DOCUMENT RESUME

ED 307 908 JC 890 263

TITLE A Summary of Selected National Data Pertaining to Community, Technical, and Junior Colleges. Appendix for AACJC Statistical Yearbook 1988.

INSTITUTION American Association of Community and Junior Colleges, Washington, D.C.

PUB DATE 88

NOTE 24p.; For the Statistical Yearbook, see JC 890 262.

PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

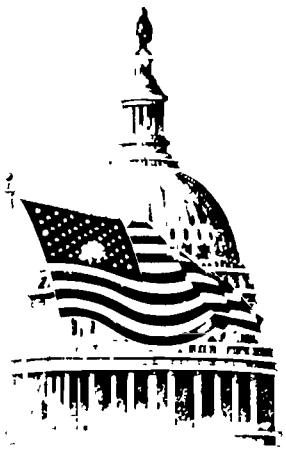
EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Administrators; *College Faculty; Community Colleges; Community Education; Degrees (Academic); *Enrollment; *Enrollment Trends; Fees; Full Time Students; Minority Groups; National Surveys; Part Time Students; Private Colleges; Public Colleges; Statistical Data; Statistical Surveys; Trend Analysis; Tuition; *Two Year Colleges; *Two Year College Students

ABSTRACT

Drawing from data collected by the American Association of Community and Junior Colleges, as well as government and other publications from 1987-88, this report presents a statistical portrait of the community, technical, and junior colleges in the United States. Data are provided on the following topics: (1) the number of two-year colleges in 1945-46, 1955-56, 1965-66, 1975-76, and 1987-88; (2) the size of public and private colleges; (3) enrollment trends from 1945 to 1988; (4) changes from 1970 in student characteristics, including age, gender, ethnicity, part-time status, educational objectives, degree goals, and academic ability; (5) student finances, including information on the percentages of students financially dependent on or independent of their parents; the percent of undergraduates at two- and four-year public and private colleges receiving financial aid; the average amount of aid awarded to full-time, full-year undergraduates and net student expenses by type of college; (6) faculty characteristics, including data on the growing use of part-time faculty, the highest degree held by faculty members, and average faculty salaries in 1979-80 and 1987-88; (7) demographic characteristics and salaries of administrators; (8) institutional revenues and expenditures; (9) numbers of associate degrees conferred by year and field of study, and information on the economic value of the associate degree; and (10) the provision of community-based services. (JMC)

A Summary of Selected National Data Pertaining to Community, Technical, and Junior Colleges Appendix for AACJC Statistical Yearbook 1988



AACJC

American Association of Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, N.W., Suite 410
Washington, D.C. 20036-1176
202/293-7050

A Summary of Selected National Data Pertaining to Community, Technical, and Junior Colleges

The following pages draw upon data collected by AACJC, as well as government and other reports published in 1987 - 1988, to present a brief statistical portrait of community, technical, and junior colleges. The report is designed to answer questions frequently asked by the public and the news media and to provide an overview of the most recent data sources on community colleges. A bibliography is appended.

CONTENTS

INSTITUTIONAL CHARACTERISTICS

Number of Colleges

Community, technical, and junior colleges--as defined by AACJC--are regionally accredited postsecondary institutions at which the associate degree is the highest credential awarded. In 1945-46 there were 648 such colleges; slightly less than 50 percent (315) were publicly supported. Today, there are 1,211 community, technical, and junior colleges of which only 14 percent (151) are privately operated. Table One illustrates the tremendous postwar growth of this segment of higher education, especially in the years between 1965 and 1975.

Table One

Public and Private Community, Technical, and Junior Colleges:
1945-46 to 1987-88

	Number of Colleges		
Year	Public	Private	Total
1945-46	315	333	648
1955-56	363	272	635
1965-66	503	268	771
1975-76	1,014	216	1,230
1987-88	1,060	151	1,211

Source: AACJC

College Size

In terms of enrollment size, community, technical, and junior colleges constitute a diverse set of institutions. Enrollments at public community colleges break down approximately as follows:

- 25 percent enroll up to 1,390 students,
- 25 percent enroll 1,391 to 2,766 students,
- 25 precent enroll 2,767 to 5,755 students, and
- 25 precent enroll 5,756 students or more.

Generally, private colleges are smaller:

- 25 percent enroll up to 334 students,
- 25 percent enroll 335 to 523 students,
- 25 percent enroll 524 to 946 students, and
- 25 percent enroll 946 students or more.

