Enrollment Trends

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Enrollment is a multifaceted subject that lies at the core of any institution of higher education, regardless of its size or character. For without student enrollment, the academy would cease to exist. It is a further manifestation of access to higher education, not only by young and aspiring high school graduates, but also by a growing segment of the population who are returning to the academy for training and re-tooling in the face of recent technological dislocation and fast-growing globalization.

A limited discussion of the subject will typically focus on the fundamentals of enrollment numbers, trends of enrollment over time and student demographics, often for one institution only. A more expansive discussion breathes life into what could be a rather dry subject; it addresses the subject from a broader perspective which includes topics such as the issue of affordability, financing of higher education, and the impact of higher education on society at large. Undoubtedly, traveling this expanded path of inquiry, though much more challenging, is truly rewarding and fulfilling.

The authors of this research study chose the latter course. The true reward for this work will be realized when the knowledge is used to affect policy and decisions, and ultimately impact the lives of students in a positive way.

The approach taken is simple and straightforward; beginning with the national perspective, the research proceeds to discuss state, district and college enrollment trends. This approach should enable the reader to examine and relate parallel topics within each level of the subject.

1. Executive Summary

National Trends

- Between 1987 and 2000 there was a 20% increase in the number of U.S. college students. In 2000, 39% of them were in two-year colleges, and 61% were in four-year universities. The rate of growth was 25% for two-year colleges and 17% for four-year universities.
- While the private sector represents a sizable segment of the four-year market, education at the two-year institutions has become the near exclusive domain of the state and local governments.
- Full-time students accounted for 35% of enrollment in two-year colleges in 2000, compared with 59% in all institutions.
- The percentage of women in all higher education institutions in 2000 was 56%, compared to 44% for men, and the ratio of women to men continues to increase.
- Among all degree-granting institutions in 2000, 61% of all students were under the age of 25. In 1999, 23% of students in public two-year institutions were 35 or older, compared with 13% in public four-year institutions.

- Two-year public institutions had a lower percentage of White students (64% in 2000) and a higher percentage of combined minorities (34% in 2000) than four-year institutions (71% and 25%, respectively).
- California ranks first among all states in both total enrollment at all degree-granting institutions (15%), and total enrollment at community colleges (25%).
- California ranks third among all states with regard to the percentage (9%) of persons 18 years and older served by all degree-granting institutions, and first for those served by community colleges (6%).
- California has the lowest tuition and fees in the nation for community colleges. Less than one percent (0.6%) of median family income in California was used for tuition and fees at community colleges, making California the most affordable of all states in terms of community college education.
- The three most popular Bachelor's degree fields in the nation were Business, Social Sciences/History, and Education; while the top three Associate degree fields were Liberal Arts/Sciences, Business Management, and Health Professions.
- The history of high school enrollment on national, state and county levels indicates that increased enrollments in universities and colleges can be expected at least through 2008-09.

State and Local Enrollment Trends

- UC and CSU combined head count grew 24% from 1993 to 2002. Two-thirds of these students enrolled at CSU.
- The ratio of women to men in 2002 was 1.12:1 at UC and 1.43:1 at CSU.
- The 20-24 age group is by far the largest at both UC (49%) and CSU (43%).
- While White enrollment declined at UC and CSU from 1993 to 2002, it still represented 39% at UC and 38% at CSU in 2002. Asian enrollment at UC was significant (32% in 2002), but Hispanic enrollment (20%) at CSU was just as significant as Asian (17%).
- Enrollment in California community colleges grew at an average annual rate of 2.6% from fall 1993 to fall 2002, while in the district the rate was 1.3%, 1993-2003. At DVC the comparable average annual rate of growth over eleven years was 0.6%.
- 40% of DVC students enrolled as part-time with under six units, compared to 36% at the district and the state. At the same time, 32% of DVC students were enrolled full-time with over 12 units, compared with 26% at the district and the state.
- The ratio of women to men in Fall 2002 was 1.29:1 in California community colleges, 1.27:1 in the district, and (Fall 2003) 1.16:1 at DVC.
- Enrollment of students under the age of 25 in Fall 2002 was 48% in the state, 55% in the district, and (Fall 2003) 60.4% at DVC.
- Enrollment of students over 35 years of age in Fall 2002 was 30% in the state, 28% in the district, and (Fall 2003) 23% at DVC.
- White student enrollment in Fall 2002 was 40% in the state, 45% in the district, and (Fall 2003) 51% at DVC. Hispanic student enrollment was 27% in the state, 16% in the district, and 12% at DVC.
- FTES has grown by an annual average rate of 2.8% in the state, 2.1% in the district, and 1.8% at DVC.

2. National Enrollment Trends

All Levels of Higher Education

According to the US Department of Education, 15.3 million students enrolled in college in 2000, compared to 12.8 million students in 1987. These data reflect a growth of approximately 20% during this period. Of that number for 2000, 5.9 million students (39%) were enrolled in two-year colleges, while 9.4 million students (61%) attended four-year institutions.

Significant changes have occurred in higher education over the 14-year period between 1987 and 2000. Enrollment rose rapidly from 12.8 million in 1987 to 14.5 million in 1992, an increase of 13%. After some decline between 1993 and 1995, it rose to 15.3 million in 2000, a gain of 5%. For the first decade of the 21st century, college enrollment is projected to increase gradually to reach 17.7 million in 2012, a growth of 16% in 12 years. Enrollment at two-year institutions is projected to reach more than 6.4 million by 2012, a growth of 12% during the same period.

Type of Institution

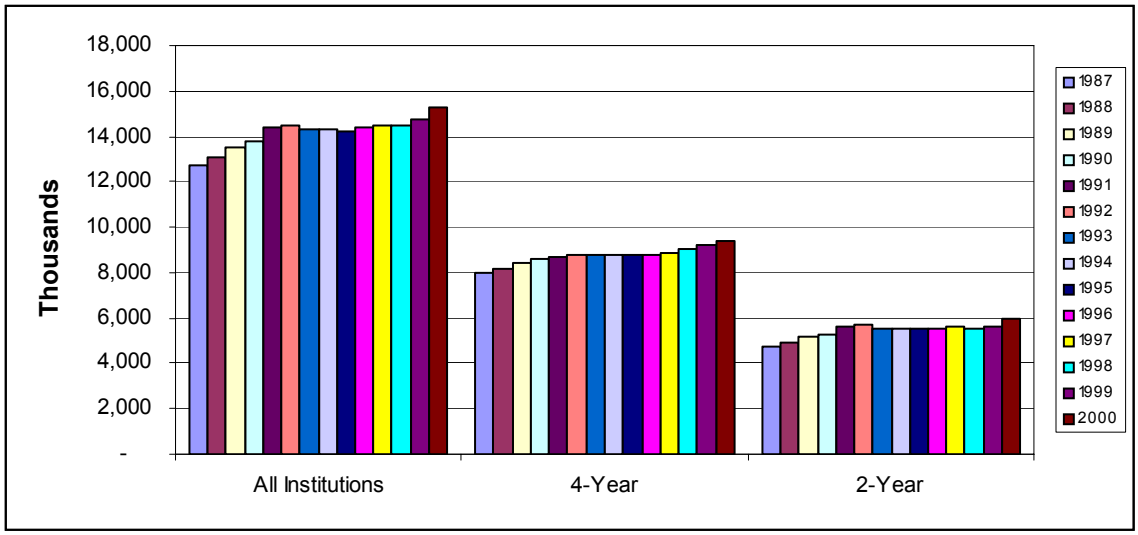
Despite the fact that the two-year institutions represent the most recent addition to higher education in the US, their enrollment growth has been phenomenal since World War II. Between 1987 and 2000, enrollment at two-year colleges increased from 4.8 million students to 5.9 million students, or 25%.The comparable numbers for four-year colleges were 8.0 million in 1987 and 9.4 million in 2000, or a relatively lower growth rate of 17%. As a result of this phenomenal growth, the two-year institutions currently occupy an important place in the mosaic of higher education, representing approximately two-fifths of the total number of students enrolled at all levels.

Institutional Control

Enrollment at all publicly supported institutions accounted for 11.8 million students or approximately 77% of the total enrollment at all levels. The remaining 3.5 million students or 23% enrolled at private institutions. Of those enrolled at publicly supported institutions, 5.7 million students enrolled at two-year colleges, representing more than 48% of that number. The remaining 52% enrolled at four-year institutions. Between 1987 and 2000, the rate of growth in public sector enrollment at two-year colleges (25%) was more than twice as high as the rate of growth in public four-year institutions (11.5%).

Almost all the students (96%) at two-year institutions attend publicly-supported colleges, while a small fraction of only 4% attends private community and junior colleges. In contrast, 35% of the students at the four-year institutions attend private colleges, while the remaining 65% attend state-supported four-year institutions. In effect, while the private sector represents a sizable segment of the four-year market, education at the two-year institutions has become the near exclusive domain of the state and local governments.

Figure 1. Total Enrollment at All Levels Of Higher Education, 1987-2000



Source: NCES: Projections of Education Statistics to 2013

Table 1. Enrollment by Level and Institutional Control, 1987-2000 (In Thousands)

	Public			Private			All Institutions		
Year	4-Year	2-Year	Total	4-Year	2-Year	Total	4-Year	2-Year	Total
1987	5,432	4,541	9,973	2,558	235	2,793	7,990	4,776	12,766
1988	5,546	4,615	10,161	2,634	260	2,894	8,180	4,875	13,055
1989	5,694	4,884	10,578	2,693	267	2,960	8,387	5,151	13,538
1990	5,848	4,996	10,844	2,730	244	2,974	8,578	5,240	13,818
1991	5,905	5,405	11,310	2,802	247	3,049	8,707	5,652	14,359
1992	5,900	5,485	11,385	2,864	238	3,102	8,764	5,723	14,487
1993	5,852	5,337	11,189	2,887	229	3,116	8,739	5,566	14,305
1994	5,825	5,308	11,133	2,924	221	3,145	8,749	5,529	14,278
1995	5,815	5,278	11,093	2,955	215	3,170	8,770	5,493	14,263
1996	5,806	5,314	11,120	2,998	249	3,247	8,804	5,563	14,367
1997	5,835	5,361	11,196	3,061	245	3,306	8,896	5,606	14,502
1998	5,892	5,246	11,138	3,126	243	3,369	9,018	5,489	14,507
1999	5,970	5,339	11,309	3,229	253	3,482	9,199	5,592	14,791
2000	6,055	5,697	11,752	3,308	251	3,559	9,363	5,948	15,311

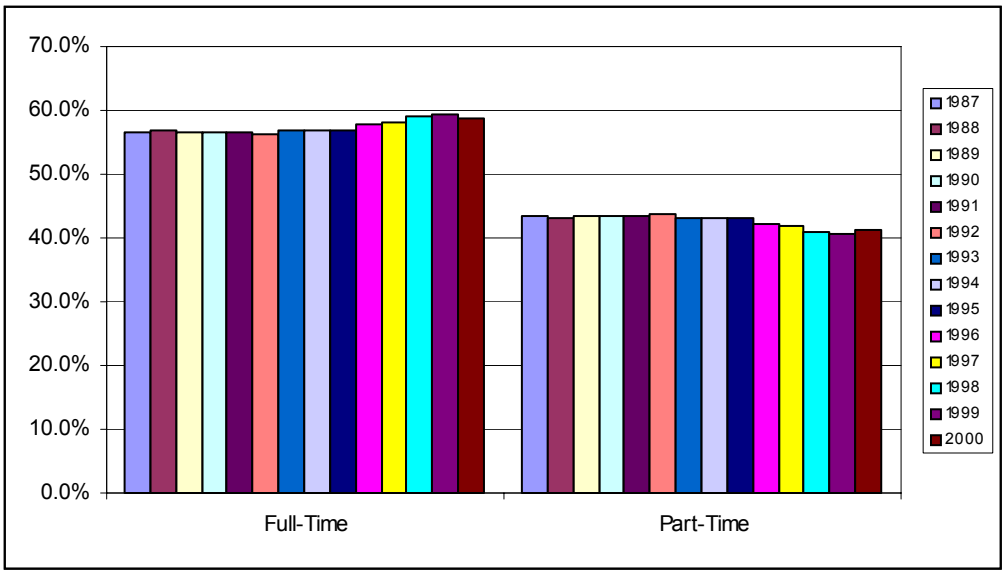
Source: NCES: Projections of Education Statistics to 2013

Attendance Status

The composition of the student body has also undergone changes since 1987. The proportion of full-time students increased in terms of the total student population (from 57% in 1987 to 59% in 2000). At public two-year colleges, full-time enrollment also increased from 34% to 35% during the same period. The number of what appear to be university-bound students enrolled in community colleges in preparation for transfer to four-year institutions has in-

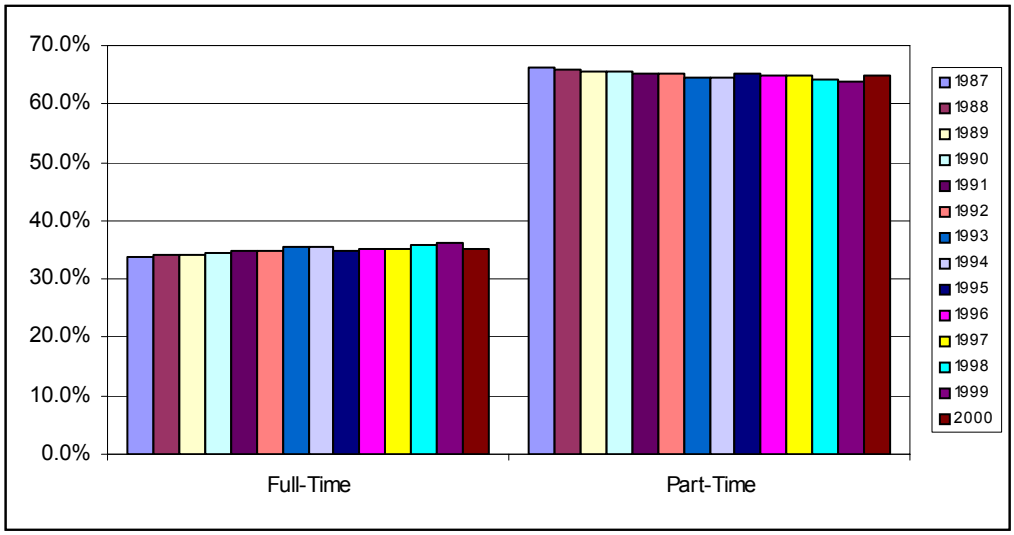
creased. The expansion of public two-year colleges had much to do with these changes. Often offering open admissions, affordable tuitions, and flexible scheduling, these institutions serve the needs of students who could not be admitted to four-year institutions on the first round. The percentages in Table 2 and Figures 2 and 3 refer to the total counts in Table 1.

Figure 2. Enrollment by Attendance Status for All Institutions, 1987-2000



Source: NCES: Projections of Education Statistics to 2013

Figure 3. Enrollment by Attendance Status for Two-Year Colleges, 1987-2000



Source: NCES: Projections of Education Statistics to 2013

Table 2. Enrollment by Attendance Status, 1987-2000

Year	All Institutions		Two-Year Colleges	
	Full-Time	Part-Time	Full-Time	Part-Time
1987	56.6%	43.4%	33.7%	66.3%
1988	57.0%	43.0%	34.0%	66.0%
1989	56.6%	43.4%	34.3%	65.7%
1990	56.6%	43.4%	34.4%	65.7%
1991	56.5%	43.5%	34.9%	65.1%
1992	56.3%	43.7%	34.9%	65.1%
1993	56.8%	43.2%	35.4%	64.6%
1994	57.0%	43.0%	35.5%	64.5%
1995	57.0%	43.0%	34.9%	65.1%
1996	57.8%	42.2%	35.2%	64.8%
1997	58.2%	41.8%	35.3%	64.7%
1998	59.0%	41.0%	35.9%	64.1%
1999	59.4%	40.6%	36.2%	63.9%
2000	58.8%	41.2%	35.1%	64.9%

Source: NCES: Projections of Education Statistics to 2013

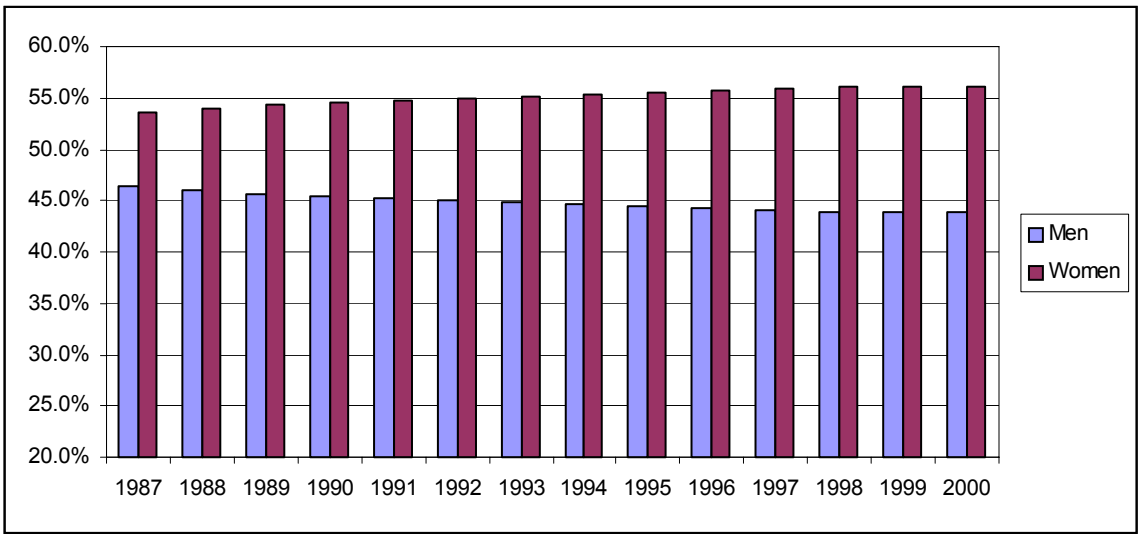
National Higher Education Demographics

National student enrollments will be discussed in terms of gender, age and ethnicity.

Gender

Another change was the continued growth in female enrollment. Toward the end of the 1970s, females began to outnumber males in higher education for the first time in American history. Male enrollment, as a percentage of total enrollments, reached a low level of 43.9% in 2000, compared to 46.5% in 1987. The ratio of women to men increased from 1.15:1 to 1.28:1. This change reflects the fact that nearly 70% of the increase in college enrollment (2,545,000 students) between 1987 and 2000 was the result of growth in female enrollment during this period. For public two-year institutions, males accounted for 42.8% in 2000, compared to 43.4% in 1987. This represents a marginal increase in the ratio of women to men, from 1.30:1 to 1.34:1 between 1987 and 2000. In the meantime, nearly 60% of the growth in enrollment (1,156,000) between 1987 and 2000 was caused by the increase in female students. If this trend continues, it would not be surprising to see the ratio of women to men enrolled in colleges reach a 1.50 to one ratio in few years.

Figure 4. Enrollment by Gender, All Higher Education Institutions, 1987-2000



Source: NCES: Projections of Education Statistics to 2013

Table 3. Enrollment by Gender, 1987-2000

	All Institutions		Two-Year Colleges	
Year	Men	Women	Men	Women
1987	46.5%	53.5%	43.4%	56.6%
1988	46.0%	54.0%	42.8%	57.2%
1989	45.7%	54.3%	42.9%	57.1%
1990	45.5%	54.5%	42.6%	57.4%
1991	45.3%	54.7%	42.5%	57.5%
1992	45.0%	55.0%	42.1%	57.9%
1993	44.9%	55.1%	42.1%	58.0%
1994	44.6%	55.4%	42.0%	58.1%
1995	44.5%	55.5%	42.4%	57.6%
1996	44.2%	55.8%	42.5%	57.5%
1997	44.1%	55.9%	42.6%	57.4%
1998	43.9%	56.1%	42.4%	57.6%
1999	43.9%	56.1%	42.6%	57.5%
2000	43.9%	56.1%	42.8%	57.2%

Source: NCES: Projections of Education Statistics to 2013

Age

Among all degree-granting institutions, students at the age of less than 25 years accounted for approximately 60% of total enrollment during the period between 1987 and 2000. The shape of the change in the proportionate share of this group was concave, peaking in 1987 at 62%, then declining gradually to reach 57% in the mid-1990's, but increasing again to 61% in 2000. On the other hand, the proportionate share of adult learners (25 years and older)

followed an opposite, convex, shape. It started at 38% of total enrollment in 1987, increased gradually to reach 43% in the mid-1990's, but declined to 39% by 2000. Further examination of the age distribution indicates that students at the age of 35 years and older represent the fastest-growing age group between 1987 and 2000, with a growth of 45% during this period. This growth probably reflects the need for re-training of the older population during a period of technological changes and fast-moving globalization. Furthermore, this relatively high growth reflects the return of women to college at an older age (after raising a family).

The age distribution for the four-year and two-year institutions has some distinguishing characteristics. A larger percentage (66%) of young learners (less than 25 years) attended four-year institutions, compared to the percentage (54%) for the two-year colleges. In contrast, adult learners (25 years and older) were more numerous at two-year colleges (45%), compared to their percentage (34%) at the four-year institutions. This is expected because community colleges offer flexible schedules and a variety of courses that meet the needs of working adults.

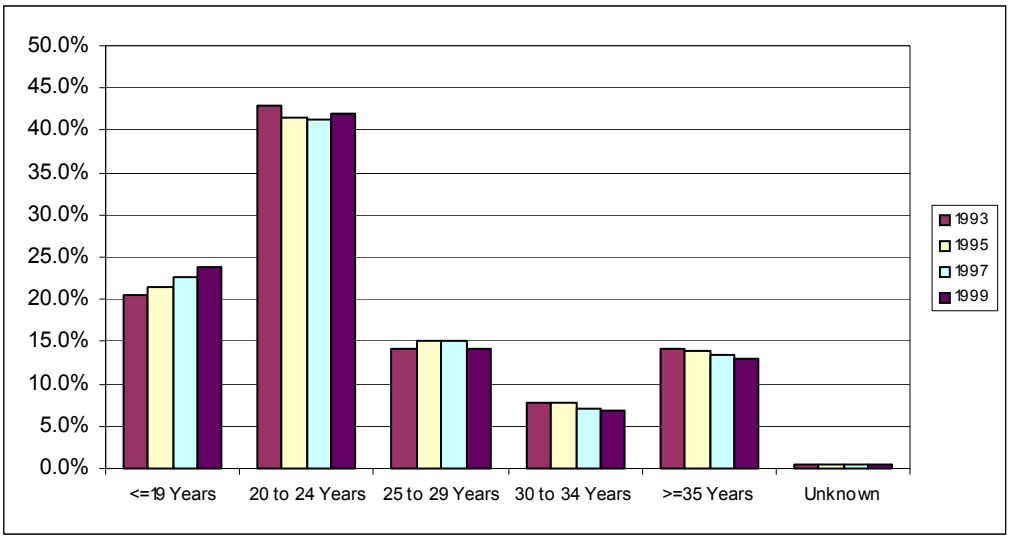
In the decade of the 1990's, a gradual but interesting transformation took place in the community colleges. Examination of the changes in the proportionate share of students at the age of less than 20 reveals a significant growth by more than 23% in the 1990's, indicating that these colleges are increasingly becoming feeder schools for the four-year institutions. This transformation is a manifestation of the changes in state finances for higher education. As state budgets were stretched to meet an ever-increasing demand for higher education, and as universities raised their tuition to fill in the state funding gap, it became clear that community colleges offer the best value for comparable cost. With affordable cost, open admission, flexible scheduling, and more personalized attention, more students flocked into these institutions in preparation for transfer at a later time to four-year colleges. With the current financial crises facing many states, this trend will continue unabated in the future.

