



Internal Scan

Prepared for and presented to the Educational Master Planning Task Force
in 3 parts during the Fall of 2021

by the

Office of Planning, Research & Institutional Effectiveness

Part I Topics

- Enrollment Trends
- Student Momentum
- Student Completion

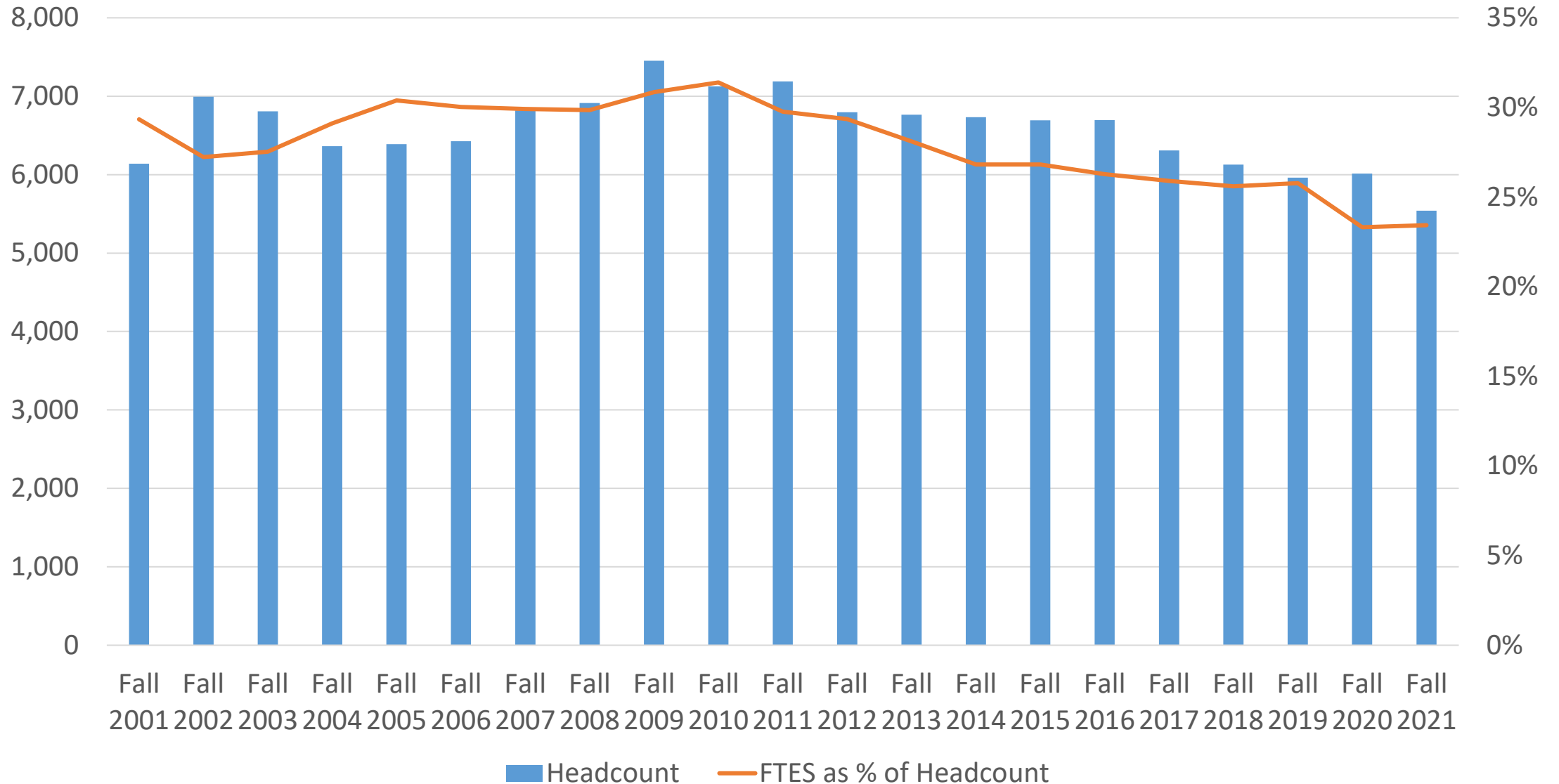
Part II Topics

- What can explain these trends?
- How can they inform our strengths, challenges and opportunities?

Enrollment Trends

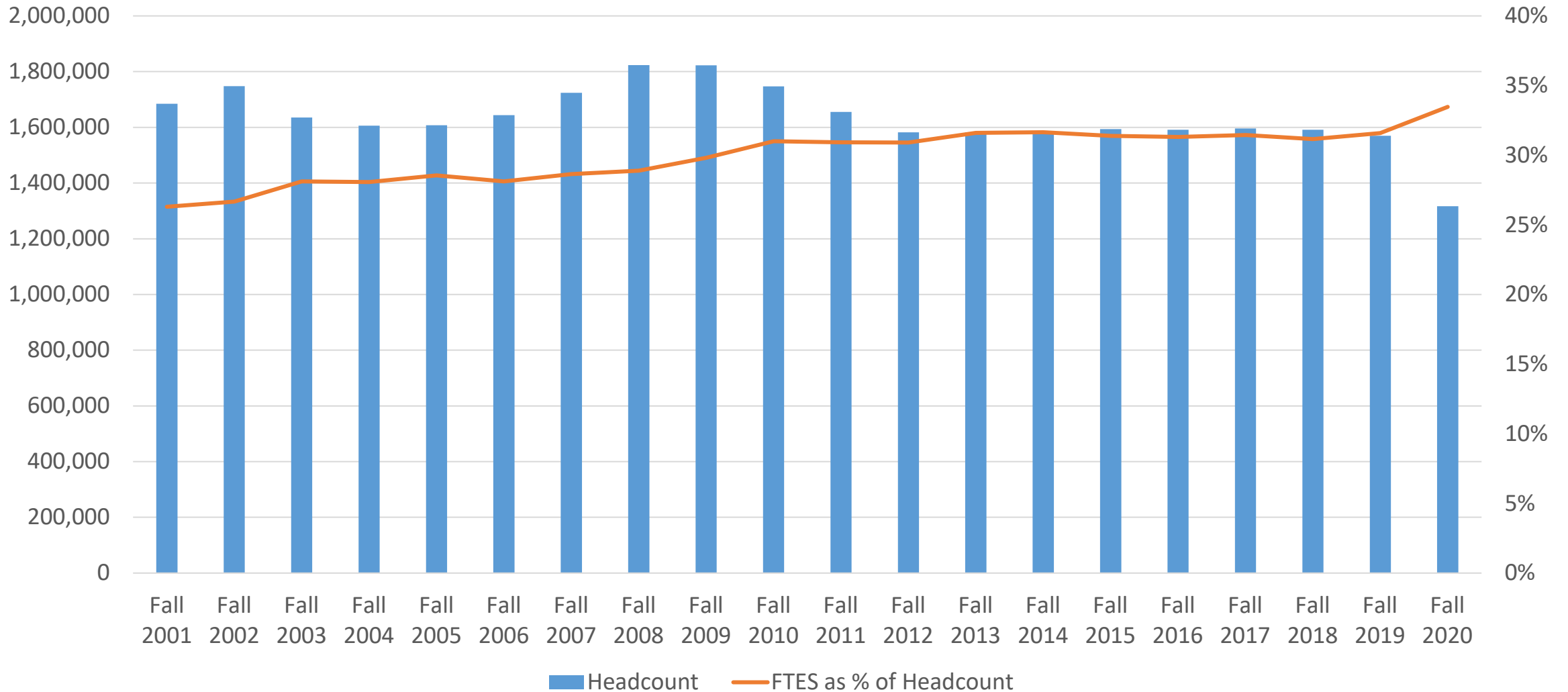
Cañada College

Full Time Equivalent Students as a % of All Students (Headcount)

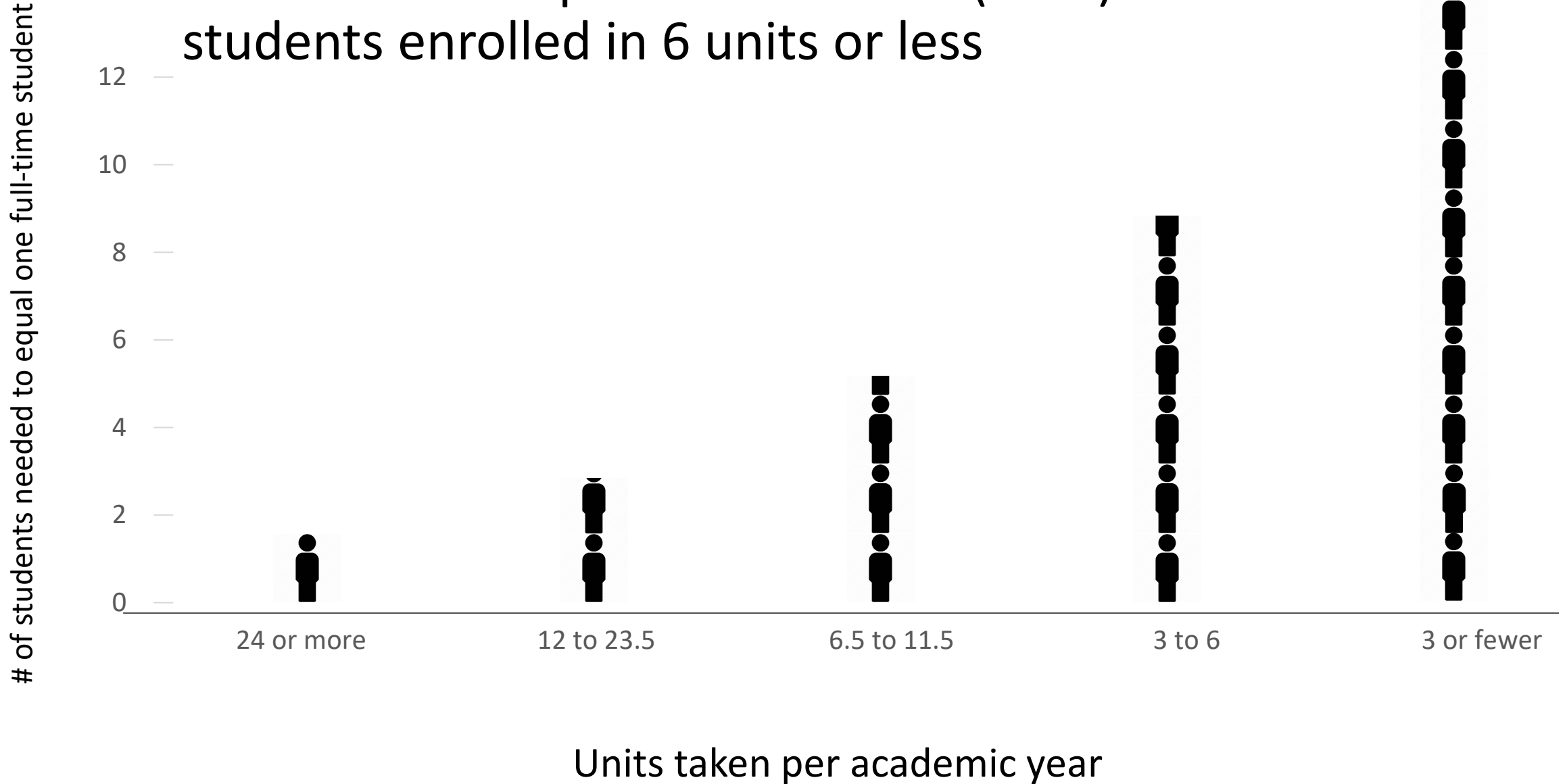


California: all community colleges

California Community Colleges State-wide System FTES as % of All Students (Headcount)

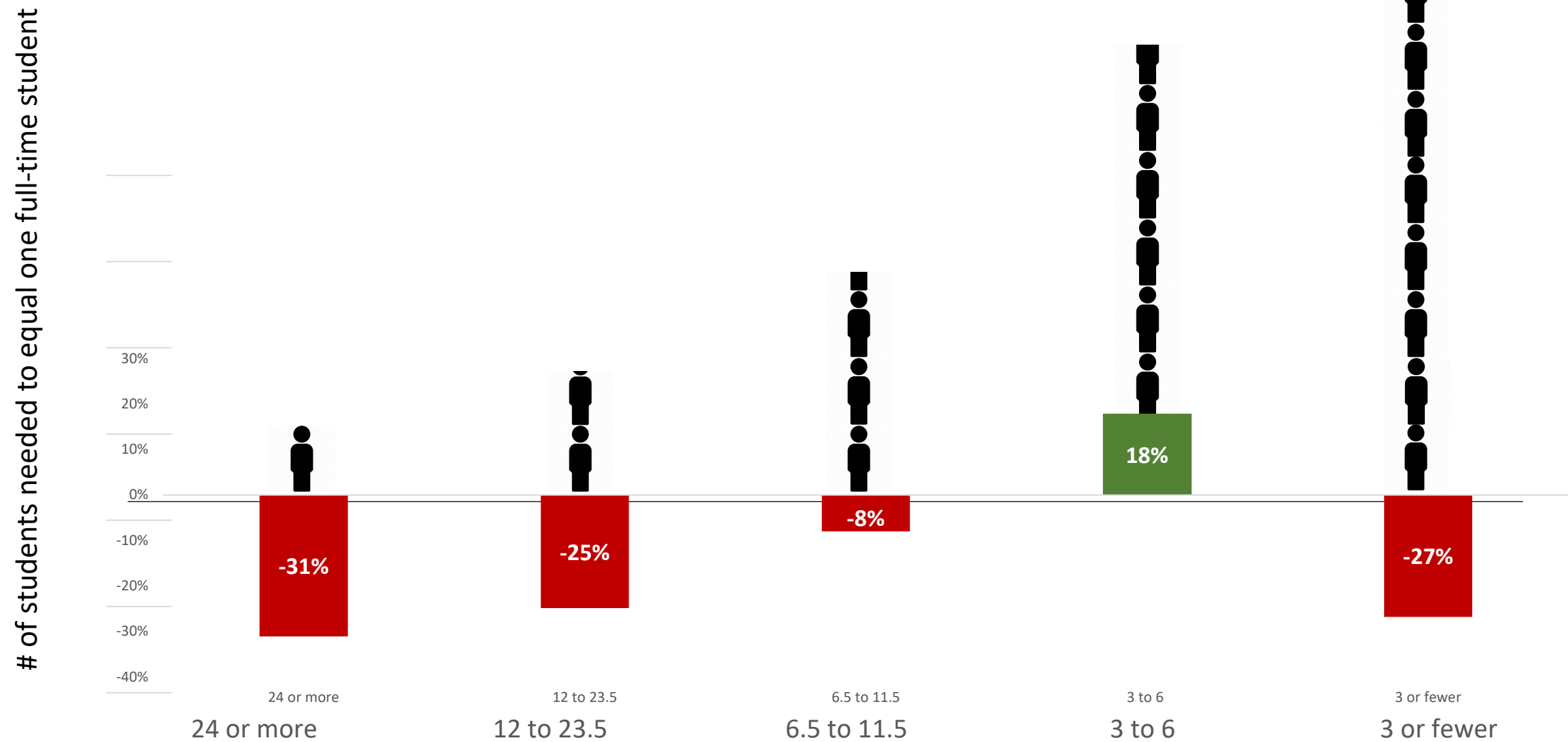


One Full-time Equivalent Student (FTES) = 4+ students enrolled in 6 units or less

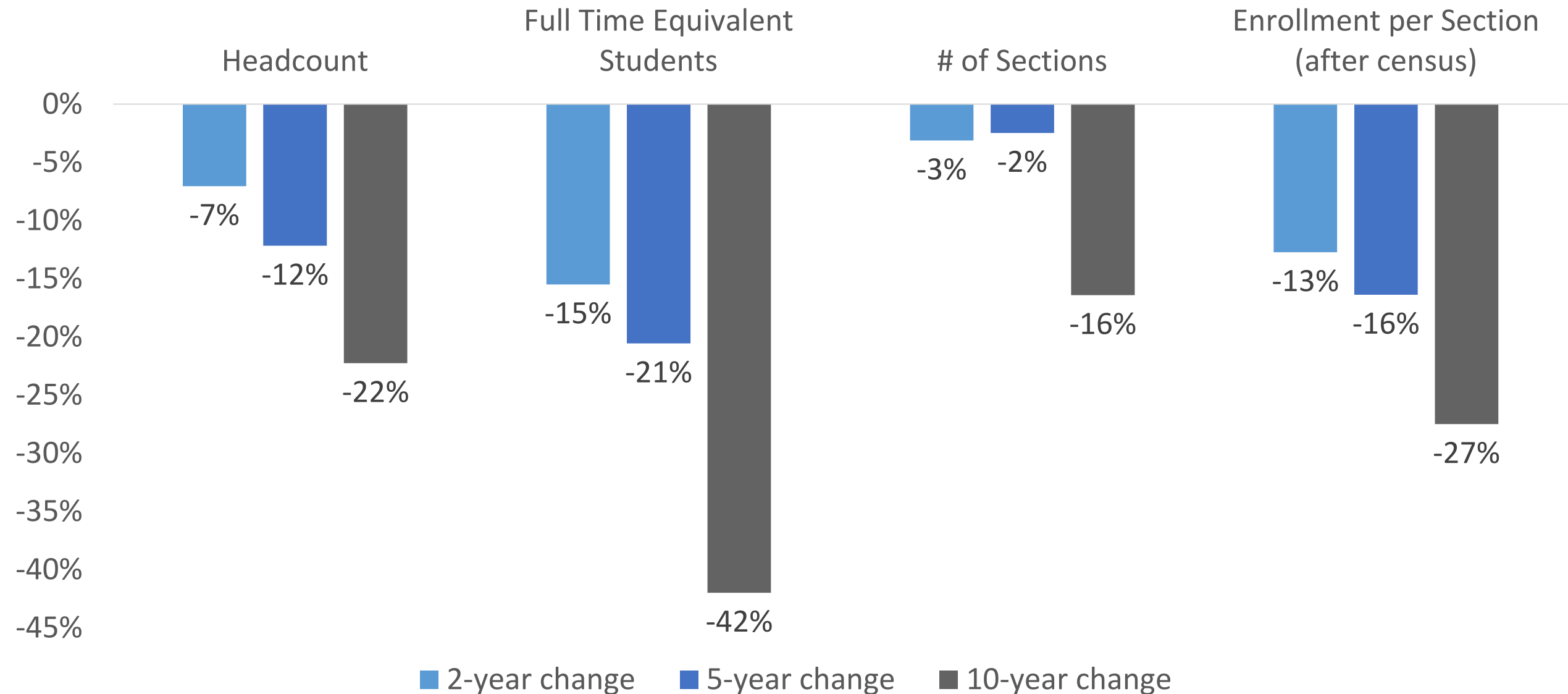


Students enrolled at CAN are taking fewer units:

From 2017-21, more and more are SKY & CSM students

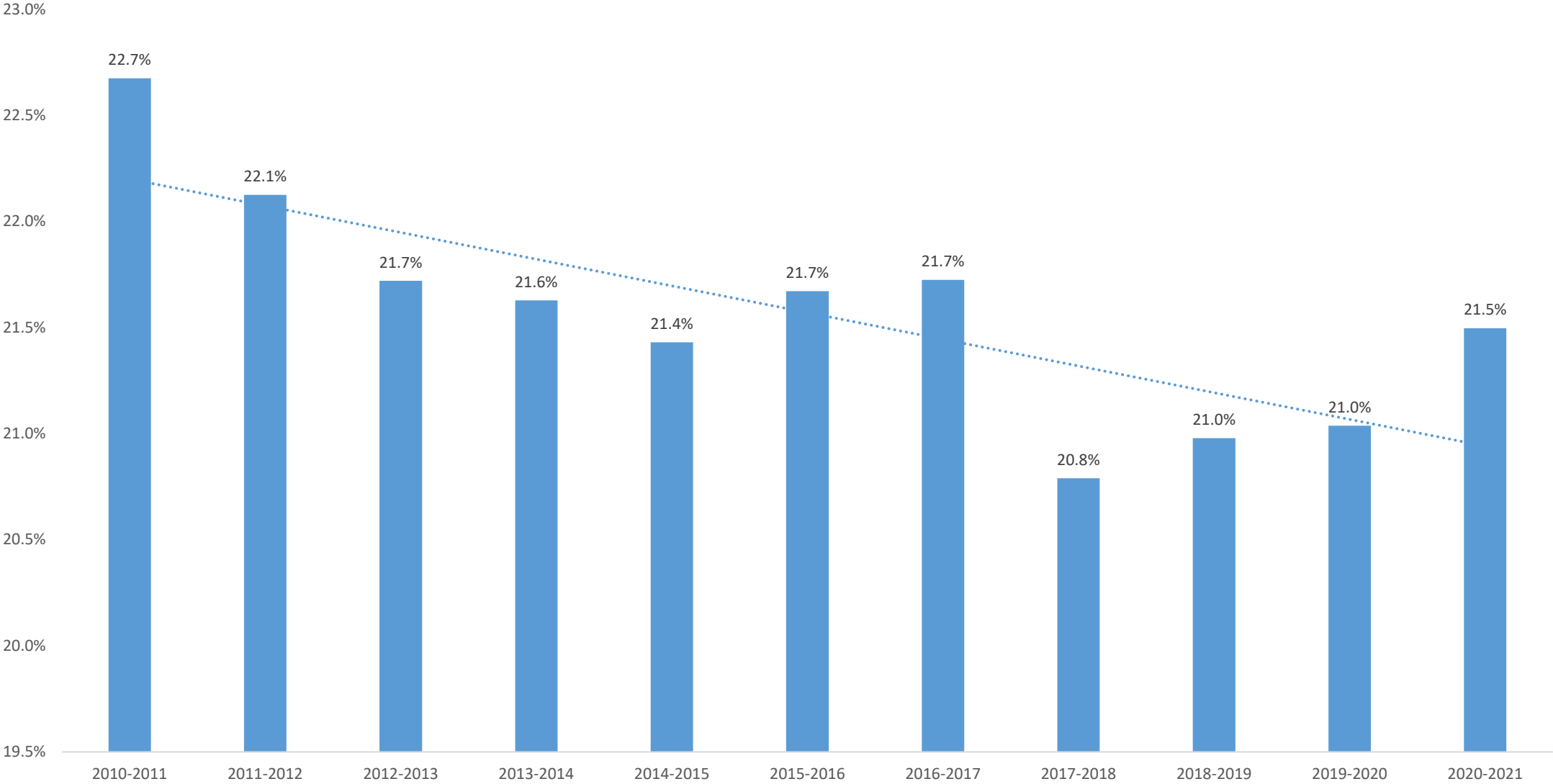


COVID: exacerbating long-term enrollment trends at Cañada



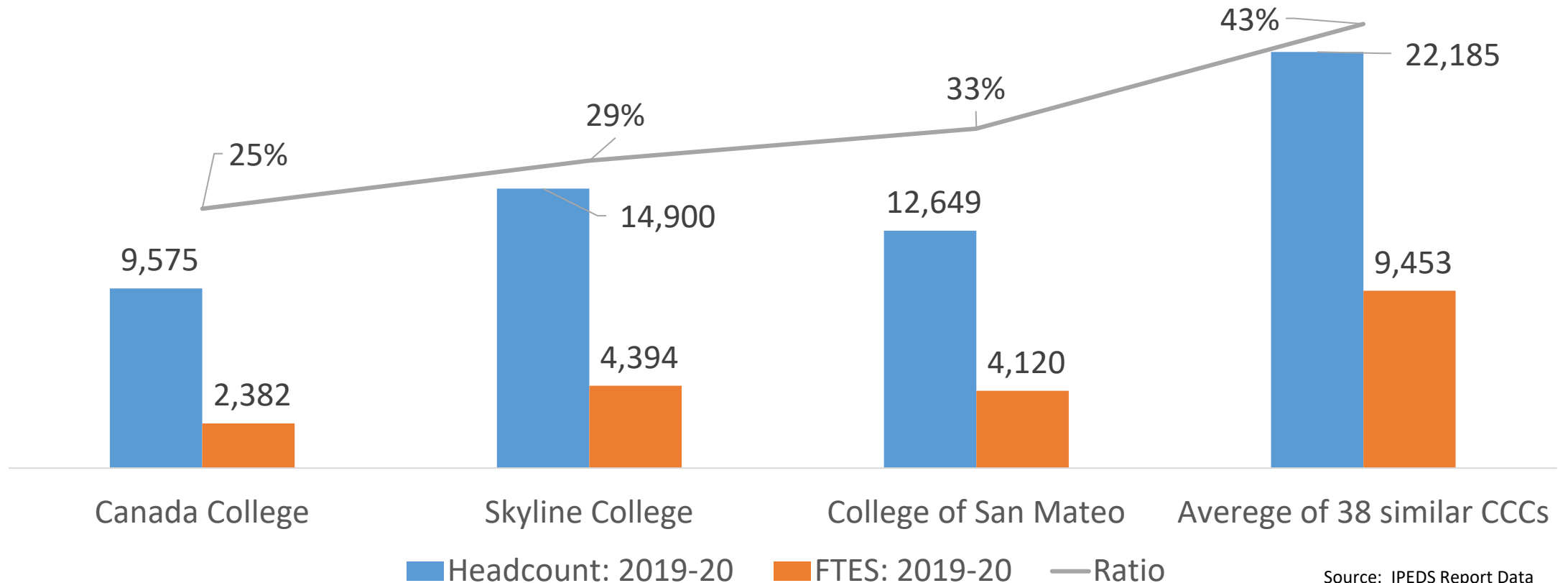
Cañada is losing FTES faster than CSM and SKY

CAN FTES as % of Total District FTES



Compared to 38 of its peers, Cañada has the lowest % of full time equivalent students

2019-2020 Enrollments and FTES Comparison:
Cañada vs. 38 similar CA colleges



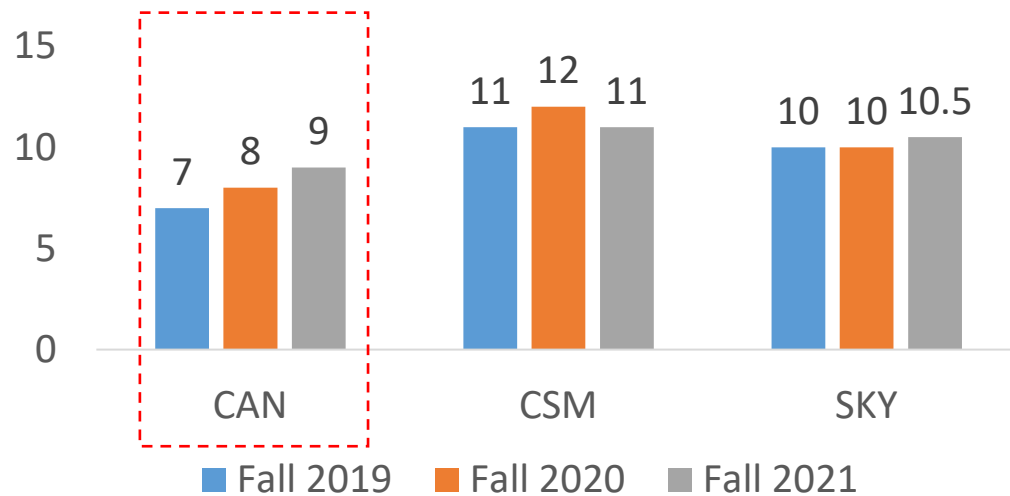
Source: IPEDS Report Data

Cañada's funding is tied to FTES

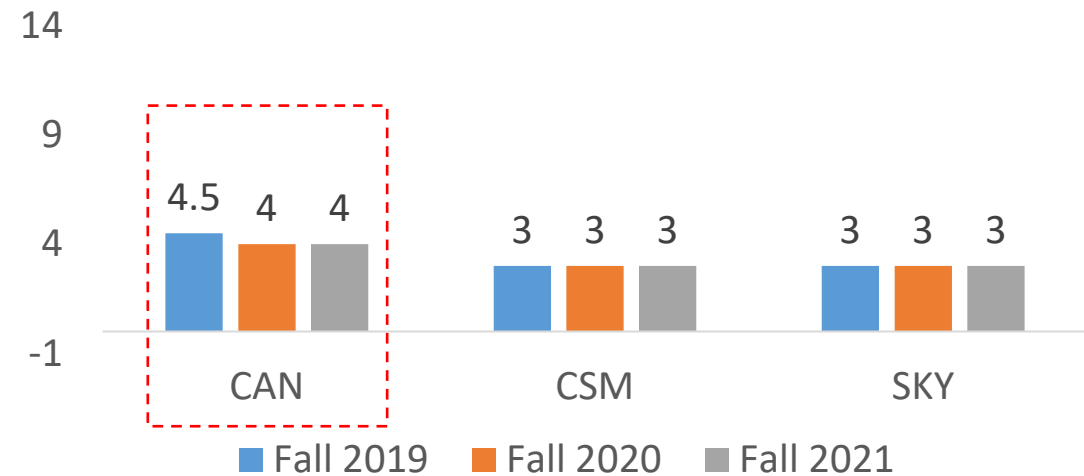
	2021-22 Site Allocations	2020-21 FTES	2020-21 Headcount
Cañada	24%	21.5%	25%
College of San Mateo	37%	37.8%	34%
Skyline College	39%	40.7%	41%