ENROLLMENT TRENDS

As Table Two indicates, postwar enrollments at community, technical, and junior colleges grew tremendously through the 1970's. Between 1965 and 1975, total enrollment grew by 231 percent. Enrollment continued to grow at a slow pace between 1976 and 1982, declined slightly between 1982 to 1985, and picked up again in Fall 1986 and Fall 1987.

Early estimates for Fall 1988, based on a survey of 50 randomly selected colleges--as well as anecdotal evidence reported by other institutions--indicate that enrollment continues to increase. AACJC estimates that headcount enrollment for Fall 1988 stands at approximately 5.3 million, up five percent from Fall 1987. The early findings also indicate that increasing numbers of young and full-time students are choosing community, technical, and junior colleges for their first college experience. While the number of full-time students decreased steadily for Fall 1983 through Fall 1987, early estimates indicate that the number of full-time students probably increased from Fall 1987 to Fall 1988.

Table Two

Fall Headcount Enrollment
at Community, Technical, and Junior Colleges

Year	Public	Private	Total
1945	216,325	78,150	294,475
1955	683,129	82,422	765,551
1965	1,152,086	140,667	1,292,753
1975	3,921,542	147,737	4,069,279
1976	3,939,173	145,803	4,084,976
1977	4,160,611	149,373	4,309,984
1978	4,159,456	144,602	4,304,058
1979	4,334,344	153,528	4,487,872
1980	4,666,286	159,645	4,825,931
1981	4,742,861	144,814	4,887,675
1982	4,823,003	141,376	4,964,379
1983	4,799,768	148,207	4,947,975
1984	4,702,901	133,918	4,836,819
1985	4,597,838	132,397	4,730,235
1986	4,737,123	132,492	4,869,615
1987	4,922,291	135,155	5,057,446
*1988	5,162,000	138,000	5,300,000

Source: AACJC
* Estimated

STUDENT CHARACTERISTICS

Age

Since 1970, the proportion of college and university students who are 30 or older has increased dramatically, especially for women. Government projections (Table Three) indicate that this trend will continue through the mid-1990's.

Community colleges enroll larger proportions of older students than higher education as a whole. The mean (average) age of students in for-credit classes at public community colleges is 28; the modal age is 19, and the median age 24. Thus, 50 percent of the students are older than the traditional college-age cohort (18 through 24).

Although there are no reliable data on the age of noncredit students, it can be safely assumed that they are presently an older cohort, with the average age well into the 30's.

Table Three

Students Who Are 30 or Older
as a Percent of
Total Higher Education Enrollment, 1970 - 1995

	Year				
	1970	1975	1980	1985	1995 Projected
Men					
% under 30	86%	80%	82%	79%	72%
% 30 or older	14%	20%	18%	21%	28%
Women					
% under 30	84%	77%	75%	70%	62%
% 30 or older	16%	23%	25%	30%	38%

Source: Bureau of the Census, 1988, p. 141

Gender

The number of women attending community, technical, and junior colleges grew rapidly in the 1970s Accounting for only 40 percent of all students in Fall 1970, women accounted for 53 percent of all enrollees in Fall 1987.

The growing participation of women in community college education is reflected in statistics on associate degree conferrals. Between 1975 and 1985, the number of associate degrees awarded to women increased by 49 percent. In contrasts, the number awarded to men increased by only 6 percent (Kroe, 1987).

Ethnicity

According to government figures for Fall 1986, the latest year for which comprehensive data are available, minorities make up 22 percent of all students enrolled at community, technical, and junior colleges. Of the students enrolled in Fall 1986,

- 78 percent were white
- 10 percent were black
- 7 percent were Hispanic
- 4 percent were Asian
- 1 percent were Native American

In terms of higher education as a whole, minorities are more likely to attend community, technical, and junior colleges than whites. Enrolling only 36 percent of the nation's white college students, community colleges enroll 57 percent of Native American college students, 55 percent of Hispanic college students, 43 percent of all black college students, and 41 percent of all Asian college students (Center for Education Statistics, 1988b).

Part-Time Status

In Fall 1987, part-time learners accounted for 67 percent of all students enrolled in credit classes at community colleges, up from 48 percent in 1970, 54 percent in 1976, and 65 percent in 1986.

