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ABSTRACT

In response to continuing reductions in state tax support for the California Community Colleges (CCC), the CCC Board of Governors is considering a fee increase of from $10-per-unit to $30-per-unit, and has requested the Chancellor's Office (CO) to conduct a study of the impact of such a fee increase. Drawing on a number of information sources, including data from the Student Expenses and Resources Survey, telephone surveys, national data, and local studies, and considering the impact of several fee alternatives, the CO's ongoing study is examining the following questions: how many students are affected by the various fee increases; what other factors influence enrollments; which students are affected and how; how are the colleges affected; how is economic recovery and long-term economic growth in California affected; and how do the CCC's compare with community colleges in other states with regard to fees, access, and educational outcomes? Study results include the following: (1) following spring 1993 fee increases, enrollment declined by 7% from fall 1992, representing a loss of 105,000 students; (2) telephone surveys indicate that the spring 1993 fee increase affected new and low-income students, while surveys of the college districts revealed course cuts in low-enrollment courses, particularly in the arts; (3) new fee increases will have their most significant impact on Asian, Hispanic, and African American students; and (4) while the CCC's train 68 of every 1,000 adults in California, compared to 18 of every 1,000 in other states, the CCC's operate with less total funding per full-time equivalent student than community colleges elsewhere. Detailed data tables are included. (PAA)

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Board of Governors
California Community Colleges
May 13-14, 1993

1993 STUDY OF FEE IMPACT: PHASE 2 6

A Report

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Board of Governors
California Community Colleges
May 13-14, 1993

1993 STUDY OF FEE IMPACT: PHASE 2 — 6

A Report

Background

This study by the Chancellor's Office responds to the Board of Governors (Board) position on finance, adopted January 14, 1993, which, among other things, requests

> ". . .that the Chancellor study, in consultation with our constituencies in the Community College system, the State legislative leadership, and the Governor's Office, the impact of increasing fees up to $30 per unit in a manner which is consistent with the action taken by the Board of Governors in July 1992, in order to consider a fee increase."

This Board action comes on the heels of increased fees for spring 1993 and the Governor's proposed 1993-94 budget, which would reduce tax support for the California Community Colleges by 11 percent (from 1992-93) and in which it is suggested that the gap in revenues be filled by the Board increasing community college student fees by as much as $30 per unit.

The legislative action on spring 1993 community college fees raised the enrollment fee for students with baccalaureate degrees from $6 per unit to $50 per unit—with certain exemptions—and, for all other credit students, from $6 per unit to $10 per unit, and removed the 10-unit limit on courses for which students would be charged. This legislation (SB 766, 1992) also requires the Board to report to the Legislature by January 1, 1994, on the "... implementation and impact of this section."

Study Method

The Research and Analysis unit (R&A) of the Chancellor's Office Policy Analysis and Development Division, working with a Chancellor's Office cabinet subcommittee, has responsibility for conducting the study requested by the Board. The Chancellor's Office is working with a wide variety of groups, including the Research and Planning Group for the California Community Colleges, to interpret current and possible future trends in community college education.

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This study is being carried out in three phases:

1. A first part, presented at the March 1993 meeting of the Board, in which Chancellor's Office staff presented (1) five basic survey questions; (2) estimated enrollment trends; (3) possible consequences of alternative fee proposals; (4) comparisons of fees, financial aid, and access in community colleges across the country; and (5) other relevant data.

2. This report, which includes additional survey research on spring 1993 California Community Colleges enrollment, the impact of possible fee increases on different types of students, and the role of community colleges in California's economic recovery.

3. Work called for in SB 766 (1992) and due by January 1994: A review of fee impact based on actual counts and characteristics of students in spring 1993.

Analysis

We are using several information sources and existing Board policy to address five basic questions in the analysis for this study and to analyze the following fee alternatives:

A. **Existing Law.** Continue the fees implemented this spring into next year and thereafter. Assumes that total community college tax revenues grow at same rate as Proposition 98 (P98).

B. **Governor's Proposal.** Increase credit fees from $10/unit to $30/unit ($50/unit to $104/unit for BA/BS), with 30 percent of fee revenue used for financial aid. Assumes that community college tax revenues are reduced in 1993-94 by 11 percent, then increase at same rate as P98 thereafter.

C. **Option C.** Increase credit fees from $10/unit to 15/unit in 1993-94 and by an inflationary adjustment (COLA) thereafter (BA/BS fee decreases over three years from $50/unit to $39/unit in 1993-94, $28/unit in 1994-95, and $17/unit in 1995-96, to be increased by COLA thereafter); with 50 percent of fee revenues used for financial aid. Assumes that total community college tax revenues grow at same rate as P98.

D. **Option D.** Increase credit fees from $10/unit to $15/unit in 1993-94, to $20/unit in 1994-95, and to $25/unit in 1995-96 (increasing rates for BA/BS from $50/unit to $68/unit to $86/unit and to $104/unit over three years); with 40 percent of fee revenues used for financial aid. Assumes that total community college tax revenues grow at rate equal to that of P98 less 3 percent each year.

Along with these options, two other policies, which might be incorporated into any of the above alternatives, would be to charge noncredit students taking personal enrichment classes and to structure the enrollment fee with a ceiling or floor or both.

Study Questions

1. *How many students are impacted by various fee increases? What other factors determine enrollments?*

   The California Community Colleges student enrollment is affected by changes in the cost or price of attending a community college, along with other factors, such as economic conditions, population changes, community college budgets, and the policies of other educational suppliers.

   Three of the five major declines in community college enrollment during the past twenty years, including the current spring 1993 experience, have, in large part, been the result of fee increases. Revised estimates show that the spring 1993 enrollments are down by 7 percent from fall 1992—a loss of 105,000 students—apparently a loss made up of:

   - 60,000 (4%) due to $44/unit increase in baccalaureate fee, and
   - 45,000 (3%) due to $4/unit increase in enrollment fee and to course section cutbacks.

   Overall, 1992-93 full-time equivalent students (FTES) are estimated at 921,000—a decline of 32,000 FTES (just over 3%) from 1991-92, due not only to student fee changes, but also to community college budget provisions; 1992-93 community college budgets have decreased in buying power by about 2 percent from the prior year.

   It is estimated that the Governor's budget proposal for 1993-94 (Option B) would deter some 21 percent of community college enrollment during its first year, while fee Options C and D would produce fewer student losses. In years 2 and 3, only Option D negatively impacts enrollment since its fee rate continues to increase, while the other options do not.

   All options, including a continuation of existing fee and other statutes, result in FTES estimates that are far below existing demand. The California Community Colleges are and will continue to be unable to serve a large number of Californians who want to enroll.

2. *Which students are impacted? In what ways? What are their goals?*

   Prior experience with fee increases helps to determine which students may be affected by future fee increases. Review of the 1984 general

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enrollment fee increase showed that low-income students, African-American students, and part-time students taking from 6 to 11 units were the most affected.

Spring 1993 enrollment of students with baccalaureate degrees has dropped an estimated 40 percent to 50 percent because of the $50-per-unit differential fee they must pay. A preliminary telephone survey indicates that also impacted in spring 1993 were new and low-income students, the former because of registration priorities favoring continuing students and the latter because of the general enrollment fee increase of $4 per unit. For other students, the lifting of the 10-unit maximum for which they are charged means that they are taking fewer elective courses, particularly in the arts and humanities.

Based on past experience, future fee increases will have the greatest impact on financially self-supporting, low-income students. Our estimates show that those most affected by fee increases likely will be: African-Americans, Asians, and Hispanics; financially self-supporting and taking classes in basic skills or training for their first job; and those working less than twenty hours per week.

Those least affected by fee increases are likely to be Caucasians; pursuing "other" goals (than transfer, vocational or basic skills) and, if dependent, training for a job change; and financially self-supporting, but working more than thirty hours per week.

This estimated enrollment change from a large fee increase contrasts sharply with recent community college enrollment growth patterns. Recent gains in the enrollment of underrepresented students could be reversed in part by fee increases.

3. *How are the colleges impacted (by fee increases) in their curriculum and services, budgets, and administrative functions?*

The impact of current and possible future fee increases on community colleges must be analyzed in the context of recent budget provisions. After five years of adequate budget provisions (COLA + growth + program improvement), community colleges received an increase of just 1.4 percent in revenue in 1991-92 and will receive 0.8 percent in 1992-93. Moreover, virtually all community colleges entered 1992-93 over their funded cap, i.e., they had been enrolling over 50,000 FTES statewide (6% of total FTES) for which they were not funded. Despite reduced resources, community colleges still managed to enroll an FTES increase of 3 percent that year by increasing course section sizes.

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The estimated 1992-93 appropriation again leaves community colleges with fewer real resources. As a result, there have been further cuts in course sections and, with increased fees, enrollment losses.

Much of the enrollment loss has been among students who were taking courses that were not otherwise in high demand. Demand continues in certain other disciplines, however. Two of every three colleges report they had class waiting lists in spring 1993, nearly always in mathematics, English, and certain of the sciences. This reflects (1) the continuing, unmet demand for classes in English as a second language (ESL); (2) the increasing demand for transfer courses by students who, in past years, would have attended the University of California and California State University directly; and (3) demand on the part of students pursuing programs in the health professions.

Analysis of future fee and funding options, including that in the Governor's Budget, is constrained by the uncertainty surrounding the amount of state and local tax revenue that might be available for community colleges. The varying assumptions used in each of the three alternatives examined in this study produce widely varying results.

A very large increase in one year, like that in the 1993-94 Governor's budget proposal, would reduce the California Community Colleges enrollment substantially, and the impact on college budgets and programs is not clear. Student losses would result in there being greater revenues per FTES, but fewer resources overall and, therefore, a need for further cuts in curriculum and services.

4. *How does a fee increase impact California regarding economic recovery? Long-term economic growth? Sociologically?*

For some California industries, like health, community colleges train as many as two-thirds of the labor force in many jobs. If community colleges training is reduced, as it could be under some fee increase options, it is not clear that other suppliers will fill the void.

Reductions in defense spending, external competition, and the recession in general have resulted in California job losses, many of which—in durable manufacturing and aerospace industries—will not reappear when recovery takes place. Individuals displaced by these conditions will need to be retrained for other careers, many of which are and can be taught at community colleges.

Continued pressures from the unemployed, rapidly increasing numbers of high school graduates, and a continued increase in the general population

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means that the need for job skills training and retraining in California during the 1990s will be greater than at any time in the state's history. In any given term, community colleges train about two-fifths of their students (nearly 600,000 individuals) in career skills; any reduction in this activity could impede California's economic recovery.

Unlike most other California institutions of postsecondary education and community colleges across the country, the California Community Colleges enrollments contain a greater proportion of underrepresented minorities than does the adult population of the state. This factor is significant because four-fifths of the growth in California's labor force during this decade will be among those Asian and Hispanic populations that report the lowest incomes. As noted above, fee increases will have their most significant impact on Asian, Hispanic, and African-American students.

5. *How do the California Community Colleges compare with community colleges in other states regarding fees, access, and educational outcomes?*

Prior study (Board of Governors March 1993 Agenda, Item 7, *1993 Study of Fee Impact*) revealed the following:

- State and local tax support per FTES for community colleges is less than that reported by community colleges in other large states, and the California Community Colleges operate with $1,300-per-FTES less total funding than community colleges elsewhere.

- California Community Colleges train a much higher proportion of the state's adults (68 of every 1,000 adults) than is the case across the country; the national average for community colleges is 18 of every 1,000 adults.

- Community colleges with high fees and high financial aid are characterized by relatively low rates of access. The delivery of financial aid does not appear to increase in proportion to increased fees in colleges across the country.

District Impact

This study arises from discussions that began at the state, not local, level, largely because of the severe fiscal situation faced by the state budget—the major source of community college revenues.

Whatever changes are made to fees, the impact upon local districts will be significant. At best, districts must balance tax and fee revenues in planning their budgets for uncertain enrollments in 1993-94. At worst, districts could be faced with having to implement substantial fee and financial aid increases on very short notice.

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Policy Analysis and Development

Chuck McIntyre, Director
Research and Analysis

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STUDY OF FEE IMPACT, 1993

Reason for Study

This Chancellor's Office study responds to the California Community Colleges Board of Governors (Board) position on community college finance, adopted January 14, 1993, in which, among other things, it requests

> "... that the Chancellor study, in consultation with our constituencies in the Community College system, the State legislative leadership, and the Governor's Office, the impact of increasing fees up to $30 per unit in a manner which is consistent with the action taken by the Board of Governors in July 1992, in order to consider a fee increase."

This Board action comes on the heels of increased fees this spring term (1993) and the Governor's proposed 1993-94 budget, which would reduce tax support for the California Community Colleges by 11 percent (from 1992-93) and in which it is suggested that the gap in revenues be filled by the Board increasing community college student fees up to $30 per unit.

The legislative action on spring 1993 community college fees raised the enrollment fee for students with baccalaureate degrees from $6 per unit to $50 per unit—with certain exemptions—and, for all other credit students from $6 per unit to $10 per unit, and removed the 10-unit limit on courses for which students would be charged. This legislation (SB 766, 1992) also requires the Board to report to the Legislature by January 1, 1994, on the "... implementation and impact of this section."

