

FALL 2020

Enrollment
Update in COVID
Environment

Academic Senate
12/2/2020

BE THE **EXPLORER**



BE THE **INSPIRATION**



BE THE **INVESTIGATOR**



BE THE **INNOVATOR**



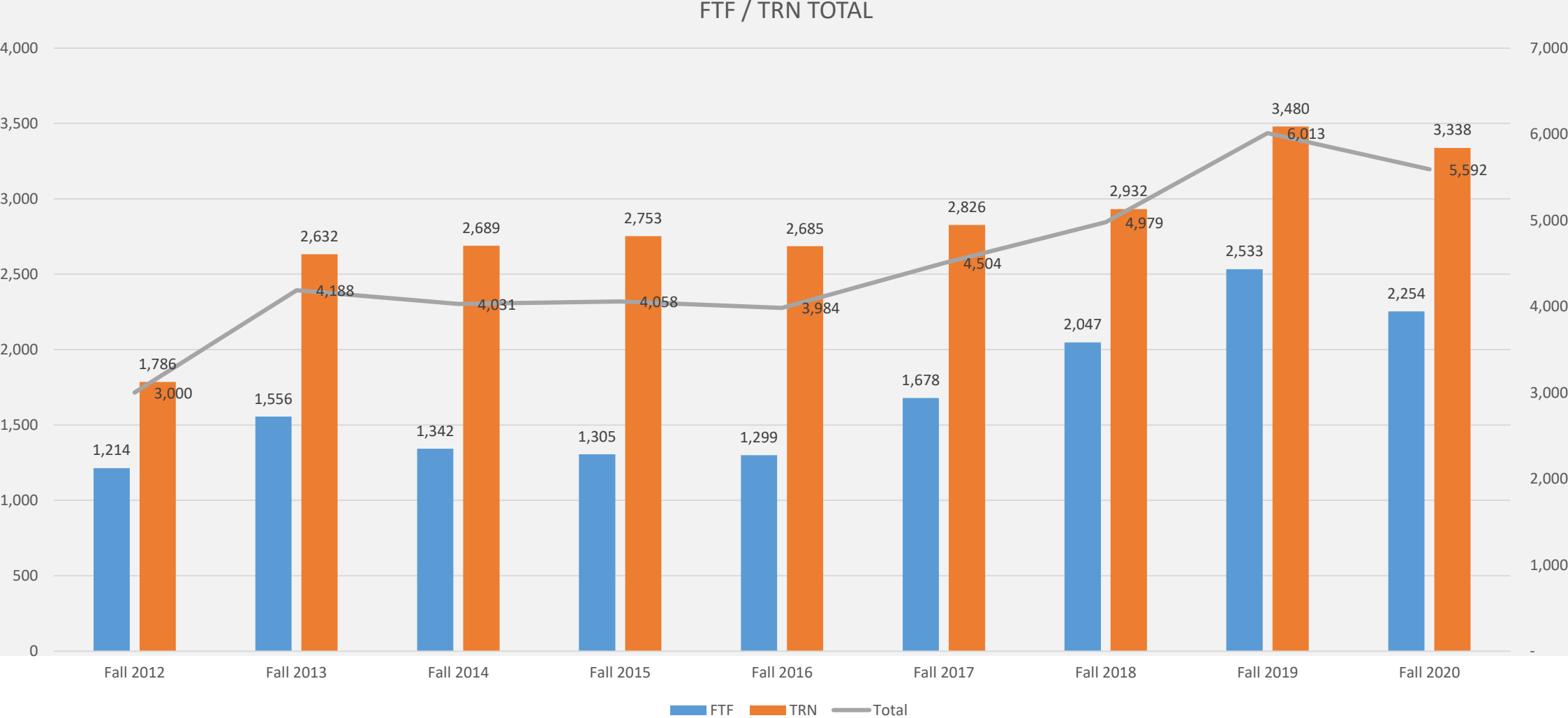
Agenda

- CSUDH Enrollment Trends (2012 –2020)
- Fall 2020 Enrollment
 - Profile of Entering Students
- Fall 2019 and Fall 2020 Enrollment
- Fall 2020 COVID Assumptions
- Spring 2021 and Fall 2021 COVID Impact
 - What we know
- Next Steps

The logo features the text "BE A TORO" in white, bold, sans-serif font against a black background. "BE A" is positioned above "TORO", with "BE" and "A" separated by a wide space. "TORO" is significantly larger and bolder than "BE A".