Student Educational Objectives

As open-admissions institutions, community colleges enroll students with a wide range of educational objectives. In a recent national survey conducted for the Carnegie Foundation for the Advancement of Teaching, researchers asked community college students to indicate "What is your primary reason for enrolling at this college at this time?" The students responded as follows:

- 36 percent indicated "preparation for transfer to a four-year college or university;"
- 34 percent replied "to acquire skills needed for a new occupation;"
- 16 percent answered "to acquire skills needed for a current occupation,"
- 15 percent indicated "to fulfill a personal interest;" and
- 4 percent said "to improve basic English, reading, or math skills."

(Some students chose two or more reasons: the percentages do not total to 100. Source: Commission on the Future of Community Colleges, 1988.)

Students' educational objectives vary by age and curriculum. For example, 56 percent of the respondents who were 20 or younger indicated "preparation for transfer" as their primary educational objective, compared to only 16 percent of students 33 or older. As for curriculum, 50 percent of all students in liberal arts classes indicated they enrolled to prepare for transfer, compared to 24 percent of students in applied arts courses such as business, engineering technology, secretarial science, allied health, or criminal justice.

Degree Goals

Data collected for the "High School and Beyond' study confirm that community college students are less likely to aspire to baccalaureate or higher degrees than students at four-year colleges and universities. Of the high school seniors participating in this study, those planning to obtain a baccalaureate degree were most likely to attend a four-year institution than a public community college (40 percent and 16 percent respectively). Only 13 percent of the students who planned to obtain an advanced graduate degree attended a public two-year institution, while 69 percent attended a four-year college or university (El-Khawas and others, 1988).

Academic Ability

Data in Table Four derived from the "High School and Beyond" study, demonstrate that, on average, community college students begin postsecondary studies with lower levels of academic achievement than students at four-year colleges and universities. Only 9 percent of high school seniors with an "A" average attend community colleges in the first year after graduation; in contrast, 44 percent of these "A" students attend public four-year colleges and 27 percent attend private four-year colleges.

It must be remembered that these figures reflect average trends and that community colleges enroll large numbers of academically-able students. Nonetheless, community colleges provide access for a disproportionately large share of students whose academic backgrounds render them unlikely candidates for admission to four-year colleges and universities. In admitting these students and providing remediation and support services where needed, community colleges undertake one of the most difficult tasks facing higher education today.

Table Four

Percentages of High School Students Attending Community Colleges and Four-Year Colleges, by High School Grade Point Average

	1980 High School Graduates		
	Students with "A" average	Students with "B" average	Students with "C" average
% attending a public community college in Fall 1980	9%	17%	13%
% attending a public four-year college in Fall 1980	44%	31%	6%
% attending a private four-year college in Fall 1980	27%	11%	3%

SOURCE: El-Khawas and others, 1988, p 20

FINANCIAL AID

How do students at community, technical, and junior colleges finance their college education? Data released by the U. S. Department of Education in its initial report of the National Postsecondary Student Aid Study (NPSAS) address this question, shedding light on who receives financial aid, who does not, how much financial aid is received, and what proportion of student costs are covered by financial aid programs. Based on a national survey of undergraduate students enrolled in Fall 1986, as well as an analysis of financial aid records for those students, the report shows that student costs and financial aid usage vary greatly between segments of postsecondary education. Of all undergraduates, public community college students are least likely to receive financial aid, while proprietary school students are most likely to take advantage of aid programs.

Here are some of the highlights.

- Only a small minority (9 percent) of American undergraduates--regardless of the type of institution attended--rely solely on their parents for financial support. At public community colleges, students support themselves in a variety of ways, using a combination of financial aid, parental contributions, and their own earnings. Fully 80 percent rely at least in part on their own earnings:

Source of Support	% of Public Community College Students
Financial Aid and Parents Only	4%
Financial Aid Only	7%
Parents Only	8%
Financial Aid, Parents, and Student Earnings	9%
Financial Aid and Student Earnings	10%
Parents and Student Earnings	26%
Students Earnings Only	35%

- Public community and technical colleges enroll larger proportions of self-supporting students than any other sector of higher education, with the exception of proprietary schools.

