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ABSTRACT

A survey of staffing patterns focusing on the characteristics of new full-time staff in all 102 California public community colleges revealed: (1) full-time staff were reported as 17,019, an increase of 1,490 over the previous year; (2) average salary for full-time academic year employment was expected to be over \$21,000; (3) the retention rate for "old" staff was 96.38%; (4) paraprofessional, occupational, and vocational/technical training programs, especially in the industrial trades, employed sizable numbers of new staff; (5) 84% of the new staff were in a probationary status and could attain tenure in two years while the remaining 16% were classified as temporary employees; (6) the number of women newly employed approached parity with men--55% were male, 45% female; (7) caucasians accounted for 79% of the new hires, blacks for 7%, Latinos for 9%, and Asians for 4%; (8) new staff and faculty between the ages 27 and 35 accounted for half of the new hires; (9) only 9% of the new hires were from outside California; (10) 8% of the new staff had less than a Bachelor's degree while 12% had doctorates; (11) only 20% of the new hires had no prior teaching experience; and (12) 15% of the new staff came from four-year colleges. Tabular and graphic data are attached, including a master chart tabulating new faculty characteristics by specific subject field. (JDS)

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STAFFING PATTERNS IN PUBLIC CALIFORNIA COMMUNITY COLLEGES

A 1976-77 OVERVIEW

Tom S. Phair

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In the fall of 1976 there were, in California, 106 public and 12 private institutions of higher learning which could be defined loosely as community colleges with separate campuses. Enrollments exceeded one and a quarter million full-time and part-time students. One in four students in the United States who attends a community or junior college is in California. One in twelve community or junior colleges are located in California.

As reported in the eighth year story for 1974-75, the continued growth in California public community colleges is slowing and is not uniform throughout the state. Some inner-city colleges are experiencing a small decline in full-time enrollments but increases in part-time students. Rural community colleges are facing a "steady-state" situation with full-time enrollments and an increase in part-time students, especially in the adult education and community service non-credit courses. Only in the suburban areas is there a small, 5%, increase in full-time students and a large increase in "extended day" part-time students. The community colleges located in San Diego, Orange, and Santa Clara counties still show substantial increases in all categories of students. These enrollment increases mirror the population shifts and growth data reported by the Executive Branch of the state government of California. Fewer full-facility campuses can be expected in the future. However, a spreading network of satellite campuses, attendance sites, and storefront operations is serving the needs of neighborhoods within the larger community. Of course, this changing and emerging pattern of educational organization has had an impact on the staffing patterns to meet the needs of adult students who range in age from eighteen to eighty.

The Office of the Chancellor of the California Community Colleges projects the number of new campuses which are expected to be added by 1980. Three new campuses opened during the academic year 1975-76 in the Lake Tahoe, San Jose, and South County community college districts. A new center will be added in the San Francisco District in the 1976-77 academic year. In 1977-78, new campuses are being planned for the West Valley, Grossmont, and Saddleback districts. During the same year, the Footnill and San Diego districts will add new centers. Finally, the San Francisco district plans to add a new center during 1978-79. That will bring the number of centers in community college districts up to seventeen.

The request of the California Community and Junior College Association (CCJCA) for data on the characteristics of new full-time staff and faculty in the public community colleges went to the colleges in mid-September. By mid-February 1977 all colleges (102) had responded. This study is contracted by the CCJCA to the Field Service Center, School of Education, University of California, Berkeley.

From the data collected, some general and specific conclusions can be made. The full-time staff of instructors, counselors, librarians, and administrators were reported as 17,019. This is an increase in two years of 1,185. This study does not cover the continued increased employment of part-time staff for position vacancies. Another study by CCJCA

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indicated in the fall of 1974 that there were 27,532 part-time faculty, of which 53% were full-time staff at a community college overteaching for additional pay. The trend continues to employ part-time staff with a contract percentage of a teaching or administrative load and paying a corresponding percentage of the yearly salary with incumbent staff responsibilities. The average salary for full-time employment for the academic year 1976-77 is expected to be over \$21,000. The average for part-time employment is roughly \$13 per class contact hour.

Turning now to the academic year 1976-77, 1,490 new full-time staff and faculty were employed by the 102 public community colleges of California. A full-time staff member was defined as anyone who had a 60% or more work load. This is a slight increase of nine over the 1481 staff and faculty hired the previous years as reported in the California Educational Placement Association (CEPA) study of 101 public California community colleges for the academic year 1975-76.

Of the 1490 new staff and faculty employed for the academic year 1976-77, 539 were classified as replacements for staff leaving the college. This compared closely to the 500 reported as replacements for 1975-76. This means there was a 96.38% retention rate for the old staff as compared with 96.84% for the 1975-76 year. Deans report that an increasing number of the 539 new staff hired as replacements were needed to cover retirement of older staff members, especially in colleges over 50 years old. It is estimated that by 1980 replacing faculty will be the most important reason for employing new staff and faculty.

