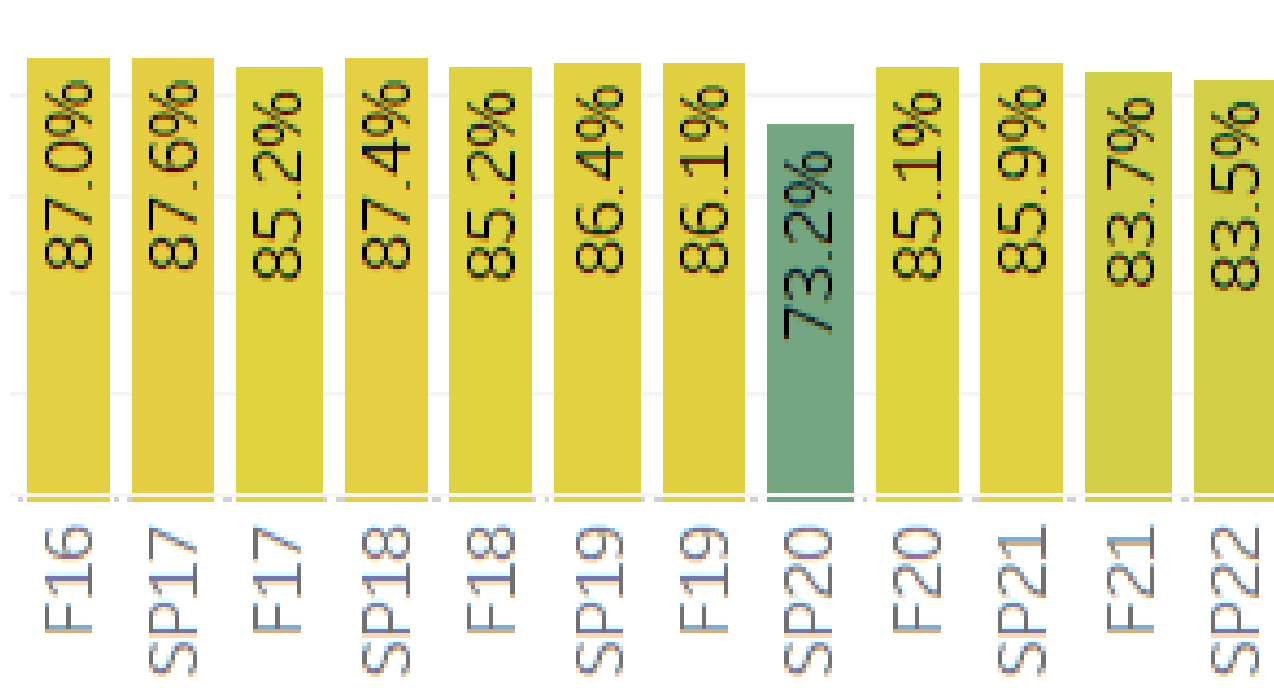


Non-Credit Enrollment Trends



Student Success Fall 2016-Spring 2022

All Credit Courses



Student Success Fall 2016-Spring 2022

by Race/Ethnicity

	Asian	Black or African American	Hispanic	Multi-Racial	White
F16	90.2%	79.6%	84.9%	86.4%	88.7%
SP17	91.0%	84.4%	85.8%	85.3%	88.6%
F17	87.6%	78.3%	82.2%	84.6%	87.8%
SP18	89.5%	80.5%	86.1%	84.6%	88.9%
F18	87.1%	78.4%	84.4%	84.8%	86.5%
SP19	88.9%	79.4%	84.9%	86.7%	88.0%
F19	90.3%	84.2%	82.4%	84.4%	88.6%
SP20	77.6%	59.6%	70.6%	74.1%	74.9%
F20	89.6%	78.9%	81.9%	87.5%	86.8%
SP21	89.1%	82.8%	84.7%	86.7%	86.4%
F21	83.4%	78.5%	82.6%	84.6%	85.1%
SP22	81.1%	79.2%	82.7%	82.8%	85.0%



POST-PANDEMIC VISIONING 2021

COLLEGE OF

MARIN

KEYS FOR SUCCESS

These keys for success cut across all three stories of success and all focus areas of the *Educational Master Plan (EMP) 2019–2025*.