The Board's July 1992 position on fees proposes:

- funding that
    - "supports the California Community Colleges mission as defined in statute,"
    - maintains the "statutory split of P98 funds," and
    - would "maximize educational opportunities."
- that enrollment priorities, if needed, "should be set by the Board in concert with the colleges"; and
- that if a fee increase is needed, it be accompanied by the following conditions:

- Any fee revenue should remain in the system to improve access and the quality of programs;
- Any change in fees should be fair, moderate, and predictable;
- The Board should be provided with regulatory authority to set fees with parameters established by the Governor and Legislature; and
- Adequate time should be provided for orderly implementation.

Board deliberations on community college fees and funding are taking place among a number of actions and efforts by other segments and agencies. These are described briefly below.

The California State University (CSU) Trustees and the University of California (UC) Regents have recommended substantial increases in student fees for 1993-94:

		Undergraduate Fees			
		1992-93	1993-94	Change	Percent
CSU	0 - 6 units	$ 756	$1,032	$276	37
	> 6 units	1,308	1,788	480	37
UC		$3,044	$4,039	$995	33

The proposed CSU fee increase, which requires legislative ratification, is part of a Trustee policy in which fees increase from 20 percent of instructional costs in 1993-94 to one-third of such costs by 1995-96. Among other principles in the CSU policy is one advocating that enrollment levels be determined by state budget support while student fee revenues be used to enhance the academic program. This presumably would require a change in statute since CSU tuition is now limited to $25 per year, to be used only for instructional support.

The UC fee action is one element of a three-part plan by the Regents to accommodate what is estimated to be a $243 million budget shortfall in 1993-94. Other elements include a temporary salary reduction (with offsetting retirement contributions) and a voluntary early retirement program.

In contrast to these proposals, the Assembly Committee on Higher Education issued a draft report on April 12, 1993, in which it recommended that:

- undergraduate education for California resident, first-time students be free;
- fees for others be set in a predictable way, six months in advance, and

- rise according to California personal income, but never more than 10 percent per year;

- vary among students, based upon analysis of their ability to pay.

The Legislative Analyst's Office (LAO) has indicated a preference for two fee and/or funding options for community colleges, to be implemented separately or concurrently:

- statewide enrollment priorities that target funds toward transfer and vocational education, and

- higher fees and higher financial aid.

The LAO also supports the use of targeted fees for areas such as dropped courses, materials, and noncredit instruction. While supporting the BA/BS fee and defunding, the LAO proposes modifying the definition of dislocated workers to make more low income persons eligible for fee exemptions.

In a March 24, 1993, draft report, the California Postsecondary Education Commission (CPEC) staff discussed four alternatives for undergraduate student fee policies:

- Index fees to a three-year moving average of state support per FTE student, up to 10 percent in fiscal emergencies. Just over one-half of new fee revenue would go to financial aid.

- Set fees as a percentage of the cost of instruction. (The California Community Colleges now charge students about 10% of the cost of education.)

- Set fee based on students' (or parents') income.

- Use guidelines, rather than specific formulae, to set fees.

Study Method

The Research and Analysis Unit (R&A) of the Chancellor's Office Policy Analysis and Development Division, working with a Chancellor's Office cabinet subcommittee, is conducting the study requested by the Board. The Board request for consultation is being fulfilled by Chancellor's Office staff in work with a variety of groups.

The effective time frame for the study is short (see Appendix A)and is being carried out in three phases. The first phase of the study was presented by Chancellor's Office staff to the Board in March 1993, and included:

(1) formulation of study questions;

(2) estimated enrollment trends;
(3) likely consequences of alternative fee proposals;
(4) comparisons of community college fees, financial aid, and access across the country; and
(5) commentary about the colleges' impact on economic recovery.

The second phase, in this report, includes discussions of:

(1) further information on spring 1993 enrollments,
(2) consequences of fee proposals on specific student groups,
(3) impact of current conditions on the colleges, and
(4) colleges' impact on California's economy.

Part of this May 1993 report draws upon studies conducted in over one dozen community colleges and coordinated by Chancellor's Office staff through the Research and Planning (RP) Group, an organization of community college research professionals.

The third phase of this study is that called for in SB 766, due by January 1994. This phase would review fee impact based on actual counts and characteristics of students in spring 1993, as derived from the Chancellor's Office Management Information System and from further findings of the local studies managed by the RP Group.

In summary, we are using the following information sources in this study:

- Forecasting Model
- SEARS (Student Expenses and Resources Survey) data
- Telephone survey (of 35 districts)
- National data
- Chancellor's Office Management Information System data
- Papers by Chief Instructional Officers and others
- Local studies, coordinated through the RP Group

Study Questions and Alternatives

Chancellor's Office staff formulated a series of five basic questions as a basis for conducting this study and presented them to the Board in March 1993:

1. How many students are impacted by various fee increases? What other factors determine enrollments?

2. Which students are impacted? In what ways? What are their goals?

3. How are the colleges impacted (by fee increases) in their curriculum and services, budgets, and administrative functions?

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4. How does a fee increase impact California regarding economic recovery? Long-term economic growth? Sociologically?

5. How do the California Community Colleges compare with community colleges in other states regarding fees, access, and educational outcomes?

In addition, Chancellor's Office staff continues to examine the consequences of four basic fee alternatives:

1. **Existing Law**. Continue the fees implemented this spring into next year and thereafter. Assumes that total community college tax revenues grow at same rate as Proposition 98 (P98).

2. **Governor's Proposal**. Increase credit fees from $10/unit to $30/unit (from $50/unit to $104/unit for BA/BS), with 30 percent of fee revenue used for financial aid. Assumes that community college tax revenues are reduced in 1993-94 by 11 percent, then increase at same rate as P98 thereafter.

3. **Option C**. Increase credit fees from $10/unit to $15/unit in 1993-94 and by an inflationary adjustment (COLA) thereafter (BA/BS fee decreases over three years, from $50/unit to $39/unit in 1993-94, $28/unit in 1994-95, and $17/unit in 1995-96 to be increased by COLA thereafter); with 50 percent of fee revenues used for financial aid. Assumes that total community college tax revenues grow at same rate as P98.

4. **Option D**. Increase credit fees from $10/unit to $15/unit in 1993-94, to $20/unit in 1994-95, and to $25/unit in 1995-96 (increasing rates for BA/BS from $50/unit to $68/unit to $86/unit and to $104/unit over three years); with 40 percent of fee revenues used for financial aid. Assumes that total community college tax revenues grow at rate equal to that of P98 less 3 percent each year.

Along with these alternatives, two other policies, which might be incorporated into any of the above alternatives, would be to charge noncredit students taking personal enrichment classes and to structure the enrollment fee with a ceiling or floor or both.

Study Questions Discussed

1. *How many students are impacted by various fee increases? What other factors determine enrollments?*

Experience shows that the California Community Colleges student enrollment is affected by changes in the cost or price of attending a community college. Enrollment also is affected by economic conditions, population changes, community college budgets and the resulting curriculum and services, and the policies of other suppliers, such as the University of California (UC) and the California State University (CSU). (See *1993 Study of Fee Impact*, March 1993 Board Agenda, Item 7, Appendix C.)

There have been five significant losses in the California Community Colleges enrollment during the past two decades (Figure 1):

- 1978, due to budget cutbacks from Proposition 13;
- 1982, due to budget cutbacks;
- 1983, due to budget cutbacks, uncertainty about fees, and economic recovery;
- 1984, due to fee increases; and
- 1993 (spring), due to fee increases and budget cutbacks.

Revised estimates show that spring 1993 community college enrollments are down by 7 percent from fall 1992—a loss of 105,000 students from the fall 1992 estimated enrollment of 1,504,000. (This is a smaller loss than reported in March 1993, the difference largely attributable to late registrations and enrollment in short courses; see Table 1.)

Probable components of the spring 1993 loss include:

- 60,000 (4%) due to $44/unit increase in baccalaureate fee, and
- 45,000 (3%) due to $4/unit increase in enrollment fee and course section cutbacks.

Overall, 1992-93 FTES are estimated at 921,000—a decline of 32,000 FTES, or 3.3 percent, from 1991-92. This overall result is due not only to student fee changes, but also to community college budget provisions: 1992-93 California Community Colleges budgets have decreased in buying power by more than 2 percent from the prior year (see below), in the face of increasing demand due to increased unemployment and population.

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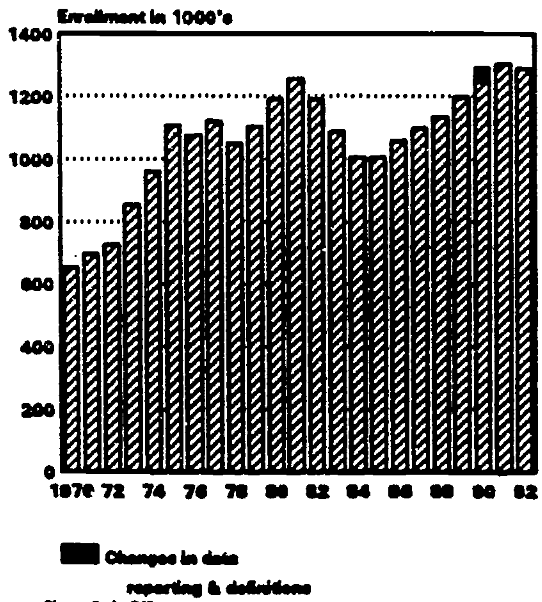
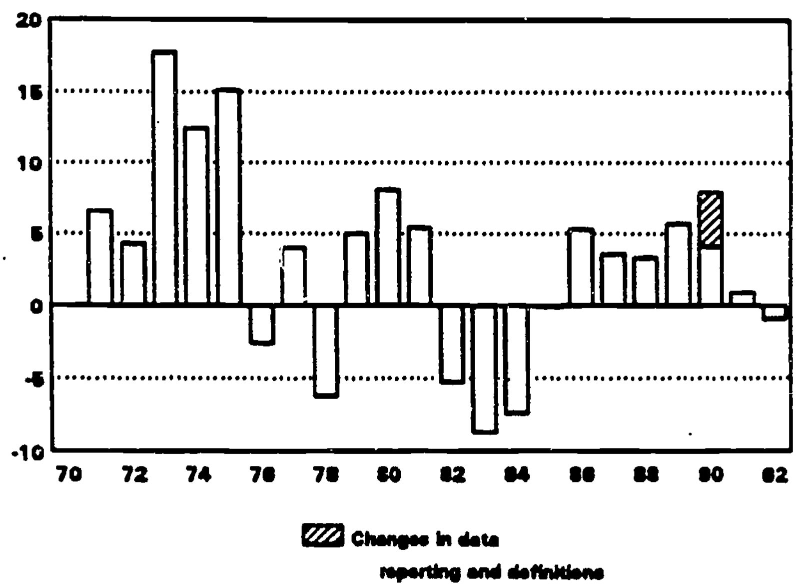
Figure 1
CALIFORNIA COMMUNITY COLLEGES
Credit Enrollment



Source: Chancellor's Office

Percent Change in Credit Enrollment



Source: Chancellor's Office

Table 1

COMMUNITY COLLEGE ENROLLMENT AND FTES

YEAR	ENROLLMENT	%CHG FROM PRIOR YEAR	FTES	%CHG FROM PRIOR YEAR
1990–91				
Fall	1,508,000	3.9%		
Annual			925,136	5.6%
Spring	1,513,000			
1991–92				
Fall	1,519,000	0.7%		
Annual			952,666	3.0%
Spring (Est.)	1,521,000			
1992–93 (Estimate)				
Fall	1,504,000	–1.0%		
Annual			921,000	–3.3%
Spring	1,399,000	–8.0% (–7% from Fall 1992)		

SOURCE: Chancellor's Office, April 1993.

Estimates of alternative fee proposals are summarized in Figure 2 and Table 2 (see March 1993 Board Agenda, Item 7, Appendix C, for details). The Governor's proposal is estimated to deter some 21 percent of community college enrollment during its first year, while Options C and D produce fewer student losses. In years two and three, only Option D negatively impacts enrollment since its fee rate continues to increase, while the other options do not.

All proposals, including a continuation of existing fee and other statutes, result in FTES estimates that are far below existing demand. Estimates of "enrollment demand"—defined as what community colleges could serve had there been adequate budgets and no fee increases after 1990—are substantially higher at more than one million FTES. The California Community Colleges are and will continue to be unable to serve a large number of Californians who want to enroll.