After a four-year drop in numbers of new full-time staff and faculty hired, which began in 1970, the present trend is an increase of 1103 in 1974-75, 1480 in 1975-76, and now 1490 in 1976-77. The slight increase may be due to the projected 5.3% increase in average daily attendance (ADA) reported by the Chancellor's Office as of Winter, 1975.¹ The projection is for 805,900 students in 1976-77 to 914,600 in 1980-81. Counting all categories of students enrolled in the fall of 1975, the latest figures currently available indicate that the 106 community colleges enrolled a total of 1,282,388. A total of 1,099,529 were in graded programs while 182,859 took nongraded classes. Of the graded programs 373,679 went to classes full-time, while 725,850 were taking part-time classes.

The growth rate of the state's community colleges has been dramatic. In 1950 the combined total enrollment was 134,000. In 1966 it was slightly over 430,000.

As of this report, the California community colleges enroll 86% of all first-time enrolling students in California higher education. Of the 1.7 million students in all divisions of California colleges and universities in 1974, the community colleges enrolled 61%. The California State University and Colleges had 21%, the University of California 8%, and 10% was enrolled in independent four-year colleges.²

1. Community College Five-Year Plan, 1976-1981, Board Governors, California Community Colleges, January 1976, p.8.

2. CCJCA News, Vol. 21, #8, May, 1976, p. 2.

The data continues to indicate a strong student interest in the health field, with a corresponding increase in the number of new staff employed to teach these students in such areas as the RN and AVN nurse training programs which employed 192 new faculty.

The para-professional, occupational, and vocational/technical training programs, especially in the industrial trades, employed sizable numbers of new staff.

New staff and faculty employed to teach in the academic and liberal arts areas continues to be depressed compared with the period 1967-70. There was a small increase in the number of persons employed to teach language arts and literature from 106 in 1975-76 to 117 in 1976-77.

Turning now to the characteristics of newly employed full-time staff and faculty employed by the 102 public California community colleges who returned data for the 1976-77 academic year, some trends continue and some new ones have been established. (See Master Chart.)

For the first time, the colleges were asked to indicate how many of the new full-time faculty were in a probationary status which could lead to tenure. This was designed also to determine how many of the new staff were in a temporary status, such as replacement for a sabbatical leave faculty member, for someone on a leave of absence, or as a long-term substitute. The data showed that 84% (1,250) of the 1,490 new staff were in a probationary status and could achieve tenure in two years. This, therefore, also means that the balance, or 16%, were temporary employees. In light of the vast amount of criticism by temporary and especially part-time (hourly rate) teaching employees of community colleges, the percentage of 16% does not seem to indicate widespread exploitation of temporary full-time teaching staff. The part-time hourly rate teaching staff, not covered in this study, have a better basis for complaint, since just over half (27,532) of all instructors (42,000) were in a part-time status for the fall of 1974 (See CCJCA, "Report on a Statewide Survey About Part-Time Faculty in California Community Colleges," by Sewell, Brydon, and Plosser, dated January 1976.)

The number of women employed returned to approaching parity with men: 55% were men, compared with 58% for 1974-75, and 58% for the 1972-1973 academic year. Women employed also returned to the 45% high of 1973-74 as against 42% for 1974-75, and the same for 1972-73. It is difficult to determine if the fluctuation between 42% and 45% for women employed is an indication of the success or lack thereof in Affirmative Action programs for employing minorities. Subject field areas where women teachers are predominant include professional education, office services, nursing, library science, health services, food services, cosmetology and barbering, consumer and family education, and basic education. More men than women are still being hired in accounting, art, business and industrial management, chemistry, communication services, engineering, fire science, industrial technology, math, music, philosophy, police science, social science, theatre arts, and administration.

In the area of racial groupings of new full-time staff, the percentages when rounded off are within one percentage point of what they were for 8th and 7th year studies.

Caucasians accounted for 79% of the 1490 new staff members. This increases by 1% to the 78% which has been constant for the past three yearly reports. Blacks employed dropped back to the 7% reported for 1973-74. Latinos employed remained at the same 9% reported for 1974-55. Asians rose to 4% from the 3% of 1974-75 and the -3% of 1973-74 and 1972-73. Native Americans and "Others" remained at -1% to 1%. As in prior years of this longitudinal study, rural community colleges, not in the Central Valleys of California tend to employ Caucasians almost exclusively. Bay Area, Central, and Southern California tend to employ a larger percentage of Latinos, while innercity community colleges employ the highest percentage of Blacks. A comparison with the Racial and Ethnic Survey by the Office of the Chancellor, California Community Colleges dated Fall 1975 indicates that the 12.2% given for the total minorities employed in instructional and related activities for all staff (new and continuing) is well below the 21% of this study for new staff employed in a certificated position by the California Community Colleges for 1976-77. This would seem to indicate that there has been more success in employing a higher percentage of minorities than is represented in the combined old and new staff at the colleges.

