



2021 REPORT

STUDENT CENTERED ACTION & RESPONSE COURSE SECTION OFFERINGS AND PLANS FOR FUTURE INSTRUCTION

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor



California
Community
Colleges

ELOY ORTIZ OAKLEY
Chancellor

January 5, 2022

The Honorable Gavin Newsom
Governor of California
State Capitol
Sacramento, CA 95814

RE: Senate Bill 129 Course Section Offerings and Plans on Future Instruction

Dear Governor Newsom:

Pursuant to Senate Bill 129, please find the enclosed summary of community college district course sections offered and plans for future instruction. The Chancellor's Office is required to summarize the district level data in a report to the Legislature and Department of Finance by November 30, 2021.

If you have any further questions on this report, please contact Lizette Navarette, Executive Vice Chancellor for the Institutional Supports and Success Office, at lnavarette@cccco.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'Eloy Ortiz Oakley'.

Eloy Ortiz Oakley, Chancellor

Enclosure: Report

Chancellor's Office

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STUDENT CENTERED ACTION AND RESPONSE

COURSE SECTION OFFERINGS AND PLANS FOR FUTURE INSTRUCTION

SENATE BILL 129 LEGISLATIVE REPORT

December 2021

Prepared By

California Community Colleges Chancellor's Office

1102 Q Street

Sacramento, CA 95811-6549

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SENATE BILL 129 | BUDGET ACT OF 2021

COURSE SECTION OFFERINGS AND PLANS FOR FUTURE INSTRUCTION

Senate Bill 129 (Skinner, 2021), requires community college districts to report on the total number of course sections offered, broken out by lecture and laboratory courses; and the percentage of course sections offered in-person, online or in a hybrid format. SB 129 also requires districts to report on plans on for future instruction, including data on student demand and plans to meet identified demand and plans for resuming in-person instruction. The California Community Colleges Chancellor's Office (Chancellor's Office) is required to summarize the district level data in a report to the Legislature and Department of Finance by November 30, 2021. The SB 129 survey was completed by 72 community college districts.

This report provides information on college enrollment trends, nationally and statewide, as well as community college student demand for various course modalities and actions taken to meet student demand. Additionally, this report summarizes the data received through the SB 129 survey on course offerings and college's plans for future instruction.

COLLEGE ENROLLMENT DATA

National Enrollment Trends

The National Student Clearinghouse Research Center published a report¹ on college enrollment in October 2021, which describes recent changes in college enrollment nationally and breaks down the data by state, higher education sector, student demographics and other variables.

This report examined enrollment data from fall 2019 (prior to the onset of the COVID-19 pandemic), fall 2020 and fall 2021, and found that undergraduate enrollment is down in all sectors, with public two-year colleges seeing the largest drops. Between fall 2019 and fall 2020, public two-year college enrollment decreased by 9% and dropped an additional 5.6%. Public four-year colleges saw enrollment declines of .8% and 2.3% over the same periods.

Nationwide, freshman enrollment declined 12.3% between fall 2019 and fall 2021 in all sectors combined; however, freshman enrollment at public two-year colleges declined by more than 20% over the same period.

Statewide Enrollment Trends

The report by the National Student Clearinghouse Research Center also provided data on the change in undergraduate enrollment by state. Between fall 2019 and fall 2021, the average decrease in undergraduate enrollment nationwide was 3.2%. California experienced undergraduate enrollment decline in the same two-year period of more than twice the national average (-6.4%).

¹ Source: [National Student Clearinghouse Research Center's Regular Updates on Higher Education Enrollment, October 26, 2021](https://nscresearchcenter.org/stay-informed/), <https://nscresearchcenter.org/stay-informed/>

California Community College Enrollment Trends

Absent the effects of the Covid-19 pandemic, community college enrollment was already declining nationally and has been flat in California for a number of years. In recent years, a few community college districts have demonstrated consistent growth, while the majority were experiencing flat or declining enrollment. Figure 1 displays the total statewide full time equivalent students (FTES) reported by the colleges annually over the last ten years.² Preliminary data for 2021-22 will be reported in January 2022. Prior to the pandemic, college enrollments were already projected to decline by 15% nationally, starting in 2025 through the end of this decade. K-12 enrollment has been flat for a number of years and was beginning to decline prior to the onset of the pandemic. Furthermore, population growth in California is at its lowest point since the 1800s. These factors have worked to exacerbate the enrollment declines over the past two years.

