DOCUMENT RESUME

ED 171 366 JC 790 379

AUTHOR Parker, Garland G.
TITLE Collegiate Enrollments in American 2-Year Institutions, 1978-79: Statistics, Interpretations and Trends. ACT Special Report Twenty-Six.
INSTITUTION American Coll. Testing Program, Iowa City, Iowa.
PUB DATE 79
NOTE 61p.
AVAILABLE FROM ACT Publications, P.O. Box 168, Iowa City, Iowa 52243 ($2.00)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Church Related Colleges; *College Freshmen; Community Colleges; *Declining Enrollment; Enrollment; *Enrollment Trends; Females; *Junior Colleges; Males; Part Time Students; *Private Colleges; Proprietary Schools; Technical Institutes; Vocational Education
IDENTIFIERS Full Time Students

ABSTRACT

This report, the seventh in a series of annual studies, compiles 1978-79 enrollment information for 955 two-year postsecondary institutions. Surveyed institutions include accredited junior and community colleges; multipurpose, technical and/or vocational schools and institutes; university branch campuses; and proprietary schools. During 1978-79, total enrollment for reporting institutions was 3,548,000, a decline of 1.7% compared to the previous year. This followed increases of .4% in 1976-77 and 2.7% in 1977-78. Overall enrollment decreases were experienced by public, independent private and nonpublic, and proprietary institutions; junior and community colleges; and multipurpose units and university branches; while increases were experienced by church-affiliated and technical/vocational schools. Full-time enrollment declined 5.7%; part-time enrollment increased by only 1%. The count of classified full-time freshmen showed a significant loss of 4.7% compared with the previous year. Overall enrollment of women students increased by 1%, with women accounting for 52% of the grand total enrollment. Six tables, comprising the bulk of the report, list enrollment data by institution, institution type (public, church-affiliated, independent, or proprietary), geographical region and state, sex of the student, full-time enrollment, and total teaching staff. The introductory narrative summarizes enrollment data and suggests trends and future concerns. (DB)

The American College Testing Program (ACT) is dedicated to the enrichment of education. It was founded as a public trust and operates as a nonprofit corporation governed by elected educational representatives from individual states or regions, and by a Board of Trustees.

A fundamental goal of ACT is to exercise educational leadership through guidance-oriented assessment and research services in order to (1) assist in the identification and solution of educational problems and (2) communicate to the general and professional publics knowledge and ideas about education.

The chief beneficiaries of ACT's services are students, secondary schools, institutions of postsecondary education, and educational researchers.

ACT, a nonprofit organization, is an Equal Opportunity Employer.

Library of Congress Catalog Card Number: 76-14055

For additional copies write: ACT Publications
P.O. Box 168
Iowa City IA 52243

(Check or money order must accompany request.) Price $2.00

COLLEGIATE ENROLLMENTS IN AMERICAN 2-YEAR INSTITUTIONS, 1978-79
STATISTICS, INTERPRETATIONS, AND TRENDS

GARLAND G. PARKER

In the 955 American 2-year postsecondary institutions surveyed for this study, a grand total of 3,548,020 students were enrolled.[1] This is the seventh annual report on student enrollments in 2-year colleges prepared and published under the sponsorship of The American College Testing Program (ACT) and the University of Cincinnati.[2] This is a companion study to the 59th annual report on enrollments in 4-year colleges and related institutions published as ACT Special Report Twenty-five. ACT began its sponsorship of the preparation of this study series on 2-year college enrollments in 1972-73, when the series still was published in *Intellect*. ACT also sponsored and published studies prepared by this author on career education and transfer enrollments in 1973-74 and 1974-75. Since 1974-75, the studies on enrollments in 2-year colleges have been published as ACT Special Reports.[3] This annual report includes postsecondary 2-year junior colleges and proprietary schools; community colleges; multipurpose, technical and/or vocational schools and institutes; and university branch colleges, campuses, and centers that have recognition, approval, or accreditation by regional associations, professional organizations, or state agencies that offer collegiate-level certificate or associate degree programs extending over a 2-year period.

---

[1] The number of institutions cited includes single institutions reporting independently, individual schools within the state and local 2-year institutional systems, and separate 2-year units included in the large public universities.

[2] Although this report is published by The American College Testing Program, the author is responsible for the data, interpretations, opinions, and conclusions it contains.

[3] Garland G. Parker, *Collegiate Enrollments in the U.S., 1978-79: Statistics, Interpretations, and Trends in 4-Year and Related Institutions*, ACT Special Report Twenty-five (Iowa City, Iowa: The American College Testing Program, 1979). This report and any of the prior reports in either series, since ACT has been publishing them, may be secured for $2.00 each from ACT Publications, P.O. Box 168, Iowa City IA 52243.

Study purposes and guidelines. The purposes of this study are to collect, report, and interpret collegiate-level enrollments in American 2-year colleges as early as possible in the academic year; to preview the findings in timely press releases; to make available information that will be helpful in postsecondary/higher education planning; and to give special attention to career education enrollments and developments.

Total figures are cited for all reporting schools, but the stated percentage changes, except as otherwise noted, are based only on institutions reporting comparably for 1977-78 and 1978-79. This procedure allows institutions to be compared to like or unlike units separately, in defined categories, or on a total basis, and it also recognizes that the report does not provide universal coverage of all 2-year institutions.

Grand total enrollments head downward by 1.7%. In 955 2-year institutions responding for 1978-79, with a grand total of 3,548,000 students, there was a decline of 1.7% in the segment of schools reporting comparably. This followed increases of .4% in 1976-77 and 2.7% in 1977-78, and it compares with a decrease of .3% for 4-year and related institutions in 1978-79 as reported in ACT Special Report Twenty-five.[4] As will be noted in greater detail later, this loss is the net result of a small 1% gain in part-time students and a more significant decline of 5.7% in full-time students. In a year when the demographic data presumably would have provided population support for a larger number of students than in the prior year, the overall loss adds validity to the observations in this column in 1976-77 and 1977-78 that "the 2-year schools increasingly would find themselves affected by the restrictive demographic, social, economic, and other environmental circumstances" that already have restricted and will continue to influence negatively the enrollments in the 4-year and related institutions, especially in relation to full-time students.[5] It was noted also that the 2-year colleges will experience intensified competition for students and in programs as the public and private 4-year institutions find it increasingly difficult to recruit students for their campuses from the dwindling college-age population in the 1980s.

Nevertheless, the 2-year schools have many strengths and advantages in comparison to their 4-year competitors in the academic marketplace. These include generally open access, relatively low fees, a reputation for commendable student counseling programs, emphasis upon good teaching, flexibility in academic programming, particular emphasis on career education offerings, and the availability of a wide range of transfer options. Also, the 2-year institutions have obvious attractions for commuters, disadvantaged or minority group students, those who do not qualify for admission into some of the more selective baccalaureate programs, others needing a second academic chance or choice by transferring into 2-year schools, and the still increasing number of continuing education or adult students. In

---

[4]Ibid., p. 2.

[5]Garland G. Parker, *Collegiate Enrollments in American 2-Year Institutions, 1976-77: Statistics, Interpretations, and Trends*, ACT Special Report Twenty (Iowa City, Iowa: The American College Testing Program, 1977), pp. 2-3, 15-18; Parker, *Collegiate Enrollments in American 2-Year Institutions, 1977-78: Statistics, Interpretations, and Trends*, ACT Special Report Twenty-four (Iowa City, Iowa: The American College Testing Program, 1978), pp. 2-3, 13-14.

order even to maintain, much less increase, their customary share of the student pool, the 2-year units will need to capitalize upon every advantage and strength they have as they vie with their 4-year counterparts in the search for students.[6]

Two-year schools suffer serious loss of 5.7% in full-time students. For the third consecutive year, the 2-year colleges showed a decline in full-time students. After decreases of 3.5% in 1976-77 and 1977-78, there was a further serious loss of 5.7% in 1978-79 as 955 institutions reported a full-time total of 1,098,238 students. This may be contrasted with a marginal increase of .9% for full-time students in the 4-year and related institutions. Both figures are disappointing, in view of the fact that 1977-78 was expected to be the peak year in the number of high school graduates. This loss meant that the full-time student percentage of enrollees in the 2-year schools declined to 38%, after percentages of 45.6% in 1975-76, 44.9% in 1976-77, and 41.6% in 1977-78. Assuredly, the 2-year institutions have cause for concern over the impact that this steady decline in full-time students has had and will have upon their academic functions in terms of planning and operation. Although the proportion of the full-time-equivalent (FTE) student enrollment made up by full-time students, which was at 68.1% in 1977-78, declined to 64% in 1978-79, the fact remains that full-time students are of great importance in the academic enterprise of the 2-year schools.

Part-time student count up, but only by 1%. In the 955 2-year institutions reporting, 2,216,881 part-time students were enrolled. While an increase in the enrollment of this student group was a welcome one, it still was disturbing that the increase in comparable units was only 1%. In a period when the adult population group was increasing and when so much emphasis has been placed upon the potential growth in part-time students to compensate for the expected loss in full-time registrants, it is sobering to see this promising and significant student category do little more than hold its own with a 1% gain, which, of course, was short of the margin needed to balance the loss of full-time students in terms of FTE credits. The 1978-79 enrollment in the 2-year schools was significantly less than the gain of 6.2% in part-time students in 1977-78. In the five prior years, the part-time student percentage gains in the 2-year units were as follows: 1976-77, 3.7%; 1975-76, 14.1%; 1974-75, 17.7%; 1973-74, 20.6%; and 1972-73, 12.9%. By contrast, the percentage changes in the part-time student enrollments in the 4-year and related schools over the same sequence of years has been as follows: 1978-79, +1% (the same as for the 2-year schools); 1977-78, +2.3%; 1976-77, -3.2%; 1975-76, +7.7%; 1974-75, +8%; 1973-74, +5.9%; and 1972-73, -2.1%.

As these data clearly indicate, 2-year colleges historically have led the way in perceiving the needs of part-time students, in providing opportunities and designing programs for them, and in encouraging them to enroll—especially adult and continuing education students. The record for 1978-79 suggests, however, that the 4-year schools will offer increasingly keen competition in the recruitment and serving of part-time, adult students. The 2-year colleges will need all the initiative, academic ingenuity, program flexibility, and valid recruitment

[6]Parker, *Collegiate Enrollments in American 2-Year Institutions, 1977-78*, pp. 2-3, 13-14.

thrusts they can muster as they seek to fulfill their various missions, serve the higher education public, and maintain their institutional viability. Under no circumstances can either enrollment gain or maintenance be taken for granted in the future.[1]

Enrollments by school categories. Later paragraphs analyze enrollment changes by school categories and present interpretive comments on full-time, part-time, and grand total enrollments in American 2-year colleges. This approach makes possible data analysis by types of schools reflective of institutional control and program emphases. Enrollments are first examined on the basis of four control groups, namely, public, church-affiliated, independent, and independent proprietary (tax-paying) institutions. In data subset analyses presented later, particular attention is given to career education or vocationally oriented programs.

Public 2-year institutions register a loss of 1.8%. In reversal of form from 1977-78, when this category gained 2.7% over the prior year, the 731 reporting institutions with a grand total of 2,705,264 students, in comparably reporting situations, registered a loss of 1.8%. Within the grand total, it is of signal note that the full-time student total of 1,024,247 reflected a decrease of 5.9%. Although the part-time student count of 1,681,017 was up by .9%, this was not enough to offset the full-time loss. This development is further evidence in support of the writer's thesis as stated in recent years that the public institutions would experience increasing competition with the private 2-year colleges in the late 1970s and the 1980s. The inroads the private schools make on the student market in competition with the public institutions will not be great, because of the imbalance in size of the institutional categories, but the 2-year public units increasingly will feel the impact of a stiffer competition with their 4-year college counterparts. The rise of the public 2-year institutions was almost meteoric in the 1950-1975 period, and the good teaching, wise counseling, program development, academic flexibility, and low student costs typical of these schools constituted one of the most significant developments in higher education during that period. In the decade ahead, the extent to which they can continue and improve these outstanding services will determine how well they hold their own against the 4-year colleges and related institutions, especially those in the public sector. The fact is, however, that in 1978-79 the public institutions still accounted for 95% of all students enrolled in the 955 2-year colleges surveyed in this study. Enrollments in the 2-year public units are set forth in Table 1.

Church-affiliated 2-year colleges move ahead by 1.2%. Coming on the heels of losses of .7% in both 1977-78 and 1977-76, it is of interest that the 78 church-affiliated 2-year colleges reporting for 1978-79 enrolled a grand total of 31,618 students, for an increase, in comparable institutions, of 1.2%. As noted in prior annual studies, the church-affiliated units enjoyed significant enrollment increases throughout most of the 1970s. Presumptions are

---

[1]Ibid., p. 3; for more extensive background and historical treatment of 2-year and 4-year college enrollments in both full-time and part-time categories, see Garland G. Parker, *The Enrollment Explosion: A Half-Century of Attendance in U.S. Colleges and Universities* (New York: School & Society Books, 1971). See also the annual reports published in *School & Society* each year from 1919-20 through 1970-71, in *Intellect* from 1971-72 through 1974-75, and in ACT Special Reports in the years from 1974-75 through 1978-79

that these schools, many of them evangelical or doctrinally fundamental institutions, were inviting to a considerable number of students who wanted schools that emphasized commitment, discipline, and more traditional academic programs than were the norm in public and other nonsectarian colleges in the 1960s and 1970s. As noted already, church-affiliated schools suffered slight losses in the two years prior to 1978-79, but the gains they made in 1978-79—a year of overall enrollment loss in the universe of higher education—are significant, somewhat surprising, and must have been encouraging to the units that experienced them.

Within the grand total of enrollments in the church-affiliated schools, it is worthy of note that the full-time student total of 25,346 reflected an increase of .7% over 1977-78. In the same units there were 6,272 part-time students, for whom the increase was 2.9%. Enrollments for the 2-year church-affiliated colleges are displayed in Table 2.

Independent private 2-year colleges—enrollment drop of 2.1%. After three consecutive years of enrollment increases—3.2% in 1977-78, for example—the 79 independently reporting private 2-year colleges enrolled a grand total of 103,327 students—a figure which, in comparable schools, resulted in a drop of 2.1%. These units were successful in enrolling a total of 44,144 part-time students, an increase of 1.3%, but the serious aspect of the 1978-79 enrollment development was that the 59,183 full-time students were down by 4% in comparably reporting institutions. This loss is a matter of grave concern, especially when it is noted that, while female enrollments in these schools declined by only .6%, male enrollments decreased by fully 8%. It well may be that such factors as economic conditions, recent declines in the college-age population, competition with 4-year institutions and with both 2-year and 4-year colleges offering technical/vocational programs, and the apparent trend among recent high school graduates to pass up postsecondary education in favor of employment have put these colleges at a unique disadvantage in attracting students—especially male students. Nevertheless, these usually venerable, often well established, and sometimes prestigious private colleges have demonstrated their capacity to compete amidst trying circumstances. They are more flexible, tenacious, and viable than many critics have understood. An ongoing concern for these units has to be the halting or, at least, the slowing of the decline rate of their male enrollees as compared to that of the women. Enrollments for the independent colleges are cited in Table 3.

