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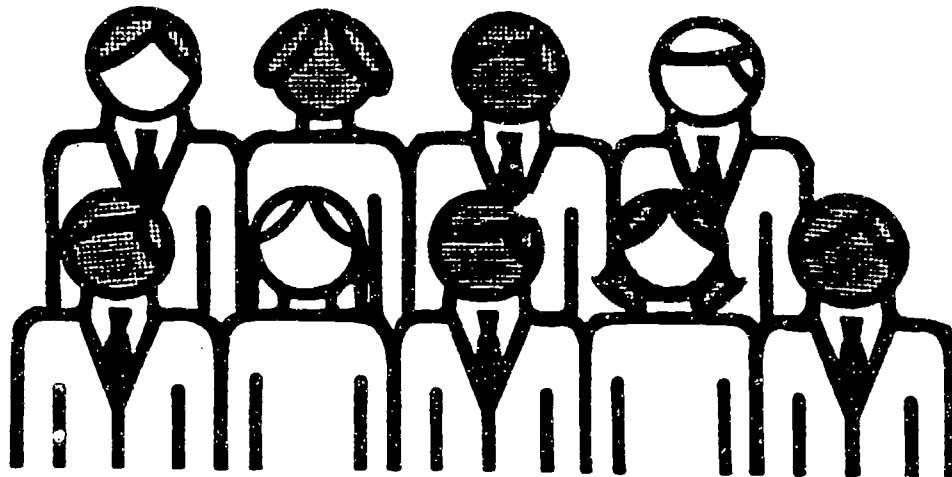
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ABSTRACT

Each year, Piedmont Virginia Community College (PVCC) examines longitudinal data on fall term minority enrollment to identify trends which may be of interest to those involved in planning student recruitment and retention activities. The analysis for fall 1994 indicated the following: (1) 594 minority students attended PVCC during fall 1994, accounting for nearly 15% of the student body; (2) 418 of the minority students were African-American, 96 were Asian or Pacific Islanders, 32 were Hispanic, and 12 were Native American or Alaskan natives; (3) between fall 1993 and fall 1994, the number of white students enrolled at PVCC declined by 6.8% and the number of African-American students decreased by 18%, while the number of minority students other than African-American increased by 14.3%; (4) tuition increases of 75% over the previous 6 years were partially responsible for the declines in enrollment; (5) the mean age of white students was 31 years, compared to a mean age of 29 for African-American, and 28 for other minority students; (6) 26.3% of the African-American students, 30.9% of the white students, and 35.2% of the other minority students were new to PVCC in fall 1994; (7) approximately the same percentage of African-American and white students resided within the PVCC service region; and (8) the percentage of curricular students within the student body as a whole was 54.3%, the highest figure for the 1990's, with the percentage of curricular students among African-Americans reaching 68.9%. (MAB)

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# MINORITY ENROLLMENT REPORT FALL SEMESTER 1994



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April 1995

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## PVCC Institutional Research Brief

### MINORITY ENROLLMENT AT PVCC FALL SEMESTER 1994

Each year the Office of Institutional Research and Planning at Piedmont Virginia Community College (PVCC) publishes a report on fall term minority enrollment. The purpose of the report is to display longitudinal minority enrollment data and examine trends which might prove of interest to those involved in planning student recruitment and retention activities. This brief highlights the fourteenth of these reports, *Minority Enrollment Report: Fall Semester 1994* (PVCC Institutional Research Report No. 2-95, April 1995).

Nearly 600 minority students attended PVCC during Fall Semester 1994 and accounted for nearly 15% of the entire student body. Seventy percent of all minority students were African-American. The number of other-race students was the highest in the college's history.

With respect to demographic characteristics, minority students were younger than white students; the percentage of white males was higher than that of African-American males but lower than that of other-race males; and proportionally the same number of whites and minorities resided within the PVCC service region. With respect to enrollment characteristics, the percentage of white students new to PVCC was higher than that of African-American students but lower than that of other-race students; a much larger percentage of minority students were enrolled in both occupational/technical and college transfer curricular programs than were white students; and a larger percentage of minority students studied full time than did white students. For the first time in three years, the percentage of African-American students topped the 20% mark.

Between fall 1993 and fall 1994, the number of white students enrolled at the college declined by 6.8%. During this same period, the number of minority students other than African-American increased by 14.3%, but the number of African-American students decreased by 18%. Several points should be noted concerning this decline in African-American students.

First, the number of African-American students rose dramatically between fall 1991 and fall 1993, establishing new school records during each of these terms. The number in fall 1994 (418) was approximately the same as in fall 1991 (423), suggesting that the decline was more an adjustment in numbers than anything else. Because community colleges are open enrollment institutions serving specific geographic communities, enrollment naturally fluctuates at such institutions. Indeed, community colleges more than other institutions of higher education are subject to peaks and valleys in enrollment.

(Continued on reverse side)

Second, the number of curricular African-American students and full-time African-American students actually increased between fall 1993 and fall 1994. As was the case with the student body as a whole, the loss in African-American students was among non-curricular students, especially those attending the college for personal satisfaction. College officials might wish to examine minority recruiting and retention strategies as they apply to non-curricular students. What types of courses do non-curricular African-American students typically take? Do the special interest courses offered by PVCC appeal to African-American students? Are they offered at convenient locations and at convenient times?

Most important for college planning, however, is the cost factor. Students taking courses for personal satisfaction are particularly sensitive to price, and when one considers that tuition at PVCC has risen 75% in the last six years, cost could be a major factor explaining the decline in African-American students. To test this hypothesis, tuition elasticity figures were calculated based upon fall enrollment trends.

*Elasticity* is a term used by economists to describe how responsive an item--usually something demanded by consumers--is to a change in the external environment--usually price. An elasticity figure of one or greater indicates that a market is *elastic*--or that the amount of the item changes significantly with fluctuations in price. An elasticity figure of less than one indicates an *inelastic* market, or one in which the item does not change significantly in response to fluctuations in price.

When applied to enrollment analysis in higher education, elasticity can be defined as  $\text{change in enrollment} \div \text{change in tuition}$ . In an inelastic market, the extra revenue generated from a tuition hike more than compensates for any corresponding loss in students. An elasticity figure of one or greater, however, indicates that any tuition increase does not compensate for the corresponding loss in enrollment.

As can be seen in Table 1, from 1988 to 1993, fall semester tuition elasticity figures at PVCC were quite inelastic. In fact, in fall 1993, figures for both total enrollment and for African-American student enrollment were below zero. In fall 1994, however, for the first time, the college found itself dealing with an elastic market. This was particularly true for African-American students (+6.11) and strongly suggests that recent tuition increases have had an adverse effect upon African-American students. Clearly, cost must be considered by college officials as they develop recruiting and retention strategies for minority students.

TABLE 1: TUITION ELASTICITY AT PVCC (TOTAL STUDENT ENROLLMENT AND BLACK STUDENT ENROLLMENT)

Year	Tuition (Cr. Hr.)	Total Enrollment No.	Total Enrollment Elasticity	Black Enrollment No.	Black Enrollment Elasticity
1988	\$25.95	4,198	--	380	--
1989	\$26.50	4,454	-2.88	409	-3.60
1990	\$29.80	4,337	0.21	459	-0.98
1991	\$35.00	4,240	0.13	423	0.45
1992	\$41.00	4,334	-0.13	485	-0.86
1993	\$44.00	4,369	-0.11	510	-0.70
1994	\$45.30	4,047	2.49	418	6.11

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# **MINORITY ENROLLMENT REPORT FALL SEMESTER 1994**

## **INTRODUCTION**

This is the fifteenth in a continuing series of studies concerning minority enrollment at Piedmont Virginia Community College (PVCC). Each study is designed to display longitudinal minority enrollment data and examine trends which can assist those involved in planning student recruitment and retention activities.

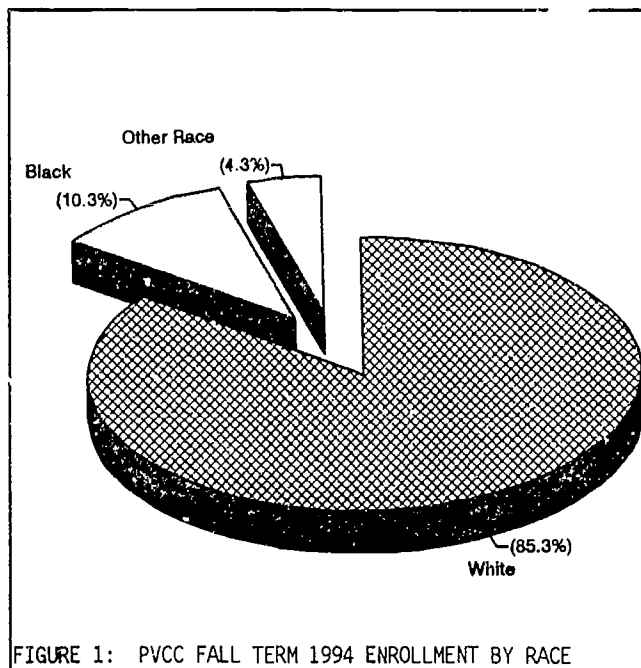
All data in this series of reports were obtained from the Student Enrollment Booklets compiled each term by the Virginia Community College System (VCCS) and printed electronically by computer. These booklets consist of numerous tables of data relating to many different aspects of student enrollment within the VCCS. Each table within the Student Enrollment Booklet from which data were obtained is noted within this report.

