



Office of Institutional Research & Effectiveness

Fall 2020 Enrollment Highlights

3 to 5 Year Trend on Selected Enrollment Data

This report provides a summary of observations on headcount and bill hours.

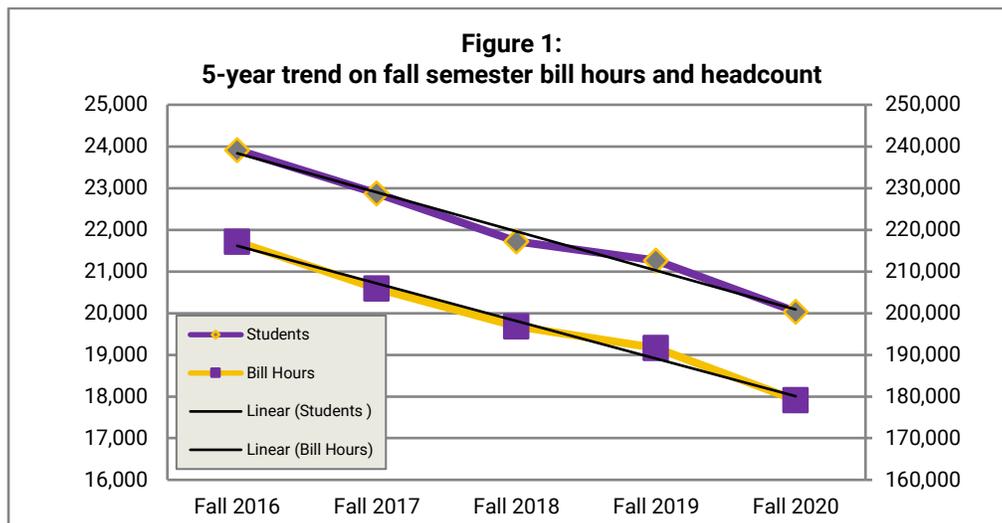
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Fall 2020 Official Credit Enrollment Summary

Montgomery College's official enrollment in credit courses for fall 2020 was recorded on Wednesday, September 23, 2020. This is a snapshot of enrollment at the end of the third week period and is reported to the Maryland Higher Education Commission as the official enrollment for fall 2020. By the third-week point, students are pretty much settled in their scheduled classes and are most likely to complete the semester. State aid for institutions is based on official credit hour enrollment of state eligible students. This report communicates a summary of selected Montgomery College fall 2020 student enrollment in credit classes.

Headcount and Bill Hours: Enrollment in credit courses and programs in fall 2020 is 20,037 students. These students generated 179,149 bill hours. Compared to fall 2019, student headcount is down 5.8 percent and bill hours is down 6.5 percent. Figure 1 provides a graphic depiction of enrollment and bill hours for a five year period. Headcount and bill hours have declined steadily. From fall 2016 to fall 2020, the number of students and bill hours has declined 16.2 percent and 17.5 percent respectively.



The College did not achieve the level of enrollment as anticipated, but realized 95 percent of the projection in headcount and bill hours. A decline in enrollment was forecasted during the budget process, but the projection model did not foresee the intersection of the COVID-19 pandemic as a factor. In spite of the public health crisis the college came within five point of its enrollment projection.

Bill hour enrollment continues to fall at each campus location over the four years depicted in Table 1. The campuses have generated 14.7 percent (GT) to 21.2 percent (TPSS) fewer bill hours from fall 2017 to fall 2020, while bill hours in the area of distance learning has increased 31 percent during the same time frame.