Enrollment focus on proprietary (tax-paying) schools. A massive portion of postsecondary students in the U.S. attend proprietary (tax-paying) schools. There are thousands of such schools, with millions of students, but there is no comprehensive statistical analysis of their enrollment figures. Since 1973-74, one objective of these ACT Special Reports has been to expand the data base for proprietary schools, and thus provide increasingly helpful information on enrollment developments in this important area of postsecondary education. Resource and space restrictions limit the coverage in this study to only those proprietary institutions that have regional or professional association accreditation and that offer two-year, collegiate-level certificate or associate degree programs. The 67 proprietary schools responding had a grand total of 34,037 students in 1978-79. Of them, only 21 reported comparably, but in so doing reflected a loss of 1% from 1977-78. In the full-time total of 29,534—a decrease of 2.2%—men showed a loss of 10.4%, while women gained 7%. In the

part-time column, the tally was 4,513, with the comparable total indicating a gain of 9.2%. The numbers of comparably reporting proprietary schools and enrollments, however, still were too small to provide a sufficiently valid data base for any significant conclusions or observations. It is hoped that eventually the reported data will support more conclusive statements. Proprietary school enrollments as reported are shown in Table 4.

Perspective on enrollments in all reporting independent nonpublic 2-year institutions. While the analysis above provides helpful information about enrollment developments by school categories within the private sector, it is equally important to compare the reporting 2-year independent nonpublic institutions to their public counterparts. The 224 nonpublic reporting institutions enrolled a grand total of 168,992 students, for a loss in comparable situations of 1.2%. In the same 224 schools, there were 73,991 full-time students, reflecting a decline of 2.5%, and 34,573 part-time registrants, for a gain of 1.7%. By contrast, the 2-year public units had a grand total loss of 1.8% and a full-time drop of 5.9%, but gained .9% in the part-time total. Thus, while both groups reported part-time increases along with losses in full-time and grand total student numbers, the private schools suffered smaller percentage losses than did the public institutions.

State and local systems in the 2-year college field. Since the initiation in 1972-73 of these 2-year college enrollment studies, special attention has been given to institutions organized in state and local systems. The reader is referred to the companion study on 4-year and related institutions for a more detailed analysis of the state system phenomenon in postsecondary education,[8] but the massive presence of both state and local systems in the public 2-year college field merits notice here as well. While the writer's view is that there is no automatic virtue in institutional size, whether large or small, the supporters of the state and local system concepts suggest that large-scale operational economies, reduction of program duplication, combination of resources, enhanced financial support, and consistency in educational aims are among the advantages inherent in the state and local systems approach. As alleged disadvantages, critics point to a decline in or loss of local control, a mounting bureaucracy, greater rigidity in response to rapidly changing needs, and increasing impersonalization in relations between students and institutional representatives. The author is grateful for all responses received. Indeed, the significant and productive efforts of many reporting officers to provide the questionnaire data so important for these studies were most commendable. The fact is, however, that, generally speaking, promptness and flexibility in data responses have decreased significantly with the growth in number and size of the great state and local systems. There is no separate tabulation of them as a category, but the enrollments of the state and local systems are readily discernible in Table 1.

Career education and the 2-year colleges. Since these studies were undertaken in 1972-73, an important aim has been to focus attention upon career education and its relation to the 2-year colleges. In approaching this objective, a consistent study practice has been to classify colleges in accordance with their broad educational functions, insofar as these functions can be identified. Not all students follow educational programs as closely related to

[8]Parker, *Collegiate Enrollments in the U.S., 1978-79*, p. 8.

career education patterns as might be presumed—not even students in technical and vocational institutes. Nevertheless, enrollments by institutional types are assumed to be generally indicative of the program aims of 2-year college students. ACT Special Reports for the 1973-74 and 1974-75 academic years provided analyses and interpretations of enrollments in career education and collegiate transfer programs in the 2-year institutions.[9] In later sections of this study, special attention is given to career education enrollments by school control group and by type of institution.

Interrelationship of career education and liberal education. In each of these annual studies since 1972-73, attention has been given to the roles of career education and liberal education in our society and, especially, in the curricula of the 2-year colleges. With the almost incredible growth in the complexity of American society since World War II, the need rose rapidly for technicians, technologists, and service-oriented personnel to provide engineers, scientists, other specialists, and society in general with the support necessary for the successful functioning of our system or way of life in this country. The 2-year colleges are to be lauded for their commendable initiative in developing career education programs—and enrolling students in them—that are essential to the training of the necessary technical and service personnel. Indeed, one of the great educational success stories of the 20th century has been the extent to which the 2-year colleges perceived and moved to meet the nation's needs in the career education areas.

As we look to the future, there will continue to be a high demand for career education programs and for well-rounded technical graduates adapted to changing economic and social circumstances. Indeed, in the 1980s and early 1990s, when there are likely to be fewer students to fill the available college places, it will be even more important for career education programs to be relevant to the then current needs of society. Over the years, this writer has been and continues to be highly supportive of career education. At the same time, he has been and is insistent that such programs should not be overly narrow in content. Career education graduates will encounter the same problems and bear the same responsibilities as other citizens for decisions on government policies and practices at all levels. Certainly, vocational preparation of our graduates, not only in the 2-year schools but also in the 4-year and related units, must continue to be an important educational mission; but as University of Cincinnati president Henry R. Winkler stated in an address to the faculty, in emphasizing vocation we should not forget "education—as contrasted to training."[10] Obviously, there is a need for technical courses that are basic to the expertise required in a given career educa-

---

[9]Garland G. Parker, *Career Education and Transfer Program Enrollments in 2-Year Colleges, 1973-74*, ACT Special Report Eleven (Iowa City, Iowa: The American College Testing Program, 1974); and *Career Education and Transfer Program Enrollments in 2-Year Colleges, 1974-75*, ACT Special Report Fifteen (Iowa City, Iowa: The American College Testing Program, 1975). Both reports are available for $2.00 each from ACT Publications, P.O. Box 168, Iowa City IA 52243.

[10]Henry R. Winkler, "Faculty Hears Winkler, Hartman," *UC This Week: For University of Cincinnati Faculty and Staff* (Cincinnati, Ohio: vol. 2, no. 7, October 24, 1978), pp. 1, 4.

tion discipline, but there also should be a core of courses in the traditional liberal arts, or arts and sciences. These courses are essential to provide an adequate background not only for making valid decisions as voters, but also for discharging the responsibilities of everyday life in our society. An appropriate intermixture of technical and nonprofessional courses in career education programs can better prepare students for management assignments that may become possibilities in later life, as well as for any changes in career direction that may be mandated by rapid technological or other developments in society. When forced to make decisions that may have economic, social, cultural, educational, political, and even military implications, the career education student will have profited from exposure to a curriculum that included a reasonable range of arts and sciences courses. In addition, the contribution that a balanced curriculum can make, beyond the narrow limits of a technical or paraprofessional field of expertise, to the life enrichment of students is of infinite value. Admittedly, many, if not most, 2-year college programs reflect an awareness of the need for a balanced curriculum, but there is reason for ongoing concern over this issue in the development and refinement of career education programs.

On the other side of the issue, it is imperative that 2-year colleges, especially the junior and community colleges, recognize the important relationship that arts and sciences and other nonprofessional programs bear to career education objectives. Medicine, law, and the ministry—certainly prestigious professions—are disciplines for which the arts and sciences generally are acknowledged to be the best academic preparation. This is true in many other professional and paraprofessional areas as well. In view of increasing concern among students for finding suitable jobs, it is essential for the 2-year as well as the 4-year schools to interrelate as many of their programs as possible with career education curricula. A judicious blend of technical and liberal arts program ingredients not only will better prepare students for careers, but also may enhance institutional viability in the period of demographic decline looming ahead for the 1980s and early 1990s.

Enrollments in technical and/or vocational institutions rise 2.6%. In a consideration of career education programs in 2-year schools, a first look should focus upon enrollments in those units classified as technical and/or vocational institutions. In the 175 technical institutes or colleges reporting for 1978-79, there were 221,374 grand total, 127,537 full-time, and 93,837 part-time students for respective percentage changes of +2.6%, -.1%, and +6%. The most striking development in this enrollment complex was the 11.9% increase in the part-time enrollment of women. Although slowed somewhat, male enrollments continued a decrease trend (-2.1% in full-time and -.4% in grand total counts) that was noted in the 1977-78 report. On the other hand, female enrollments increased significantly with rises of 2.7% in the full-time, 11.9% in the part-time, and 6.7% in the grand total counts. While it is correct to call first attention to students enrolled in technical/vocational schools, it is important in gaining an overall perspective on technical and/or vocational education enrollments to understand that many thousands of other students are registered in similar programs in hundreds of 2-year junior, community, and multipurpose colleges, and in university branches/campuses/centers. Although the increase in enrollments for the 175 technical and/or vocational schools reported in this section was much lower than the 6.7% of 1977-78, the fact remains that this was the only classified school group to show any gain for 1978-79 in the 2-year colleges.

Enrollments in junior colleges. The junior college category primarily includes institutions that concentrate on 2-year programs in the arts and sciences. They are mostly private in control; many all-male and all-female colleges fall into this classification. The 251 responding units in this category reported enrollment totals and percentage changes for 1978-79 as follows: grand total, 324,263, -2.5%; full-time, 174,144, -1.2%; and part-time, 150,119, -3.2%. By contrast, the senior sisters of these units, the baccalaureate arts and sciences schools, gained .4% in 1978-79. The 2-year junior colleges are not noted for emphases on career education, but there is a movement among many of them to interrelate their programs more closely with career paths and to provide greater academic support services for career programs. Success in this area may be closely related to their institutional viability in the coming years of anticipated enrollment decline. The continued loss of male students, down by 6.4% in full-time and 5.6% in part-time totals, has to be a serious concern for these colleges.

The community colleges slip back in grand totals—lose 1.9%. The spectacular rise of community college enrollments that has so long dominated the 2-year college field was halted, at least temporarily, in 1978-79 when the 476 such units responding reported a grand total of 2,983,405 students, a loss of 1.9%; a full-time count of 984,705, down by 6.5%; and 1,908,700 part-time enrollees, up by 1%. In this dominating segment of the 2-year college field, the 8.9% decline in full-time men and the drop of 1.8% in part-time men are important considerations for these institutions. Women lost 3.9% in full-time and gained only 3.3% part-time enrollments.

Although data to reflect it are elusive, it is true that many of the students enrolled in colleges pursue career education programs; but the presumption is that well over of them are enrolled in nonprofessional and transfer programs leading to baccalaureate degrees in a wide range of fields.

Enrollments in multipurpose units and university branch colleges/campuses/centers. In 11 multipurpose 2-year colleges reporting for 1978-79, there was a grand total of 59,449 students, reflecting a loss of 5.8%; the full-time number was 21,241, a decline of 5.9%; and the part-time total of 38,208 was a decrease of 5.8%. In 42 2-year institutions classified as university branch colleges/campuses/centers, there was a grand total of 49,529 students, a decline of .3%; the full-time student total was 23,512, a loss of 6.9%; and the part-time number was 26,017, a rise of 7.3%. Program data for these units understandably are difficult to derive, but, while the preponderance of programs relate to the arts and sciences and/or baccalaureate transfer options, a significant portion of the students in these units are enrolled in career education curricula.

Significant loss of freshmen in 2-year colleges—down 4.7%. In all categories surveyed for 1978-79, the most significant downward movement in terms of implications for future enrollments was in the count of classified full-time freshmen in the 2-year colleges. This category includes all students who, whether first-time degree-credit enrollees or not, are counted in the freshman classification by their own institutions. In 331 comparably reporting 2-year institutions, there was a grand total of 274,849 full-time freshman students, a significant loss of 4.7%. Within this group, there were 137,339 men who showed a sharp decline of 7.1%, while the women numbered 137,510 for a lesser loss of 2.1%.

Among the various school control categories, the heaviest loss was suffered by the independent private schools, as shown by the 25 comparably reporting units with 10,354 classified freshmen, for a decrease of 11.4%. In the 269 public institutions reporting comparably, freshman enrollments fell off by 4.7% to a grand total of 256,319; of these, 129,922 were men, reflecting an important decline of 7.2%, and 126,397 were women, who decreased by 1.9%. At the same time, the 32 church-affiliated schools reporting freshmen comparably indicated a grand total increase of 1.5% with 6,594 classified freshmen. Of these, the 2,845 men increased marginally by .1%, and the 3,749 women rose by 2.6%. Although the number of proprietary institutions reporting comparably was too small to be statistically significant, the five units thus responding had a grand total of 1,572 freshmen—up by 14.2%—with 750 men reflecting a loss of 9.6% and 822 women indicating a gain of 50.5%.

When these freshman results in the 2-year colleges are set alongside those in the 4-year and related institutions, their significance becomes more apparent. As reported in ACT Special Report Twenty-five, in the 809 4-year institutions surveyed for 1978-79, there were 866,847 full-time freshmen, reflective of a loss, but only a marginal one of .2%.[11] This loss included the freshmen registered in the 2-year units administered by the 4-year schools; were those students not included in the count, it is likely that the freshman figure in the 4-year institutions would have shown a slight increase or, perhaps, have held its own. Thus, the parallel data for the 2-year and the 4-year institutions indicate that the 2-year units were less successful in enticing students through the freshman gate in 1978-79 than were their senior counterparts. This continues the pattern identified in 1977-78, when the freshman tabulation in the 4-year institutions increased by 1%, while the 2-year colleges declined 1.1%.[12]

Because freshmen attending 2-year schools administered by the 4-year units are reported in both studies, an addition of the freshman numbers in both reports provides the basis for an indicative but not statistically definitive percentage change calculation for classified freshmen in all reporting institutions. The error factor is not great, and an analysis of the combined results is helpful. In all 1,140 institutions reporting comparably for both reports, the full-time freshman enrollment of 1,141,696 students reflects a loss of 1.3%. These totals do not include students enrolled in new institutions or in schools not reporting comparably for 1977-78 and 1978-79. It is the author's estimate, however, that all 2,588 responding institutions experienced an overall classified freshman decrease of about 1% in 1978-79.[13] See Table 5 for a summary tabulation of classified freshmen in comparably reporting institutions.

---

[11]Parker, *Collegiate Enrollments in the U.S., 1978-79*, p. 8.

[12]Garland G. Parker, *Collegiate Enrollments in the U.S., 1977-78: Statistics, Interpretations, and Trends in 4-Year and Related Institutions*, ACT Special Report Twenty-three (Iowa City, Iowa: The American College Testing Program, 1978), p. 8; Parker, *Collegiate Enrollments in American 2-Year Institutions, 1977-78*, p. 10.

[13]Parker, *Collegiate Enrollments in the U.S., 1978-79*, p. 8.

