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ABSTRACT

This compilation of quotations and information about the 1,222 community, technical, and junior colleges in the United States focuses on enrollment, students, finances, and institutional characteristics and contributions. The first sections provide quotations from Ronald Reagan and other political leaders regarding the educational role and impact of the community college. After the essential elements of the community college philosophy are stated, data are provided showing the number of colleges and their enrollment ranges; credit and noncredit headcount; enrollment trends in public and private two-year colleges from 1935-36 to 1985-86; part-time enrollment; noncredit enrollment trends from 1974-75 to 1984-85; and states with the largest two-year college enrollments in fall 1985. The next sections provide information on two-year college students, focusing on the characteristics of transfer, minority, handicapped, part-time, female, employed, and international students. Community college finances are examined next in terms of total operating budget, tuition, student financial aid, state appropriations, and college spending. The final sections consider other characteristics and achievements of the two-year college, focusing on the associate degree, student/faculty ratios, faculty and administrator characteristics, developmental education, cultural resources, flexibility, and contributions to the economy. (EJV)

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American Association of
Community and Junior Colleges

FACT BOOKLET

ON

COMMUNITY, TECHNICAL, AND JUNIOR COLLEGES

"ACCESS WITH EXCELLENCE"

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WHAT THE PRESIDENT OF THE U.S. HAS TO SAY ABOUT TWO-YEAR COLLEGES:

"Here at the White House, just as in businesses and organizations across the country, graduates of America's community colleges can be found. There are more than 1,200 community colleges across America, making an enormous contribution to American higher education.

"In fact, nearly one half of all undergraduates are enrolled in these institutions. As our economy evolves and grows in the years ahead, the community colleges will continue to play a vital role.

"Of course, the key word when discussing these colleges is 'community.' They are truly part of their communities, offering accessible and affordable education to almost everyone. They increase the opportunity and economic mobility of our people—each and every one who takes advantage of what is available."

WHAT NATIONAL LEADERS HAVE SAID ABOUT COMMUNITY COLLEGES:

Thomas P. O'Neill (Representative, Massachusetts): "Fifty years ago this country was divided between two classes: the wealthy and the poor. Today, our country is dominated by a great middle class. The biggest reason for this is education. Because of vital community colleges...millions of Americans have been given the opportunity not just to train themselves but also to become knowledgeable in the full range of human experience. Our country can be proud of this wonderful achievement. No other land in the world has made such a broad commitment to intellectual and economic opportunity."

Paul Simon (Senator, Illinois): "The tremendous progress that community colleges have made in so short a time reflects upon the great good sense of President Harry S. Truman. In fact, today's concept of the community college is such a good fit that it is hard to imagine a higher education system without it."

Howard H. Baker (Former Senator, Tennessee): "I cannot think of a better tribute to President Truman than to recognize the bold steps he took to establish the community college network."

Carl D. Perkins (Former Congressman, Kentucky): "In spite of the growth and strength of the community college system...the explosion of knowledge and the means of disseminating it make it essential that we strengthen this community institution to educate, re-educate, train, and retrain people several times during their lifetime, in order to prepare them to participate effectively, not only in the workplace, but also in society."

ESSENTIAL ELEMENTS OF THE COMMUNITY COLLEGE PHILOSOPHY:

Five fundamental elements compose the community college philosophy. They are as follows:

1. Community colleges are community based. They are in partnership with the communities they serve. They are often locally controlled. They have become modern versions of the land-grant universities, providing accessible education opportunities for all citizens in service districts, as well as direct assistance to local employers and public agencies operating in the communities. The colleges also provide strong ties to high schools in the area.
2. Community colleges are cost-effective. Average annual tuition and fees in public community colleges in fall 1985 were \$748 (\$660 for tuition). Tuition and fees in public four-year colleges and universities, by comparison, were nearly twice as high; private four-year colleges and universities were almost eight times as high. Fulltime equivalent operating costs in public two-year colleges are less than half of those required by public four-year colleges, and about a third of those in public universities.

3. Community colleges offer a caring environment. They offer a full range of student services designed to help students make the most of their opportunities. Services include achievement and interest testing; personal and academic counseling; placement; academic and social clubs; athletics; cultural events; and civic partnerships involving students, faculty, administrators, and residents of service districts. Responsive retention programs are also important parts of the care that two-year colleges take with students.

4. Community college faculty are a crucial element of the community college success story. They tend to display a high degree of satisfaction in their work, in their progress as professionals, and in the development of the students they teach. They prize their relationships with students and other faculty, they enjoy being part of the campus environment, and they feel they are appropriately recognized and rewarded.

5. Community colleges offer comprehensive programs, with liberal arts and technical education programs working together harmoniously. The colleges create a learning environment which recognizes Spanish and Philosophy as "vocational" programs, and which views Electronics and Construction as programs that incorporate the broader disciplines of communications, critical thinking, history, and literature.