The ages of the new staff as compared with previous years showed a similar distribution as in the report for the 1974-75 academic year. See Chart I. New staff and faculty between the ages of 27 and 35 accounted for one-half of the 1490 employed for the year 1976-77. The youngest new employee was 23 and the oldest was 62. The largest number employed at any one age was 112 at age 30. The increasing use of new staff in their 40's and 50's seems to be a reflection of the demand for people with greater experience.

Recruitment of new staff and faculty from outside California remained within a half of one percent of where it has been for the past four years, at 9%. There are strong indications that the local candidate who resides within roughly one hundred miles of the college has the greatest opportunities to become the new employee. New faculty in the health services and counselors registered the highest percent of those whose place of residence prior to employment at the college was outside the state of California. (See Master Chart).

In collecting data as to the highest academic degree held by new staff and faculty for the academic year 1976-77, the colleges reported that 8% of their new staff had less than a bachelor's degree. This is the same as for the 1974-75 report. The data shows this to be a stabilizing of the percentage after a gradual 1% yearly rise since 1968-69. These new faculty were clustered in the subject fields of Nursing, an Industrial Trade, Machine Technology, Health Services, Food Services, and Fire Science. (Note: this year the subject fields reported were expanded to include all 77 teaching subject fields that require a credential under the California Education Code. This includes administrators, counselors, and librarians.

The percentage of new certificated staff with less than a master's degree dropped from 17% to 15% for 1976-77 and is a compromise from the 18% of 1973-74. This data, plus the reduction in new staff employed with less than a BA, could indicate the highly competitive market which allows only the most educated and experienced candidate to survive the final screening. However, if less than a BA and less than an MA are combined, the data shows 23% of the 1490 to be in this category. This then would be the lowest percentage for this combined category since 1971-72. The subject fields of art and physical education show an increase in the number of those new staff with less than an MA (See Master Chart.)

In those areas, primarily academic, requiring a master's degree for certification, new staff with master's granted in 1976 dropped from 11.5% to 7%. This is a gradual drop from the 21.5% in 1967-68. New graduates without experience still find it difficult to compete in the market place. (See Table I.)

New staff with a master's degree awarded prior to 1976 increased from 48% in 1973-74 to 52% in 1974-75 to 58% in 1976-77. This is probably a reflection of the abundance of persons with MA's seeking positions at community colleges and being more acceptable with their added experience.

New instructors with a doctorate rose rather dramatically from 8% in 1974-75 to 12% in 1976-77. There seems to be some indication that this is a reflection of the changed characteristic profile of the successful candidate who secures a position as a full-time staff or faculty member in a California Community College. Feed-back from screening committees seem to indicate the successful candidate needs more than the MA degree to nail down a full-time position in a California Community College. The successful candidate has the ability to express an image of flexibility, interdisciplinary training and experienced problem solving and an ability to reach those students who are faced with learning disabilities. More doctorates are coming out of our educational institutions with experience as students in the still expanding California Community College system. Their approach to the community colleges is different from that of the 1967 Ph.D. seeking a position at a community college. It is of interest that consistently 40-45% of the new faculty employed in the field of chemistry had a Ph.D. This use of Ph.D.'s in chemistry is usually the highest of any subject field and reflects the shift of Ph.D.'s interest in chemistry to the community college scene. There is still no evidence that Ph.D.'s will price themselves out of the market with their degree. Average salaries in California public community colleges will be about \$21,500 for the academic year 1976-77. A Ph.D. with five years' teaching experience will still be \$1,000 below the average salary. (See Table 1.)

Prior experience is the last category reviewed in the study. The shifts are not dramatic from the 1974-75 study for CCJCA.

The number of new staff coming to the college with non-teaching experience dropped to 20% from the 23.7% level reported for 1974-75.

This is still, however, almost double the 11% reported in the 1967-68 study. It reflects the continued high interest students have for the courses that train for jobs.

The instructors for these courses tend to be experienced in business, industry, and government. The percentage of people hired with no teaching experience remains low at 2%, which is a low from the 8.8% of 1967-68. The availability of experienced instructors tends to squeeze out the persons with no prior experience in teaching or any other field. (See Table I and Master Chart.)

Several categories of prior experience of the new staff remained relatively stable in comparing data from the last eight years of the survey. New staff whose experience was limited to being a research assistant or reader remained at less than 1%. New staff and faculty with community college intern or practice teaching experience also remained at 1%. A slight rise to 2% was recorded in the employment of new staff with experience in tutoring or private teaching. (See Master Chart.)

