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ABSTRACT

This report is the third in a series based on data from regional state colleges and universities. It includes comparative findings from extensive questionnaire data from 1974-75 and recent data from other sources. The critical areas examined include enrollments, degrees and programs offered, libraries, recent innovative programs, budgeting and financial patterns, and coordination and control. Most data are presented in tabular form, without extensive statistical analysis. The information is intended to aid educators and administrators in long-range planning. The questionnaire form is included. (Author/MSE)

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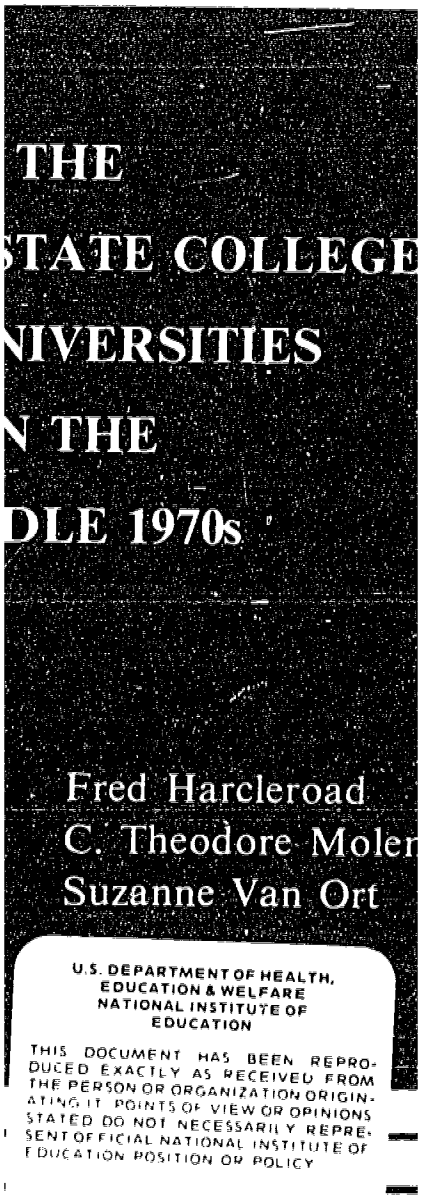

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The research reported herein was performed pursuant to a contract with the American Association of State Colleges and Universities. The investigator was encouraged to express freely professional judgments and findings of the study. Points of view stated do not, therefore, necessarily represent the position or policy of the American Association of State Colleges and Universities.

Report Series 1976-77, No. 1

THE REGIONAL STATE COLLEGES AND UNIVERSITIES IN THE MIDDLE 1970s

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ERRATA SHEET

The enrollment figures for total students, undergraduate students and graduate students in SCUs and other Public institutions were reversed in Tables II-1 and II-2. The 1975 figures should read:

	Total Students		Undergraduate Students		Graduate Students	
SCUs	2,259,799	25%	1,738,277	25%	395,812	33%
Other Public Institutions	2,527,430	28%	1,829,958	27%	459,986	39%

Textual material should be corrected as follows:

Page 5 line 9 change 27% to 25%
" 5 " 10 " 25% to 27%
" 9 " 3 " 39% to 33%
" 9 " 4 " 33% to 39%
" 9 " 6 " 459,986 to 395,812

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PREFACE

During the last few decades, the continued growth and curricular expansion of regional state colleges and universities represented a major educational achievement for American society.[1] In this period of time, numerous former teacher education colleges became comprehensive postsecondary education institutions. The total number of regional state colleges and universities (SCUs) exceeded 330, of which 324 belonged to the American Association of State Colleges and Universities (AASCU) by 1976.

Many of these institutions expanded to include additional sub-baccalaureate programs as well as broadened areas of baccalaureate offerings. Diversification and specialization in curricular offerings characterized the period of expansion in SCUs. In addition, many of these institutions expanded to include graduate education at the intermediate or master's level, and approximately 45 institutions offered programs at the doctoral level.

This report is the third in a series, all based on data from AASCU-type institutions. The first baseline report, using 1966-68 data, was issued in 1969. The second report, developed from 1970 and 1972 data, was published in 1973. This third study includes comparative findings based on extensive questionnaire data from 1974-75 and other recent data from 1975 or current 1976 sources.

The objectives of the 1969 report, *The Developing State Colleges and Universities*,[2] which set the tone for subsequent studies were to:

1. Determine and describe the general characteristics of institutional changes during the past several decades, such as: student recruitment and admissions policies, faculty staffing and faculty salaries, institutional name, student enrollment, purpose, and degree programs.

2. Determine and describe current institutional characteristics such as size of institution, curricular programs, financial support, and methods of funding.

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1. F.F. Harcleroad, C.T. Molen, Jr., and Jack Rayman, *The Regional State Colleges and Universities Enter the 1970s.* (Iowa City, Iowa: The American College Testing Program, 1973.)

2. F.F. Harcleroad, H.B. Sagen, and C.T. Molen, Jr., *The Developing State Colleges and Universities: Historical Background, Current Status, and Future Plans.* (Iowa City, Iowa: The American College Testing Program, 1969.)

3. Determine and describe projected plans for development of curricular offerings at the baccalaureate, master's, and doctoral levels.

4. Determine and describe currently developing forms of administrative organization, including patterns of state coordination and control.

5. Determine and describe current ideas and plans for innovative or experimental programs of college instruction.

6. Determine and describe the particular changes in programs for the education of elementary and secondary teachers which have resulted from major changes in the institutions.

For the first 1966 study, 194 questionnaire responses from AASCU-type institutions provided data. In 1970, a follow-up questionnaire for the second study resulted in 231 usable responses with information on similar growth and change variables. In 1972, a supplementary survey yielded follow-up data for comparison with the 1970 questionnaire. The responses to these questionnaires formed the basis for the study reported in 1973, *The Regional State Colleges and Universities Enter the 1970s.*

Finally, in 1974-75 this third study collected follow-up data for comparison with the 1966-68 and 1970-72 data. The critical areas examined in this study concerned enrollments, degrees and programs offered, libraries, recent innovative programs, budgeting and financial patterns and coordination and control (see Appendix 2) Two hundred forty-two (242) usable responses were received from AASCU- type institutions to this extensive questionnaire.

The responses to this follow-up questionnaire provided the data used in the current analysis. Since these data were "soft" in character, sophisticated statistical analysis was considered inappropriate. Because of differences in sample size and institutions represented in the 1966, 1970, and 1975 data, strict comparability of the three studies was not possible. Therefore, most of the data was presented in tabular form to facilitate ease of comparison with tables from the previous studies.

Three persons deserve special recognition for significant contributions to the completion of this third study. Leigh Wimpey and Gary McElrath of the American College Testing Program respectively helped design and code the questionnaire and facilitated the compilation of the data. Russell Coon, graduate assistant in the Higher Education Program, assisted materially in tabulating some of the data, preparing tables and the final copy.

Hopefully the present study, which intended to up-date the previous studies, will prove useful to educators and administrators as they engage in long-range planning for postsecondary education in the future.

CHAPTER 1

THE REGIONAL STATE COLLEGES AND UNIVERSITIES 1966-1970

The 1968 study resulted in several major conclusions which subsequently became the major areas of consideration in the 1973 study. One important section of the 1968 study focused upon the presentation of a schema for grouping SCUs into 4 basic categories.[1] These categories, described below, applied as generally in 1973 as in 1966. The categories of SCUs included:

A. Single purpose, highly-specialized college—a few still existed in 1970. These institutions pursued limited objectives and attracted highly motivated students to their limited curricula such as art or maritime studies. The number of these institutions continued to decline.

B. Teachers College—an institution whose primary purpose of preparing teachers reflected its applied orientation. These institutions were usually small, located in rural areas and emphasized undergraduate instruction.

C. Comprehensive State College or University—this included nearly 2/3 of SCUs in the 1970 study. These institutions offered liberal arts and professional curricula in addition to teacher education. Both graduate and undergraduate programs were offered.

D. Regional State Universities—these included the large, more urban institutions attended by a geographically diverse student body. Although offering undergraduate majors, these institutions placed great emphasis upon graduate education and research.

The 1968 study also presented a framework for classifying the types of postsecondary institutions.[2] This two-dimensional grid allowed institutions to be classified by graduate versus undergraduate level of instruction and theoretical versus applied orientation (see Figure I-1). The description of the model presented in the 1973 study included:[3]

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 5.
2. *Ibid*, p. 8.
3. *Ibid*, p. 8.

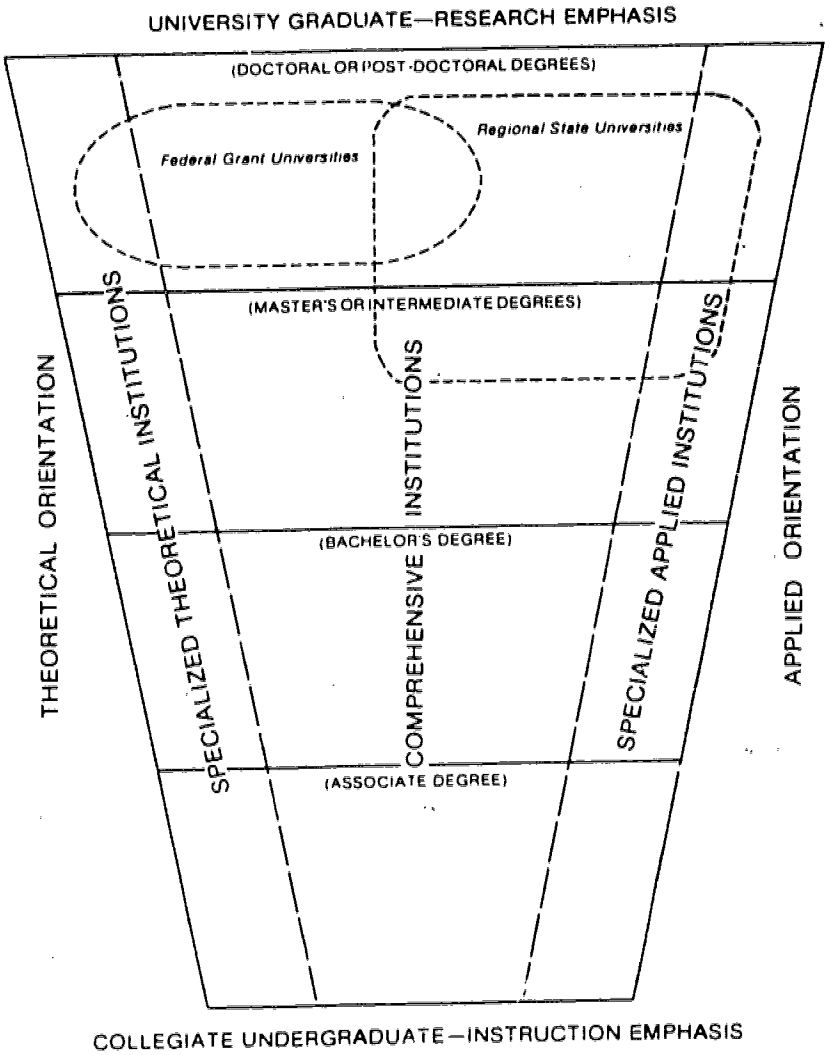

Figure I-1. A two-dimensional framework for classifying higher educational institutions.

In the first dimension, colleges concentrate on undergraduate instruction, with graduate instruction and research viewed generally as a secondary function if offered. A university, on the other hand, emphasizes graduate and advanced professional instruction and research. In the second dimension, application-oriented institutions emphasize occupational-professional major fields, interpretive scholarship, and applied programs of community and public service. Research activities are directed toward the solution of specific, immediate problems. In contrast, theoretically-oriented institutions stress basic theoretical knowledge, less specialized majors, and fundamental research. In this frame of reference, the outside vertical areas of the "educational universe" represent differentiated specialized institutions, one applied and the other theoretical. The larger middle area represents comprehensiveness with a varying emphasis on both theory and its practical application.

In addition to these two major findings in the 1968 and 1973 studies, four major areas of change in SCUs appeared significant in both studies. These major areas included enrollment, degree programs, curricular innovations, and financial conditions.

As one of the most significant findings, the 1968 study showed rapid increases in enrollment in SCUs and predicted enrollment increases of 110% by 1975.[4] In 1968, the SCUs were the fastest growing baccalaureate degree-granting segment of higher education.[5] By 1970, the growth rate indicated a slowing trend in which baccalaureate enrollment in SCUs increased more slowly than enrollment in other public institutions.[6] In the area of graduate enrollment, growth continued in both the 1968 and 1973 studies although the total number of graduate degrees earned in SCUs decreased in the 1973 study.[7]

Teacher education continued as the primary focus of SCUs. However, both in 1968 and 1973, the expansion of degree program offerings included a broadening of subject fields in both undergraduate and graduate level programs. As described in the 1973 study, programs expanded greatly by more specialization and diversification.[8] Many SCUs implemented sub-baccalaureate curricular offerings in addition to expanding their baccalaureate programs.

Growth in business-related and health-related programs exemplified the trend toward continued growth in professional occupational fields. Furthermore, the tremendous growth of graduate program offerings indicated the attempt by

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4. Harcleroad, Sagen, and Molen, *The Developing State Colleges and Universities*, p. 7.
5. *Ibid*, p. 7.
6. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 19.
7. *Ibid*, p. 21.
8. *Ibid*, p. 13.

many SCUs to accommodate the growing enrollment in graduate education. Also, SCUs took the lead in establishing specialized doctorates such as the Doctor of Arts, but did so without eliminating more traditional doctorates. Thus, many of the doctoral-degree granting SCUs offered a variety of doctoral degrees rather than concentrating on the Doctor of Education degree which traditionally had been their specialty.

In the area of curriculum innovation, SCUs in 1968 and 1973 demonstrated a trend toward diversification. The 1968 study discussed increases in less-than-baccalaureate programs, arts and sciences, and occupational programs, and general education offerings. The 1973 study confirmed these increases and described trends toward other innovations such as alternative degree programs and emphasis upon international programs. This emphasis upon international programs and area studies illustrated the commitment of AASCU-type institutions to broadening their horizons and contributing to worldwide understanding.

One of the areas of the 1973 study which confirmed the 1968 study included the trend toward greater state control and increases in financial problems in times of financial stringency. The 1968 study described increased costs and higher educational and general income with decreasing student/faculty ratios and a need for additional funds to accommodate increasing enrollments. Although the 1973 study reported declining enrollment ratios, the actual enrollment increases coupled with the high inflation rate necessitated increased educational costs and a high percentage of educational and general income. In spite of the declining rate of enrollment and the redirection of students to diverse programs, the increased actual enrollment contributed to increasing instructional costs. The student/faculty ratio declined, but at a gradual rate rather than attaining the 20:1 ratio projected in the 1968 study.

Finally, the 1968 study supported the concept of a regional state university with distinctive functions. Such an institution emphasized "professional instruction, interpretive scholarship, applied research and development, and community-oriented public services."[9] This description of the SCU applied in 1973 as well as the present.

9. *Ibid*, p. 18.

CHAPTER 2

INSTITUTIONAL SIZE AND ENROLLMENT PATTERNS

The growth rate of the state colleges and universities between 1954 and 1966 increased more rapidly than in any other group of 4-year institutions.[1] Between 1966 and 1970, the growth rate slowed in both total degree credit enrollment and earned degrees awarded.[2] Between 1970 and 1975 both total degree credit enrollment and earned degrees awarded increased in state colleges and universities. An examination of the data since 1970 (Tables II-1, II-2, II-3) yielded the following observations and trends.

Undergraduate Enrollment and Degrees

Between 1970 and 1975 undergraduate enrollment at state colleges and universities increased from 21% to 27% of total enrollment, while all other public 4-year institutions decreased from 32% to 25% (see Tables II-1, II-2). This reversed the 1966 - 1970 trend which saw undergraduate enrollment in SCUs increasing by 25% while all other public 4-year institutions increased by 33%.[3] The 2-year public institutions grew slightly from 21% of the total public enrollment in 1970 to 25% of the total public enrollment. SCUs in 1970 - 1975 clearly demonstrated the most rapid enrollment growth of all public institutions.

SCUs showed similar increases in number of earned degrees conferred (Table II-3). The earned degrees for undergraduate students in SCUs increased from 44% of total public institutions to 48%. During this same period, the undergraduate degrees for other public institutions decreased from 55% to 51% of total public institutions.

Between 1970 and 1975, both the undergraduate enrollment and number of undergraduate degrees awarded in state colleges and universities experienced an increase. These findings confirmed and extended the 1970 findings reported in the 1973 study in which both areas increased only slightly.

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 19.
2. *Ibid*, p. 19.
3. *Ibid*, p. 20.

TABLE II - 1

Opening Fall Degree Credit Enrollments 1970 and 1975
By Level, By Type of Institution, By Type of Control

Degree Credit Enrollments 1970 and 1975

Control and Type of Institution	Total Students		Undergraduate Students		Graduate Students	
	1970	1975	1970	1975	1970	1975
Public						
4 Year						
SCU	1,703,076	2,527,430	1,392,495	1,829,958	247,098	459,986
Other Public	2,463,924	2,259,799	2,085,022	1,738,277	378,902	395,812
Subtotal	4,167,000	4,787,229	3,541,000	3,568,235	626,000	855,798
2 Year	1,375,000	2,104,193	1,375,000	1,757,714	----	----
Total Public	5,542,000	6,891,422	4,916,000	5,325,949	626,000	855,798
Private						
4 Year	1,957,000	2,118,896	1,637,000	1,477,747	320,000	338,292
2 Year	109,000	99,565	109,000	90,858	----	----
Total Private	2,067,000	2,218,461	1,746,000	1,568,605	320,000	338,292
Grand Total	7,609,000	9,109,883	6,662,000	6,894,554	946,000	1,194,090

Sources of 1970 data: American Council on Education. *A Fact Book on Higher Education.* 1971, pp. 71.15, 71.17, 71.35.