Figure 1. Statewide Total FTES

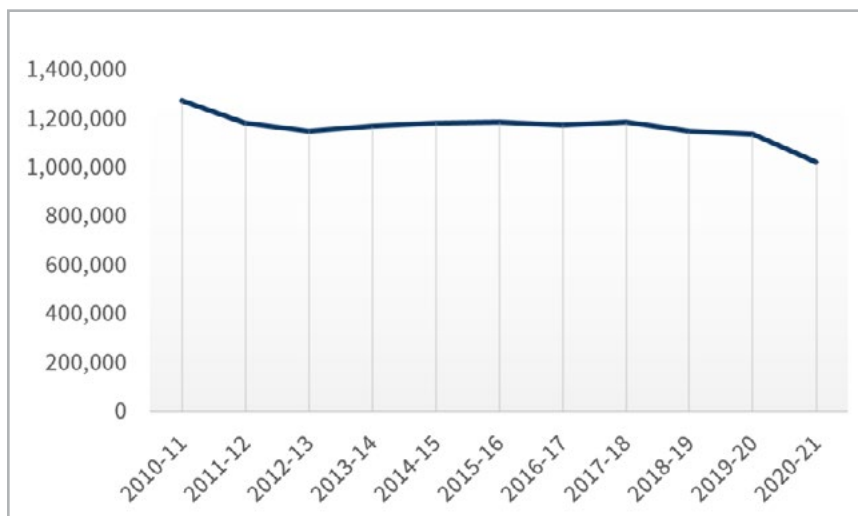


Table: Statewide Total FTES

Academic Year	Statewide Total FTES
2010-11	1,271,967
2011-12	1,182,633
2012-13	1,148,863
2013-14	1,167,090
2014-15	1,181,884
2015-16	1,186,716
2016-17	1,173,780
2017-18	1,183,931

² Source: Chancellors Office CCFS-320 Reports

Academic Year	Statewide Total FTES
2018–19	1,148,055
2019–20	1,135,871
2019–20	1,021,226

SURVEY RESULTS: STUDENT DEMAND FOR VARIOUS INSTRUCTIONAL MODALITIES

Data on Student Demand for Various Instructional Modalities

The SB 129 survey requested data on student demand for various instructional modalities. Several community college districts surveyed their students or used focus groups to determine student preferences for instructional modalities. Other college districts used either existing enrollment data, success metrics, waitlist data, or a combination of these, to determine student demand for instructional modalities. Many districts found that overall, students show a higher demand for online courses. Evidence indicates that this may be due to the population of students served by community colleges, which includes a much higher share of working adults and students with dependent children, who struggle to balance work and family responsibilities with an in-person class schedule. However, some districts reported that their students expressed a desire to attend in-person classes as well. There was also interest in hybrid courses that include both in-person and online instruction. Districts reported that demand for a particular instructional modality is highly dependent on the type of course. For example, lab courses such as nursing and dental hygiene, as well as hands-on courses such as welding, require students to attend in-person; colleges are often not able to offer these courses in an online modality.

In separate but related research conducted by the Chancellor’s Office to inform enrollment and retention outreach strategies statewide, 400 prospective students of diverse ages, races and backgrounds were surveyed by the Chancellor’s Office in October 2021. More than half of the focus group participants said they would prefer some form of hybrid educational setting that included online and in-person instruction. Twenty-seven percent of the respondents said they preferred all online instruction, and 18% favored all in-person. The top reasons for preferring all online or hybrid instruction were the convenience and independence that the modalities provided, specifically as it relates to fitting into work schedules. The research also found that the “need to work full time” was cited as the number one or number two barrier to enrolling in a California community college across all racial groups.

Actions to Meet Student Demand for Various Instructional Modalities

Community college districts continue to respond to student input from surveys and focus groups and to review data on waitlists, enrollment trends and success metrics. Based on this input and data, districts are adjusting the instructional modalities to meet students diverse and sometimes incompatible demand for course offerings. Districts have used strategic enrollment management to assist with scheduling and enrollment patterns. For example, some community college districts have increased section offerings to meet student demand

in response to survey responses and waitlist data. Other community college districts have modified the mix of in-person vs. online courses, offering more online and hybrid courses, or more in-person courses, based on surveys and success metrics. Some community college districts hired faculty proficient in online instruction and many districts have expanded online instruction professional development for faculty. Community colleges continue to remain flexible to meet student demand by collecting and monitoring data and information collected.