Former teaching assistants dropped slightly from 3.5% to 3%. This is a steady drop from the high of 9% recorded in 1972-73. A possible explanation of this drop may be that persons with more experience than being a TA were employed because they were available in the tight labor market of 1976-77.

A rather consistent pattern of 2% has been reported as the percentage of new staff and faculty employed with experience only at the elementary school level. This report year the percentage was two. This is to be contrasted with a high of 3% in 1973-74 and a low of 1.7% in 1971-72. Some experienced elementary school teachers with an MA in Early Childhood Education are finding full-time positions at the community college level.

Staff and faculty who were experienced at the secondary school level were hired, but the percentage continues to drop each year from a high of 35.8% in 1967-68 to the 12.0% in 1976-77. It would appear that the historical ties between the old Junior Colleges and the Unified School Districts in California are becoming more and more divorced. Each year since 1967-68 when the percentage was 35.8 there has been a consistent yearly drop to the 12% of 1976-77. It should be noted, however, that many experienced community college instructors reported prior employment at the community college level.

This year, for the first time, a break-out was requested of the colleges as to the new faculty and staff who had prior community college experience. The colleges were asked to separate those who had been employed full-time (9 months or more) as against those new full-time faculty or staff who had part-time employment experience. This is one of the most interesting results of the study in light of the controversy of part-time instructors who seek positions in California community colleges.

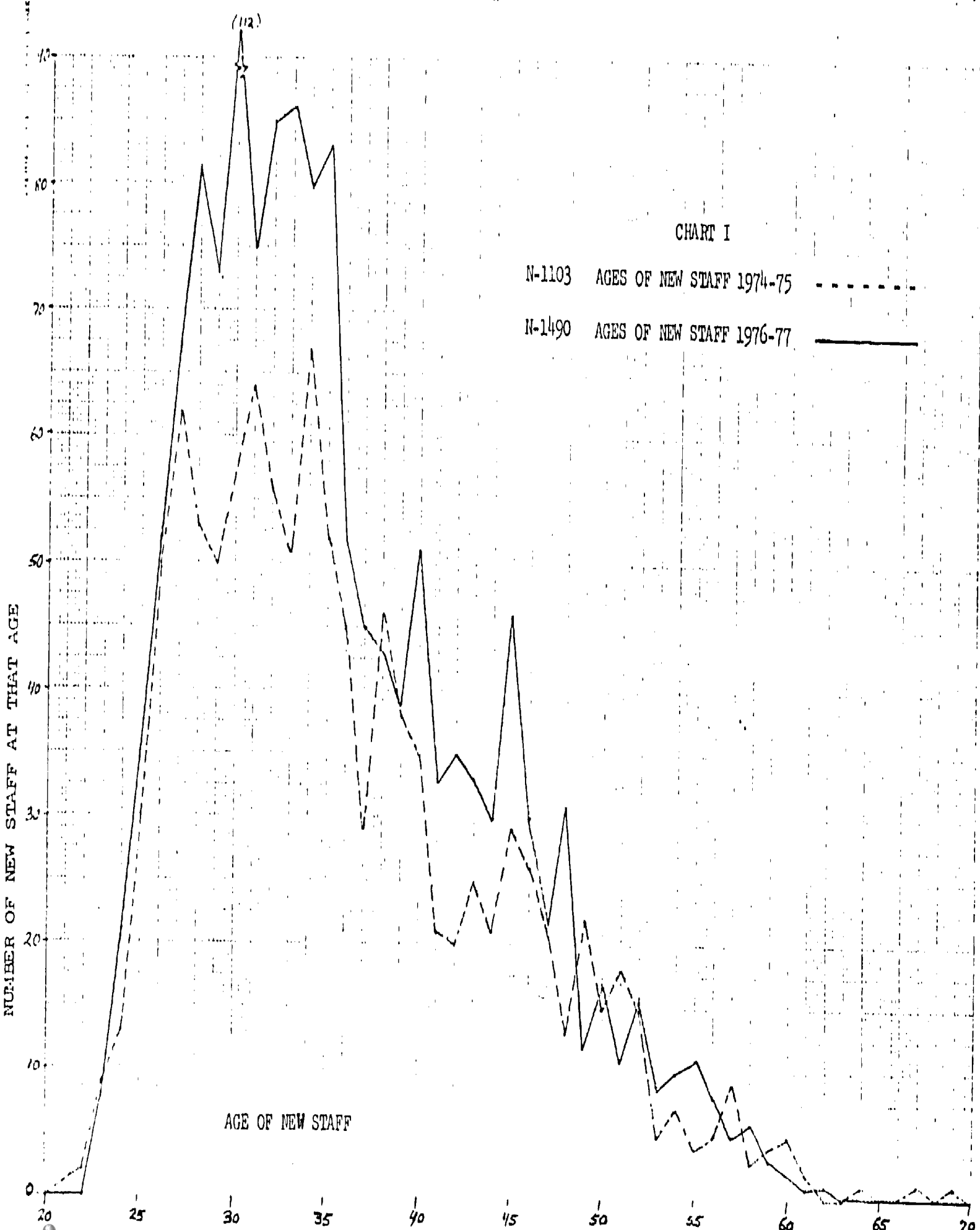
The 1975-76 CEPA study found that 19.5% of the 1481 faculty and staff employed by the 102 public community colleges had prior experience as a part-time employee at some community college or had been a substitute teacher at a community college. Since very few substitutes are employed at the community college level, it can be assumed that roughly one in five new full-time staff and faculty came from the ranks of part-time employed. The current study rather more definitely pinpoints the figure of those with prior part-time experience at 23%. That leaves an additional 20% of the new staff and faculty with experience as full-time staff or faculty at another community college to complete the 43% who have had some experience at a community college. This is certainly a dramatic steady increase over the years since 1967-68 when the percentage was 19 for those new staff and faculty with some kind of prior experience at the community college level. Rationale for this increase is tied up in a variety of factors such as tight labor market and increased interest in the community college movement, and the increased pool of experienced part-time instructors seeking a full-time position. (See Table I and Master Chart.)