NUMBER OF COLLEGES AND ENROLLMENT RANGE:

In the 1986 AACJC statistical directory, 1,222 institutions are identified. The total number of campuses equals 1,505, with 39 multi-college district institutions. There are 75 non-profit, 71 church-related, and 14 independent for-profit colleges listed in the directory, and public institutions numbered 1,068.

Total community college enrollment in fall 1985 ranged from just over 100 to nearly 100,000 students. Nearly half of the institutions indicated that they served rural areas of the country. The largest institutions in fall 1985 by type are listed below.

Largest Multi-Campus Colleges

	<u>Enrollment</u>
1. Miami-Dade Community College, Florida	37,082
2. Northern Virginia Community College, Virginia	32,282
3. St. Louis Community College, Missouri	28,833
4. Oakland Community College, Michigan	26,935
5. Indiana Vocational Technical College, Indiana	26,665
6. Macomb Community College, Michigan	26,474
7. State University of New York, Agriculture and Technical Colleges	26,168
8. Cuyahoga Community College, Ohio	24,583
9. Tarrant County Community College District, Texas	24,135
10. College of DuPage, Illinois	22,577

Largest Multi-College Colleges

1. Los Angeles Community College District, California	92,567
2. City Colleges of Chicago, Illinois	80,955
3. Maricopa County Community College District, Arizona	60,622
4. Coastline Community College District, California	50,017
5. Dallas County Community College District, Texas	46,204
6. Foothill-DeAnza Community College District, California	37,192
7. Los Rios Community College District, California	36,444
8. San Diego Community College District, California	34,299
9. North Orange County Community College District, California	29,383
10. San Mateo Community College District, California	28,169

ENROLLMENT:

In the fall of 1985, nearly 5,000,000 credit students attended a community, technical, or junior college. In the college year 1984-85, close to another 5,000,000 students took noncredit, self-supporting courses in the colleges.

Credit headcount enrollment in the colleges represented 41 percent of all undergraduate students in the U.S. The community college share of total undergraduate students has increased steadily for the past ten years.

Public community colleges enrolled 97.2 percent (4,597,838) of the total two-year college enrollment in fall 1985.

Community, technical, and junior colleges were the colleges of choice for 55 percent of all first time freshmen in fall 1984.

The history of community, technical, and junior college enrollments reflects the extraordinary development of the colleges as well as the influence they have had on the American populace. The growth in the number of colleges during the last fifty years also tells a dramatic story.

FIFTY YEARS OF TWO-YEAR COLLEGE CREDIT ENROLLMENTS: 1935-36 TO 1985-86

NUMBER OF COLLEGES

<u>Year</u>	<u>Public</u>	<u>Private</u>	<u>Total</u>
1935-36	229	229	528
1945-46	315	333	648
1955-56	363	272	635
1965-66	503	268	771
1975-76	1,014	216	1,230
1985-86	1,068	154	1,222

ENROLLMENT

<u>Year</u>	<u>Public</u>	<u>Private</u>	<u>Total</u>
1935-36	90,437	38,669	129,106
1945-46	216,325	78,150	294,475
1955-56	683,129	82,422	765,551
1965-66	1,152,086	140,667	1,292,753
1975-76	3,921,542	147,737	4,069,279
1985-86	4,597,838	132,397	4,730,235

Nearly two-thirds of the credit students in the colleges in the fall of 1985 were enrolled parttime. The percentage of parttime students has increased steadily in the colleges over the last two decades, a trend which highlights the attraction of the colleges for working men and women searching for careers outside of the home. The next page points out parttime and fulltime enrollment numbers for fall 1984 and fall 1985.

ENROLLMENT: FALL 1984 AND FALL 1985

	<u>Fulltime</u>	<u>Percent</u>	<u>Parttime</u>	<u>Percent</u>	<u>Total</u>	<u>% Change</u>
1984	1,675,309	35.2	3,084,092	64.8	4,759,401	
1985	1,636,661	34.3	3,107,764	65.7	4,730,235	-0.6

The history of noncredit enrollments in the two-year colleges has also been remarkable. The chart below captures some of the story.

NONCREDIT ENROLLMENT: 1974-75, 1979-80, 1984-85

<u>Year</u>	<u>Enrollment</u>
1974-75	3,259,972
1979-80	3,977,050
1984-85	4,848,065

Below are the states with the largest community, technical, and junior college credit headcount enrollments in fall 1985.