Table 1: 4-Year Bill Hours Trend by Campus

	GT	RV	TPSS	DL	CW
2017	35,279	100,932	44,009	25,686	205,906
2018	33,438	95,947	40,849	26,566	196,800
2019	31,827	92,353	39,155	28,275	191,610
2020	30,096	80,697	34,671	33,685	179,149
4-Year Change	-14.7%	-20.0%	-21.2%	31.1%	-13.0%

Fall 2020 unduplicated headcount is down by 1,223 students compare to the previous fall semester, while headcount by campus reveals a perceptible uptick in enrollment (Table 2). This noted uptick in enrollment across campuses suggests that there is an increase in activity of students enrolling in classes/courses at multiple campus locations. As a consequence of remote teaching, students do not need to be physically on campus, which removes campus location as a barrier. As such, courses/classes are more accessible and convenient to students who live in different parts of the county and service area. Enrollment at the Germantown Campus shows increases for two consecutive years and is up more than 14 percent since fall 2017. Distance learning shows continuous growth in enrollment from fall 2018 to present day and has increased more than 27 percent in fall 2020 compared to fall 2017, while college-wide unduplicated enrollment has decreased more than 12 percent since fall 2017.

Table 2: 4-Year Headcount Trend by Campus

	GT	RV	TPSS	DL	CW
2017	6,801	15,053	7,165	5,820	22,875
2018	6,394	14,409	6,715	5,984	21,720
2019	6,509	13,941	6,491	6,314	21,260
2020	7,762	14,227	7,561	7,402	20,037
5-Year Change	14.1%	-5.5%	5.5%	27.2%	-12.4%

Prior to the increase in enrollment this current semester, the Rockville and Takoma Park Campuses have been experiencing uninterrupted declines in student headcount from fall 2017 to fall 2019. In spite of the increase in headcount at these two campuses in fall 2020, enrollment at the Rockville Campus is more than five percent below the enrollment level in fall 2017, while enrollment at the Takoma Park Campus rose 5.5 percent above the enrollment it generated in fall 2017.

Part of Term: Data by part of term show headcount in the traditional 15-week format increased in fall 2019, then declined nearly 12 percent in fall 2020 (Table 3). The number of students who opted to enroll in 7-week courses during the first half of the semester increased two consecutive years, while students who opted to enroll in late-start classes dropped nearly 15 percent from fall 2018 to fall 2019, then rose 5.3 percent in fall 2020. Over the three-year snapshot of data related to part of term, enrollment in the traditional 15-week format and late-start classes have declined 10 percent, while enrollment in seven-week courses that begin in the first half of the semester has increased more than eight percent. Data for the second half of the semester is not included because it has not started.

Table 3: Fall Headcount by Part of Term

				% Change		
	Fall 2018	Fall 2019	Fall 2020	Fall 18- Fall 19	Fall 19- Fall 20	Fall 18 to Fall 20
15-week	18,721	19,089	16,814	2.0%	-11.9%	-10.2%
First 7-week	1,392	1,441	1,508	3.5%	4.6%	8.3%
Late Start	8,305	7,098	7,474	-14.5%	5.3%	-10.0%
Unduplicated Headcount	21,720	21,260	20,037	-2.1%	-5.8%	-7.75%

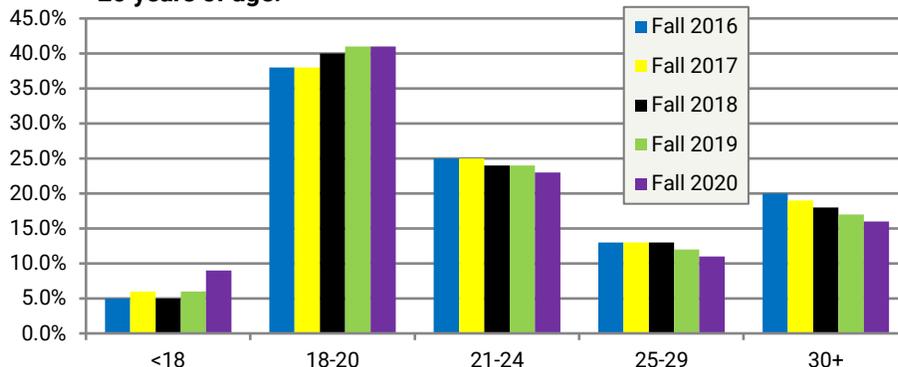
Students Demographics: Over the last five fall semesters, Montgomery College students have also become increasingly younger. In fall 2016, the average age was 25. In fall 2020, average age has decreased to 23.8 and possibly influenced by the increase in dual enrollment students.