Table 4. Enrollment by Age for All Institutions, 1987-2000

Year	Count						Percentage				
	Total Count	<19 Years	20 to 24 Years	25 to 29 Years	30 to 34 Years	>=35 Years	<19 Years	20 to 24 Years	25 to 29 Years	30 to 34 Years	>=35 Years
1987	**12,767**	3,276	4,630	1,745	1,223	1,892	25.7%	36.3%	13.7%	9.6%	14.8%
1988	**13,055**	3,119	4,735	1,740	1,283	2,179	23.9%	36.3%	13.3%	9.8%	16.7%
1989	**13,539**	3,226	4,735	1,979	1,305	2,293	23.8%	35.0%	14.6%	9.6%	16.9%
1990	**13,819**	3,127	4,905	1,982	1,322	2,484	22.6%	35.5%	14.3%	9.6%	18.0%
1991	**14,359**	2,989	5,226	2,072	1,415	2,656	20.8%	36.4%	14.4%	9.9%	18.5%
1992	**14,486**	2,970	5,410	1,985	1,456	2,665	20.5%	37.3%	13.7%	10.1%	18.4%
1993	**14,305**	2,967	5,244	2,002	1,345	2,747	20.7%	36.7%	14.0%	9.4%	19.2%
1994	**14,279**	2,925	5,206	1,985	1,414	2,750	20.5%	36.5%	13.9%	9.9%	19.3%
1995	**14,262**	3,042	5,116	2,120	1,236	2,747	21.3%	35.9%	14.9%	8.7%	19.3%
1996	**14,368**	3,269	4,983	2,128	1,196	2,791	22.8%	34.7%	14.8%	8.3%	19.4%
1997	**14,502**	3,232	5,350	1,999	1,109	2,814	22.3%	36.9%	13.8%	7.6%	19.4%
1998	**14,507**	3,501	5,188	1,991	1,195	2,632	24.1%	35.8%	13.7%	8.2%	18.1%
1999	**14,791**	3,557	5,424	1,870	1,145	2,796	24.0%	36.7%	12.6%	7.7%	18.9%
2000	**15,312**	3,676	5,662	1,960	1,265	2,749	24.0%	37.0%	12.8%	8.3%	18.0%

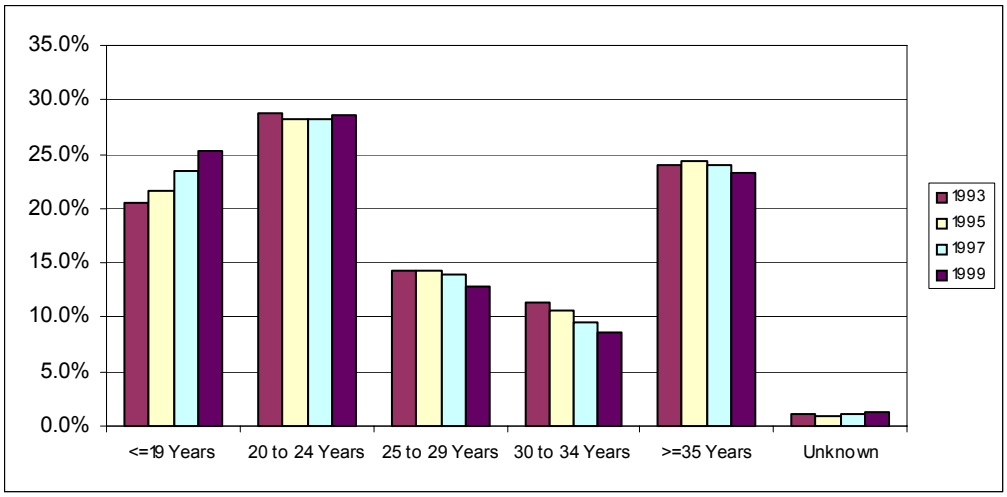
Source: NCES: Projections of Education Statistics to 2013

Figure 5. U.S. Four-Year Public Student Enrollment by Age, 1993-1999



Source: NCES: Projections of Education Statistics to 2013

Figure 6. U.S. Two-Year Public Student Enrollment by Age, 1993-1999



Source: NCES: Projections of Education Statistics to 2013

Table 5. U.S. Four-Year and Two-Year Public Student Enrollment by Age, 1993-1999

	Public 4-year				Public 2-year			
Age	1993	1995	1997	1999	1993	1995	1997	1999
Total Count	5,851,760	5,814,545	5,835,433	5,969,950	5,337,328	5,277,829	5,360,686	5,339,449
<=19 Years	20.6%	21.4%	22.6%	23.9%	20.6%	21.6%	23.4%	25.4%
20 to 24 Years	42.9%	41.4%	41.4%	42.1%	28.8%	28.2%	28.1%	28.6%
25 to 29 Years	14.0%	15.0%	15.1%	14.0%	14.3%	14.3%	13.9%	12.9%
30 to 34 Years	7.8%	7.7%	7.1%	6.8%	11.4%	10.7%	9.5%	8.7%
>=35 Years	14.2%	14.0%	13.5%	12.9%	23.9%	24.3%	24.0%	23.3%
Unknown	0.4%	0.5%	0.4%	0.4%	1.0%	0.9%	1.0%	1.3%
Total %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Source: NCES: Projections of Education Statistics to 2013

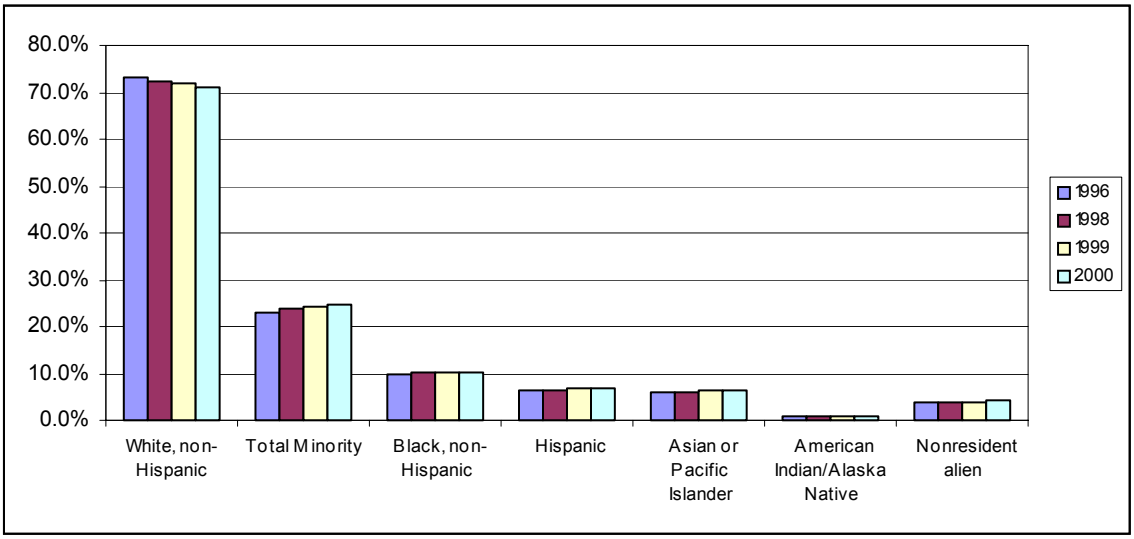
Ethnicity

Among all public degree-granting institutions, White students have declined in numbers from 70.8% in 1996 to 67.8% in 2000. Total minority students increased from 26.5% to 29.3%. Black enrollment increased slightly from 10.6% to 11.2%, and Hispanic enrollment went from 8.9% to 10.5%. Asian/Pacific Islander enrollment increased slightly, from 5.9% to 6.6%, and Native American share remained constant at 1.1%. Nonresident Alien or international student's share grew from 2.7% to 2.9%. In brief, Whites were still a majority (67.8%) in postsecondary institutions in 2000, although the institutions are becoming more diverse.

Among all 4-year public institutions from 1996 to 2000, White students declined only slightly, from 73.3% to 71.2%, while total minority students increased slightly from 22.9% to 24.5%. Black student enrollment grew marginally from 10.0% to 10.4%, and Hispanic enrollment increased slightly more, from 6.2% to 6.9%. Asian/Pacific Islander share grew little, from 5.9% to 6.3%, while Native Americans' share remained low and constant at 0.9%. Nonresident aliens grew from 3.7% to 4.3%. In the big picture, the nation's 4-year colleges are becoming more diverse, albeit, at a relatively slower pace.

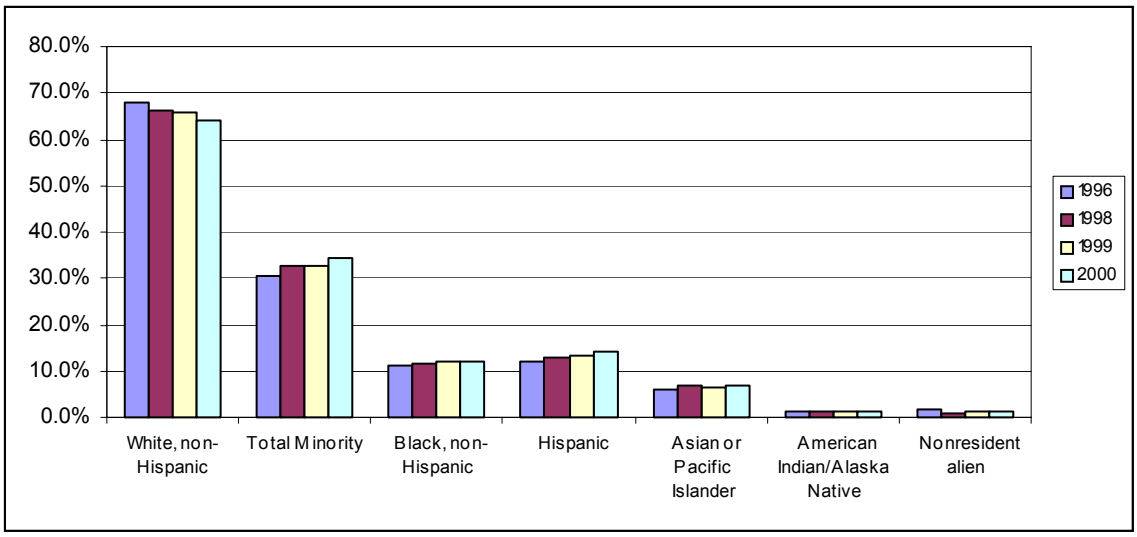
Two-year public institutions had a lower percentage of White students (68.0% in 1996 declining to 64.1% in 2000) than the 4-year institutions. They also had a higher percentage of total minorities (30.3% in 1996 growing to 34.4% in 2000) than all 4-year colleges. Black enrollment increased from 11.2% to 12.1%, while Hispanic share increased dramatically from 11.9% to 14.2%. Asian enrollment increased from 6.0% to 6.8%, and Native American share was low and level (from 1.3% to 1.2%). Nonresident aliens' enrollment was low at 1.7% in 1996 and 1.5% in 2000. In brief, the two-year institutions enroll a relatively larger percentage of minority students compared to their four-year counterparts.

Figure 7. U.S. Four-Year Public Student Enrollment by Ethnicity, 1996-2000



Source: NCES: Projections of Education Statistics to 2013

Figure 8. U.S. Two-Year Public Student Enrollment by Ethnicity, 1996-2000



Source: NCES: Projections of Education Statistics to 2013

Table 6. U.S. Four– and Two-Year Public Student Enrollment by Ethnicity, 1996-2000

	Count (in Thousands)				Percentage			
2-year Public	1996	1998	1999	2000	1996	1998	1999	2000
Total	5,314.5	5,246.0	5,339.4	5,697.4	100.0%	100.0%	100.0%	100.0%
White, non-Hispanic	3,613.2	3,483.6	3,509.4	3,652.2	68.0%	66.4%	65.7%	64.1%
Total Minority	1,612.5	1,711.6	1,756.2	1,959.9	30.3%	32.6%	32.9%	34.4%
Black, non-Hispanic	597.4	616.7	638.1	691.4	11.2%	11.8%	12.0%	12.1%
Hispanic	631.0	675.9	705.0	809.2	11.9%	12.9%	13.2%	14.2%
Asian or Pacific Islander	317.5	351.3	344.7	389.2	6.0%	6.7%	6.5%	6.8%
American Indian/Alaska Native	66.7	67.8	68.4	70.1	1.3%	1.3%	1.3%	1.2%
Nonresident alien	88.8	50.8	73.8	85.2	1.7%	1.0%	1.4%	1.5%
4-Year Public	1996	1998	1999	2000	1996	1998	1999	2000
Total	5,806.0	5,891.8	5,970.0	6,055.4				
White, non-Hispanic	4,258.7	4,267.0	4,293.8	4,311.2	73.3%	72.4%	71.9%	71.2%
Total Minority	1,332.3	1,400.7	1,436.6	1,486.4	22.9%	23.8%	24.1%	24.5%
Black, non-Hispanic	580.1	602.0	615.3	627.8	10.0%	10.2%	10.3%	10.4%
Hispanic	359.8	381.9	394.1	420.0	6.2%	6.5%	6.6%	6.9%
Asian or Pacific Islander	340.5	361.9	371.4	381.3	5.9%	6.1%	6.2%	6.3%
American Indian/Alaska Native	52.0	54.8	55.8	57.2	0.9%	0.9%	0.9%	0.9%
Nonresident alien	215.0	224.1	239.5	257.8	3.7%	3.8%	4.0%	4.3%

Source: NCES: Projections of Education Statistics to 2013

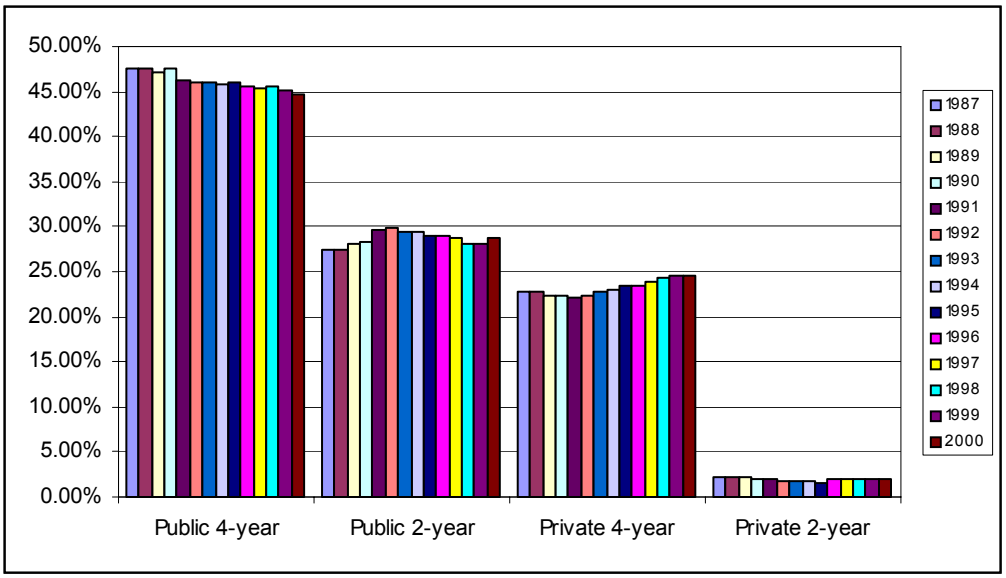
Full-Time Equivalent Students

In 2000, total FTES generated by all degree-granting institutions in the U.S. reached an all-time high level of more than eleven million, compared to nine million in 1987, representing a 22% growth during this period.

In general, four-year institutions accounted for approximately 69% of the total FTES, while community colleges generated the remaining 31% (compared to 39% of the head count enrollment). The relatively lower percentage of FTES generated by community colleges is due to the disproportionately larger number of part-time students enrolled at these institutions, compared to that of the four-year colleges.

While the FTES in public four-year institutions declined from 47.6% in 1987 to 44.6% in 2000, there was an increase in the percentage of FTES generated by private four-year colleges from 22.7% to 24.6% during the same period. The combined total percentage for four-year institutions (public and private) declined slightly from 70.3% in 1987 to 69.2% in 2000. In contrast, the combined percentage for public and private two-year institutions increased slightly from 29.7% in 1987 to 30.9% in 2000, reflecting the relatively higher level of expansion and growth in community colleges during this period.

Figure 9. U.S. FTES in Public and Private Institutions, 1987-2000



Source: NCES: Projections of Education Statistics to 2013

Table 7. U.S. FTES in Public and Private Institutions, 1987-2000 (In Thousands)

Year	Total FTES	Public 4-year	Public 2 year	Private 4-year	Private 2-year	Total
1987	9,229	47.6%	27.5%	22.7%	2.2%	100.0%
1988	9,466	47.6%	27.4%	22.8%	2.2%	100.0%
1989	9,783	47.2%	28.1%	22.4%	2.2%	100.0%
1990	9,985	47.5%	28.2%	22.3%	2.0%	100.0%
1991	10,363	46.3%	29.6%	22.1%	2.0%	100.0%
1992	10,438	46.0%	29.8%	22.4%	1.9%	100.0%
1993	10,353	46.0%	29.4%	22.8%	1.8%	100.0%
1994	10,349	45.9%	29.3%	23.1%	1.7%	100.0%
1995	10,337	46.0%	29.0%	23.4%	1.6%	100.0%
1996	10,482	45.5%	28.9%	23.5%	2.1%	100.0%
1997	10,615	45.4%	28.8%	23.8%	2.1%	100.0%
1998	10,699	45.5%	28.1%	24.3%	2.1%	100.0%
1999	10,994	45.2%	28.1%	24.6%	2.1%	100.0%
2000	11,267	44.6%	28.8%	24.6%	2.1%	100.0%

Source: NCES: Projections of Education Statistics to 2013

States

The analysis in this section amounts to issuing an educational report card for the states. Comparison of enrollment data at the state level is examined from a variety of perspectives as follows:

- Relative size of student head count enrollment in each state
- Proportion of the population 18 years and older served by higher education
- Affordability of higher education
- Public funding of higher education

Head Count Enrollment

National enrollment of all degree-granting institutions stood at 15.3 million students in fall 2000. The top ten states account for approximately 55% of the total enrollment in the U.S. California had 2.3 million students and ranked at the top with approximately 15% of total enrollment. New York and Texas followed as distant second and third at approximately 6.8% each. Their combined total enrollment fell below that of California.

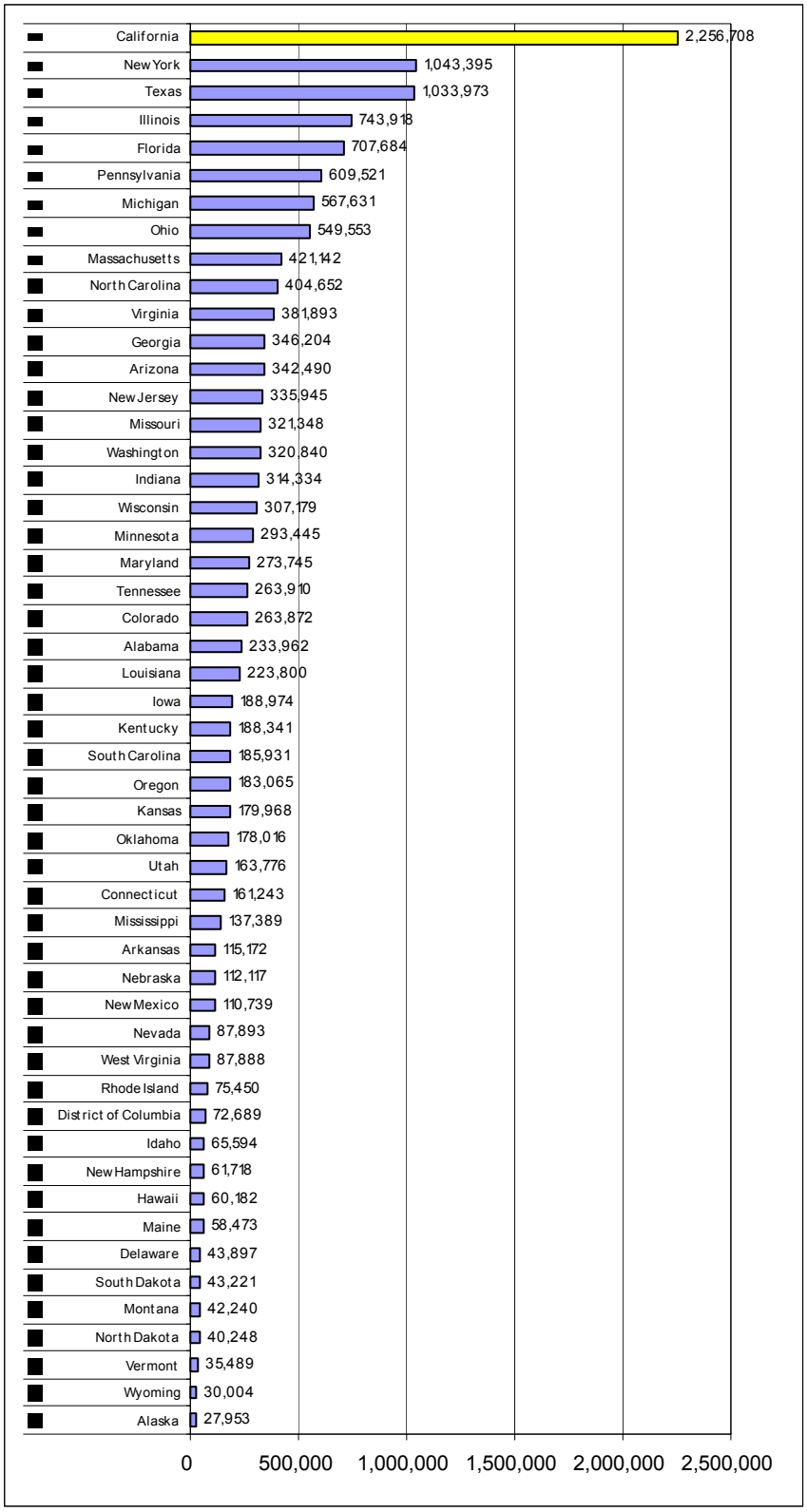
With respect to enrollment in community colleges, California had the lion's share with its 1.5 million students and 24% of the total enrollment in all community colleges in the fifty states. One would need to combine community college enrollment in the next four largest states of Texas (482,000), Florida (344,000), Illinois (344,000), and New York (282,000) to approach that of the Golden State. There is no doubt that community college education in California plays a central role in the higher education system in the state.

Table 8. Total Enrollment and Proportionate Share, Fall 2000

State	All Degree Granting Institutions		Community Colleges	
	Fall 2000 Enrollment	Share of Total Enrollment	Fall 2000 Enrollment	Share of Total Enrollment
Alabama	233,962	1.53%	76,282	1.25%
Alaska	27,953	0.18%	11,776	0.19%
Arizona	342,490	2.24%	182,253	2.99%
Arkansas	115,172	0.75%	44,922	0.74%
California	2,256,708	14.75%	1,484,841	24.37%
Colorado	263,872	1.72%	79,220	1.30%
Connecticut	161,243	1.05%	44,150	0.72%
Delaware	43,897	0.29%	12,218	0.20%
District of Columbia	72,689	0.48%	n.a.	n.a.
Florida	707,684	4.63%	344,119	5.65%
Georgia	346,204	2.26%	100,835	1.65%
Hawaii	60,182	0.39%	24,809	0.41%
Idaho	65,594	0.43%	22,895	0.38%
Illinois	743,918	4.86%	343,808	5.64%
Indiana	314,334	2.05%	66,869	1.10%
Iowa	188,974	1.24%	72,247	1.19%
Kansas	179,968	1.18%	71,117	1.17%
Kentucky	188,341	1.23%	54,173	0.89%
Louisiana	223,800	1.46%	32,981	0.54%
Maine	58,473	0.38%	12,727	0.21%
Maryland	273,745	1.79%	109,859	1.80%
Massachusetts	421,142	2.75%	86,105	1.41%
Michigan	567,631	3.71%	183,611	3.01%
Minnesota	293,445	1.92%	96,580	1.58%
Mississippi	137,389	0.90%	58,701	0.96%
Missouri	321,348	2.10%	82,699	1.36%
Montana	42,240	0.28%	9,903	0.16%
Nebraska	112,117	0.73%	36,104	0.59%
Nevada	87,893	0.57%	48,929	0.80%
New Hampshire	61,718	0.40%	15,115	0.25%
New Jersey	335,945	2.20%	132,063	2.17%
New Mexico	110,739	0.72%	51,564	0.85%
New York	1,043,395	6.82%	280,782	4.61%
North Carolina	404,652	2.64%	181,614	2.98%
North Dakota	40,248	0.26%	9,120	0.15%
Ohio	549,553	3.59%	169,857	2.79%
Oklahoma	178,016	1.16%	59,176	0.97%
Oregon	183,065	1.20%	85,508	1.40%
Pennsylvania	609,521	3.98%	128,455	2.11%
Rhode Island	75,450	0.49%	18,506	0.30%
South Carolina	185,931	1.22%	71,154	1.17%
South Dakota	43,221	0.28%	5,654	0.09%
Tennessee	263,910	1.73%	77,236	1.27%
Texas	1,033,973	6.76%	481,581	7.90%
Utah	163,776	1.07%	55,811	0.92%
Vermont	35,489	0.23%	6,235	0.10%
Virginia	381,893	2.50%	148,451	2.44%
Washington	320,840	2.10%	184,910	3.03%
West Virginia	87,888	0.57%	19,099	0.31%
Wisconsin	307,179	2.01%	99,632	1.64%
Wyoming	30,004	0.20%	17,149	0.28%
United States Total*	15,298,814	100.00%	6,093,405	100.00%

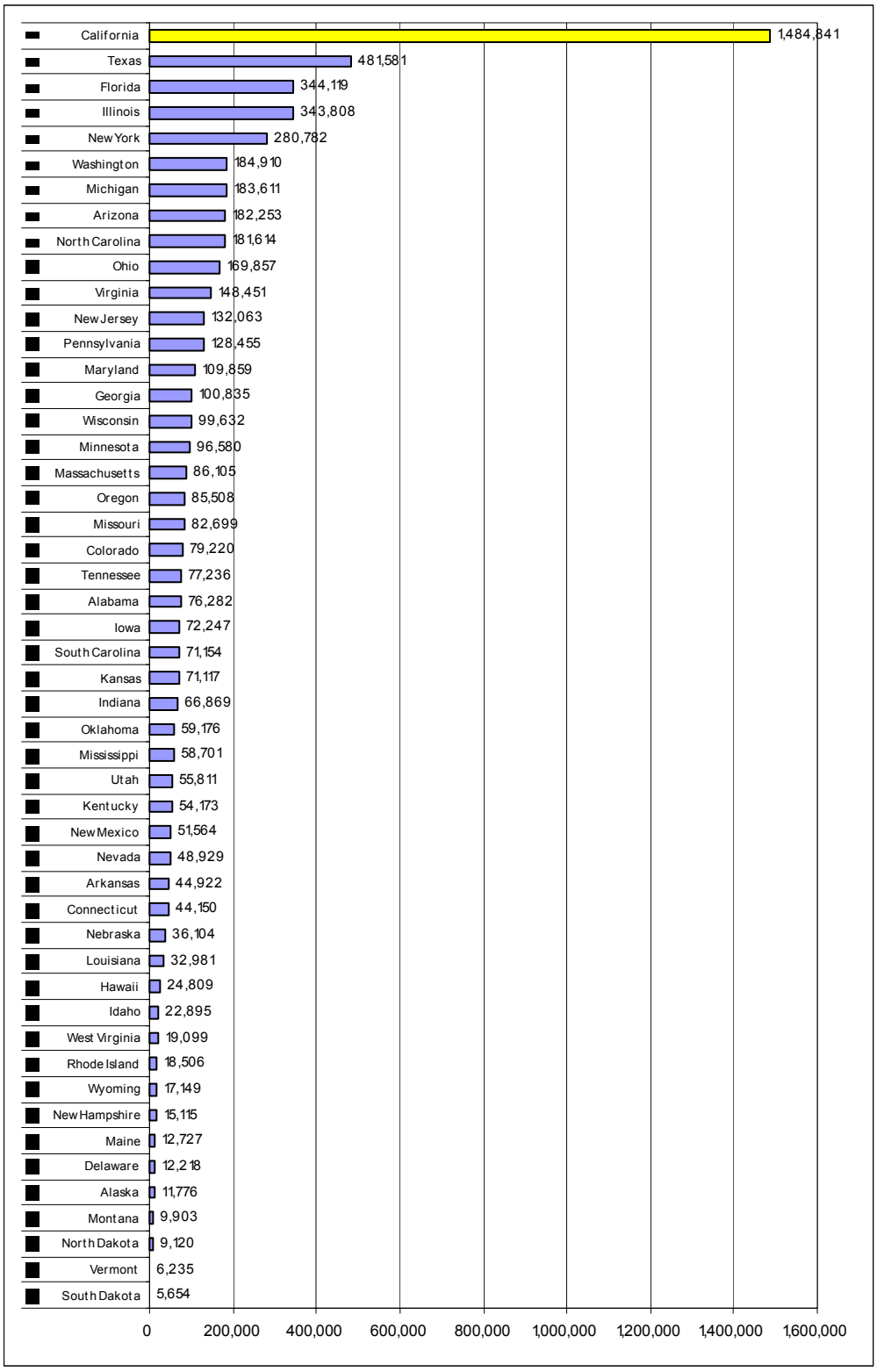
*U.S. total including Service Schools is 15,312,289 Source: NCES: Digest of Education Statistics, 2002

Figure 10. Ranking of States by Total Enrollment at All Degree-Granting Institutions, Fall 2000



Source: NCES: Digest of Education Statistics, 2002

Figure 11. Ranking of States by Total Enrollment at Community Colleges, Fall 2000



Source: NCES: Digest of Education Statistics, 2002

Proportion of Population 18 or Older Served

The enrollment numbers alone do not tell the whole story of the degree of impact of higher education on society at large. A better measure of such impact is the proportion of persons at college age (18 years or older) that are being served by higher education in general and by community colleges in particular.

