



TYCA TWO-YEAR COLLEGE FACTS AND DATA REPORT: 2005

Researched & Compiled: Jody Millward, Chair, TYCA National Research Initiative, Santa Barbara City College; Editor: Lois Powers, Committee Member; Assistant: Rebecca Crump, Santa Barbara City College, September 2005

TOTAL NUMBER OF TWO-YEAR COLLEGES, TYPE AND TYCA REGION (2005)

1171 two-year colleges in the U.S. (with multiple-site campuses, total is about 1600): 992 public, 148 private, and 31 tribal colleges (4)

In 2002-2003, 95.4% of public two-year colleges had an open admissions policy, compared to 12.5% of public four-year colleges (19)

TWO-YEAR COLLEGES BY TYCA REGION AND TYPE (31)

REGION	PUBLIC	PRIVATE	TRIBAL	TOTAL
Southeast	232	27	0	259
Pacific NW	63	2	8	73
West	46	5	2	53
Southwest	145	7	2	154
Pacific Coast	111	13	1	125
Northeast	158	51	0	209
Midwest	226	37	18	281
Outlying areas	11	5	0	16
Grand Total	992	148	31	1171

TYCA MEMBERSHIP OVER SIX YEARS (31)

FY 2005	FY 2004	FY 2003	FY 2002	FY 2001	FY 2000
2,744	3,305	4,300	4,405	4,555	4,301

TWO-YEAR COLLEGE CURRENT AND PROJECTED ENROLLMENT

Enrollment figures (full-time and part-time for credit students) (25)

	PUBLIC TWO-YEAR COLLEGES	PRIVATE TWO-YEAR COLLEGES
1990	5 million	244,000
2000	5.7 million	251,000
2012	6.3 million projected	301,000 projected

In 2004, 47% of undergraduates in U.S public colleges and 44% of undergraduates (including private colleges) enrolled in two-year colleges (24)

In 2004, 11.6 million students including 6.6 million credit (3), exceeding middle projections for 2012 credit enrollment by 1.3 million (25)

TWO-YEAR COLLEGE FACULTY PROFILE: EMPLOYMENT STATUS, GENDER, ETHNICITY

In Fall 2001, number of full-time/part-time postsecondary faculty (instruction and research) (13)

	TOTAL	PART-TIME
• Total	1,113,183	495,315
• Public Two-Year	332,665	221,905
• Private Two-Year	16,346	7,524
• Public Four-Year	438,459	122,630
• Private Four-Year	325,713	143,256

TWO-YEAR/FOUR-YEAR EMPLOYMENT STATUS: PART-TIME/FULL-TIME BY GENDER AND ETHNICITY

Compiled from "2004 National Study of Postsecondary Faculty." Data from Fall 2003 (30)

Faculty includes all faculty and instructional staff, regardless of whether they had instructional duties.

SCHOOL TYPE	FULL-TIME/ PART-TIME TOTALS	WOMEN	MEN	WHITE	AFRICAN-AMERICAN	ISLANDER	HISPANIC	OTHER**
All Institutions	FT: 56.3 PT: 43.7	FT: 38.3 PT: 52.1	FT: 61.7 PT: 48.0	FT: 80.3 PT: 85.2	FT: 5.5 PT: 5.5	FT: 8.7 PT: 3.6	FT: 3.5 PT: 3.5	FT: 2.1 PT: 2.2
Two-year Public	FT: 33.3 PT: 66.7	FT: 49.6 PT: 49.2	FT: 50.4 PT: 50.9	FT: 80.7 PT: 83.7	FT: 6.9 PT: 6.8	FT: 4.0 PT: 2.7	FT: 5.9 PT: 4.4	FT: 2.5 PT: 2.4
Four-year Private+	FT: 63.2 PT: 36.8	FT: 40.9 PT: 49.4	FT: 59.1 PT: 50.6	FT: 85.7 PT: 87.5	FT: 6.6 PT: 7.2	FT: 3.4 PT: 2.7	FT: 2.2 PT: 1.5	FT: 2.0 PT: 1.1
Other++	FT: 49.3 PT: 50.8	FT: 41.3 PT: 43.2	FT: 58.7 PT: 56.8	FT: 86.7 PT: 83.8	FT: 4.5 PT: 6.8	FT: 5.5 PT: 4.0	FT: 1.8 PT: 2.3	FT: 1.6 PT: 3.1
Public Masters	FT: 63.3 PT: 36.7	FT: 41.0 PT: 49.9	FT: 59.0 PT: 50.1	FT: 78.1 PT: 87.2	FT: 8.6 PT: 4.7	FT: 7.2 PT: 2.6	FT: 3.7 PT: 3.2	FT: 2.4 PT: 2.4
Private+ Masters	FT: 45.1 PT: 54.9	FT: 42.7 PT: 46.5	FT: 57.3 PT: 53.5	FT: 85.6 PT: 90.0	FT: 4.7 PT: 3.5	FT: 5.5 PT: 1.9	FT: 2.4 PT: 2.6	FT: 1.9 PT: 2.0
Public Doctoral	FT: 77.8 PT: 22.2	FT: 32.7 PT: 49.8	FT: 67.4 PT: 50.2	FT: 78.9 PT: 83.6	FT: 4.0 PT: 3.2	FT: 12.2 PT: 7.7	FT: 3.0 PT: 3.6	FT: 2.0 PT: 2.0
Private+ Doctoral	FT: 68.7 PT: 31.4	FT: 31.6 PT: 49.8	FT: 61.7 PT: 50.2	FT: 78.2 PT: 87.7	FT: 4.6 PT: 3.6	FT: 12.3 PT: 5.2	FT: 3.3 PT: 2.4	FT: 1.6 PT: 1.1