Figure 2: Students are progressively younger



Data by specific age groups clearly show that the percentage of younger students enrolled at the College has been on the rise. Students under the age of 18 has increased nearly four percentage points between fall 2016 and fall 2020, while the largest block of students (18-20) holds steady at nearly 41 percent of the student body. Conversely, the percentage of students in all other age groups, as shown in Figure 3, are declining, especially among students age 30 and older.

Figure 3: Gradual and consistent decrease in students above 20 years of age.



Female students increasingly outnumber male students as the proportion of male students decline. In fact, in fall 2020 female student enrollment has increased two percentage points compared to fall 2016 and up one percentage point from the previous fall semester.

Figure 4: Percentage of female students is increasing.

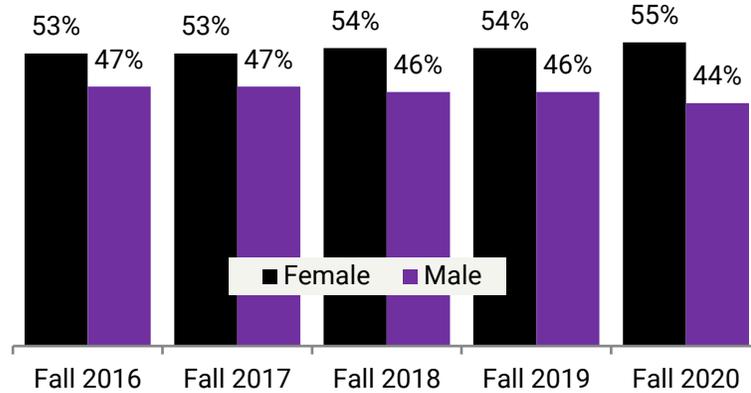
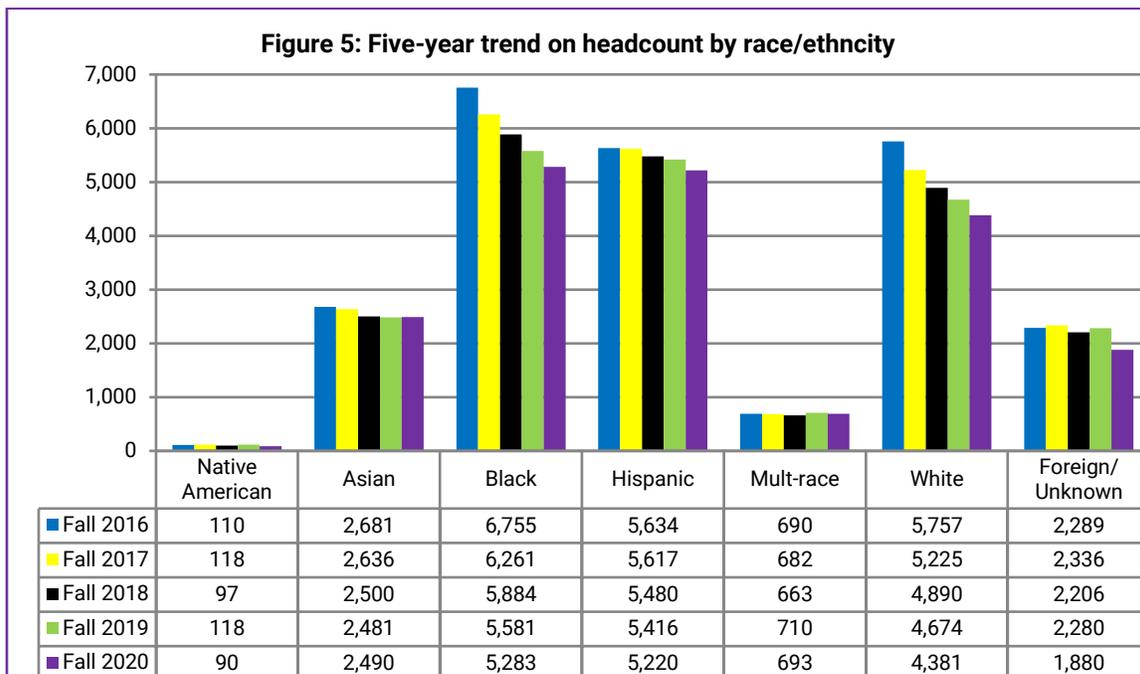
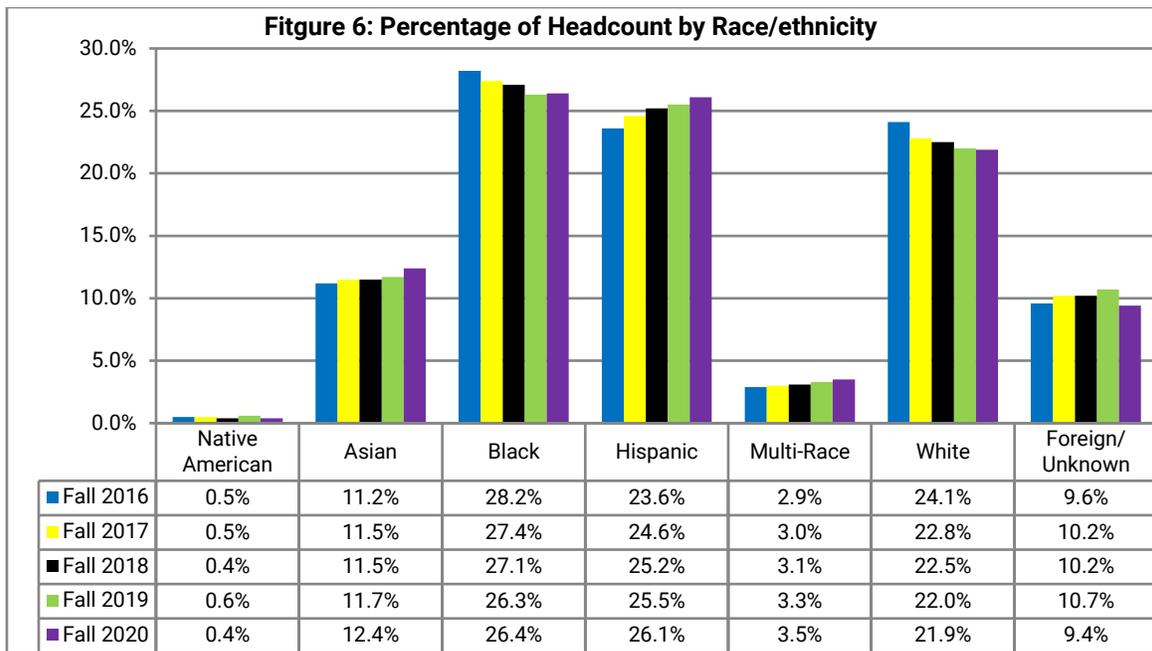