Using this measure, one can see clearly that California ranks in the third position among all fifty states with regard to the percentage (9.2%) of persons 18 years and older served by all degree-granting institutions. California is not very far from the two top states of Utah (10.8% of the referenced population served) and Rhode Island (9.4% of the referenced population served). Kansas (9.1%) and Arizona (9.1%) complete the top five states with the highest percentage of the population 18 years and older served by all degree-granting institutions. The population least served by higher education was in New Jersey (5.31%), Florida (5.74%), Georgia (5.75%), Arkansas (5.77%), and Nevada (5.91%).

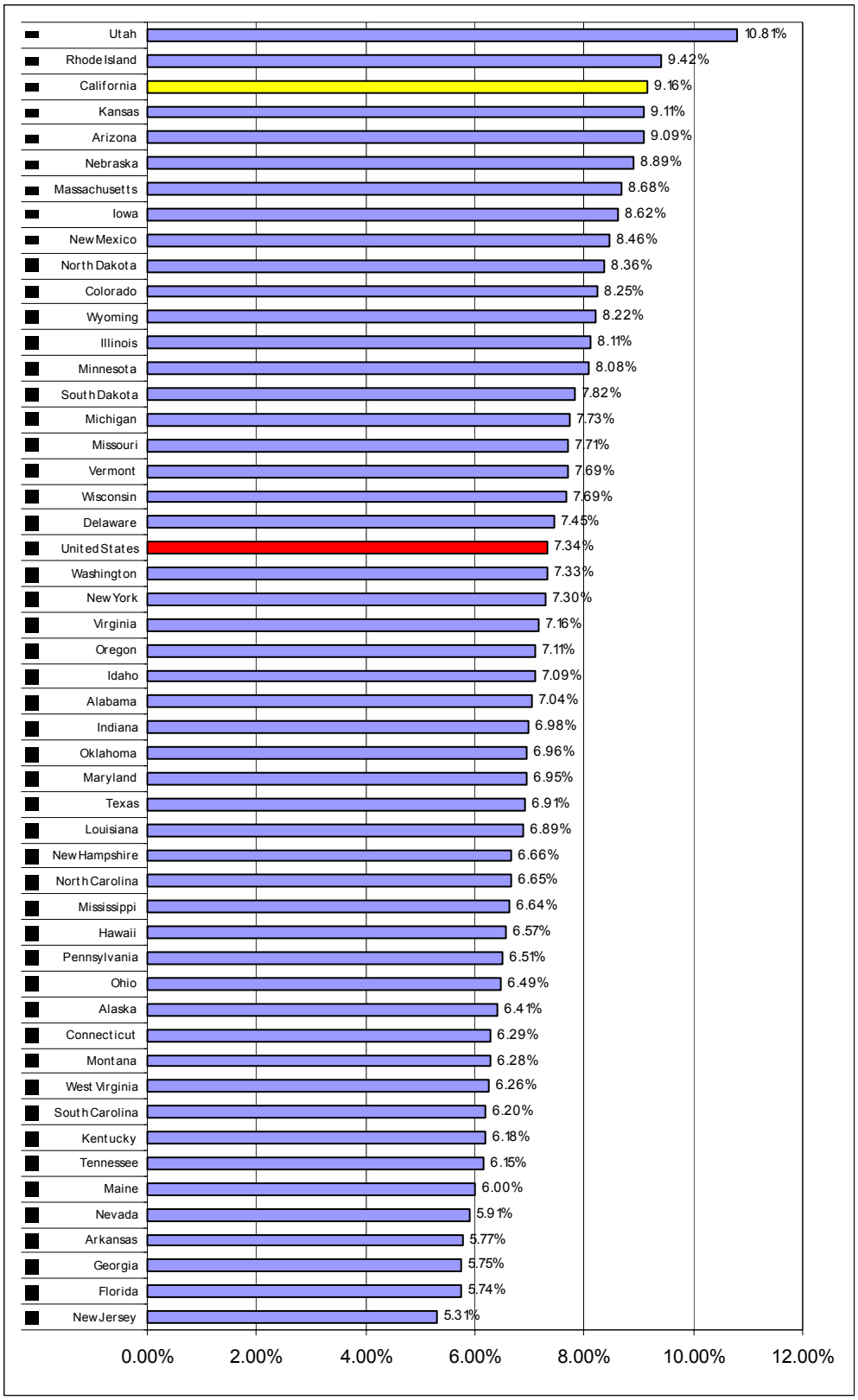
When one focuses on community colleges, California jumps to the top position. In the Golden State, more than 6% of the population 18 years and older was being served by community colleges in fall 2000. The population least served by community colleges was in Louisiana (1.02%), South Dakota (1.02%), Maine (1.31%), Vermont (1.35%), and West Virginia (1.36%), and Pennsylvania (1.37%).

Table 9. Percent of Population 18 Years and Older Served, Fall 2000

State	All Degree Granting Institutions		Community Colleges	
	Fall 2000 Enrollment	% Served	Fall 2000 Enrollment	% Served
Alabama	233,962	7.04%	76,282	2.30%
Alaska	27,953	6.41%	11,776	2.70%
Arizona	342,490	9.09%	182,253	4.84%
Arkansas	115,172	5.77%	44,922	2.25%
California	2,256,708	9.16%	1,484,841	6.03%
Colorado	263,872	8.25%	79,220	2.48%
Connecticut	161,243	6.29%	44,150	1.72%
Delaware	43,897	7.45%	12,218	2.07%
District of Columbia	72,689	n.a.	n.a.	n.a.
Florida	707,684	5.74%	344,119	2.79%
Georgia	346,204	5.75%	100,835	1.68%
Hawaii	60,182	6.57%	24,809	2.71%
Idaho	65,594	7.09%	22,895	2.47%
Illinois	743,918	8.11%	343,808	3.75%
Indiana	314,334	6.98%	66,869	1.48%
Iowa	188,974	8.62%	72,247	3.30%
Kansas	179,968	9.11%	71,117	3.60%
Kentucky	188,341	6.18%	54,173	1.78%
Louisiana	223,800	6.89%	32,981	1.02%
Maine	58,473	6.00%	12,727	1.31%
Maryland	273,745	6.95%	109,859	2.79%
Massachusetts	421,142	8.68%	86,105	1.78%
Michigan	567,631	7.73%	183,611	2.50%
Minnesota	293,445	8.08%	96,580	2.66%
Mississippi	137,389	6.64%	58,701	2.84%
Missouri	321,348	7.71%	82,699	1.98%
Montana	42,240	6.28%	9,903	1.47%
Nebraska	112,117	8.89%	36,104	2.86%
Nevada	87,893	5.91%	48,929	3.29%
New Hampshire	61,718	6.66%	15,115	1.63%
New Jersey	335,945	5.31%	132,063	2.09%
New Mexico	110,739	8.46%	51,564	3.94%
New York	1,043,395	7.30%	280,782	1.96%
North Carolina	404,652	6.65%	181,614	2.98%
North Dakota	40,248	8.36%	9,120	1.89%
Ohio	549,553	6.49%	169,857	2.01%
Oklahoma	178,016	6.96%	59,176	2.31%
Oregon	183,065	7.11%	85,508	3.32%
Pennsylvania	609,521	6.51%	128,455	1.37%
Rhode Island	75,450	9.42%	18,506	2.31%
South Carolina	185,931	6.20%	71,154	2.37%
South Dakota	43,221	7.82%	5,654	1.02%
Tennessee	263,910	6.15%	77,236	1.80%
Texas	1,033,973	6.91%	481,581	3.22%
Utah	163,776	10.81%	55,811	3.68%
Vermont	35,489	7.69%	6,235	1.35%
Virginia	381,893	7.16%	148,451	2.78%
Washington	320,840	7.33%	184,910	4.22%
West Virginia	87,888	6.26%	19,099	1.36%
Wisconsin	307,179	7.69%	99,632	2.49%
Wyoming	30,004	8.22%	17,149	4.70%
United States	15,298,814	7.34%	6,017,123	2.92%

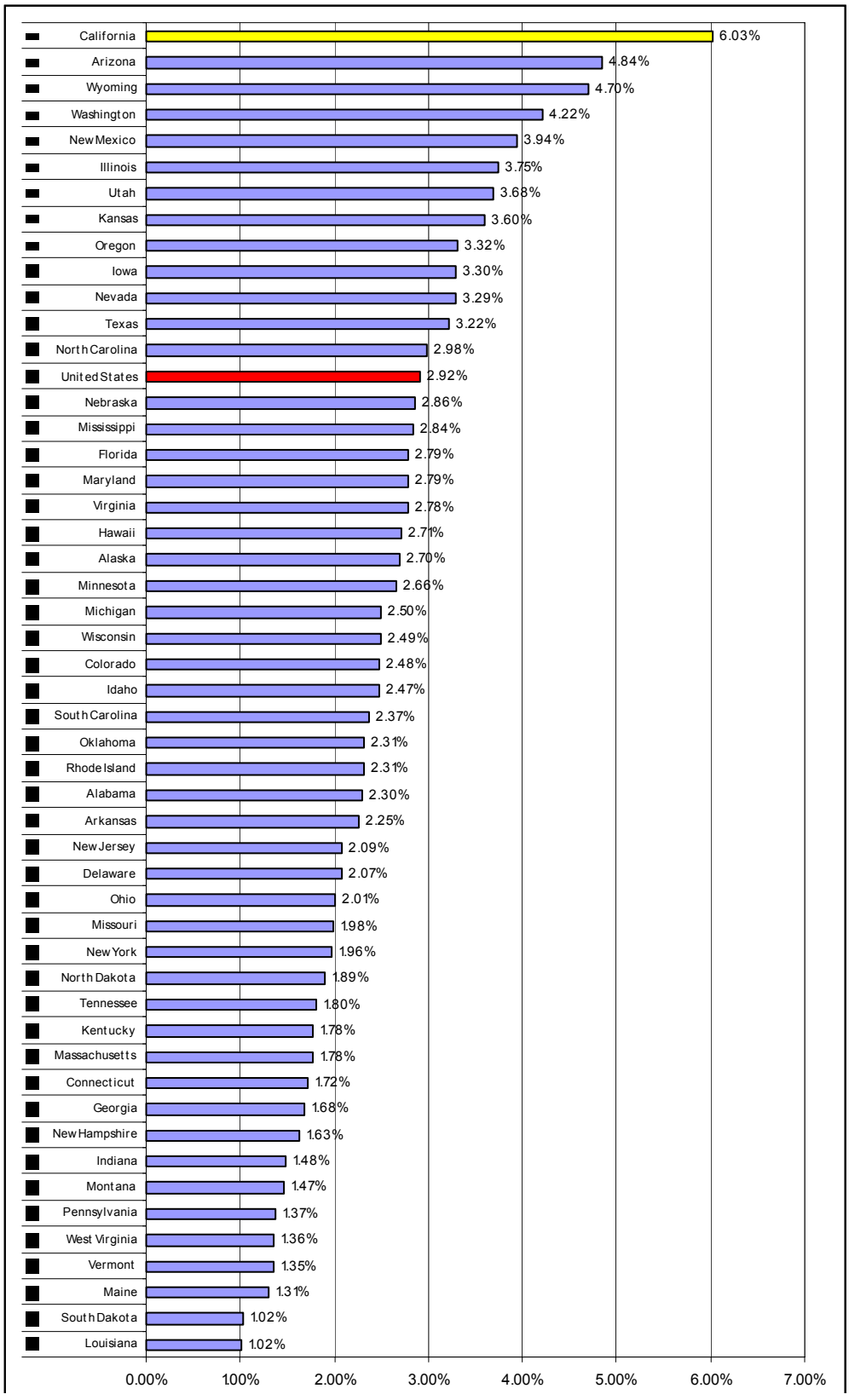
Source: AACC State-by-State Profile of Community Colleges (2003), p. 14

Figure 12. Ranking of States by Percentage of 18 Years and Older Served by All Degree-Granting Institutions, Fall 2000



Source: Digest of Education Statistics, 2002; U.S. Census 2000

Figure 13. Ranking of States by Percentage of Population 18 Years and Older Served by Community Colleges, Fall 2000



Affordability of Higher Education

The success of higher education in California may be partially due to its affordability. Affordability is measured as tuition and fees in public institutions in relation to median family income. For four-year public institutions in the U.S., tuition and fees represented an average of 7.5% of median family income in 2000. Utah (4.7%) and Nevada (4.8%) were in the top two positions, respectively, while California was the third most affordable state (5.1%) in the nation. Alaska (5.2%) and Arizona (5.3%) complete the top five states. The least affordable states were Vermont (15.4%), Pennsylvania (12.8%), South Carolina (12.4%), New Hampshire (11.7%) and Maine (10.6%). In retrospect, the percentage of median family income used for tuition and fees in California was one-third to one-half as much as some of the states in the Eastern part of the country.

For community colleges, there is no better value than in California. Less than one percent (0.6%) of median family income in California was used for tuition and fees at community colleges compared to 2.8% for the country as a whole and five to ten times as high for many states. Yearly community college tuition and fees in California ($315)is a little more than a third of tuition and fees at the second least expensive state, New Mexico ($921).

Given the recent successive increases in tuition and fees in 2003 and 2004, the picture in California will undoubtedly change. However, even with these recent increases, the cost of education in California will remain one of the most affordable in the country.

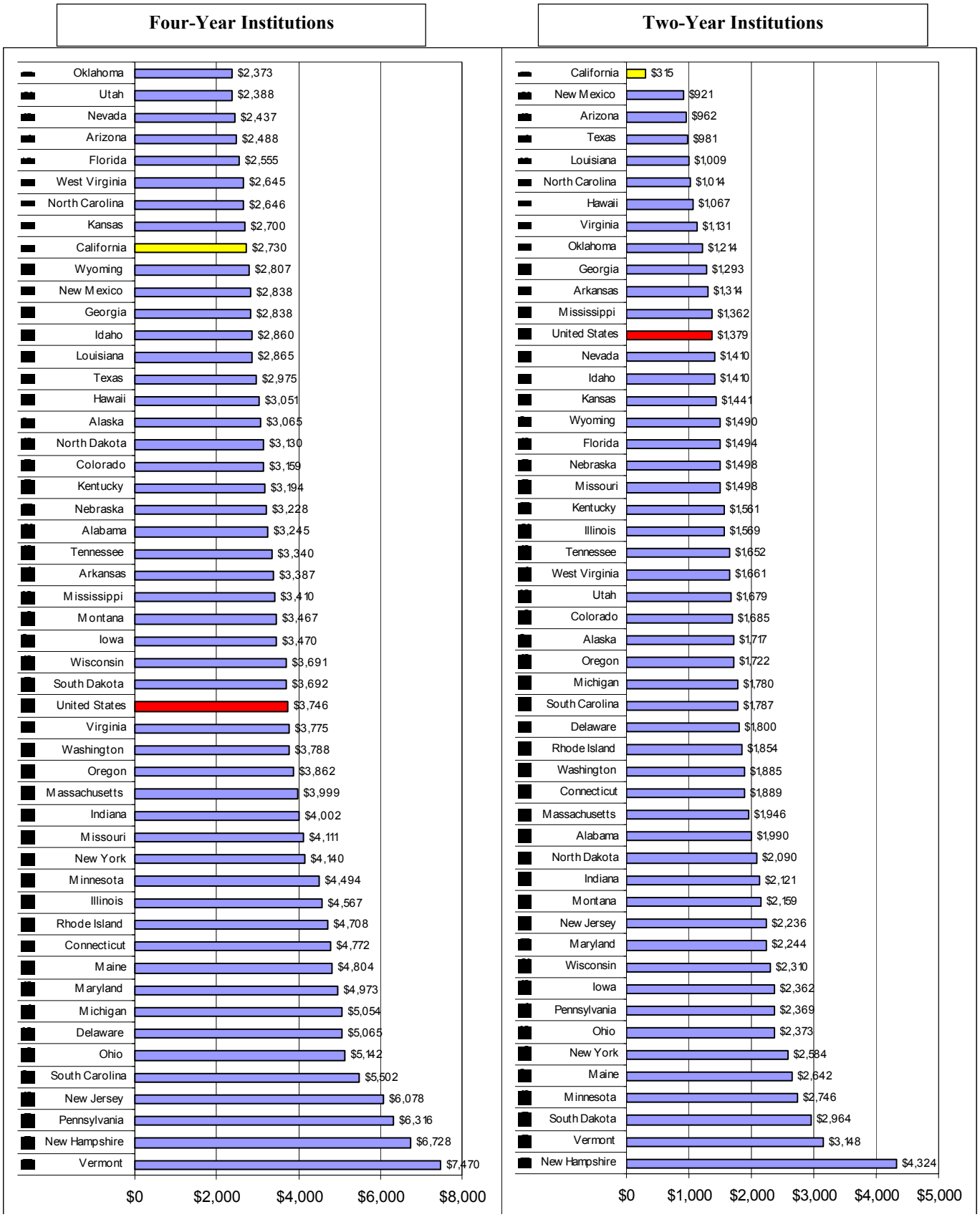
Affordability may be closely linked to the degree of participation in higher education, particularly for the community colleges. Some of the states with the most affordable price for two-year institutions (California and Arizona) rank at the top in terms of percentage of population 18 years and older being served. In contrast, Maine, South Dakota, and Vermont have some of the least affordable prices for community colleges and also some of the lowest degrees of participation in community college education.

Table 10. Public Four-Year and Two-Year College Tuition and Fee's Percentage of Median Family Income

State	2001-02 Four-year College	2001-02 Community College	1999 Median Family Income	Four-year College %	Community College %
Alabama	$3,245	$1,990	$41,657	7.8%	4.8%
Alaska	$3,065	$1,717	$59,036	5.2%	2.9%
Arizona	$2,488	$962	$46,723	5.3%	2.1%
Arkansas	$3,387	$1,314	$38,663	8.8%	3.4%
California	$2,730	$315	$53,025	5.1%	0.6%
Colorado	$3,159	$1,685	$55,883	5.7%	3.0%
Connecticut	$4,772	$1,889	$65,521	7.3%	2.9%
Delaware	$5,065	$1,800	$55,257	9.2%	3.3%
Florida	$2,555	$1,494	$45,625	5.6%	3.3%
Georgia	$2,838	$1,293	$49,280	5.8%	2.6%
Hawaii	$3,051	$1,067	$56,961	5.4%	1.9%
Idaho	$2,860	$1,410	$43,490	6.6%	3.2%
Illinois	$4,567	$1,569	$55,545	8.2%	2.8%
Indiana	$4,002	$2,121	$50,261	8.0%	4.2%
Iowa	$3,470	$2,362	$48,005	7.2%	4.9%
Kansas	$2,700	$1,441	$49,624	5.4%	2.9%
Kentucky	$3,194	$1,561	$40,939	7.8%	3.8%
Louisiana	$2,865	$1,009	$39,774	7.2%	2.5%
Maine	$4,804	$2,642	$45,179	10.6%	5.8%
Maryland	$4,973	$2,244	$61,876	8.0%	3.6%
Massachusetts	$3,999	$1,946	$61,664	6.5%	3.2%
Michigan	$5,054	$1,780	$53,457	9.5%	3.3%
Minnesota	$4,494	$2,746	$56,874	7.9%	4.8%
Mississippi	$3,410	$1,362	$37,406	9.1%	3.6%
Missouri	$4,111	$1,498	$46,044	8.9%	3.3%
Montana	$3,467	$2,159	$40,487	8.6%	5.3%
Nebraska	$3,228	$1,498	$48,032	6.7%	3.1%
Nevada	$2,437	$1,410	$50,849	4.8%	2.8%
New Hampshire	$6,728	$4,324	$57,575	11.7%	7.5%
New Jersey	$6,078	$2,236	$65,370	9.3%	3.4%
New Mexico	$2,838	$921	$39,425	7.2%	2.3%
New York	$4,140	$2,584	$51,691	8.0%	5.0%
North Carolina	$2,646	$1,014	$46,335	5.7%	2.2%
North Dakota	$3,130	$2,090	$43,654	7.2%	4.8%
Ohio	$5,142	$2,373	$50,037	10.3%	4.7%
Oklahoma	$2,373	$1,214	$40,709	5.8%	3.0%
Oregon	$3,862	$1,722	$40,916	9.4%	4.2%
Pennsylvania	$6,316	$2,369	$49,184	12.8%	4.8%
Rhode Island	$4,708	$1,854	$52,781	8.9%	3.5%
South Carolina	$5,502	$1,787	$44,227	12.4%	4.0%
South Dakota	$3,692	$2,964	$43,237	8.5%	6.9%
Tennessee	$3,340	$1,652	$43,517	7.7%	3.8%
Texas	$2,975	$981	$45,861	6.5%	2.1%
Utah	$2,388	$1,679	$51,022	4.7%	3.3%
Vermont	$7,470	$3,148	$48,625	15.4%	6.5%
Virginia	$3,775	$1,131	$54,169	7.0%	2.1%
Washington	$3,788	$1,885	$53,760	7.0%	3.5%
West Virginia	$2,645	$1,661	$36,484	7.2%	4.6%
Wisconsin	$3,691	$2,310	$52,911	7.0%	4.4%
Wyoming	$2,807	$1,490	$45,685	6.1%	3.3%
United States	**$3,746**	**$1,379**	**$50,046**	**7.5%**	**2.8%**

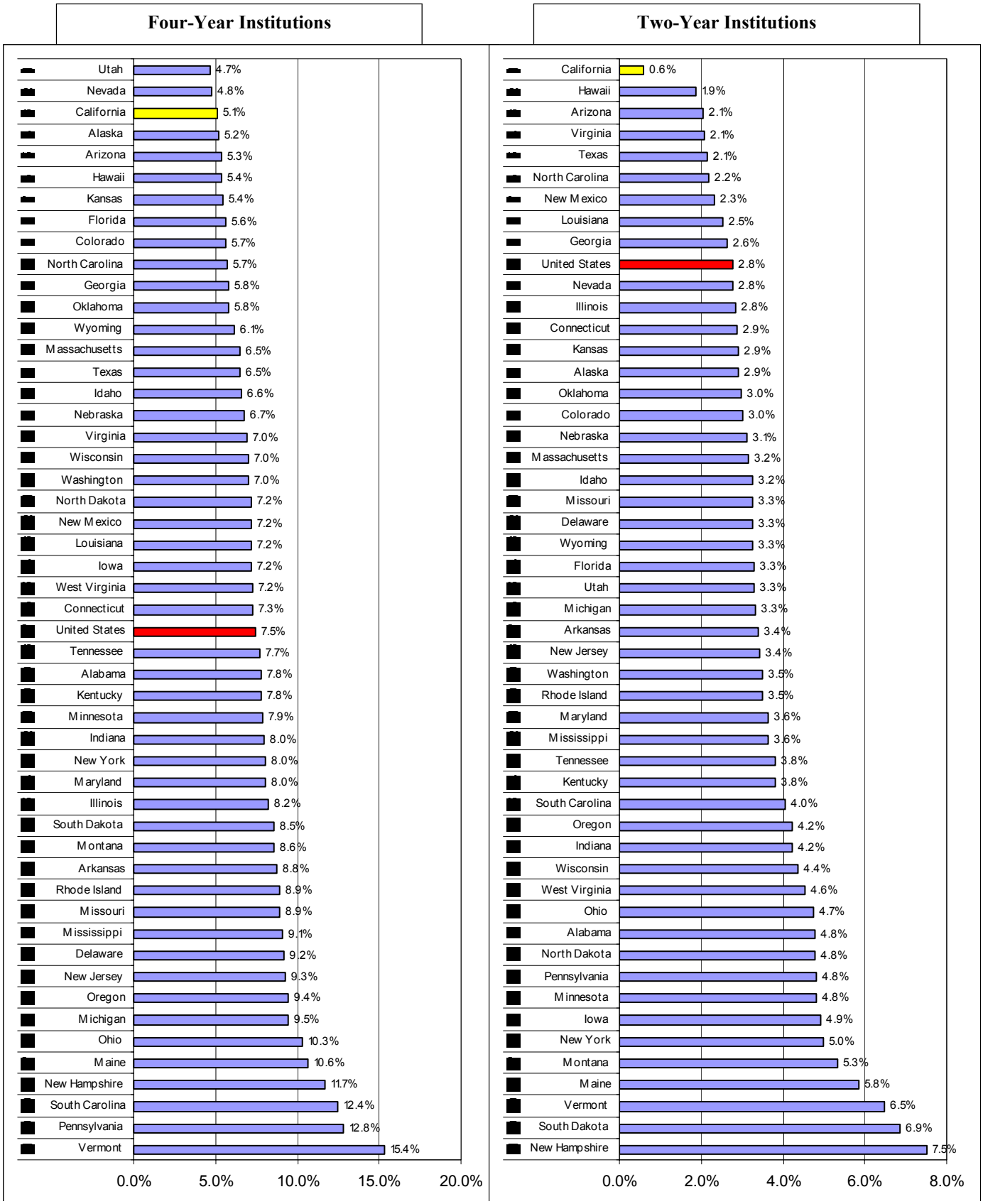
Source: Digest of Education Statistics, 2002; U.S. Census 2000

Figure 14. Ranking of States by Full-Year In-State Tuition and Fees for Public Four-Year and Two-Year Institutions



Source: Digest of Education Statistics, 2002; U.S. Census 2000

Figure 15. Ranking of States' Full-Year In-State Tuition and Fees as a percentage of Median Family Income for Public Four-Year and Two-Year Institutions



Sources: Digest of Education Statistics, 2002; U.S. Census 2000; AACC State-By-State Profile of Community Colleges

Public Funding of Higher Education

State appropriation for public higher education is a measure of commitment to this important segment of publicly-supported programs. In 1999-2000, total state and local appropriations for all public degree-granting institutions amounted to $55.9 billion. California had the highest public support in dollar amounts with a combined $8.4 billion in state and local funding. Texas ($4.4 billion) and New York ($3.0 billion) followed in distant second and third positions. However, with respect to per-capita appropriations, California ($248 per capita) does not indicate a high level of commitment. The state ranked in the 11th position, behind several relatively smaller states. New Mexico, Wyoming and Alaska top the list at more than $300 in appropriation per person in their respective states. The average for the U.S. as a whole was $199 per capita.