STATES WITH LARGEST TWO-YEAR COLLEGE ENROLLMENTS: FALL 1985

<u>State</u>	<u>Total Enrollment</u>	<u>% of Total</u>
California	1,046,542	20.9
Texas	384,545	7.7
Illinois	309,463	6.2
New York	273,480	5.5
Michigan	234,357	4.7
Florida	222,240	4.4

STUDENTS IN COMMUNITY, TECHNICAL, AND JUNIOR COLLEGES:

TRANSFER STUDENTS

Over 40 percent of all students who graduate from two-year colleges transfer to four-year colleges or universities. Those students who transfer achieve grade point averages at least as high as students who entered the same institutions as freshmen.

MINORITY STUDENTS

Over 40 percent of all minority students in higher education are enrolled in community, technical, and junior colleges. AAGJC surveys show that just over 1,000,000 minority students were enrolled in two-year college credit programs in fall 1985. Government figures for 1982 (the latest year that comprehensive numbers are available), show that

- 44.1 percent of all Black students;
- 56.1 percent of all Hispanic students;
- 45.0 percent of all Asian students involved in higher education attended two-year colleges.

The same government source indicates that over 21 percent of all two-year college students are minorities. The breakdown by group is presented below.

- Black: ten percent
- Hispanic: six percent
- Asian: three percent
- American Indian: one percent
- Non-resident alien: one percent

Black students comprise the largest category of minority students in community, technical, and junior colleges.

Group percentages for minority students in two-year colleges are presented below.

- Black: 49.2 percent
- Hispanic: 29.7 percent
- Asian: 16.1 percent
- Non-Resident Alien: 0.6 percent
- Indian/Alaska Native: 0.5 percent
- Other: 3.9 percent

HANDICAPPED STUDENTS

Community, technical, and junior colleges provide special resources for all types of handicapped students. Except for students who are partially sighted or blind, and for those who are speech-impaired, community colleges provide a college education to the majority of handicapped students. Handicapped persons comprise close to 10 percent of total credit headcount in two-year colleges, compared to just over 7.5 percent of students in all of higher education. These numbers are estimates based on a limited survey of first-time freshmen (fall 1985). Since the majority of handicapped students attend college parttime, the likelihood is that the percentage of handicapped students served by community colleges is much higher than reported here. Percentages in each of seven handicap categories is presented on the next page.

<u>Handicap</u>	<u>% Handicapped in All Higher Education</u>	<u>% Handicapped of All C.C. Students</u>	<u>% of All College Handicapped Enrolled in Community Colleges</u>
Hearing	0.9	1.1	44.6
Speech	0.3	0.3	36.5
Orthopedic	0.9	1.0	40.5
Learning	1.1	1.7	56.4
Health Related	1.2	1.4	42.5
Partially Sighted/Blind	2.1	1.9	32.9
Other	1.2	1.5	45.6
Total	7.7	8.9	42.2

AGE OF STUDENTS

The majority of two-year college students are older than the traditional college age of 18-21, according to Bureau of the Census reports. 64 percent of the total credit enrollment is 20 years old or older, with 30 percent in the 20- to 21-year old category, 20 percent in the 22- to 24-year old category, and 14 percent in the 25- to 34-year old category. On any given day at 10 a.m. the average age in a community college is 23 years old; at 8 p.m. it is 38 years old.

PARTTIME STUDENTS

The majority of two-year college students are parttime. The trend toward attending college parttime has been developing during the past two decades. Fall 1985 figures show that 65.7 percent of credit students were enrolled parttime, one percent higher than the previous year. Parttime enrollments were 66.7 percent of the total in public community colleges, while parttime enrollments comprised 30.0 percent of the total in independent two-year colleges:

FEMALE STUDENTS

Women represent over 53 percent of all credit enrollments in community, technical, and junior colleges, a percentage that has remained stable over the past five years.

EMPLOYED STUDENTS

Over 80 percent of all credit students (fulltime and parttime) in two-year colleges are employed either fulltime or parttime while they attend college. More than two out of three fulltime students are employed while taking courses and over four out of five parttime students are employed.

INTERNATIONAL STUDENTS

Over 40,000 international students attend two-year colleges across the country. This figure represents more than one-third of all international students in American postsecondary education.

COMMUNITY COLLEGE FINANCES:

The operating budgets of two year colleges in the fall 1985 totalled nearly \$14 billion. The percent of finances contributed by major sources are listed below.

- Federal 6 percent
- State 46 percent
- Local 16 percent
- Tuition and Fees 15 percent

TUITION CHARGES

Tuition charges in public two-year colleges vary dramatically from one state to another. Costs range from the lowest charges required, in California (\$100), to the highest, in Vermont (\$1,631).

FINANCING

The most popular finance package for community, technical, and junior college students combines personal funds, a Pell grant, and education loans. The percentage each of these sources contributes to the total package is presented below.

● Self or Family Contribution	54.3
● Education Loan	32.4
● Pell Grant	13.3

STATE APPROPRIATIONS

State appropriations per fulltime equivalent enrollments (FTE) in public two-year comprehensive colleges averaged approximately \$2,340 for fiscal year 1984. Vocational/ occupational colleges averaged higher (\$2,606). These figures are considerably lower than state appropriations for baccalaureate colleges, which averaged \$2,942.