Figure 5 provides a 5-year look at headcount by student race/ethnicity. The data clearly show that enrollment decline has occurred across race. Examination of the data reveals that the sharpest one year decrease is among the foreign/unknown and Native American/Pacific Islander groups. Among the largest race/ethnic groups, Black (-5.3%) and White (-6.3%) show the largest decline in headcount from the previous fall semester. Black and White students also have the steepest decline (21.8 percent and 23.9 percent, respectively) over the five years shown in Figure 5. However, from fall 2016 to fall 2020 the proportional representation of students across race/ethnicity varied slightly. Of particular note in the fall 2020 data is that the percentage of Hispanic and Black students is currently near parity compared to fall 2019. The data also show that Asian student representation increased slightly, the percentage of foreign/unknown students declined, while the percentage of White and Black students stabilized.

Figure 5: Five-year trend on headcount by race/ethnicity





Key takeaways:

- The uptick in headcount across campuses in the face of an overall decline in enrollment suggests that remote learning removed or minimized campus location as a barrier to courses, giving many students the freedom to enroll in courses at locations that were possibly inconvenient in previous semesters. A remote format might well present an opportunity to regain the shrinking market share of residents seeking to attend college.
- The student body looks very similar to previous years. As noted above they are slightly younger and slightly more female but the percentage of students in each race/ethnicity group has remained relatively consistent.