During the pandemic, our home campus students are taking fewer units here at Cañada

Median Total Units Taken (Districtwide)
by Students' Home Campus

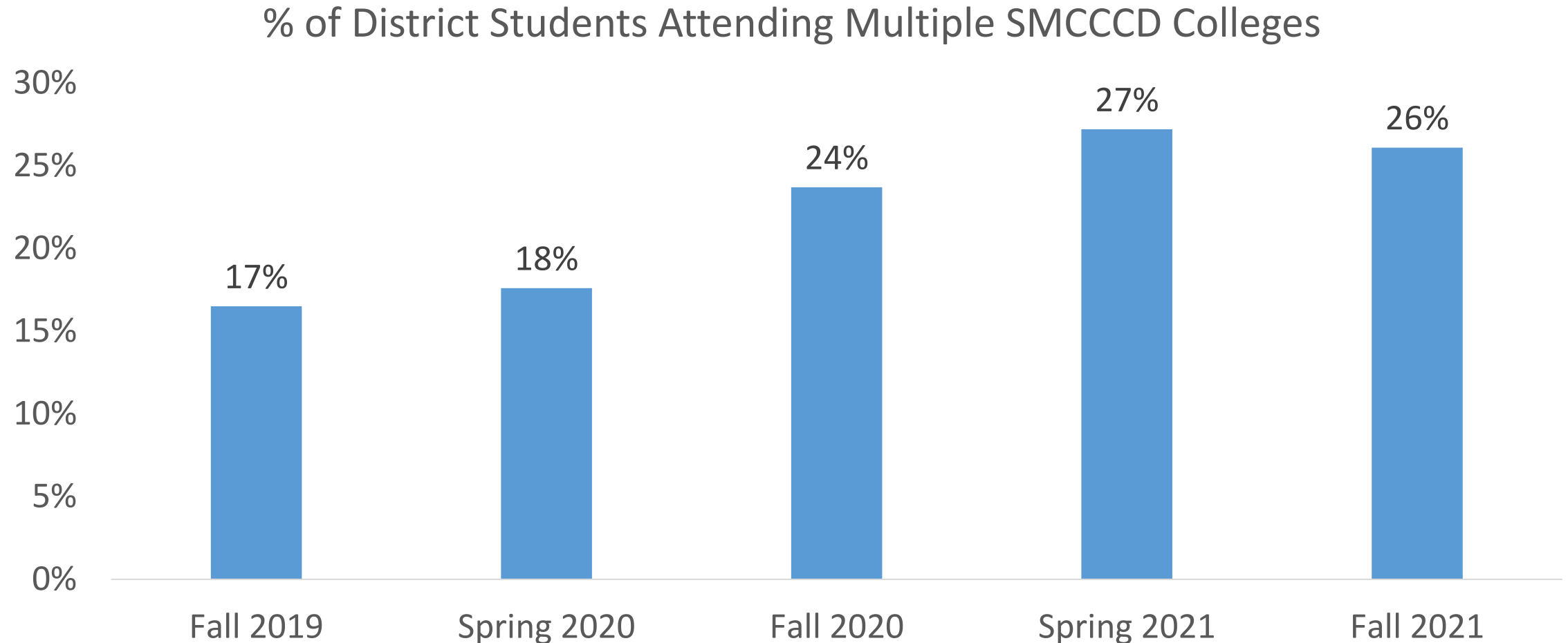


Median Units Taken at Cañada
by Students' Home Campus

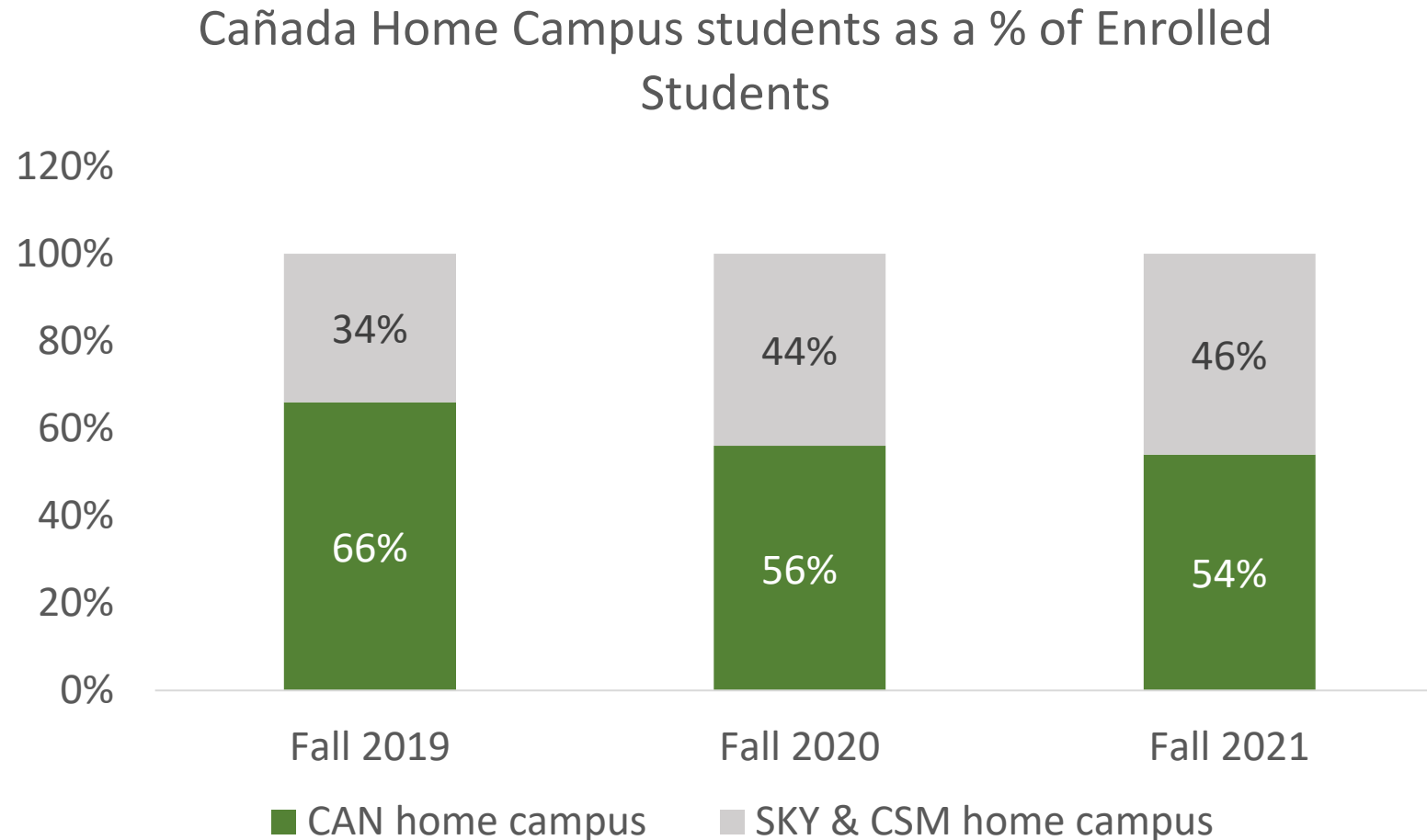


Note: Home campus is defined as the college where a student has their program of study – the college from which they are seeking a degree or certificate or transfer.

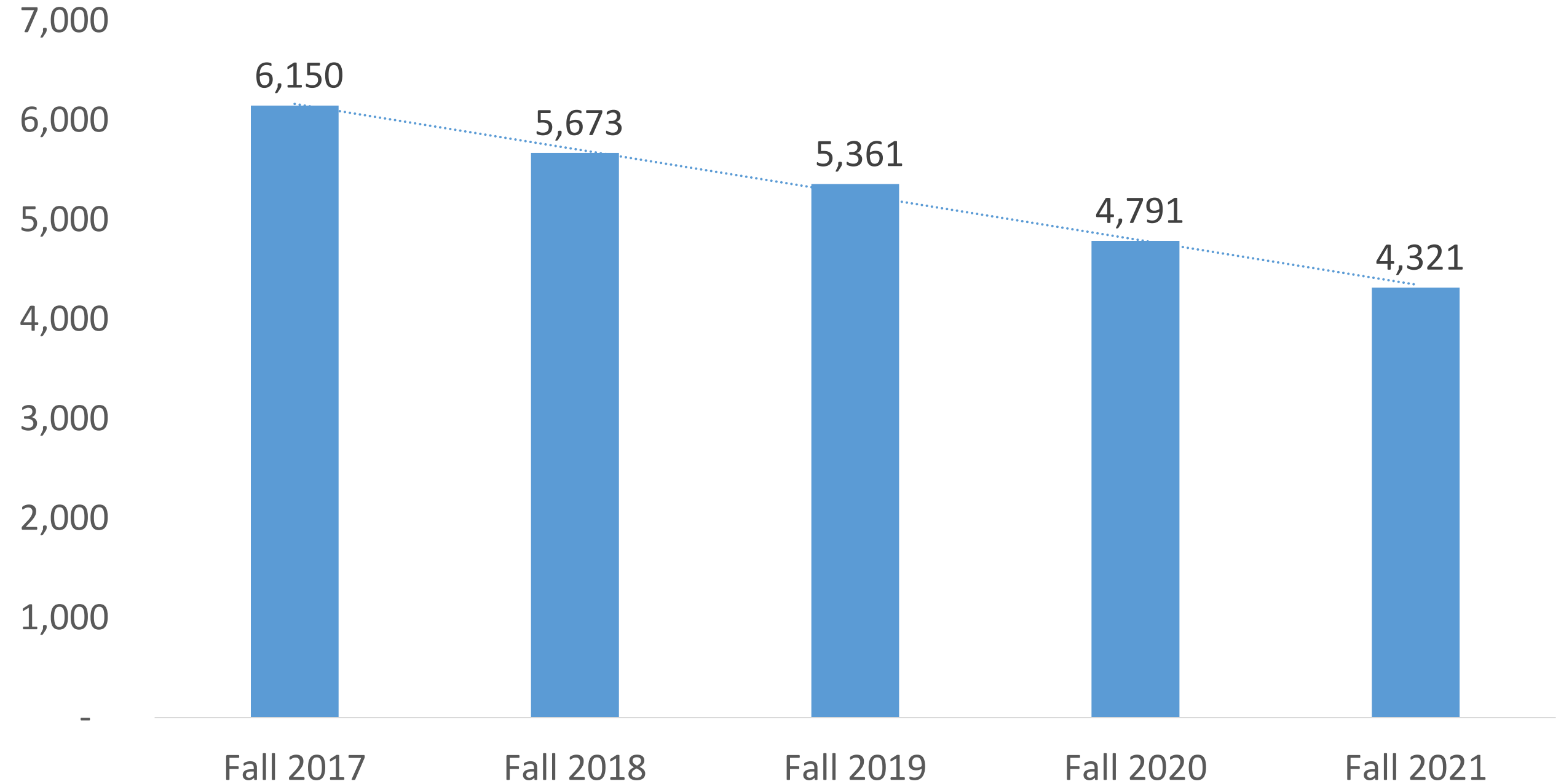
During the pandemic,
more students “swirled” but this trend may have peaked



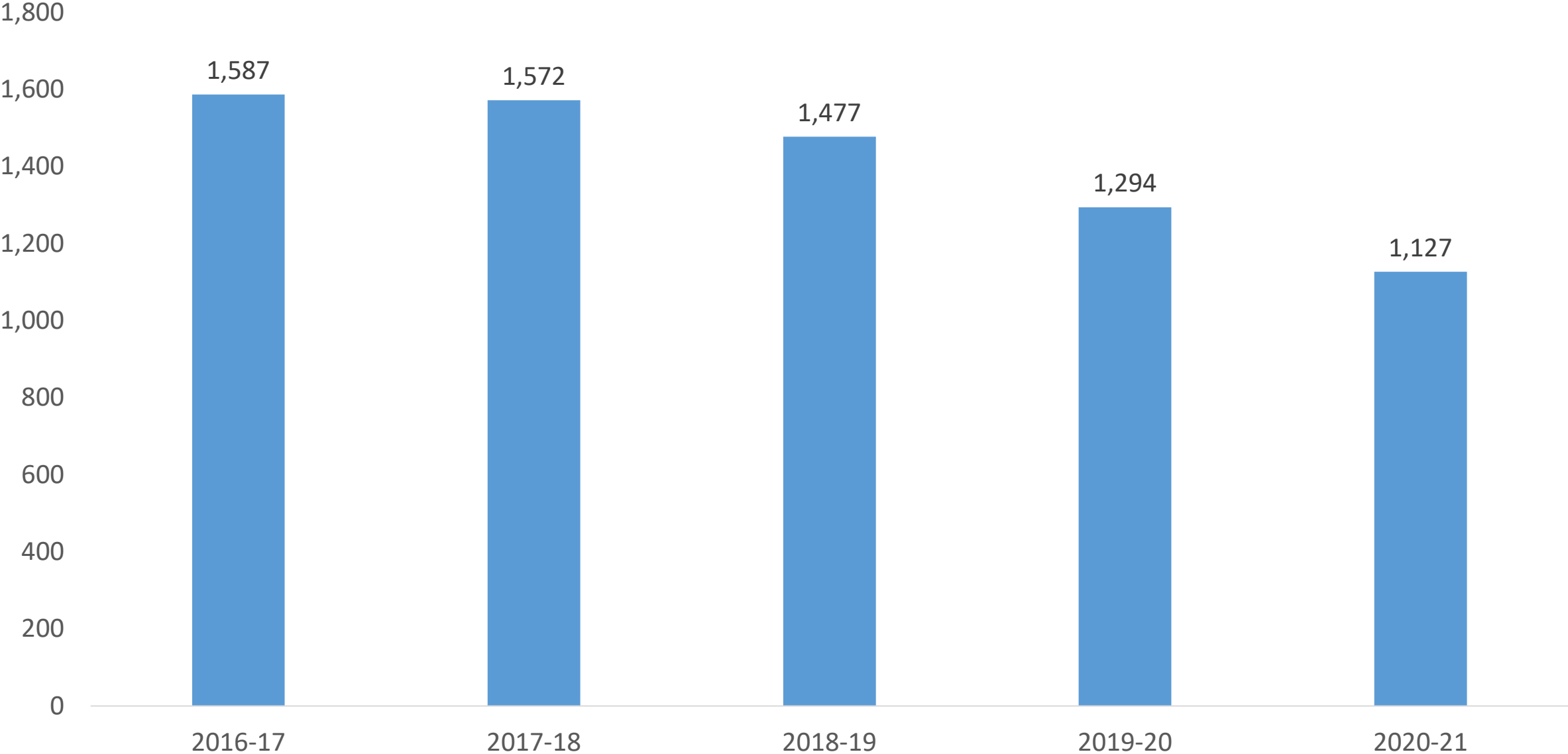
The share of students enrolled at who are seeking a degree or certificate from Cañada is declining



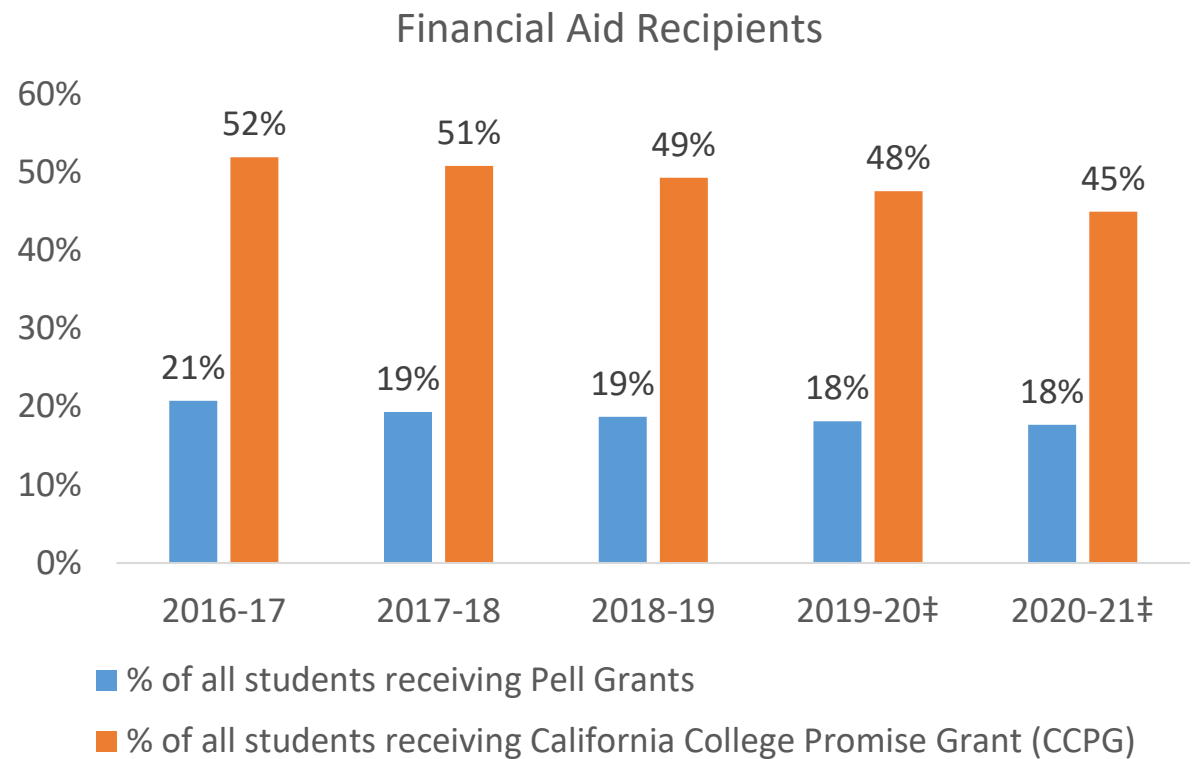
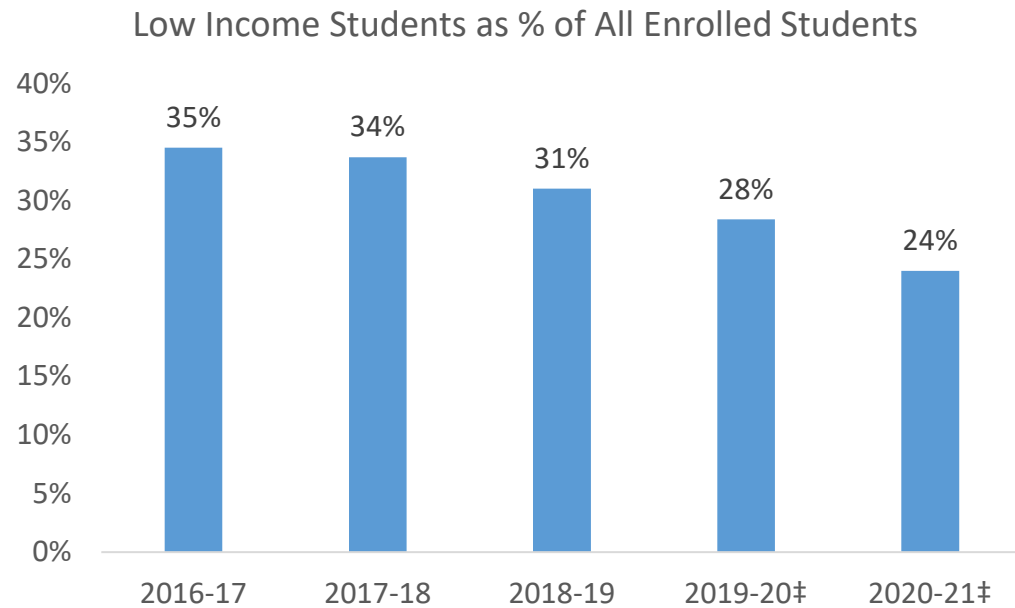
Cañada Primary Campus Enrolled Students by Fall Term



of students who enrolled in a course in the same or subsequent year of applying to CAN

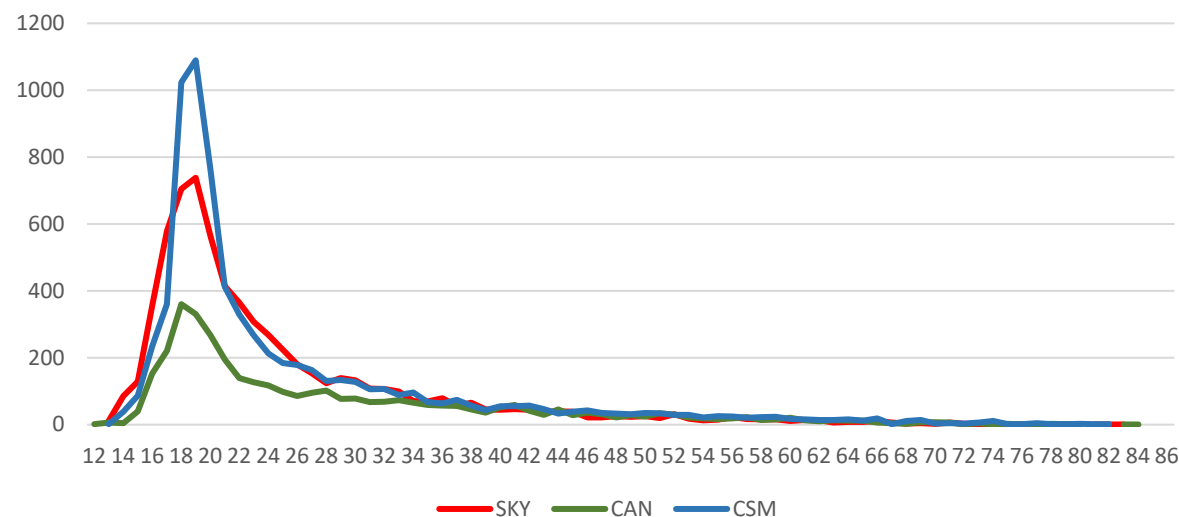


Access for Low Income Students

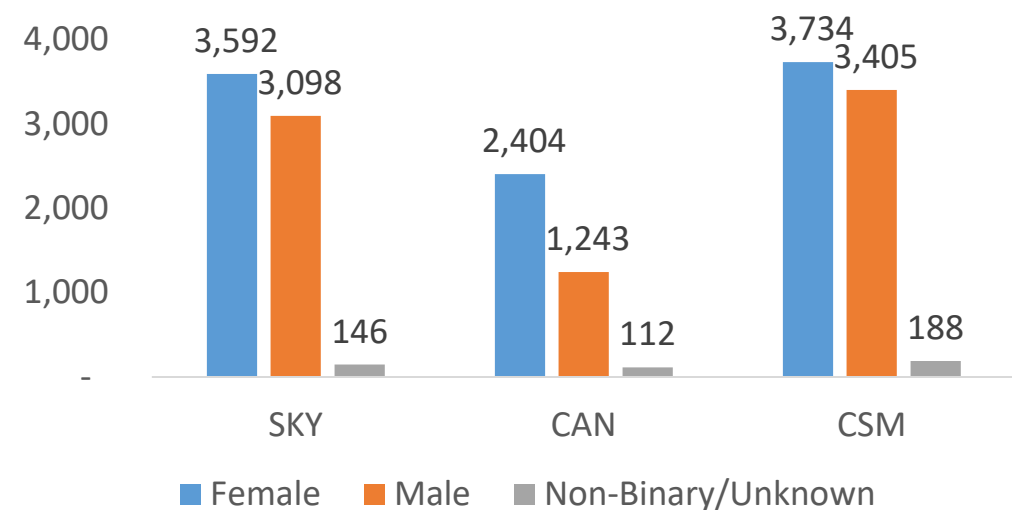


Student demographics by home campus as of Fall 2021

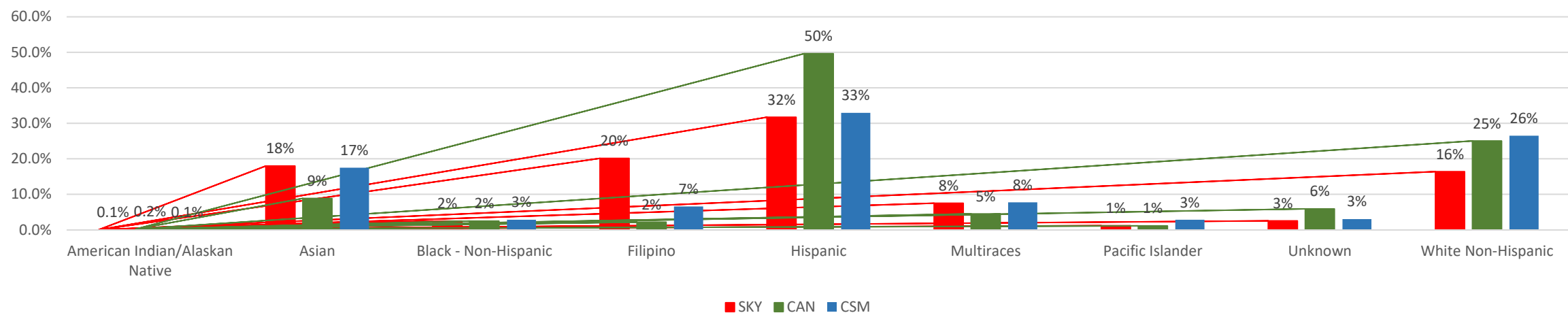
Fall 2021 Enrolled Home Campus Students by Age



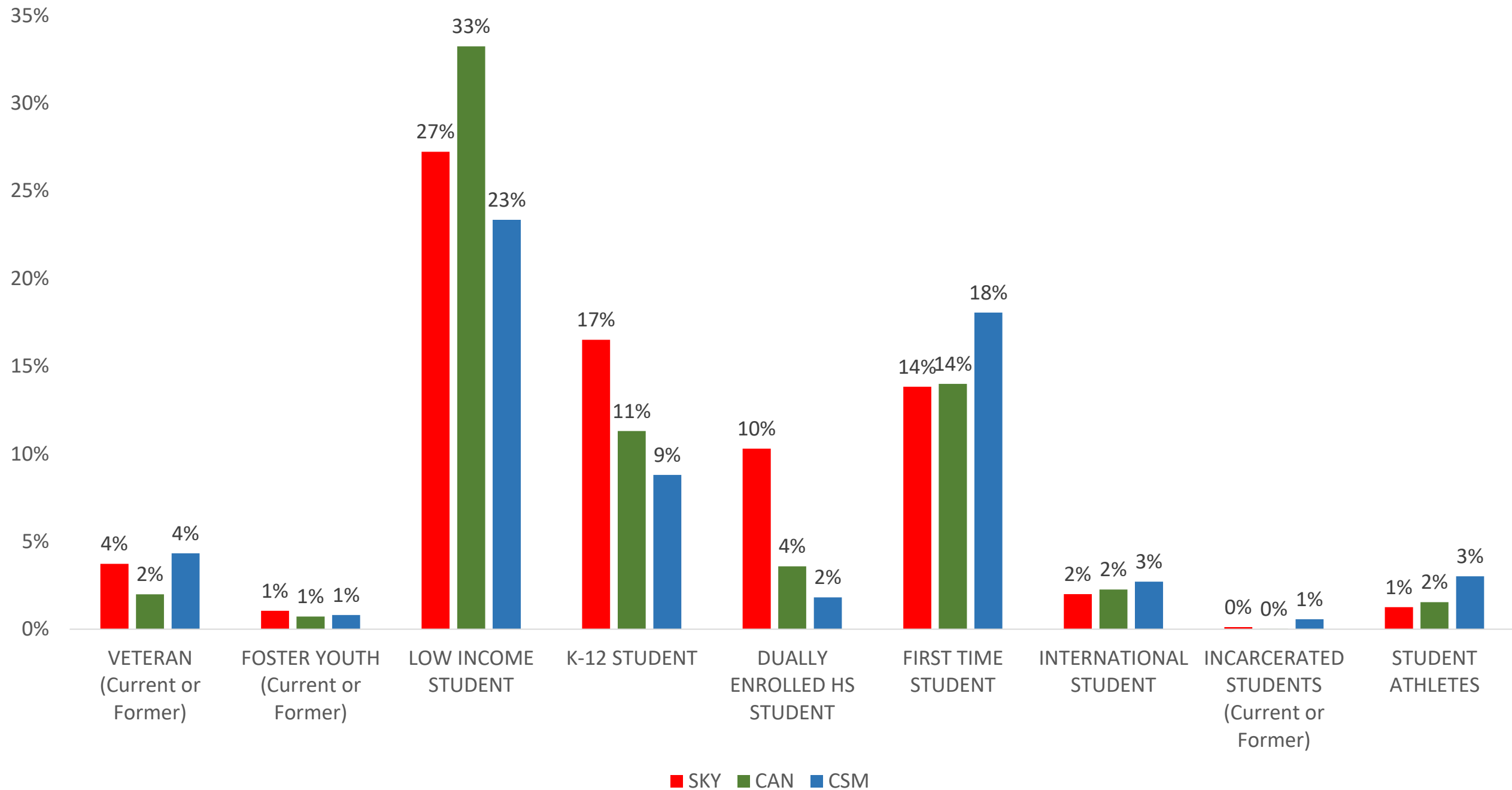
Fall 2021 Enrolled Home Campus Student by Gender