## **MINORITY ENROLLMENT**

Five-hundred ninety-four minority students enrolled at PVCC during Fall Semester 1994, accounting for nearly 15% of the entire student body (see Figure 1). This was the third highest number of minority students to enroll at the college during any single academic term, and the percentage of minority students within the student body as a whole was the second highest.



Four-hundred eighteen, or 70.4% of all minority students were African-American.<sup>1</sup> African-American students accounted for 10.3% of the entire student body. Of the remaining minority students, 96 were Oriental (Asians or Pacific Islanders), 32 were Hispanic, 12 were American Indians or Alaskan natives, and 36 classified themselves as "other."<sup>2</sup> The total number of other-race,



or minority students other than African-American, was the highest in the college's history (176), exceeding the previous record of 154, set in fall 1993, by 4.3%.

Minority enrollment at PVCC from Fall Semester 1990 through Fall Semester 1994 is shown in Table 1. While the total number of other-race students has steadily increased during this time, rising from 93 in the fall of 1990 to 176 in the fall of 1994 (an 89.2% increase), the number of African-American students has fluctuated. Between fall 1990 and fall 1991, the number of African-American students declined by 7.8%. Between 1991 and 1992, the number increased by 14.7%, and between 1992 and 1993, it

<sup>1</sup>African-American students are referred to as Black students in all tables and figures in this report because *Black* is the official racial classification used by the VCCS.

<sup>2</sup>As noted in previous reports, a student's racial classification is determined by what he or she indicates on the initial admission form. There are six boxes which the student may check: (1) White; (2) Black; (3) American Indian or Alaskan Native; (4) Asian or Pacific Islander; (5) Hispanic; and (6) Other. After the "other" box, space is provided for comment. Usually, students do not write comments. However, typically, an "other" student is a foreigner, uncertain which box to check. Occasionally, an "other" student is one with a sense of whimsy. On the admission form, students have written such comments as "humanoid" or "Indiana Irish" to justify their "other" classification.

increased again, this time by 5.2%. Between 1993 and 1994, the number of African-American students decreased by 18%.

TABLE 1: PVCC FALL TERM HEADCOUNT BY RACE

YEAR	TOTAL WHITE	TOTAL BLACK	Ori-ental	OTHER MINORITY His-panic	Amer. Indian	TOTAL OTHER MINORITY	TOTAL ALL MINORITY	TOTAL ALL STUDENTS
1990								
Number	3,785	459	52	22	4	15	93	552
Percentage	87.3%	10.6%	1.2%	0.5%	0.1%	0.3%	2.1%	12.7%
Pct. Increase	-4.1%	12.2%	-16.1%	4.8%	33.3%	15.4%	-6.1%	8.7%
1991								
Number	3,701	423	73	27	5	11	116	539
Percentage	87.3%	10.0%	1.7%	0.6%	0.1%	0.3%	2.7%	12.7%
Pct. Increase	-2.2%	-7.8%	40.4%	22.7%	25.0%	-26.7%	24.7%	-2.4%
1992								
Number	3,702	485	75	37	8	27	147	632
Percentage	85.4%	11.2%	1.7%	0.9%	0.2%	0.6%	3.4%	14.6%
Pct. Increase	0.0%	14.7%	2.7%	37.0%	60.0%	145.5%	26.7%	17.3%
1993								
Number	3,705	510	82	33	6	33	154	664
Percentage	84.8%	11.7%	1.9%	0.8%	0.1%	0.8%	3.5%	15.2%
Pct. Increase	0.1%	5.2%	9.3%	-10.8%	-25.0%	22.2%	4.8%	5.1%
1994								
Number	3,453	418	96	32	12	36	176	594
Percentage	85.3%	10.3%	2.4%	0.8%	0.3%	0.9%	4.3%	14.7%
Pct. Increase	-6.8%	-18.0%	17.1%	-3.0%	100.0%	9.1%	14.3%	-10.5%

SOURCE: VCCS Student Enrollment Booklets, Table 3a. Percentage figures indicate the percentage of students within a category for that particular year. Percentage increase figures indicate the increase or decrease by percentage in students from one year to the next.

Minority enrollment patterns during the past five years have differed from overall student enrollment patterns. Between fall 1989 and fall 1990, both white student enrollment and total student enrollment decreased while minority enrollment increased. Between fall 1990 and fall 1991, African-American student enrollment decreased at a higher rate than white student and total student enrollment did, and other-race student enrollment increased at a high rate. Between fall 1991 and fall 1992, both African-American student and other-race student enrollment increased at a much faster rate than did white student enrollment. Between fall 1992 and fall 1993, the trend continued with

both African-American student and other-race student enrollment increasing at a greater rate than white student enrollment. Between fall 1993 and fall 1994, African-American student enrollment declined at a higher rate than either white student or total student enrollment, and other-race student enrollment established a new school record. These minority enrollment trends are graphically illustrated in Figures 2 and 3.

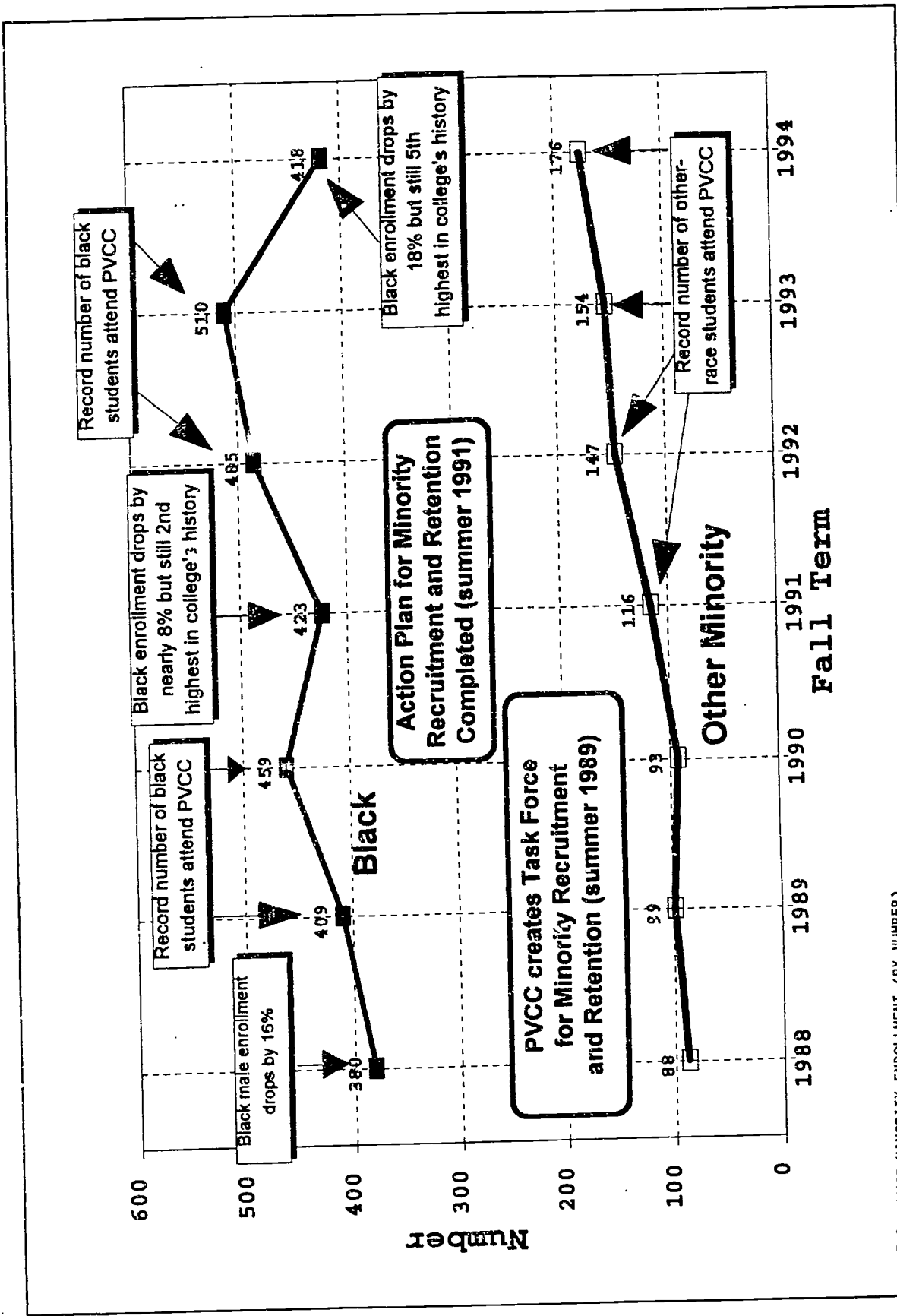


FIGURE 2: PVCC MINORITY ENROLLMENT (BY NUMBER)



