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ABSTRACT

An issues-oriented framework for selecting data to support typical state-level planning analyses is presented. Attention is focused on questions concerning the planning issues, and the general data requirements required to support a given state's analytical questions and decision requirements. State-level planning issues in postsecondary education that have been identified as common to all states are covered. A table links issue categories, analytical questions for each issue, applicable data, and examples of data uses. Cross-references are made to the appropriate page in the data section. The data section provides separate pages for each type of data, and includes descriptions of the data, potential uses, and available sources (in either published or machine-readable form). Another section describes available sources for the categories of population information, elementary/secondary information, and the Higher Education General Information Survey and other postsecondary education surveys; sample tables, forms, and surveys are included. A glossary presents standard definitions and categories. Appended is detailed information regarding particular state-level developmental issues, including cost information for state planning, and classifications structures for institutions and programs. (SW)

This report has been produced as part of a project supported by the W.K. Kellogg Foundation of Battle Creek, Michigan, with supplemental funding from the National Center for Education Statistics.

Postsecondary-Education Information Planning at the State Level

Selection of Data to Address Planning Issues

Sherrill Cloud

1979

National Center for Higher Education Management Systems
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Postsecondary-Education Information Planning at the State Level

Five documents have been published as a result of the State-Level Information Base project under the general title of *Postsecondary-Education Information Planning at the State Level.* The specific documents are as follows.

Overview. The *Overview* briefly describes the project's purpose, history, and results.

Planning Guide. The *Guide* provides a context for understanding the major environmental and procedural factors influencing the development of state-level information systems. Specifically, it discusses assessment of the developmental environment (agency authority and role, institutional concerns), selection of a procedural approach to information-system planning, assessment of information needs generally, selection and evaluation of specific data elements, and assessment of resource requirements (staffing, computer and systems support, institutional costs).

Selection of Data to Address Planning Issues. As a companion to the *Planning Guide,* this document provides a framework for reviewing common state-level planning issues, the questions that focus analysis on those issues, and the general data requirements associated with the more common questions and analyses. The document includes a section summarizing references to applicable data sources (in either published or machine-readable format), including, when possible, descriptions or examples of these sources. The Glossary section of the document contains standard data definitions and suggested categories for collecting and presenting data.

Pilot-Test State Case Studies. The *Case Studies* describe the background and functions of each of the eight pilot-test state agencies, its approach to information systems, and its planning responsibilities (comprehensive planning, budgeting, program review). Each agency's data set is also described, and each state's information-system costs are summarized. This document also discusses attempts to develop state-level information about adult/continuing education in two pilot-test states and about educational outcomes in two others.

Systems-Related Experiences in Eight Pilot-Test States. As a companion to the *Case Studies,* this document describes pilot-test state experience with systems development, including evaluation of information needs, hardware and software choices, survey administration, staffing considerations, data organization, and data storage and linkage considerations. The ranges of developmental costs among pilot-test state agencies are summarized, and caveats related to difficulties in obtaining reliable and informative data on costs are discussed.

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For Those Who Follow

The documents provided by the State-Level Information Base project represent the individual experiences of the eight states that have attempted to establish a common methodology for collecting, displaying, and using information with the project's issues and data framework as a guide.

In the course of implementing or upgrading our individual state-level information systems over the last three years, we have learned that inter- and intrastate data comparability, while a worthwhile objective, is occasionally an administrative quagmire. Goals that appeared to be theoretically possible and administratively reasonable often proved to be elusive when placed in a practical setting.

During the course of our efforts we have reported our findings to the project Task Force, the Participant States Group, and NCHEMS staff. Modifications have been made in the earlier documents to incorporate our changing thoughts. These documents accurately reflect our experiences, emphasizing the value we have found in implementing the project's concepts while providing cautions regarding the occasional pitfalls we have encountered.

It is important for the reader to understand that each of our states has derived different but important benefits from the concepts represented in the documents. Organizational, political, and economic constraints precluded "successes" in some areas in spite of the dedicated work of our institutional colleagues and our support staff. That we have achieved our results in different ways should be viewed as one of the more important outcomes of the project and as evidence of our collective feeling that no magic solutions exist in the area of information-based state-level planning. The existence of the project documents and other services will not end all data ills but can, however, substantially aid states contemplating implementation of a statewide information system to support state-level planning responsibilities.

We convey the project documents to you with the hope that you will profit from our experiences, and we trust that you will join us in sharing the insights you gain in implementing the project's concepts with those who follow.

Patrick Callan
Executive Director
California Postsecondary Education Commission

T. Edward Hollander
Chancellor
New Jersey Department of Higher Education

Fujio Matsuda
President
University of Hawaii

Hadley S. DePuy
Deputy Commissioner for Higher and Professional Education
New York State Education Department

James M. Furman
Executive Director
Illinois Board of Higher Education

Howard R. Boozer
Executive Director
South Carolina Commission on Higher Education

Harry M. Snyder
Executive Director
Kentucky Council on Higher Education

Gordon K. Davies
Director
The State Council of Higher Education for Virginia

PREFACE

The State-Level Information Base project was initiated in July 1975 with funding from the W. K. Kellogg Foundation to assist state-level planners in postsecondary education with their information needs. The project since then has developed a set of services to guide information-system planners in the development and maintenance of information systems to support postsecondary-education planning at the state level. Differences among state-level postsecondary-education agencies in their responsibilities and analytical requirements are extensive. Therefore the project documents are designed to serve as reference frameworks from which each state can develop a more tailored approach.

In order to respond to the range of responsibilities and to the data intensity of various approaches among the postsecondary-education agencies at the state level, the project has developed five published documents (described on the inside cover), a program of staff assistance, and a series of topical and general workshops.

The five documents published as a result of the State-Level Information Base project are:

1. Postsecondary-Education Information Planning at the State Level: Overview

2. Postsecondary-Education Information Planning at the State Level: Planning Guide

3. Postsecondary-Education Information Planning at the State Level: Selection of Data to Address Planning Issues

4. Postsecondary-Education Information Planning at the State Level: Pilot-Test State Case Studies

5. Postsecondary-Education Information Planning at the State Level: Systems-Related Experiences in Eight Pilot-Test States

The Overview document briefly describes the project's purpose, history, results, the other four documents, and the availability of project-supported assistance to interested state-level planning agencies. Planning Guide and Selection of Data to Address Planning Needs are companion documents that provide overall planning concepts and a supporting framework for states considering the development of a postsecondary-education information system at the state level. Pilot-Test State Case Studies and Systems-Related Experiences in Eight Pilot-Test States are companion documents that describe the specific environmental and procedural factors related to the development of information systems in the pilot-test states during the first three years of the project.

A program of staff assistance allows interested states to draw on both project staff and pilot-test state staff for direct assistance in such areas as: (1) the initial consideration of information-system requirements, (2) the development of a plan and process for implementing the system, and (3) technical assistance in the design of data-processing support and enhancements. Project-sponsored or cosponsored workshops address topics related to current postsecondary-education planning responsibilities at the state level, with an emphasis on those that are particularly data intensive. Published monographs document the proceedings of these workshops. The use of pilot-test state staff to assist new states and the sponsorship of workshops bringing state-level planners together on topics of common interest are both intended to promote a network for communication among state-level planners and information-system developers that will continue after the project is officially completed.

Developmental History

The State-Level Information Base project was initiated in 1975 under terms of agreement from the W. K. Kellogg Foundation. The high level of interest of the Foundation's program director, Dr. Peter R. Ellis, allowed the project to evolve in a way that assured maximum sensitivity to differing state-level needs. The entrance of the National Center for Education Statistics (NCES) into the project in 1976 allowed the scope and the depth of the project to be increased. A federal component of the State-Level Information Base project (the Federal Data Core project) was initiated to help NCES reevaluate federal data needs related to postsecondary education. NCES support also provided for special state-level efforts in determining data requirements dealing with educational outcomes and adult- and continuing-education planning. The depth of the project was increased through NCES support by the addition of three general pilot-test states and by further support for the direct staff-assistance portion of the dissemination effort.

The primary review group for the project was a Task Force composed of representatives of each of the eight pilot-test agencies, four representatives of postsecondary institutions, and two representatives of other state-level agencies with an interest in postsecondary education. The Task Force was assisted in its review by a Participant States Group composed of representatives of all postsecondary-education agencies at the state level that expressed interest in the project but had not been selected as pilot-test states. One member of the Participant States Group was selected by the group to serve as a liaison to the Task Force.

The pilot-test states were selected in the first two months of the project. Each state higher-education executive officer was invited to express interest in pilot-test participation. Selection of pilot-test states from those responding was based on several factors, including size, geographic location, authority, and status of management-information-system development. The initial five pilot-test states were California (California Postsecondary Education Commission), Hawaii (University of Hawaii), Illinois (Illinois Board of Higher Education), Kentucky (Kentucky Council on Higher Education), and New Jersey (New Jersey Department of Higher Education). The three other states that were added when NCES entered the project in 1977 were New York (Office of Higher and Professional Education of the New York State Education Department), South Carolina (South Carolina Commission on Higher Education), and Virginia (The State Council of Higher Education for Virginia).

The first year of the project was spent conducting a survey of state-level planning functions and data-collection activities. From that survey, the staff proposed a preliminary data set for review by the Task Force and Participant States Group. The review resulted in some reduction in the total size of the data set and the addition of an issues framework intended to ensure that proposed data collection in any state would be justified in terms of real state-level issues and decision requirements. Also in the first year, the first edition of the State Postsecondary Education Profiles Handbook was developed and distributed in cooperation with the Education Commission of the States (ECS) and the State Higher Education Executive Officers (SHEEO). The document provided a basic set of characteristics on each state that included a description of the organizational structure of postsecondary education and the functions of the statewide coordination and/or governing agency, a summary of basic descriptive statistics, and an inventory of state-based research studies.

The second year of the project saw the addition of NCES support (initiation of the federal component of the project, three more general pilot-test states, and special data analyses in the areas of educational outcomes in two states and adult and continuing education in two other states). Also during the second year, the second edition of the State Postsecondary Education Profiles Handbook was published, and field-review editions of the State-Level Information Base project's preliminary documents, presenting the initially defined planning issues and data set, were widely circulated for review.

Twenty copies of the draft documents were sent to each pilot-test state for review by state-level personnel and institutional staff. Six hundred copies were sent to individuals on the NCHEMS general distribution mailing list, a list comprised mainly of institutional administrative personnel. An additional 500 copies were mailed to a selected list of reviewers, including all state higher-education agencies, other state-level postsecondary-education systems, relevant national associations, state budget offices, and selected legislative staff offices. During the review period, the project staff also met directly with staff and committees of such organizations as the State Higher Education Executive Officers (SHEEO) and the National Association of College and University Business Officers (NACUBO) to promote and accomplish the review process.

The third year of the project was devoted to a synthesis of the pilot-test experience and field-review results into drafts of the final project documents. The pilot-test phase in each of the states was completed, and documents were drafted for Task Force consideration. The Federal Data Core project's field-review drafts were circulated for review, and final linkages were made between the Federal Data Core project and the State-Level Information Base project regarding data-reference aspects of the final documents.

The fourth year of the project provided for completion and distribution of project documents and for initiation of on-site staff assistance and topical workshops. The combination of project documents, direct staff assistance, and workshops helped to promote a network for communication among state postsecondary-education planners and information-system developers so that support activities and the exchange of ideas can continue beyond the end of the funded portion of the project.

Evolution of Project Activities and Services

When the project was initiated in the summer of 1975 the objectives were:

- To develop an information base designed to support state-level planning and decisionmaking, including a standardized data set and standardized support software with the capability for interstate access

- To pilot test and install this information base in selected states

- To assist states in the implementation of the information base by training staff in its maintenance and use

As the impact of diverse state-level planning needs and approaches became clear, it became necessary that the project reflect the following changes in focus:

- From one of a standardized information base and supporting software, to the development of an adaptable and flexible data-assessment framework with individual states making their own software choices based in part upon pilot-test state experience

- From states having direct computer access to the information systems in other states, to promotion of the exchange of profile information among interested states after specific issues have been identified and specialized definitions and procedures have been developed

- From generalized cost-estimating procedures regarding the development of information systems, to cost summaries drawn from pilot-test state experience

- From the definition of an all-encompassing data universe to support state-level planning, to the definition and analysis of the decisionmaking requirements associated with common postsecondary-education issues as the basis for data selection

- From a concentration on state-level planning decisions only, to a consideration of federal planning issues, to coordination of definitions and data descriptions in areas of overlap between the state and federal data-reference documents, and to an increasing emphasis on the need for institutional involvement and consideration for institutional capabilities

The pilot-test state involvement began with the concept of installing a standardized information base and testing a standardized data set and supporting software. Their involvement then shifted to include a dissemination process as well as an evaluative process by:

- Promoting the development of new ideas and the exchange of state experiences with information systems

- Encouraging the evaluation of existing data collection and the selection of only that data needed for planning and decisionmaking needs

- Emphasizing the importance of managing data in a data-base management sense by developing an awareness of the data-integration needs within an information system

- Promoting the coordination of federal/state data needs that evolved from the State-Level Information Base project and the closely related Federal Data Core project

The pilot-test states' experiences and evaluations led to:

- Modifications to the preliminary list of common issues and related data needs

- Development of summary conclusions and recommendations regarding the overall methodology for developing information systems

- Recommendations that the project's dissemination process include workshops on specific topics of interest to the participants--thus serving the dual objectives of promoting improved state-level planning and promoting the use of State-Level Information Base project results

The final documents have been through an extensive review process that has included comments received from the national field review of the preliminary documents, the project Task Force, pilot-test states, Participant States Group, and the NACUBO Finance Management Committee and internal NCHEMS staff review.

ACKNOWLEDGMENTS

The State-Level Information Base project benefited substantially from the participation of many individuals during its three years of development. Any attempt to list all who contributed would inevitably and unintentionally suffer from important omissions. The project staff hopes that those who participate, but are not mentioned here, will understand our limitations and accept our appreciation.

Project Task Force and Pilot-Test State Representatives

As mentioned in the Preface, the primary review group for the project was a Task Force composed of representatives of the pilot-test states, of other interested state-level agencies, and of public and private postsecondary-education institutions. Task Force participation was a sensitive and time consuming responsibility, and each of the members deserves special recognition for service rendered. The members were:

Thomas Braun
Deputy Executive Director
for Administration
Kentucky Council on Higher Education

Charles A. Brooks, Jr.
Coordinator of MIS Computerization
South Carolina Commission on Higher
Education

Richard Dunn
Executive Budget and Management
Officer
Wisconsin State Department of
Administration

Frederick R. Ford
Executive Vice President and
Treasurer
Purdue University

William Fuller
Executive Director
Nebraska Coordinating Commission
for Postsecondary Education

John Harrison
Associate Director for Administration
California Postsecondary Education
Commission
Horace Crandell, Higher Education Specialist at the California Postsecondary Education Commission, preceded John Harrison as the California pilot-test state representative.

Adolph Katz
Director
Office of Planning and Research
New Jersey Department of Higher
Education
J. Bruce Robertson, currently Commissioner of Higher Education for the State of Missouri, preceded Adolph Katz as the New Jersey pilot-test state representative.

Stephen W. Keto
Chief Fiscal Officer
Idaho Office of the State Board of
Education

James McGovern
Associate Director
Illinois Board of Higher Education
David Nyman, currently with Deloitte, Haskins, and Sells, and Paul Lingenfelter, Associate Director for Fiscal Affairs of the Illinois Board of Higher Education, both preceded James McGovern as the Illinois pilot-test state representative.

J. Michael Mullen
Assistant Director
The State Council of Higher Education
for Virginia

Larry H. Litten
Coordinator
Institutional Research
Carleton College

Joseph A. Malik
President
Grays Harbor College

Jane Ryland
Director
SHEEO/NCES Communication Network
Liaison representative from the
Participant States Group
Norman Fischer, Institutional Research Analyst for the Washington Council on Higher Education, preceded Jane Ryland as Participant States Group liaison representative to the Task Force.

Kenji Sumida
Director of Finance
University of Hawaii

Robert Wetnight
Vice President for Finance
Western Michigan University
Robert O. Benfield, currently Vice President for Fiscal Affairs at Texas Women's University, preceded Robert Wetnight as a Task Force member.

Richard E. Willey
Budget Analyst
Pennsylvania House Appropriations
Committee

Paul Wing
Coordinator Postsecondary Research,
Information Systems and Institutional Aid
New York State Education Department

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Peter Woodberry
Postsecondary Education Specialist
Rhode Island Department of Education

Ex Officio

Curtis O. Baker
Acting Head, Systems Design and Methodology Section
Systems Design and Analysis Branch
National Center for Education Statistics

Katherine Wallman, currently with the Office of Federal Statistical Policy and Standards, preceded Curtis O. Baker as the NCES ex officio representative to the Task Force.

Participant States Group

The second advisory group for the project, composed of representatives of state postsecondary-education agencies and other organizations interested in project developments and results, also played an important role during the developmental phase. Since the group represents a large number of potential users of the project results, members of the Participant States Group (PSG) were especially valuable in assessing the relevance and utility of alternative approaches considered by the project staff and the Task Force. The PSG met the day before each Task Force meeting and presented its advice to the Task Force through a liaison representative.

The following state-level agencies and other interested groups were represented at one or more meetings of the PSG:

ALABAMA

- Alabama Commission on Higher Education

COLORADO

- Colorado Commission on Higher Education

CONNECTICUT

- Connecticut Commission for Higher Education

FLORIDA

- State University System of Florida
- Department of Education, Division of Community Colleges

GEORGIA

- University of Georgia
- Georgia Board of Regents

IDAHO*

- Idaho Office of the State Board of Education

INDIANA

- Indiana Commission for Higher Education

IOWA

- Iowa Coordinating Council for Post High School Education
- Iowa State Board of Regents

KANSAS

- Kansas Commission for Postsecondary Education
- Kansas Board of Regents

LOUISIANA

- Louisiana Board of Regents

MARYLAND

- State Board of Higher Education

MICHIGAN

- State Department of Education

MINNESOTA

- Minnesota Higher Education Coordinating Board
- Minnesota State College Board
- State Department of Finance and Information Systems

MISSISSIPPI

- Board of Trustees of State Institutions of Higher Learning

MISSOURI

- Missouri Department of Higher Education

MONTANA

- Montana University System

NEBRASKA*

- Nebraska Coordinating Commission for Postsecondary Education

NEW MEXICO

- New Mexico Board of Educational Finance

NEW YORK*

- New York State Education Department

NORTH DAKOTA

- North Dakota State Board of Higher Education

OHIO

- Ohio Board of Regents

OKLAHOMA

- Oklahoma State Regents for Higher Education

OREGON

- Oregon Educational Coordinating Commission

* Became a pilot-test state during second year of project.

PENNSYLVANIA

- Higher Education Office of the Pennsylvania Department of Education

RHODE ISLAND*

- Rhode Island Department of Higher Education

SOUTH CAROLINA*

- South Carolina Commission on Higher Education

TENNESSEE

- Tennessee Higher Education Commission

TEXAS

- Texas College and University System

VIRGINIA*

- Virginia Community College
- State Council of Higher Education for Virginia**

WASHINGTON

- Washington Council on Higher Education

WEST VIRGINIA

- West Virginia Board of Regents

WISCONSIN

- The University of Wisconsin System

Other Interested Groups

- Education Commission of the States
- National Association of Independent Colleges and Universities
- Southern Regional Education Board
- Western Interstate Commission for Higher Education

Pilot-Test States

Eleven states were involved in the pilot-test of project results. Eight of these were considered general pilot-test states in that they worked with the overall information requirements of state-level postsecondary agencies. Five of the eight, California, Hawaii, Illinois, Kentucky, and New Jersey, were involved from the beginning of the project. Three others, New York, South Carolina, and Virginia, were added during the second year.

Three other states were considered to be focused development pilot-test states in that they were primarily concerned with the information requirements associated with particular issues. Concentrating on information related to adult- and continuing-education planning were Idaho and Nebraska. Concentrating on state-level outcomes analysis were Hawaii (which was also a general pilot-test state) and Rhode Island.

* Became a pilot-test state during second year of project.
** The State Council became the pilot-test state agency.

The states and participating agencies were:

General Pilot-Test States

CALIFORNIA

- California Postsecondary Education Commission

HAWAII

- University of Hawaii

ILLINOIS

- Illinois Board of Higher Education

KENTUCKY

- Kentucky Council on Higher Education

NEW JERSEY

- New Jersey Department of Higher Education

NEW YORK

- New York State Education Department

SOUTH CAROLINA

- South Carolina Commission on Higher Education

VIRGINIA

- The State Council of Higher Education for Virginia

Focused Development Pilot-Test States

Adult and Continuing Education

IDAHO

- Office of the State Board of Education

NEBRASKA

- Coordinating Commission for Postsecondary Education

Outcomes Analysis

HAWAII

- University of Hawaii

RHODE ISLAND

- Department of Education

The role of a pilot-test state in this project involved more than testing the work of project staff. Each state-agency representative participated fully in project design and development through direct contact with staff and through membership on the project task force. All users of project results owe a debt of gratitude to the 11 pilot-test state representatives for the time they spent and for the quality of their contributions.

The name of the lead representative from each state is included in the list of project Task Force and pilot-test state representatives. Many other pilot-test agency staff participated in the project-related work in their agencies. Notable among them were Raleigh Awaya, Director of the Management Systems

Office at the University of Hawaii; Rose Bowman, Program Administrator, and Cliff Trump, Deputy Director for Academic Planning with the Office of the State Board of Education in Idaho; Steve Sabin, Assistant Director of the University of South Carolina Computer Services Division; and John Wittstruck, Coordinator of Information Systems with the Nebraska Coordinating Commission for Postsecondary Education.

Other Contributing Organizations

One of the objectives of the State-Level Information Base project is to promote linkages and a network for communication among all national and regional organizations interested in state-level planning and information systems. A network for communication is a process that requires a mutual exchange of effort, and six organizations deserve special recognition for their support of project activities.

The SHEEO/NCES Communication Network (a project of the State Higher Education Executive Officers sponsored by the National Center for Education Statistics) through its director, Jane Ryland, not only played a major role in Task Force and Participant States Group deliberations, but also served as a regular communication channel with the state coordinating and governing boards--the primary audience for the project. The Network also presents a strong opportunity for continuing dialogue among states about planning-related information requirements after the funded portion of the project is completed.

The Education Commission of the States (ECS) has been cosponsor of the State Postsecondary Education Profiles Handbook together with NCHEMS and SHEEO. Special mention should be made of Dr. John Folger, Dr. Richard Millard, and Nancy Berve, all of ECS, for their efforts on the compilation of the Handbook. The Handbook provided a timely and thorough review of the data references suggested in the Selection of Data to Address Planning Issues document and on project descriptions of costing as a data-intensive, state-level planning activity.

The National Association for College and University Business Officers (NACUBO), through its Finance Management Committee (formerly entitled the Costing Standards Committee) and the efforts of NACUBO staff member K. Scott Hughes, provided a timely and thorough review of the data references suggested in the initial project documents and the final document entitled Selection of Data to Address Planning Issues. They also reviewed project descriptions of costing as a data-intensive, state-level planning activity.

The National Association for Independent Colleges and Universities (NAICU) is developing a statement of useful state-level planning information for independent higher education. Dr. James Olliver and Dr. Virginia Fadil, codirectors of the State-National Information Network (SNIN) project, have kept in close touch with the results of the State-Level Information Base project as those results related to independent higher education in ways similar to those offered by the SHEEO/NCES Network for state higher-education agencies.

The Southern Regional Education Board (SREB) has supported the State-Level Information Base project both by cosponsoring a workshop on enrollment planning and by advising project staff on processes and uses for interstate comparative information. SREB, through the efforts of Dr. E. F. "Tex" Schietinger, Director of Research, Dr. James R. Mingle, and Dr. David S. Spence, both Research Associates, represents the best working example of interstate exchange of postsecondary-education planning information observed by the project staff during the course of the project.

The Western Interstate Commission for Higher Education (WICHE), in addition to being the parent organization of NCHEMS at the time the project began, has cooperated with project staff in reviewing data requirements associated with state-level program review, including cosponsorship of a project planning workshop on the subject. Dr. Richard Jonsen and Dr. Lilla Engdahl have worked closely with the project staff on the design and implementation of a WICHE project that surveys graduate programs and program-review practices in the western states.

NCHEMS Staff

During the four years of the State-Level Information Base project, many current and former NCHEMS staff members have been directly involved in project activities.

To Dr. Melvin Orwig and Dennis Jones goes credit for shaping the early stages of the project and for guiding the general course of all project activities during its four years. To Dr. Nancy Renkiewicz, the initial project director, goes credit for organizing the activities that first brought the proposal to life. To Marilyn McCoy goes credit for her contributions to project results through major authorship of the State-Level Information Base Field Review and Overview documents, and through her leadership of the Federal Data Core project, a federal-level activity and complementary to the State-Level Information Base project. Dr. Sidney Micek was the activity leader for the focused development work on state-level educational outcomes analysis, and Dr. Roger Sell led the staff work on adult and continuing education. To Ellen Cherin goes thanks from all project staff for her coordination of project documentation.

Other former and current NCHEMS staff members who have contributed to the development of the project are Richard Allen, Kathy Allman, Dr. Kent Caruthers, Mark Chisholm, Michael Haight, Dr. Edward Myers, Dr. James Topping, and Dr. Robert Wallhaus.

The production of the project documents has been a lengthy task, spread over two and one-half years. Special thanks go to Cynthia Labuda, for coordinating all work on the lengthy draft production process for final project documents, and to Paula Dressler, for preparing and coordinating production and distribution of the preliminary field review documents. Major contributions to preparation of drafts of the final project documents have been made by Helen Barron and Rebecca Shanks. Others who have been directly involved in the production of draft documents include Penny Baskin, Martha Hinckley, and Shirley Stucky.

Many other people have been involved in the project, and their help has also been appreciated. It should be emphasized, however, that any errors in the documents are the sole responsibility of the authors.

Project Funders

This statement of acknowledgments cannot possibly be complete without recognizing the role played by the two funding organizations and their representatives. The project was initiated under terms of a grant from the W. K. Kellogg Foundation. The willingness of that organization to make a major investment in the improvement of postsecondary-education planning at the state level deserves special recognition from all who practice postsecondary-education management at all levels. Dr. Peter Ellis, the W. K. Kellogg Foundation program director for this project, has exercised the Foundation's interests in the project in a firm and consistent manner and has been most understanding and supportive of the project staff throughout the four years.

The National Center for Education Statistics (NCES) provided supplemental funding for the State-Level Information Base project beginning in its second year and funded the complementary Federal Data Core project. The willingness of Mrs. Marie Eldridge, Administrator of NCES, to invest in improved design and use of information systems for postsecondary-education planning at the state and federal levels does much to encourage a long-term impact from the activities of the State-Level Information Base and Federal Data Core projects. Curtis O. Baker, NCES project officer, provided patient, knowledgeable guidance to the project staff throughout the project and also served as a source of accurate and timely information to pilot-test and participant states regarding NCES plans and services.

I.

INTRODUCTION

Purposes of This Document

This document is targeted for those individuals and agencies that have state-level postsecondary-education planning and decisionmaking as a primary objective and responsibility, including coordinating councils, governing boards, 1202 commissions, and central offices of multicampus or multidistrict systems. The document is intended to be used as a framework for reviewing state-level planning issues, for identifying the analytical questions and decisionmaking requirements that give focus to the planning issues in a given state, and for selecting and adapting the type of planning-related data required to support a given state's analytical questions and decision requirements. In addition to serving as a reference framework, the document provides references to available data sources. It is a companion document to the Planning Guide, which sets the context for understanding the major environmental and procedural factors influencing success in the development of postsecondary-education information systems at the state level. Thus this document is aimed at personnel at the state level who are specifically involved in an information systems planning effort--from leadership level to technical staff.

The Preface of this document describes in detail the evolution of the State-Level Information Base project and the changes in focus that occurred. Selection of Data to Address Planning Issues reflects many of these changes and, in particular, the following shifts in focus:

- From the development of a standardized information base and supporting software, to the development of an adaptable and flexible data-assessment framework with individual states making their own software choices based, in part, upon experiences of pilot-test states.

- From the definition of an all-encompassing data universe to support state-level planning, to the definition and analysis of decisionmaking requirements associated with common postsecondary-education issues as the basis for data determination and selection.

- From states having direct computer access to the information systems in other states, to the promotion of the exchange of profile information among interested states after specific issues have been identified and specialized definitions and procedures have been developed. (Standard definitions are provided in this document to be used at the discretion of each state.)

- From a concentration on state-level planning decisions only, to a consideration of federal planning issues, to coordination of definitions and data descriptions between the state and federal data-reference documents, and to an increased emphasis on the need for institutional involvement and an awareness of institutional capabilities.

The focus of this document is placed on:

- Emphasizing the <u>understanding of common planning issues first and then identifying data</u> related to those issues. Table 1, which is included in the Issues section, lists four broad issue categories, some questions to provide analytical focus for each issue, examples of data that might be applicable for answering the questions, and examples of the analytical uses of the data. Only data that can be related to one of the issues are included in the table. The data are then cross-referenced to the appropriate page in the Data section. In the Data section, each data page cross-references the issues by stating the planning issue(s) to which the data page is related.

- Emphasizing the <u>selection, modification, and adaptation of data</u> included in the document.

  - General descriptions of the data and brief overview table formats are included on each data page to enable a reader to understand the concept of the data needed. There is no intention to prescribe explicit table formats for data collection or presentation.

  - Suggestions as to alternative data inclusions and data presentation are provided.

  - References to available sources (in either published or machine-readable form) are included in the Sources section. The emphasis is placed on the scope of data available from each source, rather than trying to determine precisely what data should be extracted. The reader can then decide on the exact data that will best serve specific state planning needs.

- Possible categories for collecting and presenting data are referenced in the Glossary section. The reader is encouraged to review all the current categories and associated definitions before a table format is developed for data collection or presentation.

- Emphasizing the use of the document in a reference capacity to review the issues and data framework in order that a state can determine its own decision requirements and associated data needs. From this framework, a state will then decide how to use data for its own specific analytical needs, such as enrollment projections and program review, and for ongoing monitoring needs, including data profiles and data indicators.

This is intended to be a working reference document that can be modified and updated by project staff and that can be modified and adapted to the unique needs of each state by state-agency personnel. This has led to the use of a three-ring binder with the contents separated into specific sections (general descriptions of issues and data, descriptions/examples of sources, and a glossary of relevant standardized definitions and categories), both for ease of updates/insertions and for ease of reading and understanding.

The sections of this document are as follows:

Common Planning Issues. Chapter II is devoted to state-level planning issues in postsecondary education that have been identified as common to all states. The reasons and criteria for identifying these issues are given, in addition to listing the issues. The rest of this chapter is devoted to relating the planning issues to potential data needs by indicating examples of (1) questions that provide analytical focus for each planning issue, (2) data that might be applicable, and (3) the analytical uses of the data to support decisionmaking needs.

Data Related to Common Planning Issues. Chapter III further describes the data identified in chapter II as applicable to state-level planning issues. Only data that could be related to one or more of the issues are included in this chapter. (Note that some of the data identified in chapter II have no companion page in chapter III. The reason is that project staff, in attempting to be thorough in describing the data required to support some of the issue-related analyses, have identified data that fall beyond the scope of the project. An example would be specialized data required only for occasional special studies.) The organization of the data in this chapter is described and presented in an information-structure-overview chart. The specific data pages emphasize selection, modification, and adaption by giving suggestions as to alternative data inclusions and data presentations. There is no intention to prescribe data needs or data formats for collection or presentation. Linkages to the appropriate planning issue(s) and cross-references to applicable sources and definitions are provided.

Sources. Chapter IV includes descriptions and examples of available sources (in either published or machine-readable form). Emphasis is placed on the range of applicable data sources available, thus leading a reader to decide on the exact data that might best serve specific state planning needs.

Glossary. Chapter V is a glossary containing standard definitions and categories as well as some suggestions for modifications that may be necessary for state-level purposes, depending upon a specific state's situation.

Appendixes. Detailed information regarding particular state-level developmental issues are included as separate appendixes.

Need for Postsecondary-Education Information Planning at the State Level

The involvement of state government in postsecondary-education planning has increased dramatically in the last two decades. Before 1955, 31 states had no higher-education agency at the state level. Today every state has some kind of state higher-education agency, though each differs substantially in its responsibilities, functions, and operational procedures. Thus postsecondary-education planning at the state level has become far more visible. Major reasons for this are:

- The postsecondary-education enterprise has become more complex with the advent of steady or decreasing enrollments, shifting student interests, severe competition for state resources to establish new programs or expand existing programs, and pressures to broaden the clientele of postsecondary education beyond the traditional 18-24-year-old age group.

- The level of resources committed and the far-reaching impact of decisions about postsecondary education at the state level require that these decisions be as informed as possible and that both the information and the ability to analyze the information be available to support the planning and decision process.

- A state's long-range postsecondary-education planning needs must encompass all applicable institutions and rely on some degree of uniformity regarding institutional information that cannot be accomplished unilaterally by the institutions.