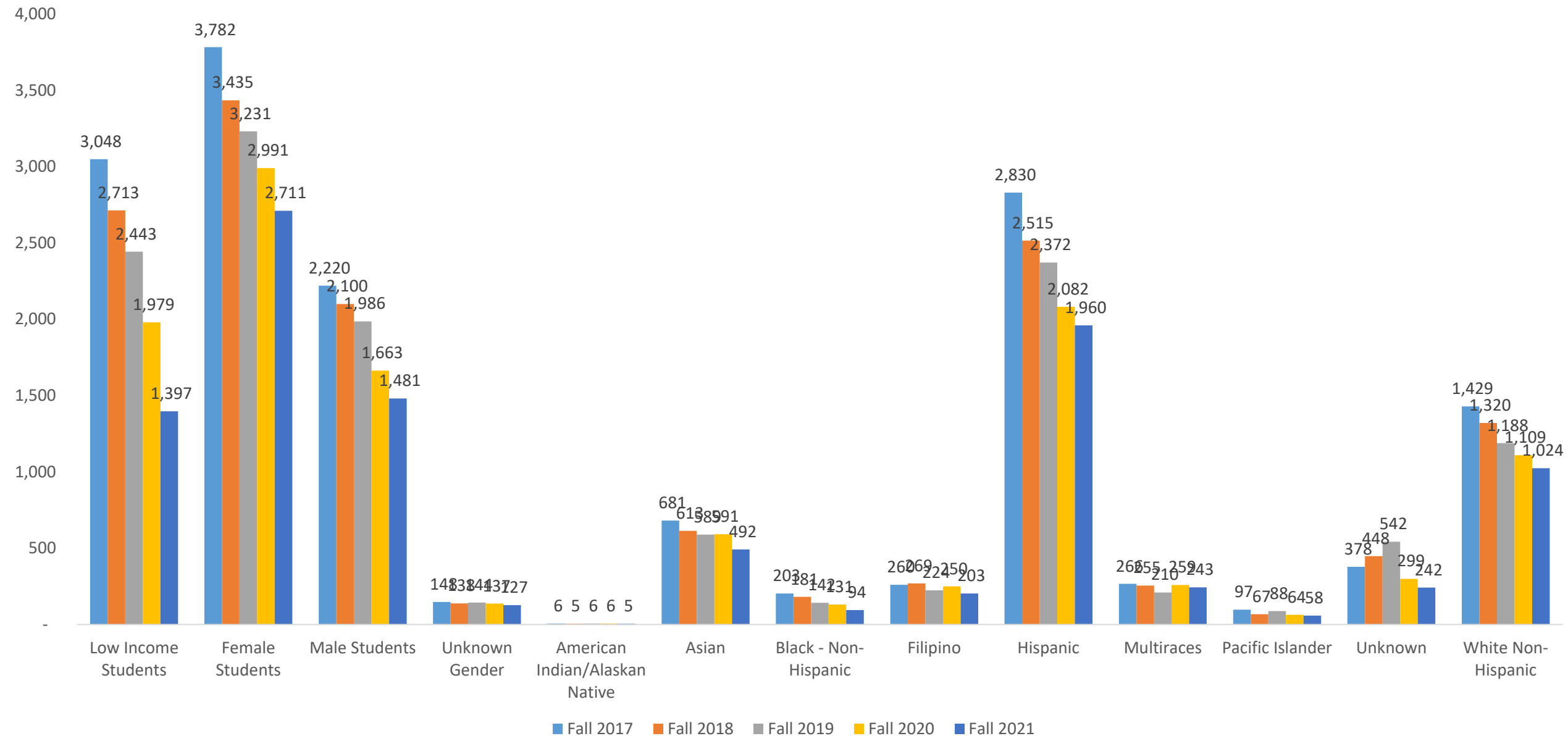
Fall 2021 Enrolled Home Campus Students by Race & Ethnicity



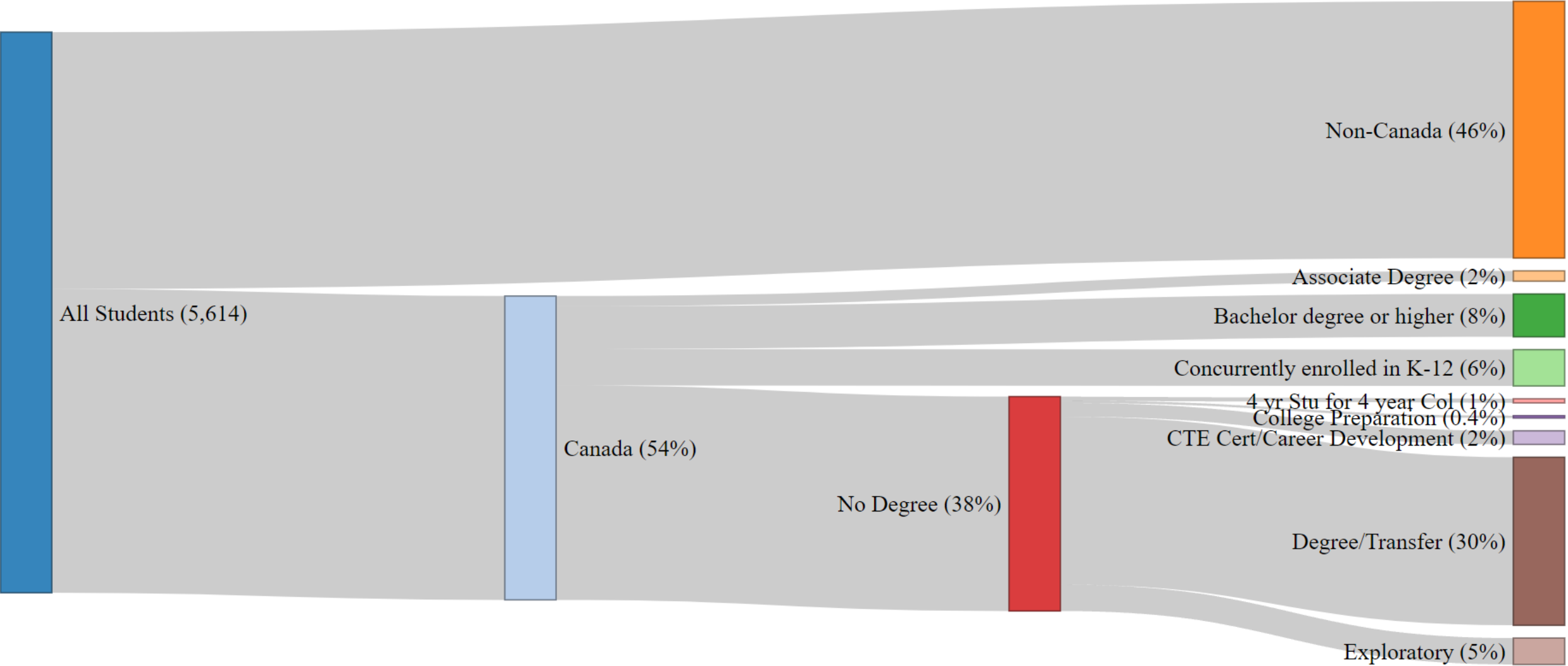
% of College Home Campus Students in Each Special Population



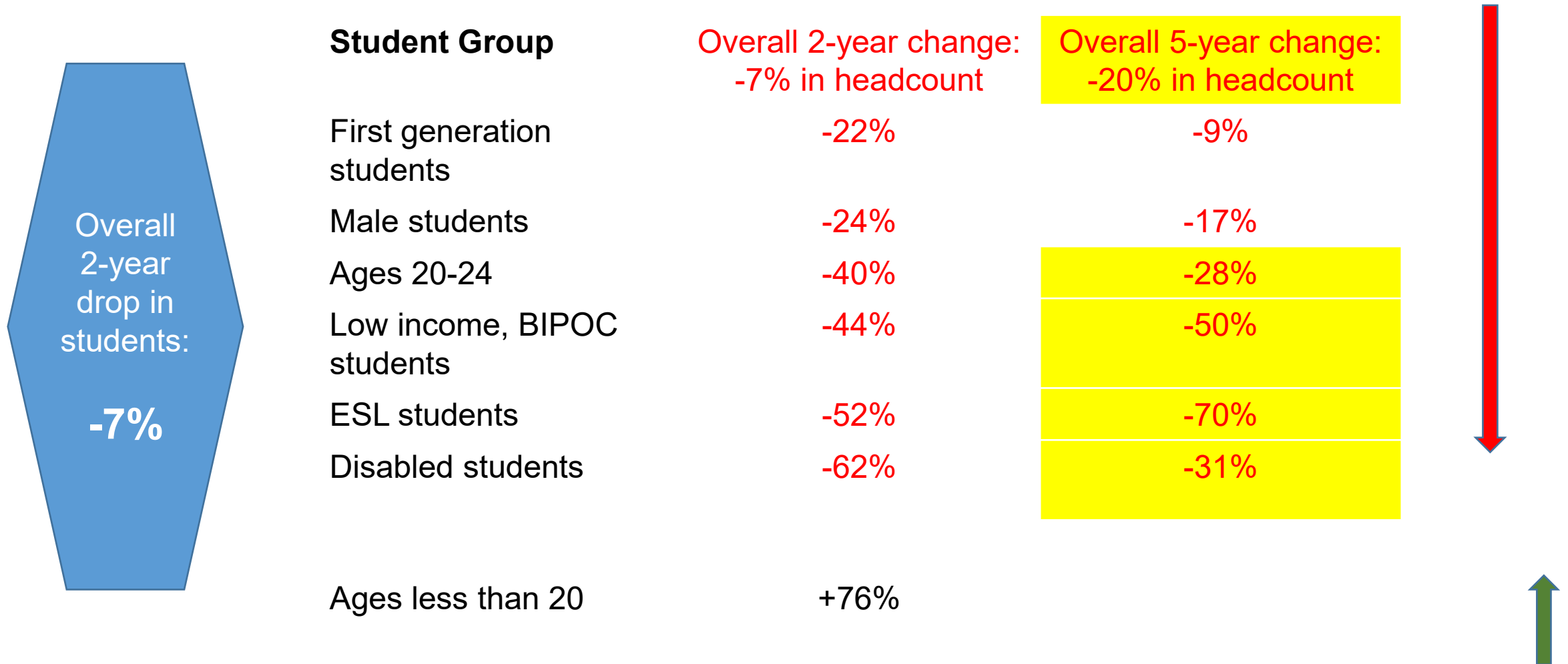
5-Year Demographic Trends for Cañada Primary Campus Students



Fall 2021 CAN Enrolled Students by Home Campus, Education Level & Education Goal



The pandemic's impact on enrollment has impacted some groups of students more than others...

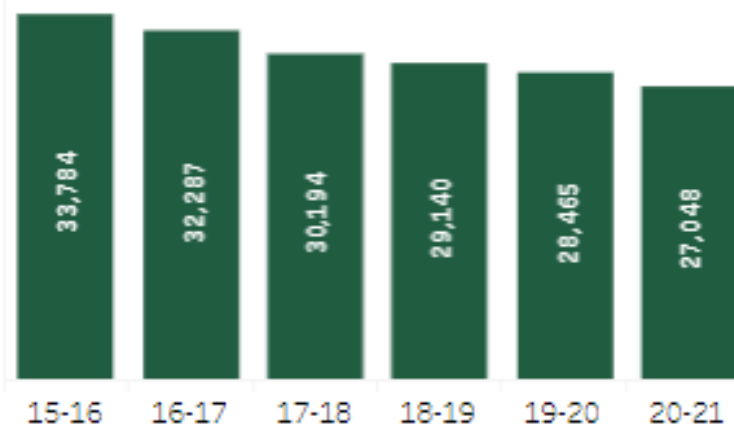


Enrollment Trend Summary

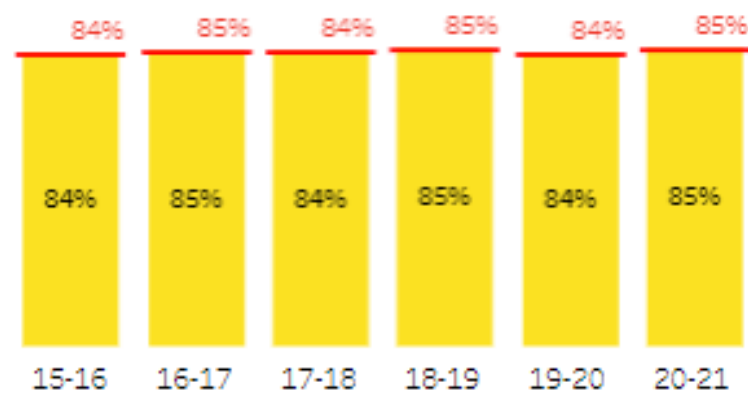
- Cañada's enrollment continues to decline (COVID exacerbating pre-COVID trends)
- Cañada's share of Full Time Equivalent Students (FTES) is declining faster than at SKY and CSM which impacts funding
- Fewer students are enrolling after applying
- Fewer students are seeking a degree, certificate or transfer from Cañada
- A greater share of Cañada's headcount (and enrollments) are coming from SKY and CSM home campus students over time

Student Momentum Trends

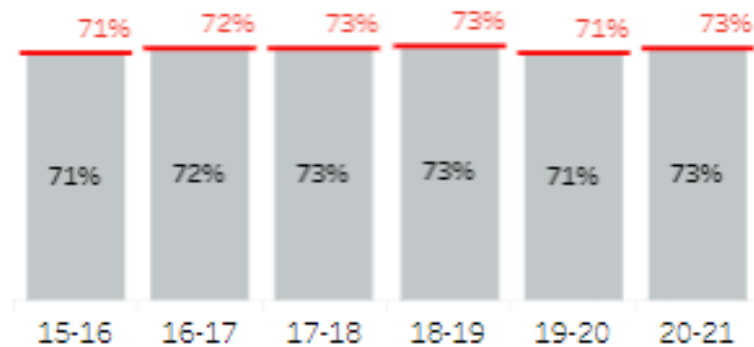
Course Enrollments



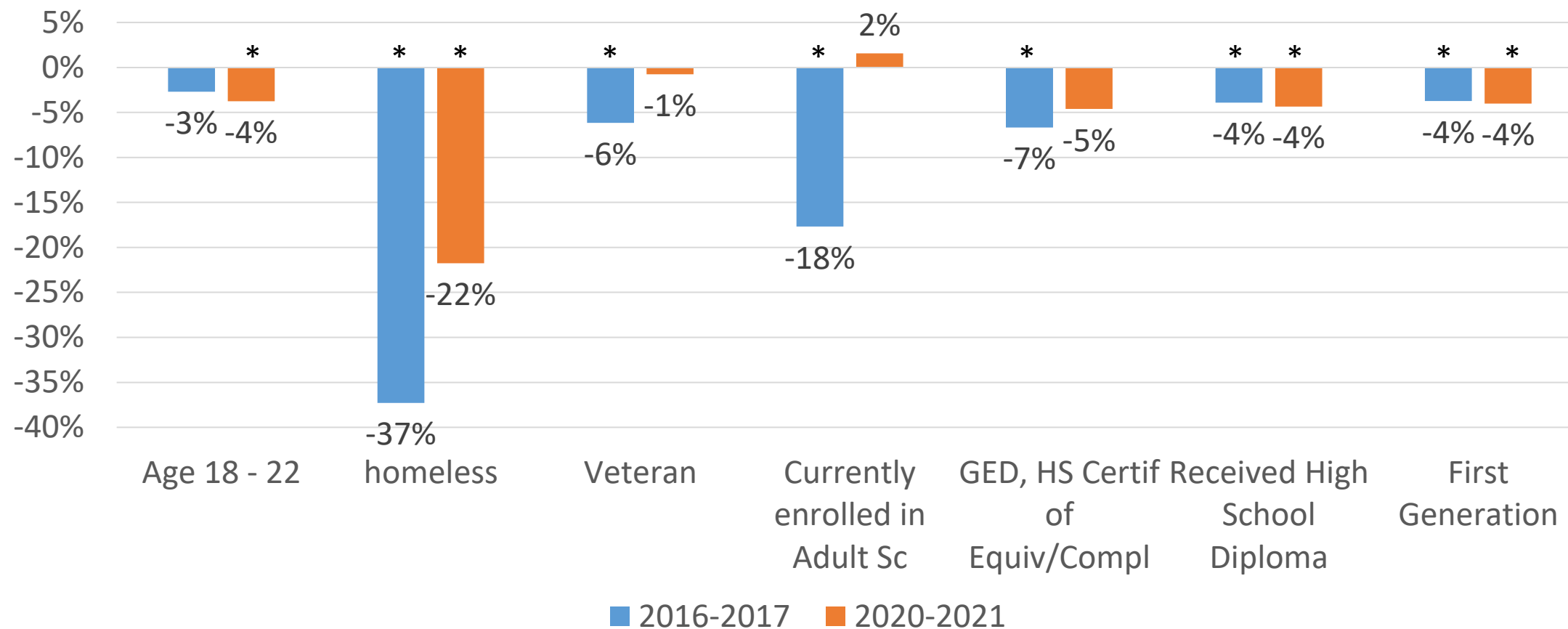
Course Retention*



Course Success*

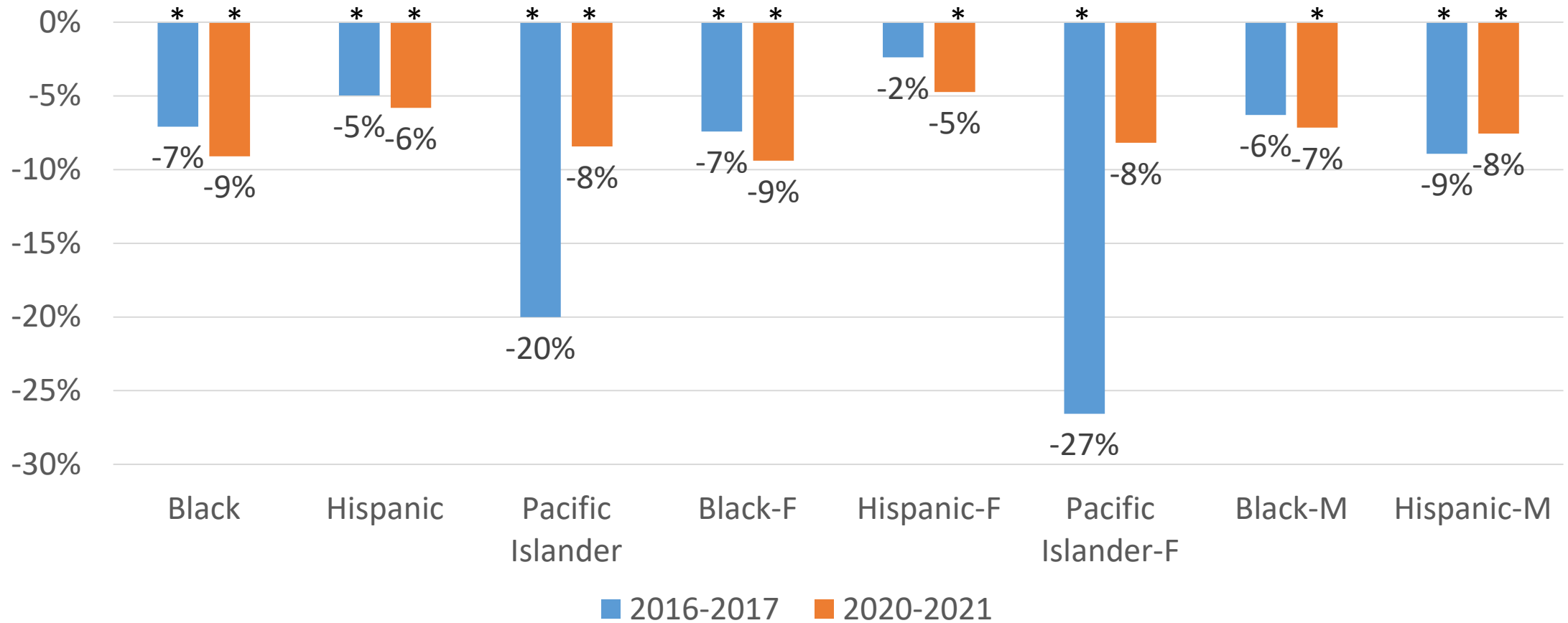


Disproportionate Impact in Course Success



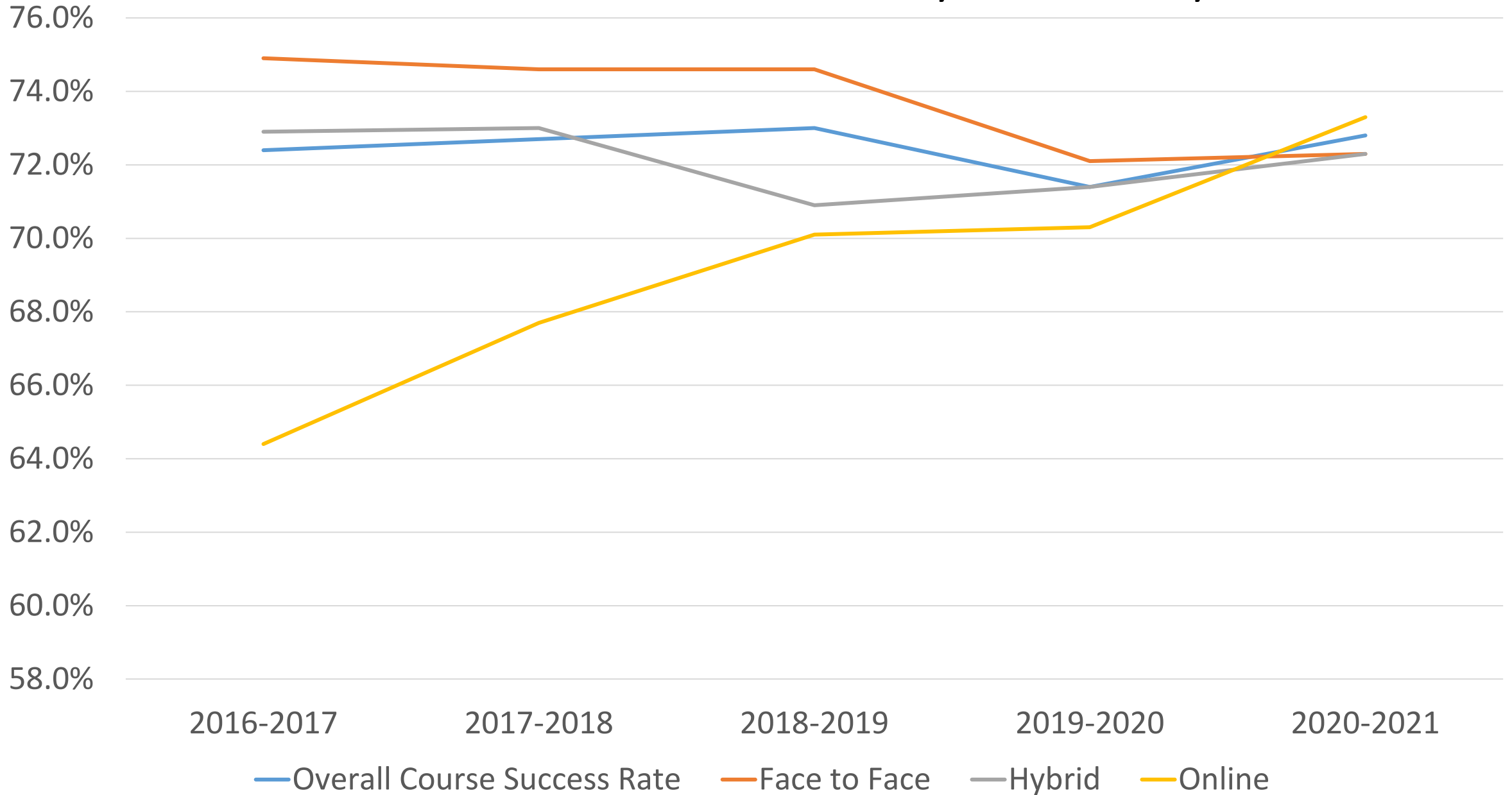
* Denotes statistically significant disproportionate impact (DI greater than the margin of error). This is the equity gap.