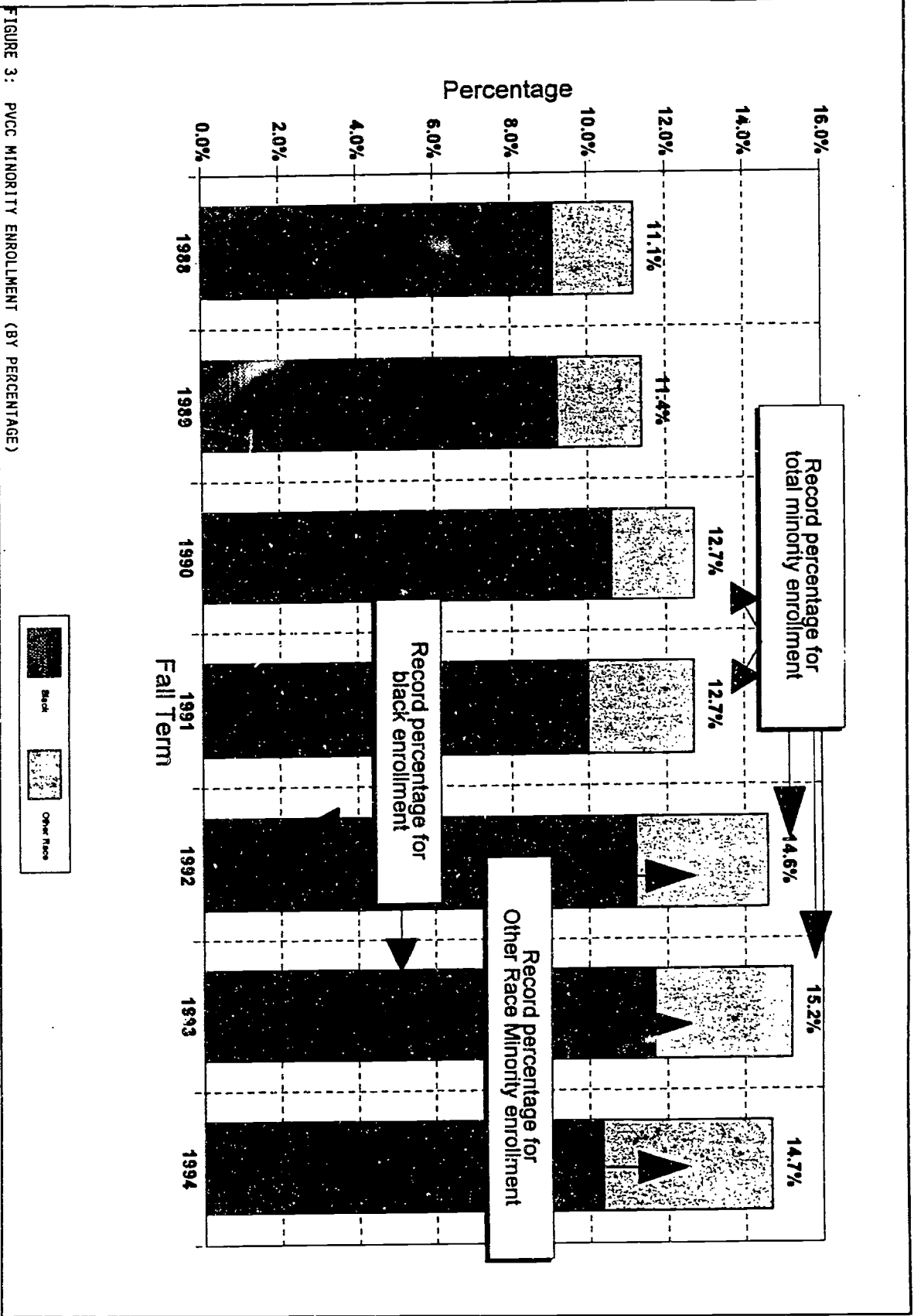


FIGURE 3: PVCC MINORITY ENROLLMENT (BY PERCENTAGE)

## STUDENT DEMOGRAPHIC CHARACTERISTICS BY RACE

In previous minority enrollment studies, demographic characteristics of minority students have been similar to those of white students.<sup>3</sup> The one exception, noted in most of the previous minority enrollment reports, concerned sex. Nearly every fall,

proportionally fewer African-American male students than white male students attended PVCC. This was also true in fall 1994 (see Table 2). Only 30.4% of all African-American students at PVCC in fall 1994 were male. In contrast, 39% of all white students

TABLE 2: PVCC FALL TERM HEADCOUNT BY RACE AND SEX

CATEGORY	1990 No. Pct.	1991 No. Pct.	1992 No. Pct.	1993 No. Pct.	1994 No. Pct.
<b>MALE</b>					
White	1450 38.3%	1442 39.0%	1399 37.8%	1411 38.1%	1348 39.0%
Black	158 34.4%	132 31.2%	132 27.2%	140 27.5%	127 30.4%
Other	40 43.0%	47 40.5%	57 38.8%	63 40.9%	86 48.9%
<b>TOTAL</b>	<b>1648 38.0%</b>	<b>1621 38.2%</b>	<b>1588 36.6%</b>	<b>1614 36.9%</b>	<b>1561 38.6%</b>
<b>FEMALE</b>					
White	2335 61.7%	2259 61.0%	2303 62.2%	2294 61.9%	2105 61.0%
Black	301 65.6%	291 68.8%	353 72.8%	370 72.5%	291 69.6%
Other	53 57.0%	69 59.5%	90 61.2%	91 59.1%	90 51.1%
<b>TOTAL</b>	<b>2689 62.0%</b>	<b>2619 61.8%</b>	<b>2746 63.4%</b>	<b>2755 63.1%</b>	<b>2486 61.4%</b>
<b>ALL STUDENTS</b>					
White	3785 100%	3701 100%	3702 100%	3705 100%	3453 100%
Black	459 100%	423 100%	485 100%	510 100%	418 100%
Other	93 100%	116 100%	147 100%	154 100%	176 100%
<b>TOTAL</b>	<b>4337 100%</b>	<b>4240 100%</b>	<b>4334 100%</b>	<b>4369 100%</b>	<b>4047 100%</b>

SOURCE: VCCS Student Enrollment Booklets, Table 3d. Percentage figures indicate the percentage of males or the percentage of females by a particular racial category.

were male, and 48.9% of all other-race students were male.

In terms of actual numbers, African-American female enrollment at PVCC decreased at a higher rate between fall 1993 and fall 1994 than did African-American male enrollment. While the number of African-American male students dropped by 9.2%,

<sup>3</sup>Demographic characteristics examined in this report are sex, age, and residence.

the number of African-American female students dropped by 21.4%. In other words, the loss in African-American enrollment between fall 1993 and fall 1994 was more a matter of females than males not returning to the college.

Minority students were slightly younger than white students in fall 1994. The mean age of African-American students (29) was two years lower than the mean age of either white students or all students, while the mean age of other-race students (28) was three years lower. The distribution by age categories was similar to that of previous years. As can be seen in Table 3, over one-quarter of all minority students were between the ages of 18 and 21, nearly one-half between the ages of 22 and 34, and slightly under one-quarter 35 years of age or older.

What is interesting to note is that the number of traditional college-aged African-American students (18-21 years of age) increased by nearly 14% between fall 1993 and fall 1994. In this respect, the decline in African-American student enrollment between fall 1993 and fall 1994 was exclusively a decline in adult African-American students.

