

COLUMBUS STATE

COMMUNITY COLLEGE

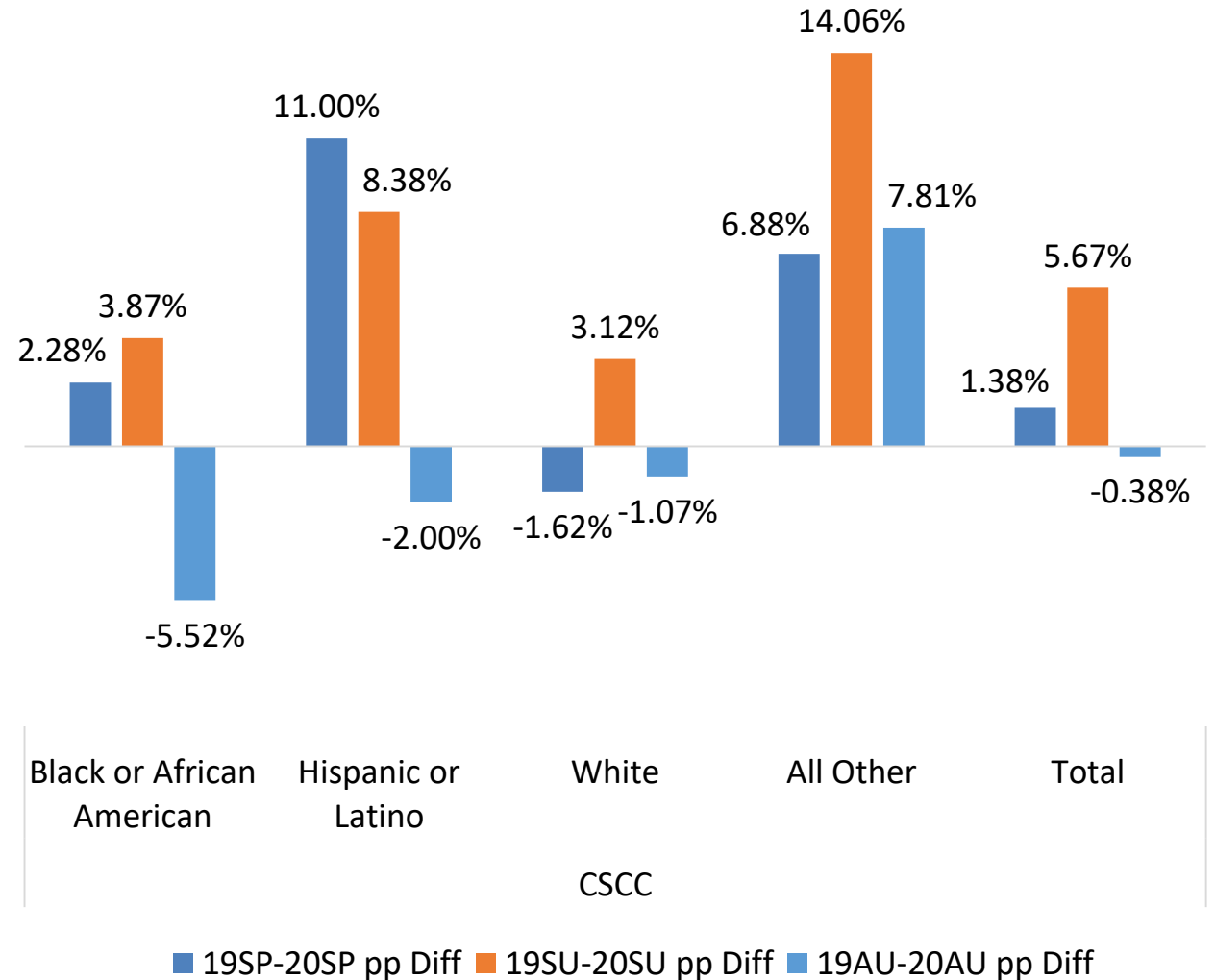
COVID-19 Recovery and Resiliency Task Force