National Center for Education Statistics. *Fall Enrollment in Higher Education 1974.* Washington, 1974, p. 8.

TABLE II - 2

Opening Fall Degree Credit Enrollments 1970, 1975

By Level, By Type of Institution, By Type of Control

Control and Type	Total Students				Undergraduate				Graduate			
	1970		1975		1970		1975		1970		1975	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Public												
SCU	1,703,076	23	2,527,430	28	1,392,495	21	1,829,968	27	247,098	26	459,986	39
Other Univ.	2,463,924	32	2,259,799	25	2,085,022	32	1,738,277	25	378,902	40	395,812	33
2 Year	1,375,000	18	2,104,193	23	1,375,000	21	1,757,714	25	----	--	----	--
Total	5,542,000	73	6,891,422	76	4,916,000	74	5,325,949	77	626,000	66	855,798	72
Private												
4 Year	1,957,000	26	2,118,896	23	1,637,000	24	1,477,747	21	320,000	34	338,292	28
2 Year	109,000	1	99,565	1	109,000	2	90,858	2	----	--	----	--
Total	2,067,000	27	2,218,461	24	1,746,000	26	1,568,605	23	320,000	34	338,292,	28
Grand Total	7,608,000	100	9,109,883	100	6,662,000	100	6,894,554	100	946,000	100	1,194,090	100

Source: 1970 Data–National Center for Educational Statistics. *Fall Enrollment in Higher Education 1974.* Washington, D.C. 1974.

TABLE II - 3

Earned Degrees 1970 and 1975 by Level, by Type of Institution

Type of Institution	Total		Bachelor's		Master's		Doctorate	
	1970	1975	1970	1975	1970	1975	1970	1975
Public								
SCU	289,945	403,539	240,602	319,649	48,467	79,876	876	1,233
Universities	402,770	484,711	297,573	337,806	86,884	105,628	18,313	20,584
Total Public	692,715	888,250	538,175	657,455	135,351	185,504	19,189	21,817
Private	379,866	432,489	295,147	296,921	74,036	92,755	10,683	12,009
Total	1,072,591	1,320,739	833,322	954,376	209,387	278,259	29,872	33,826

Sources: American Council on Education, *A Fact Book on Higher Education*. "Earned Degrees" 1971.

National Center for Educational Statistics, *Earned Degrees Conferred: 1969 - 1970*. U.S. Government Printing Office, 1970.

National Center for Educational Statistics, *Earned Degrees Conferred: 1972-73 and 1973-74*. U.S. Government Printing Office, 1976.

Graduate Enrollment and Earned Degrees

The graduate enrollment in SCUs showed the greatest change of any enrollment level (see Table II-2). Between 1970 and 1975, the graduate enrollment in SCUs increased from 26% to 39% of total graduate enrollments. Other public graduate enrollments decreased from 40% to 33% of total graduate enrollments. The growth of graduate enrollment in SCUs from 247,098 students in 1970 to 459,986 students in 1975 contributed significantly to the increase in total graduate enrollment in public institutions.

Between 1970 and 1975, the number of graduate degrees awarded by SCUs also increased significantly. The number of master's degrees awarded increased from 35% of the total master's degrees awarded by all public institutions in 1970 to 43% in 1975. Concomitantly the master's degrees awarded by other public institutions decreased from 64% to 56%. The doctoral degrees awarded by SCUs increased from 5% to 6% of doctoral degrees offered by public institutions. These findings generally confirmed the 1973 report which discussed expansion in graduate programs in SCUs. However, these 1970 findings concerning a decrease in number of graduate degrees earned are contradicted by the present data. Earned graduate degrees at SCUs constituted 43% of all masters' degrees and 6% of doctoral degrees awarded by public institutions. Thus there was a significant growth in number of graduate degrees conferred by SCUs between 1970 and 1975.

Total Enrollment and Earned Degrees

A comparison of 1970 enrollment data with the 1975 data indicated that public institutions increased their percentage of the total enrollment in higher education from 73% to 76%. This increase occurred in SCUs and 2-year institutions in an amount sufficient to offset the decrease in total enrollment in other public institutions. This increase in enrollment in public institutions occurred at the expense of private institutions, which declined in enrollment from 27% of the total enrollment in 1970 to 24% of the total enrollment in 1975. These data confirmed the trend identified in both previous studies, which reported the major growth in public rather than private institutions.[4]

Another trend found significant in the previous studies and confirmed by the present study was the expansion of graduate enrollment and earned degrees awarded in SCUs. As in the second report in 1973, SCUs and private 4-year institutions both experienced graduate enrollment increases (see Table II-1).

4. *Ibid*, p. 21.

Analysis of Fall Enrollment by Institution Size

The trend of increasing enrollments in SCUs reported in 1969 and 1974 continued. In 1973, SCUs of 6,000 or more students enrolled 71% of all the students attending state colleges and universities.[5] The 1973 report included predictions that SCUs would move toward a modal enrollment size in excess of 4,000 students.[6] The present 1975 data confirmed these predictions (see Table II-4). Although no dramatic changes occurred between 1970 and 1975, the per cent of institutions with a total enrollment between 4,000 and 5,999 increased from 20% to 22%. In the same time period, the per cent of institutions with an enrollment of 10,000 to 14,999 students decreased from 12% to 9%. The differences of sample size of N = 267 in 1970 and N = 222 in 1975 may have affected these results.

Additional evidence of a trend toward a 4,000 enrollment mode occurred in the institutions with enrollment of 1,000 or fewer students. The institutions with fewer than 999 students showed a decrease from 6% to 5% of the total enrollment. Correspondingly, those institutions enrolling 1,000 to 1,999 students increased from 12% to 14% of the total enrollment.

TABLE II - 4
OPENING FALL DEGREE ENROLLMENT
1970 and 1975

Size of Institution	1970 Total	1970 Percent	1975 Total	1975 Percent
15,000 and up	20	7	16	7
10,000 to 14,999	32	12	21	9
6,000 to 9,999	54	20	44	20
4,000 to 5,999	53	20	48	22
2,000 to 3,999	60	23	50	23
1,000 to 1,999	31	12	31	14
0 to 999	17	6	12	5
Total	267	100	222	100

Source: 1970 data, Harcleroad, Molen, and Rayman. *The Regional State Colleges and Universities Enter the 1970s.* Table II-4.

5. *Ibid.* p. 25.
6. *Ibid.* p. 25.

Institution Size Based on FTE Enrollment Data

The present questionnaire provided fairly complete data concerning full-time equivalent enrollment figures and projections (Table II-5). These data demonstrated that institutions in the 4,000 - 5,000 size increased from 9% to 14% of the total. Institutions with enrollment of 5,000 to 6,000 and 8,000 to 10,000 decreased from 13% to 9% of the total.

The largest percentage of AASCU institutions continued to enroll fewer than 6,000 FTE students. However, the percent of institutions enrolling 15,000 or more FTE students continued to increase rapidly. The 15,000 to 20,000 group increased from 3.5% to 5.9% of the total between 1970 and 1975. This confirmed the trend suggested in the 1973 report.

Finally, we compared the FTE enrollment projections for 1966, 1970, and 1975 (see Figure II-1) and the actual figures for 1972 and 1975 (see Figure II-2). These data indicated that projections made by AASCU administrators closely approximated the actual enrollments. In the volatile period from 1970 to 1974-75 this represents a significant administrative achievement in prediction of future developments.

TABLE II - 5

The Size of Institutions in

1970 - 71 (Actual), 1972 - 73 and 1975 - 76 (Estimated), and 1974 - 75 (Actual)

Size of Institution	Number of Institutions 1970-71	Percent of Total	Estimated Number of Institutions 1972-73	Percent of Total	Number of Institutions 1974-75	Percent of Total	Estimated Number of Institutions 1975-76	Percent of Total
Below 1,000	11	4.8	10	4.3	12	5.4	7	3.1
1,000 to 1,999	28	12.3	23	10.0	31	14.0	16	7.0
2,000 to 2,999	35	15.4	33	14.3	31	14.0	27	11.8
3,000 to 3,999	23	10.1	25	10.8	19	8.6	17	7.4
4,000 to 4,999	19	8.3	21	9.1	29	13.1	20	8.8
5,000 to 5,999	29	12.7	19	8.2	19	8.6	21	9.2
6,000 to 7,999	22	9.6	32	13.8	25	11.3	28	12.3
8,000 to 9,999	29	12.7	22	9.5	19	8.6	27	11.8
10,000 to 11,999	11	4.8	15	6.5	12	5.4	20	8.8
12,000 to 14,999	11	4.8	15	6.5	9	4.1	19	8.3
15,000 to 19,999	8	3.5	11	4.8	13	5.9	16	7.0
20,000 and above	2	1.0	5	2.2	3	1.4	10	4.4
Total	228	100.0	231	100.0	222	100.0	228	100.0

Source: 1970-71, 1972-73, 1975-76 Harcleroad, Molen, and Rayman. *The Regional State Colleges and Universities Enter the 1970s*. Table II-5.

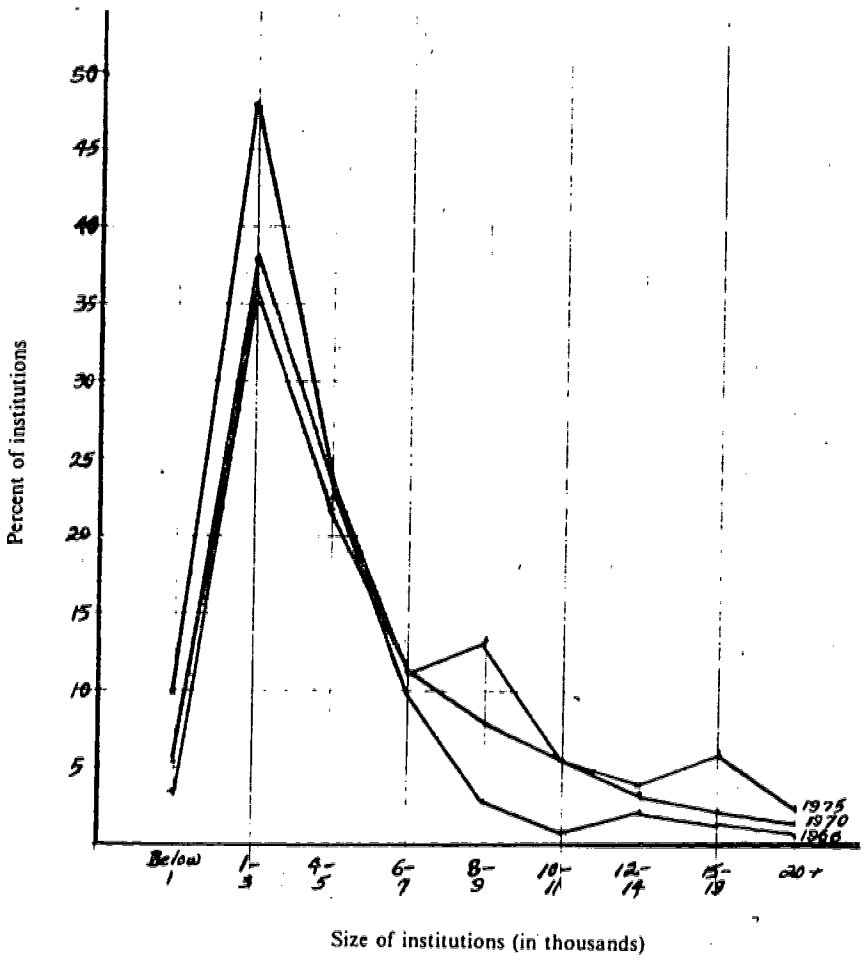

Figure II-1. Percent of institutions at given size intervals 1966, 1970, 1975.

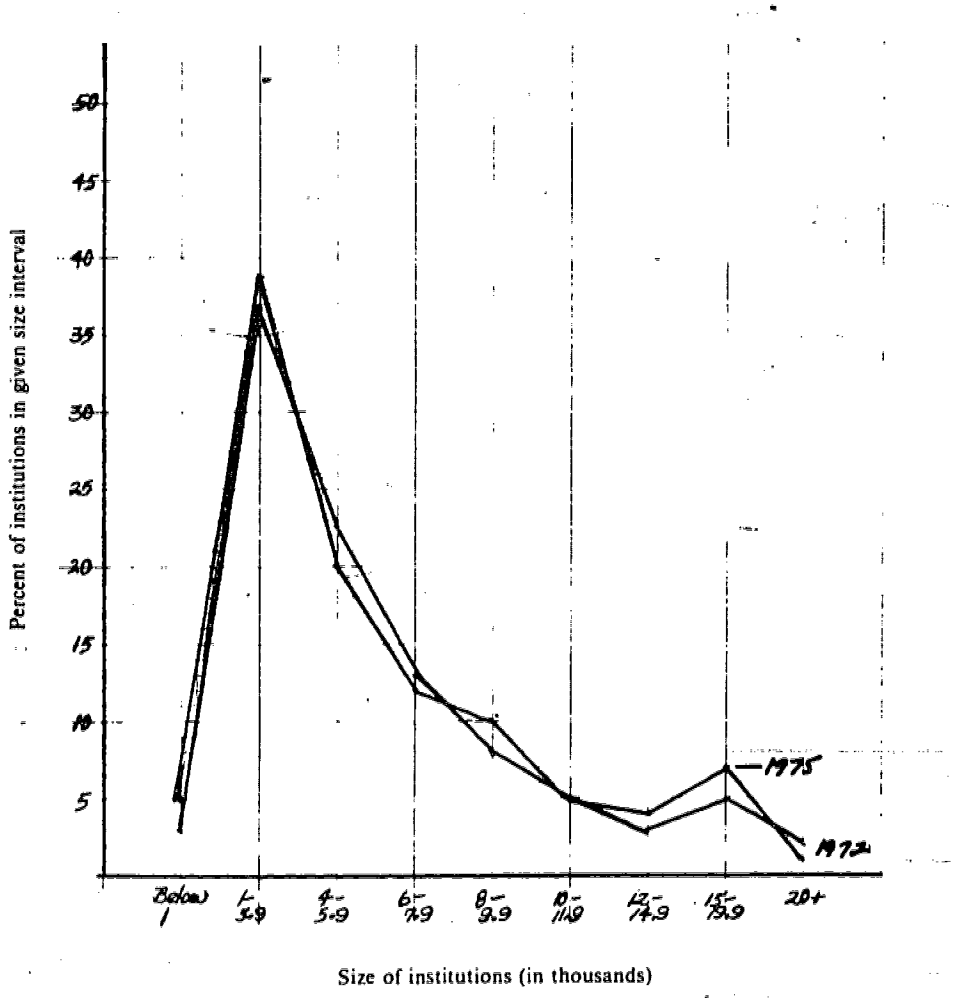

Figure II-2. Percent of institutions at given size intervals 1972 and 1975.

CHAPTER 3

UNDERGRADUATE DEGREE PROGRAMS

In both 1969 and 1973, the authors described the developments in curriculum and institution as follows:[1]

> The primary function of SCUs is instruction and apparently will remain so in the foreseeable future. Despite the obvious interest in research by some faculty and administrators and the realization of the potential of public service in some institutions, instruction still occupies the major effort, creative abilities, and physical and financial resources of the SCUs. The instructional program is changing at an accelerating rate along with the other facets of the institution. Three major changes appear evident and affect almost every aspect of the educational program: (1) the rapid development of occupational pluralism, (2) the expansion of undergraduate educational subject field disciplines, and (3) the continued rapid development of graduate and continuing education.

These observations applied as much to the situation in SCUs today as in the late 1960s and 1970. The data collected since 1970 substantiated and lent support to the earlier observations regarding developments in curriculum and instruction. This chapter presents the data collected since the 1970 study and compares these data to the previous studies.

Occupational Pluralism

The 1973 report mentioned occupational pluralism as one of the most significant trends in SCUs. A growing diversity in sub-baccalaureate and baccalaureate programs developed in SCUs in recent years (see Tables III-1, III-2, III-3, and III-4). This documented the ongoing efforts of SCUs to respond to an increasing demand for postsecondary education in a wide variety of occupational fields.

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 31.