Table Five

Dependency Status of Undergraduate Students, by Type of College Attended

	Dependency Status	
Type of College	Percent Who are Financially Dependent on Parents	Precent Who are Financially Independent of Parents
Public Colleges		
4-year doctoral	75%	25%
other 4-year	69%	31%
community college	48%	52%
1-year technical schools	40%	60%
Private, Non-Profit Colleges		
4-year doctoral	80%	20%
other 4-year	72%	28%
junior college	69%	31%
Private, For Profit	46%	54%

Source: Korb and others, 1988

- Student participation in financial aid programs varies greatly, from 28 percent of those enrolled at public community colleges to 84 percent of those enrolled at for-profit institutions. The federal government is the largest source of financial aid, regardless of institutional type. (See Table Six)

Table Six

Percent of Undergraduates Receiving Financial Aid
by Source of Aid
Fall 1986

	Source of Aid				
Type of College	Non-aided	Federal	State	Institutional	Other
Public Colleges					
4-year doctoral	53%	36%	14%	14%	7%
other 4-year	53%	38%	19%	9%	6%
community colleges	71%	20%	9%	5%	6%
1-year technical school	48%	42%	14%	5%	5%
Private, Non-Profit					
4-year doctoral	38%	46%	21%	38%	11%
other 4-year	32%	50%	29%	42%	12%
junior colleges	36%	48%	25%	26%	7%
Private, For-Profit	16%	81%	10%	4%	4%

Source: Korb and others, 1988.

NOTE: Percentages across rows may total to more than 100, because some students receive aid from multiple sources

- Financial aid awards to public community college students are generally lower than awards to students in other institutions. The average award to full-time, full-year public community college students in Fall 1986 was $2,053, compared to $3,337 for undergraduates attending public, doctoral-granting four-year colleges. Full-time, full-year students at private, for-profit colleges received the highest average award: $4,025. Average awards by source of aid are presented in the table on the next page.

Table Seven

Average Amount of Aid Awarded to Full-Time, Full-Year Undergraduates for the 1986-87 Academic Year, by Source of Aid

	Source of Aid			
Type of College	Federal	State	Institutional	Other
Public Colleges				
4-year doctoral	$2,970	$1,091	$1,521	$1,336
other 4-year	2,630	928	996	1,070
community colleges	2,008	636	627	819
1-year technical school	2,276	907	*	*
Private, Non-Profit				
4-year doctoral	3,843	2,047	3,691	2,251
other 4-year	3,394	1,824	2,319	1,531
junior colleges	2,928	1,424	1,776	1,208
Private, For-Profit	3,631	1,825	2,182	2,751

Source: Korb and others, 1988.
* Too few cases for a reliable estimate.

- Overall, the Guaranteed Student Loan Program is the largest source of federal financial aid for American undergraduates, both in terms of the proportion of students receiving aid and the average amount of aid awarded. However, students at public community colleges are less likely than other undergraduates to take out student loans, perhaps due to the large number of part-time students enrolled.

Table Eight

Percent of Undergraduates Receiving Financial Aid, by Source and Type of Institution: Fall 1986

	Source of Aid				
Type of College	Pell Grants	SEOG	NDSL	Work Study	GSL
Public Colleges					
4-year doctoral	17%	5%	8%	4%	22%
other 4-year	21%	6%	7%	6%	20%
community colleges	12%	3%	1%	2%	6%
1-year technical school	26%	2%	2%	3%	18%
Private, Non-Profit					
4-year doctoral	13%	8%	14%	9%	34%
other 4-year	19%	10%	12%	11%	36%
junior colleges	26%	5%	4%	5%	32%
Private, For-Profit	47%	10%	8%	1%	67%

Source: Korb and others, 1988.

- What proportion of total expenses are covered by financial aid? The NPSAS study answered this question by examining "net price," the difference between the amount of student financial aid received and the cost of attending college. While the net price varies depending on whether student-reported expenses are used in the calculation as opposed to institution-determined expenses, findings show that financial aid covers about 60 percent of the expenses incurred by full-time, full-year students attending public community colleges. The data also highlight the fact that community colleges, in comparison to other postsecondary institutions, offer students a cost-effective education.

Table Nine

Net Student Expenses for Full-Time, Full-Year Undergraduates
Receiving Financial Aid: Fall 1986

Type of College	Average Total Expenses	Average Total Aid Received	Average Net Price
Public Colleges			
4-year doctoral	$ 5,005	$ 3,310	$ 1,695
other 4-year	4,555	2,958	1,597
community colleges	3,262	2,065	1,197
1-year technical school	3,055	2,542	513
Private, Non-Profit			
4-year doctoral	11,529	6,529	5,000
other 4-year	9,397	5,226	4,171
junior colleges	6,442	3,953	2,489
Private, For-Profit	6,947	4,041	2,906

Source: Korb and others, 1988.