Finally, in this category, when looking at experience as a factor in staffing, those new staff and faculty with experience at the four-year college or university level increased again to 15%. This takes a full turn back to the 15.1% of the 1967-68 report. (See Table I.) In between, the figure rose to 20% in 1971-72. Persons move from four-year colleges and universities to community colleges for four reasons:

1. Better pay (average salary \$21,500 plus fringe benefits and over-teaching and summer teaching opportunities.
2. Greater emphasis on quality teacher as the only criterion.
3. Absence of "publish or perish" syndrome.
4. Leaving a financially bankrupt institution.

As a new feature of this report for the academic year 1976-77, colleges were asked to indicate the specific subject field named on the credential held by the new staff and faculty member. This increases from 26 to 77 the subject field areas that are analyzed in this report. Since Board of Trustees action is required to employ a certificated person in a secondary field, it can be assumed that almost all of the new full-time staff and faculty are employed in their primary field and that is the area reported to CCA for this study. The principal grouping of subject fields to which new staff and faculty were assigned is expressed as a percentage of the total and shown on Table II. The individual subject field areas are shown on the Master Chart. These are the 77 subject fields declared by the Board of Governors of the California Community Colleges as subject fields commonly taught. A person can only be credentialed to teach in these areas in California. It is interesting to note that only six states in the United States have credential laws that apply to public California community colleges.

The continued interest in those courses which lead to jobs influences the staffing patterns and accounts for the increase in instructors of business, para-professional, vocational, and technical subject fields.



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NUMBER OF NEW STAFF AT THAT AGE

AGE OF NEW STAFF

TABLE 1

Academic Preparation, Experience Level, and Geographical Source of
New Full-Time Staff in the Public California
Community Colleges (1967-1977)

Year	Total number new staff	Recruit from California %	Recruit from outside CA %	Less than M.A. %	New M.A. %	M.A. one or more yrs old %	Doc- tor- ate %	No prov. teaching %
1967-68	1310			21.2	21.5	54.2	3.1	8.8
1968-69	1578	87.0	13.0	18.0	22.0	56.0	4.0	7.0
1969-70	1781	91.0	9.0	20.0	26.0	49.0	5.0	7.0
1970-71	1646	92.0	8.0	19.6	18.7	58.8	4.9	7.2
1971-72	1429	92.0	8.0	22.3	21.7	50.0	6.0	5.8
1972-73	827	91.0	9.0	26.0	12.0	55.0	7.0	3.0
1973-74	732	91.0	9.0	28.0	17.0	48.0	7.0	5.0
1974-75	1103	90.5	9.5	28.2	11.5	52.4	7.9	4.2
1975-76*	1481							
1976-77	1499	91.0	9.0	23.0	7.0	58.0	12.0	2.0

	Non-ten prof exper %	Res asst. %	Tchg asst %	Comm coll Int. pr. tchg %	Elem tchg exper %	Seccn tchg exp %	Comm col tchg exp %	4-yr col tchg exper %
1967-68	11.0	.5	4.1	3.3	1.9	35.8	19.0	15.1
1968-69	11.0	1.0	4.0	3.0	2.0	34.0	19.0	19.0
1969-70	12.0	.5	4.0	3.0	2.0	31.5	22.0	19.0
1970-71	10.3	.4	5.2	2.4	1.8	24.4	30.1	18.2
1971-72	15.6	.7	5.9	3.0	1.7	20.3	27.0	20.0
1972-73	24.0	1.0	9.0	2.0	2.0	17.0	26.0	15.0
1973-74	18.0	1.0	4.0	3.0	3.0	16.0	31.0	16.0
1974-75	23.7	.5	3.5	1.1	2.4	14.8	35.3	12.9
1976-77	20.0	1.0	3.0	1.0	2.0	12.0	43.0	15.0