TABLE III - 1
Analysis of Sub-Baccalaureate Degree Programs
at 242 AASCU Institutions

Field	Offered 1973-74	Developed 1970-74	Planned Fall 76	Planned Fall 79
Agriculture	10	2	4	1
Forestry	5	1	1	1
Horticulture	5			1
Marketing, Merchandising, and Retail	23	4	4	
Public Administration	8	1	2	
Hotel, Motel, and Restaurant Management	2	2		
Petroleum Distribution	2		1	
Dental Assisting or Hygiene	10		4	
Nursing	27	1	1	
Radiology & X-Ray Tech.	6	3	4	
Other Medical or Health Related Fields	16	4	6	4
Home Economics & Homemaking	17			
Accounting and Bookkeeping	31	2	2	
Business Administration and General Business	29		6	
Data Programing, Processing, and Keypunch	28	4	5	3
Clerical, Secretarial, and Stenographic Fields	80	4		1
Office Management	16	4	1	
Chemistry, Chemical Engineering and Technology	13		1	1
Civil Engineering and Technology	17		1	
General Science, Engineering and Technology	11		3	
Mechanical Engineering & Tech.	13		1	
Metallurgical Engineering & Tech.	3		3	
Construction and Maintenance	17		1	1
Drafting and Design	32	2	3	
Heating, Cooling, Plumbing, and Electrical Install. and Service	6		1	
Automotive Fields	20	1	2	
Aviation Fields	6		1	
Commercial Graphics and Industrial Arts	18		3	1
Machinework	11			
Metal Working and Welding	13	1	1	
Leather Working	1			
Food Service	14	1		
Police and Fire Protection Fields	18	3		1
General Education	19	2	2	
Other	71	7	14	5
Total	618	49	78	19

TABLE III - 2

Highest Number of Sub-Baccalaureate Degrees Awarded by AASCU Institutions in 1975 Sample

Institution	Number of Degrees Awarded 1974
City University of New York	9,549
Central State University, Oklahoma	1,053
University of South Florida	655
University of Akron	606
University of Toledo	436
Idaho State University	421
Oregon Institute of Technology	347
Weber State University	324
University of Alaska, Anchorage	312
Missouri Western University	299

TABLE III - 3
Analysis of Baccalaureate Degree Programs
at 242 AASCU Institutions

Programs	Offered 1973-74	Developed 1970-74	Planned Fall 76	Starting Fall 79
Agriculture	34		1	
Architecture	7	1		
Biological Science	193	2	4	
Business and Commerce	164	5	7	2
City Planning	12	1	2	3
Computer Science and Systems Analysis	70	8	16	8
Education	197	1	3	1
Engineering	49	1	1	
English and Journalism	208	2		
Fine and Applied Arts	181	1	2	
Folklore	1		1	
Foreign Language & Literature	187	1	2	1
Forestry	8			2
Geography	136	1	4	1
Health Professions	107	9	6	2
Home Economics	96		1	
Law	7	1	3	
Library Science	51	1	2	1
Mathematical Subjects	207	1	1	
Military Science	30	2	2	
Philosophy	116	1	2	3
Physical Sciences	193	2	1	1
Psychology	181	3	3	1
Records Management	13			
Religion	25	1	2	1
Social Sciences	201	1	1	1
Trade & Industrial Training	62	1	1	1
Other	55	9	7	1
Total	2,791	56	75	

TABLE III - 4

AASCU Institutions Awarding More Than 3,000 Baccalaureate Degrees in 1974, in Rank Order

Institutions	Number of Degrees Awarded 1974
City University of New York	9,999+
California State University, Long Beach	4,651
Northern Illinois University	3,901
California State University, Los Angeles	3,801
Illinois State University	3,765
University of South Florida	3,712
California State University, Northridge	3,635
San Francisco State University	3,347
California State University, Sacramento	3,271
California State University, Fullerton	3,266
Bowling Green State University	3,069
California State University, Fresno	3,042

Teacher education remained the single largest field of instruction at most state colleges and universities. However, the vestiges of teacher education as reflected in institutional names continued to decline. Harris Teachers College remained the only institution in the present sample which continued to carry the name Teachers College.

The District of Columbia Teachers College, although presently continuing to emphasize teacher education, planned to merge with Federal City College and Washington Technical Institute in 1976 to become a land-grant university. Such a merger would obviously broaden the teacher education focus to a more comprehensive program.

Business

Of the 242 AASCU-type institutions in the present study, five developed new baccalaureate degree programs in business and commerce by 1975. Another eight institutions implemented new baccalaureate level degree programs in computer science and systems analysis. Taken together, these two business-related fields represented the largest area of growth in baccalaureate degree programs in AASCU-type institutions (see Table III-3) during this period.

Further expansion of business-related programs occurred in sub-baccalaureate fields. New sub-baccalaureate programs were implemented in accounting, marketing, clerical and stenographic studies, and office management (see Table III-1).

Thus, at both sub-baccalaureate and baccalaureate levels, business-related fields accounted for a total of 27 of the new degree programs implemented in the 242 AASCU-type institutions in 1975.

Health Sciences

Another of the most rapidly developing groups of occupational majors continued to be the health sciences. Of the 242 institutions surveyed, 8 implemented new sub-baccalaureate programs in health fields (see Table III-1). In addition, 9 baccalaureate degree programs developed between 1970 and 1975 (see Table III-3). These nine baccalaureate level programs represented the largest single area of recent growth in baccalaureate degree programs in AASCU-type institutions.

Expansion in the Liberal Arts and Sciences

Another major area of curricular change in SCUs continued to be the expansion of liberal arts and sciences at the undergraduate level. The trend toward expansion in liberal arts and science curricula discussed in the 1970 study[2] continued through 1974-1975, but at a decreased rate (see Table III-3).

New baccalaureate programs developed between 1970 and 1974-1975 AASCU-type institutions included 2 programs in each of the following areas: English and journalism, biological sciences and physical sciences (see Table III-3). Three new baccalaureate level programs developed in psychology during the same period.

As predicted in the 1973 report, SCUs expanded their liberal arts and science offerings. However, the trend apparently peaked and the rate of growth by 1974-1975 had slowed down materially.

Sub-baccalaureate Occupational Fields

The diversity of sub-baccalaureate programs discussed in the 1973 study suggested a trend which continued in the present study. Among the 242 institutions in the present study, 49 new sub-baccalaureate level degree programs developed in 1970-74. These findings verified several of the broad trends outlined in the Eastern Kentucky University studies entitled *Less - Than - Baccalaureate Level Technical Education Programs in Higher Education* and *Less - Than - Baccalaureate Level Technical Education Programs in Four-Year Public Colleges and Universities.*[3] The conclusions from the 1976 Eastern Kentucky study, verified by these present data, appear below.[4]

CONCLUSIONS

1. Member institutions of AASCU (and NASULGC) continue to be involved to a considerable extent in providing technical programs of less-than-baccalaureate level. Their involvement increased sharply between 1967 and 1971 and again by 1975.

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2. *Ibid*, p. 35.

3. John Rowlett, *Less-Than-Baccalaureate Level Technical Education Programs in Higher Education* (Richmond, Ky.: Eastern Kentucky University, June 1971); and Robert R. Martin, *Less-Than-Baccalaureate Level Technical Education Programs in Four-Year Public Colleges and Universities.* (Richmond, Ky.: Eastern Kentucky University, January 1976).

4. It should be pointed out that the Eastern Kentucky University study included both AASCU and NASULGC institutions and thus is not strictly comparable to the AASCU data utilized in our present study.

2. Enrollments in less-than-baccalaureate level technical programs also increased dramatically between 1967 and 1971 and again by 1975.

3. (As 91 institutions indicated that they intend to add or expand 334 less-than-baccalaureate level programs prior to 1980) it would appear that further substantial increases in both programs and enrollments will be realized.

4. The most significant trend in the development of less-than-baccalaureate level technical programs continues to be the very sharp increases in both the number of programs and the student enrollment in these programs.

On the basis of the present data, expansion in sub-baccalaureate level degree programs continued to provide a variety of offerings in specialized fields. Major growth occurred in health-related fields and business-related programs between 1970 and 1974-1975. From the present data, continued growth was predicted in those occupational fields in 1976 and 1979 (see Table III-1).

Several SCUs awarded more than 290 sub-baccalaureate level degrees in 1974. The City University of New York, representing system-wide offerings, conferred 9,549 sub-baccalaureate degrees (see Table III-2). The large number of sub-baccalaureate degrees conferred by AASCU-type institutions attested to the commitment to diversity which characterized this type of institution.

Baccalaureate Degree Programs

In addition to prior comments concerning growth in health-related and business-related fields and in the liberal arts and sciences, several specific patterns deserve mention. The respondents to the questionnaire anticipated continued growth in 1976 and 1979 at this educational level (see Table III-3), although at a markedly decreasing rate.

The large number of baccalaureate degrees conferred by AASCU-type institutions in 1974-1975 further attested to their significant role in meeting postsecondary education needs (see Table III-4). Although the figures for City University of New York representing system-wide totals may appear spuriously high, eleven other institutions in the study conferred more than 3,000 baccalaureate degrees in 1974. The majority of these eleven institutions represented the California State University system which serves that megastate so extensively.

CHAPTER 4

GRADUATE DEGREE PROGRAMS

In the 1970 report, rapid expansion in graduate offerings characterized the SCUs.[1] This trend accurately described the present graduate effort in AASCU-type institutions. Growth continued at the intermediate specialist level, masters' degree level, and in doctoral degree offerings.

Growth in intermediate specialist level programs, although minimal in comparison with other graduate programs, increased steadily. In 1974, only 2 new intermediate programs developed among the 242 institutions in the sample. However, these same institutions planned 11 new intermediate programs for the Fall of 1976 and 5 additional programs for 1979 (see Table IV-1). These planned programs reflected an increasing diversity of subject field. From the traditional intermediate specialist degree programs in education, SCUs expanded to offer programs in psychology, physical sicence, and social science. Plans for 1979 indicated further expansion to other liberal arts programs.

One indication of the popularity of intermediate programs was the number of intermediate degrees awarded by AASCU-type institutions in 1974. From the present study of 242 institutions, 11 institutions reported awarding 40 or more intermediate degrees in 1974 (see Table IV-2).

Master's degree programs at SCUs expanded at a steady rate, increasing to 43% of master's degrees awarded by all public institutions. The 1973 report showed a trend toward expansion of master's degree programs in special education, especially in the areas of education of exceptional children, emotionally disturbed children, and crippled children.[2] Present data supported this trend, but indicated the greatest growth in programs of early childhood education (see Table IV-5). Steady growth also occurred in the areas of administration and counseling and guidance. These findings confirmed the trends predicted in the 1973 report.

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 39.
2. *Ibid*, p. 39.

TABLE IV - 1
Analysis of Intermediate Degree Programs
at 242 AASCU Institutions

Programs	Offered 1973-74	Developed 1970-74	Planned Fall 76	Starting Fall 79
Agriculture				
Architecture				
Biological Science	6			
Business and Commerce	6			
City Planning				
Computer Science and Systems Analysis				
Education	61	2	5	2
Engineering	1			
English and Journalism	4			1
Fine and Applied Arts	5			
Folklore				
Foreign Language & Literature				1
Forestry				
Geography	2			
Health Professions	1			
Home Economics	2			
Law	3			
Library Science	4			
Mathematical Subjects	5			1
Military Science				
Philosophy	2			
Physical Sciences	3		1	
Psychology	9		4	
Records Management				
Religion	1			
Social Sciences	5		1	
Trade & Industrial Training	2			
Other	3			
Total	125	2	11	5

TABLE IV - 2

AASCU-Type Institutions Offering More Than Forty (40) Intermediate Degrees in 1974, in Rank Order

Institutions	Number of Degrees Awarded 1974
City University of New York	293
California State University, Sacramento	190
Southern Connecticut State College	97
Northern Illinois University	73
North Carolina Central University	72
Eastern Michigan University	64
University of Toledo	54
Georgia Southern University	50
Central Missouri University	45
Appalachian State University	43
Western Illinois University	42

In the analysis of master's degrees by broad field, the findings confirmed the 1973 report which described expansion in the master's degree programs in education and the health professions. Expansion of graduate programs in health professions occurred at an accelerated rate. From 4 programs reported in 1966, the health professions expanded to 13 programs in 1970 and 33 programs in 1974-75 (see Table IV-3). An additional 4 programs by 1976 and 8 more by 1979 were reported in the present data (see Table IV-4).

The field of computer science and systems analysis continued to show a proliferation of master's degree programs. Although only 14 programs existed in 1974-1975, 10 new programs for 1976 and 4 for 1979 were planned (see Table IV-4). In the field of psychology, the number of programs increased from 46 in 1966 to 72 in 1970 and 90 in 1974-1975 (see Table IV-3). Continuing growth in psychology programs was reported for 1976 with 9 new programs planned (see Table IV-4). Although other increases were shown in fields such as city planning, the limited number of total programs detracted from the significance of these results.

Additional indication of the expansion in master's degree programs occurred by ranking those institutions in the sample which awarded 1,000 or more master's degrees in 1974 (see Table IV-6). Although the City University of New York's system-wide report appeared to skew the data spuriously high, the fact that nine other SCUs in the sample each awarded more than 1,000 degrees, testified to the popularity of these programs in SCUs.

The greatest area for expansion in graduate programs in SCUs occurred in the development of additional doctoral degree offerings. Fourteen different doctoral degrees developed in 45 AASCU-type institutions by 1974-1975 (see Table IV-7). Although other institutions were known to offer doctoral work, only those responding to the questionnaire were included in the present discussion and tabulations. The diversity in doctoral offerings reflected the continuing efforts of SCUs to meet newly defined postsecondary education needs. Six of the sample institutions reported the development of Doctor of Arts programs. These programs, suggested by Dunham[3] as appropriate for SCUs, confirmed the trend predicted in the 1973 report toward development of the new Doctor of Arts degree.[4]

The diversity in other doctoral degree offerings indicated a trend toward multiple doctoral degrees in a single institution. For example, the University of

3. Dunham, E. Alden, *Colleges of the Forgotten Americans*, New York: McGraw-Hill, 1969.
4. Harcleroad, Molen, and Rayman, *The Regional Colleges and Universities Enter the 1970s*, p. 47.

TABLE IV - 3
Master's Degree Programs by Broad Field 1966-67, 1970-71, 1974-75

Broad Field	Number of Institutions Offering Programs 1966-67	1970-71	1974-75
Agriculture	7	10	10
Architecture	1	3	4
Biological Science	83	96	114
Business and Commerce	58	68	92
City Planning	1	2	11
Computer Science and Systems Analysis	3	2	14
Education	192	154	164
Engineering	18	21	26
English and Journalism	91	104	121
Fine and Applied Arts	78	77	81
Folklore		1	2
Foreign Language and Literature	49	57	59
Forestry	8	4	3
Geography	29	41	51
Health Professions	4	13	33
Home Economics	32	40	44
Law	1	1	2
Library Science	28	29	32
Mathematical Subjects	79	95	110
Military Science			1
Philosophy	18	23	23
Physical Sciences	82	80	91
Psychology	46	72	90
Records Management		3	1
Religion	1	3	1
Social Sciences	91	99	107
Trade and Industrial Training	38	24	29
Other			33
Total	1,038	1,122	1,349

Sources: 1966-67 data from Harcleroad, Sagen, and Molen, *The Developing State Colleges and Universities.* 1969.
1970-71 data from Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s.* 1973.

TABLE IV - 4
Analysis of Master's Degree Programs
at 242 AASCU Institutions

Programs	Offered 1973-74	Developed 1970-74	Planned Fall 76	Starting Fall 79
Agriculture	10	1		
Architecture	4		6	3
Biological Science	114	3	6	3
Business and Commerce	92	4	8	7
City Planning	11	1	2	2
Computer Science and Systems Analysis	14	3	10	4
Education	164	1	3	
Engineering	26		3	1
English and Journalism	121	3	4	1
Fine and Applied Arts	81	3	2	5
Folklore	2			
Foreign Language and Literature	59	3	3	1
Forestry	3			1
Geography	51	3	1	2
Health Professions	33		4	8
Home Economics	44		2	1
Law	2			
Library Science	32	2		2
Mathematical Subjects	110	2	3	1
Military Science	1			
Philosophy	23			
Physical Sciences	91	1	6	
Psychology	90	6	9	1
Records Management	1			
Religion	1			
Social Sciences	107	2	3	2
Trade & Industrial Training	29		3	
Other	33	1	13	3
Total	1,348	39	85	45

TABLE IV - 5
Analysis of Specialized Areas in Education
at 242 AASCU Institutions

Broad Field	Offered 1973-74	Developed 1970-74	Planned Fall 76	Starting Fall 79
Administration	113	1	6	
Adult	27		3	
Agriculture	16			
Art	103		1	
Blind Children	18			1
Business and Commerce	105		1	
Crippled Children	24	1		1
Curriculum and Instruction	81	2	1	1
Deaf Children	33	1	1	1
Early Childhood	122	3	8	
Educational Psychology	63	1	1	
Elementary	187	1		
Emotionally Disturbed Children	70	1	3	
Exceptional Children	78	1	4	
General Education and Teaching	125	1		
Guidance and Counseling	131	2	5	1
Health Education	94		2	3
History, Philosophy, and Comparative Studies	57			
Home Economics	77			
Mentally Retarded Children	101	2	3	
Music	129		2	
Nursery and Kindergarten	80	2	1	
Physical Education	142		1	2
Recreation	59	4	7	2
Rehabilitation Counseling	30		1	
Retail Selling	15	1		
Secondary	167	1		
Speech and Hearing Problems	90	2		1
Trade and Industrial Arts	75		2	

TABLE IV - 6

AASCU Institutions Awarding 1,000 or More Master's Degrees in 1974, in Rank Order

Institutions	Number of Degrees Awarded 1974
City University of New York	6,203
Ball State University	1,770
Eastern Michigan University	1,612
Northern Illinois University	1,471
San Francisco State University	1,200
Emporia Kansas State College	1,094
California State University, Los Angeles	1,072
University of Northern Colorado	1,067
Central Michigan University	1,024
East Texas State University	1,015

TABLE IV - 7

Doctoral Degrees Offered 1975 - 1976

Degree	Number of Institutions	Name of Institutions
Doctor of Education	32	
Doctor of Philosophy	28	
Doctor of Arts	6	University of Northern Colorado Illinois State University Middle Tennessee State University Indiana State University Ball State University Idaho State University
Doctor of Engineering	2	Cleveland State University Northern Illinois University
Doctor of Musical Arts	3	University of Southern Mississippi North Texas State University Bowling Green State University
Doctor of Music Education	3	University of Southern Mississippi Memphis State University University of Northern Colorado
Juris Doctor	3	Memphis State University University of Toledo University of Maine--Portland/Gorham
Doctor of Business Administration	1	Louisiana Tech University
Doctor of Engineering Science	1	New Jersey Institute of Technology
Doctor of Fine Arts	2	University of Southern Mississippi North Texas State University
Doctor of Social Welfare	1	City University of New York
Doctor of Computer Science	1	University of Southwestern Louisiana
Doctor of Modern Languages	1	University of Southern Mississippi
Doctor of Science	1	Wright State University

Southern Mississippi reported the Doctor of Fine Arts, Doctor of Musical Arts, Doctor of Music Education, and Doctor of Modern Languages in addition to the Ph. D. and Ed. D. degrees.