FACULTY

Part-Time Faculty

A major trend in community college staffing is the growing use of part-time faculty, who now constitute approximately 58 percent of all community college faculty members. The number of part-timers employed at community, technical, and junior colleges has increased steadily since 1979, as Table Ten illustrates.

Table Ten

Number of Full-Time and Part-Time Faculty at Community, Technical, and Junior Colleges, 1970 - 1986

	Full-Time		Part-Time	
Year	Number	Percent of Total	Number	Percent of Total
1973	89,958	59%	61,989	41%
1976	88,277	44%	111,378	56%
1980	104,777	44%	134,064	56%
1987	107,608	40%	148,628	58%

Educational Background

Since the early 1970's, the proportion of community college faculty members holding a doctorate has increased. But, as Table Eleven illustrates, the master's degree is still the predominant credential.

Table Eleven

Highest Degree Held by Community College Faculty Members

	Men		Women	
Highest degree	1973	1984	1973	1984
Bachelor's or less	11%	13%	13%	14%
Master's	74%	59%	73%	61%
First Professional (law, medicine, other)	3%	7%	4%	11%
Ph. D. or Ed. D.	6%	27%	5%	13%
Other doctorate	1%	1%	1%	<1%
None, other, no answer	5%	<1%	4%	<1%

Faculty Salaries

The average salary for all faculty at community, technical, and junior colleges with faculty rank systems was $30,610 in 1987-1988, up 2 percent from $30,100 in 1986-1987. At institutions that do not rank their faculty, the average faculty salary was $28,950 in 1987-1988. More detailed data on faculty salaries are presented in Table Twelve.

Table Twelve

Average Faculty Salaries at Community, Technical, and Junior Colleges, 1979-1980 and 1987-1988

	Type of Institution					
	Public		Private Independent		Church-Related	
	1979-80	1987-88	1979-80	1987-88	1979-80	1987-88
Professor	$25,190	$38,230	$17,930	$27,290	$15,950	$24,650
Associate Professor	21,270	32,190	16,270	23,870	15,420	22,670
Assistant Professor	17,930	27,270	13,900	20,700	13,260	20,740
Instructor	16,130	23,200	11,320	16,950	10,930	16,810
Colleges with no academic ranks	20,060	29,130	14,170	21,670	12,330	20,130

Source: American Association of University Professors, 1980, 1988

ADMINISTRATORS

Demographic and other Characteristics

A recent national study of college presidents (Green, 1988), as well as data collected by AACJC, yield the following profile of community, technical, and junior college CEO's:

- Women comprise approximately 10% of all community college presidents and campus CEO's.
- Almost half of all Hispanic college presidents in the United States are at community colleges.
- The median age of the community college president is 52, compared to 55 at four-year institutions.
- Of the nation's community college presidents, 40 percent hold the Ph. D. and 40 percent hold the Ed. D.
- A majority (71%) of community college presidents hold graduate degrees in education, compared to only 33 percent of the presidents at four-year colleges and 7 percent of the presidents at doctoral-granting universities.
- Of the nation's community college presidents, only 5 percent have served at their current institution for over 20 years; 52.5 percent have served for five years or less.

Administrator Salaries

The median salary for public community college presidents was $65,000 in 1987-1988, up 5 percent from 1986-1987. The median salary for system or district CEO's was $77,340 in 1987-1988, up 3 percent from the previous year.

Tables Thirteen and Fourteen (on the next page) present more detailed data on administrator salaries.

Table Thirteen

Median Administrative Salaries at Public Community Colleges, 1987 - 1988

Position	College Size (enrollment)			
	1,300 students or fewer	1,301-2,400 students	2,401-4,700 students	4,701 or more students
CEO, System	NA	$61,000	$66,000	$83,475
CEO, Single College	$58,582	65,400	69,651	75,700
Chief Academic Officer	46,544	48,996	53,630	60,827
Chief Business Officer	42,549	47,532	51,115	59,486
Chief Development Officer	37,140	37,293	44,419	49,065
Chief Student Affairs Officer	42,549	44,547	49,000	58,100

Source: Creal and others, 1988

Table Fourteen

Median Administrative Salaries at Private Junior Colleges, 1987-1988

Position	College Size (enrollment)			
	300 students or fewer	301-450 students	451-800 students	801 or more students
CEO	$44,450	$47,108	$60,000	$80,000
Chief Academic Officer	28,829	34,200	43,750	46,750
Chief Business Officer	27,175	35,146	33,500	44,000
Chief Development Officer	25,000	NA	35,700	23,940
Chief Student Affairs Officer	23,500	24,000	32,200	34,000

Source: Creal and others, 1988

INSTITUTIONAL FINANCE

Revenues by Source

Community college revenues are derived mainly from local or state governments. In 1986, state appropriation accounted for almost half (48 percent) of the revenues received by community, technical, and junior colleges; local government funding accounted for 23 percent; tuition accounted for 16 percent; and federal funds accounted for 7 percent (El-Khawas and others, forthcoming).