+ Private = not-for-profit

++ Other school type includes public four-year, private two-year, and specialized institutions excluding medical schools

** Other Ethnicity includes American Indian, Alaskan Native, and those who selected more than one race

TWO-YEAR/FOUR-YEAR FULL-TIME/PART-TIME TENURE STATUS BY INSTITUTIONAL TYPE

Compiled from "2004 National Study of Postsecondary Faculty." Data from Fall 2003 (30)

Faculty includes all faculty and instructional staff, regardless of whether they had instructional duties and is reported in percentages.

SCHOOL TYPE	TENURED	TENURE TRACK	NOT ON TENURE TRACK	NO TENURE AT INSTITUTION
All Institutions	FT: 47.5 PT: 3.0	FT: 20.6 PT: 1.5	FT: 23.7 PT: 86.1	FT: 8.3 PT: 9.4
Two-year Public	FT: 48.5 PT: 1.6	FT: 15.5 PT: 1.8	FT: 10.1 PT: 82.7	FT: 25.9 PT: 12.9
Four-year Private+	FT: 42.7 PT: 3.3	FT: 24.4 PT: 1.5	FT: 22.7 PT: 86.4	FT: 10.2 PT: 8.8
Other++	FT: 39.8 PT: 2.2	FT: 16.8 PT: 0.6	FT: 19.4 PT: 74.2	FT: .24.1 PT: 23.0
Public Masters	FT: 53.9 PT: 4.3	FT: 27.6 PT: 1.0	FT: 17.6 PT: 91.9	FT: .09 PT: 2.8
Private+ Masters	FT: 2.0 PT: 0.9	FT: 27.4 PT: 1.3	FT: 22.2 PT: 92.4	FT: 8.3 PT: 5.5
Public Doctoral	FT: 49.3 PT: 5.6	FT: 19.4 PT: 1.9	FT: 30.3 PT: 91.5	FT: 0.9 PT: 1.0
Private+ Doctoral	FT: 43.4 PT: 2.7	FT: 19.3 PT: 1.1	FT: 32.7 PT: 91.7	FT: 4.7 PT: 4.5

+ Private = not-for-profit

++ Other in school type includes public four-year, private two-year, and specialized institutions excluding medical schools

TWO-YEAR/FOUR-YEAR TENURED FACULTY BY RANK AND GENDER: 2000-2001

Compiled from Digest of Education Statistics, 2003: Table 245 (9)

Faculty includes full-time instructional staff with tenure and is recorded in percentages.