Women lengthen lead over men in number and percentage gain—52% of total. The 2-year colleges constitute the area of U.S. higher education in which women students have experienced their greatest gains in the last decade. This is indicated by the enrollment results for 1978-79 in comparison to former years. An important feature of this study series in both 2-year and 4-year institutions has been the attention given to the comparative enrollment trends of men and women. As was noted in ACT Special Report Twenty-four, 1977-78 was a "milestone year in the movement of women toward a greater involvement in postsecondary education at the 2-year college level." Their grand total enrollment rose by 8.6% that year, and exceeded 50% of the total 2-year college enrollment for the first time ever, reaching the 51.5% mark.[14] In 1978-79, the women lengthened their lead over the men in both percentage gain and percent of the total. In all 955 responding institutions, there were 1,843,563 women, constituting 52% of the grand total enrollment and reflecting an increase in comparable situations of 1%, while the 1,704,457 men accounted for a decline of 4.7%. By contrast, in the 1,633 4-year and related institutions responding for 1978-79 for ACT Special Report Twenty-five, of the 7,077,542 total, only 48.7%, or 3,442,930, were women. When the results of the ACT Special Reports on 2-year and 4-year institutions are combined, the statistical effect of the 4-year schools is so massive that the 5,286,493 women account for only 49.75% of the 10,625,562 grand total, thus just falling short of the 50% mark. It is entirely likely that women will exceed the 50% proportion in higher education grand total enrollments in 1979-80. For 1978-79, it is of further interest to note that the 660,347 women reported made up 49.6% of the full-time student total, while the 1,183,216 female contingent included 53.4% of the part-time students in the 955 responding 2-year institutions.

Since the differences are minimal between data derived from gross and comparable enrollment comparisons in respect to proportions of women to men, the citations below of percentage change relationships and of women to the total enrollments in each category refer only to the comparably reporting institutions. By control groups, the percentage changes and the female proportions for 1978-79 were as follows: (1) public colleges, full-time men, -8.1%, women, -3.5%, and 49% women; part-time men, -2.1%, women, +3.5%, and 55.4% women; grand total men, -4.6%, women, +.9%, and 53% women; (2) church-affiliated schools, full-time men, -1%, women, +2.2%, and 54.8% women; part-time men, +4%, women, +2.4%, and 65.5% women; grand total men, -.2%, women, +2.2%, and 57.1% women; (3) independent schools, full-time men, -8%, women, -.6%, and 55.9% women; part-time men, -4.5%, women, +7.8%, and 50.6% women; grand total men, -6.6%, women, +2.2%, and 53.9% women; and (4) proprietary schools, full-time men, -10.4%, women, +7%, and 51.8% women; part-time men, +29.2%, women, -3.9%, and 53.2% women; and grand total men, -7.2%, women, +5.6%, and 52% women.

It also is revealing of developmental trends in relation to enrollments by sex to review the results in the comparably reporting 2-year institutions by school classifications in respect to the percentage changes in enrollments by men and women and the percentages that women comprise of the totals in each category as follows: (1) junior colleges, full-time men, -6.4%, women, -1.2%, and 51.4% women; part-time men, -5.6%, women, +3.2%, and 55.4%

[14] Parker, *Collegiate Enrollments in American 2-Year Institutions, 1977-78*, p. 11.

women; and grand total men, -6.1%, women, +.9%, and 53.3% women; (2) community colleges, full-time men, -8.9%, women, -3.9%, and 49.8% women; part-time men, -1.8%, women, +3.3%, and 55.9% women; and grand total men, -4.7%, women, +.8%, and 53.7% women; (3) technical and/or vocational schools, full-time men, -2.1%, women, +2.7%, and 52.6% women; part-time men, +1.9%, women, +11.9%, and 53.6% women; and grand total men, -.4%, women, +6.7%, and 43.1% women; (4) multipurpose schools, full-time men, -6%, women, -5.7%, and 48.7% women; part-time men, -8.4%, women, -3.4%, and 54.1% women; and grand total men, -7.6%, women, -3.4%, and 54.1% women; and (5) university branches/campuses/centers, full-time men, -9.5%, women, -4.1%, and 48.9% women; part-time men, -1%, women, +14.6%, and 56.9% women; and grand total men, -5.8%, women, +5.5%, and 52.9% women.

As was noted in the previous segment of this study, the classified freshman enrollment in 331 comparably reporting institutions showed that men lost 7.1% and women were down by 2.1%. It is of further interest to report that in the total freshman tally, women slightly exceeded the 50% mark.

These data indicate that the two-year colleges have served as academic highroads on which women enrollees made notable progress in 1978-79, as has been the case for many years in the past. In view of the declining trends in male enrollments in both institutional groups, it also is obvious that it has only been the generally advancing enrollments of women that have prevented both the 2-year and the 4-year institutions from having suffered much more severe enrollment losses than they have experienced in 1978-79 and in recent years. The writer cautions once again, however, that as the female attendance rate rises above the 50% level, it is likely that the increases for women will lessen, level off, and probably decline within a few years. Almost assuredly this will happen unless institutions in both the 2-year and the 4-year categories are sensitive to the programming needs of women students and aggressive in their recruitment efforts among the female contingent of prospective students in both the traditional college-age and adult groups. It has to be noted, however, that the demographic decline data for the 1980s and the early 1990s apply to men as well as to women, and that academic planning for those years should be based on an understanding of this fact.

Geographical spread of grand total enrollments in 2-year colleges. A geographical analysis provides another important perspective on grand total enrollments in American 2-year colleges. The geographical enrollment spread, on a regional/state basis, is shown in Table 6. By regions, the grand total enrollments and percentage changes in 736 comparably responding 2-year institutions for 1978-79 were as follows: New England, 50,103, -3.1%; Middle Atlantic, 386,930, +.6%, East North Central, 506,417, -.2%; West North Central, 139,076, +.2%; South Atlantic, 353,262, +.9%; East South Central, 83,562, -1.1%; West South Central, 241,874, -.03%; Mountain, 152,373, +1.6%; Pacific, 886,949, -5.9%; and Commonwealth and Territories, 13,282, +5.5%. The geographical gain areas in rank order were: Commonwealth and Territorial, +5.5%; Mountain, +1.6%; South Atlantic, +.9%; Middle Atlantic, +.6%; and West North Central, +.2%. The losing areas in similar order were: Pacific, -5.9%; New England, -3.1%; East South Central, -1.1%; East North Central, -.2%; and West South Central, -.03%. Overall, the grand total decrease in the comparable schools was 1.7%.

In general, 2-year college enrollments continued to gain by modest margins in the Mountain, Middle Atlantic, and South Atlantic states. The most noticeable loss, of course, was in the Pacific area, where California, long the bellwether of the community college enrollment flock, experienced a significant 7.3% loss in 74 comparably reporting 2-year schools with 753,748 grand total students enrolled. The negative impact of the Proposition 13 property tax reduction movement undoubtedly was reflected in this downward plunge of enrollments in that state.

The FTE enrollment factor and fiscal side effects for the 2-year colleges. The historical focus in these annual surveys has been upon headcount enrollments as efforts have been made to track and tabulate the actual people involved in the higher educational process. They, after all, are of fundamental importance in relation to program planning, facilities preparation, career paths, and eventual service to themselves and to society. Because of the ever-increasing number of part-time students, however, a simple headcount does not always provide adequate data for fiscal planning. Thus, the ubiquitous FTE (full-time equivalent) figure has become increasingly important in higher education funding and budgeting, especially in respect to subsidies awarded by the states to the public institutions. FTE data are not requested on the questionnaires for this study but are derived from the institutional reports by adding one-third of the part-time student total to the number of full-time students. In addition to funding use, FTE counts also are helpful in evaluating teacher, department, and college academic load factors in all institutions. For 1978-79, in the 955 responding 2-year institutions, there were 2,070,099 FTE students, for a loss in comparably reporting situations of 3.5%. When it is noted that this is a significantly greater loss than the 1.7% headcount decline, it is clear that the slender 1% gain in part-time students was quite inadequate to counterbalance the full-time student decline of 5.7%. Since from three to four part-time students, as a rule, are required to compensate for the loss of one full-time student, it is unrealistic, in addition to the massive operational problems involved in recruiting, admitting, and servicing them, to expect that part-time student increases can be relied upon to offset or even to cushion greatly the anticipated loss of full-time students in the season of demographic decline that lies ahead. Even so, it is important to do everything that is academically sound and feasible to maximize part-time enrollments in the interest not only of institutions but of society as well. Within the enrollment matrix of the 2-year schools, the FTE totals were 1,937,727 in the 731 reporting public institutions, 27,436 in the 78 church-affiliated units, 73,898 in the 79 independent schools, and 31,038 in the 67 proprietary schools, for respective percentage changes in comparably reporting situations of -3.6%, +.9%, -3.1%, and -1.7%. The public institutions accounted for 93.6%, as compared to 92.5% in 1977-78, of the total FTE student numbers, which provides another dramatic statistical illustration of the dominance of the public units in the 2-year college arena.

Summation of enrollment developments in the 2-year colleges for 1978-79. In summary, despite a demographic data base that would have been supportive of an enrollment increase for 1978-79, the fact is that 2-year college enrollments declined in all but one control group, namely, the church-affiliated schools. In the functional school classifications, the technical and/or vocational institutions were the only group not to suffer a grand total loss. In the full-time student column, the only group by either control or function to show an increase was the church-affiliated schools. In the part-time category, all control groups showed stu-

dent gains, but the junior colleges and the multipurpose schools in the functional classification experienced losses. The most serious harbinger for the future was the 4.7% loss in full-time freshmen. The FTE decline exceeding that grand total headcount drop is another trend that needs notice here. Again, the women outpaced the men in both number and percentage in the enrollment races, and only their strong showing kept the decline of the men from having a much more serious impact than it did. Finally, enrollments declined geographically in all areas, except the Middle Atlantic, South Atlantic, West North Central, Mountain, and the Commonwealth and Territorial areas.

Perspective on grand total higher education enrollments for 1978-79. Considerable attention was given in ACT Special Report Twenty-five to the interrelationship of the enrollments for the 2-year colleges and the 4-year institutions covered in these studies, as well as for the universe of institutions surveyed in the opening fall enrollment report administered by the National Center for Education Statistics (NCES).[15] A summary of that consideration is shared here.

When the results of the two ACT Special Reports on enrollments for the 2-year schools and the 4-year and related institutions are added, the reported grand total in all 2,588 collegiate-level responding institutions is 10,625,562. For the comparably reporting institutions, this represented a decrease of about .7%. In December, 1978, an NCES preliminary release reported that in 3,009 institutions surveyed for the fall of 1978, there were 11,354,756 grand total students, a loss of .5%.[16]

In considering the results of the NCES report and the two ACT Special Reports, it should be recalled that the percentages cited in the latter are only for those institutions reporting comparably for 1977-78 and 1978-79. Also, there is some duplication in the counts of students in the 2-year colleges administered by the 4-year and related institutions as recorded in the two studies. Furthermore, the NCES reports are presumably universal and reflect gross changes in enrollments for all institutions, thus taking account of the closing and opening of institutions in the field of higher education. The NCES study and the ACT Special Reports represent enrollment assessments reflective of two valid and important but somewhat different data bases. There is merit in the results of both sets of studies, because valuable but varying data and conclusions may be derived from them. Given the differences in the NCES report and the ACT Special Reports, the extent to which their results are mutually corroborative for 1978-79 is remarkable.

Some interpretive comments concerning enrollment developments for the 2-year colleges in 1978-79 are in order. As was noted in ACT Special Report Twenty-five, with the college-age population and the number of high school graduates near their peak numbers in 1977-78, it was reasonable to have expected a modest increase. Enrollments declined slightly,

---

[15] Parker, *Collegiate Enrollments in the U.S., 1978-79*, pp. 15-16.

[16] "Fall Enrollment in Colleges and Universities, 1978 Preliminary Estimates" (National Center for Education Statistics, Department of Health, Education, and Welfare, Washington, D.C., December, 1978).

however, even in the 4-year and related institutions and more noticeably in the 2-year colleges. This may mean that the downward trend anticipated for the 1980s already was underway in 1978-79, abetted, no doubt, by effects of inflation, rising fees and other costs, growing uncertainty about the value of college training, and public concern about the state of the nation and society in these times. In addition, however, the 2-year schools have begun to experience in earnest the intensified competition of the 4-year and related institutions in a declining student economy that has been forecast by this writer for several years. This seems to have been very evident in the significant losses in the full-time and freshman student categories. To their credit, the 2-year schools have continued to exploit commendably the expanding market for part-time, adult, and continuing education students.

The 2-year colleges and future enrollment prospects. In recent years, considerable attention has been given to the prospects for future collegiate-level enrollments, most recently so in ACT Special Report Twenty-five on the 4-year and related institutions for 1978-79.[17] A summary of relevant demographic data will be of reference value in projecting enrollments for the 1980s and 1990s. Calculations derived from the Series II, or middle-level, Census Bureau population projections, based in part on a survey of child-bearing age women in reference to their family plans, are especially significant in this respect. The resultant data indicate that 1979 (July 1) will have been the peak year for 18-year-olds in the U.S., with an estimate of 4,229,000. In succeeding years, the numbers are projected to decline at rates varying from 1.4% to 5.5% through 1986. Increases are projected for the three years thereafter: 1987, 1.3%; 1988, 3.4%; and 1989, 2.2%. Significant declines are anticipated for the years from 1990 through 1992, a gain of 2.5% is projected for 1993, but a loss is likely in 1994. Increases ranging from 2% to 4.6% annually are expected from 1995 through the year 2000. Assuming the validity of these projections, the loss of 18-year-olds from 1979 would be 16% by 1985, 20% by 1990, 25% by 1994, and, even after considering the expected increases beginning in 1995, by 2000 the number still would be 9% below that of 1979.

The normal college-age 18-year-olds are projected to reflect, on a delayed impact basis, the downward movement of the 18-year-olds. The projected number of 18-21-year-olds for 1979 (July 1) was 17,156,000, with subsequent losses at interval years anticipated as follows: 10% by 1985, 15.4% by 1990, 23.4% by 1994, and 13% by the year 2000. Parallel to these decline expectations for the traditional college-age persons, it is important, especially for the 2-year colleges, to note that the older population age groups still will be increasing through much of the same time span. For example, the 25-34-year-olds, estimated at 32,044,000 in 1976, are projected to have increased in 1980 by 13%. By 1985, a further 10% increase over 1980 is expected, and by 1990, a gain of 14% over 1980 is anticipated. The projection of 41,086,000 for 1990 would be 28% over the 1976 level.[18]

---

[17] Parker, *Collegiate Enrollments in the U.S., 1978-79*, pp. 17-19.

[18] "Projections of the Population of the United States: 1977 to 2050," *Current Population Reports: Population Estimates and Projections* (U.S. Department of Commerce, Bureau of the Census, Series P-25, No. 704, July 1977), pp. 5, 37-50. Data cited above are derived from Table 8, Series II.

