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acadenic Achievement；Académic Bank（PIofessional）： Age；Collège Entrançe Exaninations；＊Ccllege Faculty； Colfege Majors：＊מegrees（Titles）；\＃Educational Pinance；＊Enrolinent；Enrolleent Irends；Ethnic Groups；Extension Education；＊External Degree Programs；Females；Pinalcial Sucport；日igher Eひucation；Intellectual．Disciglines；Bales；Borms； Part Fine Students；private．Colleges；State，Colleges； State 0niversities；Student Characteristics；\＃Student Pinancial Aid；Teacher Salarier，reaure ＊Califórnia

## ABSTRACT

The digest provides extensive data on fostsecondary educaticn in the state in the form of charts，graphs，and tables， uith only occasional narration；it is designed for the lapman，and only surnary information is displayed．The information includes private as well as public institutions，significant trends，opening enrollments and their distribution，extension and ungraded classes， part－time enrclluents，student characteristics（sex，ethnicity， enzollnent level，age，status），aperage enrolluent，disciplines， degrees conferred，faculty characteristics（including mean sararies， tenure，sex，and degrés held），finance，student aid，off－canpus prograns，and student college＇entrance test scores．（4SE）
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## Postsecondary Education in California

# INFORMATION 

## DIGEST

1978

## Published by the



ACKNOWLEDGEMENTS
Many persons throughout the State have played a supportive role in helping us prepare and pfúblish the 1978 Information Digest.
The Colnmission is indebted to the staff of the systemwide offices of the University of California. the California State University and Colleges, and the Calrfornia Community Colleges for their aid in preparing and audting the data that appears in the Digest We have also recerved valuable contributions from our colleagues in the independent colleges and universities, and the statf of the State Departunent of Education, Office of Private Postsecondary, Education We acknowledge the ard of the State Level Information Base Task Force la projoct funded by thé Kellogg Foundation) of the National Center for Higher Education Management Systems fof the ideas it has contributed during the course of our work
The Commission recerved substantial aid from the staff of the Office of the State Printer throughout the development and publication of the Digest The work performed by the graphic artists and paricularly Ms Connie Clark was exceptional and worthy of notice.
It is generafly not Commission policy to cite the names of staff members perticipating in the development of its reports and studies, however, the developmentan nature of the document required an extraordinary degree of effort on the part of some members of the Cómmission staff and their contributions should not go unnoticed.
Dr Horace Crandell and Mr Murray Haberman provided primary direction, organization, and general administration in bringing this complicated project to fruition
Dr Norman Charles and Dr William Pickens contribujed the excellent commentary appearing in the sections on off-campus centers ahd finance, respectively.
Mr Donald Ridenour provided invaluable editorial assistance in reviewing the written portion of the Digest i.
Many members of our secretarial staff prepared and proofed the written material The contribution of the Commission s Secretafial Services Unit was paricularly noteworthy

The constructrve use of information in ithe formulation ahd review of postsecondary educational policy is one of the Commission's most important responsibilities The call for the develppment of. timely, accurate, and comparable information describing California's postsecondary educational - community appears repeatedly throughout the Commission's chartering legsslation and has been reaffirmed on many occasions by the Legisiature The 1978 Information Digest represents one response to the need for such minormation

The Drgest has been designed for the tavperson in general. only summary-level'information is displayed We have anempted to present this information in a form that most readily facilitates reader understariding and comprehension To this end. you will find that chants, graphs and diagrams: are used to pictoridly displarinformation where the.' subject matter permits, anolong colupnis of numbers have been avoided wherever/fosisible The information appearing in the Digest represents pnly a small portion of the data that nave been used to construct its graphs and charts Additional andmore detailed, information on student entollment degrees conferred, faculty etc is avatlable from the Commission upon witten request

While much effort has been expended to ensure the Digest s readability " the most significart test of our success in achieving this goalis its usefurness ioyou We welcome your comments regarding format and content Your constructive suggestions will form the basis for changes in future editions and lead to improved ways in which we can describe the complexities of California s postsecondary educatron system A prepaid maller is enclosed for your use After you have had a chance to familiarize yourself with the Digest. please take a moment to jot down your thoughts about its usefulness and send them. along to us
The 1978 Information Digest has been expanded in two dimensions to provide more information abeut topics covered in previous editions, and to address new areas of interest not treated previousiy More information has been provided in the sectrons on . student enrollment and degrees conferred wehave made a concerted effort to provide not only more. but more accurate. data describing Californias independent degree-granting institutions National and selected state comparison data have been included for the first time in the student enrollment and degrees conferred sections (for both public and independent institutions) These data permit comparisof of common topics among California the next five largest states, and the nation as a whole New iopical areas dealing with off-campus centers student ard, and entrance test scores have aiso been included Finally, we have made an extra effort to
expand and improve the viritien commentary that precedes, and describes, each.section of the Digest
Data appedring in the 'Digest have been drawn from a variety of sources in general, data for the sections on student enrollment, degrees conferred, off campus centers. and taculty were obrained directly from the segments system-wide offices or. in the case of independent instriutions, from the individual. campuses Student aid and finance data were excerpted from selected issues of the Goverhor's Budget National änd selected state data appearing in the secinens on student encollment and degrees conferred were provided by the National Center for Education Statistics. Scholastic Aptitude Test score data end introductory comments were obtained from tre College Entrance Examination Board i: in preparing the Digest for publication the Commission worked. closely with the colleges universities and agencies supplying us wath information to ensure its accuracy The segments nave been provrded opportunities to review the material and to check their data for accuracy prior to publication We have atso expended large quantities of both numan and computertime auditing and cross checking data prior to Dublication Even though we have employed exhaustive eudit procedures some. errors may have eluded detection As postpublication errors are brought to our attention las they undoubtedly will. we will note them and effer:. the necessary changes to next years edition, thou intend to excerpt significant portions of the Digest for subsequent oublications pr utilize its data in major policy development ot analysis we recommend you contact our stafi to ensure that you receive aniy postpublication changes that may have been made

Where possible, data have been displayed in a method facilitaing comparison among segments and in some instances among states Unfortunately some information cannot be used to make comparisons due etther to inconsistent data definitions or insufficient institutional responses $A$ portion of the text preceding each section of the Digest, entitled, Caveats-Please Note documents these inconsistencies The reader. is urged to give particular attention to these caveats. and to cite them when excerpting information from the Digest One area which should receive particular attention is ethnicity information describing the ethnic composition of California s faculty was intentionally omitted becaúse we were unable to obtaink comparable data from the segments We hope to be able to.provide this information in the 1979 edition Student ethnicity information has been included, but use of these data should be considered carefully prior to employing them in legislative, executive. segmental, or institutional planning Student ethnicity data were obtained using voluntary student
self-designation, and may exhibit statistically significant abnormalities due to high nonresponse rates. The potential for unintentional misuse of student ethnicity information is great. and it should be used with great caution
2. Another atea requiring attention is the national and selected states comparison data appearing in the , student enroltment and degrges conferred sections* These data were obtained fro the National Center for Education Statistics (NCES) Washington, D C Enrollment data provided by NCES are for credit instruction onfy; that is; students enrolled in courses and programs that offer cotlege. level credit Student enrollments in noncredit extension, special sessions. and eveging school programs are not.included in these displays. The reader should be aware that reporting procedures employed by each state, and pariculatiy the ifve comparison states, while generally similar, may differ, from that used in California. For this reasôn. comparisons among California, infe five selected states, and the nation as a whole should be made with a degree of prudence The different educational programs, funding mechanisms, and governance systems prevaient in the fomparison states also differ, and the reader is urged to consider and provide nuice of these differences when using these data
In sum, the hational and comparison states data appearing in the Digest provide-impontant indicators
of significant differences" between and among Calfiornia. the five selected states, and the nation. These data may not, however, possess sufficient ${ }^{4}$ reliability and sonsistency to permit thers use without the aid of additional qualifying "and explanatory information

The structure of postsecondary education in the comparative states is displayed in Appendix B. These descriptions were reprinted from the 1977 edition of State Postsecondary Edugation Profiles Handbook. pubtished jointly by the Education Compmission of the -States, the National Center for Higher Education Management Systegs. and the . State Higher Education Executive Officers Association.

- The reader should also note that this year's Digest covers, only degree.'certificate granting colleges and universtites Nondegree/certificate: granting schools (often referred to as "proanietary schools") are not addressed in this year's edition. but we hope to expand our efforts to include this important facet of California's postsecpndary education picture in future editions Readers who desire information about nondegree,'certificate granting schools should direct their inquines to

Office of Private Postsecondary Education
Department of Education
721 Captol Mall
Sacramento.‘ Caffiornia 95814

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APPENDIX B ..... B. 1READER COMMENT'S FORM

## CALIFORNIA'S PUBLIC COLLEGES AND UNIVERSITIES

Calfornia's system of 'public, posisecondery education is the latgest in the nation, currently consisting of 136 campuses, serving nearly 15 million students. This system is séparated into threé distinct segments the University of California, the Califorfia Stath Unsversity ano Colleges, and the Califolna Communty Colleges $A$ fourth atea of "other public" institutions includes the Hastings College of Law. the Cahfornia Maritime Acaderny. Otis Art Institute of Los Angeles County and the United States Naval Postgraduate Schoot
To provide gurdelintes for the orderty development of the three public segments. A Master Plan for Higher Education in California, 1960 75. was developed and its recommendations largely incorporated into the Qonahoe Higher Education Act of 1960, The purpose of the 'Act was to define the function and responsibiltues of each segment and to establish an economical and coordinated approach to the needs of public posisecondary education

## The Calıfornia Community Colleges

Áfifteen-member R्apard of Governors was created by statute in 1967 io provide leadership and direction to the seventy Community College districts 'with 104 campuses) that comprise the system fourteen members of the Board are appointed by the Governor to four-year terms The Governor also appoints a Student-member to. a one-year term Unlike the University and the Siate University the Community Colleges are administered by local boards and derive the magogity of their funds from local property taxes
The Community Colleges are limited to lower division (freshman and sophomore, instruction n the liberal arts and sciences and in occupational or technical subjects They are authorized to grant the Associate in Arts or the Associate in Scrence degree ${ }^{-}$ Community services courses are also offered at no cost to the State
The California State-University and Colleges
The State University system is comprised of nineteen campuses. governed by a statutory iwenty-three-member Board of Trustees A student trustee and an alumni trustee each serve two-year terms The remaining streen members, appointediby the Governor, serve eight-year terms in addition, there are five ex-officio members of the Board Although the Board of Trustees does not have the constitutional independence of the Regents. the Donahioe Act of 1980 did prephde for centralization of policy and administrative "functions. which are carried out by the statewide Chancellor s Office
The State University's primary functicri is to provide instruction to undergraduate and, graduate students in the lyberal arts and sciences. if applied fields, and in vafious professions, including seaching The
granting of bachęlor's and 'master's degrees is autforized, but doctoral degrees may not be awarded except under the joint doctoral program with the University of California Faculty research is authorized only to the extent that it is consistent with the function of anstruction

## The University of California

The University system consists of nine campuises. including a separate health sciences facility at San Francisco, and a number of special reseảrch facilitues located throughout the State Medical schools are presently located at the San Francisco, Los Angeles, San Diego, Davis, and Irvine campuses. Hastings. College of Lasy in San Francisco. although affilated' with the University, operates under a separate stasutory B8ard of Directors To govern the University of California. the State Constutuon grants full power of organization and governance to a twenty-six-member Board of Regents; seven ex-officio. eighteen appointed for twelve, year terms by the Governor wht the approval of the Senate, and one student appointed by the Boârd for a one year term
The Regents have substantial indepentience from the -legrslative or' executive branches of State government
in addition to the function of instruction, which is basic to all three segments of public' postsecondary education, the University of Catifornia is designated as the prmary State-supported agency for research. instructon is provided to both undergraduate and graduate students in the liberal arts and sciences and in the professions, including teaching The University has exclusive jurisdiction över graduate instruction in the professions of law, medicine, dentistry, and veterinary medicine it has sole authority for awarding the doctorate degree with the exception that in selected fields. joint dectoral degrees may Be awarded with the California State Úniversity and Colleges.

## OTHER PUBLIC INSTITUTIONS

## The California Maritime Academy

Established at Vallejo in 1929. the Academy provides a program for men and women who seek to become licensed officers in the United States Merchant Marine it is governed by a seven-member Board of Governars, who are appointed to four-year terms by the Governor

## Hastings College of Law

Hastings College of Law was founded in 1878 He is designated by statute as the "law department" of the University of California, and is governed by its own Board of Directors, (The University operates three other law schools which are governed by the Regents / The Chief Justice of the Supleme Court of California is president of the eight-member board. All. graduates of Hastings are granted the Juris Doctor degree by Hhe faculty of the University

## Otis Art Institute

The frstitute was foungdd by the Los Angeles County Board of Supervisors in 191 Governapce. is vested in a fifteen-mernber'Board of Governors appointed by the Board of Supervisors. The Institute operates as a fóur-year, upper-division and graduate college of art.

- awarding the Bachelor of Fine Arts and Master of Fine Árs degrees It is fünded as a department of the County of Los Angeles


## Naval Postgraduate School

The School was establishedin 1909 as the graduate depariment of the U.S. Naval Academy The School was offiofaly established in Monterey in 1951 to offer;' advariced education to commissioned officers An eleven-member Board of Advisors periodically visits the campurs to examine educational programs and to

- consult with the Suprintendent of the School the a. . Insititution is federalify funded.


## CALIFORNIA'S INDEPENDENT COLEGES AND UNIVERR'SITIES

In addition to its public'system of postsecondary education, California has,approximately 265 degree grànting ipdependent colleges and universities which serve an estimated 185.000 siudents
The outstąnding featurée of California's indepéndent colleges and universities is the diversity of programs. character. and acedennic emphasis available to the student Program offerings range from schools with a single program, or related cluswrs of programs. to those with a full array of bacheripr's, master's, and doctoral degree programs, as well as extensive professional and research activities Enrollments range from a law school with five students to a comprehensive university enrolling over iwenty-five thouşand students in Fall 1977 Independent, degree-granting institutions fall into at least one of four categories.s as defined in the Callfornia

Educatıon Code. Sections 94303(b) and. 94310 (see Appendix A)

## NON-DEGREE PRIVATÉ <br> POSTSECENDARY EDUCATION

The Private Postsecondary Education Act of 1977
(California 'Educatıon Code, Chapter' 3. Part 59. Dwision 10) dequires that any private person or insuturtons which offers instruction leading to an pbjective that is votational. educational.
; professional. or technological. "must obtain. State approval or authorization to operate" or . to be - otherwse exempted Following is an explanation as provided by the California Stảte Department of Education. Office of Pitvate Posisecondary. Education

- Exempted education (Educátion Code ${ }^{\text {S }}$ Section. 94303) inctudes instruction by a public agenčy. insituquion from preschool through 32 th grade. instruction that is avocational or-recreational in nature, religious instiuction limited to tbe principles of a church, or education. sponsored, by an organkation for its membership at no cost..
Authorized education refers to an act by. the Califorma Superintendem of Public Instruction acknowledging the required legal filing Institutions which file annually for authorization to operate inetude licensed hospitats offering instruction in connection with the oper at on of the hospital schools whick are accredited. apgroved, or licensed by a California agency which controls, the vocation of profession and schools which are accredited by, a nationally-recognized agency
Approved education refers to the act by the Superintendent of Public Instruction in which he accepts an applic5tion, reviews its acceptability and applicability, issues or denies an approvalof specific * courses which are vocational. educational. professional, or technoiogical in nature, and provides continuing review

CALIFORNIA COMMUNITY COLLEGE CAMPUSES
尞学



"As roported on the Higher Eduustion Goneral Information Survoy, Fall 1977 "Opening Fall Enrollment."

$\because$

## THE GALIFORNIA STATE UNIVERSITY AND CQLLEGES CAMPUSES




UNIVERSITY'OF GALIFORNIA CAMPUSES





## INDEPENDENT INSTITUTIONS

| 5 | County, | Enrollment <br> Fall 1977 | Degrees Conferred 1976-77 |  |  |  |  | Full-Time Faculty 1977.78 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | First |  |  |  |
|  |  |  | Associates, | Bacholors | Masters | Prof. | Doct. |  |
| Chapman College | Orange | 1689 | 64 | 662 | 504 | - | - | 94 |
| Christ College Irvine | Orange- | 97 |  |  |  | - |  |  |
| Christian Heritage College | San Piego | 452 | T | 55 | - | - | - | 12 |
| Church Difinity Sch. of the Pacific | Alarneds | 84 | - | , - | - | 22 | - | 10 |
| Citrus Bett Lews Schooi | Riverside | 133 | - | 5 | - | 27 | - | N/A |
| City University of Los Angeles | Los Angeles |  | - |  | 4 |  |  |  |
| Cteremont Greduste School | Los Angeles | 1332 | - | - | 250 | - | 108 | 58 |
| Claremont Mens Colluge - | Lof Angelas | 858 | - | 186 | - | - | - | 78 |
| Cleveland Chiropractic College | Los Angeles | 340 | - | - | - | 119 | - |  |
| Cogrwell College | San Francisco | 241 | 22 | 18 | - | - | - | 15 |
| Colegia Da La Tierra | Fresno |  |  |  |  |  |  |  |
| Coieman Collége | San Diogo |  | 78 | - | - | - | - |  |
| College of Notre Dame | San Mateo | 1131 | - - | 155 | 64 | - | - | 46 |
| 'Columpia Collegé | Les Angetes |  |  | , | - |  |  |  |
| Commen College | San Mateo |  |  |  |  |  | ! |  |
| Control Data Institute | Orange | N A | - | - | - | - | - | - |
| D-Q University | Yoto |  |  |  |  | - |  |  |
| Deep Springs College | irtyo | 26 | - | . - | - | - | $\checkmark$ |  |
| Dhame Realm Buddhist Univ | Mendocino |  |  |  |  |  |  | - |
| Dominican College of San Rafael | Mann : | 689 | - | 73 | 41 | - | - | 40 |
| Don Bosco Technical Instituto | Las Angelas | 320 | 92 | - | - | - | - | 40 |
| Electronic Technical Insturta | San Diego | 20 | - - | - | - | - | - | - |
| Empire College | Songma |  | - | - | - | 18 | - |  |
| Eurbanks Conserv. of Music \& Arts | Los Angeles |  | 1 | 1 | - | - | - |  |
| Fachion Institute of Dexign and Merchandising | Lós Angeles | 632 |  |  |  | - |  | - |
| Francisian School of Theology | Los Angeles | 77 | - | - | 5 | 6 | $\pm$. | - |
| Fullor Theotogical Seminary | Los Angeles | 1700 | - | - | 133 | 108 | 44 | 28 |
| Glendale University Coinge of Low | Los Angeles | 184 | - | 33 | - | 67 | - |  |
| Golden Gate Baptist Theo Sem | Marn |  |  |  |  |  |  |  |
| Golden Gate Univerwity | San Francisco | 9093 | 53 | 377 | 1168 | 208 | 1 | 47 |
| Golden West Univ. School of Low | Los. Angeles |  |  |  |  |  |  | - |
| Grace College of Discipleship and Theotogy | San Diego * | 121 | - | 5 | - | - | - | N/A |
| Graduate Theological Union, | Alamoda | +362 | $\checkmark$ | - | 17 | 6 | 15 | 2 |
| Grantham College of Engineonng | Los Angeles |  | * | * |  |  |  |  |
| Great Commission Sch of Theol | Stn Bernardino |  |  |  |  |  |  |  |
| Great Wextern University | S. Francisco |  |  |  |  |  |  |  |
| Guild Lew School $/$ | Los Angeles |  |  |  |  |  |  |  |
| Harvoy Mudd College | Los Angelés | 480 | - | 92 | 4 | - | - | 53 |
| , Heald Enginerring Colloge-S.F | San Francisco |  |  |  |  |  |  |  |
| Hebrew Union College | Los Angetes | 205 | - | - | 34 | - | 1 | 7 |
| Heed University | Los Angelos |  | , | - 24 |  |  |  |  |
| Holy Famity College | Alameda |  | - | 24 | - | - | - | 7 |
| Holy Names College | Alameda, | 613 | - | 65 | 72 | - |  | 47 |
| Humanistic Psychólogy Instituto | San Frameisco |  | - | - | - | - | 23 |  |
| Humphreys Coltege | San Josquin, | 491 | $30^{\prime}$ | 3 | - | 27 | - | 9 |
| Immecuirte Heart Colloge | Los Angelos | 643 | - | 157 | 40 | - | - | 41 |
| Inner City Cultural Centor | Los Angeles | - |  | . | ; |  |  |  |
| Institute for Advanced Study of Human Sexuality | San Francisco | 65 | . . - | - | 7 | 35 | 27 |  |
| Institute of Buddhist Studies | Alamedn: | 8 | - | . - | - | - | - | - |
| Interior Designers Guild | Los Angeles |  |  |  | - |  |  |  |
| Internationd Collega | Los Angeles | 179 | - | 21 | 9 | - | 18 | - |

## INDEPENDENT INSTITUTIONS



INDEPENDENT INSTITUTIONS


## INDEPENDENT INSTITUTIONS

Institution

Southem Caif. Conserv. of Music Lot Angoles Southern Californis Institute

## of Architicture

Soenthern Cainf. Inst of Psyctology
Los Angoles Sourthem Califomia Psychomatyic Institute

Lor Angeles
Log Angeles
Lfs Angtles
Santa Clara
Stanford Univervity
Stant King School for the Ministry The Fiodding Institute
The University of Beverty Hills The Wright Inatitute Thomsas Aquinas Cioltoge Trinity Sctrool of the Bible Union University United Church' of Refig. Science United Cioliege of Business United States International Univ.
Universidad De Camperinos Libres University of Judaizm University of Oriental Studies University of Paradena School of Chiropractic.
University of Reotarids University of San Diego
Univ. of Sm Francisco Cot. of Low University of San Francisco University of Sants Clara Univercity of Southem California University of the Pacific Univercity of thp Trees Alameda Sarta Borbara Los mixgotes Alameda Los Angetes Los Angetes Lot Anǵetes Los Angotes San Drogo Fresio Los Angetes Les Angoles

Los Angeles
San Borzardino
San Diege
San Diege
San Francisco
Santa Clara
Los Angeles
San Joscuin
Santa Cruz

## County

| Enrollment | Dogrees Conferred 1976-77 | Full.Time |  |
| :---: | :---: | :---: | :---: |
| Fall 1977 |  | First | Faculty |
|  |  | Associates | Bachelors Masters Prof Doct. |
|  | 1977.78 |  |  |



## ENROLLMENT

## ENROLLMENT

## Intrọduction

Data for the displays appearing in this section were obtained primarily from annual segmental, reports: Statistical Summary of Students and Staff of the University of California; Statistical Abstract of the California State University and Colleges; and anahtical summaries produced by the Chancellor's Office of the California Community Colleges. National and selected states' comparative data were obtained from the Higher Education Genera ${ }^{\circ}$ Information Survey (HEGIS) conducted by the National Center for Education Statistics. Enrollment data for Fall 1976 and 1977 were obtathed from computer tapes submitted by the Universty of California and the Cealifornia State University and Colleges. Additional sources of data were the federal Office of Civil Rights' Student Enrollment Survey, segmental systemwide offices, and the Population Research Unit of the Department of Finance. All data and displays on California public institutions were - verified by the central administrative office of each segrent.
Comparative enrollment tends for the nation, California, and the five states producing the greatest enrollments from Fall 1973 through JFall 1976 are displayed. The displays use 1973 as a base year, with each subsequient year's growth or decline measured from that base year. Comments regarding these displays are based on information provided by the following agencies: Michigan-State of Michıgan, Department of Education; PennsylvanıaCommonwealth of Pennsylvania Department of Education; and Texas-Coordinating Board, Texas College and University System.

* Data reported for independent institutions are for two-year and four-year institutions combined due to the relatively small number of students enrolled in independent two-yeat colleges.

All enrollment data displayed are for enrollment in courses for credit.

## Opening Fall Enrollment

## California Trends

Credit enrollmeftit at the California Community Colleges Has increased substantially since Fall 1973, when 852,817 students were enrolled. Five years later, in Fall 1977, 1,120,520 students enrolled, for an increase of 31.4 percent. The number of students enrolled in noncredit courses increased by 224 percent during the same period.

Enrollment at the California State University and Colleges has increased 9.0 percent over the last five years, from 286,633 to 312,380 . After experıencing a decline of 2.3 percent from Fall 1975 to Fall 1976, the State University and Colleges increased enrollments
by 2.8 percent from Fall 1976 to Fall 1977. At the University of California, enrolfments increased 6.4 percent from Fall 1973 to Fall 1977. However, for the first time in five years, the University experienced a decline in enrollment, from 128,648 in Fall 1976 to 126,505 in Fall 1977 ( $-1,7 \%$ ).

Natióna and Selected States Comparative Trends Enrollmeht in two year public institufions, which had been incleasing nationally since 1973, decreased in Fall 1976, the latest year of avalable comparative data. California and three of the comparison states followed the national pattern. Pennsylvania and New York continued to increase their enfollments, athough at a reduced rate from previous years. California's enrollment in two-year institutions in Fall 1976 was 26 percent above that in Fall 1973. while the national figures had, tncreased to nearly 30 percent. llinois led the comparison states with an increase of nearly 50 percent.
Nationally, in California, and in the comparison states, four-year colleges also experıenced a slight decline in enrollments in Fall 1976. Texas was an oxception, however, as the state's enrollment continued to increase. The Texas Coordinating Board reported that several new colleges had opened in the state. New York's' enrollment decline was most Fevere, dropping 5.3 percent below the enrollment base yeạr of 1973.

## Full-Time and Part-Time Enrollment

## California Trenas

Part-Time undergraduate enrollmentras a percent of total enrollment is increasing in all three public segments. Community Colleges part-time enroliment increased from 64.1 percent ir Fall $19 \% 8$ to 713 percent in Fall 1977. In Fall 1973, 274 percent of the undergraduate enrollment at the State University and Colleges was part-time, compared to 292 percent in Fall 1977. The University, while not enrolling many part-tume students, experienced a simılar trend of increasing, from 5.5 percent in Fall 1973 to 7.1 percent in Fall 1977.
At the graduate level (in Fall 1977), 77.3 percent of the State University and Colleges' encollment was part-time while the University enrolled only 5.0 percent of the graduate enrollment part time. Parttime graduate enrollment for the State University and Colleges increased steadily from 73.2 percent in Fall 1973 to 77.3 percent in Fall 1977. The University's percent of part-time graduate enrollmient, however, has decreased slightly, from $\$ .2$ percent in Fall 1973 to 5.0 percent in Fall 1977.

## National and Selected States Comparative Trends

In four of the five selected states, and in California, part-ume enrollment in poo-year public institutions increased more rapidfy man did full-tıme enrollment
during the 1973-1976 period. This was the national trend as well. New York and Michigan-displayed the Feverse, however, with. full-time enrollment increasing more rapidly than part-time. New York, in Fall 1976, had 1 percent fewer part-time students than in Eall 1973. In California and the nation, parttime enroliment continued to increase, while fulltime enrollment decreased in Fall 1976
California's two-year institutions have enrolled more than 60 percent of their students part-time throughout the 70 's. For the past two years, only three out of ten students have been enrolled full-time in Calfornia's two-year public institutions. Although part-time enrollment in Michigan declined in 1976, part-time enrollment remains a greater proportion of total enrollment in about the same ratio as in California. Pennsylvania reported that for the first time, in 1976, two-year public colleges enrolled more than one-half of their students part-time
Part-time enrollment also increased at a greater rate in four-year public instrtutions throughout the period reviewed. Agan, however, New York was the exception, with part-tıme enrollment decreasing 95.5 percent in Fall 1976, while full-time enfollment was 0.6 percent greater if 1976 than in 1973. Aproximately 30 percent of California's four-year public college students were enrolled part-time in. 1976.

## Undergraduate and Graduate Enrollment

The overall missions of the Califorane . State University and Colleges and the Univertaty California differ, but their responsibilities to provide instruction at the undergraduate and master's level are essentially similar.
Although the Universty of Califorina and the California'state University and Colleges cooperate in joint doctoral programs instruction at the doctoral level is primarity a function of the Usiversity Professional level instruction i.e., law, medicine. pharmacy, etc., is,
In Fall 1977, the State University and Colleges enrolled 239,895 undergraduate students, an increast of 7.5 percent since Fall 1973; undergratruate enrollment at the University was 89,908, a 5.4 percent increase Graduate enrollment also increased, 141 percent at the State University and Colleges and 9.0 percent at the University during the, five-year period reported

## Enrollment by Sex

## Calffornia Trends

The number of undergraduate women at the California Community Colleges, the California State University and Colleges and the University of California has increased steadily. The Community Colleges increased female enrollment from 45.0 percent in Fall 1973 to 52.6 percent in Fall 1977. The

State University and Colleges female undergraduate enrollment increased from 42.7 percent to 477 percent, while at the University, the percent of women increased from 45.2 percent to 473 percent
The ratio of men-to-women graduates students at tipe State. University and Colleges has changed refnarkably since Fall 1973, when 52.7 percent of the graduate enrollment were men and 47.3 percent were women. In Fall 1977 a reversal had taken place. with women students making up 53.0 percent of the graduate enrollment. For the University, female graduate enrollment also grew, from 27.9 percent to 33.2 percent during the reported period.

## National and Selected States Comparative Trends

The nation has also experienced a great increase in female enrollment in two-year public colleges since 1973. By 1976, 41.4 percent more women had enrolled nationally than in the base year. Increases in female enrollment exceeded those in male enrollment in each of the comparison states, with Texas and llinois producing the largest increases. 63.4 percent and 62.4 pecent, respectively Nationally, in California, and in four of the five comparison states, male enrollment in two-year public institutions declined in 1976 from 1975 levels National figures indicte that the increase in male enrollment over the base year dropped from 30.3 percent in 1975 to 20.4 percent in 1976.
The pattern of higher rates of increąse in female enrollment over male enrollment was also evident in four-year public institutions, although the differences were not as dramatic By 1976. female enrollment nationally was 14.5 percent higher than in.1973, while male enrollment had increased ohly 2.4 percent. This compared to a 14.8 percent: increase in female enrollment and 0.5 percent ${ }^{2}$ increase in male enrollment in California for the same period. New York alone, among the comparison states, reported declines below the 1973 base year in both male and female enrollment.

## Enrollment by Student Level

## California Trends

The State University and Colleges enrolled 2.2 percent more lower division studems and 3.2 percent fewer upper division students in Fall 1977 compared to Fall 1973. Graduate enrollment, as a percentit of the total enroliment, has remained stable, increasing by only 9.0 percent. University of Catifornia enroliment at all student levels has also remained relatively constant. In the California Community Colleges, all enrollment is defined as lower division. The University of California and the California State University "and Colleges differ in their definition of lower division student. The State University and Colleges defines a lower division student as one possessing less than 90 quarter units; the University's definition is fewer than 84 quarter units

## National and Selected States Comparative Trends

The traditional view of a, college education is thatstudents enter an institution as fresthmen, some drop by the wayside during their sophomore and junior years, and the depleted remainder manage to survive through theil senior year until graduation. The assumption is that this process takes place in the same institution (from beginning to end). This is no: longer the case ${ }_{\text {c }}$ particularly since the fantastic groyth in two-year colleges following the end of World War II. As a result of the injection of two-year college transfers into the upper division leveratfour year institutions, a compensating effect has taken place. The former disparity in numbers between lower division (first two years) and upper division (second, two years) in four-year institutions has: narrowed.
Nationally, four-year colleges reported there was a 7.4 percent increase in lower division students in 1976, versus a 3.8 perceñt incirease in upper division studeats over 1973 levels. This increased'percentage difference was also evident in California and three comparison states. New York was ond more the exception to national trends. Both lower division and upper division enrollments in New York dectuned significantly in 1976. Upper division enrollment in 1975 was 15 percent above the base year, compared to'only 0.7 percent over the base year in 1976 Lower division enrollment in 1976 bottomed out at approximately minus 11 percent of 1973 leveis.
A composite of lower and upper division enrollments for all two-year and four-year colleges and universities serves to illustrate the impact of community colleges in the various states in California, in 1976, lower division enrollments in four-year public and independent colleges increased by 10 percent and 75 percent, respectivety. over -1973 . However, when public two-year colleges are" added in, Californjá experienced an increase of 23.4 percent in lower division enrollment. Composite lower division enrollment increases exceeded upper division enrollment increases in every comparisón state except Now York.
As in previous national and comparison states displays, Fall 1975 was the peak year for enrollment growth. By Fall 1976, graduate enroliment in four-: year public institutions had dropped nationally, and in each of the comparison states. New York s decline preceded the national move by one year, and by 1976 was f76 percent below its 1973 base year enrotiment. Nationally, graduate enrollment in 1976 was 9 percent below the base year Texas, having opened several new upper division. graduate centers, reported a 29.7 percent increase in 9976 over base year graduate enrollments.

## Enrallment by ${ }^{\dagger}$ Student Status -

The percent of "first-time freshmen" at the California Community Colleges has remained relatively stable during the past five years, while the percent of
"transfer" students increased, and the percent of "continuing/returning", students decreased.
The percent of undergraduate students, enfolied by student status at the Californra State University and, Colleges has remamed stable for the past five years. In. Fall 1973, for example, 10.4 percent of the undergraduate enrollment was 'first-tine freshmen, compated to 10.5 percent in Fall 1977. At the University of Calfiornia, however, the percent of "first-time freshmen" decreased from 19.8 percent in Fall 1973 to 17.6 percent in Fall 1977. Also decreasing was the percent of "transfer" students, from 15.7 percent in Fall 1973 to 13.1 percent in Fall .1977. The percent of total continuing/returning .students increased 4.7 percent over the same fiveyeap period.