SCHOOL TYPE	ALL RANKS	WOMEN ALL RANKS	MEN ALL RANKS	INSTRUCTORS	LECTURERS	NO ACADEMIC RANK
All Institutions	50.8	41.5	56.5	30.0	3.2	8.9
All Two-Year	64.2	61.8	66.6	53.0	31.5	67.8
Two-Year Public	64.3	61.8	66.6	53.0	30.6	67.9
Two-year Private	61.0	58.1	63.0	57.8	----	65.6
All Four-Year	48.7	36.9	55.2	3.1	2.0	3.4
Four-Year Public	49.8	36.0	52.3	2.5	2.4	2.4
Four-Year Private	46.5	36.0	52.3	4.4	0.9	6.0

FALL 2001: FULL-TIME FACULTY BY ACADEMIC RANK, ETHNICITY, AND GENDER IN DEGREE GRANTING INSTITUTIONS

Compiled from Digest of Education Statistics, 2002 Table 231 (9)

Note: *This table has been modified: we dropped "Non-Resident Alien" and "Race/ethnicity unknown." In addition, we combined ranks from "Assistant, Associate, and Professor" and combined "Lecturers" and "Instructors." We dropped "Other Faculty." Table 2 above shows percentages of persons of color and women by rank. This table focuses on gender breakdown by rank within ethnicities and reveals that women in all ethnic groups are underrepresented in the professorial ranks and over-represented in the lecturer/instructor ranks.*

	WHITE MALE	WHITE FEMALE	BLACK, NON-HISPANIC	HISPANIC	ASIAN OR PACIFIC ISLANDER	NATIVE AMER./ALASKAN NATIVE
Asst to Full Professors	237,483	122,782	20,883	11,409	28,974	1,568
Lecturers/Instructors	43,640	45,486	7,571	5,335	4,861	841
Ethnic %: Lecturer to Professor	12%	12.6%	36%	46%	16.7%	53.6%
% Women Asst to Full Professor within Ethnic Group	*****	122,782 (34%)	9,742 (46.6%)	4,361 (38%)	7,844 (27%)	641 (40.8%)
% Women Lecturers within Ethnic Group	*****	45,536 (51%)	4,282 (56.5%)	2,697 (50.5%)	2,486 (51%)	389 (76%)

TWO-YEAR COLLEGE STUDENT BODY PROFILE

Ethnicity

In 2003

- 47% of all Black undergraduates
- 56% of all Hispanic undergraduates
- 48% of all Asian/Pacific Islander undergraduates
- 57% of all Native American undergraduates (3)

In 2001

- 2,095,533 of 5,996,701 two-year college students were minorities
- 1,549,997 of 6,236,455 four-year college students were minorities (27)

International Students and English Language Learners

In 2002-03, two-year colleges enrolled 96,785 international students; from 1993/94, international enrollment increased 57.9%, the largest increase in postsecondary institutions (15)

According to the latest U.S. Census, 11.1% of U.S. residents are foreign-born (26.2% in CA) (23)

According to the latest U.S. Census, 17.9% of the population speaks a language other than English in the home (39.5% in CA) (23)

According to the latest U.S. Census, 8.1% claim to speak English less than “very well” (20% in CA) (23)

Gender, Age, First Generation

For 2000-2001,

- Gender: 58% of all two-year college students were women (3,575,379) (3, 26)
- Age: 46% of two-year college students were at least 25 years old; average age of 29 (24)
- First Generation College-goers: 52% of all two-year college students are first generation college-goers (24)

Responsibilities of Two-Year College Students beyond the classroom (7)

In 2003,

- 60% work more than 20 hours per week
- 34% spend 11 or more hours per week caring for dependents
- 20% spend 6 to 20 hours per week commuting to and from class

In 2003, 64% of two-year college students were enrolled part-time (7)

Traditional and Nontraditional Students

from “Nontraditional Undergraduates: NCES Special Analysis 2002” (18)

Definition of Traditional: high school graduate enrolls in college the same calendar year, financially dependent, works fewer than 35 hours per week, and has no dependents.

Definition of Nontraditional: students have at least one of the following characteristics:

- Delays enrollment into college after high school
- Attends part-time for at least part of an academic year
- Works full-time (35 or more hours per week)
- Are financially independent in eligibility assessment for financial aid
- Have dependents other than a spouse (e.g., children, siblings, etc.)
- Is a single parent (included married and separated from spouse) or
- Does not have high school diploma (includes GED, certificate, and did not finish).

Minimally nontraditional have only one of these characteristics.

Moderately nontraditional have two or three of these characteristics.

Highly nontraditional have four or more of these characteristics.