Of the 45 sample institutions with doctoral programs, 31 reported the actual award of doctoral degrees in 1974 (see Appendix 3). From these 31 institutions, 1,634 degrees were awarded. This substantiated the trend predicted in the 1973 study toward expansion of doctoral programs in SCUs.[5] Eight of the sample institutions reported awarding more than one hundred doctoral degrees in 1974 (see Table IV-9).

The analysis of doctoral programs by broad field (see Table IV-8) indicated the growth in doctoral programs in education. This continuing trend confirmed the commitment of SCU's to teacher education. The other field of greatest growth, biological sciences, showed support of the trend toward environmental sciences as a newly developing field of study.

Degree Program Planning

Some emphasis in the 1973 study centered around the apparent lack of degree program planning in many AASCU-type institutions.[6] A summary analysis of AASCU-type institutions in the present study confirmed the development of new program offerings (see Table IV-10). Specific data concerning implementation of planned programs was not available in the present study. However, the numerous planned offerings for 1976 and 1979 reported by the sample institutions, substantiated the efforts toward program planning in these institutions. The diversity of these planned program offerings demonstrated the continuing commitment of AASCU-type institutions toward flexibility and response to changing needs.

5. *Ibid*, p. 43.
6. *Ibid*, p. 47.

TABLE IV - 8
Analysis of Doctoral Degree Programs
at 242 AASCU Institutions

Field	Offered 1973-74	Developed 1970-74	Planned Fall 76	Planned Fall 79
Agriculture				
Architecture				
Biological Science	15		2	5
Business and Commerce	4			3
City Planning				2
Computer Science and Systems Analysis	1			
Education	26	1	7	9
Engineering	6		2	2
English and Journalism	13			
Fine and Applied Arts	7			
Folklore				
Foreign Language & Literature	3			
Forestry				1
Geography	2			
Health Professions	3		1	
Home Economics				
Law	1			
Library Science	1			
Mathematical Subjects	10	1	2	1
Military Science				
Philosophy	2			
Physical Sciences	13			3
Psychology	10	1	2	2
Records Management				
Religion	1			
Social Sciences	10	1	3	2
Trade & Industrial Training	1			1
Other	2			3
Total	131	4	19	34

Table IV - 9
AASCU Institutions in Sample Awarding 100 or More Doctoral Degrees in 1974, by Institution, by Number of Degrees, in Rank Order

Institutions	Number of Degrees
University of Akron	235
City University of New York	205
College of William and Mary	180
University of Toledo	178
University of Northern Colorado	159
University of Southern Mississippi	150
North Texas State University	123
Northern Kentucky State College	103

TABLE IV - 10

Summary Analysis of AASCU Degree Program Planning 1970 - 1975

Level	Planned 1970-72	Offered 1972	Developed 1970-74	Offered 1973-74	Planned Fall 76	Starting Fall 79
Sub-baccalaureate	81	63	49	618	78	19
Baccalaureate	95	142	56	2,791	75	30
Master's Programs (ED)	70	55				
Master's Programs (non ED)	121	58	39	1,349	85	45
Intermediate	34	19	27	2,412	53	13
Education Doctorate	3	1				
Doctor of Arts	11	5	4	131	19	34
Doctor of Philosophy	19	7				
Totals	434	350	175	7,301	310	141

Source: Harcleroad, Molen, and Rayman, page 46.

CHAPTER 5

RECENT CURRICULUM INNOVATIONS

The 1973 report offered a discussion of various interpretations of the term "innovation." Reactions of educators to the survey of "innovative" programs varied from a consideration of "anything new" as innovative to a belief that nothing innovative exists because everything developed previously and is recycled.[1] Similar reactions occurred in the present study, so that interpretation of the data involved a certain assumption that innovations indeed existed and developed periodically in response to identified needs.

In the questionnaire, AASCU-type institutions responded to requests for information concerning current innovative programs and future plans. The responses documented the 1970 study in several areas. The widespread involvement of SCUs in Area Studies Programs and Learning Resource Centers continued (see Table V-2). Learning Resource Centers replaced Area Studies as the largest of the program areas studied (see Figure V-1). Special Field Work increased in popularity, especially in smaller institutions (see Figure V-2). Computer - Assisted Instruction also expanded between 1970 and 1975 (see Table V-1).

One conclusion of the 1970 study was that institutional size and the number of innovative programs in operation were direct correlates.[2] Present data contradicted these conclusions and suggested that institutional size, although related to innovations, showed no direct linear relationship. From the present data recent innovations appeared in moderately - sized institutions rather than in either the larger or smaller institutions (see Table V-2). This trend supported the contention that innovations developed in response to a need for variety as a mechanism for survival in a time of shifting enrollments. Since enrollments in SCUs increased steadily and SCUs grew larger in general, those institutions of lesser size may have developed innovations in an attempt to continue to operate at existing levels or to continue some modest growth.

1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 49.
2. *Ibid*, p. 50.

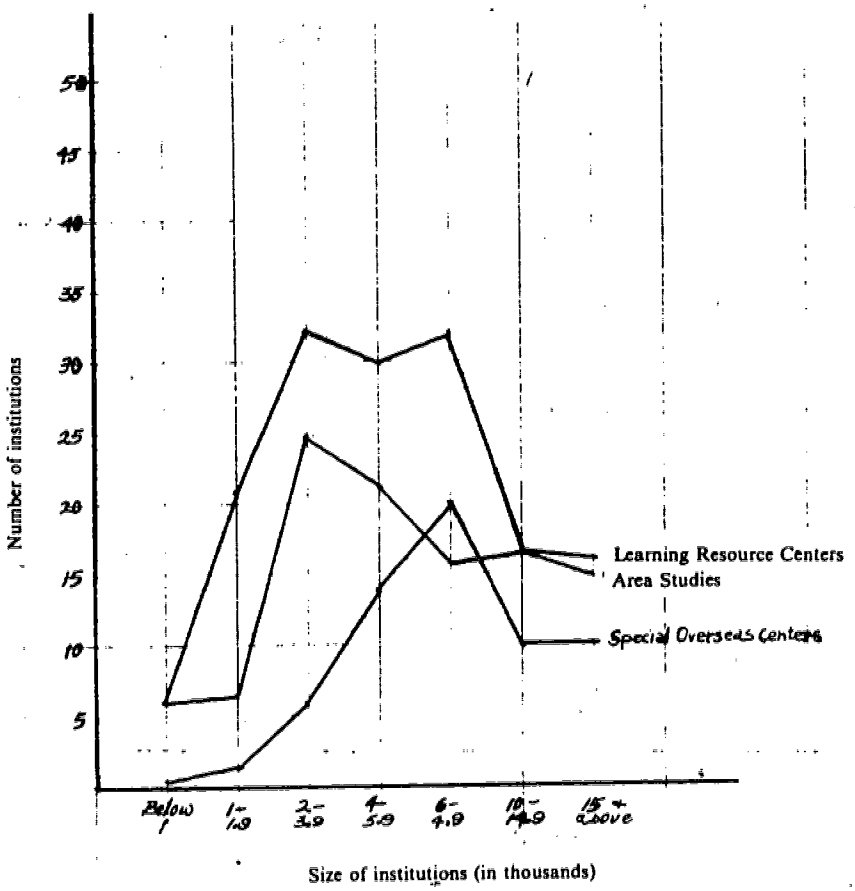

Figure V-1. Innovations by size of institution.

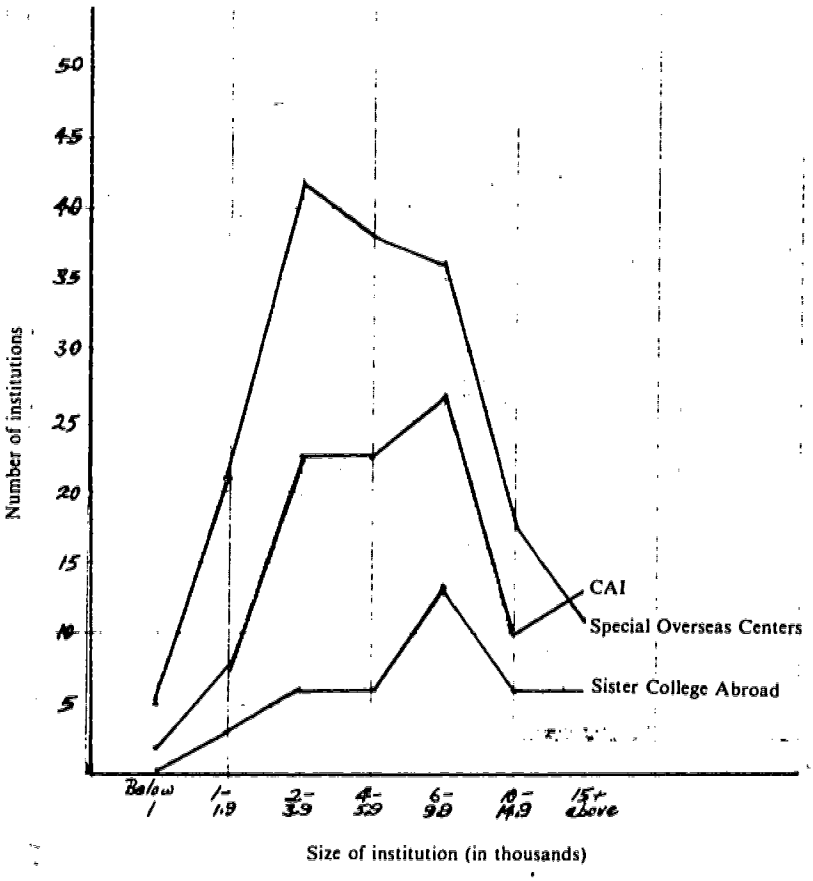

Figure V-2. Innovations by size of institution.

TABLE V - 1

Innovative Programs by Size of Institution, 1970 and 1975

Type of Innovation	Enrollment (in thousands)															
	15 & Above		10–14.9		6–9.9		4–5.9		2–3.9		1–1.9		0–.9		Total	
	70	75	70	75	70	75	70	75	70	75	70	75	70	75	70	75
Learning Resource Centers	6	16	15	17	31	32	26	29	29	33	15	21	4	6	129	154
Area Studies Programs	9	15	11	11	28	16	22	23	12	25	6	7	2	1	90	104
Special Overseas Areas	8	10	6	10	12	20	8	14	5	7	1	2	0	0	40	63
Sister College Abroad	2	6	3	6	12	14	10	7	9	7	2	4	0	0	38	44
Special Field Work	5	11	9	17	25	36	27	38	13	43	6	22	5	5	90	172
Computer-Assisted Instruction	5	14	7	10	15	27	8	23	13	23	9	8	0	1	57	106
Innovative Administration Changes	2	4	5	3	13	8	14	9	7	13	7	7	1	1	49	45
Other Innovative Changes	0	0	7	4	13	9	8	13	4	4	3	5	0	1	37	36
Total	37	76	63	84	149	162	123	156	92	155	49	76	12	15	528	724

TABLE V - 2

Innovations by Size of Institution
1975 (Actual) and Future Predictions

Type of Innovation	Enrollment (in thousands)															
	15 & Above		10–14.9		6–9.9		4–5.9		2–3.9		1–1.9		0.9		Total	
	# of Inst.		# of Inst.		# of Inst.		# of Inst.		# of Inst.		# of Inst.		# of Inst.			
	75	Fut.	75	Fut.	75	Fut.	75	Fut.	75	Fut.	75	Fut.	75	Fut.	75	Fut.
Learning Resource Centers	16	3	17	4	32	10	29	15	33	12	21	12	6	0	154	56
Area Studies Programs	15	4	17	4	16	6	23	11	25	11	7	5	1	1	104	42
Special Overseas Areas	10	1	10	4	20	6	14	5	7	3	2	1	0	0	63	20
Sister College Abroad	6	1	6	1	14	2	7	4	7	7	4	0	0	1	44	16
Special Field Work	11	5	17	3	36	12	38	8	43	12	22	9	5	3	172	52
Computer-Assisted Instruction	14	3	10	6	27	15	23	12	23	17	8	14	1	1	106	68
Innovative Administration Changes	4	1	3	4	8	9	9	8	13	12	7	6	1	1	45	41
Other Innovative Changes	0	0	4	1	9	4	13	4	4	3	5	3	1	0	36	15
Totals	76	18	84	27	162	64	156	67	155	77	76	50	15	7	724	310

Additional data concerning innovations appeared in the responses to the survey request for listing "other" innovations. A wide variety of "other" innovations were reported, some of which appear in Table V-3. Increasing popularity of interdisciplinary. programs and weekend colleges confirmed the earlier studies which predicted such developments.[3]

Continuing involvement of AASCU-type institutions in international programs supported the commitment of AASCU to international understanding. Special overseas areas and Sister Colleges Abroad were reported by approximately 40 of the sample institutions. For example, Bemidji State College reported a foreign study program and Minot State College offered student teaching abroad. The University of Wisconsin at Superior and Whitewater also described their involvement in programs abroad (see Table V-3).

Among the "other" innovations listed by AASCU-type institutions, the University of Maine at Farmington mentioned its program in basketball coaching and the University of Tennessee at Nashville reported its Senior Citizen Program. These unique offerings further indicted the widely differing responses of SCUs to locally-identified needs.

Innovations in degree programs included the time-shortened degrees offered by Appalachian State University and by the State University of New York Colleges at Cortland, Fredonia, and Geneseo. Western Carolina University described plans for implementing an umbrella degree program in the near future.

Regardless of the motivation behind the implementation of curricular innovations, the wide variety of innovations offered in AASCU-type institutions substantiated the ongoing flexibility to those economic, social, or political forces which affect American colleges and universities.

3. *Ibid*, p. 55.

TABLE V - 3

Summary of Other Innovations - Present and Future

as Listed by Sample AASCU Institutions, 1975

Type of Innovation	1975	Future	Institution(s)
Basketball Coaching	x		University of Maine- Farmington
Contracts	x		Jackson State College
Cooperative Education	x		Saginaw Valley State College
Foreign Study	x		Bemidji State College
Individualized Baccalaureate	x		Winona State College
Interdisciplinary Program		x	East Texas State University
	x	x	Eastern Washington State
	x		University of Northern Colorado
		x	University of Maine- Farmington
Living-Learning Center	x		College of William and Mary
Open College	x		Salem State College
Program Abroad	x		University of Wisconsin- Superior
	x		University of Wisconsin- Whitewater
Selected Student Program	x		Stockton State College
Senior Citizen Program	x		University of Tennessee- Nashville
Student Teaching Abroad	x		Minot State College
Time-Shortened Degree	x		Appalachian State University
	x		SUNY- Geneseo, Fredonia, Cortland
Tutorial Program	x		Ramapo College
Umbrella Degree Program		x	Western Carolina University
Weekend College		x	Coppin State College
		x	Elizabeth City State College
		x	Grand Valley State Colleges
		x	Massachusetts College of Art

CHAPTER 6

LIBRARIES

The 1966 and 1970 studies indicated that historically "the general expense budgets for nearly all SCUs have been relatively smaller and less flexible than those of the larger universities. As a partial result, state colleges and university libraries have been inadequate."[1] The 1970 study reported improvement in SCU libraries continuing at a rapid rate.[2]

Findings from the present study indicated a 31% increase in total mean volumes from SCU-type institutions as a whole. However, differences among regions yielded even more meaningful results. The Northeast region indicated a growth rate of 55% in mean volumes (see Table VI-1). Other regions approximating 50% increases were the Mountain-Plains, Southwest, and Midwest. The Southeast region, which showed a 54% increase between 1966 and 1970, experienced only an 18% increase between 1970 and 1975.

In contrast to these increases in percent of mean library volumes, the reporting institutions (23) from the West in 1974-75 showed a mean (330,000) which was 12% lower than the 27 which reported in 1970 (370,000). Thus, this result may have been a function of sampling differences. Nevertheless, the result deserved notice in that the West recently experienced increasing enrollments and would therefore be expected to experience corresponding increases in library holdings. However, the results fit with other recent findings concerning the changing pattern of overall support for higher education in the West.