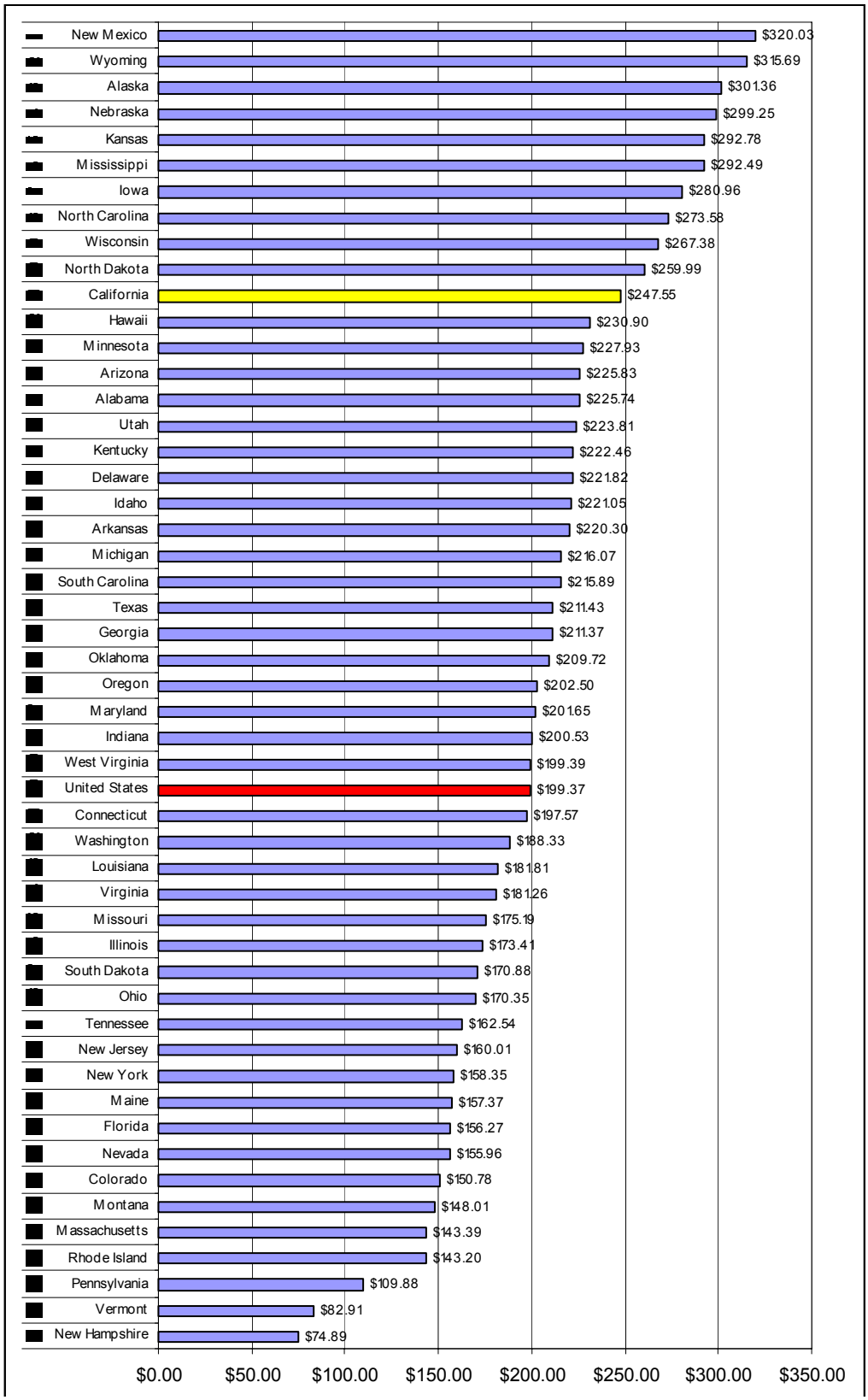
State and local appropriations per capita for community colleges exhibited a more extreme picture. The U.S. average was $45, and California ranked 15th with per-capita funding of $54.

Table 11. Per-Capita State and Local Appropriations for Public Degree-Granting Institutions, by State: 1999-2000

State	State Appropriations	Local Appropriations	State and Local Appropriations	2000 Population	Per-capita Appropriations
Alabama	$999,252,186	4,631,539	$1,003,883,725	4,447,100	$225.74
Alaska	$178,353,478	10,580,531	$188,934,009	626,932	$301.36
Arizona	$869,878,278	288,757,883	$1,158,636,161	5,130,632	$225.83
Arkansas	$581,734,669	7,213,657	$588,948,326	2,673,400	$220.30
California	$6,753,848,698	1,631,163,529	$8,385,012,227	33,871,648	$247.55
Colorado	$621,766,046	26,794,027	$648,560,073	4,301,261	$150.78
Connecticut	$672,824,434	0	$672,824,434	3,405,565	$197.57
Delaware	$173,819,045	0	$173,819,045	783,600	$221.82
Florida	$2,497,632,004	0	$2,497,632,004	15,982,378	$156.27
Georgia	$1,710,769,044	19,593,693	$1,730,362,737	8,186,453	$211.37
Hawaii	$279,744,977	0	$279,744,977	1,211,537	$230.90
Idaho	$275,414,632	10,615,061	$286,029,693	1,293,953	$221.05
Illinois	$1,659,026,765	494,611,055	$2,153,637,820	12,419,293	$173.41
Indiana	$1,212,921,361	6,419,882	$1,219,341,243	6,080,485	$200.53
Iowa	$787,782,515	34,392,977	$822,175,492	2,926,324	$280.96
Kansas	$634,217,315	152,909,700	$787,127,015	2,688,418	$292.78
Kentucky	$891,949,444	7,175,610	$899,125,054	4041769	$222.46
Louisiana	$812,041,852	477,732	$812,519,584	4,468,976	$181.81
Maine	$200,637,956	0	$200,637,956	1,274,923	$157.37
Maryland	$893,175,442	174,853,521	$1,068,028,963	5,296,486	$201.65
Massachusetts	$910,365,765	0	$910,365,765	6,349,097	$143.39
Michigan	$1,872,214,110	275,185,578	$2,147,399,688	9,938,444	$216.07
Minnesota	$1,121,314,801	0	$1,121,314,801	4,919,479	$227.93
Mississippi	$794,196,113	37,844,245	$832,040,358	2,844,658	$292.49
Missouri	$887,532,963	92,705,109	$980,238,072	5,595,211	$175.19
Montana	$129,662,986	3,868,006	$133,530,992	902,195	$148.01
Nebraska	$487,147,638	24,948,740	$512,096,378	1,711,263	$299.25
Nevada	$311,649,318	0	$311,649,318	1,998,257	$155.96
New Hampshire	$92,402,649	139,879	$92,542,528	1,235,786	$74.89
New Jersey	$1,180,753,824	165,639,626	$1,346,393,450	8,414,350	$160.01
New Mexico	$524,859,499	57,281,814	$582,141,313	1,819,046	$320.03
New York	$2,582,285,803	422,711,796	$3,004,997,599	18,976,457	$158.35
North Carolina	$2,095,190,324	106,933,386	$2,202,123,710	8,049,313	$273.58
North Dakota	$166,945,168	20,565	$166,965,733	642,200	$259.99
Ohio	$1,829,799,192	104,247,274	$1,934,046,466	11,353,140	$170.35
Oklahoma	$701,735,114	21,942,474	$723,677,588	3,450,654	$209.72
Oregon	$591,047,345	101,785,835	$692,833,180	3,421,399	$202.50
Pennsylvania	$1,251,589,408	97,903,570	$1,349,492,978	12,281,054	$109.88
Rhode Island	$150,114,363	0	$150,114,363	1,048,319	$143.20
South Carolina	$833,464,278	32,693,306	$866,157,584	4,012,012	$215.89
South Dakota	$128,989,001	0	$128,989,001	754,844	$170.88
Tennessee	$920,987,968	3,758,349	$924,746,317	5,689,283	$162.54
Texas	$4,025,327,836	383,442,877	$4,408,770,713	20,851,820	$211.43
Utah	$499,300,933	506,740	$499,807,673	2,233,169	$223.81
Vermont	$50,478,043	0	$50,478,043	608,827	$82.91
Virginia	$1,281,544,879	1,492,321	$1,283,037,200	7,078,515	$181.26
Washington	$1,110,049,273	0	$1,110,049,273	5,894,121	$188.33
West Virginia	$359,956,080	603,373	$360,559,453	1,808,344	$199.39
Wisconsin	$1,084,212,312	349,916,982	$1,434,129,294	5,363,675	$267.38
Wyoming	$136,924,667	18,954,933	$155,879,600	493,782	$315.69
U.S. Total	$50,818,831,794	5,174,717,175	$55,993,548,969	280,849,847	$199.37

Sources: Digest of Education Statistics, 2002; U.S. Census 2000

Figure 16. Ranking of Per-capita State and Local Appropriations for Public Degree-granting Institutions, by State: 1999-2000



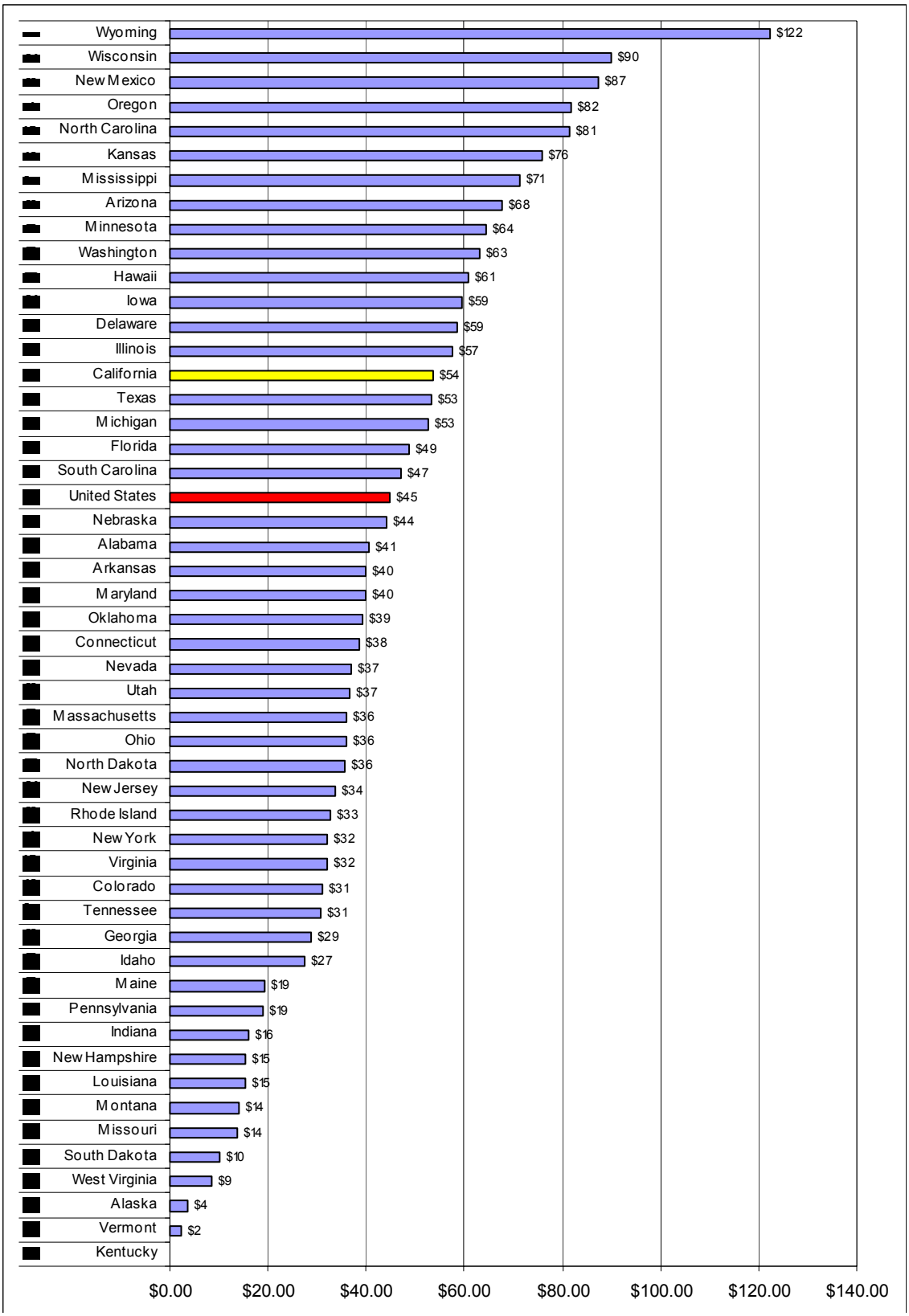
Source: NCES Digest of Education Statistics, 2002; Census 2000

Table 12. Per-capita State and Local Appropriations for Community Colleges, by State: 1999-2000

State	State Appropriations	Local Appropriations	State and Local Appropriations	2000 Population	Per-capita Appropriations
Alabama	$178,255,497	$1,903,862	$180,159,359	4,447,100	$40.51
Alaska	$1,557,900	$645,731	$2,203,631	626,932	$3.51
Arizona	$106,555,305	$240,893,640	$347,448,945	5,130,632	$67.72
Arkansas	$102,236,031	$4,218,829	$106,454,860	2,673,400	$39.82
California	$1,100,281,348	$711,923,331	$1,812,204,679	33,871,648	$53.50
Colorado	$102,586,688	$30,694,304	$133,280,992	4,301,261	$30.99
Connecticut	$130,954,562	$0	$130,954,562	3,405,565	$38.45
Delaware	$45,948,900		$45,948,900	783,600	$58.64
Florida	$778,956,350	$77,921	$779,034,271	15,982,378	$48.74
Georgia	$231,118,914	$5,170,172	$236,289,086	8,186,453	$28.86
Hawaii	$73,812,646		$73,812,646	1,211,537	$60.92
Idaho	$25,464,730	$10,104,397	$35,569,127	1,293,953	$27.49
Illinois	$223,517,820	$489,435,102	$712,952,922	12,419,293	$57.41
Indiana	$96,600,446	$0	$96,600,446	6,080,485	$15.89
Iowa	$141,047,117	$32,886,281	$173,933,398	2,926,324	$59.44
Kansas	$80,956,926	$122,716,226	$203,673,152	2,688,418	$75.76
Kentucky*					
Louisiana	$68,662,497	$180,690	$68,843,187	4,468,976	$15.40
Maine	$24,782,112	$0	$24,782,112	1,274,923	$19.44
Maryland	$104,634,791	$106,050,392	$210,685,183	5,296,486	$39.78
Massachusetts	$228,752,404	$0	$228,752,404	6,349,097	$36.03
Michigan	$264,741,996	$257,238,982	$521,980,978	9,938,444	$52.52
Minnesota	$316,862,271	$0	$316,862,271	4,919,479	$64.41
Mississippi	$169,318,230	$33,691,615	$203,009,845	2,844,658	$71.37
Missouri	$56,209,562	$21,217,022	$77,426,584	5,595,211	$13.84
Montana	$9,074,822	$3,575,360	$12,650,182	902,195	$14.02
Nebraska	$37,248,598	$38,097,376	$75,345,974	1,711,263	$44.03
Nevada	$73,831,000	$0	$73,831,000	1,998,257	$36.95
New Hampshire	$19,077,134	$33,595	$19,110,729	1,235,786	$15.46
New Jersey	$120,842,125	$162,652,607	$283,494,732	8,414,350	$33.69
New Mexico	$110,711,332	$47,967,420	$158,678,752	1,819,046	$87.23
New York	$343,414,094	$267,876,203	$611,290,297	18,976,457	$32.21
North Carolina	$555,411,671	$100,269,263	$655,680,934	8,049,313	$81.46
North Dakota	$22,860,098	$1,343	$22,861,441	642,200	$35.60
Ohio	$325,647,110	$82,388,718	$408,035,828	11,353,140	$35.94
Oklahoma	$125,246,460	$9,850,000	$135,096,460	3,450,654	$39.15
Oregon	$189,618,461	$89,734,120	$279,352,581	3,421,399	$81.65
Pennsylvania	$144,491,682	$88,850,146	$233,341,828	12,281,054	$19.00
Rhode Island	$34,363,530		$34,363,530	1,048,319	$32.78
South Carolina	$157,142,098	$31,194,415	$188,336,513	4,012,012	$46.94
South Dakota	$7,561,830	$0	$7,561,830	754,844	$10.02
Tennessee	$174,828,019	$0	$174,828,019	5,689,283	$30.73
Texas	$818,243,672	$291,977,154	$1,110,220,826	20,851,820	$53.24
Utah	$81,797,020	$0	$81,797,020	2,233,169	$36.63
Vermont	$1,431,200	$0	$1,431,200	608,827	$2.35
Virginia	$226,184,336	$1,488,768	$227,673,104	7,078,515	$32.16
Washington	$370,566,240	$1,556,210	$372,122,450	5,894,121	$63.13
West Virginia	$15,665,133	$0	$15,665,133	1,808,344	$8.66
Wisconsin	$155,810,212	$327,200,890	$483,011,102	5,363,675	$90.05
Wyoming	$43,863,467	$16,607,497	$60,470,964	493,782	$122.46
U.S. Total*	$8,818,746,387	3,630,369,582	$12,449,115,969	276,808,078	$44.97

*Note: Kentucky did not report in 1999-2000 Source: NCES Digest of Education Statistics, 2002; Census 2000

Figure 17. Ranking of Per-capita State and Local Appropriations for Community Colleges, by State: 1999-2000



Source: NCES Digest of Education Statistics, 2002; Census 2000

Most Popular Programs of Study

One of the important dimensions of enrollment trends is to find out which programs or fields of study are more popular on college campuses and what shifts have taken place in response to changes in the job market. Because there are no reliable data on actual enrollment by major, one may be able to answer this question by examining the data on degrees awarded at the two– and four-year institutions.

At the four-year institutions, the top five most popular fields of study in 2000-01 were business, social sciences and history, education, psychology, and the health professions. These fields of study were also popular ten years earlier in 1990-91. However, engineering, which occupied the fourth position in 1990-91, dropped in rank to the eighth position in 2000-01.

For the two-year colleges in 2000-01, liberal arts and sciences occupied the top position, followed by business management and the health professions. Engineering and computer science completed the fourth and fifth positions, respectively. In 1990-91 the top four positions were the same as those in 2000-01, but computer science did not make the top five. Instead, protective services completed the top five most popular disciplines ten years earlier.

Table 13. Top Ten Bachelor's Degrees Conferred by Title IV Degree-Granting Institutions

Rank	Field of study	1990-91		2000-01		Percent change 1990-91 to 2000-01
		No.	%	No.	%	
1	Business	249,300	22.8%	265,700	21.4%	6.6%
2	Social sciences and history	125,100	11.4%	128,000	10.3%	2.3%
3	Education	110,800	10.1%	105,600	8.5%	-4.7%
4	Psychology	58,700	5.4%	73,500	5.9%	25.4%
5	Health professions and related sciences	59,100	5.4%	73,500	5.9%	24.4%
6	Visual and performing arts	42,200	3.9%	61,100	4.9%	44.9%
7	Biological/life sciences	39,500	3.6%	60,600	4.9%	53.2%
8	Engineering	61,500	5.6%	58,100	4.7%	-5.6%
9	Communications	51,700	4.7%	58,000	4.7%	12.3%
10	English language and literature/letters	51,800	4.7%	51,400	4.1%	-0.8%
	Total for all disciplines (listed and not listed)	1,094,500	100.0%	1,244,200	100.0%	13.7%

Table 14. Top Ten Associate's Degrees Conferred by Title IV Degree-Granting Institutions

Rank	Field of study	1990-91		2000-01		Percent change 1990-91 to 2000-01
		No.	%	No.	%	
1	Liberal arts and sciences, general studies, and humanities	142,700	29.6%	196,800	34.0%	37.9%
2	Business management and administrative services	89,500	18.6%	93,100	16.1%	3.9%
3	Health professions and related sciences	70,800	14.7%	82,200	14.2%	16.0%
4	Engineering-related technologies	37,900	7.9%	34,500	6.0%	-9.0%
5	Computer and information sciences	7,700	1.6%	26,300	4.6%	243.1%
6	Visual and performing arts	9,100	1.9%	18,400	3.2%	102.0%
7	Protective services	13,600	2.8%	16,400	2.8%	21.1%
8	Mechanics and repairers	7,600	1.6%	12,700	2.2%	65.6%
9	Precision production trades	9,100	1.9%	11,500	2.0%	26.4%
10	Multi-interdisciplinary studies	7,500	1.5%	10,400	1.8%	40.0%
	Total for all disciplines (listed and not listed)	481,700	100.0%	578,900	100.0%	20.2%

Source: NCES: The Condition of Education 2003 (June, 2003)

Figure 18. Top Ten Bachelor's Degrees, 2000-01

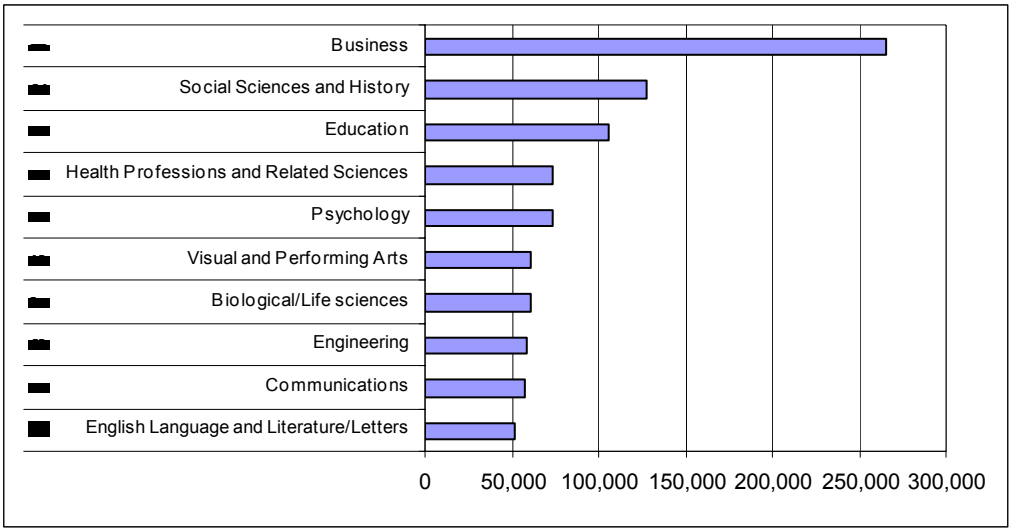
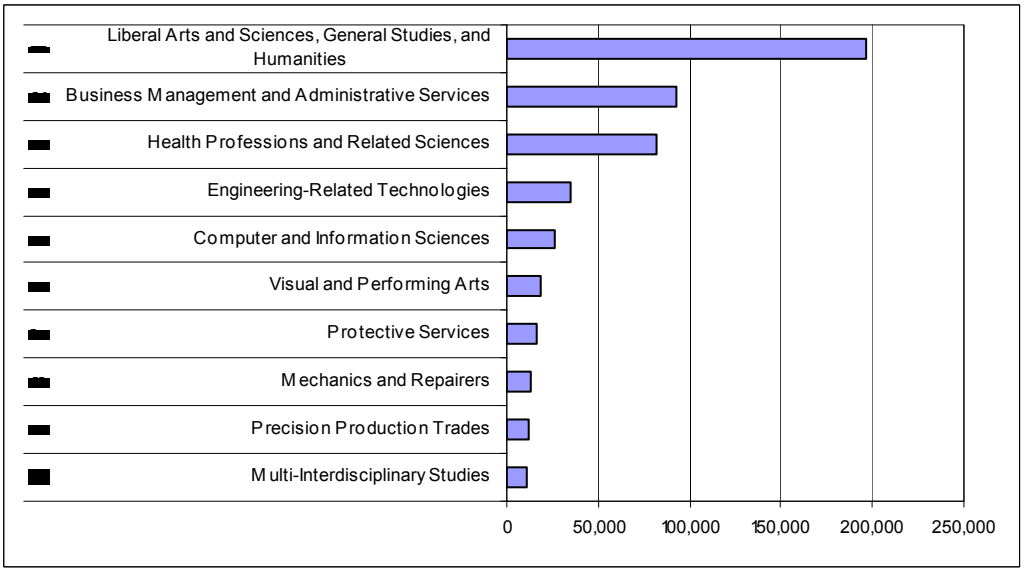


Figure 19. Top Ten Associate's Degrees, 2000-01



High School Graduates

The number of high school graduates is an important predictor of future enrollment at post-secondary institutions. For the nation as a whole, this number has been increasing steadily since 1994-95, and it is projected to grow until it peaks in 2008-09. The growth in high school graduates reflects the increase in birth rate and immigration in the 1980s and 1990s. A declining trend is projected to follow for the next five years, up to 2012-13. College enrollment is expected to follow a similar pattern.