- Regularized data collection by one agency allows for current availability of data to address regular and ongoing information needs related to state-level decisionmaking. It also decreases the institutional reporting burden by allowing for planned, scheduled responses rather than interrupting ongoing processes to respond to ad hoc and potentially conflicting requests.

Review of Developmental Concerns

From the outset, the State-Level Information Base project has attempted to relate the information needs associated with state-level planning to specific functional requirements of state agencies. The project has also attempted to recognize the impact of postsecondary-education data collection at the federal level on certain characteristics of state-level collection (for example, classification structures to organize instructional reporting, and data requirements associated with certain federal legislation, such as those relating to access to physical facilities for the mobility impaired).

The project has come to refer to these kinds of concerns as developmental issues. That is, additional developmental work is needed at the state level or federal level before the results can be integrated into the project. In some cases, the staff have been able to make some progress during the course of the project. In other cases, things are in too early a stage of development for final conclusions to be incorporated into the documents.

There has been progress in two developmental areas as a result of supplemental support by the National Center for Education Statistics (NCES): state-level analysis of educational outcomes and state-level adult and continuing-education planning. The results of these developmental efforts are included as appendixes A and B in this document.

Project work on the issue of interstate data exchange, presented in appendix C, has concluded that the development of a standard interstate data-exchange set was not practical or feasible given the range of responsibilities and requirements of state agencies. Publications deriving from the project and other NCHEMS work, such as State Postsecondary Education Profiles (1976, 1977, and 1978), State and Local Financial Support of Higher Education, 1973-74, and Financing Higher Education in the Fifty States: Interstate Comparisons FY 1976, as well as existing national and regional networks, seem to be the most realistic answer to interstate data-exchange needs.

An initial concern of the project involved the level of aggregation for data collection at the state level. The level of aggregation included in this document varies according to the specific data but tends to represent institutional totals or even broad state totals. No individual-specific data have been recommended, although some state agencies may need data at that level to perform their responsibilities.

Other developmental issues, particularly classification structures and feasibility studies involving data collection at the national level, are continually being initiated and/or modified. Project work at the time of publication reflected the most recent development in each area. Staff will continue monitoring federal developments and identifying state-level functions that are data intensive enough to justify future changes. If the resources are available, published documents will be periodically updated to reflect any developments in each area. In the meantime, the Appendix section of this document contains status reports on these major developmental issues.

Several other issues exist that require a more extensive developmental effort than could be addressed through the project. State-level cost analysis is one example; appendix D describes the current status in this area. The changing nature of costing issues, including the need to recognize distinctions between fixed and variable costs and to investigate ways of making cost-study results more comparable among institutions, precludes the selection of any one approach as a guide for purposes of identifying appropriate state-level costing data. Examples of other evolving developmental issues include the types of data needed and their availability for state-level financial aid and health-education-program planning needs and data needs related to constantly increasing and changing issues of affirmative action and equal employment opportunity, including criteria for addressing handicapped status.

Another area of concern is the relationship of independent institutions to postsecondary-education information systems at the state level. It is acknowledged that the issues and data included in this document tend to be more applicable for public institutions. The state-level planning and budgeting responsibilities addressed by this project generally involve only public institutions. Additionally, student financial aid, an area of interest to independent institutions, has already been noted as an information area that has not been well enough developed to support data-collection suggestions. Project staff will continue to follow separate attempts now underway to identify state-level information requirements for independent higher-education planning and, if feasible, will modify published documents with the appropriate changes.

II.

COMMON PLANNING ISSUES

Several major state-level planning issues regarding postsecondary education are held in common by all states. The nature of these issues is such that their resolution is almost necessarily a statewide problem due to the difficulty of resolving them through the unilateral action of one or several institutions. An alternative is federal-government involvement, which is certainly an undesirable answer from the perspectives of both the states and the federal government. In this document, these common planning issues are addressed first for the following reasons:

1. Before developing an information system for use at the state level, a state agency should first review and consider its own authority and responsibilities by identifying the state-level issues and analytical tasks applicable to its planning functions.

2. Reviewing common planning issues and examples of analytical needs presented here can help a state agency organize and execute its recurring analytical requirements, leaving more time and resources for unique and special state-specific issues and data requirements. (This can potentially save time and money at both the state and institutional levels.)

3. State agencies need to be more aware of evolving changes from traditional higher-education planning needs to the broader needs of postsecondary education.

4. It is extremely important that a state agency be selective in the process of identifying data items, avoiding a "collect everything" approach to the development of an information system.

5. State agencies need to recognize constraints on the amount of data that can be collected and used without overwhelming the capabilities of both provider and user.

6. State agencies should be willing to support the reasons for proposed or existing data collection by citing the analytical uses and requirements for which they will be used.

The common state-level planning issues can be grouped into the following four major areas:

1. Need/Demand for Postsecondary-Education Services.

   A determination should be made about the nature and extent of individual demands for access to postsecondary-education programs and institutions, as well as an assessment of collective needs of the citizens for postsecondary-education services.

2. Responsiveness of the Postsecondary-Education Enterprise.

   A determination should be made as to what postsecondary-education programs/institutions should exist in the state (kinds, types, sizes, location, quality) followed by an assessment of what does exist and what changes can or should be made.

3. Resources Required to Support the Postsecondary-Education Enterprise.

   A determination should be made of the adequacy of financial resources devoted to postsecondary education in the state based on an assessment of the amounts, characteristics, and utilization of current resources (finances, personnel, facilities).

4. Financial Policies Related to the Acquisition and Distribution of Resources.

   The state should: (1) assess or estimate the amount of resources required to support postsecondary education, (2) determine how these resources are to be acquired (that is, how much is to be borne by the state versus other sources), (3) determine how different financing policies will apply to different categories of institutions, and (4) determine what proportion of funds will be provided directly to institutions versus indirectly through programs of student aid.

These four issues can be addressed by listing questions to provide analytical focus for each issue. The exact questions will vary, based upon the aspects of the issue relevant for a given state. However, following are example questions relating to the four major issues common to many states:

Need/Demand for Postsecondary-Education Services:

A. What are the collective needs of the citizens in the state?

- Can employment patterns in particular occupations be analyzed to determine if there is a labor shortage or labor surplus?

- Are there particular educational and training programs in which the state wants to promote a specific labor interest?

- Can changes be made to allow for broader accessibility to postsecondary education?

- Are there special activities in research and public service that can be provided through postsecondary-education resources and facilities, once specific state-level needs have been identified?

B. What is the individual demand in the state for access to postsecondary-education programs/institutions and the potential opportunities to be derived?

Responsiveness of the Postsecondary-Education Enterprise:

A. What are the characteristics of programs and institutions available in the state (kinds, sizes, geographic location, quality)?

B. What changes might be required to the existing postsecondary-education structure in regard to:

- Addition or deletion of programs/institutions?

- Improvement of quality/prestige of programs/institutions?

- Sharing of program resources within an institution and/or among institutions?

- Expansion from traditional higher-education concepts to an understanding of broader postsecondary-education needs?

Resources Required to Support the Postsecondary-Education Enterprise:

A. What are the amount, characteristics, and utilization of current resources (finances, personnel, facilities)?

B. Can areas be identified where qualitative and quantitative improvement can be made?

C. If there is a change in emphasis or demand, will additional resources be needed, or can utilization of existing resources be improved?

<u>Financial Policies Related to the Acquisition and Distribution of Resources</u>:

A. What proportion of costs are to be borne by the state versus other sources, such as local governments, students, and so forth?

B. To what extent will different financing policies apply to different kinds of institutions, programs, and services?

C. What mechanisms will be used for distribution of state funds (that is, how much will be distributed directly to institutions versus indirectly through programs of student financial aid)?

D. How does the effect of resource-allocation procedures compare to the intent of the financing policies?

To emphasize the point that a state agency must only be concerned with data relating to its planning issues and decisionmaking needs, the following pages are devoted to providing the necessary linkage that must be addressed between issues and data. Figure 1 is an overview of the common planning issues, the major points and questions needed to provide analytical focus, and the broad types of data that relate to the issues. Table 1, following the overview, lists each planning issue, some questions that provide analytical focus for each issue, example analytical activities, and examples of the type of data applicable for answering the questions. Only data that could be related to one or more of the issues were included in table 1. Some of these data are included in chapter III, where they are described in more detail and have been identified in the last column on each page of table 1 by the appropriate page number. Some of the data in table 1 are referenced in the last column by "N/A" to indicate that there are no applicable data pages included in chapter III. (This is generally representative of data that are important to the example analytical requirements but that are better identified through special studies.)

Figure 1

OVERVIEW OF COMMON PLANNING ISSUES AND RELATED DATA

		Need/Demand for PSE Services	Responsiveness of the PSE Enterprise	Resources Required to Support the PSE Enterprise	Financial Policies For PSE
State-Level Planning Issues		Collective Societal Needs Individual Demand	Characteristics Of Programs & Institutions Potential Changes	Current Resources - Amounts - Characteristics - Utilization Potential Changes - Additions - Reallocations - Cutbacks	How Much to Finance PSE How to Distribute Between Institutions & Student Aid How to Apportion Among Institutions
Data Related to Planning Issues	Provided by Sources Other Than PSE Institutions	• Manpower Needs • Educational Training Program Needs • Public Service & Research Activities • Need for Broader Accessibility to PSE • Elementary/ Secondary Enrollments • High-School Completers • Population Demographics			• State & Local Finances • Sources & Amounts Of Student Aid Provided by Federal And State Funders
	Provided by PSE Institutions	• PSE Student Demographics • Student Levels Of Enrollment • Type of Program Enrollments • Program Completers/ Degrees Conferred	• Institutional Characteristics (Control, Governance, Type, Location, Size) • Program Characteristics (Size, Location, Quality, Impact)	• Finances • Personnel • Facilities • Other Resources	• Total Sources & Amounts of PSE Institutional Finances • Total Sources & Amounts of Student Aid Provided by Institutions

Table 1

COMMON PLANNING ISSUES AND RELATED DATA

ISSUE: NEED/DEMAND FOR POSTSECONDARY-EDUCATION SERVICES

Specific Questions Related to the Issue	Potential Analyses and Data Related to the Issue: Example Analytical Activities	Potential Analyses and Data Related to the Issue: Examples of Applicable Data	Data Section Reference[a]
A. What are the *collective needs* of the citizens?			
Are there established state priorities and plans with postsecondary education implications?	• Review appropriate state documents, including legislation, published by the executive and legislative branches, to determine primary state concerns and priorities that impact postsecondary education.	• Applicable state documents	3.14
What employment patterns have implications for postsecondary education program size, level, and location?	• Develop and maintain a general employment summary for the state. • Compare national and state employment pictures.	• Summary of nationwide and statewide employment, showing cross relationships between occupations and industries	3.13 3.24
	• Conduct special studies of particular occupational clusters.	• Additional occupation-specific data as required for special studies	N/A
Are there particular education and training programs on which the state postsecondary-education community should be concentrating?	• Develop an assessment of employment-pattern implications for broad postsecondary-education program categories as part of the regular statewide planning cycle.	• Summary of established state economic and manpower planning objectives	3.14
	• Earmark certain program areas for possible expansion or contraction based upon institutional responses through the planning process.	• National and state summaries of job applicants and job offerings by occupational group (where appropriate)	N/A
	• Develop indicators to help flag occupational categories with an especially strong potential impact on institutional program-planning options.	• Statewide summary of graduates for selected program fields • Statewide enrollment summary by student level for selected program fields	3.39* 3.40* 3.38*
	• Distinguish employment-related training demands on community colleges and vocational-technical centers from those on senior institutions.	• Statewide summary of number of people completing vocational training by field of training	3.20
What is the potential need for changes to allow for broader accessibility to postsecondary education (that is, addressing issues of affirmative action/equal opportunity)?	• Compare demographic characteristics of the entire state with those of individuals currently enrolled. Note potential inequities and needs by parts of the state and/or by citizen groups.	• Demographic characteristics of the state including: - Total state population - County population by age and sex - State population density by race and sex - Level of educational attainment by county - Number of individuals passing high-school equivalency exams	 3.15 3.17 3.16 3.19 3.23
	• Analyze distribution of programs and student financial aid in relation to distribution of income throughout the state.	• Distribution of family income in the state	3.18
What research (basic and applied) and public-service contributions can postsecondary education make to the state?	• Analyze various social indicators and related statewide executive and legislative priorities for potential contributions to be made by post-secondary education.	• Indicators of public health, literacy, recidivism, transportation requirements, environmental concern, economic changes, and so forth	N/A

[a]Data Section Reference refers to the page number in chapter III where detailed descriptions of the indicated data are provided. (An asterisk by the page number indicates that the type of data indicated is derived or summarized from the detailed data page referenced.) N/A indicates that there is no applicable page included in the document.

Table 1 (continued)

COMMON PLANNING ISSUES AND RELATED DATA

ISSUE NEED/DEMAND FOR POSTSECONDARY-EDUCATION SERVICES (continued)

Specific Questions Related to the Issue	Potential Analyses and Data Related to the Issue: Example Analytical Activities	Examples of Applicable Data	Data Section Reference[a]
B. What is the *individual demand* for access to postsecondary education programs/ institutions?			
- What has been the historic demand by type of student?	• Analyze historical trends for shifts in student characteristics, and consider implications for program size, level, and location.	• Demographic characteristics of enrolled students: - Sex and racial characteristics of students by student level for full-time and for part-time status - Age of students by student level for full-time and for part-time status - Geographic origin of first-time entering students by student level - Ability descriptors of first-time entering undergraduates	 3.34 3.33 3.35 3.36
- What has been the historic demand by type of program?	• Develop an historical indication of student preference to act as a counterbalance to employment-related indicators of program demand.	• Student enrollments by program field and student level for full-time and for part-time students	3.38
- What are the changing patterns of unmet and new demand for postsecondary-education services?	• Analyze the changing size and characteristics of the first-time freshman component of enrollments.	• Elementary and secondary enrollments • Number of high-school graduates	3.21 3.22
	• Develop, maintain, and monitor indicators of institutional drawing power, a significant factor in analyzing the distribution of a stable or declining enrollment pool. Also analyze retention characteristics.	• Applications/Admissions/Enrollment information by student level	3.32
	• Analyze out-migration data for such purposes as: - Determining potential reciprocity agreements with other states - Analyzing portability of State Student Incentive Grants - Analyzing college participation rates - Determining import-export balance - Evaluating loss of high ability and minority students - Determining need for additional in-state programs and/or institutions	• Migration data on first-time students going out-of-state (from national studies)	N/A

[a]Data Section Reference refers to the page number in chapter III where detailed descriptions of the indicated data are provided. (An asterisk by the page number indicates that the type of data indicated is derived or summarized from the detailed data page referenced.) N/A indicates that there is no applicable page included in the document.

Table 1 (continued)

COMMON PLANNING ISSUES AND RELATED DATA

ISSUE: RESPONSIVENESS OF THE POSTSECONDARY EDUCATION ENTERPRISE

Specific Questions Related to the Issue	Potential Analyses and Data Related to the Issue: Example Analytical Activities	Potential Analyses and Data Related to the Issue: Examples of Applicable Data	Data Section Reference[a]
A. What are the *characteristics* of the programs and institutions in the state?			
· Institutions	• Maintain a basic source on each institution in the state, to aid in accurately describing the postsecondary education community to external audiences and in adequately recognizing institutional differences in state-level policy development and application.	• Inventory of institutions, including the following types of information for each institution: · Location(s) · Institutional control/legal identity · Institutional reporting structure · Institutional statement of mission/role/scope · Institutional accreditation/registration Minimum admissions requirements Calendar system · Level of highest degree offering · Tuition and required fees · Average room and board charges · Student residential patterns · Total head-count number of employees · Total head-count number of students	3.31 3.44* 3.34*
· Programs	• Maintain a basic source of descriptive information on each program in each institution to: · Aid in accurately describing postsecondary-education program responsiveness to external audiences · Assure the availability of consistent data to support program-review procedures · Aid in recognizing program uniqueness in state-level policy development and application	• Inventory of student-program offerings by institution, including the following types of information: · Program identification (code, name) · Geographic location (site of program offering) · Level of program offering (certificate/degree types) · Accreditation status by nationally recognized professional accreditation associations and/or state registration/licensing agencies	3.37
	• Assess routinely the current enrollment patterns for programs.	• Current enrollments by student level by student program	3.38
	• Develop "student program" and "outcomes/results" dimensions to support program planning and appropriations requests.	• Number of student-program completers (formal awards) by program	3.39
		• Characteristics of program completers (recipients of formal awards): · Available information on sex, age, race, mean accumulative GPA · Survey information on occupational status/intent, median months to program completion, educational plans at time of graduation	 3.41 3.40
B. What program-related *changes* are needed or can be anticipated?			
· Improvement of the quality/prestige of programs and institutions.[b]	• Monitor those institutional self-studies and visitation-team reports to which the state agency has routine access and that are conducted for statewide program review or accreditation purposes to identify any traits that suggest deterioration of program or institutional quality.	• Institutional self-studies and visitation team reports	N/A
· Sharing program resources	• Assess potential for sharing of program resources.	• Inventory of student programs by institution and location	3.37
· Expansion beyond traditional higher-education concepts to include potential in such areas as open enrollment (the ability to enroll any time during a term) and off-campus programs (with emphasis on unique clientele served).	• Assess periodically any new developments in areas of nontraditional learning and support services, including a review of evidence regarding the extent to which such approaches are being accepted by institutions.	• Institutional statements of admissions policy • Inventory of off-campus programs • Characteristics of students enrolled in nontraditional programs	N/A 3.37 N/A

[a]Data Section Reference refers to the page number in chapter III where detailed descriptions of the indicated data are provided. (An asterisk by the page number indicates that the type of data indicated is derived or summarized from the detailed data page referenced.) N/A indicates that there is [illegible]cable page included in the document.

[b]The maintenance of program and institutional quality is a major concern of institutional and state-level planning. Efforts continue throughout the postsecondary-education management-research community to develop indicators that will support a process that can better monitor levels of program and institutional quality. The limited extent to which quality has been addressed as an issue here is not a reflection upon the importance of quality as a consideration, but instead, is a reflection upon the limited role data-intensive analysis currently plays.

Table 1 (continued)

COMMON PLANNING ISSUES AND RELATED DATA

ISSUE: RESOURCES REQUIRED TO SUPPORT THE POSTSECONDARY-EDUCATION ENTERPRISE

Specific Questions Related to the Issue	Potential Analyses and Data Related to the Issue: Example Analytical Activities	Examples of Applicable Data	Data Section Reference[a]
A. Are the institutions adequately funded?	• Analyze patterns in the amount, flexibility, and use of available resources at the highest level of aggregation consistent with legislative intent.	• Amount Current fund revenues and other income	3.49, 3.50, 3.51
		• Flexibility Assets, liabilities, changes in fund balances	3.52
		• Use - Use of funds by function	3.50
	• Analyze changes in direct costs by instructional disciplines or student programs to identify areas of potential program deterioration or excess, and/or update cost-driven budget formula factors.	• Direct costs of instruction by state-designated discipline or student program categories	3.43
B. Are the institutions adequately and appropriately staffed?	• Analyze patterns in the number, status, and workload distribution of postsecondary-education staff to: - Identify responsiveness of postsecondary-education community to change - Identify staffing implications of differences in institutional size and program mix - Update staff standards in budget formulas	• Number - Number of employees by employee categories	3.44
		• Status of Faculty - Age, rank, racial identification, sex, salary distribution, and tenure status (for selected state-designated disciplines)	3.44; 3.45, 3.46; 3.47
		• Workload of Faculty - Instructional activities and other workload distribution	3.42, 3.47
C. Are adequate facilities available?	• Analyze periodically the existing facilities and space by amount, condition, and usage as a basis for developing and/or justifying facilities budget requests to the legislature.	• Amount - Inventory of available facilities	3.56
		• Condition - Condition of academic and administrative buildings	3.57
		• Usage - Utilization of space by type and function	3.56
D. At what level of financial support will program quality begin to deteriorate?	• Analyze on a special basis trends in financial support against selected (usually proxy) measures of program quality. Identify correlation between changes in support levels and changes in measures of quality.	• Measures of quality adequate to this analytical purpose do not exist at the state level (subjective measures such as results of accreditation team visits haven't proved useful either)	N/A
E. What is the need and potential for reallocation of resources among institutions or among programs within institutions?	• Analyze student-program demand, staff flexibility, and fixed/variable cost distinctions for each institution.	• Inventory of student programs	3.37
		• Faculty by age, rank, tenure status	3.45; 3.46; 3.47*
		• Fixed and variable cost characteristics by institution	N/A

[a]Data Section Reference refers to the page number in chapter III where detailed descriptions of the indicated data are provided. (An asterisk by the page number indicates that the type of data indicated is derived or summarized from the detailed data page referenced.) N/A indicates that there is no applicable page included in the document.

Table 1 (continued)

COMMON PLANNING ISSUES AND RELATED DATA

ISSUE: FINANCIAL POLICIES RELATED TO THE ACQUISITION AND DISTRIBUTION OF RESOURCES

Specific Questions Related to the Issue	Potential Analyses and Data Related to the Issue: Example Analytical Activities	Examples of Applicable Data	Data Section Reference[a]
A. What proportion of the costs of postsecondary education should be borne by the state?	Develop background information to support political/philosophical discussions and policy analysis regarding the share of postsecondary education costs that should come from each source.	Statements of existing state policy regarding the state and institutional share of total postsecondary-education costs that should come from each source.	N/A
		Total state and local revenues	3.25; 3.26
		Total state and local appropriations and expenditures	3.27; 3.28
B. To what extent should different financing policies apply to the distribution of state revenues among different types of institutions, programs, and services given the existing state policies on access among institutions and the potential of known revenue sources?	Review current institutional financing by source of funds to identify actual or implicit distinctions in financing policies or approaches for different types of institutions and programs.	Summary of data on institutional financing by source of funds for state-determined groupings of similar institititions	3.29; 3.49;* 3.50*
	Review the extent to which current fund flexibility has been restricted by acquisition of facilities and any other long-term obligations.	Summary of institutional debt	3.53; 3.54; 3.55
C. What balance among state appropriations, tuition revenue, and expenditures for student financial aid will best achieve statewide postsecondary-education goals within available revenue?	Analyze (usually with computer assistance) constraints of: - Revenue on appropriations - Appropriation levels on enrollment levels - Tuition and fee charges on enrollment levels - Changes of student financial-aid policies on enrollment levels	Total state revenues, appropriations, and expenditures for postsecondary education	3.25; 3.27
		State financial aid to students, including numbers and characteristics of recipients	3.30
		Award guidelines for student financial aid	N/A
		Student enrollments by level and full-time/part-time status	3.38*
		Tuition and fee revenue	3.29
		Tuition and fees charging conventions	N/A

[a]Data Section Reference refers to the page number in chapter III where detailed descriptions of the indicated data are provided. (An asterisk by the page number indicates that the type of data indicated is derived or summarized from the detailed data page referenced.) N/A indicates that there is no applicable page included in the document.

III.

DATA RELATED TO COMMON PLANNING ISSUES

The preceding chapter emphasized the need for a state agency to review its own planning needs and decisionmaking requirements before determining what data are needed in its information system. The data identified in chapter II are not necessarily applicable for each state, and even when applicable, they must be adapted and modified to fit each state's situation.

The data included in this chapter:

- Serve planning functions rather than solely supporting day-to-day operations

- Directly relate to the four common planning issues as identified in table 1 in chapter II

- Are identified and justified as being applicable rather than being collected because of common practice or because the data would be nice to know

- Are, or potentially would be, used on a recurring basis rather than for ad hoc requests

Given these criteria, additional constraints exist regarding the type and amount of data that could be included.

- This document is intended for use in many states involving diverse settings and thus must be responsive to a variety of planning and management needs. It cannot be a summation of all state-level needs, including those that are individual and unique to a given state.

- Limited amounts of data can be collected and used without overwhelming the capacity of both the provider and user.

- Issues of data collection and data use require sensitive interface between institutions and state agencies in both a planning and an ongoing operational context. This cannot be prescribed, but instead, must be handled uniquely within each state if there is to be a successful state-level information system developed and maintained.

- This document recognizes the increasing change from the traditional concept of higher education (with the usual full-time undergraduate student body of 18 to 21 year olds) to a broader concept of postsecondary education (with more part-time, older students expressing needs for different types of programs and providers). But due to the evolving nature of this phenomenon, some aspects of these changes can only be noted currently as developmental in nature.

- Higher levels of data aggregation (total enrollments by program groupings or by institutions, total employees by manpower categories) are indicated in this publication instead of detailed data (for example, individual-student or employee-specific data as might be required for functions such as auditing student enrollments or writing paychecks for all public employees). The scope of this publication deals only with data serving planning and decisionmaking functions.

- Where federally required data are compatible with state-level planning needs, consistent categories and definitions are used to minimize data-reporting burdens on institutions.

- Where data are already available from sources other than postsecondary-education institutions (Bureau of Labor Statistics, Bureau of the Census), additional information is included in the Sources section of this publication.

Of primary importance, however, must be the understanding that this document presents a <u>framework</u> within which a state can review and determine its own decision requirements and associated data needs. There is <u>no intention to prescribe data needs or data formats</u>. In fact, emphasis is placed on selecting, modifying, and adapting data in the following ways:

- General descriptions of the data and brief overview table formats are included on each data page to enable a reader to understand the concept of the data needed.

- Suggestions as to alternative data inclusions and data presentation are provided in the description of the data.

- References to available sources (in either published or machine-readable form) are included in the Sources section. The emphasis is placed on the scope of applicable source data available, rather than on the precise determination of data to be extracted. The reader decides on the exact data to best serve specific state planning needs.

- Possible categories for collecting and presenting data are referenced in the Glossary section. The reader is encouraged to review all of the current categories and the associated definitions before a table format is developed for data collection or presentation.

Additionally, emphasis has been placed on justifying the need for data by indicating on each data page in this chapter: (1) the issue the data relates to (so the reader can refer to table 1 in chapter II) and (2) the potential functional uses of the data.

As a part of the process of developing a postsecondary-education information system at the state level, it is essential that a state agency recognize and place in perspective the sensitivity surrounding the collection and use of data at the state level--particularly in regard to the ongoing communication needed between the state agency and the institutions about institutional capabilities, needs, and concerns. Figure 2 is an overview of the continuous relationship between the state agencies and the institutions, from data determination through data collection and maintenance, to use of the data in final report form. Institutional cooperation often depends on the state agency's concern about and attitude toward the institutions, and ongoing communication and involvement can be the key factor.

Another consideration when determining the data needs of an information system involves the linkages that occur among the different types of data. Since this document serves as a framework for a state to make its own final data determinations, it cannot specify where structures need to be identical or complimentary so that the final information system will be integrated. However, it is important that a reader keep this in mind. For example, if an information system is going to be used for some type of overall resource analysis, then there must be some common basis (such as major institutional functions or program groupings) for collecting and relating data in the various areas (personnel, students, facilities, and finances).

The following items are representative of categories that must be compatible or identical when used for collecting different types of data that are to be related through a common linking factor.

- State identified groupings of disciplines and students programs

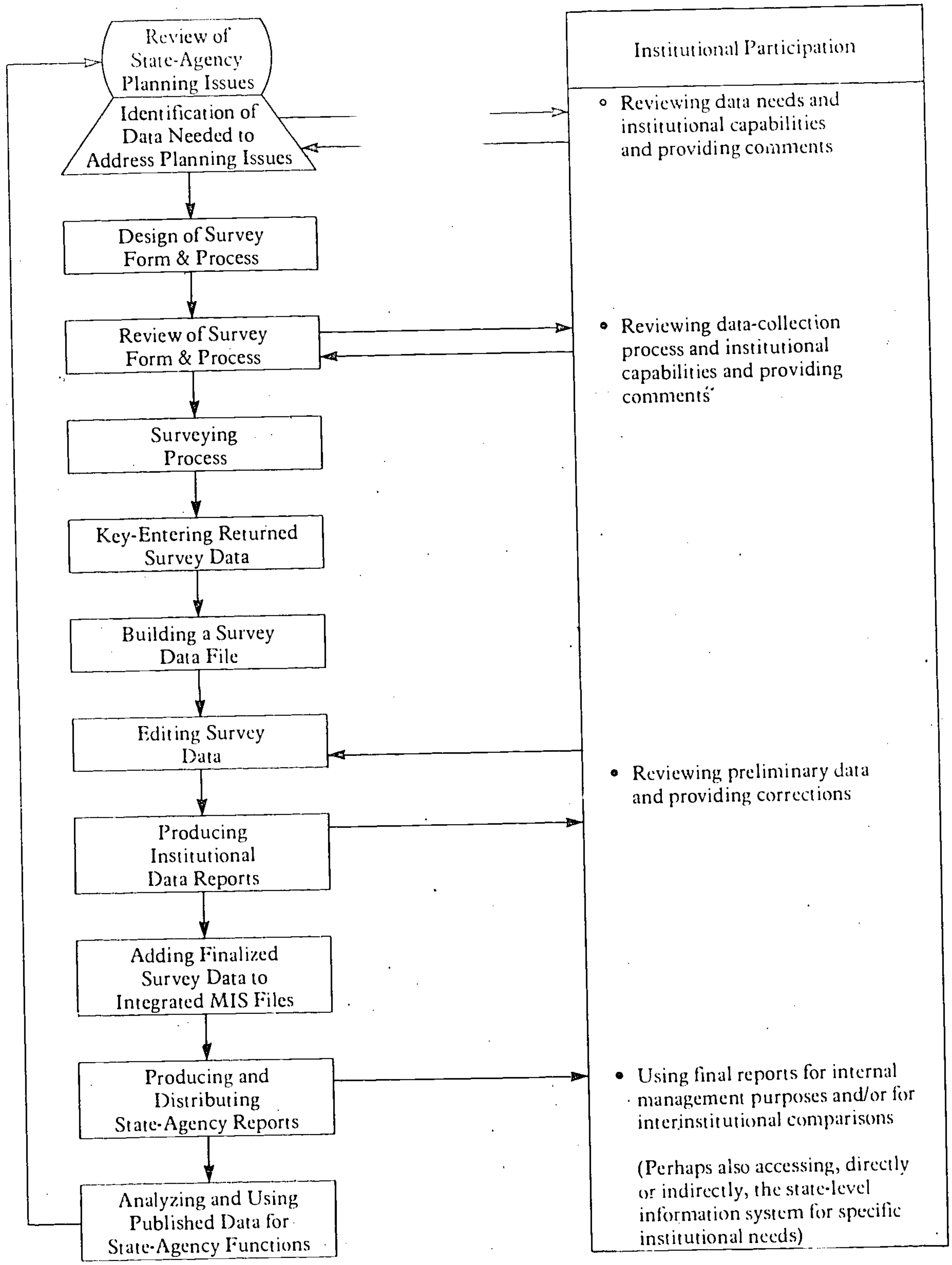
- Employee manpower-resource categories

- Degree, course, and student-level categories

- Age ranges

Figure 2

GENERAL PROCEDURAL STEPS INVOLVING
DATA DETERMINATION, COLLECTION, MAINTENANCE, AND REPORTING



- Race/ethnic identification categories

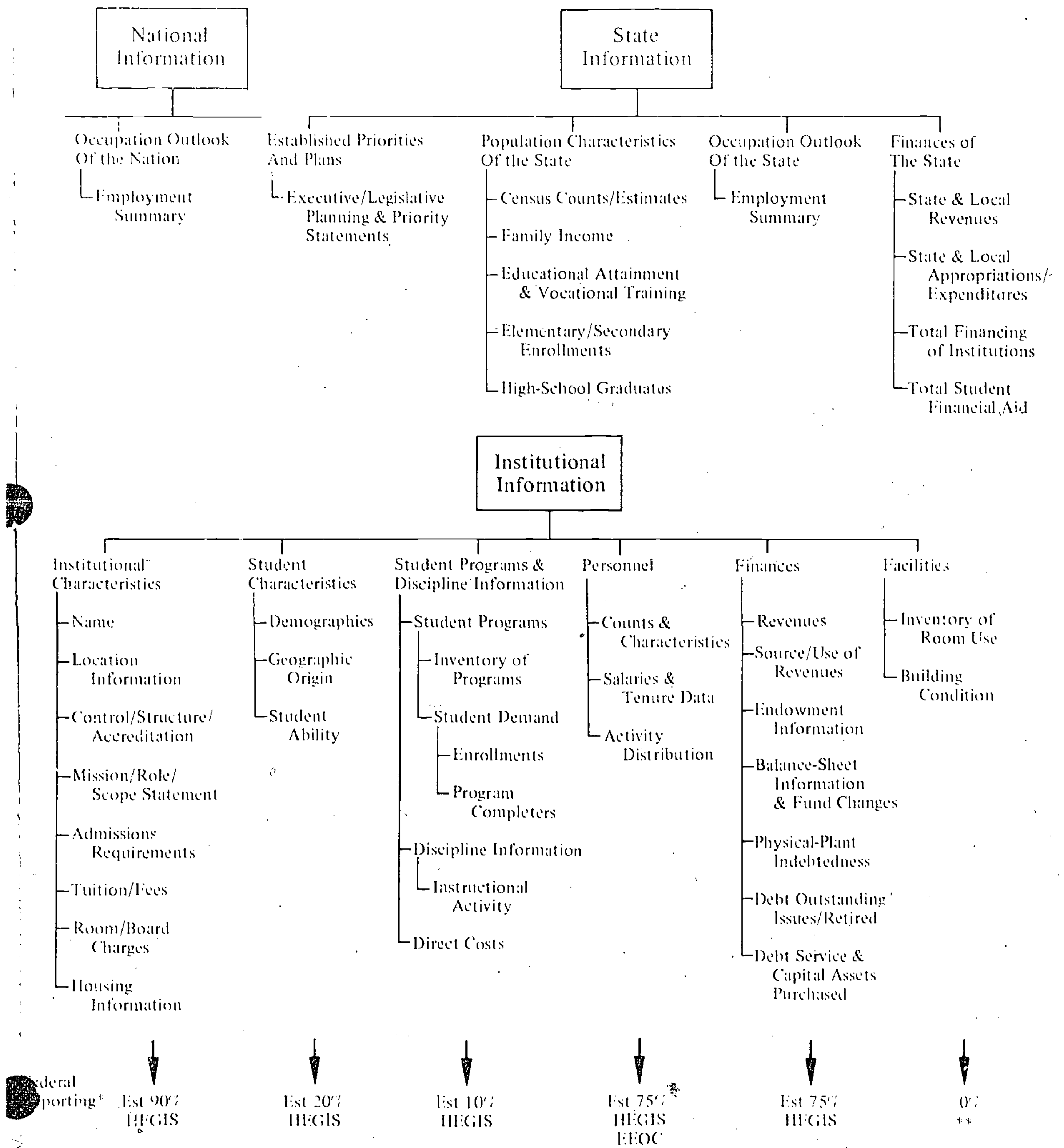
- Income-level ranges

The data in this chapter are organized as indicated in the Information-Structure Overview, figure 3. This structure was designed because maintaining data as homogeneous groups from the same source (for example, all institutional information together and, within that, all personnel information together) is easier than maintaining it by issue or problem focus.