February 10, 2021

COVID-19 and CSCC Students

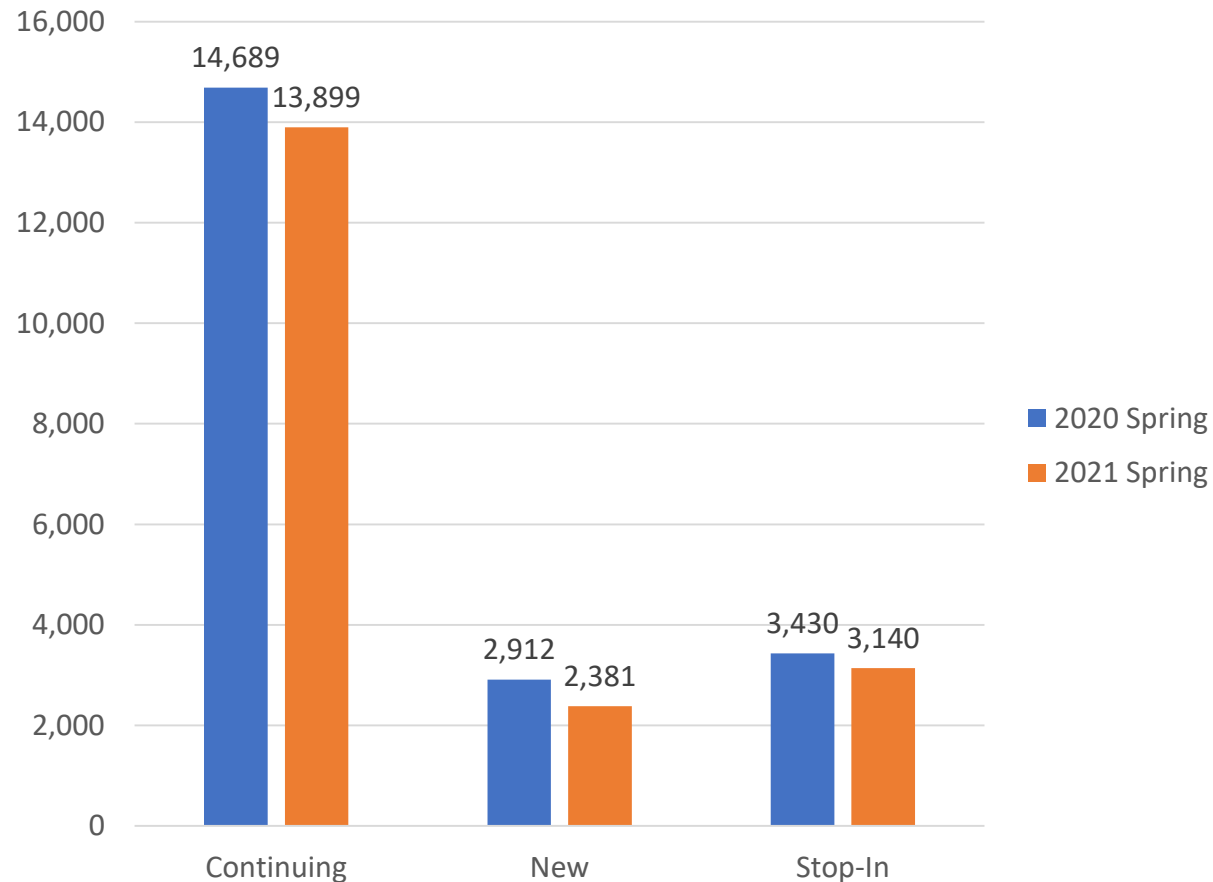
Enrollment

- Started to see enrollment decline in Autumn 2020, with more severe decline in Spring 2021 (preliminary)
- Autumn 2020 enrollment -0.38%
 - 2.46% for non-CCP students
 - Fewer students of color enrolling compared to AU 2019
 - 5.5% Black or African American students
 - 2.2% Hispanic or Latino students



