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ABSTRACT

In this study, the enrollment distribution of students attending New York City Community Colleges is examined and evaluated. The introductory section presents briefly the national enrollment picture for two-year and four-year colleges, enumerates the various projections that have been developed by federal and state agencies, and evaluates the prospects for continued enrollment growth in the years ahead. This section serves as an overview of the community college movement and as a summary of the changing profile of college students and the various factors which may lead to shifts in enrollment distribution. Section two examines the distribution of enrollment in New York City Community Colleges, the curriculum preferences of students, the geographic origin of students, the grade distribution of students, and credit hour attrition within the academic semester. The final section projects the Colleges into the immediate years ahead. The findings in this report support the general recommendation that expanded institutional efforts be directed to the development of non-traditional educational programs in all units of the Colleges and to the recruitment of non-traditional students. Major problems associated with institutional growth are discussed, and recommendations are drawn pertaining to college organization and financial support.  
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ENROLLMENT PROFILE REPORT

Fall Semester 1974

by

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Office of Educational Research and Development

New York City Community College

August 1975

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## ABSTRACT

In this study, the enrollment distribution of students attending New York City Community Colleges is examined and evaluated. Conclusions are drawn that pertain to eight aspects of enrollment distribution in a multi-campus urban community college. These eight aspects are: 1) comparative enrollment summary, 2) matriculation status, 3) division enrollment, 4) program enrollment, 5) program demand, 6) average credits, 7) credit attrition, and 8) geographic origin.

This investigation begins with an examination of short-range and long-range enrollment trends in a national spectrum of colleges and universities. A review of current literature pertaining to enrollment trends indicates that enrollment in two-year and four-year colleges over the next three decades will fall short of earlier projections. Up-to-date projections now call for enrollment of 1.5 million fewer students in 1980 than earlier estimated, and 3.4 million fewer students by the year 2000 than previously estimated.

The regional enrollment picture for New York City Community College parallels the national trend as headcount and FTE enrollments for Fall semester 1973 have increased over the previous year. Headcount enrollment during Fall semester 1974 increased by 2.5 percent over 1973, while FTE enrollment decreased by 2.1 percent over the same period of time.

Additional findings in the study and their implication for the future development of the College are the following:

- 1) Headcount enrollment in New York City Community College increased 2.5 percent during Fall semester 1974 as compared to the same point in time during Fall semester 1973. Full-time equivalent enrollment decreased by 2.1 percent. These changes are most likely a result of increased availability of scholarships and financial aids, the economic recession and the open admissions policy. If the College is to experience continued growth, major institutional reforms will need to be undertaken to provide meaningful programs for non-traditional students. Students from low income families, elderly citizens, women, disabled youth, and racial and ethnic minorities require non-traditional approaches to instruction. At the same time, college facilities are too highly centralized to permit easy access for many of these students. Efforts will need to be undertaken to decentralize programs and facilities into the community.
- 2) Headcount enrollment of full-time matriculated students increased by 1.9 percent in college educational programs between Fall 1973 and Fall 1974. Part-time enrollment increased by 2.8 percent with Technology experiencing an 18.1 percent increase, Liberal Arts a 2.9 percent increase, Allied Health a 2.3 percent decrease, and Commerce a 1.5 percent decrease. Significant increases in day enrollment are noted for Allied Health (10.2 percent), Liberal Arts (2.8 percent), and Technology (8.6 percent). Evening enrollment increased in Liberal Arts (5.7 percent) and Technology (7.6 percent) and declined in Allied Health (-12.9 percent) and Commerce (-8.4 percent). Increases in full-time day and evening enrollment would appear to be indicative of an increase in program demand among area citizens. Efforts should be made to increase the number of non-traditional course offerings during the 1975-1976 academic year. Programs engendering concepts of educational extension, community education, competency-based instruction and modular scheduling would be ideal in an urban environment. To accomplish this task, a comprehensive educational needs survey will need to be administered in which the types of educational needs and expectations citizens have of the College are mapped and translated into educational programs.
- 3) Credit loss in New York City Community College increased substantially between beginning-of-semester and end-of-semester reporting dates during Fall semester 1974. The attrition rate approximated 19.1 percent of all credits attempted. This represented a substantial increase over the 1973 figure of 17.1 percent. Credit attrition points to a significant loss of instructional effort in New York

City Community College. National studies indicate that between-semester attrition in community colleges approximates a rate of 25 to 40 percent of enrolled students. If a combined trend of high credit attrition within semesters and high headcount attrition between semesters is demonstrated in the College, this will mandate a serious look at the efficiency of the educational program.

- 4) Credit averages of full-time students attending New York City Community College increased from a rate of 15.2 credit hours per semester in 1973 to 15.6 in 1974. On the contrary, credit averages of part-time students decreased from a rate of 7.7 credit hours per semester in 1973 to 6.9 credit hours in 1974. A significant body of literature over the past year has been devoted to the effects of the economic recession on higher education enrollments. The effects produced in community colleges are most noticeable in the area of increased enrollments in career programs. Additional research will be necessary on factors underlying increased credit loads among regional two-year college students.
- 5) Data pertaining to the geographic origin of students enrolled in New York City Community College reveal that 66 percent live in Brooklyn while smaller proportions reside in the remaining four boroughs of New York City. The percentages are as follows: Bronx-5.9 percent, Manhattan-10.8 percent, Queens-13.8 percent, and Staten Island-1.2 percent. The market appeal of college programs would appear to be the dominant force underlying the decision to enroll in college. This negates the argument for decentralization of college programs but, it promotes the concept of a metropolitan-wide approach to involvement in college programs. Efforts will need to be made to actively cultivate this concept of program development among faculty and administrators in New York City Community College.

The findings in this report support the general recommendation that expanded institutional efforts be directed to the development of non-traditional educational programs in all units of the college. At the same time, greater effort will need to be undertaken to recruit non-traditional students into the college.

LIST OF TABLES

<u>Table</u>		<u>Page</u>
I.	Comparative Headcount Enrollment.....	17
II.	Student Enrollment Status.....	19
III.	Comparative FTE Enrollment.....	20
IV.	Division Enrollment and Matriculation Status.....	23
V.	Program Enrollment and Enrollment Status.....	24
VI.	Program Enrollment and Attendance Status.....	26
VII.	Program Demand.....	29
VIII.	Average Credits.....	31
IX.	Credit Attrition.....	33
X.	Geographic Origin.....	35

Two-year colleges have been designed to play a special and a strategic role in American higher education. They have democratized post-secondary education opportunities by placing them within the reach of a large number of students; they have made higher education available at low cost to students and at a moderate cost to society; and they have offered a wide range of educational programs not found, or at least formerly not found, in other institutions. No other unit of higher education is expected to serve such a diversity of purposes and to distribute students among so many different types of programs.