Overall, BIPOC students see disproportionately lower course success rates

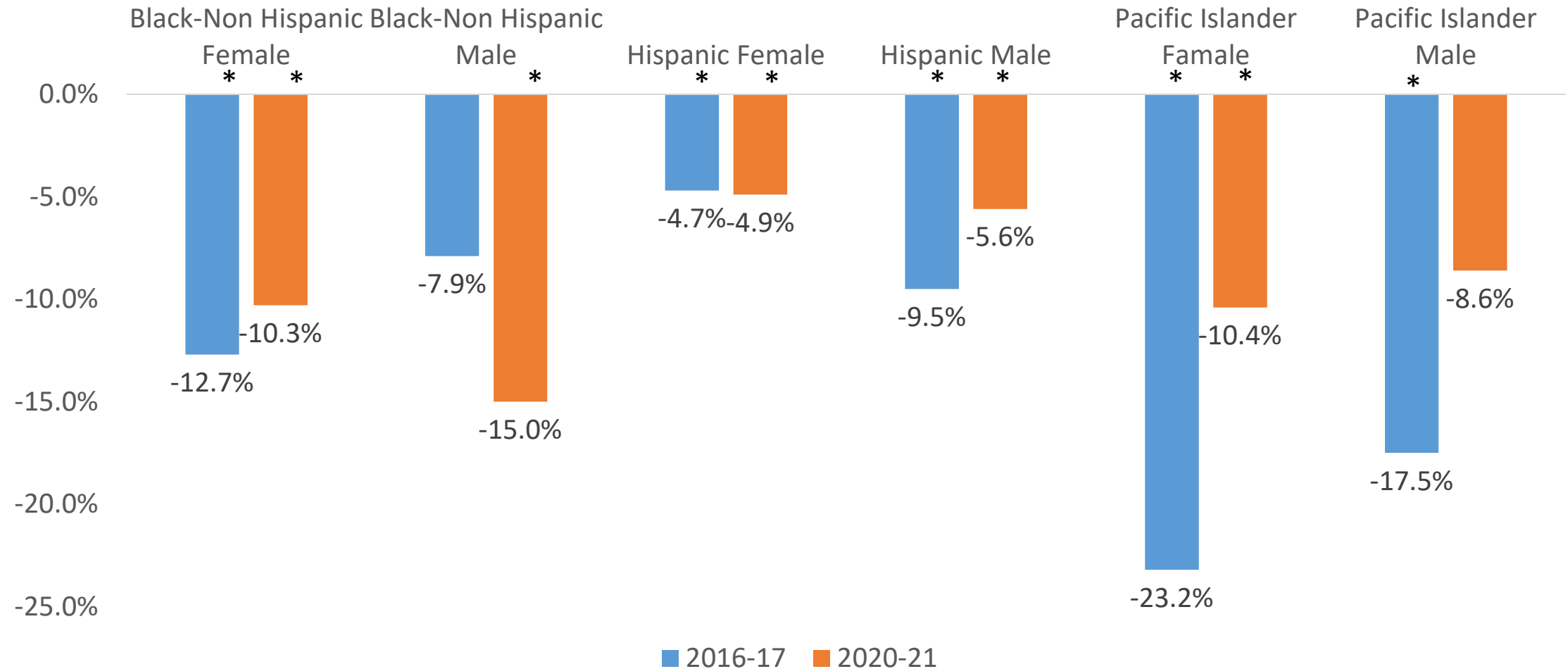


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Course success rates by modality



In online courses, BIPOC students fair disproportionately worse



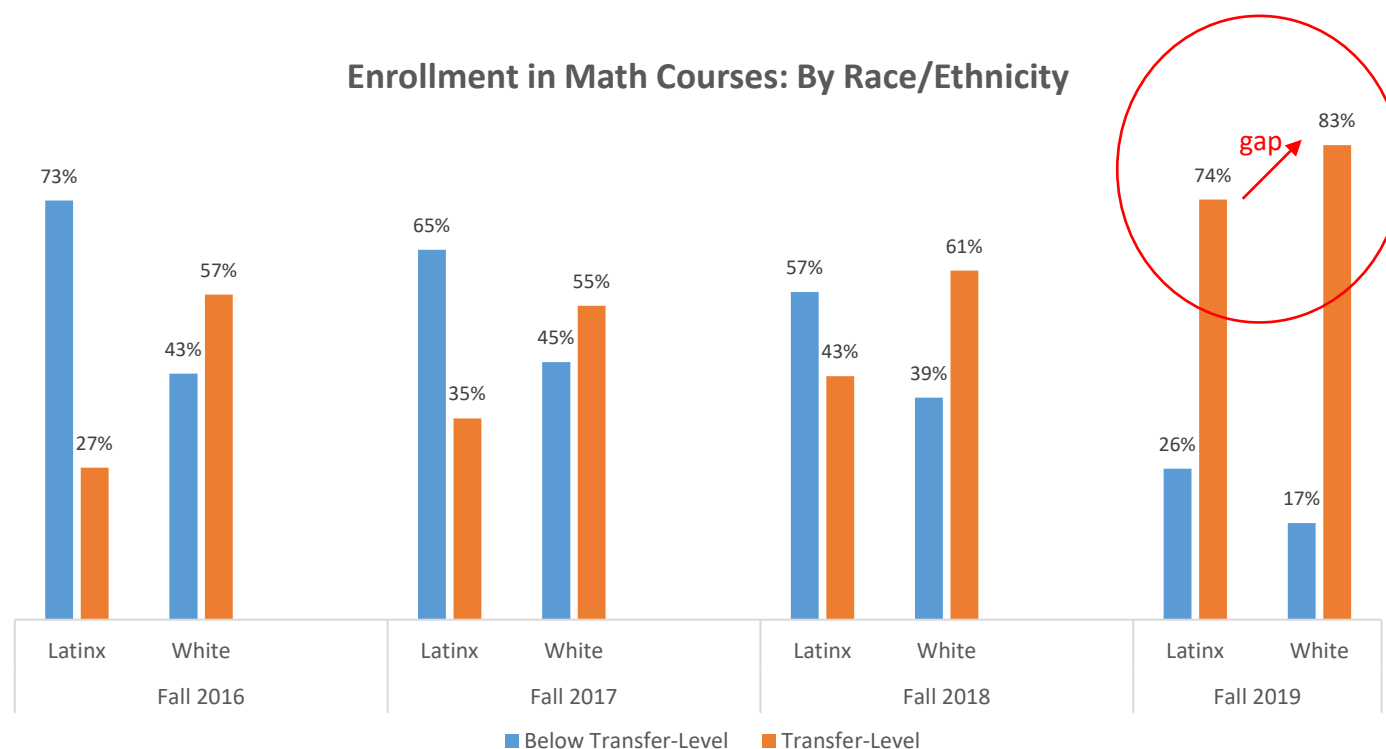
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Fall 2019 AB 705 Outcomes at Cañada College: Summary of Findings

- More students accessed transfer-level Math and English courses (Access)
- More students passed transfer-level Math and English courses (Success & Throughput)
- Equity gaps in access to and success in transfer-level Math and English courses between Latinx and White students decreased or were completely mitigated (Equity)

Equity in Access in Transfer-level Math Courses

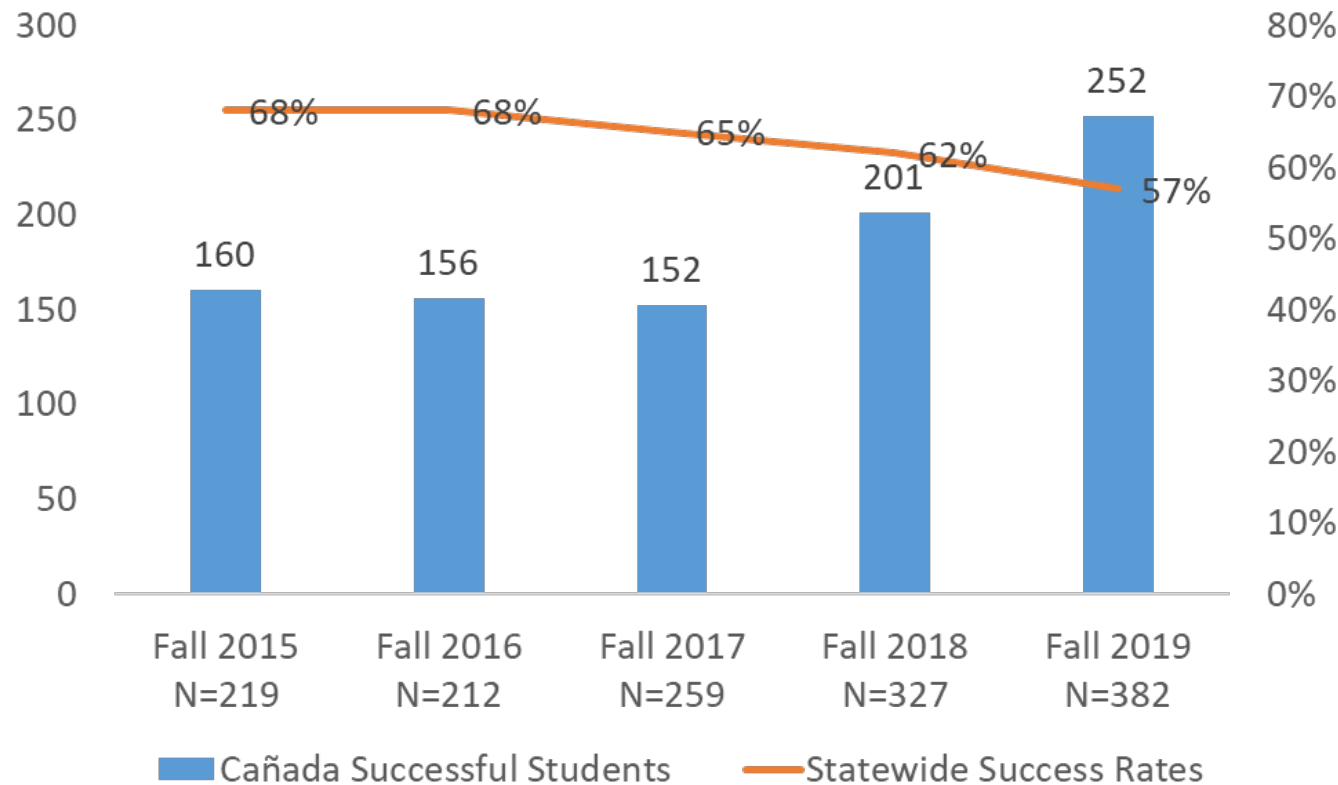
All first-time students enrolled in math courses in Cañada College in Fall 2019.



- Consistently more white students than Latinx students have been placed in transfer-level courses (disproportionate impact in access).
- New placement under AB 705 increases the odds of Latinx students enrolling in transfer-level math courses
- **New placement under AB 705 leads to significant decrease in the access gap from 30% points in Fall 2016 to 10% in Fall 2019.**

Course Success Trend in Transfer-Level English Courses

Cañada success rates in transfer-level English courses are similar to statewide trends.



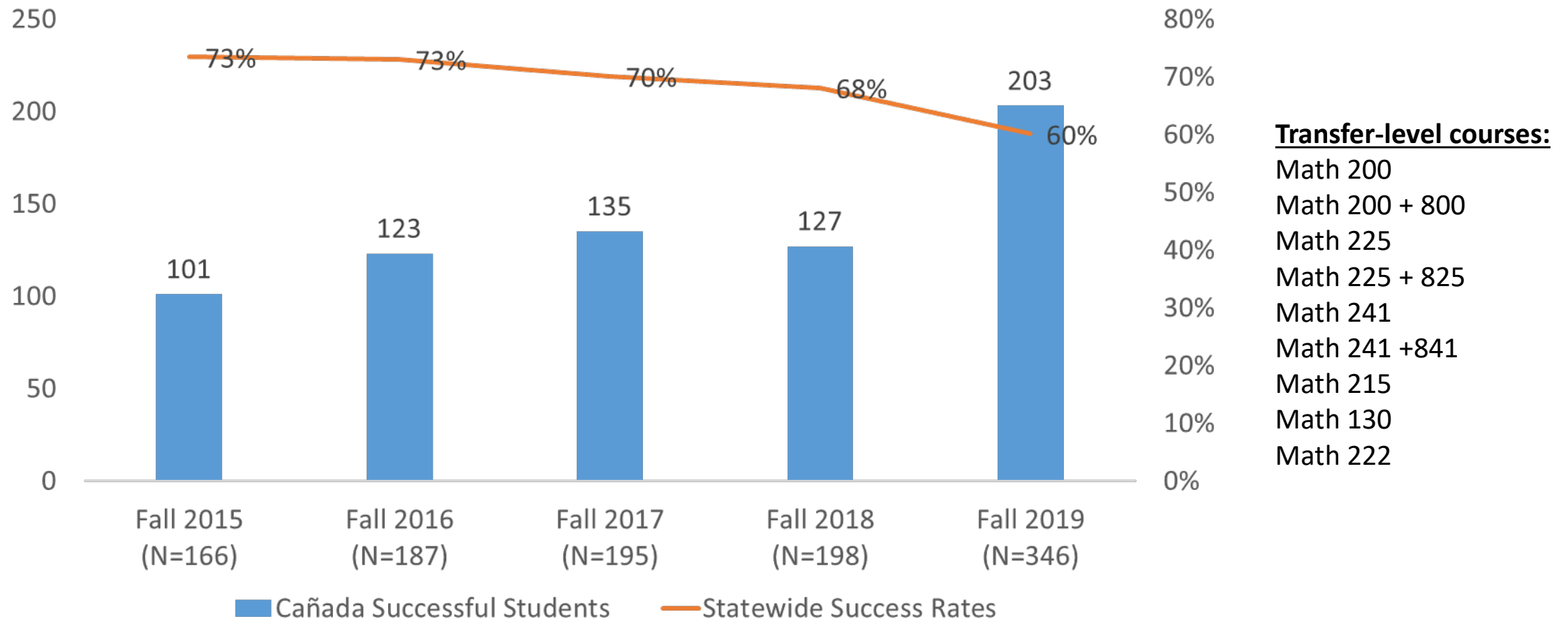
Finding 1:

AB 705 led to a 5% point decrease in the transfer-level English course success rates between fall 2018 and fall 2019.

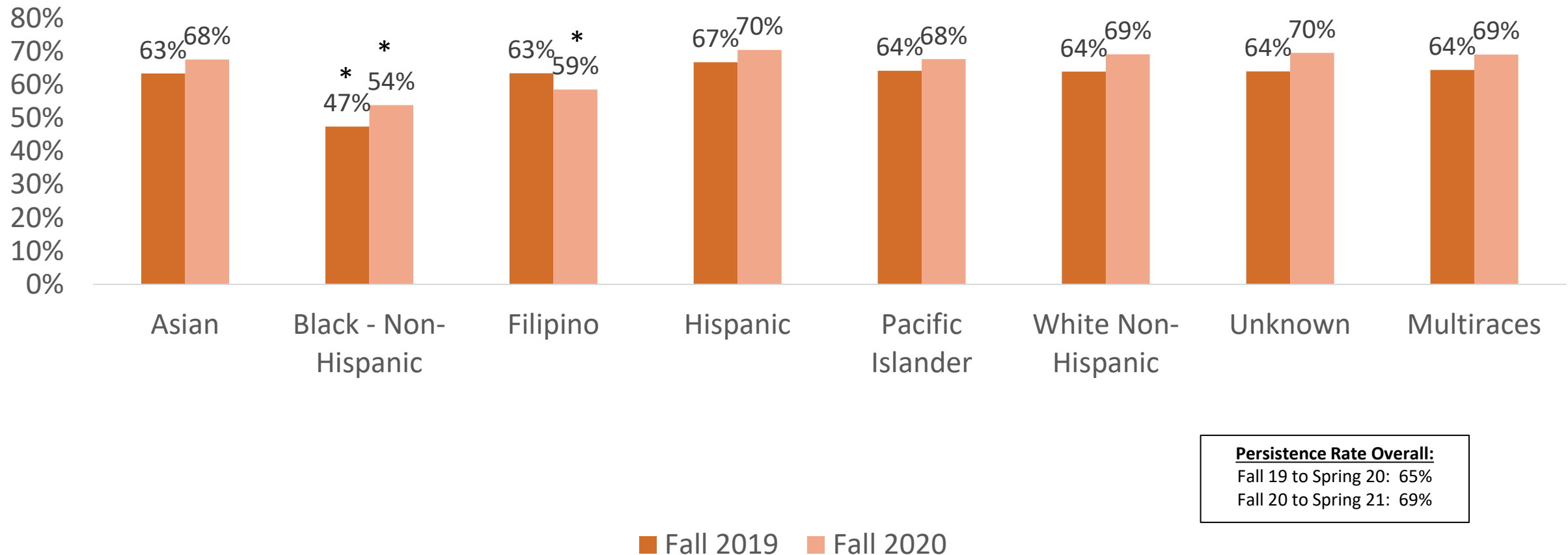
Finding 2:

The number of students who passed transfer-level English courses increased by 27% from 201 in fall 2018 to 255 in fall 2019 at Cañada.

Course Success Trend in Transfer-level Math Courses



Persistence Rate of Cañada Home Campus Students from Fall to the following Spring Term



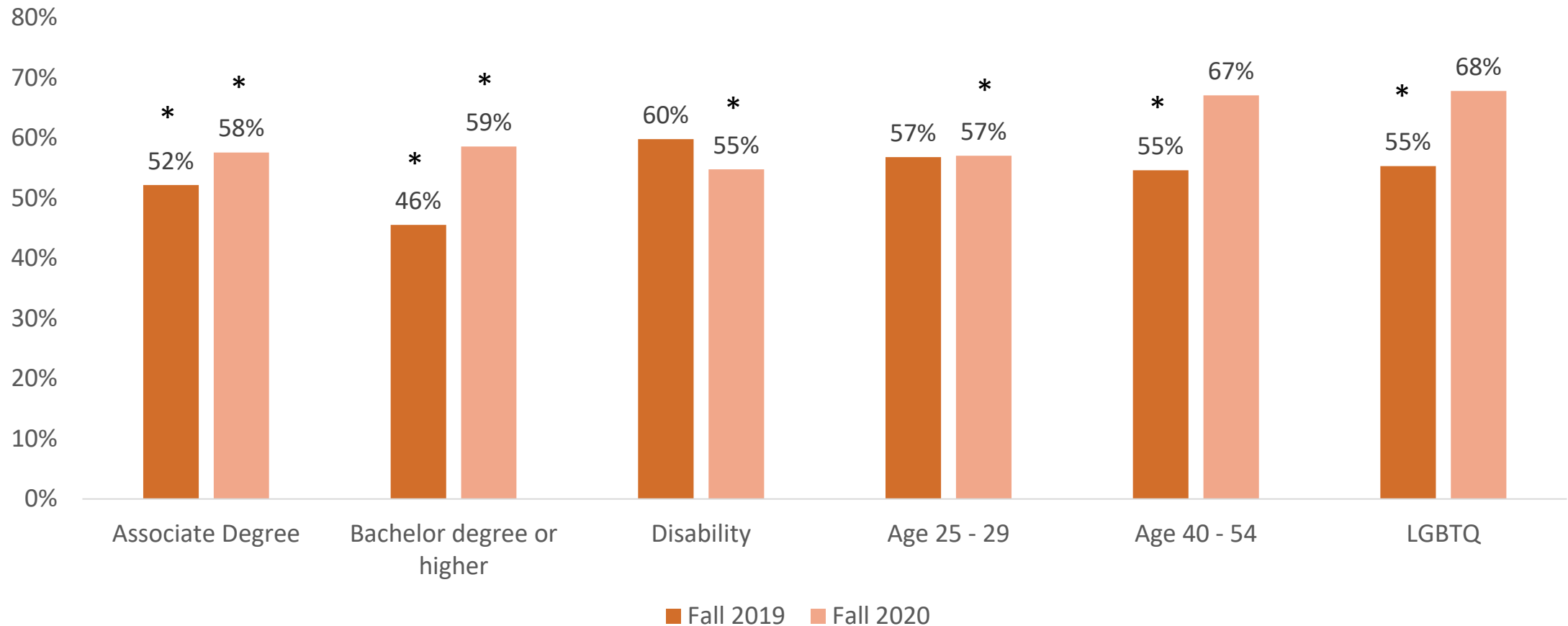
* Denotes the persistence rate for this group which statistically disproportionately lower than that expected given the persistence rates for all other students.

Persistence Rate of Cañada Home Campus Students from Fall to the following Spring Term

Persistence Rate Overall:

Fall 19 to Spring 20: 65%

Fall 20 to Spring 21: 69%



* Denotes the persistence rate for this group which statistically disproportionately lower than that expected given the persistence rates for all other students.

Impact of Special Programs

	Persistence	
	Special Program	No Special Program
Full Time	95%	79%
Part Time	83%	52%
Low Income	95%	71%
Asian	100%	67%
Black - Non-Hispanic	100%	25%
Filipino	100%	100%
Hispanic	91%	61%
Multiraces	100%	67%
Pacific Islander	100%	
Unknown	100%	75%
White Non-Hispanic	100%	71%

	% of Units Taken Completed Successfully	
	Special Program	No Special Program
Full Time	55%	53%
Part Time	52%	47%
Low Income	55%	45%
Asian	54%	60%
Black - Non-Hispanic	100%	43%
Filipino	61%	86%
Hispanic	51%	44%
Multiraces	58%	48%
Pacific Islander	100%	
Unknown	76%	61%
White Non-Hispanic	61%	56%

Student Momentum Summary

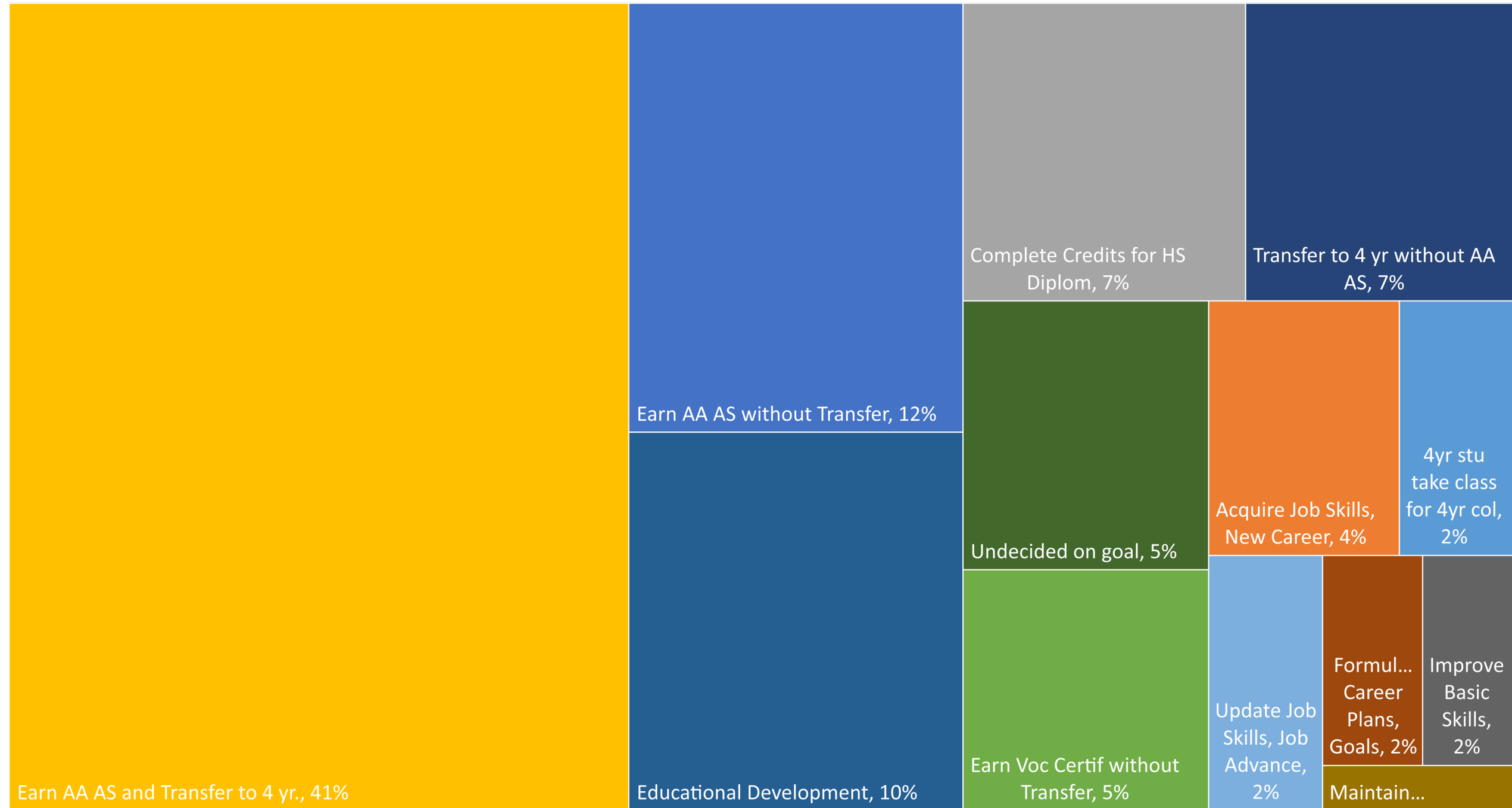
- BIPOC students continue to be negatively disproportionately impacted in terms of their course success rates at Cañada
- This trend is more pronounced in online courses, even as the college is improving its overall online course success rate
- Cañada's implementation of AB 705 is yielding significant gains for students and is closing access and throughput gaps
- While overall persistence rates are improving, Black non-Hispanic students continue to persist at disproportionately lower rates
- Special Programs help with persistence and, to some degree, with course success

Student Completion Trends

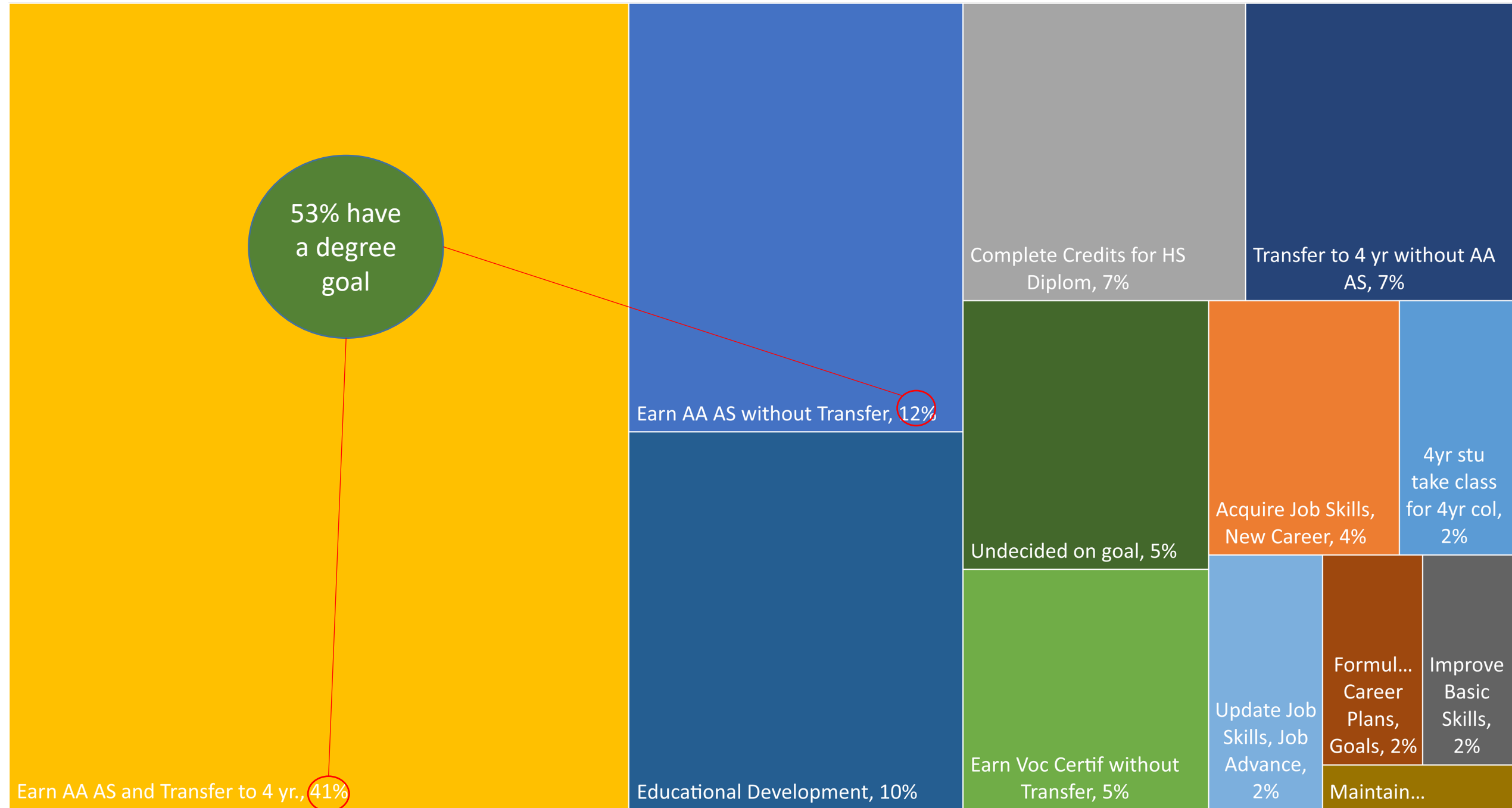
Current College Mission

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals. The College cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.

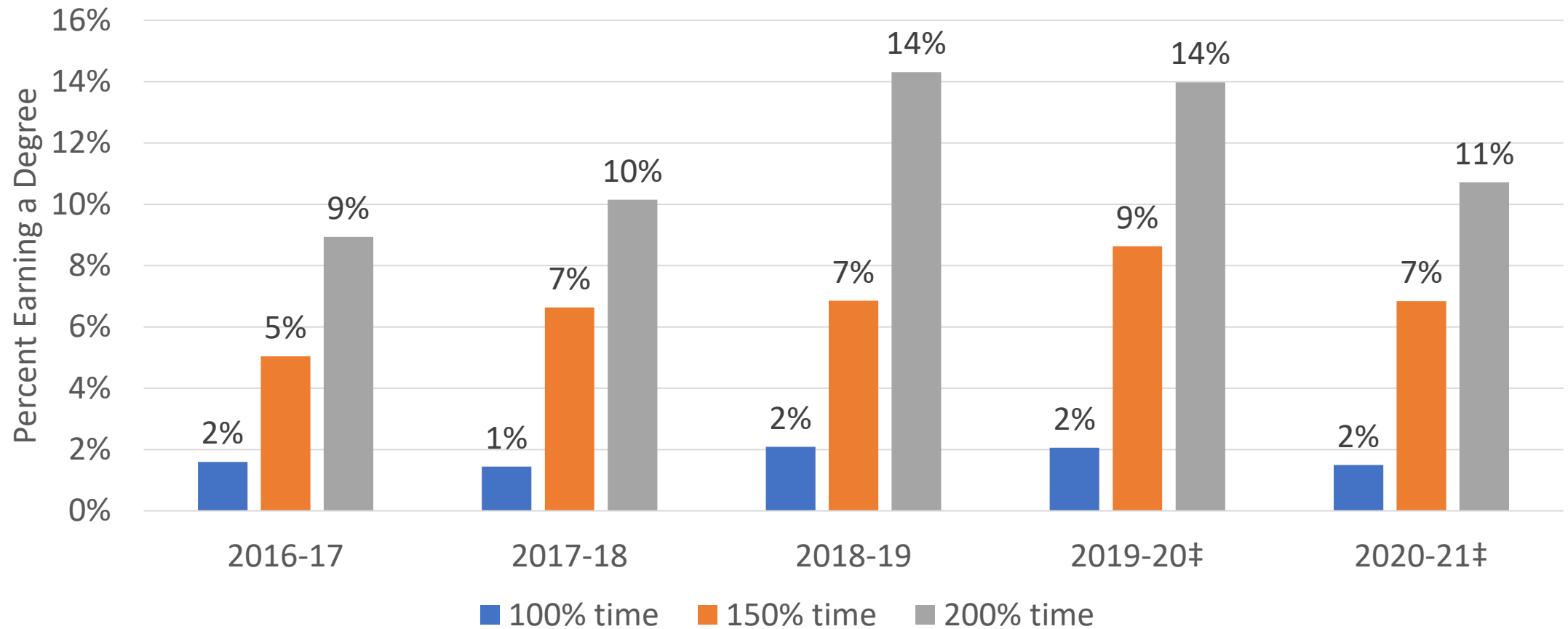
Cañada Home Campus Students by Ed. Goal: fall 2021



Cañada Home Campus Students by Ed. Goal: fall 2021



Cañada College 2-Year Degree Attainment



‡ The 2019-20 and 2020-21 academic years were impacted by the COVID-19 pandemic and may not be representative of a typical academic year.