Measures Taken to Support Student-Aligned Improvements to Instructional Modalities Resulting from the Pandemic

Districts took similar measures to support students and staff due to the pandemic. Some districts reported upgraded classrooms to support hybrid courses and providing students in need with laptops and Wi-Fi hot spots. In addition to the continued statewide investment in faculty professional development in support of online education, the majority of districts also reported that they have continued and will continue to provide training to their staff regarding technology and online teaching. Some districts require that all faculty take some form of training for online teaching. Almost all the districts reported having some kind of online training module to help students and staff with technology. Districts acknowledge that faculty must be provided professional development opportunities to improve their online teaching skills and support students overall.

Districts' decision to adapt course modalities to demand aligns with statewide views shared by students. At its spring 2020 plenary, the Student Senate for California Community Colleges (SSCCC) adopted a statewide resolution urging districts to expand online or distance education offerings. Students highlighted that traditional class formats and schedules within normal business hours are burdensome for those employed which as a result creates barriers to educational opportunities. Specifically, the SSCCC resolution asks that, for each general education or degree requirement, at least one class be offered in an online format.

SURVEY RESULTS: PLANS FOR FUTURE INSTRUCTION

Near-Term and Long-Term Plans for Resuming In-Person Instruction

Districts reported that while they are planning to increase in-person instruction in both the near and long term, issues related to COVID-19 caseloads, vaccine mandates and student feedback could change those plans. Approximately 70% of districts reported looking to increase in-person instruction in spring 2022, but plans depended on health concerns and future student feedback. Approximately 41% of districts reported looking at enrollment data and/or student feedback to help guide their long-term plans. While the majority of the districts reported having plans to resume additional in-person instruction, they also expect to continue to offer more online options moving forward than were offered prior to the pandemic.

Data on Summer 2021/Fall 2021 Courses Originally Offered In-Person that Were Converted to Online Due to Student Demand

Some of the districts that resumed in-person instruction in summer 2021 or fall 2021 ultimately decided to convert some of their in-person offerings back to online courses due to low enrollment demand for in-person course offerings. Only one district did the opposite by cancelling fully online sections and opening new in-person sections.

SURVEY RESULTS: COURSE SECTIONS AND MODALITIES

Many districts have seen a drop, in some cases a significant drop, in the total number of course sections offered when comparing fall 2019 (pre-pandemic) to fall 2021.

Total Course Sections – Lecture vs. Lab

Declining enrollment and the difficulty with converting certain courses to an online modality, as well as some increased efficiency achieved by offering courses online has led to a decrease in the number of course sections offered at community colleges. Figure 2 shows the total number of course sections (in bold), broken out by lecture and lab sections.