These tasks help to explain the unusually heavy burden of education that now falls on community colleges. At the turn of the century, there were only a few community college students. By 1960 more than 600,000 were enrolled in public and private institutions and by 1974 their numbers had grown to over two-and-one-half million, including full-time and part-time students. Pre-baccalaureate students now account for 44 percent of all undergraduates. Growth has not been limited to enrollment alone. The number of colleges has increased by 61 percent and the number of staff, by 327 percent since 1960. Educational energies have been exhausted in attempts to keep up with increasing numbers of students. New programs have been launched; new facilities constructed; and new structures contrived to involve the community, faculty

and students in decision-making.

Extensive change and intensive examination have marked the decade of the '70's. The growth trend has begun to level off, or at least to slow down. Traditional programs, purposes and goals have been challenged, altered and, in some instances, replaced. Two-year colleges now exist in a more competitive environment than that of the 60's. Developmental education, occupational education and the community service programs long considered to be among their distinctive offerings, are being found in a growing number of four-year institutions. Furthermore, the entry of private colleges into the career education market and the willingness of state agencies to provide public monies in support of these institutions poses an important challenge to two-year colleges. If the colleges of the future are to realize even a modicum of their potential, they must begin to pay as much attention to other sectors of higher education as to their students, programs, buildings and organizational structures.

#### Conflict or Coordination

Widespread contemporary interest in the community college is based less on a philosophy of education, less on a consideration of the characteristics of communities and their educational needs, than on the search for a means of locating new students and serving them at a minimum cost. The community college, with its career education mission and community service programs, has become a model for institutional progression toward a common educational norm. This development will serve



to create unusual pressures on many institutions and will alter the existing enrollment balance between two-year and four-year colleges. It is entirely possible, in fact, that a new ethic of competition will develop that will become a most influential force in the relationships between institutions in the decade ahead.

Modern economic theory suggests that increasing competition among institutions in a recessionary economy will culminate in increased controls over the relationship between institutions. The means for survival, so the theory goes, in a market in which supply exceeds demand, is through cooperative working relationships established to regulate the flow of marketable commodities to the consumer. Such may not be the case with higher education. The prospect of diminishing enrollments tends to relegate many institutions to a norm of mediocrity with primary attention directed to the means of survival rather than the methods of coordination. Factors such as the size of enrollment, number of programs, expansiveness of facilities, and number of staff still count heavily when legislative agencies are considering educational appropriations. It is to be expected, therefore, that self-interest will prevail over cooperative exigency when many institutions concentrate on purposes and programs that are unique to community college level and character.

#### Focus of the Study

The increased competition and the shifting economic base facing two-year colleges have given rise to many questions. Though much is known and much has been written about the unique

educational mission of this type of college, recent objective data are lacking. For example, there is no record of any comprehensive attempts to study the impact of baccalaureate degree programs on two-year college enrollments. As a result, no up-to-date information is available to answer the question of whether the community college will be able to sustain its enrollment base as other colleges experiment with career education programs. Likewise, no study has been made to determine the effect of state coordinating boards on community college programs and enrollments. Few analyses exist of the organizational and financial patterns of regional two-year colleges and of their relationship to other segments of higher education. Yet such information is essential to the many institutional and extra-institutional bodies now engaged in planning post-secondary education programs in the New York City metropolitan area.

It is understandable, then, why a study of enrollment distribution in a multi-campus urban community college should include an examination of enrollment trends in other types of institutions. Only by doing so would it be possible to depict the diversity of influences that affect enrollment in two-year colleges. To this end, the more specific objectives of this study are the following:

- 1) to examine and report on the patterns of enrollment growth in two-year colleges throughout the United States, and their relationships to other segments of higher education.
- 2) to describe the types of students entering two-year and four-year colleges with an attempt to compare the 1974 freshmen population with "ideal-type" populations normally claimed by these institutions.

- 3) to evaluate the reasons why students attend two-year colleges and to make such recommendations as to future enrollment growth and distribution in New York City Community College that are within the limitations of the study.

This report was prepared with three groups of readers in mind: first, the education decision making personnel interested in the functions and problems of the community college at the federal, state and local levels; second, the faculty and administration at New York City Community College; and third, those concerned with statewide planning and coordination of higher education in New York State.

The introductory section presents briefly the national enrollment picture for two-year and four-year colleges, enumerates the various projections that have been developed by federal and state agencies, and evaluates the prospects for continued enrollment growth in the years ahead. This section serves as an overview of the community college movement and as a summary of the changing profile of college students and the various factors which may lead to shifts in enrollment distribution. Section two examines the distribution of enrollment in New York City Community College; the curriculum preferences of students, the geographic origin of students, the grade distribution of students and credit hour attrition within the academic semester. The final section projects the College into the immediate years ahead. Major problems associated with institutional growth are discussed, and recommendations are drawn pertaining to college organization and financial support.

### National Enrollment Trends

The enrollment picture for fall semester 1974 may best be characterized in terms of a network of anomalies and contradictions. There is no dominant pattern for two-year and four-year institutions. Community colleges have experienced steady growth for the past decade but the present trend is toward differentiation and change. Four-year colleges, particularly private institutions, have been unable to sustain an even pattern of growth. While public state colleges and universities have continued to experience moderate accruals in enrollment, private institutions have entered a period of retrenchment. Some have responded by instituting major new programs that have stimulated phenomenal growth. Others have attempted to strengthen and maintain existing programs in order to control spiraling operational costs and counter-productive tuition policies. One fact appears to be certain: private institutions have had to undergo a major shift in emphasis in order to remain in competition with other sectors of higher education.

In a recent report, the Carnegie Commission on Higher Education stated that if present trends continue, college enrollments will stabilize in the near future and fall considerably short of earlier projections. The Commission now forecasts 3.9 million fewer students by the year 2000 than originally estimated. Numerical projections adhere to the form of a Go-Stop-Go pattern. According to Commission estimates, enrollment in American colleges and universities will increase by approximately three million students between 1970 and 1980, decline by one million students between 1980 and 1990, and increase

once again by 2.7 million students between 1990 and 2000. Much of the growth during the early part of this period is expected to occur in public colleges--particularly two-year colleges--among non-traditional student subcultures.

These projections take into account recent changes in higher education, both anticipated and unanticipated, as well as changes in American society. Significant social and demographic changes now underway will have major impact on higher education in the decade ahead. Trends such as the economic recession, decreasing permanent job opportunities for college-educated youth, the energy crisis, and the spiraling cost of living have had obvious impact on short-range and long-range enrollment in colleges and universities.