There are, however, great variations by state. At public community colleges the percent of revenues accounted for by state funds ranges from 81 percent in Nevada to 25 percent in Kansas; the precent of revenues derived from local governments ranges from 59 percent in Kansas to less than 1 percent in Kentucky; in 15 states community colleges receive no local government funds at all. Tuition as percent of total revenues ranges from 43 percent in Vermont to 4 percent in California (Wattenbarger and Mercer, 1988).

Expenditures by Object

In terms of expenditures per full-time equivalent student, community, technical, and junior colleges devote more than half of their resources (54%) to instruction and student services. This compares to 44 percent at four-year institutions.

Table Fifteen

Expenditures Per FTE Student at Community, Technical, and Junior Colleges, FY 1986

Purpose	Expenditure Per FTE Student	Percent of Total
Instruction	$2,038	45%
Research	4	>1%
Administration	955	21%
Public Service	77	2%
Library Services	119	3%
Student Services	392	9%
Plant Operations and Maintenance	505	11%
Scholarships and Fellowships	407	9%
Total	$4,497	100%

Recent Trends in Revenues and Expenditures

Two recent studies--both using data collected by the U.S. Department of Education in Fall 1987--reveal that costs and revenues at community, technical, and junior colleges may be tapering off. Despite modest enrollment increases from 1985 through 1987-88, annual increases in available funding appears to be on the decline. In some cases, real funding in constant dollars has actually decreased.

The Department of Education's preliminary analysis of Fall 1987 data provides the overall picture. Based on a sample of reporting colleges, the Department estimates that current funds revenues available to public community, technical, and junior colleges during fiscal year (FY) 1987 amounted to approximately $12.2 billion, representing a _ percent increase over FY 1986. As Table Sixteen shows, however, this is a small gain in contrast to prior years.

Table Sixteen

Current Funds Revenues at Public Community, Technical, and Junior Colleges: FY 1983 Through FY 1987

Fiscal Year	Total Revenues (in Thousands)	% Change From Previous Year
1983	$ 9,528,924	------
1984	10,211,536	7.2%
1985	11,023,835	8.0%
1986	11,917,281	8.1%
1987*	12,160,614	2.0%

*Preliminary estimate

Source: Center for Education Statistics, 1987, 1988a

Expenditures have also declined. The early estimates from the Department of Education show only a 1 percent increase in expenditures between FY 1986 and FY 1987, compared to 7 and 8 percent increases in the past year.

Table Seventeen

Current Funds Expenditures and Transfers at Public Community, Technical, and Junior Colleges: FY 1987

Fiscal Year	Total Revenues (in Thousands)	% Change From Previous Year
1983	$ 9,402,057	------
1984	10,014,576	6.5%
1985	10,853,247	8.4%
1986	11,668,767	7.5%
1987*	11,809,323	1.2%

*Preliminary estimate

Source: Center for Education Statistics, 1987, 1988a

Data collected by the National Association of College and University Business Officers (NACUBO) in its 10th annual survey of community, technical, and junior colleges reveal a similar leveling-off pattern. The NACUBO analysis (summarized in Tables 18 through 20) show that annual increases in median expenditures per FTE student have declined steadily, both in terms of constant and current dollars. Specific findings include the following:

- Median expenditures per FTE student increased by 2.9 percent from FY 1986 to FY 1987. This compares to a 17.9 percent increase from FY 1984 to FY 1985 and a 7.9 percent increase from FY 1985 to FY 1986.

- In terms of constant dollars, median expenditures per FTE student actually declined by 1.2 percent.

- Median government appropriations per FTE student rose only 3 percent between FY 1986 and FY 1987. In contrast, median revenues per FTE student rose 16.7 percent from FY 1984 to FY 1986 and 11.6 percent from FY 1986 to FY 1987.

- When controlling for inflation, government appropriations per FTE student declined by 1.1 percent from FY 1986 to FY 1987. The median tuition charge -- in terms of constant dollars (base year 1983) -- also declined, from $684 in FY 1986 to $679 in FY 1987.