Figure 2. Lecture vs lab course sections for Fall 2019, Fall 2020, and Fall 2021

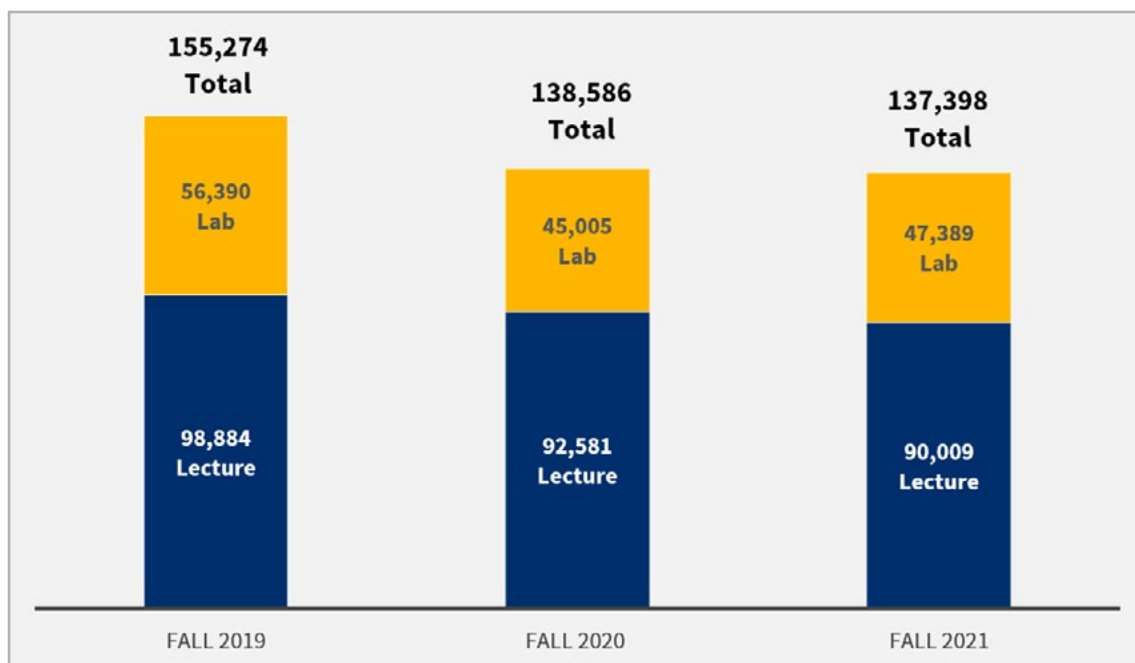
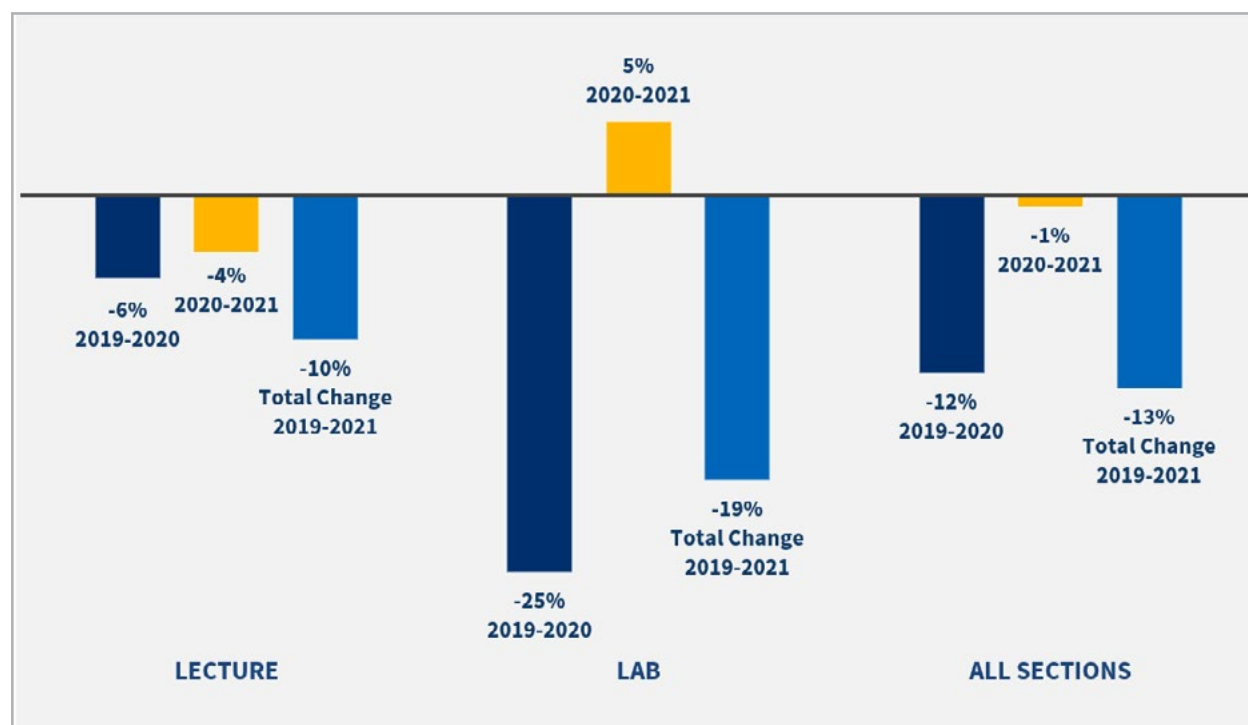


Figure 3 displays the percent change in the number of course sections offered in fall 2020 compared to fall 2019, fall 2021 compared to fall 2020, and then fall 2021 compared to fall 2020, disaggregated by type (lecture vs. lab, followed by the total). What these data reveal is an overall decline of all course types across the two years (down 13%), but with different patterns by course type. Lecture sections declined 6% from 2019 to 2020 and another 4% from 2020 to 2021. Lab courses had a much steeper initial decline in fall 2020 (down 25%), followed by a modest recovery, but still leaving lab courses with a comparatively higher rate

of decline over the two years (down 19%) compared to lecture courses (down 10%).