The product of social change in a society in transition is a market that is marked by rapid fluctuation in consumer demand and shifting public expectations of institutional performance. Short term projections indicate a substantial increase in enrollment but the enrollment mix has changed and colleges now must find new ways to serve new students. The United States Office of Education has estimated that degree credit enrollment in colleges and universities increased by 90,000 students (1.4 percent) during Fall semester 1974 to a total of 6.4 million students. In a similar study, the National Center for Educational Statistics found evidence of a 5.5 percent increase in enrollment among full-time and part-time students at public and private institutions. The increase, however, was unevenly divided between public and private institutions; public

two-year and four-year colleges experienced a 6.3 percent increase whereas private colleges sustained a .8 percent loss. Short-term growth, according to institutional summary data, was induced by increasing numbers of "new" students (i.e., women, elderly citizens, and racial and ethnic minorities) enrolling in college for part-time study. The growing attraction of higher education for this clientele was conclusively demonstrated by the sharp increase in part-time enrollment (17.3 percent) reported by the Center during the Fall semester.

The uneven distribution of enrollment in colleges and universities is reflected in statistical accounts published by agencies representative of every segment of higher education. The 107 member institutions of the National Association of State Universities and Land Grant Colleges (NASULGC) reported a three percent gain in enrollment during Fall semester 1974. Statistical summary data published for private four-year institutions are inconclusive. In a recent study, the American Association of Colleges (AAC) reported that almost half of its 800 member colleges had registered enrollment gains, one quarter had decreased in enrollment, and the remaining 25 percent had maintained a stable enrollment profile. No conclusive evidence could be presented, however, with regard to projected enrollments for the decade ahead.

When attention is shifted to the community and junior college sector, a different pattern is observed. The American Council on Education, in a study of 1581 representative institutions, found differences in institutional estimates of enrollment patterning

during Fall semester 1974. Sixty-eight percent of the public two-year colleges in the survey expected enrollment to rise during the Fall semester, 30 percent expected it to remain the same, and 2 percent expected a decline. Among the private two-year colleges, 47 percent anticipated an increase in enrollment, 19 expected it to remain the same, and 34 percent expected a decline. These estimates appear to correlate with summary accounts of surplus academic space in public and private institutions. Approximately 28 percent of all private colleges sampled reported surplus academic space during the Fall semester while 13 percent of all public colleges reported a surplus.

Composition of Enrollment. Although American colleges and universities are far from being egalitarian in composition, enrollment growth during the Fall semester came primarily as a result of expanded access of non-traditional students. Students identified statistically in the part-time degree credit and non-degree categories accounted for the largest share of growth in public two-year and four-year institutions. This is a trend that is expected to continue as is exemplified in trend-line data compiled by the National Center on Educational Statistics. Non-degree students constituted 6.2 percent of the total enrollment in four-year colleges in 1964, 11.3 percent in 1974, and will account for 14.3 percent in 1982. A similar growth line is in effect for two-year colleges as non-degree enrollment increased from 28 percent in 1964, to 34 percent in 1974, and will peak at 38 percent in 1982. In numerical terms, public community colleges will enroll approximately 1,400,000

non-degree students by 1982.

The growth is not limited to non-degree students alone. Adding to the community college burden, has been an increase in older students returning to college, including a rising proportion of women and persons of low income. One-fifth of the enrollment in 1973 was made up of students in the 25-34 year age group and data indicate that the proportion of 18 and 19 year olds has been decreasing since 1967. In a recent survey, the Department of Commerce found that 42 percent of the 3.4 million graduating high school seniors in 1973 definitely planned to attend college, compared to 45 percent in 1972. The proportion of high school seniors who did not plan any further schooling increased from 14 to 18 percent and the proportion planning to attend vocational schools increased from 11 to 12 percent. Undoubtedly the large percentage of seniors uncertain of further education plans (28 percent) may add to the ranks of entering students but this does not diminish in importance the fact that the demand for educational services among college-age youth no longer exceeds the supply.

Race has and continues to be one of the major barriers to higher education. Membership in an ethnic minority group, frequently coupled with low family income, low parental occupational and educational status, poor school achievement and low test scores has posed a near-insurmountable barrier to college for thousands of youth.

The order of the college attendance rates for the various



ethnic minorities is difficult to establish with any degree of precision but it can be said with confidence that Caucasians and Orientals are much more likely to enter college than Blacks, American Indians, Spanish Americans, and Puerto Ricans. Black enrollment in two-year and four-year institutions has risen steadily since 1967 and in 1974 constituted 9 percent of all students attending American colleges and universities. This figure amounts to a 56 percent increase in Black enrollment since 1970 and a 248 percent increase since 1964. Altogether the enrollment distribution of Blacks in higher education exceeds their population distribution in 29 states. The number continues to climb with two-year colleges, urban commuter institutions, and traditional black colleges being the primary recipients of the new clientele.

The sex barrier to higher education has not received as much attention as the barrier imposed by ethnic minority status, but numerically women constitute by far the largest reservoir of youthful talent not presently continuing education beyond high school. According to United States Department of Labor figures, the ratio of male and female first-time college enrollees to high school graduates are these: In 1950, 56 percent of the males and 31 percent of the females graduating from high school entered college; in 1960, the percentage had increased to 60 percent of the males and 40 percent females, and, by 1967, approximately 71 percent of the males and 54 percent of the females were entering college. The remaining years--1967 through 1974--have been documented in

numerous studies as a period of retrenchment. Overall enrollments have stabilized or increased moderately, but the college-attendance rate for women finally climbed to 50 percent in 1967--a mark attained by men more than 20 years ago.

Most colleges can expect the proportions of women in their student bodies to increase rapidly during the decade of the 70's for several reasons: 1) education is becoming increasingly important to women as more and more women enter the labor force 2) the reservoir of academically qualified women presently not attending college is large and 3) the new attention directed to obtaining equality of opportunity for women is part of a broader egalitarian movement. For all these reasons it is probably safe to predict that within the next five years universities will move away from their traditional ratios of six or seven men to every three or four women and community colleges will move away from their heavily male enrollments as more and more women from the lower socioeconomic and ability levels become interested in higher education.

The close of the conflict in Viet Nam and the dissolution of the traditional military service system have had a profound impact on the enrollment of veterans. Returning veterans are just now beginning to present challenges to post-secondary education and to the broader society. The rapid increase in enrollment (14 percent) between 1974 and 1975 has resulted in an increase of 23 percent in G.I. benefits--a cost that eventually must be paid by the taxpayer. Colleges will face special problems with instructional programs in attempting to

accommodate the needs of veterans. For, if this unique student subgroup is to achieve success at the tasks of education, policies and practices implemented in admissions, financial aids, career and academic advisement and job placement will have to assure equality for all.