The NCES projection of high school graduates through 1986-1987 is equally significant. The presumed peak year for high school graduates, at the estimated number of 3,160,000, in the U.S. was 1977-78. Percentage changes based on the NCES projections for later years are as follows: -.5%, 1978-79; -1.5%, 1979-80; -1.7%, 1980-81; -3.3%, 1981-82; -3.7%, 1982-83; -3.4%, 1983-84; -1.8%, 1984-85; +.07%, 1985-86; and +1.7%, 1986-87.[19]

The enrollment results detailed in these reports for 1977-78 and 1978-79 surely support the premise that the 2-year colleges, despite their great success story of the last quarter century, will not escape the impact of the postsecondary education environmental factors of the 1980s and early 1990s and, indeed, may be even more vulnerable in respect to full-time students than the baccalaureate institutions. In a declining college-age market, 2-year schools will continue to experience quickened competition from their senior counterparts, and more students may elect to take places opening to them in the 4-year schools that formerly were scarce or unavilable. To be sure, the historic strengths of the 2-year schools—namely, relatively open access, good teaching, effective counseling, low fees, flexible programming, career education emphasis, service to transfer students, and capacity to cater to the needs of adult and continuing education students, especially women—will be potential advantages of great significance to the 2-year institutions. These advantages will not, however, be self-operative. They will require the ongoing and vigorous attention of the 2-year units. In addition, attention should be given to consortium arrangements between 2-year and 4-year schools; sharing of resources in respect to libraries, laboratories, and computer facilities; continued and enlarged attention to adult and continuing education; a closer relationship between career education programs and arts and sciences programs; and a positive and ethical public relations program. While full-time students may become a diminishing portion of the students served by the 2-year colleges, it is vital that these units should show continued concern for recent high school graduates as well as those with some prior college experience who are potential full-time students.

It is likely that the 2-year institutions, as well as the 4-year schools, will move into the 1980s endowed with buildings, teaching facilities, and trained faculties adequate to provide the best educational training in their history, if the necessary commitment on the part of the institutions, legislators, donors, and society in general can be secured. A higher rate of college-age attendance, at least on the part of those high school graduates who are motivated and qualified for collegiate-level work, needs to be encouraged, especially in certain states where the rate is abnormally low. Much that has been written and said in recent years deprecating the value of college attendance from a financial point of view is of questionable validity; but, of course, the benefits of postsecondary education, as important as they may be financially, have much wider significance in terms of the preparation of persons for civic responsibilities and their overall life enrichment. The postsecondary education community

[19]Martin M. Frankel, editor, *Projections of Education Statistics to 1986-87* (Washington, D.C.: National Center for Education Statistics, Department of Health, Education, and Welfare, U.S. Government Printing Office, 1978), p. 37.

needs to engage in a more unified, constructive, and vigorous public relations program to tell the positive side of the higher education story to its various publics. As a resource indicative of the fact that higher education does confer significant financial as well as other benefits to students undertaking college work, the reader is referred to a helpful study published on behalf of the University of Cincinnati Office of Institutional Research entitled, "The Benefits of Higher Education."[20]

In view of the complexity of the technological age in which we live and the consequent need for trained persons; the intricacies of our social, economic, and political systems; the premium we need to place upon an informed and responsible electorate; and the potential for life enrichment resulting from education, the highest possible priority should be placed upon the higher education process. The national welfare as well as the future of our children and grandchildren may be in part dependent upon our action in this respect. Whatever the national response may be, the 2-year colleges may and should have a strong influence in shaping the future of postsecondary education in the 1980s and beyond.

Tabulating the teachers. Emphasis upon quality teaching, the ongoing need for basic and/or developmental education, and the priority that will need to be placed on faculty effectiveness in the 1980s indicate the significance of data on the teachers in the 2-year schools. One purpose in tabulating the teachers in this study is to provide a data base that may be used by other researchers in further analysis of the teaching function in the 2-year colleges. In general, the responding schools were very cooperative in supplying their teacher data, but the counts are missing for a few schools. This study is one of the few sources, if not the only one, that provides teacher statistics in relation to the students taught and in a publication time frame that makes analysis possible within the academic year for which the data were collected. The reader is cautioned, however, in interpreting the teacher counts to be mindful of irregular academic calendars, cooperative education or professional practice programs (where up to one half or more of the students may be on work session or in school in any given term), and other program flexibilities that may affect student-teacher ratios. Full-time teachers are defined as those who teach half time or more. The grand total also includes part-time teachers, but faculty or other personnel serving as full-time administrators or researchers who do not teach are not included in the teacher statistics in this study.

Late reports and other considerations. Thanks are extended to the reporting officers of 955 2-year schools responding for this ACT Special Report. The confidence manifested in this by these institutions is much appreciated. Our purposes have been to use the data responsibly and share comments that are as accurate and objective as possible. The nongovernmental sponsorship of these studies permits the author the freedom and flexibility to undertake data analyses in various and evolving methods, to identify trends, to provide inter-

[20]Lawrence L. Kleinfelter, "The Benefits of Higher Education," *Cincinnati Horizons*, vol. 8, no. 3 (Cincinnati: University of Cincinnati Department of Alumni Publications, Cincinnati, Ohio, 45221, 1979), pp. 11-14.

pretive commentary, and to report on related higher education developments, limited only by the normal canons of scholarship as the author perceives them. Each year some institutions cannot or do not supply enrollment information. The hope always is that data from the nonresponding schools will be reported in the following year and thus will contribute to the developing validity of the studies. The support of as many 2-year colleges as possible is solicited. Comments and suggestions, both critical and commendatory, are welcomed from researchers and other readers.

FAREWELL

In anticipation of retirement after the 1979-80 academic year, the author announces the end of his responsibility for these annual studies with the publication of this report for 1978-79. It has been a unique opportunity, a high professional responsibility, and a rewarding experience for this writer to have served as the only author of the seven annual studies, since 1972-73, in this series on enrollments in American 2-year colleges. Sincere thanks are extended to the present and former administrators of the University of Cincinnati, *Intellect* (formerly *School & Society*), and The American College Testing Program for the authorization, encouragement, professional support, and financial backing that have made possible the preparation and publication of this distinctive study series. Since 1974-75, these reports have been subsidized in terms of preparation and have been published as ACT Special Reports by The American College Testing Program. The freedom extended to the author to report and comment on enrollment developments and their relationship to higher education, society, and the national welfare has been appreciated and has enhanced the significance of the annual studies.

It gives this author great satisfaction to announce that the report series will be continued and that the study for 1979-80 will be prepared by Dr. J. Ernest Mickler, assistant vice president for planning and operations, University of Alabama, and will be published by The American College Testing Program. The writer commends Dr. Mickler most highly to the institutional reporting officers whose enrollment data are so essential to the annual studies and urges them, in their own interest and that of higher education in general, to extend to him the same loyal support that has been given to this author.

In the closing comments of this seventh study in the series, the author expresses his deep appreciation for the generous support of his efforts over the years by the reporting officers and other institutional representatives of all participating schools. Sincere thanks and best wishes are extended to them and to all supporters of these studies in this final word of "Farewell!"

ACKNOWLEDGMENTS

This is the seventh study in the series on enrollments in 2-year postsecondary institutions that has appeared under the sponsorship of ACT and the University of Cincinnati. Without ACT support, these reports could not have been issued. The author has been appreciative of the ACT sponsorship and has been especially grateful to Oluf Davidsen, president, and C. Theodore Molen, program vice president, publications and public affairs division, for the ongoing understanding, support, and wise counsel that have made this study series possible.

Significant support at the University of Cincinnati also has been fundamental to the massive exercise involved in a national enrollment study. Special commendation is in order for Donna L. Ferneding, assistant executive director for enrollment policy and educational research, for able service as chief administrator of the study. Appreciation is expressed for the secretarial and clerical assistance of Maureen Bernhard, Elizabeth Kimes, and Ramona Sanders. Particular gratitude is extended to Henry R. Winkler, president, and John P. McCall, vice president, for their strong support and keen interest in this study. We are indebted especially to the registrars and other reporting officers who provided the indispensable data for the report. Finally, gratitude is expressed to the writer's wife, Elizabeth, who has provided the ongoing physical and psychological support so necessary to the successful completion of these studies.

OFFICIAL DEFINITIONS USED IN THIS ACT SPECIAL REPORT

Institutions surveyed are postsecondary 2-year junior and community colleges, other multipurpose colleges, technical and/or vocational schools or institutes, and 2-year units administered by 4-year colleges or universities (branch colleges/campuses/centers) that have regional association, professional organization, and/or state agency recognition, approval or accreditation, and offer 2-year collegiate-level certificate and/or associate degree programs. Classification of schools by types reflects institutional preference, where available, and the author's judgment.

The **full-time student** devotes substantially all working or study time to the college curriculum. This is interpreted generally to mean 12 collegiate-level credit hours, presumably 75% of a normal load or more. The presumption is that these students are assessed full-time fees. The **part-time student** normally takes collegiate-level courses in the late afternoon, on weekends, in the evening, frequently in the day, or by extension, and enrolls for fewer than 12 credits, or less than 75% of a normal load.

First-time freshmen (full-time) are presumed to be only those entering freshman full-time students who have not previously attended any college, inclusive of students enrolled in the fall term who attended college for the first time in the summer of 1978 as well as students who entered with college credits earned before graduation from high school.

Classified freshmen (full-time) are presumed to be full-time freshman students. This includes the first-time freshmen as defined above as well as any students who transferred from another institution at the first-year or freshman undergraduate level and any other first-year freshman undergraduate students who entered the institution before the summer of 1978.

Two-year college students are those enrolled in collegiate-level credit-hour courses in 2-year certificate or associate degree programs in institutions covered in this survey. It is presumed that all eligible and enrolled 2-year collegiate-level credit-hour students are counted.

Full-time equivalent enrollments are not cited by institutions but FTEs are computed by categories of schools. The adjusted headcount method is used, whereby full-time-equivalent enrollment equals the headcount of full-time students plus one-third of that of part-time students.

The **full-time teaching staff** is composed of those persons holding rank of instructor or equivalent, and those of higher rank, in full-time employment for the academic year who give at least half their time to instruction and are not on leave of absence. The **total teaching staff** includes both full-time teaching staff and part-time individuals not on leave, including lecturers, fellows, teaching assistants, research assistants (if they teach), and others who teach.

TABLE 1

Public Two-Year Collegiate-Level Institutions

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Aiken Tech. Educ. Ctr.	379	267	1,327	71	135
Aims C.	703	567	4,213	84	252
Allegany Cmty. C.	471	708	1,791	97	113
Allen Co. Cmty. J.C.	198	210	832	27	72
Alpena Cmty. C.	428	362	1,752	50	106
Alvin Cmty. C.	493	577	3,016	99	162
Amarillo C.	925	1,309	4,781	164	341
American Samoa Cmty. C.	187	189	777	46	51
Angelina C.	540	660	2,296	80	130
Anoka-Ramsey Cmty. C.	541	597	2,819	77	123
Anson Tech. Inst.	105	70	484	17	52
Arapahoe Cmty. C.	483	614	6,428	130	230
Arizona Western C.	653	524	4,060	66	241
Arkansas S.U., Beebe Br.	308	244	805	36	68
Asheville-Buncombe Tech. Inst.	599	504	1,975	76	136
Asnuntuck Cmty. C.	65	118	1,487	12	39
Atlantic Cmty. C.	619	958	4,016	120	180
Atlanta Jr. C.	536	480	1,602	56	88
Austin Cmty. C., Minn.	244	307	876	44	51
Barton Co. Cmty. J.C.	329	299	1,375	55	95
Bay de Noc Cmty. C.	377	374	1,200	41	66
Beaufort Co. Tech. Inst.	239	261	1,003	30	42
Bee Co. C.	680	574	1,937	76	111
Belleville Area C.	1,159	1,298	11,582	119	467
Belmont Tech. C.	210	165	902	24	64
Berean Inst.	48	120	216	10	14
Bergen Cmty. C.	1,810	1,866	10,268	248	448
Bismarck J.C.	773	696	2,113	95	114
Black Hawk C., incl. East Campus	(250)	(155)	(1,240)	(24)	(99)
Blackhawk Tech. Inst.	250	155	1,240	24	99
Blinn C.	675	552	1,786	79	120
Blue Mountain Cmty. C.	1,182	670	2,540	---	---
	421	346	2,061	73	141

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Bossier Parish Cmty. C.	93	180	1,496	24	64
Bowling Green S.U., Firelands Br.	213	277	991	---	---
Brainerd Cmty. C.	240	217	606	27	38
Brazosport C.	586	509	3,454	73	194
Brevard Cmty. C.	2,169	1,947	9,773	201	701
Brookdale Cmty. C.	1,549	1,370	9,330	160	394
Broward Cmty. C.	2,800	3,563	15,498	300	750
Bucks Co. Cmty. C.	1,643	1,698	8,177	201	352
Burlington Co. C.	783	787	6,151	87	225
Butler Co. Cmty. C., Pa.	340	399	1,764	68	148
Caldwell Cmty. C. and Tech. Inst.	300	330	1,542	56	130
California Cmty. Colleges					
Antelope Valley C.	669	729	5,300	80	220
Butte C.	1,140	950	7,246	105	335
Cerritos C.	2,640	2,412	21,426	300	800
Chaffey C.	1,750	1,721	10,698	203	391
Citrus C.	1,239	1,236	8,606	130	344
City C. of San Francisco	4,355	4,018	24,133	446	927
Coast Cmty. C. Dist., incl.	(5,820)	(4,807)	(61,294)	(562)	(1,683)
Coastline Cmty. C.	137	206	17,407	4	764
Golden West C.	1,994	1,753	17,631	232	569
Orange Coast C.	3,689	2,848	26,256	326	350
C. of the Canyons	324	337	2,531	42	64
C. of the Desert	620	599	5,931	102	261
C. of the Sequoias	1,308	1,386	7,021	124	284
C. of the Siskiyous	270	279	1,683	45	46
Compton Cmty. C.	955	979	5,276	90	245
Contra Costa Cmty. C. Dist., incl.	(4,619)	(4,171)	(33,280)	(433)	(828)
Contra Costa C.	1,083	1,149	8,675	158	313
Diablo Valley	2,990	2,503	19,626	275	515
Los Medanos C.	546	519	4,979	---	---
Cuesta C.	898	863	4,569	63	187
El Camino C.	3,351	3,126	27,624	340	637

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Foothill J.C. System, incl.	(4,556)	(3,748)	(32,834)	(519)	(1,433)
De Anza C.	2,504	1,918	18,445	315	778
Foothill C.	2,052	1,830	14,389	204	655
Glendale C.	1,405	1,034	7,717	123	383
Grossmont C.	2,270	2,212	13,325	263	628
Hartnell C.	942	719	5,019	105	305
Kern Cmty. C. Dist., incl.	(579)	(566)	(5,869)	(92)	(300)
Cerro Coso Cmty. C.	157	166	3,575	37	157
Portersville C.	422	400	2,294	55	143
Lassen C.	517	254	2,590	50	200
Long Beach City C.	2,466	2,613	29,062	270	1,100
Los Angeles Cmty. C. System, incl.	(18,387)	(16,310)	(122,725)	(---)	(---)
East Los Angeles C.	2,370	2,175	14,998	---	---
Los Angeles City C.	3,159	3,090	18,776	---	---
Los Angeles Harbor C.	1,753	1,632	11,357	---	---
Los Angeles Mission C.	201	147	2,678	---	---
Los Angeles Pierce C.	3,319	2,860	21,700	---	---
Los Angeles Southwest C.	792	1,103	6,068	---	---
Los Angeles Trade-Tech. C.	3,056	1,648	15,695	---	---
Los Angeles Valley C.	2,759	2,644	21,412	---	---
West Los Angeles C.	978	1,011	10,041	---	---
Los Rios Cmty. C. System, incl.	(6,662)	(6,463)	(39,344)	(605)	(1,068)
American River C.	3,519	3,014	20,876	342	658
Cosummes River C.	748	636	4,872	---	---
Sacramento City C.	2,395	2,813	13,596	263	410
Marin Cmty. C. Dist., incl.	(1,414)	(1,540)	(9,449)	(183)	(376)
C. of Marin	1,129	1,168	6,446	146	251
Indian Valley C.	285	372	3,003	37	125
Mendocino C.	171	171	2,740	36	143
Merced C.	1,199	1,116	7,744	125	321
Mira Costa C.	870	610	5,441	73	232
Monterey Peninsula C.	1,173	950	8,030	118	129
Mt. San Antonio C.	2,790	2,934	19,166	276	633
Mt. San Jacinto C.	300	260	2,545	44	101