1 FREQUENT ASSESSMENT OF STUDENT NEEDS

Student voices should continually inform post-pandemic offerings once students return to campus; assessment should be accessible and meaningful.

2 EQUITABLE ACCESS TO TECHNOLOGY

Students and employees need equitable access to the necessary technology and ongoing tech support. Virtual instruction and services may increase equitable access but at the same time can create new barriers to access. Students need Wi-Fi hot-spots and laptops, pre-semester training in how to use technology, and ongoing tech support. Consider students who use mobile devices as only access point.

3 MAINTAIN INSTRUCTIONAL EFFECTIVENESS

Online and face to face need to be similar in value and rigor; focus on clarity and consistency with new technology.

4 ROBUST IT SUPPORT

Offering student support services and instruction in new formats will require robust IT support.

5 VALUE HUMAN CONNECTION

Interpersonal connection can be augmented by technology, but technology cannot replace the value of human interaction. Engagement and human connection are key to education; technology can augment but not replace skills gained by hands-on practice and project-based learning; in-person instruction fosters interpersonal and workforce skills development.

Student Voices

Students nationally and locally report struggles with:

- The depersonalizing effects of online learning
- Anxiety and other mental-health issues
- Uncertainty about whether college is worth it
- Issues with teachers and the curriculum
- Difficulty of balancing school with increasing demands of work

Our Students, Spring 2022

Quality of course offerings:

Excellent/Good

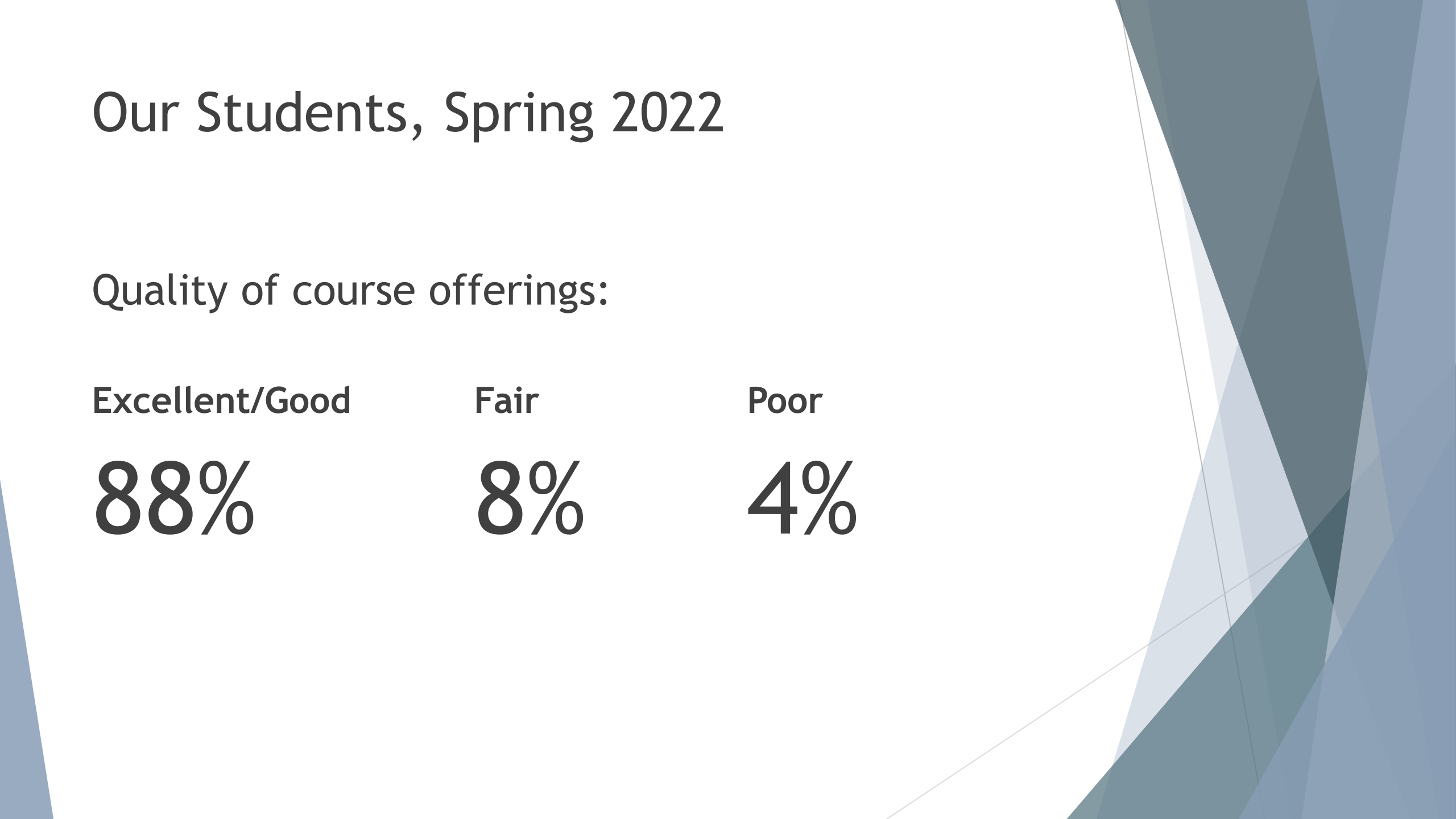
88%

Fair

8%

Poor

4%



Our Students, Spring 2022

Enough Online Offerings:

Strongly Agreed

44%

Agreed

39%

Did Not Agree

17%

Spring 2022 Student Survey

Re-Enrollment Plans for Fall 2022:

Plan to Enroll	In-Person Only	Combination	Online Only
84%	50%	35%	15%

Our Students, Spring 2022

Those Who Had Difficulty Enrolling in Courses:

Modality

46%

Time of Day

23%

Day of Week

26%

Section Full

33%

Master Schedule

Why Develop a Master Schedule?

1. Enable student to more easily complete their goals
2. Increase flexibility for students (multiple modalities)
3. Ensure equity-minded approach to course offerings
4. Ensure alignment with four-year institutions
5. Increase cross-department communication/collaboration



Master Schedule Development Process

Faculty Co-Chairs Leading the Process

1. Gather information
2. Confirm values and priorities
3. Develop master schedule
4. Institutionalize outcomes

Our Students, Spring 2022

Service Access Preferences:

	Enrollment Services	Counseling
Online	34%	33%
In-Person	26%	28%
No Preference	39%	39%

Our Students, Spring 2022

Preferred Hours for Academic Support Use:

Monday-Thursday Afternoons (Noon-5p.m.)

Monday-Thursday Evenings (5p.m.-10p.m.)

Our Stopped-Out Students, Spring 2022

Reasons for Stopping Out:

Work Obligations

33%

Online Instruction

16%

Our Stopped-Out Students, Spring 2022

Age 18-19 Group:

Burnout

31%

Faculty Concerns

Faculty
nationally
and
locally
report
the
following:

- Students seem 'defeated,' 'exhausted,' 'overwhelmed'
- Student disengagement has worsened significantly during the pandemic
- Faculty are not immune to these effects of the pandemic

Fall 2022 Enrollment—As of 8/16/2022

~100 students ineligible due to vaccination requirement

Enrollment Comparison - Fall 2021 - Fall 2022							
	Fall 2022 (08/16/22)	Fall 2021 (08/17/21)	% Difference Current Day	Fall 2021 Opening Day (08/23/21)	% Difference Opening Day	Fall 2021 First Census (09/13/21)	% Difference First Census
27 days to first census							
Credit Headcount	3,770	3,864	-2.4%	4,127	-8.7%	4,251	-11.3%
Credit Hours	31,643	32,081	-1.4%	33,528	-5.6%	32,354	-2.2%
Credit FTES	2,110	2,139		2,235		2,157	
Credit Sections	737	742	-0.7%	750	-1.7%	766	-3.8%
Noncredit Headcount	882	814	8.4%	862	2.3%	870	1.4%
Unduplicated Headcount	4,594	4,626	-0.7%	4,937	-6.9%	5,062	-9.2%