One area of enrollment data requiring caution in its use is ethnicity. Student ethnicrty information has been included, but use. of these data should be weighed carefulty prior to employing them in < legislative, executive, segmental, or institutional plarining. Student ethnicty data were obtained through voluntary student self-designations and may exhibt statistically significant abnormalities due to high nonresponse rates.
Many students chose not to report their ethnic category in each 'of the years displayed sn the tables In . addition, the data atre incomplete. for the Community Colleges. Reporting categories estabhshed by the federal government have also changed-several tumes over the years.. For these reasons, strdent ethnicty data are not comparable between and within years, inter- or intrat segmentally, or between student lével and sex. The ${ }_{2}$ potential for unintentional misuse of this information : is great

## Entrollment by Discipline

At the California State University and Colleges, enrollment is reported for each discipline by instructional level (lavel of degree being sought). while tbe University of California reports enrollment by discipline by student level. In addition. the State Universty and Colleges report total undergraduate * enroltment while the Unversity reports upper. division students only.
Taking into consideration these dissimilarities, the State University and Colleges have noted a steady decrease in the percent and number of undergraduate students enfolled in the Biological Sciences, Education, Forerign Languages, Letters, Mathematics and the Social Sciences. The University showed similarly steady decreases in the same disciplines, with only three years of information reported.
Discipliñés showing steady increases., in undergraduate enroliment at the State University
and Colleges were Agriculture and Natural §Resources, Business and Managément, Engıneering and Heath Professions. D.isciplines enrolling a greater number of students at the University were Business and Management, Health Professions, and Physical Sciences.
Graduate enrollment at both the State University and Coileges and the University increased in Agriculture and Natural Resources, Business and Management, Computer and Information Sciences, Health Professions, and Public Affars and Services.
Steady decreasespe in graduate enrollment were observed at the State University and Colleges in Fine and Applied Arts., Foreign Languages, Letters. Library Sciences, Mathematics, Prysical Scrences, and Social Sciences; and at the University, in Letters. Public Affars and Services, and Social Sciences.
In fall 1977. the discipline division at the State Unlyersity and Colleges enrolling the largest number of undergraduate studern was Business and Management, compared to the University in which upper division students most often chose the Social

- Scjences. Education enrolled the greatest number of graduate students at the State University and Calteges, compared to Bielogical Sciences at the University.


## Age and Credit Load

Enrollment information on age and credit load has been included in this edrion of the Information -Digest Because onlly two years of data appear trend analysis pertinent to these two factors would not be meaningful, The displays. however, have been provided for the reader In subsequent editions of the Digest, trend analysis regarding enrollment by age and credit/load will-be included

## DEFINITIONS <br> Full-Time/Part-Time

Full Time. A fuli-time student is one whose normal Goad in terms of course work or other activity (such as ithesis, research, or required teaching) is at least 75.0 pertent of the load sormally required of students. or ,as defined by the institution [NORMAL LOAD the number of credit hours (or other units'required for graduation) divided by the number of terms (semesters, quarters, etc.), normally required för ".graduation.]
Patfitime. A partrime, student is one whose normatdoad in terms of course work or other activity (such ast thesis, research, or required teaching) is less than 75.0 percent af the load normally required of students, or as defined by the instrition

## Sfudent-Level

Lower Dinitision. Includes students - who are éenrolled in piograms leading to an apssociate degree ., inhcluding, three-year assocrate degree programs) or
inundergraduate occupational.'vocational programs of three year duration or less leading to a certficate or diploma, and other undergraduate stúdents who have earned less than 50 percent of the number of academic credits or program requirements normally required for a bachelor's degree (typically classified. as freshmen or sophomores).
Upper Division. Includes all undergraduate Students who are not enrolled in associate degree or occupational,'vocational certificate programs and who have successfully completed 50 percent or morg of the 'academic credits or program requirements. normally required for a bachelor's degree (typically classified as juniors and seniors). Includes students $m$ years three, four, and five of five-year bachelor's degree programs.
Masters/Post-Baccalaureate. Include students who have returned after completion of at least a bachelor's degree to achieve further educational objectrves and who may or may not be enrolled in a graduate degree program.
Professional. Includes all students who-ăre enrolled in any one of the following "First Professtonal" degree pragrams MD, DO.LLB. or JD., D.D.S., D.V.M., O.D., B.D. M Drv. Rabb, Pod.D, P.M., D. Pharm., D.C. Students enrolled in undergraduate "pre-professional" curricula and students in the first two years (corresponding to the undergraduate freshman and sophomore year) of integrated professional degree programs are classified as lower drvisiơn, and nós "First Professional students The category 'Protessymal" for the University of California inclưdes First Professional students, Imterns and Residents, and students defined by the University as being in professional programs, i.e., archtecture, business administration, journalism, etc.
Doctorate 1. Includes all students who hold a bachelor's. degiee or the equivalent (or first professional degree) and (a) are enrolled in a doctoral degree program, but have not earned a master's degree and have fewer than the equivalent number of credits normally required for a master's degree, or(b) are enrolled in a special, unclassified, visitor, or non-degree seeking status, or (c) are enrolled in an educational specialist certificate, degree, or coordinate intermediate level degree program, whether or not they possess an earned master's degree.
Doctorate II. Includes all students who are enrolled in a doctoral degree program beyond the doctoral I level (except First Professional").
Unclassified. - For the independent Institutions, this category refers to students not classified by student level.

## Student Status

First-Time Student. A student entering an institution for the first ume as first:ume freshman

Included is a student who has earned any amount of credit solely by means of the College Level Examınation Program, by means of previous summer session coursework or by Advanced Placement Tests or Šimilar academic exemption tests.
Transfer, Student Ans undergraduate studeht entering an institution for the first time with any $/$ academic credit earned at ànother institution which is applicable' for credulat the instritution of current enrallment.
' Continuing/Returning Student. A currently ehrolled student who was enrolled during theprevious academic term at the same instrtution of a student currently enrolled who was enrolled prviously at the institution, but was not enrolled during the academic term immediately preceding the currem term. Summer sessions or other special sessions are not considered part of the academic year.

## Ethinucrity

Non-residemt Alien. Persons who are not critizens of the United States and who are in this country on a temporary basis, but do not have the right to reman indefintely. Resident aitens, non-citizens who have been lawtully admitted for permanent residence land who hold a "Green Card"-Form 1-151), are reported in the appropriate racial/ethnic categories along with Unted State citizens (Non-resident aliens are not reparted by ethmicty)
Black (nqt of. Hispanic origin). Persons having origins in any of the black racial groups
Amterican Indian or Alaskan Native. Persons having origins in any of the original people of North America
Asian or Pacific islanders. excluding Filipinos. Persohs havinfy origins in any of the original peopre of the Far East. Southeast Asia, or the - Pacific Islands This area includes. for example. China, Korea, and Samoa
Hispanic. Persons of Mexican. Puerto Rican, Cüban. Central or South American, or other Spanish Culture or origin. regardless of race
White (not of Hispanic origin)., Persons having origins in any of the original people of Europe, North Africa, the Middle East', or the Indian subcontinent
Filipino. Persons having origins in any of the original people of the Philippine Islands
No Response. Persons who decline to state an ethnicity
Other. Perspns who do not fall into one of the above eight (8) categories.

## Caveats-Please Note

(a) Unless speicifically indicated otherwnse. all enroliment figures are tregularly" enrollied
students, and exclude extension and ungraded student enrollment. "Enroilmant . . in ungraded classes" refers to the Californa Community Colleges only. and is reported for the fall term Extension enrolyments or registrations pertain to the Universty and to the State University and Colleges and are reported on, an annual basis.
(b) Student ethnicity data reflects voluntary self. designations made by students. Many students chose not to report their ethnic category in each of the years displayed in the tables. In addition. the data are incomplete for the California Community Colleges and may not accurately reflect the ethnic composition of their student populatlons. Reporting categories established by the federal government have also changed several tumes over the years. For these reasons, student

- ethnicity data are not comparable between and within years, or inter- or intra-segmentally. or between student level and sex. In 1974 the Callfornia Community Colleges prorated their "No
*Response and Other" students among the ethnic categones.
(c) In Opening Fall Enrollment by Levet of Student." the Unversity, of California and the California State University and Colleges differ in their definitions of a lower division student
The State Univer'sity and Colleges defines a lower division student as one possessing less than 90 quarter units, the University's definition is fewer than 84 quarter units Professional students. as defined by the University, include First Professional programs. i.e. archtecture, business administration, journalism, etc
(d) The University and the State University and Colleges have used different procedures for computing'student Füll-Time Equivalency (FTE)
(e) The University of California reported Student age. data for lesythan 100 percent of their student populations due to student non-response
(f) The defintions of full-time and part-time gradwate students differ between the University and the State University and Colleges
The State University and Cqlleges defines a fulltime graduate student as one enrolling for 12 or more units
The University does not use credit load as a measure of graduate studem "full-umeness" Full-tume graduate students are those who are progressing toward their degree;certificate objective at a rate which is 75 percent or more of a normal full-time rate, as determined on individual basis by their graduate advisers Part-time graduate students are those who are progressing toward their degree/ceruficate objective at a rate whrch is less than. 75 percent of a normal full-time rate, as determined on individual bases by their graduate advisers
(g) In the tables illustrating enrollment by disciplines for the Califorma State Universty and Colleges, the term "Undeclared" is used to designate students who did not select a major.
- (h) In the tables illustrating enrollment by disciplines
for the University of California, undergraduate enrollment is not reported for Fall 1973 and 1974. In Fall 1975. 1976, and 1977, onty upper division and graduate enrollments are reported by discipline.


OPENING FALL ENROLLMENT' .
1973-1977


Excludint Exionsion ánd Ungraded Enrollment

- 'Beginning with Fafe4976 data. Univeraty of Cairforgio anroment statistics will not distingurch between Extended Univeristy and regularly onrotiod students selected programs that have provousty been reportod as Exiended University are now offerod as part of the regular Instructional programs of the compuses
${ }^{2}$ Registrations are accounted for in the UC ingures, not enrollment
'Beglaning with Fall. 1976 CCC enrollments were ctassileg as credt and non crodil. These ctassifications arp not practeoty synonymous with the provous graded and non graded catogorlez.


## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS

## OPENING FALL ENROLLMENT <br> 1973-1976

## 2 YEAR PUBLIC INSTITUTIONS

CALIFORNIA


NATIONAL


NEW YORK


TEXAS


- PENNSYLVANIA




MICHIGAN


# NATIONAL AND SELECTED STATES COMPARATIVE TRENDS OPENING FALL ENROLLMENT <br> 1973-1976 

4 YEAR PUBLIC INSTITUTIONS


ĆALIFORNIA



TEXAS


ILLINOIS


## OPENINGFALL FULL-TIME AND.PART-TIME ENROLLMENT 1973-1977

## CĀLIFORNIA COMMUNITY COLLEGES

UNDERGRADUATE (LOWER DIVISION)

FALL


Tolal: 852,877

Total: 959,707.


FITotal: $1,101,548$


Total: 1.073 .104


Total: 1.120 .520


## OPENING FALL FULL-TIME AND PART-TIME ENROLLMENT 1973-1977

CALIFORNIA STATE UNIVERSITY AND COLLEGES

UNDERGRADUATE ;
FALL


Total: 223,130

Total: 225,738

Total: 239,051

1976


Totaf: 233.862


Total: 239,895

GRADUATE $\quad$ e

FALL
1973


Total: 63.503

Tofal: 65.804


Total: 72,485


OPENING FALL FULL-TIME AND PART-TIME ENROLLMENT 1973-1977

UNIVERSITY OF CALIFORNIA

## UNDERGRADUATE

FALL


Total: 85,201

Total: 87,877


Total: 91,520


G̣RADUATE
FALL


Total: 33,573


Total: 34.579


Total: 36.085


Total: $\mathbf{3 6 , 5 9 7}$ . .


2 YEAR PUBLIC INSTITUTIONS
4
CALIFORNIA



NEW YORK




PENNSSYLVANIA

——Fult-Time
---- Part-Time

## NATIONAI AND SELECTED STATES COMPARATIVE TRENDS

## OPENING FALL FUE, TIME AND PART-TIME ENROLLMENT

1973-1976
.4 YEAR PUBLIC INṠTITUTIONS


NEW YORK


TEXAS


PENNSYIVANIÁ


## ——Full-Time

## --=- Part-Time

AFullan Prowide ty Enc

ILLINOIS ${ }^{-}$


粦

## MICHIGAN



opening fall enrolumínt by sex
1973-1977

CALIFORNIA STATE UNIVERSITY AND COLLEGES


GRADUATE


## OPENING FALL ENROLLMENT BY SEX

 1973-1977

GRADUATE


texas


PENNSYLVANIA


ILLINOIS


MICHIGAN


NATIONAL AND SELECTED STATES COMPARATIVE TRENDS OPENINGFALL ENROLIMENT BY SEX 1973-1976

4 YEAR PUBLIC INSTITUTIDNS


CALIFORNIA




TEXAS,


PENNSYIVANIA


| C- Male |
| :--- |
| $-\infty$ Forrale |

PERCENT OF STUDENTS ENROLLED BY ÉTHNICITY, BY SEX, AT THE UNDERGRADUATE (LOWER DIVISION) STUDENT LEVEL FALL 1974-FALL 1977 e

## CALIFORNIA COMMUNITY COLLEGES

* UNDERGRADUATE



## CALIFORNIA STATE UNIVERSITY AND COLLEGES



## UNDERGRADUATE


$\square$ White $\square$ Black


Hispanic


American Indian

$\square$ Nor-Resident Aliens
'No Response Includes Other and Non-Residemt Aliens for Fall 1974 and 1976a

## PERCCENT OF STUDENTS RNROLLED BY ETHNICITY, BY SEX, at the graduate student level

FALL 1974-FALL 1977

## CALIFORNIA STATE UNIVERSITY AND COLLEGES

$=$ GRADUATE

FALL 1974 ${ }^{1}$


FALL ${ }^{1975}{ }^{1}$


Male Fomale
$\square$ White $\square$

'No Response includes Other and Non-Resident Aliens for Fall 1974' and 1975

## PERCÉNT OF STUDENTS ENROLLED BY ETHNICITY, BY SEX, - AT'THE UNDERGRADUATE STUDENT-LEVEL <br> FALL 1974-FALL 1977

UNIVERSITY OF CALIFORNIA

UNDERGRADUATE

'No Response Incfudes Other and Non-Resident Alvens for Fall 1974 and 1975

## PERCENT OF STUDENTS ENROLLED BY ETHNICITY, BY SEX, AT THE GRADUATE STUDENT LEVEL

FALL 1974-FALL 1977

## UNIVERSITŶ OF CALIFORNIA

GRADUATE

FALL 1974


FALL $1975^{\prime}$


| 50 |
| :---: |
| 33 |



FALI 1976


FALL 1977

'No Rexponse Includes Other and Non-Residort Aliens for Fall 1974 and 1975'

OPENING FALI 1976 ENROLLMENY.BY DISCIPLINE, BY ETHNICITY. BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY AND COLLEGES a UNDERGRADUATE-UPPER DIVISION ONLY

| Discipifing Divisions | Total | Non-Res. Allen | Black | $\left\|\begin{array}{l} \text { Am. Indian } \\ \text { Alastan } \mathrm{Nat} \end{array}\right\|$ | Asian | Hispanic | Whit | Filipino | No Resporse | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Agriculture \& Natural Resources | 4.526 | 63 | 27. | 69 | 174 | 130 | 3.457 | 6 | 516 | 84 |
| Archit. a Emviron. Design - | 1,333 | - 54 | 20 | 10 | 77 | 69 | 926 | 2 | 167 | 8 |
| Area Studies | 398 | / 3 | 15 | 6 | 8 | 44 | 257 | 0 | 63 | 5 |
| Blological Sciences | 8,014 | 189 | 254 | 71 | 592 | 390 | 5,097 | 141 | 1,236 | 147 |
| Business \& Management | 20.206 | 908 | 1.485 | 236 | 2.115 | 1,380 | 16.962 | 148 | 5.674 | 288 |
| Communications | 4.486 | 50 | 239 | 40 | 118 | 154 | 2,885 | 13 | 919. | 68 |
| Computer \& Information Scieocies | -1.258 | 65 | 27 | 8 | 90 | 41 | 780 | 5 | 228 | 13 |
| Education | 10.058 | 120 | 572 | 116 | 445 | 727 | 6.253 | 27 | 1.689 | 118 |
| Engineering | 7,364 | 789 | 144 | - 54 | 542 | 358 | 4.191 | 34 | 1,107 | 147 |
| Fine 8 Applied Arts | 10.001 | ${ }^{101}$ | 316 | 98 | 393 | 435 | 6,324 ${ }^{\text { }}$ | 18 | 2.131 | 134 |
| Foreign Languages | 1.870 | 88 | 24 | 12 | 58 | - 389 | 893 | 3 | 354 | 39 |
| Health Professions | 8.116 | 133 | 480 | 78 | 580 | 370 | 4,917 | 62 | 1.390 | 105 |
| Hame Economics | 3,403 | 67 | 131 | 28 | 233 | 95 | 2.361. | 22 | 2. 435 | 30 |
| Letters. - | 5.983 | 55 | 219 | 63 | 131 | 194 | 4.002 | 13 | 1.218 | 87 |
| Mathematics | 1710 | 49 | f 65 | 13. | 131 | *59 | 1.074 | 3 | 282 | 24 |
| Physical Sciences | 3.104 | 96 | 1563 | 20 | 131 | 80 | 2.095 | 9 | 536 | 65 |
| Psychology . | 7.978 | 100 | 509 | 102 | 205 | 431 | 4,700 | 27 | 1,723 | 120 |
| Public Affairs ${ }^{\text {a }}$ Services | 10.344 | 58 | 771 | 151 | 351 | 817 | 6,116 | 30 | 1.913 | 127 |
| Social Sctepoes | 16.498 | 205 | 1.254 | ; 172 | 467 | 1,391 | 9,395 | 50 | 3,315 | 248 |
| Interdisciplinary Studies | 8.556 | 65 | 358 | 99 | 280 | 580 | -5.304 | 25 | 1.680 | 155 |
| Unclassilied | 6.891 | 192 | 399 | 67 | 389 | 551 | 3.693 | 24 | 1.482 | $84^{\circ}$ |

©

| TOTALS-Upper Division Only | $151.107^{*}$ | 3.453, | 7.389 | 1.522 | 7.582 | 8.704 | 91.682 | 552 | 28.06 | 2.144. |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |


| TOTALS-Undergraduate | 233862 | 5.641 | 12.850 | 2.312 | 11754 | 13.924 | 135.421 | 4.025 | 47.801 | 3.134 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

OPENING FALL 1976 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, by underg raduate/ graduate student Levels, by segment

## CALIFORNIA STATE UNIVERSITY AND COLLEGES

GRADUATE ${ }^{1}$

| Dipcipline Divisigns | Total | $\begin{aligned} & \text { Norifts. } \\ & \text { Allen } \end{aligned}$ | Black | Am. Indian Alaskan Nat | Asian | Hispanic | White | Fllipino | No Response | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Agriculture \& Ratural Rescurces | 518 | 33 | 5 | 1 | 26 | 11 | 332 | 0 | 91 | 19 |
| Archll. \& Environ. Design | 427 | 24 | 7 | 2 | 22 | 14 | 245 | 0 | 103 | 5 |
| Arsa Stodles | 165 | 4 | 8 | 1 | 7 | 27 | 106 | 0 | 12 | 0 |
| Biological Sciences | 1356 | 52 | 25 | 13 | 111 | 40 | 1.208 | - 1 | 358 | 38 |
| Business \& Management | 6.259 | 345 | 154 | 42 | 518 | 141 | 3.653 | 15 | 1.319 | 71 |
| Comrmanicatlons | 537 | 22 | 17 | 3 | 20 | 17 | 327 | 0 | 121 | 10 |
| Computer \& Information Sclences | 554 | 45 | 7 | 1 | 22 | 7 | . 258 | 1 | 204 | 8 |
| Euucation | 13,558 | 212 | 703 | 131 | 580 | 732 | 8.108 | 52 | 2.871 | 169 |
| Engineerling | 2.173 | 314. | 33 | 15 | 262 | 69 | 911 | 10. | 516 | 43 |
| Fine \& Applied Arts | 2.849 | 59 | 70 | 24 | 136 | 65 | 1.767 | 1 | 685 | 41 |
| Forelgn Languages | 750 | 51 | 16 | 5 | 36 | 155 | 342 | 0 | 137 | 8 |
| Health Protessions in | 2.645 | 42 | 95 | 22 | 141 | 55 | 1.684 | 8 | 572 | 25 |
| Home Economics | 713 | 20 | 25 | -5 | 53 | 18 | 448 | 1 | - 144*- | 4 |
| Letters | $2{ }_{2} 922$ | 88 | 76 | 30 | 89 | 85 | 1.877 | 4 | 624 | 49 |
| Library Selence | . 418 | 4 | 4 | 2 | 13 | 6 | 245 | 1 | 143 | 0 |
| Uathematic | 566 | 24 | 10 | 4 | 43 | - 14 | 354 | 1 | 112 | 4 |
| Physical Sciences * | 958 | 82 | 12 | 3 | 70 | 16 | - 572 | 0 | 202 | 11 |
| Psycfology | 2.690 | 51 | 128 | 38 | 110 | 91 | 1.685 | 2 | 561 | 43 |
| Public Alfairs \& Services | 3.683 | 58 | 258 | 39 | 144 | 210 | 2,150 | 16 | 755 | 52 |
| Social Sciences | 4.002 | 169 | 189 | 33 | 131 | 200 | 2.349 | 8 | 850 | 73 |
| Interdisciplinary Studies | 739 | 15 | 22 | 5 | 25 | 24 | 444 | 1 | 190 | 13 |
| Undeclared | 20879 | 265 | 719 | 172 | 765 | 830 | 10,700 | 39 | 7.138 | 1253 |

62

| totals | 69.872 | 1.982 | 2.584 | $591{ }^{\circ}$ | 3.324 | 2.829 | 39,741 | 161 | 17.724 | 35 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

RIC 'Includes students enrolled for' (1) a second Bachelor's Degree, (2) a credential, or (3) with no degree objective.

OPENING FAL 1977 ENROLLMENT.BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIȦ STATE UNIVERSITY ANḊ COLLEGES. .
UNDERGRARUATE-UPPER. DIVISION PNLY




TOTALS-Uhdergradual 239.895 | $12.007 \cdot 2121$ | 11.291 |
| :--- | :--- | :--- | 3.642



OPENING FALL 1977 ENROLLMENT BY DISCTPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

## CALIFORNIA STATE UNIVERSITY AND COLLEGES

GRADUATE

| Disciptine Divisions | Total | Noo-Res. | Black | An, Indian Alaskan Nat. | Aslan | Hispanic | White | Fllipino | Ho Resporse | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Agriculture \% Hatural Resources | 529 | 61 | 6 | 10 | 17 | 7 | 302 | 1 | 104 | 21 |
| Archil. 8 Envirorm Design. "* | 379 | 41 | 5 | 3 | 14 | 10 | 195 | 0 | 102 | 9 |
| Area Sludies $\quad \rightarrow$ * | 151 | 9 | 4 | 1 | 5 | 27 | 68 | 0 | 11 | 26 |
| Blological Sciences | 1852 | 59 | 25 | 8 | 109 | 28 | 1021 | 4 | 482 | 136 |
| Business \& Management | 6423 | - 386 | 152 | 27 | 489 | 131. | 3251 | 27 | 1636 | 324 |
| Communications | 560 | 47 | 25 | 42 | ¢ | 11 | 300 | 0 | 133 | 36 |
| Computer \& Information Sciences | 636 | 65 | 7 | 5 | 33 | 3 | 272 | 0 | 210 | 41 |
| Education | 12.381 | 180 | 615 | 96 | 487 | 641 | 6735 | 51 | 2930 | 846 |
| Engineering | 2105 | 347 | 24 | 12 | 211' | 39 | 719 | 15 | 642 | 96 |
| Fine $\&$ Applify Arts | 2633 | 70 | 63 | 23 | 79 | 57 | 1511 | 4 | 701 | 125 |
| Foreign Languages | 588 | 21 | 8 | 2 | 20 | 114 | 249 | 0 | 114 | 60 |
| Health Professions | 3055 | 35 | 94 ' | 21 | 159 | 68 | 1673 | 9 | 841 | 154 |
| Horre Economics | 754 | 27 | 27 | 2 | 45 | 11 | 375 | 1 | 241 | 25 |
| Letters | 2607 | 114 | 63 | 19 | 58 | 68 | 1469 | 9 | 655 | 152 |
| Library Science | 299 | 6 | 4 | 1 | 7 | 3 | 158 | 0 | 118 | 2 |
| Uathemalica | 483 | 33 | 9 | 3 | 34 | 21 | $\checkmark 248$ | 0 | 104 | 33 |
| Physical Sclences . | 938 | 94 | 19 | 3 | 37 | 10 | 484 | 3 | 225 | 73 |
| Psychology | 2538 | 55 | 107 | 22 | 80 | 92 | 1360 | 2 | 710 | 110 |
| Public Atfairs \& Seryices. | 3111 | 78 | 194 | 25 | 93 | 164 | 1542 | 16 | 830 | 169 |
| Social Selence: | 3265 | 173 | 124 | 21 | 117 | 152 | 1728 | 8 | 729 | 213 |
| Interdisciplinary Studies | 673 | 18 | 18 | 8 | 14 | 28 | 349 | 2 | 222 | 16 |
| Undeclared | 26.525 | 363 | - 817 | 185 | 851 | 1042 | 72,580 | 91 | 9765 | 831 |

${ }^{1}$ Includes students enrolled for: (1) a second Bachelor's Degree, (2) a credential, or (3) with no degree objective.

## univerfy of california

## UNDERGRȦDUATE-UPPER DIYISION ONLY



OPENING FALL 1976 ENROLLMENT BY DISCIPLINE, BY ETHNICITY. BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

UNIVERSITY, OF CALIFORNIA
graduate

| Disciptine Divisions | Total | $\begin{gathered} \text { Norr-Res. } \\ \text { Allen } \end{gathered}$ | Black | $\begin{array}{l\|} \hline \text { A.... Indian } \\ \text { Âlaskan Bat } \end{array}$ | \{ Astan. | Hispanic | - While | Flliplno | Ho Responsene | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Agriculture a Nátural Resources | 609 | 182 | 4 | 1 | - 18. | 8 | 355 | 0 * | 22 ' | 18 |
| Archit. \& Environ, Design | 684 | 83 | 38 | ${ }^{7} 4$ | 54 | . 39 | . 412 | 3 | - 44 | 7 |
| Area Studies, in - | 188 | - 12 | . 14 | 1 | 10 | 9 | 121 | 3 | 14 | 4 |
| Blologlcal 'Sciences | 3.182 * | 370 | - 45 | 11 | 167 | 54 | 2.310 | 3 | 170 | 52 |
| Gusiness \& Management | 2.245 | 211 | 76 | 6 | 120 | 88 | 1,573 ${ }^{\circ}$ | 8 | 127 | 36 |
| Conmunlcations . | 52 | $-2$ | - 2 | $\bigcirc 0$ | 2 | 2 | 41 | 0 | 1 | 2 |
| Computer \& Itiformation Sclences: | - . - 476 | 103 | - 4 | 1 | 27 | 2 | , 299 | 0 | .. 37 | 3 |
| Edecation | 2.696 | 87 | 144 | 25 | 94 | 153 | 1.874 | 11 | 275 | 33 |
| Engineering . | - 3,351 | 1.048 + | - 27 | 1 | 267 | 53 | 1,753 | 4 | 149 | 59 |
| Fine \& Applled Arts | . 1.275 | 76. | 52 | 6 | 34 | 41 | 906 | 4 | 136 | 20 |
| Foreign Languages | 874 . | $x^{794}$ | 16 | 0 - | 18 | 108 | $555{ }^{\circ}$ | 1 | 70 | 11. |
| Health Prolessions | $9.664^{1}$ | 180 | 355. | 59 | 559 | 388 | 4.401 | - 37 | 3,596 | 79 |
| Horme Economics | 40 | 1 | 1 | 0 | 4 | - 0 | 32 | 0 | 2 | 0 |
| Law' | $2.349^{2}$ | 32 | 179 | 15. | 106 | 193 | 1.591 | 17 | 167 | 49 |
| Letters . | 1.596 | +80 | 18 | 4 | 26 | 35 | 1.209, | 1 | 144 | 29 |
| LibrarySclence | 347 | 9 | 13 | - 5 | - 18 | - 13 | $255^{\circ}$ | 0 | 29 * | 5 |
| Mathematics | 768 | 170 | 15 | $0{ }^{-2}$ | 46 | 15 | 465 | 1 | 40 | 16 |
| Physical Sclences $\quad \rightarrow$ | ' 2187 | 312 | 11. | 9 | 80 | 23 | 1.548 | 0 | 170 | 34 |
| Psychology \| | 593 | 25 | 33 | '2 | 14 | - 27 | 426 | 0 | 60 | 6 |
| Public Alfalis \& Services, | 453 | - 14 | $\cdot 45$ | 1 | 42 | 53 | 287 | 4 | 22 | 5 |
| Social Sciences : . | 2,884 | 306 | 102* | 10 | 98 | 124 ' | 1,944 | 3 | 242 | 55 |
| InterdiscIplinary Studies | 572. | 43 | 30 | 4 | 24 | 28 | 377 | 1 | 51 | 14 |
| Unclassifled | 33 | . 3. | 1 | 0 | $1{ }^{\text {. }}$ | 0 | 26 | 0 | 1 | 1 |


| totals | 37.128 | 3.493 | 1.235 | 165 | 1.829 | 1.456 | 22,742 | 101 | 5.569 | 538 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

Incicludes 4,074 Medical Interns and Residents ito

OPENING FALL 1977 ENROLLMENT BY DISCIPLINE, BY ETHNICITY. BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

UNIVERSITY OF CALIFORNIA

## UNDERGRADUATE-UPPER DIVISION ONLY




# OPENING FALL 1977 ENROLLMENT BY DISCIPLINE, BY ETHNICITY. 

 BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENTUNIVERSITY OF CALIFORNIA

- $\mathcal{J}$ : GRADUÁfE

| Diecipline Divisions | Total | Narries. Alien | Black | Am. Indian Alaskan Nat | Astan | Hispanic | White | Fillpino | $\begin{aligned} & \text { Ko } \\ & \text { Response } \end{aligned}$ | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Agriculture a Natural Resources | 631 | 177 | 7 | 0 | 19 | 6 | 378 | 0 | 27 | 17 |
| Archit. \& Environ. Design - | 698 | 98 | $30^{4}$ | 4 | - 51 | 30 | 423 | 4 | 48 | 10 |
| Ares Studes | 211 | 22 | 14. | 1 | 9 | 13 | 120 | 2 | 25 | 5 |
| Blological Sciences | 3184 | 353 | 38 | 7 | 174 | 54 | 2281 | 7 | 230 | 40 |
| Business \& Hansgement | 2060 | 211 | 51 | 4 | 100 | + 62 | 1396 | 7 | 210 | 20 |
| Commenicalloos - | 61 | 0 | 1 | - 0 | 1 | 1 | 56 | 0 | 2 | 0 |
| Comporar \& Information Sclence: | 465 | 117 | 2 | 1 | 24 | 5 | 272 | 0 | 43 | 1 |
| Edocation | 2488 | 104 | 127 | 16 | - 79 | 147 | 1538 | 14 | 432 | 31 |
| Engine ering | 2931 | 1015. | 23 | 0 | - 238 | 45 | 1386 | 3 | 184 | - 40 |
| Fine \& Applied Arts | 1253 | 80 | 45 | 6 | $\frac{1}{35}$ | 47 | 845 | 2 | 184 | 9 |
| Forelgn Language | 775 | 98 | 11 | 2 | 19 | 88 | 476 | 0 | 69 | 12 |
| Health Professity | $9948{ }^{1}$ | 214 | 345 | 50 | - 609 | 395 | 4580 | 47 | 3659 | 49 |
| Home Econonics . | 37 | 1 | 0 | 0 | 3 | 1 | 30 | 0 | 1 | 1 |
| Law | 2375 | 33 | $19!$ | 14 | 100 | 196 | 1603 | 20 | 189 | 29 |
| Letters | 1593 | 130 | 33 | 4 | 31 | 44. | 1160 | 2 | .. 166 | . 23 |
| Library Science | 337 | 15 | - 12 | - 9 | 20 | 10 | 260 | 0 | 18 | 3 |
| Wathematics - | 732 | 167 | 14 | 3 | 45 | 18 | 426 | $1{ }^{\prime \prime}$ | 47 | 11 |
| Physical Sciences | 2491 | - 344 | 16 | 8 | 104 | 29 | 1750 | 0 | 208 | 32. |
| Psychology | 631 | 34 | 36 | 1 | 17 | 27 | 458 | 1 | 52 | 5 |
| Rublic Affalrs \& Services | 406 | 10 | 38 | 1 | 41 | - 53 | 244 | 3 | 14 | 2 |
| Social Selences | 2820 | 318 | 101 | 11 | 87 | 124 | 1838 | 2 | 297 | 42 |
| Interdisciplinary Studies | - 468 | 42 | 22 | 0 | $\cdots 97$ | 18 | 306 | 1 | 53 | 9 |
| Unciassiliod | 2 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 |


| TOTALS | 36.597 | , 3583 | 1957 | - 134 = | 1823 | 1444 | 21.826 | 116 | 6153 | 391 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |

OPENING FALL ENROLLMENT BY LEVEL' OF STUDENT
FALL 1973-FALL 1977

CALIFORNIA COMMUNITY COLLEGES


OPENING FALL ENROLLMENT BY LEVEL OF STUDENT FALL 1973-FALL 1977

## CALIFORNIA STATE UNIVERSITY AND COLLEGES



OPENIŃNG FALL ENROLLMENT BY LEVEL OF STUDENT FALL 1973-FALL 1977

UNIVERSITY'OF CALIFORNIA


NATHONAL AND SELECTED STATES COMPARATIVE TRENDS OPENING FALL ENROLLMENT BY LOWER DIVISION AND UPPER DIVISION STUDENT LEV̈ELS 1973-1976

4 YEAR PUBLIC INSTITUTIONS



TEXAS
ILLINOIS


PENNSYLVANIA

-_ Lower Division
-me- Upper Division
ERIC


4 YEAR PUBLIC INSTITUTIONS

CAÜFORNIA



TEXAS


PENNSYLVANIA


ILLINOIS綡.