Table Eighteen

Median Expenditures Per FTE Student at Public Community, Technical, and Junior Colleges: FY 1984 Through FY 1987

Fiscal Year	Current Dollars	% Change from Previous Year	Constant Dollars	% Change From Previous Year
FY 1984	$3,392	--------	$3,219	--------
FY 1985	4,000	17.9%	3,556	10.5%
FY 1986	4,315	7.9%	3,675	3.3%
FY 1987	4,439	2.9%	3,630	-1.2%

Source: Dickmeyer. 1988 (The Higher Education Price Index is used to adjust for inflation: 1983 = 100.)

Table Nineteen

Median Tuition Charge at Public Community, Technical, and Junior Colleges: FY 1984 through FY 1987

Fiscal Year	Current Dollars	% Change from Previous Year	Constant Dollars	% Change From Previous Year
FY 1984	$638	--------	$605	--------
FY 1985	728	14.1%	647	6.9%
FY 1986	803	10.3%	684	5.7%
FY 1987	830	3.4%	679	-0.7%

Source: Dickmeyer, 1988 (The Higher Education Price Index is used to adjust for inflation: 1983 = 100.)

Table Twenty

Median Government Appropriations Per FTE Student at Public Community, Technical, and Junior Colleges: FY 1984 through FY 1987

Fiscal Year	Current Dollars	% Change from Previous Year	Constant Dollars	% Change From Previous Year
FY 1984	$2,344	--------	$2,224	--------
FY 1985	2,735	16.7%	2,431	9.3%
FY 1986	3,053	11.6%	2,600	6.9%
FY 1987	3,144	3.0%	2,571	-1.1%

Source: Dickmeyer, 1988 (The Higher Education Price Index is used to adjust for inflation; 1983 = 100.)

THE ASSOCIATE DEGREE

Number of Conferrals

Between 1974-75 and 1985-86, the number of associate degrees awarded annually rose from 360,171 to 446,047, an overalll increase of 24 percent. To be sure, this increase has not been steady; the number of conferrals dropped in 1978-79 and 1979-80, only to pick up again in 1980-81 and then level off after 1983-84. (See Table 21.)

Overall, four broad subject areas count for approximately 78 percent of all associate degrees awarded; business and management (26.6 percent); liberal arts or general studies (23.4 percent); health sciences (15.1 percent); and engineering technologies (13.2 percent). As Table 22 demonstrates, gender continues to be an important factor in students' choice of academic major. In particular, women are more likely to enroll in allied health programs while men are more likely to enroll in engineering-related fields.

Table Twenty-One

Number of Associate Degrees Awarded: 1975 through 1986

Year	Number Awarded	% Increase Over Previous Year
1975	360,171	--------
1976	391,454	+8.6%
1977	406,377	+3.8%
1978	412,246	+1.4%
1979	402,702	-2.3%
1980	400,910	-0.4%
1981	416,377	+3.8%
1982	435,515	+4.6%
1983	456,441	+4.8%
1984	452,416	-0.9%
1985	454,712	+0.5%
1986	446,047	-1.9%

Source: Stern and Chandler, 1987, p. 102. (1986 data are from unpublished sources at the Center for Education Statistics.)

Table Twenty-Two

Number of Associate Degrees Awarded in Top Ranking Fields of Study, 1984-85, by Gender of Recipient

Field of Study		Number Awarded	% of Total
Men			
	Engineering Technologies	54,900	27%
	Liberal Arts/General Studies	47,200	23%
	Business and Management	41,300	20%
	Other Fields	59,500	29%
			100%
Women			
	Business and Management	79,400	32%
	Health Sciences	60,300	24%
	Liberal Arts/General Studies	59,200	23%
	Other Fields	52,800	21%

A19

Economic Value of the Associate Degree

Data from the Bureau of the Census (1987) compare the earnings of adults with different educational credentials and provide a rare national insight into the incomes of associate degree recipients. Summarized in Table 23, the data substantiate what has long been taken for granted; the higher the academic credential, the higher the average income. Overall, associate degree recipients earn 29 percent more than high school graduates who do not continue their education. In comparison to individuals who complete some postsecondary education without earning a credential, associate degree graduates earn 15 percent more.