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Napa C.	722	845	5,019	94	175
North Orange Co. Cmty. C. Dist., incl.	(3,175)	(2,691)	(18,433)	(386)	(823)
Fullerton C.	3,175	2,691	18,433	386	823
Ohlone C.	882	852	6,703	100	275
Palomar C.	2,287	1,925	13,721	259	269
Pasadena City C.	2,885	2,965	18,496	365	785
Peralta Cmty. C. Dist., incl.	(4,145)	(4,181)	(30,484)	(452)	(1,051)
C. of Alameda	1,127	1,267	7,263	92	206
Feather River C.	112	116	871	21	54
Laney C.	1,775	1,444	10,627	191	319
Merritt C.	1,123	1,348	8,213	143	288
Vista C.	8	6	3,510	5	184
Rio Hondo C.	1,598	1,359	11,533	222	346
Riverside City C.	1,828	1,627	13,387	213	546
Saddleback C.	1,816	2,724	22,700	178	678
San Bernardino Cmty. C. Dist., incl.	(2,081)	(1,800)	(14,595)	(220)	(600)
San Bernardino Valley C.	2,081	1,800	14,595	220	600
San Diego Cmty. C. Dist., incl.	(4,116)	(3,299)	(38,694)	(---)	(---)
San Diego City C.	1,097	936	5,200	---	---
San Diego Mesa C.	2,064	1,914	9,101	---	---
San Diego Miramar Regional Ctr.	236	114	1,259	---	---
San Diego Evening C.	719	335	23,134	---	---
San Jose Cmty. C. Dist., incl.	(2,299)	(2,106)	(18,972)	(263)	(882)
Evergreen Valley C.	817	934	5,770	107	282
San Jose City C.	1,482	1,172	13,202	156	600
San Mateo Cmty. C. Dist., incl.	(3,840)	(4,011)	(30,662)	(479)	(805)
Canada C.	541	961	7,613	104	242
C. of San Mateo	2,414	1,956	15,150	256	287
Skyline C.	885	1,094	7,899	119	276
Santa Ana C.	1,896	1,518	15,436	155	455
Santa Rosa J.C.	2,426	2,513	16,277	185	680
Shasta C.	1,327	1,206	9,458	142	365
Sierra C.	1,206	991	6,641	132	243

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Solano Cmty. C.	1,629	818	8,747	162	362
South Co. Cmty. C. Dist.	1,404	1,335	17,158	263	645
Southwestern C.	1,839	1,726	10,590	171	392
State Center Cmty. C. Dist., incl.	(3,513)	(3,339)	(17,161)	(293)	(519)
Fresno City C.	2,783	2,710	14,375	216	397
Reedley C.	730	629	2,786	77	122
Taft C.	167	96	1,037	26	64
Ventura Co. Cmty. C. Dist., incl.	(1,939)	(1,655)	(13,036)	(196)	(549)
Moorpark C.	1,414	1,279	8,355	136	336
Oxnard C.	525	376	4,681	60	213
Victor Valley C.	527	486	3,628	58	121
West Hills C.	383	234	1,707	44	343
West Valley C.	2,003	1,750	15,329	270	700
Yuba C.	1,424	1,270	9,818	140	349
Cape Fear Tech. Inst.	569	331	1,550	56	101
Carteret Tech. Inst.	315	303	976	33	79
Casper C.	622	668	3,464	117	194
Catawba Valley Tech. Inst.	628	376	2,000	65	126
Catonsville Cmty. C.	1,257	1,151	9,997	197	416
Cecil Cmty. C.	148	130	1,209	23	79
Central Carolina Tech. Inst.	626	496	1,884	62	132
Central Florida Cmty. C.	663	821	2,336	85	98
Central Ohio Tech. C.	147	285	1,032	32	79
Central Piedmont Cmty. C.	2,779	2,740	14,615	237	997
Central Tech. Cmty. C. Nebr., incl.	(96)	(127)	(1,329)	(10)	(32)
Platte Tech. Cmty. C.	96	127	1,329	10	32
Central Wyoming C.	128	172	786	32	62
Centralia C.	641	563	4,650	54	204
Chattahoochee Valley Cmty. C.	1,087	834	2,519	54	102
Chesterfield-Marlboro Tech. C.	207	105	548	25	56
Chipola J.C.	326	407	1,054	61	65
City U. of N.Y. System, incl.	(14,887)	(18,965)	(48,014)	(865)	(1,913)
Bronx Cmty. C.	2,180	3,174	7,560	---	---
Hostos Cmty. C.	774	1,604	2,506	88	238

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Kingsborough Cmty. C.	2,414	3,325	8,125	229	397
LaGuardia Cmty. C.	1,740	3,760	6,117	142	567
New York City Cmty. C.	3,951	3,781	12,108	---	---
Queensborough Cmty. C.	3,828	3,321	11,598	406	711
Clackamas Cmty. C.	795	753	4,155	130	334
Claremore J.C.	689	462	1,918	49	90
Claredon C.	134	152	536	25	43
Clarion S.C., Venango Campus	91	120	436	22	35
Clark C.	1,262	1,629	7,479	110	385
Clark Tech. C.	341	562	2,082	49	123
Clatsop Cmty. C.	218	211	2,628	50	300
Clayton J.C.	564	734	2,965	86	120
Cloud Co. Cmty. C.	310	312	1,772	37	119
Cochise C.	659	454	3,939	70	296
Coffeyville Cmty. J.C.	333	248	768	37	50
Colby Cmty. C.	283	401	1,714	53	122
C. of the Albemarle	235	391	1,135	42	63
C. of DuPage	2,676	2,014	16,654	199	979
C. of Lake County	1,163	1,008	10,194	180	422
C. of the Mainland	318	370	2,539	58	185
C. of Southern Idaho	820	672	2,816	105	114
Colorado Mountain C., incl.	(379)	(378)	(1,251)	(52)	(89)
East Campus	132	92	551	22	53
West Campus	247	286	700	30	36
Columbia J.C.	332	317	2,308	39	109
Columbus Tech. Inst.	1,970	2,201	6,285	150	450
Cmty. C. of the Air Force	---	---	90,891	---	---
Cmty. C. of Alleghney Co.	2,584	3,270	14,338	333	879
Cmty. C. of Baltimore	1,195	2,345	8,253	159	570
Cmty. C. of Beaver Co.	448	516	1,994	60	96
Cmty. C. of Denver, incl.	(3,531)	(2,074)	(14,306)	(304)	(678)
Auroria Campus	993	772	3,782	87	221
North Campus	1,181	834	4,890	108	197
Red Rocks Campus	1,357	468	5,634	109	260

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Cmty. C. of Micronesia	160	88	366	21	54
Cmty. C. of Philadelphia	1,763	3,230	12,526	321	701
Connors S.C.	390	429	1,308	---	---
Cooke Co. C.	380	279	1,576	66	105
Cowley Co. Cmty. C.	249	249	1,766	34	88
Craven Cmty. C.	230	414	1,488	38	83
Crowder C.	354	230	1,094	---	23
Cumberland Co. C.	391	556	1,966	61	85
Cuyahoga Cmty. C. Dist., incl.	(3,093)	(3,991)	(25,594)	(438)	(1,076)
Eastern Campus	288	428	4,293	47	168
Metropolitan Campus	1,316	2,079	9,706	229	472
Western Campus	1,489	1,484	11,595	162	436
Dallas Co. Cmty. C. Dist., incl.	(5,892)	(4,906)	(38,769)	(631)	(3,998)
Brookhaven C.	450	454	3,650	48	256
Cedar Valley C.	290	248	1,590	48	161
Eastfield C.	1,215	929	7,726	42	705
El Centro C.	648	992	6,023	177	785
Mountain View C.	953	552	5,124	91	623
North Lake C.	630	312	3,614	60	384
Richland C.	1,706	1,419	11,042	165	1,084
Dalton J.C.	410	397	1,441	60	61
Danville J.C.	648	594	3,398	79	159
Davidson Co. Cmty. C.	635	540	2,050	74	101
Dawson C.	132	112	429	23	28
Daytona Beach Cmty. C.	1,256	1,315	5,778	136	281
DeKalb Cmty. C.	1,798	2,027	10,512	195	522
Del Mar C.	1,703	1,752	8,015	253	494
Delaware Co. Cmty. C.	1,206	1,066	5,778	80	215
Delaware Tech. & Cmty. C., incl.	(1,145)	(1,382)	(5,523)	(189)	(622)
Del Tech.-Southern Campus	326	470	1,258	66	156
Del Tech.-Stanton Campus	468	366	2,157	59	213
Del Tech.-Terry Campus	181	241	1,057	27	137
Del Tech.-Wilmington Camp.	170	305	1,051	37	116
Delta C.	1,627	1,694	9,148	185	385

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Des Moines Area Cmty. C., incl.	(1,546)	(1,684)	(5,144)	(195)	(363)
Ankeny Campus	1,546	1,684	5,144	195	363
Dodge City Cmty. C.	410	347	1,338	46	129
Dundalk Cmty. C.	284	289	2,325	51	135
Durham Tech. Inst.	961	832	2,842	77	247
East Arkansas Cmty. C.	120	240	744	27	51
East Central J.C., Mississippi	372	323	777	48	53
East Central J.C., Missouri	394	296	1,518	46	74
East Mississippi J.C.	416	240	924	52	67
Eastern Arizona C.	827	420	3,604	66	288
Eastern Iowa Cmty. C. Dist., incl.	(917)	(859)	(2,836)	(128)	(177)
Clinton Cmty. C.	257	217	768	35	56
Muscatine Cmty. C.	268	204	714	34	47
Scott Cmty. C.	392	438	1,354	59	74
Eastern Oklahoma S.C.	440	277	1,859	68	88
Eastern Wyoming C.	138	216	650	28	53
Edison Cmty. C.	701	691	4,009	64	171
Edison S.C.	152	146	1,722	20	107
El Paso Cmty. C., Texas	2,166	2,482	10,198	58	208
El Reno J.C.	348	169	858	25	41
Elgin Cmty. C.	562	659	5,432	100	250
Ellsworth Cmty. C.	446	309	807	53	55
Emanuel Co. J.C.	88	103	438	17	21
Essex Cmty. C.	1,249	1,382	9,774	205	435
Essex Co. C.	1,390	2,257	6,503	215	397
Faulkner S.J.C.	573	556	1,693	36	124
Fayetteville Tech. Inst.	1,411	1,410	4,860	148	218
Fergus Falls Cmty. C.	218	225	570	35	42
Flathead Valley Cmty. C.	232	283	1,560	30	83
Florence Darlington Tech.	964	790	2,350	80	163
Florida J.C. at Jacksonville	2,254	3,134	13,833	348	1,960
Florida Keys Cmty. C.	298	231	1,643	31	51
Floyd J.C.	384	418	1,358	52	67

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Forsyth Tech. Inst.	717	716	2,515	100	192
Fort Steilacoom Cmty. C.	1,823	1,494	6,037	92	354
Frederick Cmty. C.	251	301	1,741	32	75
Gadsden S.J.C.	1,283	1,068	3,726	111	207
Gainesville J.C.	486	474	1,450	35	62
Garden City Cmty. C.	314	352	1,355	59	65
Garland Co. Cmty. C.	201	322	1,349	27	81
Garrett Cmty. C.	180	92	565	21	49
Gaston C.	651	664	2,795	83	115
Gateway Tech. Inst., incl.	(864)	(1,011)	(5,345)	(195)	(225)
Kenosha	864	1,011	5,345	195	225
George C. Wallace S. Cmty. C., Dothan	500	591	2,014	58	72
George C. Wallace S. Cmty. C., Hanceville	492	466	1,829	67	132
George Corley Wallace S.J.C., Selma	689	489	1,843	58	117
Georgia Military C.	178	91	387	11	25
Glen Oaks Cmty. C.	161	197	1,031	36	89
Gloucester Co. C.	195	563	2,142	80	160
Gogebic Cmty. C.	406	273	1,004	56	81
Grand Rapids J.C.	1,939	1,680	7,525	204	321
Grayson Co. C.	700	599	4,072	113	176
Greater Hartford Cmty. C.	271	442	2,767	46	110
Green River Cmty. C.	1,591	1,288	6,052	107	327
Greenville Tech. C.	1,931	1,362	6,718	161	521
Guilford Tech. Inst.	749	831	3,649	117	208
Gulf Coast Cmty. C.	789	878	3,551	74	149
Hagerstown J.C.	457	409	2,244	62	126
Harford Cmty. C.	478	552	3,674	83	181
Harrisburg Area Cmty. C.	1,034	972	4,881	136	206
Haskell Indian J.C.	417	428	886	71	71
Hawaii Cmty. C., incl.	(1,519)	(1,472)	(5,833)	(121)	(221)
Leeward Cmty. C.	1,519	1,472	5,833	121	221

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Hawkeye Inst. of Tech.	831	792	1,767	125	165
Haywood Tech. Inst.	462	188	769	55	75
Henry Ford Cmty. C.	1,781	1,559	17,194	209	734
Hibbing Cmty. C.	170	268	585	31	36
Highland Cmty. C., Ill.	378	382	1,729	45	103
Highland Cmty. J.C., Kan.	235	214	1,306	29	71
Highland Park Cmty. C.	450	770	2,233	78	97
Highline Cmty. C.	1,640	2,591	9,316	135	385
Hill J.C.	342	269	908	33	52
Hillsborough Cmty. C.	771	931	11,477	240	540
Hocking Tech. C.	897	603	2,330	92	164
Holmes J.C.	440	400	1,096	53	54
Horry-Georgetown Tech. C.	755	226	1,320	---	---
Housatonic Cmty. C.	418	487	2,870	58	120
Houston Cmty. C. System	1,539	1,090	15,029	112	218
Howard Cmty. C.	233	367	2,384	28	85
Howard C. at Big Spring	215	205	1,154	38	73
Hudson Co. Cmty. C.	161	353	1,259	---	62
Hutchinson Cmty. J.C.	752	610	2,328	93	204
Illinois Eastern J.C., incl.	(1,823)	(1,160)	(9,769)	(135)	(426)
Frontier Cmty. C.	124	63	2,881	4	38
Lincoln Trail C. at Robinson	373	285	1,706	36	145
Olney Central C. at Olney	386	447	2,161	39	107
Wabash Valley C. at Mt. Carmel	940	365	3,021	56	136
Illinois Valley Cmty. C.	688	704	3,254	93	163
Indian Hills Cmty. C. at Centerville	167	120	310	18	26
Indian Hills Cmty. C. at Ottumwa Ctr.	397	325	754	61	81
Indiana Voc. Tech. C., incl.	(4,687)	(3,150)	(18,946)	(426)	(1,194)
Columbus	265	315	1,260	30	83
Evansville	384	119	1,158	24	84
Fort Wayne	321	148	2,315	30	128
Gary	292	286	1,264	38	89
Indianapolis	1,017	697	3,679	75	216