## - FirstProfessional

-i-e- Graduate

OPENING FALL ENROLLMENT BY.DISCIPLINE, BY UNDERGRADUATE/GRADUATE INSTRUCTIONAL-LEVEL, BY SEGMENT

1973-1977
CALIFÓRNIA STATE UNIVERSITY AND COLLEGES

| DISCIPEINE DIVISION | STANDING | FALL '73 | FALL '74 | FALL ' 75 | FALL '76 | FALL'77 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ${ }^{\circ}$ - |  |  |  |
| AGRICULTURE AND nATURAL RESOURCES | Unflergadate s̀raduate | $\begin{gathered} 5.597 \\ 233 \end{gathered}$ | $\begin{array}{r} 6,414 \\ 258 \end{array}$ | $\begin{array}{r} 6.964 \\ 317 \end{array}$ |  | $\begin{array}{r} 8.326 \\ 333 \end{array}$ |
| - | , |  |  |  |  |  |
| ARCHITECTURE AND ENVIRONMENTAL DESIGN | Undergraduate Graduate | $\begin{array}{r} 2.091 \\ 338 \end{array}$ | $\begin{array}{r} 2.033 \\ 317 \end{array}$ | $\begin{aligned} & 2.130 \\ & 392 \end{aligned}$ | 2.195 371 | $\begin{array}{r} 2.076 \\ 336 \\ \hline \end{array}$ |


| AREA STUDIES*. | Undergraduate <br> Graduate • | $\begin{array}{r} 788 \\ \times \quad 107 \end{array}$ | $\begin{aligned} & 671 \\ & 101 \end{aligned}$ | $610$ $\$ 11$ | 477 134 | $\begin{aligned} & 417 \\ & .96 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |



| COMMUNICATIONS | .Undergraduate <br> Graduate $^{y}$ | 4.936 | 5800 | 6.576 | 6.993 | 7.311 |
| :--- | :--- | ---: | ---: | ---: | ---: | ---: |


| COMPUTER AND |  |  |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| INFORMATION SCIENCES | Undergraduate <br> Graduate | 1.053 | 1.357 | .1 .664 | ${ }^{1992}$ | 2054 |


| EDUCATIGY | Undergraduate <br> Graduate ${ }^{\text {' }}$ | $\begin{aligned} & 16.284 \\ & 10137 \end{aligned}$ | $\begin{aligned} & 15,192 \\ & 10.296 \end{aligned}$ | $\begin{aligned} & 14.827 \\ & 11.253 \end{aligned}$ | $\begin{aligned} & 14110 \\ & 11.509 \end{aligned}$ | $\begin{gathered} 13972 \\ 18.108 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |


| EnNGINE ERING $\cdot$ $\cdot$ | Undergraduate Graduate | $\begin{aligned} & 10.344 \\ & 1.844 \end{aligned}$ | 12.979 12.510 <br> 1.669 1.777 | $\begin{gathered} 12.510 \\ 1.784 \end{gathered}$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
| FINE.AND APPLIED ARTS | Undergraduate. <br> Graduate | $\begin{array}{r} 15.613 \\ 2.212 \end{array}$ |  | 15.453 2.194 | 14.669 1.817 |


| FOREIGN LANGUAGES | Undergraduate | - 3.679 | 3.369 | 3.052. | 2.731 | 2.302 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| . | Graduate | 526 | 586 | 537. | 552 | 396 |


| HE'ALTH PROGFESSIONS. | Undergraduate Graduate | $\begin{aligned} & 9.210 \\ & 1.216 \end{aligned}$ | $\begin{aligned} & 9.653 \\ & 1.521 \end{aligned}$ | $\begin{array}{r} 10 \text { 禁1 } \\ 1.813 \end{array}$ | $\begin{array}{\|l} 11.327 \\ 12.080 \end{array}$ | $\begin{gathered} 19.102 \\ 4.195 \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |

- jorn Doctoral Programs 4nculuded

OPENING FALL ENROLLMENT BY DIŚCIPLINE, BY UNDERGKADUATE/GRADUATE INSTRUCTIONAL \&EVEL, BY SEGMENT '1973-1977
, CALIFORNIA STATE UNIVERSITY AND COLLEGES

| DISCIPUNE DİVISION | STANDING | FALL'73 | FALL ' 74 | FALL'75 | FALL'76 | FALL'77 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\because \quad \stackrel{ }{\square}$ |  |  |  |  |  |  |
| HOME ECONOMICS | Undergraduate Graduate | $\begin{array}{r} 4,889 \\ 472 \end{array}$ | 4.985 467 | 4.950 463 | 5.018 568 | $\begin{array}{r} 4.769 \\ 539 \end{array}$ |


| $L A W$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |





| PHYSICAL SCIENCES | Undérgraduate | 4.760 | 4.578 | 4.872 | 4.813 | $4.637^{\prime}$ |
| :---: | :--- | ---: | ---: | ---: | ---: | ---: |
|  | Graduate' | .749 | 695 | 735 | 765 | 649 |


| PSYCHOLOGY |  | Undergraduate Graduate | $\begin{array}{r} 11.175 \\ 2.126 \end{array}$ | ${ }_{\text {+ }}^{11.909}$ | $\begin{array}{rl} 12,641 & \\ 2.388 & י \end{array}$ | $\begin{array}{r} 11.420 \\ 2153 \end{array}$ | $\begin{array}{r} 10601 \\ 1.974 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |


| PUBLIC AFFAIRS AND SERVICES | Undergraduate <br> Graduate | $\begin{array}{r} 10.882 \\ 2.198 \end{array}$ | $\begin{array}{r} 11.500 \\ 2,456 \end{array}$ | $\begin{array}{r} 13.277 \\ 2.787 \end{array}$ | $\begin{array}{r} 13.490 \\ -\quad 3.372 \end{array}$ | $\begin{array}{r} 11326 \\ , 2625 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |


'Jorn Doctoral programs Jncluded.
Incilddes Second Bachelor ś Degree Students. Credential Studegits. and Siudents with No Degree Objoctive
Yneludes Students Classried as "Post-Baccalaureate Who are Seeking a Second Bachelor's Degree

OPENING FALL ENROLLMENT BY DISCIPLINĖ, BY UNDERGRADUATE/GRADUATE STUDENT LEVEL, BY SEGMENT

1973-1977
UÑIVERŚITY OF CALIFORNIA

| DISCIPLINE DIVISION | STANDING | FALL'73 | FALL'74 | FALL'75 | FALL '76 | FALL' 777 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| AGRICULTURE AND |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| NATURAL RESOURCES | | Undergradute |
| :--- | :--- |
| Graduate |$\quad$| N/A |
| :---: |
| 419 |


| ARCHITECTURE AND ENVIRONLENTAL DESIGN | Untergraduate Graduate | $\begin{aligned} & N / A \\ & 678 \end{aligned}$ | N/A .713 | $\begin{array}{r} 524 \\ \cdot \dot{7} 34 \end{array}$ | 763 684 | $\begin{array}{r} 705 \\ 698 \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |


| AREA STUDIES |  |  |  |  |  |  |
| :---: | :--- | :---: | :---: | :---: | :---: | :---: |
| $\cdot$ | Undergraduate <br> Graduate | $\mathrm{N} / \mathrm{A}$ | $\mathrm{N} / \mathrm{A}$ | 185 | 218 | 222 |
| 170 | 147 | 146 | 188 | 211 |  |  |


| BIOLOGICAL SCIENCES  <br> $:$ Undergraduate <br> Graduate  |
| :--- |


| COLMUUNICATIONS | Undergraduate Graduate | $\begin{array}{r} \hline N A \\ 61 \end{array}$ | $\begin{array}{r} N / A . \\ 60 \end{array}$ | $\begin{gathered} 373 \\ .59 \end{gathered}$ |  | $\begin{array}{r} \hline .57! \\ \quad-61 . . \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |




\begin{tabular}{|c|c|c|c|c|c|c|}
\hline ENGINEERING \& Undergraduateg Graduate ${ }^{6}$ \& $$
\begin{aligned}
& \text { NA } \\
& 2.582
\end{aligned}
$$ \& ${ }^{\text {N/A }}$ / 535 \& 3255

3.258. \& $$
\begin{aligned}
& 3.845, \\
& 3.361
\end{aligned}
$$ \& \[

. $$
\begin{array}{r}
3896 \\
2939
\end{array}
$$
\] <br>

\hline
\end{tabular}

| FINE AND <br> FAPPLIEDSARTS | Undergraduate Graduate | $\begin{aligned} & \mathrm{N} / \vec{A} \\ & 1: 253 \end{aligned}$ | $\begin{gathered} \mathrm{N} / \mathrm{A} \\ 1.231 \end{gathered}$ | $\begin{aligned} & 3.305 \\ & 4.277 \end{aligned}$ | $\begin{array}{r} 3.170 \\ .1 .275 \end{array}$ | $\begin{aligned} & 3.079 \\ & 1.253 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| HEALTH PROFESSIONS | Undergraduate Graduate | $\begin{gathered} \mathrm{N} / \mathrm{A} \\ 4.720 \end{gathered}$ | N/A 4.907 | $751^{\circ}$ $\cdot 5.538$ | 835 $5,5933^{2}$ | 868 5716 |

$N / A=N \alpha$ Avalabis $N \alpha$ Cósectes by HEGIS Upper Dmision Undergraduates Ony
In Addition 4.074 Interns and Ressems wers Reponted by the Unversty of Catroma

OPENING FALI ENROLLMENT BY DISCIPLINE, BY UNDERGRADUATE/GRADUATE STUDENT LEVEL, BY SEGMENT

1973:1977
UNIVERSITY OF CALIFORNIA

| DISCIPLINE DIVISION | STANDING | FALL'73 | FALL'74 | FALL'75 | FALL; 76 | FALL'77' |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |


| HOME ECONOMICS | Undergraduate Graduate | $\begin{array}{r}N / A \\ \hline \quad 89\end{array}$ | $\begin{array}{r} N / A \\ 99 \end{array}$ | 728 <br> 114 | $\begin{array}{r} 503 \\ 40 \end{array}$ | 285 -37 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |
| LAW | Undergraduate <br> Graduate | $2.384$ | ${ }^{-}$ | $2.370$ | $\stackrel{-}{2.349}$ | .13 +375 |
|  |  |  |  |  | - ' |  |
| LETTERS | Undergraduate | N/A +725 | $\begin{aligned} & \mathrm{N} / \mathrm{A} \\ & 1.671 \end{aligned}$ | 4.684 1.658 | 4.355 $1.55 \%$ | 3187 1593 |
| - |  |  |  |  |  |  |
| LIBRARY SCIENCE | Undergraduate Graduate | $339$ | ${ }^{-}$ | $352$ | $347$ | - |
|  |  |  |  |  |  |  |
| MATHEMATICS | Undergraduate | NA 882 | - ${ }^{\text {NA }}$ 849 | $\begin{array}{r} 1211 \\ 820 \end{array}$ | $\begin{array}{r} 1113 \\ 768 \end{array}$ | 1034 -732 |


| PHYGICAL SCIENCES | Undergraduate Graduate | $\begin{array}{r} \text { N'A } \\ +2212 \end{array}$ | $\begin{aligned} & N / A \\ & 2.209 \end{aligned}$ | $\begin{aligned} & 1.885 \\ & 2302 \end{aligned} .$ | $\begin{aligned} & 1985 \\ & 2.187 \end{aligned}$ | $\begin{aligned} & 2027 \\ & 8,49 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 13 |  |  |  |  |  |  |
| PSYCHOEGY | Undergraduate Graduate | $\overline{N A}$ $585$ | $\overline{N A}$ $477$ | 4034 621 | $\begin{array}{r} 3.815 \\ \quad 593 \end{array}$ | $\begin{array}{r} 2952 \\ 631 \end{array}$ |


| PUBLIC AFFAIRS AND SERVICES <br> * | Undergraduate <br> Graduate | $\begin{aligned} & \text { NA }, \\ & 541 \end{aligned}$ | $\begin{aligned} & N \cdot A \\ & 543 \end{aligned}$ | $\begin{aligned} & 351 \\ & 502 \end{aligned}$ | $\begin{aligned} & 294 \\ & 453 \end{aligned}$ | $\begin{aligned} & 238 \\ & 405 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |



| INTERDISCIPLINARY |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| STUDIES. |

$N / A=$ Not Avalabile Not Cellected br HEGIS
'Upper Divisign Undergraduates Ohly

UNDERGRADUATE OPENING FALL ENROLLMENT BY STUDENT STATUS

CALFORNIA COMMUNITY COLÉEGES

FALL 1973
Total: 852,817


FALL $1975^{\circ}$

- Total: 1,101,548
. FALL 1977
Total: 1,120,520

i
FALL 1976
$?$


First-Time Freshman


Transfer

# undergraduate opening fall enrollment by student status 1973-1977 <br> CALIFORNIA STATE UNIVERSITY AND COLLEGES 

FALL 1973


FALL 1974


FALL 1975


FALL 1976
Total: 233,862

-


FALL 1977
Total: 239,895

. 88

UNDERGRADUATE OPENING FAIL ENROLLMENT BY STUDENT STATUS 1973-1977

## UNIVERSITY OF CALIFORNIA

## FALL 1973:



FALL 1974


FALL 1975


FALL 1976
Total: 91,520


First-Time Freshman*


Transfers

FALL 1977

4...


OPENING FALI, ENROLLMENT BY AGE, BY LEVEL OF STUDENT, BY SEGMENT 1973!1973

## CALIFÓRNIA COMMUNITY COLLEGES



OPENING FÁLL ENROLLMENT BY AGE, BY LEVEL OF STUDENT, BY SEGMENT夆

1973-1977

CALIFORNIA STATE UNIVERSITY AND COLLEGES


## AGE CATEGORY


$19 \&$ UNDER $\square$


OPENING FALL ENROLLMENT BY AGE, BY LEVEL OF STUDENT BY SEGMENT 1973-1977

CALIFORNIA STATE UNIVERSITY AND COLLEGES

UPPER DIVISION


OPENING FALL ENROLLMENT BY AGE, BY LEVEL OF STUDENT, BY SEGMENT 1973-1977

CALIFORNIA STATE UNIVERSITY AND COLLEGES

## GRADUATE


$\square$ $19 \&$ INDER

26-29
30.34
$35 \&$ OVER

93

OPENING FALL ENROOLLMENT BY AGE 1, BY -LEVEL OF STUDENT, BY SEGMENT 1973-1977

UNIVERSITY OF CALIFORNIA


```
        . OPENING FALL ENROLLMENT BY AGEi, BY LEVEL OF STUDENT, BY SEGMENT 1973-1977
```


## UNIVERSITY OF CALIFORNIA

UPPER DIVISION


80
STudents whose age is unknainn are not displayed

ÖPENING FALL ENROLLMENT BY̌ AGE', BYं LEVEL OF STUDENT, BY SEGMENT

UNIVERSITY OF CALIFORNIA





- 1

OPENINGG FALL'ENROLLMENT BY STUDENF STATUS. AGE. AND SEX (UNDERGRADUATE ONLY) 1976 AND 1977

## CALIFORNIA STATE UNIVERSITY AND COLLEGES



## UNIVERSITY AT CALIFORNIA

. . UNIVERSITY AT CALIFORNIA

## Toual Enrotiment <br> Age Catogones

| Ag* Catogones | Fall 1976 | F\& 1977 |
| :---: | :---: | :---: |
| Under 20 | 15676 | . 14855 |
| 20.24 | 212 | -7• |
| 25-20 | 29 | 18 |
| 30.34 | 12 | 4 |
| 35-39 | 3 | 3 |
| 40-44 | - | - |
| 45-49 | 0 | こ |
| 50-54 | \% | こ |
| 55-59 | O | - 2 |
| 60.64 | - | ' |
| 65 and over | \% |  |
| Uniknown | ${ }^{7}{ }^{*}$ | - $\mathrm{E}^{\circ}$ |
| Total | ¢ | -3854 |


| Transter |  |
| :---: | :---: |
| Fall 1976 | Fall 197* |
| 1793 | - 901 |
| 7655 | 7.219 |
| : 225 | . . 164 |
| 344 | - 359 |
| - 33 | - 53 |
| 76 | 85 |
| 39 | 45 |
| 20 | 26 |
| $\cdot 9$ | 17 |
| 8 | 6 |
| 3 | 4 |
| $4 \cdot 4$ | $77^{\circ}$ |
| -. 739 | $\therefore 748$ |



Under 20
20-24 25-29 30-34 35-39 $40-44$ 45-49 50.54 55-59 60-64
65 and over Unknown
Total

| - | Formale | First-Time Student |  | Transter |  |  | Continuing, Returning |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\checkmark$ | Age Categofies | Fall 1976 | Fall 1977 | Fall 1976 |  | Fall 1,977 | Fall 1976 | Fall 1977 |
| - | Under 20 ! | 769: | 7342 | - 029 |  | 1053 | 7309 | 6924 |
|  | 20-24 | 84 | 66 | 3347 | 0 | 3311 | 18847 | 18989 |
|  | 25-29 | 17 | $\because 4$ | .517 |  | . 548 | . 1591 | 1557 |
|  | 30-34 | 5 | 2 | 192 |  | 216 | 676 | 661 |
|  | 35-39 | , | ; | 82 |  | 112 | 298 | 328 |
|  | 40.44 | 0 | 1 | 59 |  | 60 | 198 | 177 |
|  | 45-49 | 0 | 0 | 33 |  | 35 | 130 | 107 |
| - | 50.54 | 0 | 2 | 10 |  | 25 | 96 | 1 68 |
|  | 55-59 | 0 | 2 | 13 |  | 11 | 39 | 34 |
|  | 60.64 | 0 | 0 | 2 |  | 2 | 10 | 14 |
|  | 65 and over | 0 | 0 | 2 |  | 3 | 8 | 8 |
|  | Unknown | 69 | 401 | 175 |  | 378 | 88 | 55 |
|  | Total | 7857 | 7815. | 5458 |  | 5754 | 29290 | 28922 |

OPENING FALL ENROLLMENT BY AGE, CREDIT LOAD AND SEX (UNDERGRADUATE ONLY)

CALIFORNIA STATE UNIVERSITY AND COLLEGES
2


| FEMALE |  |  |  | - | ĄGE |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Credrt Lasd | Under 20 | 20-24 | 25-29 | 30-34 | 35-39 | 40.44 | 45-49 | 50-54 | 55-59 | 60.64 ; |  |
| 01.29 | 28 | :5 | 97 | $4{ }^{4}$ | 22 | 24 | 16 | 12 | 3 | 3 | 1 |
| 30.59 * | 299 | 2397 | 1785 | : 000 | 597 | 394 | 312 | 187 | 93 | 49 | 15 |
| 60.8 .9 | 542 | 4212 | 2409 | 1 333 | 795 | 580 | 329 | 235 | 117 | 38 | 16 |
| 90.119 | 8.54 | 6328 | 1846 | 953 | 660 | 404 | 250 | 139 | 76 | 19 | 16 |
| 120.149 | 1443 | 20216 | 3337 | 1481 | 808 | $52{ }^{\circ}$ | 332 | - 169 | 64 | 29 | 10 |
| 150.17 .9 | 9548 | 17180 | 2090 | 873 | 501 | . 259 | 171 | 85 | 32. | 10 | 5 |
| 180.209 | 1484 | 4630 | 573 | 255 | 118. | 78 | 43 | 26 | 10 | 3 | 1 |
| 218 Over | 226 | 888 | 160 | 71 | 39 | 16 | 13 |  | 2 | 0 | 0 |
| Totat | 25153 | 56012 | 12297 | 6016 | 3540 | $z 276$ | 1466 | 858 | 397 | $15 i$ | 64 |

# OPENING FALL ENROLLMENT BY AGE, CREDIT LOAD AND SEX (UNDERGRADUATE ONLY) 

## CALIFORNIA STATE UNIVERSITY AND COLLEGES




## Opening fall enrotlmént by age, credit load and sex* <br> (UNDERGRADUATE ONLY) <br> 1976

UNIVERSITY OF CALIFORNIA

TOTAL


MALE
Credrt Loed Under 2020

| 01.29 | 46 | 246 | 64 |
| ---: | ---: | ---: | ---: |
| 30.59 | 170 | 137 | 67 |
| 60.89 | 150 | 576. | 177 |

$\begin{array}{rrrr}90-119 & 430 & 890 & 181 \\ 120.149 & 7700 & 10853 & 55\end{array}$
$150-179 \quad 5916 \quad 12.201 \quad 1122$
$\begin{array}{rrrr}180-209 & 1214 & 2619 & 244 \\ 218 \text { Over } & 176 & 468 & 44\end{array}$
$\begin{array}{llll}\text { Total } & 15802 \quad 28000 & 3450\end{array}$
-


# OPENING FALL ENROLLMENT BY AGE, CREDIT LOAD AND SEX (UNDERGRADUATE ONLY) 

TOTAL
UNIVERSITK OF CALIFORNIA


| MALE | AGE |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Crodrt Lasd | Under 20 | 20.24 | 25-29 ' | 30.34 | 35-39 | 40-44 | 45-49 | 50.54 | 55-59 | 60-64 |  | nown |
| 01.29 | 90 | 370 | 92 |  | 5 | 2 | 1 | 0 | 1 | ${ }^{\circ} 0$ | 0 | 16 |
| 3.0 .59 | 159 | 136 | 66 |  | 7 | 2 | 3 | 4 | 2 | 0 | 0 | 17 |
| 60.89 | 156 | 577 | 158 | 55 | 12 | 15 | 8 | 2 | 3 |  | 1 | 37 |
| 9.0.119 | 439 | 758 | 161 | 34 | 15 | 5 | 2 | 0 | 1 | 1 | 1 | 25 |
| 12.0.149 | 7684 | 11141 | 1.411 | 328 | 81 | 32 | 18 | 6 | 7 | 2 | 4 | 382 |
| 150.179 | 5352 | 11453 | 1036 | 194 | 44 | 14 | 11 | 1 | 4 | 5 | 0 | 345 |
| $180-209$ | 1018 | 2305 | 228 | 40 | 8 | 4 | 1 | 1 | 0 | 0 | 0 | 70 |
| 21 \& Over | -139 | 479 | 40 | 7 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 24 |
| Total | 15.037 | 27219 | 3192 | 712 | 173 | 76 | 44 | 14 | 18 | 10 | 6 | 916 |



## CALIFORNIA STATE UNIVERSITY AND COLLEGES



OPENING FALL ENROLLMENT BY STUDENT LEVEL, CREDIT LOAD AND SEX (UNDERGRADUATE ONLY) 1976 AND 197$\}$

UNIVERSITY OF CALIFORNIA


1



Female
Credti Load

Total

| Lower Drviston |  | Upper Division |  |
| :---: | :---: | :---: | :---: |
| Fall 1976 | Fall 1977 | Fall 1978 | Fall 1977 |
| 90 | 123 | - 726 | 785 |
| 197 | 180 | 231 | 201 |
| 254 | 252 | 799 | 726 |
| 544 | 559 | 808 | 773 |
| 9189 * | 9819 | 8.144 | 8.254 |
| 7652 | 7366 , | 9.785 | 9.389 |
| 1386 | 1293 | $\because 2.156$ | $2.081^{\circ}$ |
| 206 | 1237 | +448 | - 453 |
| * 19.818 | 19829 | 23097 | 22652 |
| 1! | , |  |  |

Lower Diviston

## CALIFORNIA STATE UNIVERSITY AND COLEEGES



OPENING FALL ENROLLMENT BY STUDENT STATUS, CREDIT LOAD AND SEX UNDERGRADUATE ONLY
 1976 AND 1977

\author{

- UNIVERSITY OF CALIFORNIA
}




| First -Time Student |  |
| :---: | :---: |
| Fall 1976 | Fall 1977 |
| 27 | . |
| 160 | 138 |
| 102 | 93 |
| 313 | 300 |
| 4.561. | 4.735 |
| 2.294 | 2.090 |
| 368 | 369 |
| 42 | 47 |
| 7.867 | 7.815 |



Continuing/Returning Fall 1976 Pall 1977

| 559 | .633 |
| ---: | ---: |
| 231 | 196 |
| 782 | 730 |
| 870 | 819 |
| 10.22 | 10.480 |
| +3.132 | 12.678 |
| 2.929 | 2.768 |
| 565 | 618 |
| 29.990 | 28.922 |



UNIVERSITY OF CALIFORNIA




UNDERGRADUATE
GRADUATE
'Doestrot inciude: Extended University, 128; Heath sciencest, 8,559
${ }^{2}$ Does not Inciude: Extended Untversity, 478; Heath 8clences, 9,129

OṔENING FALL FULL-TIME AND PART-TIME ENROLLMENT BY SEX AND STUDENT LEVEL
1974-1977

OTHER PUBLIC'INSTITUTIONS

## California Maritime Academy

Full-Time Part.Time Total

| Kall 1974 | Fult-Time |  | 'Part. Time |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Mate | Formale | Male | Ferma |  |
| Lọwer Division | 142 . | 3 |  | . . | 145 |
| Upper Divisiont | 164 | 4 |  | . | 168 |
| Total | 306 | 7 |  | - | 313 |
| Fall 1975 |  |  |  |  |  |
| Lower Division | 231 | 9 | - | - | 240 |
| Upper Division | 103 | ' 6 |  |  | 109 |
| Total | 334. | 15 | - |  | 349 |
| Fail 1976.w , |  |  |  |  |  |
| Lower Division | 273 | 12 | . | - | 285 |
| Upper Division | 115 | 2 |  | . | 117 |
| Total | 388 | 14 | - | - . | 402 |
| Fall 1977 |  |  |  |  |  |
| Lower Division | 276 | 12 |  | - | 288 |
| Upper Division. | 191 | 8 | , | . | 199 |
| Total | 467 | 20 |  | . | 487 |

Otis Arl Institute

| $\checkmark$ | Fult-Time |  | Part.Time |  | Total |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Fatt 1974 | Atale | Fernale | Mate | Eemale |  |
| Lower Drvison |  | . | 87 | 157 | 244 |
| Upper Division | 41 | 57 |  | , | 98 |
| Unclassifiod | - | . |  |  |  |
| Graduste | 50 | 35 |  | - | 85 |
| Total | 91 | 92 | 87 | 157 | 427 |
| Fall 1975 |  |  |  |  |  |
| Lower Division | $\cdots$ |  |  | - |  |
| Upper Division | 47 | 48 |  | - | 95 |
| Unclassifiod |  | . |  | - | $\cdots$ |
| Graduate | 54 | 38 | . | . | 92 |
| Total | 101 | 86 | . | - | 187 |
| Fall 1976 | - |  |  |  |  |
| Lower Division | . | - | . |  |  |
| Upper Division . | 33 | 46 | . | - | 79 |
| Unclastified | 3 | 5 | - | . | 8 |
| Graduate | 48 | 32 |  | - - | 80 |
| Total | 84 | 83 | . |  | 167 |
| , Fall 1977 |  |  |  |  |  |
| Lower Divizion | . | . | - | 2 | 2 |
| Upper Division | 38 | 49 | . | 2 | 89 |
| Unclasaified | 1 | 4 | 3 | 1 - | 9 |
| Graduate | 41 | 40 | 4 | 2 | 87 |
| Total | 80 | 93 | 7 | 7 | 187 |

University of Cafifornia, Hastings College of Law

Fult-Time Parr.Time Titral $x$

| Fall 1974 | Male | Fernak | Male | Female |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| First <br> Professional | 1081 | 422 |  |  | 1503 |
| Total | 1081 | 423 |  | $\cdots$ | 1503 |
| Fall 1975 | * |  |  |  |  |
| First <br> Professional | $\begin{aligned} & \Rightarrow c \\ & \therefore \cdot 1056 \end{aligned}$ | $484{ }^{\prime}$ |  |  | 1540 |
| Total | r056 | 484 |  |  | 1540 |
| Fall 1976 | $1{ }^{i}$ |  |  |  |  |
| First <br> Profestional | 1045 | 491 |  |  | 1536 |
| Total | 1045 | 4910 | . |  | 1536 |
| Fall 1977 |  |  |  |  |  |
| Furst <br> Profetzional | 1026 | 475 |  |  | 1501 |
| Total | 1026 | 475 |  |  | 1501 |

## United States Naval Postgraduate School

 Full-Time Part-Time Total| Foll 1974 | Mate | Fernals | Male | Fernalo |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Upper Divizon | 133 | - |  |  | 133 |
| Unclassifiod | 50 | 2 |  |  | 52 |
| Gradueta | 1107 | 20 |  |  | 1.127 |
| Total | 1290 | 22 |  |  | 1312 |


| $\|$Total 1290 22 $\cdot$ 1312 <br> Fall 1975     |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |
| Upper Divison |  |  |  |  |  |
| Unclesaried | 47 | 2 |  |  | 49 |
| Graduato | 950 | 27 |  |  | 971 |
| Total | 997 | 23. |  |  | 1020 |

*Fall 1976



ERIC

## INDEF́PENDENT INSTITUTIONS

## Opening Fall Enrollment

The anafysis ${ }_{3}$ of trends in independent institution enrollment data is inconclusive because, of the varying number of institutions ceporting from year to .fear. For example, in Fall 1873, 86a"accredried," 10 "State äpproved," and 9 "authorizeḍ" independent instrtution's reported enrolimem, compafed to 92 "accredited." 24 "State appioved." and 41 "authorized", independert institutions in Fall 1977. Information regarding "accredited" institutions is more reliable because of greater conststencyiamong reporting, inştitutions.

## Calfiornira Trends

Thral enrollment In Cahfornia:s 265 independént colleges and universties in Fall 1977 is est,mated to be 185;000. In Fall 1977, approximately 70 percent of all. students were enrolled Full-tume This percentage has remained relatively constant at "accredited" institutions since. Fall' 1973 Approximately 40 percent of students enrolled at "accredited": independent institutionns were females and. recognizing the varying number of institutions reporting from year-to-yeą, it appears that an increasjing number and percent of women have enrolled at accredited instrtutions since Fall 1973 The percent of students enrolled at accredited" anstitutions by student level has remained reiatively constant during the past five years, while the percent of students enrolled at."approved" and "authorized" have vafied substantially. most likely due to inconsistency in the number of reporting institutions

## Națonial and Selected States Comparative Trends

In contrast to enroliment dejclines in the public sector. the independent institutions continued to increase their enrollment in Fall 1976 .Texas ran
counter to this trepd. with independent institutions receiving nearly percent fewer students in 1976 than in 1973. Hedice in Texas, as public institution enrollment increaseder that .at independent institutions deoreased
Part-time enrotment has mcreased only slightly more than full-rime, natıonally. This has been the case in California and Pennsyivaria, as well. Independent colleges and universities in Michigan, lilynois. and Texas experienced a greater spread in increases in part-time and full-time enrollmegt. Texas. however, showed a 12.7 percent decrease in full-time enrollment from 1973.

Independent institutions, ihrough the period reported, had greater enrollment increases among women than among men, nationally, and in all six states displayed. For Fall 1976, three states experienced declines below the base yeat in male enrollmeñt
California independents, in contrast to the public sector, expepienced four years in which upper division enrollment consistentiy surpassed incréses at the lower division level This was due to a combination of continuing and returning students, as well as transfer students

Cal'fornia's experience did not parallel thak of the nation, although irends in Texas were similar Nationally, and in most of the survey states, lower division and uppes division enrollment were quite similar, with New, York atyan being the exception

Independent institutions nationally showed little change if graduate enrollment between 1975 añd 1976. California's independent institutions reported in 1976 an increase to 253 percent above 1973 base year levels In New York, where graduate enrollment in public colleges declined so drastically in 1976. independent institutions increased enrollment to nearly 16 percent abovę base year"figures:

NATIONAL AND SELECTED STATĖS COMPARATIVETRENDS OPENING FALL ENROLLMENT -

1973-1976
INDEPẺNBENT INSTITUTIONS

CALIFORNIA


NATIONAL


TEXAS



114

## OPENING FULL-TIME/PART-TIME ENROLLMENT-

1973-1977

## independent institutions

## ACCREDITED



## APPROVED



1 Based on 86 Accredited Institutions 10 State Approved institutions and 9 Authorized Institutions
2 Based on 91 Accredited Insiftutions 17 State Approved Instititions, and 26 Authorized Institutions 3 Based on 99 Accredited Institutions 21 State Approved Institutions and 60 Authorzed Institutions 4 Based on 87 Accredited institutions 18 State Approved Institutions and 39 Authorzed Institutions 5 Based on 92 Accredited Institutions 24 State Approved Institutions, and 41 Authorized Institutions

## national and selected states comparative trends OPENING FALL FULL-TIMEAND PARTVTIME ENROLLMENT 1973-4976;

INDEPENDENT INSTTITUTIONS

CALIFCIANIA


NATIONAL


TEXAS


1


ILLINOIS


MICHIGAN


117

## OPING FALL ENROLLMENT BY SEX

1973-1977

INDEPENDENT INSTİUTITIONS

1973
1974
7
7
1975
$-\quad$



[^0]$\square$ MALE


NATIONAL AND SELECTED STATES COMPARATIVE TRENDS OPENING FALL ENROLLMENT BY SEX 1973-1976

INDEPENDENT INSTITUTIONS


NATIONAL


NEW YORK


TEXAS


PENNSYLVANIA.