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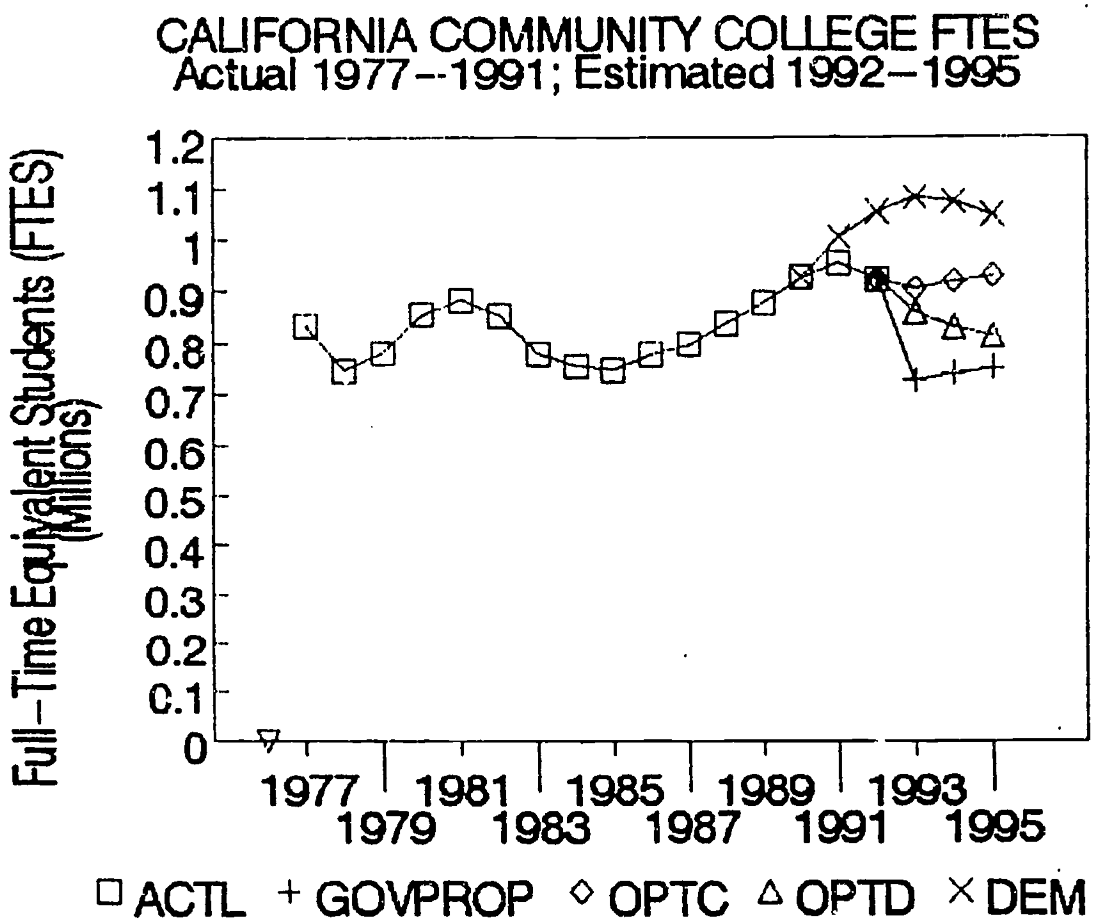
Figure 2



ACTL: ACTUAL
GOVPROP: GOVERNOR'S PROPOSAL
OPTC: OPTION C
OPTD: OPTION D
DEM: DEMAND

SOURCE: Chancellor's Office, Research and Analysis Unit, February 1993.

Table 2
CALIFORNIA COMMUNITY COLLEGE FULL-TIME EQUIVALENTS (FTE)
ESTIMATED IMPACT OF FEES AND BUDGETS

YEAR	ACTUAL	CURRENT POLICY	GOVERNOR'S PROPOSAL	OPTION C	OPTION D	DEMAND
1977	833,615					
	747,182					
1979	781,070					
	853,550					
1981	880,529					
	851,936					
1983	778,781					
	755,603					
1985	748,071					
	777,032					
1987	796,187					
	837,092					
1989	876,231					
	925,136					925,136
1991	952,666					1,003,390
	920,757	920,757	920,757	920,757	920,757	1,052,463
1993 – 94		894,661	726,453	902,361	857,788	1,081,173
		908,841	741,926	916,920	829,487	1,073,176
1995 – 96		917,117	751,724	927,034	813,087	1,046,951
% Changes						
90–91 to 91–92		3.0%				8.5%
91–92 to 92–93		–3.3%				4.9%
92–93 to 93–94		–2.8%	–21.1%	–2.0%	–6.8%	2.7%
93–94 to 94–95		1.6%	2.1%	1.6%	–3.3%	–0.7%
94–95 to 95–96		0.9%	1.3%	1.1%	–2.0%	–2.4%

SOURCE: CHANCELLOR'S OFFICE, RESEARCH AND ANALYSIS UNIT, FEBRUARY 1993.

Note: Through 1991, the years noted represent the fall term of a fiscal year; i.e., 1991 means 1991–92.

2. *Which students are impacted? In what ways? What are their goals?*

Experience with prior fee increases is of some help in determining which students are affected by fee increases. Review of the 1984 general enrollment fee increase showed that the new fee did contribute, along with several other factors, to the 1984 enrollment loss (Chancellor's Office Fee Impact Study). The Board's new financial aid program did not compensate for the fee to any significant degree in the first year. Low-income students, African-American students, and part-time students taking from 6 to 11 units were the most affected. The fee was not changed in 1985 and few of the effects reported for 1984 continued into 1985.

Spring 1993 enrollment of students with baccalaureate degrees has dropped an estimated 40 percent to 50 percent because of the $50-per-unit differential fee they must pay. Three of every five students with BA/BS degrees are pursuing career or job skills; one-half of this group is pursuing diploma, certificate, and other licensure requirements. Many such individuals have been enrolled in the health professions, such as nursing. Other disciplines affected by loss of BA/BS students include business, computer science, and certain of the liberal arts and humanities, especially music, drama, and foreign languages.

A preliminary telephone survey indicates that also impacted in spring 1993 were new and low-income students, the former because of registration priorities favoring continuing students and the latter because of the general enrollment fee increase of $4 per unit. For other students, the lifting of the 10-unit maximum for which they are charged means that they are taking fewer elective courses, particularly in the arts and humanities.

Future fee increases will have the greatest impact on financially self-supporting, low-income students. And, given known differences in the response of these students to fee increases, together with information on the characteristics of these students, it is possible to infer which of them are most likely to be affected by large future fee increases, such as the Governor's budget proposal (Appendix B).

Those most affected by fee increases likely will be:

- African-Americans, Asians, and Hispanics (Figure 3) financially self-supporting and taking classes in basic skills or training for their first job (Figure 4)
- financially self-supporting, but working less than twenty hours hours per week (Figure 5)

Those least affected are likely to be:

- Caucasians

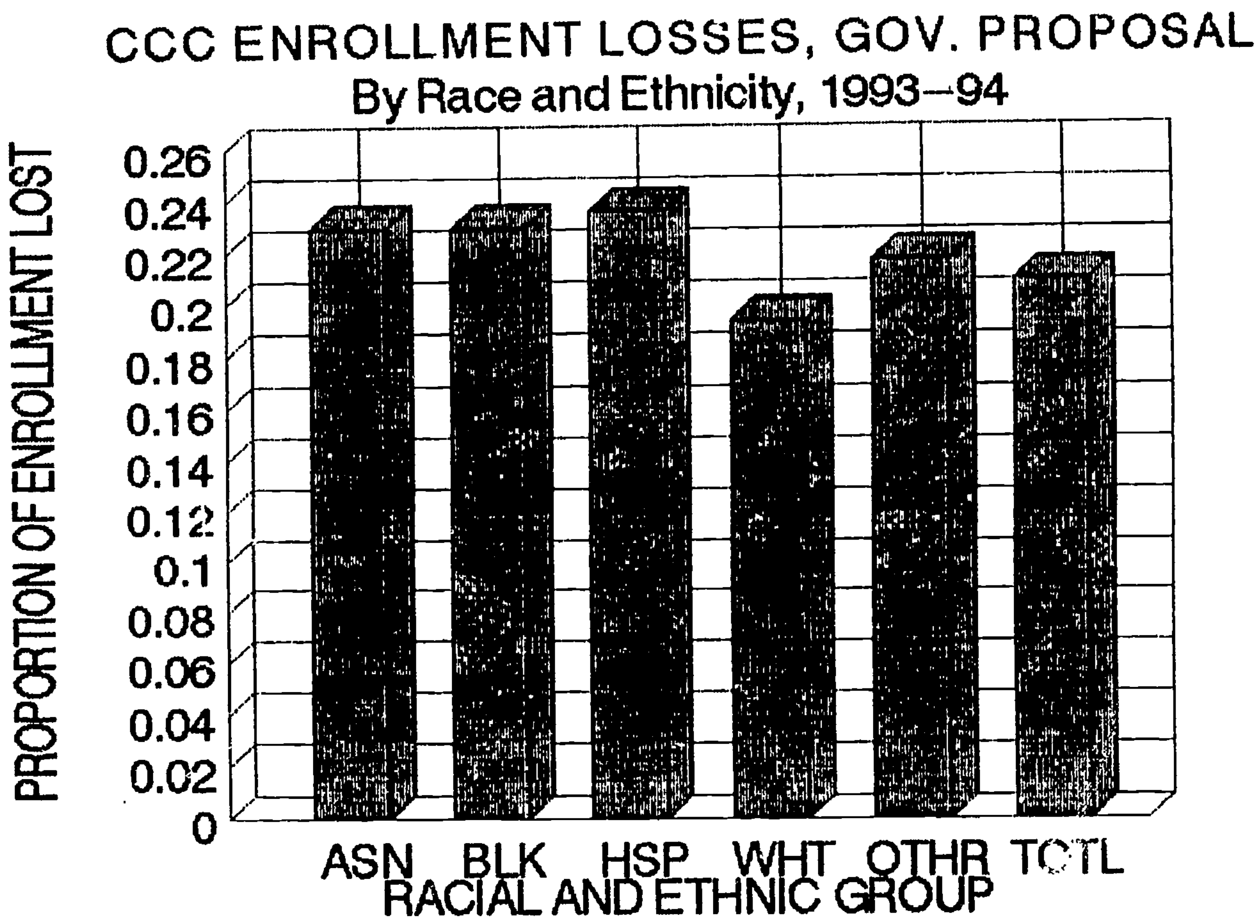
- pursuing "other" goals (than transfer, vocational or basic skills) and, if dependent, training for a job change
- financially self-supporting and working more than thirty hours per week.

This estimated enrollment change from a large fee increase contrasts sharply with recent California Community Colleges enrollment growth patterns. Between 1985 and 1990, 54 percent of community college enrollment growth was comprised of African-American, Asian, and Hispanic students (Figure 6). Recent gains in the enrollment of underrepresented students would be reversed in part by fee increases.

Differences between female and male students in reaction to fees do not appear to be substantial, although financially self-supporting female students are impacted slightly more by fee increases than are other categories of students (Figure 7).

Financial aid, if effectively delivered, could partially reduce the impact of potential enrollment losses. The degree of this reduction is unclear, however. Many more community college students qualify for aid (3 in every 5) than either apply for (1-in-5) or receive aid (Figure 8). Three of every four community college students work and are not accustomed to seeking and receiving financial aid, particularly if enrolled part time. Finally, it is not clear that community colleges are staffed so as to effectively deliver large amounts of aid. Along with the increase in fees in spring 1993, all colleges have reported an increase in demand for financial aid.

Figure 3

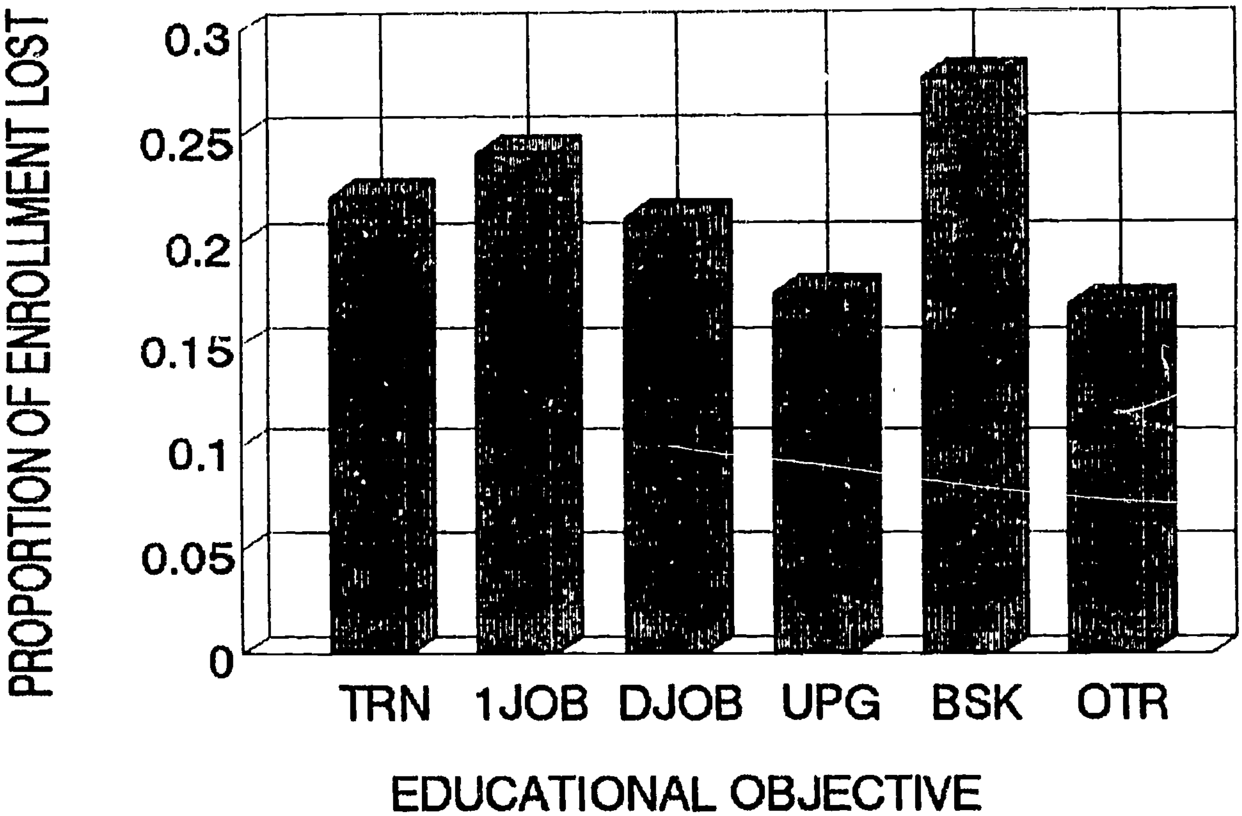


LEGEND ASN: Asian
BLK: African–American
HSP: Latino/Hispanic
WHT: White
OTHR: American Indian, Filipino, Other
TOTL: Total

SOURCE: Appendix B.