Following the Information-Structure Overview is an example data page, (including explanations about the different sections of the form and the types of information included in each section), a list of the data pages, and the actual data pages themselves. At the end of this chapter is a blank data-page shell that can be used to make copies for filling in data items applicable to a given state's information-system needs.

Figure 3

INFORMATION—STRUCTURE OVERVIEW



* Estimated percentage of the institutional data items required for federal reporting as of 1977-78 and 1978-79.
**Reporting of some facilities data yet to be determined for the mobility impaired will be required in HEGIS.

EXAMPLE DATA PAGE AND EXPLANATIONS

POSTSECONDARY-EDUCATION INFORMATION SYSTEMS AT THE STATE LEVEL

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:
State Information/Population Characteristics of the State

SPECIFIC DATA:
State Population--Actual Counts, Estimates, and Projections

PLANNING ISSUE(S) TO WHICH RELATED:
Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:
Long-Range Planning, Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

The number of persons in the state, based on actual, estimated, or projected census information, by year.

Year	Total State Population
1970	
↓	
etc.	
1980	

RELATED GLOSSARY DEFINITIONS:

- Population Actual Counts
- Population Estimates

To determine data and standards used for projections of state population, the state's Federal-State Cooperative Office will have to be contacted.

SOURCE(S):

- 1970 census counts were conducted by the U.S. Department of Commerce, Bureau of the Census. Actual counts for 1970 by state are available in the Series PC(1)-B, "General Population Characteristics," table 16. (See Sources section for a copy of this table.)
- Estimates for years in between the decennial census counts are conducted annually by the Bureau of the Census and each state under the Federal-State Cooperative Program, and the preliminary and final results are published in the Series P-26, "Current Population Reports." (See Sources section for an example report.)
- Projections for the next census period are done separately by each state through the Federal-State Cooperative Office.

3.15

Refers to data-item location on Information-Structure Overview, figure 3, chapter III. (See next page.)

Name/Description of data item.

Refers to the planning issue(s) described in table 1, chapter II, for which this data item answers specific questions. (See next page.)

Refers to potential uses based upon the functional uses made of this data item by the eight pilot-test states in the State-Level Information Base project. (See the document entitled *Pilot-Test State Case Studies.*)

Contains both a brief narrative and overview table description of the data.

Refers to entries in the Glossary section of this document that provide definitions relevant to these data. A separate Glossary section was used because many of the definitions are too extensive for inclusion here and might need to be repeated for other data pages in this chapter.

Refers to definition not included in the Glossary section and applicable to this data page only.

Describes the primary and/or secondary source(s) for data identified on this page. Copies of applicable survey forms or published information are included in the Sources section of this document and are referenced here.

Refers to page 15 in chapter III.

EXAMPLE DATA PAGE AND EXPLANATIONS (continued)

Figure 3

INFORMATION STRUCTURE OVERVIEW

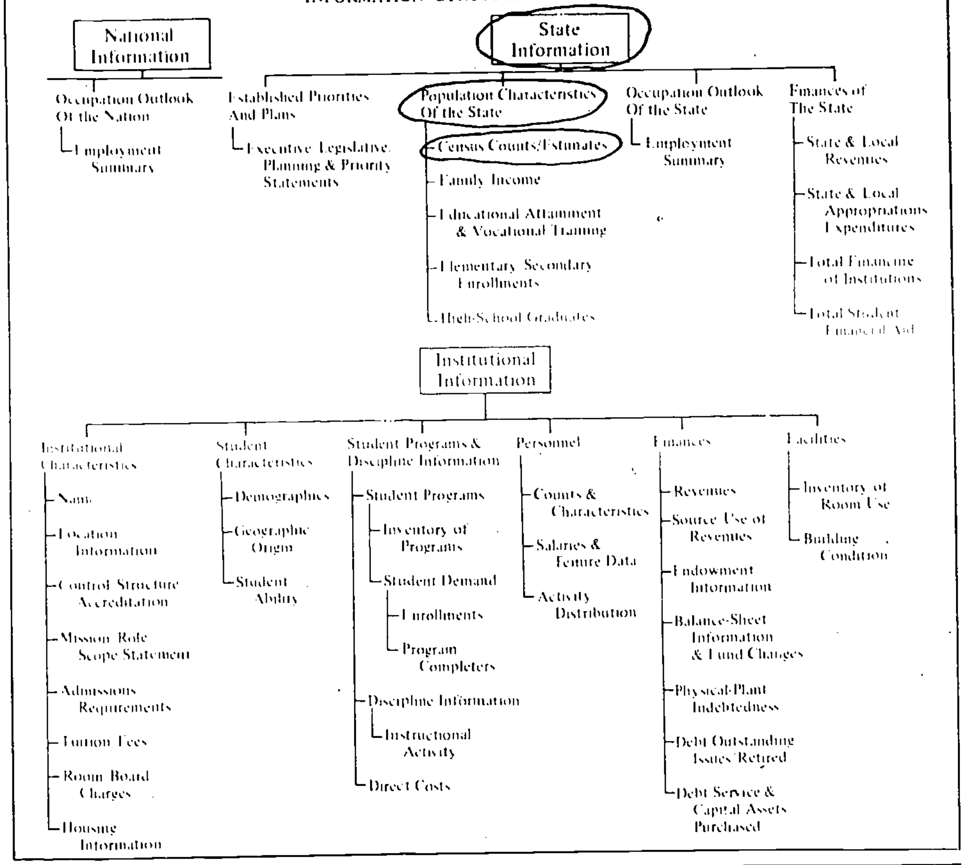


Table 1

COMMON PLANNING ISSUES AND RELATED DATA

ISSUE NEED/DEMAND FOR POSTSECONDARY-EDUCATION SERVICES

Specific Questions Related to the Issue	Potential Analyses and Data Related to the Issue: Example Analytical Activities	Potential Analyses and Data Related to the Issue: Examples of Applicable Data	Data Section Reference[a]
A What are the *collective needs* of the citizens?			
Are there established state priorities and plans with postsecondary-education implications?	• Review appropriate state documents, including legislation, published by the executive and legislative branches, to determine primary state concerns and priorities that impact postsecondary education	• Applicable state documents	3 14
What employment patterns have implications for postsecondary education program size, level, and location?	• Develop and maintain a general employment summary for the state • Compare national and state employment pictures	• Summary of nationwide and statewide employment, showing cross relationships between occupations and industries	3 13 3 24
	• Conduct special studies of particular occupational clusters	• Additional occupation-specific data as required for special studies	N/A
Are there particular education and training programs on which the state postsecondary education community should be concentrating?	• Develop an assessment of employment-pattern implications for broad postsecondary-education program categories as part of the regular statewide planning cycle	• Summary of established state economic and manpower planning objectives	3 14
	• Earmark certain program areas for possible expansion or contraction based upon institutional responses through the planning process	• National and state summaries of job applicants and job offerings by occupational group (where appropriate)	N/A
	• Develop indicators to help flag occupational categories with an especially strong potential impact on institutional program-planning options	• Statewide summary of graduates for selected program fields	3 39* 3 40*
		• Statewide enrollment summary by student level for selected program fields	3 38*
	• Distinguish employment related training demands on community colleges and vocational-technical centers from those on senior institutions	• Statewide summary of number of people completing vocational training by field of training	3 20
What is the potential need for changes to allow for broader accessibility to postsecondary education (that is, addressing issues of affirmative action/equal opportunity)?	• Compare demographic characteristics of the entire state with those of individuals currently enrolled Note potential inequities and needs by parts of the state and/or by citizen groups	• Demographic characteristics of the state including Total state population County population by age and sex State population density by race and sex Level of educational attainment by county Number of individuals passing high school equivalency exams	3 15 3 17 3.16 3 19 3 23
	• Analyze distribution of programs and student financial aid in relation to distribution of income throughout the state	• Distribution of family income in the state	3 18
What research (basic and applied) and public service contributions can postsecondary education make to the state?	• Analyze various social indicators and related statewide executive and legislative priorities for potential contributions to be made by postsecondary education	• Indicators of public health, literacy, recidivism, transportation requirements, environmental concern, economic changes, and so forth	N/A

*The structure of listing the data pages follows that indicated in the Information-Structure Overview (p. 3.7).

MAJOR AREA/DATA CATEGORY/DATA ITEMS — Page

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:
National Information--Occupation Outlook of the Nation

SPECIFIC DATA:
National Employment Summary by Occupational Classification and by Industry Classification

PLANNING ISSUE(S) TO WHICH RELATED:
Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:
Long-Range Planning, Review of Institutional Mission/Role/Scope, Program Review

DESCRIPTION OF DATA:

The number of employed persons in the nation 16 years and older by industry classification and occupation classification for the most recent year.

Occupational Classification	Number of Employed Persons Nationally Industry Classification Agriculture Mining → etc.
Administrative Technical ↓ etc.	

Note: Historical information in this area would be helpful in doing longitudinal studies.

RELATED GLOSSARY DEFINITIONS:

- Industry Classification
- Occupational Classification

SOURCE(S):

- The U.S. Department of Labor, Bureau of Labor Statistics collects data on employment regularly and stores it on computer tapes. Various publications are available.
- The U.S. Department of Commerce, Bureau of the Census publishes reports on Occupation by Industry in the Series PC(2)-7. (A copy of a page from table 8 of this publication is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Established Priorities and Plans

SPECIFIC DATA:

Summary of Executive and Legislative Planning and Priority Statements with Postsecondary-Education Implications

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review

DESCRIPTION OF DATA:

The state postsecondary-education plan should reflect relevant sections of other state-government planning efforts. Plans in such areas as state economic development, energy development, law and justice training, and health manpower are examples. Statements of executive and legislative program priorities and budget guidelines are other examples.

While not data in the sense more commonly used, the postsecondary-education-relevant portions of such plans and priority statements can be summarized separate from the documents in which they originally appear. The resulting summary can then be used to suggest areas of potential instructional, research, and public-service responses to identified statewide needs.

RELATED GLOSSARY DEFINITIONS:

SOURCE(S):

Specific state documents, including legislation, published by the executive and/or legislative branches that contain information about state concerns and priorities.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Population Characteristics of the State

SPECIFIC DATA:

State Population--Actual Counts, Estimates, and Projections

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

The number of persons in the state, based on actual, estimated, or projected census information, by year.

Year	Total State Population
1970	
↓	
etc.	
1980	

RELATED GLOSSARY DEFINITIONS:

- Population Actual Counts
- Population Estimates

To determine data and standards used for projections of state population, the state's Federal-State Cooperative Office will have to be contacted.

SOURCE(S):

- 1970 census counts were conducted by the U.S. Department of Commerce, Bureau of the Census. Actual counts for 1970 by state are available in the Series PC(1)-B, "General Population Characteristics," table 16. (See Sources section for a copy of this table.)
- Estimates for years in between the decennial census counts are conducted annually by the Bureau of the Census and each state under the Federal-State Cooperative Program, and the preliminary and final results are published in the Series P-26, "Current Population Reports." (See Sources section for an example report.)
- Projections for the next census period are done separately by each state through the Federal-State Cooperative Office.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Population Characteristics of the State

SPECIFIC DATA:

State Population by Race and Sex by Size of Place

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

The number of persons in the state by race and by sex is indicated for the year the census was conducted.

Size of Place	State Population	
	Male	Female
	Census Race Categories[a]	Census Race Categories[a]
Urban		
Urbanized Areas		
Central Cities		
Urban Fringe		
Other Urban		
10,000 or more		
2,500 to 10,000		
Rural		
1,000 to 2,500		
Other Rural		
Grand Total		

[a] *Published census data in 1970 for this source lists White, Negro, Indian, Japanese, Chinese, Filipino, and All Other.*

RELATED GLOSSARY DEFINITIONS:

- Census Criteria in 1970 for Race Determination
- Census Criteria in 1970 for Sex Determination
- Census Criteria in 1970 for Urban Versus Rural Places

SOURCE(S):

1970 census counts were conducted by the U.S. Department of Commerce, Bureau of the Census. Actual counts for 1970 by state are available in the Series, PC(1)-B, "General Population Characteristics," table 17. (See Sources section for a copy of this table.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Population Characteristics of the State

SPECIFIC DATA:

County Population by Age, Race, and Sex

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

The number of persons in each county by age (or age range), by race, and by sex is indicated for the year the census was conducted.

Age Range[a]	County Population					
	Race Categories[b]			Race Categories[b]		
	Total	Male	Female	Total	Male	Female
Under 5						
5 to 9						
↓ etc.						
65 to 69						
70 and over						

[a]*Five-year intervals to 70 are suggested for summarizing age data.*

[b]*Published census data in 1970 for this source reflects only White, Negro, and All Races as the race categories. More categories were reported and are available on detailed census tapes. It is recommended that detailed census tapes be accessed to obtain data by race categories consistent with those required for reporting student and employee race/ethnic characteristics in postsecondary education.*

RELATED GLOSSARY DEFINITIONS:

- Census Criteria in 1970 for Age Determination
- Census Criteria in 1970 for Race Determination
- Census Criteria in 1970 for Sex Determination

SOURCE(S):

1970 census counts were conducted by the U.S. Department of Commerce, Bureau of the Census. Actual counts for 1970 by state are available in the Series PC(1)-B, "General Population Characteristics," table 35. (See Sources section for a copy of this table.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Population Characteristics of the State

SPECIFIC DATA:

Summary of Distribution of Family Income

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Enrollment Projections, Financial Aid

DESCRIPTION OF DATA:

The number of families in the state is distributed by income level for the year the census was conducted.

Income-Level Ranges	Number of Families in State and Mean and Median Incomes
0 to $5,999	
$6,000 to $8,999	
↓	
Total	
Mean Income	
Median Income	

RELATED GLOSSARY DEFINITIONS:

- Census Criteria in 1970 for Family-Income Determination
- Income-Level Ranges

Mean family income was derived in the 1970 census by dividing the total family income by the total number of families.

Median family income in the 1970 census was based on the distribution of the number of families among the income intervals.

SOURCE(S):

1970 census counts were conducted by the U.S. Department of Commerce, Bureau of the Census. Actual counts for 1970 by state are available in the Series PC(1)-C, "General Social and Economic Characteristics," table 57. (See Sources section for a copy of this table.) It should be noted that race characteristics are also available on this source table.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Population Characteristics of the State

SPECIFIC DATA:

Educational Attainment of the State Population by County

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

A summary by county of the level of education attained by all persons in the state who are 25 and over by sex and by level and years of schooling completed for the year the census was conducted. (Data for more recent years, if desired, may be available from state demographers.)

Years of School Completed	Number of Persons 25 and Over by County		
	Male	Female	Total
None			
Elementary			
1 to 4 years			
5 to 8 years			
High School			
1 to 3 years			
4 years or more			
College			
1 to 3 years			
4 years or more			
Grand Total			

RELATED GLOSSARY DEFINITIONS:

- Census Criteria in 1970 for Level-of-School-Completed Determination

SOURCE(S):

1970 census counts were conducted by the U.S. Department of Commerce, Bureau of the Census. Actual counts for 1970 by state are available in the Series PC(1)-C, "General Social and Economic Characteristics," table 120. (See Sources section for a copy of this table.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Population Characteristics of the State

SPECIFIC DATA:

Vocational Training of the State Population

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

All persons 18 and older in the state who have completed vocational training showing the number by sex and by field of vocational training for the year the census was conducted.

Field of Vocational Training	Number of Persons 18 and Over in State		
	Male	Female	Total
Business/Office Work			
Nursing/Other Health Field			
↓ etc.			
Total Completers			
Never Participated or Completed			
Grand Total			

Note: It would be preferable to have this for persons 25 and over to be consistent with educational attainment data, but the 1970 Census was inconsistent.

RELATED GLOSSARY DEFINITIONS:

- Census Criteria in 1970 for Vocational-Training Determination

SOURCE(S):

1970 census counts were conducted by the U.S. Department of Commerce, Bureau of the Census. Actual counts for 1970 by state are available in the Series PC(1)-D, "Detailed Characteristics," table 149. (See Sources section for a copy of this table.) It should be noted that race and age characteristics are also available on this source table.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Population Characteristics of the State

SPECIFIC DATA:

Elementary- and Secondary-School Enrollments by Locality

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

The number of student enrollments in public and private elementary and secondary schools by grade level for each local educational unit (county, school district, planning district, or other geographical unit) and/or for the state in total for the current school year or previous years.

Grade Level	Student Head Count		
	Public Schools	Private Schools	Total
Pre-Kindergarten			
Kindergarten			
Grade 1			
↓ etc.			
Total			

RELATED GLOSSARY DEFINITIONS:

- Elementary/Secondary-School Enrollments
- Elementary/Secondary-School Grade Levels
- Private/Independent Educational Institution
- Public Educational Institution

SOURCE(S):

The State Department of Education in each state should have this information for each school year, and the data may be derived from the following forms:

- NCES Form 2393-2 is required annually of all local educational agencies and summarizes all public-school enrollments. (A copy of this form is included in the Sources section.)
- NCES Form 2302 is used annually to survey all nonpublic elementary and secondary schools on a voluntary basis. (A copy of this form is included in the Sources section.)
- NCES Form 2350-5 is an annual survey of all pupils, staff, and all high-school graduates of public elementary/secondary schools. (A copy of the form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Population Characteristics of the State

SPECIFIC DATA:

Number of High-School Graduates by Sex and by Race

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

The number of high-school graduates by sex and by race for each local educational unit (county, school district, planning district, or other geographical unit), and/or for the state in total for the current year or previous years.

Sex and Race/Ethnic Identification	Number of High-School Graduates
Male	
Female	
Total	
Race/Ethnic Categories	
Black	
↓	
etc.	
Total	

Note: *It would be preferable to know the number of high-school graduates by sex within race/ethnic categories, but current sources do not support this.*

RELATED GLOSSARY DEFINITIONS:

- High-School Graduates
- Race/Ethnic Identification

SOURCE(S):

The State Department of Education should have this information for each school year, and the data may be derived from the following form:

Form OS/CR 102 is required every other year from each individual school for the Elementary and Secondary School Civil Rights Survey. (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Population Characteristics of the State

SPECIFIC DATA:

Number of Individuals Passing High-School-Equivalency Examinations

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

The number of individuals by sex who have passed high-school-equivalency examinations in the state within a specified year (fiscal or calendar) for the current year or previous years.

Sex	Number of Individuals Passing High-School-Equivalency Examinations
Male	
Female	
Total	

Note: It would be preferable to know the number of individuals passing high-school equivalency examinations by race, as well as by sex, but current sources do not support this.

RELATED GLOSSARY DEFINITIONS:

- High-School-Equivalency Examinations

SOURCE(S):

The State Department of Education should have this information. Otherwise, another source would be the Graduate Education Development (GED) Testing Service (at 1 Dupont Circle, Washington, D.C. 20036).

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Occupation Outlook of the State

SPECIFIC DATA:

State Employment Summary by Occupation Classification and by Industry Classification

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Review of Institutional Mission/Role/Scope, Program Review, Enrollment Projections, Affirmative Action

DESCRIPTION OF DATA:

Number of employed persons in the state 16 years and older by industry classification and occupation classification for the most recent year.

Occupational Classification	Number of Employed Persons in State Industry Classification Agriculture Mining ⟶ etc.
Administrative	
Technical	
↓	
etc.	

Note: Historical information in this area would be helpful in doing longitudinal studies--especially for making comparisons with similar national data. Projections, if available, might also be helpful.

RELATED GLOSSARY DEFINITIONS:

- Industry Classification
- Occupational Classification

SOURCE(S):

State Manpower Employment Office or Employment Security Agency (however, availability of data, particularly in regard to projections, will vary from state to state).

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Finances of the State

SPECIFIC DATA:

State-Government Revenues

PLANNING ISSUE(S) TO WHICH RELATED:

Financial Policies Related to the Acquisition and Distribution of Resources

POTENTIAL FUNCTIONAL USES:

Long-Range Planning and Budgeting

DESCRIPTION OF DATA:

Display of total state-government revenues by source for the most recent fiscal period.

State-Revenue Sources	Dollar Amounts	
	General Fund	All Other Funds
General Governmental Revenues		
Intergovernmental		
etc.		
Insurance Trust Revenues		
Other		
Total		

RELATED GLOSSARY DEFINITIONS:

- General Fund of the State
- State or Local Revenues

SOURCE(S):

- State-government financial reports published in each state.
- The Bureau of the Census publishes annual reports entitled State Government Finances in (fiscal year) and Governmental Finances in (fiscal year). The latter publication also includes local finances within a state. (Information about these publications is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Finances of the State

SPECIFIC DATA:

Local-Government Revenues

PLANNING ISSUE(S) TO WHICH RELATED:

Financial Policies Related to the Acquisition and Distribution of Resources

POTENTIAL FUNCTIONAL USES:

Long-Range Planning and Budgeting

DESCRIPTION OF DATA:

Display of total local-government revenues by source for the most recent fiscal period.

Local-Revenue Sources	Dollar Amounts	
	General Fund	All Other Funds
General Governmental Revenues		
Intergovernmental		
↓ etc.		
Insurance Trust Revenues		
Other Revenues		
Total		

RELATED GLOSSARY DEFINITIONS:

- General Fund of the State
- State or Local Revenues

SOURCE(S):

- Local-government financial reports published in each state.
- The Bureau of the Census publishes annual reports entitled State Government Finances in (fiscal year) and Governmental Finances in (fiscal year). The latter publication also includes local finances within a state. (Information about these publications is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Finances of the State

SPECIFIC DATA:

State-Government Appropriations and Expenditures

PLANNING ISSUE(S) TO WHICH RELATED:

Financial Policies Related to the Acquisition and Distribution of Resources

POTENTIAL FUNCTIONAL USES:

Long-Range Planning and Budgeting

DESCRIPTION OF DATA:

Display of total state-government appropriations and expenditures by use for the most recently completed fiscal period.

Use of State Funds	Dollar Amounts			
	State Appropriations		State Expenditures	
	General Fund	All Other Funds	General Fund	All Other Funds
General Expenditures				
Intergovernmental				
↓ etc.				
Insurance Trust Expenditures				
Other				
Total				

RELATED GLOSSARY DEFINITIONS:

- General Fund of the State
- State or Local Appropriations
- State or Local Expenditures

SOURCE(S):

- State-government financial reports published in each state.
- The Bureau of the Census publishes annual reports entitled State Government Finances in (fiscal year) and Governmental Finances in (fiscal year). The latter publication also includes local finances within a state. (Information about these publications is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Finances of the State

SPECIFIC DATA:

Local Government Appropriations and Expenditures

PLANNING ISSUE(S) TO WHICH RELATED:

Financial Policies Related to the Acquisition and Distribution of Resources

POTENTIAL FUNCTIONAL USES:

Long-Range Planning and Budgeting

DESCRIPTION OF DATA:

Display of total local-governmental appropriations and expenditures by use for the most recently completed fiscal period.

Use of Local Funds	Dollar Amounts			
	Local Appropriations		Local Expenditures	
	General Fund	All Other Funds	General Fund	All Other Funds
General Expenditures				
Intergovernmental				
↓				
etc.				
Insurance Trust Expenditures				
Other				
Total				

RELATED GLOSSARY DEFINITIONS:

- General Fund of the State
- State or Local Appropriations
- State or Local Expenditures

SOURCE(S):

- Local-government financial reports published in each state.
- The Bureau of the Census publishes annual reports entitled State Government Finances in (fiscal year) and Governmental Finances in (fiscal year). The latter publication also includes local finances within a state. (Information about these publications is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW--CATEGORY/AREA:

State Information/Finances of the State

SPECIFIC DATA:

Total Postsecondary-Education Institutional Finances

PLANNING ISSUE(S) TO WHICH RELATED:

Financial Policies Related to the Acquisition and Distribution of Resources

POTENTIAL FUNCTIONAL USES:

Long Range Planning and Budgeting

DESCRIPTION OF DATA:

A display of the total finances of the state's postsecondary-education enterprise based on current funds from all sources and amount of required debt as of the most recent fiscal period (or for several fiscal periods for trend analyses).

Sources of Current Funds and Amount of Required Debt	State-Defined Groupings of Postsecondary-Education Institutions
Sources of Current Funds Federal State Local Tuition/Fees ↓ etc. Amount of Required Debt	

RELATED GLOSSARY DEFINITIONS:

See the Glossary references on data pages 3.49, 3.50, 3.53, 3.54, and 3.55.

SOURCE(S):

Information on institutional finances are provided by each postsecondary-education institution in the state and as described in detail on data pages 3.49, 3.50, 3.53, 3.54, and 3.55.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

State Information/Finances of the State

SPECIFIC DATA:

Total Student Financial Aid

PLANNING ISSUE(S) TO WHICH RELATED:

Financial Policies Related to the Acquisition and Distribution of Resources

POTENTIAL FUNCTIONAL USES:

Long-Range Planning and Budgeting

DESCRIPTION OF DATA:

A display of the total funding of student financial aid for students attending all postsecondary-education institutions in the state as of the most recently completed fiscal period.

Recipients and Amounts	Grants	Loans	Work Study
Total Number of Recipients			
By Race/Ethnic Categories			
By Sex			
By Family-Income-Level Ranges			
Total Dollars Funded			
Federal Sources			
State Sources			
Institutional Sources			
Other Sources			
Total			

RELATED GLOSSARY DEFINITIONS:

- Income-Level Ranges
- Race/Ethnic Identification
- Student-Financial-Aid Types

SOURCE(S):

Institutional, state, and federal student-aid funding sources.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Institutional Characteristics

SPECIFIC DATA:

Institutional Characteristics

PLANNING ISSUE(S) TO WHICH RELATED:

Responsiveness of the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Publishing Information

DESCRIPTION OF DATA:

The following types of characteristics are needed for each postsecondary-education institution to describe the scope of the postsecondary-education enterprise in the state:

- Institutional Identifiers (name, address, FICE Code)
- Location(s)
- Institutional Control/Legal Identity
- Institutional Statement of Mission/Role/Scope
- Institutional Accreditation
  - --National
  - --State
- Minimum Admissions Requirements
- Tuition and Required Fees
  - --In-state versus out-of-state by student level or student program
- Room-and-Board Charges
- Student Residential Information
  - --Number of student-housing spaces available
  - --Number of students living in institutional housing

Note: *Some of these items would remain constant; others (for example, fees, charges) would need to be updated annually.*

RELATED GLOSSARY DEFINITIONS:

- Academic Year
- Accreditation
- Institutional Code
- Institutional Control/Legal Identity
- Institutional Housing, Number of Students Living In
- Institutional Housing, Number of Student Spaces Available
- Minimum Admissions Requirements
- Nationally Recognized Accrediting Agencies
- Predominant Calendar System
- Reporting-Unit Structure
- Room-and-Board Charges
- Tuition and Fees

SOURCE(S):

Each postsecondary-education institution in the state. Much of this information is collected by the National Center for Education Statistics (NCES) annually on NCES Form 2300-1, Institutional Characteristics of Colleges and Universities. (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Characteristics

SPECIFIC DATA:

Postsecondary-Education Applications/Admissions/Enrollments

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Enrollment Projections, Publishing Information

DESCRIPTION OF DATA:

Head-count number of first-time students by level who applied, who were admitted, and who were counted as being enrolled as of a given census date, for each postsecondary-education institution and/or for the state in total for selected state-designated student programs only (especially those with enrollment limits).

	Student Head Counts[a]				
	1st Time UG Fresh	1st Time UG Transfers	1st Time 1st Prof.	1st Time Grad.	1st Time Unclassified[b]
Applications[c]					
Admissions[c]					
Enrollments					

[a]These head counts are intended to include only college-level students taking work creditable toward a bachelor's or higher degree or some other formal recognition below the baccalaureate level.

[b]Unclassified students are separately identified so they will not be confused with students who have declared a major and are candidates for a formal degree or other formal award.

[c]Due to multiple applications and offers of admission, these counts may reflect duplicated head counts.

RELATED GLOSSARY DEFINITIONS:

- Admission
- Application
- Census Date for Enrollment
- First-Time Students
- Student Counts

SOURCE(S):

Each postsecondary-education institution in the state.

INFORMATION-STRUCTURE OVERVIEW—~~CATEGORY/AREA:~~

Institutional Information/Student Characteristics

SPECIFIC DATA:

Age Characteristics of Students by Full-Time/Part-Time Status, Type of Enrollment, and Student Level

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Enrollment Projections, Publishing Information

DESCRIPTION OF DATA:

The head-count number of students by age ranges, by full-time/part-time (FT/PT) status, by type of enrollment, and by student level as of a given census date for each postsecondary-education institution and/or for the state in total.

Age Ranges	Student Head Counts								
	Degree/Diploma/Certificate Enrollments								Nondegree/Diploma Certificate Enrollments
	Undergrad.[a]		Unclass.		1st Prof.		Grad.		
	FT	PT	FT	PT	FT	PT	FT	PT	
Under 16									
16 to 17									
↓ etc.									

[a]*Distinguishing first-time undergraduates from other undergraduates would probably be helpful when analyzing age characteristics.*

RELATED GLOSSARY DEFINITIONS:

- Age Ranges
- Census Date for Enrollment
- Full-Time/Part-Time Status
- Student Counts
- Student Level
- Type of Enrollment

SOURCE(S):

Each postsecondary-education institution in the state.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:
Institutional Information/Student Characteristics

SPECIFIC DATA:
Sex and Race Characteristics of Students by Full-Time/Part-Time Status, Type of Enrollment, and Student Level

PLANNING ISSUE(S) TO WHICH RELATED:
Need/Demand for Postsecondary-Education Enrollment Projections and Responsiveness of the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:
Long-Range Planning, Budgeting, Program Review, Enrollment Projections, Affirmative Action, Publishing Information

DESCRIPTION OF DATA:

The head-count number of students by sex, race, full-time/part-time (FT/PT) status, type of enrollment, and student level as of a given census date for each postsecondary-education institution and/or for the state in total.

Type of Enrollment and Student Level	Student Head Counts							
	Nonresidents				Race/Ethnic Categories			
	Men		Women		Men		Women	
	FT	PT	FT	PT	FT	PT	FT	PT
Degree/Diploma/Certificate Students by Student Level								
Undergraduate								
↓ etc.								
Nondegree/Diploma/Certificate Students[a]								

[a]*This category is not included in the source survey form but allows for information to be provided, if applicable, about students whose enrollment cannot be in regular courses that other students can be taking for credit applicable toward a bachelor's or higher degree or some other formal recognition below the baccalaureate level. This category is not equivalent to the unclassified category listed under student level for degree/diploma/certificate enrollments.*

RELATED GLOSSARY DEFINITIONS:

- Census Date for Enrollment
- Full-Time/Part-Time Status
- Race/Ethnic Identification
- Student Counts
- Student Level
- Type of Enrollment

SOURCE(S):

- Each postsecondary-education institution in the state.
- NCES Form 2300-2.3, Fall Enrollment and Compliance Report of Institutions of Higher Education, is sent to institutions annually by the National Center for Education Statistics (NCES). Compliance information is required every other year, but the form stays the same so that race/ethnic information can be reported if desired. (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Characteristics

SPECIFIC DATA:

Geographic Origin of First-Time Students

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Enrollment Projections, Publishing Information

DESCRIPTION OF DATA:

Head-count number of first-time students by level by full-time/part-time (FT/PT) status, based on geographic origin at time of admission for students enrolled as of a given census date for each postsecondary-education institution and/or for the state in total.