I!LINOIS


## MICHIGAN


-_- Male
120

## OPENING FALL ENROLLMENT BY LEVEL OF STUDENT FALL 1973 THROUGH FALL 1977

## INDEPENDENT INSTITUTIONS



* OPENING FALL ENROLLMENT BY LEVEL OF STUDENT FALL 1973 THROUGH FALL 1977


OPENING FALL ENROLLMENT BY LEVEL ÓF STUDENT FALL 1973 THROUGH FALL 1977.

INDEPENDENT INSTITUTIONS


1 Básed on 9 Authorized Institutions
2. Based on 26 Aurhorized Institutions
3. Based on 60 Authorized Institutions
4. Based on 39 Authorized Institutions
5. Based on 41 Authotized Institutions

NATIONAL AND SELECTED STAT罗 COMPÁRATIVE TRENDS OPENING FALL ENROLLMENT BY LOWER DIVISION AND UPPER DIVISION STUDENT LEVELS $\because$ 1973-1976


NATIONAL



TEXAS


PENNSYLVANIA


ILLINOIS


[^1]125

## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS OPENING FALL ENROLLMENT BY FIRSTPROFESSIONAL AND GRADUATE STUDENT LEVELS

 1973-1976INDEPENDENT INSTITUTIONS

té̇̇AS


PENNSYLVANIA


## ILLINOIS




127

## PUBLIC AND INDEPENDENT INSTITUTIONS COMBINED

## National and Selected States Comparative Trends

The figures for combined public/independent enrollment indicate that, although there was a decline from 1975 to 1976, the number of students attending colleges and universities was 14.5 percent greater in 1976than in 1973. Independent four-year institutions increased enrollment to a slightiy greater extent than did their public counterparts during the period reported.
As would be expected, whén public and independent institution enrollments are combined, the trend remains of greater increases in part-ufne than in fulltime enrollment. with New York and Michigan as exceptions.
Females evidenced a 229 percent increase 1
nationally in 1976 over the base year, While males garned 7.9 percent. Californa's female, student population grew by 31.5 percent in 1976 over 1973 Levels, male entoliment declined from a 1975 high, to a 10.3 percent increase in 1976 over the 1973 figure. Texas and Illinois produced increases in female enrollment similar to © enrollment did not decline as sharply as did that in California, however. New York, although showing an 8.6 percent 1976 increase in female enrollment, had - loss of 14 percent in male endollment below the 1973 base year.
The national composite of graduate enrollment declined in 1976, to 3.6 percent below the 1973 base. Cálförnia's institutions experienced only a moderate declıne, while New York, illinois, Michigan. and Pennsytvania all finished the period with declines which brought them near, or below, 1973 base year graduate enrollment.
is. ..

## NATIONAL AND SELÉCTED STATES COMPARATIVE TRENDS : 'OPENING FALL ENROLLMENT 1973-1976

ALL INSTITUTIONS REPORTING
.CALIFORNIA


NATIONAL



TEXÄS



LLLNOIS


MICHIGAN


NATIONAL AND SELECTED STA年ES COMPARATIVE TRENDS OPENING FALL FULL-TIME AND PART-TIME ENROLLMENT 1973-1976

ALL INSTITUTIONS REPORTING


NATIONAL



## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS OPENING FALL ENROLLMENT BY SEX <br> 1973-1976

'
ALL' INSTITUTIONS REPORTING

-TEXAS


PÉNNSYLVANIA

—_ Male

- $-\infty$ Fermale

ERIC



ILLINOIS


MICHIGAN


NATIONAL AND SELECTED STATES COMPARATIVE TRENDS OPENING FALL LOWER DIVISION AND UPPER DIVISFON ENROLLMENT 1973-1976

ALL INSTITU䔬ONS REPORTING




## TEXAS




NATIONAL AND SELECTED STATES CO'MPARATIVE TRENDS OPENING FALL, FIRST PROFESSIONAL AND GRADUATE ENROLLMENT

## ALL INSTITUTIONS REPORTING



## CALIFORNIA



NATIONAL


NEW YORK


TEXAS


PENNSYLVANIA


ILLINOIS


MICHIGAN


- First professional
---- Graduate $\boldsymbol{\lambda}$.
$\stackrel{-}{2}$
$\cdots 133$



## DEǴREES CȮN゙FERRĖD

## Introduction

The California Community Colleges are authörized to grant one; and two-year certificates, and two year associate degrees. The California State University and Colleges is authorized to award both the bachelor's and master's degree, but the doctorate may only be awarded und a joint doctoral degree program 'with the University. The University of California has exclusive jurisdiction over graduate. instruction in the professions of Law, Medicine, Dentistry, Veterinary Medicine, Pharmacy, and Optometry. It has sole authority for awarding the doctoral degree, except that in selected fields, joint doctoral degrees may be awarded with the California State University and Colleges.
Califomia's 265 independent degree-granting institutions award degrees from the associate through the doctoral and first professional levels See Appendix A for an explanation of California's laws governing issuance of degrees by nonpublic institutions, as provided by the Office of Private Postsecondary Education
Data on degrees conferred and certificates awarded were obtaned from the Statistical Summary of Students and Staff of the University of California, Statistical Abstract of the Calfornia State University and Colleges, the Higher Education General Information Survey (HEGIS) of the National Center - for Education Statistics, and computer tapes supplied by the Unjversity of California and the California State University and Colieges All data and displays appearing in this section were verified by the systemwide offices of each segment prior to publication

## Degrees Conterred by Sex

## California Trends

The California Community Colleges are the only public degree-granting entity which award assocrate degrees. In 1976.77, the 104 Community Colleges. conferred 69,201 associates, an increase of 21 percent since academic year 1973-74 Although the total number of associates increased, the number of degrees awarded to men decreased 53 percent, while women receiving associates increased 120 percent.
The California State University and Colleges and the University of California awarded 64,169 bachelor's and 15,907 master's degrees in 1976-77 Additionally, the University awarded 1.991 doctorates ( 8 jointly with the State University and Colleges), 450 intermediate degrees between the master's and doctorate, and 1,714 first professional degrees including: 170 in Dentistry, 539 in Medicine, 57 in Optometry, 99 in Veterinary Medicine, 758 in Law, and 91 in Pharmacy

Bachelor's degrees awarded by the California State University and Colleges declined 7.3 percent since acatemic yeat 1972-73, with male degree winners decreasıng 16.1 pêrcent and female degree winners increasing 6.3 percent. For the first time in five years, master's degrees awarded at the State University and Colleges were the same for both men and women, 4,972. Femate master's degree winners increased 52.4 percent since 1972.73, compared to a 1.0 percent decrease in male degree winners.
At the University of California, like the State University and Colleges, women, registered the most substantial increases in all types of degrees. Baccalaureate degrees increased 229 percent During the same period, doctorates awarded to mendeclined by 11.2 percent, compared to d 72 percent unicrease for women. $\stackrel{-}{6}$
At the University of California, the most substantial increases in degreesawarded to women, were at the first professional degree level In 1972-73, 2.6 percent of Dentistry graduates were women, whyse in 1976-77 the figure increased to 22.9 percent Defing the same five-year period, female graduates in Medicine increased from 91 percent to 19.7 percent: in Optometry from 179 percent to 33.3 percent, and, in Law from 14.5 percent to 34.0 percent The percent of female graduates in ${ }^{\text {V }}$ Veterinary Medicine and Pharmacy have remained relatively constant at approximately 23 percent and 45 percent. respectively

## National and Selecteo States Comparative Trends

National. California, and Pennsylvania trends in degrees awarded by public institutions were simifar from the 1971-72 through the 1975-76 academic years. The percent increase of bachelor's degrees awarded by four-year public instrtutions reached a peak in 1973-74, then declined in 1974-75 and 1975-76 New York and Texas institutions continued to increase the number of bachelor's degrees awarded throughout the period During the last two years of the period, llinois and Michigan departed from the national trend, decreasing the number of degrees awarded below the 1971.72 base year
Califomia women attending public institutions achieved a greater percent increase in bachelor's degrees awarded in 197576 over the base year than did women nationally-145 percent versus 95 percent. California men, on the other hand. registered a decrease of 0.5 percent in 1975-76, while there was a 3.3 percent increase nationally The spread between increases or decreases in degrees awarded by sex in 1975.76 was greater in Califormia than in any of its comparison states The percent increase or decrease in 1975-76 for men and women was nearly equal in llinois, Michigan, and Pennsylvana
Four-year public instrutions across the nation produced gains in master's degrees conferred in
each year of the 1971-72 through 1975.76 period. Nationally, there were 23.4 percent more master's degrees awarded in 1975-76 than in the base year of 1971-72. Ameng comparison states, Texas led with a 51.6 percent increase. Part of this increase was due to the opening of new upper division and graduate campuses of the University of Texas and of Texas A \& I in the early 1970's. Pennsytvania presents a paradox. While graduate enroilment increased 16.3 percent in 1975 oyer the 1974 level, the number of master's degrees awarded in 1975,76 were 37 percent less than the year before. One explanation may be the increased percent of part-time students enfolled, who would take longer to complete degree requirements.
In four-year public institutions, women scored dramatic increases nationally, and in five of the six comparison states, in master s degrees earned Men also registered increases, athough not as large Pennsylvania was the exception during this period. the percent of women earning master's degrees increased only slightly, while-that of men decreased 97 percent. Women in California who recorded a 40.3 percent increase in master's degrees earned in 1975-76 over the base year. were about par for the nation California men increased the number of degrees awarded by 66 percent in 197576. somewhat below the national figure
Although four-year public institutions nationally and in California have awarded more bachelor's and master's degrees' in each year since 1971-72, such is not the case for doctorates Nationally over these years, minimal increases and decreases cancelled out each other In Calfornia, other than for 1972-73. the number of doctorates awarded remained even, or less than even, through 1975-76. Although little similarity is evident among the comparison states. New York awarded an astounding 67 percem more doctorates in 1975-76 than in the base year 1971. 72. Conversely, Michigan awarded from 52 percent to 42 percent fewer doctoral degrees' in each year of the period
Of even greater significance was the rapidly widening gap between male and female recipients of the highest academic award In 1975-76, women nationally recorded a 517 percent increase in earned doctorates as aganst a 90 percent decrease for men Women in California also added significently to the pool of potential college and university faculty and researchers with an increase of 361 percent in 1975-76. while doctorates awarded to men decreased by nearly 9 percent Although the pattern was repeated to a greáter or lesser extent in each of the comparsson states. New York's four-year institutions were the epitome of disparity in 1975 76. while male recipients of the doctorate far outdistanced their counterparts throughout the nàtion with a gain of 491 percent. female doctorates increased by nearly 150 percent

Natibnally, the total number of degrees awarded by public institutions in Dentistry, Medicine, Veterinary Medicine, and Law have increased each year since the base year of 1971 72. This trend was also evident in Californaa and three of -ts comparison states. Women degree recipients recorded remarkable increases over the period. Nationally, in 1975.76, 263.6 percent more women recerved professional degrees than in 1971.72. The marked difference between the percent increases in degrees awarded women and the increases or decreases in those awarded men throughout the period 1971.72 through 1975-76 was evident in each state studied.
The greatest percent increase in professional degrees awarded nationalty occurred in the field of - Medicine in 1975-76. Public institutions awarded 46.8 percent more M.D. degrees in that year than in the base year of 1971-72. California followed the natonal trend, awarding more medical degrees in each year reported. with a 356 percent gain in 1975 . 76 The most/significant 1975-76 increase-674 percent over base year awards-occurred in Texas
Public institutions nationally also increased the number of DDS and DMD degrees awarded in 1973-74 through $4975-76$ in 1975.76 , this increase was 44.8 percent over 1971-72 figures in 1972-73. Californa followed the national trend, awarding fewer dental degrees in that year than in the prior year Californa's decrease was greater than that expenienced by any-of its comparative states, and greater than the nation as a whole Only moderate increases in DD S. and DMD degrees conferred have been recorded ove the past three years Texas and lilinois scored the most dramatic increases in 1975.76. 469 percentand 479 percent. respectively
Public institutions across the nation awarded about one-third more Law degrees in 1975-76 than in 1971-72 California showed modest gains during, the period Each of the comparison states appear to be unique in their patterns of increases and decreases over the five year period New York scored the greatest one year gain, 59 percent in 1975-76
The number of degrees awarded in Veterinary Medicine have steadily increased across the country Figures for public institutions indicate national increases of 281 in 1975.76, compared to a 1.2 percent increase in California In two of the comparison states the public institutions do not offer programs in Veterinary Medicine

## Degrees Conferred by Discipline

In 1976.77. the three most frequently selected undergraduate majors at the California State University and Colleges, were Business and Management. Social Sciences, and Public Affars and Services. at the the University of California they were Social Sciences. Biological Sciences, and Pgychology In the, State University and Colleges, the
greatest number of bachelor's degrees awarded to men were in Business and Management, Social Scieńces and Public Affairs and Services, while at the University, the greatest nlimber were in Social Sciences, Biological Scıences and Engıneerıog. State University and Colleges women, however, chose Social Sciences, Business and Management, and Health Professions; Unversity women chose Social Sciences, Psychology and Biological Sciences.
The field of Education produced the greatest number of master's degrees in the State University and Colleges and Engineering the greatest number at the University throughout the period 1972.73 to 1976. 77. Although women at the State University and Colleges earned the exact number of masters degrees awarded to men in 1976.77_48 percent of these were in Education. Heath Professions and Public Affarrs and Services were women s second and third choices. Education was aiso chosen most often by men at the State University and Colleges. followed by Business and Management, and Public Affaris and Services.
At the University of Cahfornia, women chose master's degrees in Heath Piofessions, Business and Management. and Education most often, while men chose Engıneering, Busipiess and Management. and Social Sciences More women are choosing Business and Management as a leading discipline at the master's degree level at both the University of Calfornia and the Callifornia State University and Colleges
Although the nutnber of doctoral degrees awarded by the University are declining steadily. Biological Sciences, Social Sciences, and Physical Sciences have remained the most popular throughout the period 1972-73 to 1976-77 Bıological Scıences was also chosen most often by both men and women doctoral candidates during the same reporting period

## Degrees Conferred by Ethnicity

One area which should receive particular antention is ethnictry Ethnicity information on degree winners has been included, but use of these data should be considered carefully prior to employing them in legislative, executive, segmental, or institutional planning. These ethnicrty data were obtained using voluntary student self-designation, and may exhibit statistically significant abnormalities due, to high non-response rates
Many graduates chose not to report their ethnic category in each of the years displayed in the tables Reporting categories established by the federal government have changed several times over the years For these reasons, student ethnicity data are not comparable between and within years, inter- or intra-segmentally, or between degree types and sex The potential for unintentional misuse of ethencity information for degree winners is very substantial

## Degrees Conferred by Age

Information oD degrees conferred by age has been included in this edition of the Information Digest. Because onlytwo years of data appear, trend analysis perfinent to degrees conferred by age would not be
Lmeaningful The displays, however, have been provided for use by the reader In subsequent editions of the Digest, trend analysis regarding degfees conferred by age will be included.

## Definitions

## Ethnicity

Non-resident Alien. Persbons who are not crtizens of the United States and who are in this country on a temporary basis and do not have the right to reman indefinitely Resident aliens, noncitizens who have been lawfully admitted for per manent resrdence (and who hold a "Green Cart"-Form 1-151), are reported in the appropriate racial,'ethnic categories along with United States citizens
Black (not of Hispanic origirf). Persons having .origins in any of the black racial groups
American Indian per Alaskán Natrve. Persons having origins in afy of the original people of North America
Asian or Pacific Islanders, excluding Filipinos. Persons having origins in any of the original people of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China.'Korea, and Somoa

Hispanic. Persons of Mexican. Puerto Rican, Cuban. Central or South Americañ, or other Spanish Culture or origin, regardless of race
White (not of Hispanic origin). Persons having origins in any of the original people of Europe, North Africa, the Middle East, or the Indian subcontinent

Filipino. Pefsons having origins in any of the original people of the Philippine Islands
No response. Persons who declined to state an ethnicity

Other. Persons who do not fall into one of the above eight (8) categories

## Caveats-Please Note

(a) Fractional degree aylards reported for the University of Califorma indicate dual or double majors.
(b) Student ethnicity data reflects voluntary self designations made by students Many students elected not to report their ethnic category For this reason ethnic data related to degrees are noncomparable between and within segments, degree types, and degree disciphines


DEGREES CONFERRED AND CERTIFICATES AWARDED BY SEX 1972-73 THROUGH 1976-77

## CALIFORNIA COMMUNITY COLLEGES

ASSOCIATES


CERTIFICATES


CALIFORNIA STATE UNIVERSITY AND COLLEGES
BACHELORS •


MASTERS*

*Includes 7 Joint Doctorates in 1972-73 and 1976-76, 6 Joint Doctorateś in 1973-74 and 1974-75; and 8 Joint Doctorates in 1976-77
degrees conferrred by sex 1972-73 THROUGH 1976.77

UNIVERSITY OF CALIFORNIA
BACHELORS


MASTERS

$14 \%$

# DEGREES CONFERRED BY SEX <br> 1972-73 THROUGH 1976-77 

UNIVERSITY OF CALIFORNIA
INTERMEDIATES AND CANDIDATES IN PHILOSOPHY


FIRST PROFESSIONALS

$14 \hat{3}$
. DOCTORATÉS


## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS <br> BACHELOR'S DEGREES AWARDED <br> 1971-72 THROUGH 1975-76

\&YEAR PUBLIC INSTITUTIONŚ

CALIFORNIA


NATIONAL



# NATIONAL AND SELECTED STATES COMPARATIVE TRENDS BACHELOR'S DEGREES AWARDED BY SEX 1971-72 THROUGH 1975.76 

4.vear puble institutions

CALIFORNIA


NATIONAL


NEW YORK

fexas




- Male

Fornate

ILLINOIS


MICHIGAN


# NATIONAL AND SELECTED STATES COMPARATIVĖ TRENDS MASTER'S DEGREES AWARDED <br> 1971-72 THROUGH 1975-76 

4 YEAR PUBLIC INSTITUTIONS

CALFORNIA



NATIONAL


NEW YORK


TEXAS


PENNSYLVANIA

$15 \%$

ILLINOIS


- MICHIGAN



## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS MASTER'S DEGREES AWARDED BY SEX 1971-72 THROUGH 1975-76 <br> 4 YEAR PUBLIC INSTITUTIONS




TEXAS


PENNSYLVÁNIA


ILLINOIS

mićrigan

$157^{\circ}$

## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS DOCTORATE DEGREES AWARDED <br> .1971-72 THROUGH 1975-76

4 YEAR PUBLIC INSTITUTIONS



TEXAS


ILLINOIS


PENNSYLVANIA


MICHIGAN


153

## NATHONAL AND SELECTED STATES COMPARATIVE TRENDS DOCTORATE DEGREES AWARDED BY SEX <br> 1971-72 THROUGH 1976-76

4 year public institutions

CALIFORNIA


NEW YORK



TEXAS



ILINNOIS


MICHIGAN


NATIONAL AND SELECTED STATES COMPARATIVE TRENDS FIRST PROFESSIONAL DEGREES AWARDED 1971-72 THROUGH 1975-76

4 YEAR PUBLIC INSTITUTIONS

CALIFORNIA


NATIONAL


texas


PENNSYLVANIA


ILLINOIS


MICHIGAN


163 *

## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS

 FIRST PROFESSIONAL DEGREES AWARDED BY SEX - 1971-72 THROUGH 1975-764 YEAR PUBLIC INSTITUTIONS



DEGREES CONFERRED BY DISCIPLIAE，BY．SEX ．1972－73 THROUGH 1976่．77

| －CALFOARLI STXTE <br> UNIVERSITY ANO COLLEGES |  | BACHELORS |  |  |  |  | ，\％MASTERS |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| DESCPP LINE DIVISIOM | fex． | 1972－1973 | 1973－1974 | 1974－i975 | 1975－1978 | 19701977 | 1372－1973 | 1973－1974 | 1974－1975 | 1975－1978 | 7975－1977 |
| agRICULTURE AHO HATURAL RESOURCES | $H$ $F$ $F$ | $\begin{array}{r} 833 \\ 50 \\ 801 \end{array}$ | $\begin{array}{r} 913 \\ 94 \\ +1.007 \\ \hline \end{array}$ | 859 159 1.017 | $\begin{array}{r} 909 \\ 215 \\ 1.124 \\ \hline \end{array}$ | 985 257 1247 | $\begin{array}{r} 78 \\ 5 \\ 6 \end{array}$ | \％ $\begin{array}{r}\text { \％} \\ \\ \\ \\ \\ \hline\end{array}$ | $\begin{array}{r} 68 \\ 8 \\ 78 \\ \hline \end{array}$ | 194 12 118 | ． 99 14 1913 |
| ARCHTE ECTURE ANO ENYIRONMENTAL DESIGM | $\begin{aligned} & \mathbf{H} \\ & \mathbf{F} \\ & \mathbf{r} \end{aligned}$ | $\begin{array}{r}339 \\ -\quad 3 \\ \hline 32 \\ \hline\end{array}$ | $\begin{array}{r}261 \\ \quad 27 \\ -\quad 288 \\ \hline\end{array}$ | $\begin{array}{r} 374 \\ 51 \\ 425 \\ \hline \end{array}$ | $\begin{array}{r} 446 \\ 55 \\ 501 \\ \hline \end{array}$ | $\left\{\begin{array}{r}\text { r } \\ 36 \% \\ 63 \\ -405\end{array}\right.$ | $\begin{array}{r} 39 \\ 3 \\ 42 \end{array}$ | 56 <br> $-\quad 8$ | $\begin{aligned} & 60 \\ & 16 \\ & 78 \end{aligned}$ | － $\begin{aligned} & 62 \\ & 20 \\ & 32\end{aligned}$ | 66 11 75 |
| AREA，STUDIES | $\begin{aligned} & \mathbf{H} \\ & F \\ & T \end{aligned}$ | $\begin{array}{r} 112 \\ 157 \\ 280 \end{array}$ | ，100 <br> 188 | $\begin{array}{r} 80 \\ 122 \\ 202 \\ \hline \end{array}$ | $\begin{array}{r}52 \\ 105 \\ 187 \\ \hline\end{array}$ | $\begin{array}{r} 58 \\ 79 \\ 135 \end{array}$ | $\begin{array}{r}14 \\ \times 8 \\ \hline 20 \\ \hline\end{array}$ | $\begin{array}{r} 15 \\ 9 \\ 24 \end{array}$ | $\begin{gathered} 20 . \\ 8 \\ 21 \end{gathered}$ |  | $\begin{array}{r} 11 \\ 9 \\ 20 \\ \hline \end{array}$ |
| BroLógral sciencés ${ }_{\text {• }}$ | $\begin{gathered} \mathbf{H} \\ F \\ T \end{gathered}$ | $\begin{array}{r} 1,357 \\ 525 \\ 1,092 \end{array}$ | $\begin{array}{r} 507 \\ 545 \\ 2.082 \end{array}$ | $\begin{array}{r} 489 \\ \quad 563 \\ 2.144 \\ \hline \end{array}$ | $\begin{array}{r} 149 \\ 777 \\ 2.218 \\ \hline \end{array}$ | $\begin{array}{r} 1352 \\ . \times 75 \\ 2108 \end{array}$ | $\begin{array}{r} 197 \\ 67 \\ -244 \end{array}$ | $\begin{array}{r} 120 \\ 50 \\ 205 \end{array}$ | $\begin{array}{r} 208 \\ 45 \\ 274 \end{array}$ | $\begin{array}{r} 203 \\ 63 \\ 258 \\ \hline \end{array}$ | $\begin{array}{r} 169 \\ 69 \\ 285 \\ \hline \end{array}$ |
| BUSIMESS AMO＊． MKACEMENT | $\begin{aligned} & \mathbf{N} \\ & \mathbf{T} \end{aligned}$ | $\begin{array}{r} 5.720 \\ 847 \\ 6.587 \end{array}$ | $\begin{aligned} & 5.48 \\ & 7.034 \\ & 7178 \end{aligned}$ | $\begin{aligned} & 5722 \\ & +278 \\ & 7000 \end{aligned}$ | $\begin{aligned} & 5743 \\ & 1524 \\ & 7.327 \end{aligned}$ | 5797 .950 7760 | $\begin{array}{r}7,18 \\ -4! \\ \hline 7 \%\end{array}$ | $\begin{array}{r} 520 \\ 74 \\ 694 \end{array}$ | $\begin{aligned} & 722 \\ & 111 \\ & 63 \end{aligned}$ | $\begin{aligned} & 777 \\ & 122 \\ & 899 \end{aligned}$ | $\begin{array}{r} 810 \\ 185 \\ \hline 905 \\ \hline \end{array}$ |
| COHEUKICATIONS | $\begin{aligned} & 11 \\ & 7 \\ & 7 \end{aligned}$ | 707 .877 | 1265 303 1120 | $\begin{array}{r} 824 \\ 1.591 \\ 159 \end{array}$ | $\begin{array}{r}309 \\ 69 \\ 1.855 \\ \hline\end{array}$ | － 867 538 3379 | $\begin{aligned} & 43, \\ & 5 \\ & 50 \end{aligned}$ | 49 -15 58 |  | 49 21 70 | $\begin{aligned} & 50 \\ & 27 \\ & 81 \end{aligned}$ |
| COMPUTER ANO <br> －INFORMATION SCIENCES $\qquad$ | 1 7 7 | $25 \%$ 3 180 | $\begin{array}{r} 52 \\ 85 \\ 187 \end{array}$ | $\begin{array}{r} 27 \\ 48 \\ 108 \end{array}$ | 178 34 218 | －9 4 $25^{\circ}$ | $\begin{array}{r} 37 \\ 6 \\ 43 \end{array}$ | $\begin{array}{r} 25 \\ 3 \\ 20 \end{array}$ | 38 36 | 59 <br> 73 | 45 <br> 2 <br> 58 |
| EOUCATION | $\begin{aligned} & Y \\ & Y \end{aligned}$ | $\begin{aligned} & i 47 \\ & \times 4 \\ & 289 \\ & 289 \end{aligned}$ | $\begin{aligned} & 2250 \\ & 635 \\ & 4188 \end{aligned}$ | $\begin{aligned} & 2095 \\ & 350 \\ & 3855 \end{aligned}$ | $\begin{array}{r} * 9.4 \\ 1488 \\ 3.126 \end{array}$ | $\begin{aligned} & 954 \\ & 3590 \\ & 3157 \end{aligned}$ | $\begin{aligned} & 156 \\ & 2.275 \\ & 2.574 \end{aligned}$ | $\begin{aligned} & 1420 \\ & 1,72 \\ & 3,201 \end{aligned}$ | $\begin{array}{r} 525 \\ 374 \\ 3.390 \end{array}$ | $\begin{aligned} & 240 \\ & 2.252 \\ & 3.701 \end{aligned}$ | $\begin{aligned} & 1299 \\ & 2097 \\ & 3905 \end{aligned}$ |
| ENGWEERING | 4 7 7 |  |  |  | $\begin{array}{r}\text { r } \\ \hline 677 \\ 38 \\ .1709 \\ \hline\end{array}$ | $\begin{array}{r}792 \\ 0 \\ \hline 905\end{array}$ | 394 58 | 35 5 358 | 235 5 4 4 | 423 5 485 | 46 14 28 |
| FIME AND APPLIED ARTS | $v$ 5 5 | $1-2 x$ -38 292 |  | 200 .590 2790 |  | 764 .53 2860 | 272 <br> 2.5 <br> 488 | 254 205 514 | 20 0.5 008 008 | 236 236 536 | 205 |
| foreigh canciages | 4 5 |  | 663 505 869 | ${ }^{26}$ |  | 在 | 年 | 38 $\cdots$ 107 | －．${ }_{8}^{81}$ | 6 75 129 | 24 53 77 |
| HEAL̂TH PROFESSHNS | 1 <br>  <br> 7 | 魚． | \％ | 358 3 2167 | 69 8985 2905 | 305 306 284 | －78 | － 763 | 142 284 434 | 755 .35 538 | 3 $3+5$ $9 \times 6$ |
| HOME ECONONICS | $\begin{aligned} & w \\ & = \end{aligned}$ | \％ 3 | 4 $\cdots$ 1059 | E $\cdots$ -81 1023 |  | －E | $\cdots$ | 5 3 37 | 3 08 108 |  | ［58 |
| Lav ： | $N$ 7 7 | 2 |  | － $\begin{array}{r}\square \\ \vdots \\ 0\end{array}$ | $\begin{aligned} & i \\ & i \\ & i \end{aligned}$ | $\vdots$ 0 | $\begin{aligned} & : \\ & \vdots \\ & 0 \end{aligned}$ | $\cdots \begin{gathered} -1 \\ \vdots \\ 0 \\ 0 \end{gathered}$ |  |  | E |
| LETYERS | $\begin{aligned} & 4 \\ & = \\ & 7 \end{aligned}$ | 688 758 3808 | 335 3 3754 |  | -258 .543 2535 | － | $\begin{array}{ll} 32 & 1 \\ 3 * & 1 \\ 53 & 1 \end{array}$ |  | $\begin{aligned} & 24 \\ & 348 \\ & 588 \end{aligned}$ | $\left\{\begin{array}{l}83 \\ 3 \times 2 \\ 505\end{array}\right.$ | 29 8 595 |
| LIBRARY SCİENCE | 1 $F$ 7 | $:$ | $\therefore$ <br> 0 <br> 0 |  | $\vdots$ $-\quad$ | － | $\begin{aligned} & 22 \\ & =67 \\ & 199 \end{aligned}$ | $\begin{array}{c\|} 25 \\ 203 \\ 20 \end{array}$ | $\begin{aligned} & 51 \\ & \vdots 4 \\ & 257 \end{aligned}$ | $\begin{array}{r} \left.1 \begin{array}{r} 57 \\ i 5 y \\ 245 \end{array}\right] \end{array}$ | 5 <br> 85 <br> 245 |
| MATHEMETICS | \％ | 655 2961 961 | $\begin{aligned} & x+5 \\ & z+4 \\ & \infty \infty \end{aligned}$ | 288， | 3 3 3 57 57 | 35 35 385 | $\begin{array}{r} =95 \\ 35 \\ 133 \end{array}$ | $*$ $\%$ 114 | -8 75 38 107 |  | $\begin{gathered} 2 \\ 67 \\ \vdots 1 \\ \infty \end{gathered}$ |
| Prysical sciences | N | 4.45 38 727 | ［69 68 | （ | 547 <br> 68 <br> 780 | 50 <br> 38 <br> 76 <br> 20 | $\begin{array}{r} 9 \\ 113 \end{array}$ | 1．．${ }_{1}{ }^{1}$ | 95 48 157 |  | 59 4 102 |
| PSYCHOLOGY $\qquad$ |  | .59 .385 2.573 | +594 +509 3183 | $\left.\begin{gathered} 438 \\ 1 \\ 3.025 \end{gathered} \right\rvert\,$ | +340 .56 2.84 | $* 6$ <br> 59 <br> $* 57$ | 269 <br> 78 <br> 27 | 283 258 595 | 307 277 617 | 35 <br> 34 <br> 700 | 77 279 506 |
| PUBLK AFFAIRS ANg SCIENCES | ${ }_{+}^{4}$ | -433 358 2.785 | $\begin{aligned} & 2097 \\ & 1385 \\ & 185 \end{aligned}$ |  | 1835 7.275 3.253 | .567 <br> 598 <br> 3088 | $\begin{aligned} & 34 \\ & 223 \\ & 621 \end{aligned}$ | 398 274 650 | 343 295 748 | 48 289 -711 | 464 348 782 |
| sóciuli sciences | 1 7 | $\begin{array}{r}5.755 \\ 4338 \\ 11.203 \\ \hline\end{array}$ | 5638 4306 8.938 | 488 3264 7.856 | 6.275 2.733 8.003 | 3508 249 5031 | 59 <br> 67 <br> 670 | $\begin{array}{r}685 \\ \hline 57 \\ \hline 45\end{array}$ | 46 <br> 162 <br> 80 | 48 202 627 | 389 285 .814 |
| INTERDISCIPLHEARY stuDIES | $M$ <br> $-F$ <br> $T$ | 304 300 504 | 476 $6: 9$ 1.093 | 59 .308 2108 | $67 \%$ 2.37 2.857 | $5 \% 8$ 7505 3054 | $\begin{array}{r} 15 \\ 3 \\ 18 \end{array}$ | 4 4 15 | － $\begin{gathered}7 \\ 0 \\ 30\end{gathered}$ | 20 29 70 | 79 45 110 |
|  |  | － | 1 |  |  |  |  |  |  |  |  |
| TOTAL DEGREES | H F | $\begin{array}{ll} 28 & 384 \\ i 8 & 375 \\ 46.099 \end{array}$ | $\begin{aligned} & 265 \times 3 \\ & 648 \\ & 48.18 \end{aligned}$ |  |  | 23785 －G 5 4.21 | $\begin{aligned} & 5022 \\ & 3252 \\ & 1204 \end{aligned}$ | 4697 -3511 4700 | $\begin{aligned} & 5356 \\ & 4.113 \\ & 5460 \end{aligned}$ | 5358 4728 10808 | $\begin{aligned} & 4972 \\ & 4972 \\ & 9044 \end{aligned}$ |