TABLE 3: PVCC FALL TERM HEADCOUNT BY RACE AND AGE

CATEGORY	1990		1991		1992		1993		1994	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
UNDER 18										
White	75	2.0%	87	2.4%	81	2.2%	102	2.8%	89	2.6%
Black	5	1.1%	10	2.4%	8	1.6%	6	1.2%	6	1.4%
Other	3	3.2%	1	0.9%	2	1.4%	3	1.9%	6	3.4%
TOTAL	83	1.9%	98	2.3%	91	2.1%	111	2.5%	101	2.5%
18-21										
White	948	25.0%	877	23.7%	791	21.4%	776	20.9%	792	22.9%
Black	110	24.0%	111	26.2%	120	24.7%	101	19.8%	115	27.5%
Other	21	22.6%	28	24.1%	37	25.2%	34	22.1%	52	29.5%
TOTAL	1079	24.9%	1016	24.0%	948	21.9%	911	20.9%	959	23.7%
22-24										
White	427	11.3%	432	11.7%	450	12.2%	467	12.6%	407	11.8%
Black	70	15.3%	45	10.6%	56	11.5%	62	12.2%	47	11.2%
Other	13	14.0%	30	25.9%	25	17.0%	31	20.1%	26	14.8%
TOTAL	510	11.8%	507	12.0%	531	12.3%	560	12.8%	480	11.9%
25-34										
White	1141	30.1%	1137	30.7%	1085	29.3%	1026	27.7%	929	26.9%
Black	150	32.7%	152	35.9%	147	30.3%	171	33.5%	137	32.8%
Other	35	37.6%	39	33.6%	47	32.0%	52	33.8%	42	23.9%
TOTAL	1326	30.6%	1328	31.3%	1279	29.5%	1249	28.6%	1108	27.4%
35-44										
White	779	20.6%	759	20.5%	823	22.2%	815	22.0%	731	21.2%
Black	94	20.5%	76	18.0%	110	22.7%	114	22.4%	81	19.4%
Other	15	16.1%	12	10.3%	26	17.7%	25	16.2%	31	17.6%
TOTAL	888	20.5%	847	20.0%	959	22.1%	954	21.8%	843	20.8%
45-59										
White	334	8.8%	352	9.5%	400	10.8%	465	12.6%	445	12.9%
Black	28	6.1%	29	6.9%	44	9.1%	52	10.2%	31	7.4%
Other	5	5.4%	5	4.3%	9	6.1%	7	4.5%	18	10.2%
TOTAL	367	8.5%	386	9.1%	453	10.5%	524	12.0%	494	12.2%
60 AND OVER										
White	81	2.1%	57	1.5%	72	1.9%	54	1.5%	60	1.7%
Black	2	0.4%	0	0.0%	0	0.0%	4	0.8%	1	0.2%
Other	1	1.1%	1	0.9%	1	0.7%	2	1.3%	1	0.6%
TOTAL	84	1.9%	58	1.4%	73	1.7%	60	1.4%	62	1.5%
ALL STUDENTS										
White	3785	100%	3701	100%	3702	100%	3705	100%	3453	100%
Black	459	100%	423	100%	485	100%	510	100%	418	100%
Other	93	100%	116	100%	147	100%	154	100%	176	100%
TOTAL	4337	100%	4240	100%	4334	100%	4369	100%	4047	100%

SOURCE: VCCS Student Enrollment Booklets, Table 11b. Percentage figures indicate the percentage of students in a particular racial category by a particular age category.



The PVCC fall semester headcount by race and residence is shown in Table 4. Approximately the same percentage of African-American and white students resided within the PVCC service region. The percentage of other-race students residing within the service region was slightly lower than

TABLE 4: PVCC FALL TERM HEADCOUNT BY RACE AND RESIDENCE

CATEGORY	1990		1991		1992		1993		1994	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
<b>IN-DISTRICT</b>										
White	3320	87.7%	3291	88.9%	3301	89.2%	3293	88.9%	3004	87.0%
Black	409	89.1%	384	90.8%	431	88.9%	457	89.6%	360	86.1%
Other	77	82.8%	85	73.3%	123	83.7%	121	78.6%	148	84.1%
<b>TOTAL</b>	<b>3806</b>	<b>87.8%</b>	<b>3760</b>	<b>88.7%</b>	<b>3855</b>	<b>88.9%</b>	<b>3871</b>	<b>88.6%</b>	<b>3512</b>	<b>86.8%</b>
<b>OUT-OF-DISTRICT</b>										
White	399	10.5%	353	9.5%	335	9.0%	340	9.2%	359	10.4%
Black	43	9.4%	36	8.5%	42	8.7%	35	6.9%	47	11.2%
Other	6	6.5%	7	6.0%	11	7.5%	9	5.8%	14	8.0%
<b>TOTAL</b>	<b>448</b>	<b>10.3%</b>	<b>396</b>	<b>9.3%</b>	<b>388</b>	<b>9.0%</b>	<b>384</b>	<b>8.8%</b>	<b>420</b>	<b>10.4%</b>
<b>OUT-OF-STATE</b>										
White	66	1.7%	57	1.5%	66	1.8%	72	1.9%	90	2.6%
Black	7	1.5%	3	0.7%	12	2.5%	18	3.5%	11	2.6%
Other	10	10.8%	24	20.7%	13	8.8%	24	15.6%	14	8.0%
<b>TOTAL</b>	<b>83</b>	<b>1.9%</b>	<b>84</b>	<b>2.0%</b>	<b>91</b>	<b>2.1%</b>	<b>114</b>	<b>2.6%</b>	<b>115</b>	<b>2.8%</b>
<b>ALL STUDENTS</b>										
White	3785	100%	3701	100%	3702	100%	3705	100%	3453	100%
Black	459	100%	423	100%	485	100%	510	100%	418	100%
Other	93	100%	116	100%	147	100%	154	100%	176	100%
<b>TOTAL</b>	<b>4337</b>	<b>100%</b>	<b>4240</b>	<b>100%</b>	<b>4334</b>	<b>100%</b>	<b>4369</b>	<b>100%</b>	<b>4047</b>	<b>100%</b>

SOURCE: VCCS Student Enrollment Booklets, Table 8a. Percentage figures indicate the percentage of students in a particular racial category by their residence. In-district students are those who reside within the PVCC service region. Out-of-district students are those who reside within Virginia but not within the PVCC service region. Out-of-state students are those who reside outside of Virginia.

that of either white or African-American students. The percentage of students residing outside the service region but within the Commonwealth of Virginia was highest for African-Americans and lowest for other minorities. However, a much larger percentage of other-race students were classified as out-of-state students than were white or African-American students.

The fall semester headcount by race and residence for all PVCC service region localities is shown in Table 5. With respect to African-American student enrollment, the

number of African-American students from the outlying counties decreased at a much higher rate than the number from the Charlottesville-Albemarle County area. The number of African-American students from the City of Charlottesville declined by 11.9% and the number from Albemarle County declined by 13.7%. In the outlying counties, the number of African-American students from Louisa County declined by 56.8%, the number from Fluvanna County by 45.9%, the number from Greene County by 40%, and the number from Nelson County by 25%. Only in Buckingham County did the number of African-American students increase (by 10%).

TABLE 5: PVCC FALL TERM HEADCOUNT BY RACE AND IN-DISTRICT RESIDENCE

CATEGORY	1990		1991		1992		1993		1994	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
<b>ALBEMARLE</b>										
White	1530	46.1%	1525	46.3%	1476	44.7%	1493	45.3%	1346	44.8%
Black	125	30.6%	121	31.5%	131	30.4%	131	28.7%	113	31.4%
Other	31	40.3%	35	41.2%	45	36.6%	53	43.8%	72	48.6%
<b>TOTAL</b>	<b>1686</b>	<b>44.3%</b>	<b>1681</b>	<b>44.7%</b>	<b>1652</b>	<b>42.9%</b>	<b>1677</b>	<b>43.3%</b>	<b>1531</b>	<b>43.6%</b>
<b>BUCKINGHAM</b>										
White	59	1.8%	57	1.7%	59	1.8%	55	1.7%	59	2.0%
Black	21	5.1%	16	4.2%	22	5.1%	20	4.4%	22	6.1%
Other	0	0.0%	1	1.2%	1	0.8%	0	0.0%	2	1.4%
<b>TOTAL</b>	<b>80</b>	<b>2.1%</b>	<b>74</b>	<b>2.0%</b>	<b>82</b>	<b>2.1%</b>	<b>75</b>	<b>1.9%</b>	<b>83</b>	<b>2.4%</b>
<b>FLUVANNA</b>										
White	215	6.5%	235	7.1%	306	9.3%	263	8.0%	283	9.4%
Black	38	9.3%	25	6.5%	39	9.0%	37	8.1%	20	5.6%
Other	3	3.9%	2	2.4%	4	3.3%	2	1.7%	6	4.1%
<b>TOTAL</b>	<b>256</b>	<b>6.7%</b>	<b>262</b>	<b>7.0%</b>	<b>349</b>	<b>9.1%</b>	<b>302</b>	<b>7.8%</b>	<b>309</b>	<b>8.8%</b>
<b>GREENE</b>										
White	288	8.7%	266	8.1%	277	8.4%	294	8.9%	274	7.1%
Black	15	3.7%	16	4.2%	16	3.7%	25	5.5%	15	4.2%
Other	4	5.2%	6	7.1%	8	6.5%	3	2.5%	6	4.1%
<b>TOTAL</b>	<b>307</b>	<b>8.1%</b>	<b>288</b>	<b>7.7%</b>	<b>301</b>	<b>7.8%</b>	<b>322</b>	<b>8.3%</b>	<b>295</b>	<b>8.4%</b>
<b>LOUISA</b>										
White	153	4.6%	160	4.9%	162	4.9%	201	6.1%	160	5.3%
Black	33	8.1%	42	10.9%	42	9.7%	51	11.2%	22	6.1%
Other	2	2.6%	2	2.4%	5	4.1%	4	3.3%	7	4.7%
<b>TOTAL</b>	<b>188</b>	<b>4.9%</b>	<b>204</b>	<b>5.4%</b>	<b>209</b>	<b>5.4%</b>	<b>256</b>	<b>6.6%</b>	<b>189</b>	<b>5.4%</b>
<b>NELSON</b>										
White	144	4.3%	159	4.8%	156	4.7%	173	5.3%	174	5.8%
Black	14	3.4%	13	3.4%	27	6.3%	16	3.5%	12	3.3%
Other	1	1.3%	0	0.0%	4	3.3%	5	4.1%	2	1.4%
<b>TOTAL</b>	<b>159</b>	<b>4.2%</b>	<b>172</b>	<b>4.6%</b>	<b>187</b>	<b>4.9%</b>	<b>194</b>	<b>5.0%</b>	<b>188</b>	<b>5.4%</b>
<b>CHARLOTTESVILLE</b>										
White	931	28.0%	889	27.0%	865	26.2%	814	24.7%	708	23.6%
Black	163	39.9%	151	39.3%	154	35.7%	177	38.7%	156	43.3%
Other	36	46.8%	39	45.9%	56	45.5%	54	44.6%	53	35.8%
<b>TOTAL</b>	<b>1130</b>	<b>29.7%</b>	<b>1079</b>	<b>28.7%</b>	<b>1075</b>	<b>27.9%</b>	<b>1045</b>	<b>27.0%</b>	<b>917</b>	<b>26.1%</b>
<b>TOTAL IN-DISTRICT</b>										
White	3320	100%	3291	100%	3301	100%	3293	100%	3004	100%
Black	409	100%	384	100%	431	100%	457	100%	360	100%
Other	77	100%	85	100%	123	100%	121	100%	148	100%
<b>TOTAL</b>	<b>3806</b>	<b>100%</b>	<b>3760</b>	<b>100%</b>	<b>3855</b>	<b>100%</b>	<b>3671</b>	<b>100%</b>	<b>3512</b>	<b>100%</b>