Figure 4

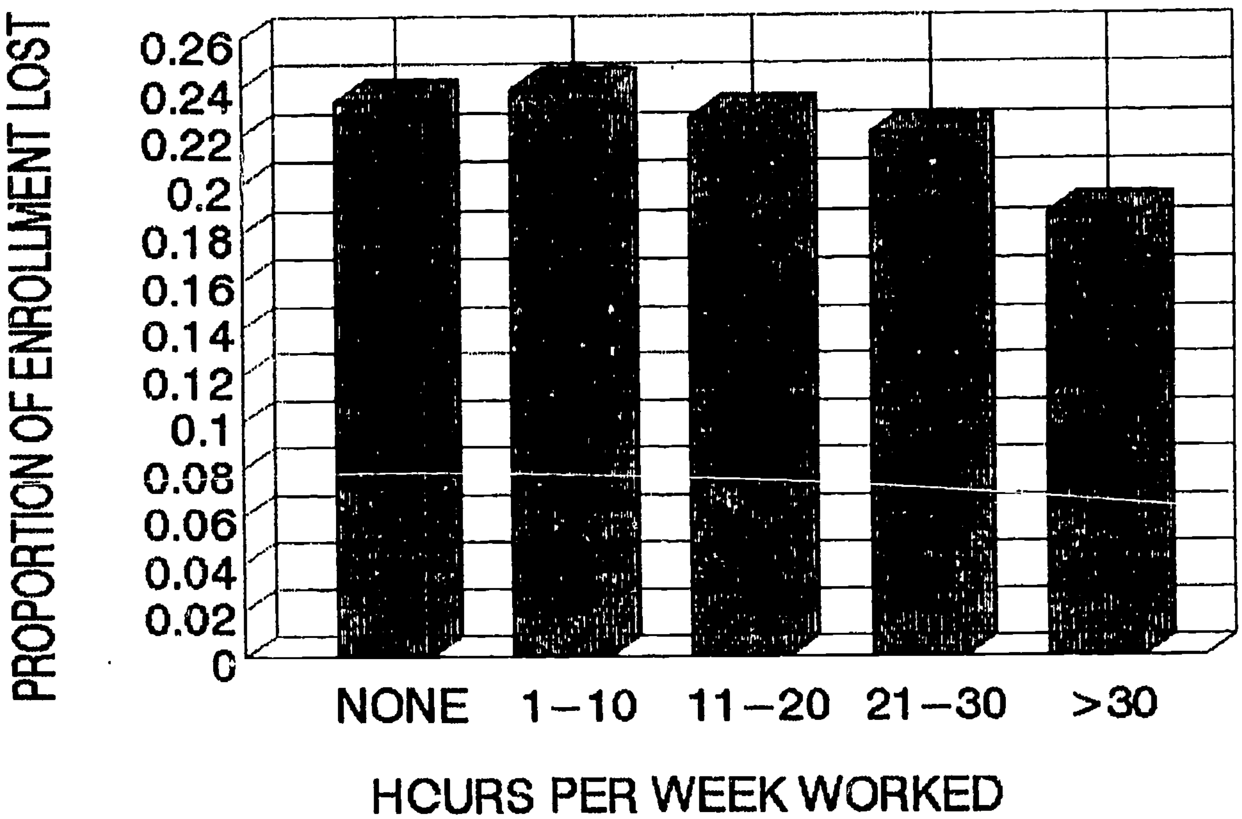
CCC ENROLLMENT LOSSES, GOV. PROPOSAL
By Student Objective, 1993–94



LEGEND: TRN: Transfer
1JOB: Training for first job
DJOB: Training for different job/career
UPG: Upgrading skills for current job
BSK: Training in basic language and computational skills
OTR: Other educational objectives

SOURCE: Appendix B.

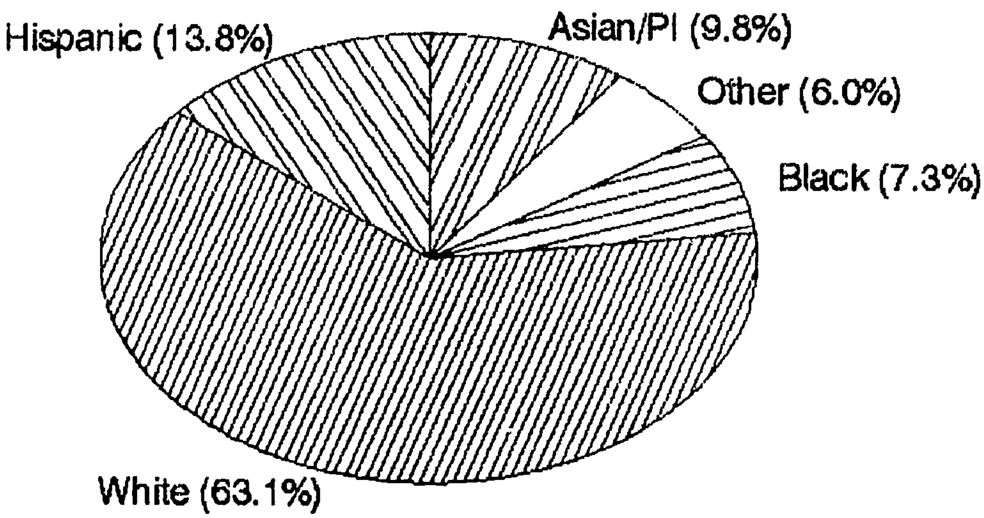
Figure 5
CCC ENROLLMENT LOSSES, GOV. PROPOSAL
By Working Status, 1993–94



SOURCE: Appendix B.

Figure 6

COMMUNITY COLLEGE ENROLLMENT
Race/Ethnicity, 1985



CHANGE IN COMMUNITY COLLEGE ENROLLMENT
Race/Ethnicity, 1985 to 1990

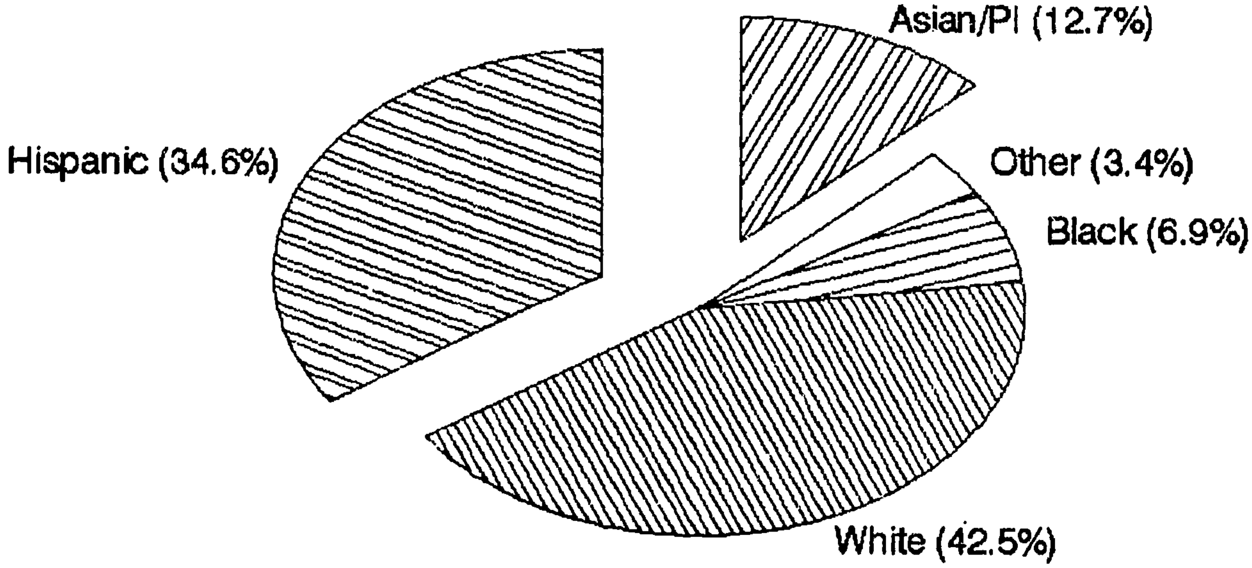
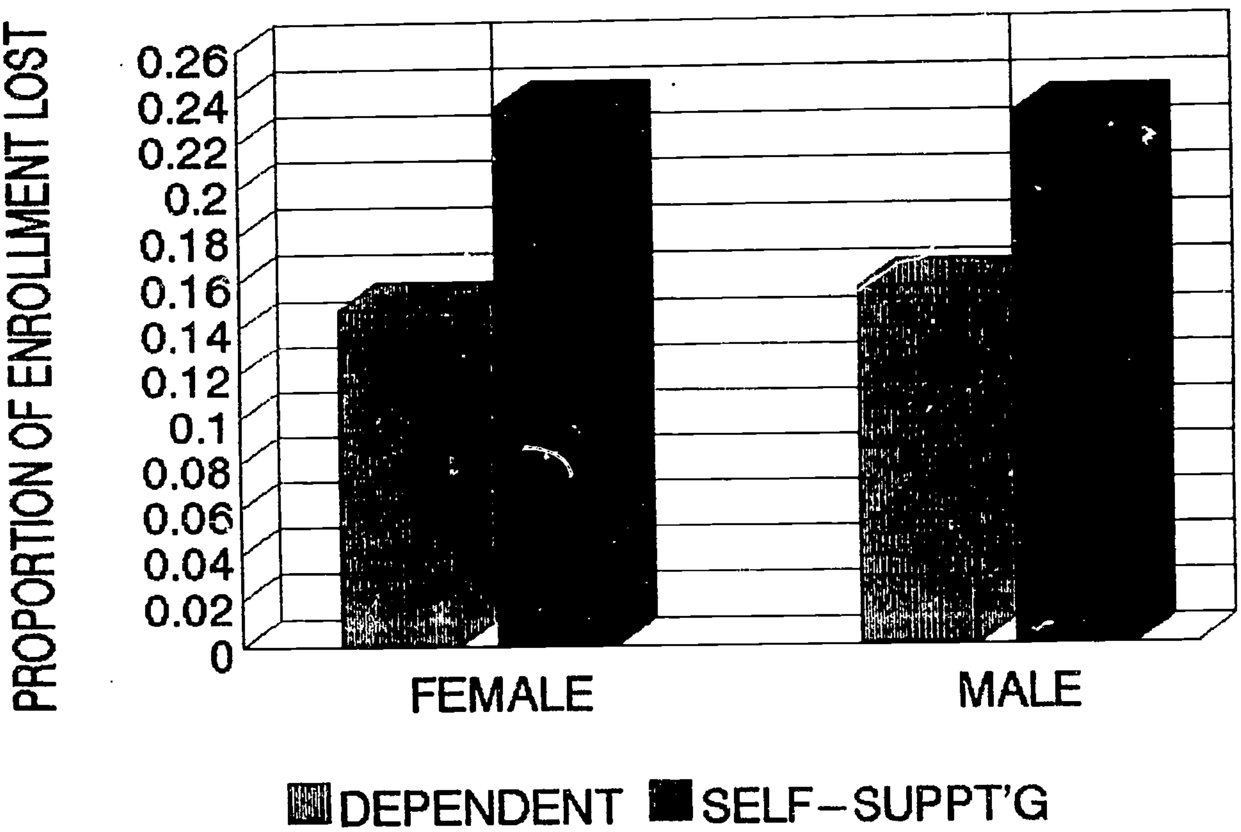