Causative Factors. The egalitarian era is rapidly becoming a reality in higher education. Most young people are already pursuing post-secondary education and increasing numbers of adults are returning to college for advanced skill training and private educational pursuits. Although the major concern of educators at present is with expanded access of non-traditional students, the data above indicate that, for many students, low academic ability and limited financial resources have not served as a deterrent to continuing their education. Continued emphasis on access-oriented programs will bring increasing numbers of non-traditional students into post-secondary institutions and will account for a wave of new growth in American colleges and universities.

Adoption of an egalitarian approach will also, in effect, abolish the effectiveness of present major predictors of college entrance. We have not yet faced the full meaning of this turn in policy. Many educators as well as the general public are aware that educational reforms have been introduced to come to grips with the learning needs of new students, yet reforms are not isolated from the institutional and community context in which they occur. There are many causative factors linked with enrollment growth in community colleges. Some of them are listed below:

- \* Rising unemployment caused by the economic recession
- \* Increasing costs at private liberal arts colleges and public state colleges and universities
- \* Introduction of new curriculum programs and innovative teaching techniques
- \* Reduction of veterans in the armed forces
- \* Community agencies requiring new and additional services from community colleges
- \* Scholarship availability and increased federal and state funding for college financial aid programs
- \* Substantial investment in research and development in community colleges

Two additional factors also account for short-term enrollment growth. First, applications to two and four-year institutions declined in 1974. However, colleges and universities accepted applications at a higher rate than before, thereby causing enrollments to rise beyond a level of expectation. Secondly, changes have been made in the organizational structure of two-year colleges in order to extend maximum attention to emerging community needs. Dynamic changes in community composition can lead to problems in institutional functioning if colleges attempt to expand their operations beyond a level of support guaranteed by existing finance formulas. The introduction of new programs and more efficient management techniques, although it has led to strong gains in enrollment over the past year, could lead to problems in the years ahead if the relationship between enrollment and operating revenues is not carefully regulated.

The Go-Stop-Go pattern of growth presented in the revised

projections of the Carnegie Commission offers a preview of long-term enrollment trends for community and junior colleges. The long-term pattern will be one of stabilization and reduction with colleges scrambling to obtain a "corner" on the higher education market. Some of the trends that will mark this development are the following;

- \* Overall decrease in secondary school senior enrollment over the seven-year period 1973 through 1980.
- \* Reduced pressure from the government on military draft.
- \* The "stopping-out" phenomenon."
- \* Development of competitive occupational-technical programs in private liberal arts colleges and public state colleges and universities.
- \* Lowering of admission requirements at private liberal arts colleges and public state colleges and universities.
- \* Lack of public confidence in higher education--college education is no longer an iron-clad guarantee for job procurement and higher income.
- \* The condition of the labor market and the emphasis on "experiential" versus "educational" credentialing.
- \* Competitive recruitment from private liberal arts colleges and public state colleges and universities.

Two of the preceding trends--the diminishing rate of graduates from secondary schools and the condition of the economy--will have significant impact on the six-year enrollment picture from 1974 through 1980. The era of rapid growth has ended and a new era of change and intensive examination has taken its place. Traditional purposes, programs and goals are now being challenged, altered and, in some cases, revised. There are new constituencies and vitalized older ones. The reduction in college-age youth and the rise of a recessionary economy have

quicken the onset of these developments and have broadened our awareness of the disparities that exist between institutions competing to survive in a rapidly changing social order.

Given the existence of diverse organizational structures designed to accomplish different educational tasks, it would seem simple to conclude that some educational tasks will become more prominent than others in a changing social order. Likewise, some institutions will stand a better chance of survival than others depending on the amount of effort they put into understanding developing social needs. Management reorganization undertaken by two-year colleges may heighten institutional awareness of conditions in society and it may counter the trend toward decreasing enrollments but it will not guarantee fiscal stability. New York City Community College currently faces this dilemma and must respond to the need for expansion of educational services to non-traditional students in the New York City metropolitan area but it must do so without overtaking its finance base.

#### College Enrollment Profile

The relationship between college enrollment distribution and financial support is one of the critical new concerns in higher education. Institutional pressures for growth modified by constricted financial resources result in added structural complexity. Complexity leads to specialization and differentiation of function as two-year colleges attempt to balance community educational needs against anticipated revenues. Given this tendency, problems of institutional growth merge into

problems of structural change if the distribution of enrollment is not carefully regulated in relation to trends in financial support.

Enrollment data in this report are tabulated in the form of comparative headcount and FTE enrollment statistics for New York City Community College over a two-year period of time. The data presented in Table I are indicative of a college-wide increase in headcount enrollment of 447 students (2.5 percent) in 1974 as compared to the same point in time during Fall semester 1973: The data reveal that enrollment of matriculated students increased by 2.2 percent during Fall semester 1974 while enrollment of non-matriculated students increased by 3.2 percent.

Table I. Comparative Fall Semester Headcount Enrollment: 1973-1974.

Matriculation Status	Semester and Year		
	Fall, 1973	Fall, 1974	Inc. (Dec.)
Matriculated	12,485	12,761	2.2%
Non-Matriculated	5,145	5,316	3.2%
Total	17,630	18,077	2.5%

Summary analysis of headcount and FTE enrollment data tends to remove from consideration factors which may account for variation in the distribution of enrollment in New York City Community College. It is possible, for example, that the enrollment mix can change in response to internal factors such as experimentation in recruiting techniques, revised fiscal policies, and change in the educational program. Factors outside of college control such as shifts in labor market needs, changing college attendance plans of high school seniors, and revision in the military service policy can also account for variation in the enrollment mix. Therefore, although collection and tabulation of semester-to-semester data pertaining to headcount and FTE enrollment is critical to assessment of college effectiveness in meeting its goals, attention must also be given to the identification of unique enrollment trends emerging during the semester.

Enrollment trends in New York City Community College during Fall semester 1974 are described in terms of six classification factors: 1) enrollment status; 2) program enrollment; 3) program demand; 4) credit hour status; 5) credit attrition; and 6) geographic origin. In the section that follows, characteristics pertaining to each factor are presented and analyzed.

Enrollment Status. The data in Tables II and III describe the enrollment status and attendance status of students attending New York City Community College during Fall semester 1974. The data reveal that enrollment of full-time day students increased by .2 percent between Fall semester 1973 and Fall semester 1974.



Table II. Enrollment Status of Matriculant and Non-Matriculant Students:  
Fall Semester 1974.\*

Attendance Status	Matriculant		Non-Matriculant		Total	
	Full-Time Inc 1973 (Dec)	Part-Time Inc 1974 (Dec)	Full-Time Inc 1973 (Dec)	Part-Time Inc 1974 (Dec)	Full-Time Inc 1973 (Dec)	Part-Time Inc 1974 (Dec)
Day	7556	2028 (2.2)	--	--	7556	2028 (2.2)
Evening	361	2666 (8.4)	481	4534 (2.8)	842	7200 (4.9)
Total	7917	4694 (2.8)	481	4534 (2.8)	8398	9228 (.04)

\* Enrollment is reported in terms of headcount.