DEGREES CONFERRED BY DISCIPLINE, BY SEX 1972-73 THRQUGH 1976.77


DEGREES CONFERRED BY DISCIPLINE，BY SEX 1972．73 THROUGH 1976－77

| UHIVERSITY OF CALIF | WHLA | BACHELORS |  |  |  |  | LUSTERS |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Ofeciplome dindion | sex | 1972－19731 | 1873－1974 | 1774－475 | 1976－19781 | 18761877 | 1572－19731 | 1973－1974 | 19747876 | 1576－1978 | 1976－1877 |
| AGFACULTURE ANO MATUALL RESOUPCES | $\begin{aligned} & 4 \\ & F \\ & 7 \end{aligned}$ | $\begin{aligned} & 3290 \\ & 1+8.0 \\ & 4416 \end{aligned}$ | $\begin{aligned} & 3020 \\ & 1105 \\ & 42.5 \end{aligned}$ | $\begin{aligned} & 3195 \\ & 166.0 \\ & \text { e5.5 } \end{aligned}$ | $\begin{aligned} & 350 \\ & 2150 \\ & 5060 \end{aligned}$ | 0 © <br> 241 <br> 649 | $\begin{array}{r} 110 \\ 170 \\ 128.0 \\ \hline \end{array}$ | $\begin{array}{r} 120.0 \\ 18.0 \\ 138.0 \end{array}$ | $\begin{array}{r} 123.0 \\ 23.0 \\ 157.0 \\ \hline \end{array}$ | $\begin{array}{r} 1240 \\ 350 \\ 159.0 \\ \hline \end{array}$ | 148 <br> 28 <br> 178 |
| ARCHATECTURE ANO EMTHONHENTAL DESACN | $\begin{aligned} & \mathbf{H} \\ & F \\ & \hline \end{aligned}$ | $\begin{array}{r} 171.0 \\ -\quad 60 \\ 217.0 \\ \hline \end{array}$ | 2825 $10 \%$ 015 | 20 ：58． 427.0 | 1340 33\％ 277.0 | $\begin{aligned} & 24 \\ & 34 \\ & 34 \end{aligned}$ | 1410 50.0 191.0 | －53．0 530 271.0 | $\begin{array}{r} 1330 \\ 500 \\ 1830 \\ \hline \end{array}$ | $\begin{array}{r} 164.0 \\ 81.0 \\ 245.0 \\ \hline \end{array}$ | 169 <br> 4 <br> 218 |
| harea studies | $\begin{aligned} & 4 \\ & 5 \end{aligned}$ | $\begin{aligned} & 340 \\ & 540 \\ & 820 \end{aligned}$ | $\begin{aligned} & 25.5 \\ & 530 \\ & 80.5 \end{aligned}$ | 20 45 705 | 0.0 509 1070 | 38 <br> 88 <br> 38 <br> 18 | $\begin{aligned} & 380 \\ & 250 \\ & 540 \end{aligned}$ | $\begin{array}{r} 27.0 \\ 23.0 \\ -550 \\ \hline \end{array}$ | $\begin{aligned} & 29.0 \\ & 30.5 \\ & 350 \end{aligned}$ | －190 220 410 | $\begin{aligned} & 16 \\ & 25 \\ & 30 \end{aligned}$ |
| EMOLOCACAL SCIEMCES | $\begin{aligned} & v \\ & F \\ & T \end{aligned}$ |  | $\begin{array}{r} E 250 \\ 2 \sec 5 \end{array}$ | $\begin{aligned} & 2535 \\ & 238: \\ & 3,0353 \end{aligned}$ |  | $\begin{aligned} & 848 \\ & 3089 \\ & 3004 \end{aligned}$ | 1200 340 272 | $\begin{array}{r} 2590 \\ 340 \\ 3450 \end{array}$ | $\begin{array}{r} 2430 \\ 920 \\ 3050 \end{array}$ | 2070 750 280 | $\begin{aligned} & 216 \\ & 196 \\ & 304 \end{aligned}$ |
| DUSMESS AND HAKGEHENT | 4 $=$ 7 | $\begin{gathered} 200 \\ 50 \\ 300 \end{gathered}$ |  | 355 155 430 | 385 185 5000 | $\begin{aligned} & 373 \\ & 48 \\ & 54 \end{aligned}$ |  | $\begin{array}{r}4545 \\ \times 293 \\ \hline 5120 \\ \hline\end{array}$ | $\begin{aligned} & 470 \\ & 130 \\ & \text { sue } \end{aligned}$ | 6350 － 20 20.0 | 6゙5 <br> 29 <br> 874 |
| COmenticathons | 4 7 7 | 皆： | $\begin{array}{r} 53: \\ 75 \\ 205 \end{array}$ | $\begin{array}{r} 25 \\ 2120 \\ 2120 \end{array}$ | $\begin{array}{r} 525 \\ 77 \\ 1630 \end{array}$ | － | $\left\lvert\, \begin{aligned} & 37 t \\ & 350 \\ & 730\end{aligned}\right.$ | $\begin{aligned} & 1.5 \\ & 125 \\ & 230 \end{aligned}$ | $\begin{array}{r} 1.0 \\ 4.0 \\ 150 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ 50 \\ 18.0 \end{array}$ | 5 .5 21 |
| COPOUTER ANO IMFOPEATHOH SEIEHCES | 1 7 | $\begin{gathered} 76: \\ 20 \\ 1170 \end{gathered}$ | －15\％ | $* 5$ $* 5$ 150 | 2\％ 67 1730 | ＇43 | － $\begin{array}{r}37 \\ 40 \\ 40 \\ 4\end{array}$ | $\begin{array}{r} 30 \\ 60 \\ 60 \end{array}$ | $\begin{aligned} & 43 \\ & 30 \\ & 50 \end{aligned}$ | $\begin{array}{r} 580 \\ 2050 \\ 1030 \end{array}$ | － |
| EOUCATIOH | 1 <br> $=$ |  |  | $\begin{array}{r} 35 \\ 240 \\ 200 \end{array}$ |  | 72 34 308 |  | － 5 | $\begin{gathered} x= \\ 25 \\ 275 \end{gathered}$ |  | 1． |
| EHGKEEPAMG | 6 $\vdots$ | ge： 8 189 | \％e： $\vdots$ $\vdots$ \％ | 36 35 535 | 430 32 1020 | － 3 |  | 625 20 650 | 747 32 7480 |  | 581 58 |
| FUKE MO APPLIED ARTS | $\underline{5}$ |  | $\begin{array}{r}7=2 \\ =3 \\ \hline 200\end{array}$ | $\cos 5$ $3^{3} 5$ 1485 |  | $5 *$ 3 .5 .4 |  | $\begin{aligned} & 452 \\ & 1208 \end{aligned}$ | .750 -730 350 |  | $\begin{aligned} & 5 \% \\ & 35 \\ & 350 \end{aligned}$ |
| FOREICH LANGUAGES | $\square$ <br> $=$ | 95： $45:$ 698 | 485 85 455 | $\because$ yed $76 \pm$ |  | cis |  |  | 50 $\cdots 48$ 1740 |  | 58 <br> .5 <br> 8 |
| HEALTH PAOF ESSOKS | $u^{\prime}$ $=$ $T$ |  | $6 \leq 5$ 030 0 | $*$ 38 38 | $\underline{\leq 5} 5$ $3 \mathrm{y}=$ 485 | 48 | $\begin{aligned} & x= \\ & c z= \\ & 4220 \end{aligned}$ |  |  |  | 208 |
|  | $\checkmark$ |  | $\because$ | $\cdots$ | 艺： | $\cdots$ |  | \％ |  |  | $\stackrel{3}{3}$ |
| HOUE ECONOHCS | \％ | ze | 等： | 2－4 | 如： | 26\％ | F\％ | ！ | 22： | 250 | \％ |
|  | $\begin{aligned} & u \\ & = \\ & \hline \end{aligned}$ | 1 | $\begin{aligned} & =0 \\ & =0 \\ & 0 \\ & 0 \end{aligned}$ |  | $:$ $\vdots$ 0 0 | 二 | 95 68 520 | 4， 6 | ， $\begin{array}{r}\text { az } \\ \text { 2 } \\ \text {＋} 26\end{array}$ | （ 8 | $\begin{gathered} z \\ z \\ z \end{gathered}$ |
| LETTEAS | $\begin{aligned} & 4 \\ & = \\ & T \end{aligned}$ | － |  |  | ， $6=$ ： | 48\％ | 20 408 200 |  |  | $\begin{aligned} & 3 \% 1 \\ & 30 \\ & 200 \end{aligned}$ | $\begin{gathered} 3 \\ 34 \\ 344 \end{gathered}$ |
|  | $v$ | ¢ | ： |  |  | － |  | $\because 3$ |  |  | 5 |
| LIBRARY SCIEHCE | $=$ | $0 \cdot$ |  | $\begin{array}{r} \vdots \\ 0 \end{array}$ |  | － | ＂e： | $\begin{aligned} & \because 50 \\ & i \end{aligned} \quad 250$ | $\begin{aligned} & \quad-77 \\ & \therefore \quad 1620 \end{aligned}$ | $\begin{array}{ll} 1 & 1520 \\ 1 & 1520 \end{array}$ | $\frac{54}{25}$ |
| MATHEMATICS | 1 <br> 7 |  | $20:$ $z \leq 5$ 659 | $5:$ 86 50 | 205 $0 \cdot 400$ | －68 |  | － $6 \leq: 1$ | 1－35： |  | $\begin{array}{r} 35 \\ 45 \\ 4 \\ \hline 70 \end{array}$ |
| PhYSHCAL SCIENCES | $\begin{aligned} & v \\ & z \end{aligned}$ |  | $\begin{array}{r} 3 \\ 3 \\ 3 \\ 3 \\ 3 \end{array}$ | $\begin{array}{r} i \quad \begin{array}{r} x-2 \\ 3-5 \end{array} \\ i \quad 1225 \end{array}$ |  | 令 | $2 \%$ 20 2030 | $\begin{array}{r} 24 \varepsilon= \\ 267 \\ 2670 \end{array}$ | 2275 $35:$ 250 | $\begin{array}{r} 340 \\ 353 \\ 2020 \end{array}$ | cis |
| PSYCHOLOGT |  | $8 \times 2$ 308 18208 | $\begin{array}{r} 756 \\ 4654 \\ 1758 . \end{array}$ | $\begin{array}{r} 745 \\ 345 \\ 1875 \end{array}$ | se＂： <br> 456 <br> 1410 | 72 .06 .07 | $25:$ 3 00 0 | $68:$ $67:$ 1170 | $55:$ <br> 4： <br> 970 | $\begin{aligned} & 39 \\ & \approx 5 \\ & 650 \end{aligned}$ | $\begin{array}{ll} 1 & 37 \\ 1 & 39 \\ 1 & 78 \end{array}$ |
| PUBLIC AFFARS AMO SCIEMCES |  | $\begin{array}{r} 32 \\ 34 \\ 1210 \end{array}$ | $\begin{array}{r} 40 \\ 20 \\ 140 \\ \hline \end{array}$ | $\begin{array}{r} 455 \\ 1055 \\ 1005 \end{array}$ | $\begin{array}{cc} i & 4= \\ \vdots & 96= \\ 1510 \end{array}$ | \％ | 55 255 2140 | $\begin{array}{ll} 0 & \cdots z \\ 0 & \cdots x \\ 0 & x \end{array}$ | 䉼 $\begin{aligned} & \text { \％} \\ & 240 \\ & 240\end{aligned}$ | $\begin{aligned} & 55=1 \\ & 624 \\ & 2850 \end{aligned}$ | 2 3 32 |
| SOCIAL＇SCIENCES | $\begin{aligned} & v \\ & 5 \\ & 7 \end{aligned}$ | 367 $\vdots 668$ 81870 | $368 \%$ $i 6=2 \%$ 61000 | $\begin{aligned} & x=5 \\ & 345 \\ & 58853 \end{aligned}$ | $\begin{aligned} & 32046 \\ & 2365 \\ & 32770 \end{aligned}$ | 765 760 7.00 | $30 \%$ 3530 538 | $\begin{array}{r} 38 z \\ 3620 \\ 5290 \end{array}$ | $3 \times 10$ $\times 725$ 5150 | $\begin{aligned} & 353 \\ & 0 \\ & 0 \\ & 505 \\ & 0 \end{aligned}$ | $\begin{array}{r} 3 \\ 3 \\ -\quad 47 \\ \hline \end{array}$ |
| IMTERDICCIPLIMAKY $\$$ TUDIES | $\begin{aligned} & u \\ & 5 \\ & 7 \end{aligned}$ |  | 2a： <br> 3ec： <br> 638 |  | $\begin{array}{\|rr} 4 & 34 z \\ 6 & 45 y \\ 1 & 1.450 \\ \hline \end{array}$ | $\begin{aligned} & =\cdots \\ & =0 \\ & \text { "0cs } \end{aligned}$ | 3 <br>  <br> 5 <br> 1470 | $\begin{gathered} 1 \\ z \\ 2 \\ 0 \\ 0 \end{gathered}$ | $\begin{array}{r} 475 \\ 200 \\ 1720 \end{array}$ | $\begin{array}{r} 370 \\ 0 \\ 0 \\ 0 \end{array}$ | $\begin{array}{r} 3 \\ 4 \\ -\quad 7 \\ \hline \end{array}$ |
|  |  |  |  |  |  |  |  |  | 2 |  |  |
| TOTAL DEGREES | $\begin{aligned} & 4 \\ & 5 \\ & 7 \end{aligned}$ | $\begin{array}{r} 10230 \\ 5576 \\ 195780 \end{array}$ | $\begin{array}{r} 103 \\ 30 x \\ 200810 \end{array}$ | $\begin{array}{r} \because 20: \\ \text { Y 35 \% } \\ 202770 \\ \hline \end{array}$ | $\begin{array}{r} 254= \\ 120550 \\ 20850 \end{array}$ | $\begin{array}{r} 63 \\ \text { +59\% } \\ 2878 \end{array}$ | $\begin{aligned} & 28730 \\ & .470 \\ & 5300 \\ & \hline \end{aligned}$ | $\begin{array}{ll} \hline & 350 \\ 0 & 79 \% \\ 0 & 5.2000 \end{array}$ | $\begin{gathered} 55.7 \% \\ 2.0078 \\ 5.5240 \end{gathered}$ |  | $\begin{array}{\|l\|l\|} \hline 3582 \\ i 2 \% \\ \hline 303 \\ \hline \end{array}$ |

DEGPEES CONFERRÉG BY DISCIPLINE, BY SEX
1972.73 THROUGH 1976-77


NATIONAL AND SELECTED STATES COMPARATIVE TRENDS DEGREES IN DENTISTRY AWARDED

1971-72 THROUGH 1975-76

4 YEAR PUBLIC INSTITUTIONS
-
CALIFORNIA



## TEXAS



PENNSYLVÁNIA


ILLINOIS


MICHIGAN

$17 i$

NATIONAL AND SELECTED STATES COMPARATIVE TRENDS DEGREES IN MEDICINE AWARDED
:1971-72 THROUGH 1975-76

4 YEAR PUBLIC INSTITUTIONS

## CALIFORNIA



NATIONAL


NÉW YORK



## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS DEGREES IN LAW AWARDED <br> 1971.72 THROUGH 1975-76

4 YEAR PUBLIC INSTITUTIONS


NATIONAL


NEW YORK


TEXAS

$\begin{array}{llllll}1971.72 & 1972.73 & 1973-74 & 197475 & 1975-76\end{array}$

## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS

 DEGREES IN VETERINARY MEDICINE AWARDED 1971-72 THROUGH 1976-764.YEAR PUBLIC INSTITUTIONS

CALIFORNIA


NEW YORK


texas


PENNSYLVANIA

utinols


MICHIGAN

DEGREES CONFERRED BY DISCIPLINE, BY 倠THNICITY 1975-76

## CALIFORNIA STATE UNIVERSITY AND COLLEGES

BACHELORS

| Discipline Diyision | Total | Non-Res. Alien | Black | Am. Indian Alaskan Nat. | Asian | Hispanic | Wrille | Fllipino - | No Resporse | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Agricultural \& Natural Resources | 1.124 | 24 | - 3 | 22 | - 30 | 24 | 825 | 0 | 166 | 30 |
| Architecture \& Environ. Design* | 501 | 7 | $\checkmark 6$ | - 3 | 1726 | 23. | 334 | 0 | 92 | 10 |
| Area Studies * * ' | 167 | 1 | 7 | 3 | 5 | 18 | 110 | 0 | 22 | 1 |
| Blological Scjences $\sim$ - | 2.216 | 42 | $=23$ | 23 | + 142 | 56 . | 1,513 | - 3 | 371 | * ${ }^{4} 43$ |
| Business and Hanagement. | -7.327 | - 278 | 253 | 73 | 513 | 266. | 4.662 | 18 | 1.164 | $100^{*}$ |
| Communlcations | 1.265 | 26 | . 50 | 18 | 128 | 42 | 857 | 3 | 202 | J 21 |
| Computer \& Infortwalion Sciences | 212 | - 10 | 2 | - 0 | 18 | - 7 | * 142 | $1{ }^{1} 0$ | 30 | - 3 |
| Education . | 3,336 | 47 |  | 41. | 131 | 181 | 2.235 | 1 | 476 - | - 41 |
| Engineering | $1.709^{-}$ | $178{ }^{\circ}$ | 32 | < 14, | 121 | - 61 | . 938 | - 3 | 323 | 39. |
| Fine and Applied Arts, : | $\bigcirc 2.813$ | 49 | - 44 | $\sim_{34}$ | . 120 | 103 | 1.854 | 4 | 451 | . 54 |
| Foreign Languages | $714$ | 65 | 11 | $-4$ | 32 | - 135 | 371 | 0 | 81 | 15 |
| Heaith Professions ${ }^{\text {' }}$ | 2.303 | 41 | 131 | $\therefore .25$ | * 177 | 92 | , 1.583 | 8, 1 | 234 | 32 |
| Home Econormics | 1.174 | 19 | 38 | - 13 | 87 | $\qquad$ | $838$ | * 4 | 138 | 11 |
| E Ehters ; | * 2.535 | 38 | 89 | 32 | ${ }_{47}$ | $-\quad 62 .$ | $1.748$ | 2 | 473 | - $45^{\circ}$ |
| Mathermatlon | 577 | 26. | 10.* | - 15 | - 40 | - 15 | $\cdots 390$ | $\therefore 1$ | 71 | 9 |
| P'hysical Science | 759 | \%-25 | 7 | 10 | 37 | 13 | - 523 , | \% | 137 | 17 |
| Pzychology | $2.94 \%$ | -42 | 147 | 24 | 97 | 124 , | . 1.884 | $\cdots{ }^{*}$ | - 550 | . " 59 |
| Publlc Aftairs ${ }^{\text {S }}$ Service | 3.255 | 25 | , 214 | - 40 | 97 | 184 | '2,075 | 2 | 555 | 63 |
| Soclal Science ${ }^{\text {e }}$ | 6.803 | + 114 | 449 | . 86 | 213 | 462 | -4.077 | . 10 | . 1.271 | 121 |
| *Interdiscliplinary Studies , | 2.857 |  | -107 ${ }^{\text {- }}$ | -. | 88 | 189 | $1.944^{\circ}$ | $4$ | +442 | $\rho 49$ |
| - |  |  |  | 1 |  |  | . . | - ${ }^{\text {a }}$ | $-$ |  |
| TOTALS** | $44.598{ }^{\circ}$ | 4.078 | 1,766 | 513 | 2.107 | - 2.063 | 28,981 | 67. | 7.259 | - : 764 |

173

CALIFORNIA STATE UNIVERSITX AND COLLEGES
MASTERS


DEGREES CONFERRED BY CISCIPLINE. BY ETHNICITY 1975.76.

CALIFORNIA STANE UNIVERSITY AND COLLEGES
JOINT DOCTORATES


# DEGREES CONFEKKRED BY DISCIPLINE, BY゙ETHNICITY 

1975.76

UNIVERSITY OF CALIFORNIA
7
BACHELORS


| - Discipllat Division | - Total | Nor-fits. Alsen | Brack | An. Indran Alagkan Nat | Asran | Hispanic | White | Fillpino | No Response | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Agricultural a Hatural Resources | [ 39 | ${ }^{4}$. | $\cdots$ | - '0 | 5 | 3 | 95 | 1 | 7 | 1 |
| Architecture a Envicon. Design | - 245 | , $2 ¢$ | - ${ }^{3}$ | $\cdots$ | 15 | 4 | 165 | 0 | 17 | 5 |
| Area Studies, . - | 41 | 6. | ; | $\checkmark$ | ! | 1 | 21 | 0 | 8 | 3 |
| Blological Sclences | 282 | 37 | . $\ddagger$ | 2 | . 18 | 4 | - 190 | $\therefore i$ | 19 | 6 |
| Business and theragerment \% | -. 823 | $1{ }^{1}$ | 3 | - | 45 | 16 | 547 | 2 | $\therefore 55$ | 14 |
| Cosmunications ? | ${ }^{1} 6$ | 0 . | - | 7 | $c^{\prime}$ | 0 | - 11 | 0 . | 4 | 0 |
| Computer 8 Inforation' Sciences | 23 | 28 | C | 2 | - 5 | 0 - | 62 | $00^{38}$ | 3. | 3 |
| Education $\quad \therefore \quad . \quad 1$ | 59. | ${ }^{\circ}$ | ${ }^{4}$ | 3 | 11 | 13 | 207 | $\square^{7} \mathrm{D}$ | 31 | - 6 |
| Englneering . | 95. | 3 | 2 | 2 | 50 | 7 | 500 | 2 | 58 | 19 |
| Fine and Applited Arts' | - 5 | $\cdots$ | 6 | 2 | 7 | - ${ }^{9}$ | 309 | - 0 | 47 , | 9 |
| Foreign Languages | 17 | $\because$ | - 6 | 0 | 3. | 6 | -120 | - 0 | - 9 | 9 |
| Health Prolessions | 75 | 53 | 72 | 7 | 24 | $21 \%$ | 516 | 3 | 35 | 26 |
| Home Economy | 28. | , | - | 0 | 9 | 0 | 17 | 0 | $4 \cdot$ | 2 |
| Lim ; - | ${ }^{6}$ | ${ }^{4}$ | . $\because$ | , | $?$ | $\sigma$. | 1 | 0 | . 0 | 0 |
| Letters . | 220 | 2 | - 2 | 00 | 4 | 6. | ' 220 | b. | 28 | 9 |
| Library Science | $\bigcirc 5$ | an | ${ }^{6}$ | 0 | 3 | $\because 7$ | 105 | 0 | 12 | 6 |
| Màtramatics. | 9 | 25 | 3 | - 0 | 12" | 1 | 88 | $\cdots$ | 7 | * |
| Physical Science, | 292 | 37 | 3 | 0 | 10 | 3 | 207 | 0 | 22 | 10 |
| Psyehology | $55$ | 51 | 2 | 0 | 0 | 13 | , 50 | 0 | 4 | - 1 |
| Public A flars and Service? | - 3 | 7 | 全。 | - | 10 | 19 | 1107 | 0 | 8 | 7 |
| Social Science | 520 | 70 | '2' | 2 | 19 | 13 | 362 | - 3 | 50 | 17 |
| Interdisciplinary Studies | 59 | 4 | 2 | $\cdots 0$ | 1 | 0 | 58 | 0 | 3 | 1 |
| . |  | $\cdots$ |  | - | 1. |  |  |  |  |  |
| totals | 6.008 | 843 | 224 | 24 | 246. | 133 | 3,948 | 12 | 431 | 145 |

DEGREES CONFERRED B்Y DISCIPLINE, BY ETHNICITY

UNIVERSITY OF CALIFORNIA
FIRST PROFESSIONAL DEGREES


## UNIVERSITY OF CALIFORNIA

## DOCTORATES

b.

california state universityañó colleges


## DEGREES CONFERRED BY DISCIPLINE, BY ETHNICITY

## CALIFORNIA STATE UNIVERSITY AND COLLEGES

- MASTERS


DEGREES CONFERRED BY DISCIPLINE, BY ETHNICITY 1976-77

CALIFORNIA STATE UNIVERSITY AND COLLEGES
I
FOINT DOCTORATES.


# DEGREES CONFERRED BY DISCIPLINE, BY ETHNICITY 

1976.77

## - UNIVERSITY OF CALIFORORNIA

BACHELORS

| Disciptine Drizon . | Total | Non-Res Alien | . Brack | Ag Indian Ataskan Nat | Astan | Hispanic | White | Filipino | No Resporste | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Agricultural 6 Hatural Resources | 649 | 9 | 5 | 3 | $\cdots$ | 7* | 538 | 3 | 16 | 26 |
| Aschilecture \& Environ. Design | 314 | 3 | $\cdot 4$ | $\stackrel{\square}{1}$ | 36 | - 6 | . .234 | 4 | 8 | 8. |
| Area Studies | 9:8 | 1 3 | , | ; | 18 | 4 | 79 | - 0 | 5 | 7 |
| Blolagical Sciences | 3023 | 50 | 44 | 13 | 372 | $68^{\circ}$ | 2252 | 17 | 112 | 85 |
| Business and Lanageinen! | $54{ }^{4}$ | '2 | * • | 3 | 87 | 9 | 385 | 6 | 16 | 12 |
| Communicalions | 190 | 0 | 12. | 0 | 4 | - 5 | 140 | 0 | 22 | 7 |
| Computer sinformation Scrences | $4{ }^{1} 9^{4}$ | 2 | 2 * | 0 | - 21 | 2 | 153 | 0 | 8 | 3 |
| Educalion | 333 | 2 | 6 | 4 | ${ }^{*} 36$ | 9 | 256 | 3 | 10 | - 9 |
| Enguneering | 1241 | ' 33 | 98 | 2 | 207 | 15 | 812 | 9 | 39 | 40 |
| Fine and Applied Arts | 4514 | 14 | 41 | 8 | 69 | . ${ }^{\circ} .45$ | , 1198 | 7 | 107 | 25 |
| Foreign Languages * | 535 | 25 | 10 | 3 | 28 | $48^{\circ}$ | 375 | 0 | , 18 | 28 |
| Health Protessions , | - 409 | 0 | 24 | 1 | 50 | 19 | 279 | 6 | 19 | 11 |
| Horpe Economics | 243 | 4 | 5 | 0 | 46 | 1 1 | 172 | - 1 | 310 | 4 |
| Lelters | 1458 | 16 | 38 | - 4 | 43 | 1.60 | 1994 | . 3 | 80 | 40 |
| Wathermitics. | 430 | 13 | 8 | . 0 | - 59 | 10 | $\cdot 312$ | 4 | 13 | 11 |
| Physical Science | 661 | $14=$ | 4 | 2 | 40 | - 12 | 541 | 3 | 27 | 18 |
| Psychology | 1807 | 19 | 65 | 12 | - 102 . | 157 | 1407 | 11 | 91 | 43 |
| Public Alfairs and Services | 168 | 0 | 17 | 0 | 19* | 6 | 108 | 8 | - 3 | 7 |
| Soctal Science | 5100 | 69 | 266 | 23 | - $260{ }^{\circ}$ | - 195 | 3846 | 17 | 301 | 119 |
| Interdisciplinary Sludies | 1953 | 15 | -61 | 19 | - 82, | . $69{ }^{\prime}$ | - 1558 | 8 | 108 | 41 |
| - . | , | - ${ }^{\text {a }}$ |  |  | $\therefore$ | * * |  |  | , |  |
| TOTALS. | 20.878 | 383 | 646 | - 99' | 1621 | $\text { , } 627$ | 15,839 | 110 | $1017$ | 544 |

DEGRĖ́́ES CONFERRED ${ }^{*}$ BY DISCIPLINE, BY ETHNICITY

- Guniversity of california

| - Discupline División. | Total | Non-Res Alien | Black | Am.indian Alaskan Ral | Astan |  | White ${ }^{\text {d }}$ | Filipino | No Response | Other |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Proricultural it Natural Resources. | 176 | 59 | . 2 | $\bigcirc$ | 3 | 1 | 99 | 0 | 7 | . 5 |
| Architecture \& Environ. Design | 218 | 34 | 9 | 1 | 18 | 13 | 134 | $\cdots 0$ | 6 | 3 |
| Area Studies | 39. | 4 | 1 | 01 | 1 | 0 | 29 | - 0 | 2 | 2 |
| Blological Sciences | 321 | , 55 | $\cdot 9$ | 2 | 19 | 2 | 214 | . $0^{\circ}$ | 14 | 6 |
| Business and Management | 874 | 100 | 29 | 0 | 53 | 26 | 602 | 2 | 44 | . 18 |
| Communitations . | 21 | 2 | 0 | 2 | 1 | 0 | 18 | - 0 | 0 | 0 |
| Computer \& Information Sciences | ${ }^{86}$ | 19 | $1 \times$ | 0 | 7 | 0 | 58 | $0^{*}$ | 0 | 1 |
| Education | 331 | 20 | 111 | 2 | 8 | 12 | 230 | 1 | 40 | 7 |
| Engineering , . | 896 | 290 | 9 |  | - $70^{\circ}$ | 16 | 448 | 2 | 42 | 19 |
| Fine and Applled Arts | 359 | 25 | 12 | 1 | 8. | 9. | 263 | 0 | 32 | 9 |
| Forelign Languages | 167 | 22 | 1 | 0. | 7 | 10 | 107 | 0 | 10 | 10 |
| Health Protessions t | 717 | 62 | 42 | 13 | 32 | 10 | 518 | 4 | $24^{\text { }}$ | 12 |
| Horse Econotics | 27 | 3 | 0. | 0 | 1 | 2 | 18 | 0 | 2 | 1 |
| (Law | 29 | 18 | 0 |  | 0. | 0 | 9 | 0 | ${ }^{1}$ | 1 |
| Letters | 244 | 14 | 3 | 1 | 3 | 2 | 200 | 0 | , 11 | 10 |
| Library Science - | 205 | 4 | 9 | 2 | 16 | 7 | 151 | 1 | 7 | 8 |
| Mathemelics | 170 | 36 | 4 | 1 | 10 ' | 2 | 106 | - 0 | 7 | 4 |
| Physical Science | 242 | 22. | 0 | 1 | 10 | 2 | 179 | 0 | - 21 | 7 |
| Pasychology ? | 78 | 10 | 4 | 0 | 5 | 2 | 垎 | 0 | . 7 | 2 |
| 'Public Aftairs and Services | 212 | . 3 | 21 | 0 | 22 | 16 | 129 | 1 | +2 | 11 |
| Soclal Science | 478 | 60 | 10 | 3 | 10 | 12 | 324 | 0 | $8$ | 21 |
| Intordiscipitinary Studies | 73 | 1 | 5 | 0 | 1 | 0 | 57 | 0 | 6 | 3 |
| . |  |  |  |  |  |  |  |  |  | ' |
| TOTALS . | 5.983 | 883 | 182 | 27 | $305^{\prime}$ | 144 | 3941 | 11 | $330^{\circ}$ | 180 |

## DEGREEGS CONFERRED BY DISCIPLINE. BY ETHNICTTY

1976 -77

$$
\begin{aligned}
& \text { UNIVERŞITY OF CALIFORNIA } \\
& \text { FIRST PROFESSIONAL DEGREES }
\end{aligned}
$$


degrees conferredi.by discipline, by efthicity
$;^{1976-77}$
UNIVÉRSITY OF CALIFORNIA
DOCTORATES


## DEGREES CONFERRED BY TYPE, AGE AND SEX

1975-76 AND 1976-77

CALIFORNIA STATE UNIVERSITY AND EOLLEGES

| Total | Bachelor: |  | - Masters |  | Doctorates' |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Age Categóries | 75-76 | 76-77 | 75-76 | 76-77 | 75-76 | 76-7 |
| Under 20 | 5 | 3 | 0 | 0 | 0 | 0 |
| 20-24 | 20.350 | 20.339 | 473 | 370 | - 0 | 0 |
| 25-29 | 12,804 | 11.958 | 3.305 | 3.202 | 3 | 1 |
| 30.34 | - 9,663 | 4.875 | 2.429 | 2.621 | . 2 | 1 |
| 35-39 | - 2.121 | 1.989 | 1.157 | 1.202 | 0 | 3 |
| 40-44 | 1222 | 1119 | 691 | 789. | * | 2 |
| 45-49 | - 666 | 670 | 525 | 484 |  | - 1 |
| 50.54 | 383 | 399 | 311 | 250 | 1 | 0 |
| 55-59 | 205 | 177 | 127 | . 153. | 0 | 0 |
| 60-64 | 54 | 59 | 38 | 32 |  | 0 |
| 65 and Over | 2.125 | 1703 | 1.031 | 841 | 0 | 0 |
| Total | 44598 | 43.291 | 10.087 | 9.944 | 7 | 8 |


| Male | Bachitors |  | Masterz |  | Doctorates |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Age Catogories | 75-76, | 76-77 | .75-76 | 76-77 | 75\%78 | 76-77 |
| Under 20 | 3 | 2 | 0 | 0 | 0 | 0 |
| 20-24 | 9563 | 9.580 | 230 | 155 | 0 | 7. 0 |
| 25-29 | 8745 | 7785 | 1816 | 1,648 | 3 | 1 |
| 30-34 | 8.169 | 3196 | 1.453 | 1.490 | 1 | 1 |
| 35-39 | 1180 | 1.053 | 610 | 586 | 0 | 3 |
| 40.44 | 573 | 529 | 308. | 326 | 0 | 9 |
| 45-49 | 236 | 239 | - 181 | 153 | 0 | 1 |
| $50-54$ | 127 | 145 | 117 | 86 | 0 | 0 |
| 55-59 | . 80 | 74 | 41 | 46 | 0 | 0 |
| 60-64 | 21 | 23 | 20 | 7 | 0 | - 0 |
| 65 and Over | $1364$ | $1139$ | 582 | 475 | 0 | 0 |
| Totel | 25061 | 23765 . | - 5,358 | 4.972 | 4 | 6 |
| $\cdots$. |  |  | , |  |  |  |
| Female | B | brs |  |  | $\therefore 000$ |  |
| Age Categories | 75-76 | 76-74. | 75-76 | 76-77 | 76.76 | 76-77 |
| Under 20 | 2 | $1{ }^{6}$ | 0 | 0 | 0 | 0 |
| 20-24 | 10.787 | 10.759 | 243 | A15. | 0 | 0 |
| 25-29 | 4.059 | 4.173 | 1.489 | 1.564 | 0 | 0 |
| 30-34 | 1.494 | 1.679 | 976 | 1.131 | 1 | 0 |
| 35-39 | 941 | 936 | 547 | 616 | 0 | 0 |
| 40.44 | 649 | 590 | 383 | 463 | 0 | 2 |
| 45-49 | 430 | 431 | 344 | 331 | 1 | 0 |
| 50.54* | 256 | 254 | 194 | 184 | 1 | 0 |
| 55-59 | 125 | 103 | 86 | 107 | a | 0 |
| 60-84 | 33 | 36 | 18 | 25 | 0 | 0 |
| 65 and Over | 761 | 564 | - 449 | 386 | 0 | - 0 |
| Total** | 19537 | 19.526 | 4.729 | 4.972 | 3 | 2 |