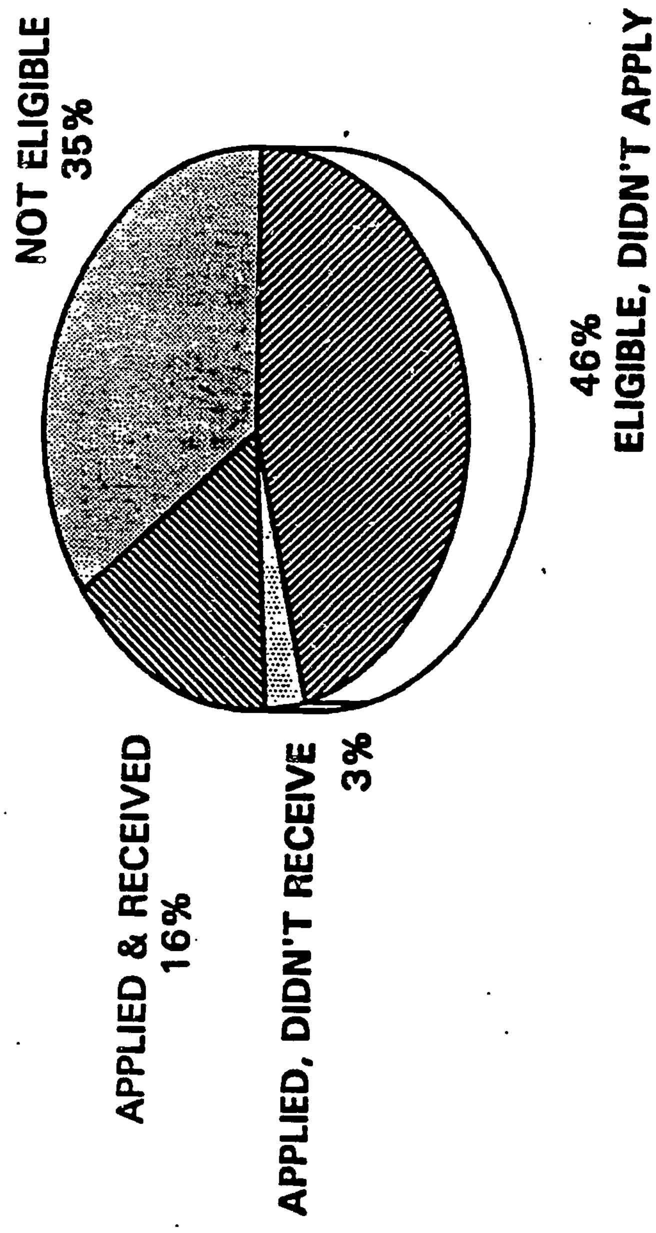
Figure 7

CCC ENROLLMENT LOSSES, GOV. PROPOSAL
By Gender and Financial Status, 1993–94



SOURCE: Appendix B.

Figure 8
FINANCIAL AID PROFILE
CALIFORNIA COMMUNITY COLLEGES



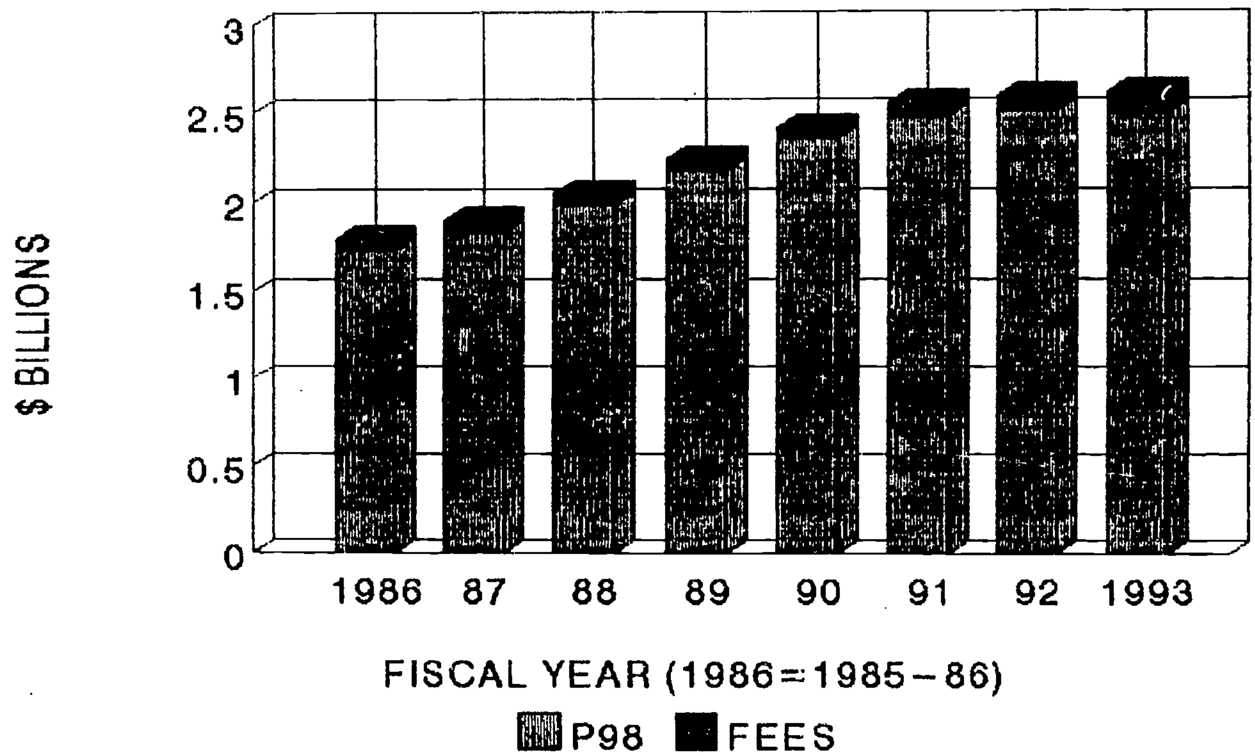
SOURCE: SEARS 1992

3. *How are the colleges impacted (by fee increases) in their curriculum and services, budgets, and administrative functions?*

The impact of current and possible future fee increases on California Community Colleges must be analyzed in the context of recent budget provisions. After five years of adequate budget provisions (*COLA + growth + program improvement*), California Community Colleges received an increase of only 1.4 percent in revenue in 1991-92 and will receive 0.8 percent in 1992-93, given an expected shortfall in property tax revenues (Figure 9). As noted in Appendix C, however, much of these increases is restricted to specific categorical programs, which leaves the colleges with little flexibility for dealing with enrollment demand. Moreover, virtually all California Community Colleges entered 1992-93 over their funded cap, i.e., they had been enrolling over 50,000 FTES statewide (6% of total FTES) for which they were not funded.

Prior to 1991, California Community Colleges FTES gains paralleled community college budget gains (Figure 10). And, while the 1991-92 funding increase was far less than that in prior years, California Community Colleges still managed to enroll an FTES increase of 3 percent that year by increasing course section sizes. The estimated 1992-93 appropriation leaves California Community Colleges with fewer real resources—nearly 2 percent fewer—than in 1991-92, and therefore, there have been further cuts in course sections. Consequently, despite the currently high demand for California Community Colleges enrollment, these budget reductions prevent community colleges from maintaining enrollments. And, with the impact of increased fees, the result, as noted above, is an expected decline of about 3 percent in FTES during 1992-93.

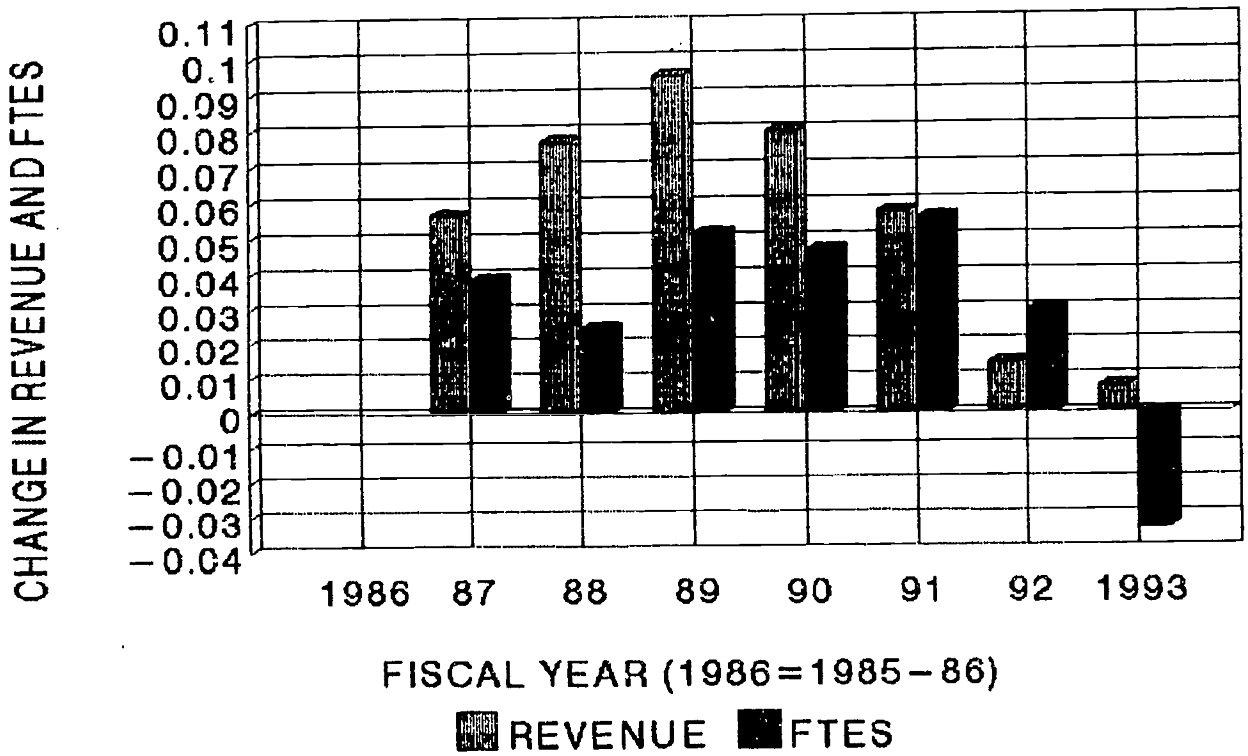
Figure 9
COMMUNITY COLLEGE REVENUES
Actual 1985–92; Estimated 1993



SOURCE: Appendix C, Table 1.

Figure 10

CHANGES IN CCC REVENUE AND FTES
Actual 1985–92; Estimated 1993



SOURCE: Appendix C, Table 1.

Preliminary surveys of the colleges indicate that the overall impact of fees and budget reductions is:

- a substantial loss of BA/BS students who were taking courses in business, real estate, computer science, and the liberal arts and humanities, particularly languages;

- fewer units of electives taken by students in the arts, humanities, and physical education activities;

- course cuts in low-enrollment courses, particularly in the arts, certain avocations, physical education, and business.

Much of the enrollment loss has been among students who were taking courses that were not otherwise in high demand. Demand continues in certain other disciplines, however. Two of every three colleges report they had class waiting lists in spring 1993, nearly always in mathematics, English, and certain of the sciences. This reflects (1) the continuing, unmet demand for classes in English as a second language (ESL); (2) the increasing demand for transfer courses by students who, in past years, would have attended UC and CSU directly; and (3) demand on the part of students pursuing programs in the health professions.

Analysis of future fee and funding options, including that in the Governor's budget proposal, is constrained by the uncertainty surrounding the amount of state and local tax revenue that might be available for community colleges. The varying assumptions used in each of the three alternatives examined in this study produce widely varying results (Figure 11).

A very large increase in one year, like that in the 1993-94 Governor's budget proposal, would substantially reduce the California Community Colleges enrollment and the impact on college budgets and programs is not clear. Student losses could result in there being greater revenues per FTES, but fewer resources overall and, therefore, a need for further cuts in curriculum and services.

Planning for any of the alternative fee and/or funding options obviously involves a high degree of uncertainty. Much depends upon the timing of a decision on fees and funding by the Legislature and upon the extent to which community colleges are able to anticipate fee revenues in their program planning. An early decision and moderate fee increase, together with adequate provision for financial aid—consistent with the Board July 1992 policy proposal—would remove much of the uncertainty for both students and college staff.

All of the alternatives imply a substantial increase in the demand (and number eligible) for financial aid. If overall California Community Colleges resources are reduced, then colleges must reallocate resources from instruction to student support services in order to deliver that financial aid effectively. Otherwise, greater student losses than those estimated in this study could occur.