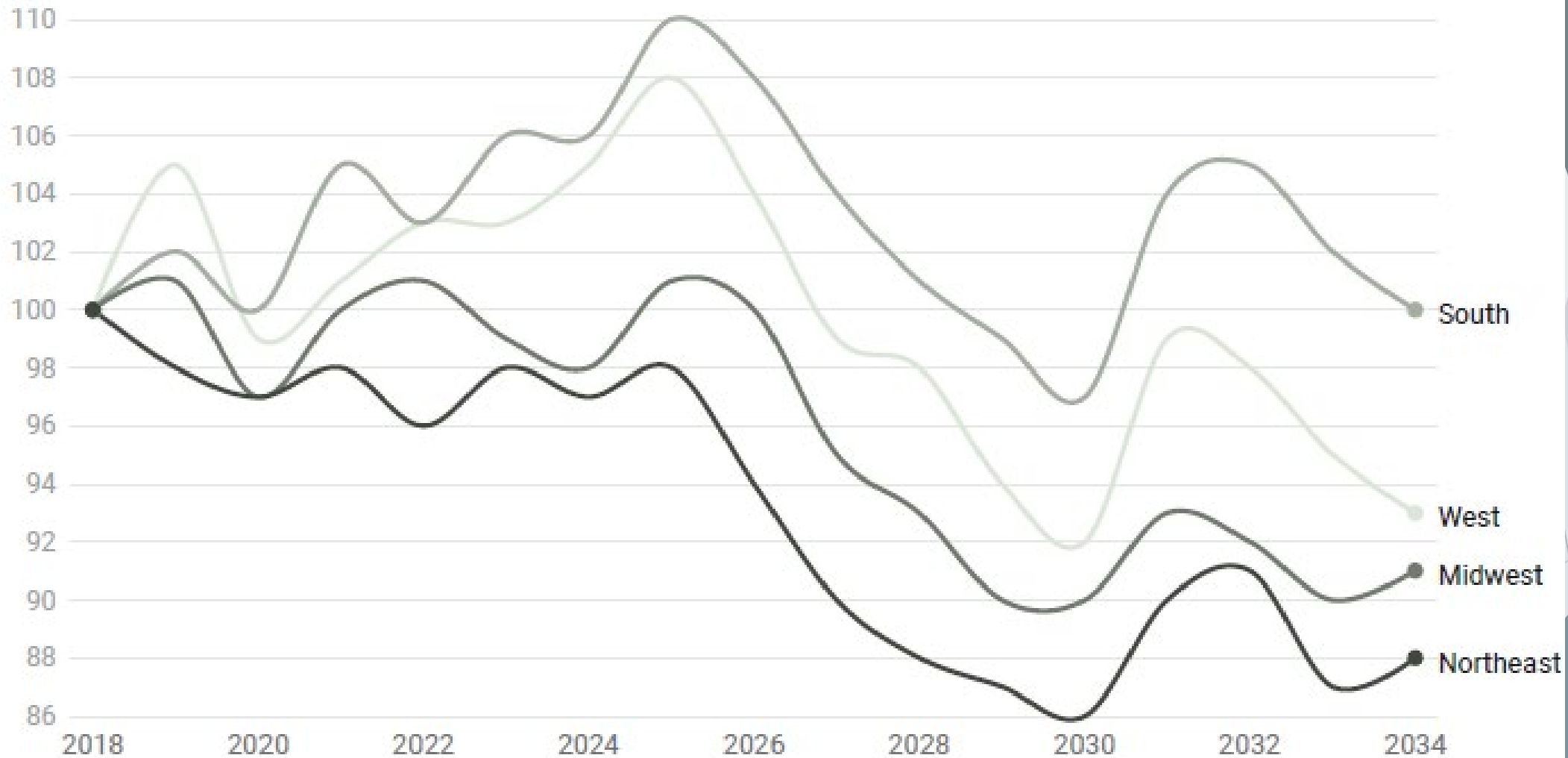
Chancellor's Office Enrollment Predictions

The Chancellor's office predicts an increase in credit/noncredit headcount enrollment and FTES of just under 4% by 2026-27.