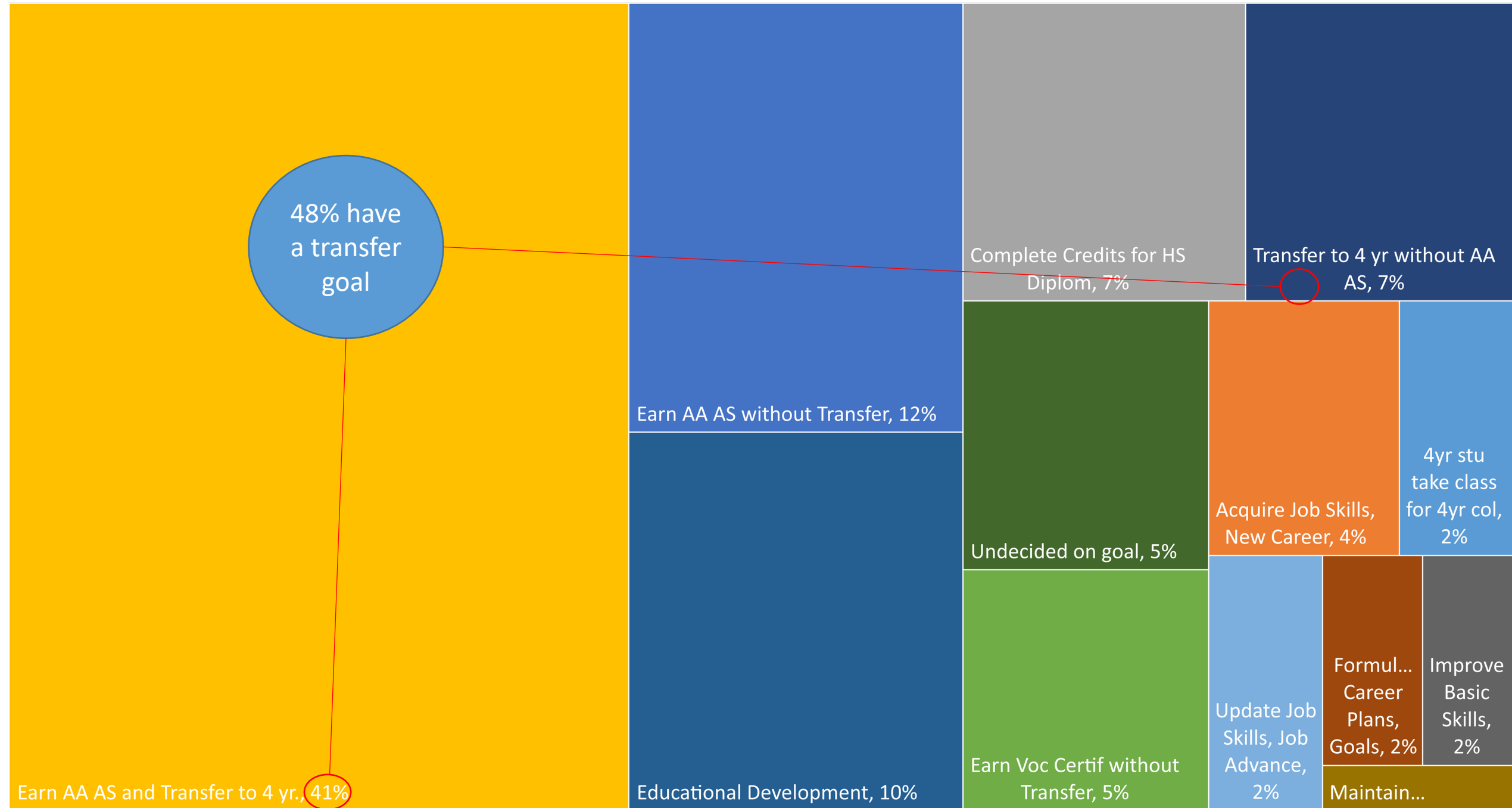
Degree Earners: under-represented groups

Of the students seeking a two-year degree from Cañada, the following two student groups are disproportionately under-represented:

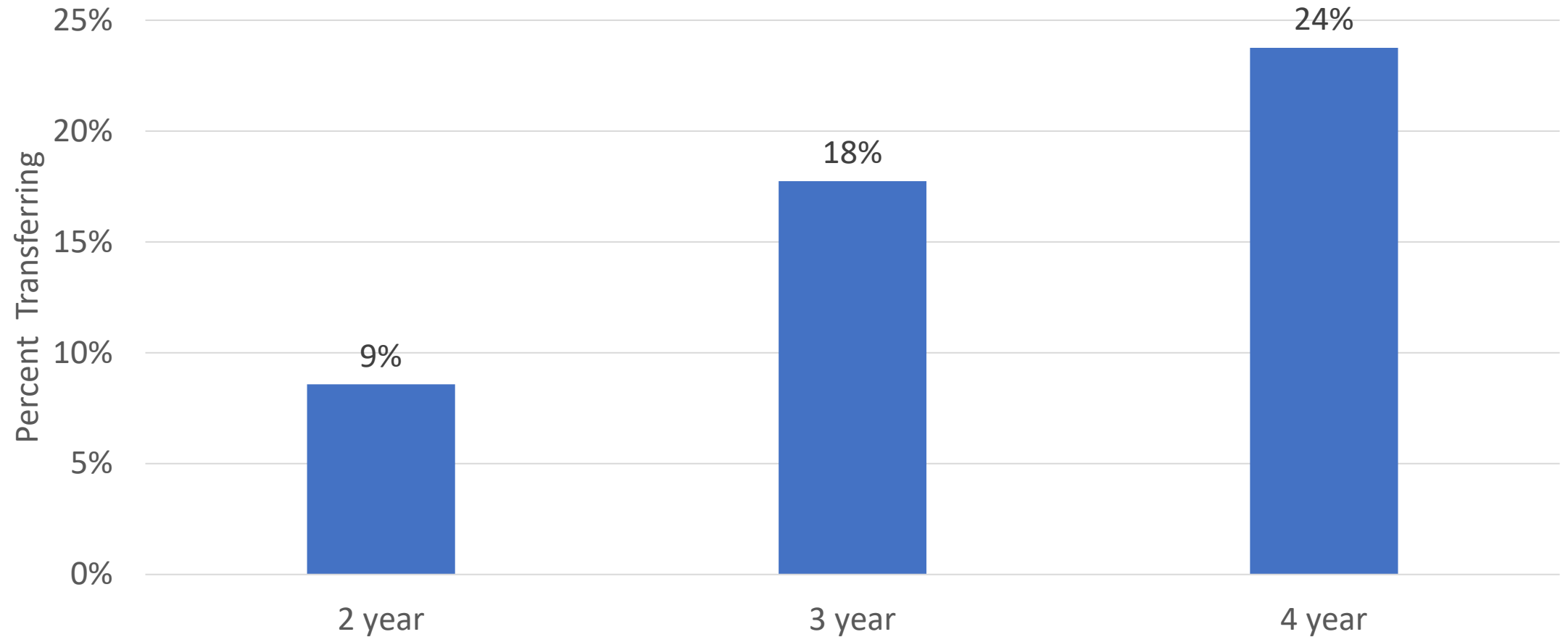
Student Group	Equity Gap	# of additional degree earners needed to close the gap*
Students Ages 18-22	-5%	48
Non Low Income Students	-4%	57

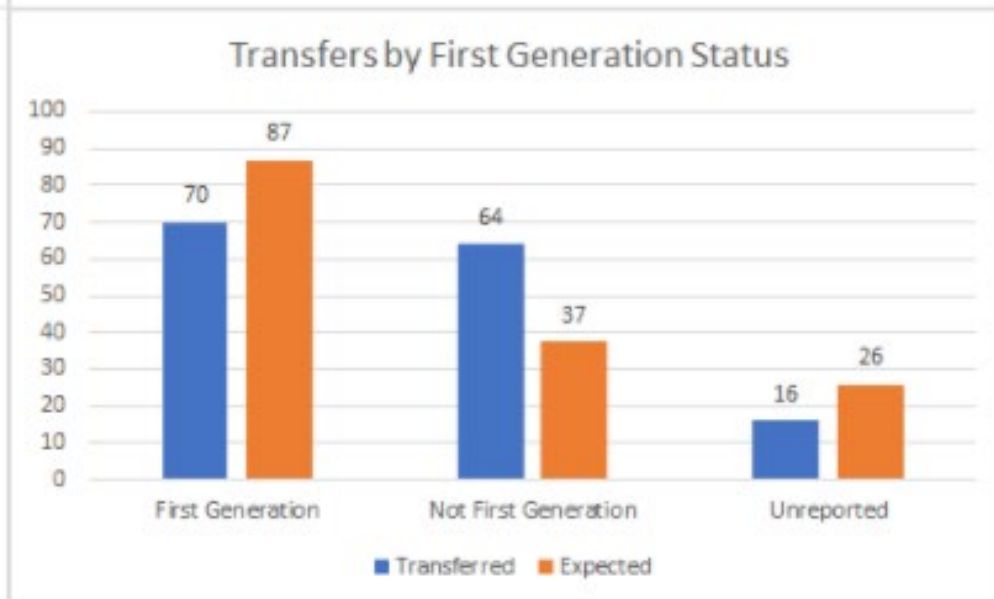
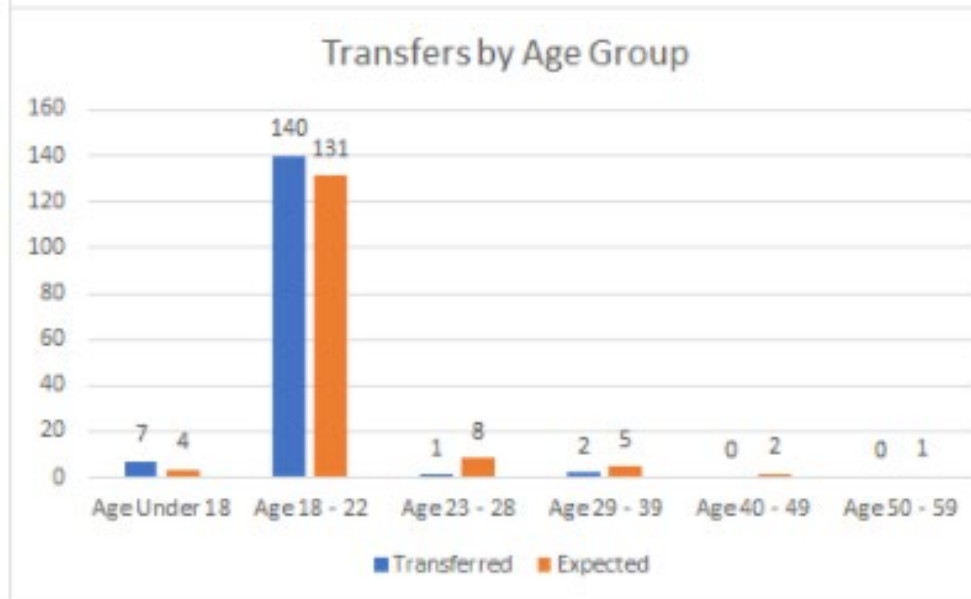
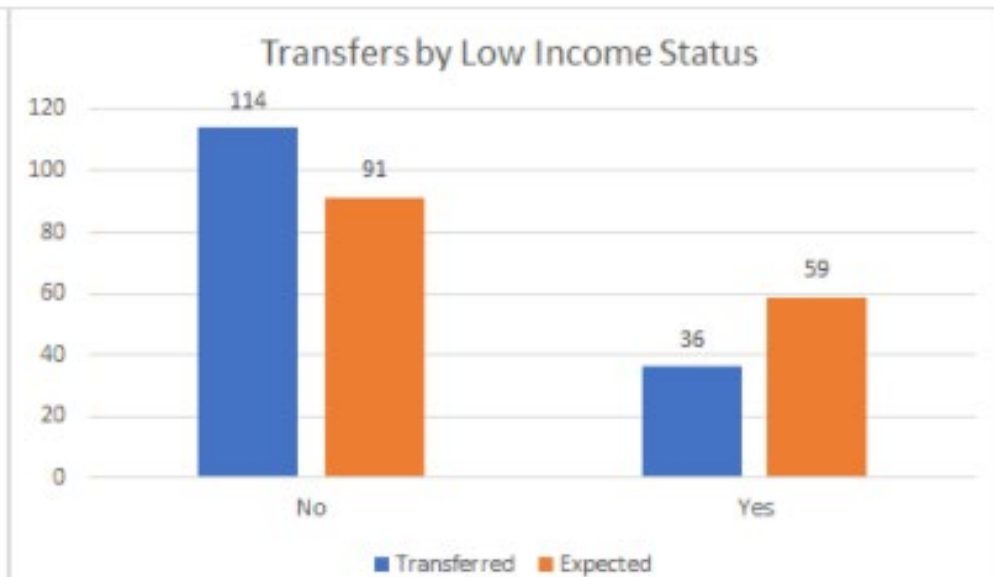
* Degree Earners in 2020-21 were compared to all Degree Seekers enrolled in 2020-21. No other groups are disproportionately under-represented.

Cañada Home Campus Students by Ed. Goal: fall 2021

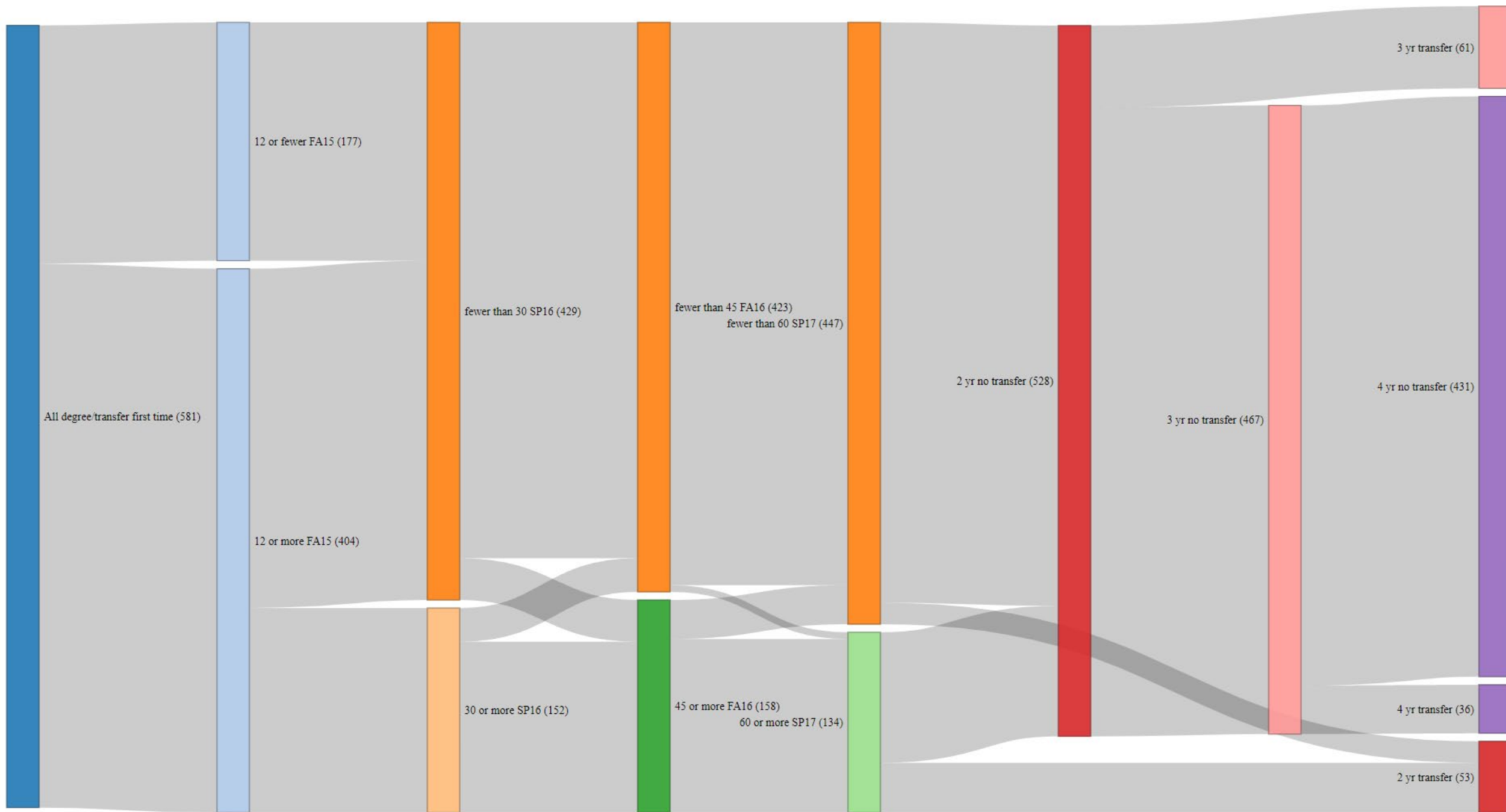


Cañada College Transfer Rate as of 2020-21

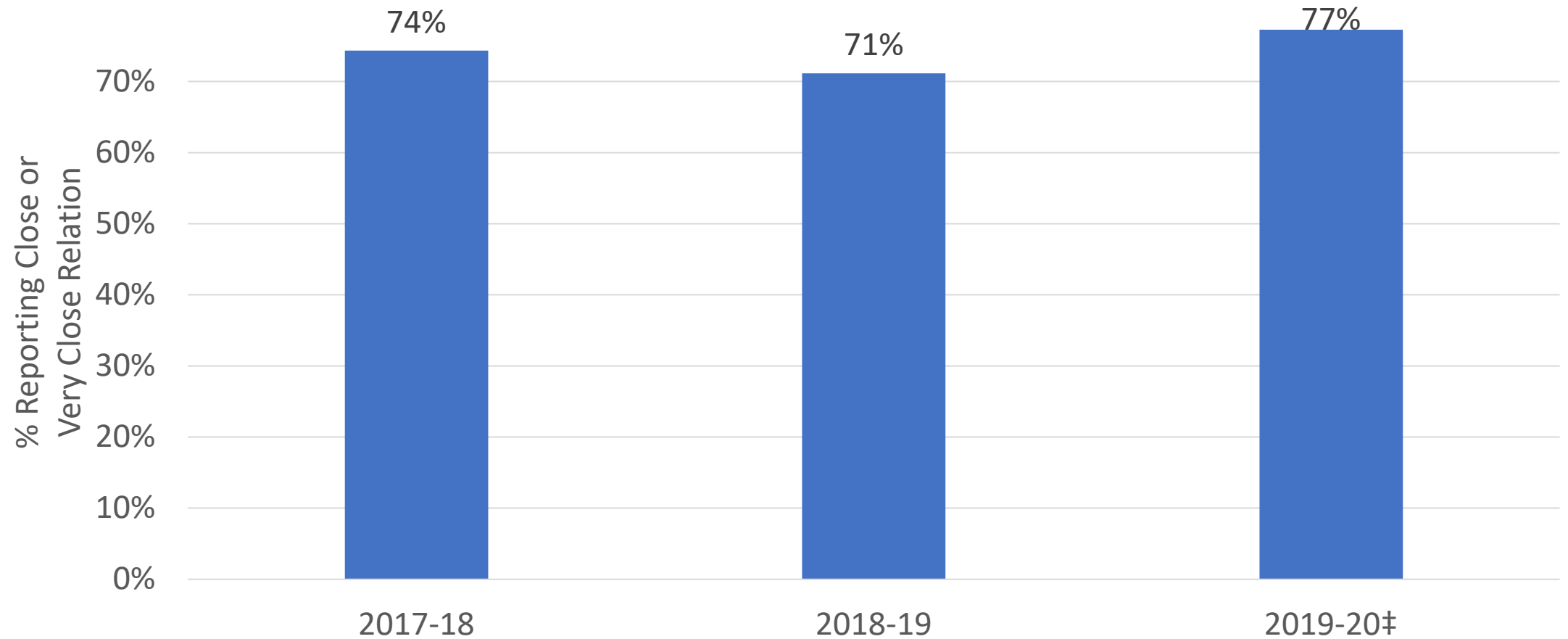




When comparing the subset of students (a cohort that first enrolled in Fall 2015) who transferred within four years of starting to the overall cohort some subgroups are less likely to transfer than others. All of our older students (23+) were less likely to transfer than their younger counterparts. Additionally our Hispanic students were less likely to have transferred than their peers. Low income and first generation student groups were also less likely to transfer than their peers. There was no difference in transfer across gender. Source: [Cañada College Transfer Services Plan: 2021-24](#).



Job Relation to Field of Study (CTEOS)



Summary of Student Completion

- Cañada is not fulfilling its mission of “ensuring that all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals.”
- Hispanic, low income and first generation college students are less likely to transfer than we would expect



Internal Scan Part II

Prepared for the Educational Master Planning Task Force

November 3, 2021

Office of Planning, Research & Institutional Effectiveness

Agenda

- Quick review of main takeaways from Part I
- What can help explain these trends?
 - Understanding student journeys and changing preferences – what do our students want?
 - What might be contributing to students not completing their journeys?
 - How can we best address student needs given our resources/size/location?
- How can these factors inform potential goals and strategies?

Enrollment Trend Summary

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Student Momentum Summary

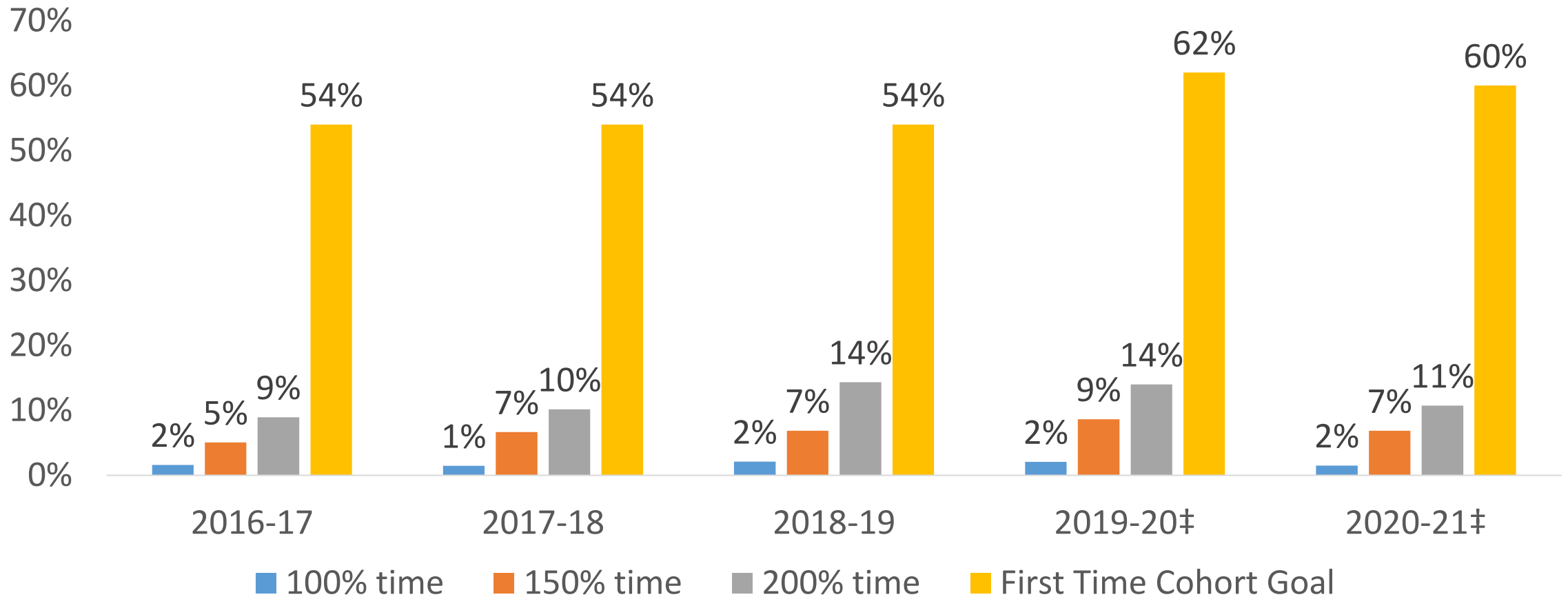
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- This trend is more pronounced in online courses, even as the college is improving its overall online course success rate
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- Special Programs help with persistence and, to some degree, with course success