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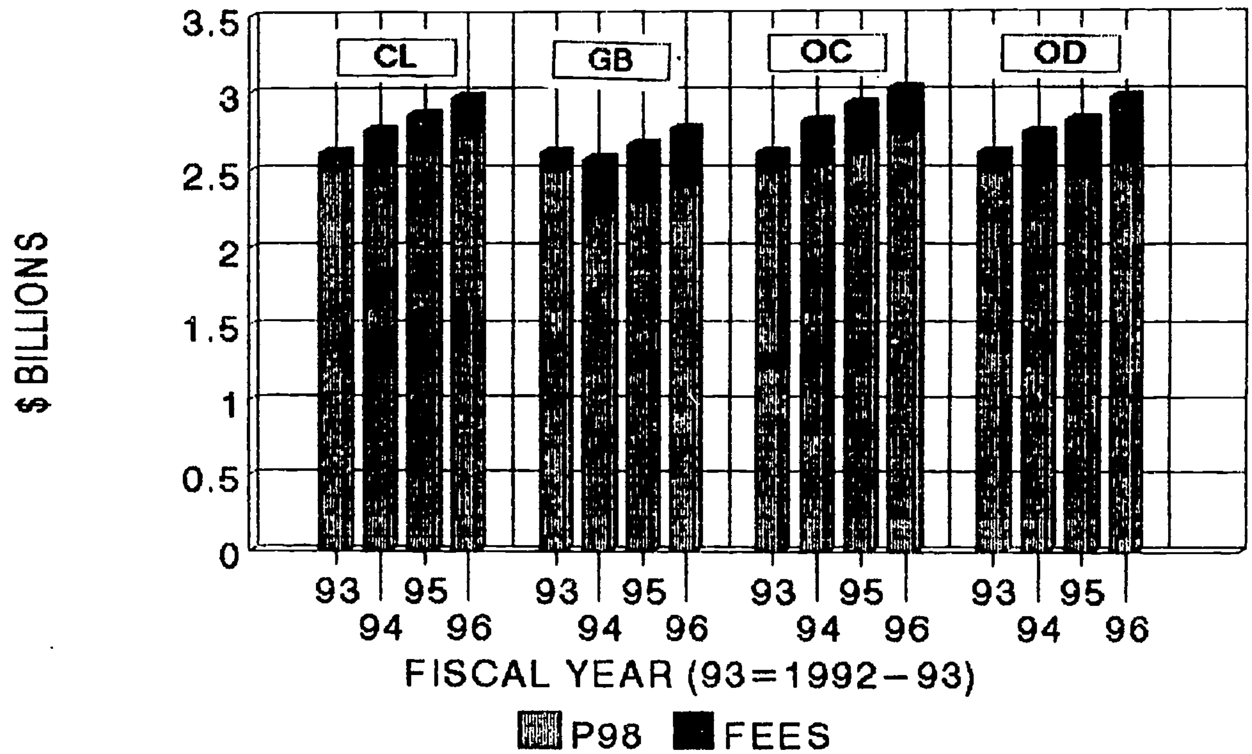
Figure 11
COMMUNITY COLLEGE REVENUES
Current Law and Fee/Funding Options



SOURCE: Appendix C, Table 2.

LEGEND CL: Current Law
GB: Governor's Budget proposal
OC: Option C
OD: Option D

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4. *How does a fee increase impact California regarding economic recovery? Long-term economic growth? Sociologically?*

The impact in California of fee increases for community college students involves at least three areas: (1) the proportion of California's labor force trained by community colleges, (2) the retraining done by community colleges during the forthcoming economic recovery, and (3) the role of community colleges in meeting the educational needs of California's diverse population.

For some California industries, like health, community colleges train as many as two-thirds of the labor force in many jobs. If community colleges' training is reduced, as it could be under some fee increase options, it is not clear that other suppliers will fill the void. Indeed, some would argue that the community college training of paraprofessionals offers the major solution to the lack of competitiveness of California durable manufacturing. Without skilled labor, future jobs would not be properly staffed, industries could not compete, and jobs would be "exported" to other locations where labor is less costly.

The current recession, unlike any other in California's recent history, has been deeper and longer than expected. (See the two recent estimates by the Commission on State Finance [COSF] in Figure 12. Their revised estimate of unemployment reflects the fact that most experts underestimated the depth and duration of the recession in California.) Moreover, the upcoming recovery is not expected to be as robust as the recoveries from the prior three recessions, and unemployment will continue at record levels throughout the 1990s.

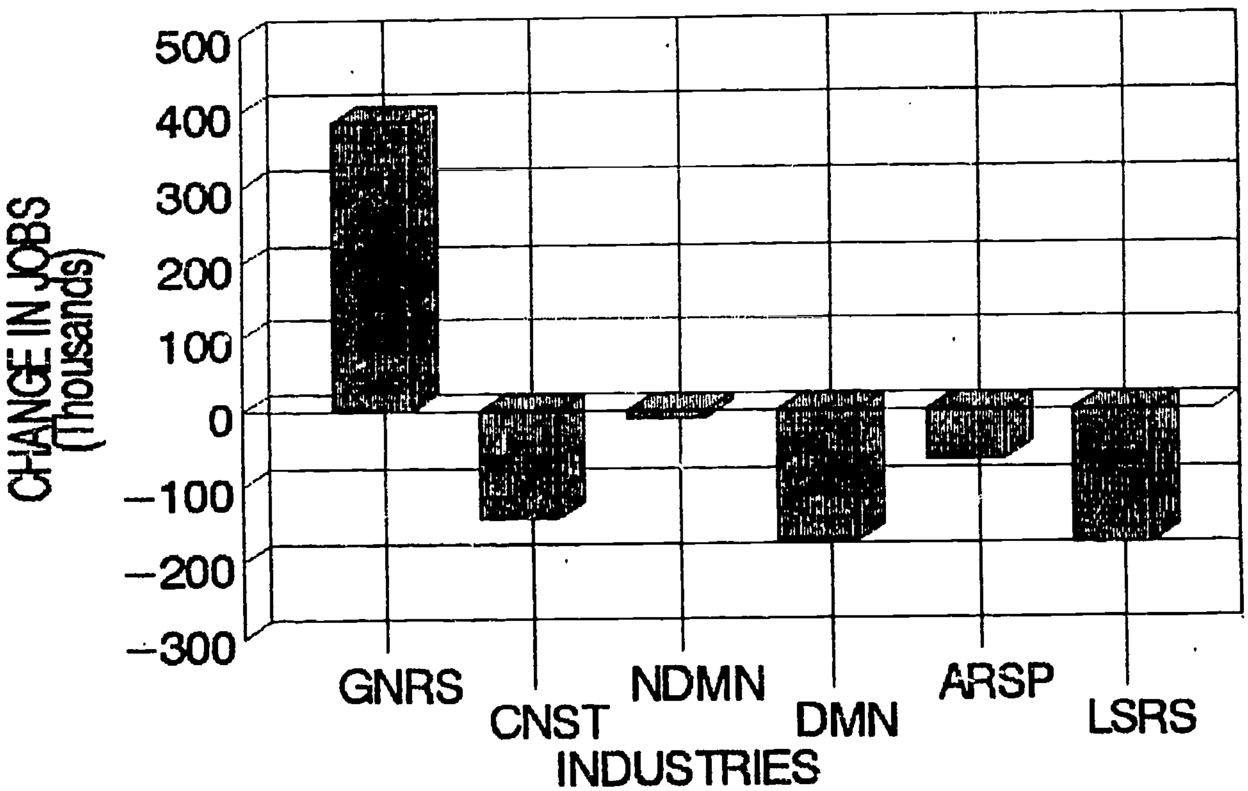
Reductions in defense spending, external competition, and the recession in general have resulted in California job losses, many of which—in durable manufacturing and aerospace industries—will not reappear when recovery takes place (Figure 13). These individuals will need to be retrained for other careers, many of which are and can be taught at community colleges.

Continued pressures from the unemployed, rapidly increasing numbers of high school graduates, and continued increase in the general population means that the need for job skills training and retraining in California during the 1990s will be greater than at any time in California's history (Figure 12). In any given term, community colleges train about two-fifths of their students (nearly 600,000 individuals) in career skills. About 90 percent of these vocational students are self-supporting (three of every four of them work while attending college) and are among the most vulnerable to fee increases (particularly those training for a first job or a new job). A reduction by community colleges in this activity could impede California's economic recovery.

Unlike most other California institutions of postsecondary education and community colleges across the country, the California Community Colleges enrollments contain a greater proportion of underrepresented minorities than does the adult population of the state (Figure 14). California Community Colleges students are substantially less wealthy than their counterparts in the general population (Figure 15), and the gap appears to be growing (see January 1993 Board Agenda, Item 10, on SEARS). The community colleges are a vehicle for those Californians who are less advantaged socioeconomically. This factor is significant because four-fifths of the growth in California's labor force is among those Asian and Hispanic populations that report the lowest incomes. As noted above, fee increases will have their most significant impact on Asian, Hispanic, and African-American students.

Figure 12

CHANGE IN EMPLOYMENT 1989–1992
California Industries



CALIFORNIA EMPLOYMENT, PRE–RECESSION AND CURRENT

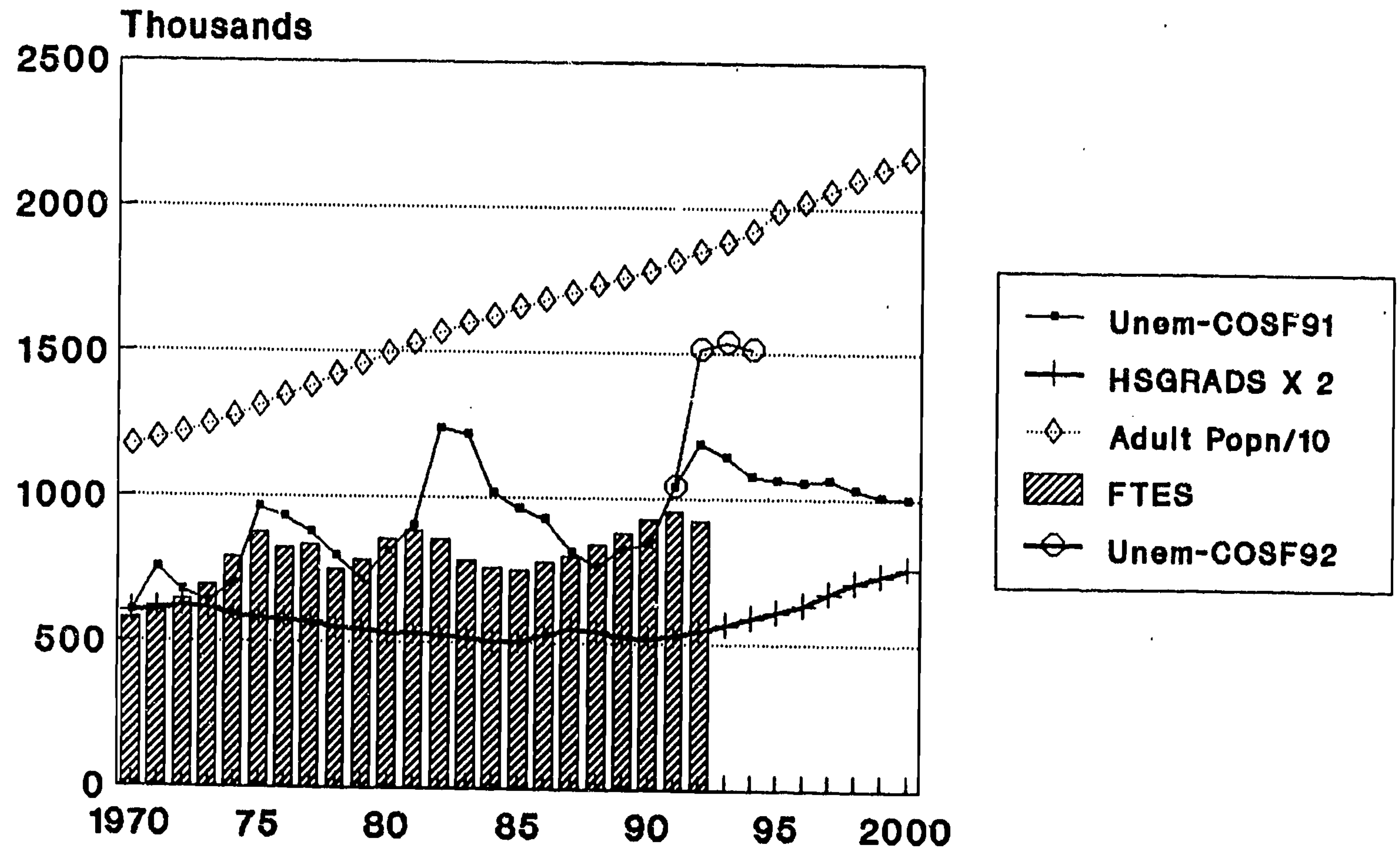
INDUSTRY	AUG. 1989	%	AUG. 1992	%	CHANGE	% CHG.
GNRS	5786200	45.2%	6171200	49.0%	385000	6.7%
CNST	644800	5.0%	499900	4.0%	–144900	–22.5%
NDMN	721200	5.6%	711800	5.6%	–9400	–1.3%
DMN	1193400	9.3%	1017200	8.1%	–176200	–14.8%
ARSP	255800	2.0%	189400	1.5%	–66400	–26.0%
LSRS	4190700	32.8%	4012400	31.8%	–178300	–4.3%
Total	12792100	100.0%	12601900	100.0%	–190200	–1.5%

GNRS: gaining industries: Services, Government, Trans./Utilities
CNST: Construction
NDMN: Nondurable Manufacturing
DMN: Durable Manufacturing
ARSP: Aircraft and Space
LSRS: other losing industries: Finance/RE, Mining, Agriculture