Figure 20. Projected Number of High School Graduates in the U.S., 1994-95 to 2012-13

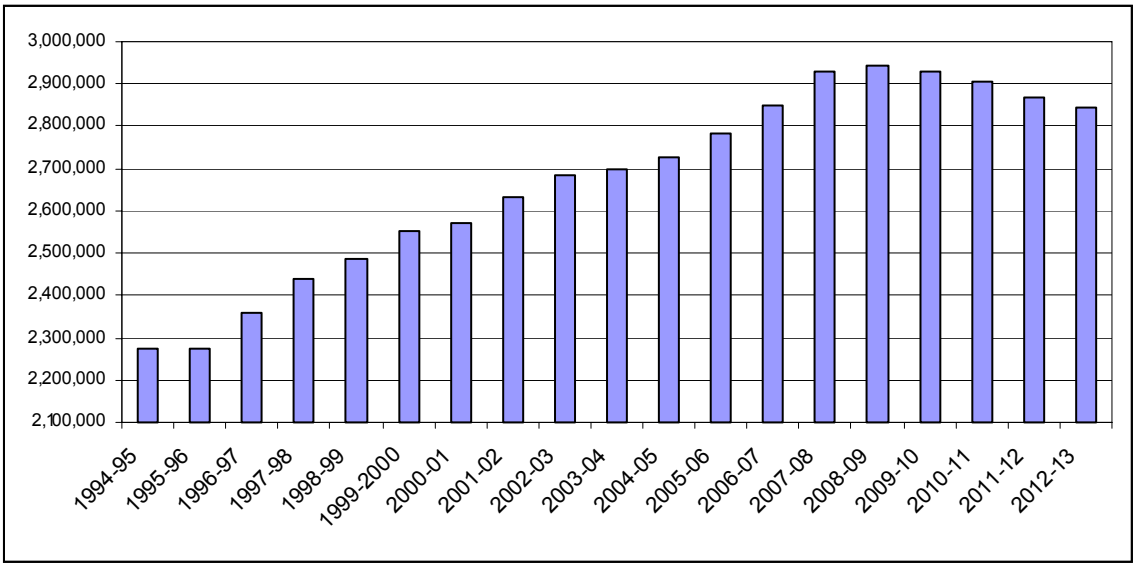


Table 15. Projected Number of High School Graduates in the U.S., 1994-95 to 2012-13

	Year	Number
Actual	1994-95	2,273,541
	1995-96	2,273,109
	1996-97	2,358,403
	1997-98	2,439,050
	1998-99	2,485,630
	1999-00	2,553,844
	2000-01	2,568,956
Projected	2001-02	2,630,130
	2002-03	2,684,920
	2003-04	2,697,510
	2004-05	2,728,450
	2005-06	2,785,080
	2006-07	2,849,790
	2007-08	2,931,340
	2008-09	2,942,450
	2009-10	2,930,230
	2010-11	2,905,760
	2011-12	2,870,330
	2012-13	2,842,830

Source: NCES: Projections of Education Statistics to 2013

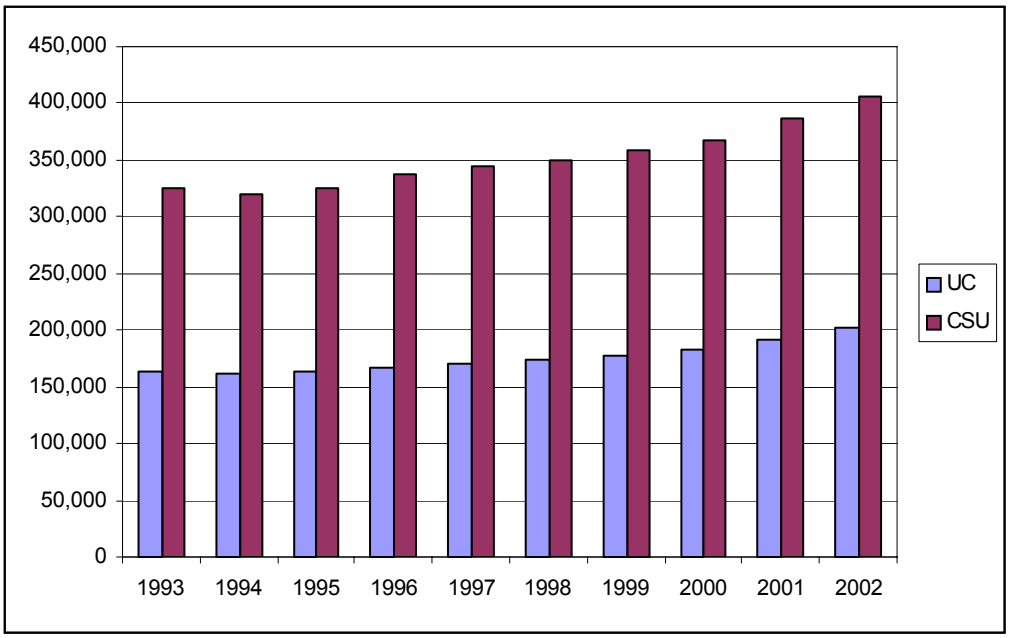
3. State Enrollment Trends: Four-Year Public Institutions

Section 3 will discuss head count enrollment and enrollment by demographics in four-year public institutions in California.

Public Universities

Total enrollment at California public four-year colleges grew at a steady pace between 1993 and 2002 at an average annual rate of 2.4% or an additional 12,000 students per year. In 2002, overall enrollment stood at approximately 608,000 students, compared to 489,000 students in 1993. Two-thirds of the students enrolled at CSU, while the remaining one-third enrolled at UC. This proportionate share remained approximately the same throughout the ten-year period 1993 to 2002. University of California total head count enrollment rose from 163,102 in 1993 to 201,297 by 2002, an overall change of 23.4%. California State University experienced a similar pattern, with total enrollment of 325,639 in 1993 and 406,515 in 2002, an overall change of 24.8%.

Figure 21. UC and CSU Student Total Head Counts, 1993-2002



Source: CPEC

Table 16. UC and CSU Student Total Head Counts, 1993-2002

Year	UC	CSU	Combined
1993	163,102	325,639	488,741
1994	162,304	319,368	481,672
1995	163,704	325,604	489,308
1996	166,718	336,803	503,521
1997	169,862	343,779	513,641
1998	173,643	349,804	523,447
1999	178,410	358,947	537,357
2000	183,355	367,363	550,718
2001	191,903	387,311	579,214
2002	201,297	406,515	607,812
Change 1993-2002	23.4%	24.8%	24.4%

Source: CPEC

Enrollment by Demographics in Public Universities

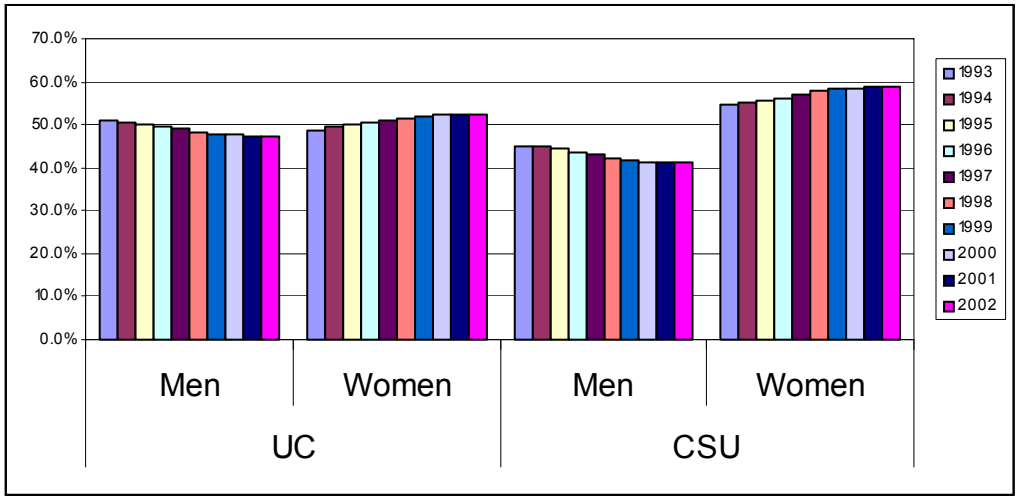
University of California and California State University enrollments will be discussed in terms of gender, age, and ethnicity.

Gender

At the University of California, men comprised 51.1% of total enrollments in 1993, but their share gradually fell to 47.3% in 2002. Women's share, on the other hand, rose from 48.9% in 1993 to 52.6% in 2002. In effect, the ratio of women to men has gradually increased from 0.96:1 in 1993 to 1.12:1 in 2002.

At California State University, the proportion of men to women was smaller. Men comprised only 45.2% of total enrollments in 1993, and this fell to 41.1% in 2002. Women's share rose from 54.8% to 58.9%. In effect, the ratio of women to men increased dramatically from 1.21:1 in 1993 to 1.43:1 in 2002.

Figure 22. Total Enrollment By Gender at UC and CSU, 1993-2002



Source: CPEC

Table 17. Total Enrollment Percentages by Gender at UC and CSU, 1993-2002

	UC		CSU	
Year	Men	Women	Men	Women
1993	51.1%	48.9%	45.2%	54.8%
1994	50.6%	49.4%	44.9%	55.1%
1995	50.0%	50.0%	44.4%	55.6%
1996	49.6%	50.4%	43.8%	56.2%
1997	49.0%	51.0%	43.0%	57.0%
1998	48.3%	51.7%	42.2%	57.8%
1999	47.9%	52.1%	41.8%	58.2%
2000	47.7%	52.3%	41.4%	58.6%
2001	47.5%	52.4%	41.2%	58.8%
2002	47.3%	52.6%	41.1%	58.9%
Change	-3.8%	3.7%	-4.1%	4.1%

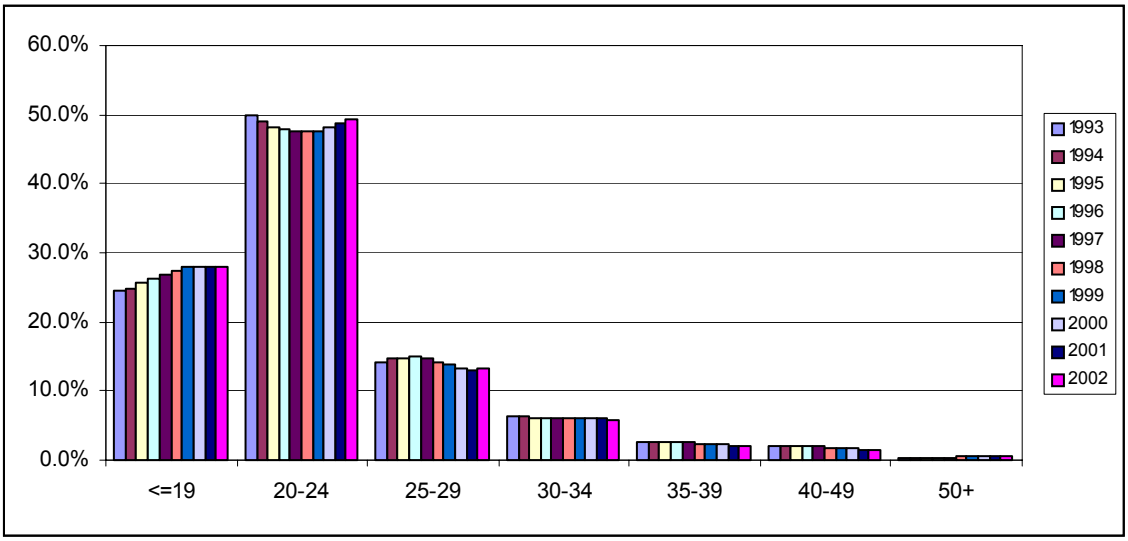
Source: CPEC

Age

At the University of California, the 20-24 age group was the largest, falling from 49.8% in 1993 to 47.6% in 1997, then regaining to 49.3% share by 2002. The 19 and under age group was the next largest, rising from 24.4% in 1993 to a plateau at 28%, 1999-2002. The 25-29 year olds comprised over 14% of the total from 1993 to 1998 but fell to 13.1% by 2002. The 30-50+ age group comprised a total of 9.6% in 2002, having declined slightly over the ten years, from 11.8% in 1993.

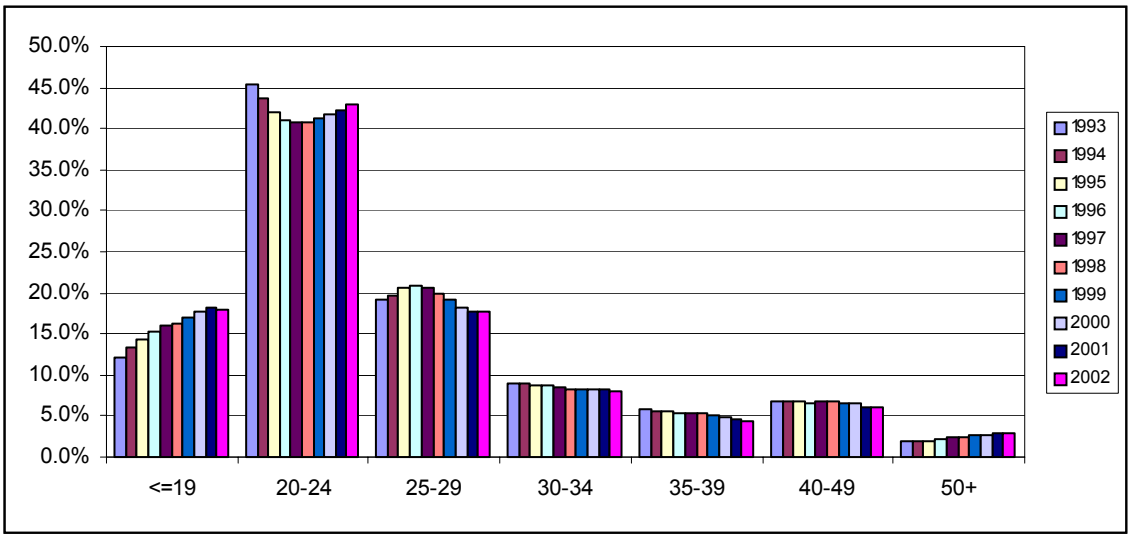
At California State University the relative proportions were similar, but the age groups were more balanced. The 20-24 age group was the largest, falling significantly from 45.3% in 1993 to 40.7% in 1997, then regaining to 43.0% in 2002. The 19 and under age group was the next largest, and it climbed rapidly and steadily from 12.2% in 1993 to 18.1% in 2002. The 25-29 year olds comprised 19.1% of the total in 1993, rose to 20.8% in 1996, then fell to 17.7% in 2002. The 30-50+ age group comprised a total of 21.1% in 2002, having declined slightly over the ten years, from 23.5% in 1993.

Figure 23. Total Enrollment By Age at UC, 1993-2002



Source: CPEC

Figure 24. Total Enrollment By Age at CSU, 1993-2002



Source: CPEC

Table 18a. Total Enrollment Percentages by Age at UC, 1993-2002

Year	<=19	20-24	25-29	30-34	35-39	40-49	50+	Unknown
1993	24.4%	49.8%	14.2%	6.4%	2.6%	2.1%	0.4%	0.0%
1994	24.8%	49.0%	14.6%	6.4%	2.6%	2.1%	0.4%	0.0%
1995	25.7%	48.3%	14.7%	6.1%	2.5%	2.0%	0.4%	0.4%
1996	26.1%	47.8%	14.9%	6.2%	2.5%	2.0%	0.4%	0.1%
1997	26.8%	47.6%	14.7%	6.0%	2.5%	1.9%	0.4%	0.0%
1998	27.4%	47.7%	14.2%	6.0%	2.3%	1.9%	0.4%	0.0%
1999	28.0%	47.7%	13.9%	5.9%	2.3%	1.7%	0.5%	0.0%
2000	28.0%	48.3%	13.4%	6.1%	2.2%	1.6%	0.5%	0.0%
2001	28.0%	48.8%	13.1%	5.9%	2.0%	1.6%	0.4%	0.0%
2002	27.9%	49.3%	13.1%	5.8%	1.9%	1.5%	0.4%	0.0%

Table 18b. Total Enrollment Percentages by Age at CSU, 1993-2002

Year	<=19	20-24	25-29	30-34	35-39	40-49	50+
1993	12.2%	45.3%	19.1%	9.0%	5.8%	6.8%	1.9%
1994	13.3%	43.8%	19.7%	9.0%	5.6%	6.7%	1.9%
1995	14.4%	42.0%	20.6%	8.8%	5.5%	6.8%	2.0%
1996	15.3%	41.1%	20.8%	8.6%	5.4%	6.7%	2.2%
1997	16.0%	40.7%	20.5%	8.4%	5.3%	6.7%	2.3%
1998	16.4%	40.8%	19.9%	8.4%	5.3%	6.8%	2.5%
1999	17.0%	41.2%	19.2%	8.3%	5.0%	6.6%	2.6%
2000	17.7%	41.8%	18.2%	8.3%	4.8%	6.4%	2.7%
2001	18.3%	42.3%	17.8%	8.1%	4.5%	6.2%	2.8%
2002	18.1%	43.0%	17.7%	8.0%	4.3%	5.9%	2.9%
Ten-Year Change	5.9%	-2.3%	-1.4%	-1.0%	-1.4%	-0.8%	1.1%

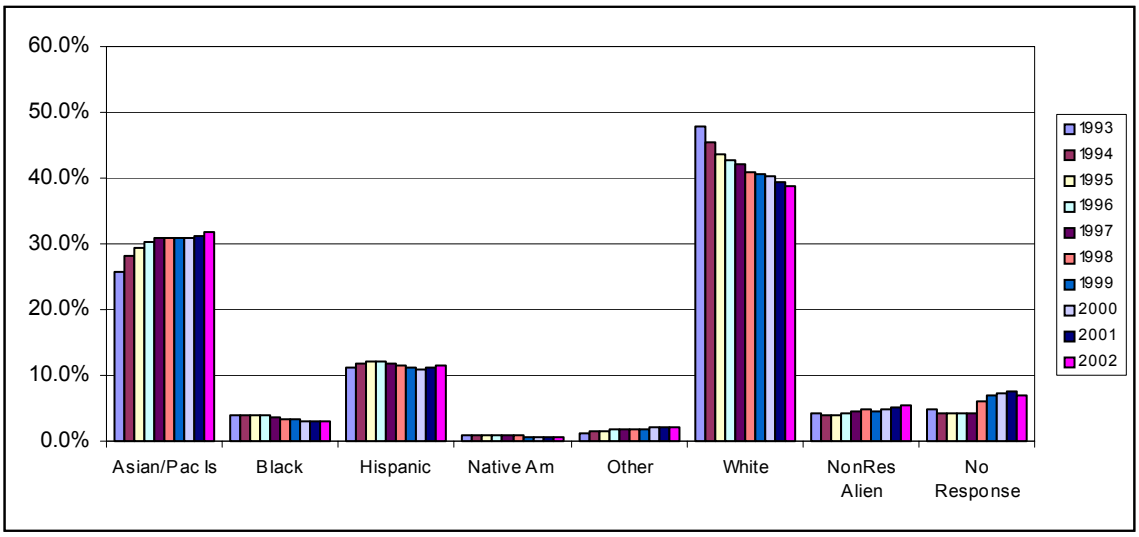
Source: CPEC

Ethnicity

At the University of California, Whites and Asians dominate the ethnic groups, and Hispanics have a strong representation. White enrollment steadily declined by –9.1% from 47.8% in 1993 to 38.7% in 2002, while Asian enrollment rose by +5.8%, from 25.9% to 31.7% over the same period. Hispanic share rose from 11.2% in 1993 to 12.2% in 1995, then descended to 11.4% in 2002. African-American share fell from 3.9% to 2.9% over the ten years. Native American share remained below 1%. "Other" and "No Response" categories both grew (by 0.8% and 2.2% respectively), in accordance with the national trend toward identifying student identity outside the given categories. Non-resident Aliens or International students increased from 4.2% to 5.5%.

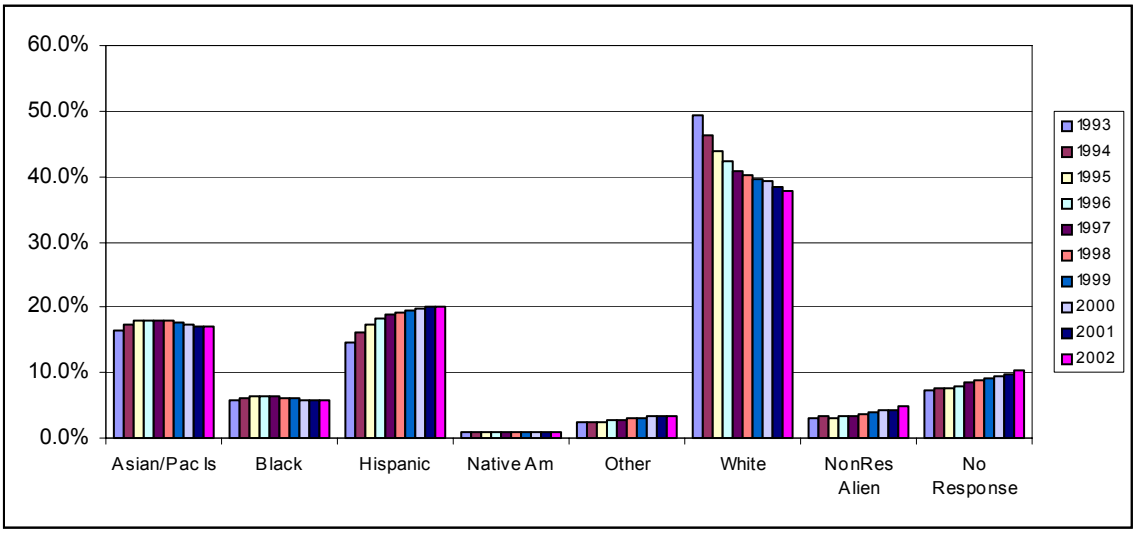
At California State University dynamics of White enrollment were similar. White enrollment steadily declined by –11.5% over the ten years, from 49.3% to 37.8%. Asian enrollment, unlike at UC, was lackluster, growing only 0.4% overall (from 16.6% in 1993 to 17.0% in 2002). In contrast to the situation at UC, Hispanic share increased 5.3%, from 14.7% to 20.0%. African-American share rose from 5.8% in 1993 to 6.5% in 1996 but settled back down to 5.7% by 2002. Native American share remained at 1% or less. "Other" and "No Response" categories grew by 1.1% and 3.2% respectively. Non-resident Aliens increased from 3.1% to 4.8%.

Figure 25. Total Enrollment by Ethnicity at UC, 1993-2002



Source: CPEC

Figure 26. Total Enrollment by Ethnicity at CSU, 1993-2002



Source: CPEC

Table 19a. Total Enrollment Percentages by Ethnicity at UC, 1993-2002

Year	Asian/Pac Is	Black	Hispanic	Native Am	Other	White	NonRes Alien	No Response
1993	25.9%	3.9%	11.2%	0.9%	1.3%	47.8%	4.2%	4.8%
1994	28.0%	3.9%	11.8%	0.9%	1.5%	45.5%	4.0%	4.4%
1995	29.5%	4.0%	12.2%	0.9%	1.6%	43.6%	4.0%	4.1%
1996	30.4%	3.9%	12.1%	0.9%	1.7%	42.6%	4.2%	4.2%
1997	30.9%	3.7%	11.8%	0.9%	1.8%	42.2%	4.6%	4.1%
1998	30.8%	3.5%	11.4%	0.8%	1.9%	40.9%	4.7%	6.0%
1999	31.0%	3.2%	11.1%	0.7%	1.9%	40.7%	4.6%	6.8%
2000	31.0%	3.1%	11.0%	0.6%	2.0%	40.2%	5.0%	7.2%
2001	31.2%	2.9%	11.1%	0.6%	2.1%	39.4%	5.3%	7.4%
2002	31.7%	2.9%	11.4%	0.6%	2.1%	38.7%	5.5%	7.1%
Change 1993-2002	5.8%	-1.0%	0.2%	-0.3%	0.8%	-9.1%	1.4%	2.2%

Table 19b. Total Enrollment Percentages by Ethnicity at CSU, 1993-2002

Year	Asian/Pac Is	Black	Hispanic	Native Am	Other	White	NonRes Alien	No Response
1993	16.6%	5.8%	14.7%	0.9%	2.3%	49.3%	3.1%	7.3%
1994	17.4%	6.0%	16.1%	1.0%	2.4%	46.3%	3.3%	7.5%
1995	17.9%	6.3%	17.5%	1.0%	2.6%	44.0%	3.0%	7.7%
1996	17.9%	6.5%	18.3%	1.0%	2.8%	42.3%	3.2%	8.1%
1997	17.9%	6.4%	18.9%	1.0%	2.9%	41.0%	3.5%	8.4%
1998	17.8%	6.2%	19.3%	1.0%	3.0%	40.3%	3.6%	8.9%
1999	17.6%	6.0%	19.5%	0.9%	3.2%	39.7%	3.9%	9.2%
2000	17.4%	5.9%	19.8%	0.9%	3.3%	39.2%	4.2%	9.4%
2001	17.2%	5.8%	20.2%	0.8%	3.4%	38.5%	4.4%	9.8%
2002	17.0%	5.7%	20.0%	0.8%	3.4%	37.8%	4.8%	10.5%
Ten-Year Change	0.4%	-0.1%	5.3%	-0.2%	1.1%	-11.4%	1.7%	3.2%

Source: CPEC

4. State and Local Enrollment at Community Colleges

Section 4 will present a discussion of overall enrollment and enrollment by unit load, demographics, day and evening status, and full-time equivalent students at the state, district and college level. For DVC, enrollment trends by division, department, educational goals and zip code have been added.

Overall Enrollment

Head count enrollments for the 115 publicly-supported community colleges in California are shown for the fall terms over the past ten years. Using fall 1993 as a base term, head count enrollment for fall 2002 increased 26%. Enrollment at the state community colleges grew at an average annual rate of 2.6% in the past ten years.

Head count enrollment for the district increased by 13% from fall 1993 to fall 2003. There was a sharp enrollment decline of 5.0% from fall 2002 to fall 2003 due to budget shortfalls, increased fees, and changing policies regarding the high school concurrent enrollment. In short, enrollment at the district grew at an average annual rate of 1.3% over the past eleven years.

There was an overall growth of 6.0% in head count enrollment at DVC during the past eleven fall terms, 1993-2003. Fall enrollment reached its peak at 23,260 students in 2002, an increase of more than 11.9% from the base term of fall 1993. However, there are signs of declining enrollment as evidenced by the figures for fall 2003, which are 5% lower than for the previous fall. Reduction in course offerings due to budget cuts and the changing policy regarding concurrent high school enrollment were major contributors to the latest decline in enrollment.

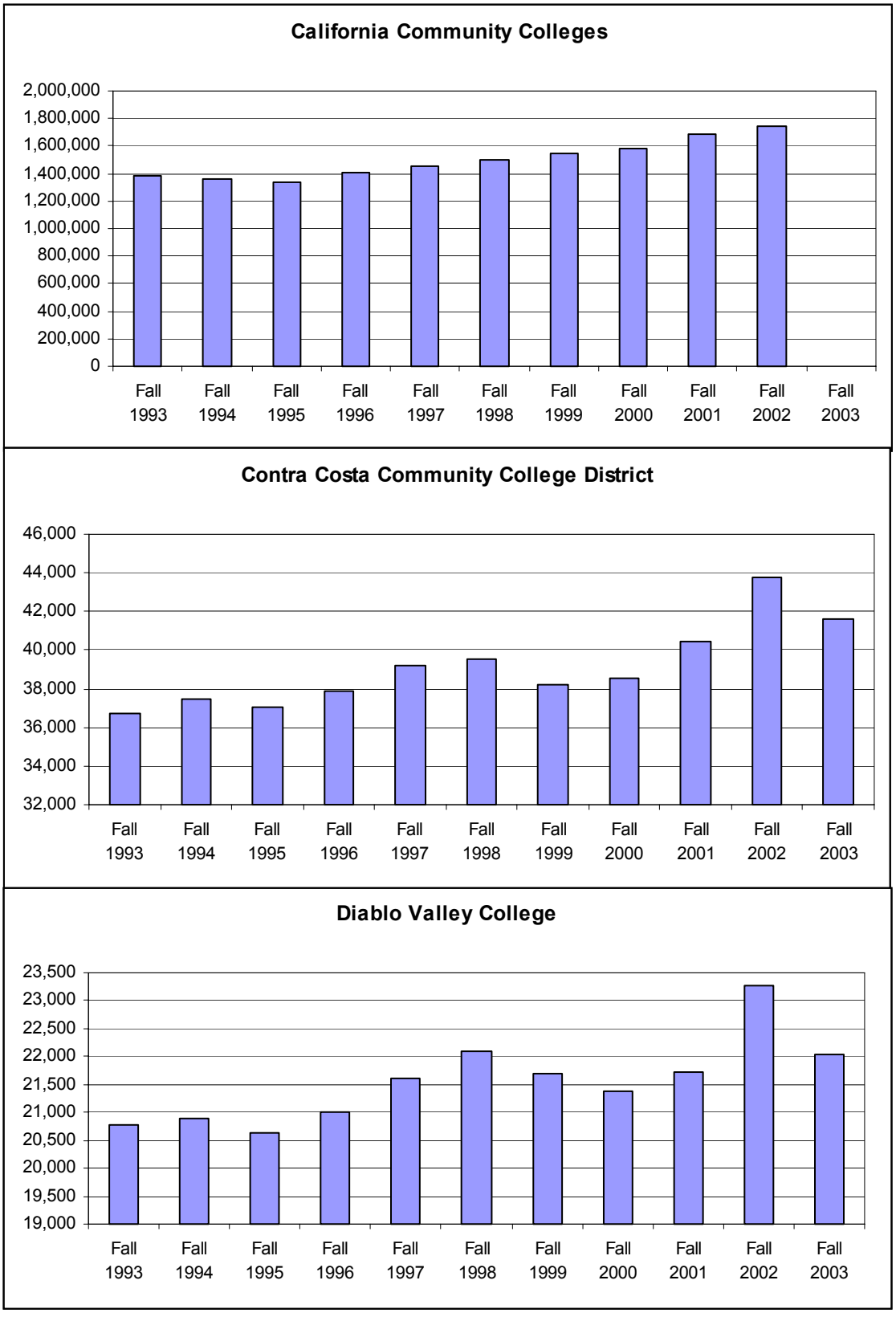
Table 20. Head Count Enrollment in State, District and College

Term	California Community Colleges	CCCC District	DVC
Fall 1993	1,384,400	36,718	20,783
Fall 1994	1,357,293	37,475	20,887
Fall 1995	1,336,695	37,040	20,645
Fall 1996	1,408,780	37,918	20,999
Fall 1997	1,452,102	39,225	21,608
Fall 1998	1,494,849	39,548	22,094
Fall 1999	1,547,960	38,224	21,694
Fall 2000	1,585,271	38,521	21,365
Fall 2001	1,686,938	40,473	21,737
Fall 2002	1,748,549	43,801	23,260
Fall 2003*		41,611	22,046

Source: CCC Chancellor's Office MIS Data Mart; Fall 2003 is from Datatel

*Fall 2003 figures were not yet available from the Chancellor's Office at the date of this publication.