*California Educational Placement Study
Did not collect comparable data

TABLE II

Principal Subject Field Teaching Areas to Which New Faculty
Were Assigned (expressed as a percentage of the total) in
CALifornia Public Community Colleges (1967-1977)

Year	Business %	Language, arts & lit. %	All health services %	P.E. %	All sciences %
1967-68	7.5	12.0	5.9	8.2	8.8
1968-69	8.7	14.7	5.7	8.9	9.4
1969-70	7.2	16.3	5.7	7.2	8.8
1970-71	6.9	13.3	6.9	6.9	7.6
1971-72	6.9	12.6	7.6	5.2	7.9
1972-73	7.0	10.5	13.0	5.0	9.5
1973-74	8.0	7.0	16.0	4.0	8.0
1974-75	8.2	4.4	11.4	4.4	8.6
1975-76*					
1976-77	15.2	12.7	7.8	5.0	9.0

	All Social sciences %	Voc Tech %	Counseling %	Public Personnel Serv. %	Administration %
1967-68	9.5	9.8	5.0		
1968-69	8.0	7.5	6.9		
1969-70	11.6	9.5	5.2		
1970-71	10.6	9.2	6.1		
1971-72	12.2	7.6	6.9		
1972-73	10.0	9.0	5.5	6.0	
1973-74	9.0	8.0	3.0	7.0	
1974-75	6.7	7.9	6.3	9.7	6
1976-77	19.4	10.0	6.0	17.0	5

*California Educational Placement Study
did not collect comparable data

CALIFORNIA COMMUNITY AND JUNIOR COLLEGE ASSOCIATION - 9TH ANNUAL REPORT - STAFF CHARACTERISTICS - 1976-77

SUBJECT AREA OR FIELD	PROBATIONARY	SEX		ETHNIC GROUPS						RESIDENCE		HIGHEST DEGREE						PROMINENT OR MOST RECENT EXPERIENCE										TOTAL	%					
		MALE	FEMALE	CAUC.	BLACK	LATINO	ASIAN	NATIVE AMER.	OTHER	IN CAL.	OUT CAL.	LESS THAN BA	LESS THAN MA	MA B.A. 1976	MA B.A. 1976	MA PRIOR TO 1976	DOCTORATE	NON-TEACHING	NO PRIOR EXPERIENCE	READER	RES. GRAD. ASSISTANT	TEACHING ASSISTANT	TUTORING - PRIVATE TCH.	TUTORING - INTERV.	PRACTICE TEACHING	ELEMENTARY TEACHING	SECONDARY TEACHING			COLLEGE FULL-TIME	CONSULTANT	COMMUNITY COLLEGE PART-TIME	UNIV. TCH.	COLLEGE OR UNIV. TCH.
ACCOUNTING	9	8	2	8	1	1				10		1	1	7	1	2	1						1			1	2	1	2	10	1			
AERON-AUTICS	2	3	1	4						3	1	2	1				1											3		4	1			
AGRICULT. SVS., PROS.	19	21		19			2			21		3	5	2	9	2	5									10	4	1	1	21	2			
AIRCRAFT	2	3		3						2	1	1	2				2												1	3	1			
ANIMAL PRODUCT.	3	5		5						3	2	1	2		1	1	3										1		1	5	1			
ANTHROPO.	8	5	5	9					1	10			2		7	1	1										3	4	2	10	1			
ARCHITECT-URAL ENG., TECHNOL.	1	1	1	1		1				2			2													2				2	1			
ARCHITECTUR ART, DESIGN, INCLUDING PHOTOGR.	3	4		3			1			4			1	1	2		1									2	1			4	1			
ASTRONOMY, ASTRO PHY.	1	1		1						1				1																1	1			
BANKING, FINANCE	1	2		2						2				2														2		2	1			
BASIC EDUCATION	11	6	10	10	1	5				16		1	1	1												1	6	6		16	1			
BIOLOGICAL SCIENCES	33	21	18	34			5			36	3	3	4	19	13		2	1	3							2	7	10	14	39	3			
BOTANICAL SCIENCES	1	1		1						1			1														1			1	1			
BUILDING, CO-STRUCT. TEC.	2	2		2						2		2					2													2	1			
A BUILDING TRADE	5	5		4			1			5		4																1		5	1			
BUSINESS* INDUST. MAN.	46	36	16	44	2	5	1			51	1	2	5	4	35	6	10	1							1	1	4	1	21	3	52	3		
CHEMISTRY	25	26	10	28			1	7		30	6			2	19	15			1	4							3	4	10	14	36	2		
COMMUN. SVS. REL. TECH., PRINTING	34	27	10	34	1	2				35	2	1	10	2	22	2	9	4						1			3	5	11	4	37	2		