Table III. Distribution of FTE Enrollment in New York City Community College:  
Fall Semester 1974\*

Session	Full-Time		Part-Time		Total	
	1973	1974	1973	1974	1973	1974
Day	8,416.0	8,064.4	1,050.6	1,108.6	9,466.6	9,173
Evening	837.9	1,286.7	4,028.2	3,566.1	4,866.1	4,852*
Total	9,253.9	9,351.1	5,078.8	4,674.7	14,332.7	14,025* (2.1)
						% Inc (Dec)
		(4.1)				5.5
		53.6				(11.5)
						(3.1)

\*Unofficial FTE subject to the reporting requirements of the City University of New York.

while full-time evening enrollment grew by 55.6 percent. The enrollment of part-time students--a major indicator of the access of non-traditional students to higher education--formed a fluctuating pattern during the Fall semester. Part-time day enrollment increased by 22.2 percent to 2028 students while evening enrollment decreased by 4.9 percent. The net change produced by these trends was a .04 decrease in part-time enrollment during Fall semester.

The greatest portion of enrollment growth in the College came as a result of a sizeable increase in full-time evening enrollment. Evening students constitute a significant population in any two-year college but the enrollment of large numbers of full-time students during the Fall semester marks the beginning of a new era in higher education. Summary enrollment data signify that full-time enrollment among non-matriculant evening students increased by 62.6 percent whereas enrollment of matriculant students increased by 46.3 percent. If the evening population continues to grow, unimpeded by dwindling resources and mandatory program changes, the effect will be one of a gradual replacement of the traditional day clientele with non-traditional evening students. An outcome of this type, of course, would pose severe problems in the area of instruction but the implications are profound and warrant serious consideration in the future

✓ Program Enrollment. Much is known about New York City Community College as an institution designed to serve the needs of high school graduates interested in vocational study.

Founded in 1946, the College continues to perform this mission but in an environment made up of 34 career and technical programs enrolling 79 percent of the student population.

The data in Tables IV, V and VI indicate that enrollment in curriculum divisions of the College has remained relatively constant since 1973. Enrollment of matriculant students increased by 2.2 percent and the ranks of non-matriculant students swelled by 3.2 percent during Fall 1974, but the patterns of growth have varied markedly between divisions. Observation of the data in Table IV reveals the existence of similar patterns of growth in Allied Health and Natural Sciences, Technology, and Liberal Arts but a divergent pattern in Commerce. Primary growth in the Allied Health and Natural Sciences and Technology Divisions has come in the area of full-time students where respective increases of 10.5 and 5.4 percent are noted. Contrary to this trend is the reduction in full-time enrollment in the Division of Commerce. Six of the eight programs in the Division have experienced curtailments in part-time enrollment. This has had a "ripple" effect on evening enrollment as six programs experienced reductions in the number of evening students. Primary growth in the Division of Commerce has come in the full-time day sector but this was not sufficient to offset a 4.7 percent overall decrease in Fall semester enrollment.

The Division of Liberal Arts exhibited an enrollment trend marked by significant increases in part-time and full-time enrollment during Fall semester 1974. Trends in day and evening enrollment differed by program, however, with increasing evening

Table IV. Division Enrollment and Matriculation Status:  
Fall Semester 1974.\*

Division	Matric			Non-Matric.			Total		
	Fall 1973	Fall 1974	% Inc (Dec)	Fall 1973	Fall 1974	% Inc (Dec)	Fall 1973	Fall 1974	% Inc (Dec)
Allied Health	2,027	2,139	5.5	0	0	0	2,027	2,139	5.5
Commerce	4,123	3,930	(4.7)	0	0	0	4,123	3,930	(4.7)
Liberal Arts	3,581	3,707	3.5	0	0	0	3,581	3,707	3.5
Technology	2,754	2,985	8.4	0	0	0	2,754	2,985	8.4
College	12,485	12,761	2.2	5,145	5,316	3.2	17,630	18,077	2.5

\*Enrollment is reported in terms of headcount.

Table V. Full-Time and Part-Time Enrollment in Curriculum Programs: Fall Semester 1974.

Division and Program	Enrollment Status								
	Full-Time				Part-Time				Total
	1973	1974 (Dec)	% Inc (Dec)	1973	1974 (Dec)	% Inc (Dec)	1973	1974	% Inc (Dec)
Allied Health	1234	1364	10.5	793	775	(2.3)	2027	2139	5.5
Chemical Tech.	130	149	14.6	37	42	13.5	167	191	14.4
Dental Hyg.	139	169	21.6	36	16	(55.5)	175	185	5.7
Dental Lab	151	158	4.6	37	48	29.7	188	206	9.6
Medical Lab	333	327	(1.8)	224	220	(1.8)	557	547	(1.8)
Nursing	203	275	35.5	418	345	(17.5)	621	620	(.2)
Ophth Disp.	171	176	2.9	34	72	111.6	205	248	21.0
Radiology	107	110	2.8	7	32	357.1	114	142	24.6
Commerce	2655	2484	(6.4)	1468	1446	(1.5)	4123	3930	(4.7)
Accounting	576	510	(11.5)	507	447	(11.8)	1083	957	(11.6)
Comm Art	332	332	-0-	119	96	(19.3)	451	428	(5.1)
Data Proc.	263	233	(11.4)	186	153	(17.7)	449	386	(14.0)
Graph Arts	210	173	(17.6)	132	101	(23.5)	342	274	(19.9)
Hotel Tech.	273	287	5.1	116	107	(7.8)	389	394	1.3
Lithography	78	69	(11.5)	-0-	15	-0-	78	84	7.7
Marketing	355	347	(2.3)	193	182	(5.7)	548	529	(3.5)
Secretarial	568	533	(6.2)	215	345	60.5	783	878	12.1

\*Enrollment is reported in terms of headcount.