COVID-19 and CSCC Students

Spring 2021 Preliminary Enrollment



2021 Spring - % change from prior year Non-High School Students

Continuing	-5.4%
New	-18.2%
Stop-In	-8.5%
Grand Total	-7.7%

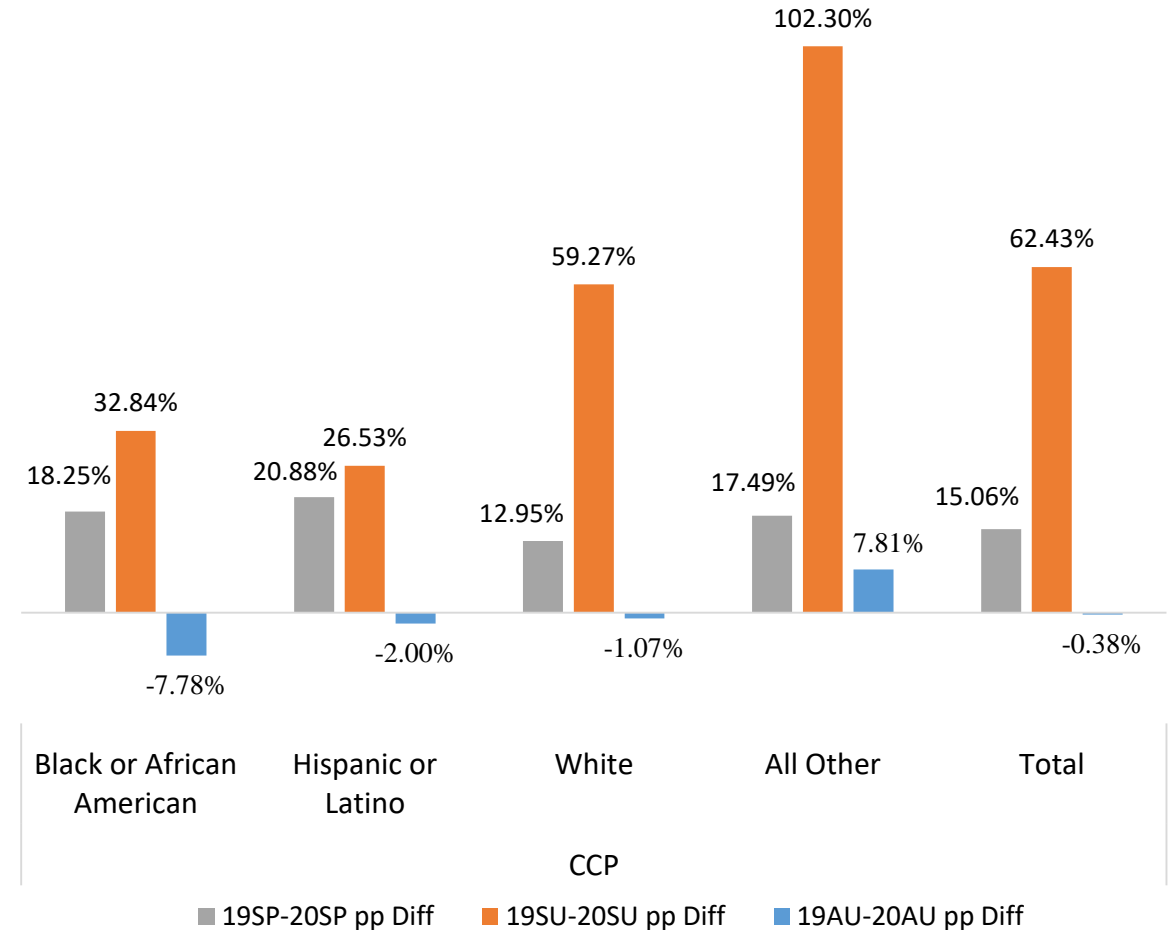
2021 Spring - % change from prior year by Race-Ethnicity

Black or African-American	-10.7%
Hispanic/Latino of Any Race	-11.5%
White/Non-Hispanic	-7.1%

COVID-19 and CSCC Students

College Credit Plus Enrollment

- Pandemic affected CCP enrollment
- Fewer Black or African American students enrolling
 - -7.78% from AU 2019



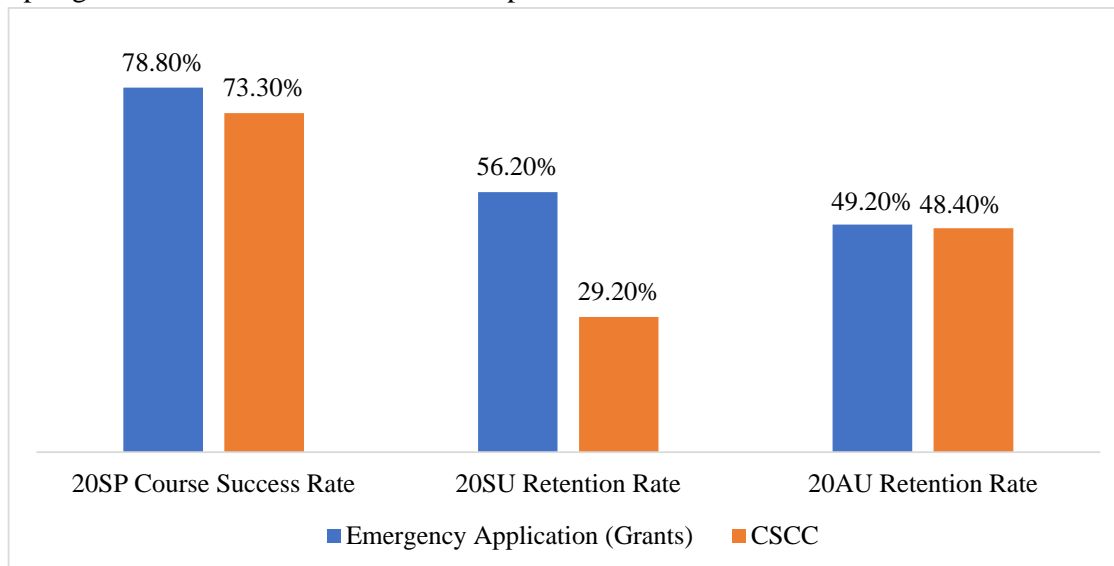
COVID-19 and CSCC Students

Spring/Summer 2020 CARES Act Awardee Comparison (Success and Retention)