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Kokomo	400	176	1,554	19	70
Lafayette	163	224	830	28	59
Madison	74	77	391	11	33
Muncie	558	256	1,636	46	147
Richmond	195	102	786	12	48
Seilersburg	347	170	875	24	77
Southbend	309	366	2,113	52	91
Terre Haute	362	214	1,085	37	69
Inver Hills Cmty. C.	534	571	3,486	70	165
Iowa Western Cmty. C.	780	588	2,092	105	146
Isothermal Cmty. C.	275	255	1,213	---	---
Itasca Cmty. C.	205	232	662	27	32
Itawamba J.C.	627	586	2,141	121	151
Jackson Cmty. C., Mich.	1,111	909	6,506	103	388
Jefferson C.	392	402	1,886	88	111
Jefferson Davis S.J.C.	197	262	669	20	34
Jefferson S.J.C.	1,235	1,502	6,332	176	290
Jefferson Tech. C., Ohio	281	323	1,560	44	99
John A. Logan C.	387	534	1,590	46	79
John Wood Cmty. C.	443	457	2,801	11	62
Johnson Co. Cmty. C.	875	945	5,440	125	251
Johnston Tech. Inst.	413	336	1,331	72	93
Joliet J.C.	1,315	1,068	8,216	156	438
Jones Co. J.C.	911	1,026	2,164	108	118
Kalamazoo Valley Cmty. C.	806	797	6,490	89	219
Kankakee Cmty. C.	347	403	2,196	53	100
Kansas City Kansas Cmty. C.	633	632	3,260	93	172
Kansas Tech. Inst.	197	21	326	18	24
Kellogg Cmty. C.	621	808	4,304	100	239
Kent S.U., incl.	(1,316)	(1,715)	(6,804)	(222)	(235)
Ashtabula Regional Campus	197	233	945	34	36
East Liverpool Regional Campus	85	172	564	18	19
Geauga Regional Campus	27	19	291	4	9

TABLE I—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Salem Regional Campus	112	99	527	20	22
Stark Co. Regional Campus	366	531	1,946	68	69
Trumbull Regional Campus	350	441	1,672	48	49
Tuscarawas Regional Campus	179	220	859	30	31
Kilgore C.	1,095	1,030	3,850	128	158
Kirkwood Cmty. C.	1,295	1,463	4,627	187	272
Kirtland Cmty. C.	313	216	1,051	23	98
Kishwaukee C.	430	450	2,707	69	173
Labette Cmty. J.C.	230	123	1,002	29	54
Lake City Cmty. C.	545	380	2,617	73	177
Lake Land C.	1,148	731	3,517	90	240
Lake Michigan C.	412	526	3,253	50	250
Lake Region J.C.	313	200	610	41	46
Lake Sumter Cmty. C.	345	354	1,926	34	83
Lake Tahoe Cmty. C.	106	118	1,083	15	37
Lakeland Cmty. C.	851	986	6,859	99	297
Lakeshore Tech. Inst.	391	666	2,490	85	150
Lakewood Cmty. C.	829	618	3,211	80	123
Lamar Cmty. C.	161	160	394	21	32
Lane Cmty. C.	2,360	2,050	7,560	228	343
Laramie Co. Cmty. C.	358	438	2,480	77	142
Laredo J.C.	701	886	3,056	92	150
Lawson S. Cmty. C.	273	658	1,271	69	71
Lee C., Texas	987	527	5,021	115	218
Lehigh Co. Cmty. C.	557	614	2,863	76	127
Lewis and Clark Cmty. C.	572	788	5,275	88	239
Lima Tech. C.	216	504	1,277	49	90
Lincoln Land Cmty. C.	1,036	807	5,790	139	304
Lorain Co. Cmty. C.	805	1,144	5,634	101	272
Lower Columbia C.	617	632	3,648	80	200
Luzerne Co. Cmty. C.	687	744	2,911	61	166
Macomb Co. Cmty. C. Dist.	2,170	2,704	24,432	340	701

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Madison Area Tech. C.	1,857	2,014	7,616	294	904
Manatee J.C.	1,030	1,153	4,644	100	207
Manchester Cmty. C.	933	1,162	5,240	82	180
Maricopa Co. Cmty. C. Dist., incl.	(7,223)	(6,597)	(49,678)	(713)	(2,891)
Glendale Cmty. C.	1,824	1,619	12,000	178	511
Maricopa Tech. Cmty. C.	610	479	3,372	70	199
Mesa Cmty. C.	2,138	1,820	12,027	185	583
Phoenix C.	1,671	1,790	12,786	184	639
Rio Salado Cmty. C.	56	16	3,369	---	709
Scottsdale Cmty. C.	924	873	6,124	96	250
Marion Tech. C.	185	170	877	27	59
Marshalltown Cmty. C.	262	208	702	45	70
Martin Cmty. C.	205	192	727	30	54
Massachusetts Board of Regional Cmty. C. System, incl.	(11,033)	(14,593)	(30,609)	(---)	(---)
Berkshire Cmty. C.	655	654	1,613	---	---
Bristol Cmty. C.	712	985	2,007	---	---
Bunker Hill Cmty. C.	864	1,186	2,434	---	---
Cape Cod Cmty. C.	657	963	1,777	---	---
Greenfield Cmty. C.	419	604	1,379	---	---
Holyoke Cmty. C.	1,067	1,474	3,011	---	---
Massachusetts Bay Cmty. C.	533	948	1,888	---	---
Massasoit Cmty. C.	951	1,074	2,316	---	---
Middlesex Cmty. C.	397	863	1,427	---	---
Mt. Wachusett Cmty. C.	583	672	1,484	---	---
North Shore Cmty. C.	783	1,178	2,321	---	---
Northern Essex Cmty. C.	1,097	1,291	2,938	---	---
Quinsigamond Cmty. C.	707	906	2,111	---	---
Roxbury Cmty. C.	189	313	539	---	---
Springfield Tech. Cmty. C.	1,419	1,482	3,364	---	---
Mattatuck Cmty. C.	603	1,107	3,356	67	121
McDowell Tech. Inst.	221	130	545	21	35
McHenry Co. C.	402	305	3,045	53	143
McLennan Cmty. C.	679	980	3,621	122	177

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Mercer Co. Cmty. C.	1,324	1,383	7,293	123	262
Mesabi Cmty. C.	269	230	731	32	36
Metropolitan J.C. Dist., incl.	(2,052)	(1,735)	(12,838)	(235)	(481)
Longview Cmty. C.	773	507	5,479	67	154
Maple Woods Cmty. C.	431	313	2,183	44	100
Penn Valley Cmty. C.	848	915	5,176	124	227
Metropolitan Cmty. C.	367	566	2,444	65	100
Metropolitan Tech. Cmty. C.	977	651	4,993	96	196
Miami-Dade Cmty. C.	8,203	8,963	39,641	773	1,678
Miami U.	(415)	(584)	(3,451)	(87)	(117)
Hamilton Br.	184	240	1,664	43	53
Middletown Br.	231	344	1,787	44	64
Michael J. Owens Tech. C.	778	795	3,220	65	215
Mid Michigan Cmty. C.	286	348	1,466	36	85
Mid Plains Cmty. C. Area, incl.	(448)	(367)	(2,221)	(72)	(96)
McCook Cmty. C.	146	140	512	20	34
Mid Plains Cmty. C.	302	227	1,709	52	62
Mid-State Tech. Inst.	333	443	1,234	63	95
Middle Georgia C.	659	492	1,509	74	92
Middlesex Cmty. C., Conn.	399	583	2,459	47	73
Middlesex Co. C., N.J.	2,052	2,360	10,894	224	279
Midland C.	260	240	2,212	65	150
Midlands Tech. C.	1,625	1,220	5,300	207	417
Miles Cmty. C.	97	162	662	24	51
Milwaukee Area Tech. C.	2,657	2,299	18,810	634	2,235
Mineral Area C.	263	350	1,106	50	77
Mississippi Co. Cmty. C.	137	188	1,008	34	60
Mississippi Delta J.C.	650	662	1,504	94	94
Mississippi Gulf Coast J.C., incl.	(1,766)	(1,780)	(5,965)	(233)	(396)
George Co. Occupational Training	41	43	84	8	13
Jackson Co. Campus	608	601	1,932	97	168
Jefferson Davis Campus	761	844	2,534	81	130
Keesler Center	---	---	703	1	30
Perkinston Campus	356	292	712	46	55

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Mitchell Cmty. C., N.C.	221	389	1,146	44	66
Mohave Cmty. C.	111	135	3,410	42	231
Monroe Co. Cmty. C.	305	360	2,020	50	97
Montcalm Cmty. C.	269	158	1,333	28	63
Montgomery C., incl.	(3,117)	(2,514)	(15,389)	(375)	(722)
Germantown Campus	102	98	1,254	28	69
Rockville Campus and Off Campus	2,519	1,794	11,208	263	486
Takoma Park Campus	496	622	2,927	84	167
Montgomery Tech. Inst.	110	64	362	24	29
Moraine Park Tech. Inst.	675	525	4,255	125	300
Moraine Valley Cmty. C.	1,624	1,524	10,483	149	299
Morgan Cmty. C.	120	62	468	17	82
Morton C.	510	524	3,895	72	120
Mt. Hood Cmty. C.	1,813	1,617	9,009	162	562
Murray S.C.	383	352	1,432	37	52
Muskegon Cmty. C.	686	698	5,011	120	200
Muskingum Area Tech. C.	280	324	1,206	39	74
Nash Tech. Inst.	217	235	1,120	28	60
Nashville State Tech. Inst.	640	507	3,754	92	214
Navarro C.	576	304	1,771	37	102
Nebraska Western C.	226	298	1,096	45	74
Neosha Co. Cmty. J.C.	148	163	647	28	61
New Hampshire Voc. and Tech. C., Claremont	103	208	341	37	38
New Hampshire Voc. and Tech. C., Concord	348	311	778	56	57
New Hampshire Voc. and Tech. C., Manchester	298	6	774	25	48
New Hampshire Voc. and Tech. C., Nashua	233	110	363	25	25
New Hampshire Voc. and Tech. C., Portsmouth	180	67	876	18	58
New Mexico J.C.	318	313	1,326	44	55

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
New Mexico S.U., incl.	(473)	(777)	(3,925)	(71)	(201)
Alamogordo Br.	180	260	1,133	17	29
Carlsbad Br.	85	137	512	10	38
Don Ana Co. Occupational Educ. Br. at Las Cruces	25	83	443	11	16
Grants Br.	27	39	409	4	41
San Juan Br.	155	258	1,218	29	61
White Sands Resident Ctr.	1	---	210	---	16
Nicolet C. and Tech. Inst.	250	165	970	43	64
Normandale Cmty. C.	1,492	1,327	4,829	113	170
North Arkansas Cmty. C.	192	254	840	20	60
North Central Michigan C.	247	271	1,519	32	100
North Central Tech. C.	295	339	1,401	62	115
North Central Tech. Inst.	822	630	2,346	125	142
North Dakota S. School of Science	2,228	1,035	3,354	161	191
North Dakota S.U., Bottineau Br.	214	222	580	24	27
North Florida J.C.	180	172	915	28	42
North Harris Co. C.	619	580	5,467	93	230
North Idaho C.	633	527	1,684	70	130
North Iowa Area Cmty. C.	722	670	1,822	86	104
Northampton Co. Area Cmty. C.	581	803	3,845	90	209
Northeast Area One Voc. Tech. School	496	494	1,145	65	88
Northeast Mississippi J.C.	748	674	1,597	98	102
Northeast Nebraska Tech. Cmty. C.	622	317	1,450	75	102
Northeast Wisconsin Tech. Inst.	851	766	2,917	140	165
Northeastern J.C.	522	470	1,505	64	72
Northeastern Oklahoma A & M C.	1,234	883	2,755	104	119
Northern Maine Voc. Tech. Inst.	306	137	454	38	39
Northern New Mexico Cmty. C.	301	251	1,286	51	181
Northland Cmty. C.	168	145	539	---	---
Northland Pioneer C.	192	223	3,994	28	257
Northwest Alabama S.J.C.	271	338	1,018	29	99
Northwest Cmty. C.	300	345	1,267	65	110
Northwest Tech. C.	150	170	807	26	63

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Northwestern Connecticut Cmty. C.	268	361	2,504	35	83
Northwestern Michigan C.	791	823	2,731	95	139
Norwalk S. Tech. C.	528	71	770	45	46
Oakland Cmty. C.	1,952	1,890	19,995	301	601
Oakton Cmty. C.	1,060	854	6,382	130	304
Ocean Co. C.	1,148	1,198	5,317	101	261
Ohio S.U., The, incl.	(485)	(255)	(777)	(---)	(---)
Agric. Tech. Inst.	485	255	777	---	---
Ohio U., incl.	(895)	(924)	(5,519)	(99)	(232)
Belmont C.	131	136	944	18	37
Chillicothe Br.	232	205	1,107	21	45
Ironton Br.	91	111	1,005	---	48
Lancaster Br.	291	235	1,461	30	52
Zanesville Br.	150	237	1,002	30	50
Oklaoosa-Walton J.C.	737	664	3,492	73	161
Oklahoma S.U. Tech. Inst.	383	132	2,409	54	191
Olympia Tech. Cmty. C.	338	435	3,332	47	227
Olympic C.	1,108	883	7,186	108	389
Oscar Rose J.C.	1,878	1,499	7,841	148	274
Otero J.C.	248	251	724	51	52
Pamlico Tech. Inst.	49	60	164	11	21
Panola J.C.	301	249	949	32	33
Paris J.C.	509	392	1,832	79	115
Parkland C.	1,153	1,277	6,673	145	353
Pasco-Hernando Cmty. C.	366	371	2,639	44	175
Passaic Co. Cmty. C.	404	809	1,994	34	99
Patrick Henry S.J.C.	231	266	775	25	68
Pearl River J.C.	606	732	1,429	79	85
Peninsula C.	377	340	2,918	42	173
Pennsylvania S.U., The	2,277	906	3,432	---	---
Pensacola J.C.	1,658	1,737	8,029	314	564

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Phillips Co. Cmty. C.	351	434	1,497	63	112
Piedmont Tech. C.	871	483	1,725	41	84
Pikes Peak Cmty. C.	1,479	1,111	5,052	125	192
Pima Cmty. C.	2,955	2,323	21,521	234	1,134
Pinal Co. Cmty. C. Dist.	1,570	832	7,666	82	240
Pioneer Cmty. C.	135	218	2,176	13	29
Polk Cmty. C.	756	1,016	4,474	115	296
Prairie S.C.	665	822	5,228	98	348
Pratt Cmty. J.C.	218	141	719	24	29
Prince Georges Cmty. C.	1,722	2,582	13,828	248	715
Quinebaug Valley Cmty. C.	63	72	750	11	40
Rainy River Cmty. C.	137	138	403	---	---
Randolph Tech. Inst.	204	218	930	31	37
Reading Area Cmty. C.	174	298	1,255	25	82
Rend Lake C.	597	413	3,271	65	145
Richard Bland C. of Wm. and Mary	230	317	1,161	30	45
Richland Cmty. C.	251	217	2,587	36	130
Richmond Tech. Inst.	367	319	967	33	74
Roanoke-Chowan Tech. Inst.	204	239	705	---	---
Rochester Cmty. C.	803	1,115	2,957	103	149
Rock Valley C.	1,002	841	5,997	127	426
Rockingham Cmty. C.	365	411	1,266	47	75
Rogue Cmty. C.	344	405	2,571	61	205
S.D. Bishop S.J.C.	350	757	1,500	57	59
St. Bernard Parish Cmty. C.	21	54	509	6	19
St. Clair Co. Cmty. C.	666	765	3,127	104	175
St. Johns River J.C.	370	362	1,457	49	91
St. Louis Cmty. C. at	(4,295)	(4,262)	(26,214)	(542)	(989)
Florissant Valley	1,519	1,331	9,455	186	324
Forest Park	885	1,341	6,761	181	361
Meramec	1,891	1,590	9,998	175	304