SOURCE: VCCS Student Enrollment Booklets, Table 8A. Percentage figures indicate the percentage of students in a particular racial category by their residence.

Most minority students residing within PVCC's service region lived within the City of Charlottesville or in Albemarle County. Nearly 75% of all African-American students from the service region, and approximately 85% of other-race students, were residents of one of these two jurisdictions. As in previous years, the largest number of African-Americans resided in the City of Charlottesville, and the second largest number resided in Albemarle County.

The percentage of non-whites residing within the service region has always been higher than the percentage attending PVCC. Indeed, in 1989-90, as part of its new

TABLE 6: PERCENTAGE OF NON-WHITES BY SERVICE REGION POPULATION AND PVCC FALL HEADCOUNT

RESIDENCE	1990		1991		1992		1993		1994	
	Pct. Pop.	Pct. HC	Pct. Pop.	Pct. HC	Pct. Pop.	Pct. HC	Pct. Pop.	Pct. HC	Pct. Pop.	Pct. HC
Albemarle	11.7%	9.3%	12.9%	9.3%	12.9%	10.7%	12.9%	11.0%	12.9%	12.1%
Buckingham	42.9%	26.3%	41.2%	23.0%	41.2%	28.0%	41.2%	26.7%	41.2%	28.9%
Fluvanna	27.6%	16.0%	23.4%	10.3%	23.4%	12.3%	23.4%	12.9%	23.4%	8.4%
Greene	7.2%	6.2%	7.0%	7.6%	7.0%	8.0%	7.0%	8.7%	7.0%	7.1%
Louisa	30.0%	18.6%	26.4%	21.6%	26.4%	22.5%	26.4%	21.5%	26.4%	15.3%
Nelson	17.5%	9.4%	19.8%	7.6%	19.8%	16.6%	19.8%	10.8%	19.8%	7.4%
Charlottesville	21.0%	17.6%	23.9%	17.6%	23.9%	19.5%	23.9%	22.1%	23.9%	22.8%
TOTAL	17.9%	12.8%	18.6%	12.5%	18.6%	14.4%	18.6%	14.9%	18.6%	14.5%

SOURCE: VCCS census tapes and VCCS Student Enrollment Booklets, Table 8A. The population percentage is the percentage of non-whites projected to be residing in each locality during a particular year; the headcount percentage is the percentage of non-white service region students attending PVCC during the fall term of a particular year. Note that population percentages after 1991 are identical because they are all based upon actual 1990 census figures.

minority recruitment and retention effort, the college adopted the position that its minority enrollment should reflect the overall service region statistically. Since this time, the

college has steadily been working toward this goal. As can be seen in Table 6, approximately 18% of the service region population during any recent year was non-white, while typically less than 14% of the PVCC student service region population was non-white. However, over the past three years, the gap between the two narrowed considerably, and in each of these years, over 14% of all fall PVCC service region students were non-white.

### STUDENT ENROLLMENT CHARACTERISTICS BY RACE

Differences in white and minority enrollment characteristics often provide indica-

TABLE 7: PVCC FALL TERM HEADCOUNT BY RACE AND NEW/RETURNING STATUS

CATEGORY	1990		1991		1992		1993		1994	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
<b>NEW</b>										
White	1249	33.0%	1112	30.0%	1125	30.4%	1085	29.3%	1066	30.9%
Black	150	32.7%	116	27.4%	155	32.0%	139	27.3%	110	26.3%
Other	37	39.8%	47	40.5%	56	38.1%	54	35.1%	62	35.2%
<b>TOTAL</b>	<b>1436</b>	<b>33.1%</b>	<b>1275</b>	<b>30.1%</b>	<b>1336</b>	<b>30.8%</b>	<b>1278</b>	<b>29.3%</b>	<b>1238</b>	<b>30.6%</b>
<b>RETURNING</b>										
White	2536	67.0%	2589	70.0%	2577	69.6%	2620	70.7%	2387	69.1%
Black	309	67.3%	307	72.6%	330	68.0%	371	72.7%	308	73.7%
Other	56	60.2%	69	59.5%	91	61.9%	100	64.9%	114	64.8%
<b>TOTAL</b>	<b>2901</b>	<b>66.9%</b>	<b>2965</b>	<b>69.9%</b>	<b>2998</b>	<b>69.2%</b>	<b>3091</b>	<b>70.7%</b>	<b>2809</b>	<b>69.4%</b>
<b>ALL STUDENTS</b>										
White	3785	100%	3701	100%	3702	100%	3705	100%	3453	100%
Black	459	100%	423	100%	485	100%	510	100%	418	100%
Other	93	100%	116	100%	147	100%	154	100%	176	100%
<b>TOTAL</b>	<b>4337</b>	<b>100%</b>	<b>4240</b>	<b>100%</b>	<b>4334</b>	<b>100%</b>	<b>4369</b>	<b>100%</b>	<b>4047</b>	<b>100%</b>

SOURCE: VCCS Student Enrollment Booklets, Tables 3l, 14b, and 15. Percentage figures indicate the percentage of students in a particular racial category by their status (new or returning). A new student is any student who has never attended PVCC before.

tions as to what minority students find attractive about PVCC. Enrollment characteristics examined in this study are attendance (new or returning), status (full-time or part-time), class (freshmen, sophomores, developmental, or unclassified), program

(college transfer, occupational/technical, developmental, or unclassified), degree sought (Associate of Arts [A.A.], Associate of Science [A.S.], Associate of Applied Science [A.A.S.], diploma, certificate, developmental, or unclassified), and curriculum (Business Administration, Education, Fine Arts, and so forth).

As can be seen in Table 7, 26.3% of all African-American students, 30.9% of all white students, and 35.2% of all other-race students were new to PVCC in Fall Semester 1994.<sup>4</sup> Proportionally, these figures were similar to fall 1993 figures.