Geographic Origin[b]	Student Head Counts[a]									
	1st Time UG Fresh.		1st Time UG Transfers		1st Time 1st Prof.		1st Time Grad.		1st Time Unclassified[c]	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
In-District: (by county)										
In State: (by county)										
Out-of-State: (by state)										
Foreign										

[a]*These head counts are intended to include only college-level students taking work creditable toward a bachelor's or higher degree or some other formal recognition below the baccalaureate level.*

[b]*It may be useful to identify institutional origin for students who have attended another postsecondary-education institution within the state.*

[c]*Unclassified students are separately identified so they will not be confused with students who have declared a major and are candidates for a formal degree or other formal award.*

RELATED GLOSSARY DEFINITIONS:

- Census Date for Enrollment
- First-Time Students
- Full-Time/Part-Time Status
- Geographic Origin
- Student Counts

SOURCE(S):

- The above information collected from each postsecondary-education institution in the state would summarize in-migration of students.
- To determine out-migration of students, national residence/migration survey data would be needed. (See the Sources section for information about the proposed Residence/Migration Survey to be used by the National Center for Education Statistics in HEGIS in 1979-80 or 1980-81.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Characteristics

SPECIFIC DATA:

Potential Ability Descriptors of First-Time Entering Undergraduate Students

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Review of Institutional Mission/Role/Scope, Enrollment Projections

DESCRIPTION OF DATA:

Summary of the head-count number of first-time entering undergraduate students by high-school-rank percentiles and by aptitude-test scores achieved on undergraduate entrance examinations, for each postsecondary-education institution, and/or for the state in total.

High-School Rank and Aptitude/Achievement-Test Scores	Student Head Counts and Institutional Averages
High-School-Rank Quartiles	
Institutional Average	
ACT Composite Scores	
Institutional Average	
SAT Scores	
Institutional Average	

RELATED GLOSSARY DEFINITIONS:

- Aptitude/Achievement-Test Scores
- High-School Rank
- Student Counts

SOURCE(S):

Each postsecondary-education institution in the state.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Programs and Discipline Information

SPECIFIC DATA:

Institutional Inventory of Student-Program Offerings

PLANNING ISSUE(S) TO WHICH RELATED:

Responsiveness of the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Review of Institutional Mission/Role/Scope, Program Review

DESCRIPTION OF DATA:

A listing of all the student programs offered by each postsecondary-education institution, including program level, program site, and indication of applicable nationally recognized professional accrediting associations.

State-Designated Student-Program Categories[a]	Program Level: Certificate	Program Level: Associate Degree → etc.	Program Site	Applicable Nationally Recognized Professional Accrediting Association
Agriculture				
Business				
↓ etc.				

[a] *Student programs should be those groupings or categories determined by the state to be appropriate for comparing institutions within the state and for making state-level decisions.*

Note: *If a program inventory is used to maintain this information, annual or periodic reporting can be limited to changes in recorded information.*

RELATED GLOSSARY DEFINITIONS:

- Nationally Recognized Professional Accrediting Associations
- Program/Course Site
- Program Level

SOURCE(S):

Each postsecondary-education institution in the state.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Programs and Discipline Information

SPECIFIC DATA:

Enrollments by Student Program by Full-Time/Part-Time Status and Student Level

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services and Responsiveness of the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review, Enrollment Projections, Publishing Information

DESCRIPTION OF DATA:

The head-count number of students by student program by student level and full-time/part-time (FT/PT) status as of a given census date for each postsecondary-education institution and/or for the state in total.

State-Designated Student-Program Categories[a]	Student Head Counts								
	Degree/Diploma/Certificate Enrollments								Nondegree Diploma/Certificate Enrollments
	Undergraduate[b]		Unclassified		1st Professional		Graduate[c]		
	FT	PT	FT	PT	FT	PT	FT	PT	
Agriculture									
Business									
↓									
etc.									

[a] *Student programs should be those groupings or categories determined by the state to be appropriate for comparing institutions within the state and for making state-level decisions.*

[b] *Distinguishing between lower division (typically first- and second-year students) and upper division may be helpful.*

[c] *Distinguishing between first-year and beyond first-year students may be helpful.*

RELATED GLOSSARY DEFINITIONS:

- Census Date for Enrollment
- Full-Time/Part-Time Status
- Student Level
- Student Program

SOURCE(S):

- Each postsecondary-education institution in the state.
- NCES Form 2300-2.3, Fall Enrollment and Compliance Report of Institutions of Higher Education, collects some of this information for 10 selected HEGIS Taxonomy programs. (A copy of this form is in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Programs and Discipline Information

SPECIFIC DATA:

Number of Student-Program Completers/Degrees Awarded

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services and Responsiveness of the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Review of Institutional Mission/Role/Scope, Budgeting, Program Review, Affirmative Action, Publishing Information

DESCRIPTION OF DATA:

The head-count number of students who completed student programs and thus earned degrees as of the most recent year (usually a fiscal year) for each postsecondary-education institution and/or for the state in total.

State-Designated Student-Program Categories[a]	Head-Count Number of Student-Program Completers		
	Degree Level		
	Certificate	Associate Degree	→ etc.
Agriculture			
Business			
↓ etc.			

Note: This description is a summary of the data suggested on page 3.41.

[a]*Student programs should be those groupings or categories determined by the state to be appropriate for comparing institutions within the state and for making state-level decisions.*

RELATED GLOSSARY DEFINITIONS:

- Highest Degree/Diploma/Certificate Earned
- Program Completers
- Student Program

SOURCE(S):

- Each postsecondary-education institution in the state.
- The National Center for Education Statistics (NCES) collects this information annually on NCES Form 2300-2.1, Degrees and Other Formal Awards Conferred Between July 1 and June 30 (of the previous year). (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Programs and Discipline Information

SPECIFIC DATA:

Outcome Information Regarding Student-Program Completers

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services and Responsiveness of the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning

DESCRIPTION OF DATA:

Information descriptive of the characteristics and plans of students who have earned degrees by completing programs. This information would only need to be reflective of a state-designated sampling of student programs for selected postsecondary-education institutions within different institutional categories.

Characteristics of Student-Program Completers	Head-Count Number of Student-Program Completers in State-Designated Student-Program Categories		
	Degree Level		
	Certificate	Associate	Bachelor's ——→ etc.
Sex			
Race/Ethnic Categories			
Age Ranges			
Occupational Status at Graduation[a]			
Time to Degree			
Further Educational Plans at Graduation			

[a] *For those who have acquired jobs it is recommended that information about these jobs be summarized by occupational classification.*

RELATED GLOSSARY DEFINITIONS:

- Age Ranges
- Educational Plans at Time of Graduation
- Highest Degree/Diploma/Certificate Earned
- Occupational Classification
- Occupational Status at Time of Graduation
- Program Completers
- Race/Ethnic Identification
- Student Program
- Time to Complete a Degree

SOURCE(S):

Each postsecondary-education institution in the state or a sample of institutions in different institutional categories.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Programs and Discipline Information

SPECIFIC DATA:

Number of Student-Program Completers by Sex and Race/Ethnic Identification

PLANNING ISSUE(S) TO WHICH RELATED:

Need/Demand for Postsecondary-Education Services and Responsiveness of the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review, Enrollment Projections, Affirmative Action, Publishing Information

DESCRIPTION OF DATA:

The head-count number of students by sex and race/ethnic identification who completed student programs and thus earned degrees as of the most recent year (usually a fiscal year) for each postsecondary-education institution and/or for the state in total.

State-Designated Student-Program Categories[a]	Head-Count Number of Student-Program Completers	
	Degree Level	
	Certificate Associate Bachelor's ⟶ etc.	
	Male	Female
	Race/Ethnic Categories	Race/Ethnic Categories
Agriculture		
Business		
↓		
etc.		

Note: This description reflects more detail to the summary data suggested on page 3.39.

[a]Student Programs should be those groupings or categories determined by the state to be appropriate for comparing institutions within the state and for making state-level decisions.

RELATED GLOSSARY DEFINITIONS:

- Highest Degree/Diploma/Certificate Earned
- Program Completers
- Race/Ethnic Identification
- Student Program

SOURCE(S):

- Each postsecondary-education institution in the state.
- The National Center for Education Statistics (NCES) annually collects this information on NCES Form 2300-2.1, Degrees and Other Formal Awards Conferred Between July 1 and June 30 (of the previous year). (A copy of this form is included in the Sources section.) Racial data are required biennially in odd years and are collected at the two-digit HEGIS Taxonomy level for all associate, bachelor's, master's, and doctoral degrees, and at the four-digit HEGIS Taxonomy level for all 10 First-Professional degrees.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Programs and Discipline Information

SPECIFIC DATA:

Instructional Activity by State-Designated Discipline Categories

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review

DESCRIPTION OF DATA:

Display of the instructional activity (student-credit hours, student-contact hours, faculty-contact hours) by department or discipline, and course level for a given period (quarter, academic year, fiscal year) for each postsecondary-education institution and/or for the state in total.

State-Designated Discipline Categories[a] Course Level	Total Student-Credit Hours	Total Student-Contact Hours[b]	Total Faculty-Contact Hours
Degree-related Instruction			
Agriculture			
Lower Division			
Upper Division			
Graduate			
First Professional			
Architecture			
↓ etc.			
Requisite/Preparatory/Remedial Instruction			
Non-degree-related Instruction			

[a] *Disciplines should be those groupings or categories determined by the state to be appropriate for comparing departments among institutions within the state and for making state-level decisions.*

[b] *Student-contact hours tend to be an instructional activity measurement used more in community colleges.*

RELATED GLOSSARY DEFINITIONS:

- Degree-related Instruction
- Discipline/Subject Matter
- Faculty-Contact Hours
- Nondegree-related Instruction
- Requisite Preparatory/Remedial Instruction
- Student-Contact Hour
- Student-Credit Hour

SOURCE(S):

Each postsecondary-education institution in the state.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Student Programs and Discipline Information

SPECIFIC DATA:

Direct Costs of Instruction by State-Designated Discipline or Student-Program Categories

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review

DESCRIPTION OF DATA:

Display of the direct costs by type of instruction, by discipline or student program, by course level for the most recent fiscal year for each postsecondary-education institution.

Type of Instruction Discipline or Student-Program Categories[a] Course Level	Direct Costs
Degree-related Instruction	
Agriculture	
Lower Division	
Upper Division	
Graduate	
First Professional	
Architecture	
↓	
etc.	
Requisite Preparatory/Remedial Instruction	
Nondegree-related Instruction	

[a]*Disciplines or student programs should be those groupings or categories determined by the state to be appropriate for comparing departments among institutions within the state and for making state-level decisions.*

Note: Related information regarding costing data appears in appendix D.

RELATED GLOSSARY DEFINITIONS:

- Degree-related Instruction
- Direct Costs
- Discipline/Subject Matter
- Nondegree-related Instruction
- Requisite Preparatory/Remedial Instruction
- Student Program

SOURCE(S):

Each postsecondary-education institution in the state.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Personnel

SPECIFIC DATA:

Numbers of Employees by Sex and Race/Ethnic Identification and by Manpower-Resource Categories

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review, Publishing Data, Affirmative Action

DESCRIPTION OF DATA:

A summary of the number of employees by sex and race/ethnic identification by manpower-resource categories as of a given profile point in time (that should coincide with the census date of enrollment) for each postsecondary-education institution and/or for the state in total.

Manpower-Resource Categories	Number of Employees[a]		Total
	Male	Female	
	Race/Ethnic Categories	Race/Ethnic Categories	
Executive/Administrative Salary Intervals[b]			
Instruction/Research Salary Intervals[b]			
↓ etc.			

[a]These numbers may be head counts of total employees or of those on a full-time basis as institutionally or state defined.

[b]It may be desirable to show the numbers of employees by salary intervals within each manpower category as is required on the source form for EEOC.

Note: *These data would not be needed on an annual basis, but a biennial basis would coincide with required federal reporting to EEOC.*

RELATED GLOSSARY DEFINITIONS:

- Employee
- Employee Counts
- Manpower-Resource Categories
- Race/Ethnic Identification

SOURCE(S):

- Each postsecondary-education institution in the state.
- This information is collected by the Equal Employment Opportunity Commission (EEOC) on Form EEO-6 every other year. (A copy of this form is included in the Sources section.) This form collects counts by sex and race by applicable salary intervals within each manpower-resource category and separates employees on 9/10-month contracts from those on 11/12-month contracts. It also collects counts by sex and race by faculty ranks within tenure status as well as other employment data on part-time staff and new hires.
- Some of this information has been collected by the National Center for Education Statistics (NCES) on NCES Form 2300-3, Employees in Institutions of Higher Education, but the intention of NCES in the future is to use EEOC manpower data and restrict their survey to faculty.

INFORMATION-STRUCTURE OVERVIEW--CATEGORY/AREA:

Institutional Information/Personnel

SPECIFIC DATA:

Age Distribution of Instruction/... ...h Employees

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Progr... , Publishing Information

DESCRIPTION OF DATA:

A summary of the number of Instru... Research Employees by tenure status by age range as of a given profile point in time (that should coincide with the census date of enrollment) for each postsecondary-education institution and/or for the state in total.

Age Range	Number of Instruction/Research Employees[a]			
	Number Tenured	Number Nontenured	Number Not Eligible	Total
Less than 25				
25 to 34				
↓ etc.				
Total				

[a]*These numbers may be head counts of total employees or of those on a full-time basis as institutionally or state defined.*

Note: *These data would not be needed on an annual basis at the state level but would be needed every so many years to show trend changes.*

RELATED GLOSSARY DEFINITIONS:

- Age Ranges
- Employee
- Employee Counts
- Manpower-Resource Categories
- Tenure

SOURCE(S):

Each postsecondary-education institution in the state.

INFORMATION-STRUCTURE OVERVIEW--CATEGORY/AREA:

Institutional Information/Personnel

SPECIFIC DATA:

Number of Instruction/Research Employees by Tenure Status by State-Designated Discipline Categories

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review, Publishing Information

DESCRIPTION OF DATA:

A summary of the number of Instruction/Research employees by tenure status by Department or Discipline as of a given profile point in time (that should coincide with the census date of enrollment) for each postsecondary-education institution and/or for the state in total.

State-Designated Discipline Categories[b]	Number of Instruction/Research Employees[a]			
	Number Tenured	Number Nontenured	Number Not Eligible	Total
Agriculture ↓ etc.				

[a] *These numbers may be head counts of total employees and/or breakdowns by full-time/part-time status as defined by the institution or state.*

[b] *Disciplines should be those groupings or categories determined by the state to be appropriate for comparing departments among institutions within the state and for making state-level decisions.*

RELATED GLOSSARY DEFINITIONS:

- Discipline/Subject Matter
- Employee
- Employee Counts
- Manpower-Resource Categories
- Tenure

SOURCE(S):

- Each postsecondary-education institution in the state.
- Some of this information is collected by the National Center for Education Statistics (NCES) annually on NCES Form 2300-3, Salaries, Tenure, and Fringe Benefits of Full-Time Faculty. (A copy of this form is included in the Sources section.)
- Some of this information is collected by the Equal Employment Opportunity Commission on Form EEO-6 every other year. (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Personnel

SPECIFIC DATA:

Salaries and Tenure of Instruction/Research Employees by Rank and Salary-Contract Status

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review, Affirmative Action, Publishing Information

DESCRIPTION OF DATA:

A summary of the number of Instruction/Research employees by rank and salary contract status, showing tenure status and total salaries, as of a given profile point in time (that should coincide with the census date of enrollment) for each postsecondary-education institution and/or for the state in total.

Numbers[a] and Total Salaries	9/10 Month Contracts		11/12 Month Contracts	
	Faculty Rank		Faculty Rank	
	Professor	Associate → etc.	Professor	Associate → etc.
Men				
Number in Total				
Total Salaries				
Number Tenured				
Number Contributing Services				
Women				
Number in Total				
↓ etc.				

[a]*These numbers may be head counts of total instructional faculty or of those on a full-time basis as institutional or state defined.*

RELATED GLOSSARY DEFINITIONS:

- Employee
- Faculty-Rank Titles
- Manpower-Resource Categories
- Salary Contracts
- Tenure

SOURCE(S):

- Each postsecondary-education institution in the state.
- This information is collected annually on full-time instructional faculty by the National Center for Education Statistics (NCES) on NCES Form 2300-3, Salaries, Tenure, and Fringe Benefits of Full-Time Faculty. (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Personnel

SPECIFIC DATA:

Activity Distribution of Instruction/Research Employees by Major Institutional Program Categories

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review, Publishing Information

DESCRIPTION OF DATA:

A summary of the activity distribution in terms of service months and/or full-time equivalent (FTE) counts of Instruction/Research employees by tenure status and major program category as of a given profile point in time (that should coincide with the census date of enrollment) for each postsecondary-education institution and/or for the state in total.

Major Institutional Program Categories	Instruction/Research Employees[a]	
	Number of Service Months	Number FTE
Instruction[b]		
Research		
Public Service		
Other Categories		
Total		

[a]*These numbers may be counts of total employees and/or of those on a full-time basis as institutionally or state defined.*

[b]*It may be helpful to break down instruction into course levels (lower division, upper division, graduate/professional, other).*

RELATED GLOSSARY DEFINITIONS:

- Course Level
- Employee
- Employee Counts
- Manpower-Resource Categories
- Program Classification Structure (PCS)

SOURCE(S):

Each postsecondary-education institution in the state.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Finances

SPECIFIC DATA:

Unrestricted Current Fund Revenues by Source of Funds

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Publishing Information

DESCRIPTION OF DATA:

The presentation of the source of all Unrestricted Current Fund Revenues. (The Source/Use Matrix shows all restricted Current Fund Revenues by use of funds but not by source.) This is shown the most recent fiscal year for each postsecondary-education institution and/or for the state in total.

Current Fund Revenue Categories	Unrestricted Current Fund Revenues	
	Undesignated	Designated
Tuition and Required Fees		
Governmenta propriations		
↓ etc.		

RELATED GLOSSARY DEFINITIONS:

- Current Fund Revenue Categories
- Designated Funds
- Unrestricted Funds

SOURCE(S):

- Each postsecondary-education institution in the state.
- This information is collected by the National Center for Education Statistics (NCES) annually on NCES Form 2300-4, Financial Statistics of Institutions of Higher Education. (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Finances

SPECIFIC DATA:

Sources and Uses of Current Fund Revenues

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting

DESCRIPTION OF DATA:

A matrix display of the source of current funds (revenues) by their use (expenditures and transfers) for the most recent fiscal year for each postsecondary-education institution and/or for the state in total.

Use of Funds (Expenditures and Transfers)	Source of Funds (Revenues)			
	Unrestricted		Restricted	
	Undesig.	Desig.	Govt.	Appropriations → etc.
Education and General				
Instruction[a]				
Research				
↓				
etc.				
Auxiliary Enterprises				
↓				
etc.				
Total				

[a]*It may be useful to break instruction down into the following subcategories: General Academic, Occupational and Vocational, Community Education, Preparatory and Adult Basic Education.*

RELATED GLOSSARY DEFINITIONS:

- Current Fund Expenditure Categories and Transfers
- Current Fund Revenue Categories
- Current Fund Source/Use Matrix

SOURCE(S):

Each postsecondary-education institution in the state. (See Sources section for a copy of the "Current Funds Standard Source/Use Format," which has evolved from the Higher Education Finance Manual/State-Level Technical Assistance [HEFM/SLTA] project.) For further descriptive information about the Current Funds Source/Use format, see Douglas Collier, Higher Education Finance Manual, Technical Report 69 (Boulder, Colo.: National Center for Higher Education Management Systems at Western Interstate Commission for Higher Education, 1975).

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Finances

SPECIFIC DATA:

Information about Endowment and Similar Funds

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting

DESCRIPTION OF DATA:

Display information about endowment and similar funds for the most recent fiscal year (FY) for each postsecondary-education institution.

Balance and Transaction To Endowment and Similar Funds[a]	Dollar Amount	
	Book Value	Market Value
Value at Beginning of FY		
Additions for FY		
Withdrawals for FY		
Net Realized Gains (Losses) for FY		
Appreciation/(Depreciation) for FY		
Value at End of FY		
Yield		

[a] *It may be useful to separate endowment from quasi-endowment funds.*

RELATED GLOSSARY DEFINITIONS:

- Current Fund Revenue Categories
- Endowment Yield
- Fund Groups

SOURCE(S):

- Each postsecondary-education institution in the state.
- This information is collected by the National Center for Education Statistics (NCES) annually on NCES Form 2300-4, Financial Statistics of Institutions of Higher Education. (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Finances

SPECIFIC DATA:

Balance-Sheet Information and Changes in Fund Balances

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Budgeting

DESCRIPTION OF DATA:

A presentation of balance-sheet information, statement of changes in fund balances, and summary of fund changes for each postsecondary-education institution for the five most recent fiscal years.

Balance-Sheet Information Statement of Changes Summary of Changes	Dollar Amounts Fund Groups[a] Current Funds[b] Loan Funds ——> etc.
Balance-Sheet Information	
Statement of Changes in Fund Balances	
Summary of Fund Changes	

[a] Fund Groups include Agency Funds, but that category would not be applicable for information in this summary.

[b] Current Funds might be broken into unrestricted and restricted categories.

RELATED GLOSSARY DEFINITIONS:

- Additions to Fund Balances
- Assets
- Balance Sheet
- Deductions from Fund Balances
- Fund Balances
- Fund Groups
- Liabilities
- Restricted Funds
- Statement of Changes in Fund Balances
- Transfers Out
- Unrestricted Funds

SOURCE(S):

- Each postsecondary-education institution in the state.
- This information (except for balance-sheet information) is collected by the National Center for Education Statistics (NCES) annually on NCES Form 2300-4, Financial Statistics of Institutions of Higher Education. (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Finances

SPECIFIC DATA:

Physical Plant Indebtedness

PLANNING ISSUE(S) TO WHICH RELATED:

Financial Policies Related to the Acquisition and Distribution of Resources

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting

DESCRIPTION OF DATA:

Display of the amount of physical-plant indebtedness for the most recent fiscal year (FY) (and previous fiscal years for comparison purposes) for each postsecondary education institution and/or for the state in total.

Balance and Payments (for Fiscal Year)	Dollar Amount of Indebtedness[a]
Balance Owed--Beginning FY	
Additional Principal Borrowed During FY	
Payments Made on Principal During FY	
Balance Owed--End of FY	
Interest Payments	

[a] *It may be helpful to break out amounts for Auxiliary Enterprises, Hospitals, Independent Operations, and Education and General (but this is not done on the source survey form).*

RELATED GLOSSARY DEFINITIONS:

- Additional Principal Borrowed during Year
- Balance Owed on Indebtedness Principal
- Payments Made on Principal during Year

SOURCE(S):

- Each postsecondary-education institution in the state.
- This information is collected by the National Center for Education Statistics (NCES) annually on NCES Form 2300-4, Financial Statistics of Institutions of Higher Education. (A copy of this form is included in the Sources section.)

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Finances

SPECIFIC DATA:

Debt Outstanding, Issued, and Retired

PLANNING ISSUE(S) TO WHICH RELATED:

Financial Policies Related to the Acqui tion and Distribution of Resources

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting

DESCRIPTION OF DATA:

Display of information about debt outstanding, ssued, and retired for the most recent fiscal year (FY) (and previous fiscal years for comparison purposes) for each postsecondary-education institution and/or for th state in total.

Debt Outstanding, Issued, Retired	Dollar Amount[a]
Long-Term Debt	
Outstanding--Beginning of FY	
Issued	
Retired	
Outstanding--End of FY	
Short-Term Debt	
Outstanding--Beginning of FY	
Outstanding--End of FY	
Interest Paid	

[a]*It may be helpful to break out amounts for Auxiliary Enterprises, Hospitals, Independent Operations, and Edu ion and General for long-term debt (but this is not done on the source survey form).*

RELATED GLOSSARY DEFINITIONS:

- Additional Principal Borrowed during Year
- Balance Owed on Indebtedness Principal
- Payments Made on Principal during Year

SOURCE(S):

- Each postsecondary-education institution in the state.
- This information is collected by the National Center for Education Statistics (NCES) annually on NCES Form 2300-4, Financial Statistics of stitutiona of Higher Education. (A copy of this form is included in the Sources sectio

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Finances

SPECIFIC DATA:

Amounts Involved in Required Debt Service and Purchase of Capital Assets by Source of Funds

PLANNING ISSUE(S) TO WHICH RELATED:

Financial Policies Related to the Acquisition and Distribution of Resources

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting

DESCRIPTION OF DATA:

Display of amount of required debt service and amount expended for outright purchase of capital assets in the most recent fiscal year for each postsecondary-education institution and/or for the state in total.

Sources of Funds (Revenues)	Amount of Required Debt Service	Amount Expended For Outright Purchase Of Capital Assets
Unrestricted		
Undesignated		
Designated		
Restricted		
Tuition and Fees		
↓		
etc.		

RELATED GLOSSARY DEFINITIONS:

- Capital Asset
- Current Fund Revenue Categories
- Debt Service
- Designated Funds
- Restricted Funds
- Unrestricted Funds

SOURCE(S):

Each postsecondary-education institution in the state.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/F ilities

SPECIFIC DATA:

Inventory of Use of Space by Room Type and by Major Institutional Program Categories

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary-Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Budgeting, Program Review, Facilities Review/Planning

DESCRIPTION OF DATA:

An inventory of the use of rooms (by room-use categories) by pro classificat categories showing a signable square feet of assignable areas as of a zen point in t (such as the fall term) and for each postsecondary-education institution.

Major Institutional Program Categories	Assignable Square Feet of Assignable Areas — Room-Use Categories: Classroom Facilities[1]	Laboratory[1]	Special Class[1]	etc.
Instruction				
Research				
Public Service				
Other Categories				
Total				

[1] It may be useful to obtain station counts for these three class types of rooms.

[2] It may be useful to obtain weekly student hou of instruction in classroom facilities.

Note: These data need only be collected as often as necessary to update facilities-analysis factors associated with capital budget development and review. Every three to four years is usually adequate.

RELATED GLOSSARY DEFINITIONS:

- Assignable Area
- Assignable Square Feet
- Program Classification Structure
- Room-Use Categories
- Station
- Weekly Student Hour of Classroom Instruction

SOURCE(S):

- Each postsecondary-education institution in the state.
- This information was collected by the National Center for Education Statistics (NCES) on OE Form 2300-7, Inventory of College and University Facilities. (A copy of this form is included in the Sources section.) This form was last required in September 1974.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

Institutional Information/Facilities

SPECIFIC DATA:

Condition of Academic/Administrative Buildings

PLANNING ISSUE(S) TO WHICH RELATED:

Resources Required to Support the Postsecondary Education Enterprise

POTENTIAL FUNCTIONAL USES:

Long-Range Planning, Facilities Review/Planning

DESCRIPTION OF DATA:

A description of the condition of academic/administrative buildings, including assignable square feet and estimated replacement cost, as of a given point in time (such as the fall term) for each postsecondary-education institution.

Building Condition[a]	Assignable Square Feet
Satisfactory	
Remodeling-A	
↓	
etc.	

[illegible] useful to collect this information on other types of buildings in [illegible] o academic/administrative buildings (dormitories, food service f[illegible]

note: [illegible] ata need be collected only as often as necessary to update [illegible]ion-analysis fact as associated with capital budget development and review. Every three to four years is usually adequate.

RELATED GLOSSARY DEFINITIONS:

- Academic/Administrative Buildings
- Assignable Square Feet
- Building Condition

SOURCE(S):

- Each postsecondary-education institution in the state.
- Assignable Square Feet information was collected by the National Center for Education Statistics (NCES) on OE Form 2300-7, Inventory of College and University Facilities. (A copy of this form is included in the Sources section.) This form was last required in September 1974.

INFORMATION-STRUCTURE OVERVIEW—CATEGORY/AREA:

SPECIFIC DATA:

PLANNING ISSUE(S) TO WHICH RELATED:

POTENTIAL FUNCTIONAL USES:

DESCRIPTION OF DATA:

RELATED GLOSSARY DEFINITIONS:

SOURCE(S):

IV.

SOURCES

*Due to size and changes in forms included annually in HEGIS, the reader is encouraged to maintain these forms in the folder provided at the back of the document.

POPULATION INFORMATION

4.5

Bureau of the Census Published Reports and Mechanized Information

For the 1970 Census

The major source of available published data on population is the U.S. Department of Commerce, Bureau of the Census. The Bureau has conducted a census every ten years. Beginning in 1980, the Census will be taken every five years. Based on the decennial data collection efforts, the Bureau of the Census publishes the following series of printed reports:

Population Census Reports

Series PC(1) or VOLUME 1. CHARACTERISTICS OF THE POPULATION. This volume consists of 58 "parts"--number 1 for the United States, numbers 2 through 52 for the 50 states and the District of Columbia in alphabetical order, and numbers 53 through 58 for Puerto Rico, Guam, Virgin Islands, American Samoa, Canal Zone, and Trust Territory of the Pacific Islands, respectively. Each part, which is a separate clothbound book, contains four chapters designated as A, B, C, and D. Each chapter (for each of the 58 areas) was first issued as an individual paperbound report in four series designated as PC(1)-A, B, C, and D respectively. The 58 PC(1)-A reports were specially assembled and issued in a clothbound book, designated as Part A.

PC(1)-A NUMBER OF INHABITANTS. Final official population counts are presented for states, counties by urban and rural residence, standard metropolitan statistical areas (SMSA's), urbanized areas, county subdivisions, all incorporated places, and unincorporated places of 1,000 inhabitants or more.

PC(1)-B GENERAL POPULATION CHARACTERISTICS. Statistics on age, sex, race, marital status, and relationship to head of household are presented for states, counties by urban and rural residence, SMSA's, urbanized areas, county subdivisions, and places of 1,000 inhabitants or more.

PC(1)-C GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS. Statistics are presented on nativity and parent age, state or county of birth, Spanish origin, native language, residence five years ago, year moved into present house, school enrollment (public or private), years of school completed, vocational training, number of children born, family composition, disability, veteran status, employment status, place of work, means of transportation to work, occupation group, industry group, class of worker, and income (by type) in 1969 of families and individuals. Each subject is shown for some or all of the following areas: states, counties (by urban, rural-nonfarm residence), SMSA's, urbanized areas, and places of 2,500 inhabitants or more.

PC(1)-D DETAILED CHARACTERISTICS. These reports cover most of the subjects included in Series PC(1)-C, presenting the data in considerable detail and cross-classified by age, race, and other characteristics. Each subject is shown for some or all of the following areas: states (by urban, rural-nonfarm, and rural-farm residence), SMSA's, and large cities.

Series PC(2) or VOLUME II. SUBJECT REPORTS. Each report in this series or volume concentrates on a particular subject. Detailed information and cross-relationships are generally provided on a national and regional level; in some reports, data for states or SMSA's are shown. The characteristics covered include national origin and race, fertility, families, marital status, migration, education, unemployment, occupation, industry, and income.

Housing Census Reports[a]

Series HC(1) or VOLUME I. HOUSING CHARACTERISTICS FOR STATES, CITIES, AND COUNTIES

HC(1)-A GENERAL HOUSING CHARACTERISTICS

HC(1)-B DETAILED HOUSING CHARACTERISTICS

Series HC(2) or VOLUME II. METROPOLITAN HOUSING CHARACTERISTICS

Series HC(3) or VOLUME III. BLOCK STATISTICS

VOLUME IV. COMPONENTS OF INVENTORY CHANGE

VOLUME V. RESIDENTIAL FINANCE

VOLUME VI. ESTIMATES OF "SUBSTANDARD" HOUSING

VOLUME VII. SUBJECT REPORTS.

Joint Population-Housing Reports

Series PHC(1) CENSUS TRACT REPORTS. This series contains one report for each SMSA, showing data for most of the population and housing subjects included in the 1970 census.

Series PHC(2) GENERAL DEMOGRAPHIC TRENDS FOR METROPOLITAN AREAS, 1960 to 1970. This series consists of one report for each state and the District of Columbia, as well as a national summary report, presenting statistics for the state and for SMSA's and their central cities and constituent counties. Comparative 1960 and 1970 data are shown on population counts by age and race and on such housing subjects as tenure, plumbing facilities, value, and contract rent.

[a]Only the titles of these volumes are noted here.

Mechanized 1970 Population Information

The major portion of the results of the 1970 census are produced in a set of six tabulation counts. To help meet the needs of census users, these counts were designed to provide data with much greater subject and geographic detail than it is feasible or desirable to publish in printed reports. The data so tabulated are generally available--subject to suppression of certain detail where necessary to protect confidentiality--on magnetic computer tape, printouts, and microfilm, at the cost of preparing the copy.

First Count: Source of the PC(1)-A reports; contains about 400 cells of data on the subjects covered in PC(1)-B and HC(1)-A reports and tabulated for each of the approximately 250,000 enumeration districts in the United States.

Second Count: Source of the PC(1)-B, HC(1)-A, and part of the PHC(1) reports; contains about 3,500 cells of data covering the subjects in these reports and tabulated for the approximately 35,000 tracts and 35,000 county divisions in the United States.

Third Count: Source of the HC(3) reports; contains about 250 cells of data on the subjects covered in the PC(1)-B and HC(1)-A reports and tabulated for approximately 1,500,000 blocks in the United States.