The growth of library holdings in AASCU-type institutions by size, summarized in Table VI-2, contradicted the findings of the 1973 study. In 1970, institutions in the 10,000 to 15,000 size range showed the greatest increase in their library holdings. Conversely, in the present study, institutions in the 15,000+ range showed the greatest increase in library holdings. The initial conclusion of both the 1970 study and the present study stated that larger institutions showed the greatest increase in library holdings.

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1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p.57.
2. *Ibid*, p. 57.

TABLE VI - 1

Average Library Volumes, 1966, 1970, 1975
and Percent Increase, 1966-1970 and 1970-1975 by Region

Region	1966		1970		1975		Percent Increase in Mean No. of Volumes	
	Number of Institutions	Mean No. of Volumes (in Thous)	Number of Institutions	Mean No. of Volumes (in Thous)	Number of Institutions	Mean No. of Volumes (in Thous)	1966-70 %	1970-75 %
1) West	29	178	28	370	23	331	108	12(% decrease)
2) Mountain-Plains	25	102	25	146	22	220	43	51
3) Southwest	31	149	19	197	21	293	32	49
4) Midwest	43	179	42	256	38	377	43	47
5) Southeast	59	126	56	194	49	228	54	18
6) Northeast	75	114	63	153	65	237	34	55
Total	263	139	233	209	218	273	50	31

Source: 1966 and 1970 data, Harcleroad, Molen, and Rayman. *The Regional State Colleges and Universities Enter the 1970s.* Page 59.

TABLE VI - 2

Average Library Volumes, 1966, 1970, 1975 by Size of Institution

Size of Institution	1966 Number of Institutions	1966 Mean No. of Volumes (in Thous)	1970 Number of Institutions	1970 Mean No. of Volumes (in Thous)	1975 Number of Institutions	1975 Mean No. of Volumes (in Thous)	Percent Change in Mean No. of Volumes % 1966-70	Percent Change in Mean No. of Volumes % 1970-75
15,000 +	8	428	9	573	15	1,159	34	102
10,000-14,999	17	315	22	517	20	482	64	7 % decrease
6,000-9,999	48	189	49	256	38	322	35	26
4,000-5,999	48	138	45	177	43	261	28	47
2,000-3,999	77	112	52	112	47	158	0	41
1,000-1,999	47	59	24	65	28	99	10	52
0- 999	17	37	9	49	11	94	32	92
All Institutions	262	139	210	212	202	413	53	95

However, the 1970 study reported little or no increase in library holdings for institutions in the 1,000 to 2,000 size range.[3] Conversely, data from the present study indicated a 52% increase for institutions in the 1,000 - 2,000 size range and a 92% increase for institutions with less than 1,000 students. These results reflected the efforts of small colleges and universities to remain competitive in offering quality postsecondary education.

Finally, graphic presentations of data from the 1954, 1966, 1970, and 1975 studies indicated the disparity of library holdings among regions (see Figure VI-1). A comparison of library holdings in AASCU-type institutions with ALA library standards (see Figure VI-2) also indicated differences. As in the 1973 study, improvement in library holdings among AASCU-type institutions indicted their efforts to approximate the ALA standards. As shown in Figure VI-2, the larger AASCU-type institutions exceeded the ALA standards.

3. *Ibid*, p. 58.

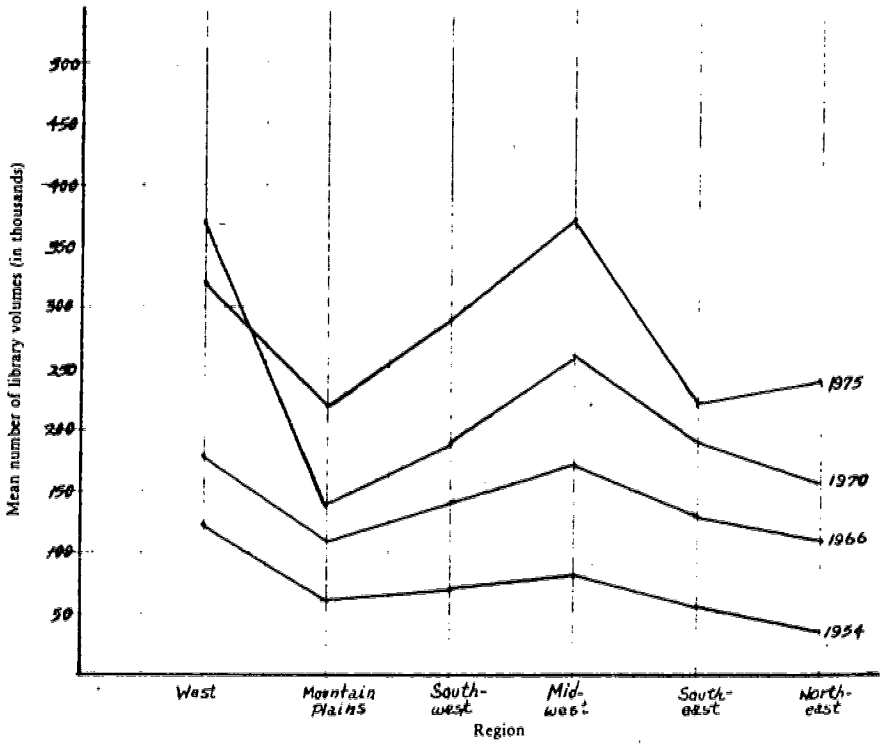
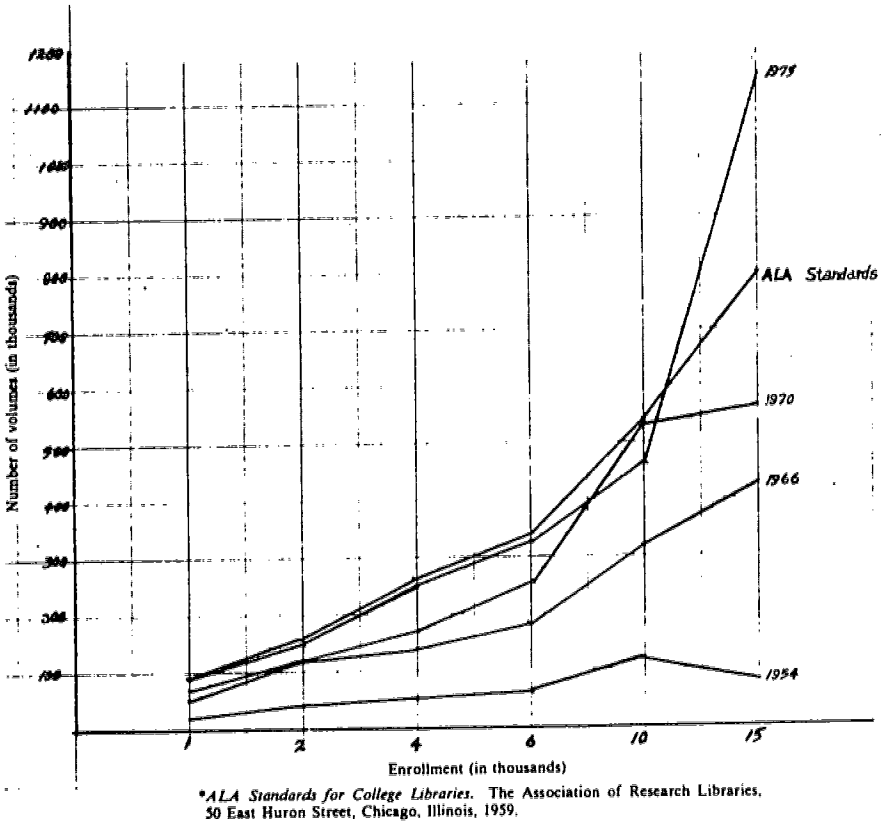


Figure VI-1. Mean number of library volumes 1954, 1966, 1975 by region.



*ALA Standards for College Libraries. The Association of Research Libraries, 50 East Huron Street, Chicago, Illinois, 1959.

Figure VI-2. Mean size of AASCU libraries 1954, 1966, 1970, 1975 by institution size and a comparison to the 1959 American Library Association Standards.

CHAPTER 7

FINANCES

The financial data from the present study, when compared with similar data from the 1970 study, indicated a leveling off of financial factors. Apparently, movement with the steady state, at least in terms of student/faculty ratios, was not as serious as anticipated. This chapter examined three major financial indicators and made comparisons with the 1970 data. The three areas included:

1. student-faculty ratios (S/F ratios).

2. total educational and general income.

3. percent of educational and general income from various sources.

Student/Faculty Ratios

The 1974-1975 data generally confirmed the conclusions of the 1970 study which suggested that student/faculty ratio fluctuations would not cause changes in institutional planning.[1] Current data indicated that most SCUs continued to maintain an S/F ratio of 17:1 - 19:1 (see Table VII-1). According to present data, almost 80% of AASCU- type institutions maintained student/faculty ratios of 20:1 or below (see Table VII-2). This showed considerable improvement when compared with the 1970 and 1971 figures. Only ten SCUs continued to report student/faculty ratios above 25:1. Institutions in Florida, Georgia, Kentucky, Louisiana, Oklahoma, and Wisconsin reported student/faculty ratios of 25:1 or greater. Two institutions reported student/faculty ratios above 30:1 in 1975 (see Table VII-1). At the other extreme, a like number of institutions (10) reported student/faculty ratios of 12:1 or lower.

Comparison of the student/faculty ratios predicted in 1972 for 1974-1975 with actual data in 1974-1975 confirmed that funding plateaus reached in 1972 apparently stabilized student/faculty ratios near 20:1 (see Figures VII-1 and

1. Harcleroad, Molen, and Rayman, *The Regional State Colleges and Universities Enter the 1970s*, p. 66.

TABLE VII - 1
THE STUDENT - FACULTY RATIO IN AASCU - TYPE INSTITUTIONS
in 1966-67, 1970-71, 1974-75 (Actual), and 1976 & 1979 (Projected)

NUMBER OF INSTITUTIONS

Student/Faculty Ratio	1966-67	1970-71	1974-75	1976	1979
Below 10 - 1	0	1	0	0	0
10 - 1	3	1	0	0	0
11 - 1	1	1	1	1	0
12 - 1	1	2	9	9	4
13 - 1	6	2	4	4	0
14 - 1	9	7	5	5	6
15 - 1	11	20	19	19	10
16 - 1	25	25	18	18	16
17 - 1	15	27	31	31	31
18 - 1	10	22	29	29	33
19 - 1	10	17	31	31	19
20 - 1	15	26	26	26	37
21 - 1	12	16	14	14	8
22 - 1	13	13	17	17	19
23 - 1	7	12	5	5	8
24 - 1	4	5	8	8	5
25 - 1	9	8	3	3	5
26 - 1	3	5	1	1	2
27 - 1	2	1	4	4	2
28 - 1	1	0	0	0	0
29 - 1	2	1	0	0	1
30 - 1	0	0	0	0	0
Above 30 - 1	0	2	2	2	1
Total	159	214	222	214	207

TABLE VII - 2

Student - Faculty Ratio Distribution

1967, 1971, 1975 (Actual), 1976, 1979 (Projected) by Number of Institutions and Percent of Institutions

Institutions by Number and Percent

	1967		1971		1975		1976		1979	
Student/Faculty Ratio	Num.	%	Num.	%	Num.	%	Num.	%	Num.	%
Above 25:1	17	11	17	8	10	4.5	10	4.7	11	5
Above 20:1	53	33	63	29	54	24	54	25	51	25
At 20:1	15	9	26	12	26	12	26	12	37	18
Below 20:1	106	67	151	71	173	78	173	81	126	61
Total Number of Institutions	159		214		222		214		207	

VII-3). The overall student-faculty ratio for 1974-1975 did not reach 20:1 as suggested in previous reports. However, the bimodal peaks at 17:1 and 19:1 (see Figure VII-1) showed movement toward a peak at 20:1. A trend toward 20:1 emerged in examining predictions for 1976 and 1979 reported by the 1975 sample institutions (see Table VII-3).

Educational and General Income

The institutional cost per student for 1974-1975 and projections for 1976 and 1979 indicated a dramatic increase in student cost (see Table VII-4 and Figure VII-2). In 1974-1975, 24% of the sampling institutions reported institutional costs per student of at least $2,200.00. Projections for 1976 and 1979 showed that 34% of the institutions in 1976 and 43% in 1979 expected institutional costs per student to exceed $2,200.00. This confirmed and extended the findings of the 1970 study which predicted a continuing increase from 1966.[2]

The mean amounts and percentages of educational and general income also showed some changes from the 1970 study (see Tables VII-6 and VII-7). As expected, the highest mean amounts for student fees occurred in the Northeast and Midwest regions. The lowest mean amount occurred in the Southwest which showed a correspondingly high level of state support for postsecondary education (see Table VII-6).

In comparing the 1970 and 1974-1975 percentages of income from student fees, several regional differences emerged. The percentage of income from student fees in the Mountain-Plains region dropped from 30% in 1970 to 19.96% in 1974-1975. The percentages for the Southwest region decreased from 27% to 20.62%. In both of these regions, the percentage from state funds represented less than the national mean percentage for public support (see Table VII-6). This would indicate an area of concern for educators in those regions.

The Southwest region, traditionally an area of low student fees, maintained approximately the same percentage in 1974-1975 (15%) as in 1970 (16%). The West also maintained its 10% level of student fees.

In contrast to these low levels of student fees, the Northeast region maintained its high level (33%) of student fees and moderate level (66%) of

2. *Ibid*, p. 67.

TABLE VII - 3
Percentage of the Total Number of AASCU Institutions Surveyed
Which Fell into Given Student/Faculty Ratio Intervals, by Year

1975 (Actual)
1976 (Projected)
1979 (Projected)

Student/Faculty Ratio	1975	%	1976	%	1979	%
15 to 1 and Below	38	17	25	9	20	10
16 to 1 and 17 to 1	49	22	50	23	47	23
18 to 1 and 19 to 1	60	26	56	26	52	25
20 to 1 and 21 to 1	40	18	45	21	45	22
22 to 1 and 23 to 1	22	10	23	11	27	13
24 to 1 and 25 to 1	11	5	9	4	10	5
26 to 1 and Above	6	3	5	2	5	2
Total	226	100	213	100	206	100

TABLE VII - 4
Institutional Cost Per Student for Fall 1974 (Actual)
and Fall 1976 and 1979 (Projected)

Cost per Student (in dollars)	NUMBER OF INSTITUTIONS Fall 1974	Fall 1976	Fall 1979
Below 600	0	0	0
600 - 799	17	14	16
800 - 999	8	14	12
1,000 - 1,199	6	3	7
1,200 - 1,399	16	11	9
1,400 - 1,599	17	11	10
1,600 - 1,799	21	22	14
1,800 - 1,999	37	23	21
2,000 - 2,199	25	27	18
2,200 and above	47	63	81
Total	194	188	188

TABLE VII - 5
Mean Amounts for Student Fees as Source
of Total Educational Income, by Region, 1973-74

Region	Number Institutions	Mean Student Fees (in thousands of dollars)
1. West	21	1,334,343
2. Mountain-Plains	24	1,136,687
3. Southwest	21	564,299
4. Midwest	39	3,978,155
5. Southeast	55	1,368,439
6. Northeast	66	3,124,144
Total U. S.	226	2,229,016

Table VII - 6

1974-75 Educational and General Income by Region
Mean Sources and Amounts (in thousands of dollars, rounded)

REGION	No. of Institutions	Student Fees	State Funds	Total Income	% of Total from Student Fees	% of Total from State Funds
West	21	1,334,343	9,465,215	12,200,431	10.94	77.58
Mountain-Plains	24	1,136,687	3,296,408	5,694,852	19.96	57.88
Midwest	39	3,978,155	9,985,194	17,430,883	22.82	57.28
Southeast	55	1,368,439	4,069,745	6,635,586	20.62	61.33
Northeast	66	3,124,144	6,127,960	9,294,574	33.61	65.93
Southwest	21	564,299	2,668,416	3,688,295	15.30	72.35
Total U.S.	226	2,229,016	6,013,184	9,425,195	23.65	63.80

Table VII - 7

1974-75 Educational and General Income by Region
Mean Sources and Amounts (in thousands of dollars, rounded)

REGION	No. of Institutions	Federal Funds	Foundations	Total Income	% of Total from Federal Funds	% of Total from Foundation
West	21	673,652	130,748	12,200,431	5.52	1.07
Mountain-Plains	24	759,789	287,487	5,694,852	13.34	5.05
Midwest	39	662,637	157,408	17,430,883	3.80	0.90
Southeast	55	576,675	143,294	6,635,586	8.69	2.16
Northeast	66	738,966	155,126	9,294,574	7.95	1.67
Southwest	21	709,860	63,422	3,688,295	19.25	1.71
Total U.S.	226	680,884	160,003	9,425,195	7.22	1.70

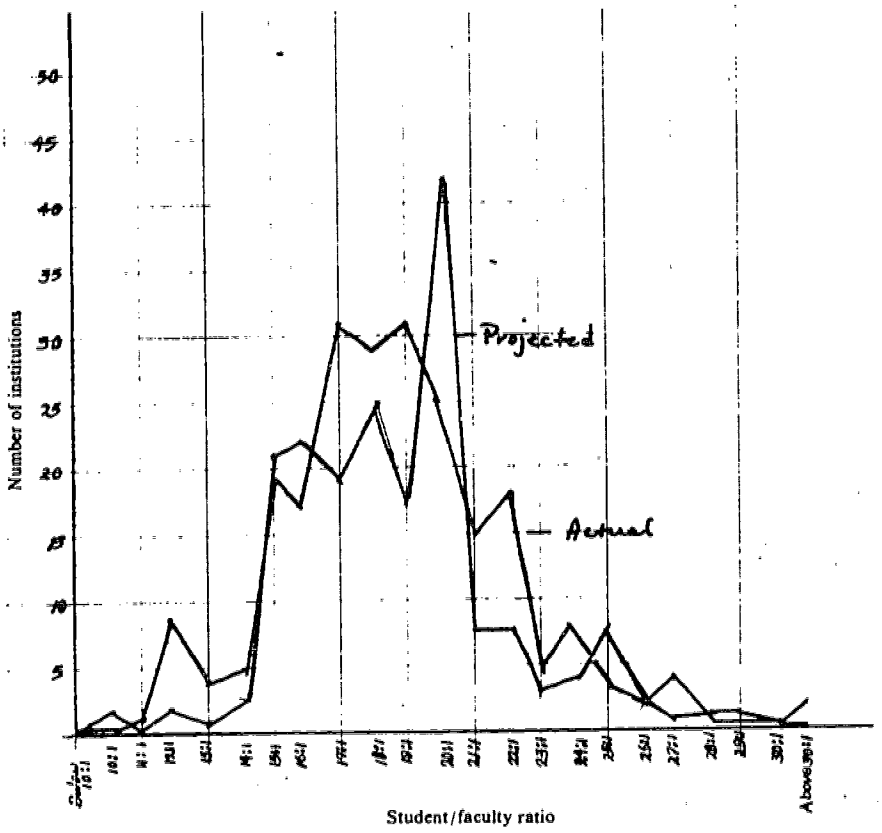


Figure VII-1. Frequency distribution of student/faculty ratio in AASCU-type institutions 1975 (projected and actual).