Student Completion Trends

Current College Mission

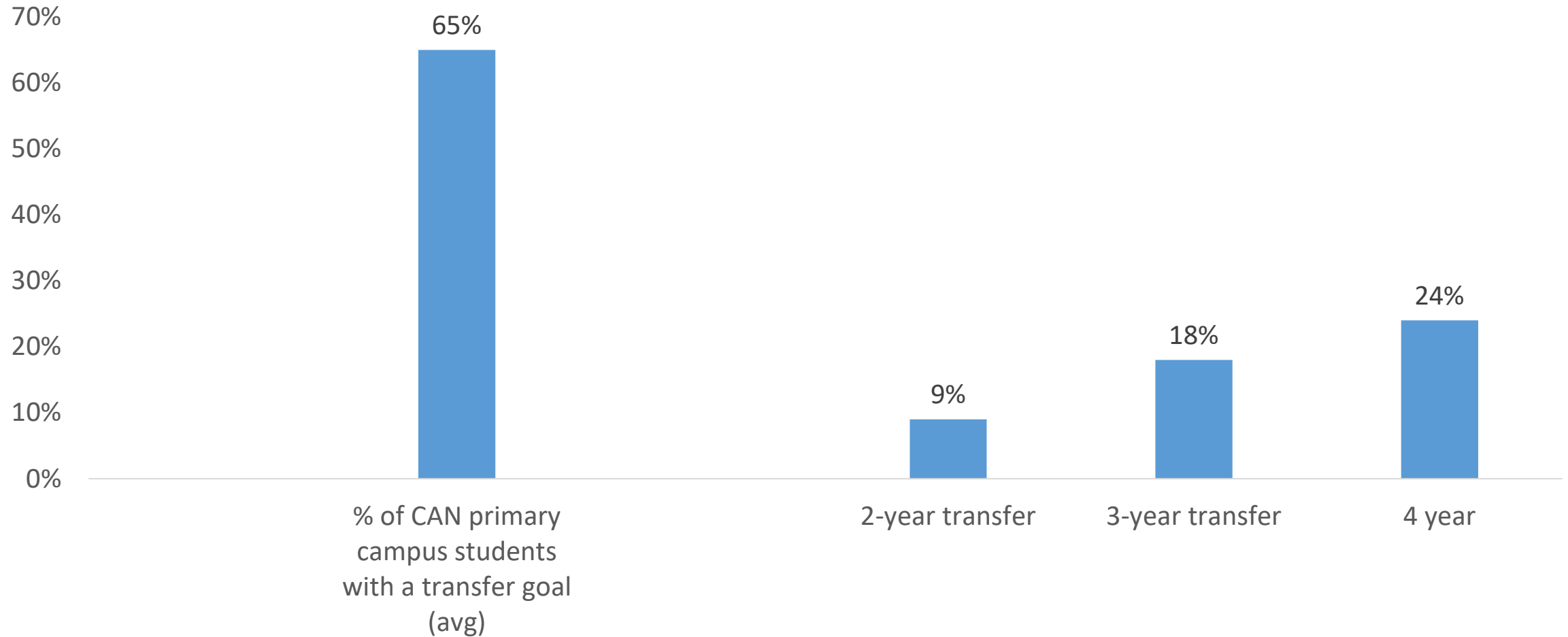
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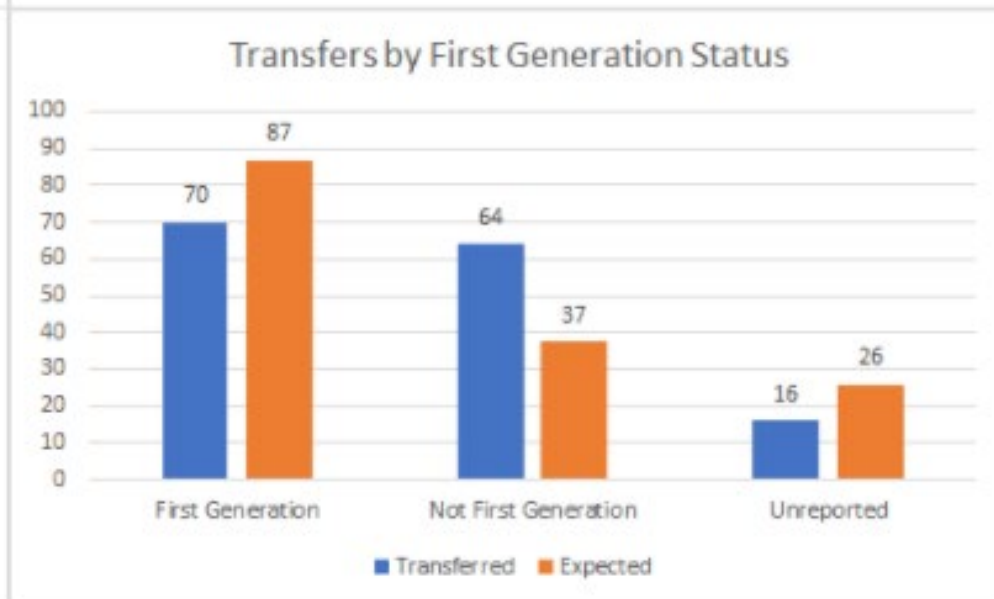
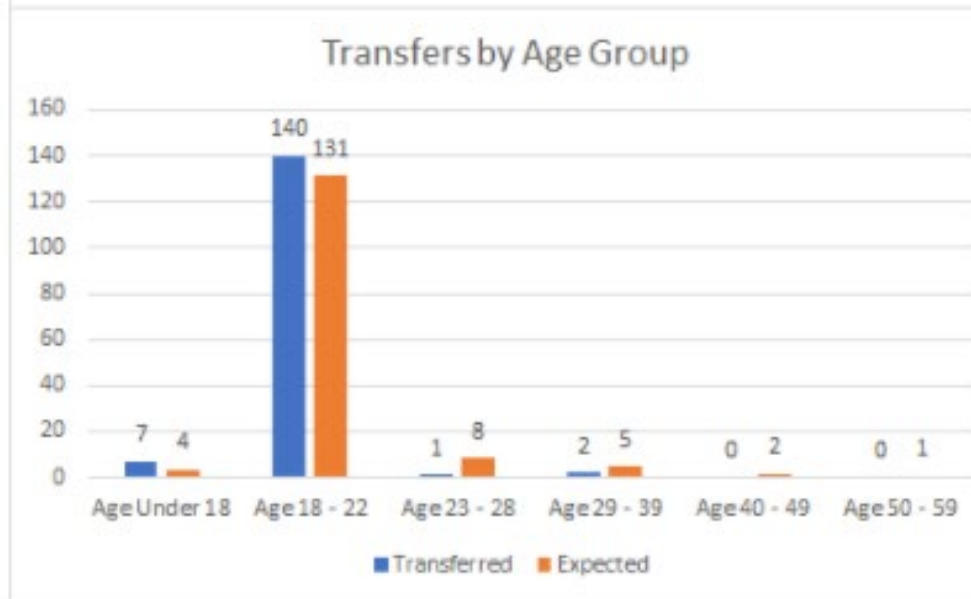
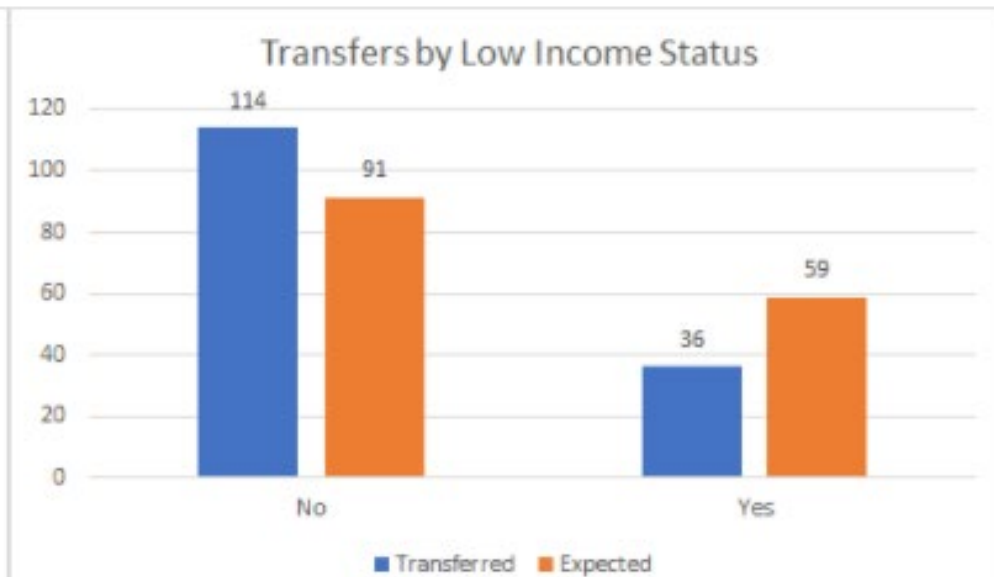
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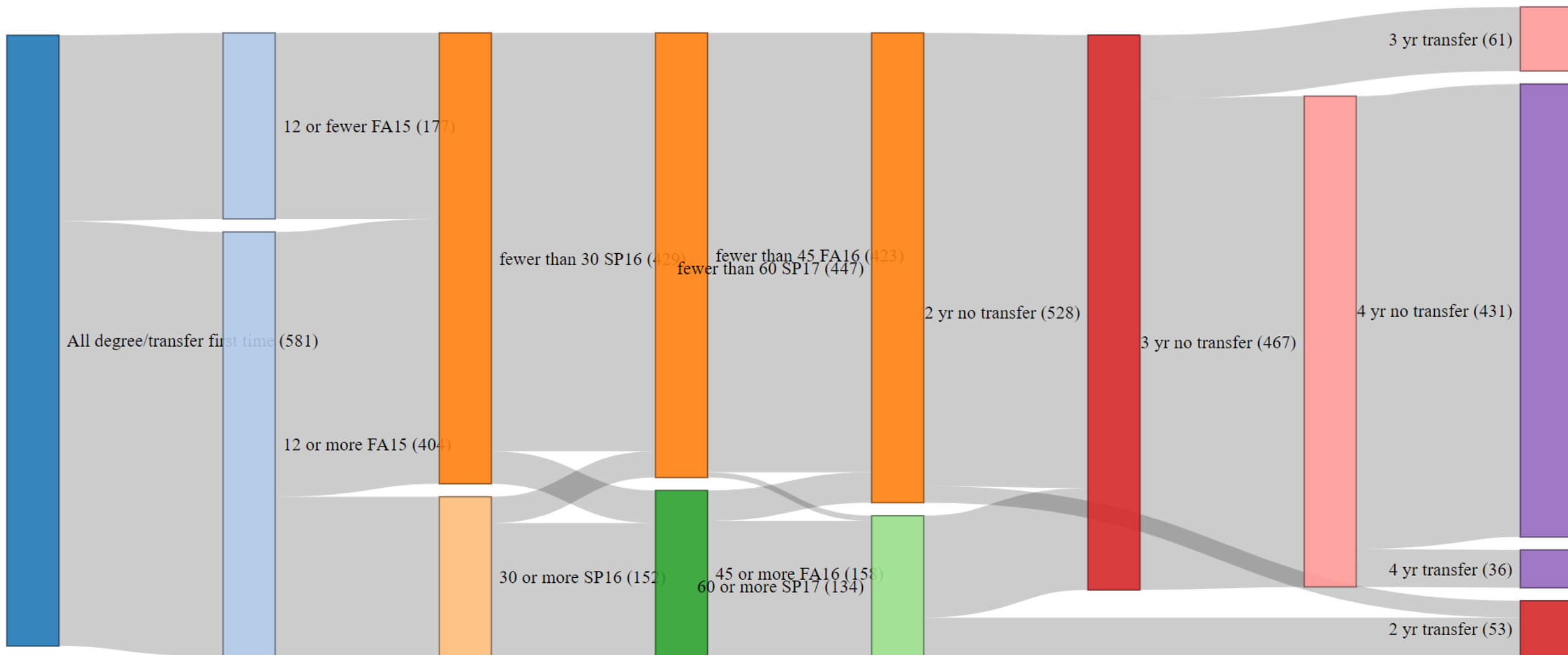
Cañada College Transfer Rate as of 2020-21





When comparing the subset of students (a cohort that first enrolled in Fall 2015) who transferred within four years of starting to the overall cohort some subgroups are less likely to transfer than others. All of our older students (23+) were less likely to transfer than their younger counterparts. Additionally our Hispanic students were less likely to have transferred than their peers. Low income and first generation student groups were also less likely to transfer than their peers. There was no difference in transfer across gender. Source: [Cañada College Transfer Services Plan: 2021-24.](#)

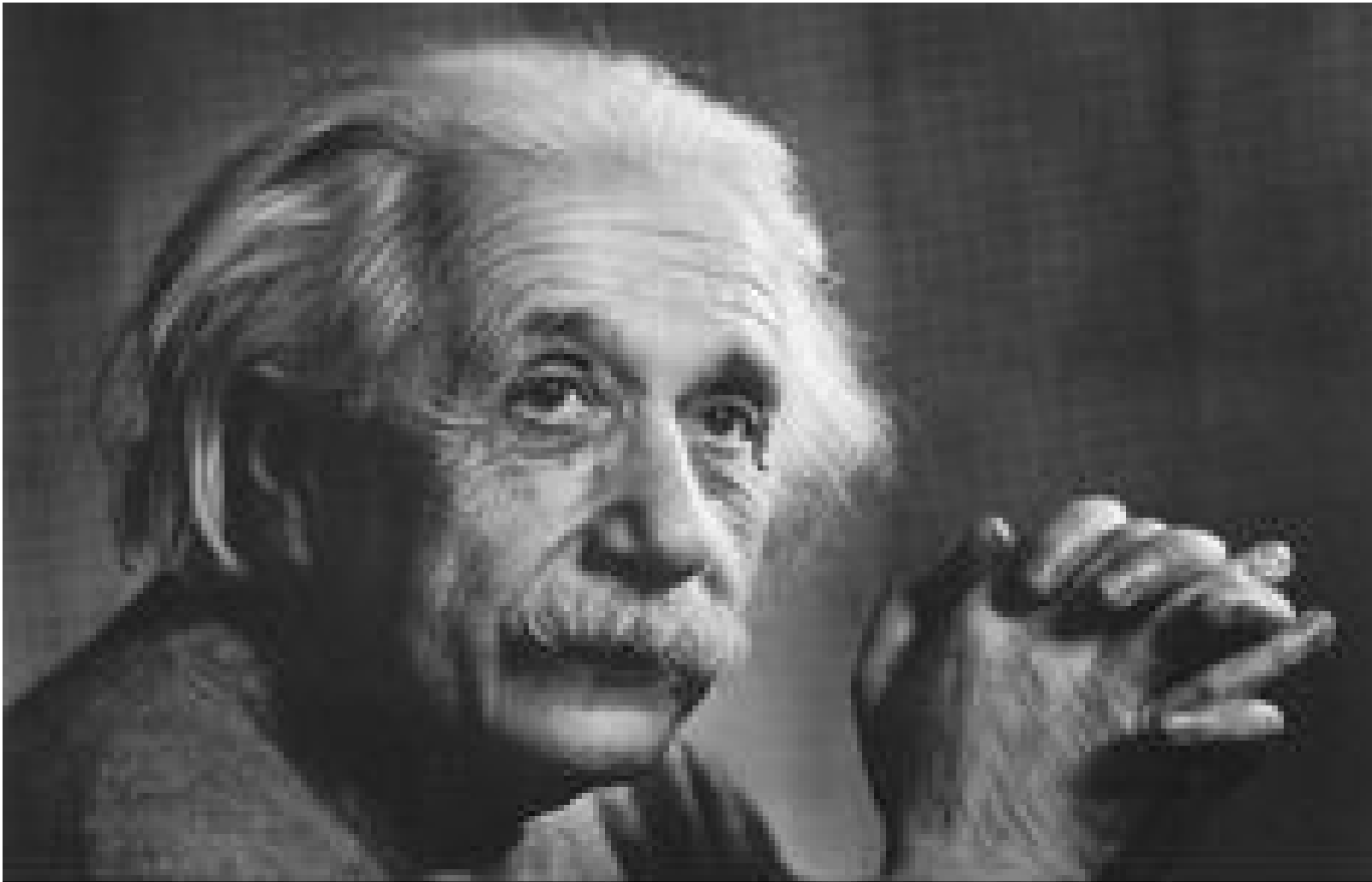
Transfer journey of Fall 2015 first-time cohort



Summary of Student Completion

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"In the middle of difficulty lies opportunity."

~ Albert Einstein

Why are these trends happening?

Internal factors

- Our size?
- Our location?
- Our schedule?
- Our choices of instructional modality?
- Do students feel sufficiently connected to and supported by the campus? Even online?

External factors

- It's really expensive to live here and students work many hours
- Students have other obligations beyond working that get in the way of taking more classes (family, care-giving, etc)

Why are these trends happening?

- COVID-19 and the increase in online offerings District-wide
 - Pre-pandemic, CAN could boost enrollment by putting courses online and tapping SKY and CSM students
- Changing student preferences
 - Desire for a mix of in-person and online modalities to help manage their work/school/life balance
 - SWIRL is more possible
- Economic realities: Cañada students (especially part-time students) are working longer hours for pay



Sometimes our challenges are also our strengths

CHALLENGES

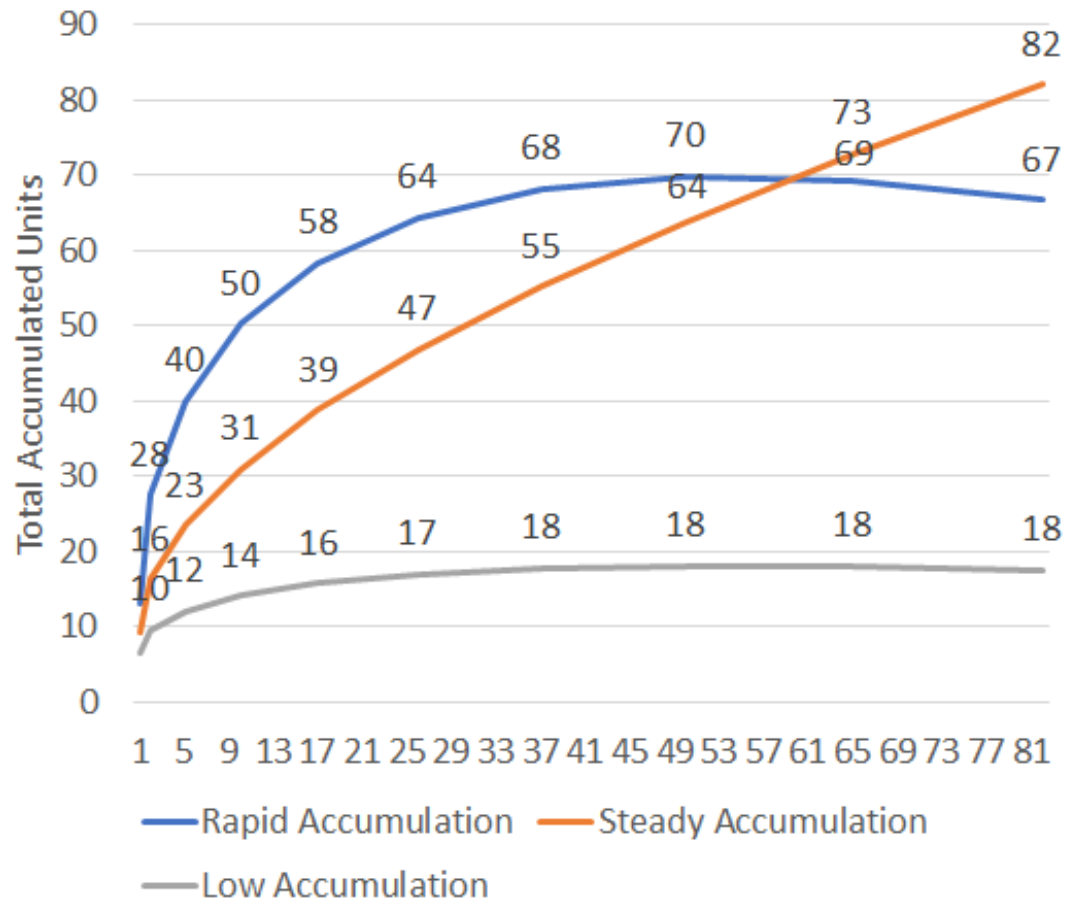
- Small size – can't offer as many courses and programs
- Location – hard to get to
- We might not offer enough sections of critical courses to offer them in multiple modalities each term

STRENGTHS

- Small size – intimate, friendly
- Location – beautiful campus
- We can change our course schedule

Understanding our students'
journeys and shifting preferences

Unit Accumulation Groups in our Fall 2016 First-Time Cohort



- **Rapid Accumulation**
 - 32% of the cohort
 - Accumulating over 10 units per term
 - 2-3 years to completion
- **Steady Accumulation**
 - 12% of the cohort
 - Accumulating 7-9 units per term
 - 3-4 years to completion
- **Low Accumulation**
 - 56% of the cohort
 - Accumulating 0-5 units per term
 - 5+ years to completion

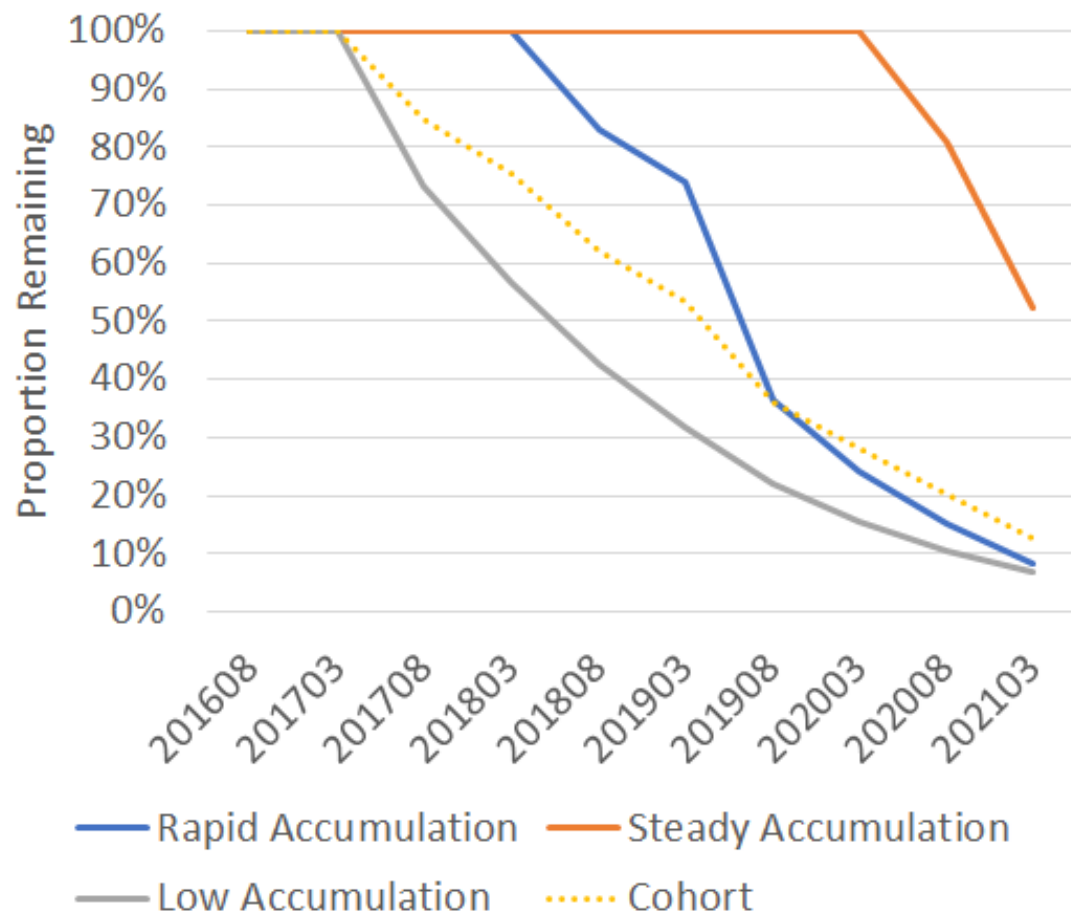
Unit Accumulation Group by Race/Ethnicity

	Rapid		Steady		Low	
AANAPI	13%	21	11%	7	6%	19
Hispanic	52%	85	61%	38	80%	237
White Non-Hispanic	24%	39	21%	13	8%	23
Black/Multi/Other	12%	19	6%	4	6%	17

Unit Accumulation Group by Education Goal

Education Goal	Rapid		Steady		Low	
Concurrently enrolled 4-year college student	1%	2	2%	1	1%	3
College Preparation			3%	2	1%	2
CTE Cert/Career Development	1%	1	3%	2	4%	11
Degree/Transfer	92%	151	76%	47	52%	154
Exploratory	6%	10	16%	10	43%	126

Attrition by Group

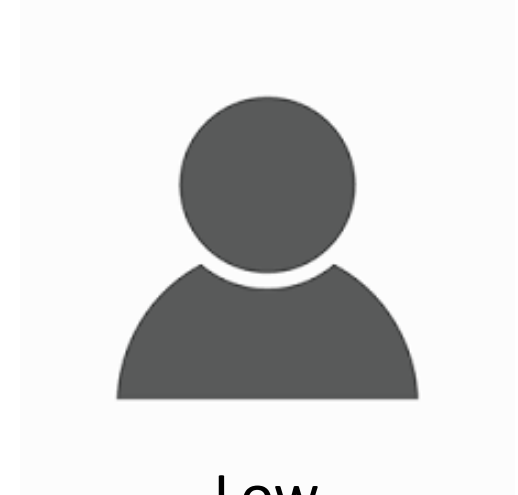


- The **Rapid Accumulation** group shows attrition after the second year.
 - After 2 years: 14% obtain a degree or transfer 80% remain
 - After 3 years: 46% obtain a degree or transfer 40% remain
 - After 4 years: 56% obtain a degree or transfer 15% remain
- The **Steady Accumulation** group doesn't show attrition until after the 4th year
 - After 5 years: 37% obtain a degree or transfer 52% remain
- The **Low Accumulation** group show attrition starting in the next primary term.
 - After 2 years: 60% remain
 - After 3 years: 20% remain
 - After 5 years: 0% obtain a degree or transfer

Group Demographic Predictors



Rapid



Low

Students in the Rapid Accumulation Group are more likely to be.....

- Degree or Transfer seeking (24x)
- Ag 20 or younger when they start college (16x)
- White than Hispanic (11x)
- Black or Multiracial than Hispanic (5x)
- AANAPI than Hispanic (5x)

...than the Low Accumulation Group

Group Demographic Predictors



Steady



Low

Students in the Steady Accumulation Group are.....

- 7.3 times more likely to be White than Hispanic

...than the Low Accumulation Group

Breakout Group Discussion

Breakout Group Discussion Prompts

- Many degree and transfer-seeking students attempt and earn a very low number of units during their first term. How can we better understand the experience of these part-time students during their first semester?
- Are there strategies we are currently pursuing as a college that could better support part-time students? (e.g., Interest Area Success Teams, expanding the College for Working Adults, others?)
- What else would you like to know as we consider which strategies might be most impactful for the low unit accumulation (part-time) group? The steady accumulation (part-time) group?
- What strategies might be good to help increase or maintain full-time student numbers?
- Is there a different interpretation of any of the data presented in today's slide? Other lines of inquiry you would like to pursue?



Internal Scan Part III

Prepared for the Educational Master Planning Task Force

November 17, 2021

Office of Planning, Research & Institutional Effectiveness

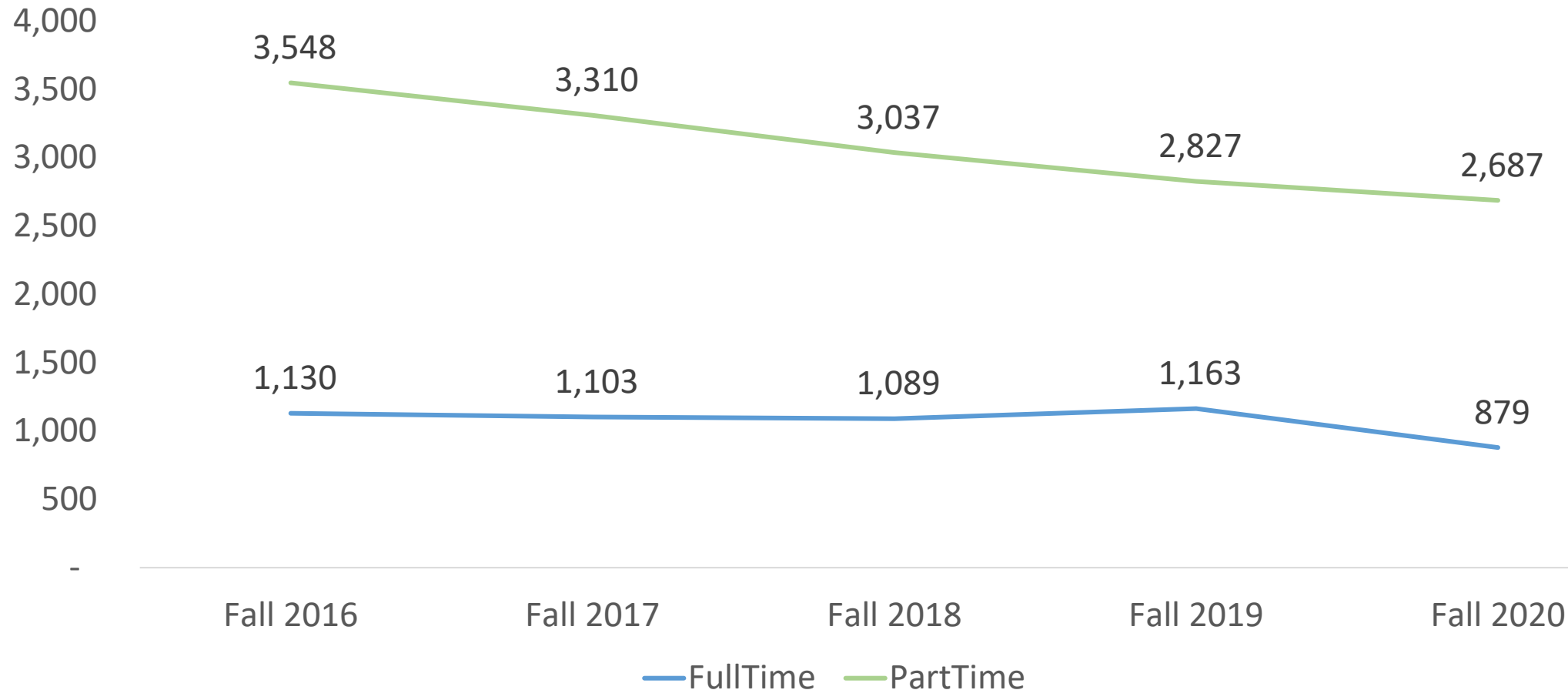
Topics

- Supporting part time students
- Student preferences and concerns
- Can students get the classes they need?
- What are we optimizing for?