Figure 3. Percent change in course offerings by course modality and year

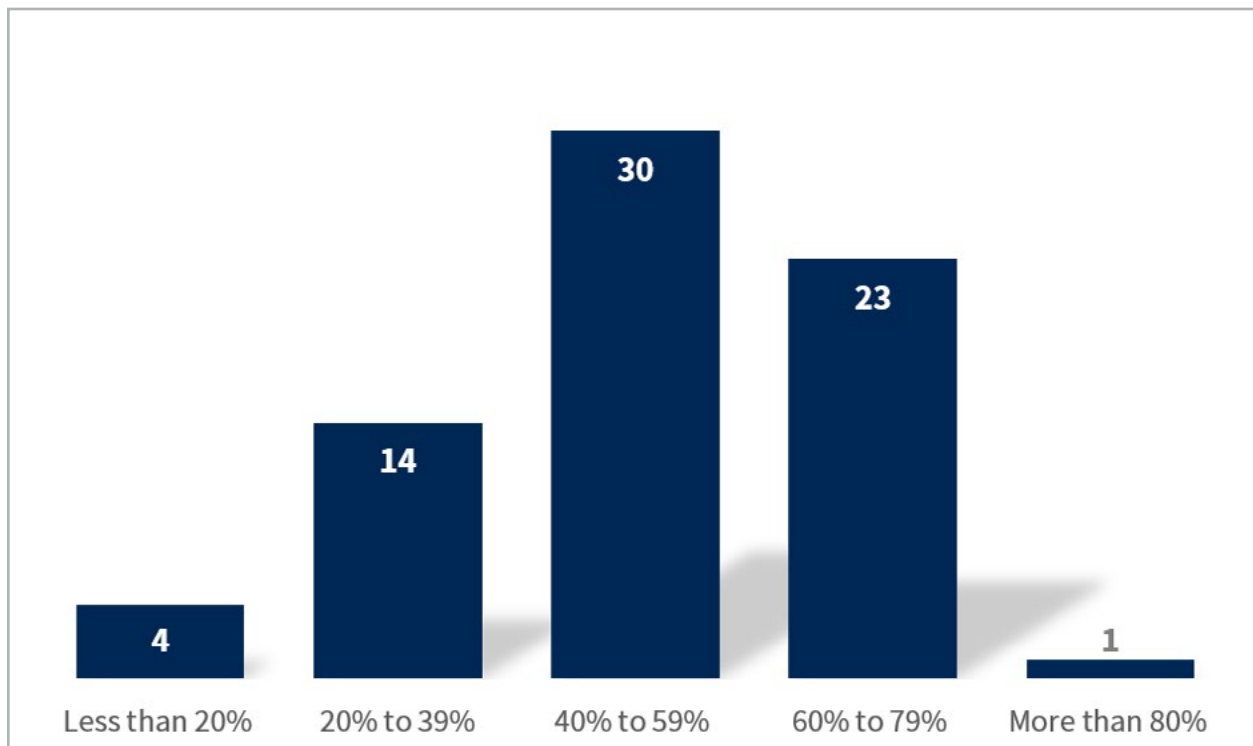


Plans for In-Person Instruction in Spring 2022

Approximately 50% of the community college districts indicated they are planning to offer 50% to 85% of course sections in person in spring 2022. Another 32% of community college districts reported they plan to offer between 10% to 49% of their course sections in person. The remaining 19% either identified some plans to increase in-person instruction in spring 2022, maintain current levels of in-person instruction, or remain fluid to meet student demand. All community college districts expressed that they are implementing a combination of online, hybrid and HyFlex³ courses and adjusting instructional modalities based on student needs and enrollment. Figure 4 displays the percent of in-person instruction that districts are planning to offer in fall 2022, divided into ranges.

³ HyFlex combines the terms “hybrid” and “flexible.” The Columbia University Center for Teaching and Learning (2021) explains that hybrid learning integrates face-to-face (synchronous) and online learning (asynchronous) experiences to help students master the course content and learning objectives. <https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/hyflex/>

Figure 4. Percent of Instruction Planned In-Person Fall 2022



KEY TAKEAWAYS FROM THE SURVEY DATA RECEIVED

In looking at the community college districts' mix of in-person and online courses and plans for future instruction, the survey results show a large variance across the system in efforts to meet local student need and community conditions. Some districts are quickly transitioning back to in-person instruction, while other districts are finding that there is greater demand for online instruction. There are a number of factors that affect districts' plans to come back to in-person instruction, including online teaching and learning demand, COVID cases in the area, local vaccination mandate policies, and the political climate within the district. The Chancellor's Office will continue to offer statewide support as colleges balance the transition back to in-person instruction with the newly increased demand for quality online and hybrid course offerings.