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Petersburg J.C.	3,295	3,323	14,350	298	448
Salem Cmty. C.	299	368	1,068	33	45
Sampson Tech. Inst.	227	278	906	32	45
San Antonio J.C., incl.	(5,946)	(5,305)	(27,594)	(695)	(1,500)
St. Phillips C.	2,065	1,101	6,926	200	460
San Antonio C.	3,881	4,204	20,668	495	1,040
San Jacinto C., incl.	(1,953)	(1,328)	(9,673)	(184)	(379)
San Jacinto C. Central Campus	1,953	1,328	9,673	184	379
Sandhills Cmty. C.	560	693	1,678	100	112
Santa Fe Cmty. C.	1,739	2,046	6,806	212	282
Sauk Valley C.	397	443	3,063	56	116
Sayre J.C.	58	113	337	12	22
Schoolcraft C.	1,131	926	7,694	146	336
Seattle Cmty. C. Dist., incl.	(4,170)	(3,354)	(18,917)	(387)	(1,090)
Central Campus	1,809	1,730	6,908	202	479
North Campus	1,114	1,114	6,682	102	326
South Campus	1,247	510	5,327	83	285
Seminole Cmty. C., Fla.	945	744	3,882	100	365
Seward Co. Cmty. J.C.	127	131	944	29	49
Shawnee State Cmty. C.	470	620	1,728	64	163
Sheridan C.	155	198	908	34	70
Shoreline Cmty. C.	1,774	2,045	7,745	150	330
Sinclair Cmty. C.	1,430	2,125	14,085	233	708
Skagit Valley C.	743	680	5,379	79	319
Snead S.J.C.	360	387	1,296	34	101
Somerset Co. C.	717	734	4,146	77	186
South Central Cmty. C.	374	510	2,010	42	73
South Georgia C.	334	223	1,050	58	78
South Oklahoma City J.C.	548	550	5,421	93	217
South Plains C.	887	610	2,734	125	176
Southeastern Nebraska Tech. Cmty. C. Area, incl.	(1,425)	(713)	(2,968)	(195)	(203)
Fairbury Campus	158	150	424	25	26
Lincoln Campus	412	512	1,636	97	103
Milford Campus	855	51	908	73	74

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Southeastern Cmty. C., Iowa	592	560	1,753	108	121
Southeastern Cmty. C., N.C.	384	416	1,798	60	90
Southeastern Illinois C.	535	305	1,806	63	184
Southern Arkansas U.-El Dorado Br.	50	81	496	12	26
Southern Arkansas U. Tech. Br.	220	79	605	39	47
Southern Maine Voc. Tech. Inst.	750	280	1,050	81	84
Southern U., Shreveport-Bossier City Campus	177	411	692	50	51
Southern Voc. C.	156	213	387	11	19
Southern West Virginia Cmty. C.	462	373	1,995	59	144
Southwestern Cmty. C., Iowa	292	164	512	38	48
Southwestern Michigan C.	480	547	1,844	36	154
Southwestern Oregon Cmty. C.	295	320	4,318	68	283
Spartanburg Tech. C.	692	373	1,825	64	94
Stanly Tech. Inst.	133	135	799	22	62
Stark Tech. C.	423	438	1,895	55	135
State Fair Cmty. C.	366	339	1,300	68	113
State Tech. Inst.	1,872	658	5,561	138	361
State Tech. Inst. at Knoxville	496	161	1,547	27	64
S.U. and Cmty. C. System of Tenn., incl.	(5,335)	(6,408)	(29,562)	(709)	(709)
Chattanooga S. Tech. Cmty. C.	801	874	4,233	80	80
Cleveland S. Cmty. C.	630	596	3,415	80	80
Columbia S. Cmty. C.	352	478	2,161	53	53
Dyersburg S. Cmty. C.	227	235	1,042	31	31
Jackson S. Cmty. C.	505	552	2,503	63	63
Motlow S. Cmty. C.	308	373	1,954	40	40
Roane S. Cmty. C.	563	505	3,223	65	65
Shelby S. Cmty. C.	782	1,706	4,939	145	145
Volunteer S. Cmty. C.	505	502	2,682	83	83
Walters S. Cmty. C.	662	587	3,410	69	69
S.U. of New York System	52,389	48,746	188,745	---	---
Sumter Area Tech. C.	650	162	1,344	106	290
Surry Cmty. C.	408	372	1,668	41	73

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Tacoma Cmty. C.	1,375	1,246	5,779	90	285
Tallahassee Cmty. C.	702	856	3,192	65	117
Tarrant Co. J.C.	(2,681)	(2,490)	(19,084)	(384)	(782)
Northeast Campus	982	1,188	8,072	147	322
Northwest Campus	472	353	3,090	60	145
South Campus	1,227	949	7,922	177	315
Tech. Cmty. C. of San Juan	532	261	919	48	62
Tech. Inst. of Alamance	293	421	1,284	53	84
Temple J.C.	513	591	2,260	84	117
Terra Tech. C.	417	338	1,963	56	111
Texarkana C.	681	653	3,092	100	377
Texas Southmost C.	904	1,013	4,063	113	157
Texas S. Tech. Inst., incl.	(3,257)	(665)	(4,279)	(308)	(314)
James Connally Campus	2,710	458	3,459	226	226
Mid Continent Campus	404	153	606	57	61
Rolling Plains Campus	143	54	214	25	27
Thames Valley S. Tech. C.	314	75	722	36	36
Three Rivers Cmty. C.	417	333	1,466	50	53
Trenton J.C.	101	147	477	24	46
Trinidad S.J.C.	485	216	1,609	57	124
Triton C.	2,298	2,307	19,444	220	1,040
Tulsa J.C.	2,892	2,830	9,277	---	---
Tunxis Cmty. C.	359	440	2,937	35	150
Tyler J.C.	1,627	1,832	6,558	216	320
Umpqua Cmty. C.	455	416	1,545	55	130
Union Co. Tech. Inst.	765	650	2,453	80	140
U. of Akron, Wayne Gen'l. and Tech. C.	91	100	792	18	76
U. of Alaska, incl.	(1,479)	(1,455)	(15,302)	(---)	(---)
Anchorage Cmty. C.	986	1,008	8,370	---	---
Juneau-Douglas Cmty. C.	81	52	1,648	---	---
Kenai Cmty. C.	88	80	1,076	---	---

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Ketchikan Cmty. C.	14	23	669	---	---
Kotzebue Cmty. C.	2	1	171	---	---
Mat Su Cmty. C.	46	18	379	---	---
Northwest Cmty. C.	2	13	259	---	---
Sitka Cmty. C.	5	11	427	---	---
Tanana Valley Cmty. C.	255	249	2,303	---	---
U. of Cincinnati, incl.	(2,399)	(2,594)	(9,395)	(235)	(413)
Clermont C.	116	154	1,183	17	51
Ohio C. of Applied Science	576	59	2,093	32	126
Raymond Walters C.	479	980	3,377	85	133
University C.	1,228	1,401	2,742	101	103
U. of Kentucky Cmty. C. System, incl.	(3,442)	(4,692)	(15,828)	(---)	(---)
Ashland Cmty. C.	311	364	1,417	---	---
Elizabethtown Cmty. C.	406	560	1,654	---	---
Hazard Cmty. C.	90	99	281	---	---
Henderson Cmty. C.	117	254	762	---	---
Hopkinsville Cmty. C.	216	293	1,022	---	---
Jefferson Cmty. C.	839	1,099	4,411	---	---
Lexington Tech. Inst.	394	535	1,867	---	---
Madisonville Cmty. C.	146	161	675	---	---
Maysville Cmty. C.	77	141	374	---	---
Paducah Cmty. C.	332	482	1,464	---	---
Prestonburg Cmty. C.	153	186	580	---	---
Somerset Cmty. C.	242	359	805	---	---
Southeast Cmty. C.	119	159	516	---	---
U. of Maine, incl.	(410)	(421)	(3,602)	(57)	(57)
Augusta Campus	410	421	3,602	57	57
U. of Minn., incl.	(917)	(724)	(2,133)	(97)	(158)
Tech. C. at Waseca	435	365	1,050	42	78
Tech. Inst. at Crookston	482	359	1,083	55	80
U. of Nevada System, incl.	(1,281)	(745)	(16,647)	(172)	(978)
Clark Co. Cmty. C.	759	425	7,685	83	436
Northern Nevada Cmty. C.	82	27	1,028	26	113

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Western Nevada Cmty. C. South Campus	168	72	2,558	23	153
Western Nevada Cmty. C. Reno/Sparks	272	221	5,376	40	276
U. of Pittsburgh, incl.	(839)	(505)	(2,360)	(87)	(125)
Bradford C.	353	230	799	43	49
Greensburg C.	307	164	995	31	41
Titusville C.	179	111	566	13	35
U. of South Carolina, incl.	(729)	(766)	(2,625)	(92)	(160)
Beaufort Regional Campus	88	110	489	14	24
Lancaster Regional Campus	182	209	721	29	50
Salkehatchie Regional Campus	87	109	351	11	30
Sumter Regional Campus	285	264	814	25	36
Union Regional Campus	87	74	250	13	20
U. of Wisconsin, Center System, incl.	(2,635)	(2,248)	(8,382)	(337)	(551)
Baraboo/Sauk Ctr.	196	81	429	17	39
Barron Co. Ctr.	177	158	407	26	31
Fon du Lac Ctr.	170	151	560	15	27
Fox Valley Ctr.	217	194	917	30	56
Manitowoc Co. Ctr.	173	107	407	12	32
Marathon Co. Ctr.	338	297	933	35	55
Marinette Co. Ctr.	126	118	412	19	29
Marshfield/Wood Co. Ctr.	118	121	515	20	30
Medford Ctr.	31	39	157	6	12
Richland Ctr.	93	106	270	13	23
Rock Co. Ctr.	113	142	534	26	37
Sheboygan Co. Ctr.	206	160	614	25	44
Washington Co. Ctr.	128	146	539	22	42
Waukesha Co. Ctr.	549	428	1,688	71	94
Utah Higher Educ. System, incl.	(4,317)	(2,845)	(13,779)	(462)	(874)
C. of Eastern Utah	235	239	969	44	75
Dixie C.	605	610	1,350	60	75
Snow C.	437	424	983	51	74
Utah Tech. C. at Provo	1,310	802	3,990	136	263

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Utah Tech. C. at Salt Lake City	1,730	770	6,487	171	387
Utica J.C.	333	480	854	55	58
Valencia Cmty. C.	1,789	1,635	8,957	146	421
Vance-Granville Cmty. C.	310	402	1,167	47	78
Vermillion Cmty. C.	234	136	458	22	26
Vermont Tech. C.	576	101	702	48	55
Vernon Regional J.C.	190	270	1,326	42	88
Victoria C., The	462	553	2,297	63	109
Virginia S. Cmty. C. System	15,244	14,454	99,681	1,978	1,978
Walla Walla Cmty. C.	864	1,078	4,764	76	144
Washington S. Cmty. C. District 5, incl.	(784)	(943)	(6,274)	(63)	(255)
Edmonds Cmty. C.	784	943	6,274	63	255
Washington S. Cmty. C. District 17, incl.	(2,940)	(2,803)	(9,439)	(401)	(417)
Spokane Cmty. C.	1,662	1,360	4,806	237	247
Spokane Falls Cmty. C.	1,278	1,443	4,633	164	170
Washington Tech. C., Ohio	146	124	691	13	60
Washtenaw Cmty. C.	581	583	7,465	160	360
Waterbury S. Tech. C.	423	101	1,586	39	95
Waubonsee Cmty. C.	543	459	4,910	73	308
Waycross J.C.	93	110	379	15	22
Wayne Cmty. C.	909	742	2,259	100	128
Wayne Co. Cmty. C.	1,875	4,252	15,610	186	820
Weatherford C.	428	333	1,470	35	59
West Shore Cmty. C.	251	204	782	31	46
West Virginia Northern Cmty. C.	292	402	3,931	65	178
Westark Cmty. C.	765	678	3,252	86	135
Western Iowa Tech. Cmty. C.	743	801	1,549	72	77
Western Piedmont Cmty. C.	268	450	1,499	51	72
Western Texas C.	315	249	1,184	46	88
Western Wyoming C.	144	181	1,264	44	82

TABLE 1—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Westmoreland Co. Cmty. C.	359	474	2,162	45	136
Wharton Co. J.C.	756	711	2,003	91	105
Whatcom Cmty. C.	212	216	2,261	28	128
Wilkes Cmty. C.	364	314	1,985	64	118
William Rainey Harper C.	2,028	1,925	14,267	192	582
Williamsport Area Cmty. C.	1,911	541	3,099	183	214
Wilmar Cmty. C.	346	296	762	31	50
Wilson Co. Tech. Inst.	269	299	1,216	44	65
Worthington Cmty. C.	175	138	570	29	35
Wor-Wic Tech. Cmty. C.	41	129	462	13	56
Yakima Valley C.	1,087	970	4,571	120	284
Yavapai C.	386	374	4,536	69	300
York Tech. C.	638	495	1,663	59	126
TOTALS	**618,838**	**598,238**	**3,379,028**	**60,237**	**136,406**

TABLE 2

Church-Affiliated Two-Year Collegiate Level Institutions

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Alabama Christian C.	669	322	1,081	11	72
Alabama Lutheran J.C.	65	149	214	9	14
Ancilla Domini C.	14	73	231	8	18
Anderson C.	472	555	1,158	42	61
Aquinas J.C.	109	69	323	12	37
Assumption C. for Sisters *W*	---	19	37	4	8
Bacone C.	137	271	523	36	43
Bethany Lutheran C.	128	128	286	20	25
Brevard C.	331	304	683	39	62
Brewton-Parker C.	266	209	638	20	61
Central C.	103	135	242	14	22
Chatfield C.	3	12	69	---	26
Clarke C.	94	81	190	17	26
Concordia C., Wisconsin	129	161	376	20	40
Concordia Lutheran C., Texas	134	94	244	14	21
Crosier Sem. J.C. *M*	16	---	17	12	12
Crowley's Ridge C.	18	41	63	6	8
Don Bosco Tech. Inst. *M*	318	---	327	3	34
Donnelly C.	136	180	485	27	39
Emmanuel C.	177	179	364	23	28
Felician C. *W*	28	75	431	9	28
Freeman J.C.	11	32	65	3	18
Friendship J.C.	132	41	178	12	16
Golden Valley Lutheran C.	284	288	585	30	51
Hesston C.	295	363	693	44	67
Holy Cross J.C.	114	74	228	13	16
Jacksonville C.	150	79	308	7	11
Judson Baptist C.	103	126	242	15	35
Kettering C. of Medical Arts	92	264	399	31	56