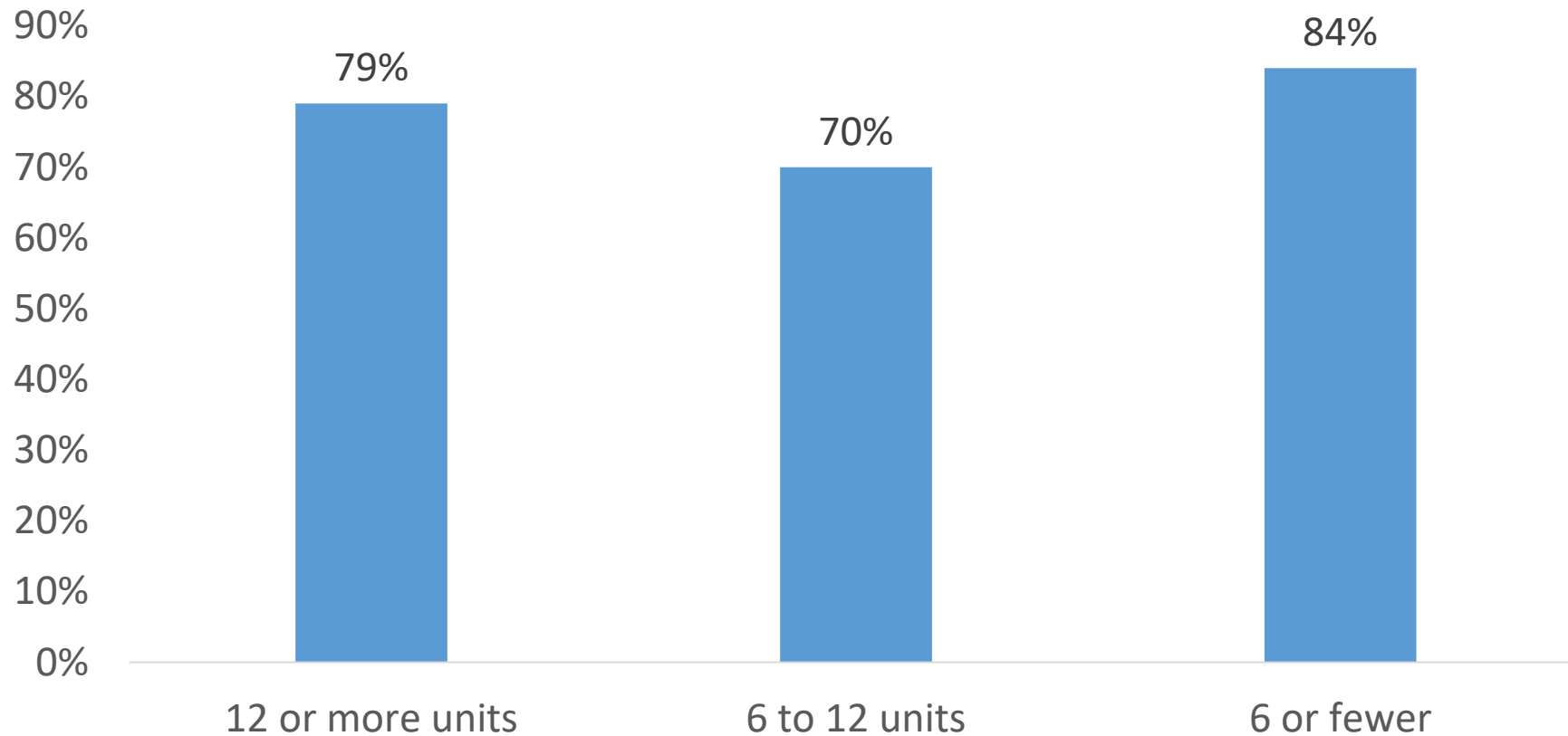
Supporting Part Time Students



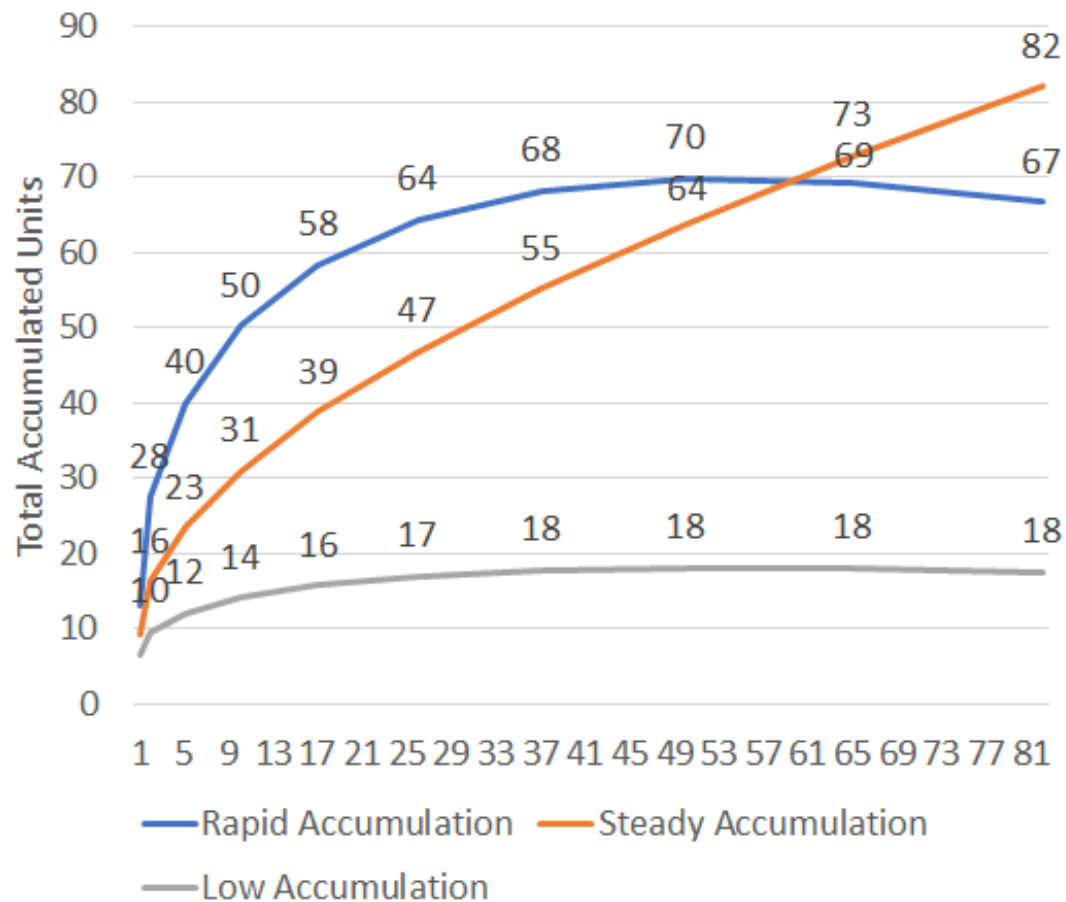
There are 3 part-time students for every one full-time student at CAN



Part-time students are not necessarily less successful

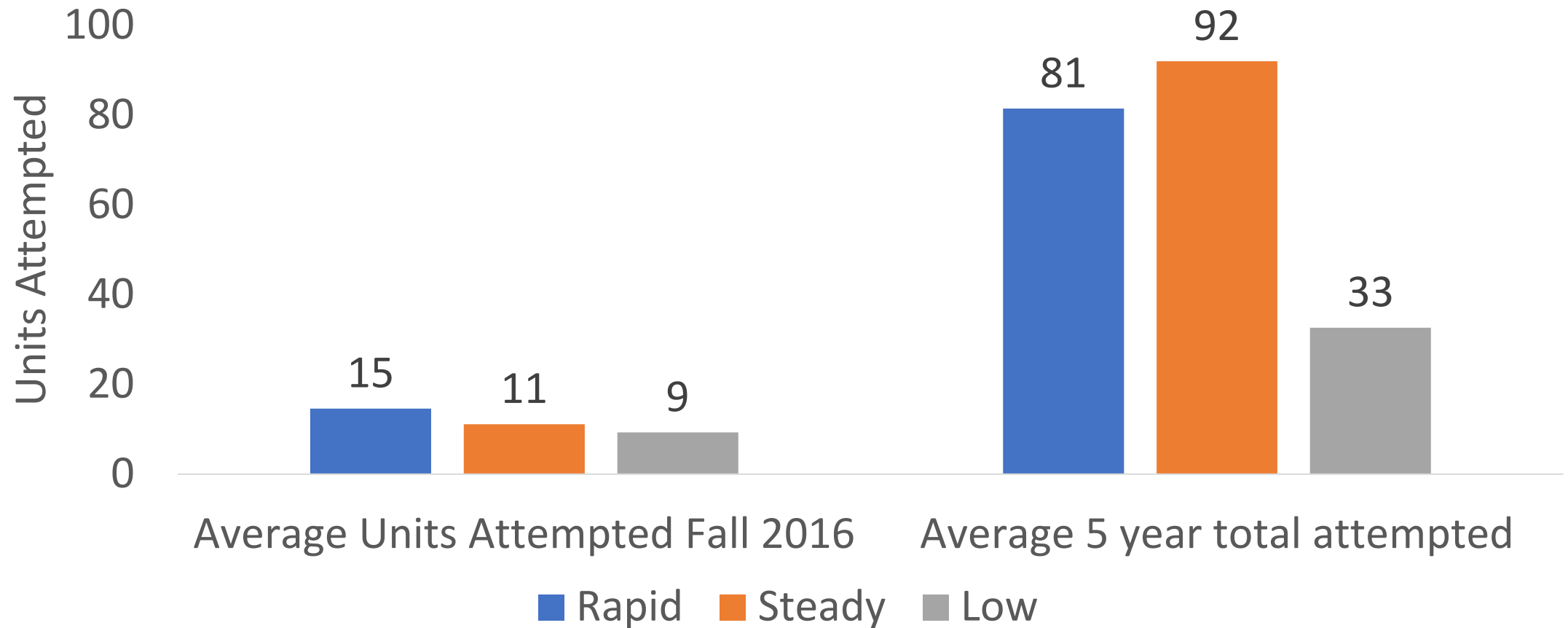


Unit Accumulation Groups for Cañada's Fall 2016 First-Time Cohort

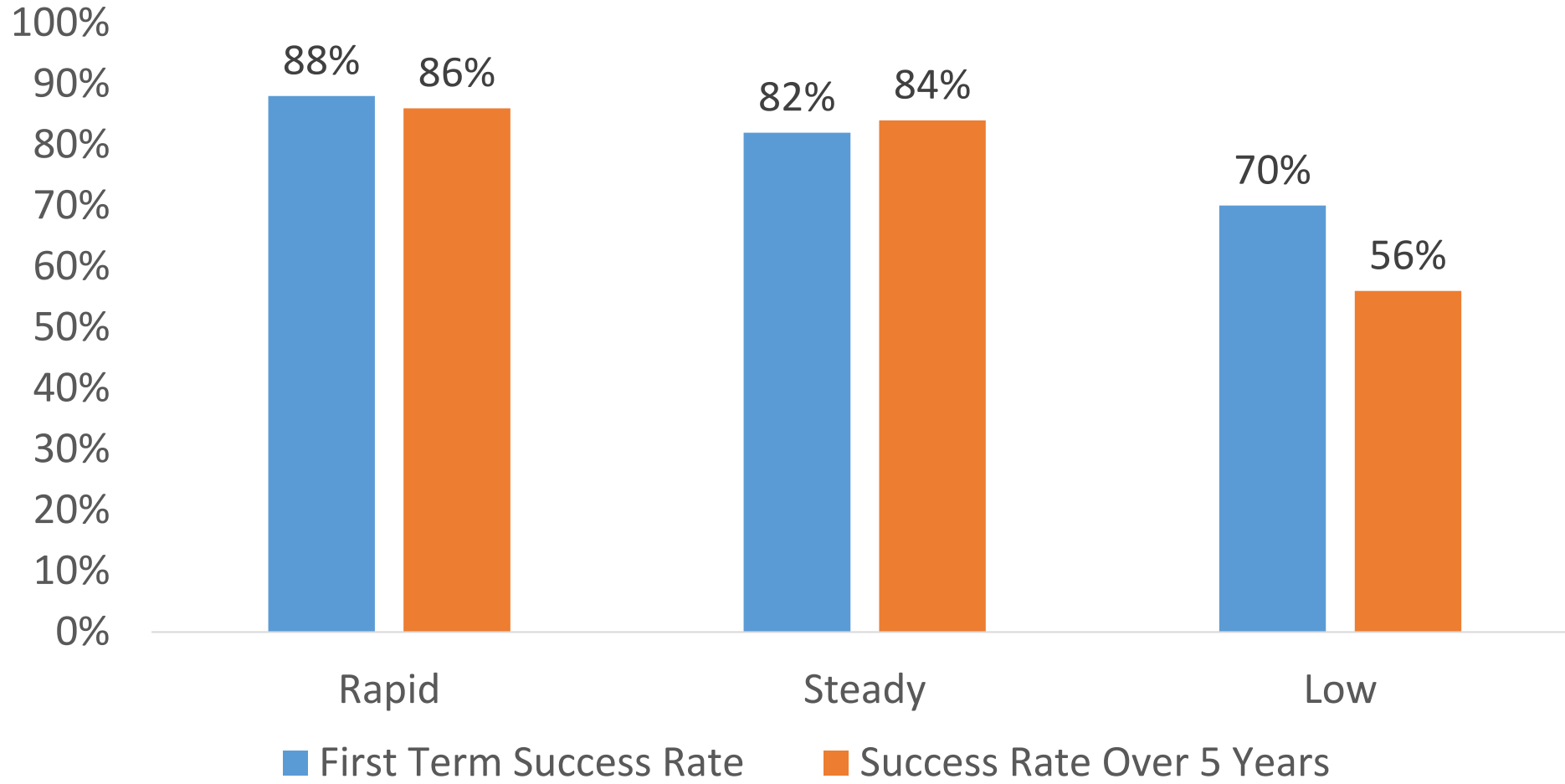


- **Rapid Accumulation**
 - 32% of the cohort
 - Accumulating over 10 units per term
 - 2-3 years to completion
- **Steady Accumulation**
 - 12% of the cohort
 - Accumulating 7-9 units per term
 - 3-4 years to completion
- **Low Accumulation**
 - 56% of the cohort
 - Accumulating 0-5 units per term
 - 5+ years to completion

The cohorts start out similarly



Sustaining course success is key



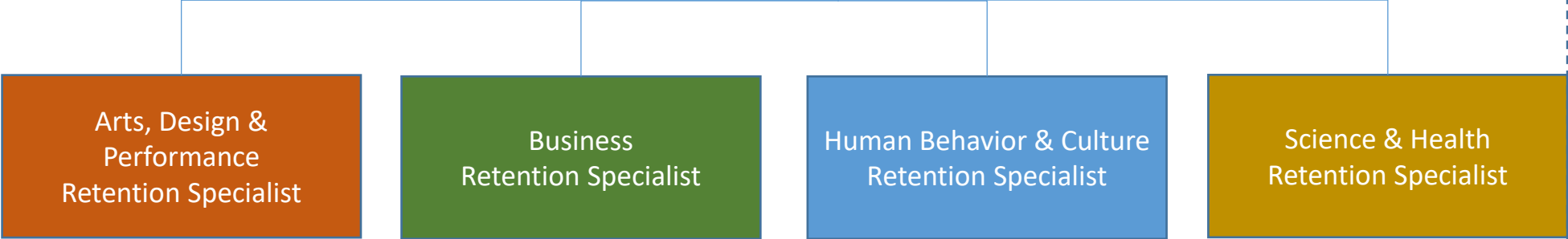
Special Programs' Unit Requirements

Special Program	Full Time Requirement?
Promise Scholars Program	YES
EOPS	YES
TRIO SSS	NO
International	YES
Athletics	YES
College for Working Adults	NO
Umoja	NO
Puente	NO

Special Programs

- Promise
- EOPS
- ESL
- TRIO SSS
- CWA
- ECE
- International
- Puente
- ESO Adelante
- Athletics

Director of Student Support



Student Support
Community of Practice
to align services and create consistency

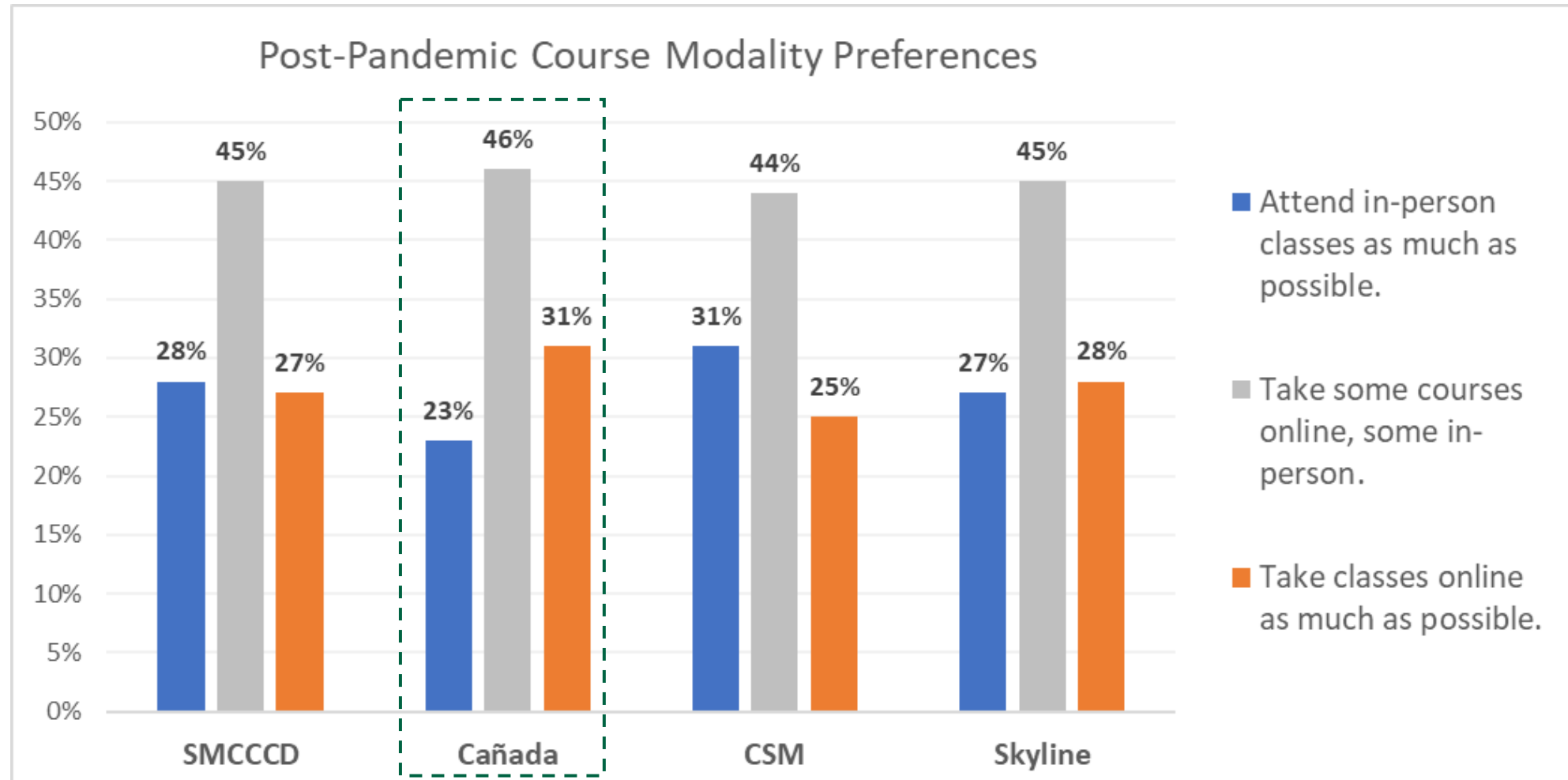
- Peer Mentor
- Peer Mentor
- Peer Mentor
- Peer Mentor
- Peer Mentor
- Peer Mentor

Student Preferences and Concerns



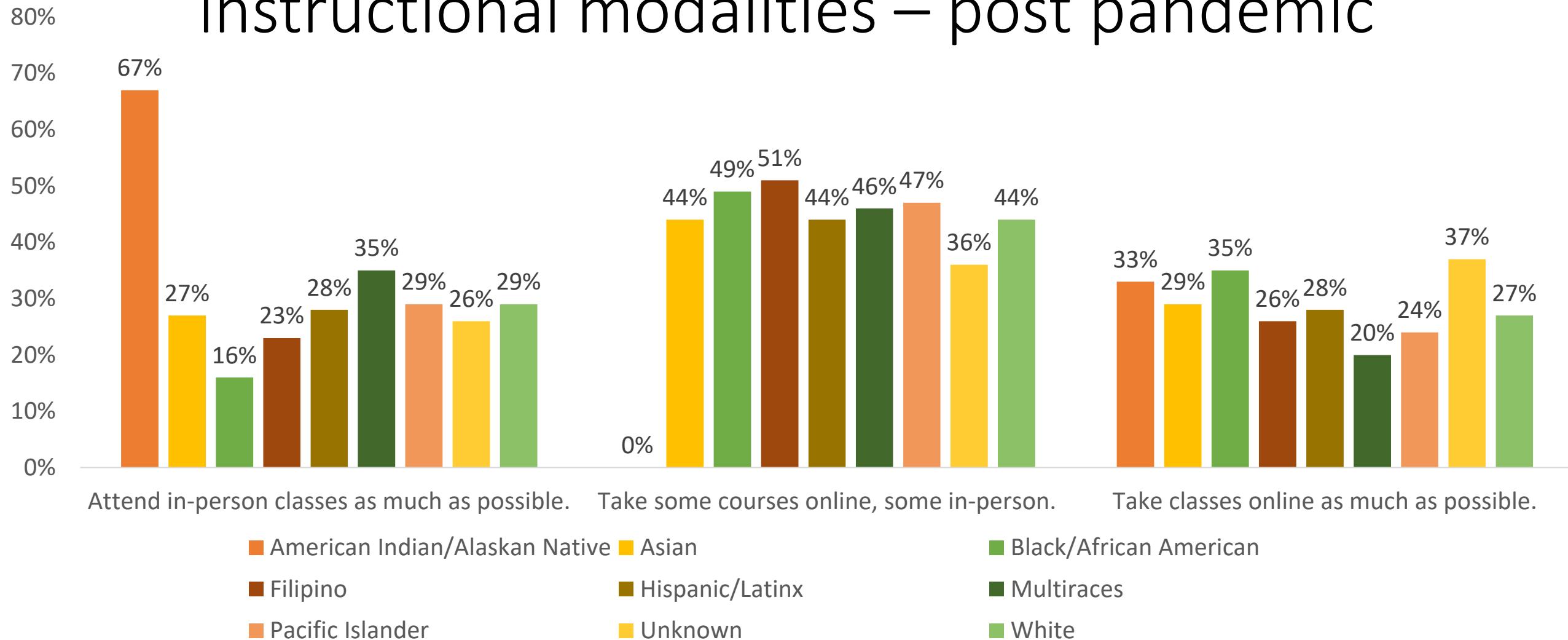
Students' post-COVID **course modality** preferences are split between on-line and in person

Q: In the future, **once the pandemic is behind us, which most** accurately describes your preference for how to attend college?



Source: Email survey sent to all students enrolled at SMCCCD in May, 2021.

Districtwide student preferences for instructional modalities – post pandemic



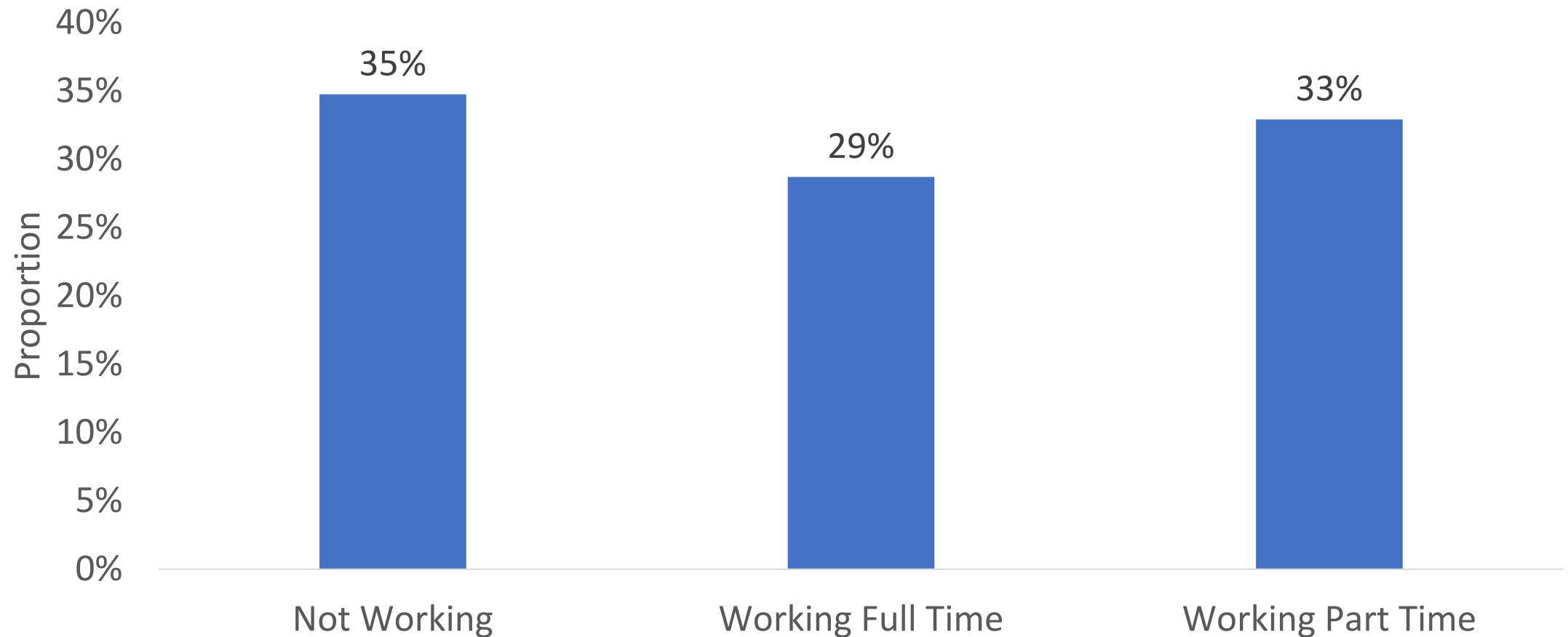
Top reasons students gave for stopping out during the pandemic:

1. Prioritizing working for pay
2. Preferring not to enroll in online classes
3. Taking classes at another college (online)
4. Prioritizing the care of children and other family members

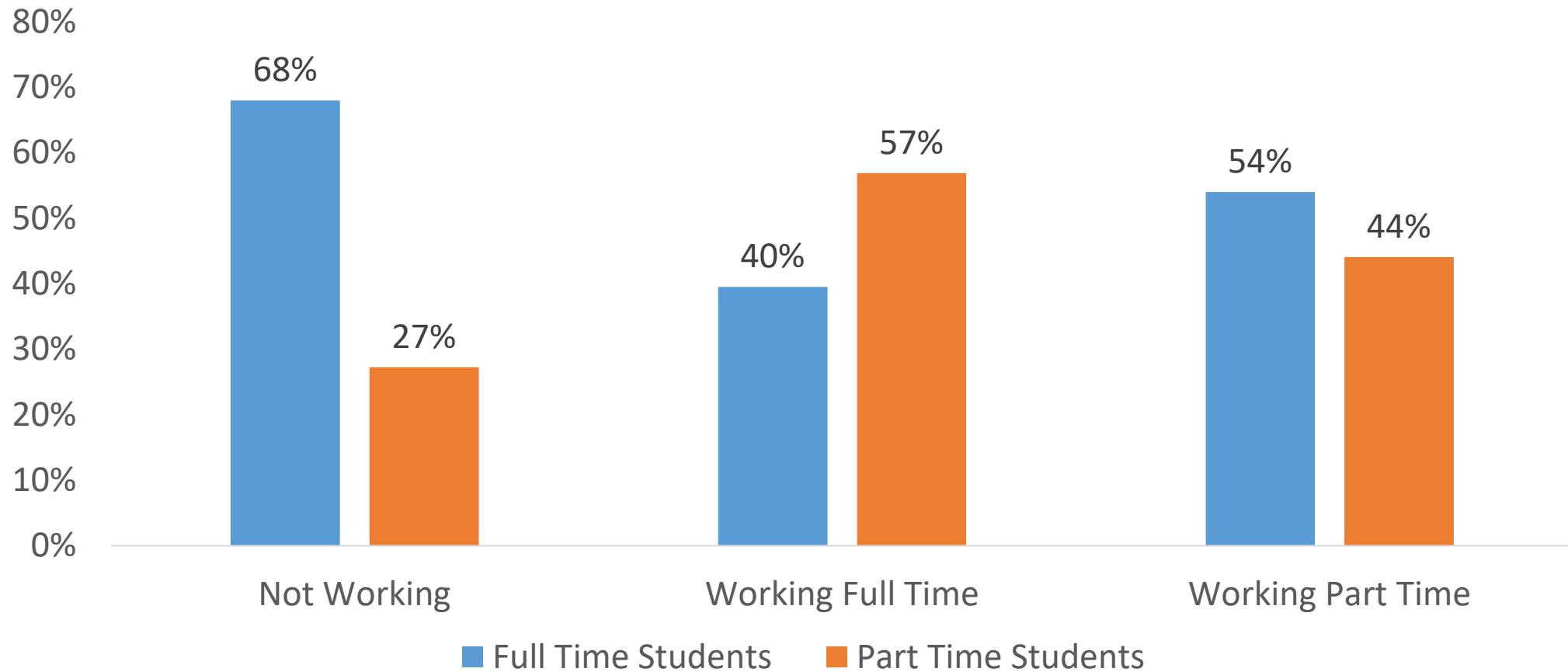
Top 3 things our colleges could do to support the return of stopped out students:

1. More scheduling options: getting the courses they want when they want them
2. Financial support
3. Help choosing courses and programs

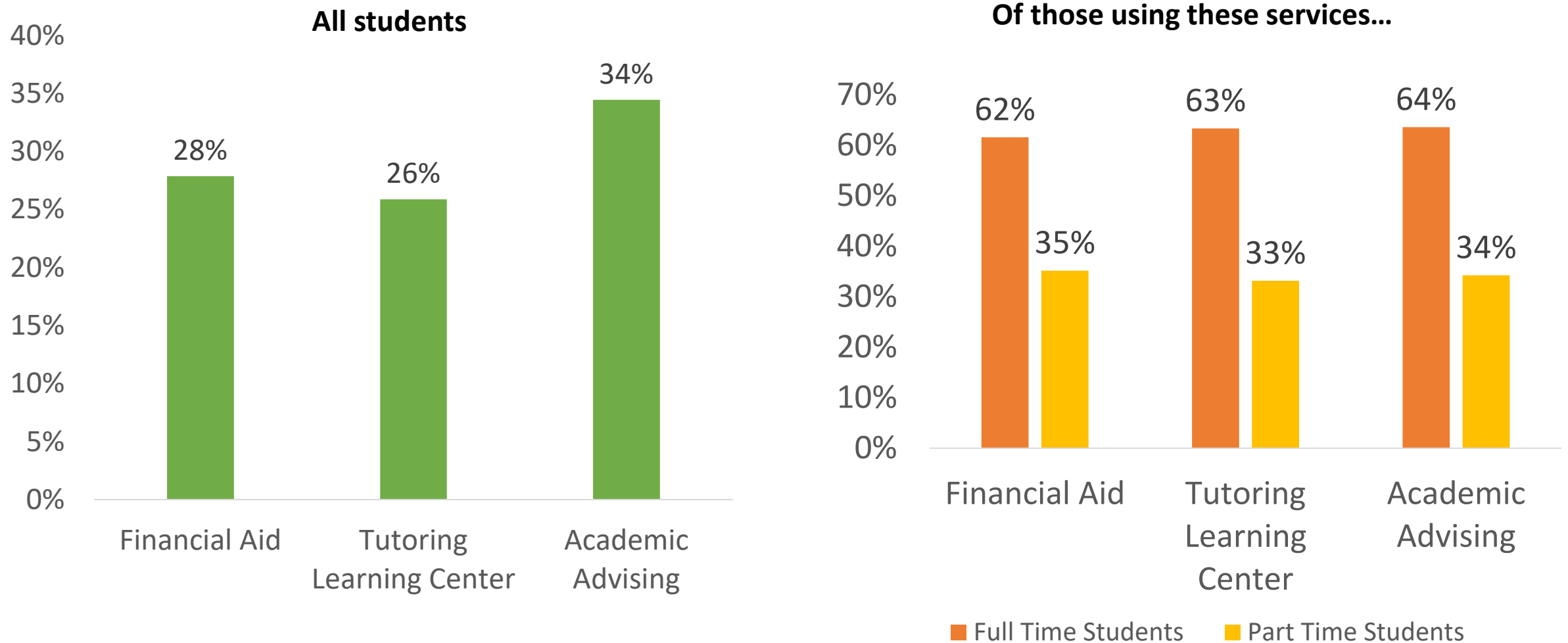
2 of every 3 students are working for pay



Part-time students more likely to work full time



Part-time students far less likely to access services



Source: NACCC survey of all non-K12 students enrolled at CAN in Spring 2021 (not just home campus students).

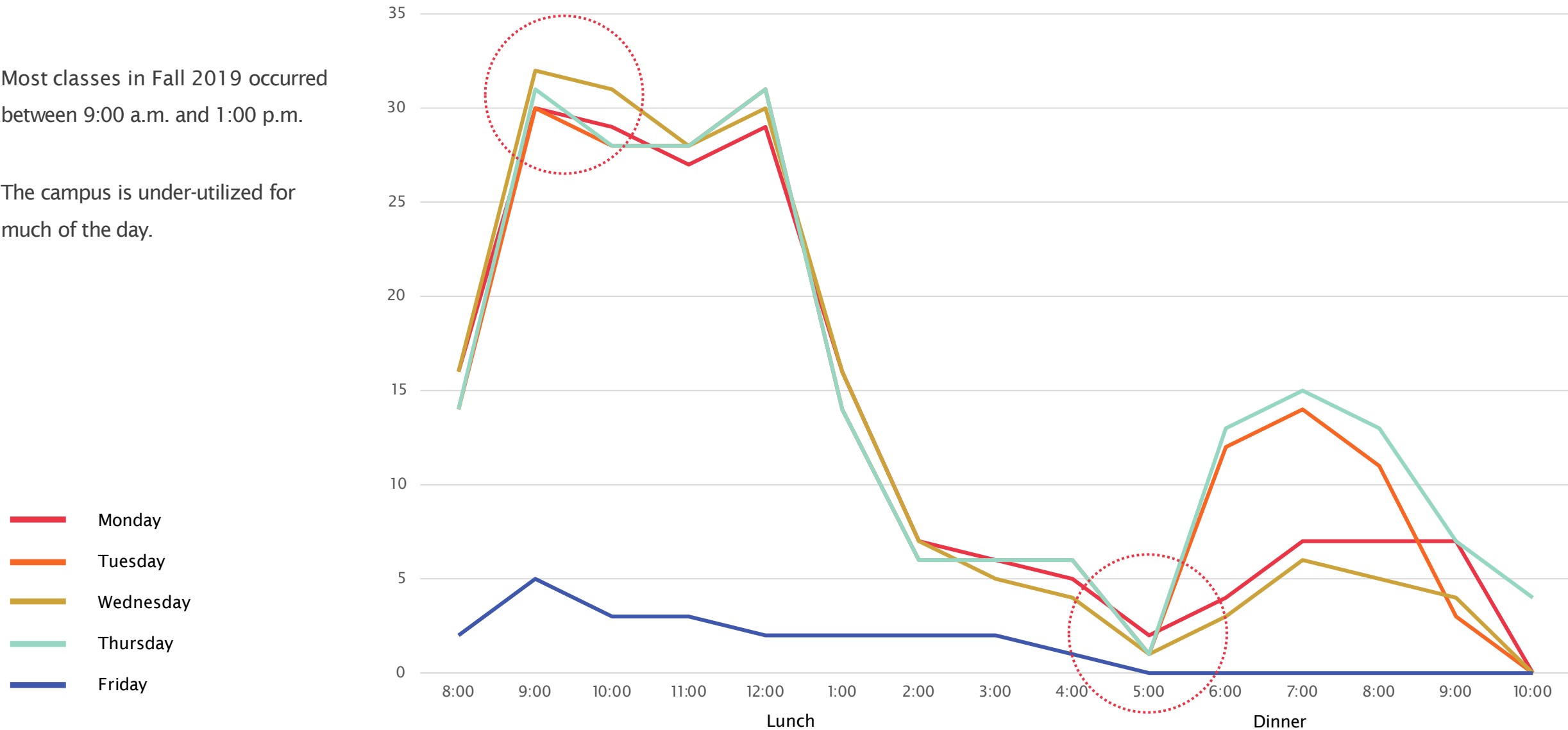
Can students get the classes they need when and where they need them?



Pre-pandemic class schedule

Most classes in Fall 2019 occurred between 9:00 a.m. and 1:00 p.m.

The campus is under-utilized for much of the day.



General Education Courses Offered by time block

Course count

Requirement Group	Start Time													
	6 to 7	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	After 20
1A: one course		3	1	2	2	1		1			1	3		
1B: one course		2	2	1	1	1		1			1	2		
1C: one course		2	2	1	3	1		1			1	2		
2A: one course		14	8	7	6	9	2	2		3	4	1		
3A: one or two courses		1	5	1	8	8						3		
3B: one or two courses		4	5	3	8	8			1			6		2
4A: 3 courses from 2 subj..		8	23	5	22	8		1			1	15	3	4
5A: one course		8	10	2	7	1		3				2		
5B: one course		7	9	4	12	2	3	3			3	4	3	
5C: one course		9	9	2	8	2	3	4				2		
A1: one course		2	2	1	3	1		1			1	2		
A2: one course		3	1	2	2	1		1			1	3		
A3: one course		2	2	1	1	1		1			1	2		
B1: one course		9	12	3	10	2		3				2		
B2: one course		7	8	4	11	2	3	3			3	4	3	
B3: one course		10	11	3	10	3	3	4				2		
B4: one course		14	9	7	6	9	2	2		3	4	1		
C1: one or two courses		1	5	1	9	10			2			3		
C2: one or two courses		5	7	4	11	11		1	1		1	17		2
D1: two courses		8	24	5	22	9		1			1	16	3	4
E1: one course		1	5		5	2				1	1	1		
E2: adds up to 2 units	5	6	19	4	13	9	6	13	1	13	7	8	6	

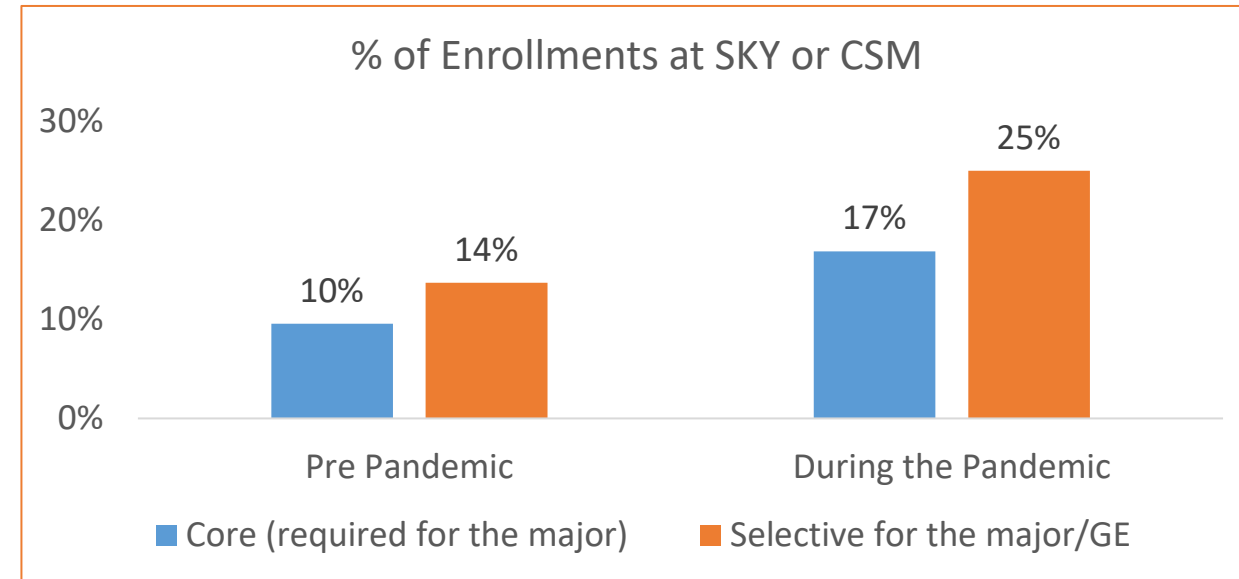
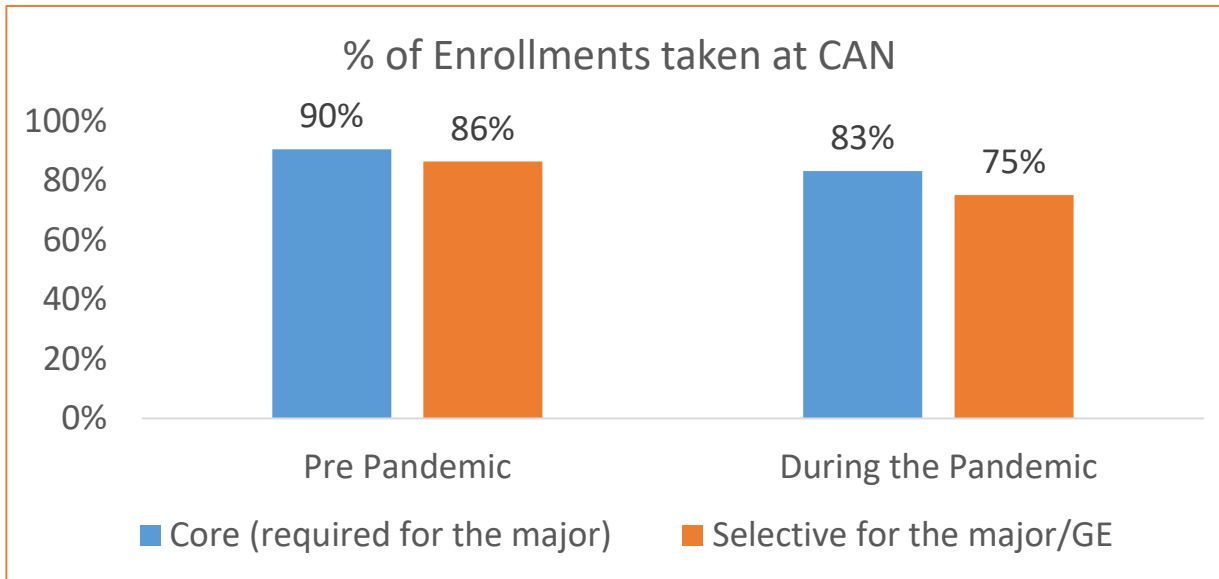
Data is for the 2018-19 and 2019-20 academic years

Section Count

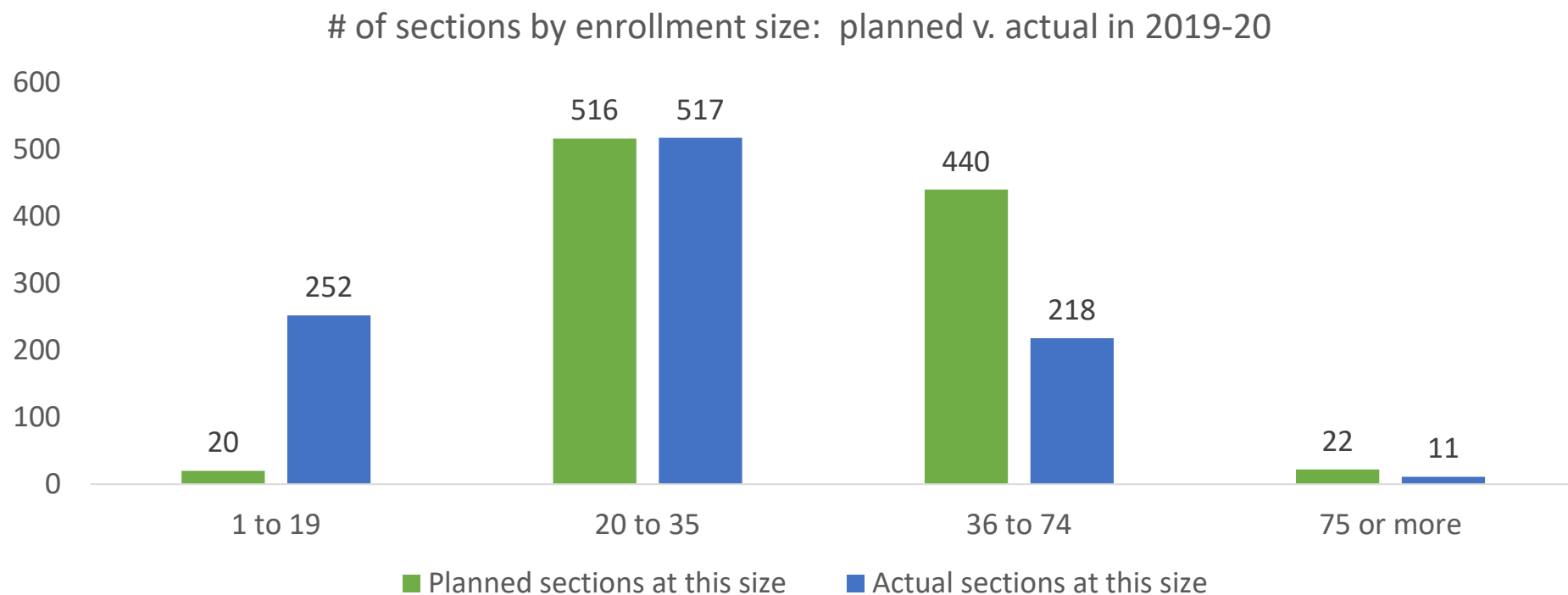
Requirement Group	Start Time													
	6 to 7	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	After 20
1A: one course		15	22	3	13	11		2			2	15		
1B: one course		9	14	1	11	5		4			1	10		
1C: one course		14	9	1	6	3		1			1	9		
2A: one course		31	23	12	19	31	3	2		3	11	17		
3A: one or two courses		3	18	2	22	11						10		
3B: one or two courses		6	13	3	13	18			1			16		16
4A: 3 courses from 2 subj..		18	57	6	44	25		1			2	40	3	20
5A: one course		30	43	4	33	1		9				2		
5B: one course		33	49	5	47	6	6	9			8	18	10	
5C: one course		31	28	4	34	6	6	10				3		
A1: one course		14	9	1	6	3		1			1	9		
A2: one course		15	22	3	13	11		2			2	15		
A3: one course		9	14	1	11	5		4			1	10		
B1: one course		33	48	5	42	3		9				2		
B2: one course		33	43	5	40	6	6	9			8	18	10	
B3: one course		34	33	5	41	8	6	10				3		
B4: one course		31	24	12	19	31	3	2		3	11	17		
C1: one or two courses		3	18	2	23	13			3			10		
C2: one or two courses		13	27	4	26	26		4	1		1	51		16
D1: two courses		18	63	6	44	29		1			2	41	3	20
E1: one course		4	12		12	2				3	1	6		
E2: adds up to 2 units	9	21	42	4	31	19	10	20	2	21	36	12	12	

Fa18		MWF			MW		
Time		3 Unit	4 Unit	5 Unit	3 Unit	4 Unit	5 Unit
	8:00						
	8:05						
	8:10	Block 1	Block 1	Block 1	Block 1 Count: 3	Block 1 Count: 12 (6 off block)	Block 1 Count: 15 (14 off block)
	8:15						
	8:20						
	8:25						
	8:30						
	8:35						
	8:40						
	8:45						
	8:50						
	8:55						
	9:00						
	9:05						
	9:10	Block 2					
	9:15						
	9:20						
	9:25						
	9:30						
	9:35						
	9:40						
	9:45						
	9:50						
	9:55						
	10:00						
	10:05						
	10:10	Block 3	Block 2	Block 2	Block 2 Count: 22	Block 2 Count: 2 (2 off block)	
	10:15						
	10:20						
	10:25						
	10:30						
	10:35						
	10:40						
	10:45						
	10:50						
	10:55						
	11:00						
	11:05						
	11:10	Block 3				Block 2 Count: 2 (2 off block)	
	11:15						
	11:20						
	11:25						
	11:30						

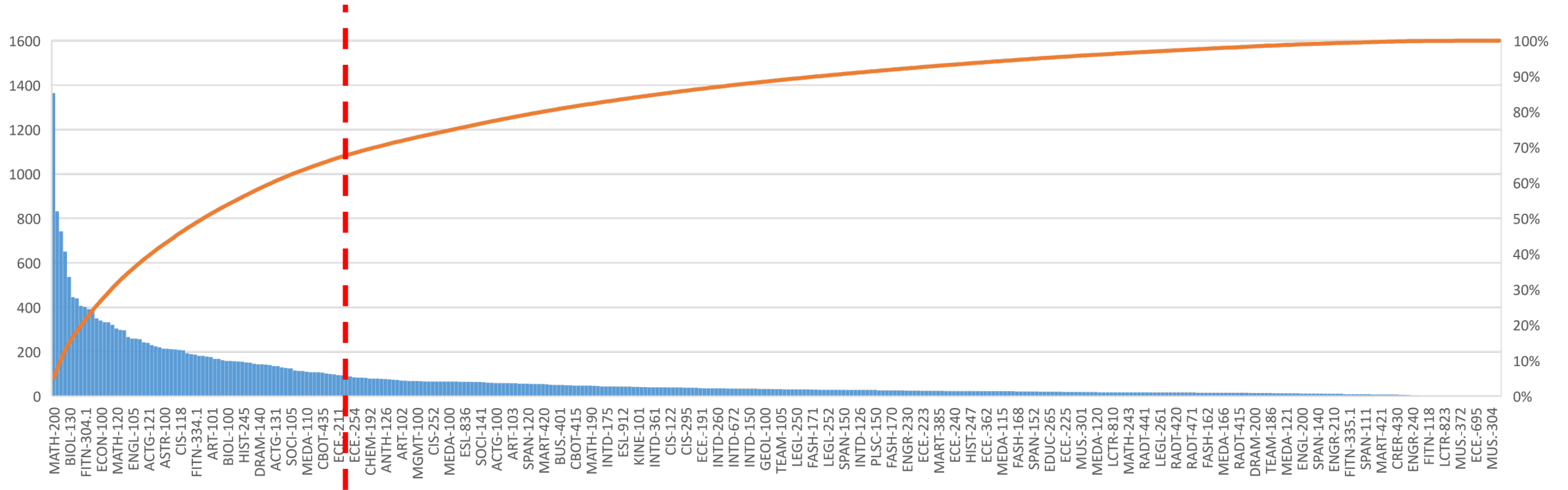
Cañada home campus student enrollments: then and now



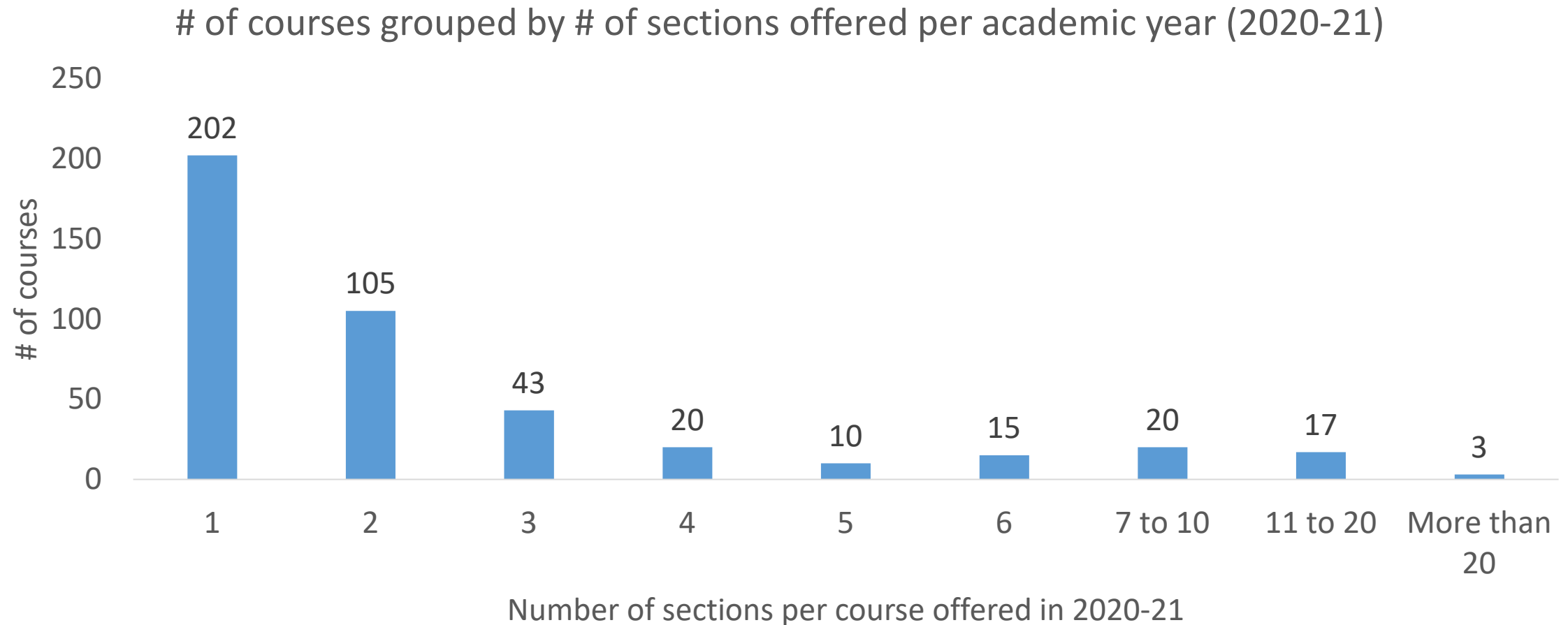
Cañada's course sections tend to low enrollments



20% of courses saw 67% of enrollments in 2020-21



71% of courses are offered only 1-2 times per year



What are we optimizing for?

Making sure students can complete GE patterns and/or degree programs in a timely way?

- Full time students may have more time and may be less impacted by limited offerings
- Part time students have smaller windows of availability. If courses are always offered in the morning, or in person, or both, they may not be able to take them.

How do we help students get the courses they need?

- Ensuring at least one, on-line option of most of all of our **core required** courses is offered somewhere in the District?
- Same for GEs?
- Create co-horted time blocks?
 - College for Working Adults (nights, online, weekends option) – with a strong sense of community
 - Morning blocks with better scheduling to allow more than one class to be taken per day
 - Build a sense of community around Interest Areas, pathways, at certain times?

Breakout Discussion Questions

- What does “intentional scheduling” look like?
- What does that mean for services and community?
- How do we optimize the course schedule for student completion?
- What kind of information should we share with Deans and faculty to help them plan their course schedules?
- What kind of process would help adjust drafted class schedules?
- What are the best ways we could collect more information from students about preferred scheduling options?

Appendix

We've noticed you have not re-enrolled at the San Mateo County Community Colleges (Cañada, CSM, or Skyline) during the COVID pandemic. Could you please share your reasons for not returning?

	# of survey respondents
I had to prioritize my job/work	196
I prefer not to enroll in online classes	190
Other	172
I am attending college elsewhere	135
I needed to prioritize my care for children/family	101
I am taking a break from school for now	95
I needed to focus on my mental health/wellness	81
I could not (and cannot) afford to attend right now	81
I moved out of the area	80
I needed to focus on my physical health/wellness	55
I do not have a quiet place to study	47
I did not feel supported while I was enrolled	40
My Wifi and internet access are unreliable	29
I could not find a program	27

Students were able to select as many or as few items as they liked. Five main themes of the “Other” responses were: They had completed course requirements/graduated/transferred, they were waiting to be in person, college processes had created an impediment to their re-enrolling, various life reasons, and a lack of classes that they were interested in.

If you had both face-to-face and online/virtual options for all of the classes you might want to take, what are the three biggest obstacles to your re-enrolling at the SMCCCD Colleges next fall?

	# of survey respondents
I need to prioritize my job/work	134
I moved out of the area	100
Other	86
The course(s) I need are not offered at the time(s) I need them	79
I need to focus on my mental health/wellness	66
I cannot find a program of study that interests me	64
I need to prioritize my care for children/family	55
I need to focus on my physical health/wellness	52
I cannot afford to attend college right now	51

Students were able to select up to three options, of those who indicated No or Not Sure to re-enrolling. The main themes for those that selected other were transferred/graduated/completed course requirements, they have switched schools, or they prefer in person instruction.

What are the top 3 things the San Mateo Colleges could do to support your return to college in the future?

	# of survey respondents
More scheduling options: getting the courses I want when I want them	328
Financial Support	323
Help choosing courses programs etc.	203
Personal counseling	152
Help with registering for courses	146
Other	130
Transportation to/from campus	88
Support with technology	86
Support with accessing food and/or housing	82
Support with childcare	51

Students were able to select up to three options. Of those who selected Other, over half indicated None/Not applicable, a minority indicated a return to in person instruction, and finally more diverse course offerings.