Fourth Count: Source of the PC(1)-C, HC(1)-B, and part of the PHC(1) reports; contains about 13,000 cells of data covering the subjects in these reports and tabulated for the approximately 35,000 tracts and 35,000 county subdivisions in the United States; also contains about 30,000 cells of data for each county.

Fifth Count: Contains approximately 800 cells of population and housing data for five-digit zip-code areas in SMSA's and three-digit zip-code areas outside SMSA's; the sip-code data are available only on tape.

Sixth Count: Source of the PC(1)-D and HC(2) reports; contains about 260,000 cells of data covering the subjects in these reports and tabulated for states, SMSA's, and large cities.

The tapes are generally organized on a state basis. To use the First Count and Third Count tapes, it is necessary to purchase the appropriate enumeration district and block maps.

The term "cells," used here to indicate the scope of subject content of the several counts, refers to each figure of statistic in the tabulation for a specific geographic area. For example, in the Third Count, there are six cells for a cross-classification of race by sex: three categories of race (white, Negro, other race) by two categories of sex (male, female). In addition to the above-mentioned summary tapes, the Census Bureau has available for purchase certain sample tape files containing population and housing characteristics as shown on individual census records. These files contain no names or addresses, and the geographic identification is sufficiently broad to protect confidentiality. There are six files, each containing a one percent national sample of persons and housing units. Three of the files are drawn from the population covered by the census 15 percent sample and three from the population in the census 5 percent sample. Each of these three indi vidual large SMSA's and, for the rest of the country, groups of counties; the second identifies individual states and, where they are sufficiently large, provides urban-rural and metropolitan/nonmetropolitan detail; and the third identifies state groups and size of place, with each individual record showing selected characteristics of the person's neighborhood.

Current Population Survey Reports

The Bureau of the Census also conducts a monthly Current Population Survey that is usually a large sample survey dealing with some specific subject such as reasons for moving, school enrollment, voter characteristics, or educational attainment. The following list is an example of some of the reports that are available:

Series P-20	Population Characteristics
Series P-23	Special Studies
Series P-25	Population Estimates and Projections Generated by the Bureau of Census
	- Revenue Sharing Estimates Program (P-25) Population, 1970 and 1973, and Related Per Capita Income (PCI) for Revenue Sharing Areas
Series P-26	Current Population Reports
	- Federal State Cooperative Program (P-26/25) County Estimates Every Year

Catalog of Bureau of the Census Publications

A catalog of Bureau of the Census publications, issued quarterly, is available from the Government Printing Office.

County and City Data Book

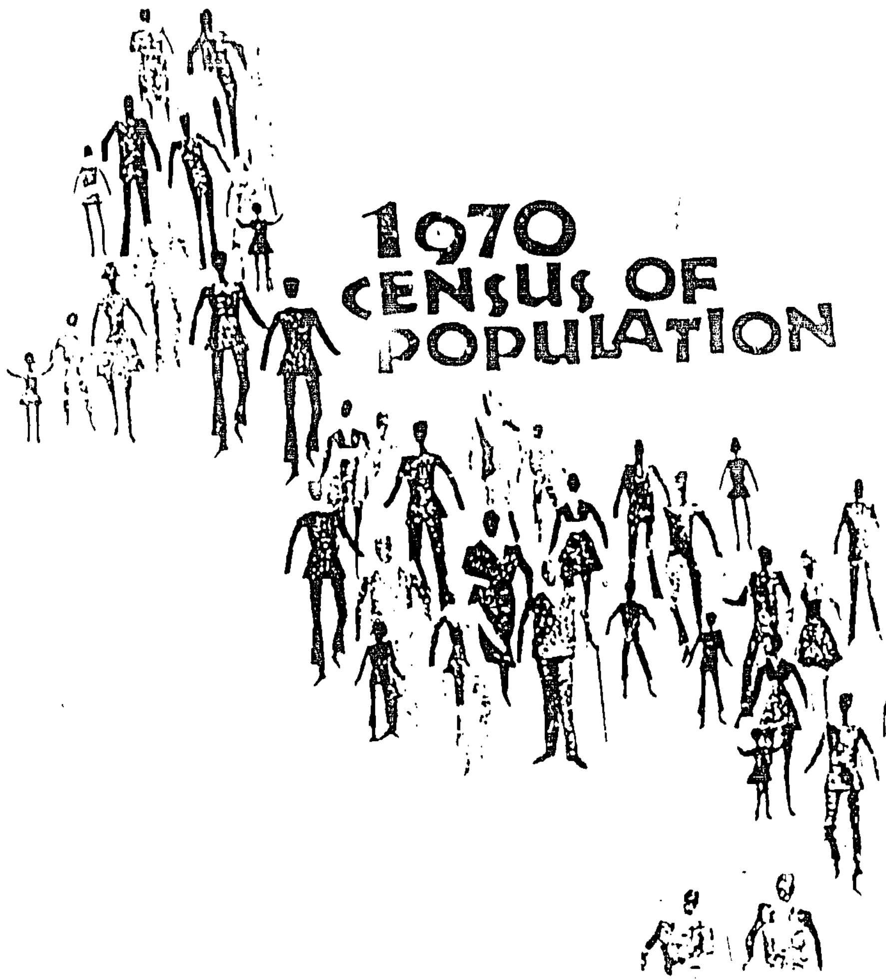
This volume is periodically produced as a supplement to the Statistical Abstract, and contains summary data from a wide variety of sources, including the Census and Current Population Reports. This is an excellent source of population and economic data for counties, SMSA's, and cities.

A UNITED STATES
DEPARTMENT OF
COMMERCE
PUBLICATION

Number of Inhabitants

COLORADO

PC(1)A7 Colo.



U.S. DEPARTMENT
OF COMMERCE
BUREAU OF
THE CENSUS

PC(1)-A7

1970 CENSUS OF POPULATION

Number of Inhabitants

COLORADO

Issued May 1971

For list of contents see page 1

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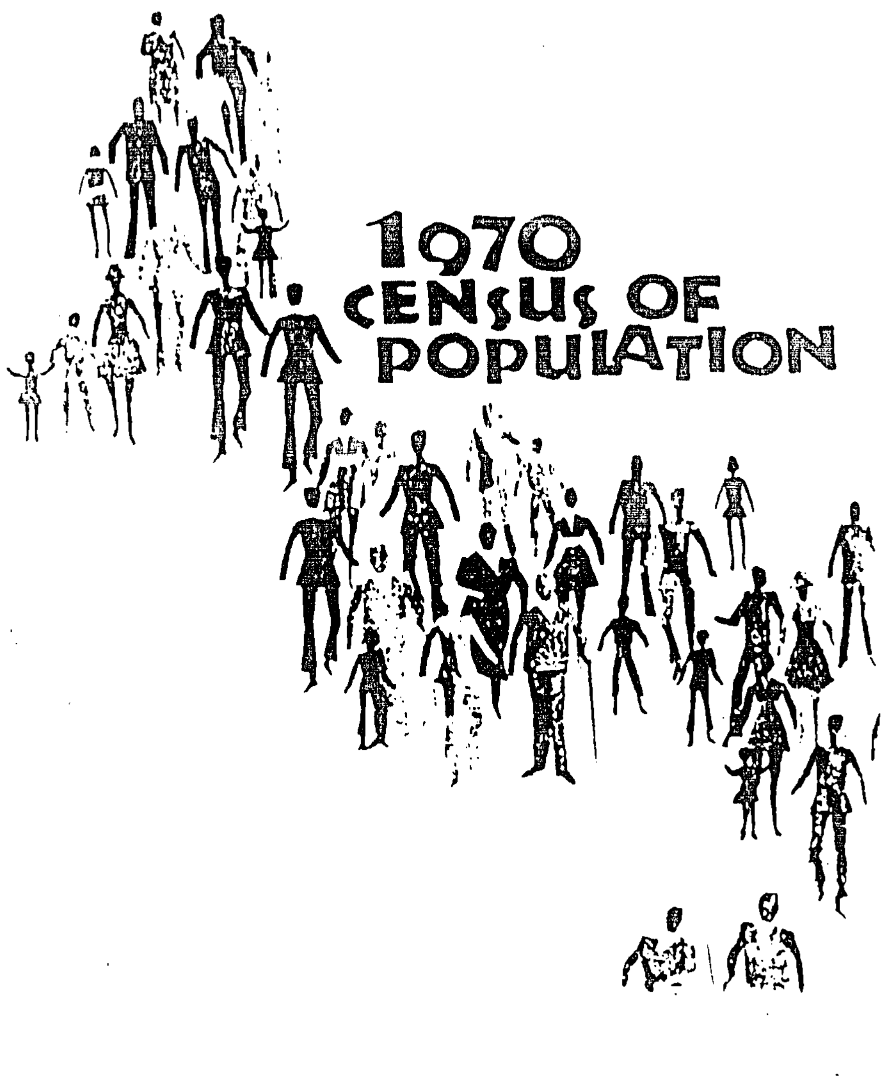
A UNITED STATES DEPARTMENT OF COMMERCE PUBLICATION

General Population Characteristics

OREGON

PC(1) B39 Oreg.



U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

4.13

1970 CENSUS OF POPULATION

General Social and Economic Characteristics

OREGON

Issued February 1972

For list of contents see page 117

4.14

TABLE FINDING GUIDE—Subjects by Type of Area and Table Number

This guide lists all subjects covered in this report but does not indicate all cross-classifications (e.g., by sex) or the historical data shown in some tables. Separate statistics for whites and Negroes are shown in most tables. Data on allocation rates appear in tables B-1 to B-5.

Subject	The State: Total	The State: Size of place, Urban Rural	Standard metro-politan statistical areas	Urbanized areas	Places of— 50,000 or more	Places of— 10,000 to 50,000	Places of— 2,500 to 10,000	Places of— 1,000 to 2,500	County sub-divisions	Counties	Rural popula-tion of counties
SUMMARY—GENERAL CHARACTERISTICS	16	16	16	16	16	16	16	32	33	16	–
RACE	17, 18	17, 18	23	23	23	27	31	–	–	34	38
SEX RATIO	18	18	–	–	–	–	–	–	–	–	–
AGE											
Single years of age	19	–	–	–	–	–	–	–	–	–	–
Age groups	20, 21	20	24	24	24	28	31	–	–	35	38
HOUSEHOLD RELATIONSHIP	22	22	25, 26	25, 26	25, 26	29, 30	31	–	–	36, 37	38
FAMILIES	22	22	25	25	25	29	–	–	–	36	–
CHILDREN UNDER 18 YEARS OLD	22	22	25	25	25	29	–	–	–	36	–
MARITAL STATUS	22	22	26	26	26	30	–	–	–	37	–
HOUSEHOLD POPULATION BY AGE, RACE, AND SEX	39	–	–	–	39	39	39	–	–	39	–

4.15

Table 16. **Summary of General Characteristics: 1970**

[For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text]

The State Size of Place Standard Metropolitan Statistical Areas Urbanized Areas Places of 2,500 or More Counties	Population — All persons — Number	Percent change 1960–70	Percent Negro and other races	Percent under 18 years	Percent 18 to 64 years	Percent 65 years and over	Fertility ratio[1]	Persons 14 years and over — Percent married — Male	Female	Persons 18 years and over — Percent male	Households — Number	Percent change 1960–70	Persons per household	Population in group quarters — Number	Percent of total
The State	2 091 385	18.2	2.0	33.6	55.6	10.8	[illegible]	67.2	63.5	47.9	691 631	23.9	2.94	57 203	2.7
SIZE OF PLACE															
Urban	1 402 704	27.5	3.3	31.7	56.9	11.4	323	66.3	60.3	46.9	479 411	32.8	2.83	48 364	3.4
Urbanized areas	984 052	40.5	4.0	31.7	57.2	11.0	319	66.2	59.6	46.6	338 186	45.2	2.82	29 230	3.0
Central cities	527 261	24.5	6.3	28.2	58.1	13.7	289	61.7	54.1	46.0	193 940	28.4	2.60	23 249	4.4
Urban fringe	456 791	65.0	1.3	35.8	56.3	7.9	353	71.8	66.7	47.5	144 246	76.1	3.13	5 981	1.3
Other urban	418 652	4.7	1.9	31.7	56.1	12.3	333	66.3	62.1	47.7	141 225	10.4	2.83	19 134	4.6
Places of 10,000 or more	273 732	3.9	2.2	30.6	58.2	11.2	314	63.6	60.5	48.2	75 069	10.1	2.79	13 971	6.2
Places of 2,500 to 10,000	194 920	5.7	1.5	32.9	53.6	13.5	357	69.6	63.9	47.1	66 156	10.7	2.87	5 163	2.6
Rural	688 681	3.0	1.8	36.7	53.6	9.7	346	69.2	70.5	50.1	217 220	7.6	3.20	8 919	1.3
Places of 1,000 to 2,500	84 432	13.1	1.2	35.8	53.1	11.1	370	70.4	67.8	48.3	27 458	17.4	3.04	940	1.1
Other rural	604 249	1.7	1.9	36.8	53.6	9.6	343	69.0	70.9	50.3	184 762	6.2	3.23	7 979	1.3
STANDARD METROPOLITAN STATISTICAL AREAS															
Eugene	213 358	31.0	1.5	34.0	57.7	8.3	322	66.4	64.9	48.9	68 257	39.7	3.04	5 680	2.7
Portland, Oreg.–Wash.	1 009 129	22.8	3.8	33.0	56.2	10.8	332	67.3	61.2	46.9	341 505	26.9	2.89	20 910	2.1
Salem	186 658	26.6	1.6	33.8	54.0	12.2	330	66.9	61.6	47.3	59 175	35.4	2.98	10 150	5.4
URBANIZED AREAS															
Eugene	139 255	45.5	1.8	32.4	59.6	8.0	310	64.3	61.9	48.5	45 371	55.2	2.95	5 222	3.7
Portland, Oreg.–Wash.	824 926	26.6	4.4	31.8	56.9	11.3	327	67.0	59.7	46.3	286 578	31.0	2.82	18 125	2.2
Salem	93 041	...	1.7	31.9	56.1	11.9	308	66.0	58.8	46.4	30 689	...	2.80	7 246	7.8
PLACES OF 2,500 OR MORE															
Albany	18 181	40.7	1.1	34.9	55.3	9.7	399	72.4	66.4	47.4	6 045	44.8	2.96	268	1.5
Altamont (U)	15 746	45.6	2.9	37.3	55.4	7.3	364	74.4	73.7	48.9	4 844	54.9	3.22	161	1.0
Ashland	12 342	35.3	1.5	26.0	61.2	12.8	227	58.5	52.3	46.5	4 124	38.4	2.68	1 294	10.5
Astoria	10 244	-8.9	2.7	30.0	54.9	15.0	337	64.5	60.5	47.8	3 904	-2.7	2.59	152	1.5
Baker	9 354	-6.3	0.8	33.8	51.3	14.8	376	70.8	64.1	46.4	3 232	-4.0	2.83	192	2.1
Beaverton	18 577	212.9	1.1	35.0	59.3	5.7	360	74.0	64.4	45.8	6 145	253.6	2.98	282	1.5
Bend	13 710	14.9	0.8	33.0	55.3	11.6	342	69.2	65.7	47.9	4 712	19.7	2.86	221	1.6
Brookings	2 720	3.1	1.0	35.1	53.2	11.7	352	70.7	71.3	48.8	905	11.3	2.95	53	1.9
Burns	3 293	-6.5	1.6	33.1	55.2	11.6	377	66.2	68.1	50.4	1 131	-1.3	2.85	66	2.0
Canby	3 813	(NA)	0.9	33.1	51.5	15.4	379	72.6	66.8	46.6	1 305	(NA)	2.87	55	1.4
Central Point	4 004	(NA)	0.6	38.0	53.5	8.5	347	73.5	65.5	46.5	1 229	(NA)	3.19	78	1.9
City of the Dalles	10 423	-0.7	1.4	31.1	55.0	14.0	303	65.5	59.6	46.6	3 487	3.4	2.78	734	7.0
Coos Bay	13 466	90.1	1.6	35.3	56.1	8.6	367	70.3	67.2	48.1	4 481	83.5	2.97	172	1.3
Coquille	4 437	-6.2	0.5	36.1	55.0	8.9	386	72.0	68.7	48.0	1 465	3.6	3.01	23	0.5
Corvallis	35 153	70.1	4.0	23.4	70.1	6.6	216	45.3	48.0	51.4	10 215	87.5	2.76	6 960	19.8
Cottage Grove	6 004	54.1	0.9	34.8	51.9	13.3	419	71.2	65.4	47.3	2 018	59.7	2.95	53	0.9
Dallas	6 361	25.4	0.9	32.6	53.2	14.2	362	70.6	65.5	47.0	2 167	29.5	2.88	127	2.0
Eugene	76 346	49.8	2.6	28.5	62.6	8.9	253	58.0	55.7	48.4	25 774	59.1	2.77	4 999	6.5
Forest Grove	8 275	47.0	4.0	30.8	56.5	12.7	349	61.2	56.8	47.3	2 609	46.8	2.87	790	9.5
Four Corners (U)	6 199	30.7	1.3	36.5	54.8	8.8	424	75.4	69.5	46.7	1 949	40.5	3.14	72	1.2
Fruitdale (U)	2 655	(NA)	0.7	30.2	53.3	16.5	274	71.9	68.5	47.6	954	(NA)	2.76	24	0.9
Gladstone	6 237	61.8	1.2	30.3	54.5	15.1	306	70.4	61.0	45.8	2 104	77.9	2.85	248	4.0
Grants Pass	12 455	23.1	0.8	30.4	51.0	18.6	360	70.5	62.8	45.9	4 552	28.5	2.67	294	2.4
Grants Pass Southwest (U)	3 431	...	0.5	34.4	52.9	12.7	348	76.1	73.5	47.8	1 139	...	3.01	-	-
Gresham	9 875	150.4	1.4	36.8	53.8	9.4	351	70.5	64.3	47.7	2 921	138.4	3.28	106	3.1
Hayesville (U)	5 518	20.8	1.1	37.9	54.7	7.4	371	75.5	69.8	47.5	1 668	22.4	3.30	17	0.3
Hermiston	4 893	11.2	2.0	34.6	53.6	11.8	358	69.9	65.1	47.8	1 648	19.9	2.92	88	1.8
Hillsboro	14 675	78.3	1.0	35.5	53.1	11.4	392	73.3	64.5	45.8	4 804	75.1	3.01	221	1.5
Hood River	3 991	9.1	2.0	32.5	53.6	13.9	349	71.0	62.7	46.1	1 473	13.5	2.70	18	0.5
Independence	2 594	(NA)	2.9	37.9	50.7	11.4	452	65.4	61.3	46.4	825	(NA)	3.14	-	-
Keizer (U)	11 405	115.7	1.7	37.4	54.7	8.0	345	75.5	68.8	46.8	3 563	123.9	3.20	12	0.1
Klamath Falls	15 775	-6.9	4.7	29.7	58.8	11.5	380	64.2	65.2	50.0	5 850	-4.0	2.59	612	3.9
La Grande	9 645	7.0	2.3	28.8	58.6	12.6	301	64.0	58.0	47.1	3 314	12.1	2.72	623	6.5
Lake Oswego	14 573	(NA)	0.8	36.2	57.4	6.4	247	69.3	64.7	47.3	4 605	(NA)	3.16	16	0.1
Lakeview	2 705	-17.0	1.1	35.9	52.8	11.3	336	69.0	66.2	48.6	930	-11.0	2.90	8	0.3
Lebanon	6 636	13.3	0.8	31.3	53.7	15.0	373	71.9	62.8	45.9	2 362	21.8	2.75	134	2.0
Lincoln City	4 198	...	0.9	22.4	50.1	27.5	289	74.9	66.0	46.3	1 802	...	2.30	46	1.1
McMinnville	10 125	32.2	2.5	30.1	55.9	14.0	282	63.0	55.8	46.0	3 328	38.3	2.77	921	9.1
Medford	28 454	16.5	0.8	32.4	55.1	12.5	348	71.3	63.1	46.2	10 348	24.2	2.73	235	0.8
Medford West (U)	3 919	...	0.4	35.4	55.1	9.5	297	72.4	68.9	48.7	1 274	...	3.06	20	0.5
Milton Freewater	4 105	-0.1	0.6	29.4	53.3	17.3	361	66.9	60.6	46.9	1 487	4.9	2.69	98	2.4
Milwaukie	16 379	80.0	1.3	34.8	57.4	7.8	329	71.9	65.6	47.1	5 341	91.1	3.06	30	0.2
Monmouth	5 237	(NA)	2.4	23.3	71.2	5.4	165	50.0	38.2	42.3	1 527	(NA)	2.87	849	16.2
Myrtle Creek	2 733	(NA)	0.8	41.2	51.1	7.7	426	70.7	68.4	48.4	840	(NA)	3.24	8	0.3
Myrtle Point	2 511	-13.0	1.0	35.0	53.9	11.2	351	70.4	67.4	47.7	842	-3.6	2.96	27	0.9
Newberg	6 507	54.8	1.2	30.0	52.3	17.8	320	66.9	55.2	44.4	2 119	44.5	2.83	520	8.0
Newport	5 188	-2.9	0.8	32.2	57.0	10.8	307	71.9	66.2	47.7	1 820	2.0	2.74	199	3.8
North Bend	8 553	13.9	1.8	35.9	55.6	8.5	384	70.9	68.1	48.5	2 825	19.1	2.99	98	1.1
Nyssa	2 620	0.3	2.6	39.2	49.2	11.6	470	67.0	65.7	48.5	786	-1.6	3.29	34	1.3
Oakridge	3 422	(NA)	1.7	36.3	55.9	7.8	385	73.4	76.7	50.2	1 135	(NA)	3.01	-	-
Ontario	6 523	27.9	6.3	34.1	54.3	11.6	338	64.8	60.3	47.7	2 119	29.3	2.94	303	4.6
Oregon City	9 176	14.8	0.7	32.9	54.6	12.5	385	66.8	59.6	46.4	3 092	15.2	2.87	309	3.4
Pendleton	13 197	-8.6	2.7	29.7	58.0	12.3	291	60.1	56.0	47.0	4 357	3.1	2.75	1 232	9.3
Portland	387 619	2.7	7.8	27.8	57.4	14.8	297	62.3	53.5	45.4	145 082	7.6	2.56	11 405	3.0
Prineville	4 101	25.7	1.0	32.1	54.7	13.2	339	69.8	66.6	47.7	1 444	35.5	2.77	95	2.3
Redmond	3 721	11.4	1.3	33.1	53.7	13.2	350	74.7	67.1	47.3	1 315	15.5	2.83	2	0.1
Reedsport	4 039	34.7	1.6	36.5	56.1	7.5	379	69.8	71.3	49.5	1 298	37.5	3.10	12	0.3
Roseburg	14 461	25.1	1.0	37.1	55.8	12.2	342	66.2	64.1	49.2	4 872	33.2	2.85	715	4.9
St. Helens	6 212	23.7	0.6	33.5	53.7	12.8	419	69.9	66.0	47.9	2 086	28.5	2.97	120	1.9
Salem	68 296	39.0	1.8	30.2	56.8	13.0	286	62.8	55.6	46.3	23 084	52.7	2.66	6 845	10.0
Seaside	4 402	13.5	1.6	25.0	51.7	23.4	319	69.9	60.1	44.4	1 829	18.8	2.35	110	2.5
Silverton	4 301	39.6	1.0	31.1	47.5	21.4	370	71.0	59.9	44.8	1 527	34.2	2.74	116	2.7
South Medford (U)	3 497	(NA)	0.5	36.4	55.5	8.1	358	72.6	75.0	49.6	1 080	(NA)	3.24	-	-
Springfield	27 047	37.9	1.0	35.3	56.4	8.3	397	71.7	67.8	48.1	8 924	55.5	3.07	138	0.5

[1] Children under 5 years per 1,000 women 15 to 49 years

Table 16. Summary of General Characteristics: 1970—Continued

[For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text]

The State Size of Place Standard Metropolitan Statistical Areas Urbanized Areas Places of 2,500 or More Counties	Population — All persons — Number	Percent change 1960-70	Percent Negro and other races	Percent under 18 years	Percent 18 to 64 years	65 years and over	Fertility ratio[1]	Persons 14 years and over — Percent married — Male	Female	Persons 18 years and over — Percent male	Households — Number	Percent change 1960–70	Persons per household	Population in group quarters — Number	Percent of total
PLACES OF 2,500 OR MORE—Continued															
Stayton	3 170	(NA)	.4	39.9	50.7	9.5	543	72.9	65.0	46.5	975	(NA)	3.25	-	-
Sutherlin	3 070	(NA)	.7	33.9	52.9	8.2	422	71.0	68.8	48.5	950	(NA)	3.20	-	-
Sweet Home	3 799	13.3	0.9	37.6	52.1	10.3	438	71.1	68.1	48.6	1 236	19.3	3.07	10	0.3
Tigard	5 302	...	0.5	33.1	59.9	7.0	435	74.5	66.2	46.6	1 810	...	2.86	121	2.3
Tillamook	3 968	-6.5	1.5	34.4	53.2	12.4	346	69.9	62.7	47.8	1 372	-0.3	2.85	56	1.4
Toledo	2 818	-7.7	1.4	37.1	53.4	9.5	417	70.9	67.7	48.2	936	0.6	2.99	22	0.8
West Linn	7 091	60.3	1.0	35.0	56.3	8.7	255	71.4	57.6	42.2	2 063	65.8	3.20	498	7.0
Woodburn	7 495	140.2	0.8	26.2	41.0	32.0	424	75.9	66.7	45.9	2 820	178.1	2.63	91	1.2
COUNTIES															
Baker	14 919	-13.7	0.7	33.9	51.9	14.2	367	70.1	67.1	48.1	5 093	-9.8	2.89	192	1.3
Benton	53 776	37.3	2.9	28.2	64.9	6.9	252	53.2	55.7	50.9	15 898	45.3	2.94	7 055	13.1
Clackamas	166 088	46.9	1.1	36.2	54.8	9.0	336	70.4	66.7	47.9	31 677	49.7	3.17	2 451	1.5
Clatsop	28 473	4.0	3.4	30.6	55.1	14.3	296	67.3	61.1	47.2	10 205	8.0	2.68	1 092	3.8
Columbia	28 790	28.6	0.7	36.7	52.9	10.3	394	69.5	70.0	49.6	9 134	30.1	3.14	149	0.5
Coos	56 515	2.8	1.2	35.7	55.3	9.1	363	70.5	70.3	49.4	18 325	9.4	3.05	589	1.0
Crook	9 985	5.9	1.1	34.2	55.2	10.6	352	70.8	69.3	49.1	3 366	18.1	2.92	140	1.4
Curry	13 006	-7.0	1.6	34.1	55.1	10.7	364	70.3	72.8	50.4	4 384	2.4	2.94	96	0.7
Deschutes	30 442	31.8	0.7	34.1	54.8	11.1	340	71.1	69.4	48.6	10 101	36.8	2.98	389	1.3
Douglas	71 743	4.8	1.0	36.8	54.1	9.1	356	69.7	69.9	49.5	22 560	12.9	3.14	871	1.2
Gilliam	2 342	-23.7	1.6	35.8	52.9	11.3	324	69.3	71.3	50.7	741	-23.1	3.07	67	2.9
Grant	6 996	-9.4	0.5	35.0	53.9	11.1	354	70.5	71.6	50.6	2 344	-2.3	2.95	71	1.0
Harney	7 215	7.0	2.8	35.4	55.6	9.1	368	67.0	71.9	52.2	2 313	13.5	3.06	128	1.8
Hood River	13 167	-1.6	4.3	34.1	54.2	11.7	320	70.0	68.9	48.9	4 442	4.9	2.94	119	0.9
Jackson	94 533	27.8	1.0	32.7	55.5	11.9	312	68.3	65.7	48.6	31 384	34.1	2.92	2 975	3.1
Jefferson	8 548	19.9	16.2	39.9	53.7	6.4	403	70.5	70.7	49.6	2 560	27.2	3.33	16	0.2
Josephine	35 746	19.5	1.0	32.3	52.2	15.5	335	72.1	68.7	47.9	12 327	25.6	2.86	494	1.4
Klamath	50 021	5.4	4.7	34.8	56.8	8.4	372	68.1	71.1	51.1	16 307	10.8	2.98	1 394	2.8
Lake	6 343	-11.4	1.2	36.2	54.2	9.6	361	67.2	70.1	51.[illegible]	2 053	-9.1	3.05	75	1.2
Lane	213 358	31.0	1.5	34.0	57.7	8.3	322	66.4	64.9	48.9	68 257	39.7	3.04	5 680	2.7
Lincoln	25 755	4.5	1.9	30.4	53.5	16.1	316	71.1	69.1	48.6	9 365	15.2	2.70	450	1.7
Linn	71 914	22.2	0.9	36.5	53.8	9.6	376	71.3	69.1	48.6	22 657	28.3	3.15	506	0.7
Malheur	23 169	1.8	5.4	37.6	51.8	10.6	377	66.5	66.1	49.7	6 964	4.6	3.26	461	2.0
Marion	151 309	25.2	1.6	34.1	53.6	12.3	341	66.7	61.6	47.4	47 963	35.1	2.97	8 746	5.8
Morrow	4 465	-8.3	1.1	35.1	52.1	12.8	347	67.9	68.4	50.2	1 487	0.9	2.98	34	0.8
Multnomah	556 667	6.5	6.0	30.2	57.1	12.7	313	64.6	57.1	46.2	199 591	11.8	2.72	14 606	2.6
Polk	35 349	33.3	1.7	32.7	55.6	11.8	288	67.6	61.4	46.6	11 212	36.9	3.03	1 404	4.0
Sherman	2 139	-12.6	1.3	33.4	56.4	10.2	336	71.1	70.8	49.9	751	-3.3	2.85	-	-
Tillamook	17 930	-5.4	1.4	33.8	52.8	13.4	349	69.0	67.3	49.1	6 137	5.9	2.89	172	1.0
Umatilla	44 923	1.3	3.1	33.6	54.9	11.4	331	66.2	64.3	48.6	14 593	9.5	2.97	1 561	3.5
Union	19 377	6.6	1.5	32.2	55.8	12.1	335	65.7	64.3	48.6	6 427	10.8	2.91	471	3.5
Wallowa	6 247	-12.0	0.4	33.4	53.4	13.2	320	67.1	68.7	49.7	2 117	-4.7	2.93	47	0.8
Wasco	20 133	-0.4	3.1	34.2	54.4	11.4	323	67.7	64.9	48.4	6 475	2.7	2.99	776	3.9
Washington	157 920	71.2	[illegible]	36.6	55.7	7.7	358	71.4	67.1	47.7	49 173	79.5	3.17	2 082	1.3
Wheeler	1 849	-32.1	[illegible]	33.2	56.0	10.8	374	71.1	75.2	51.9	650	-20.9	2.84	-	-
Yamhill	40 213	23.8	[illegible]	34.3	52.3	13.3	326	66.6	62.9	47.8	12 598	24.2	3.06	1 722	4.3

[1] Children under 5 years per 1,000 women 15 to 49 years.