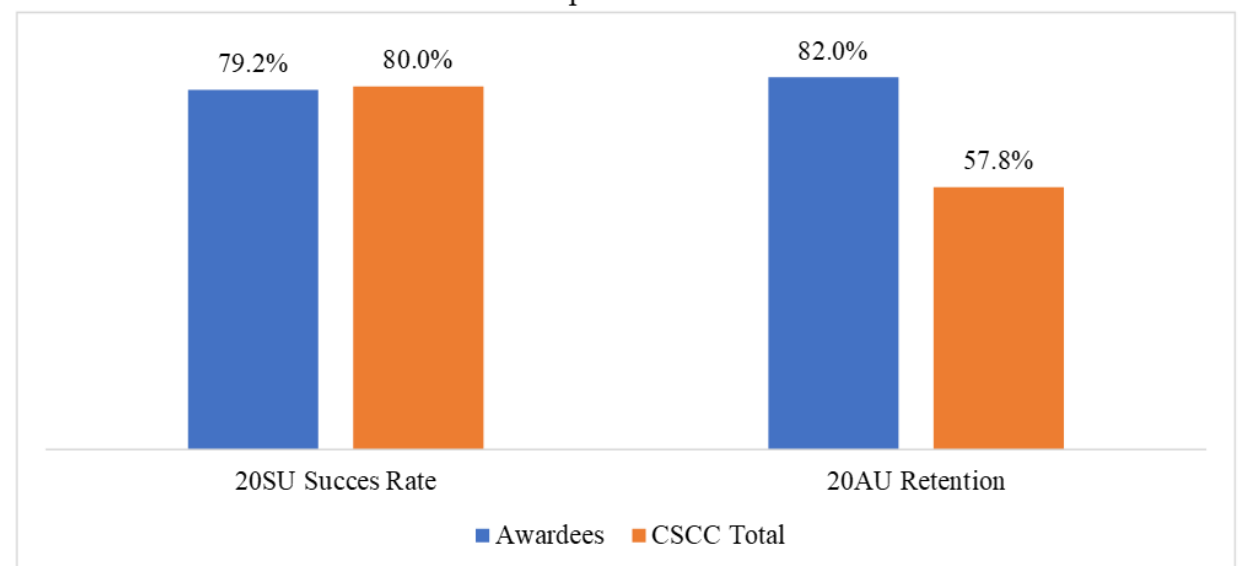
\$6M Awarded from Spring 2020 through Autumn 2020

Students who received CARES act funds had higher Spring success rates than other students and were more likely to continue their education into subsequent semesters. Minority students were over-represented in the CARES Act awardees.