TABLE 8: PVCC FALL TERM HEADCOUNT BY RACE AND FULL-TIME/PART-TIME STATUS

CATEGORY	1990 No. Pct.	1991 No. Pct.	1992 No. Pct.	1993 No. Pct.	1994 No. Pct.
<b>FULL-TIME</b>					
White	754 19.9%	768 20.8%	719 19.4%	667 18.0%	621 18.0%
Black	102 22.2%	97 22.9%	86 17.7%	85 16.7%	91 21.8%
Other	25 26.9%	31 26.7%	37 25.2%	49 31.8%	45 25.6%
<b>TOTAL</b>	<b>881 20.3%</b>	<b>896 21.1%</b>	<b>842 19.4%</b>	<b>801 18.3%</b>	<b>757 18.7%</b>
<b>PART-TIME</b>					
White	3031 80.1%	2933 79.2%	2983 80.6%	3038 82.0%	2832 82.0%
Black	357 77.8%	326 77.1%	399 82.3%	425 83.3%	327 78.2%
Other	68 73.1%	85 73.3%	110 74.8%	105 68.2%	131 74.4%
<b>TOTAL</b>	<b>3456 79.7%</b>	<b>3344 78.9%</b>	<b>3492 80.6%</b>	<b>3568 81.7%</b>	<b>3290 81.3%</b>
<b>ALL STUDENTS</b>					
White	3785 100%	3701 100%	3702 100%	3705 100%	3453 100%
Black	459 100%	423 100%	485 100%	510 100%	418 100%
Other	93 100%	116 100%	147 100%	154 100%	176 100%
<b>TOTAL</b>	<b>4337 100%</b>	<b>4240 100%</b>	<b>4334 100%</b>	<b>4369 100%</b>	<b>4047 100%</b>

SOURCE: VCCS Student Enrollment Booklets, Table 15. Percentage figures indicate the percentage of students in a particular racial category by their status (full-time or part-time). A full-time student is any student carrying twelve or more credit hours of course work during the term.

During the late 1980's and early 1990's, a notable increase in full-time students occurred at PVCC (see Table 8). This increase culminated in fall 1991 with 896 full-time students. Of these, 128 (14.3%) were minority students. Between 1991 and 1994,

<sup>4</sup>New students include first-time students (those who have not attended college previously) and transfer students (those who have attended college previously but have never attended PVCC).

however, the total number of full-time students declined by 15.5%. Yet during these same three years, the number of minority full-time students continued to grow, increasing by 6.3%. Between fall 1993 and fall 1994, African-American full-time student enrollment increased by six students (7%) while white full-time student enrollment decreased by 52 (7%). Other-race full-time enrollment decreased by four students (-8.2%). Since 1989, full-time other-race enrollment has increased by 87.5% and full-time African-American enrollment has increased by 37.8%. During this same period of time, full-time white student enrollment has decreased by 16.9%.

In Fall Semester 1994, over 25% of all other-race students, and over 20% of all African-American students, were enrolled at PVCC as full-time students. Less than 20% of all white students were enrolled as full-time students. The percentage of African-American full-time students topped the 20% mark for the first time in three years.

PVCC fall term headcount by race and class is shown in Table 9. Normally, during any fall term, a higher percentage of minority students are classified as freshmen than white students, and this was true during fall 1994. While only slightly over one-third of all white students were classified as freshmen, over one-half of all minority students were. Less than 40% of other-race students were classified as freshmen.

The percentage of curricular students within the student body as a whole in fall 1994 (54.3%) was the highest it has been in the 1990's (see Table 10). The percentage of curricular minority students was even higher--68.9% of all African-American students, and 56.8% of all other-race students, were enrolled as curricular students in fall 1994. Although the number of African-American curricular students fell between fall 1993 and fall 1994 (from 311 to 288), the percentage rose (from 61% to 68.9%). The reason for

percentage of other-race students enrolled in occupational/ technical programs rose. The number rose from 19 to 24, and the percentage from 12.3% to 13.6%.

Enrollment patterns by race and degree sought are shown in Table 11. College transfer programs are those leading toward either the A.A. or A.S. degrees; occupational/technical programs are those leading toward the A.A.S. degree or a certificate. PVCC fall term headcount by race and curricular programs is shown in Table 12 and Table 13. These tables are presented to assist administrators and faculty in assessing minority enrollments within their divisions and programs. However, considerable caution should be exercised when examining these data. In any particular year, very few minority students may have been enrolled in a particular curriculum. Because of such small numbers, the statistical reliability of the data is questionable.



TABLE 11: PVCC FALL TERM HEADCOUNT BY RACE AND DEGREE SOUGHT

CATEGORY	1990 No. Pct.	1991 No. Pct.	1992 No. Pct.	1993 No. Pct.	1994 No. Pct.
<b>A.A.</b>					
White	398 10.5%	405 10.9%	409 11.0%	365 9.9%	351 10.2%
Black	32 7.0%	37 8.7%	38 7.8%	39 7.6%	34 8.1%
Other	7 7.5%	10 8.6%	11 7.5%	13 8.4%	16 9.1%
TOTAL	437 10.1%	452 10.7%	458 10.6%	417 9.5%	401 9.9%
<b>A.S.</b>					
White	921 24.3%	943 25.5%	950 25.7%	911 24.6%	906 26.2%
Black	98 21.4%	123 29.1%	152 31.3%	153 30.0%	157 37.6%
Other	30 32.3%	38 32.8%	56 38.1%	57 37.0%	60 34.1%
TOTAL	1049 24.2%	1104 26.0%	1158 26.7%	1121 25.7%	1123 27.7%
<b>A.A.S.</b>					
White	525 13.9%	507 13.7%	545 14.7%	542 14.6%	526 15.2%
Black	118 25.7%	100 23.6%	97 20.0%	107 21.0%	94 22.5%
Other	13 14.0%	16 13.8%	15 10.2%	19 12.3%	22 12.5%
TOTAL	656 15.1%	623 14.7%	657 15.2%	668 15.3%	642 15.9%
<b>DIPLOMA</b>					
White	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Black	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
TOTAL	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
<b>CERTIFICATE</b>					
White	25 0.7%	28 0.8%	29 0.8%	33 0.9%	26 0.8%
Black	12 2.6%	9 2.1%	8 1.6%	12 2.4%	3 0.7%
Other	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 1.1%
TOTAL	37 0.9%	37 0.9%	37 0.9%	45 1.0%	31 0.8%
<b>DEVELOPMENTAL</b>					
White	15 0.4%	18 0.5%	7 0.2%	7 0.2%	3 0.1%
Black	12 2.6%	9 2.1%	6 1.2%	11 2.2%	5 1.2%
Other	2 2.2%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
TOTAL	29 0.7%	27 0.6%	13 0.3%	18 0.4%	8 0.2%
<b>UNCLASSIFIED</b>					
White	1901 50.2%	1800 48.6%	1762 47.6%	1847 49.9%	1641 47.5%
Black	187 40.7%	145 34.3%	184 37.9%	188 36.9%	125 29.9%
Other	41 44.1%	52 44.8%	65 44.2%	65 42.2%	76 43.2%
TOTAL	2129 49.1%	1997 47.1%	2011 46.4%	2100 48.1%	1842 45.5%
<b>ALL STUDENTS</b>					
White	3785 100%	3701 100%	3702 100%	3705 100%	3453 100%
Black	459 100%	423 100%	485 100%	510 100%	418 100%
Other	93 100%	116 100%	147 100%	154 100%	176 100%
TOTAL	4337 100%	4240 100%	4334 100%	4369 100%	4047 100%

SOURCE: VCCS Student Enrollment Booklets, Tables 4 and 7A. Percentage figures indicate the percentage of students in a particular racial category by the degree they are seeking. Degrees offered by PVCC are the Associate of Arts (A.A.), the Associate of Science (A.S.), and the Associate of Applied Science (A.A.S.). PVCC also offers certificates and diplomas in various career-related fields. Students taking fifty percent or more of their classes in developmental studies are classified as developmental students. Unclassified students are those not seeking any degree and not enrolled in any program.

this is that most of the loss in African-American students between fall 1993 and fall 1994 was in the non-curricular category.

Over one-third of all PVCC students were enrolled in college transfer programs in fall 1994. A higher percentage of both African-American and other-race students (approximately 45%) than white students

were enrolled in college transfer programs. The figures for fall 1994 were quite similar to those for previous fall terms with the exception that proportionally more African-American students were enrolled in college transfer programs. In fact, while the number of African-American students enrolled in college transfer programs during the past three