Table V. Continued

-25-

Division and Program	Enrollment Status										
	Full-Time					Part-Time					Total
	1973	1974	% Inc (Dec)	1973	1974	% Inc (Dec)	1973	1974	1973	1974	% Inc (Dec)
Liberal Arts	1925	2003	4.1	1656	1704	2.9	3581	3707	3581	3707	3.5
Liberal Arts	1512	1619	7.1	1002	1114	11.2	2514	2733	2514	2733	8.7
Child Care	400	334	(16.5)	131	139	6.1	531	473	531	473	(11.0)
Ed Assoc	13	50	284.6	523	451	(13.8)	536	501	536	501	(6.5)
Technology	2103	2216	5.4	651	769	18.1	2754	2985	2754	2985	8.4
Arch Tech.	172	151	(12.2)	30	58	93.3	202	209	202	209	3.5
Auto Tech.	196	236	20.4	16	42	162.5	212	278	212	278	31.1
Civil Tech.	8	60	650.	2	9	350	40	69	40	69	590.
Constr Tech.	194	190	(2.1)	128	116	(9.4)	322	306	322	306	(5.0)
Design Draft	153	132	(13.7)	45	56	24.4	198	188	198	188	(5.1)
Elec Tech.	519	605	16.7	176	197	11.9	695	802	695	802	15.4
Elec Mech Tech.	172	159	(7.6)	46	63	36.9	218	222	218	222	1.8
Environ Sci.	140	163	16.4	30	45	50.	170	208	170	208	22.4
Fire Sci.	246	164	(33.3)	38	30	(21.1)	284	194	284	194	(31.7)
Indust Arts	145	163	12.4	75	85	13.3	220	248	220	248	12.7
Indust Prod.	-0-	14	-0-	-0-	-0-	-0-	-0-	14	-0-	14	-0-
Mech Tool Tech.	41	80	95.1	-0-	5	-0-	41	85	41	85	107.3
Mech. Tech.	117	99	(15.4)	65	63	(3.1)	182	162	182	162	(11.0)
Total	7917	8067	1.9	4568	4694	2.8	12,485	12,761	12,485	12,761	2.2

Table VI. Day and Evening Enrollment in Curriculum Programs:  
Fall Semester 1974.\*

Division and Program	Attendance Status								
	Day				Evening				Total
	1973	1974	% Inc (Dec)	1973	1974	% Inc (Dec)	1973	1974	% Inc (Dec)
Allied Health	1616	1781	10.2	411	358	( 12.9)	2027	2139	5.5
Chem. Tech.	139	156	12.2	28	35	25	167	191	14.4
Dental Hyg.	167	185	10.8	8	-0-	(100)	175	185	5.7
Dental Lab.	167	206	23.4	21	-0-	(100)	188	206	10.0
Medical Lab.	377	341	(9.5)	180	206	14.4	557	547	( 1.8)
Nursing	471	547	16.1	150	73	( 51.3)	621	620	(.2)
Ophth. Disp.	181	204	12.7	24	44	83.4	205	248	20.9
Radiology	114	142	24.6	-0-	-0-	-0-	114	142	24.6
Commerce	2722	2646	(2.8)	1401	1284	( 8.4)	4123	3930	(4.7)
Accounting	522	470	(9.9)	561	487	(13.2)	1083	957	(11.6)
Comm. Art	371	362	(2.4)	80	66	(17.5)	451	428	( 5.1)
Data Proc.	277	253	(8.7)	172	133	(22.7)	449	386	(14.0)
Graph. Arts	234	201	(14.1)	108	73	(32.4)	342	274	(19.9)
Hotel Tech.	292	312	6.8	97	82	(15.4)	389	394	1.3
Lithography	78	78	-0-	-0-	6	-0-	78	84	7.7
Marketing	362	353	(2.5)	186	176	( 5.4)	548	529	(3.5)
Secretarial	586	617	5.3	197	261	32.5	783	878	12.1

\*Enrollment is reported in terms of headcount.



Table VI. Continued

Division and Program	Attendance Status											
	Day					Evening					Total	
	1973	1974	% Inc (Dec)	1973	1974	% Inc (Dec)	1973	1974	% Inc (Dec)	1973	1974	% -Inc (Dec)
Liberal Arts	2689	2764	2.8	892	943	5.7	3581	3707	3.5			3.5
Liberal Arts	1715	1890	10.2	799	843	5.5	2514	2733	8.7			8.7
Child Care	452	373	(17.5)	79	100	26.6	531	473	(10.9)			(10.9)
Ed. Assoc.	522	501	(4.0)	14	-0-	(100.0)	536	501	(6.5)			(6.5)
Technology	2188	2376	8.6	566	609	7.6	2754	2985	8.4			8.4
Arch. Tech.	172	167	(2.9)	30	42	40.0	202	209	3.5			3.5
Auto. Tech.	196	253	29.1	16	25	56.3	212	278	31.1			31.1
Civil Tech.	10	63	530.0	-0-	6	-0-	10	69	590.0			590.0
Constr. Tech.	204	209	2.4	118	97	(17.8)	322	306	(4.9)			(4.9)
Design Draft.	161	151	(6.2)	37	37	-0-	198	188	(5.1)			(5.1)
Elec. Tech.	528	628	18.9	167	174	4.2	695	802	15.4			15.4
Elec. Mech. Tech.	178	170	(4.5)	40	52	30.0	218	222	1.8			1.8
Environ. Sci.	140	165	17.9	30	43	43.3	170	208	22.4			22.4
Fire Sci.	276	186	(32.6)	8	8	-0-	284	194	(31.7)			(31.7)
Indust. Arts	155	175	12.9	65	73	12.3	220	248	12.7			12.7
Indust. Prod.	-0-	14	-0-	-0-	-0-	-0-	-0-	14	-0-			-0-
Mech. Tool Tech.	41	82	100.0	-0-	3	-0-	41	85	107.3			107.3
Mech. Tech.	127	113	(11.0)	55	49	(10.9)	182	162	(10.9)			(10.9)
Total	9215	9567	3.8	3270	3194	(2.3)	12,485	12,761	2.2			2.2

enrollments apparent in all programs but day enrollments decreasing in Child Care and the Educational Associate program. Such was not the case for the Liberal Arts program which experienced a 10.2 percent increase in day enrollment. Factors which may account for divergent enrollment trends will be discussed in the conclusory section of the study.

Program Demand. Open admissions in community colleges in the New York City metropolitan area is not a new outgrowth of innovations in the late 1960's or early 1970's. Some of the most outstanding career programs were conceived long ago in response to special demands for particular types of educational programs among special clientele.

In the past five years, however, there has been a new push toward expanded access as non-traditional students have shown new interest in higher education programs. The data in Table VII indicate that between 1970 and 1974 program demand gained steadily in the City University of New York and New York City Community College.\* The number of incoming freshman applications has increased by 26 percent in the City University and a corresponding increase (41 percent) is noted in college first choices. The percentage of college first choices in relation to total University applications has increased from 7.6 percent in 1970 to 8.5 percent in 1974. This amounts to an 8 percent average increase per year in the number of first choice applications for New York City Community College.

\*Program demand is defined as a function of the number of incoming applications for admission to the City University of New York and first choices recorded for programs offered in New York City Community College.

Table VII. Program Demand Among Entering Day Freshmen:  
Fall 1970-1974.