Figure 27. Head Count Enrollment in State, District and College



Unit Load

Data on unit load were grouped into four major categories: non-credit, part time (0.1-5.9 units), middle time (6.0-11.9 units), and full time (12 or more units per term). The distribution of students among these groups has changed over the past ten years. At the state, district and college levels there is a higher proportion of part-time students but a smaller proportion of middle– and full-time students. Part-time students represent the largest group in the state at approximately 36.0% in fall 2002. Middle-time students represent 26.3%, while the full-time group represents 24.7%. Non-credit enrollment is the smallest at 12.9% in fall 2002. Part-time students dominated the distribution of unit load in the district , but more emphatically. 45.7% of students in the district enrolled for less than six units. Middle-time students represent 24.9%, and the full-time group represents 27.8%. The situation was different at DVC. The college did not offer non-credit courses, while 40.4% of students in fall 2003 favored enrollments under 6 units. The proportions of the middle-time and full-time groups were reversed from those at the state and district, with 32.4% of students full time and 27.2 middle time. This reflects DVC's reputation as a premier transfer institution.

Figure 28. Unit Load in State, District and College: Fall 1993—Fall 2002

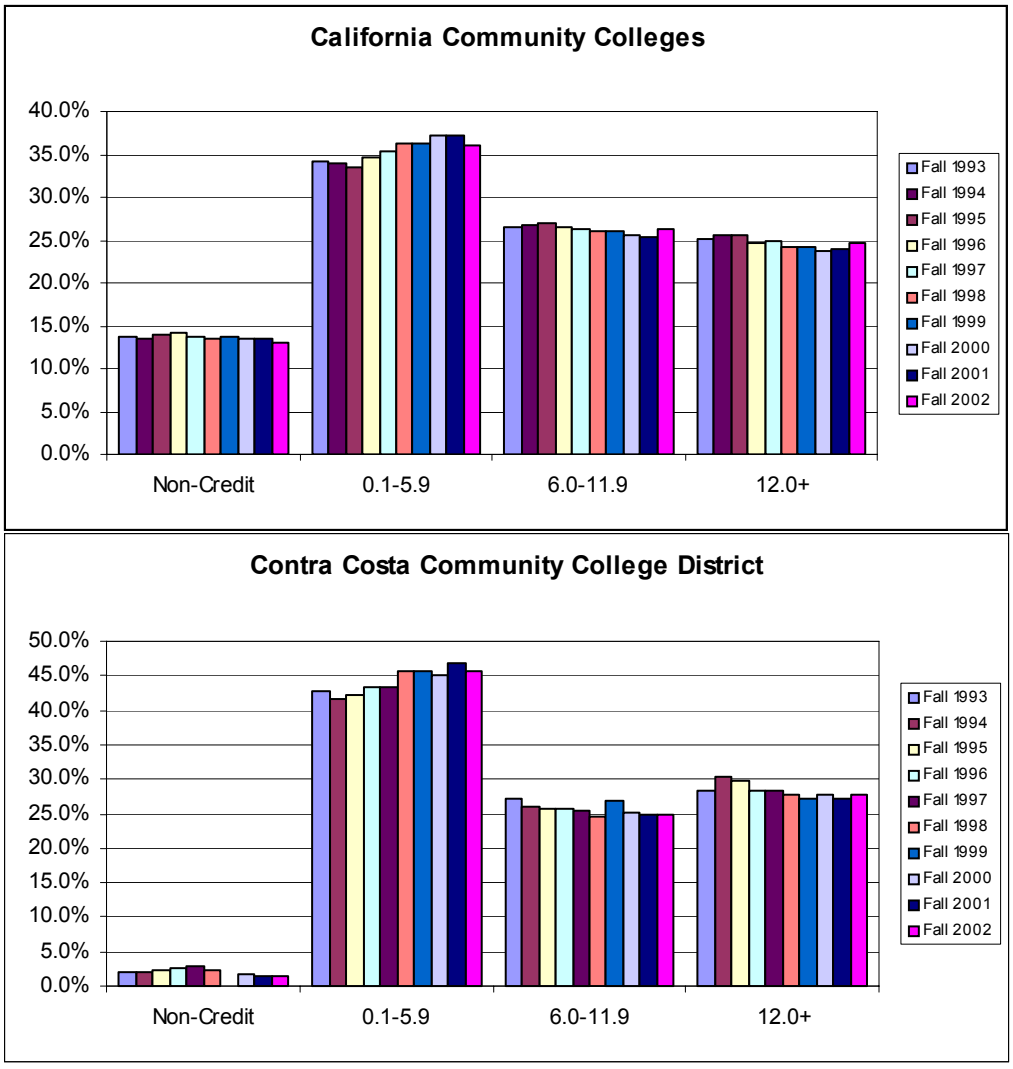
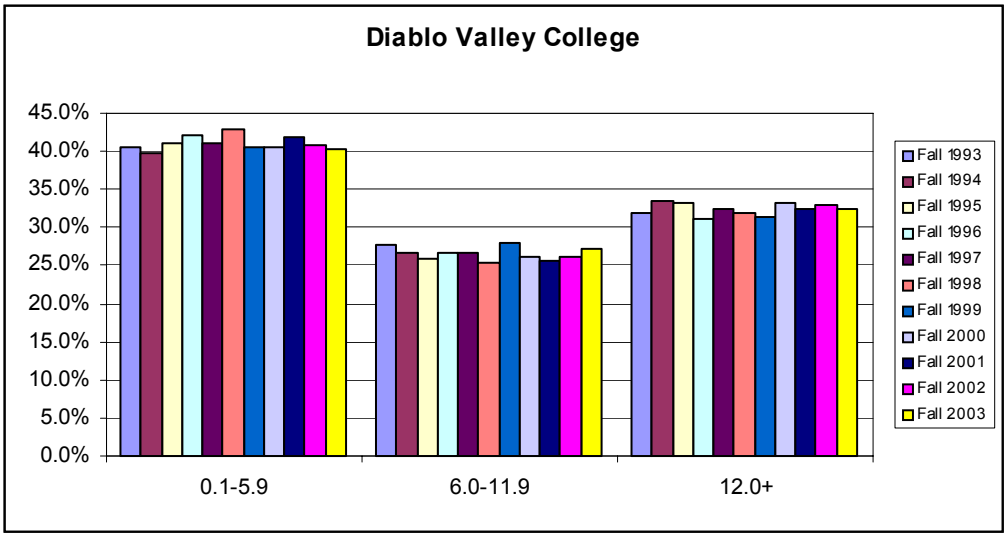


Figure 28. Unit Load in State, District and College: Fall 1993 to Fall 2003 (Continued)



Source: CCC Chancellor's Office MIS Data Mart; Fall 2003 is from Datatel.

Table 21a. Unit Load in California Community Colleges: Fall 1993 to Fall 2002

Terms	Non-Credit	0.1-5.9	6.0-11.9	12.0+
Fall 1993	13.8%	34.1%	26.4%	25.1%
Fall 1994	13.6%	34.0%	26.8%	25.7%
Fall 1995	14.0%	33.4%	27.1%	25.6%
Fall 1996	14.2%	34.7%	26.5%	24.6%
Fall 1997	13.8%	35.5%	26.4%	24.8%
Fall 1998	13.5%	36.3%	26.0%	24.2%
Fall 1999	13.6%	36.3%	25.9%	24.1%
Fall 2000	13.5%	37.2%	25.6%	23.7%
Fall 2001	13.4%	37.2%	25.4%	23.8%
Fall 2002	12.9%	36.0%	26.3%	24.7%

Table 21. Unit Load in Contra Costa Community College District: Fall 1993 to Fall 2002

Terms	Non-Credit	0.1-5.9	6.0-11.9	12.0+
Fall 1993	2.1%	42.7%	27.0%	28.2%
Fall 1994	2.1%	41.6%	26.0%	30.3%
Fall 1995	2.3%	42.2%	25.7%	29.8%
Fall 1996	2.6%	43.4%	25.7%	28.2%
Fall 1997	2.8%	43.5%	25.4%	28.3%
Fall 1998	2.3%	45.7%	24.5%	27.6%
Fall 1999	0.1%	45.8%	26.9%	27.2%
Fall 2000	1.9%	45.0%	25.3%	27.9%
Fall 2001	1.4%	46.7%	24.7%	27.1%
Fall 2002	1.6%	45.7%	24.9%	27.8%

Source: CCC Chancellor's Office MIS Data Mart

Table 21c. Unit Load at Diablo Valley College: Fall 1993 to Fall 2003

Terms	0.1-5.9	6.0-11.9	12.0+
Fall 1993	40.6%	27.6%	31.8%
Fall 1994	39.8%	26.7%	33.5%
Fall 1995	41.0%	25.9%	33.2%
Fall 1996	42.2%	26.6%	31.1%
Fall 1997	41.1%	26.6%	32.3%
Fall 1998	42.8%	25.4%	31.8%
Fall 1999	40.6%	28.0%	31.4%
Fall 2000	40.6%	26.1%	33.3%
Fall 2001	41.8%	25.7%	32.5%
Fall 2002	40.9%	26.2%	32.9%
Fall 2003	40.4%	27.2%	32.4%

Source: CCC Chancellor's Office MIS Data Mart; Fall 2003 is from Datatel.

Demographics, including Day-Evening Status

The following is a discussion of gender, age, ethnicity, and day-evening status in all California Community Colleges, the Contra Costa Community College District, and Diablo Valley College.

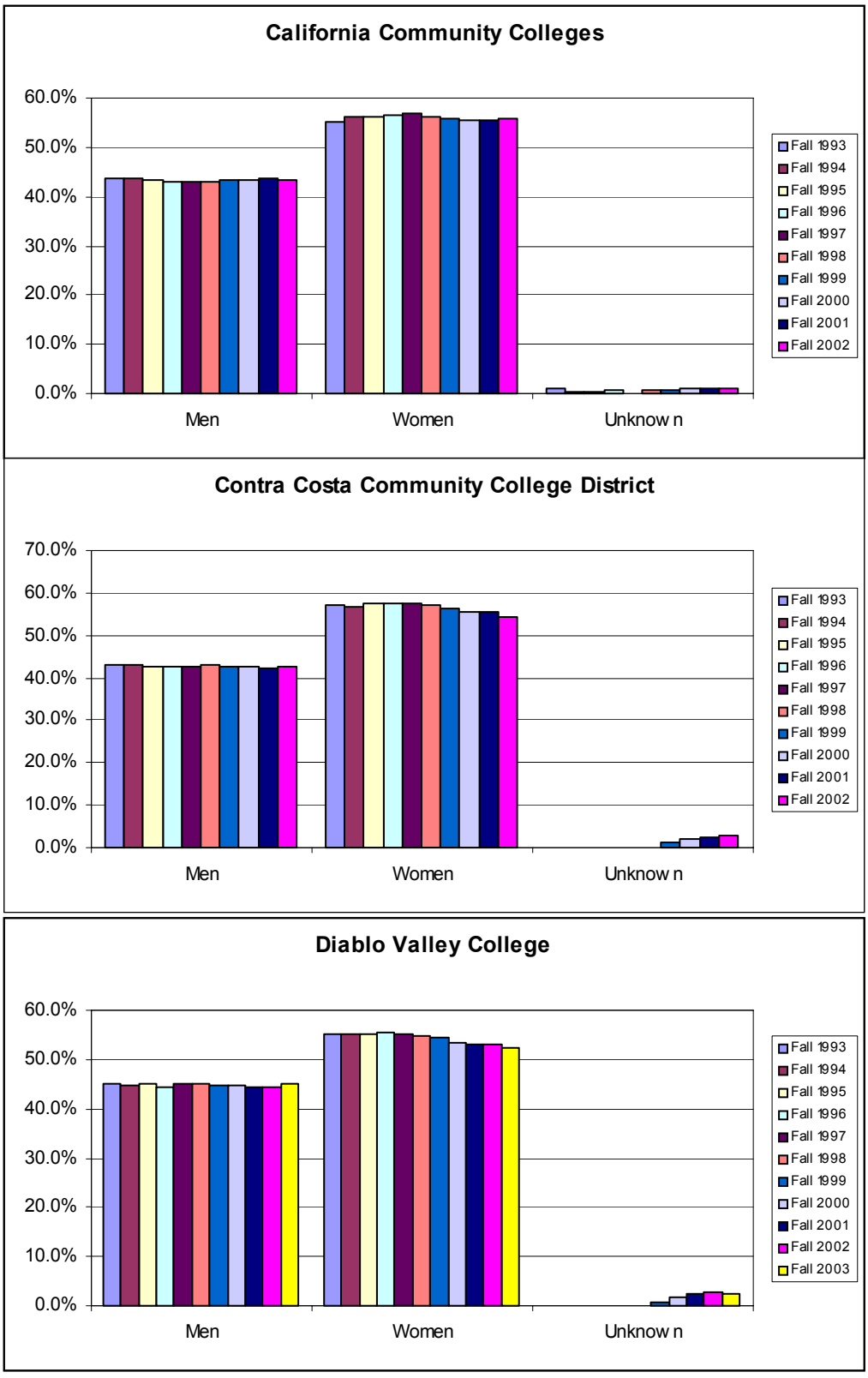
Gender

In California community colleges during the period under consideration, women (55.8%) outnumbered men (43.2%) in proportions that remained extremely stable over the last ten fall terms. The ratio of women to men was 1.29:1% in fall 2002. The percentage of unknowns is miniscule.

Women's share of district enrollment declined slightly from 56.9% to 54.3%, and men's declined from 43.1% to 42.8%. The difference was taken up by the increase in Unknowns, which suggests problems in accurate data collection in the district. The ratio of women to men was 1.27:1, slightly lower than that at all California community colleges.

At DVC, over eleven fall terms, fall 1993 to fall 2003, women (52.5%) outnumbered men (45%), but women's share declined from 55% to 52.5% while men's remained more stable. The loss in women's share was matched by the rise of 2.6% in Unknown gender. The ratio of women to men was 1.16:1, lower than that at all California community colleges and the district.

Figure 29. Enrollment by Gender in State, District and College: Fall 1993 to Fall 2002



Source: CCC Chancellor's Office MIS Data Mart; Fall 2003 is from Datatel.

Table 22a. Enrollment by Gender in California Community Colleges: Fall 1993 to Fall 2002

State	Men	Women	Unknown
Fall 1993	43.6%	55.3%	1.1%
Fall 1994	43.6%	56.1%	0.3%
Fall 1995	43.3%	56.2%	0.5%
Fall 1996	43.0%	56.4%	0.6%
Fall 1997	43.0%	57.0%	0.1%
Fall 1998	43.1%	56.3%	0.6%
Fall 1999	43.2%	56.0%	0.8%
Fall 2000	43.4%	55.6%	0.9%
Fall 2001	43.6%	55.6%	0.9%
Fall 2002	43.2%	55.8%	1.0%

Table 22b. Enrollment by Gender in Contra Costa Community College District: Fall 1993 to Fall 2002

State	Men	Women	Unknown
Fall 1993	43.1%	56.9%	0.0%
Fall 1994	43.1%	56.9%	0.0%
Fall 1995	42.6%	57.4%	0.0%
Fall 1996	42.6%	57.4%	0.0%
Fall 1997	42.5%	57.5%	0.0%
Fall 1998	43.0%	57.0%	0.0%
Fall 1999	42.8%	56.1%	1.0%
Fall 2000	42.5%	55.4%	2.1%
Fall 2001	42.1%	55.5%	2.4%
Fall 2002	42.8%	54.3%	2.9%

Table 22c. Enrollment by Gender in Diablo Valley College: Fall 1993 to Fall 2002

State	Men	Women	Unknown
Fall 1993	45.0%	55.0%	0.0%
Fall 1994	44.8%	55.2%	0.0%
Fall 1995	45.0%	55.0%	0.0%
Fall 1996	44.4%	55.6%	0.0%
Fall 1997	45.0%	55.0%	0.0%
Fall 1998	45.1%	54.9%	0.0%
Fall 1999	44.8%	54.4%	0.8%
Fall 2000	44.8%	53.5%	1.6%
Fall 2001	44.5%	53.1%	2.3%
Fall 2002	44.3%	52.9%	2.8%
Fall 2003	45.0%	52.5%	2.6%

Source: CCC Chancellor's Office MIS Data Mart; Fall 2003 is from Datatel.

Age

Over the past ten fall terms, the percentages of California community college students aged 20-24 have constituted the leading group (25.9% in fall 2002) but have declined slightly (1.3%); followed by students aged 19 and under (with a 3.7% growth from 18.7% in fall 1993 to 22.4% in fall 2002). The third and fourth largest groups were students aged 50 or more (11.8% in fall 2002) and those aged 40-49 (11.4%). The student age group 25-29 declined by 2.0%, the group aged 30-34 declined by 1.8%, and the 35-39 group declined by 2.2%.

Students aged 19 or under were the leading group in the district, with growth of 7.2% over ten fall terms and with a 30.9% share in fall 2002. Second largest was the group aged 20-24, with a 24.5% share in fall 2002, but a decline of 2% from fall 1993 to fall 2002. The third largest group was those aged 40-49, with an 11.3% share, and the fourth was those aged 50 and over, with a 10.0% share. In general, the youngest group is growing faster in the district than in the state, the 20-24 group experienced a similar share and slight decline over the ten years, and the 40-49 group has a similar share in the state and the district.

At DVC the youngest three groups dominated, with a combined share of 70.7% in fall 2003. The leading group was those aged 20-24, with 33.9% in fall 2003 and a growth of 4.1% over eleven fall terms. The 40-49 group declined from 11.0% in fall 1993 to 9.5% in fall 2003, but the 50 and over group increased from 6.2% to 8.6%, a growth of 2.4%, exhibiting an opposite dynamic.

Figure 30. Enrollment by Age in State, District and College: Fall 1993 to Fall 2002

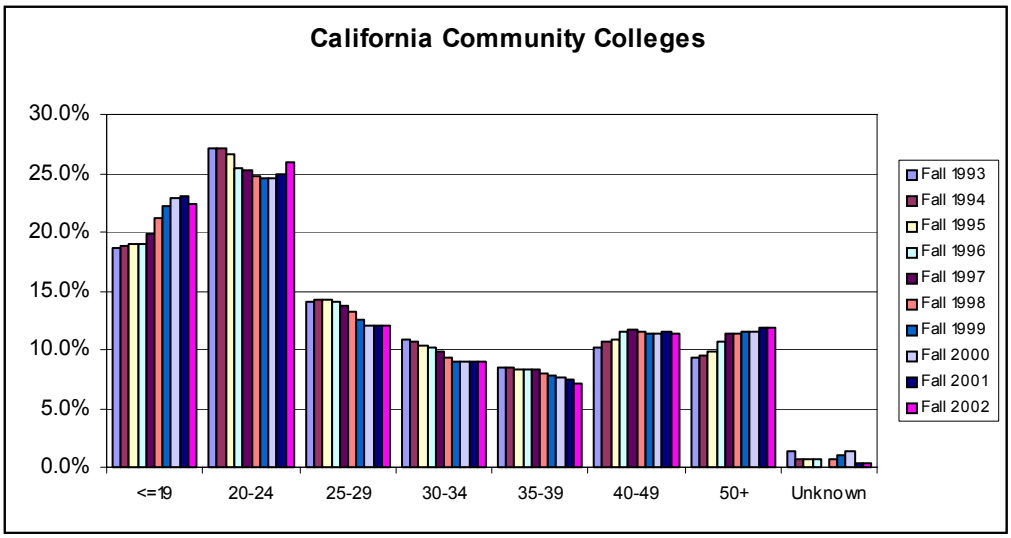
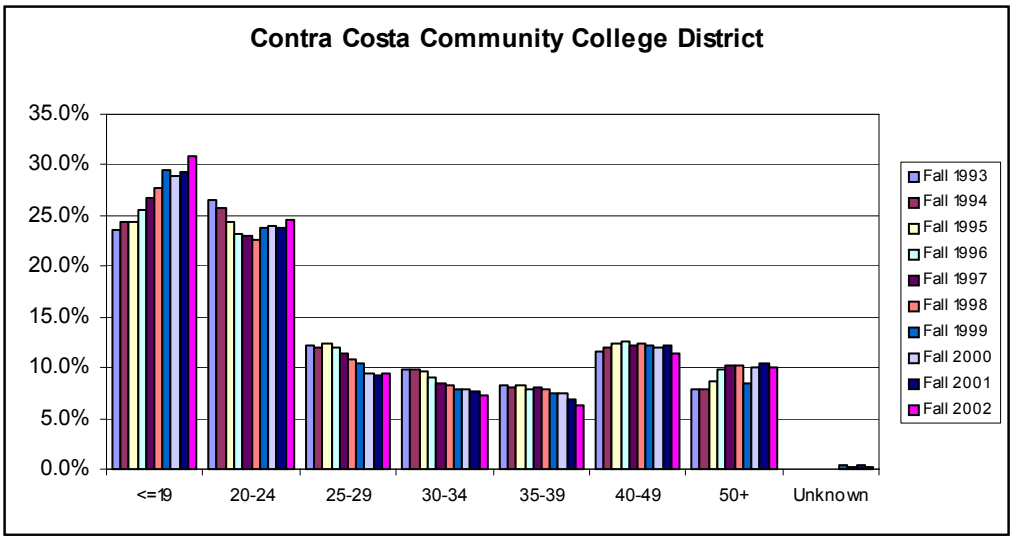
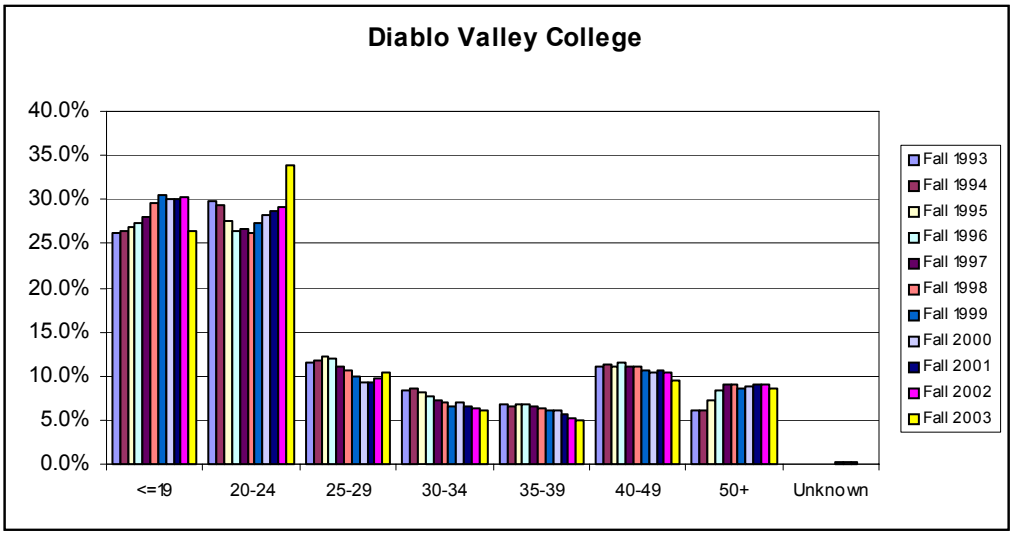


Figure 30. Enrollment by Age in State, District and College: Fall 1993 to Fall 2002 (Continued)





Source: CCC Chancellor's Office MIS Data Mart; Fall 2003 is from Datatel.