APPENDIX

Table 1: Statewide Total Full-time Equivalent Students

Academic Year	Statewide Total FTES
2010-11	1,271,967
2011-12	1,182,633
2012-13	1,148,863
2013-14	1,167,090
2014-15	1,181,884
2015-16	1,186,716
2016-17	1,173,780
2017-18	1,183,931
2018-19	1,148,055
2019-20	1,135,871
2020-21	1,021,226
2021-22	Preliminary data expected March 2022

Table 2: Total Course Sections Offered

Community College District	Fall 2019 Lecture Sections	Fall 2020 Lecture Sections	Fall 2021 Lecture Sections	Fall 2019 Lab Sections	Fall 2020 Lab Sections	Fall 2021 Lab Sections
Allan Hancock	724	615	624	118	79	101
Antelope Valley	977	905	1,414	652	563	641
Barstow	324	270	276	147	94	99
Butte	990	840	820	481	390	430
Cabrillo	646	578	638	832	686	676
Cerritos	1,506	1,442	1,477	1,382	1,082	1,071
Chabot-Las Positas	1,053	942	854	1,304	1,216	1,123
Chaffey	1,635	1,920	1,901	587	104	231
Citrus	918	835	836	465	399	463
Coast	2,535	2,300	2,188	1,649	1,300	1,331
Compton	390	329	336	213	190	173
Contra Costa	1,759	1,468	867	1,900	1,901	2,403
Copper Mountain	260	222	250	120	101	117
Desert	1,200	1,100	0	155	110	0
El Camino	1,497	1,420	1,340	826	671	715
Feather River	118	114	110	149	143	151
Foothill-De Anza	1,863	1,825	1,829	1,450	1,230	1,115
Gavilan	487	390	410	275	226	310
Glendale	1,199	1,166	1,147	503	455	447

Community College District	Fall 2019 Lecture Sections	Fall 2020 Lecture Sections	Fall 2021 Lecture Sections	Fall 2019 Lab Sections	Fall 2020 Lab Sections	Fall 2021 Lab Sections
Grossmont-Cuyamaca	1,240	794	721	619	433	446
Hartnell	759	752	838	725	632	686
Imperial	640	596	568	267	203	219
Kern	2,604	2,614	2,655	836	853	918
Lake Tahoe	266	187	232	52	47	53
Lassen	277	254	235	160	134	133
Long Beach	1,821	1,824	1,830	773	645	709
Los Angeles	7,717	7,117	6,973	3,790	3,122	3,275
Los Rios	5,087	4,591	4,492	2,604	2,057	2,123
Marin	611	547	559	456	404	471
Mendocino	420	317	321	315	162	277
Merced	969	949	880	441	443	441
Mira Costa	1,092	1,047	993	495	473	460
Monterey	508	507	495	602	504	516
Mt. San Antonio	2,059	2,122	2,039	1,134	967	1,114
Mt. San Jacinto	1,130	1,071	1,130	387	356	352
Napa Valley	443	390	366	242	205	220
North Orange	3,264	3,319	2,980	1,707	1,363	1,596
Ohlone	482	508	461	605	525	605
Palo Verde	339	330	307	363	343	233

Community College District	Fall 2019 Lecture Sections	Fall 2020 Lecture Sections	Fall 2021 Lecture Sections	Fall 2019 Lab Sections	Fall 2020 Lab Sections	Fall 2021 Lab Sections
Palomar	1,451	1,383	1,276	613	497	542
Pasadena	1,830	2,206	2,339	859	344	391
Peralta	1,737	1,564	1,530	340	267	299
Rancho Santiago	1,811	1,692	1,587	1,360	1,098	1,040
Redwoods	408	310	415	364	250	214
Rio Hondo	1,018	1,364	1,265	1,009	716	415
Riverside	2,345	2,260	2,087	1,343	1,246	1,524
San Bernardino	2,241	2,105	2,070	616	465	397
San Diego	3,495	2,965	2,724	2,488	1,812	1,895
San Francisco	1,510	1,485	1,273	589	469	455
San Joaquin Delta	1,123	1,032	1,092	1,098	685	799
San Jose-Evergreen	996	973	923	864	713	649
San Luis Obispo	843	782	716	513	438	473
San Mateo	1,604	1,614	1,421	489	414	514
Santa Barbara	1,791	1,531	1,655	425	388	383
Santa Clarita	1,569	1,567	1,544	738	672	628
Santa Monica	2,115	2,037	2,015	947	763	703
Sequoias	858	866	886	420	406	392
Shasta-Tehama-Trinity	724	699	635	676	409	341
Sierra	1,542	1,534	1,404	750	596	661