In fiscal year 1986-87, the community college share of state appropriations for higher education is modest compared to total postsecondary appropriations. A sample of the states appears below.

● California	26 percent
● Florida	31 percent
● Illinois	15 percent
● Oregon	18 percent

COLLEGE SPENDING

Nearly half (47.2 percent) of the public two-year colleges' revenue is spent for the support of instruction. The next largest draws on the colleges' budgets are: institutional support (13.6 percent), plant operation and maintenance (11.3 percent), mandatory transfers and other (8.5 percent), and student services (8.1 percent).

COMMUNITY, TECHNICAL, AND JUNIOR COLLEGE ACHIEVEMENTS AND CHARACTERISTICS:

THE ASSOCIATE DEGREE

During the academic year of 1984-85, over 460,000 associate degrees were conferred in the U.S.; 75 percent of the degrees were awarded by public two-year colleges. The rest were awarded by private two-year colleges (9 percent), public four-year colleges (9 percent), and private four-year colleges (6 percent). In the last five academic years, more than 1,735,000 associate degrees have been conferred.

The number of associate degrees awarded in occupational/technical areas has increased steadily over the past decade. In 1974-75, approximately 54 percent of all associate degrees were conferred in occupational curriculums; in 1984-85, the percentage jumped to 65 percent.

STUDENT/FACULTY RATIO

The student/faculty ratio in two-year colleges has hovered around 20 to 1 since 1980, with a high of 20.5:1 in 1980 and a low of 18.9:1 in 1984.

FACULTY AND ADMINISTRATION CHARACTERISTICS

Faculty numbers have kept up with total enrollment in the colleges. In 1970, 109,345 faculty were employed in the colleges; in 1985, the faculty totaled close to 230,000. Over 60 percent of the faculty in fall 1985 were parttime; 58 percent were male.

Administrators in the colleges numbered 20,435 in fall 1985. Of these, 13,350 (65.3 percent) were male.

Nearly 9 percent of the chief executive officers listed in the 1986 AACJC directory are female (107 of 1,222). The positions held by these administrators include superintendent, president, provost, campus director, and vice-president.

DEVELOPMENTAL EDUCATION

Nearly every public two-year college in the U.S. offers developmental education opportunities for those students who are not yet ready to successfully complete college academic credit programs. In a typical community, technical, or junior college, developmental programs are offered in reading, writing, and math. Between 20 and 30 percent of all freshmen in the colleges take one or more of these courses.

Large numbers of the colleges cooperate with and frequently serve as centers for literacy training in their communities. One recent study showed that the 260 colleges that provided information provided literacy instruction for over 250,000 individuals over the past year. The typical participant in these programs was female, Caucasian, and over 21 years old, with an annual family income between \$5,000 and \$10,000.

CULTURAL RESOURCES

Rural two-year colleges frequently serve as major cultural centers for their regions and often provide the only resource for live theatre, classical music, art, and dance.

FLEXIBILITY

Community, technical, and junior colleges offer a special opportunity to students who are not sure about their focus in college. Recent studies demonstrate that the majority of students in college today have no clear idea about what they want to do, what it takes in time and effort to achieve their goals, and what rewards they can expect for their effort. Two-year colleges open up a universe of possible study areas, provide economical and flexible avenues to pursue interests, and release resources that aid in the identification of realistic and fulfilling outcomes.

COMMUNITY, TECHNICAL, AND JUNIOR COLLEGES CONTRIBUTIONS TO THE ECONOMY:

Nearly every community college has established formal and informal partnerships with business/industry and the public sector in their service districts. A recent study of community, technical, and junior college business/industry and public sector partnerships showed that

- 41 percent had established Business, Industry, Labor Councils on their campuses;
- 66 percent said they participated in area Private Industry Councils;
- 66 percent indicated they had appointed college business/industry coordinators to develop and maintain contact with the local business community;
- Nearly 70 percent offered customized, job-specific, and generic employee training programs for public and private organizations.

THE HIGH SCHOOL/COMMUNITY COLLEGE CONNECTION

Nearly 90 percent of the colleges have developed collaborative relationships with local high schools. Joint programs include advanced placement credit courses of qualified high school students, articulated courses, shared faculties, shared facilities, and cooperative program enrollments.

AND MORE...

Over 80 percent of the colleges reported involvement with area economic development offices.

Colleges report that for every dollar they spend on operations, four dollars are returned to the community.

In some states (Illinois and North Carolina, for example), community, technical, and junior colleges figure prominently in the state's economic development strategies.

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SEE NEXT PAGE (AACJC PUBLICATIONS SHEET) FOR ADDITIONAL RESOURCES.