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Lindsey Wilson C.	115	106	387	13	31
Lon Morris C.	149	132	321	18	25
Louisburg C.	376	286	678	31	42
Lourdes C. *W*	2	165	475	22	35
Mallinckrodt C. *W*	9	47	228	13	30
Mary Holmes C.	319	313	655	24	30
Marymount Palos Verdes C.	114	216	348	13	27
Mater Dei C.	45	111	277	16	38
Midway C. *W*	---	252	310	29	56
Ministerial Inst. and C.	90	310	400	6	19
Montreat-Anderson C.	207	206	426	21	31
Morristown C.	79	67	147	12	16
Mt. Olive C.	118	196	327	16	26
Mt. St. Clare C.	46	111	214	6	35
Natchez J.C.	6	56	62	2	6
Nazarene Bible C.	372	50	689	23	25
North Greenville C.	314	166	562	27	48
Northeastern Christian J.C.	74	112	194	10	28
Ohio Valley C.	101	132	241	12	22
Oklahoma City Southwestern C.	335	114	824	28	54
Ottumwa Heights C.	85	160	323	8	34
Peace C. *W*	---	501	506	28	35
Pinebrook J.C.	32	41	78	5	20
Presentation C.	21	253	390	39	54
Reinhardt C.	268	207	528	13	43
St. Catharine C.	48	61	155	11	19
St. Gregory's C.	152	121	282	13	31
St. Mary's C. *W*	---	293	299	33	38
St. Mary's C. of O'Fallon	38	100	487	22	40
St. Mary's J.C.	36	505	740	---	---
St. Paul's C.	41	70	175	14	25

TABLE 2—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
St. Thomas Sem. *M*	27	---	27	9	11
Shorter C.	71	81	173	8	12
Southeastern Christian C.	34	41	124	10	16
Southern Baptist C.	159	162	384	16	26
Southwestern Christian C.	234	134	369	15	22
Spartanburg Methodist C.	485	381	1,115	32	69
Springfield C. in Illinois	144	168	524	19	43
Sue Bennett C.	103	104	261	13	23
Suomi C.	241	273	537	16	31
Tomlinson College	127	135	272	14	16
Trinity Bible Inst.	222	155	411	21	28
Trocaire C.	44	475	751	36	68
Truett McConnell C.	268	232	649	19	72
Waldorf C.	271	215	506	26	39
Wesley C.	290	383	1,164	47	53
Wingate C.	684	618	1,404	61	76
Wood J.C.	81	118	235	9	21
York C.	135	147	304	15	27
TOTALS	**11,740**	**13,606**	**31,618**	**1,415**	**2,571**

TABLE 3

Independent Two-Year Collegiate Level Institutions

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Academy of Aeronautics	1,209	5	1,591	51	61
Alice Lloyd C.	55	110	174	12	17
American Academy of Dramatic Arts	213	191	404	---	25
Anne Arundel Cmty. C.	1,086	978	6,502	177	337
Aquinas J.C., incl.	---	(404)	(406)	(23)	(28)
Main Campus	---	404	406	23	28
A.T.E.S. Tech. School	75	4	159	7	13
Bay Path J.C. *W*	---	635	648	24	35
Becker J.C., incl.	(139)	(1,081)	(1,241)	(41)	(71)
Becker J.C., Leicester	115	386	507	16	29
Becker J.C., Worcester	24	695	734	25	42
Beckley C.	320	262	1,319	15	64
Brooks C.	12	642	654	8	44
Caribbean J.C.	366	653	1,204	25	73
Cazenovia C. *W*	---	474	481	16	41
Central City Business Inst.	290	603	1,024	28	58
Central Texas C.	972	758	4,652	69	132
Central YMCA Cmty. C.	877	1,970	4,492	83	314
Champlain C.	224	578	860	34	48
Coastal Carolina Cmty. C.	585	590	2,123	73	105
C. of Ganado	20	62	321	12	26
Condie C. of Business & Tech.	170	100	320	16	21
Culinary Inst. of America, The	1,081	224	1,585	90	92
Cumberland C. of Tennessee	156	143	456	13	32
Cumberland School of Medical Tech.	12	34	46	5	6
Davenport C. of Business	464	735	2,243	55	128
Deep Springs C. *M*	23	---	23	7	15
Delgado C.	2,218	1,709	9,582	317	833
Edward Williams C.	242	120	779	14	47
Fisher J.C. *Coord*	817	913	2,246	23	135
Florida C.	267	252	544	26	34

TABLE 3—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Forsyth School for Dental Hygienists	1	202	203	11	22
Fort Scott Cmty. C.	230	267	1,048	33	85
Harcum J.C. *W*	---	828	954	31	64
Humphreys C.	53	145	300	10	20
Inter American U. of Puerto Rico, incl.	(3,617)	(4,914)	(10,016)	(171)	(510)
Aguadilla Regional C.	784	1,056	2,295	39	123
Arecibo Regional C.	867	1,138	2,363	35	108
Barranquitas Regional C.	367	511	1,022	21	57
Fajardo Regional C.	627	719	1,572	24	80
Guayama Regional C.	301	599	974	23	65
Ponce Regional C.	671	891	1,790	29	77
International Business C.	81	260	429	7	23
James Sprunt Inst.	263	259	741	45	55
Jamestown Business C.	11	259	271	8	12
Kemper Military School & C.	58	2	61	2	13
Keystone J.C.	260	332	852	35	66
Laboure J.C.	32	273	457	29	33
Lansing Cmty C.	2,077	2,343	18,313	275	1,000
Lasell J.C. *W*	---	638	652	48	77
Lees-McRae C.	465	261	731	36	46
Lewis Business C.	128	432	617	4	17
Lincoln C.	307	211	637	32	46
MacCormac J.C.	45	403	466	23	44
Manor J.C. *W*	---	154	312	13	39
Maria C.	26	394	556	40	50
Marion Military Inst.	226	---	226	19	19
Michigan Christian J.C.	115	165	323	12	22
Morrison Inst. of Tech.	170	25	197	8	9
Mt. Aloysius J.C.	72	379	510	29	42
Mt. Ida J.C.	11	656	682	34	64

TABLE 3—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Newbury J.C.	180	388	1,749	27	136
Northwestern Electronics Inst.	394	17	562	---	---
Northwood Inst.	72	54	131	4	12
Palmer J.C.	149	85	648	8	50
Paul Smith's C.	824	205	1,045	72	74
Peirce J.C.	261	792	1,633	40	95
Piedmont Tech. Inst.	227	159	691	33	58
Pine Manor J.C. *W*	---	398	565	23	45
Pittsburgh Inst. of Aeronautics	357	8	365	16	18
Prentiss Inst.	31	50	81	9	11
Russell Sage J.C. of Albany	276	556	944	40	75
Sioux Empire C.	258	49	403	10	38
Southern Seminary J.C. *W*	---	235	237	20	27
Union C., New Jersey	1,227	1,066	5,346	101	219
Valley Forge Military J.C.	111	---	116	13	21
Vermont C. of Norwich Univ.	46	329	426	---	---
Villa Julie C.	8	364	566	15	75
Villa Maria C. of Buffalo	111	269	486	20	37
Walker C.	214	249	699	23	37
Wood School, The *W*	---	500	500	12	20
Young Harris C.	223	268	501	24	30
TOTALS	**25,110**	**34,073**	**103,327**	**2,729**	**6,291**

TABLE 4

Proprietary (Tax-Paying) Schools

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Albany Business C.	155	365	741	20	40
Allentown Business School	22	156	200	6	18
Bailey Tech. School	679	13	692	20	23
Bassist Inst.	5	165	170	6	12
Bay Valley Tech. Inst.	228	77	370	9	13
Beal C.	61	178	586	---	---
Berkeley Claremont School, Hicksville, N.Y.	---	270	270	9	12
Berkeley School, The, White Plains, N.Y.	---	727	727	28	31
Bryant & Stratton Business Inst., Buffalo, N.Y.	358	1,268	1,668	45	55
Casa Loma Inst. of Tech.	83	59	142	10	11
Cecils Junior C.	115	123	277	8	9
Center for Degree Studies	3,135	528	3,773	90	90
Central Pennsylvania Business C.	74	560	666	30	42
Chicago C. of Commerce	12	365	795	14	26
Churchman Business School	82	135	245	7	11
Cincinnati Metropolitan C.	39	147	198	11	11
Collegiate Inst.	55	155	220	14	26
Davis J.C. of Business	28	159	561	7	22
Dean Inst. of Technology	245	9	396	16	28
Draughon's Business C., Memphis, Tenn.	232	339	829	11	25
Draughons C., Nashville, Tenn.	177	206	407	6	14
Draughon's J.C. of Business	145	240	403	8	27
Edmondson C.	98	226	398	12	24
Electronic Data Processing C. of Puerto Rico	517	179	719	7	34
Five Towns C.	198	61	327	22	37
Hardbarger Business C.	249	576	1,022	18	51
Hesser C.	82	224	324	12	21

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Holliston J.C.	44	278	591	25	36
Huntington C. of Business	190	225	419	12	20
ICPR Junior College	760	850	1,778	55	98
ITT Technical Inst., Evansville, Ind.	137	4	141	7	7
ITT Technical Inst., Ft. Wayne, Ind.	476	25	501	18	18
Jefferson C.	228	145	409	8	17
Keystone Secretarial & Business Administration School	5	143	175	12	18
Lamson Business C.	385	553	1,042	36	54
Levitan School, The	12	65	78	4	7
Lincoln School of Commerce	102	403	525	14	31
Louisville Tech. Inst.	190	10	212	3	28
Madison Business C.	58	158	245	6	15
Mansfield Business C.	78	93	179	---	---
McCann School of Business	11	93	104	6	7
McIntosh C.	4	74	111	4	8
McKenzie C.	300	200	500	5	14
Michiana C. of Commerce	37	74	125	5	10
Midstate C.	27	173	345	8	19
Milwaukee Stratton C.	39	149	448	6	24
Miss Wade's Fashion Merchandising	10	190	200	5	5
National Business C.	330	463	832	21	66
Nebraska C. of Business	201	237	468	11	20
New England Tech. Inst.	568	7	575	18	25
New Kensington Commercial School	7	130	139	6	7
Northwestern Business C., Tech. Ctr.	718	250	1,078	27	51
Owensboro Business C.	282	170	481	13	28
Penn Commercial C.	9	98	138	5	9
Pennsylvania Inst. of Tech.	225	10	315	7	12
Penn Tech. Inst.	390	18	461	16	18

TABLE 4—*Continued*

Institution	Men Full-time	Women Full-time	Grand Total Students	Full-time Teaching Staff	Total Teaching Staff
Phillips C., Gulfport, Miss.	293	248	543	11	25
Pittsburgh Tech. Inst.	163	26	193	9	12
Ramirez C. of Business & Tech.	172	442	639	24	26
Sullivan J.C. of Business	282	455	944	17	60
Triangle Inst. of Tech., Inc.	434	126	626	37	44
United Electronics Inst.	137	2	139	11	14
Vale Technical Inst.	364	1	383	23	25
West Virginia Career C. at Morgantown	110	128	238	5	14
Williamsport School of Commerce	6	61	68	5	5
Winsalm C.	74	136	354	10	30
Wisconsin School of Electronics, Inc.	172	7	179	6	10
TOTALS	**15,104**	**14,430**	**34,047**	**967**	**1,650**

TABLE 5

Full-time Classified Freshman Enrollments in 331 Comparably Reporting Institutions

Institutional Type	Number of Schools	1978			1977 Total
		Men	Women	Total	
Public	269	129,922	126,397	256,319	268,815
Church-affiliated	32	2,845	3,749	6,594	6,496
Independent	25	3,822	6,542	10,364	11,701
Proprietary	5	750	822	1,572	1,376
TOTALS	**331**	**137,339**	**137,510**	**274,849**	**288,388**

TABLE 6

Grand Total Enrollments by Geographical Regions and States in 736 Comparably Reporting Institutions

Region and States	Comparable Institutions	Grand Total Students 1978-79	Grand Total Students 1977-78
New England	**(35)**	**(50,103)**	**(51,684)**
Connecticut	10	22,722	22,673
Maine	3	5,106	5,386
Massachusetts	14	17,470	18,363
New Hampshire	6	3,243	3,454
Rhode Island	---	---	---
Vermont	2	1,562	1,808
Middle Atlantic	**(66)**	**(386,930)**	**(384,631)**
New Jersey	14	75,219	74,024
New York	20	246,097	243,906
Pennsylvania	32	65,614	66,701
East North Central	**(151)**	**(506,417)**	**(507,244)**
Illinois	36	167,824	170,198
Indiana	16	18,705	16,165
Michigan	29	158,780	158,816
Ohio	45	108,657	107,321
Wisconsin	25	52,451	54,744
West North Central	**(88)**	**(139,076)**	**(138,822)**
Iowa	15	20,781	20,723
Kansas	20	27,585	27,667
Minnesota	24	30,831	29,683
Missouri	14	40,960	41,974
Nebraska	8	11,396	10,963
North Dakota	5	7,068	7,351
South Dakota	2	455	461
South Atlantic	**(115)**	**(353,262)**	**(350,079)**
Delaware	1	1,164	1,143
District of Columbia	---	---	---
Florida	25	166,744	162,304
Georgia	12	11,853	12,388
Maryland	13	67,142	68,338
North Carolina	43	73,181	70,522
South Carolina	15	24,112	24,505
Virginia	1	1,161	1,190
West Virginia	5	7,905	9,689
East South Central	**(55)**	**(83,562)**	**(84,498)**
Alabama	11	19,261	20,164
Kentucky	18	17,065	18,537
Mississippi	11	10,789	11,354
Tennessee	15	36,447	34,443

TABLE 6—*Continued*

Region and States	Comparable Institutions	Grand Total Students 1978-79	Grand Total Students 1977-78
West South Central	**(69)**	**(241,874)**	**(241,216)**
Arkansas	7	8,358	8,191
Louisiana	3	11,770	12,829
Oklahoma	13	34,635	35,226
Texas	46	187,111	184,970
Mountain	**(47)**	**(152,373)**	**(150,005)**
Arizona	9	71,738	69,897
Colorado	13	35,950	36,860
Idaho	2	4,500	4,448
Montana	3	2,651	2,972
Nevada	1	7,685	6,519
New Mexico	7	5,251	4,880
Utah	5	13,779	13,683
Wyoming	7	10,819	10,746
Pacific	**(100)**	**(886,949)**	**(942,845)**
Alaska	---	---	---
California	74	753,748	813,026
Hawaii	1	5,833	6,086
Oregon	8	32,028	32,586
Washington	17	95,340	91,147
Commonwealth and Territories	**(10)**	**(13,282)**	**(12,589)**
American Samoa	1	777	719
East Caroline Islands	1	366	309
Puerto Rico	8	12,139	11,561
TOTALS	**736**	**2,813,828**	**2,863,613**