SUBJECT AREA OR FIELD	SEX		ETHNIC GROUP					RESIDENCE		HIGHEST DEGREE				PREDOMINANT OR MOST RECENT EXPERIENCE			TOTAL	%													
	PROBATIONARY	MALE	FEMALE	AUG	BLACK	LATINO	ASIAN	NATIVE AMER.	OTHER	IN CAL.	OUT CAL.	DIPLOMA	MA PRIOR TO 1972	DOCTORATE	NON-TECH.	NO PRIOR EXPERIENCE			RESEARCH ASSISTANT	TEACHING ASSIST.	PART-TIME	INSTR. IN RESEARCH	TECH. SUPPORT	SUPPORTIVE TECH.	ELEMENTARY	JUNIOR COLLEGE	COMMUNITY COLLEGE	UNIVERSITY	HIGHER DIV.	TOTAL	
COMPUTER SCIENCE	4	5	2	5		1	1			7		1		5	1										1	2	3	7	41		
COMPUTER REL. TECH.	6	4	2	4	1	1				6		2	3	1		3	1								1	1		6	41		
CONSUMER, FAMILY ED.	13	11	6	14	1		1		1	16	1	2	1	14		2									6	1	5	3	17	1	
COSMETOLOGY, BARBERING	7		8	4	1	3				8		5	3			4									1	2	1	8	1		
COURT REPORTING																															
DECORATIVE ARTS, TECH.	3	2	3	3		2				5		2	1	1	1	3								1		1	5	41			
DANCE	2	1	1	2						2				1	1									1		1	2	41			
DRIVING INSTRUCT.																															
EARTH SC., GEOG., GEOL. GEOPHYS.	9	7	2	9						8	1				8	1	3		2					1	1	1	1	9	1		
ECOLOGY																															
ECONOMICS	3	3	1	4						4				4											2	2	4	41			
ENGINEERING	11	12	2	10	2		2			13	1	4		8	2	5			2						4	2	1	14	1		
ETHNIC STUDS	9	7	3		3	7				9	1	1	2	6	1	2				1				1	2	2	2	10	1		
FINE, APPLIED ARTS-TECH.	7	7	3	9		1				9	1	1		8	1										2	1	5	2	10	1	
FIRE SCIENCE	8	9		9						7	2	5	2	1	1	5										2	2	9	1		
FOODS, SVS., REL. TECH.	7	3	6	7	2					9		5	1	3		3									2	1	1	2	9	1	
A FOREIGN LANGUAGE	14	10	8	6		12				17	1	1	1	14	2				1						2	5	5	5	18	1	
FORESTRY	1	2	1	3						3		2		1		1									1	1		3	41		
GOVERNMENT	7	4	3	5	1		1			7		1	4	2				1						1	1	1	2	2	7	1	
HEALTH, REL. TECHNOLOG.	54	25	44	53	2	7	5	2		62	7	24	22	2	18	3	39	2		3					2	1	10	2	69	5	
HISTORY	19	10	10	12	4	4				16	4	1		2	14	3		1		1						6	8	4	20	2	18