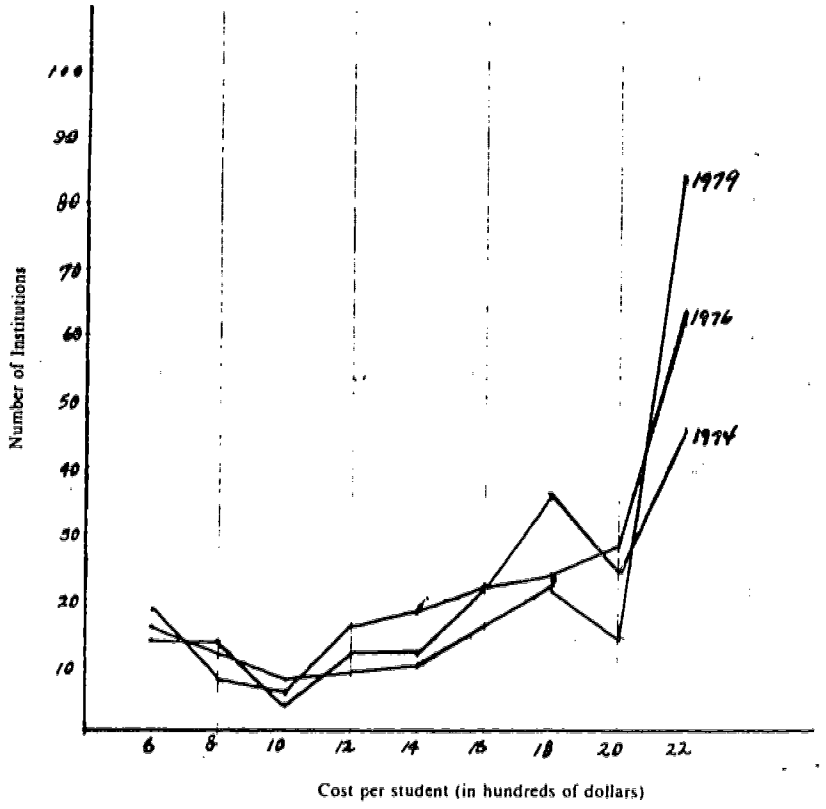


Figure VII-2. Institutional cost per student for fall 1974 (actual), 1976-1977 (projected).

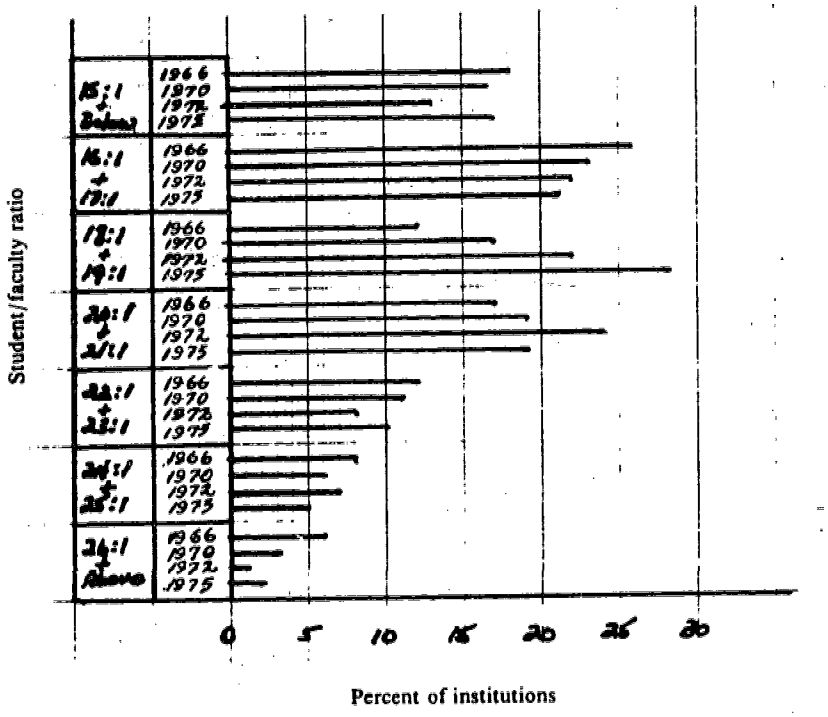


Figure VII-3. Percentage of total number of AASCU institutions in given student/faculty ratio intervals, by year 1966, 1970, 1972, 1975.

public support (see Table VII-6). The Midwest, also traditionally a region of high student fees, showed a slight decrease in percentage from 25% in 1970 to 23% in 1974-1975.

The educational and general income from federal funds showed that the largest percentage of federal funds occurred in the Southwest and Mountain-Plains regions. The highest percentage of foundation support also occurred in the Mountain-Plains region (see Table VII-7).

The 1973 report commented that the Southwest region continued to experience high levels of public support and rapid growth in postsecondary education.[3] The present data confirmed this support for and growth of postsecondary education in the Southwest.

In general, the funding plateaus decreased in the 1970 study, continued through the 1970s at least to 1974-75. The changes in student/faculty ratios over the past nine years (see Figure VII-3) reflected the anticipated financial picture for AASCU-type institutions. The increase in overall student/faculty ratios and the trend toward approximating a 20:1 ratio indicated the confidence of AASCU-type institutions in future financial conditions. Although a small percentage of sample institutions expected funding at a student/faculty ratio above 26:1, these institutions were too few to substantially affect the overall optimistic outlook for AASCU- type institutions.

A glance at Figure VII-3 further substantiated the trend toward a 20:1 student/faculty ratio. Although the student/faculty ratio in 1974-1975 failed to reach the precise 20:1 ratio predicted earlier, the movement toward that prediction demonstrated the trend in that direction.

3. *Ibid*, p. 72.

CHAPTER 8

FUTURE PREDICTIONS ON ENROLLMENT AND STATEWIDE COORDINATION

The present study obtained data in three primary areas of future predictions: student enrollment characteristics, degree program developments, and future coordination and control.

Changes in student characteristics confirmed the trends predicted in most contemporary higher education literature. Institutions in the sample reported an increase in mature students (see Table VIII-1). Eighty-two per cent of the sample institutions indicated an increase in students aged 25 to 55 years, while 43% of the institutions also predicted an increase in students over the age of 55 years.

The attendance patterns predicted by the sample institutions suggested an increase in part-time students, but a decrease in in-out students (see Table VIII-1).

Educational background of students provided additional predictive data. More than 60% of the sample institutions predicted an increased enrollment of transfer students from 2-year institutions and students who already hold at least one baccalaureate degree. Fifty per cent of the institutions predicted an increased enrollment of transfer students from other 4-year institutions. These data further attested to the mobility and flexibility of students in postsecondary education.

In addition to specific student characteristics, the questionnaire yielded data concerning the types of expanded programs planned for the changing student population. One hundred institutions planned expansion of cultural liberal arts programs for mature students, while 125 institutions reported expansion of vocational programs for mature students interested in upgrading their skills (see Table VIII-2). Another interesting development related to these programs indicated that several institutions (94 out of 219 responding) expanded their programs in outreach counseling (see Table VIII-2).

The expansion of doctoral programs in SCUs, discussed in Chapter 4, emphasized the tendency of SCUs to emulate research universities while maintaining adaptability to regional needs. The predictions of SCUs in the area

TABLE VIII - 1
Predicted Student Enrollment Developments

Type of Student	Institutions Predicting Increase in Category: Number of Institutions	Institutions Predicting Increase in Category: % of N = 242	Institutions Predicting No Increase or a Decrease in Category: Number of Institutions	Institutions Predicting No Increase or a Decrease in Category: % of N = 242
Age of Students				
25-55 Years	199	82	30	12
Over 55 Years	105	43	104	43
Educational Background				
Transfer from 2-Year College	150	62	79	33
Transfer from 4-Year College	123	50	102	42
Already have 1 Degree	153	63	71	29
Attendance Patterns				
Part-time Students	199	82	32	13
In-out Students	75	31	135	56

Table VIII - 2
Predicted Student Enrollment Developments (from 1974 data)

Type of Program		No. of Inst. Expanding	No. of Inst. Not Expanding
A.	Mature students in		
	Cultural liberal arts	100	6
	Vocational upgrading	125	3
	New vocations	96	2
	Special interest courses	85	4
B.	Outreach Counseling	94	125
	Off-campus centers	60	108
	Mobile counseling centers	17	138

of doctoral programs indicated a growing number of doctoral programs in larger SCUs (see Figure VIII-1). Ten institutions in the 15,000 - 19,000 size category reported doctoral offerings. One institution of the 20,000 size category indicated a doctoral program. Although there existed several SCUs with enrollment over 20,000 only those in the present sample were considered for discussion here. In contrast to the expansion of doctoral programs in larger SCUs, one institution reported an enrollment of 2,000-3,000 yet offered the doctoral degree (see Figure VIII-1). This was considered an exception in that few small institutions maintained sufficient support systems to offer doctoral programs.

The area of future coordination and control received much attention from sample institutions. Twenty-seven institutions in nineteen different states predicted an increase in governing functions of statewide boards. These predictions confirmed the trend toward governance which recent literature suggested. Respondents from 208 institutions predicted increases in central responsibility and authority for the statewide board in one or more functions. One hundred fourteen institutions expected the role of the statewide board to remain the same in the future. Interestingly, in four states some institutions indicated increased governing functions and others indicated decreased responsibility of statewide boards!! Thus, inconsistency was apparent which prevented generalizations on a statewide or regional basis.

Table VIII - 3
Future Coordination and Control Predictions

Role of Coordinating Body	Predict an Increase	Predict a Decrease	Predict to Remain Same	Anticipate Statewide Board to be Established
Planning	74	5	—	26
Budgeting	56	8	—	14
Policy-making	51	5	—	15
Governing	27	5	—	9
Total	208	23	114	64

In general, the predictions in the area of student enrollment characteristics, doctoral degree offerings, and future coordination and control supported the predictions of the 1973 report and the trends reported in recent literature. In spite of the "retrenchment" trends and reports of financial stringency in postsecondary education, SCUs continued to forsee planned growth to accommodate the needs of their various constituencies.

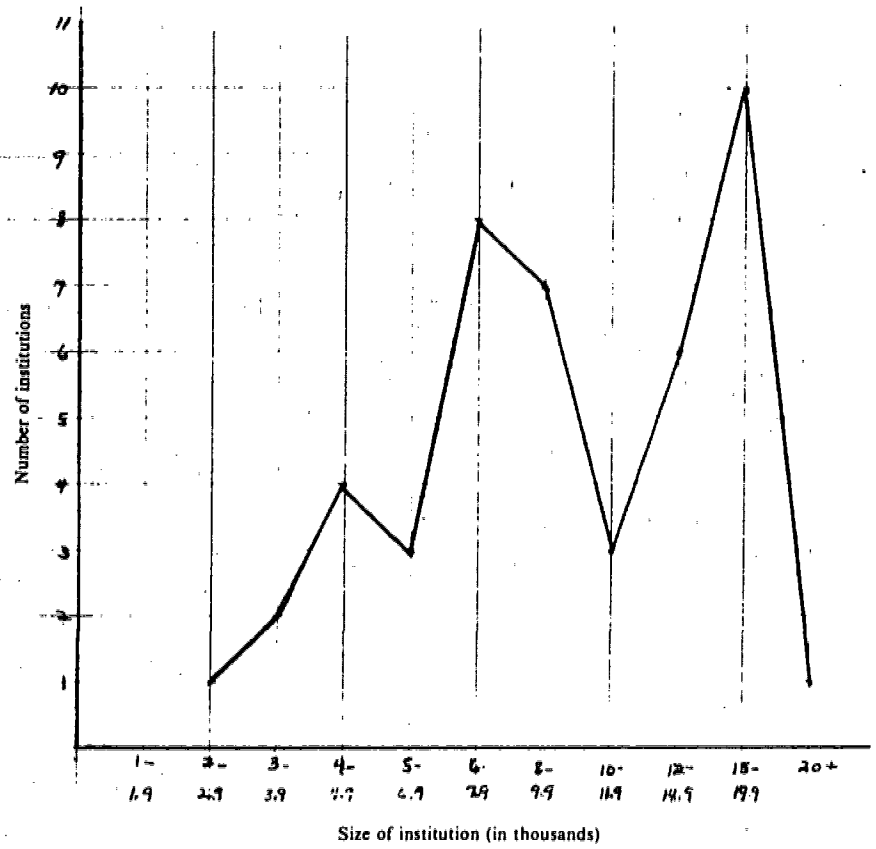


Figure VIII-1. Number of doctoral degree-granting institutions in given size interval, 1975.

CHAPTER 9

SUMMARY

During the last two decades, the state colleges and universities emerged as an important force in postsecondary education. The 1968 and 1973 reports identified four types of institutions within the SCU classification. This taxonomy of institutions included: 1) the single-purpose highly specialized college, 2) the teachers college, 3) the comprehensive state college or university and 4) the regional state university. This classification described SCUs as well in 1975 as in 1968 and 1973.

The present study compared 1974-1975 data with the 1970 results and reported findings in the following areas: 1) institutional size and enrollment patterns; 2) undergraduate degrees; 3) graduate degrees; 4) innovative programs; 5) libraries; and 6) finances. In addition, a brief section considered future predictions in the areas of student enrollment and statewide coordination and control.

Considerable growth occurred in the size and enrollment patterns of SCUs. By the year 1974-1975, SCUs represented 27% of the total undergraduate enrollment, 39% of the total graduate enrollment, and 48% of the earned degrees in public institutions. Although most SCUs enrolled fewer than 6,000 students, institutions enrolling more than 15,000 showed increased growth as did institutions enrolling 4,000-5,000 students. Student populations included significantly more part-time students and more mature students as well as more women and minority students.

One major trend in undergraduate programs indicated a continuation of the occupational pluralism described in the 1973 study. Also, the expansion of subbaccalaureate programs confirmed previous studies as well as the Eastern Kentucky studies of less-than-baccalaureate level programs.

At the baccalaureate level, SCUs continued expansion in liberal arts and science fields and in occupational programs, particularly the business and health professions. From their early origins in teacher education, most SCUs have evolved into diverse institutions offering comprehensive programs. Newly-established SCUs have started as comprehensive institutions and continue to expand in diverse areas.

Continued growth in graduate education was evident at intermediate, master's, and doctoral levels. Intermediate level specialist programs, although still primarily in the education field, expanded in number and subject fields offered. Masters' degree programs showed increased diversity and expansion, especially in occupational fields such as the health professions and computer sciences. One of the primary findings of the present study described the proliferation of doctoral programs in SCUs. Forty-five institutions in the present sample reported programs at the doctoral level. Among these institutions, fourteen different doctoral degrees were offered, with many institutions offering multiple types of doctoral degrees in addition to the traditional Ph. D. and Ed. D.

Curricular innovations showed a growth in learning resource centers, area studies programs, and international programs. The commitment of AASCU to international education was clearly evident in the programs offered by SCUs. The development of weekend colleges and interdisciplinary programs indicated further the efforts of SCUs to meet the needs of their various constituencies.

In the area of library holdings, SCUs demonstrated continued growth and efforts to approximate the American Library Association standards for college libraries. Regional differences remained, but greater uniformity began to occur.