Semester	Program Demand		
	Total UAPC Applications	Total First Choices/ College	Percent of First Choice/ College
Fall 1970	52,394	3,990	7.6%
Fall 1971	61,859	4,492	7.3%
Fall 1972	61,895	6,092	9.8%
Fall 1973	59,427	5,256	8.8%
Fall 1974	65,946	5,615	8.5%

Program demand is very much a function of the ease of access to higher education. But there are other reasons which undoubtedly account for the increase in demand. Continuous themes accentuate demand on an ongoing basis and lend focus to the concept as a unique measure of institutional effectiveness in meeting its goals.

Average Credits. A trend developing over the past several years has been the "stop-out" of students from higher education. This form of attrition can occur as a partial or complete termination at any point during college tenure.

Post-secondary attendance patterns of college-age youth are of major interest to faculty and administrators in New York City Community College because of their status as an index of academic motivation. In this study, one indicator of "stop-out"--average student credit hours--is considered. Table VIII presents comparative credit hours and average credit hours for part-time and full-time and non-matriculated students enrolled in New York City Community College during Fall semester 1973 and 1974. Average credit hours taken per semester by full-time students increased from a rate of 15.2 credit hours in 1973 to 15.6 credit hours in 1974. Part-time students decreased their average credits from a rate of 7.7 in 1973 to 6.9 in 1974. Average credits pursued by non-matriculated students increased from 6.5 in 1973 to 7.1 in 1974.

These data are indicative of a changing educational relationship between the College and its external community. Whereas considerable attention in recent years has been given

Table VIII. Average Student Credit Hours:  
Fall 1973-1974. \*

Enrollment Status	Average Credits					
	1973			1974		
	Hdct	Credit Hours	Avg Credits	Hdct	Credit Hours	Avg Credits
Full-Time	7,917	120,368.5	15.2	8,067	125,565.5	15.6
Part-Time	4,568	35,049.0	7.7	4,694	32,158.0	6.9
Non-Matric.	5,145	33,572.5	6.5	5,316	37,635.5	7.1
Total	17,630	188,990.0	10.7	18,077	195,359	10.8

\*Enrollment is reported in terms of headcount.

to the diminishing numbers of high school graduates going on to college, the economic recession appears to have reversed this trend. During a period of decreasing market stability, many "new" students are returning to college, in order to improve their job skills or to make more constructive use of their leisure time. Demand for educational services, modified by economic recession, results in expanded involvement in college educational programs. Given this tendency, credits of enrollment-- particularly credits pursued by non-matriculated students--will increase in arithmetic proportion to conditions in the economic market. The more severe the condition of the economy the greater the involvement in college programs.

Credit Attrition. Credit loss is one measure of student dissatisfaction with the college experience. College and university personnel have routinely collected admissions and withdrawal data between academic semesters but few attempts have been made to collect such data over the course of the semester. Table IX presents data descriptive of credit attrition in New York City Community College at beginning-of-semester and end-of-semester reporting dates for Fall semester 1973 and 1974.

The data reveal that:

- 1) Credit attrition in New York City Community College approximates a rate of 19 percent of all credits attempted out of a full-time student credit load (12 credits).
- 2) A significant differential in credit hour attrition is observed between beginning-of-semester and end-of-semester reporting dates during Fall semester 1973 and 1974; the rate in 1973 was 17.1 percent whereas the rate in 1974 was 19.1 percent.

Table IX. Credit Attrition Among Matriculated and Non-Matriculated Students: Fall 1973-1974.\*

Credit Attrition	Year and Credits	
	Fall, 1973	Fall, 1974
Beginning Semester	188,990	195,359
End Semester	156,672	158,057
Percentage Attrition	(17.1%)	(19.1%)

\*Enrollment is reported in terms of headcount.

If these data were used as a baseline measure of institutional impact, the findings could be interpreted to reveal a significant loss of instructional effort during the academic semester. Future studies will be devoted to the analysis of this phenomenon and its implications for college attrition among diverse student subgroups.

Geographic Origin. A final enrollment variable considered in this study is the geographic origin of students. Data presented in Table X are descriptive of the geographic origin of matriculated and non-matriculated students enrolled in New York City Community College during Fall semester 1974. Approximately two-thirds (66.4 percent) of the student population derives from Brooklyn. The remainder is distributed as follows: Bronx - 5.9 percent, Manhattan - 10.8 percent, Queens - 13.8 percent, Staten Island - 1.2 percent, and non-New York City residents - 1.9 percent. Within this design, a "supply and demand" relationship between curriculum preferences of students and program availability would appear to be the primary determinant of college selection--not geographical proximity of campus to home community.

#### Conclusions and Implications

Research data pertaining to enrollment distribution in a national and regional spectrum of community colleges is sufficient to permit some generalizations about current and future enrollment trends. While no single research study can fully account for all factors involved in the college attendance plans of post-secondary youth, careful attention to what is known about the



Table X. Geographic Origin of Students:  
Fall Semester 1974.

Origin	Number	Percent
Brooklyn	12,035	66.4%
Bronx	1,080	5.9%
Manhattan	1,961	10.8%
Queens	2,498	13.8%
Staten Island	211	1.2%
Non-New York City Residents	345	1.9%
Total*	18,130	--

\*The total enrollment reported for geographic origin is at variance with enrollment reported in previous tables because of data collection activities undertaken at various points in time during the academic semester.

characteristics of enrolled students will result in improved educational services for citizens residing in the college service area. This section will bring together known facts about the college enrollment profile and the implications of these facts for future enrollment trends in the College. Six areas are considered: 1) enrollment trends in a national spectrum of two-year and four-year colleges; 2) Fall semester enrollment trends in New York City Community College; 3) enrollment by program; 4) credit attrition; 5) average credit hours; and 6) geographic origin of students. Each area relates to major outcomes that must be achieved by the College if it is to improve the breadth and quality of its educational offerings.

#### Enrollment Trends in Higher Education.

**\*Known:** The national enrollment picture for Fall semester 1974 is characterized in terms of a network of anomalies and contradictions. Long-term enrollment projections, established by the Carnegie Commission and the National Center for Educational Statistics, indicate that college and university enrollments over the next three decades will fall short of earlier projections. Enrollment in colleges and universities has increased slightly over 1973 but the growth is short term and is most likely a product of three factors: 1) rising unemployment caused by the economic recession; 2) increased federal support for student financial aid programs; and 3) introduction of curricular reforms in college educational programs. Factors which might account for the long-term trend of decreasing or stabilizing enrollments are the following: 1) decreasing numbers of college-age youth; 2) decreasing numbers of high school graduates going on to college; and 3) changing attitudes of the public toward higher education.