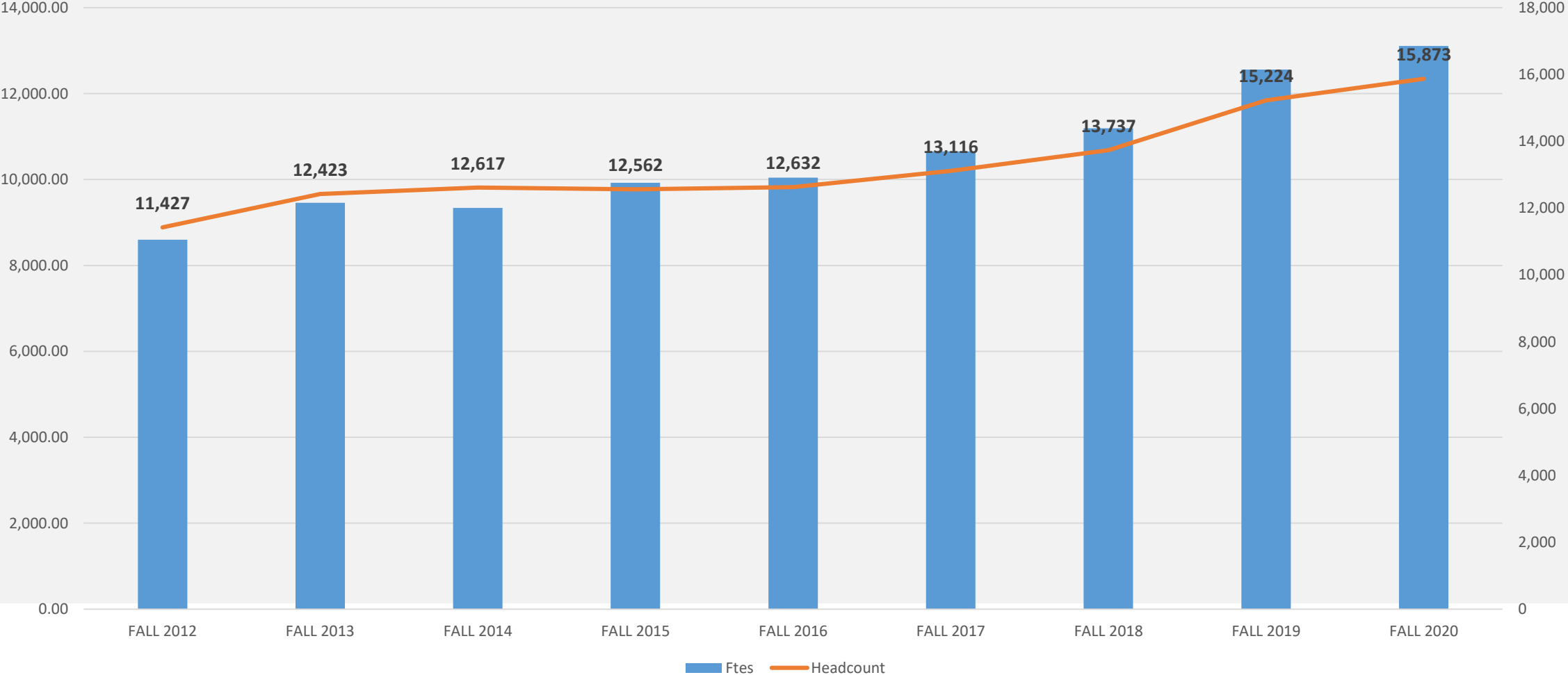
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New Undergraduate Enrollment Trends