TABLE 9: PVCC FALL TERM HEADCOUNT BY RACE AND CLASS

CATEGORY	1990		1991		1992		1993		1994	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
<b>FRESHMEN</b>										
White	1324	35.0%	1332	36.0%	1385	37.4%	1277	34.5%	1235	35.8%
Black	210	45.8%	213	51.5%	234	48.2%	258	50.6%	232	55.5%
Other	41	44.1%	50	43.1%	66	44.9%	70	45.5%	69	39.2%
<b>TOTAL</b>	<b>1575</b>	<b>36.3%</b>	<b>1600</b>	<b>37.7%</b>	<b>1685</b>	<b>38.9%</b>	<b>1605</b>	<b>36.7%</b>	<b>1536</b>	<b>38.0%</b>
<b>SOPHOMORES</b>										
White	545	14.4%	551	14.9%	548	14.8%	574	15.5%	574	16.6%
Black	50	10.9%	51	12.1%	61	12.6%	53	10.4%	56	13.4%
Other	9	9.7%	14	12.1%	16	10.9%	19	12.3%	31	17.6%
<b>TOTAL</b>	<b>604</b>	<b>13.9%</b>	<b>616</b>	<b>14.5%</b>	<b>625</b>	<b>14.4%</b>	<b>646</b>	<b>14.8%</b>	<b>661</b>	<b>16.3%</b>
<b>DEVELOPMENTAL</b>										
White	15	0.4%	18	0.5%	7	0.2%	7	0.2%	3	0.1%
Black	12	2.6%	9	2.1%	6	1.2%	11	2.2%	5	1.2%
Other	2	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>TOTAL</b>	<b>29</b>	<b>0.7%</b>	<b>27</b>	<b>0.6%</b>	<b>13</b>	<b>0.3%</b>	<b>18</b>	<b>0.4%</b>	<b>8</b>	<b>0.2%</b>
<b>UNCLASSIFIED</b>										
White	1901	50.2%	1800	48.6%	1762	47.6%	1847	49.9%	1641	47.5%
Black	187	40.7%	145	34.3%	184	37.9%	188	36.9%	125	29.9%
Other	41	44.1%	52	44.8%	65	44.2%	65	42.2%	76	43.2%
<b>TOTAL</b>	<b>2129</b>	<b>49.1%</b>	<b>1997</b>	<b>47.1%</b>	<b>2011</b>	<b>46.4%</b>	<b>2100</b>	<b>48.1%</b>	<b>1842</b>	<b>45.5%</b>
<b>ALL STUDENTS</b>										
White	3785	100%	3701	100%	3702	100%	3705	100%	3453	100%
Black	459	100%	423	100%	485	100%	510	100%	418	100%
Other	93	100%	116	100%	147	100%	154	100%	176	100%
<b>TOTAL</b>	<b>4337</b>	<b>100%</b>	<b>4240</b>	<b>100%</b>	<b>4334</b>	<b>100%</b>	<b>4369</b>	<b>100%</b>	<b>4047</b>	<b>100%</b>

SOURCE: VCCS Student Enrollment Booklets, Tables 4 and 7A. Percentage figures indicate the percentage of students in a particular racial category by class status (freshman or sophomore). Students who have successfully completed over 45 credit hours toward their degrees are classified as sophomores; those who have not are classified as freshmen. Students taking fifty percent or more of their classes in developmental studies are classified as developmental students. Unclassified students are those not enrolled in any program.

years has remained approximately the same, the percentage enrolled in fall 1994 was the highest it has ever been.

A higher percentage of African-American students were enrolled in occupational/technical programs in fall 1994 than were other-race students or white students. Although the percentage of African-American occupational/technical students remained about the same (23.2%), the number fell from 119 to 97. However, both the number and

TABLE 10: PVCC FALL HEADCOUNT BY RACE AND TYPE OF PROGRAM

CATEGORY	1990 No. Pct.	1991 No. Pct.	1992 No. Pct.	1993 No. Pct.	1994 No. Pct.
<b>COLLEGE TRANSFER</b>					
White	1319 34.8%	1348 36.4%	1359 36.7%	1276 34.4%	1257 36.4%
Black	130 28.3%	160 37.8%	190 39.2%	192 37.6%	191 45.7%
Other	37 39.8%	48 41.4%	67 45.6%	70 45.5%	76 43.2%
<b>TOTAL</b>	<b>1486 34.3%</b>	<b>1556 36.7%</b>	<b>1616 37.3%</b>	<b>1538 35.2%</b>	<b>1524 37.7%</b>
<b>OCCUPATIONAL / TECHNICAL</b>					
White	550 14.5%	535 14.5%	574 15.5%	575 15.5%	552 16.0%
Black	130 28.3%	109 25.8%	105 21.6%	119 23.3%	97 23.2%
Other	13 14.0%	16 13.8%	15 10.2%	19 12.3%	24 13.6%
<b>TOTAL</b>	<b>693 16.0%</b>	<b>660 15.6%</b>	<b>694 16.0%</b>	<b>713 16.3%</b>	<b>673 16.6%</b>
<b>DEVELOPMENTAL</b>					
White	15 0.4%	18 0.5%	7 0.2%	7 0.2%	3 0.1%
Black	12 2.6%	9 2.1%	6 1.2%	11 2.2%	5 1.2%
Other	2 2.2%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
<b>TOTAL</b>	<b>29 0.7%</b>	<b>27 0.6%</b>	<b>13 0.3%</b>	<b>18 0.4%</b>	<b>8 0.2%</b>
<b>UNCLASSIFIED</b>					
White	1901 50.2%	1800 48.6%	1762 47.6%	1847 49.9%	1641 47.5%
Black	187 40.7%	145 34.3%	184 37.9%	188 36.9%	125 29.9%
Other	41 44.1%	52 44.8%	65 44.2%	65 42.2%	76 43.2%
<b>TOTAL</b>	<b>2129 49.1%</b>	<b>1997 47.1%</b>	<b>2011 46.4%</b>	<b>2100 48.1%</b>	<b>1842 45.5%</b>
<b>ALL STUDENTS</b>					
White	3785 100%	3701 100%	3702 100%	3705 100%	3453 100%
Black	459 100%	423 100%	485 100%	510 100%	418 100%
Other	93 100%	116 100%	147 100%	154 100%	176 100%
<b>TOTAL</b>	<b>4337 100%</b>	<b>4240 100%</b>	<b>4334 100%</b>	<b>4369 100%</b>	<b>4047 100%</b>

SOURCE: VCCS Student Enrollment Booklets, Table 4. Percentage figures indicate the percentage of students in a particular racial category by the program in which they are enrolled. College transfer students are enrolled in programs leading toward the A.A. or A.S. degrees. These programs are designed as transfer programs to four-year colleges or universities. Occupational/technical students are enrolled in programs leading toward the A.A.S. degree or toward a certificate or diploma. These programs are designed to provide job-related skills for various occupational fields. Students taking fifty percent or more of their classes in developmental studies are classified as developmental students. Unclassified students are those not enrolled in any degree program.

TABLE 12: PVCC FALL TERM HEADCOUNT NUMBER BY RACE AND CURRICULUM

CURRICULUM	1990				1991				1992				1993				1994			
	Wh	Bl	Oth	ALL	Wh	Bl	Oth	ALL	Wh	Bl	Oth	ALL	Wh	Bl	Oth	ALL	Wh	Bl	Oth	ALL
Business Admin.	313	21	11	345	280	32	11	323	246	46	20	312	215	41	14	270	243	39	17	299
Education	61	6	1	68	71	7	1	79	74	7	2	83	65	9	3	77	60	13	2	75
Fine Arts	65	0	2	67	43	5	2	50	45	8	3	56	34	4	4	42	43	2	3	48
General Studies	395	57	12	464	428	74	16	518	472	86	19	577	465	90	19	574	436	87	18	541
Liberal Arts	333	32	5	370	362	32	8	402	364	30	8	402	331	35	9	375	308	32	13	353
Science	152	14	6	172	164	10	10	184	158	13	15	186	166	13	21	200	167	18	23	208
AA/AS TOTAL	1319	130	37	1486	1348	160	48	1556	1359	190	67	1616	1276	192	70	1538	1257	191	76	1524
Accounting	57	8	2	67	54	8	2	64	49	5	1	55	58	11	2	71	44	4	3	51
Computer Info.	87	30	2	119	67	29	5	101	78	29	4	111	79	33	4	116	77	30	6	113
Draft & Design	23	4	0	27	19	2	0	21	27	3	0	30	11	2	0	13	22	1	0	23
Electronics	40	10	0	50	47	4	1	52	51	8	1	60	44	7	1	52	51	7	0	58
Management	109	23	1	133	92	19	0	111	97	17	4	118	99	18	5	122	91	15	2	108
Marketing	26	3	0	29	16	3	2	21	20	1	0	21	17	0	0	17	15	2	0	17
Nursing	104	13	5	122	113	8	3	124	127	8	3	138	132	8	6	146	123	10	7	140
Office Systems	27	22	1	50	37	23	1	61	39	21	1	61	35	24	1	60	44	18	2	64
Police Science	37	4	1	42	53	3	1	57	55	5	1	61	66	4	0	70	58	7	2	67
Resp. Therapy	15	1	1	17	9	1	1	11	2	0	0	2	1	0	0	1	1	0	0	1
Science Lab	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
AAS TOTAL	525	118	13	656	507	100	16	623	545	97	15	657	542	107	19	668	526	94	22	642
Arts/Crafts	1	1	0	2	1	0	0	1	2	0	0	2	1	0	0	1	0	0	0	0
Auto Mechanics	2	0	0	2	1	0	0	1	1	0	0	1	3	0	0	3	5	0	1	6
Career Studies	17	5	0	22	23	5	0	28	21	4	0	25	21	6	0	27	13	2	1	16
Clerical Studies	1	4	0	5	1	2	0	3	1	2	0	3	2	5	0	7	2	1	0	3
Drafting	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1
Draft Design	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
Electronic Svc.	2	0	0	2	0	0	0	0	1	0	0	1	1	1	0	2	0	0	0	0
Health Tech.	0	1	0	1	1	2	0	3	0	2	0	2	1	0	0	1	0	0	0	0
Law Enforcement	2	1	0	3	1	0	0	1	3	0	0	3	3	0	0	3	3	0	0	3
DIP/CERT TOTAL	25	12	0	37	28	9	0	37	29	8	0	37	33	12	0	45	26	3	2	31
DEVELOPMENTAL	15	12	2	29	18	9	0	27	7	6	0	13	7	11	0	18	3	5	0	8
UNCLASSIFIED	1901	187	41	2129	1800	145	52	1997	1762	184	65	2011	1847	188	65	2100	1641	125	76	1842
GRAND TOTAL	3785	459	93	4337	3701	423	116	4240	3702	485	147	4334	3705	510	154	4369	3453	418	176	4047

SOURCE: VCCS Student Enrollment Booklet, Tables 4 and 7. Wh=White; Bl=Black; Oth=Other; All=total.