SOURCE: California Employment Development Department

Figure 13

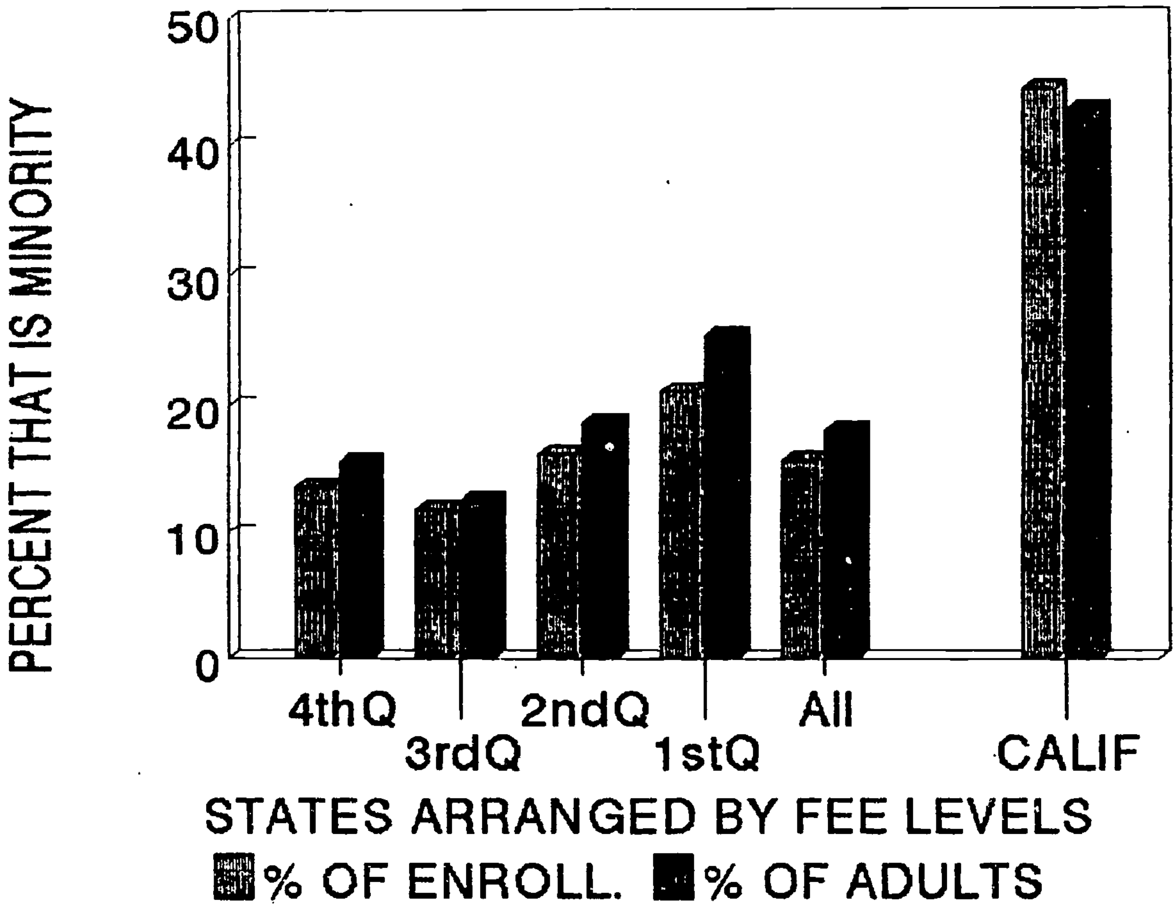
California Community Colleges: Enrollment, Unemployment, & Population



Sources: COCCC,EDD,DOF

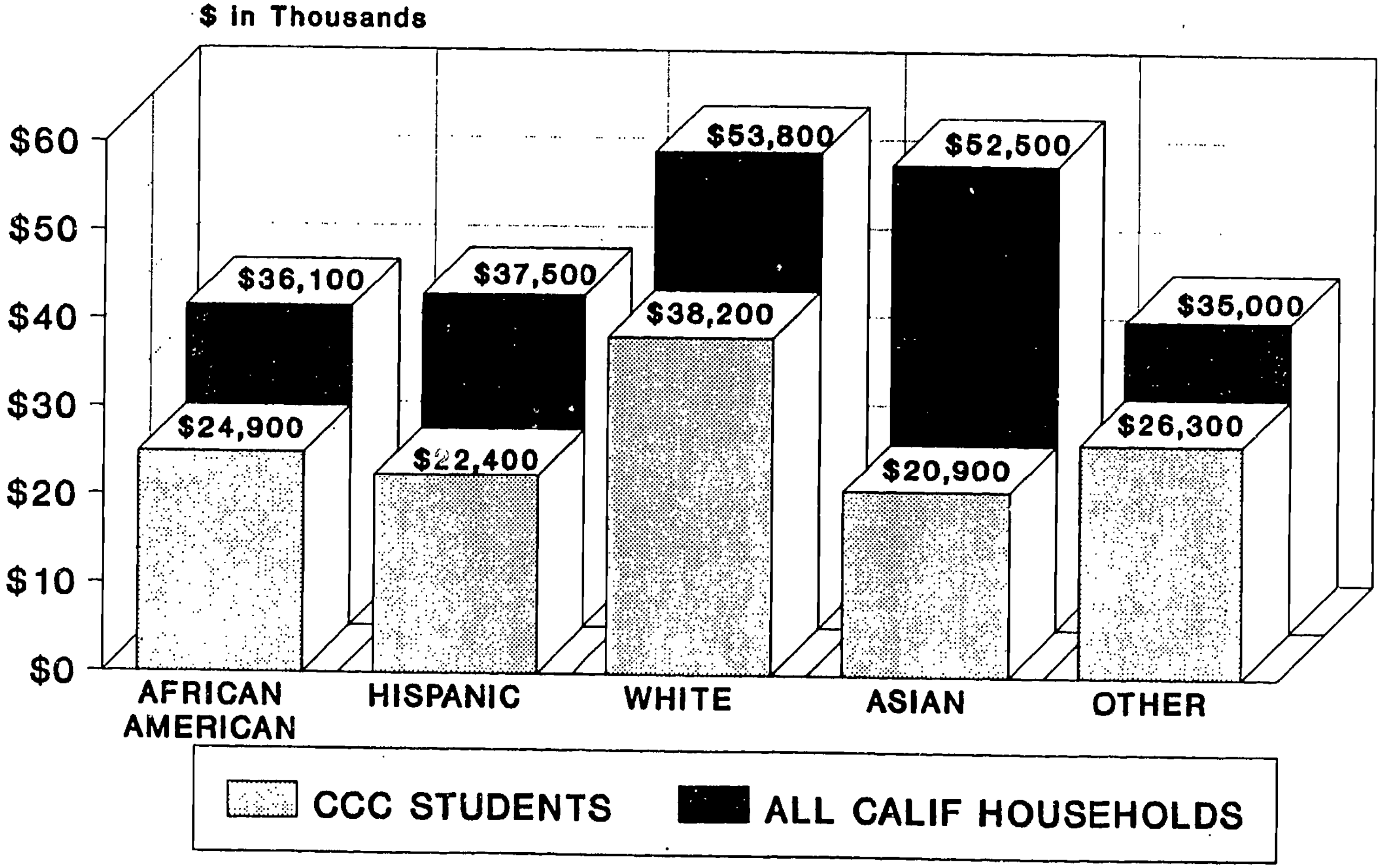
Figure 14

MINORITY PROPORTIONS
College Enrollment & Adult Population



SOURCE: Appendix D.

FIGURE 15
MEAN INCOMES OF CCC STUDENTS AND ALL CALIFORNIA HOUSEHOLDS, 1991



SOURCE: 1992 SEARS; 1990 CENSUS
COMMISSION ON STATE FINANCE, 1992

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5. *How do the California Community Colleges compare with community colleges in other states regarding fees, access, and educational outcomes?*

Prior study (March 1993 Board Agenda, Item 7, *1993 Study of Fee Impact*) revealed the following:

- State and local tax support per FTES for community colleges is less than that reported by community colleges in other large states, and the community colleges operate with $1,300-per-FTES less total funding than reported by community colleges elsewhere.
- The California Community Colleges train a much higher proportion of the state's adults (68 of every 1,000 adults) than is the case across the country; the national average for community colleges is 18 of every 1,000 adults.
- Community colleges with high fees and high financial aid are characterized by relatively low rates of access. The delivery of financial aid does not appear to increase in proportion to increased fees in colleges across the country.

APPENDIX A

Timing of Activities

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APPENDIX A

1993 Study of Fee Impact

Timing of Activities

Date	Activity
January 14	Study charge by the Board of Governors
January 19	Assign R&A/COCCC cabinet subcommittee responsibilities
January 21	Prepare proposed study questions and method
January 22	Begin work with RP Group
January 22	Begin to consult with CSSOs and CIOs
January 28	Begin to consult with Council of Organizations
February 1	Complete draft of March Board agenda item on study
February 5	Begin local case studies through RP Group
February 26	Complete material to be hand-carried to March Board meeting
March 11	Present Phase 1 of study to Board of Governors
March 16	Present Board positions/information to Assembly Higher Eucation Subcommitee
April 2	Complete draft of May Board agenda item on study
April 22	(Districts) submit case studies to COCCC through RP Group
May 11	Complete material to be hand-carried to May Board meeting
May 13	Present Phase 2 results of study to the Board of Governors
July 30	Complete draft of September Board agenda item on study
August 27	Complete material to be hand-carried to September Board meeting
September 9	Present information item to Board on Phase 3 of study
October 8	Complete draft of November Board agenda item on study
November 5	Complete material to be hand-carried to November Board meeting
November 18	Present action item to Board on Phase 3 of study

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APPENDIX B

Estimate of Potential Enrollment Losses

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APPENDIX B

Estimate of Potential Enrollment Losses

A major question of this study is, What types of students will be most impacted by increases in fees? Direct measures of the price-response or price-elasticity of enrollment (percent loss in enrollment divided by percent increase in fees and other college-going costs) by certain types of students (gender, ethnicity, etc.) are not available. It is possible, however, to infer such differences from other existing data.

Prior studies (among which are the *Fee Impact Study*, 1987 and *1993 Study of Fee Impact*, March 1993 Agenda Item 7, Appendix C) show that price-elasticities are greater among students who are self-supporting and low income than among those who are dependent (upon their parents) and high income.

Working with prior results and an the overall price-elasticity of e = -1.01 which we calculated earlier (March 1993, Agenda Item 7 Appendix), it is possible to derive a matrix of elasticities by type of student:

Income	Financial Status	
	Self-Supporting	Dependent
Low	-1.8	-1.3
Middle	-0.9	-0.7
High	-0.3	-0.2

From the distribution among these categories of students by

- race and ethnicity
- gender
- educational objective
- working status

We may estimate enrollment losses among these groups for, say, a fee increase like that proposed in the 1993-94 Governor's Budget.

The results of this estimate (Table 1) show substantial differences among certain of the groups. For instance, most students training for basic skills are self-supporting and low-income. As a result, the overall loss of 28% estimated for this group is substantially larger than the general 21% loss estimated for all students from the fee increase proposed in the Governor's Budget. Likewise, a high proportion of those self-supporting students training for a first job would be especially vulnerable to a fee increase because of their low incomes. (The incomes and educational goals of students are displayed in Figure 1.)

Using the same calculations, the relatively modest loss of 11% among dependent White students is because of the generally-high, reported incomes of their parents.

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Figure 1
MEDIAN INCOMES OF CCC STUDENTS BY EDUCATIONAL GOALS, 1991