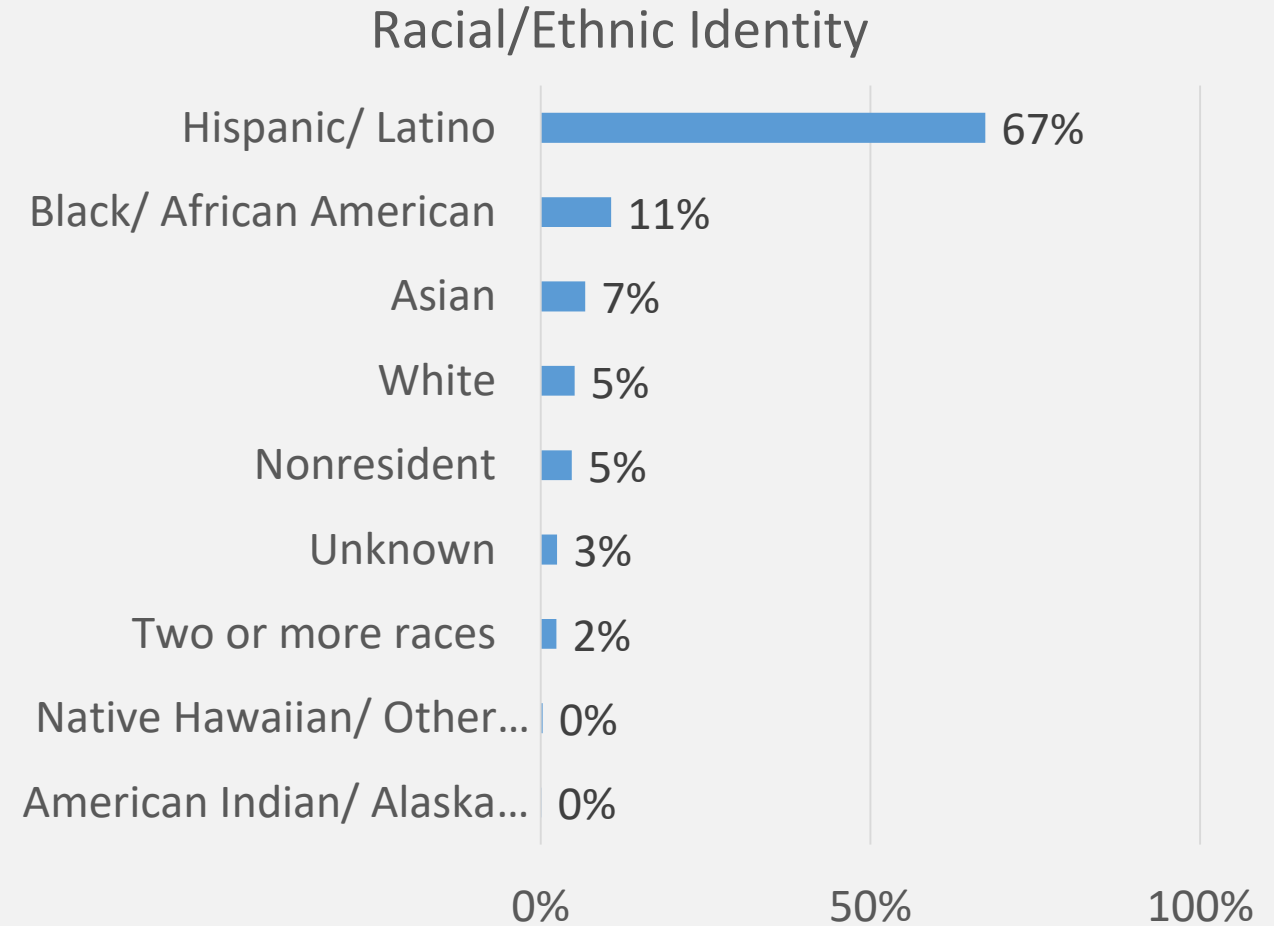
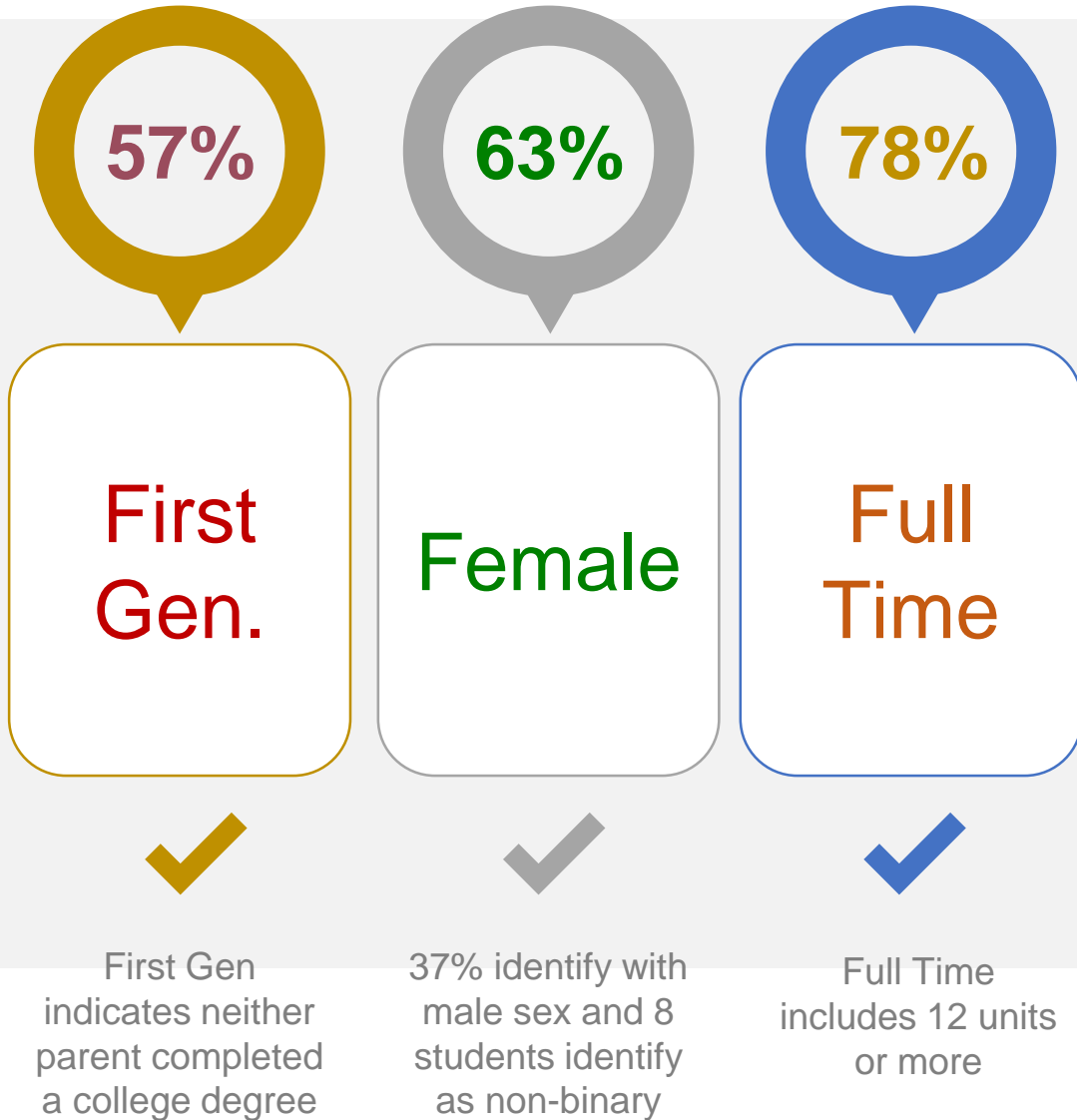