## DEGREES CONFERRED BY TYPE, AGE AND SEX (Continued) <br> 1975-76 AND 1976.77

## UNIVERSITY OF CALIFOR'́NIA



DEGREES CONFERRED 'BYYYPEAND SEX 1973-74 THROUGH $1^{\top} 976-77^{\circ}$ !
',
OTHER PUBLIC INSTITUTIONS

California Maritimte Academy


Otis Art Institute

Degrees Awarded
July 1 to June 30
1\$73-74
P974-75
1975-76
1976-77
4




## INDEPENDENT INSTITUTIONS

## Degrees Côinferred bý Discipline

## Califoñiă trends

Trend analysis of data on degrees conferred by independent instrtutions is inconclusive because of the vírfing number of institutions reporting fatinn yeak to year? In 1972-73, 93 independent California institutions reported information on degrees comferred, compared to 161 independent institutions î́ 1976-77. Of those reporting in 1976-77. accredited institutions accounted \{or 92.6 percent of all bachelor's degrees awarded. 95.4 percent of all - master's degrees, 75.5 percent of all doctorates, and 757 percent of all first professional degrees reported by independent colleges. In 1976-77,88 accredited,
' 29 State approved, and 44 authorized independent irgtitutions reported.
The most frequently cfiosen discipljnes in 1976-77 in which bachelor's degrees were awarded included Business and Management. Social Sciences, and Fine and Applied Arts. Men chose Business and Management most often, while women chose the Social Sciences
Education was the leading discipline for masters degree recipients, with more than 450 awarded to men and women in 1976-77 Men chose Business and Management most often. a discipline in which nearly. 3,600 master's degrees were awalded. women, however, chose Educetion most often, with 54 percent of all such degrees awarded to wgmen
Over 1.900 doctoral degrees' were awarded by independent California institutions in 1976-77 Doctorates in Psychology, were the number one chatee for both men-and women, followed by, Education and Engineering
The independent institutions conferred over 6.400 "first, professional" degrees, with an overwhelming 4,450 or 69.5 percent in the field of Law by approximately 50 independent law schools Independent institutionisetso conferred 392 degrees in Aedicine. 335 degrees in Dentistry and 279 degrees in Pharmacy there are no independent schools of Veterinary Medicine in California

## National Trends

Independent instituryons nationally display a relatively flat trend line in bachelor's degrees awarded during the five year period reported California and Texas, however, registered gains each year since 1971-72. Michiganmade a slight gain in 1975.76, and attributes this to the effect of its improved student financial aid program for students attending independent institutions The national trend by sex indicates, as with public colleges, that increases achieved by women were greater than those achieved by men in each of the survey years In fact. in every year of the survey, independent
institutions awarded fewer degrees to men than in the base year The 1975-76 declire in men receiving bachelor's degrees below base year figures is also evident for New York. Illinois. and Pennsylvanid. Women in these states scored increases each year. however In the academic year 1975-76, California women registered a greater increase in the percent of degrees awarded than worien in any state in the survey.
The pattern among students receiving their master $\mathrm{s}_{\mathrm{o}}$ degrees from independent institutions as one of steady to marked increase over the base year. Nationally, these colleges and unnersitues awarded nearly 24 percent more master's degrees in 1975-76 than in 1971-72. California's independent institutions were particularly notable, awarding 68.2 percent more master's in 1975-76, as opposed to a 37 percent decline among public institutions. Pennsylvania's increases during the past three years were due to increases among women degree recipients in 1974-75, and again in 1975-76, Pennsylvana women earned 292 percent more master's degrees than in the base year of 1971-72 Men earned 41 percent fewer degrees in 1974-75 and, 05 percent fewea in 1975-76 than in 1971-72
Californa wias the leading state throughout the period displayyed In 1975-76, women received nearly 142 percent more master's degrees than in 1971.72, while men weregawarded 456 percent more than in the pase year In each case, graduates of California's independent $\mu$ stitutions far outdistanced the growth among degree rec̣pients nationally
Nationally, independent institutions. awarded- an ncreasing number of doctorates each year from 1872-73 thr numph 1975-76, tn contrast to the almost leve ${ }^{2}$ perfornfance of public institutions California independent institutions showed, greater gains relative to the base year of 1971-72 than did the natton as a whote There appear to be inverse relarionships between independent and public institutions in several of the states As one sector increased the number of doctorates awarded, the other decreased
Texas is an example of this pattern While public institutions increased the number of doctorates awarded by 48 pegrcent in 1972-73. Independent institutions decreased the number by 14.4 percent The next year, publicynstitutions increased by only 35 percent over the base year, but independents reversed their prior decrease by nearly 10 percent, In Now York, public insututions increased the number of doctorates nearly 67 percent over the base year in 1975-76, but independent institutions registered a 13.4 percent decrease.

California did not display this inverse refationstup but, rather, a parallel pattern of increases and decreases Independent institutions however, did record greater increases each year than did public institutions. The display for Michigan sindependeht
institutions should be viewed-woth the awareness

- that fewer than forty doctbral degrees were-iwarded in any yeat. Hence, a sqemingly great increase.or decrease in the percent of doctoral degrees awatdeed is the result of a small actual number of recipients
As in the jublic instrtutions, increases amiong women doctorates far exceeded increases among men. In California, women doctorates increased by 89 percent in 1975-76 over the base year, whle men increased by 12.2 percent. Both sexes exceeded the national pattern.
Independent institutions awarded 47.6 peicent more professional degrees in $1975-76$ nationtially than in the base year of 1971-72 Women scored increases far in excess of those achieved by men, nationally, in California, and in each of the comparison states. Nationally, women earned 253,5 percent more professional degrees in 1975.76 than they had in 1971.72, compared to an recrease of 821 percent among men.

The nation's independent medical schools increased the number of M.D. S awarded in each of the past four years, nearly 43 percent poore degrees were awarded in 1975-76 than in 1971 -72 California institutions registered a 396 percent gain in 1975-76 Texas and llinoss data exhibit sharp increases. but no
explanations were given by the state agency contacted.
The nation's independent dental schools also showed a steady increase in D.D.S. and D.M.D. degrees.awarded since 1971-72, with 35.2 percent more degrees awarded in 1975.76 than in the base year. California had an increase of 39.4 percent in 1973 74, and smaller increases in the two subsequent years. Texas again exhibted an unusual movement, a gain of 133.7 percent in 1974 - 75 over 1971-72
Very few degrees in Veterinary Medicine are awarded by independent institutions For example, in 1974-75 a total of 115 D.V.M. degrees were conferred nationally. As a result, an increase or decrease of 10 students in one year may produce an 8 to 10 percent change in the trend line. Four of the states in the survey, including Californa, do not have independent schools' of Veterinary Medicine.
Graduates of independent law schools increased sharply in several states. The national picture shows an increase of 59 percent in 1975-76 over the base year Californıa has over fifty independent law schools In 1975-76, they awarded 110.6 percent more J D. degrees than in 1971-72 Michigan scored an even greater increase. 172 percent in $7975 \cdot 76$.
, DEGREES CONFERRED BY SEX, INDEPENDENṪ INSTITUTIONS -972-73 THROUGH 1976-77

- ASSOCIATES



Total: 2,332 1974-75


Total: 1,497 1976-773
'Based on 93 Institutions
${ }^{2}$ Based on 132 Insthutions 'Based on 168 Institutions
'Based on 151 Institutions
'Based on 161 Institutions

male

FEMALE

BACHELORS


1972-73'


Total: 18,555 1973-74 ${ }^{2}$


Total: 18,333 1974-753


Total: 18,085 1975-764


Total: 19,136 1976-77 ${ }^{5}$
'Based on 93 Institutions
2Based of 132 Instututions
2Based on 168 Insututions
-Based on 151 Institutions

- Based on 161 Institutions)
male

FEMALE

MASTERS

'Based on93 Institutions
2Based on 132 Institutions
'Based on 168 Institutions
'Based on 151 Institutions
'Based on 161 Institutions.


MALE

FEMALE

215

## DEGREES CONFERRED BY SEX, INDEPENDENT INSTITUTIONS

1972-73 THROUGH 1976-77

FIRST PROFESSIONALS

'Based on 93 Institutions
${ }^{2}$ Based oñ 132 Institutions
Based on 168 Institutions
"Based on 151 Instifutions
'Based on 161 Instifutions


MALE
female

## DEGREES CONFERRED by SEX, INDÉPENDENT INSTITUTIONS

$\dot{d}$ 1972-73 THROUGH 1976-77

DOCTORATES


Based on 93 Institutions
-2 Resed on 132 Institutions
${ }^{3}$ Based on 168 Institutions
'Based on 151 Institutions
sBased on 161 Instltutions


MALE
female

## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS BACHELOR'S DEGREES AWARDED. 1971-72 THROUGH 1975-76




TEXAS


PENNSYLVANIA



MICHIGAN

213.

## NATIONAL ÅND SELECTED STATES COMPARATIVE TRENDS BACHELOR'S DEGREES AWARDED BY SEX <br> 1971-72 THROUGH 1975-76,

INDEPENDENṪ INSTITUTIONS
.CALIFORNIA


NATIONAL



TEXAS


PENNSYLVANIA


ILIINOIS


## MICHIGAN



## NATIONAL AND SĖLECTED STATES COMPARÄTIVE T!RENDS MASTER'S DEGREES AWARDED <br> 1971-72 THROUGH 1975-76

-INDEPENDENT INSTITIUTIONS
$\cdots \quad 2$
gALIFORNIA



TEXAS


PENNSYIVANIA


ILLINOIS


MICHIGAN


223

## 靑:

NATIONAL AND SELECTED STATES COHFPARATIVE TRENDS MASTER'S DEGREES AWARDED BY SEX

1971-72 THROUGH 1975-76



## NATIONAL



NEW YORK


TEXAS .


PENTNSYLVANIA


Malo

- © E-male
$C^{2}$

ILLINOIS


RICHIGAN


## NÁTIONAL AND SELECTED STATES COMPARATIVE TRENDS DOCTORATE DEGREES AWARDED 1971-72 THROUGH 1975-76

CALIFORNIA


NATIONAL


NEW YORK


TEXAS


## PENNSYLVANIA.



## ILLINOTS



MICHIGAN


## NATIONAL AND SELECTEDSTATES COMPARATIVE TRENDS DOCTORATE DEGREES AWARDED BY SEX <br> 1971-72 THROUGH 1975-76

INDEPENDENT INSTITUTIONS


NATIONAL



TEXAS


PENNSYLVANTA



ILLINOIS


## MICHIGAN



## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS FIRST PROFESSIONAL DEGREES AWARDED 1971-72 THROUGH 1975-76





## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS FIRST PROFESSIONAL DEGREES AWARDED BY SEX 1971-72 THROUGH 1975-76

## INDEPENDEATT INSTITUTIONS




TEXAS


## ILLINOIS



MICHIGAN


DEGAEES CONFERRED BY DISCIPLINE, BY SEX
1972.73.THROUGH 1976-77


[^2]

DEGREES CONFERRED BY DISCIRLINE, BY SEX AT INDEPENDENT INSTITUTIONS 1975-76


[^3]DEGREES CONFERRED BY DISCIPLINE, BY SEX AT INDEPENDENT INSTITUTIONS 1975-76


[^4]DEGREES CONFERRED BY DISCIPLINE, BY SEX AT INDEPENDENT INSTITUTIONS 1976.77.


DEGREES CONFERRED BY DISCIPLINE, BY SEX AT INDEPENDENT INSTITUTIONS 1976-77
;


## NATIONAL AND SELECTED STATES COMṗARATIVE TRENDS



NATIONAL



1 TEXAS


PENNSYLVANIA


ERIC

## NATIONAL•AND SELECTED STATES COMPARATIVE TRENDS

 DEGREES IN MEDICINE AWARDED1971-72 THROUGH 1975-76

INDEPENDENT INSTITUTIONS


NATIONAL




PENNSYIVANIA


ILLINOIS


MICHIGAN


243

## NATIONAL AND SELECTED STATES COMPARATIVETRENDS

DEGREES IN LAW AWARDED
1971-72 THROUGH-1975-76

INDEPENDENT INSTITỚIONS

CALIFORNIA




## NATIONAL AND SELECTED STATES COMPARATIVE TRENDS

 DEGREES IN VETERINARY MEDICINE AWARDED 1971.72 THROUGGH 1975-76
## WDEPENDENT INSTITUTIONS

## CALIFORNIA





TEXAS


PENNSYLVANIA


ILLINOIS

$t$
MICHIGAN



## FACULTY

## Introduction

Faculty data appearing iq this section were obtained from the National Center for Education Statistics annual Higher Edefcation General Information Survey (HEGIS), ande California Postsecondary Education Commission's annual report. Faculty Salaries: Fringe Benefits, and Total Compensation at the University of California and the California State University and Colleges. All data and displays appearing in this section are for full-time faculty only. and were verified by the systemwide offices of each segment prior to publication

## Significant Trends

The vast majority of full-ume faculty hold nine-month teaching contracts, with the remaining faculty on eleven-month contracts The California State University and Colleges use nine-month contracts exclusively. The number of eleven-month contracts has detreased in both the California Community Colleges and the Unrversity of California Because of the small number of eleven-month contract faculty they will be excluded from this analysis the independent institutions, however, appear to have a large and increasing number of faculty who teach the year around inasmuch as data submitted by the four specialized/professional schools are not comparable and are incomplete. no attempt at analysis has been made

The number of full-time, nine-month-contracifaculty in all three public segmenis increased slightly from Fall 1976 to fall 1977. by approximately 1 percent The number of Community College faculty increased by: 25 percent. contrasted to a decrease of 17 percent in the University of California Faculty in the California Statenjniversity and Colleges increased by leksinan 7 percent Although a sharp increase in the $\because$ ifimber of faculty in mdependent institutions is - evidegt in the displays, no statistically accurate petcent increase can be calculated inasmuch as . - : : fiffereht institutions reported for Fall 1977 than had preported in earlier years
All-ranks average faculty salaries have risen steadily over the period from Fall 1974 through Fall 1977. although the pattern of increases differ among the several segments of higher education Using Fall 1974 as a base, the California Comonunity Colleges have 'experienced an annual average compound growth rate of 66 percent in faculty salares, the California State University ana Colleges, 70 percent. and the University of California, 66 percent During the sambuperiod, the Navonal Consumes Price Index has increased at an annezal compound growth rare of 6.6 percent. Therefore, although the dollar amount of salaries has ifcreased, there has been no real rocrease in buying power for California faculty

Within the University, salaries received by male faculty at the three upper academic ranks remaned higher than salaries received by female faculty in those ranks throughout the period reported. The gap between salaries of male Professors and that of female Professors has decreasd from 10.6 percent in 1973-74 to 7.3 percent in 1977-78. At the AssociateProfessor level, a 1.3 percent difference in 1974-75 has increased to 2.7 percent in 1977-78, while at the
$\checkmark$ Assistant-Professor rank a 4.3 percent difference has been reduced to 2.1 percent. Inasmuch as there remains but one Instructor in the University, no salary comparisons are possible.
Average all-ranks salary for male faculty in the State University and Colleges remains greater than that of female faculty At each of the four academic ranks, however, this disparity is only 1 to 2 percent. The significance of the all-ranks average figure is distorted by the overwhelmrng number of males in the higher salaried ranks of Professor and Associate Professor There are nearly seven tumes as many male Professors as female Professors, and over three and one-half times more male than female Associate Professors
Salaries for male faculty within the Community Colleges also contunued to be higher than those for females- $\$ 22,752$ for males as against $\$ 21,684$ for females-in 1977 In 1977-78, salaries of male faculty increased 7 percent over 1976-77, white salaries of female faculty increased by 9 percent
The percent of faculty with tenure: or security of appointiment, has remained relatively constant in the Community Colleges over the four year perrod. Fall 1974 through Fall 1973, and is the highest pertent tenured among all four segments in contrast to the 84 percent figure for Community Colleges. the independent institutions reported only 48 percent of nine-month contract faculty as holding tenure Both the State University and Colleges, and the Universtiy reported increases for the period in the State University and Colleges full-time tenured faculty increased from 71 percent in Fall 1974 to 75 percent in Fall 1977 Generally speaking. wathin institutions -having reguiar academic. ranks. tenure is granted only to faculty at the rank of Professor or Associate Professör In addition to the regular academic ranks, of Professor. Associate Professor. Assistant Professor, and Instructor, the University also has Lecturers and faculty, with no academic rank Athough a few of these are eligible for tenure. or security of appointment. they have been excluded from this discussion Most Community Cofleges do not use academic ranks for their faculty
An increasing percent of the Community College's nine-month contract faculty are women As a result of these new appointments, the percent of women with tenure declined. With a reduced rate of increase in new appointments in 1977, however. and with more women meeting the criteria for being awarded
tenure, women experienced a tenure increase of 5 percent in 1977 over 1976, from 74 percent to 79 percent.

The State University and Colleges has experienced an increased concentration of faculty in the upper two academic ranks, both among mates and females While the total number of female faculty has decreased over the period, this decrease has been entirely at the two lower academic levels The number of female faculty in the upper two ranks has increased 33 percent since Fall 1973

Women constitute only 11 percent of the full-tume, nine-'month contract faculty in the University Of these, 42 percent had tenure in fall 1977 The greatest number of new women faculty were hired in Fall 1975, causing the percent with tenure to drop to 37 percent There, are no tenured faculty in the lower two academic ranks within the Uniwersity Fifty-five percent of the women hoid appointments in these ranks, compared to 19 percent of the men In Fall 1974, 59 percent of the women faculty in the Universtity were in the lower two ranks, compared to 25 percent of the men
Within the independent sector, onty eqperćept of the male faculty and 36 percent of the femate fac 4 ity nerd tenure in Fall 1977 These percentages are about the same às reported in Fall 1975
Wrain higher education, the doctorate is usually

- considered the appropriate academic degree for teaching and research This is more the case at institutions offering upper-division and graduate work, however. than in instituitons offering onit lower-division programs
In reviewing five years of data for the State University and Colleges, it appears that the percent of full-time faculty with doctorates ancreased each year from 1973 through 1976, zhen dropped in 1977 White the percent of full Professors with a doctorate remaned constant in 1976 and 1977, these two years were the lowest of the five years reported $\ln 1977$, the percent of Associate Professors possessing the doctorate. having improved their standing from 457 percent in 1973 to 536 pescent in 1976, fell to $46 Q$ percent in 1977 Among the State University and Cotteges 208 Instructors in 1973,"only 05 percent had earned the doctorate In 1977, with nearly the same number at the Instructor rank. 54 percent possessed their degree


EULL•TIME FACULTY. MEAN SALARY AND TENURE STATUS


FULL-TIME FACULTY, MEAN SALARY ANDITENURE STATUS 1973-1977

CALIFORNIA STATE UNIVERSITY AND COLLEGES

$N / A=$ NOT AVAILABLE

$$
254
$$

- FULL-TIME FACULTY, MEAN SALARY AND TENURE STATTUS

UNIVERSITY OF CALIFORNIA

full -time faculty, mean salary and tenure status by rank, by sex 9 MONTH CONTRACT

1973-1977
1

## CALIFORNIA COMMUNITY COLLEGES

MALE INSTRUCTORS


FEMALE INSTRUCTORS


25 N/A = Not Available
${ }^{\text {a FULL-TIME FACULTY, MEAN SALARY AND TENURE STATUS BY RANK, BY SEX }}$ 11 MONTH CONTRACT

CALIFORNIA COMMUNITY COLLEGES


FULL-TME FACULTY, MEAN SALARY AŃD TENURE STATUS BY RANK, BY SEX
9 MONTH CONTRACT.
1973-1977

CALIFORNIA STATE UNIVERSITY AND COLLEGES

MALE PROFESSORS


FEMALE PROFESSORS


> N/A = NOT AVAILABLE,

FULL.TIME FACULTY, MEAN SALARY AND TENURE STATUS BY RANK, BY SEX

CALIFORNIA STATE UNIVERSITY AND COLLEGES

MALE ASSOCIATE PROFESSORS


EEMALE ASSOCIATE PROFESSORS

$N / A=$ NOT AVAILABLE

## FULL-TIME FACULTY, MEAN SALARY AND TENURE STATUS BY RANK, BY SEX 9 MONTH CONTRACT <br> 1973-1977

CALIFORNIA STATE UNIVERSITY AND COLLEGES

MALE ASSISTANT PROFESSORS

fEMALE ASSISTANT PRÓFESSORS


$$
\text { - } N / A=\text { NOT AVAILABLE }
$$

CALIFORNIA STATE UNIVERSITY AND COLLEGES

MALE INSTRUCTORS


FEMALE INSTRUCTTORS


CALIFÓRNIA STATE UNIVERSITY AND COLLEGES


FEMALES-ALL RANKS


FULL.TIME FACULTY, MEAN SALARY AND TENURE STATUS BY RANK, BY SEX
$\stackrel{N}{\mathrm{~A}}$ 9 MONTH CONTRACT

UNIVERSITY OF CALIFORNIA




## UNIVERSITY OF CALIFORNIA.

MALE ASSOCIATE PROFESSORS


0
FEMALE ASSOCLATE PROFESSORS

$3^{n} 3$. ${ }^{n} / a=$ not avaiciable

## full-time faculty, mean salary and tenure status by rank, by sex 9 MONTH CONTRACT

university of california


## UNIVERSITY OF CALIFORNIA

## MALE INSTRUCTORS



FEMALE INSTAUCTORS


FULL-TIME FACULTY, MEAN SALARY AND TENURE STATUS BY RANK, BY SEX 9 MONTH CONTRACT 1973-1977

UNIVERSITY OF CALIFORNIA


FULL-TIME FACULTY,MEAN SALARY'AND TENURE STATUS BY RANK, BY SEX
11 MONTH CONTRACT
1973-1977
Univer̂sity of california


## UNIVERSITY OF CALIFORNIA

male associate professors

$N / A=$ NOF AVAILABLE

FEMALE ASSOCIATE PROFESSORS


MALE ASSISTANT PROFESSORS

'FĒMALE ASSISTANT PROFESSORS


$$
N / A=\text { NOT A }
$$

85

FULL-TIME FACULTY. MEAN SALARY AND TENURE STATUS BY RANK, BY ŞEX

UNIVERSITY OF, CALIFORNIA

MALE INSTRUCTORS


FEMALE INSTRUCTORS


FULL. TIME FACULTY, MEAN SALARY AND TENURE STATUS BY RANK, BY SEX•
11 MONTH CONTRACT
1973-1977

UNIVERSITY OF CALIFORNIA


PERCENT OF EULl.TIME FACULTY WITH DOCTORATE DEGREES
9 AND 11 MONFH CONTRACT .
FALL 1974-FALL 1977
CALIFORNIA STATE UNIVERSITY AND COLLEGES


UNIVERSITY OF CALIFORNIA

'FULL-TIME FACU̇LTY. NUMBER. MEAN SALARY AND TENURE STATUS BY RANK' AND SEX
AT OTHER PUBLIC INSTITUTIONS
1974-75 THROUGNH 1977.78
9.MONTH CONTRACTS




Otes Antinstrute of LA Counti
 $\begin{array}{llllllll}5 & 3 & 3 & - & 2 & - & - & - \\ 5 & 4 & - & 4 & - & - \\ 4 & 2 & 4 & 2 & - & - & -\end{array}$ Naval Postgradúate Schoof:

$11^{\circ}$ MONTH CONTRACTS ${ }^{2}$

percent with renure

California Marrime Academy

| - | - | - | - | 3 | - | $\epsilon$ | - |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| - | - | 4 | - | 6 | - | - | - |
| 2 | - | 6 | - | 4 | - | - | - |
| 1 | 5 | - | 7 | - | $\cdots$ | - |  |
|  | - |  |  |  |  |  |  |

'Californa Maritime Academy faculty are on 11 month teaching contract.
${ }^{2}$ Otis Art Instrtute of Los Angeles County and Naval Posigraduate School facultes'are on 9 mboth teaching contracts



FULL-TIME FACULTY, MEÁN SALARY AND TENURE STATUS BY RAṄK, BY SEX'
. 9 MONTH CONTRACT

- jNDEPENDENTINSTITUTIONS

fulí-time faculty, mean sálary and teñure status býr rank, by sex " $*^{*}$


## 9 MONTH CONTRACT

1975-1977

INDEPENDENT, INSTITUTIONS

MALE ASSOCIATE PROFESSORS


293 ERIC

Includes 88 Accredited, 15. State Approved, and 45 Autharizad Independent Institutions 'Includes' 83 Accrodited, 15 State Approved, and 39 Authroized Independent Institutions.

FEMALE ASSOCIATE PROFESSORS


MALE ASSISTAONT PROFESSORS


FEMALE ASSISTANT PROFESSSORS


Includez 88 Accredized, 15 Stata A pproved, and 45 Authorized independent Institutions. ${ }^{2}$ Includer 85 Accredizd. 18 State Approved, and 34 Authorized Independent Institutions. Incicuder 83 tccradited. 15 Stats Approved, and_ 39 Authroized Independent Institutions:

## - fullitime faculty.mean śalary and tenúae status by rank. by sex <br> 9 MONTH CONTRACT. <br> 1975-1977

1
indep.endent institutions

MALE instructors

FULL-TIME FACULTY, MEAN SALARY AND TENURE STATUS' BY RANK, BY SEX.
9 MONTH CONTRACT
1975-1977

INDEPENDENT INSTITUTIONS

MALES-ÁLL RANKS


FEMALES-ALL RANKS


$\}^{3}$ FULL"-TIME FACULTY, MEAN SALARY AND TENURE STATUS BY RANK, BY SEX
11 MONTH CONTRACT
1975-1977
INDEPENDENT INṠTITUTIONS
male associate professors



F́EMALE ASSOCIATE PROFESSORS
 Inchudes 86 Accredited,'18 State Approved, "ind 34 Aerthorized independent fistitutions Mnchyes 83 Acćredited, 15 Siate Approved; ad 35 Authroized independentinstitutions.

FULL-TIME FACULTY. MEAN SALARY AND TENURE STATUS BY RANKBY SEX
11 MONTH CONTRACT
1975-1977
3
INDEPENDENT INSTITÚTIONS


## FULL-TIME FACULTY, MEAN SALARY AND TEṄURE STATUS BY RANK, BY SEX

- 11 MONTH CONTRACT

1975-1977

INDEPENDENT INSTITUTIONS

\%

[^5]FULL. TIME FACULTY, MEAN SALARY AND TENURE STATUS BY RANK, BY SEX $\because$. \%

## INDEPENDENT INSTITUTIONS




## FINANCE

## Introduction

In Čalifornia, the budget process is quite different for four-year and graduate institutions than for the two. year Community Colleges. Since their founding, the University of California and the State University and Colleges were considered State institutions and received no funds from local governmients The "junior" or community colleges, which began as extensions of the high schools, were supported through a statutory finance formulawhich matched State funds with local tax revenues
Today, the Universtry of California and the California State University and Colleges are subject to the State's annual "budget cycle" After months of preparation, these two segments present their base budgets for the.current year, calculate baseline adjustments by estimating inflation increases and enroldment changes. and put forward budget/program chame proposals. including requests for salary increases Although these "change proposals" rarely exceed 15 percent of a segment's total budget. they are important for two reasons

1 They usually become part of the segment s base budget and receive minimal review in later years: and
2 They often represent new directions for the institutions and new obligations for the State
'Customarily, the Governor and the Department of Finance cut these budget/program change proposals substantially, but they.rarely lower the baseline adjustments and usually leave the base untouched The Governor's Budget is then introduced as the "Budget Bill," wheh winds its way through the legislative process until adopted by the Legislature in June and signed by the Governor. The Governor has line tem veto power over the budget adopted by the legislature Although most State funds for the University and the State University are allocated by formulas based on enrollment, categorical and for special programs represents a significant portion of their total budgets These programs typicallyrecerve the most legislative attention
The Californa Community Colleges draw upon fivé sources to support their current operations State apportionments. district revenues. county funds. federal and, and minmal student fees the two primary, sources are the State apportionments and district revenues, which provide approximately 90 percent of the total income for these colleges
Each Community College district is authorized to lewy a general purpose tax and several "permissive" taxes on the property tax rolls of the district Basically, the maximum tax rate is'the district's 1975-76 general purpose rate adusted proportionally by any increases in the adult population and by chariges on the Government Price Index Because wealth varies
widely among Californa's. seventy Community College districts, the local revenues per student are quite unequal Therefore, the State apportionmients are desighed to equalize the income per student amomy the districts by distributing more dollars to poorer districts than to weathy districts The State s average apportionment in 1976-77 was $\$ 589$ per untt of Average Daily Attendance (ADA), but individual apportionments ranged from $\$ 125$ to st. 276 per ADA (The use of Average Dally Attendance ' ADA ) for community colleges is a yestige of their orgin within the public school system Gqnerally, there are two census weeks per -term and enrollfnent is counted in terms of Weekly Student Contact Hours. These hours are then divided by various formulas to determine ADA One unit of ADA roughly equals one full-ume-equivalent student)
In some ways, this statutory method of State apportionment provides more security for the Community Colleges in estimating their income from the State than does the budget method for the University of California and the Califorsia State University and Colleges. This methiod also leáds to less legislative scrutiny during the budget hearings Since it is based solely on attendance, however, the Community College formula lacks fjexibitity in adjusting annual appropriations to meet changing needs and circumstances Also. Community College budgets are not considered for augmentations within the Governors Budget, they have to compete.for any monies that reman atter passage of the annual Budget Act Furthermore, the State's policy is not to provide categorical aid for the Community Colleges beyond the statewide programs and operations shown in the Expenditures display
In sum, the process for financing the current operations of the Community Colieges reflects the tradtionally local orientation of these institutions while the budget seview process reflects the statewide character of the University of California and the California Stare University and Colleges
Because of the varying program "expenditures and income sources among the segments, terms and their definitions used in this section are provided within the text The reader should note the Caveats-Please Note portion of the text prior to using any information provided
Information appearing in this section was obtained directly from selected editions of the annual Governor's Budget All data 3 and displays appearigg. in this section were verified by the systemweres. offices of each segment prior to publication

## California Community Colleges

The California Community Colleges receive approximately 90 percent of their total annual infome from State apportionments and local taxes, a stable mixture of these revenues is essential for the
' heatth of the insititutions. In 1974.725, ine total income of the seventy college districts, including EOPS, was $\$ 1,000.399 .035$. of which the State provided 42.9 percent, or $\$ 428.7$ million. The'State $s$ support rose ta $\$ 491.3$ million in 1975-6 but dropped to $\$ 45 \$ 0$ million in 1976.7, which represented 358 percent of the total budgets of the colleges This serious decline in the proportion of disfict budgets. supported by the State was caused by a change in the State's finance formula and by a 61 percent fall in Averàge Dally Attendance (ADA) betwegty 1975-76 and 1976-77.
This decline appears to be an aberration. since State expenditures' for current operatipns of the Community Cqlleges are projected at $\$ \$ 67.341 .161$ for 1978-79 This represents a 60 percent increase in State supporf during the past frue years Over this period, State apportionments to the districts have fallen from 97.4 percent to 96.2 percent of the States total expenditures for the Community Colleges. while the statewide operations and programs of the Chancellor's office have increased from 26 percent to' 3.8 percent of the State's expenditures This increase in statewide administration is due primarily to the large increase in expenditures for the Extended Opportunity Psogiram and Services (EOPS), which provides financial aid grants and tutoring/counseling servicts to disadvantaged students in the projected budget for 1978-79. EOPS will constitute 645 percent of the expenditures by the Chancellors Office -

Extended Opportunity Programs and Services for the Californa Community Colleges. 197475 to 1978-79

| Fiscal Year | Annual <br> Appropriation | Total <br> Siuderts <br> Served |
| :---: | :---: | :---: | :---: |.