SUBJECT AREA OR FIELD	SEX		ETHNIC GROUP						RESIDENCY		HIGHEST DEGREE					PREDOMINANT OR MOST RECENT EXPERIENCE		EXPERIENCE					TOTAL	%							
	MALE	FEMALE	HUG.	BLACK	LATINO	ASIAN AMER.	NATIVE OTHER	IN CAL.	OUT CAL.	BA	LESS THAN BA	MA	M.F.	MA To 1972	DOCTORATE	NON-TECH.	No Prior Experience	RES. ASST. OR OTHER	TEACHING ASST.	DR. ASST. IN TRAINING	PH. TECH.	ELECTRICAL			Secondary	Community College	College	High School	Other		
																														MA	M.F.
HUMANITIES	5	3	3	4	1	1			6			1	2	3	1															6	1
INDUSTRIAL ARTS	4	4		4					4	1		1	2	2											1	1	4		4	1	
IND., MACHINE REL. TECH.	19	19	1	18		2			19	1	9	7	4	7										2	4	5	2	20	2		
AN INDUSTRIAL TRADE	43	56		48	3	3	2		55	1	35	11	2	7	1	20					2	1	9	6	17	1	56	4			
INSURANCE																															
LANGUAGE ARTS, LIT.	103	50	6	7	100	5	1	1	104	13		2	6	99	10	5	2	1	1	1	1	1	8	29	46	23	117	8			
LAW	8	8		7		1			8			1	2	5	2									1	1	3	1	8	1		
LIBRARY SCIENCE	30	10	22	25	2	3	1	1	29	3		2	28	2	12	2		1					1	10	4	2	32	2			
MARINE, REL. TECHNOL.																															
MARINE SCIENCES	1	1	1						1				1											1					1	1	
MARKETING, DISTRIBUTION	3	1	2	2	1				3			1	2	1										1	1			3	1		
MATHEMATICS	47	37	16	42	4	1	4	1	47	6	1	4	39	9	1			1	1				9	11	16	14	53	3			
MILITARY SCIENCE																															
MINING, METAL REL. TECH.																															
HOTEL SVS. REL. TECHS.																															
MUSIC	42	34	14	37	4	3	1	3	41	7	1	4	38	5	1			1	1	2			2	5	9	12	15	48	3		
NURSERY, PRE SCHOOL ED.	18	3	17	14	3	3			17	3		5	12	3	2	1							2	1	7	3	4	20	2		
ORNAMENTAL HORTICULTURE	3	4		3		1			4			2	2										3		1		4	1			
NURSING	116	5	118	106	6	7	3	1	109	14	10	43	9	61	48	4		7	6			1	3	25	14	15	123	8			
OFFICE SVS. REL. TECHS.	27	4	28	27	3	2			28	4	1	7	4	20	3								11	4	4	8		23	2		



SUBJECT AREA OR FIELD	RACIALLY AMERICAN	SEX		ETHNIC GROUP					RESIDENCE		HIGHEST DEGREE					PREDOMINANT OR MOST RECENT EXPERIENCE							TOTAL 4-YEAR UNIV. TECH. COMMENTS COLLECTED PROFESSORIAL EXPERIENCE TECH. TECH. TECH. TECH. TECH. TECH. TECH. TECH. TECH.	%															
		MALE	FEMALE	CAUC.	BLACK	LATIN	ASIAN	AMER.	OTHER	IN CAL.	OUT CAL.	B.S.	M.A.	PH.D.	1976	1977	1978	1979	1980	1981	1982	1983			1984	1985	1986	1987	1988	1989	1990								
		10	10	1																																			
PHILOSOPHY, RELIGION	3	10	1	10	1						10	1	1	1	6	3																1	6	3	1	1			
PHYSICAL EDUCATION	13	45	36	66	6	4	4		1	72	9					26	10	42	3	1	2						3	1			4	33	13	14	10	8	15		
PHYSICS PLANT PRODUCTION	14	12	2	10						14						1	7	6	1														6	3	3		14		
POLICE SCIENCE	19	20	2	18	2	1		1		22		2	6		8	6	16															1	3	1	1	22	2		
PROFESSORIAL ED.	7	1	7	6	1	1				6	2		4	1	2	1	1	1														1	4			1	8	<1	
PSYCHOLOGY	27	19	18	32	3	1		1		33	4				1	21	15	3														1	5	6	9	9	37	2	
PUBLIC SVS. ADMIN.	1	1		1						1					1																			1			1	<1	
REAL ESTATE	2	2		1	1					2					1		1																		2		2	<1	
SOCIAL SCIENCE	6	6	3	8		1				9					1	7	1																1	1	1	5	1	9	<1
SOCIOLOGY	5	12	9	16	3	1	1			21					2	4	13	2	1	2		1					1	1	1	3	8	3	2	1	3	2	2		
SPECIAL ED. HANDICAP	8	10	10	16	2	1		1		16	4	1	1	3	10	5	4															2	5	3	3	3	20	2	
TEXTILE,REL. TECHS.	4	1	4	5						5			1		4																				4	1	5	<1	
THEATER ARTS-TECH	18	20	6	23		3				23	3				25	1	7	1		1													4	3	3	7	26	2	
ZOOLOGICAL SCIENCES	2	1	1		1	1				2						2																				2	2	<1	
COUNSELORS	87	41	56	59	15	16	6		1	88	9		9	14	67	7	18	7		1							2	2	18	21	15	13	19	7	6				
ADMINISTRATORS	49	60	20	53	13	12		2		64	16		7	2	43	28	24	1									1		1	3	30	7	13	80	5				
SUB TOTAL	255	823	667	1173	106	138	54	8	11	354	136	122	229	102	860	117	304	36	4	39	28	6	24	181	294	349	225	490											
PERCENTAGE CONSOLIDATE TOTALS	84	55	45	79	7	9	4	<1	1	91	9	8	15	7	58	12	20	2	<1	3	2	<1	2	12	20	23	15												
	1490			1490						1490					1490																								