**Implication:** A real disparity exists between observed short-term enrollment trends and long-range forecasts. Enrollment projections will be difficult to validate because of variation in the enrollment mix in institutions classified according to geographical location, type of control and curriculum organization. Factors external to institutional control can cause fluctuation in enrollment: course offerings and course schedules at other institutions; availability of employment; and motivational concerns of students have a

definite impact on the decisions made relative to college attendance. Intra-institutional factors also influence the enrollment profile: location and duration of credit and non-credit courses; scheduling and advertising of instructional activities; and institutional grading practices have a predictable effect on the enrollment patterns in community colleges. To obtain greater control over these factors the following steps will need to be taken: 1) articulation systems will need to be improved with regional secondary schools and four-year colleges; 2) variant course scheduling modes will need to be investigated with consideration given to non-traditional class locations, multi-modal class schedules, and non-traditional grading systems; 3) registration procedures will need to be simplified; and 4) employment needs of business and industrial organizations in the New York City metropolitan area will need to be thoroughly re-searched and plans drawn for short-range and long-range program development.

#### Enrollment Trends in New York City Community College.

**\*Known:** Headcount enrollment in New York City Community College increased 2.5 percent during Fall semester 1974 as compared to the same point in time during Fall semester 1973. Full-time equivalent enrollment decreased by 2.1 percent. These changes are most likely a result of increased availability of scholarships and financial aids, the economic recession and the open admissions policy.

**Implication.** New York City Community College has demonstrated a capacity to significantly expand enrollment during a period when enrollments are slowing down or stabilizing. If the College is to experience continued growth, major institutional reforms will need to be undertaken to provide meaningful programs for non-traditional students. Students from low income families, elderly citizens, women, disabled youth, and racial and ethnic minorities require non-traditional approaches to instruction. At the same time, college facilities are too highly centralized to permit easy access for many of these students. Efforts will need to be undertaken to decentralize programs and facilities into the community.

#### Program Enrollment

**\*Known:** Headcount enrollment of full-time matriculated students increased by 1.9 percent in college educational programs between Fall 1973 and Fall 1974. Part-time enrollment increased by 2.8 percent with Technology experiencing an 18.1 percent increase, Liberal Arts a 2.9 percent increase, Allied Health a 2.3 percent decrease, and Commerce a 1.5 percent decrease. Significant increases in day en-

rollment are noted for Allied Health (10.2 percent), Liberal Arts (2.8 percent), and Technology (8.6 percent). Evening enrollment increased in Liberal Arts (5.7 percent) and Technology (7.6 percent) and declined in Allied Health (-12.9 percent) and Commerce (-8.4 percent).

Implication: Increases in full-time day and evening enrollment would appear to be indicative of an increase in program demand among area citizens. Regardless of the fact that evening courses offered in the College by and large are scheduled in traditional facilities and taught by traditional instructional methods, enrollment continues to grow. One can only wonder what would happen if non-traditional methods for course scheduling and instruction were implemented in New York City Community College. Efforts should be made to increase the number of non-traditional course offerings during the 1975-1976 academic year. Programs engendering concepts of educational extension, community education, competency-based instruction and modular scheduling would be ideal in an urban environment. To accomplish this task, a comprehensive educational needs survey will need to be administered in which the types of educational needs and expectations citizens have of the College are mapped and translated into educational programs.

Credit Attrition:

\*Known: Credit loss in New York City Community College increased substantially between beginning-of-semester and end-of-semester reporting dates during Fall semester 1974. The attrition rate approximated 18.7 percent of all credits attempted. This represented a substantial increase over the 1973 figure of 17.1 percent.

Implication: Credit attrition points to a significant loss of instructional effort in New York City Community College. National studies indicate that between-semester attrition in community colleges approximates a rate of 25 to 40 percent of enrolled students. If a combined trend of high credit attrition within academic semesters and high head-count attrition between academic semesters is demonstrated for the College, this will mandate a serious look at the efficiency of the educational program.

Average Credits:

\*Known: Credit averages of full-time students attending New York City Community College have increased from a rate of 15.2 credit hours per semester in 1973 to 15.6 in 1974. Similarly, credit averages of part-time students have increased from a rate of 6.5 credit hours per semester in 1973 to 6.9 credit hours in 1974.

Implication: A data trend marked by increasing credit averages of students would seem to support the conclusion

that regional citizens have increased their commitment to educational programs in New York City Community College. A significant body of literature over the past year has been devoted to the effects of the economic recession on higher education enrollments. The effects produced in community colleges are most noticeable in the area of increased enrollments in career programs. Additional research will be necessary on factors underlying increased credit loads among regional two-year college students.

Geographic Origin:

\*Known: Data pertaining to the geographic origin of students enrolled in New York City Community College reveal that the majority of students reside in Brooklyn. Approximately 66 percent live in Brooklyn while smaller proportions reside in the remaining four boroughs of New York City. The percentages are as follows: Bronx-5.9 percent, Manhattan-10.8 percent, Queens-13.8 percent, and Staten Island-1.2 percent.

Implication: Given a condition in which many students commute long distances to campus, it would seem obvious that the market appeal of programs is a dominant force underlying the decision to enroll in college. In one sense this negates the argument for decentralization of college programs but, in another sense, it promotes the concept of a metropolitan-wide approach to participation in college programs. Efforts will need to be made to actively cultivate this concept of program development among faculty and administrators in New York City Community College.

Because of the countervailing mix of factors apparent in the trend toward increasing enrollment of non-traditional students but decreasing financial ability to pay for the programs these students need, research in the future will need to be directed toward the identification of alternative formulas for resource allocation. In a time of tight resources, administrative latitude to attempt these innovations is extremely limited. Resources will need to loosen up before significant change can be expected to occur.

Present research has provided extensive information pertaining to the enrollment distribution of students attending New York City Community College during Fall semester 1974. Research has also served to examine and define current and projected enrollment trends in a national spectrum of community and junior colleges. Trends, such as increasing "stop-out" of students; stabilization of long-term enrollment projections in two-year and four-year colleges; and short-term enrollment growth in public community colleges were examined and the implications of these trends specified. It is apparent that additional data needs to be collected relative to assessment and evaluation of educational needs and expectations of various citizen subgroups in the college service area. Educational motivations of high school youth will also need to be analyzed and described if the College is to expand enrollment through access to a larger share of the high school market.

With the advent of non-traditional studies but limited resources for the development and implementation of such programs, problems arise among faculty and administrators as to the capacity to seek out and recruit "new students" to the college. It is the future task of New York City Community College to investigate whether, and in what ways, the institution can be brought to respond to non-traditional educational needs of various citizen subcultures in the New York City metropolitan area.

UNIVERSITY OF CALIF.  
LOS ANGELES

OCT 24 1975

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