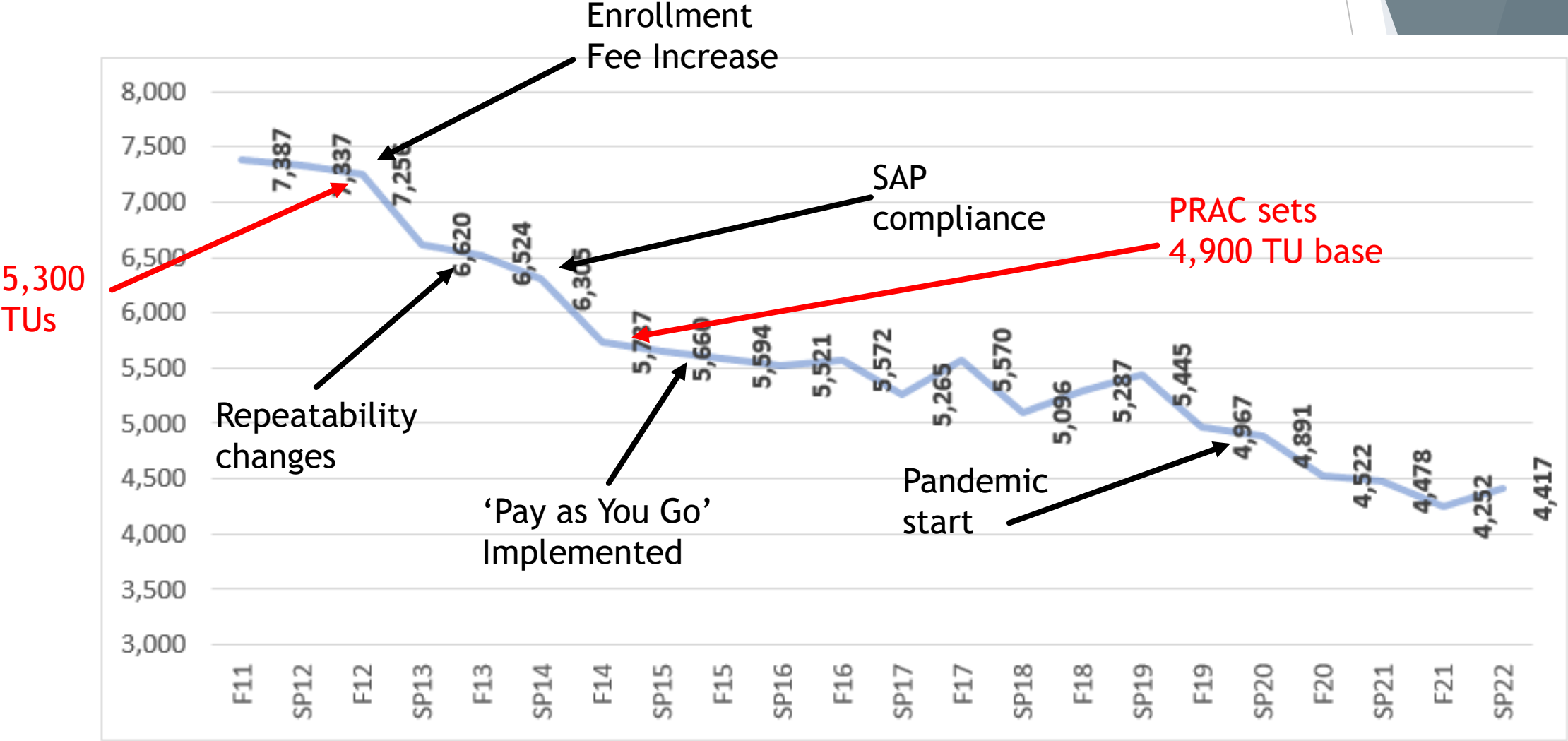
2022-23		2026-27		Difference		Percent change	
Enrollment	FTES	Enrollment	FTES	Enrollment	FTES	Enrollment	FTES
6,739	3,897	6,994	4,166	255	142	3.78%	3.65%

Source:
<https://www.cccco.edu/-/media/CCCCO-Website/College-Finance-and-Facilities/Facilities-Planning/Reports-and-Guidelines/cccco-report-five-cap-outlay-final-a11y.pdf?la=en&hash=B5486689BCBED4705D98EEAEFE1BDDA45BC70FE>

National Community College Enrollment Projections, 2018-2034



Ten-Year Enrollment Trend (Credit Head-Count)



K-12 & Other Partnerships