1999-2000 population breakdown of all undergraduates (two-year and four-year)

- 27% were traditional
- 38% of the 73% nontraditional were defined as highly non-traditional

1999-2000 enrollment patterns of traditional students

- 52% enrolled in public four-year
- 27% enrolled in private four-year
- 17% enrolled in public two-year

1999-2000 enrollment patterns of nontraditional students

- 64% of highly nontraditional students enrolled in public two-year
- 89% of all two-year college students defined as minimally to highly non-traditional compared with 58% of public four-year

PERCENTAGE OF UNDERGRADUATES ACCORDING TO STATUS, BY INSTITUTION: 1999-2000

Note: Excludes categories that account for fewer than ten percent.

INSTITUTION TYPE	TRADITIONAL	MINIMALLY NONTRADITIONAL	MODERATELY NONTRADITIONAL	HIGHLY NONTRADITIONAL
Two-Year Public	17.3	39.3	55.5	64.2
Four-Year Public	52.1	41.0	27.2	17.2
Private, non-profit 4-year	27.3	13.5	8.6	10.1

High-Risk Students in Two-Year Colleges

From "Engaging Community Colleges: A First Look" (8)

High-risk students are financially independent, attend part-time, have dependents, are first generation, academically under-prepared, and/or identify cost of attending college as a significant issue.

Two-year college students are three to four times more likely to be high risk than their four-year peers.

Two-Year College High-Risk Students are

- Less likely to choose transfer as goal
- More likely to find exams challenging (39% vs. 27% low-risk group)
- Less likely to report their college "provides the financial support necessary" to afford their education (37% vs. 48% of low risk group)
- Less likely to attend class unprepared (26% never come unprepared vs. 15% of low-risk students)

- More likely to ask questions and participate in class discussions
- More likely to prepare two or more drafts of a paper before turning it in
- More likely to work more than 30 hours per week (79% vs. 6% of low-risk students), yet
- Spend equal amount of study time as their low-risk peers

TWO-YEAR COLLEGE MULTI-MISSION: LIFE SKILLS, CREDENTIALS, DEGREES & TRANSFER

Enrollment Patterns for Two-Year College Students, 2002

- About one-third of those surveyed began college at another institution
- 11% concurrently enrolled in high school, another two-year college, vocational school, or a four-year college
- About 10% of part-time and 5% of full-time students surveyed were enrolled in two or more classes at another institution (8)
- Retention 2004: the first to second year retention rate for public two-year colleges was 51.3%; for private two-year colleges, 61.9% (17)

Multiple Goals of Two-Year College Students (enrolled in 1995/1996)

From Community College Students: Goals, Academic Preparation and Outcomes (5)

DEGREE EXPECTATIONS		REASONS FOR ENROLLING	
Job Skills	16%	Personal Enrichment/other	19%
Vocational Certificate	11%	Job Skills	23%
Associate's Degree	49%	Credential or Transfer	58%
Transfer/Bachelor's	25%		

Note: These goals overlap; in addition, students changed goals after enrollment.

Two-Year College Student Goals and Degrees Attained

	NO TRANSFER GOAL		TRANSFER GOAL	
	No degree/ Certificate	Degree/ Certificate	No Degree/ Certificate	Degree/ Certificate
Job Skills	22.3	68.6	7.6	21.7
Degree/Cert.	0	81.2	0	18.8
4-Year Transfer	0	0	50.4	49.6
Other*	27.4	30.8	35.0	6.8

**Includes transfer to other two-year colleges or other institutions and personal enrichment.*

Two-Year College Certificates and Associate Degrees

In 2002-2003,

- Over 490,000 associate degrees awarded
- Nearly 235,000 two-year certificates were awarded (3)

In proportion of degrees earned, students of color earned more associate's degrees than all other degrees (20)

Transfer and Persistence Rates: Students tracked from 1995-1996 – 2000-2001(5)

- 29% of two-year college students transferred
- Of those who transferred, 34.7% earned a bachelor's, and 44.3% were still enrolled at the four-year institution
- 51% who stated transfer as a goal transferred; of those, 44% earned a bachelor's and 38% were still enrolled; a persistence rate of 82%
- Six years after first enrolling in a two-year college, nearly 8 in 10 transfer students persisted toward their bachelor's degree (28, 5)

A 1998 study revealed the higher a student's class status the more likely that student is to transfer (24)

- 35% of upper class students transfer
- 21% of middle class students transfer
- 7% of working poor and low-income students transfer

HIGHLIGHTS OF TWO-YEAR COLLEGE PROGRAMS AND OFFERINGS

Two-year colleges teach an estimated 50% of all college-level composition and an estimated 70% of all developmental composition courses.