Table 17. Race by Sex: 1900 to 1970

[For meaning of symbols, see text]

The State Size of Place, 1970 Metropolitan and Nonmetropolitan Residence, 1970	Total	White	Negro and other races: Total	Negro	Other races: Total	Indian	Japanese	Chinese	Filipino	All other
SIZE OF PLACE										
Total										
1970	2 091 385	2 032 079	59 306	26 308	32 998	13 510	6 843	4 814	1 633	6 198
Urban	1 402 704	1 356 047	46 657	24 639	22 018	6 511	5 157	4 539	1 325	4 486
Urbanized areas	984 052	945 154	38 898	23 387	15 511	4 095	3 822	3 606	1 055	2 933
Central cities	527 261	494 091	33 170	22 521	10 649	2 609	2 455	2 980	721	1 884
Urban fringe	456 791	451 063	5 728	866	4 862	1 486	1 367	626	334	1 049
Other urban	418 652	410 893	7 759	1 252	6 507	2 416	1 335	933	270	1 553
Places of 10,000 or more	223 732	218 895	4 837	791	4 046	1 516	654	757	194	925
Places of 2,500 to 10,000	194 920	191 998	2 922	461	2 461	900	681	176	76	628
Rural	688 681	676 032	12 649	1 669	10 980	6 999	1 686	275	308	1 712
Places of 1,000 to 2,500	84 432	83 379	1 053	149	904	561	85	28	39	191
Other rural	604 249	592 653	11 596	1 520	10 076	6 438	1 601	247	269	1 521
1960	1 768 687	1 732 037	36 650	18 133	18 517	8 026	5 016	2 995	1 109	1 371
1950	1 521 341	1 497 128	24 213	11 529	12 684	5 820	3 660	2 102	(¹)	1 102
1940	1 089 684	1 075 731	13 953	2 565	11 388	4 594	4 071	2 086	(¹)	637
1930	953 786	938 597	15 189	2 234	12 955	4 776	4 958	2 075	1 066	80
1920	783 389	769 146	14 243	2 144	12 099	4 590	4 151	3 090	(¹)	268
1910	672 765	655 090	17 675	1 492	16 183	5 090	3 418	7 [illegible]	(¹)	312
1900	413 536	394 582	18 954	1 105	17 849	4 951	2 501	10 397	(¹)	-
Male										
1970	1 023 952	994 500	29 452	13 188	16 264	6 576	3 127	2 584	870	3 107
Urban	675 139	651 888	23 251	12 375	10 876	3 123	2 344	2 429	698	2 282
Urbanized areas	471 480	452 151	19 329	11 691	7 638	1 980	1 722	1 908	569	1 459
Central cities	249 228	232 665	16 563	11 199	5 364	1 268	1 124	1 590	415	967
Urban fringe	222 252	219 486	2 766	492	2 274	712	598	318	154	492
Other urban	203 659	199 737	3 922	684	3 238	1 143	622	521	129	823
Places of 10,000 or more	109 500	107 034	2 466	438	2 028	711	311	423	92	491
Places of 2,500 to 10,000	94 159	92 703	1 456	246	1 210	432	311	98	37	332
Rural	348 813	342 612	6 201	813	5 388	3 453	783	155	172	825
Places of 1,000 to 2,500	41 615	41 104	511	82	429	274	29	13	21	92
Other rural	307 198	301 508	5 690	731	4 959	3 179	754	142	151	733
1960	879 951	861 040	18 911	9 141	9 770	4 023	2 512	1 767	710	758
1950	772 776	759 603	13 173	5 961	7 212	3 039	2 038	1 351	(¹)	784
1940	562 689	554 719	7 970	1 384	6 586	2 331	2 271	1 459	(¹)	525
1930	499 672	490 479	9 193	1 210	7 983	2 442	2 919	1 525	1 035	62
1920	416 334	407 159	9 175	1 197	7 978	2 301	2 802	2 629	(¹)	246
1910	384 265	370 345	13 920	907	13 013	2 534	3 124	7 043	(¹)	312
1900	232 985	217 483	15 502	677	14 825	2 388	2 405	10 032	(¹)	-
Female										
1970	1 067 433	1 037 579	29 854	13 120	16 734	6 934	3 716	2 230	763	3 091
Urban	727 565	704 159	23 406	12 264	11 142	3 388	2 813	2 110	627	2 204
Urbanized areas	512 572	493 003	19 569	11 696	7 873	2 115	2 100	1 698	486	1 474
Central cities	278 033	261 426	16 607	11 322	5 285	1 341	1 331	1 390	306	917
Urban fringe	234 539	231 577	2 962	374	2 588	774	769	308	180	557
Other urban	214 993	211 156	3 837	568	3 269	1 273	713	412	141	730
Places of 10,000 or more	114 232	111 861	2 371	353	2 018	805	343	334	102	434
Places of 2,500 to 10,000	100 761	99 295	1 466	215	1 251	468	370	78	39	296
Rural	339 868	333 420	6 448	856	5 592	3 546	903	120	136	887
Places of 1,000 to 2,500	42 817	42 275	542	67	475	287	56	15	18	99
Other rural	297 051	291 145	5 906	789	5 117	3 259	847	105	118	788
1960	888 736	870 997	17 739	8 992	8 747	4 003	2 504	1 228	399	613
1950	748 565	737 525	11 040	5 568	5 472	2 781	1 622	751	(¹)	318
1940	526 995	521 012	5 983	1 181	4 802	2 263	1 800	627	(¹)	112
1930	454 114	448 118	5 996	1 024	4 972	2 334	2 039	550	31	18
1920	367 055	361 987	5 068	947	4 121	2 289	1 349	461	(¹)	22
1910	288 500	284 745	3 755	585	3 170	2 556	294	320	-	-
1900	180 551	177 099	3 452	428	3 024	2 563	96	365	(¹)	-
METROPOLITAN AND NONMETROPOLITAN RESIDENCE										
Total										
1970	2 091 385	2 032 079	59 306	26 308	32 998	13 510	6 843	4 814	1 633	6 198
Metropolitan	1 280 691	1 237 848	42 843	24 070	18 773	5 481	4 488	3 725	1 228	3 851
Urban	1 034 724	994 951	39 773	23 516	16 257	4 314	4 019	3 638	1 081	3 205
Central cities	527 261	494 091	33 170	22 521	10 649	2 609	2 455	2 980	721	1 884
Other urban	507 463	500 860	6 603	995	5 608	1 705	1 564	658	360	1 321
Rural	245 967	242 897	3 070	554	2 516	1 167	469	87	147	646
Nonmetropolitan	810 694	794 231	16 463	2 238	14 225	8 029	2 355	1 089	405	2 347
Urban	367 980	361 096	6 884	1 123	5 761	2 197	1 138	901	244	1 281
Rural	442 714	433 135	9 579	1 115	8 464	5 832	1 217	188	161	1 066
Male										
1970	1 023 952	994 500	29 452	13 188	16 264	6 576	3 127	2 584	870	3 107
Metropolitan	620 007	598 624	21 383	12 139	9 244	2 687	2 014	1 974	670	1 899
Urban	495 615	475 881	19 734	11 745	7 989	2 077	1 804	1 921	582	1 605
Central cities	249 228	232 665	16 563	11 199	5 364	1 268	1 124	1 590	415	967
Other urban	246 387	243 216	3 171	546	2 625	809	680	331	167	638
Rural	124 392	122 743	1 649	394	1 255	610	210	53	88	294
Nonmetropolitan	403 945	395 876	8 069	1 049	7 020	3 889	1 113	610	200	1 208
Urban	179 524	176 007	3 517	630	2 887	1 046	540	508	116	677
Rural	224 421	219 869	4 552	419	4 133	2 843	573	107	84	531
Female										
1970	1 067 433	1 037 579	29 854	13 120	16 734	6 934	3 716	2 230	763	3 091
Metropolitan	660 684	639 224	21 460	11 931	9 529	2 794	2 474	1 751	558	1 952
Urban	539 109	519 070	20 039	11 771	8 268	2 237	2 215	1 717	499	1 600
Central cities	278 033	261 426	16 607	11 322	5 285	1 341	1 331	1 390	306	917
Other urban	261 076	257 644	3 432	449	2 983	896	884	327	193	683
Rural	121 575	120 154	1 421	160	1 261	557	259	34	59	352
Nonmetropolitan	406 749	398 355	8 394	1 189	7 205	4 140	1 242	479	205	1 139
Urban	188 456	185 089	3 367	493	2 874	1 151	598	393	128	604
Rural	218 293	213 266	5 027	696	4 331	2 989	644	86	77	535

¹Included with "All other," see text.

Table 35. Age by Race and Sex, for Counties: 1970

(For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text)

Counties	1970 population: All races, Total	All races, Male	All races, Female	White, Male	White, Female	Negro, Male	Negro, Female	1960 population
BAKER								
All ages	14 919	7 547	7 372	7 276	7 314	13	12	17 295
Under 1 year	234	126	103	123	108	-	-	340
1 year	218	113	105	113	102	-	2	360
2 years	217	111	106	109	104	-	-	400
3 years	230	118	112	115	112	2	-	389
4 years	241	119	122	116	122	-	-	393
5 years	252	130	122	130	121	-	-	368
6 years	264	137	127	136	126	-	-	415
7 years	298	141	157	140	152	1	2	355
8 years	304	164	140	162	139	-	-	412
9 years	315	165	150	165	147	-	1	352
10 years	295	149	146	149	145	-	-	347
11 years	297	147	150	146	150	1	-	345
12 years	350	176	174	176	173	-	1	312
13 years	318	171	147	170	145	1	-	358
14 years	305	153	152	152	151	-	1	283
15 years	314	171	143	171	141	-	-	271
16 years	318	163	155	161	155	-	-	293
17 years	289	154	135	153	134	1	-	261
18 years	231	113	118	112	118	-	-	179
19 years	159	73	86	73	86	-	-	148
20 years	137	62	75	62	74	-	1	165
21 years and over	9 333	4 491	4 842	4 462	4 809	7	4	10 509
Under 5 years	1 140	587	553	576	548	2	2	1 902
5 to 9 years	1 433	737	696	733	685	1	3	1 922
10 to 14 years	1 565	796	769	793	764	2	2	1 645
15 to 19 years	1 311	674	637	670	634	1	-	1 152
20 to 24 years	692	301	391	300	386	1	1	778
25 to 29 years	767	339	428	334	420	-	-	944
30 to 34 years	825	413	412	412	410	-	-	1 035
35 to 39 years	771	366	405	365	405	-	-	1 037
40 to 44 years	847	436	411	434	404	1	1	1 164
45 to 49 years	793	374	419	371	418	2	1	1 087
50 to 54 years	911	459	452	458	450	-	-	1 025
55 to 59 years	889	453	436	451	435	-	-	778
60 to 64 years	862	409	453	408	447	1	2	759
65 to 69 years	672	354	318	350	318	-	-	706
70 to 74 years	522	239	283	235	283	1	-	598
75 to 79 years	424	190	234	187	234	-	-	408
80 to 84 years	306	143	163	142	163	1	-	221
85 years and over	189	77	112	77	112	-	-	134
Under 18 years	5 059	2 608	2 451	2 587	2 427	6	7	6 294
62 years and over	2 605	1 247	1 358	1 235	1 350	2	2	2 522
65 years and over	2 113	1 003	1 110	991	1 108	2	-	2 067
Median age	33.3	32.9	33.8	32.9	33.9	22.5	12.5	31.5
BENTON								
All ages	52 775	27 249	26 427	26 464	25 755	110	62	39 165
Under 1 year	894	437	457	425	445	1	2	740
1 year	754	390	364	373	352	2	3	853
2 years	752	364	388	340	373	-	-	877
3 years	693	344	349	336	339	-	4	819
4 years	762	402	360	370	348	2	-	861
5 years	714	339	375	328	367	2	1	745
6 years	800	418	382	412	370	-	3	790
7 years	863	425	438	415	430	2	-	758
8 years	865	461	404	447	397	1	1	717
9 years	932	461	471	453	465	3	1	687
10 years	916	453	463	447	453	1	1	739
11 years	858	433	425	427	415	2	-	667
12 years	874	454	420	445	408	3	-	682
13 years	865	441	424	435	420	2	2	685
14 years	928	486	442	482	434	1	-	472
15 years	874	471	403	468	399	1	-	517
16 years	906	448	458	441	449	1	1	534
17 years	901	446	455	440	449	1	-	434
18 years	2 517	1 261	1 256	1 229	1 216	5	6	1 275
19 years	2 983	1 563	1 420	1 506	1 369	17	9	1 553
20 years	2 878	1 540	1 338	1 467	1 295	4	3	1 412
21 years and over	30 247	15 312	14 935	14 738	14 562	59	25	22 093
Under 5 years	3 855	1 937	1 918	1 884	1 857	5	9	4 350
5 to 9 years	4 174	2 104	2 070	2 055	2 029	8	6	3 [illegible]
10 to 14 years	4 441	2 267	2 174	2 236	2 130	9	3	3 215
15 to 19 years	8 181	4 189	3 992	4 084	3 882	25	16	4 758
20 to 24 years	9 518	5 236	4 282	4 953	4 103	28	12	5 [illegible]
25 to 29 years	4 028	2 160	1 868	2 011	1 773	13	2	2 899
30 to 34 years	2 869	1 501	1 368	1 419	1 325	8	3	2 220
35 to 39 years	2 493	1 252	1 241	1 209	1 208	5	6	2 267
40 to 44 years	2 510	1 215	1 295	1 192	1 270	2	1	2 025
45 to 49 years	2 488	1 237	1 251	1 217	1 236	3	2	1 767
50 to 54 years	2 199	1 108	1 091	1 091	1 085	1	-	1 586
55 to 59 years	1 739	833	906	827	902	-	1	1 443
60 to 64 years	1 554	762	792	757	790	1	-	1 165
65 to 69 years	1 212	560	652	554	647	1	-	1 049
70 to 74 years	923	384	539	381	535	-	1	837
75 to 79 years	760	297	463	295	462	1	-	524
80 to 84 years	502	187	315	183	313	-	-	277
85 years and over	330	120	210	116	208	-	-	135
Under 18 years	15 151	7 673	7 478	7 524	7 313	25	19	12 829
62 years and over	4 630	1 994	2 636	1 971	2 620	3	1	3 581
65 years and over	3 727	1 548	2 179	1 529	2 165	2	1	2 882
Median age	23.3	23.0	23.6	23.0	23.6	21.4	19.[illegible]	73.7
CLACKAMAS								
All ages	166 088	81 629	84 459	80 645	83 542	259	112	113 038
Under 1 year	2 721	1 392	1 329	1 378	1 309	3	6	2 215
1 year	2 643	1 302	1 341	1 287	1 329	2	3	2 325
2 years	2 619	1 311	1 308	1 299	1 296	1	1	2 448
3 years	2 686	1 386	1 300	1 371	1 286	1	3	2 371
4 years	2 769	1 436	1 333	1 419	1 321	2	2	2 534
5 years	3 063	1 613	1 450	1 590	1 433	3	1	2 552
6 years	3 252	1 669	1 583	1 640	1 561	5	3	2 5[illegible]2
7 years	3 481	1 749	1 732	1 730	1 711	3	4	2 652
8 years	3 630	1 885	1 745	1 866	1 724	2	3	2 509
9 years	3 742	1 903	1 839	1 880	1 808	6	3	2 444
10 years	3 706	2 002	1 704	1 983	1 681	4	3	2 448
11 years	3 643	1 853	1 790	1 830	1 772	6	3	2 481
12 years	3 800	1 935	1 865	1 916	1 839	5	1	2 471
13 years	3 736	1 885	1 851	1 866	1 829	3	-	2 547
14 years	3 748	1 917	1 831	1 897	1 814	2	4	[illegible] 010
15 years	3 725	1 890	1 835	1 870	1 816	2	3	1 [illegible]
16 years	3 679	1 950	1 729	1 904	1 710	31	2	1 934
17 years	3 526	1 812	1 714	1 746	1 702	46	2	1 943
18 years	2 743	1 356	1 387	1 323	1 364	23	4	[illegible] 411
19 years	2 204	997	1 207	967	1 189	18	4	1 134
20 years	2 023	872	1 151	845	1 133	11	2	1 019
21 years and over	98 949	47 514	51 435	47 038	50 916	80	56	67 145
Under 5 years	13 438	6 827	6 611	6 754	6 541	9	15	11 893
5 to 9 years	17 168	8 819	8 349	8 706	8 237	19	14	12 749
10 to 14 years	18 633	9 592	9 041	9 492	8 935	20	11	11 866
15 to 19 years	15 877	8 005	7 872	7 810	7 781	120	15	8 366
20 to 24 years	10 187	4 543	5 644	4 458	5 560	25	7	5 144
25 to 29 years	11 284	5 396	5 888	5 335	5 818	11	9	5 615
30 to 34 years	10 154	5 000	5 154	4 942	5 098	10	6	7 092
35 to 39 years	9 692	4 712	4 980	4 660	4 919	8	2	8 054
40 to 44 years	10 277	5 112	5 165	5 066	5 099	8	10	7 657
45 to 49 years	10 420	5 099	5 321	5 047	5 258	8	7	7 376
50 to 54 years	9 166	4 649	4 517	4 607	4 479	7	7	6 397
55 to 59 years	8 165	4 056	4 109	4 021	4 081	8	2	5 196
60 to 64 years	6 714	3 239	3 475	3 225	3 452	2	2	4 600
65 to 69 years	5 035	2 408	2 627	2 384	2 610	-	2	4 076
70 to 74 years	3 929	1 746	2 183	1 728	2 167	2	3	3 188
75 to 79 years	2 845	1 232	1 613	1 226	1 606	1	1	2 064
80 to 84 years	1 835	725	1 110	719	1 107	-	-	1 108
85 years and over	1 269	469	800	465	795	1	-	597
Under 18 years	60 169	30 890	29 279	30 472	28 941	127	47	42 329
62 years and over	18 661	8 379	10 282	8 316	10 220	6	8	13 793
65 years and over	14 913	6 580	8 333	6 522	8 285	4	6	11 033
Median age	28.4	27.8	29.0	27.9	[illegible]	18.4	21.1	30.6
CLATSOP								
All ages	28 473	13 684	14 789	12 442	14 072	42	508	27 380
Under 1 year	426	208	218	199	213	4	1	487
1 year	379	185	194	183	188	-	1	526
2 years	352	185	167	184	161	-	3	521
3 years	356	187	169	187	165	-	-	517
4 years	403	204	199	200	193	-	2	506
5 years	425	212	213	210	211	-	-	499
6 years	463	236	227	227	223	2	2	540
7 years	481	247	234	242	232	-	-	519
8 years	479	249	230	243	226	1	-	523
9 years	480	242	238	238	232	-	1	516
10 years	505	267	238	264	233	-	2	482
11 years	502	273	229	265	225	-	-	506
12 years	541	271	270	266	265	-	2	552
13 years	508	247	261	239	252	2	1	523
14 years	576	294	282	287	278	3	-	417
15 years	515	266	249	263	244	-	-	398
16 years	634	285	349	278	268	-	75	424
17 years	693	298	395	297	309	-	79	427
18 years	627	242	385	237	274	-	104	300
19 years	520	185	335	181	217	1	111	264
20 years	439	171	268	163	198	2	64	271
21 years and over	18 169	8 730	9 439	8 590	9 266	28	60	17 662
Under 5 years	1 916	969	947	953	920	4	7	2 557
5 to 9 years	2 328	1 186	1 142	1 160	1 124	3	3	2 597
10 to 14 years	2 632	1 352	1 280	1 321	1 253	5	5	2 480
15 to 19 years	2 989	1 276	1 713	1 256	1 312	1	369	1 813
20 to 24 years	1 908	896	1 012	869	884	9	103	1 378
25 to 29 years	1 536	746	790	731	770	7	5	1 288
30 to 34 years	1 341	661	683	646	668	2	1	1 494
35 to 39 years	1 224	638	586	627	568	2	6	1 669
40 to 44 years	1 501	714	787	701	767	3	1	1 866
45 to 49 years	1 689	793	896	783	891	3	-	1 930
50 to 54 years	1 841	905	[illegible]	895	930	-	1	1 713
55 to 59 years	1 838	903	935	895	928	1	-	1 540
60 to 64 years	1 651	760		746	885	-	2	1 376
65 to 69 years	1 353	690		[illegible]	657	1	1	1 388
70 to 74 years	1 048	456		447	587	2	1	1 114
75 to 79 years	852	378		373	473	-	-	719
80 to 84 years	523	233	90	233	285	-	3	308
85 years and over	300	128	172	127	171	-	-	150
Under 18 years	8 718	4 356	4 362	4 272	4 118	12	169	8 883
62 years and over	5 040	2 324	2 716	2 290	2 695	3	6	4 504
65 years and over	4 076	1 885	2 191	1 860	2 173	3	5	3 579
Median age	33.5	33.2	33.7	33.3	35.9	24.7	18.2	35.2

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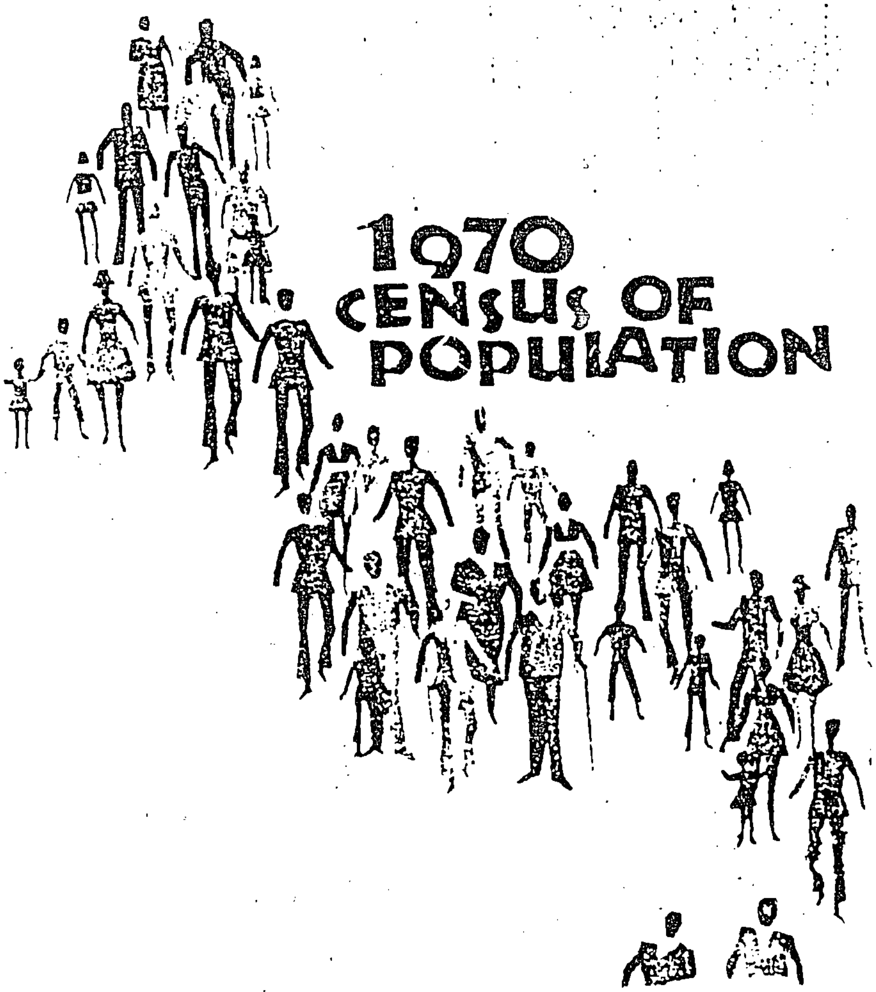
General Social and Economic Characteristics

OREGON



U.S. DEPARTMENT
OF COMMERCE
BUREAU OF
THE CENSUS

4.21

1970 CENSUS OF POPULATION

General Social and Economic Characteristics

OREGON

Issued February 1972

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Table

4.22

TABLE FINDING GUIDE—Subjects by Type of Area and Table Number

This guide lists all subjects covered in this report, but does not indicate all cross-classifications (e.g., by se ·). [illegible] sterisk (*) indicates that the table presents data for Negroes exclusively; the [illegible] (†) means the table presents data for persons of Spanish heritage exclusively. Data on allocation rates appear in tables [illegible] to C 4.

Subject	The State: 1970 and 1960	The State: Total, Urban, Rural nonfarm, Rural farm	The State: Size of place	Metropolitan nonmetropolitan residence	Standard metropolitan statistical areas, Urbanized areas	Places of—: 50,000 or more	Places of—: 10,000 to 50,000	Places of—: 2,500 to 10,000	Counties: Total	Counties: Rural nonfarm, Rural farm
SUMMARY CHARACTERISTICS										
Social	–	–	–	–	40	40	40	42	43	–
Economic	–	–	–	–	41	41	41	42	44	–
GENERAL CHARACTERISTICS										
Age	–	48	59	70	96†	96†	112†	–	129†	134, 136
Relationship to head of household	–	48	59	70	96†	96†	112†	–	129†	134, 136
Families by presence of own children under 18 years	–	48	59	70	96†	96†	112†	–	129†	–
SOCIAL CHARACTERISTICS										
Nativity and parentage	45	49	60	71	81	81	102	–	119	–
State of birth	45	50	61	72	82, 91*, 97†	82, 91*, 97†	102, 108*, 113†	117	119, 125*, 130†	–
Country of origin	45	49	60	71	81	81	102	–	119	–
Mother tongue	–	49	60	71	81	81	102	–	119	–
Residence in 1965	45	50	61	72	82, 91*, 97†	82, 91*, 97†	102, 108*, 113†	117	119, 125*, 130†	–
by selected classes of migrants	–	50	61	72	82	82	102	–	119	–
Year moved into present house	–	50	61	72	82	82	–	–	–	–
School enrollment	45	51	62	73	33, 91*, 97†	83, 91*, 97†	103, 108*, 113†	117	120, 125*, 130†	–
Years of school completed	46	51, 52	62, 63	73, 74	83, 84, 91*, 97†	83, 84, 91*, 97†	103, 108*, 113†	117	120, 125*, 130†	134, 136
Vocational training	–	51	62	73	83	83	–	–	–	–
Marital history	–	52	63	74	84	84	–	–	–	–
Fertility:										
Own children under 5 years old	–	52	63	74	84	84	–	–	–	–
Children ever born	45	52	63	74	84, 91*, 97†	84, 91*, 97†	103, 108*, 113†	–	120, 125*, 130†	134, 136
Family composition	–	52	63	74	84, 91*, 97†	84, 91*, 97†	103, 108*, 113†	–	120, 125*, 130†	–
Type of group quarters	–	52	63	74	84	84	103	–	120	–
Disability	–	52	63	74	84	84	–	–	–	–
Veteran status	–	50	61	72	82	82	102	–	119	–
ECONOMIC CHARACTERISTICS										
Employment status	46	53	64	75	85, 92*, 98†	85, 92*, 98†	104, 109*, 114†	117	121, 126*, 131†	135, 137
by marital status and presence of own children	–	53	64	75	85, 92*, 98†	85, 92*, 98†	104, 109*, 114†	–	121, 126*, 131†	–
for males 16-21 not attending school	–	51	62	73	83, 92*, 98†	83, 92*, 98†	104, 109*, 114†	117	121, 126*, 131†	135, 137
Labor force participation	46	53	64	75	85, 92*, 98†	85, 92*, 98†	104, 109*, 114†	–	121, 126*, 131†	–
Weeks worked in 1969	46	56	67	78	88, 92*, 98†	88, 92*, 98†	104, 109*, 114†	117	121, 126*, 131†	–
Labor mobility	–	56	67	78	88, 92*, 98†	88, 92*, 98†	104, 109*, 114†	–	121, 126*, 131†	–
Occupation of employed persons	46	54	65	76	86, 93*, 99†	86, 93*, 99†	105, 110*, 115†	118	122, 127*, 132†	135, 137
Industry of employed persons	47	55	66	77	87, 94*, 100†	87, 94*, 100†	106, 110*, 115†	117	123, 127*, 132†	134, 136
Class of worker	–	56	67	78	88, 02*, 98†	88, 92*, 98†	104, 109*, 114†	118	121, 126*, 131†	–
Last occupation of experienced unemployed	–	56	67	78	88, 94*, 100†	88, 94*, 100†	106	–	123	–
Place of work	–	50	61	72	82	82	102	–	119	–
Means of transportation	–	50	61	72	82	82	–	–	–	–
Income in 1969:										
Total	47	57	68	79	89, 94*, 100†	89, 94*, 100†	107, 111*, 116†	118	124, 128*, 133†	135, 137
Type	–	57	68	79	89, 94*, 100†	89, 94*, 100†	107, 111*, 116†	118	124, 128*, 133†	–
Median earnings	–	57	68	79	89, 93*, 99†	89, 93*, 99†	105, 110*, 115†	–	122, 127*, 132†	–
Poverty status	–	58	69	80	90, 95*, 101†	90, 95*, 101†	107, 111*, 116†	118	124, 128*, 133†	135, 137

Table 57. Income in 1969 of Families, Unrelated Individuals, and Persons by Race and Urban and Rural Residence: 1970

[Data based on sample, see text. For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text]

The State

The State	The State: Total	The State: White	The State: Negro	The State: Persons of Spanish language	Urban: Total	Urban: White	Urban: Negro	Urban: Persons of Spanish language
INCOME OF FAMILIES AND UNRELATED INDIVIDUALS								
Families								
Total	542 483	531 162	5 529	7 337	361 080	351 647	5 309	5 054
Less than $1,000	10 788	10 272	279	169	5 905	5 498	259	97
$1,000 to $1,999	15 693	15 016	399	308	9 352	8 793	384	211
$2,000 to $2,999	23 619	22 981	356	413	14 538	13 982	352	290
$3,000 to $3,999	26 550	25 701	417	481	16 577	15 895	399	327
$4,000 to $4,999	27 392	26 602	464	413	17 337	16 694	446	241
$5,000 to $5,999	30 046	29 260	442	606	18 638	17 984	473	355
$6,000 to $6,999	34 017	33 062	490	573	20 [illegible]	20 204	464	346
$7,000 to $7,999	40 134	37 259	426	662	24 858	24 099	426	432
$8,000 to $8,999	42 934	42 064	395	594	27 471	26 722	378	413
$9,000 to $9,999	41 053	40 348	340	533	26 600	26 [illegible]	320	377
$10,000 to $11,999	76 [illegible]	75 124	475	873	51 661	50 [illegible]	452	470
$12,000 to $14,999	76 [illegible]	75 226	545	879	54 467	53 505	526	[illegible]
$15,000 to $24,999	76 859	75 747	434	650	57 150	56 267	413	512
$25,000 to $49,999	16 856	16 [illegible]	40	113	12 569	12 430	40	[illegible]
$50,000 or more	3 865	3 506	27	43	2 962	2 908	27	27
Median income	$9 489	$9 529	$6 832	$8 073	$9 936	$9 998	$6 844	$8 552
Mean income	$10 695	$10 737	$8 013	$9 040	$11 217	$11 282	$8 026	$9 412
Mean income per family member	$3 140	$3 165	$2 087	$2 047	$3 358	$3 392	$2 098	$2 250
Index of income concentration	0.345	0.343	0.377	0.343	0.345	0.337	0.375	0.340
Families with female head	45 310	43 248	1 312	458	35 471	33 634	1 302	351
Mean income	$5 893	$5 961	$4 209	$4 000	$6 008	$6 087	$4 231	$4 351
Unrelated Individuals								
Total	214 680	205 795	4 178	1 958	173 478	164 033	3 464	1 619
Less than $1,000	44 759	41 542	1 414	573	35 190	32 792	947	441
$1,000 to $1,999	50 452	48 548	840	396	40 736	39 060	736	348
$2,000 to $2,999	30 288	29 065	624	224	24 359	23 259	572	169
$3,000 to $3,999	19 972	19 168	426	195	16 310	15 583	389	158
$4,000 to $4,999	14 601	14 146	234	126	11 916	11 522	227	117
$5,000 to $5,999	11 781	11 515	154	94	9 874	9 638	142	81
$6,000 to $6,999	10 538	10 208	208	89	8 603	8 309	197	61
$7,000 to $7,999	8 689	8 475	51	72	7 010	6 817	45	67
$8,000 to $8,999	6 530	6 369	101	58	5 326	5 179	87	58
$9,000 to $9,999	4 524	4 419	49	54	3 725	3 636	45	54
$10,000 to $11,999	5 542	5 458	38	16	4 632	4 548	38	4
$12,000 to $14,999	3 372	3 332	18	30	2 826	2 786	18	30
$15,000 to $24,999	2 514	2 448	16	26	2 033	1 982	16	26
$25,000 to $49,999	915	904	-	5	772	761	-	5
$50,000 or more	203	198	5	-	166	161	5	-
Median income	$2 400	$2 441	$1 804	$2 045	$2 444	$2 480	$2 086	$2 121
Mean income	$3 642	$3 692	$2 564	$3 182	$3 689	$3 736	$2 836	$3 361
Index of income concentration	0.496	0.494	0.497	0.518	0.494	0.473	0.476	0.524
Female unrelated individuals	122 166	118 156	1 956	815	101 452	98 223	1 497	705
Mean income	$3 079	$3 119	$2 049	$2 324	$3 158	$3 191	$2 446	$2 454
All families and unrelated individuals	757 163	736 957	9 707	9 295	534 553	517 700	8 773	6 673
Median income	$7 575	$7 658	$4 141	$6 981	$7 533	$7 635	$4 518	$7 189
Mean income	$8 695	$8 770	$5 668	$7 806	$8 774	$8 862	$5 [illegible]77	$7 944
TYPE OF INCOME OF FAMILIES AND UNRELATED INDIVIDUALS								
All families	542 483	531 162	5 529	7 337	361 080	351 647	5 309	5 054
With wage or salary income	464 763	454 858	4 798	6 794	313 613	305 354	4 602	4 672
Mean wage or salary income	$9 577	$9 614	$7 559	$8 393	$10 014	$10 069	$7 535	$8 862
With nonfarm self-employment income	74 433	73 495	298	670	47 496	46 719	290	466
Mean nonfarm self-employment income	$7 787	$7 797	$5 371	$6 010	$8 618	$8 636	$5 479	$6 327
With farm self-employment income	29 162	28 798	27	207	4 457	4 367	18	37
Mean farm self-employment income	$2 640	$2 583	...	$1 598	$2 489	$2 327	...	-$312
With Social Security income	111 422	109 519	885	654	72 281	70 701	849	419
Mean Social Security income	$1 731	$1 734	$1 651	$1 629	$1 782	$1 785	$1 671	$1 645
With public assistance or public welfare income	24 794	23 161	1 137	764	16 939	15 517	1 123	489
Mean public assistance or public welfare income	$1 197	$1 171	$1 679	$1 285	$1 245	$1 209	$1 669	$1 246
With other income	231 652	228 257	1 133	1 926	160 623	157 867	1 085	1 348
Mean other income	$2 035	$2 039	$2 196	$1 506	$2 113	$2 117	$2 272	$1 431
All unrelated individuals	214 680	205 795	4 178	1 958	173 478	164 033	3 464	1 619
With wage or salary income	130 632	124 779	2 761	1 468	109 801	104 804	2 337	1 258
Mean wage or salary income	$3 948	$3 996	$3 076	$3 555	$3 926	$3 969	$3 324	$3 640
With nonfarm self-employment income	9 234	9 030	74	115	7 004	6 827	74	108
Mean nonfarm self-employment income	$4 338	$4 371	$1 142	$1 898	$4 278	$4 307	$1 142	$1 940
With farm self-employment income	2 854	2 770	33	4	981	932	26	4
Mean farm self-employment income	$1 908	$1 862	$1 420	...	$1 491	$1 386	$1 519	...
With Social Security income	72 300	71 027	653	210	55 228	54 079	631	173
Mean Social Security income	$1 100	$1 102	$1 026	$939	$1 107	$1 110	$1 030	$921
With public assistance or public welfare income	10 025	9 302	533	100	7 848	7 239	468	93
Mean public assistance or public welfare income	$806	$806	$857	$696	$828	$825	$919	$737
With other income	82 383	80 364	775	467	66 717	65 120	533	392
Mean other income	$1 614	$1 626	$1 242	$1 129	$1 645	$1 654	$1 594	$1 086
Per capita income of persons	$3 163	$3 189	$2 117	$2 112	$3 363	$3 397	$2 158	$2 336
MEDIAN EARNINGS OF PERSONS IN EXPERIENCED CIVILIAN LABOR FORCE FOR SELECTED OCCUPATION GROUPS								
Male, 16 years old and over with earnings[1]	$7 731	$7 774	$5 673	$6 307	$7 948	$8 008	$5 700	$6 630
Professional, managerial, and kindred workers	10 100	10 146	7 329	9 841	10 407	10 462	7 384	10 242
Craftsmen, foremen, and kindred workers	8 402	8 423	5 302	7 190	8 454	8 484	5 310	7 181
Operatives, including transport	7 361	7 386	6 310	6 622	7 356	7 395	6 309	6 525
Laborers, except farm	5 923	5 957	5 411	5 397	5 537	5 550	5 563	5 346
Farmers and farm managers	4 869	4 802	...	6 769	5 534	5 505	...	...
Farm laborers, except unpaid, and farm foremen	2 347	2 365	1 681	2 826	1 881	1 873	1 681	2 807
Female, 16 years old and over with earnings[1]	$3 218	$3 224	$3 387	$2 810	$3 499	$3 509	$3 376	$3 029
Clerical and kindred workers	3 968	3 979	3 599	3 737	4 066	4 075	3 626	3 811
Operatives, including transport	2 921	2 912	3 453	2 545	3 203	3 201	3 453	2 698

[1]Includes persons in other occupation groups, not shown separately.