Despite the reported steady state and financial stringency, SCUs increased in both student fees and educational and general income which tended to make the financial picture more optimistic than anticipated. The average student/faculty ratio in SCUs approached 20:1 although several institutions exceeded 25:1. Forty-three of the sample institutions reported costs per student of $2,200.00 in 1974 while eighty-four institutions predicted a cost of $2,200.00 by 1979.

In the area of educational and general income, regional differences reflected the diversity of public support among SCUs. The Northeast and Midwest regions showed greater dependence upon student fees as a source of income. Conversely, increased state support characterized the West and Southwest regions.

The trend toward centralization in varying levels of American government and corporate structure was reflected in the trend toward statewide coordination and governance in postsecondary education. Twenty-seven of the institutions in the present sample anticipated an increase in responsibility of statewide boards.

In general, an aura of optimism and a feeling of expectation permeated the predictions of AASCU-type institutions as they anticipated the future. The commitment to provide universal access to a diversity of postsecondary education opportunities in the face of diminishing national priorities concerning postsecondary education provided a continuing challenge to institutional adaptability which traditionally characterized the state colleges and universities.

APPENDICES

APPENDIX 1

Institutional Name Changes- 1973 to 1976
AASCU Members (By State)

Institution Names as of June 1976	Institution Names as of 1973
ALABAMA	
Alabama State University	Same
Livingston University	Same
Troy State University	Same
University of Alabama at Huntsville	Same
University of Montevallo	Same
University of South Alabama	Same
ALASKA	
University of Alaska, Anchorage	Same
ARIZONA	
Northern Arizona University	Same
ARKANSAS	
Arkansas Polytechnic College	Same
Arkansas State University	Same
Henderson State University	Same
Southern State College	Same
University of Central Arkansas	Same
University of Arkansas at Little Rock	Same
University of Arkansas at Monticello	Same
CALIFORNIA	
California Maritime Academy	Same
California Polytechnic State University, San Luis Obispo	Same
California State College, Bakersfield	Same
California State College, Dominguez Hills	Same
California State College, San Bernardino	Same
California State College, Sonoma	Same
California State College, Stanislaus	Same
California State Polytechnic University, Pomona	Same
California State University, Chico	Same
California State University, Fresno	Same
California State University, Fullerton	Same
California State University, Long Beach	Same
California State University, Los Angeles	Same
California State University, Northridge	Same
California State University, Sacramento	Same
Humboldt State University	California State University, Humboldt
San Diego State University	California State University, San Diego
San Francisco State University	Same

COLORADO	
Adams State College	Same
University of Northern Colorado	Same
Fort Lewis College	Same
Metropolitan State College	Same
University of Southern Colorado	Southern Colorado State College
Western State College of Colorado	Same
Mesa College	Same
CONNECTICUT	
Central Connecticut State College	Same
Eastern Connecticut State College	Same
Southern Connecticut State College	Same
Western Connecticut State College	Same
DISTRICT OF COLUMBIA	
District of Columbia Teacher's College	Same
Federal City College	Same
FLORIDA	
Florida A & M University	Same
Florida Atlantic University	Same
Florida International University	Same
Florida Technological University	Same
University of North Florida	Same
University of South Florida	Same
University of West Florida	Same
GEORGIA	
Albany State College	Same
Armstrong State College	Same
Augusta College	Same
Columbus College	Same
Georgia College	Same
Georgia Southern College	Same
Georgia State University	Same
North Georgia College	Same
Savannah State College	Same
Valdosta State College	Same
West Georgia College	Same
GUAM	
University of Guam	Same
IDAHO	
Boise State University	Same
Idaho State University	Same
Lewis-Clark State College	Same
ILLINOIS	
Chicago State University	Same
Eastern Illinois University	Same
Governors State University	Same

Illinois State University	Same
Northeastern Illinois University	Same
Northern Illinois University	Same
Sangamon State University	Same
Southern Illinois University at Edwardsville	Same
Western Illinois University	Same
INDIANA	
Ball State University	Same
Indiana State University, Terre Haute	Same
Indiana State University, Evansville Campus	Same
IOWA	
University of Northern Iowa	Same
KANSAS	
Emporia Kansas State College	Kansas State Teachers College
Fort Hays Kansas State College	Same
Kansas State College of Pittsburg	Same
Wichita State University	Same
KENTUCKY	
Eastern Kentucky University	Same
Morehead State University	Same
Murray State University	Same
Northern Kentucky State University	Same
Western Kentucky University	Same
LOUISIANA	
Grambling State University	Same
Louisiana Tech University	Same
McNeese State University	Same
Nicholls State University	Same
Northeast Louisiana University	Same
Northwestern State University of Louisiana	Same
Southeastern Louisiana University	Same
University of Southwestern Louisiana	Same
MAINE	
University of Maine at Augusta	Same
University of Maine at Farmington	Same
University of Maine at Fort Kent	Same
University of Maine at Machias	Same
University of Maine at Portland-Gorham	Same
University of Maine at Presque Isle	Same
Maine Maritime Academy	Same
MARYLAND	
Bowie State College	Same
Coppin State College	Same

Frostburg State College	Same
Morgan State College	Same
St. Mary's College of Maryland	Same
Salisbury State College	Same
Towson State University	Towson State College
University of Baltimore	Same
University of Maryland, Baltimore County	Same
MASSACHUSETTS	
Boston State College	Same
Bridgewater State College	Same
Fitchburg State College	Same
Framingham State College	Same
Massachusetts College of Art	Same
Massachusetts Maritime Academy	Same
North Adams State College	Same
Salem State College	Same
Southeastern Massachusetts University	Same
University of Lowell	Same
Westfield State College	Same
Worcester State College	Same
MICHIGAN	
Central Michigan University	Same
Eastern Michigan University	Same
Ferris State College	Same
Grand Valley State Colleges	Same
Lake Superior State College	Same
Northern Michigan University	Same
Oakland University	Same
Saginaw Valley State College	Same
Western Michigan University	Same
MINNESOTA	
Bemidji State University	Same
Mankato State University	Same
Metropolitan State University	Minnesota Metropolitan State College
Moorhead State University	Moorhead State College
St. Cloud State University	St. Cloud State College
Southwest State University	Southwest State College
Winona State University	Winona State College
MISSISSIPPI	
Alcorn State University	Alcorn A & M College
Delta State University	Delta State College
Jackson State University	Jackson State College
Mississippi University for Women	Mississippi State College for Women
Mississippi Valley State University	Mississippi Valley State College
University of Southern Mississippi	Same

MISSOURI	
Central Missouri State University	Same
Harris Teachers College	Same
Missouri Southern State College	Missouri Southern College
Missouri Western State College	Missouri Western College
Northeast Missouri State University	Same
Northwest Missouri State University	Same
Southeast Missouri State University	Same
Southwest Missouri State University	Same
MONTANA	
Eastern Montana College	Same
Northern Montana College	Same
Western Montana College	Same
Montana College of Mineral Science and Technology	Same
NEBRASKA	
Chadron State College	Same
Kearney State College	Same
Peru State College	Same
University of Nebraska at Omaha	Same
Wayne State College	Same
NEVADA	
University of Nevada at Las Vegas	Same
NEW HAMPSHIRE	
Keene State College	Same
Plymouth State College	Same
NEW JERSEY	
Jersey City State College	Same
Kean College of New Jersey	Same
Montclair State College	Same
New Jersey Institute of Technology	Newark State College of Engineering
Ramapo College of New Jersey	Same
Stockton State College	Same
Thomas A. Edison College	Same
Trenton State College	Same
William Paterson College of New Jersey	Same
NEW MEXICO	
Western New Mexico University	Same
NEW YORK	
Empire State College	Same
New York State College of Ceramics, Alfred University	Same
State University of College at Brockport	Same
State University College at Buffalo	Same
State University College at Cortland	Same
State University College at Fredonia	Same

State University College of Arts and Science, Geneseo	State University College at Geneseo
SUNY Maritime Academy	SUNY Maritime College
State University College at New Paltz	Same
State University College at Oneonta	Same
State University of New York, College of Arts and Science, Oswego	State University College at Oswego
State University of New York, College of Arts and Science, Plattsburgh	State University College at Plattsburgh
State University College at Potsdam	Same
State University College at Utica/Rome	State University at Utica/Rome
State University of New York, College at Purchase	State University College at Purchase
Richmond College, City University of New York	Same
NORTH CAROLINA	
Appalachian State University	Same
East Carolina University	Same
Elizabeth City State University	Same
Fayetteville State University	Same
North Carolina Central University	Same
Pembroke State University	Same
Western Carolina University	Same
Winston-Salem State University	Same
University of North Carolina at Wilmington	Same
University of North Carolina at Asheville	Same
University of North Carolina at Charlotte	Same
University of North Carolina at Greensboro	Same
NORTH DAKOTA	
Dickinson State College	Same
Mayville State College	Same
Minot State College	Same
Valley City State College	Same
OHIO	
Bowling Green State University	Same
Central State University	Same
Cleveland State University	Same
The University of Akron	Same
The University of Toledo	Same
Wright State University	Same
Youngstown State University	Same
OKLAHOMA	
Central State University	Same
East Central Oklahoma State University	East Central State College
Northeastern Oklahoma State University	Northeastern State College
Northwestern Oklahoma State University	Northwestern State College
University of Science & Art of Oklahoma	Same
Southeastern Oklahoma State University	Same
Southwestern Oklahoma State University	Same

OREGON	
Eastern Oregon State College	Same
Portland State University	Same
Oregon Institute of Technology	Oregon Technical Institute
Southern Oregon State College	Southern Oregon College
PENNSYLVANIA	
Bloomsburg State College	Same
California State College	Same
The Capitol Campus, Pennsylvania State University	Same
Cheyney State College	Same
Clarion State College	Same
East Stroudsburg State College	Same
Edinboro State College	Same
Indiana University of Pennsylvania	Same
Kutztown State College	Same
Lincoln University	Same
Lock Haven State College	Same
Mansfield State College	Same
Millersville State College	Same
Shippensburg State College	Same
Slippery Rock State College	Same
University of Pittsburgh at Johnstown	Same
West Chester State College	Same
RHODE ISLAND	
Rhode Island College	Same
SOUTH CAROLINA	
The College of Charleston	Same
The Citadel	Same
Francis Marion College	Same
Lander College	Same
Winthrop College	Same
SOUTH DAKOTA	
Black Hills State College	Same
Dakota State College	Same
Northern State College	Same
University of South Dakota at Springfield	Same
TENNESSEE	
Austin Peay State University	Same
East Tennessee State University	Same
Memphis State University	Same
Middle Tennessee State University	Same
Tennessee Technological University	Same
University of Tennessee at Chattanooga	Same
University of Tennessee at Martin	Same
University of Tennessee at Nashville	Same

TEXAS	
Angelo State University	Same
East Texas State University	Same
Lamar University	Same
Midwestern State University	Same
North Texas State University	Same
Sam Houston State University	Same
Southwest Texas State University	Same
Stephen F. Austin State University	Same
Sul Ross State University	Same
Texas A & I University at Corpus Christi	Same
Texas A & I University at Kingsville	Same
Texas A & I University at Laredo	Same
Texas Southern University	Same
Texas Women's University	Same
University of Texas at Dallas	Same
University of Texas at San Antonio	Same
University of Houston, Clear Lake City	Same
University of Houston, Victoria Campus	Same
West Texas State University	Same
UTAH	
Southern Utah State College	Same
Weber State College	Same
VERMONT	
Castleton State College	Same
Johnson State College	Same
Lyndon State College	Same
VIRGINIA	
Clinch Valley College	Same
College of William and Mary	Same
George Mason University	Same
Longwood College	Same
Madison College	Same
Mary Washington College	Same
Norfolk State College	Same
Old Dominion University	Same
Radford College	Same
Virginia Commonwealth University	Same
Virginia Military Institute	Same
VIRGIN ISLANDS	
College of the Virgin Islands	Same
WASHINGTON	
Central Washington State College	Same
Eastern Washington State College	Same
Western Washington State College	Same
The Evergreen State College	Same

WEST VIRGINIA	
Bluefield State College	Same
Concord College	Same
Fairmont State College	Same
Marshall University	Same
Shepherd College	Same
West Library State College	Same
West Virginia College of Graduate Studies	Same
West Virginia Institute of Technology	Same
West Virginia State College	Same
WISCONSIN	
University of Wisconsin- Eau Claire	Same
University of Wisconsin- LaCrosse	Same
University of Wisconsin- Oshkosh	Same
University of Wisconsin- Parkside	Same
University of Wisconsin- Platteville	Same
University of Wisconsin- River Falls	Same
University of Wisconsin- Stevens Point	Same
University of Wisconsin- Stout	Same
University of Wisconsin- Superior	Same
University of Wisconsin- Whitewater	Same

APPENDIX 2

FOLLOW-UP QUESTIONNAIRE

REGIONAL STATE COLLEGES AND UNIVERSITIES

(AASCU-Type Institutions)

December, 1974

NAME OF INSTITUTION_____

CITY & STATE_____

Name of Individual
Completing Questionnaire_____

Title_____

Please return by January 24, 1975 to:

Dr. C. Theodore Molen, Jr., Assistant Vice President, Corporate Affairs
THE AMERICAN COLLEGE TESTING PROGRAM
Box 168, Iowa City, Iowa 52240

1. _____ (Leave Blank)

2. _____ (Leave Blank)

In order to answer questions 3, 4 and 5, use the following definition of "full-time."

A full-time student is an undergraduate enrolled for a minimum of 12 credit hours per semester or 12 credit hours per quarter, or for a total of 24 semester hours or 36 quarter hours per academic year (September-June).

3. Present Enrollment--Fall 1974 (full-time equivalent)
(Please place one check only in each column)

	Size of Institution	Undergraduate	Graduate	Total
(01)	20,000 and above	____	____	____
(02)	15,000 - 19,999	____	____	____
(03)	12,000 - 14,999	____	____	____
(04)	10,000 - 11,999	____	____	____
(05)	8,000 - 9,999	____	____	____
(06)	6,000 - 7,999	____	____	____
(07)	5,000 - 5,999	____	____	____
(08)	4,000 - 4,999	____	____	____
(09)	3,000 - 3,999	____	____	____
(10)	2,000 - 2,999	____	____	____
(11)	1,000 - 1,999	____	____	____
(12)	Less than 1,000	____	____	____
(13)	Please check if you have no graduate program		____	

4. Estimated Enrollment--Fall 1976 (full-time equivalent)
(Please place one check only in each column)

	Size of Institution	Undergraduate	Graduate	Total
(01)	20,000 and above	____	____	____
(02)	15,000 - 19,999	____	____	____
(03)	12,000 - 14,999	____	____	____
(04)	10,000 - 11,999	____	____	____
(05)	8,000 - 9,999	____	____	____
(06)	6,000 - 7,999	____	____	____
(07)	5,000 - 5,999	____	____	____
(08)	4,000 - 4,999	____	____	____
(09)	3,000 - 3,999	____	____	____
(10)	2,000 - 2,999	____	____	____
(11)	1,000 - 1,999	____	____	____
(12)	Less than 1,000	____	____	____
(13)	Please check if you have no graduate program		____	

5. Estimated Enrollment--Fall 1979 (full-time equivalent)
(Please place one check only in each column)

	Size of Institution	Undergraduate	Graduate	Total
(01)	20,000 and above	___	___	___
(02)	15,000 - 19,999	___	___	___
(03)	12,000 - 14,999	___	___	___
(04)	10,000 - 11,999	___	___	___
(05)	8,000 - 9,999	___	___	___
(06)	6,000 - 7,999	___	___	___
(07)	5,000 - 5,999	___	___	___
(08)	4,000 - 4,999	___	___	___
(09)	3,000 - 3,999	___	___	___
(10)	2,000 - 2,999	___	___	___
(11)	1,000 - 1,999	___	___	___
(12)	Less than 1,000	___	___	___
(13)	Please check if you have no graduate program		___	

6. Degrees Offered at Intermediate or Sixth-Year Level (Place checks, as appropriate, in each column.)

Degree	(1) Offered Currently	(2) To Be Dropped	(4) Planned Fall 1976	(5) Planned Fall 1979
Advanced Master of Educ.	___	___	___	___
Advanced Grad. Cert.	___	___	___	___
Advanced Deg. or Cert. in Educ.	___	___	___	___
Specialist in Educ.	___	___	___	___
Specialist in Guidance & Counseling	___	___	___	___
Specialist in Art	___	___	___	___
Specialist in Science	___	___	___	___
Specialist in Sch. Admin.	___	___	___	___
Specialist in Sch. Psych.	___	___	___	___
Other (specify) _____	___	___	___	___
Other (specify) _____	___	___	___	___

7. Degrees Offered at Doctoral Level (Place checks, as appropriate, in each column.)

Degree	(1) Offered Currently	(2) To Be Dropped	(4) Planned Fall 1976	(5) Planned Fall 1979
Architecture (D. Arch.)				
Arts (Doctor of Arts)				
Bus. Admin. (D.B.A.)				
Computer Sci. (D.C.S)				
Criminology (D.Crim.)				
Education (Ed.D.)				
Engineering (D.Engr.)				
Engr. Sci. (D.Engr.Sci.)				
Fine Arts (D.F.A.)				
Forestry (D.F.)				
Health & Safety (D.H.S.)				
Hebrew Letters (D.H.L.)				
Hebrew Studies (D.H.S.)				
Humanities (D.Hum.)				
Library Sci. (D.L.S.)				
Modern Lang. (D.M.L.)				
Music (D.Mus.)				
Musical Arts (D.M.A.)				
Music Ed. (D.Mus.Ed.)				
Nursing Sci. (D.N.Sc.)				
Philosophy (Ph.D.)				
Physical Ed. (D.P.E.)				
Public Admin. (D.P.A.)				
Public Health (D.P.H.)				
Recreation Ed. (D.R.E.)				
Science (D.Sc.)				
Social Work (D.S.W.)				
Social Sci. (D.S.S.)				
Other (specify) _____				
_____				

8. Earned Degrees Awarded 1973-1974 Academic Year

Number	Degree
_____	Subbaccalaureate
_____	Baccalaureate
_____	Master's
_____	Intermediate
_____	Doctorate

9. Major Fields of Study

A. Subbaccalaureate (Place check, as appropriate, in each column.)

Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Agriculture (business machines and animal & crop production)				
Forestry				
Horticulture (flowers, shrubbery, turf, etc.)				
Marketing, Merchandising, & Retailing				
Public Administration				
Hotel, Motel, & Restaurant Management				
Petroleum Distribution				
Dental Assisting or Hygiene				
Nursing (registered or practical)				
Radiology & X-Ray Tech.				
Other Medical or Health Related Fields				
Home Economics and Homemaking				
Accounting & Bookkeeping				
Business Admin. & General Business				
Data Programming, Processing, & Keypunch				
Clerical, Secretarial, & Stenographic Fields				
Office Management				
Chemistry, Chemical Engr. & Technology				
Civil Engr. & Tech. (incl. highways & surveying)				
General Science, Engr. & Technology				
Mechanical Engr. & Tech.				
Metallurgical, Mineral & Petroleum Engr. or Tech.				