Community College District	Fall 2019 Lecture Sections	Fall 2020 Lecture Sections	Fall 2021 Lecture Sections	Fall 2019 Lab Sections	Fall 2020 Lab Sections	Fall 2021 Lab Sections
Siskiyou	304	209	200	271	109	126
Solano	648	591	533	386	309	297
Sonoma	1,235	1,226	1,158	1,289	948	1,095
South Orange County	2,108	2,113	2,064	1,227	1,040	1,102
Southwestern	1,477	1,469	1,394	1,143	807	917
State Center	2,957	2,598	2,705	1,834	1,506	1,525
Ventura	2,251	2,365	2,428	1,392	974	1,077
Victor Valley	634	529	415	175	128	138
West Hills	554	523	565	217	180	193
West Kern	309	286	253	102	96	95
West Valley-Mission	1,337	1,143	1,135	974	562	652
Yosemite	1,434	1,322	1,284	743	615	662
Yuba	816	721	626	355	272	351
Statewide Totals	98,884	93,581	90,009	56,390	45,005	47,389

Table 3: Course Delivery Method (Includes Lecture and Lab)

Community College District	Fall 2019 FULLY IN-PERSON	Fall 2020 FULLY IN-PERSON	Fall 2021 FULLY IN-PERSON	Fall 2019 FULLY ONLINE	Fall 2020 FULLY ONLINE	Fall 2021 FULLY ONLINE	Fall 2019 BLENDED/HYBRID	Fall 2020 BLENDED/HYBRID	Fall 2021 BLENDED/HYBRID
Allan Hancock	1,164	159	944	172	1,083	316	0	0	232
Antelope Valley	1,485	46	1,192	124	1,215	861	20	207	2
Barstow	208	1	38	161	302	242	102	61	95
Butte	1,296	180	549	165	1,049	609	10	10	89
Cabrillo	1,122	264	405	235	996	770	121	4	139
Cerritos	3,070	348	721	450	1,925	1,459	83	25	435
Chabot-Las Positas	1,392	86	308	332	2,208	1,499	104	155	271
Chaffey	1,625	66	72	495	1,914	1,877	102	44	183
Citrus	1,164	0	280	167	1,064	767	51	170	747
Coast	3,386	108	631	686	3,235	2,608	112	257	280
Compton	515	33	110	69	476	368	19	10	31
Contra Costa	2,232	1,578	389	469	675	3,252	278	182	286
Copper Mountain	203	9	136	52	193	102	5	20	12
Desert	1,163	1,210	0	166	1,210	1,185	0	0	30
El Camino	2,093	350	291	202	1,515	1,581	28	226	183
Feather River	263	181	260	20	95	31	98	93	111
Foothill-De Anza	2,298	379	594	690	2,653	2,176	325	23	174
Gavilan	601	131	284	107	365	485	54	190	51
Glendale	1,452	16	179	179	1,605	1,399	71	0	16