Table 23a. Enrollment by Age in California Community Colleges: Fall 1993 to Fall 2002

Terms	<=19	20-24	25-29	30-34	35-39	40-49	50+	Unknown
Fall 1993	18.7%	27.2%	14.1%	10.8%	8.4%	10.2%	9.3%	1.3%
Fall 1994	18.8%	27.2%	14.2%	10.7%	8.4%	10.6%	9.5%	0.6%
Fall 1995	19.0%	26.6%	14.2%	10.4%	8.3%	10.9%	9.9%	0.7%
Fall 1996	19.1%	25.4%	14.1%	10.2%	8.4%	11.5%	10.8%	0.7%
Fall 1997	19.9%	25.2%	13.8%	9.9%	8.3%	11.7%	11.3%	0.0%
Fall 1998	21.2%	24.8%	13.2%	9.4%	8.0%	11.5%	11.3%	0.6%
Fall 1999	22.2%	24.7%	12.5%	9.0%	7.7%	11.3%	11.5%	1.0%
Fall 2000	22.8%	24.5%	12.0%	8.9%	7.6%	11.3%	11.5%	1.4%
Fall 2001	23.1%	24.9%	12.0%	9.0%	7.4%	11.5%	11.8%	0.3%
Fall 2002	22.4%	25.9%	12.1%	9.0%	7.2%	11.4%	11.8%	0.4%

Table 23b. Enrollment by Age in Contra Costa Community College District: Fall 1993 to Fall 2002

Terms	<=19	20-24	25-29	30-34	35-39	40-49	50+	Unknown
Fall 1993	23.7%	26.5%	12.2%	9.8%	8.3%	11.6%	7.8%	0.0%
Fall 1994	24.4%	25.8%	12.1%	9.8%	8.0%	12.0%	7.8%	0.0%
Fall 1995	24.4%	24.4%	12.3%	9.6%	8.3%	12.4%	8.6%	0.0%
Fall 1996	25.5%	23.3%	11.9%	9.1%	7.9%	12.5%	9.8%	0.0%
Fall 1997	26.7%	23.0%	11.3%	8.6%	8.1%	12.1%	10.3%	0.0%
Fall 1998	27.8%	22.7%	10.8%	8.2%	7.9%	12.4%	10.3%	0.0%
Fall 1999	29.5%	23.8%	10.4%	7.8%	7.5%	12.1%	8.6%	0.4%
Fall 2000	28.8%	23.9%	9.5%	8.0%	7.4%	12.0%	10.0%	0.3%
Fall 2001	29.4%	23.9%	9.2%	7.6%	6.9%	12.2%	10.5%	0.3%
Fall 2002	30.9%	24.5%	9.5%	7.2%	6.4%	11.3%	10.0%	0.2%

Table 23c. Enrollment by Age in Diablo Valley College: Fall 1993 to Fall 2002

Terms	<=19	20-24	25-29	30-34	35-39	40-49	50+	Unknown
Fall 1993	26.2%	29.8%	11.6%	8.3%	6.9%	11.0%	6.2%	0.0%
Fall 1994	26.4%	29.4%	11.7%	8.6%	6.7%	11.2%	6.0%	0.0%
Fall 1995	27.0%	27.5%	12.1%	8.2%	6.8%	11.2%	7.3%	0.0%
Fall 1996	27.4%	26.4%	11.9%	7.7%	6.8%	11.5%	8.3%	0.0%
Fall 1997	28.1%	26.6%	11.1%	7.3%	6.6%	11.1%	9.1%	0.0%
Fall 1998	29.5%	26.3%	10.7%	7.0%	6.3%	11.1%	9.1%	0.0%
Fall 1999	30.6%	27.3%	9.9%	6.5%	6.0%	10.7%	8.6%	0.3%
Fall 2000	30.0%	28.2%	9.3%	7.0%	6.2%	10.4%	8.7%	0.2%
Fall 2001	30.0%	28.7%	9.2%	6.6%	5.7%	10.6%	9.0%	0.1%
Fall 2002	30.3%	29.1%	9.6%	6.4%	5.1%	10.4%	9.0%	0.1%
Fall 2003	26.5%	33.9%	10.3%	6.1%	5.0%	9.5%	8.6%	0.1%

Source: CCC Chancellor's Office MIS Data Mart; Fall 2003 is from Datatel.

Ethnicity

A perusal of Figure 31 reveals that Whites dominated the state's community college ethnic groups with a Fall 1993 share of 48.5% which fell –8.8% over ten fall terms to 39.7% in fall 2002. This can be contrasted with the Hispanic group, which rose 6.1% from 21.1% in fall 1993 to 27.2% in fall 2002, the largest positive change experienced by any group. Other groups were on a plateau: the Asian group at nearly 16%, the African-Americans at just over 7%, the Native Americans at close to 1%, and Other at close to 2%. The Unknown group gained 2.6%, from 4.7% in fall 1993 to 7.3% in Fall 2002.

The most remarkable district change over five years was a –14.2% drop in White district students' enrollment share, from 58.7% to 44.5%. District Hispanic students' share grew 4.5%, from 11.4% to 15.9%. Asian share rose 2.3%, from 14.8% to 17.1%, while African-American share grew 1.7%, from 9.8% to 11.5%. Other students' share grew 1.8%. Unknowns' share grew nearly as fast as Hispanics': 4.0%. The contrasting changes in White and Hispanic share were roughly similar to the all-community-colleges experience.

The ethnic composition of students at Diablo Valley College has changed significantly during the past ten fall terms. The percent of White students declined 18%, from 68.8% in fall 1993 to 50.8% in fall 2002. There was a 3.4% increase in the Hispanic group and a 3.2% increase in the Asian student population. African American student share grew by 1.3%, and Native American share remained below 1%. The Other category rose by 1.9% and the Unknown by 8.2%. The large increase in the Unknown category is a reflection of California's melting pot in which an ever-increasing number of students have multiple ethnic backgrounds. Furthermore, the college has been successful in recruiting a relatively large number of international students. These students are not included in the traditional ethnic breakdown.

Comparison of the ethnic distribution of students at DVC with that of all California Community Colleges indicates some marked differences. DVC, despite the declines in White enrollment, has a much greater percentage of Whites (50.8% compared to 39.7%), and a much smaller percentage of Hispanics (11.9% compared to 27.2%). DVC has 2.5% more Asian students and 2% fewer Black students than at the state level. The conclusion to be drawn from these data is that each college usually mirrors the population demographics of its community. The general trend in the future points toward fewer White students and more students from other ethnic groups.

Figure 31. Enrollment by Ethnicity in State, District and College: Fall 1993 to Fall 2002

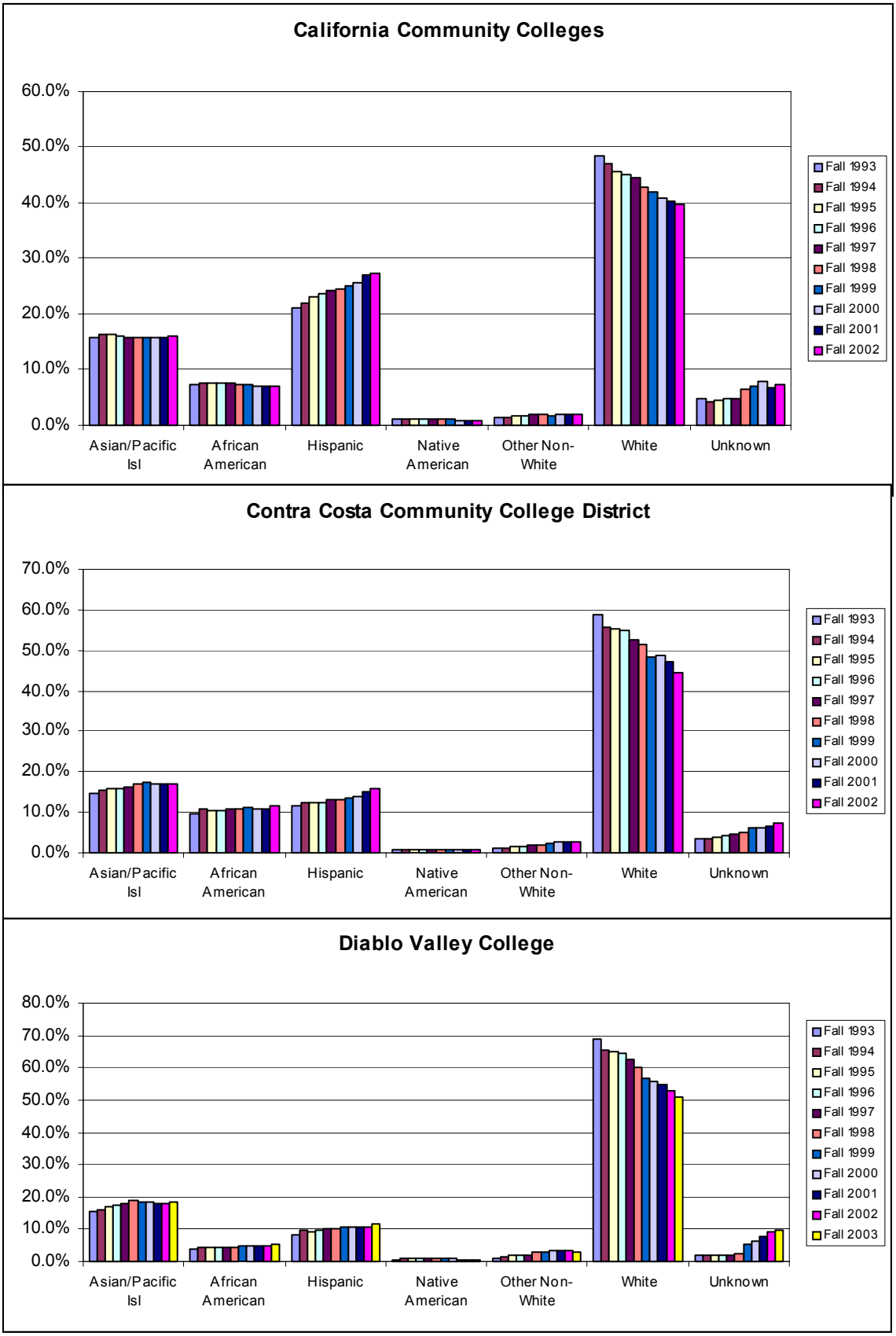


Table 24a. Enrollment by Ethnicity in California Community Colleges: Fall 1993 to Fall 2002

Terms	Asian/Pacific Isl	African American	Hispanic	Native American	Other Non-White	White	Unknown
Fall 1993	15.7%	7.4%	21.1%	1.1%	1.5%	48.5%	4.7%
Fall 1994	16.3%	7.6%	22.0%	1.2%	1.5%	47.1%	4.3%
Fall 1995	16.4%	7.7%	23.0%	1.1%	1.6%	45.6%	4.6%
Fall 1996	16.0%	7.6%	23.7%	1.1%	1.7%	45.0%	4.9%
Fall 1997	15.9%	7.6%	24.3%	1.1%	1.9%	44.5%	4.8%
Fall 1998	15.8%	7.3%	24.5%	1.1%	1.9%	42.9%	6.6%
Fall 1999	15.7%	7.4%	25.0%	1.0%	1.8%	41.9%	7.2%
Fall 2000	15.7%	7.0%	25.8%	1.0%	1.9%	40.9%	7.8%
Fall 2001	15.9%	7.0%	27.0%	0.9%	1.9%	40.4%	6.9%
Fall 2002	16.0%	7.2%	27.2%	0.9%	1.9%	39.7%	7.3%

Table 24b. Enrollment by Ethnicity in Contra Costa Community College District: Fall 1993 to Fall 2002

Terms	Asian/Pacific Isl	African American	Hispanic	Native American	Other Non-White	White	Unknown
Fall 1993	14.8%	9.8%	11.4%	0.8%	1.0%	58.7%	3.5%
Fall 1994	15.5%	10.7%	12.3%	0.9%	1.3%	55.8%	3.6%
Fall 1995	15.8%	10.4%	12.2%	0.9%	1.4%	55.4%	3.7%
Fall 1996	15.8%	10.3%	12.6%	0.8%	1.6%	54.7%	4.2%
Fall 1997	16.3%	10.8%	13.2%	0.9%	1.8%	52.6%	4.5%
Fall 1998	16.8%	10.7%	13.3%	0.8%	2.0%	51.6%	4.9%
Fall 1999	17.3%	11.2%	13.7%	0.8%	2.5%	48.5%	6.1%
Fall 2000	16.9%	10.9%	14.1%	0.8%	2.7%	48.6%	6.1%
Fall 2001	16.9%	10.8%	14.9%	0.7%	2.8%	47.2%	6.6%
Fall 2002	17.1%	11.5%	15.9%	0.7%	2.8%	44.5%	7.5%

Table 24c. Enrollment by Ethnicity in Diablo Valley College: Fall 1993 to Fall 2002

Terms	Asian/Pacific Isl	African American	Hispanic	Native American	Other Non-White	White	Unknown
Fall 1993	15.3%	3.9%	8.5%	0.7%	1.2%	68.8%	1.7%
Fall 1994	16.2%	4.4%	9.6%	0.9%	1.4%	65.6%	1.9%
Fall 1995	16.8%	4.4%	9.2%	0.9%	1.8%	65.1%	1.8%
Fall 1996	17.3%	4.2%	9.5%	0.9%	1.9%	64.4%	1.8%
Fall 1997	18.1%	4.5%	10.0%	0.8%	2.2%	62.4%	2.1%
Fall 1998	18.8%	4.5%	10.3%	0.8%	2.7%	60.4%	2.6%
Fall 1999	18.5%	4.7%	10.7%	0.8%	3.0%	56.9%	5.4%
Fall 2000	18.2%	4.8%	10.8%	0.7%	3.3%	55.9%	6.3%
Fall 2001	18.0%	4.8%	10.9%	0.7%	3.3%	54.6%	7.7%
Fall 2002	18.1%	4.9%	10.8%	0.7%	3.2%	52.9%	9.4%
Fall 2003	18.5%	5.2%	11.9%	0.7%	3.1%	50.8%	9.9%

Source: CCC Chancellor's Office MIS Data Mart; Fall 2003 is from Datatel.

Day-Evening Status

The following definitions are important in understanding the data presented in the charts and tables on the next two pages:

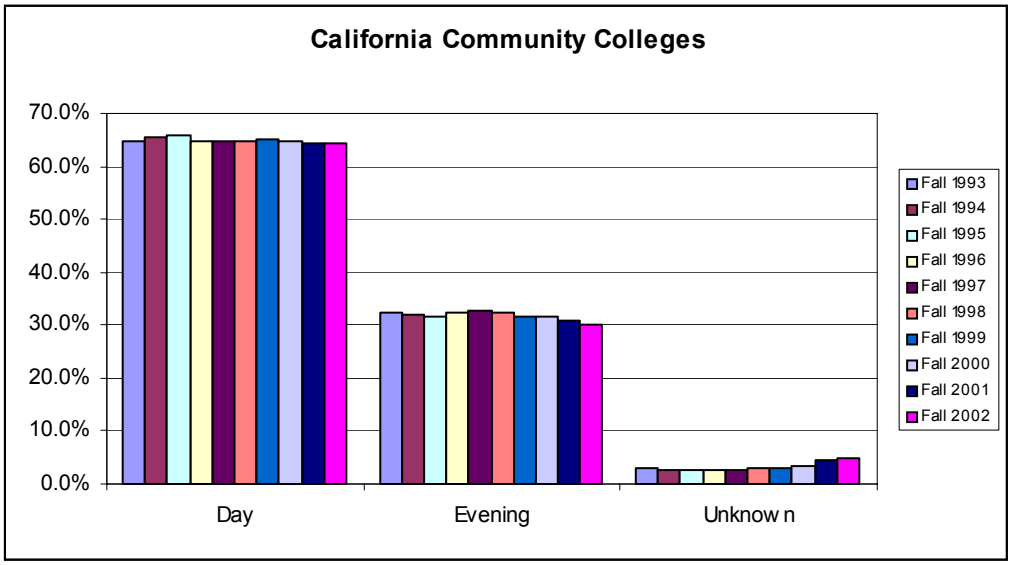
Day student
The student is enrolled in one (or more) sections that has a start time beginning on or after 6:00 a.m. and ending before 4:30 p.m. and has days scheduled on Monday through Friday, Irregularly scheduled, or To Be Arranged. The class can be scheduled to meet on Saturday and/ or Sunday in addition to the days just mentioned.

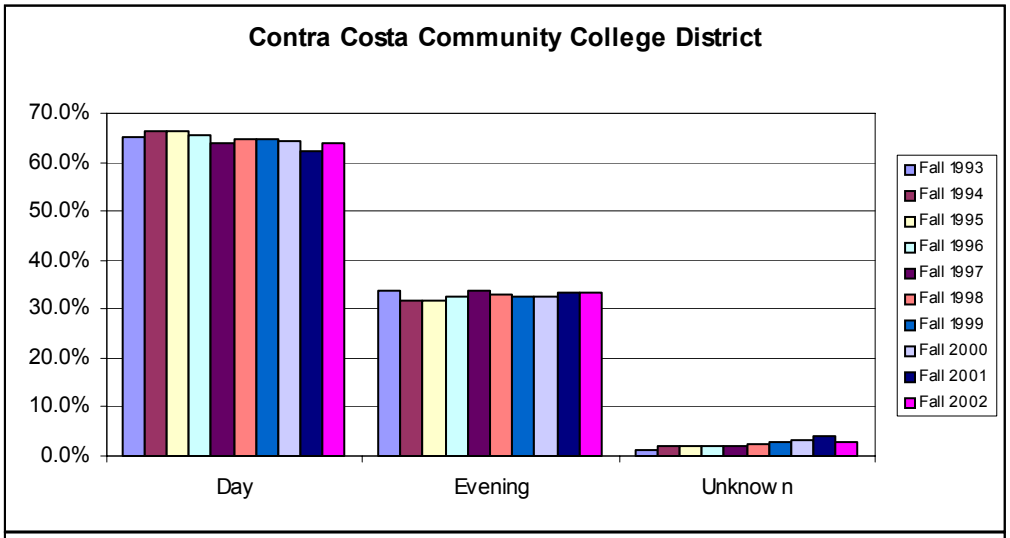
Evening Student
The student is enrolled in at least one section that did not meet the preceding criteria of Day Student and the class meets the following criteria: (1) The session meets on Saturday and/ or Sunday regardless of the start time. (2) The session has a start time beginning on or after 4:30 p.m. and before 6:00 a.m. regardless of the days scheduled.

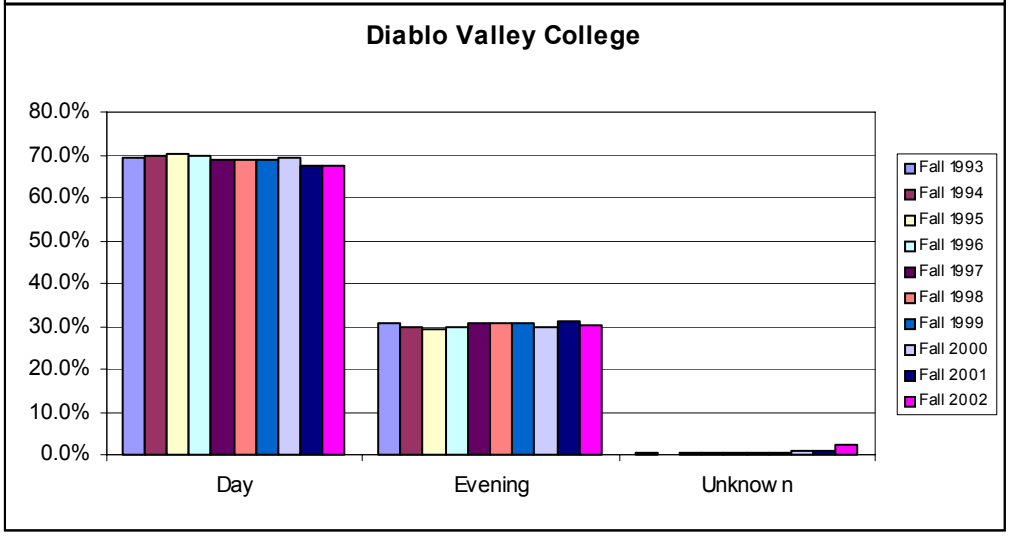
Unknown
Sections that have sessions having start times that are Irregularly scheduled or To Be Arranged and do not meet exclusively on Saturday and/or Sunday. If sessions in this category met exclusively on Saturday and/or Sunday, they have been coded as Evening Class.

Day Students constitute close to two-thirds of the students in the state, the district and DVC. This proportion remained relatively stable over the past five years, while the Unknown category has expanded slightly.

Figure 32. Enrollment by Day-Evening Status in State, District and College: Fall 1993 to Fall 2002







Source: CCC Chancellor's Office MIS Data Mart

Table 25. Enrollment by Day-Evening Status in California Community Colleges: Fall 1993 to Fall 2002

California Community Colleges

Terms	Day	Evening	Unknown
Fall 1993	64.6%	32.5%	2.9%
Fall 1994	65.7%	31.9%	2.5%
Fall 1995	65.8%	31.6%	2.7%
Fall 1996	64.8%	32.4%	2.8%
Fall 1997	64.6%	32.6%	2.7%
Fall 1998	64.7%	32.3%	3.1%
Fall 1999	65.1%	31.8%	3.1%
Fall 2000	64.9%	31.6%	3.5%
Fall 2001	64.5%	31.0%	4.4%
Fall 2002	64.4%	30.1%	4.8%

Contra Costa Community College District

Terms	Day	Evening	Unknown
Fall 1993	65.1%	33.6%	1.3%
Fall 1994	66.2%	31.8%	2.0%
Fall 1995	66.2%	31.8%	2.0%
Fall 1996	65.5%	32.5%	1.9%
Fall 1997	64.1%	33.7%	2.2%
Fall 1998	64.7%	33.0%	2.3%
Fall 1999	64.7%	32.5%	2.8%
Fall 2000	64.5%	32.5%	3.1%
Fall 2001	62.4%	33.4%	4.2%
Fall 2002	63.7%	33.3%	3.0%

Diablo Valley College

Terms	Day	Evening	Unknown
Fall 1993	69.1%	30.7%	0.2%
Fall 1994	69.8%	30.0%	0.2%
Fall 1995	70.4%	29.1%	0.5%
Fall 1996	69.8%	30.0%	0.3%
Fall 1997	68.9%	30.6%	0.5%
Fall 1998	68.9%	30.7%	0.4%
Fall 1999	68.8%	30.6%	0.6%
Fall 2000	69.2%	29.9%	0.9%
Fall 2001	67.6%	31.4%	1.0%
Fall 2002	67.6%	30.1%	2.3%

Source: CCC Chancellor's Office MIS Data Mart

Full-Time Equivalent Students

FTES enrollments are shown for ten full academic years (summer, fall, and spring). FTES on the state community colleges level grew 28.2% from 1993-94 (901,013) to 2002-03 (1,155,268). After a downward trend from 1992-93 to 1995-96, growth has been steady since 1995-96, an average of 2.8% each year.

Combined district FTES for the three colleges wavered between 27,539 in 1993-94 and 29,214 in 1998-99, dropped to 27,846 in 1999-2000, then climbed steadily to 33,285 in 2002-03. The replacement of a narrow up-and-down pattern with a drop then a steady rise may have been partly due to the introduction of Datatel in 1999. California Community Colleges have seen steady growth at an average of 2.8% each year since 1995-96, and with continuous administrative data software the district's experience may have looked similar. The district's average growth each year has been 2.1%.

DVC FTES in 2002-03 increased 18% over what the number was 10 years ago (i.e., a growth of 2,773 FTES). The average annual growth during this period was a modest 1.8%. In the past eight years (1995-96 to 2002-03), enrollment grew at a slightly faster rate of 2.8% (430 FTES) annually. However, in 2002-03, enrollment grew at a slower rate of only 1.7% (304), compared to the previous year.

Figure 33. Enrollment by FTES in State, District and College, 1993-94 to 2002-03

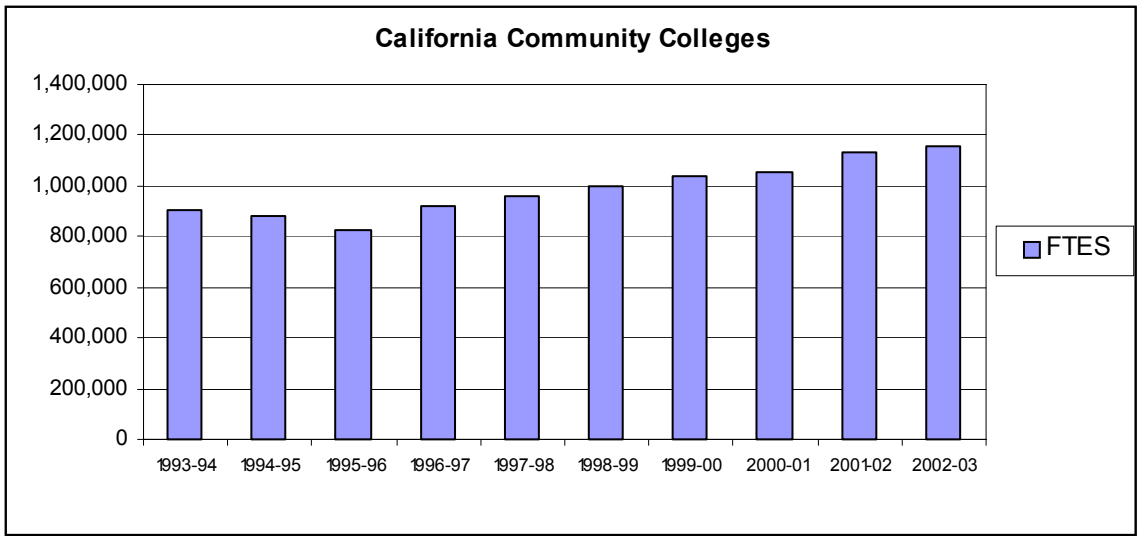
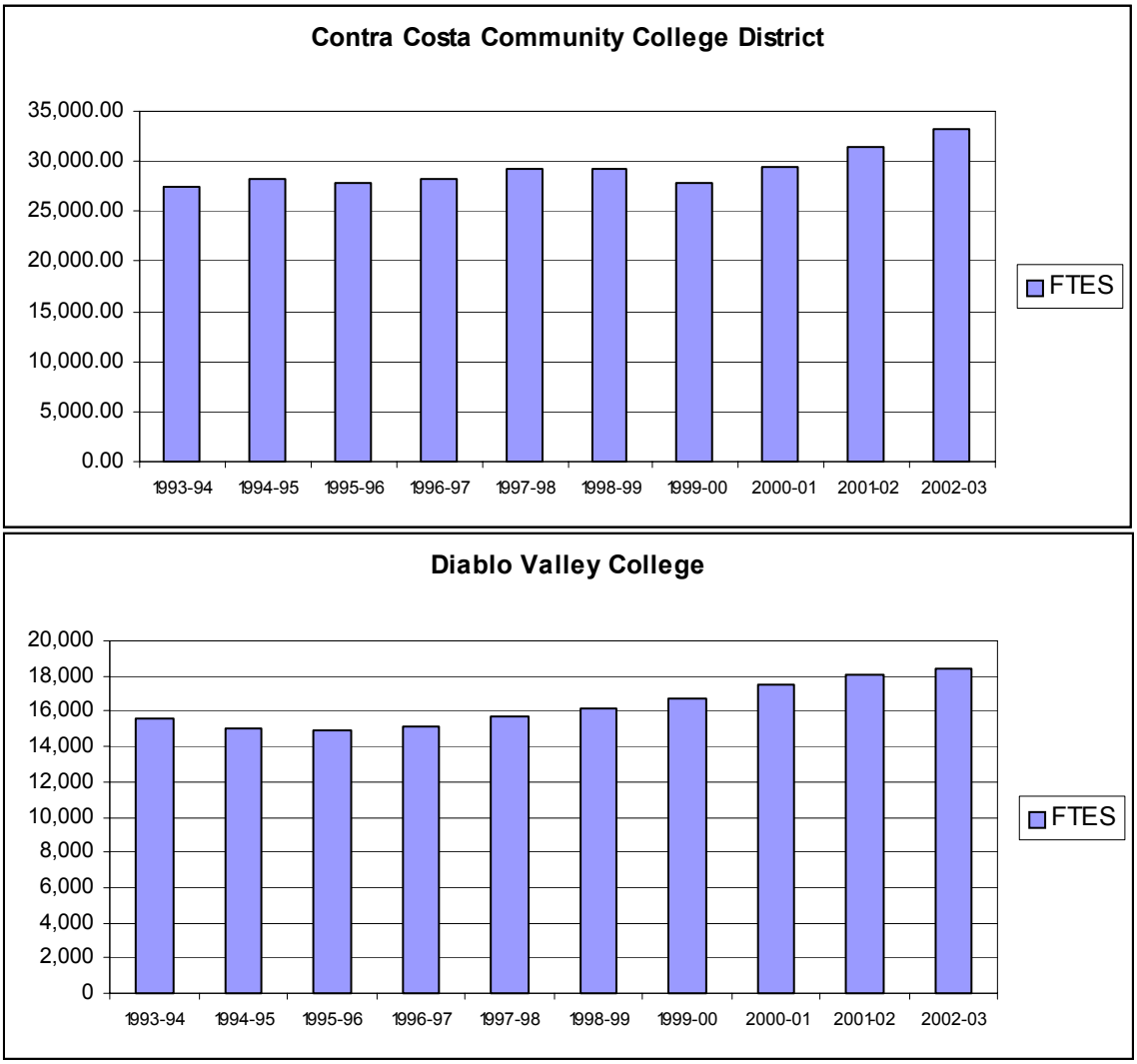