9. Major Fields of Study (Continued)

A. Subbaccalaureate (Continued)

Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Construction & Maintenance Trades (carpentry, heavy equipment, masonry, etc.)	—	—	—	—
Drafting & Design (all types)	—	—	—	—
Heating, cooling, plumbing, & electrical installation & servicing	—	—	—	—
Automobile Fields (mechanics, body repair, & services)	—	—	—	—
Aviation Fields	—	—	—	—
Commercial graphics, & industrial arts (including printing, linotype, etc.)	—	—	—	—
Machinework (tool & die, etc.)	—	—	—	—
Metal working & welding	—	—	—	—
Leather working (shoe repair, manufacturing, etc.)	—	—	—	—
Food Service (baker, cook, chef, waiter and manager)	—	—	—	—
Police & Fire Protection Fields	—	—	—	—
General Education	—	—	—	—
_____ Other (specify)	—	—	—	—
_____ Other (specify)	—	—	—	—
_____ Other (specify)	—	—	—	—
_____ Other (specify)	—	—	—	—
_____ Other (specify)	—	—	—	—

B. Baccalaureate (Place check, as appropriate, in each column.)

Broad Field*	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Agriculture	—	—	—	—
Architecture	—	—	—	—
Biological Science	—	—	—	—

*NOTE: These Broad Field categories are those defined for statistical use by the United States Office of Education.

9. Major Fields of Study (Continued)

B. Baccalaureate (Continued)

Broad Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Business and Commerce	—	—	—	—
City Planning	—	—	—	—
Computer Science and Systems Analysis	—	—	—	—
Education	—	—	—	—
Engineering	—	—	—	—
English and Journalism	—	—	—	—
Fine and Applied Arts	—	—	—	—
Folklore	—	—	—	—
Foreign Languages and Literature	—	—	—	—
Forestry	—	—	—	—
Geography	—	—	—	—
Health Professions	—	—	—	—
Home Economics	—	—	—	—
Law	—	—	—	—
Library Science	—	—	—	—
Mathematical Subjects	—	—	—	—
Military Science	—	—	—	—
Philosophy	—	—	—	—
Physical Sciences	—	—	—	—
Psychology	—	—	—	—
Records Management	—	—	—	—
Religion	—	—	—	—
Social Sciences	—	—	—	—
Trade & Industrial Training	—	—	—	—
Other (specify) _____	—	—	—	—
_____	—	—	—	—
_____	—	—	—	—

C. Master's (Place check, as appropriate, in each column.)

Broad Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Agriculture	—	—	—	—
Architecture	—	—	—	—
Biological Science	—	—	—	—
Business and Commerce	—	—	—	—
City Planning	—	—	—	—
Computer Science and Systems Analysis	—	—	—	—
Education	—	—	—	—

9. Major Fields of Study (Continued)

C. Master's (Continued)

Broad Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Engineering				
English and Journalism				
Fine and Applied Arts				
Folklore				
Foreign Languages and Literature				
Forestry				
Geography				
Health Professions				
Home Economics				
Law				
Library Science				
Mathematical Subjects				
Military Science				
Philosophy				
Physical Sciences				
Psychology				
Records Management				
Religion				
Social Sciences				
Trade & Industrial Training				
Other (specify)_____				
_____				
_____				

D. Intermediate (Place check, as appropriate, in each column)

Broad Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Agriculture				
Architecture				
Biological Science				
Business and Commerce				
City Planning				
Computer Science and Systems Analysis				
Education				
Engineering				
English and Journalism				
Fine and Applied Arts				
Folklore				
Foreign Languages and Literature				
Forestry				
Geography				

9. Major Fields of Study (Continued)

D. Intermediate (Continued)

Broad Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Health Professions				
Home Economics				
Law				
Library Science				
Mathematical Subjects				
Military Science				
Philosophy				
Physical Sciences				
Psychology				
Records Management				
Religion				
Social Sciences				
Trade and Industrial Training				
Others (specify)_____				
_____				
_____				

E. Doctorate (Please specify by initials doctorate offered in each field)

Broad Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Agriculture				
Architecture				
Biological Science				
Business and Commerce				
City Planning				
Computer Science and Systems Analysis				
Education				
Engineering				
English and Journalism				
Fine and Applied Arts				
Folklore				
Foreign Languages and Literature				
Forestry				
Geography				
Health Professions				
Home Economics				
Law				

9. Major Fields of Study (Continued)

E. Doctorate (Continued)

Broad Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Library Science				
Mathematical Subjects				
Military Science				
Philosophy				
Physical Sciences				
Psychology				
Records Management				
Religion				
Social Sciences				
Trade and Industrial Training				
Miscellaneous Fields				

10. Specialized Areas in Education (Place check, as appropriate, in each column)

Specific Field*	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Administration				
Adult				
Agriculture				
Art				
Blind Children				
Business and Commerce				
Crippled Children				
Curriculum and Instruction				
Deaf Children				
Early Childhood				
Educational Psychology				
Elementary				
Emotionally Disturbed Children				
Exceptional Children				
General Education and Teaching				
Guidance and Counseling				
Health Education				
History, Philosophy and Comparative				

*NOTE: The majors in education are those defined for statistical use by the United States Office of Education.

10. Specialized Areas in Education (Continued)

Specific Field	(1) Offered 1973-74	(2) Developed 1970-74	(4) Planned for Fall 1976	(5) Starting Fall 1979
Home Economics				
Mentally Retarded Children				
Music				
Nursery and Kindergarten				
Physical Education				
Recreation				
Rehabilitation Counseling				
Retail Selling				
Secondary				
Speech and Hearing Problems				
Trade and Industrial Arts				

11. _____ Total Number of volumes in all libraries.

12. yes(1) no (2) A. Does your institution certify teachers?

_____ (number) B. If yes, how many teachers did your institution certify during the 1973-74 academic year?

13. Student-Faculty Ratio (Please exclude all full-time administrative and full-time research personnel. Include part-time faculty on an FTE basis.)

_____ Number of students to one faculty member, Fall 1974

_____ Estimated no. of students to one faculty member, Fall 1976

_____ Estimated No. of students to one faculty member, Fall 1979

14. Innovative or Experimental Programs Available in 1974-75

A. Available in 1974-75 and Continuing (Check as appropriate)

___ Students Involved in Campus Governance
___ Learning Resource Centers, with Instructional Services as Follows:
  ___ T.V. and Radio Facilities and Educational Programs
  ___ Independent Study Centers
  ___ Audio Listening Materials
  ___ Video-Tape Facilities and Materials
  ___ Other (Specify)_____
___ Area Studies Programs (African, Asian, Latin American?)
___ Special Overseas Centers
___ Sister College or University Abroad, with
  ___ Student Exchange
  ___ Faculty Exchange
  ___ Materials Exchange--books, films, etc.
  ___ Other (Specify)_____

14. Innovative or Experimental Programs Available in 1974-75 (Continued)

A. Available in 1974-75 and Continuing (Continued)

_____Special Field Work or Interne Programs
If so, what fields? _____
_____
_____Computer-assisted Instruction or Learning Facilities and Materials
_____Innovative Administrative Changes
_____Credit by Examination
_____Credit for Work Experience
_____Extended Campus Programs
_____Contract Degree Programs
_____Special Programs for Adult Learners
_____Other (Specify) _____

B. Plans for Future Innovation (Check as appropriate)

_____Students Involved in Campus Governance
_____Learning Resource Centers, with Instructional Services as Follows:
_____T.V. and Radio Facilities and Educational Programs
_____Independent Study Centers
_____Audio Listening Materials
_____Video-Tape Facilities and Materials
_____Other (Specify)_____
_____Area Studies Programs (African, Asian, Latin American?)
_____Special Overseas Centers
_____Sister College or University Abroad, with
_____Student Exchange
_____Faculty Exchange
_____Materials Exchange--books, films, etc.
_____Other (Specify)_____
_____Special Field Work or Interne Programs
If so, what fields?_____
_____
_____Computer-assisted Instruction or Learning Facilities and Materials
_____Innovative Administrative Changes
_____Credit by Examination
_____Credit for Work Experience
_____Extended Campus Programs
_____Contract Degree Programs
_____Special Programs for Adult Learners
_____Other (Specify)_____
_____

15. Financial Matters

A. Institutional Cost Per Student (Place one check only in each column. Please do not include residence hall costs in per student costs.)

Cost in Dollars	Fall 1974	(Estimated) Fall 1976	(Estimated) Fall 1979
(0) Below $600	____	____	____
(1) 600 - 799	____	____	____
(2) 800 - 999	____	____	____
(3) 1,000 - 1,199	____	____	____
(4) 1,200 - 1,399	____	____	____
(5) 1,400 - 1,599	____	____	____
(6) 1,600 - 1,799	____	____	____
(7) 1,800 - 1,999	____	____	____
(8) 2,000 - 2,199	____	____	____
(9) 2,200 and above	____	____	____

B. $_____ Current book value of buildings, grounds, and equipment.

C. Total Institutional Budget
$_____1973-74
$_____1974-75 (Estimated)
$_____1975-76 (Estimated)
$_____1978-79 (Estimated)

1. Sources and amounts of educational and general income for 1973-74 (in thousands of dollars, rounded off)
$_____Student fees
$_____State funds
$_____General appropriations
$_____Earmarked funds
$_____Federal funds
$_____Foundations
$_____Other (specify)_____

$_____Total Educational and General Income

2. Sources and Amounts of Capital Funds (buildings and lands)
$_____Bond Issues
$_____State General Fund
$_____Student Fees for Buildings
Check one only (1)____All Types
(2)____Special Types Only
____Union
____Auditorium
____Health Centers

15. Financial Matters (Continued)

C. Total Institutional Budget (Continued)

2. Sources and Amounts of Capital Funds (Continued)

Student Fees for Buildings (Continued)

_____Field Houses, Stadiums
_____Residence Halls
_____Chapels
_____Classroom Buildings
_____Other

$_____Federal Funds
$_____Foundations
$_____Special Gift
$_____Other (specify)_____
_____

$_____Total Capital Funds

16. Budgeting and Financial Control

A. To whom does your institution initially apply for public appropriations for annual operating expenses? (Please check one only)

(1) _____Governing board for this institution only
(2) _____Governing board for this and other public institutions
(3) _____Statewide coordinating and planning board of higher education
(4) _____State governor
(5) _____State legislature or legislative committee
(6) _____Other (specify)_____

B. By whom are contracts let for the construction of buildings at your institution? (Please check only one)

(1) _____By the institution
(2) _____By the governing board
(3) _____By the statewide board of higher education
(4) _____Other (specify)_____

C. Does your institution distinguish between major and minor purchases?

_____ _____
yes (1) no (2)

If "yes," at what amount do major purchases begin? $_____

Who makes major purchases for your institution? (Please check only one)

(1) _____The institution
(2) _____A designated statewide agency
(3) _____Other (specify)_____

16. Budgeting and Financial Control (Continued)

C. Does your institution distinguish between major and minor purchases (Continued)

If "no," who makes all purchases for your institution? (Please check one)
(1) _____The institution
(2) _____A designated statewide agency
(3) _____Other (specify) _____

D. By whom are annual contracts let for goods and services at your institution? (Please check only one)
(1) _____By the institution
(2) _____By a designated statewide agency
(3) _____By the governing board
(4) _____Other (specify) _____

17. Future Coordination and Control

A. What future developments are anticipated at your institution in the area of statewide planning and coordination?

(1) _____Establishment of a statewide board of higher education which will have responsibility and authority in the area(s) of:
(1)_____planning and coordination
(2)_____budgeting
(3)_____policy-making
(4)_____governing
(5)_____other (specify)_____

(2) _____Increased responsibility and authority will be delegated to the statewide board already in existence, in the areas of:
(1)_____planning and coordination
(2)_____budgeting
(3)_____policy-making
(4)_____governing
(5)_____other (specify)_____

(3) _____Decrease in the responsibility and authority delegated to the statewide board already in existence, in the areas of:
(1)_____planning and coordination
(2)_____budgeting
(3)_____policy-making
(4)_____governing
(5)_____Other (specify)_____

(4) _____Responsibility and authority of existing statewide board to remain as they are.

(5) _____Other (specify)_____

17. Future Coordination and Control (continued)

B. What does your institution anticipate concerning its own role and influence in statewide coordination and planning?
(1) _____an increase in importance
(2) _____a decrease in importance
(3) _____no significant change in importance
(4) _____other (specify)_____

C. If your institution anticipates either a decrease or an increase in its role and influence in statewide coordination and planning, what do you expect to be the single most important factor in this change?
(1) _____disinterest in statewide coordinating and planning by our institution
(2) _____influence of other state colleges and universities (AASCU-type institutions)
(3) _____influence of state university or land-grant institution
(4) _____influence of community colleges or other subbaccalaureate institutions
(5) _____other (specify_____

18. Student Enrollment Developments

Approximate %age in 2-year Occupational Curricula (Fall 1973)
Full-Time_____ Part-Time_____
Approximate %age in 2-year Occupational Curricula (Fall 1974)
Full-Time_____ Part-Time_____

Changes Taking Place in Your Student Body:
(a) Increasing number of part-time students? Yes____ No____
If yes, is the increase small____, moderate____, large ____
Expected to continue in 1974-75 Yes____ No____
(b) Are more mature students enrolling?
25-55 years of age Yes____ No____
Senior students over 55 Yes____ No____
Are increasing numbers of mature students interested in:
Cultural liberal arts courses _____
Vocational courses--upgrading an existing career _____
Vocational courses--new careers _____
Hobbies and special interests _____
(c) Are more women enrolling? Yes____ No____
(d) Are significantly more minority students enrolling?
Yes____ No____
(e) Are more transfers from 2-year colleges enrolling?
Yes____ No____
(f) Are more transfers from other 4-year colleges enrolling?
Yes____ No____
(g) Are more students with bachelor degrees enrolling?
Yes____ No____
If yes, are they primarily in occupational programs?
Yes____ No____

(h) Is in-out attendance decreasing____,same_____,increasing_____
(i) Number of students requiring financial assistance is
decreasing____,same_____,increasing_____

What new vocational programs have students requested?_____

Do you plan to add? Yes_____ No_____

Are students entering any unique programs? Yes_____ No_____
Names of unique programs, i.e., gunsmithing, feminine fixit-mechanics, paraoptometrics (1)_____,(2)_____,(3)_____

Are you expanding "outreach counseling" services? Yes_____ No_____
(a) Off-campus, satellite centers? Yes_____ No_____
(b) With mobile counseling centers? Yes_____ No_____

Do you have any predictions regarding future changes in enrollment patterns, based on the current trends reported above?

APPENDIX 3

Doctoral Degrees Awarded by Sample Institutions in 1974

Institution	Number of Degrees 1974
University of Akron	234
Ball State University	72
Bowling Green State University	51
California State University, Los Angeles	1
City University of New York	151
East Tennessee State University	5
East Texas State University	66
Florida Atlantic University	15
Idaho State University	18
Illinois State University	24
Indiana State University	29
Indiana University of Pennsylvania	9
Louisiana Tech University	6
University of Maine at Portland-Gorham	57
McNeese State University	13
Memphis State University	20
Middle Tennessee State University	8
New Jersey Institute of Technology	6
Northeast Louisiana University	4
Northern Arizona University	7
University of Northern Colorado	159
Northern Illinois University	76
North Texas State University	123
Northwestern State University (Louisiana)	9
University of South Florida	13
University of Southern Mississippi	150
University of Southwestern Louisiana	7
University of Toledo	178
Western Michigan University	41
Wichita State University	1
College of William and Mary	180