Community College District	Fall 2019 FULLY IN-PERSON	Fall 2020 FULLY IN-PERSON	Fall 2021 FULLY IN-PERSON	Fall 2019 FULLY ONLINE	Fall 2020 FULLY ONLINE	Fall 2021 FULLY ONLINE	Fall 2019 BLENDED/HYBRID	Fall 2020 BLENDED/HYBRID	Fall 2021 BLENDED/HYBRID
Grossmont-Cuyamaca	1,774	23	405	2	1,176	655	83	28	107
Hartnell	991	857	392	196	313	922	297	214	210
Imperial	822	16	133	74	733	570	11	50	84
Kern	2,751	173	1,545	538	2,786	1,463	151	600	481
Lake Tahoe	204	0	123	114	232	152	0	2	10
Lassen	300	152	188	113	200	139	24	36	41
Long Beach	2,110	44	373	363	2,267	1,804	121	158	362
Los Angeles	9,446	285	2,144	1,780	9,875	7,712	281	79	392
Los Rios	5,423	318	563	1,573	6,197	5,839	695	93	213
Marin	823	4	8	59	687	463	35	136	425
Mendocino	611	32	321	110	395	262	12	52	76
Merced	1,235	92	379	117	1,181	823	58	119	119
Mira Costa	1,099	0	75	318	1,491	1,313	167	27	62
Monterey	946	141	425	152	824	539	12	16	47
Mt. San Antonio	2,827	27	1,980	271	2,977	930	95	85	243
Mt. San Jacinto	1,080	56	323	331	1,362	996	107	9	163
Napa Valley	527	41	133	83	535	365	74	21	86
North Orange	4,187	166	1,279	564	4,213	2,812	220	303	485
Ohlone	770	127	268	197	771	567	120	135	231
Palo Verde	472	374	257	228	299	278	2	0	5

Community College District	Fall 2019 FULLY IN-PERSON	Fall 2020 FULLY IN-PERSON	Fall 2021 FULLY IN-PERSON	Fall 2019 FULLY ONLINE	Fall 2020 FULLY ONLINE	Fall 2021 FULLY ONLINE	Fall 2019 BLENDED/HYBRID	Fall 2020 BLENDED/HYBRID	Fall 2021 BLENDED/HYBRID
Palomar	1,635	76	272	358	1,788	1,451	71	16	95
Pasadena	2,322	38	632	254	2,463	1,848	113	49	250
Peralta	1,630	307	186	365	1,064	1,483	129	72	45
Rancho Santiago	2,446	438	867	440	1,811	1,380	285	541	380
Redwoods	674	422	333	91	132	255	7	6	41
Rio Hondo	1,773	752	557	206	1,268	1,070	48	60	53
Riverside	2,909	45	1,330	457	3,219	2,076	322	242	205
San Bernardino	2,355	851	672	385	1,515	1,431	117	204	364
San Diego	4,939	127	533	852	4,523	3,428	192	127	658
San Francisco	1,748	127	337	337	1,827	1,391	15	0	0
San Joaquin Delta	1,609	96	369	321	1,465	1,184	321	186	366
San Jose-Evergreen	1,634	19	288	199	1,262	955	43	371	302
San Luis Obispo	1,076	126	511	228	1,087	674	52	7	5
San Mateo	1,679	0	254	336	1,941	1,546	78	87	135
Santa Barbara	2,223	99	1,027	336	2,150	1,333	47	0	57
Santa Clarita	1,775	167	385	395	2,072	1,696	122	152	277
Santa Monica	2,502	0	279	487	2,794	2,372	73	6	67
Sequoias	1,195	135	604	53	987	552	30	150	122
Shasta-Tehama-Trinity	948	258	341	350	744	601	102	76	117

Community College District	Fall 2019 FULLY IN-PERSON	Fall 2020 FULLY IN-PERSON	Fall 2021 FULLY IN-PERSON	Fall 2019 FULLY ONLINE	Fall 2020 FULLY ONLINE	Fall 2021 FULLY ONLINE	Fall 2019 BLENDED/HYBRID	Fall 2020 BLENDED/HYBRID	Fall 2021 BLENDED/HYBRID
Sierra	1,734	22	368	383	2,004	1,486	175	104	211
Siskiyou	465	182	161	68	244	162	42	14	7
Solano	860	27	38	174	834	689	6	46	89
Sonoma	2,124	58	547	1,515	2,095	292	191	21	108
South Orange County	2,584	72	794	664	2,927	2,102	156	218	333
Southwestern	2,192	153	796	303	2,175	1,475	84	3	62
State Center	4,128	189	874	510	3,532	2,872	152	380	483
Ventura	2,948	228	686	444	2,814	2,168	251	297	651
Victor Valley	1,041	875	731	235	250	303	120	93	127
West Hills	464	53	291	216	601	294	91	49	173
West Kern	198	5	141	194	303	179	19	74	28
West Valley-Mission	1,903	55	325	350	1,478	1,189	58	172	273
Yosemite	1,612	162	359	400	1,570	1,345	165	205	242
Yuba	1,016	722	340	154	270	597	1	1	40
Statewide Totals	125,471	14,959	34,925	24,184	117,501	92,070	7,826	7,869	13,575

Front cover photo: Santa Monica College

Photo at right: San Jose City College

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