Source Report of the Legislatwe Anatyst to the Joint iegislative Budget Commrtiee Anetysis of the Budget 8 ill for the Fiscal Year 19781979 Sacramemio 1978. 090

## California State Uñversify and Colleges

In contrast io the Community College apportionments. State funds are provided to the California State University any Colleges according to standard program classifications which relate the funds to institutional objectives The largest classification is "Instruction." which includes the expense of all salaries and supplies for activities in which students earn academic credit toward a degree The next largest classification is "Institutional Support," which includes the expenses of campus and statewide administrations, physical plant operations, faculty and staff services, and community relations. Student Services include
soctal and cultural programs, supplementary educa tıonal sérvices, counselıng and career guidance, and student financiat aid "Alademic Support" consists of, expenses for librartese audio-visual services. computing support, and ancttaxy support. "Inde pendent Operations" contan a variety of duxiliary organizations and special projects performed by college employees which are. not an integratpart of the instfuctionall function. difing halls, book stores, college unions, and campus foundations. No direct State support is provided for these activities Similarly. State support is minımal for the classificatuons of "Research" and "Public Service" because California's Master Plan IImits the role of the State University and Colleges in these areas.

Since 1974-75, expendequres from the State's General Fund have increased 45 percent for the State University as shown $m$ the Income displays.
Particularly important is the fact that the General Fund's portion of that segment's' total income has fisen from 698 percent in 1974-76 to 777 percent in the proposed budget for 1978-79 The State's portion has increased chiefly because State University income from several other sources has not kept pace with inflation or with the overall growth of the system's budget
This 777 percent is far more than the State sportion of the anticipated total income for the Community Colleges for 1978-79 (approximately 40 percent) and the State's portion of the University of California's total support budget proposed for 1978:79 (approximately 314 percent)

## University of California

As shovin by the Expenditures display, the University of California "follows much the same program classification format as does the California State Uasversity and Colleges except for additianal categories such as teaching hospitals and federal research grants The State's General Fund provides mostr of the money to the University for Instruction, Academic Support, Public Seivicé, Inśtitutional Support, and Maintenance of Plant
The State has increased its Gerieral Fund support of the University by 52 percent since 1974-75, a figure higher than the percent increase in total dollars for the State University, but less than the percent increase for the Community Colleges Different trends are apparent. however. for the State siportion of the three budgets. As noted earlier. the State's portion of income for the Community Colleges has fallen since 1974-75, but has increased steadily for the State University Unlike these two segments, the Siate's portion of the University's total operations budget has remained remarkably stable. around 31 percent for the past five years
The Universitys budget for 197879 totals $\$ 25$ billion, the following displays show the magnitude and diversity of its activities for instruction. research
facilities. The University of California is. now the largest non federal! recipient of research money from the U.S. Government. In addition, the State provides almost $\$ 60$ million for the University's. Organized Research Units and for research in the agricultural and marine sciences. The State also provides funds for the immediate application of much research through Public Service, the largest element within

- this classification being the University's-Cooperative (Agriculture) 'Extensio nt which operates from three caropuses and fifty-six county offices
Because life University provides so many noninstructional services, the portion of its budget for Instruction (. 18.9 percent for 1978-79) is much lower than that of the State University ( 514 percent for 1978-79) and the amount spent by the Community. Colleges for the salaries of classroom
$\rightarrow$ instructors ( 53.1 percent in 1975-76) (Percentages for the University of Califomia and the California State University, and Colleges slightly understate the portion which will be spent for instruction. because they do not include the proposed salary increases) Because of concern for th s educational component. virtually all of the University s budget change proposals for 1978.79 were for increases in its Instruction and Academic Support classifications and. most of these requests were included in the Governor's Budget


## Capital Outlay.

The University of California the California State University and Colleges, and the California Community Colleges have simitar processes in /approaching the State for capital outlay, although the Community Colleges rely on local funds to match State Funds All three segments now participate in the Capital Outlay Fund for Publictingner Education (COFPHE). which receives annual revenues from the sale of California tidelands oil
All three segments present their requests to the Department of finance according to priority

- categories The Department of Finance and the Governor estimate how much mosey is available in the COFPHE fund and how many projects can be
- funded for each segment. The approved projects are then included in the Governors Budget and sentit the Legislature Finally. the Budget 8 ill is adopted by the Senate and Assembly in June but the Governor can still veto capital outlay projects before signing the Bill
Competition among the segfinents for COFPHEYunds has increased significantly because the 1972 Heath Sciences Bond Funds have beeniexhausted by the University, and California voters recently defeated a $\$ 150$ million construction bond act for the Community Colleges Because of this competition for limited funds, the Governor has established the criterion that capital array projects must be necessary to protect life and safety, to make existing facilities operable or to meet critical program
capacity needs at existing campuses The following displays show declining amounts available for capital outlay in all segments, party because enrollments are not growing statewide, partly because the special bond funds have been exhausted. and partly beeause of the Governor's criterion


## Caveats-Please Note

(a) In the display titled "Operating Income and Expenditures. 1974-5." the federal funds shown under "Income" for 1974-5, are those funds paid dreetw to the State. The total amount of federal aid to the California Community Colleges is approximately 10 percent of their budgets, as shown m the displays entitled Total Operating Budgets. California Community Colleges.
(b) The Community College Apportionment s listed for 1974-1975 and for 1975-1976 are not comparable to those listed for the years following. the earlier budgets did not include property tax relief and other expenditures which together represented the total State expenditures to the districts Because of a major change in the

- State's france law. the budgets since 1976 include aft these expenditures Therefore the total State support. excluding EOPS. to the districts in 1974.5 was $\$ 419.559 .013$ and for $1975-6$ was 's $483.669,989$ These amounts can then be compared to the apportionment for years following
(c) The category 'Non-expenditures." in the displays entitled Total Operating Budgets, California Community Colleges, consists of tuition trans: firs. interfund and other transfers and student financial aid
(d) The 1978-9 budgets for the University of Callforme and the California State University and Colleges do not include proposed salary and fringe benefit increases These increases reprosent approximately 5 percent of the segment's total budget from State General Funds, they must
- . be added to the 1978 -9 budget in the displays before these figures can be compared with previous years.
(e) Three years of actual, one year of estimated. and one year of proposed budgetary data appear for both operating (income and expenditure) and capital budgets for each segment ;
(f) Income sources and expenditure programs significantly differ among. segments Only state
- appropriations are reflected in the Commonity College operating (income and expenditure) budget displays
iq) Expenditures shown for California Community College capital outlay are for state supported projects under the Junior College Construction Act of 1967. These expenditures do not include monies spent for capital outlay from local funds outside the Construction Act. projects which
- 

were funded with federal money, or other state funding, such as Physically Handicapped Funds ${ }^{\text {. }}$ Expenditures other than those shown on the
charts woutd be approximately $\$ 50$ millipṇ̀ per year. The State Construction. Program is derived from Community College Bond Funds.

## OPERATING INCOME AND EXPENDITURE BUDGETS



# 1974-1975 BOARD OF GOVERNORS CALIFORNIA COMMUNITY COLLEGES ISTATE APPROPRIATIONS ONLY) <br> 1974-1975 BOARD OF GOVERNORS CALIFORNIA COMMUNITY COLLEGES ISTATE APPROPRIATIONS ONLY) <br> 1974-1975 BOARD OF GOVERNORS CALIFORNIA COMMUNITY COLLEGES (STATE APPROPRIATIONS ONLY) <br> 1974-1975 BOARD OF GOVERNORS CALIFORNIA COMMUNITY COLLEGES ISTATE APPROPRIATIONS ONLY) 


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# OPERATING INCOME AND EXPENDITURE BUDGETS 

$\gamma^{975-1976}$
BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES (STATE APPROPRIATIONS ONLY)
*
INCOME


EXPENDITURES


OPERATING INCOME AND EXPENDITURE BUDGETS 1976-1977

BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES STATE APPROPRIATIONS ONLY
income


## OPERATING INCOME AND EXPENDITURES BUDGETS 1.977-1978.

## BOARD OF GOVEANORS

 galfornia communty colleges istate approppations onlm:

Total: $\$ 513,570.140$


## OPERATING INCOME AND EXPENDITURES BUDGETS 1978-1979

PROPOSED
BOARD OF GOVERNORS
CALIFORNIA:COMMUNITY COLLEGES
(STATE APPROPRIATIONS ONLY)

INCOME



## TOTAL OPERATING BUDGETS

 CALIFORNIA COMMUNITY COLLEGES 1975-76

INCOME


COMMUNITY COLLEGE DISTRICT GENERAL FUND
TOTAL: $81.137,832.335^{\circ}$
"The toral includer capital outlay.
*-Includer community college district reserves.

TOTAL OPERATING BUDGETS CALIFORNIA COMMUNITY COLLEGES

EXPENDITURES


INCOME


## COMMUNITY COLLEGE DISTRICT GENERAL FUND TOTAL: $\mathbf{8 1 , 2 5 9 , 3 5 3 , 9 9 1 *}$

The total includes capital outlay.

- Includes community college district reserves.


## -. OPERATING INCOME AND EXPENDITURE BUDGETS 1974-1975

## CALIFORNIA STATE UNIVERSITY AND COLLEGES



## OPERATING INCOME AND EXPENDITURE BUDĠETS 1975-1976

## CALIFORHIA STATE UNIVERSITY AND COLLEGES



## EXPENDITURES



# OPERATING INCOME AN̄D EXPENDITURE BUDGETS 1976-1977 

## CALIFORNIA STATE UNIVERSITY AND COLLEGES



Totel 3879.574 .782

1
EXPENDITURES


# OPERATING INCOME AND EXPENDITURES BUDGETS 

 1977-1978ESTIMATED

## CALIFORNIA STATE UNIVERSITY AND COLLEGES :



INCOME


## EXPENDITURES



OPERATING INCOME AND EXPENDITURES BUDGEKS 1978-1979

PROPOSED
CALIFÖRNIA STATE UNIVERSITY AND COLLEGES


EXPENDITURES


# OPERATING INCOME AND EXPENDITURE BUDGETS 

$1^{\circ}$ 1974-1975
UNIVERSIT* OF CALIFORNIA


Totsl. 1.647 .053 .886

f.

## OPERATING INCOME AND EXPENDITURE BUDGEİS 1975-1976

UNIVERSITY OF CALIFORNIA


## OPERATING INCOME AND EXPENDITURE BUচ゙GETS 1976-1977

## UNIVERSITY OF CALIFORNIA



## EXPENDITURES



## OPERATING INCOME AND EXPENDITURES BUDGETS

 1977-1978
## ESTIMATED

UNIVERSITY OF CALIFORNIA


# OPERATING INCOME.AND EXPENDITURES BUDGETS 1978-1979 <br> PROPOSED 

## UNIVERSITY OF CALIFORNIA

## INCOME



EXPENDITURES
Pubfic Sernce


CAPITAL OUTLAY
‘STATE BUILDING PROGRAM EXPENDITURÉS

CALIFORNIA COMMUNITY COLLEGES

1974-1975


TOTAL $\$ 93.755 .058$
5

To


1
CAPITAL OUTLAY STATE BUILDING PROGRAM EXPENDITURES.

CALIFORNIA COMMUNITY COLLEGES
1 . 1976-1977.


CAPITAL OUTLAY.
STATE BUILDING PROGRAM EXPENDITURES <br> \title{
CALIFORNIA COMMUNITY COLLEGES <br> \title{
CALIFORNIA COMMUNITY COLLEGES <br> *
}
callo. .
*. 1977-1978 EŚSIMATED


# - state Building prol outlay 

CALIFORNIA ŚTATE UNIVERSITY AND COLLEGES



TOTAL 859.182 .450 ..
342.

CAPITAL OUTLAY
STATE BUILDING PROGRAM EXPENDITUREXS

CALIFORNIA STATE UNIVEA厅ITY AND COLLEGES


CAPITAL OUTLAY
¿STATE BUILDING PROGRAM EXPENDITURES

## CALHFORNIA STATE UNIVERSITY AND COLLEGES



1978-1979 PROPOSED


CAPITAL OUTLAY
STATE BUILDING RROGRAM EXPENDITURES

## UNIVERSITY OF CALIFORNIA.

1974-1975


1975 -1976


CAPITAL OUTLAY

## UNIVERSITY ÓF CALIFORNIA



1977-1978 ESTIMATED


1978-1979 PROPOSED

STUDENT ASSISTANEE

## HIGHER EDUCATION STUDENT ASSISTANCE EXPENDITURES

## Introduction

The State of California plays a significant role in aiding students who want to continue their education beyond high, school but who, without financral assistance. would find it difficult or imposfible to do so. Through the State's many programs, which complement and supplement other resburces, financial assistance is provided to students who attend both public and private institutions
State financial assistance is provided through programs administered by the California Student Aid Commission State Scholarship Program, College Opportunity Grant Program. Occupational Edóucation and Training Gixt Program, Graduate Fellowship Program. Bilmgupl.' Teacher Developinent Grant Program, and Educational Assistance to Dependents of Deceased or Disabled Peace Officers
The California Community Coteges also provide financial assistance through its Extended Opportunity Program and Services. while the State University assists its students through the Educational Opportunity Program, fee and turtion waivers. and a Work-Study Program The University of Cahfornia provides financial assistance to its students through the Educational Opportunity Program, loans, fee and tution waivers, and various work-study programs Finally. the Department of Veterans Afthers has an Educational Assistance Program
In addtion. the federal government funds a variety of educational assistance programs in all segmems. of higher education, including private institutions
Financial assistance is usually provided toindivitual. students through "packages" of assistance. put together at the campus level The Student Ard Commission and campuses coordinate awards to individual students to the extent possible to assure maximum utifization of funds the assistance package is made up of a combination of grants. loans. work-study. and.other firfancial aid appropriate to each student's needs In addition, the Student Ald Commission has been 'authorized to act as the guarantee agency for the Federal Insured Student Loan Program
Information in this sectipn was obtained from the Governor's Budget. 1978.79

## Budget Changes

The State iff California continues to budget an increasing amount of funds that, when combined with-federal, institutional. änd other funds, provides a balanced and diversified financial aid program to students
In 1978-79. State funds budgeted for the Cal Grant Scholarship program will increase $\$ 55$ million, 104
percent over 1977-78. The College Opportunity Grant program is budgeted at a level which is $\$ 26$ million higher than 1977-78, an increase of 15.1 percent. The Occupational Educatign and Training Grant program is being increased by' $3353.000,12.3$ percent over the pribr year These increases are due to a combination of factors, including statutory increases in the number of grants authorized, the effects of college choice on the part-of students. and anticipated tution increases.
The Graduate Fellowship Program is budgeted at a level $\$ 719.000$ higher than 1976.77. a two-year increase of 34.2 percent. This increase is attributable to two factors. the enadiment of AB 715, Hughes (Ch -1063/77) which expanded the program by $\$ 500,000$ and the anticipated effects of inflation on the cost of the program

## State Scholarships

State Scholarships assist academically able. financially needy students to complete four years of 'colfege at institutions of their chorce Awards may bd used for tution:and fees only The average State scholarship is budgeted at $\$ 1.352$ for 1978.79

## Collego-Opportunity Grants

The College Opportunity Grant (COG) Proftam is targeted to meet the needs of low-income, disadyantaged students who have demonstrated a strong academic recor while in high school A special allowance assists a CO student in meeting the costs of living away from home A COG student who attended a Communty College may, in his or her last two years of undergraduate study. receive additional support for tuition costs at any accredited four-year'college in California

## Oecupational Education and Training Grants

Occupational Education and Training Grants (OETG) are unique in that they assist students preparing for vocationahor occupational careers A,wards are made to studentselecting public: privaté nonprofit. and proprietary institutions alike Students are enrolled in a wide variety of programs including. for example. surgical technician, correctional officer, and secretary

## Graduate Fellowships

The Graduate Fellowship Program provides tultion grants for disadvantaged and talented graduate students Students who are chosen as graduate fellows may use their fellowships at any accredited school in California As noted earlier. this program has been increased 25 percent by Chapter 1063. Statutes of 1977

## Educationaf Opportunity Prográms

While the State has emphasized freedom of student choice in its financial ad programs by giving the
student the option of which institution to attend, it has also provided assistance to students through institutionally based programs. The various educational opportuaity programs allow campuses of the three public segments and Hastings College of 'Law to recrut, counsel, and otherwise assist specially selected low income. disadvantaged students.

Federal Programs
In addition to the State and instritutionally funded programs, California students also ceceive assistance from various federal student ard
programs.. These play a stgnificant role in extending -educatronal opportunities to Ealiformians The newest provides Basic Educational Opportunity Grants (8EOG) to financially needy students and has substantially increased the amount of aid to Calfornians. All potentially eligible students applying for State financial aid are required to also apply for BEOG. The amount of BEOG received is taken into account in "packaging" financial aid for the student. BEOG thus provides the State with the flexititity to allocate funds to more students or to increase the total financial aid package that a student recerves.

## HIGHER EDUCATION STUDENT ASSISTANCE EXPENDITURES (in thousands)

 1974.75 THROUGH 1976-77CALIFORNIA COMMUNITY COLLEGES

|  | 1974.75 |  |  |  |  | 1975.76 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| -. | Surte | Foderal | Institutional | Other | Total | - State | Federal | . Institutional | Orther | Total |
| Colloge Opportunity Gents | \$1,594 |  | . |  | 81.594 | 32.301 |  |  |  | 82.301 |
| Educationsl Opportunity Orants (EOP/8) | 3.455 |  | . |  | 3.455 | 4.486 |  |  |  | 4.486 |
| Basic Educational Opportunity Granta (BEOG) |  | 89.181 | - | - | 9.181 | - . | - 810.000 | . |  | 10.000 |
| Grants to Voterans . . |  | 38.735 | - |  | 38.735 | - | 63.000 |  |  | 63.000 |
| Other Grants | : | 5.217 | . |  | 5.217 | - | 6.329 | . |  | 8.329 |
| Notional Dirset Student Lomm | . | 3.100 | . |  | $3.100^{+}$ | - | 5.800 | . |  | 5.800 |
| Other'Lans |  | 225 | . |  | 225 |  | 2.300 | . |  | 2.300 |
| Colioge Work Sudy | - | 8.594 | $\cdot$ |  | 6.594 | - - | 12.000 | . |  | 12.000 |
| Par-Time On-Campur Emptorment | . |  | \$11.781 |  | 11.781 |  |  | 85.120 |  | 5.120 |
| totals | 85.049 | \$63.052 | \$11.781 |  | 879,882 | 86.767 | 699.429 | 85.120 |  | \$111.316 |


|  | 1976-77 |  |  |  |  | 1977-78' |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | * State | Federal | Institutional | Other | Total | Surte | Federel | Institutionsl | Other | Toted |
| College Opportunity Grants | \$4,888 | . | *. |  | 64,886 | $65.195^{\circ}$ | - | - |  | 85.195 |
| Occupstional Ed. \& Theining Grants | 173 | - | - |  | . 173 | - 372 | - | - |  | 2. 372 |
| Educational Opportunity Grants (EOP/S) | 11484 | - | - |  | 11484 | 13.983 | - | - |  | 13.883 |
| Besic Educetional Opportunity Grant (8EOG) | - | \$80.000. | - |  | 60.000 | - 1 | 866.000 | - |  | 66,000 |
| Other Grants | - | . | 82.685 |  | 2.685 | $\because$ | - | \$2.700 |  | 2.790 |
| National Dirtet Student Loens | - | 5.720 | . 715 |  | 6.435 | . | 5.000 | 730 |  | 5.730 |
| Federaliy Insured Guaranteed Student Lozns | * | 3.000 | - | 1. | 3.000 | , - | 3.000 | $\cdots \quad$. |  | 3.000 |
| - Other Laans | - - | - | 2.585 |  | 2.585 | - | - | 2.600 |  | 2,000 |
| College Work Study | - | \$3.780 | 3.000 |  | 16.780 | , $\cdot$ | 15.000 | 3.000 |  | 18.000 |
| Part-Time On-Cempua Employment | - | - | 6.280 |  | 6:280 | - | - | 6.309. |  | 6300 |
| TOTALS * . | 816.543 | \$82,500 | \$15.265 |  | 3114,308 | 819.550 | \$89.000 | \$15.330 |  | \$123.880 |
| . |  |  | ' |  | : | - | * |  |  |  |



# HIGHER EDUCATION STUDENT ASSISTANCE EXPENDITURES (in thousands) 

 1974-75 THROUGH 1977-78
## UNIVERSITY OF CALIFORNIÀ



## HIG̈HER EDUCATION STUDENT ASSISTTANCE EXPENDITURES (in thousands)

 1974-75 THROUGH 1977-78
## hastinǵs college of law



## HIGHER EDUCATION STUDENT ASSISTANCE EXPENDITURES (in thousands) 197475 THROUGH 1977-78

CALIFORNIA INDEPENDENT COLLEGES AND UNIVERSITIES


HIGHER EDUCATION STUDENT ASSISTANCE EXPENDITURES (in thousands) 1974-75 THROUGH 1977-78

## STUDENT AID COMMISSION²

197475

${ }^{1}$ Figures shown in parentheses for the commishon are provided fot informstion onty Thaseamounts are dastributed throughout the disploy

## HIGHER EDUCATION STUDENT ASSISTANCE EXPENDIFURES (in thousands)

 1974-75 THROUGH 1977-78


## OFF-CAMPUS INSTRUCTION

## Introduction

The steady expansion of off-campus instruction has vastly expanded opportunities for Californians to pursue formal education beyond high school. An account of this activity-where the instruction takes place, what courses and programs are offered, how many students enroll, for example-constitutes an essential element in the record of California postsecondary education. Without a knowledge of the nature and scope of instruction which takes place off campus, the context for statewrde policy determination is incomplete. Recognizing the needto take inte account the wide variety of educational activities being conducted away from a campus the Education Code directs the Commission to " maintain and update annually an inventory of all offcampus programs and facilties for education research, and public service operated by public and private institutions of postsecondary education "
The information for Fall 1976, shown in the table below; is based on responses from 94 percent of the accredted colleges and universities in California

| Segmant | Number of Inutis Reporting | Percem of Total Instrt Reporung |
| :---: | :---: | :---: |
| Unversty of Calfornia rooes not include UCLA and UC | $\begin{gathered} 7 \text { of } 9 \\ \text { San Franersosi } \end{gathered}$ | :78\% |
| Calforna State Unirersty and Collepes | $19 \times 19$ | . 1004. |
| Calforna Communty Cofleges | 10204102 | - 004 |
| Independent Colleges Aceredned by WASC | 780487 | .87\% |
| Other Independent Colleges | $19801174$ | 68\% |

## Significant Trends

During the fall term of 1976, off-campus instruction was offered at 4.408 reported locations through out the State The Community Colleges alone conducted classes at close to 3.000 different off-campus stes As a group, the independent colleges offered courses at more than 500 . Afations. with three colleges operatung 50 or more skes each
The most common type of facility in which offcampus instruction if offered is the public elementary or high school ( 30 pepaent) Government buildings. are used for 10 percent of off-campus courses, while church facilities. storefront or business focations, hospital facilities, and civic and community centers each comprise about 8 percent of off-campus facilities.
Most facilities used for off-campus instruction are either donated'br. shared with another educatonal instrtution. Threerfourths of all off-campus locations are made avallable at no cost, to the campus offering instruction. Another 16 percent are leased Only 2 percent of all off-campus stes are owned by the instrtution, although the Community Colleges still own 94 such facilites.

Over half of the 4,408 reported locations are less than ten miles from the home campus. Among the Community Colleges, some 229 sites are within a mile of the campus. The independent colleges go farther afield, offering courses at 162 locations which are 100 miles or more from the home campus
About 40 percent of all off-campus locations offer only one course; another 37 percent offer between two and five courses. White the percentage of sites at which 20 or more courses are available:may seem negligible, it is worth noting that there are 183 locatons within the CommunityColleges which offer at least 20 courses and 53 such locations operated by independent colleges or universties.
Credit and noncredt enrollments by location provide another measure of the relative size of current offcampus operations. It is the total number of registrations, however, that is most noteworthy here Because of inconsistencies in seporting enrollment. the number of registrations is a more refiable indication of participation rates than headepunt (number of persons) or FTE (Full-Time Equivalena) tabulations A combined total of 556,850 credit and noncredit registrations were reported at off-cimpus* locations for the fall term of 1976. This figure, it must be semembered. does not represent individuals. since one person may have enrolled in two or more courses
The vast majority of off-campus locations operated by public colleges and universtites do not offer enough courses in a program to allow a student to complete 50 percent or more of the requirements for that certificate or degree program Even so, some 830 programs (those offering 50 percent or more of the required courses) are available at off-campus sites Among the independent colleges, on the other hand, 396; or 75 percent, of the locations offer at least half of the courses required for a degree In fact, twentytwo sponsored by independent colleges allow for the completion of ten or more different degree or certificate programs.
The most commonly offered programs at off-campus locations are in the fields of Business and Management (22 percent) and Education 18 percent). The independent colleges, for example, offer programs in Education at 250 different locatuons and in Business and Management àt 773 Among the other most widety avallable programs are those in Public Affarrs and Services. Social Sciences. Engineering, and Psychology

## Caveats-Please Note

Because a small percentage of schools with offcampus courses falled to return the survey forms, some of the totals in the following tables represent less than a complete count. It is also the case that enroliment records for off-campus noncredit courses appear at times to be rather casually mantaned.

## NUMBER OF OFF-CAMPUS LOCATIONS PER CAMPUS BY SEGMENT FALL 1976

| Number of Locations Per Campus |  | University of California |  | State Univ and Colloges |  | Cominunity Colleges |  | Independent Colieges |  | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\because$ 1-5 |  | 0 | 0\% | 2 | 11\% | 11 | 11\% | 24 | 52\% | 37 | 21\% |
| + 6-10 |  | 0. | 0\% | 1 ' | 5\% | 14 | 14\% | 10 | 22\% | 25 | 14\% |
| $\therefore$ 17-25 |  | 1 | 14\% | 5 | 26\% | 37 | 36\% | 6 | 13\% | 49 | 28\%. |
| - 26-50 |  | 3 | 43\% | 8 | 42\% | 28 | 27\% | 3 | 7\% | 42 | 24\% |
| 51.75 |  | 3 | 43\% | 3 | 16\% | 7 | 7\% | 2 | 4\%. | 15 | 9\% |
| $\because 76-100$ | 4 | 0 | $0 \%$ | 0 | $0 \%$ | 3 | 3\% | 1 | 2\% | 4 | 2\% |
| More Than 100 |  | 0 | $0 \%$ | 0 | $\infty$ | 2 | 铬 | 0 | $0 \%$ | $2 \times$ | \%\% |
| Total inumber of Campuses. |  | 7 | 100\% | 19 | 100\% | 102 | 100\% | 46 | 100\% | 174 | 99\% |

Total Number of Locations:

| . | University of Californus | 300 |
| :--- | :--- | ---: |
|  | Stato University \& Colloges | 592 |
|  | California Commenity Colleges | -2985 |
| . | 531 |  |

# DISTANCE FROM MAIN CAMPUS TO OFF-CAMPUŞ LOCATION BY SEGMENT FALL'1976 

- Distence from Maiń Campits (miles)


| University of $=$ California |  | State UnN and Colleges |  | Community Colleges |  | Independent Colleges |  | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | $1 \%$ | 7 | 1\% | 229 | 8\% | 6 | 1\% | 245 | 6\% |
| 0 | 0\% | 0 | $0 \%$ | 0 | $0 \%$ | 0 | $0 \%$ | 0 | 0\% |
| 49 | 16\% | 187 | 32\% | 1878 | 63\% | 59 | 11\% | 2173 | 49\% |
| 102 | $34 \%$ | 174 | 29\% | 588 | 20\% | 98 | 18\% | 962. | 22\% |
| 76 | 25\% | 114 | 19\% | 153 | 5\% | 104 | 20\% | 447 | 10\% |
| 20 |  | 46 | 8\% | 42 | 1\% | 73 | 14\% | 181 | 4\% |
| 1 | $0 \%$ | 12 | 2\% | 37 | 1\% | 29 | 5\% | 79 | 2\% |
| 49 | 16\% | 47 | $8 \%$ | 40 | 1\% | 162 | $31 \%$ | 298 | 7\% |
| 0 | $0 \%$ | 5 | 1\% | 0 | $0 \%$ | 0 | $0 \%$ | 5 | $0 \%$ |
| 0 | $0 \%$ | 0 | $0 \%$ | 18 | 1\% | 0 | $0 \%$ | 18 | $0 \%$ |
| 300 | 99\% | 592 | 100\% | 2985 | 100\% | 531 | 100\% | 4408 | 100\% |

"Independent institutions ow not report out-of state locatwns
*Due to rounding of percents the total percent may not be exacity $100 \%$

## TYPE AND NUMBER OF OFF-CAMPUS FACILITIES BY SEGMENT FALL 1976

| Type of Fecinty | Universtry of Califómia |  | State Univ and Colloges |  | Communty Colloges $r$ |  | IndependentColleges |  | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Collige or Untwertiry Campois | 15 | 5\% | 55 | 9* | 34 | $1 \%$ | 21 | 4\% | 125 | 3\% |
| Elermentary or High Schorl | 86 | 29\% | 245 | 車安 | 867 | 29\% | 121 | 23\% | 1319 | 30\% |
| Church Facility. | 2 | $1 \%$ | 8 | $7 \%$ | 286 | $10 \%$ | 55 | 10\% | 351 | 8\% |
| Military Base | 5 | 2\% | 16 | 35 | 60 | $2 \%$ | 71 | 13\% | 152 | $3 \%$ |
| Houpital Facifity | 23 | $8 \%$ | 44 | -7\% | 266 | $9 \%$ | 50 | 9\% | 383 | $9 \%$ |
| Public Library Facisity | 0 | $0 \%$ | 7 | 1\% | 58 | $2 \%$ | 3 | 13. | 68 | 2\% |
| Storetroat or Buxiness | 26 | $9 \%$ | 24 | 4\% | 312 . | $10 \%$ | 9 | 2\% | 371 | 8\% |
| Government Euilding | 18 | 6\% | 49 | $8 \%$ | 313 | $10 \%$ | 50 | $9 \%$ | 430 | 0\% |
| Private Office-Building | 11 | $4 \%$ | 18 | 3\% | 60 | 2\% | 50 | $9 \%$ | 139 | 3\% |
| Prison/Correctional Fsartry |  | Os | 2 | $0 \%$ | 25 | 1\% | 1 | $0 \%$ |  |  |
| Moseonm Fucility | 5 | 2\% | 4 | 1\% | 11 | $0 \%$ | 0 | $0 \%$ |  |  |
| Hotit Motot, or Inn | - 37 | 12\% | 38 | 6\% | 17 | $1 \%$ | 36 | 7\% | 128 | 3\% |
| Civic or Cocinnunity Comter ${ }^{\text {- }}$ | 19 | 6\% | 25 | 4\% | 304 | $10 \%$ | 9 | -2\% | 357 | 8\% |
| Other Type Facility' $\quad \because$ | 53 | 18\% | 51 | $9 \%$ | 350 | 12\% | 35 | 7\% | 489 | 1\% |
| Telovision Coursos | 0 | $0 \%$ | 6 | 1\% | 22 | 12 | 20 | 4\% | 48 | 1 |
| Total Number of Locktions* | - 300. | 102\% |  | 2985 | 100\% | 631. | 100\%. | 480 | $\underline{100 \%}$ |  |

RANGE IN ŃUMBER OF REGISTRATIONS AT OFF-CAMPUS LOCATIONS BY SEGMEN̈T
FALL 1976

CREDIT REGISTRATIONS


Total Number of Registrations
University of California
State University \& Colleges
California Communrty Colleges
Indhpendent Colleges

1. 11.692
20.938
2.48

- Due toryuning of percents the total percent may not be exactly 100\%

RANGE IN NUMBER OF REGISTRATIONS AT OFF-CAMPUS LOCATIONS BY SEGMENT FALL 1976

## NONGREDIT REGISTRATIONS



- Due to rounding of percents the total percent may not pe exactly $100 \%$


Dive to rounding of percents the total percent may not be exactly jos.