Table 57. **Income in 1969 of Families, Unrelated Individuals, and Persons by Race and Urban and Rural Residence: 1970**—Continued

[Data based on sample, see text. For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text]

The State

	Rural nonfarm				Rural farm			
	Total	White	Negro	Persons of Spanish language	Total	White	Negro	Persons of Spanish language
INCOME OF FAMILIES AND UNRELATED INDIVIDUALS								
Families								
Total	144 936	143 477	164	2 020	36 465	36 018	56	263
Less than $1,000	3 360	3 272	9	60	1 523	1 502	11	12
$1,000 to $1,999	5 079	4 964	15	92	1 262	1 259	-	5
$2,000 to $2,999	7 308	7 246	4	100	1 773	1 753	-	23
$3,000 to $3,999	8 089	7 947	9	140	1 884	1 859	9	14
$4,000 to $4,999	7 779	7 657	14	157	2 276	2 251	4	15
$5,000 to $5,999	9 134	9 018	19	233	2 274	2 258	-	18
$6,000 to $6,999	10 537	10 399	26	193	2 515	2 459	-	34
$7,000 to $7,999	12 364	12 288	-	230	2 912	2 872	-	-
$8,000 to $8,999	12 767	12 658	9	155	2 696	2 684	8	26
$9,000 to $9,999	11 877	11 784	16	142	2 576	2 558	4	19
$10,000 to $11,999	20 196	20 047	19	198	4 437	4 397	4	30
$12,000 to $14,999	17 743	17 595	19	160	4 168	4 126	-	35
$15,000 to $24,999	15 119	15 038	5	113	4 560	4 442	16	25
$25,000 to $49,999	2 974	2 957	-	16	1 313	1 307		7
$50,000 or more	607	607	-	11	296	291	-	-
Median income	$8 691	$8 707	$6 462	$7 152	$8 673	$8 669	$8 500	$8 404
Mean income	$9 538	$9 559	$7 124	$8 161	$10 120	$10 110	$9 375	$8 648
Mean income per family member	$2 654	$2 701	$1 486	$1 683	$2 918	$2 925	$3 604	$1 558
Index of income concentration	0 342	0 341	0 331	0 334	0 388	0.387	0 436	0 370
Families with female head	8 418	8 219	10	107	1 421	1 395	-	-
Mean income	$5 274	$5 295	...	$2 848	$6 844	$6 843	-	-
Unrelated Individuals								
Total	34 867	33 584	678	320	6 335	6 178	36	19
Less than $1,000	8 094	7 362	453	132	1 475	1 338	14	-
$1,000 to $1,999	8 405	8 212	93	43	1 311	1 276	11	5
$2,000 to $2,999	5 036	4 917	52	55	893	889	-	-
$3,000 to $3,999	3 050	2 978	37	50	612	607	-	7
$4,000 to $4,999	2 292	2 242	7	9	393	382	-	-
$5,000 to $5,999	1 581	1 556	7	6	326	321	5	7
$6,000 to $6,999	1 660	1 634	5	28	275	265	6	-
$7,000 to $7,999	1 440	1 419	6	5	239	239	-	-
$8,000 to $8,999	1 051	1 037	14	-	153	153	-	-
$9,000 to $9,999	653	637	4	-	146	146	-	-
$10,000 to $11,999	719	719	-	12	191	191	-	-
$12,000 to $14,999	401	401	-	-	145	145	-	-
$15,000 to $24,999	353	338	-	-	128	128	-	-
$25,000 to $49,999	112	112	-	-	31	31	-	-
$50,000 or more	20	20	-	-	17	17	-	-
Median income	$2 186	$2 248	$748	$1 651	$2 427	$2 478	$1 364	...
Mean income	$3 352	$3 414	$1 190	$2 246	$3 938	$3 999	$2 336	...
Index of income concentration	[illegible]	0.495	0 509	0 508	0 530	0.527	0.489	...
Female unrelated individuals	17 777	17 062	449	103	2 937	2 871	10	7
Mean income	$2 621	$2 685	$761	$1 317	$3 148	$3 198	...	...
All families and unrelated individuals	179 805	177 061	842	2 340	42 800	42 196	92	282
Median income	$7 616	$7 666	$911	$6 511	$7 828	$7 845	$4 250	$8 038
Mean income	$8 338	$8 394	$2 345	$7 352	$9 205	$9 215	$6 621	$8 313
TYPE OF INCOME OF FAMILIES AND UNRELATED INDIVIDUALS								
All families	144 938	143 477	164	2 020	36 465	36 018	56	263
With wage or salary income	122 954	121 651	155	1 891	28 196	27 853	41	231
Mean wage or salary income	$8 785	$8 805	$7 108	$7 449	$8 165	$8 168	$11 929	$6 634
With nonfarm self-employment income	20 911	20 814	4	178	6 026	5 962	4	26
Mean nonfarm self employment income	$6 506	$6 511	...	$5 206	$5 689	$5 713	...	$5 823
With farm self employment income	5 736	5 683	-	84	18 969	18 748	9	86
Mean farm self employment income	$1 647	$1 641	-	$655	$2 976	$2 929	...	$3 341
With Social Security income	30 147	29 929	13	195	8 994	8 889	23	40
Mean Social Security income	$1 660	$1 662	...	$1 447	$1 562	$1 569	...	$2 358
With public assistance or public welfare income	6 930	6 767	10	245	925	877	4	30
Mean public assistance or public welfare income	$1 114	$1 109	...	$1 210	$963	$968	...	$2 532
With other income	55 060	54 596	20	492	15 969	15 794	28	86
Mean other income	$1 797	$1 800	...	$1 706	$2 073	$2 081	$639	$1 547
All unrelated individuals	34 867	33 584	678	320	6 335	6 178	36	19
With wage or salary income	17 857	17 067	413	198	2 974	2 908	11	12
Mean wage or salary income	$4 029	$4 116	$1 596	$2 985	$4 255	$4 293	...	...
With nonfarm self employment income	1 815	1 796	-	7	415	407	-	-
Mean nonfarm self employment income	$4 519	$4 548	-	...	$4 571	$4 658	-	-
With farm self employment income	594	566	-	-	1 279	1 272	7	-
Mean farm self employment income	$2 341	$2 263	-	-	$2 026	$2 032	...	-
With Social Security income	14 372	14 269	18	37	2 700	2 679	4	-
Mean Social Security income	$1 080	$1 081	...	$1 020	$1 048	$1 050	...	-
With public assistance or public welfare income	1 882	1 793	60	7	295	270	5	-
Mean public assistance or public welfare income	$715	$727	$382	...	$816	$844	...	-
With other income	13 149	12 758	233	68	2 517	2 486	9	7
Mean other income	$1 406	$1 431	$459	$1 179	$1 880	$1 891	...	...
Per capita income of persons	$2 707	$2 724	$1 357	$1 679	$2 958	$2 967	$3 153	$1 634
MEDIAN EARNINGS OF PERSONS IN EXPERIENCED CIVILIAN LABOR FORCE FOR SELECTED OCCUPATION GROUPS								
Male, 16 years old and over with earnings[1]	$7 464	$7 482	$4 278	$5 640	$6 618	$6 627	$5 700	$5 691
Professional, managerial, and kindred workers	9 355	9 366	4 250	8 700	9 560	9 581	...	5 500
Craftsmen, foremen, and kindred workers	8 308	8 314	2 850	6 966	8 226	8 224	...	8 714
Operatives, including transport	7 401	7 404	6 333	6 718	7 163	7 161	-	6 944
Laborers, except farm	6 255	6 292	2 611	5 190	6 240	6 242	...	6 775
Farmers and farm managers	4 737	4 785	-	7 929	4 797	4 703	...	5 000
Farm laborers, except unpaid, and farm foremen	2 621	2 639	...	2 677	2 633	2 671	-	3 500
Female, 16 years old and over with earnings[1]	$2 802	$2 809	$3 643	$1 852	$2 706	$2 702	...	$2 733
Clerical and kindred workers	3 509	3 517	...	3 381	3 655	3 672	...	...
Operatives, including transport	2 481	2 483	-	1 875	2 332	2 336	-	...

[1]Includes persons in other occupation groups, not shown separately

4.25

Table 120. Educational and Family Characteristics for Counties: 1970

[Data based on sample, see text. For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text]

Counties	Baker	Benton	Clackamas	Clatsop	Columbia	Coos	Crook	Curry	Deschutes	Douglas	Gilliam	Grant
SCHOOL ENROLLMENT												
Total enrolled, 3 to 34 years old	3 874	24 632	50 909	7 116	8 053	15 818	2 426	3 3[illegible]	8 052	20 733	610	1 847
Nursery school	17	353	957	115	103	176	7	30	73	136	-	5
Public	10	101	166	17	33	61	7	3	38	12	-	5
Kindergarten	115	553	2 484	257	287	575	63	70	248	720	10	22
Public	57	515	1 535	95	110	361	19	42	123	357	5	-
Elementary (1 to 8 years)	2 492	7 108	29 085	4 010	5 050	9 768	1 569	2 122	4 799	12 911	339	1 152
Public	2 395	6 893	27 665	3 975	4 833	9 531	1 556	2 113	4 610	12 458	339	1 149
High school (1 to 4 years)	1 100	3 407	14 001	2 203	2 378	4 324	753	1 052	2 293	5 908	242	662
Public	1 035	3 382	13 341	2 178	2 341	4 284	753	1 046	2 270	5 793	242	662
College	150	13 211	4 382	531	235	975	34	67	639	1 058	19	6
Percent enrolled, 3 to 34 years old	55.4	70.9	57.3	52.7	54.0	53.6	47.5	51.9	52.6	55.3	53.1	50.4
3 and 4 years old	4.4	21.5	13.2	13.7	7.7	6.2	-	4.4	7.9	4.3	-	5.9
5 and 6 years old	49.1	77.8	72.0	53.1	60.4	59.9	46.1	52.4	52.8	53.0	34.6	32.5
7 to 13 years old	97.7	93.1	98.7	99.2	98.9	99.4	97.6	98.1	93.6	98.7	92.9	93.9
14 and 15 years old	97.4	93.6	97.6	97.0	95.5	97.1	97.5	86.9	94.9	97.9	97.8	99.9
16 and 17 years old	92.7	97.6	91.3	83.9	99.2	87.4	90.9	99.9	84.0	89.2	[illegible]	93.4
18 and 19 years old	55.0	[illegible]	59.3	40.3	[illegible]	53.6	79.0	44.3	55.1	54.2	[illegible]	68.8
20 and 21 years old	14.3	[illegible]	27.3	16.2	6.2	13.2	-	11.1	22.1	14.2	-	-
22 to 24 years old	3.5	35.2	13.7	9.8	2.4	10.6	1.4	-	9.2	8.3	17.0	-
25 to 34 years old	3.4	23.7	5.9	4.3	3.[illegible]	4.2	0.9	0.9	3.8	3.2	-	-
YEARS OF SCHOOL COMPLETED												
Male, 25 years old and over	4 250	11 625	43 842	8 031	7 821	15 439	2 831	3 621	8 469	19 501	626	1 049
No school years completed	39	54	245	69	72	123	20	11	54	134	8	5
Elementary: 1 to 4 years	64	73	741	174	223	396	78	87	163	389	24	43
5 to 7 years	309	530	2 826	691	765	1 492	252	344	513	2 033	36	131
8 years	818	1 102	5 866	1 184	1 440	2 629	510	714	1 227	3 281	58	398
High school: 1 to 3 years	857	1 328	7 512	1 637	1 527	3 311	519	655	1 543	4 574	80	432
4 years	1 332	2 668	13 162	2 539	2 451	4 814	582	1 183	2 872	5 [illegible]	242	638
College: 1 to 3 years	461	1 704	5 959	900	706	1 440	271	343	1 118	1 5[illegible]6	107	252
4 years or more	370	4 166	7 521	837	617	1 232	199	279	959	1 771	71	150
Median school years completed	12.0	13.1	12.4	12.1	11.7	11.8	12.0	11.6	12.3	11.6	12.4	12.0
Percent high school graduates	50.9	73.4	60.8	53.2	48.3	48.5	51.3	47.4	58.7	46.6	67.1	50.8
Female, 25 years old and over	4 527	11 993	47 000	8 724	7 865	15 562	2 857	3 712	8 889	19 527	641	1 970
No school years completed	22	48	267	77	65	83	4	12	47	88	-	-
Elementary: 1 to 4 years	65	79	520	144	97	291	26	40	89	252	6	19
5 to 7 years	186	349	1 835	511	495	1 189	155	183	390	1 138	10	80
8 years	656	258	4 927	1 140	1 104	2 261	511	390	1 003	2 569	68	250
High school: 1 to 3 years	1 058	1 518	8 214	1 935	1 711	3 744	560	980	1 656	4 772	89	494
4 years	1 603	4 188	19 368	3 218	3 198	5 531	1 107	1 480	3 636	7 668	309	778
College: 1 to 3 years	575	2 122	6 864	1 059	716	1 457	357	396	1 369	1 860	96	262
4 years or more	362	2 831	5 005	640	472	1 006	137	231	699	1 180	63	87
Median school years completed	12.2	12.8	12.4	12.2	12.[illegible]	12.0	12.2	12.2	12.3	12.1	12.5	12.2
Percent high school graduates	56.1	76.2	66.5	56.4	55.9	51.4	56.0	56.8	64.2	54.8	73.0	57.2
YEARS OF SCHOOL COMPLETED FOR SELECTED AGE GROUPS												
Male, 20 to 49 years old	2 278	12 366	29 503	4 331	4 890	10 072	1 656	2 085	5 008	12 368	411	1 160
No high school	222	456	2 585	384	667	1 512	194	316	372	1 793	12	117
High school, 1 to 3 years	428	863	4 642	831	931	2 288	318	487	817	3 142	41	218
High school, 4 years	996	2 273	10 807	1 742	2 178	4 062	790	868	2 204	4 791	188	496
College, 1 year or more	632	8 774	11 469	1 374	1 114	2 210	354	414	1 615	2 642	170	329
Female, 15 to 44 years old	2 681	14 076	34 578	5 516	5 519	11 232	1 945	2 303	5 842	14 220	450	1 338
No high school	237	390	2 080	485	354	1 160	168	148	315	1 369	31	155
High school, 1 to 3 years	907	2 075	9 463	1 997	1 667	4 080	601	939	1 682	5 104	123	441
High school, 4 years	1 038	4 761	14 715	2 068	2 632	4 349	865	875	2 619	5 912	213	525
College, 1 year or more	499	6 850	8 320	966	866	1 643	311	341	1 226	1 835	83	217
FAMILY COMPOSITION												
Families	3 988	11 967	43 484	7 525	7 678	15 130	2 707	3 643	8 337	19 017	584	1 722
With own children under 3 years	512	2 002	6 597	924	1 366	2 251	378	414	1 063	2 788	97	241
With own children under 6 years	853	3 142	11 242	1 555	1 980	3 812	656	794	1 909	4 664	128	428
With own children under 12 years	1 541	5 151	18 975	2 515	3 351	6 307	1 103	1 332	3 203	8 031	225	705
With own children under 18 years	2 079	6 747	25 368	3 588	4 318	8 341	1 482	1 793	4 348	10 867	313	1 005
With sons/daughters under 25 years	2 192	7 248	27 617	3 891	4 680	9 009	1 576	1 905	4 663	11 713	329	1 082
With sons/daughters 13 to 19 years	1 050	3 276	13 120	1 961	2 271	4 291	757	873	2 283	5 836	169	524
With sons/daughters 18 to 24 years	326	1 404	5 574	763	843	1 713	216	340	792	2 135	28	157
Subfamilies	83	114	593	138	144	147	44	33	102	302	-	25
Number of own children under 18 years	65	109	635	124	163	136	38	5	126	281	-	8
Husband-wife subfamilies	43	85	277	69	58	93	27	28	53	145	-	17
Number of own children under 18 years	13	70	153	49	14	68	21	-	61	134	-	-
Subfamilies with female head	25	29	274	63	69	54	17	5	45	140	-	8
Number of own children under 18 years	37	39	429	68	123	68	17	5	57	160	-	8
Married couples	3 590	11 064	39 982	6 719	7 099	13 869	2 453	3 350	7 609	17 402	533	1 792
Percent in subfamilies	1.2	0.8	0.7	1.0	0.8	0.7	1.1	0.8	0.7	0.8	-	0.9
With own children under 6 years	781	3 020	10 591	1 396	1 853	3 535	601	689	1 781	4 350	128	392
With own children under 18 years	1 850	6 195	23 148	3 136	3 933	7 578	1 290	1 573	3 891	9 763	303	925
With husband under 45 years	1 519	6 397	20 008	2 692	3 416	6 762	1 147	1 373	3 402	8 293	246	750
Total under 18 years old	5 044	15 146	60 458	8 839	10 511	20 004	3 428	4 424	10 502	26 546	822	2 513
Living with both parents	4 299	13 559	53 831	7 293	9 202	17 539	2 901	3 727	8 923	22 719	780	2 162
Percent of total	85.2	89.5	89.0	82.5	87.5	87.7	84.6	84.2	85.0	85.6	94.9	86.0
CHILDREN EVER BORN												
Women, 35 to 44 years old, ever married	814	2 478	9 747	1 383	1 618	3 259	515	618	1 748	4 365	139	338
Children ever born	2 646	7 726	30 702	4 209	5 546	10 752	1 663	2 164	5 583	14 026	394	993
Per 1,000 women ever married	3 251	3 118	3 150	3 043	3 428	3 299	3 229	3 502	3 194	3 213	2 835	2, 938
TYPE OF GROUP QUARTERS												
Persons, in group quarters	193	7 039	2 317	1 030	134	554	100	121	396	860	44	95
Inmate of mental hospital	-	-	513	-	-	-	-	-	-	357	-	-
Inmate of home for the aged	52	201	852	193	74	282	86	49	247	326	44	62
Inmate of other institution	3	59	204	29	31	43	6	13	15	20	-	17
In rooming house	-	234	88	668	29	21	8	34	34	55	-	5
In military barracks	-	-	-	155	-	122	-	21	-	7	-	-
In college dormitory	38	5 555	231	-	-	-	-	-	63	-	-	-
Other	100	990	429	35	-	86	-	4	37	95	-	11

[Data based on sample, see text. For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text]

Counties	Harney	Hood River	Jackson	Jefferson	Josephine	Klamath	Lake	Lane	Lincoln	Linn	Malheur	Marion
SCHOOL ENROLLMENT												
Total enrolled, 3 to 34 years old	1 917	3 460	27 411	2 476	9 135	13 791	1 815	73 515	6 245	20 471	6 948	61 755
Nursery school	8	5	340	66	89	108	-	1 384	88	193	34	385
Public	-	-	109	34	29	36	-	330	9	44	34	84
Kindergarten	79	135	715	131	323	585	68	2 074	205	756	205	1 370
Public	69	43	252	100	72	306	68	866	85	499	149	608
Elementary (1 to 8 years)	1 294	2 189	14 931	1 537	5 764	8 211	1 073	35 132	3 836	12 349	4 096	24 028
Public	1 294	2 164	14 490	1 537	5 605	7 896	1 061	33 687	3 812	11 997	4 083	21 784
High school (1 to 4 years)	506	1 071	7 362	673	2 715	3 573	661	16 572	1 891	5 786	1 884	11 638
Public	487	1 071	6 927	664	2 629	3 424	651	16 005	1 876	5 686	1 879	10 830
College	30	60	4 013	69	244	1 314	13	17 353	225	1 387	729	4 336
Percent enrolled, 3 to 34 years old	52.3	55.3	57.6	51.3	56.5	51.8	59.2	59.8	55.9	53.2	56.4	53.1
3 and 4 years old	7.4	1.4	7.4	16.5	8.7	4.9	-	15.4	8.2	6.5	5.5	8.5
5 and 6 years old	69.6	53.0	58.9	59.0	61.7	59.6	78.3	65.9	60.1	61.2	46.6	58.4
7 to 13 years old	99.1	96.2	98.9	96.5	98.3	97.6	95.3	98.3	98.4	95.8	95.0	94.2
14 and 15 years old	93.1	99.3	98.5	92.7	96.2	97.0	99.9	96.8	98.2	93.5	92.8	93.0
16 and 17 years old	83.9	83.0	93.9	97.0	90.0	88.4	96.9	95.[illegible]	89.2	92.5	92.1	89.8
18 and 19 years old	45.0	40.4	65.4	34.2	54.2	47.7	54.3	70.7	45.9	46.9	71.2	52.2
20 and 21 years old	5.5	9.0	42.4	8.8	16.3	21.4	-	54.6	7.6	12.5	27.8	27.9
22 to 24 years old	-	-	19.0	1.6	3.9	13.3	-	33.8	9.0	10.2	14.3	14.7
25 to 34 years old	1.5	2.4	7.0	3.1	1.3	6.2	0.8	14.4	2.5	5.9	4.6	5.6
YEARS OF SCHOOL COMPLETED												
Male, 25 years old and over	2 127	3 742	26 314	2 229	10 388	13 696	1 653	53 937	7 751	18 563	6 062	39 781
No school years completed	17	77	135	14	51	115	12	261	74	115	90	525
Elementary: 1 to 4 years	18	105	464	30	233	396	49	919	166	409	292	930
5 to 7 years	185	323	2 241	165	902	892	170	3 607	772	1 568	524	2 534
8 years	367	711	3 643	343	1 895	1 923	331	7 396	1 344	3 516	1 037	6 091
High school: 1 to 3 years	420	729	5 492	454	2 341	2 357	345	9 680	1 508	3 650	985	6 255
4 years	690	1 185	8 095	664	3 140	4 667	548	16 249	2 311	6 172	1 800	12 040
College: 1 to 3 years	200	376	3 283	286	1 011	1 935	166	6 532	881	2 011	696	5 313
4 years or more	230	309	2 961	253	815	1 411	232	9 293	695	1 422	638	6 093
Median school years completed	12.1	11.9	12.1	12.1	11.7	12.2	12.0	12.3	12.0	12.0	12.1	12.3
Percent high school graduates	52.7	49.7	54.5	54.0	47.8	58.5	51.[illegible]	59.5	50.1	50.9	51.7	58.6
Female, 25 years old and over	1 934	3 913	27 322	2 235	11 220	13 249	1 734	56 585	8 224	19 656	6 172	43 872
No school years completed	-	15	83	27	49	89	6	206	46	70	59	409
Elementary: 1 to 4 years	17	61	308	35	139	171	8	658	58	273	156	584
5 to 7 years	137	203	1 330	144	768	583	66	2 490	472	1 051	368	1 786
8 years	278	505	3 427	222	1 781	1 411	203	6 384	1 155	2 977	834	5 671
High school: 1 to 3 years	398	866	5 873	500	2 559	2 928	389	10 491	1 763	4 149	1 209	7 397
4 years	692	1 609	10 647	908	4 117	5 244	653	22 294	3 286	7 768	2 263	17 404
College: 1 to 3 years	306	434	3 479	272	1 206	1 807	309	7 646	959	2 158	904	6 234
4 years or more	106	220	2 175	127	601	1 015	100	6 416	485	1 210	379	4 187
Median school years completed	12.2	12.2	12.2	12.2	12.1	12.3	12.3	12.4	12.2	12.2	12.2	12.3
Percent high school graduates	57.1	57.8	59.7	58.5	52.8	60.9	61.2	64.3	57.5	56.7	57.5	63.4
YEARS OF SCHOOL COMPLETED FOR SELECTED AGE GROUPS												
Male, 20 to 49 years old	1 314	2 066	16 297	1 467	5 208	9 667	1 081	41 851	3 676	12 489	3 713	25 731
No high school	172	319	1 604	205	656	914	151	3 133	413	1 402	570	2 939
High school, 1 to 3 years	179	430	2 965	295	1 193	1 493	222	6 208	771	2 678	508	4 040
High school, 4 years	575	847	6 239	541	2 172	4 089	399	14 171	1 538	5 320	1 393	9 676
College, 1 year or more	388	470	5 489	426	1 187	3 171	309	18 339	954	3 069	1 242	9 176
Female, 15 to 44 years old	1 391	2 404	19 113	1 755	6 274	10 045	1 227	47 215	4 236	14 443	4 421	29 762
No high school	127	203	1 167	198	656	825	78	2 776	325	1 095	605	2 305
High school, 1 to 3 years	445	880	5 852	564	2 143	3 069	517	11 869	1 492	4 928	1 368	8 076
High school, 4 years	526	974	8 000	647	2 667	4 153	434	18 319	1 741	6 295	1 592	12 321
College, 1 year or more	293	347	4 094	346	808	1 998	198	14 251	678	2 125	856	7 060
FAMILY COMPOSITION												
Families	1 805	3 549	25 152	3 170	9 931	13 282	1 631	54 741	7 215	19 118	5 721	37 932
With own children under 3 years	258	413	3 182	349	1 163	2 248	239	8 403	826	2 999	904	5 311
With own children under 6 years	468	674	5 496	590	1 946	3 569	340	13 862	1 428	4 904	1 517	8 915
With own children under 12 years	752	1 331	9 770	968	3 389	5 681	610	23 095	2 407	8 201	2 496	15 311
With own children under 18 years	1 021	1 850	13 145	1 279	4 702	7 408	879	30 651	3 242	10 700	3 262	20 022
With sons/daughters under 25 years	1 061	1 952	14 223	1 346	5 058	7 970	945	33 427	3 479	11 569	3 502	21 541
With sons/daughters 13 to 19 years	546	1 061	6 884	669	2 631	3 496	540	15 538	1 710	5 435	1 853	10 342
With sons/daughters 18 to 24 years	137	312	2 720	220	916	1 111	154	6 354	546	2 199	838	3 875
Subfamilies	19	98	335	49	157	115	21	666	73	298	128	640
Number of own children under 18 years	19	104	370	68	166	127	40	871	91	346	137	737
Husband-wife subfamilies	-	69	144	27	54	47	10	243	17	112	55	279
Number of own children under 18 years	-	70	98	30	16	41	20	182	-	93	24	207
Subfamilies with female head	19	29	174	16	[illegible]	63	11	324	52	165	68	314
Number of own children under 18 years	19	34	237	20	[illegible]	81	20	549	67	217	103	456
Married couples	1 656	3 248	22 732	1 978	9 048	11 960	1 491	49 788	6 376	17 433	5 239	33 825
Percent in subfamilies	-	2.1	[illegible]	1.4	0.6	0.4	0.7	0.5	0.3	0.6	1.0	0.8
With own children under 6 years	445	665	[illegible]	541	1 766	3 234	338	12 841	1 282	4 513	1 413	8 117
With own children under 18 years	948	1 691	[illegible]	1 128	4 127	6 542	822	27 483	2 828	9 696	2 917	17 656
With husband under 45 years	840	1 319	[illegible]	987	3 454	6 092	714	25 874	2 341	8 502	2 244	15 498
Total under 18 years old	2 567	4 617	30 965	3 323	11 605	17 445	2 290	72 984	7 926	26 437	8 550	51 479
Living with both parents	2 256	4 069	26 256	2 790	9 532	14 765	2 037	63 348	6 562	22 917	7 321	42 611
Percent of total	87.9	88.1	84.8	84.0	82.1	84.6	89.0	86.8	82.8	86.7	85.6	82.1
CHILDREN EVER BORN												
Women, 35 to 44 years old, ever married	407	728	5 229	445	1 942	2 797	386	11 191	1 338	4 020	1 297	7 909
Children ever born	1 415	2 323	16 329	1 553	6 477	8 571	1 165	34 586	4 591	13 666	5 094	26 660
Per 1,000 women ever married	3 477	3 191	3 123	3 490	3 335	3 064	3 018	3 091	3 431	3 400	3 928	3 371
TYPE OF GROUP QUARTERS												
Persons, in group quarters	62	112	2 976	-	449	1 353	-	5 274	370	486	432	8 653
Inmate of mental hospital	-	-	5	-	-	-	-	9	10	-	-	954
Inmate of home for the aged	56	87	489	-	269	177	-	616	86	338	161	1 257
Inmate of other institution	-	9	1 124	-	67	26	-	61	11	9	-	4 293
In rooming house	-	-	67	-	43	66	-	646	91	56	6	235
In military barracks	-	-	-	-	-	412	-	-	-	8	-	-
In college dormitory	-	-	1 148	-	-	438	-	3 647	-	-	168	1 218
Other	6	16	143	-	70	234	-	295	172	75	97	696

4.27

Table 120. **Educational and Family Characteristics for Counties: 1970**—Continued

[Data based on sample, see text. For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text]