Undergraduate Enrollment Trends

UNDERGRADUATE FTES AND HEADCOUNT



Undergraduates – Fall 2020



Change over last year:

+1% Hispanic/Latinx

+0.5% Black/ African American

Enrollment Fall 2019 and Fall 2020

	Fall 2019 Census	Fall 2020 Census	Difference
Headcount	16,814	17,511	+697
FTEs	13,780	14,376	+596
MUL (Mean Unit Load)	12.11	12.16	+0.05

Assumptions for Fall 2020 Newly Enrolling Students

Increase Factors

- If CSU Fullerton, Long Beach, and Los Angeles held to their impact criteria
- If students want to remain local, close to home
- Waiving the Intent2 Enroll upon request
- Higher re-direction acceptance
- Chancellor's Guidelines for COVID 19 Admissions
- Mode of instruction for fall term
- Adult/Ed/re-tooling (CEIE), pathway to degrees
 - Reaching out to those who left to return/complete degree
- Innovation – how we position the value of the degree and ROI
- Unemployment rates of students and/or their families
 - Family interconnectedness

Decrease Factors

- Housing costs – potential for students to take out loans
- Deadline missed (July 15)
- Request for GAP year/enrollment deferral
- Enrollments at UC's and CSU's
- Mode of instruction for fall term
- Lack of face to face engagement with students via NSO and yield activities
- Childcare availability
- Psycho/Social impact of virtual learning
 - This semester did not go well, via virtual learning and how can we encourage them to try it again
- Safety individuals feel returning to the new "normal"

Assumptions for Continuing Students

Increase Factors

- CARES funding
- Mode of instruction, if face-to-face
- Availability of classes
- \$800K GI 2025 grant
- Seniors deferring their graduation to the fall or next spring
- Unemployment rates of students and/or their families
 - Family interconnectedness
- Parents with dependents grant increase
- Innovation – how we position the value of the degree and ROI

Decrease Factors

- Mode of instruction
- Unemployment rates of students and/or their families
- COVID 19 Stop Out Rates
- Course offerings for graduating seniors, virtual or face-to-face
- Seniors no longer eligible for financial aid
- Workforce demands/opportunities
- Childcare availability
- Campus student assistants job unavailability due to slow re-open phases
- Psycho/Social impact of virtual learning
- Safety individuals feel returning to the new “normal”

Spring 2021 and Fall 2021 Discussion

Spring/Fall Indicators

- Fall to Spring continuation rates
- Fall to Fall registration numbers
- Economic crisis
- Student engagement, support, belonging, faculty interactions

Future Areas for Consideration

- CSU Applicant pool
- Potential Stop Out Increases and campus plans for students to return
- How COVID 19 has changed our assumptions and position/s related to virtual/on-line instruction

Next Steps



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