Majors

In 2004, 85% of law enforcement, firefighters and EMT's were credentialed by two-year colleges (12)

In 2000, over 62% of those taking the registered nurse exams and 65% of healthcare workers were educated at two-year colleges (3)

In 2002, most popular fields for students preparing for work: health sciences and technologies (30%); business (17%), and computer and information technology (15%) (24)

Welfare to Work

In 2004, 48% of two-year colleges offered welfare-to-work programs; 54% of remaining colleges planned to offer such programs (3)

Technology

As of 2004, 95% of two-year colleges are Internet connected (3)

Two-Year College Students Assessment of Educational Experience (8)

94% report they would recommend their college to a friend or family member

86% evaluate their entire educational experience as good or excellent

Public Opinion

95% of employers who use two-year colleges for workforce training would recommend the programs their workers use (3)

72% of business executives give U.S. higher educational system an A or B for quality (21)

TWO-YEAR COLLEGE COSTS, FUNDING, AND ACCESS

Funding for Public Two-Year Colleges (3)

In 2004,

- 44% provided by the state
- 20% from fees
- 10% from local funds
- 5% from federal funds

In 2002,

- Of the 43 states which cut overall spending or tapped reserves,
- 29 cut higher education and 11 more expected to do so in 2003 (24).

Average Funding Per Student

In 2000, two-year colleges spent \$8,924 per full-time student, 3.9% in scholarships (6, 12)

In 2000, four-year colleges spent \$25,256 per full-time student, 76% in scholarships (6)

In 2005, middle projections of spending per student: two-year, \$9,783 vs. \$29,015 for four year; in 2007, 2-year, \$11,019 vs. \$28,459 for 4-year (6)

Tuition

In 2002-2003, 5% increase in two-year college tuition and fees

In 2003-2004, another 9% increase

In 2004-2005 another 9% increase (29)

In 2004-2005, average tuition and fees for

- Two-year colleges, \$2,076
- Public four-year, \$5,132
- Private four-year, \$20,082 (29)

In 2004, family/student income dedicated to tuition:

- 22.3% for public two-year colleges (1)
- 28.5% for public four-year institutions (1)
- 13.9% of lowest income families (earnings of \$12,072 per year) for tuition at lowest cost colleges (2)

In 2003-2004, rising tuition made two-year colleges too expensive for at least 250,000 prospective students (11)

Trends Since 2002

Reports have documented how rising costs and increased demand have affected the tradition of “open admissions” in two-year colleges.

In 2003-2004, California two-year colleges turned away an estimated 175,000 students (23)

In 2003-2004, Los Angeles Community College District turned away an estimated 6,000 Hispanic students (16)

Many states’ press reports (including Florida, Washington, and California) report cutting programs, establishing new entry criteria for impacted programs, and increasing class sizes (14,16, 23)

Public Opinion

In a 2003 ETS survey, 96% believe “a college education is a good investment” (21)

52% of ETS respondents say our education system is coming up short or falling behind when it comes to offering young people from all backgrounds a chance to attend college

52% name rising tuition and other costs the biggest problem facing colleges and universities & also cited decreased government funding (21)

Combined Effects of Budget Cuts and Rising Tuition

“Two things happen when the economy has a downturn: (1) enrollment . . . increases as laid-off and anxious workers try to improve skills or change careers, and (2) community college budgets are cut in response to tighter state budgets” (8).

“Two year community colleges depend more on state funding than any other type of school.... “Years of research show that upper-income students are virtually unresponsive to tuition increases. They just borrow more,’ says Donald Heller [Penn State]. ‘But low-income students are very sensitive to increases. They’ll drop down to cheaper four-year or two-year colleges, or they’ll quit and get a job.’ College-participation rates among low-income students peaked in 1998 and, since then, have been dropping off” (22).

Note: The American Association of Community Colleges provides state listings of two-year colleges and types, number of students served (credit enrollment), student demographics, funding sources, and more at: http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/CommunityCollegeFinder1/Community_College_Finder.htm

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