Spring 2020 CARES Act Awardees Comparison



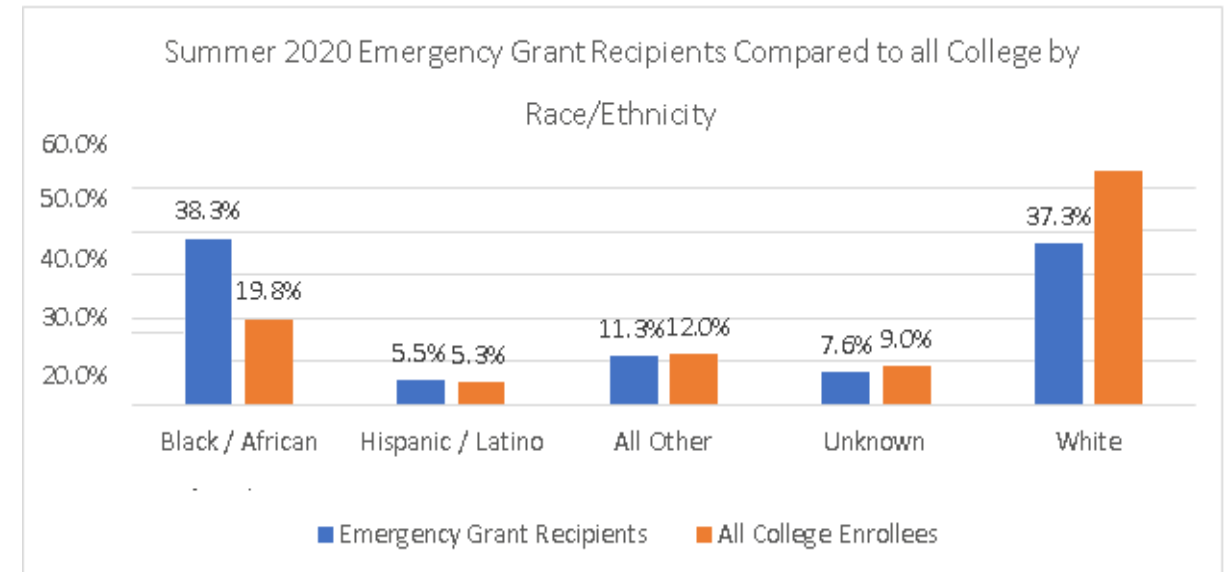
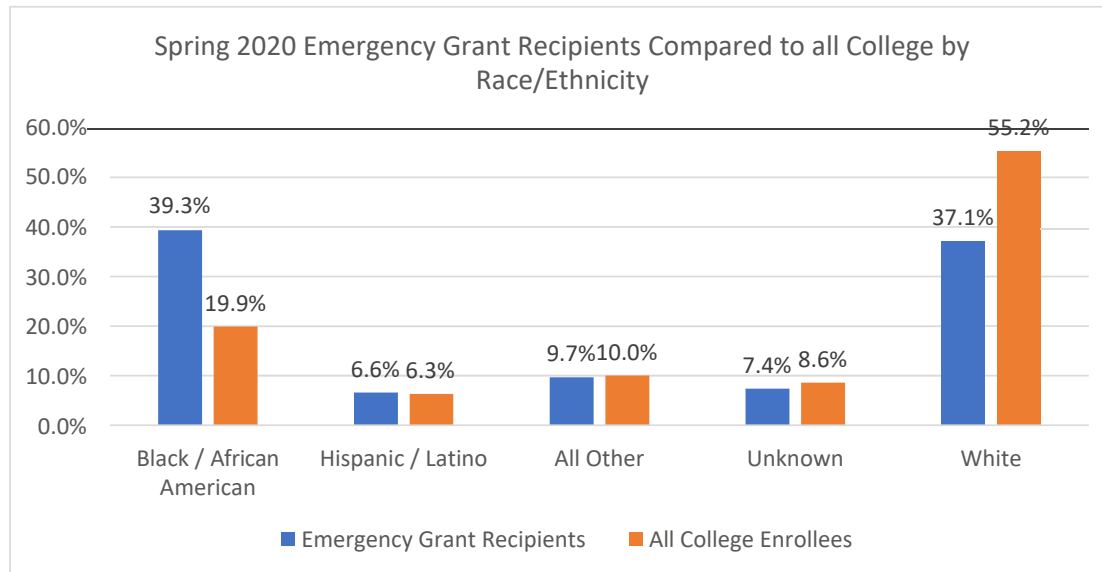
Summer 2020 CARES Act Awardees Comparison



COVID-19 and CSCC Students

Spring/Summer 2020 CARES Act Awardee Comparison by Race/Ethnicity

Under-represented minority students were more likely to request and receive CARES Act emergency grants. As the charts below show, Black students made up approximately 20% of the student population but represented almost 40% of the group receiving emergency grants.



COVID-19 and CSCC Students

What We Have Learned

- **Students need support to stay engaged**
 - Retention data (82% of SU20 CARES recipients enrolled in AU20 courses)
- **Students have multiple needs**
 - Academic Support (including technology), food, and housing were the top three requests.
 - How do we prioritize (ex: solving a technology challenge for a homeless student)
- **Moving Forward (Beyond CARES Act for emergency funds)**
 - Continuing Emergency Grant Aid
 - Expand eligibility requirements and flexibility in its use
- **Moving Forward (Beyond COVID)**
 - Increase awareness of student needs (and the intersection of multiple needs – food, housing, emergency funding, technology, childcare, healthcare, transportation)
 - Basic needs assessment (recommendation - intake form)
 - Student technology needs (access to devices and broadband and learning to use the devices)

COVID-19 and K-12 students at risk

What we're doing

- **Student identification:** Relationship-based identification of students who got off-track as a result of the pandemic.
- **Navigation:** Hiring case managers to work with students/families on a daily basis to access resources, clear roadblocks, and build belief.
- **Holistic financial support:** Mitigation of food, housing, childcare, transportation, and other barriers.
- **Short-term certificate programs:** The goal—completion of low-hurdle, relatively high-wage certificate programs.
- **A three-year commitment**