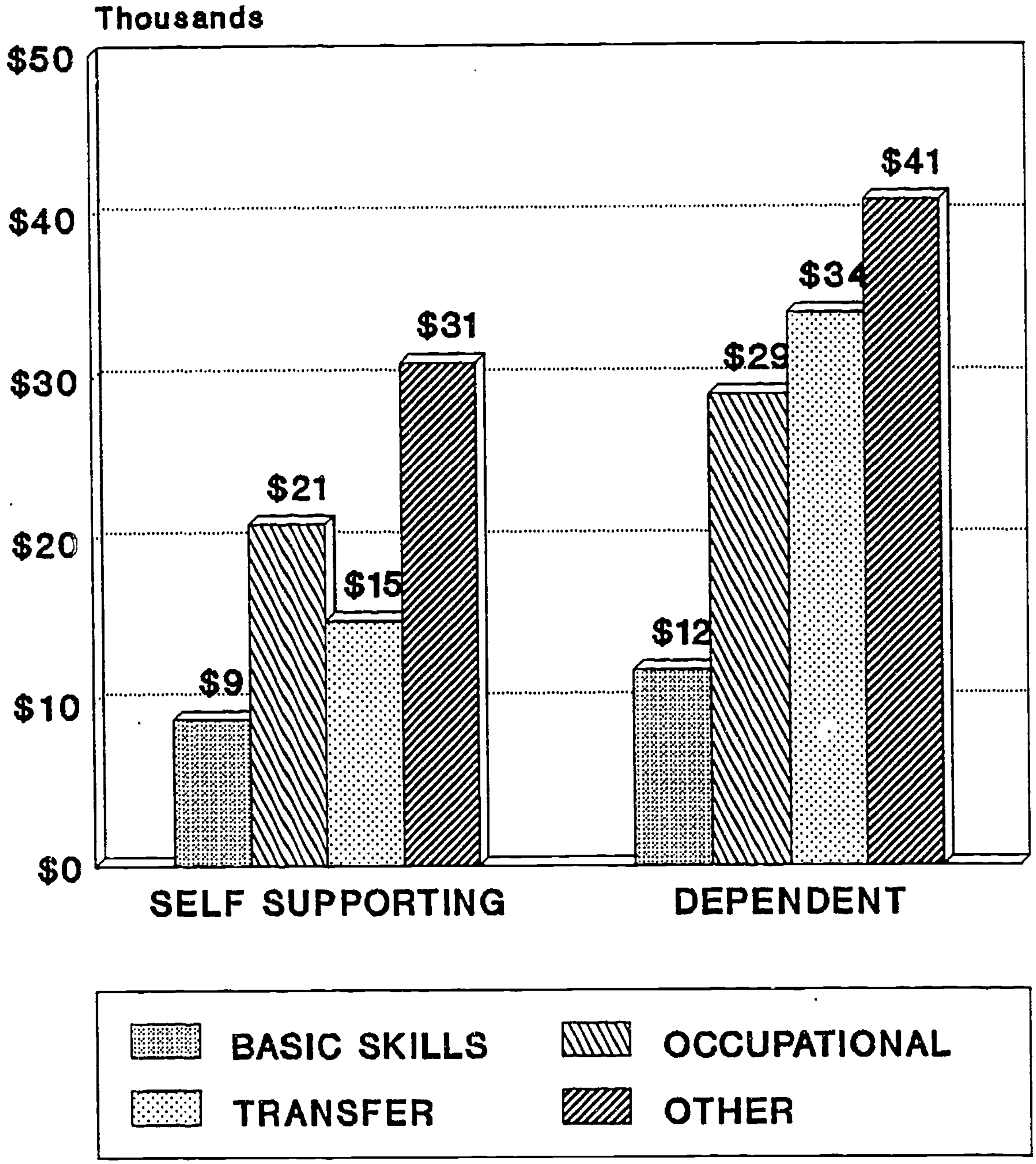

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Table 1
ESTIMATED ENROLLMENT LOSSES, 1993–94
GOVERNOR'S BUDGET PROPOSAL

Percentage Losses, by Race and Ethnicity

	ASN	BLK	HSP	WHT	OTHR	TOTL
DEPENDENT	21.6%	17.0%	19.2%	11.3%	15.5%	15.2%
SELF–SUPT	27.5%	25.9%	28.0%	20.8%	25.7%	23.3%
TOTAL	25.0%	24.3%	25.5%	18.6%	22.4%	21.2%

Percentage Losses, by Gender

	FEMALE	MALE	TOTAL
DEPENDENT	14.8%	15.6%	15.2%
SELF–SUPT	23.4%	23.0%	23.3%
TOTAL	21.4%	20.8%	21.2%

Percentage Losses, by Hours Worked per Week

	NONE	1–10	11–20	21–30	>30	TOTL
DEPENDENT	17.9%	15.4%	14.1%	13.9%	15.7%	15.4%
SELF–SUPT	25.6%	30.2%	29.9%	27.9%	19.0%	23.2%
TOTAL	23.4%	23.9%	22.7%	22.0%	18.7%	21.2%

Percentage Losses, by Eductional Objective

	TRN	1JOB	DJOB	UPG	BSK	OTR	TOTL
DEPENDENT	15.4%	16.0%	11.5%	19.7%	15.7%	13.2%	15.2%
SELF–SUPT	26.5%	28.6%	21.6%	17.5%	29.1%	17.9%	23.3%
TOTAL	22.1%	24.1%	21.1%	17.5%	27.7%	17.0%	21.2%

LEGEND:
ASN: Asian
BLK: African–American
HSP: Latino/Hispanic
WHT: White
OTHR: American Indian, Filipino, and others

TRN: Transfer
1JOB: Training for first job
DJOB: Training for different job/career
UPG: Upgrading skills for current job
BSK: Training in basic language and computational skills
OTR: Other educational objectives

SOURCE: SEARS, 1992; Chancellor's Office 1993.

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APPENDIX C

Community College District Financing 1991-92 and 1992-93

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APPENDIX C

Community College District Financing
1991-92 and 1992-93

The following is an analysis of the funding increases provided to community college districts during 1991-92 and 1992-93 and the impact of these increases on the overall operation of the districts, with special emphasis on the relationship to enrollment gains or losses. For 1991-92, the Budget Act provided funding increases equal to $73,383,000 in the following categories:

1991-92 Budget Augmentations

1.	Basic Skills Growth	$ 9,000,000
2.	Other Growth	52,449,000
3.	EOPS Growth	678,000
4.	Financial Aid	4,699,000
5.	CARE Growth	33,000
6.	DSPS Growth	695,000
7.	Matriculation Growth	799,000
8.	Academic Senate	229,000
9.	Joint Faculty Projects	174,000
10.	Middle College High School	90,000
11.	Project ASSIST	36,000
12.	CAN	30,000
13.	Revenue Bond Payments	4,471,000
	Total	**$ 73,383,000**

While the totals represent an increase of approximately 3%, items 3 thru 13 in the list are restricted to special programs and provide no relief in the overall operation of the colleges. In fact, the two largest items—Financial Aid and Revenue Bond Payments—are not available in any form for the operation of any instructional program.

The remainder of $61,449,000 was initially available for growth. However, as the year progressed a deficit of $24,100,000 materialized. By virtue of restrictions in the

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Budget Act, this deficit could only be applied to the General Apportionment that is available for overall enrollment, and thus the increase of $61,449,000 was effectively reduced to $37,349,000.

Districts have other sources of revenue besides those administered from the Chancellor's Office. One of the main allocations is provided from the lottery revenue. For 1991-92 the lottery revenue was $65,368,000. In 1990-91 the comparable amount was $98,639,000. Thus, a reduction of $33,271,000 occurred, and this change in revenue reduced the increase described above to $4,078,000. Therefore, as we consider apportionment and lottery revenue for 1991-92 the increase was less than 0.2%. Moreover, as we analyzed total district revenue for the two years we found that it actually decreased from $3.084 billion in 1990-91 to $3.074 billion in 1991-92. Thus overall, districts had $10 million less revenue in 1991-92 than in 1990-91. While they had $10 million less in total revenue, the districts were required to spend $7.2 million more on the categorical programs listed in items 3 thru 7 and 9 thru 11. While attempting to cope with a reduction in revenue and increased obligations in categorical programs, districts also had to address increased costs which were caused by inflation. This would be especially true for costs of hospitalization premiums and in many cases for the cost of utilities. Districts must also provide automatic salary increments to most employees.

For fall 1991, districts were also required to complete the hiring of additional full-time faculty as stipulated in AB 1725. This resulted in an increase in full-time faculty from 16,647 in fall 1990 to 16,835 in fall 1991. The increased cost of employing 188 additional full-time faculty would be over $7 million.

In order to absorb these extra costs of inflation and employing additional full-time faculty when their revenue has been reduced, districts must make cuts in other areas in the budget. One way this was done was to reduce the number of sections offered. Our data show that 5,000 less sections were offered in fall 1991 compared with fall 1990. Since the number of full-time faculty increased by 188, it is safe to assume that these sections had been taught by part-time faculty. The average hourly rate in fall 1991 was $33.12. Using this rate and assuming these sections averaged three hours per week the total savings from deleting these sections would be less than $9,000,000. This savings is less than the shortfall in revenue and thus provided no relief toward absorbing the additional costs caused by inflation and the costs of employing full-time faculty.

At the same time, districts the number of full-time equivalent students (FTES) increased from 896,404 in 1990-91 to 922,569 in 1991-92. While districts may not have added new sections to accommodate this growth, they would absorb some costs due to increased enrollment. This would be especially true in the student services area.

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In summary, during 1991-92 districts did the following:

1. Experienced an overall loss of revenue of $10,000,000.
2. Absorbed additional costs of over $7,000,000 in categorical programs.
3. Employed 188 additional full-time faculty.
4. Absorbed all costs caused by inflationary increases.
5. Deleted 5,000 class sections.
6. Increased enrollment by 26,165 full-time equivalent students.

For 1992-93 the initial budget provided augmentation as listed below:

1992-93 Budget Augmentations

1.	1991-92 Deficit Make-up	$ 24,100,000
2.	GAIN Growth	4,400,000
3.	Basic Skills Growth	5,000,000
4.	Other Growth	43,563,000
5.	Apprenticeship Growth	448,000
6.	Program Improvement	6,700,000
7.	Staff Development	333,000
8.	Senate Expansion	73,000
9.	MIS (Phase II)	4,333,000
10.	Workplace Learning Resource Centers	667,000
11.	Underrepresented Student Programs	1,154,000
12.	EOPS/BFAP/CARE DSPS/Matriculation Growth	8,394,000
13.	CARE Expansion	1,653,000
14.	Revenue Bond Repayment	1,326,000
15.	Earthquake Repair	856,000
	Total	$103,000,000

Items 8 through 15, are categorical funds and in general require an additional expenditure equal to the amount shown. Items 1 through 7 equaling $84,544,000 represent funds with which the districts had some flexibility. However some districts in 1991-92 were close to their growth cap and thus were required to provide additional sections in order to qualify for growth funds.

Other districts were sufficiently over cap that they were able to eliminate another 5,000 sections. As we look at 1992-93, the critical factor is that our current estimates show a shortfall of revenue of $70,000,000. Thus the unrestricted augmentation of $84,544,000 has been effectively reduced to $14,544,000. Combining this with any savings resulting from deleted sections still leaves districts far short of covering the added costs due to inflation. In addition districts are trying to position themselves to be prepared for a possible overall reduction in funds for 1993-94. Prudence requires that districts cut back on expenditures during spring 1993 if they are ultimately faced with a significant cut in 1993-94. It is not possible to plan effectively the range of potential revenue for 1993-94 is so large. It is especially difficult to plan when the final budget is not known until after the fiscal year begins.

Table 1 describes recent revenue and FTES changes.

Table 1
COMMUNITY COLLEGE REVENUES AND FTES ENROLLMENT

	REVENUES (in $000s)				FTES	
	P98	Fees	Total	% chg		% chg
1985–86	$1,732,000	$63,000	$1,795,000		748,071	
1986–87	$1,830,000	$67,000	$1,897,000	5.7%	777,032	3.9%
1987–88	$1,978,000	$65,000	$2,043,000	7.7%	796,187	2.5%
1988–89	$2,171,000	$66,000	$2,237,000	9.5%	837,092	5.1%
1989–90	$2,348,000	$67,000	$2,415,000	8.0%	876,231	4.7%
1990–91	$2,482,000	$72,000	$2,554,000	5.8%	925,136	5.6%
1991–92	$2,507,000	$84,000	$2,591,000	1.4%	952,666	3.0%
1992–93E	$2,494,000	$117,000	$2,611,000	0.8%	920,757	−3.3%

SOURCE: Chancellor's Office, April 1993.

E: Estimate

APPENDIX D

Minority Proportions of Community College Enrollment and Adult Population

ERIC

Appendix D

MINORITY PROPORTION OF ENROLLMENT IN COMMUNITY COLLEGE AND OF THE ADULT POPULATION OF 34 STATES, 1990

2-YR %MIN.	ADULT %MIN.		2-YR %MIN.	ADULT %MIN.	RATIO 2YR/AD
4th QUARTILE AVERAGE			13.7	15.7	0.87
1.1	1.9	VERMONT			
13.2	12.3	PENNSYLVANIA			
13.4	12.2	MASSACHUSETTS			
24.2	30.4	MARYLAND			
21.8	30.7	NEW YORK			
11.8	12.9	OHIO			
4.2	4.1	IOWA			
9.7	10.4	INDIANA			
23.7	26.0	NEW JERSEY			
3rd QUARTILE AVERAGE			11.9	12.6	0.95
14.6	17.7	MICHIGAN			
9.9	10.7	RHODE ISLAND			
5.6	6.3	MINNESOTA			
16.9	19.3	COLORADO			
16.7	16.2	CONNECTICUT			
8.8	8.8	UTAH			
9.6	8.7	WISCONSIN			
13.2	13.1	MISSOURI			
2nd QUARTILE AVERAGE			16.3	18.7	0.87
23.3	26.8	FLORIDA			
28.1	25.2	ILLINOIS			
15.4	17.4	TENNESSEE			
7.6	9.2	OREGON			
24.4	31.5	SOUTH CAROLINA			
6.0	7.5	NEBRASKA			
18.0	24.0	VIRGINIA			
7.4	8.3	KENTUCKY			
1st QUARTILE AVERAGE			21.1	25.4	0.83
23.1	28.3	ARIZONA			
33.1	39.4	TEXAS			
12.3	13.3	WASHINGTON			
6.1	9.0	WYOMING			
10.4	11.6	KANSAS			
19.9	26.7	ALABAMA			
43.6	49.6	NEW MEXICO			
20.1	25.0	NORTH CAROLINA			
34 STATE AVERAGE			15.7	18.1	0.9
44.3	42.7	CALIFORNIA	44.3	42.7	1.04

SOURCES: NACUBO, 1991; 1990 CENSUS; CHRONICLE FOR HIGHER EDUCATION, 1992.

NOTE: Ratio 2YR/AD: Ratio of percent minority in community college to percent minority in adult population of each state.

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