- $50 \%$ of the course requrements for the program may be completed at the off-campus lopation

| Univernity of CAIffornia | 139 |  |
| :--- | ---: | ---: |
| Stute Univercity \& Colleges | 600 |  |
| Modependent'Colleges |  | 1.006 |
| Grand Total | - | 1.843 |

"Due to rounding ot percents the loxal percemt may nox be expeth $100 \%$

NUMBER OF PROGRAMS BY DISCIPLINE SUBDIVISION OFFERED AT OFF CAMPUS LOCATIONS* FALL 1976



## SCHOLASTIC APTITUDE TEST SCORES

## Introduction

The Scholastic Aptitude Test (SAT), part of the Admissions Testing Program of the Cotlege Entrance Examination Board, is used extensively by public and independent colleges throughout the natron as a means of evaluating applicants for undergraduate admission. All freshman applicants to the University of California,are required to submit SAT scores. while applicants to the Calffornia State University and Colleges may submit scores from etther the SAT or Ameritan Coltege Test (ACT) Applicants' for Canfornia State Scholarships. Cal Grant A, must also submit SAT scores. Nationally, nearly one million high school students took the SAT in 1976.77 Approximately 107.600 of these students $(51.300$ males and ' 56,300 females), were in California Athough the Scholastic Aptitude Test is taken primarily by high sctiool seniors, it is also taken by a large number of juniors and a few others The SAT has two basic components. a verbal test and a mänematical test Scores are reported separately for each test on a scale of 200 to 800 Questions on the mathematical test are based on mathematics as generally taught in grades one through nine Questions on the verbartest are designed toassess reading skills and understanding of word relationships information appearing in this section
$\therefore$ was obtained from the College Entrance Examination Board

## Signficant Trends

Eor the first ume in five years, the numberpi students taking the Scholastic Aptitude Test ISAT) decined. both nationally and in Calfornia Nationally, the number decreased by 20 percent, atthough the percent decrease in the number of males 1315 , was geater than the decrease for females $110 \% 1$ A decline also occurred in California, with males experiencing a 18 percent decrease and females a

02 percent decrease, for a total decrease of 10 percent The total number of women taking the SAT continued to exceed the number of men, both at the national and State levels, for the third consecuitivé year
Test scores continued ther downward trend of the past frve years, with Catifornia's drop in scores outpacing the national decline National scores on the verbal section of the SAT declined 16 points. while Califorma scores declined 25 points. National scores on the mathematics portion declined 11 points, while California's scores dropped 15 points The greatest decline in scores oyer the period accurred between 1973-74 and 1974-75 testings. California scores dropped below national mean scores in both the verbal and mathematics tests in 1975-76 California scores renfaned below the national mean score on the verbal test in 1976-77. but matched the national mean score in mathematres
Males continued to achieve higher SAT verbalas well as mathematics scores than did females throughout the five-year period, both nationally and in the State California males scored hagher verbal scores than national males in four of the five years, but achieved only the national mean score in 1976-77 in mathematics. California males received scores above the nawenal mean throughour the entire period The point spread between male and female i $7-8$ points has semaned narrow and constant on the verbal portion of the test over fiye years A mparked. and increasing point spreqd is evident on the mathematics test. howevef A difference of 51 points between California males and females in 1972-73 was increased to a 57-point difference in 1975-76 Males maintained this mean score advantage in 1976-77 The disparity between average scores of men and women on the mathematics portion of the test widened at the national level from 42 points in 1972.73 to 52 points in 1976.77



## Appendix $A$

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SupmateadFar of Puble hituretiox: and Dresce: $\alpha$ Eduentioa


OFEICE OF PRIVATE POSTSECONDARY EDUCATION

## OPPE INFORMATION BULLETIN NTMEER 5 (February 1978).

CALIFORNIA'S LAWS ALLOWITG TEE ISSUANCE OF DEGREES BY ROM-PUBEIC ENTITIES
Did You Krow? . .
Any private person or private entity, operating within or from the State of California, issuing or granting academic or honorary degrees or offering education creditable towards a degree objective, must comply with at least one of the following statutes of the California Education Code:

- Section $94303(b)$ - the degree is limited to evidence of completion. of education restricted solely to the principles of a church or religious denomination. Such is referred to as an "ezempted". degree.
- Section $94310(a)$ - the degree is conferred by an institution which is accredited by a national or regional accrediting agency recognized by the United States Department of Health, Education, and Kelfare, Office of Education, or by the Comitcee of Bar Examiners for the State of California. Such is referred to as an "accredited" degree.
- Section 94310 (b) - the institution has been approved by the California Superintendent of Public Instruction to award or issue specific degrees. Such a specified degree ticle is referred to as an "approved" degree.
- Section 94310 (c) - the institution has been authorized to operate by Fiftue of making an annual public disciosure with the Supegintendent, and the content of the disclosure has been deemed truthful and accurate. Such degree issued hereunder is referred, to as an "cuthorized" degree.
"Recognition" - An Essentlal Consideration
Degrees granted or issued in conformance with any one of the above cited statutes are all equally legal under the law. Judgements of value and applicability of a certain degree are not made by the law or by the State. The appropriateness of a degree or the applicabillity of the degree to a job or the transfer of education credit is decided by those tho must render such evaluations for those specific purposes.

Persons seeking to obtain an earned degree and those delegated responsibility for evalupting for recognizing a degree must determine for themselves the applicability and value of the degree, based primarily upon the requirements of law under which it was issued or granted. A prospeative studert needs to make certain that the degree and coutse? Work will be recognized by those who mest make such judgements at other institutions, in licensing agencies, and in occupaition personnel offices. School booirds, licensing agencies, coliege registrar8, and others who must determine value and applicability must obtaln information sufficient to ascertain the legal basis for the issuance of the degree. To those ends, the following is presenteq for clarification of California's lows relating to issuing non-public college degrees.

## 

 mark, appellation, series of letters or words such as, but not limited to, essociate, bachelor, master, doctor; or fellow which signifies, purports, or is genetalis taken to signify satisfactory completion of the requirements of an academic, equcational, téchnological", or professional program of s.tudy beyond the secondary 8 chool level or is an honotery title conferred for recognition of some meritorious achievement. Refer to California Eduçation Code Section $94302(5)$.Degree Prohibitions
A private person or entity may not issue or grant degrees in or from Califoraia without either an authorization or approval from the Superintendent or a statutory exemp: Eion. Violations are specified in Education Code Sections 94320, 94321 , and 94336.
One cannot buy, barter (or offer, attempt, or consptre to Ho so) any degree. Iikewise, one may not use, give, or receive (orattempt or conspire to do só), in connectịn with a business, trade, profession, or occupation, a degree or other document which has been purchased, obtained, fraudulently or iltegaliy issued, counterfeited, materially altered, or found, or which serves to evidence the undertaking or completion of scholastic achievement if such has not been undertaken and attained. Viojations are deemed feicrieis and are punishable by fine and imprisonment.

## The EXEXPTED Degree

Education Code Section $94303(b)$ exempts:
"A nonprofit institution owned, controlled, and operated and maintained by a bona fide church or religious denomination if such education is. ifited to instructions in the principlès of that church or denomination, or to courses offered pursuant to Section 2789 of the Business and Professions Code, and the diplom is limited to evidence of completion of that education, and the meritorious recognition upon which any honorary degree is conferred is ilmited to the principles of that church or denomination.".

The intent of this law is obviously the separation of church and state. A bona fide church or religious denomination may propide religious instruction without standards and regulations being imposed by the staite. The degrees issued must strictly and exclusively relace to the principles of the church.

An entity may not imply or state that there is any approval or recognition of the education or degree in any manner whatever by the state or any agency or ageht thereof. Being exempt, the degree has no state approval or authorization atatus whatever.

The ACCREDITED Degree
Education Code Section 94310 (a) allows:
"The institution, with at the time of the issuance of a degree, has accreditation, of the inatitution, prosrami, or specific course of study upon winch the degree $k s$ based by a national or applicable. regional accrediting agency fecognized by the Uaited States Department of Eealth, Education, and Helfare, fifice of Educstion, or by the 'Comittee of Bar Examiners for the state of Californis. The tastitution muat file whththe superintendept an annual affidavit by the administrative head of the institution itating that the institution is so accredited. Institutions authorized to operate under this zubdivision may issue diplomas and certificates as well as degrees."

Accteditation is usually institutional'; that is, acdreditation provides an umbreila *pproval of the total institution and.its programs by the accrediting agency. There are many accrediting agencies listed by the 'nited States' office of Education, each. authorized to accredit certain kipds of programs and degrees. Accreditation by ar. agency not.listed by the United States Office of Education is not recognized as accreditation. Further, Caiffornia law recognizes only final or full accreditation, not candidacy or provisional accredication status. Accreditation is a nongovernmental activity, a peer review of an institution fo assure that its educational a operations reflect quality. Accredited institutions are meetinǵ nàtional standards rather than qinimum state standards and enfoy wide acceptability in iranster of credit.

The California Superintendent of Public Instruction accepts the fact of accreditation as the basis for issuing an Authorization to Operate in Californie. However, the Superintendent has investigatory powers in cases where the institution may be vioiating the minimum standards estabshed by the accrediting agency.

The APPOVV: Degree
Education Code Section $94310(b)$ is cited in part:
"The institution hds been approved by the superintendent to award or issue specific degrees. The superintendent shail not approve an insfitution to issue degrees unitl it is determined, based upon information submitted to him or her, that the \#nstitution hàs the facilyties, financial resources, administrative capabilities; faculty, and other necessary educational expertise and resources to afford students and require of students the completion of a program of education which will prepare the $=$ for the attainment of a professional, technological, or educational objective, including; but not limited to, a degree; and the curriculum is consistent in quality with'curricula offered by established institutions that issue the appropriate degree upon the satisfactory complejion thereof. This shall include the determajetion that the course for which the degee is granted ackieves its professed or claimed objective for higher éducation. The criteria developed hereunder shall be such as will effectuate the purposes of this chapter, but will not unreasonably hinder legitimate educational innovation.


Those institutions approved to issue degrees pursuant to this subdivision may also be authorized by the superintendent to issue diplomas for the completion of courses of study, within their approved degree program, but which do not fully meet the degree requirements. The superintendent may approve an application to issue honorary degrees, provided the applicant institution has full approval to issue academic degrees.

- OPPE INFORMATION BCRLETIN Number 5.(February 1978) - Page 4.

The approval process is similar to the accreditation process. The institution completes an intensivg self-study and submits a detalled report with o.ther documentatipn to the Superintendent who impanels a special ad hoc comittee to review and evaluafe the instig tution. The comittee, after a thorpugh review, inquity, and visitation, produces a report to the Superintendent recomending that approval should be granted or denied. The Supetintendent makes all final decisions and actions.

Approval of specified degrees means that for the specific degree titis so apprdyed:.
(1). The institution has thoroughly studied itself.
(2) The instizution has been'looked at by outside, impartial spectialists.
(3) The institution has demonstrated that it is trying and has the meaps to faprove itself.
(4) What the insticution says about itself provides a reasonably aceuraté picture.
(5) In the judgment of responsible agents of the educational comunity, the instltution's own goals are soundly concelyed, its educâtional propfans have been intelligently devised, areccapable of being cotmetentiy/ gonducted, art capable of fulfilifng the goals the institution seeks, and lachations are, in fact, the ins:itution will accomplish them sibstantially, and the instifution is so organized, staffec, and supported that it ghould continme to merit such confidence in the forseeable future.
(6) The institution is subject to the continuing review of the Superfatendent of Public Instruction.

There are'no laws reailiring' the recogaition of degrees gr credst for coursés. Bowever, the specified degnees approvei by the superirtendert ore in gron cases füty recognizes as corpomaile to degrees from rationniup-accreaited institutions. The Callfornia Legislature estabished the 94310 (b) provision of law for appropriate recognition of quality degree programs: The United States Depertment of, Gealth, Education, and heifare Office of Education, will list im its direchofies chose, Ingtitutions possessing approval under $94310(b)$. Both the Psychology. Examinifg Gomittee of the California State Board of Medical Quality Assurance and the Califo State Board of Behavioral Science Examiners recogaize the approved degrees afd courseg as equal to accredited degreps and courses. The Califoraia Student Aid domissiop considers funding for stydents

- enrolled, in approved programs. The regidal accreditation agency, the Western Association of Schools and Colleges, has a polify of requirkng that any institution mudstirst possess degree approval status under $9 / 310$ (b) prior to making application to it for accireditation. Other comittees and hearings have produced reports favorable to the process and assurances under 94310(b) Many (there are no statistics available)' personnel policies have been alcered to inciude acceptance and recognition of work taken and degrees achieved from ingplitutions obreinipg approval of degrees..
Af 'this moment, there are approximptely gis private accredited degree granting institutions in California, 170 private fostitutions whioh have filed under 94310 (c) for
$\because$ authorization to operate as debrie granting emtities, and a mere 44 private insiitutions which have achieved approval ff aegrees by the Skperintendent under 94310 (b).

Education Code Section 94 有 $\left(\frac{10}{}\right.$ is paraphrased:
An ownersip shall file an anual affidavit of "full disclosure" desicribing the
institutional objectivef and proposed methods of achleolng them, the curriculum,
$n^{\prime}$ instruction, faculty whth qlalifications, physical facilities, administrative
personnel, educational recordkeeping procedures, tuition and,fee schedule, tuithor refund schedule, scholastic regulations, degrees'to be conferred, graduation pequirements, and financial.stability as evidenced by a certified financial statemeft for the preceeding jear. An annial affidavit by the president or other head shail be filed gtating that the institution own and shail continue to own net assets, in cash and/or tangible assets, in the amount of 550,000 solely for the purpose of efucation. Those assets must be in California and must produce sufficient resources to achieve the educational objectives of the institution. A public accountagt must provide a statemen: of net asset value. Additional annual affidavits are required to set forth minimue information cited under the statute.

Lpon receipt of the affidavits, the Superintendent shall verify the truthfulaess and accuracy of the content by impaneling a three-member team compriskd of one representativie of the Superincendent, one representative of the California/Posisecondary Education Comission, and one representative of the school but whe if not aftiliated with the institution to be inspected. Authorization to operate may be denied if tie affidavits are inaccurate.
"Filing pursuant to this subdivision shall not be interpreted to mean, and $\leq:$ shail be uniawful for, any institution to expressiy or impliediy represent by any means whatsoever, that the State of California, Superintendent of Pubilc Instruction, the State Board of Education, or the Department of Education hes made any evalua:iof, recognition, accredstation, approvat, of endorsezent of the course of study or degree."
This statute is intended by the Calisornia Legisiature/to allow an entity, who can demonstrate some fiscal responsibility and who is willing to make a pubilc disciosure and submit it for verification, to orgarize and operate as a degfee-granting institution without the further imposition of specific degree program standards and requireweats by the state. For most private degree-grartith institutions, this is tre ont: realistic ori reasoratie mexrs of beginrirc. Many Institutions then move towards approval of specified degrees andor national accreditation. Many chose to remain. in the "authorized" status to operate relatively free of government regulation.

Persons seevire ir.fomcitior, about degree-grantidg institutions operating in or from Califomia may contact persohnel in the Office pE Private Posisecondary Education, California State Departmen: of Education:

721 Capitol Mail $\because \quad 601$ West Fifth Strèter, Suite 910
Sacramento, California 95814
Telephone: (916) 445-3427
Los Arrgeles, California 90017

## State Stractive

## state-Lroel Coandinctiva ondior opocriong kgerny *

The Bolrd of Higher Education functions as a statutory coordinatiag bôard for all postsecondery. education within the state. The board was estabiished 201957 and its seructure and responsibilities vert zaended in 1961, 1965, 1967 and 1973:' The board consists of 16 meabers. 10 public nembers appointed by the governor with the consent of the senate, 5 mbers representiag pablic institutions, goveraing and coordinating bourds and a maber representing students all gablic nembers serve six-year terns of, office the board has statutory responsibility for plannixg and coordination of all publac unaversicits. con. traty colleges and private ansiztutions in oddition. the agency conducts planniag and icoor. diantion as a zatter of policy for gublic voci-isosal-tectmical and proprietary fnstitutions The board has statutory responsibalaty for prograi approval, individual institutional baxget revier and consolidated padget recomacidations for all puire sentior and somemity institutioms illitors dots not bave a sertetary of education ard the coordinating agency dpes m: setre as a cabinet departiont the extcutive offise: of jbe board is apponnted by the board ard series a: the pleasure of the Matd

The illmans comadiey Follize board serees as the coordinating soard fo: 45 pabluc comarily colleges in the giate the board operates within the pianafing and ecordinat.ng respor. sablity of the board of Higher Eductiles There are 4 govemang bards for publis senior institutions on the stake ' 1 . the Board Ji Covernors of Etate collezeg and miversaties wath statutory athority over 5 inimersi:ies. $\because$. the Board of iegents of rezency impersit.es wat staturory puthorsty over 3 universities. ' 3 the Board of Trustees of Southem Hilitpis emiver. saty uist stetutory responsibality for 2 pable senior wai:ersaties and.i4, the board of
-Trugtex's of the umwersity of illancas with
seaturory responstandiey for 3 \{2epases

## Mester PLerning

In Hovember 19,3 the Board of Highe: Edu:atior. began discussions concerning the need to revise the state aster plan for postsecondary erduta-. tion. In 1974 tbe bard approved a list of ropics to be studied in the paster plan revagion process and a procedural plan vas adopted the current dperational master plan vas approved by the board in february 1976, and is the fourth revision of the statewide plan since 1964 This - enster plan revision reflects the biard's ' expanded efforts 25 a 1202 comanssion

## 1202. ComFise:on

The Boatd of Hagher Education hag been designated' by the fovernor as the 1202 comassion for the state. The board's mesbership ras not augented when it becase 1202 comassion

## State Stident lesistonce ard ionit poerriee

The lllanoss State Seholarship Comassion serves as the state student assistanct agency and lllithis participates in the federal state student ipcentive grant progran The state has.a state gutanteed loan prograll wher the federal insured lour progran

## Siaie 3rand of ionstionct. Enuxation

The state Board of Educition functions as the State board of Vocational Education "A joint board combittee composed of members of the State Bostd of Edscstion and the Board of Hagher Education hag been establashed as a weans for the two bords to conside: atters of comon soncera
 Cra friveresore
The Federation of lrdependent lllings tolleges and Universities"serves as the staf-level organization for 5: prisate institutions

## 

The state Boart of Education and the Japartant of regisciation and Education serve as ite approva ark lacessing agency for all post. secondary inspitutions including groprietary serools





The Joint Eductition Comattee is a statutorily created body corposed of 3 senbers fron the Board of Hagher Education ard 3 from she Sia:e borard of Educition to luprore commanation and articulation betveen the eduration segaents $d=$ the sizt

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The 'commaty Serilce und Contanuang Education Conncil is mandited by federal lav to advise the Board of Hygher Education abgat the allosition of federrif funds vithan the sfate Alishough there are no tatutory advishry conmittee. the bard on its own anitiative has established a nutber of advisory conmitues to the boardin in the aress of health education. faculty, students, cisizens, nompublic education. propriezary schools, a comesssion of scholars to advise on the quality of proposed doçorzal prograiss and an educational television comis .510 n


## State-Lapel Conninativa andior sovernira keorsi

The Staie Bosird of Education, established in 1963 .
 for postsecondery eductition and is the single agtacy for alf public aducation includsing rocasional and adplit education. The board is com. posed of 10 mebers serving eaghi-year ierts of office, rath 8 memers elected by the pablic and 2 serring in an ex offikio capacity The board has.coastivutional authority for plamang and coordication for public senior, junior and , rocational-techaycal iastifutions and as a meter of polacy ullertakes budget review and akes budget recommendaisors and approves progras for pablic seaior and junior institutions. The extear of the bosid's uuthoraty for progrel approval kas recently affirmed as advisory in anture by the tachagan supreat court in relation to the constizutiosal automany of the tairersi:y of Hachagan and wachagan Siate asc nayne Siate Uaversities

The state does no: have an offree of secresary of excation and the beard boes ins: ser.e as a cablet: departimert. The executive offi=c: ot the board is appoinied by the board ard series at the pleasure of the boart the sia:e soryor for Public Comenity ard Jumbr Collezes is $z$ constitutional tetrasory boty :o the siate boated of Edxation The Haghe: Education Facil: iaes Comassion serves as the authority to provide for :as extrp: loans :o irdependent renprof: colleges for facilities acquisition, construeian or rencodeling

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Instazutional govering tosteds vighin the siate idelude (1) 10 beares of eonirol or :ras:ees of fous-year pablac colleges ard universaties. each responsible for a sangle ans:itution. © 2 , the bord of Regents of the University of Hehatan, a consta:utiona! board. governirg the Uhiversity of Kichagan and its 2 bramhes, and (3) the board of Governors of yayme State Universizy and the Board of Trustees of watigar state university, boih considiutional beards oech respronsible for a single prablic semior insizetion

## Hastier Ficorara

A complete afiventory of all zeadeale progians at state collezes atch universities, commaty colletes and nompublic insiazuzions was complered, in 1975. A siate plan for higher education vas spproved in 1969 and is currently being reviewed for possible revision

## 1202 Cmpristion

The governor has desigated the State Board of Education as the 1202 comisision for the staze

The Hachagan Higher Edxcaition Assistance Authority. part of the Kichigan Departaent of Education, serves as the state studeat assistance agency and Hachigan partacapates in the federall state student incemeive gran: prozral The state has a state'guranteed loan progran under the federel insured loan pregrea

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The Siate board of Education is the Siate 3oard of Focational Educition The bosed approves occupational prograns for the 29 public commaty and junior colleges

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$f$ T.e assoczeizon of Irdeperdent Colleges and tearersities functions as the state-lerel orgamiation for 35 privete colleges ripd matersi:ies in the stare

## i: SersuaciApproisi Agerstes

The siaie Board of Edxcation has lacensing and approval zuthoriey for vocacional. :ecthacal and proprietary institutions mith. in the staie The board also approves the charters for pravate degret-granyng ans:i. su: :ons

## :戶97 Supieneniz: :riformation: <br>   

Although there are no such comatiees per se. there tre articulation efforts spoasored by organizations ard supported by Deparesent of * Education seaff, such as regionel peteings :o revier application procedures and eligibality requirements for finencial aid for high schoo: senaors planning to atiend colleze.

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The only statutory acvisory conaitee not roted in the secizons aboue is the sizie board for Libraties that serves in an advisory and coordataition capacity for all libraries io the state

## State Structue

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The University of the State of vew York corsists of all elementary secondary and postsecondary eductional institutions mith are incorporated in tbe state and other libraries，museina，insti－
－rutjons，sctoos：s，organizations and agencies for education as may be adentted to or incorporated by the maversity：The tera＂unversity＂as used here is a broad tern encompesing all the institutions offering education in the state The university is expovered，to charter，realster and anspect educational institutions，to l：cense and supervise the professional cordust of prac． intioners in nearly all the professions，：o certify efachers and litrarians，and to apporition certain state flnanciai assisiance io publi： and privite eduational ins：itutions

The＇Rezonts of the matersaty of ehe siaite of hew York，estabiashed ty the iezifia：wre ir 1784．are responsibie for the zerond super－ vision of and se：ting of poisy ory all educa－ tyonal acimities withar the siate and presice over the matersi：y and ：he S：ate Edu：a：ion
 es：ablished wider the s：ate coms：i：ulion，art the 15 regen：g ate eiecied ty ：he lezisizeme．
 plus 4 electeen a：：arze，Soz＇ierzs of＂yesis＊ wathout pay Tae＝rancet：or ark rate izarie：ist
 ：iy of the rezents and the regents ia．e legis． datioe，execsiace and ；tuicat powest The regenss and ire departoent ta．e ashotive arta respons．baidiy for plánning anc．coordina：ion degree powers and progran approva：50：all seciors and le．ets of posisesordary etucatisn． incluctag ail degree－grantirg inst．ti．gas
 of hew yo：n ：s apponites t；ine reger：s sis serves a：the：f yieaswe the pross：egr serves aiso as the＇sos．ss．orer of ecuix：．on，
 cation jeparimern mose dit．es sie x：＂ execuis．e a－d ；心izas．

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There are in siatuioty putiz：－－sti：utional governang poards in the state－－the 3eard of Trusiees of the state filetsity of wew York（35 jumsor instivitions whis 29 sen：or instizuitions，and the Eoard of higher Edu． cation of the Criy of her York－juntor and 11 sentor ansti：utiens，

## 4 Masien Floreris

In Noveaber 1974，the regenis $13 s u e d$ a 2 ean dated progress report，posisecondary Education in Transition．The report focused on the seate of New York＇s postsecondary educztion enterptise diring a period of econoaic，political and social uncertainty in anticipition of the strong possibilliy of no grovth of only limated grorth in the near futyxe，if exanised issues such as institutianal survival，paterns of state and federal firuncing of institutions and students．＇the mintenasce of quility in times of competicion for studefts and funds and enrollment goais for the state＇s post． secomary intartutions through 1970 and projected the pettern of enroilenents through 1990．In 1976．the regents adopted
and spibestied to the governor thest 1976 statomede plan for the defvelopsent of post－ secondaty education．Education Beyond High School，the fourth in a series of statewide
plans required every four years．

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The soard of pegents of the miversity of the State of hew rork has been desagnated by the go．ernot as the 1202 contission l：s member． snip was no：augented

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The hew rerk Sisze Hizher Educavion Servaces Corporation serves as the state stivent assis－ iance agency aria vew york participates an the federal sta：e stufeat minentave grant prograz The state has a siate zuaranteed loan proz：an inder the federa：insused loan progran

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Tie ：egents are consideres io be the S：ate soanc of rosational Edication，since the
 Enas and prontang＂rjer ：he vocs：iona：Eduaz：ion A：

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in addi：ion to intermb：zevirdies sonceming ＝omination and ardiculationon the State， Education Departan：l｜tany schools and tollezes have locai or regiont arileulation prograns in operation．

##   Pridaie Ir．st：tutions

There are two nongovermental organizations in Hew York with mesbershaps representang both the public and private sectors the Association of Colleges and Unayersities of the state of liev． York and the New York State As sociation of Jundor Collezes

## Statutory iderisory Foxritiees andor Tasi foncee <br> The Temporary Comalssion to Study the future of

 Postsocondary Education in New York State has been established by the gorernor. Other statu tory bopards or comietees currently operating are the Sizte Boares for the Professions, with regulatory and licensure authority and whose oxecutive socretzry for each board is a staffaeaber of the State Education Department, and the Comelssiondr's Advisory Counctl on tigher Educailon. Under state lay, the regents have the authority to establish boards, task'forces or advisory comiztees and at the present time maerous of these eroups are serving in an advisory and consuitative capacity to the regents andor the conalssioner of oducation.

## PENSYVANIA

## State Structrpe

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The State Board of Educat:on, created by the General Asseably in 1963 , is örganized inco imo councils having meabers appoizted by the govermor with the actice and consent of the serate for overlapping eerzs of six years of the board's 17 beabers, 9 serve as members of the Council of Basic Educaision aod 9 as members of the Comenal of highe: Education with the chamman of the board serving on both councils the board is representatave of the zereral public ard the public and pfivite ansistut.ons of posuteconsary oducation There is a station office of secretary of educafion ard tire siate jepariaten of Ecucs:tin is a cabine:-level coorama:ina govemang agency tampz s:a:urory achor.:y for plannang and cídordiation for Pemsyl.ania's posisecondary eduezion sequents consistlog of 14 state-omed, 4 state-relared and : 3 stife. aded colleges and universities. 14 somanily colleges, lll prifate colleges atre fintersities. God $3 \mathrm{~s}^{2}$ proprieta:y ansitutions The execuide officer of the departmont,t:he secresary of edocation, as appointed by the govertot and serves at has pleasure the 14 sia:e colleges add 5 branch cafouses are governed by the Board of state college ard un..ersity jurec:ors subject to the rules ans regula:apns of :ne State boart of Ecucatas

The siave board of Education rensens poilcies. standards. rules and regulaitons formaiaed cooperatively by the counctls and the depart ent, adopis brout policies ard pranciples and establisties standards goveming education in the state, and arriulliy tevievs the bedige: requests of the departernt and of the educs. tional instituisons financed utolly or in par: from state sppropisations, resomending approval or disapproval to ithe goverror and the legaslature $=$ artard of state college ard University direciors reviews budger reques:s and progran proposals from the siate-omed institutions, recomending approval or disxpproval to the secretary of education, whe has fina! statutory authorsty for budzer and progran approval The State Deparyment of Edica:ion recomends to the govermo ludgets af other publicly supported anstati ions .- stiterelated, siate-aided and commaity colleges .and has liailed prograz approval responsibili. ines for these and all other segoents of hagher educarion

## Instisutional oopernera Bonde

In addition to the goated of state College and University tirector's, poted in the secrion above. the other, institutighal goverming boards are the following (not including the nonstatesupported private anstitutions) The soard of Tמयtiees of Penasylvania Stiate University has patporsty for the university and its 20 branch cappuses. The board of frustees of the Univer-
sitiy of Pittsburgh has responsibility for the universiey and 4 branch cappests. The
Boards of Trustees of Tesple and Lincoln Univer: sataes have authority for thear respectave institutions Boards of trastees for 14 conminity colleges have authority for these anstatutions

## 

Perrsylvana has developed two asyer plans The firist in i'F6S, particularly concerned with enrollmenzs, prozrams and finainces, proveled a Irasemori for Eomprehensive longírange plannang for the piblic segpent The 1971 plan, proposiñan integrated system of . higher education in which both state-supposeed ard andeperdent anstitutions are considered in the broad context of public service, is problem-oriented with attention direcied romard specific issues in higher education Consisten:-with the 1971 master plan and Act 224 of $19^{\circ} 2$, the State Department of Education developed the corcep: of regionalization in with the state was divided anto 10 regions Instivivitons for these regions formed of :oluntary and autonomous regional planing colucils, all of which have state bayrt recognition and 5 of wich have been funded in part by the departsent * A regionalization office has been establashed vithin the departsent io coordinate regional council activietes present regionalization policy adopted by the state board represents a Ealestone in the developeent of cooperative interaction amoni ins:itutions of postsecondary oducation in - Feansylvania

## 起 Combes:co

The Coumcal of higher Educaion serva's, by gukethatorial designation, as the nucleus of the 25 -member posisecondafy planning comeission fl202 comassion) wich also includes sepresentatives of the institutienal segrents". yocaitonal-zechnical edocation, faculty;" students and the getieral., public The comeission is presently developing a statewidey" plan for postsecondary education, respondigf to the ajor eductional issues, mich involves, the existing bosrds, the State opa " 0 parteen: of Education, all higher coucition segments, the regional planaing councils, the education comanity ąt large and representatives of the legislafive education comettries


The Pennsylvania Higher Educazion Assistence Agency serves as the'stare student assistance ageacy and Pennsylvansa participates in the federal state student ancentive grant progran. The statie has a state guaranteod, loan progran under the federal ansured loan prograp:
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State Boand of Vaoational Etiontior
The State Board of Education furcitions as the Staze Board of Vocational Edocation

State-Level orparivarion of Privise collepes orí Iniperoi=ies
The 'Comission for independent Colleges and Universities of Permbylvanaz serves as the staze organizetion for 79 privaze colldges and universitats

Lioursuce/Approva; ipornes
The State Departsent of Education has licensiag auchority for all postsecondery proprietary ifstitutions. The department also has charter ahiorizy and approval over all new post. secondsy education degree-granizing instifu. t100s.

1977 Spalemerivi: information
c Volartorn of Starutorn Somm:teea for Articuizgior, Eonpenioation, ese, Bezuer Elemeripuz-Secontar: Got Postescomany Eincoztion
"project 81," a prográm to equip students in a better way with the competencies they need to function successfully as adults, coordinates various voluntary conaitiees. orher related agencies are the Inservice Councils for inservice education of teachers

 Prevaie ins:i =utions

The Pérasylvania Assoczazion of Colleges and Universizies, with 118 anders, represents both publit and private.anstatutions. In addition. the $t$ regignal planiang councils, noted $2 n$ the section on haster Planning above and 4 of which are fully itaffed with offices, serve both the public and grivate. sector

The professimal Standards and fraciaces Coes, tissiod advases the boatd in three areins of professional practices siandards fox certifacation of educators, standards of professional

- practices and procedures of. due process with regard to puspension, annulsent of revocation of professional fertificates


## 3202 CorTistion

In July, 1976, the 1202 comassion status was transperred to the Coordinating Board. sto 'assist and advise the board in fulfilling its postsecondary education planning functions. an advisory comitice with broed representaizon was appointed with a chairan, tho is a aember of the coordinating Board, and 9 menbers. Five seabers are institution presiduts and represent different types and levels of public and pravate instatutions and the other 4 are
1 the comassione: of education, the comalssioner of higher education, the executive director of the Advasory Councal for Technical-vocational Education and the assistent admanstrator of the Texas Employment Cowission.

## Staie Stidon: Res:

The Stuten: Sertices Divasion of the Coordinating Board, Texas Callege and University Systea serves as the state student assistance agency and the state participates in the federal stave student ancentave grant progran.. The siate has a state guarantebe loan progra under the federal insured loan progran.

## 4

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The stave board of Eduration, funcrioning fex officio as the state Board of Vocatigral/Eb, ca:lon, has responsibility for adainssturion of prograns relatang to vocational-technacal educaition in texas publite comanity colleges, Texas Siate Technical Insiztute and other publac postsecondafy instatutions The Coordinating Boap ha's coordinating responsiball:y for the fotminity solleges within which posiseco dary vocational prograses are offered The duvisory Coumil for Technacal--0:2:1pnal Education, wath 21 si:isen Eemers, nas vide-ranging advisory responsibilities including evaluation of programs, recomaendation fo: the cieation of new prograst and curricula or improveatent of existing efforts and :ecompendarion of methods of fupding vosariona-rechnical prograns

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The Independent Colleges and Universities of Texas, lnc, serves as the siate organization for 43 private colleges and universities.

## 三icensionghatunai hotroide

The Texas Education Agency has approval authority for vocational-technical and proprietary instiqutions. The Coopdinating board. Texss College and university syster-thes epproval and licensing authority for certifin private degree-granting institutions,

## i971 Sipplenonte: Information:

Volientarm of Statutory Comritiect for Artioniation, Corrioniontion, its, Betuesn Eiemutary-Secondari. and iosilcoondery Enwantion

The Joint Comertee, statutory body, is composed of 9 members including 3 from the Coordinating Board, 3 from the State Board of Education and 3 from the Advisofy Council for Technical-Vocational Education. The comalitee functions to provide articulation and comani: cation betweer the segrents.

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[^0]:    1 Based on 86 Accredred institutions 10 State Approved Institutions, and 9 Authorized Institutions Based on 91 Accredited Institutions. 17 State Approved Institutions, and 26 Authorized Institutions Based on 99 Accredited institutions 21 State Approved Institutions and 60 Authorized institutions 4 "Based on 87 Accredited institutions $\int_{8}^{\prime}$ State Approved institutions and 39 Authorized Institutions 5 Based on 92 Accredited Institutions. 24 State Approved institutions and 41 Authorized Institutions

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[^5]:    Includes 88 Accredited, 15 State Approved. ahd 45 Authorized Independent Institutions. zincludes 85 Accredited, 18 State Approved. and 34 Authorized Independent Institutions. rinchudes 83 Accredited, 15 State Approved. and 39 Authroized Indaperident Institutions.