Table Twenty-Three

Mean Monthly Income of Persons with Varying Educational Attainment, by Gender and Ethnicity

Educational Attainment	All Persons	Men	Women	Whites	Blacks
Bachelor's Degree	$1,841	$2,455	$1,148	$1,881	$1,388
Associate Degree	1,346	1,755	959	1,367	1,158
Vocational Certificate	1,219	1,822	923	1,248	860
Some College, No Degree	1,169	1,534	789	1,213	862
High School Diploma	1,045	1,510	684	1,080	765
High School Dropout	693	973	453	734	513

SOURCE: U. S. Bureau of the Census, 1987

Income advantages of the associate degree are particularly strong for blacks and women. Blacks with an associate degree earn 51 percent more than blacks with only a high school diploma. Women with the associate degree earn 40 percent more than women with a high school diploma.

Associate degree holders clearly have an advantage over people who do not complete a postsecondary credential. Students who attend college without earning a bachelor's degree would do better to finish an associate degree program rather than leave college without a credential.

COMMUNITY-BASED SERVICES

Community service programs at community, technical, and junior colleges increasingly focus on the job-related and literacy needs of area residents as opposed to recreational and avocational interests. Job-related community service programs include:

- short-term vocational classes (offered at 94 percent of all public community colleges)
- continuing education for professionals (offered at 94 percent of all public community colleges)
- customized job training (offered at 75 percent of all public community colleges)

Customized job training--offered on a contractual basis to local businesses and industries--is one of these colleges' fastest growing community service programs. Another rapidly growing area is adult basic education, now offered at 73 percent of the nation's public community colleges. (Cohen, 1987)

REFERENCES

American Association of University Professors. "Mastering the Academic Marketplace: The Annual Report on the Economic Status of the Profession, 1979-80." Academe, 1980, September issue.

American Association of University Professors. "Mastering the Academic Marketplace: The Annual Report on the Economic Status of the Profession, 1987-88." Academe, 1988, 74(2), 3-75.

Anderson, C. J. 1980 Fact Book for Academic Administrators. Washington, D. C.: American Council on Education, 1980.

Bureau of the Census. Statistical Abstract of the United States, 1988. Washington, D. C.: Bureau of the Census, 1988.

Bureau of the Census. What's It Worth? Educational Background and Economic Status: Spring 1984. Current Population Reports, Series P-70, No. 11. Washington, D. C.: Bureau of the Census, 1988.

Center for Education Statistics. Current Fund Revenues and Expenditures in Institutions of Higher Education: Fiscal Years 1983-1986. Bulletin CS 88-258b. Washington, D. C. U. S. Department of Education, 1988a.

Center for Education Statistics. National Estimates of Higher Education Statistics: 1987. Bulletin CS 88-203 Washington, D. C.: U. S. Department of Education, 1987.

Center for Education Statistics. Trends in Minority Enrollment in Higher Education, Fall 1976 - Fall 1986. Bulletin CS 88-201. Washington, D. C.: U. S. Department of Education, 1988b.

Cohen, A. M. Community College Involvement in the Education of Adults: A Progress Report Submitted to the Carnegie Foundation for the Advancement of Teaching. Los Angeles: Center for the Study of Community Colleges, 1987. (ED 277 428).

Commission on the Future of Community Colleges. Building Communities: A Vision for a New Century. Washington, D. C.: AACJC, 1988.

Creal, R. C. and others. 1987-88 Administrative Compensation Survey. Washington, D. C.: College and University Personnel Association, 1988.

Dickmeyer, N., and Cirino, A. M. Comparative Financial Statistics for Public Community and Junior Colleges, 1986-87. Washington, D. C.: National Association of College and University Business Officers, 1988.

El-Khawas, E., and others. Community College Fact Book. New York: Macmillan, forthcoming.

Green, M. F. The American College President: A Contemporary Profile. Washington, D. C.: American Council on Education, 1988.

Korb, R. and others. Undergraduate Financing of Postsecondary Education. A Report of the 1987 National Postsecondary Student Aid Study. Washington, D. C.: Office of Educational Research and Improvement, U. S. Department of Education, 1988.

Kroe, E. Less-Than-4-Year Awards in Institutions of Higher Education. Washington, D. C.: Center for Education Statistics, 1987.

Ottinger, C. A. (Comp.) 1986-87 Fact Book on Higher Education. New York: Macmillan, 1987.

Stern, J. D., and Chandler, M. O. The Condition of Education. 1987 edition. Washington, D. C.: Office of Education Research and Improvement, U. S. Department of Education, 1987.

Wattenbarger, J. L., and Mercer, S. L. Financing Community Colleges, 1988. Washington, D. C.: AACJC. 1988.