TABLE 13: PVCC TERM HEADCOUNT PERCENTAGE BY RACE AND CURRICULUM

CURRICULUM	1990				1991				1992				1993				1994			
	Wh	Bl	Oth	ALL	Wh	Bl	Oth	ALL	Wh	Bl	Oth	ALL	Wh	Bl	Oth	ALL	Wh	Bl	Oth	ALL
Business Admin.	8%	5%	12%	8%	8%	8%	9%	8%	7%	9%	14%	7%	6%	8%	9%	6%	7%	9%	10%	7%
Education	2%	1%	1%	2%	2%	2%	1%	2%	2%	1%	1%	2%	2%	2%	2%	2%	2%	3%	1%	2%
Fine Arts	2%	0%	2%	2%	1%	1%	2%	1%	1%	2%	2%	1%	1%	1%	3%	1%	1%	0%	2%	1%
General Studies	10%	12%	13%	11%	12%	17%	14%	12%	13%	18%	13%	13%	13%	18%	12%	13%	13%	21%	10%	13%
Liberal Arts	9%	7%	5%	9%	10%	8%	7%	9%	10%	6%	5%	9%	9%	7%	6%	9%	9%	8%	7%	9%
Science	4%	3%	6%	4%	4%	2%	9%	4%	4%	3%	10%	4%	4%	3%	14%	5%	5%	4%	13%	5%
AA/AS TOTAL	35%	28%	40%	34%	36%	38%	41%	37%	37%	39%	46%	37%	34%	38%	45%	35%	36%	46%	43%	38%
Accounting	2%	2%	2%	2%	1%	2%	2%	2%	1%	1%	1%	1%	2%	2%	1%	2%	1%	1%	2%	1%
Computer Info.	2%	7%	2%	3%	2%	7%	4%	2%	2%	6%	3%	3%	2%	6%	3%	3%	2%	7%	3%	3%
Draft & Design	1%	1%	0%	1%	1%	0%	0%	0%	1%	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%	1%
Electronics	1%	2%	0%	1%	1%	1%	1%	1%	1%	2%	1%	1%	1%	1%	1%	1%	1%	2%	0%	1%
Management	3%	5%	1%	3%	2%	4%	0%	3%	3%	4%	3%	3%	3%	4%	3%	3%	3%	4%	1%	3%
Marketing	1%	1%	0%	1%	0%	1%	2%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Nursing	3%	3%	5%	3%	3%	2%	3%	3%	3%	2%	2%	3%	4%	2%	4%	3%	4%	2%	4%	3%
Office Systems	1%	5%	1%	1%	1%	5%	1%	1%	1%	4%	1%	1%	1%	5%	1%	1%	1%	4%	1%	2%
Police Science	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%	1%	0%	2%	2%	2%	1%	2%
Resp. Therapy	0%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Science Lab	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
AAS TOTAL	14%	26%	14%	15%	14%	24%	14%	15%	15%	20%	10%	15%	15%	21%	12%	15%	15%	22%	13%	16%
Arts/Crafts	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Auto Mechanics	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%
Career Studies	0%	1%	0%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	1%	0%	1%	0%	0%	1%	0%
Clerical Studies	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%
Drafting	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Draft Design	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Electronic Svc.	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Health Tech.	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Law Enforcement	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
DIP/CERT TOTAL	1%	3%	0%	1%	1%	2%	0%	1%	1%	2%	0%	1%	1%	2%	0%	1%	1%	1%	1%	1%
DEVELOPMENTAL	0%	3%	2%	1%	0%	2%	0%	1%	0%	1%	0%	0%	0%	2%	0%	0%	0%	1%	0%	0%
UNCLASSIFIED	50%	41%	44%	49%	49%	34%	45%	47%	48%	38%	44%	46%	50%	37%	42%	48%	48%	30%	43%	46%

SOURCE: Table 11. Percentages within this table are by column. In other words, a percentage figure represents the percentage of students by race in a particular curriculum. Wh=White; Bl=Black; Oth=Other; All=total.

## CONCLUSIONS

Nearly 600 minority students attended PVCC during Fall Semester 1994 and accounted for nearly 15% of the entire student body. Seventy percent of all minority students were African-American. The number of other-race students was the highest in the college's history.

With respect to demographic characteristics, minority students were younger than white students; the percentage of white males was higher than that of African-American males but lower than that of other-race males; and proportionally the same number of whites and minorities resided within the PVCC service region. With respect to enrollment characteristics, a larger percentage of minority students studied full time than did white students; the percentage of white students new to PVCC was higher than that of African-American students but lower than that of other-race students; and a much larger percentage of minority students were enrolled in college transfer and occupational/technical programs than were white students.

Between fall 1993 and fall 1994, the number of white students enrolled at the college declined by 6.8%. During this same period, the number of minority students other than African-American increased by 14.3%, but the number of African-American students decreased by 18%. Several points should be noted concerning this decline in African-American students.

First, the number of African-American students rose dramatically between fall 1991 and fall 1993, establishing new school records during each of these terms. The number in fall 1994 (418) was approximately the same as in fall 1991 (423), suggesting that the decline was more an adjustment in numbers than anything else. Because community colleges are open enrollment institutions serving specific geographic commu-

nities, enrollment naturally fluctuates at such institutions. Indeed, community colleges more than other institutions of higher education are subject to peaks and valleys in enrollment.

Second, the number of curricular African-American students and full-time African-American students actually increased between fall 1993 and fall 1994. As was the case with the student body as a whole, the loss in African-American students was among non-curricular students, especially those attending the college for personal satisfaction. College officials might wish to examine minority recruiting and retention strategies as they apply to non-curricular students. What types of courses do non-curricular African-American students typically take? Do the special interest courses offered by PVCC appeal to African-American students? Are they offered at convenient locations and at convenient times?

Most important for college planning, however, is the cost factor. Students taking courses for personal satisfaction are particularly sensitive to price, and when one considers that tuition at PVCC has risen 75% in the last six years, cost could be a major factor explaining the decline in African-American students. To test this hypothesis, tuition elasticity figures were calculated based upon fall enrollment trends.

*Elasticity* is a term used by economists to describe how responsive an item--usually something demanded by consumers--is to a change in the external environment--usually price. An elasticity figure of one or greater indicates that a market is *elastic*--or that the amount of the item changes significantly with fluctuations in price. An elasticity figure of less than one indicates an *inelastic* market, or one in which the item does not change significantly in response to fluctuations in price.

When applied to enrollment analysis in higher education, elasticity can be defined as *change in enrollment + change in tuition*. In an inelastic market, the extra revenue generated from a tuition hike more than compensates for any corresponding loss in students. An elasticity figure of one or greater, however, indicates that any tuition increase does not compensate for the corresponding loss in enrollment.

As can be seen in Table 14, from 1988 to 1993, fall semester tuition elasticity figures at PVCC were quite inelastic. In fact, in fall 1993, figures for both total enrollment and for African-American student enrollment

TABLE 14: TUITION ELASTICITY AT PVCC (TOTAL STUDENT ENROLLMENT AND BLACK STUDENT ENROLLMENT)

Year	Tuition (Cr. Hr.)	Total Enrollment No.	Total Enrollment Elasticity	Black Enrollment No.	Black Enrollment Elasticity
1988	\$25.95	4,198	--	380	--
1989	\$26.50	4,454	-2.88	409	-3.60
1990	\$29.80	4,337	0.21	459	-0.98
1991	\$35.00	4,240	0.13	423	0.45
1992	\$41.00	4,334	-0.13	485	-0.86
1993	\$44.00	4,369	-0.11	510	-0.70
1994	\$45.30	4,047	2.49	418	6.11

were below zero. In fall 1994, however, for the first time, the college found itself dealing with an elastic market. This was particularly true for African-American students (+6.11) and strongly suggests that recent tuition increases have had an adverse effect upon African-American students. Clearly, cost must be considered by college officials as they develop recruiting and retention strategies for minority students.