Figure 33. Enrollment by FTES in State, District and College, 1993-94 to 2002-03 Continued)



Source: CCC State Chancellor's Office MIS Data Mart

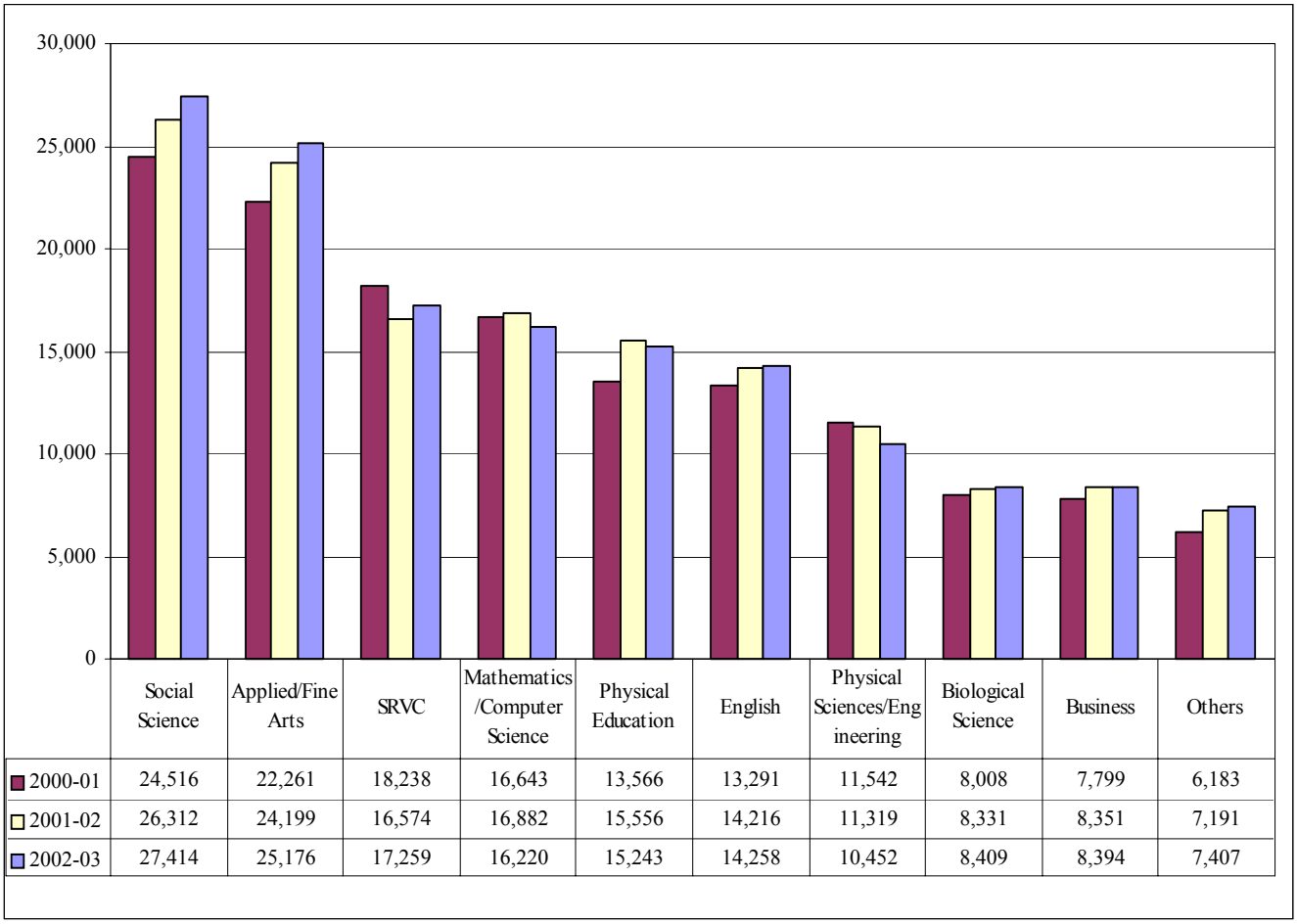
Table 26. Enrollment by FTES in State, District and College: 1993-94 to 2002-03

Year	State	District	DVC
	FTES		
1993-94	901,013.43	27,539.58	15,593
1994-95	879,628.98	28,335.83	15,033
1995-96	827,187.82	27,882.48	14,926
1996-97	923,452.36	28,271.10	15,097
1997-98	960,200.50	29,179.09	15,715
1998-99	996,281.25	29,214.10	16,193
1999-00	1,036,797.61	27,846.41	16,736
2000-01	1,053,318.80	29,440.63	17,477
2001-02	1,132,542.82	31,402.32	18,062
2002-03	1,155,267.50	33,285.18	18,366
10-year change	28.2%	20.9%	17.8%

Division

Course enrollments by division are shown for three full academic years (summer, fall, and spring). In addition to the nine academic divisions (including SRVC), course enrollments in Counseling, Career Development and the Library were grouped together under "Others". Between 2001-02 and 2002-03, course enrollment (seat count) grew in seven divisions but declined in three others (San Ramon Valley Center, Math and Computer Science, and Physical Science/Engineering). The changing market demand for computer related technologies and the changing state policies regarding concurrent enrollment has impacted the enrollment in certain divisions.

Figure 34. Course Enrollment by Division at Diablo Valley College , 2000-01 to 2002-03



	Social Science	Applied/Fine Arts	SRVC	Mathematics /Computer Science	Physical Education	English	Physical Sciences/Engineering	Biological Science	Business	Others
2000-01	24,516	22,261	18,238	16,643	13,566	13,291	11,542	8,008	7,799	6,183
2001-02	26,312	24,199	16,574	16,882	15,556	14,216	11,319	8,331	8,351	7,191
2002-03	27,414	25,176	17,259	16,220	15,243	14,258	10,452	8,409	8,394	7,407

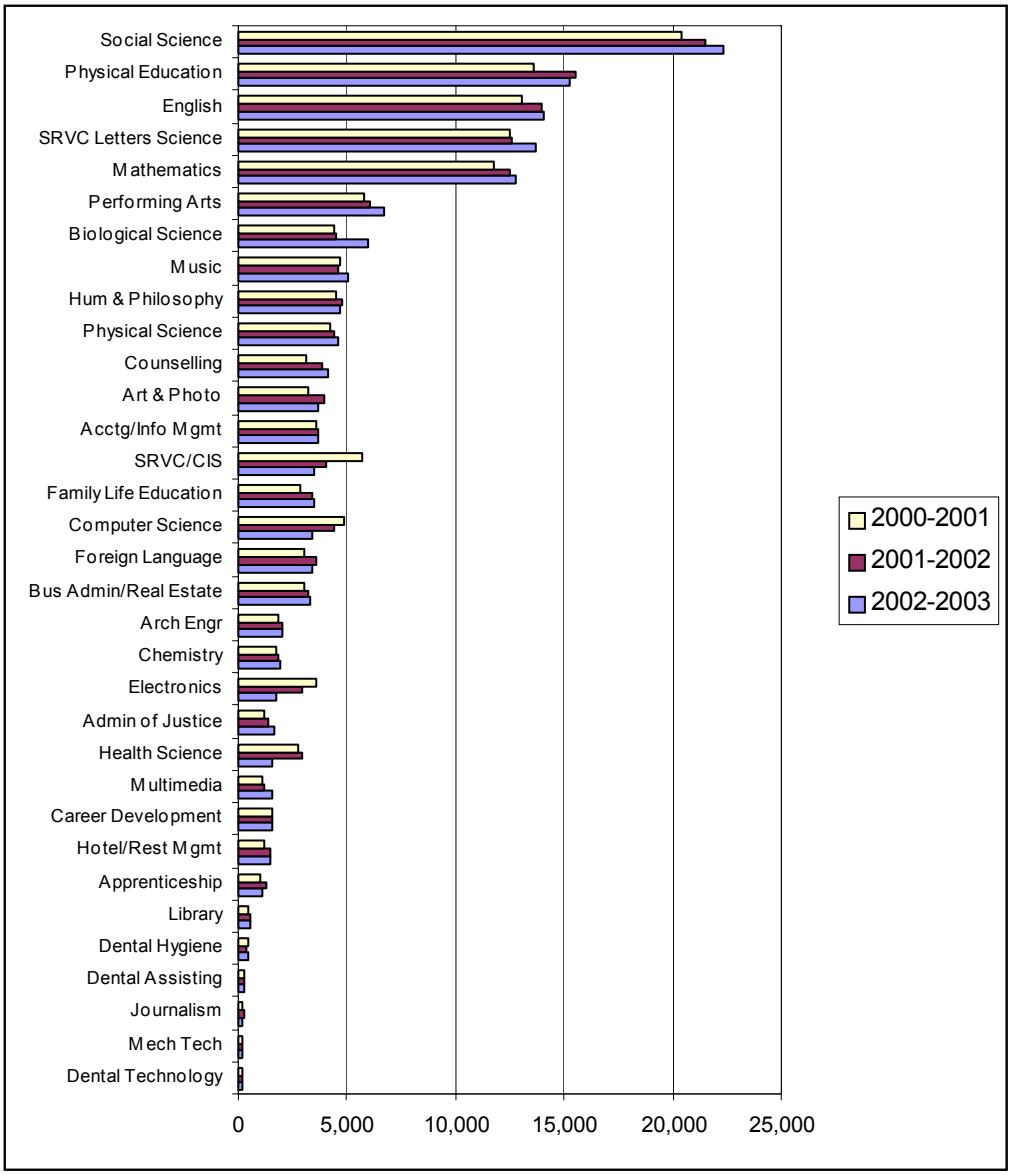
Department

The data below reflect three full academic years, 2000-01 to 2002-03 for 33 departments. The five largest departments accounted for more than 50% of the total seat count at DVC. In contrast, the five smallest departments accounted for less than 1% of the total seat count at the college. In terms of changes between 2001-02 and 2002-03, the sharpest declines were in the technology-related areas. The changes in Biological and Health Sciences were due mainly to reclassification of courses between the two departments. There were changes in other departments but at relatively lower rates. In summary, the overall seat count at DVC increased by 5.8% between 2000-01 and 2002-03).

Table 27. Course Enrollment by Department at Diablo Valley College , 2000-01 to 2002-03

Rank	Department	2000-2001	2001-2002	2002-2003	Change	%Change
1	Social Science	20,415	21,496	22,345	1,930	9.5%
2	Physical Education	13,566	15,556	15,243	1,677	12.4%
3	English	13,097	13,985	14,032	935	7.1%
4	SRVC Letters Science	12,502	12,556	13,733	1,231	9.8%
5	Mathematics	11,753	12,480	12,801	1,048	8.9%
6	Performing Arts	5,769	6,109	6,720	951	16.5%
7	Biological Science	4,410	4,540	5,965	1,555	35.3%
8	Music	4,665	4,622	5,074	409	8.8%
9	Hum & Philosophy	4,482	4,758	4,703	221	4.9%
10	Physical Science	4,257	4,432	4,618	361	8.5%
11	Counselling	3,103	3,865	4,150	1,047	33.7%
12	Art & Photo	3,199	3,937	3,698	499	15.6%
13	Acctg/Info Mgmt	3,551	3,676	3,666	115	3.2%
14	SRVC/CIS	5,736	4,018	3,526	-2,210	-38.5%
15	Family Life Education	2,887	3,412	3,457	570	19.7%
16	Computer Science	4,890	4,402	3,419	-1,471	-30.1%
17	Foreign Language	3,007	3,540	3,391	384	12.8%
18	Bus Admin/Real Estate	3,008	3,221	3,293	285	9.5%
19	Arch Engr	1,819	1,997	2,018	199	10.9%
20	Chemistry	1,747	1,808	1,917	170	9.7%
21	Electronics	3,572	2,912	1,723	-1,849	-51.8%
22	Admin of Justice	1,214	1,404	1,612	398	32.8%
23	Health Science	2,784	2,950	1,592	-1,192	-42.8%
24	Multimedia	1,139	1,233	1,590	451	39.6%
25	Career Development	1,597	1,521	1,551	-46	-2.9%
26	Hotel/Rest Mgmt	1,240	1,454	1,435	195	15.7%
27	Apprenticeship	1,005	1,258	1,140	135	13.4%
28	Library	478	547	566	88	18.4%
29	Dental Hygiene	418	409	446	28	6.7%
30	Dental Assisting	246	261	239	-7	-2.8%
31	Journalism	194	231	226	32	16.5%
32	Mech Tech	147	170	176	29	19.7%
33	Dental Technology	150	171	167	17	11.3%
	Total	142,047	148,931	150,232	8,185	5.8%

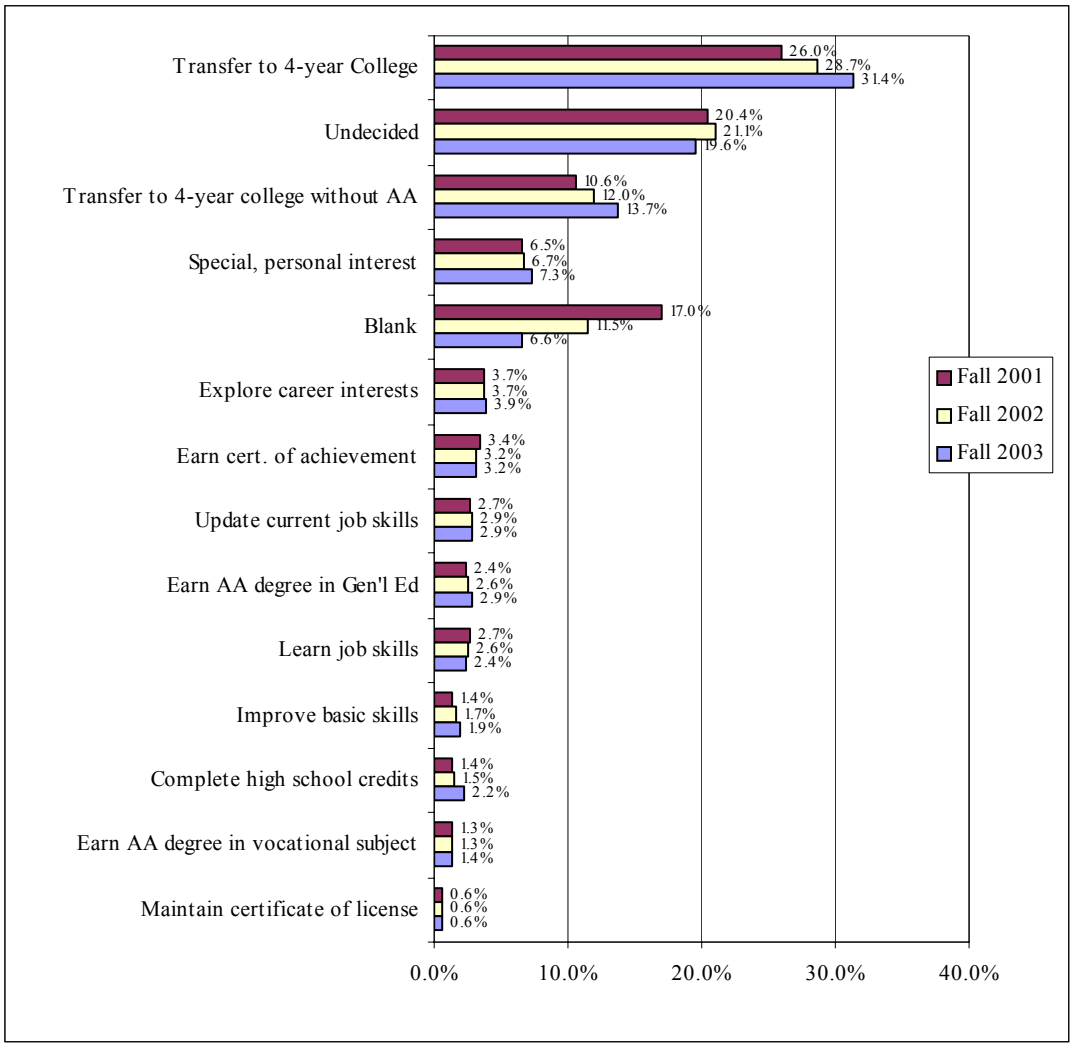
Figure 35. Course Enrollment by Department at Diablo Valley College , 2000-01 to 2002-03



Educational Goals

The data compares the percentages of students choosing each educational goal in fall terms 2001, 2002 and 2003. Understanding of students' educational goals facilitates the planning of the college's programs of study. DVC students increasingly favor transfer to 4-year institutions with or without an associate degree; the two transfer goals represent the largest percentage of student goals (37% for fall 2001, 41% for fall 2002 and 45% for fall 2003). The undecided and the blank responses in 2003 had declined from the 2001 level by almost more than 11%. Despite the decline in the percentages of the undecided and the blank categories between 2002 and 2003, these percentages remain relatively high at more than 26% in fall 2003. Data on student educational goals are based on the student's initial application for admission to DVC. Accurate data about the changes in educational goals after enrollment is lacking. There is a need to update the student educational plan on a systematic and regular basis.

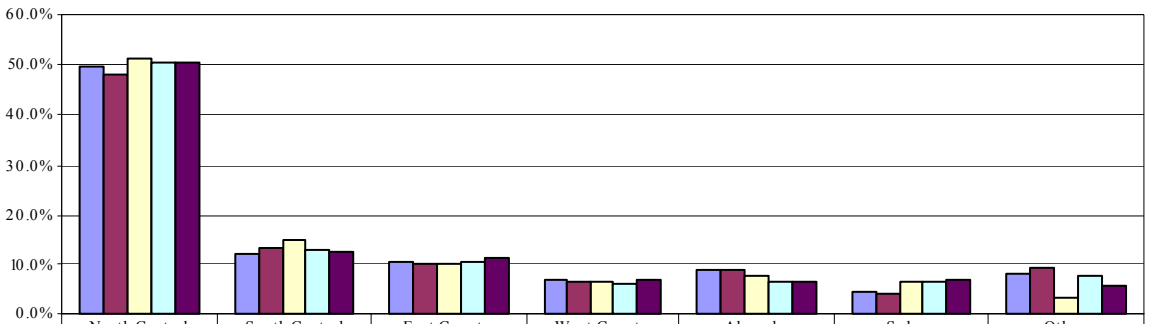
Figure 36. Diablo Valley College Enrollment by Educational Goals, Fall 2001, Fall 2002 and Fall 2003



Zip Code

Analysis of the geographical location of student addresses by zip codes indicates that 63.4% of the students attending DVC in fall 2003 lived within the college service area (North Central and South Central), while 17.9% lived in the other parts of the county (East and West) and 18.6% resided in the neighboring counties (Alameda, Solano, and Other). The decline in the percentage of students from Alameda was counter balanced by an increase in the percentage of students from Solano. In summary, more than 81% of the students attending DVC in fall 2003 resided in Contra Costa County, while 19% have addresses elsewhere.

Figure 37. Diablo Valley College Percent Enrollment by Zip Code, Fall 1999 to Fall 2003



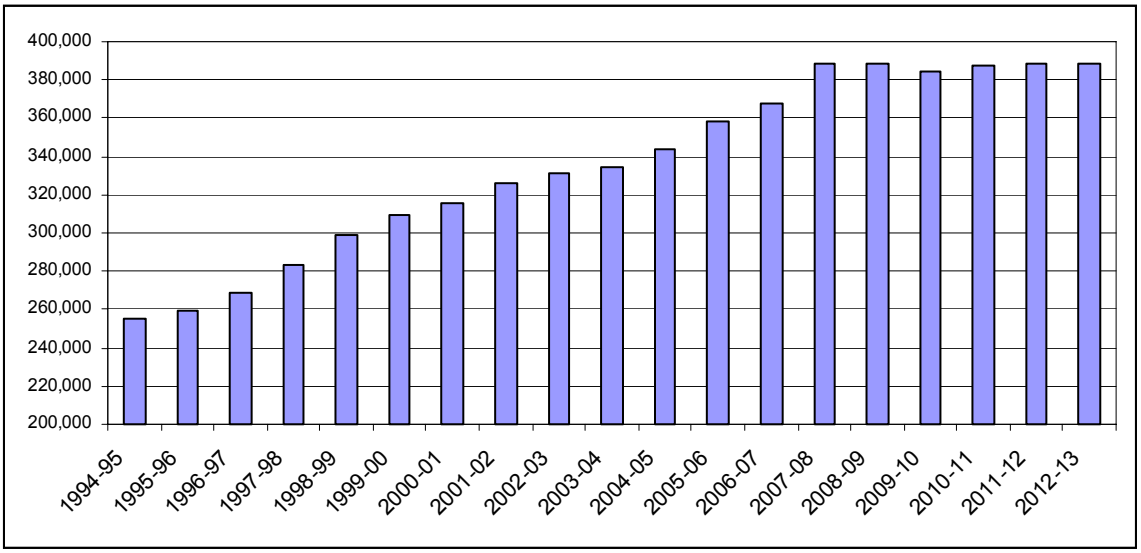
	North Central	South Central	East County	West County	Alameda	Solano	Other
Fall 1999	49.6%	12.3%	10.3%	6.7%	8.9%	4.2%	8.0%
Fall 2000	48.1%	13.5%	10.1%	6.2%	8.8%	4.1%	9.2%
Fall 2001	51.3%	15.0%	10.1%	6.4%	7.4%	6.6%	3.2%
Fall 2002	50.3%	13.2%	10.2%	6.1%	6.4%	6.2%	7.5%
Fall 2003	50.5%	12.9%	11.3%	6.6%	6.4%	6.6%	5.6%

Source: CCCCD Datatel

High School Graduates In California

California is expected to follow the national trend of increasing high school graduates, with a plateau beginning in 2007-08. The growth pattern reflects a higher birth rate and growing migration.

Figure 38. Projected Number of High School Graduates in California., 1994-95 to 2012-13



Source: NCES: Projections of Education Statistics to 2013

Table 28. Projected Number of High School Graduates in California, 1994-95 to 2012-13

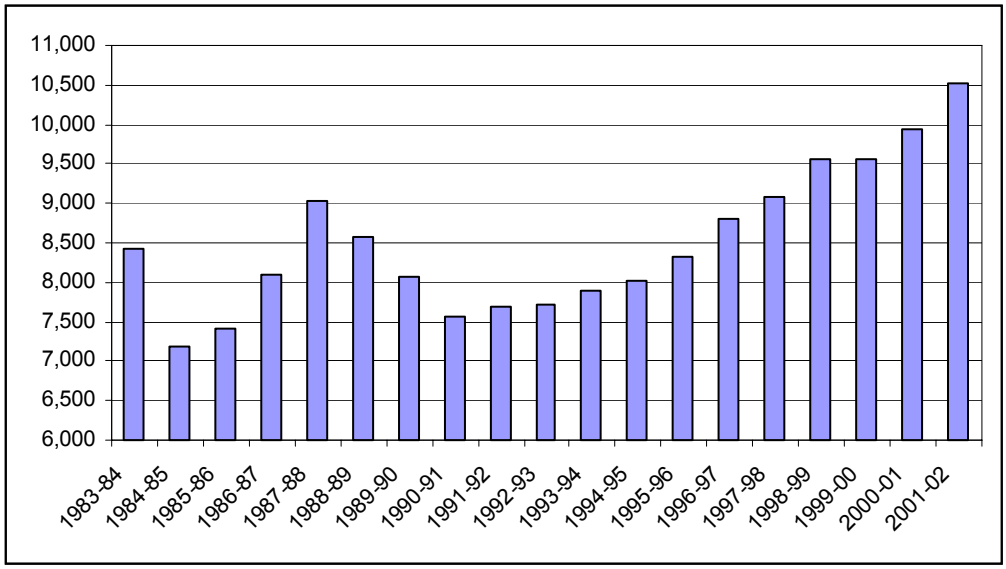
	Year	Number
Actual	1994-95	255,200
	1995-96	259,071
	1996-97	269,071
	1997-98	282,897
	1998-99	299,221
	1999-00	309,866
	2000-01	315,189
Projected	2001-02	326,140
	2002-03	331,730
	2003-04	334,000
	2004-05	343,380
	2005-06	358,090
	2006-07	367,420
	2007-08	388,770
	2008-09	388,080
	2009-10	384,480
	2010-11	387,710
	2011-12	388,890
	2012-13	388,150

Source: NCES: Projections of Education Statistics to 2013

High School Graduates in Contra Costa County

High school enrollment in Contra Costa County follows the same trend as the nation and the state, with sharp increases from 1994-95 to 2001-02. No projections to 2013 were available at the county level.

Figure 39. Number of High School Graduates in Contra Costa County, 1983-84 to 2001-02



Source: CPEC Student Profiles, September 2003

Table 29. Number of High School Graduates in Contra Costa County, 1983-84 to 2001-02

Year	High School Graduates
1983-84	8,428
1984-85	7,184
1985-86	7,421
1986-87	8,084
1987-88	9,033
1988-89	8,566
1989-90	8,075
1990-91	7,561
1991-92	7,685
1992-93	7,718
1993-94	7,898
1994-95	8,022
1995-96	8,334
1996-97	8,802
1997-98	9,073
1998-99	9,556
1999-00	9,564
2000-01	9,927
2001-02	10,515

Source: CPEC Student Profiles, September 2003

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