Counties	Morrow	Multnomah	Polk	Sherman	Tillamook	Umatilla	Union	Wallowa	Wasco	Washington	Wheeler	Yamhill
SCHOOL ENROLLMENT												
Total enrolled, 3 to 34 years old	1 232	151 234	11 654	450	4 746	12 296	5 878	1 719	5 485	49 420	435	12 545
Nursery school	-	2 988	126	-	5	66	55	7	44	1 156	-	178
Public	-	935	10	-	-	28	43	-	12	205	-	51
Kindergarten	92	7 316	363	11	246	581	210	17	226	2 215	-	410
Public	59	5 694	167	11	146	481	154	12	56	941	-	341
Elementary (1 to 8 years)	753	77 675	5 570	247	2 994	6 982	2 899	1 014	3 178	27 671	255	6 723
Public	753	68 803	5 273	247	2 785	6 514	2 892	998	2 990	25 295	255	6 547
High school (1 to 4 years)	351	38 875	2 928	185	1 375	3 660	1 425	614	1 849	12 918	180	3 494
Public	341	35 173	2 750	185	1 293	3 474	1 410	594	1 830	11 799	180	3 455
College	36	24 380	2 667	7	126	1 007	1 289	67	188	5 470	-	1 740
Percent enrolled, 3 to 34 years old	55.8	54.6	62.0	44.9	56.2	54.5	57.5	59.9	56.6	55.8	50.5	60.6
3 and 4 years old	3.8	14.4	9.8	-	1.9	3.9	5.4	-	10.1	15.3	-	13.7
5 and 6 years old	72.8	75.2	59.3	16.7	76.3	69.4	67.5	50.0	59.2	75.7	14.7	62.0
7 to 13 years old	96.3	98.0	99.0	80.7	96.5	96.0	94.7	99.7	96.5	98.5	89.3	98.8
14 and 15 years old	92.9	96.3	99.9	96.3	96.4	93.3	99.9	82.8	99.9	99.0	99.9	97.5
16 and 17 years old	94.3	92.4	98.7	99.9	90.7	93.2	88.8	92.6	92.7	99.2	99.9	96.5
18 and 19 years old	26.9	58.5	74.8	32.4	51.8	58.3	70.4	81.6	59.4	59.5	44.2	72.2
20 and 21 years old	10.4	33.9	60.6	-	13.5	23.5	46.0	22.8	4.7	29.4	-	37.5
22 to 24 years old	7.9	19.8	24.9	7.4	1.7	6.5	34.7	3.7	7.4	16.4	-	17.0
25 to 34 years old	4.3	9.0	8.4	-	1.5	4.7	7.9	3.5	3.7	7.2	-	5.7
YEARS OF SCHOOL COMPLETED												
Male, 25 years old and over	1 283	149 303	8 940	632	5 136	12 332	5 131	1 6[illegible]	5 656	40 455	576	10 470
No school years completed	4	1 240	85	-	11	272	19	[illegible]	201	311	[illegible]	[illegible]
Elementary: 1 to 4 years	40	2 856	229	18	109	375	93	[illegible]	103	402	23	324
5 to 7 years	71	9 867	755	26	426	934	331	105	310	1 798	59	[illegible]
8 years	184	19 672	1 399	119	1 148	2 078	837	348	973	4 084	95	1 914
High school: 1 to 3 years	271	26 750	1 466	117	969	1 998	834	301	967	5 041	103	1 875
4 years	424	44 227	2 552	203	1 690	4 020	1 732	633	1 876	12 256	152	3 0[illegible]
College: 1 to 3 years	185	22 181	1 001	66	311	1 515	609	252	651	7 177	63	1 04[illegible]
4 years or more	104	22 710	1 442	83	474	1 183	676	184	575	9 386	51	1 231
Median school years completed	12.2	12.3	12.2	12.2	11.7	12.1	12.2	12.2	12.1	12.7	12.0	12.0
Percent high school graduates	55.6	59.6	55.9	55.7	48.2	54.3	57.8	5[illegible].4	54.8	71.2	51.4	51.[illegible]
Female, 25 years old and over	1 299	171 127	9 840	639	5 343	13 006	5 391	1 5[illegible]	6 035	43 269	512	11 462
No school years completed	3	1 455	46	6	22	210	22	[illegible]	151	160	-	80
Elementary: 1 to 4 years	24	2 274	97	16	46	156	27	5	105	394	5	154
5 to 7 years	51	8 607	621	5	287	613	256	101	317	1 400	12	664
8 years	161	20 182	1 457	87	808	1 732	703	264	706	3 947	85	1 648
High school: 1 to 3 years	232	32 229	1 670	113	1 348	2 505	1 129	318	1 137	6 133	139	2 125
4 years	551	67 020	3 564	265	2 019	4 774	2 044	693	2 568	18 3[illegible]7	189	4 344
College: 1 to 3 years	178	23 695	1 300	88	479	1 966	719	302	662	7 363	53	1 550
4 years or more	99	15 665	1 085	59	334	1 050	490	195	389	5 565	29	897
Median school years completed	12.3	12.3	12.3	12.3	12.1	12.3	12.3	12.4	12.2	12.5	12.1	12.2
Percent high school graduates	63.7	62.2	60.5	64.5	53.0	59.9	60.3	63.0	60.0	72.2	52.9	59.2
YEARS OF SCHOOL COMPLETED FOR SELECTED AGE GROUPS												
Male, 20 to 49 years old	700	97 953	5 894	343	2 733	7 245	3 249	995	3 230	30 283	282	6 581
No high school	73	7 572	550	28	364	877	228	64	413	1 730	50	861
High school, 1 to 3 years	135	15 037	848	64	532	1 143	447	152	539	3 017	47	1 [illegible]2
High school, 4 years	287	34 986	2 119	140	1 323	2 912	1 309	462	1 378	10 362	134	2 549
College, 1 year or more	205	40 358	2 377	111	514	2 313	1 265	317	900	15 174	51	2 0[illegible]9
Female, 15 to 44 years old	821	114 950	7 868	417	3 129	8 648	3 962	1 097	3 799	34 959	349	7 84[illegible]
No high school	72	7 009	560	30	299	677	223	103	347	1 713	43	64
High school, 1 to 3 years	239	29 199	1 848	127	1 060	2 632	1 060	305	1 294	8 072	142	2 [illegible]
High school, 4 years	327	48 239	3 175	166	1 428	3 499	1 652	486	1 598	14 372	130	3 [illegible]
College, 1 year or more	183	30 503	2 285	94	342	1 840	1 007	203	560	10 802	34	1 [illegible]
FAMILY COMPOSITION												
Families	1 194	142 910	9 056	581	4 844	11 527	5 010	1 670	5 272	41 670	516	[illegible]
With own children under 3 years	157	19 703	1 266	[illegible]	646	1 616	703	155	669	6 877	73	1 [illegible]
With own children under 6 years	295	32 687	2 118	[illegible]	1 033	2 680	1 156	303	1 220	11 373	128	2 [illegible]
With own children under 12 years	429	54 262	3 678	221	1 800	4 564	1 855	579	2 133	18 679	197	4 [illegible]
With own children under 18 years	612	72 614	4 836	310	2 444	6 177	2 605	856	2 895	24 675	279	5 4[illegible]
With sons/daughters under 25 years	653	80 902	5 250	328	2 667	6 806	2 850	921	3 142	26 705	290	5 977
With sons/daughters 13 to 19 years	340	37 557	2 572	158	1 319	3 270	1 434	544	1 595	12 076	147	3 091
With sons/daughters 18 to 24 years	103	18 620	1 025	38	541	1 437	587	158	545	4 932	46	1 238
Subfamilies	5	2 206	98	5	41	218	125	18	81	459	-	157
Number of own children under 18 years	10	2 423	99	10	35	230	134	26	57	429	-	159
Husband wife subfamilies	-	900	70	-	14	105	69	8	34	214	-	102
Number of own children under 18 years	-	643	60	-	8	31	47	16	5	100	-	82
Subfamilies with female head	5	1 146	28	5	23	99	45	10	47	222	-	55
Number of own children under 18 years	10	1 571	39	10	23	175	65	10	52	302	-	77
Married couples	1 091	123 430	8 282	533	4 426	10 421	4 708	1 535	4 780	38 243	473	9 266
Percent in subfamilies	-	0.7	0.8	-	0.3	1.0	1.5	0.5	0.7	0.6	-	1.1
With own children under 6 years	275	28 908	1 969	128	961	2 445	1 132	297	1 075	10 731	124	2 157
With own children under 18 years	557	61 864	4 386	292	2 156	5 469	2 499	787	2 570	22 683	254	4 982
With husband under 45 years	449	56 562	3 870	240	1 795	4 624	2 208	609	2 050	20 776	215	[illegible] 993
Total under 18 years old	1 587	168 540	11 600	716	5 999	15 070	6 262	2 146	6 815	57 816	580	13 928
Living with both parents	1 365	137 477	10 192	661	5 239	12 819	5 608	1 970	5 714	51 733	538	12 330
Percent of total	86.0	81.6	87.9	92.3	87.3	85.1	89.8	91.8	8[illegible].4	89.5	92.8	88.5
CHILDREN EVER BORN												
Women, 35 to 44 years old, ever married	233	27 878	1 824	116	1 021	2 475	927	428	1 186	9 266	106	2 057
Children ever born	835	85 307	5 587	355	3 355	7 962	3 153	1 252	3 888	28 011	344	7 294
Per 1,000 women ever married	3 584	3 060	3 063	3 405	3 286	3 217	3 401	2 925	3 278	3 023	3 245	3 546
TYPE OF GROUP QUARTERS												
Persons, in group quarters	17	14 486	1 401	-	199	1 478	682	42	787	2 108	-	1 734
Inmate of mental hospital	-	90	-	-	-	959	-	-	601	-	-	26
Inmate of home for the aged	-	4 701	488	-	93	321	117	-	80	802	-	476
Inmate of other institution	-	1 331	13	-	59	33	5	34	16	84	-	47
In rooming house	-	1 855	64	-	76	15	100	-	67	401	-	105
In military barracks	-	96	-	-	-	-	-	-	-	-	-	60
In college dormitory	-	3 817	815	-	-	22	438	-	-	589	-	863
Other	17	2 596	21	-	21	128	22	8	23	232	-	127

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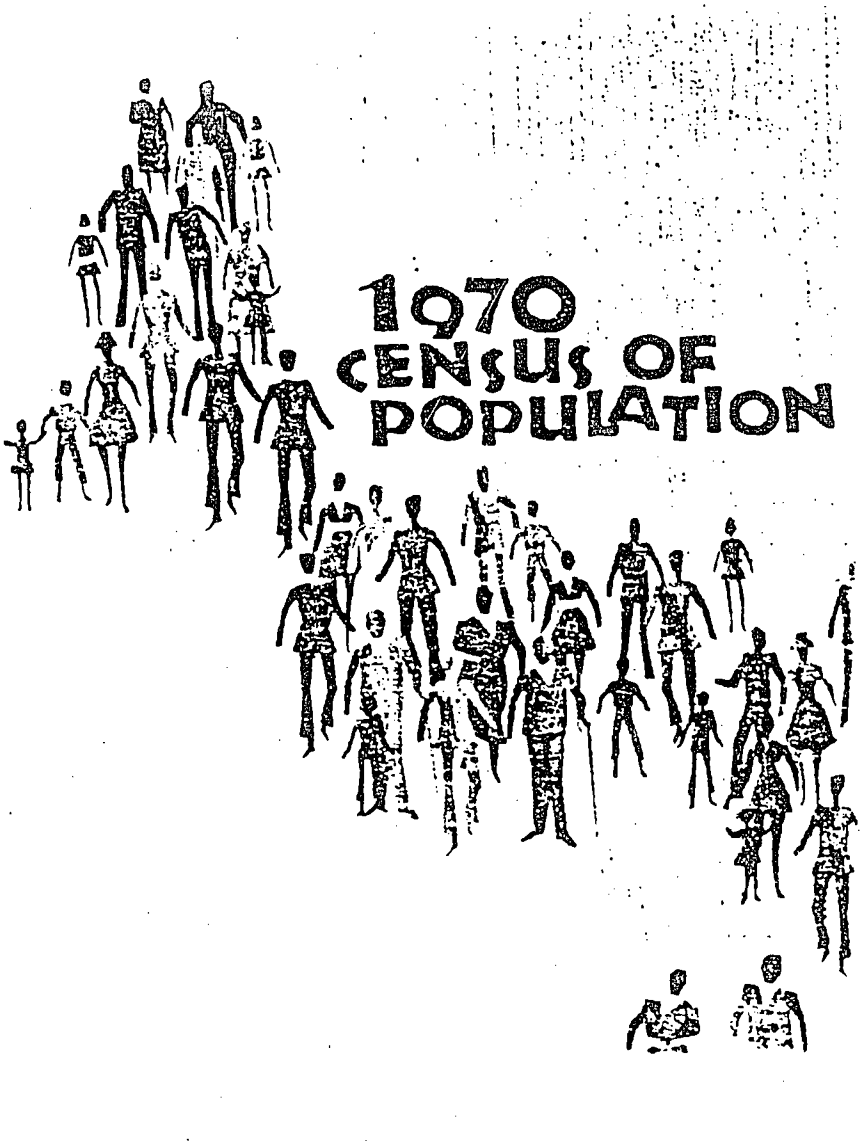
Detailed Characteristics

COLORADO



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1970 CENSUS OF POPULATION

Detailed Characteristics

COLORADO

Issued July 1972

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TABLE FINDING GUIDE—Subjects by Type of Area and Table Number

This guide lists all subjects covered in this report, but does not indicate all cross-classifications. Most subjects are cross-classified with age and sex, and there are also numerous cross-classifications of social and economic characteristics (e.g., veteran status by employment status). With a few exceptions, the tables include statistics for the Negro population and for persons of Spanish heritage for the State and for other areas containing 25,000 or more of the designated population group.

Subject	The State: Total	The State: Urban, Rural nonfarm, Rural farm	Standard metropolitan statistical areas of — 250,000 or more	Standard metropolitan statistical areas of — 100,000 or more	Central cities of SMSA's of 250,000 or more	Cities of — 250,000 or more	Cities of — 100,000 or more
GENERAL AND SOCIAL CHARACTERISTICS							
Race	139	–	–	–	–	–	–
Nativity	138-142	138	138,142	138	–	138,140-142	138,140,141
Place of birth	140	–	–	–	–	140	140
Country of birth or country of origin	141.144	–	144	–	–	141,144	141
Mother tongue	142	–	142	–	–	142	–
Citizenship	143.144	–	143,144	–	–	143,144	–
Year of immigration	144	–	144	–	–	144	–
Residence in 1965	145,178	–	–	–	–	–	–
School enrollment	146,166,215	146,166,215	146,166,215	–	215	–	–
Years of school completed:							
Persons 16 to 24 years old	147	147	147	–	–	–	–
Family heads	158	158	158	–	–	–	–
By age	148	148	148	–	–	–	–
By occupation	179	–	–	–	–	–	–
By income	197.202	197	197,202	–	–	–	–
By poverty status	211.216	211,216	211,216	–	211.216	–	–
Vocational training	149,150	–	–	–	–	–	–
Veteran status	151	–	–	–	–	–	–
Marital status	152,155.165	152.155.165	152.155.165	–	–	–	–
Marital history:							
Whether married more than once	152	152	152	–	–	–	–
Age at first marriage	159.160	–	–	–	–	–	–
Household relationship	153	153	153	–	–	–	–
Group quarters	154	154	154	–	–	–	–
Inmates of institutions	154.155	154,155	154,155	–	–	–	–
Families:							
By type and composition	155-157	155-157	155-157	–	–	–	–
By characteristics of head and wife	158	158	158	–	–	–	–
By income	198-205	198-201.205	198-205	–	–	–	–
By poverty status	207-214	207-214	207-214	–	207-214	–	–
Subfamilies	155	155	155	–	–	–	–
Children under 18 years old:							
Presence and age	155.156	155.156	155.156	–	–	–	–
By characteristics of family head	158	158	158	–	–	–	–
By family income	198	198	198	–	–	–	–
By poverty status of family	208,213.214	208,213.214	208,213.214	–	208,213,214	–	–
Unrelated individuals:							
By age	153	153	153	–	–	–	–
By marital status	155	155	155	–	–	–	–
By income	198,200,205	198,200,205	198,200,205	–	–	–	–
By poverty status	207,213	207,213	207,213	–	207,213	–	–
Fertility:							
Children ever born	161.162	161	161	–	–	–	–
Own children under 5 years old	163	163	163	–	–	–	–
Work disability	169	–	169	–	–	–	–

II

Subject	The State: Total	The State: Urban, Rural nonfarm, Rural farm	Standard metropolitan statistical areas of — 250,000 or more	Standard metropolitan statistical areas of — 100,000 or more	Central cities of SMSA's of 250,000 or more	Cities of — 250,000 or more	Cities of — 100,000 or more
ECONOMIC CHARACTERISTICS							
Labor force status	158,165	158,165	158,165	–	–	–	–
Employment status:							
By age	164,168	164,168	164,168	–	–	–	–
By school enrollment	166	166	166	–	–	–	–
By income	196,201	196,201	196,201	–	–	–	–
By poverty status	209	209	209	–	209	–	–
Hours worked	166	166	166	–	–	–	–
Weeks worked in 1969:							
By age, race, and sex	167	167	167	–	–	–	–
By occupation and industry	172,185	–	172,185	–	–	–	–
By income and poverty status	195,201,210	195,201,210	195,201,210	–	210	–	–
Year last worked	168,172,185	168	168,172,185	–	–	–	–
Occupation:							
By detailed classification	170,171	–	171	–	–	–	–
By age	174	–	174	–	–	–	–
By years of school completed	179	–	–	–	–	–	–
By employment characteristics	172	–	172	–	–	–	–
By industry	177,180-182	–	180	–	–	–	–
By class of worker	173	–	173	–	–	–	–
By earnings or income	175-177,203	–	175,176,203	–	–	–	–
By poverty status	210	210	210	–	210	–	–
By occupation 5 years ago	178	–	–	–	–	–	–
Industry:							
By detailed classification	183,184	–	184	–	–	–	–
By occupation	177,180-182	–	180	–	–	–	–
By employment characteristics	185	–	185	–	–	–	–
By class of worker	186	–	186	–	–	–	–
By age	187	–	187	–	–	–	–
By earnings	177,188,189	–	188,189	–	–	–	–
By income	204	–	204	–	–	–	–
Class of worker	173,186	–	173,186	–	–	–	–
Activity 5 years ago	145,178	–	–	–	–	–	–
Place of work	191	–	190	190	–	–	–
Means of transportation to work	–	–	190	190	–	–	–
Income of persons in 1969:							
By general characteristics	192,193	192,193	192,193	–	–	–	–
By family status	194	194	194	–	–	–	–
By employment characteristics	195,196	195,196	195,196	–	–	–	–
By years of school completed	197	197	197	–	–	–	–
Income of families in 1969:							
By family type and composition	198-200	198-200	198-200	–	–	–	–
By years of school completed	202	–	202	–	–	–	–
By employment characteristics	201,203,204	201	201,203,204	–	–	–	–
By type of income	205	205	205	–	–	–	–
Income of unrelated individuals in 1969	198,200,205	198,200,205	198,200,205	–	–	–	–
Income of households in 1969	206	206	206	–	–	–	–
Earnings in 1969:							
By occupation	175-177	–	175,176	–	–	–	–
By industry	177,188,189	–	188,189	–	–	–	–
By place of work	191	–	–	–	–	–	–
By weeks worked	195,201	195,201	195,201	–	–	–	–
Poverty status of persons in 1969	207,215,216	207,215,216	207,215,216	–	207,215,216	–	–
Poverty status of families in 1969:							
By characteristics of the head	207,211	207,211	207,211	–	207,211	–	–
By number of children under 18	208,213,214	208,213,214	208,213,214	–	208,213,214	–	–
By employment characteristics	209,210	209,210	209,210	–	209,210	–	–
By type of income	212	212	212	–	212	–	–
Poverty status of unrelated individuals in 1969	207,213	207,213	207,213	–	207,213	–	–

III

Table 149. Vocational Training of Persons 18 Years Old and Over by Race, Sex, and Age: 1970

[Data based on sample, see text. For minimum base for derived figures (percent, median, etc.) and meaning of symbols, see text]

The State	Total	Never completed a program	Completed a program		Field of vocational training						
			Number	Percent	Business or office work	Nursing or other health field	Trades and crafts	Engineering or science technician	Agriculture or home economics	Other	Not reported
TOTAL											
Male, 18 years old and over	492 626	474 103	218 523	31.5	29 929	6 224	104 745	24 199	6 506	11 565	33 355
18 and 19 years	43 447	37 933	5 514	12.7	239	83	2 326	388	155	435	1 888
20 to 24 years	102 067	73 635	28 432	27.9	3 505	897	13 068	2 453	768	1 505	6 236
25 to 34 years	142 062	91 797	50 265	35.4	6 864	1 576	24 765	6 698	1 067	2 791	6 504
35 to 44 years	127 430	80 264	47 166	37.0	6 284	1 740	23 447	6 721	1 405	2 339	5 210
45 to 54 years	114 345	69 522	44 823	39.2	6 311	1 087	23 896	4 758	1 919	2 293	4 559
55 to 64 years	83 333	59 280	24 053	28.9	3 499	451	11 976	1 797	681	1 281	4 368
65 years and over	79 942	61 672	18 270	22.9	3 227	390	7 247	1 384	511	921	4 590
Female, 18 years old and over	736 075	555 701	180 374	24.5	74 922	37 837	22 928	1 164	3 350	9 153	29 020
18 and 19 years	44 089	37 380	6 709	15.2	2 946	917	887	44	130	383	1 402
20 to 24 years	98 037	73 870	24 167	24.7	9 973	4 460	4 011	170	429	1 056	4 068
25 to 34 years	147 166	108 827	38 339	26.1	16 945	8 866	5 175	389	686	1 377	4 901
35 to 44 years	130 023	98 456	31 567	24.3	14 160	7 016	3 587	170	511	1 243	4 072
45 to 54 years	117 018	83 605	33 413	28.6	15 418	7 120	4 886	265	609	1 221	3 894
55 to 64 years	91 232	67 681	23 551	25.8	9 815	5 174	2 598	85	478	1 558	3 843
65 years and over	108 510	85 882	22 628	20.9	7 657	3 484	1 784	41	507	2 315	6 840
WHITE											
Male, 18 years old and over	465 070	456 323	208 747	31.4	28 805	5 829	102 438	23 111	6 194	11 104	31 266
18 and 19 years	41 562	36 442	5 120	12.3	239	83	2 108	356	155	392	1 787
20 to 24 years	95 993	70 051	25 942	27.0	3 047	807	12 269	2 312	668	1 420	5 419
25 to 34 years	135 434	87 656	47 778	35.3	6 683	1 472	23 652	6 192	1 026	2 641	6 112
35 to 44 years	122 411	77 072	45 339	37.0	6 075	1 616	22 583	6 540	1 361	2 261	4 903
45 to 54 years	110 529	67 281	43 248	39.1	6 153	1 027	23 150	4 576	1 838	2 228	4 276
55 to 64 years	81 321	58 021	23 300	28.7	3 441	434	11 581	1 789	635	1 241	4 179
65 years and over	77 820	59 800	18 020	23.2	3 167	390	7 095	1 346	511	921	4 590
Female, 18 years old and over	709 252	536 188	173 065	24.4	74 473	35 807	21 877	1 146	3 115	8 849	27 798
18 and 19 years	42 501	36 179	6 322	14.9	2 828	883	830	44	130	351	1 256
20 to 24 years	93 849	70 863	22 986	24.5	9 462	4 180	3 088	170	397	1 056	3 833
25 to 34 years	140 488	104 173	36 315	25.6	16 207	8 130	4 988	389	581	1 308	4 712
35 to 44 years	124 016	94 407	29 609	23.9	13 570	7 232	3 203	152	458	1 173	3 813
45 to 54 years	113 187	80 810	32 377	28.6	15 084	6 788	4 703	265	609	1 178	3 750
55 to 64 years	89 462	66 304	23 158	25.9	9 678	5 125	2 521	85	478	1 510	3 761
65 years and over	105 750	83 452	22 298	21.1	7 636	3 469	1 744	41	462	2 273	6 673
NEGRO											
Male, 18 years old and over	20 155	13 899	7 256	36.0	897	295	3 121	785	251	318	1 589
18 and 19 years	1 283	1 008	275	21.4	-	-	178	17	-	-	80
20 to 24 years	4 656	2 651	2 005	43.1	400	68	562	101	100	85	689
25 to 34 years	4 801	2 948	1 853	38.6	158	84	839	393	41	108	230
35 to 44 years	3 677	2 324	1 353	36.8	188	103	709	86	25	58	184
45 to 54 years	2 668	1 619	1 049	39.3	93	40	449	142	59	27	239
55 to 64 years	1 448	922	526	36.3	37	-	248	8	26	40	167
65 years and over	1 622	1 427	195	12.0	21	-	136	38	-	-	-
Female, 18 years old and over	18 441	12 945	5 496	29.8	1 719	1 652	762	18	183	151	1 013
18 and 19 years	1 043	752	291	27.9	93	34	37	-	-	32	95
20 to 24 years	2 735	1 853	882	32.2	356	195	84	-	32	-	215
25 to 34 years	4 330	2 786	1 544	35.7	596	587	125	-	88	-	148
35 to 44 years	4 045	2 613	1 432	35.4	379	507	286	18	17	27	198
45 to 54 years	2 644	1 925	719	27.2	176	265	129	-	-	24	125
55 to 64 years	1 579	1 225	354	22.4	98	49	77	-	-	48	82
65 years and over	2 065	1 791	274	13.3	21	15	24	-	45	20	149
PERSONS OF SPANISH ORIGIN OR DESCENT											
Male, 18 years old and over	59 097	46 143	12 954	21.9	1 300	403	6 895	1 110	311	690	2 245
18 and 19 years	4 620	4 089	531	11.5	59	24	168	43	-	89	148
20 to 24 years	9 884	7 508	2 376	24.0	275	48	1 043	297	79	119	515
25 to 34 years	13 335	9 646	3 689	27.7	342	196	1 956	376	57	242	520
35 to 44 years	11 293	8 792	2 501	22.1	344	19	1 378	196	62	122	380
45 to 54 years	8 469	5 981	2 488	29.4	221	80	1 662	198	37	36	254
55 to 64 years	5 795	4 860	935	16.1	21	21	573	-	76	59	185
65 years and over	5 701	5 267	434	7.6	38	15	115	-	-	23	243
Female, 18 years old and over	60 880	52 174	8 706	14.3	2 968	2 163	1 332	-	147	451	1 645
18 and 19 years	4 830	4 059	771	16.0	320	139	189	-	-	33	90
20 to 24 years	10 001	7 999	2 002	20.0	776	514	376	-	23	95	218
25 to 34 years	13 723	11 246	2 477	18.0	952	664	368	-	49	84	360
35 to 44 years	11 815	10 425	1 390	11.8	384	375	196	-	56	147	232
45 to 54 years	8 914	7 767	1 147	12.9	404	273	120	-	19	44	287
55 to 64 years	6 370	5 876	494	7.8	132	108	83	-	-	-	171
65 years and over	5 227	4 802	425	8.1	-	90	-	-	-	148	287

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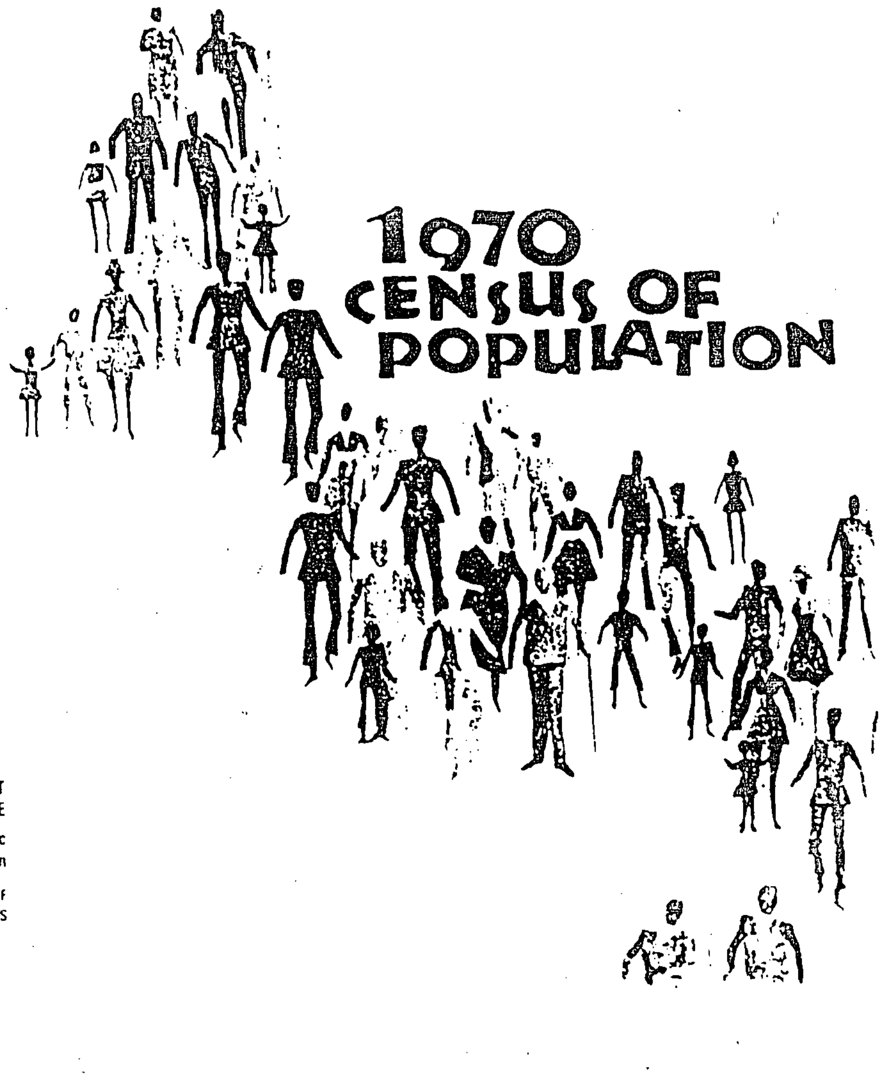
Occupation by Industry



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CONTENTS

SUBJECT REPORTS

Occupation by Industry

Federal-State Cooperative Program for

Population Estimates

U.S. Department of Commerce
BUREAU OF THE CENSUS

Series P-26, No. 76-1
Issued September 1977

Estimates of the Population of Alabama Counties and Metropolitan Areas: July 1, 1975 (Revised) and 1976 (Provisional)

This report presents total population estimates for July 1, 1975 and provisional estimates for July 1, 1976, for counties and metropolitan areas prepared under the auspices of the Federal-State Cooperative Program for Local Population Estimates. The objective of this program is the development and publication of estimates of the population of counties using uniform procedures standardized for data input and methodology. The estimates shown here were prepared jointly by the Bureau of the Census and the Center for Business and Economic Research, Graduate School of Business, University of Alabama. This agency was designated by the Governor to work with the Bureau of the Census in implementing and carrying out the Federal-State Cooperative Program.

Annual county estimates for July 1, 1971-1974 and provisional estimates for July 1, 1975, were published earlier in Current Population Reports, Series P-26, Nos. 48, 76, 125, and 75-1. The provisional estimates in the last report are superseded by the numbers published here.

The methods used in the preparation of this report have been tested against the 1970 census and recent special censuses. The decision on methodology was made jointly by the individual States and the Bureau of the Census on the basis of these tests. The Administrative Records method has been tested with special censuses since 1970 and has been incorporated for use at all levels of geography. For a more detailed description of the program and an analysis of 1970 test results for methods other than the Administrative Records method, see Current Population Reports, Series P-26, No. 21, "Federal-State Cooperative Program for Local Population Estimates: Test Results—April 1, 1970," April 1973. The results of a test of the Administrative Records method for each State are presented in Current Population Reports, Series P-25, Nos. 649-698.

The county estimates shown for July 1, 1975, are computed as an average of the following methods, adjusted to agree with the July 1, 1975 State estimates published in Current Population Reports, Series P-25, No. 642.

1. The Regression (ratio-correlation) method.[1] In the Regression method a multiple regression equation is used to relate changes in a number of different data series to change in population distribution. The series of data used in the Regression method for Alabama are: elementary school enrollment in grades 1 through 8 plus elementary special and ele-

[1] More detailed descriptions of the methods are given in Current Population Reports, Series P-25, Nos. 427 and 520.

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mentary ungraded(X_1), State income tax (X_2), and automobile registrations (X_3). The regression equation for Alabama for the 1970's is given by

$$\hat{Y} = 0.2033 + 0.5060X_1 + 0.0594X_2 + 0.2213X_3$$

2. Component Method II.[1] This method employs vital statistics to measure natural increase and school enrollment to measure net migration. The estimates produced by Component Method II are specific to the population under 65 not residing in group quarters. To this population is added an estimate of the population 65 and over based on the change in Medicare enrollees from 1970 to the estimate date, the institutional and college population, and reported military population living in barracks.

3. The Administrative Records method.[1] This is a component method which uses individual Federal income tax returns to measure the intercounty migration of the nongroup quarters population and reported birth and death statistics to estimate natural increase. The tax returns are matched by Social Security number in the base year and the estimate year to determine the number of persons whose county of residence changed during the period. A net migration rate based on exemptions claimed by the matched cases is then applied to the total population. This estimate is made specific to the nongroup quarters population under 65 by excluding from the migration computations data relating to persons 65 and over as well as persons residing in group quarters. These estimates are then combined with the independent estimates of the population 65 and over used in the Component Method II estimate and the other components of population change–births, deaths, immigration, and the net movement between the military and civilian population.

The provisional July 1, 1976 estimates were developed by adding the average change between 1975 and 1976 estimates based on Component Method II and the Regression method to the 1975 estimates. All counties were subsequently adjusted to agree with the provisional July 1, 1976 State estimate published in Current Population Reports, Series P-25, No. 642.

[1] See footnote 1 on page 1.

Table 2 of this report presents estimates of the population of metropolitan areas and metropolitan counties in the State. The titles and definitions of the standard metropolitan statistical areas (SMSA's) are those currently defined by the Office of Management and Budget, Executive Office of the President. Where an SMSA falls in more than one State (indicated in the SMSA title) information on the other State parts of the area can be obtained by referring to the P-26 report for that particular State.

Corresponding estimates for other States in the program will be published as they become available. The appendix table shows reports published to date for States in the 1975-76 series, together with those published for earlier years.

The 1970 census population for the State and counties shown on the table reflects all corrections to the census count made subsequent to the release of the official State figure.

The estimates presented in the table have been rounded to the nearest hundred without being adjusted to the State total, which was independently rounded to the nearest thousand. Percentages are based on unrounded numbers. Births and deaths are taken from reported vital statistics from April 1, 1970, to December 31, 1975, with extrapolations through June 30, 1976. Net migration is the residual difference between net change and natural increase.

In addition to the county outline map published in all P-26 reports, the reports for July 1, 1975 and provisional July 1, 1976, include two computer-generated maps depicting population change and rate of migration.

Table 1. ESTIMATES OF THE POPULATION OF ALABAMA COUNTIES: JULY 1, 1975 AND 1976

(State estimates are shown to the nearest thousand, county estimates to the nearest hundred)

COUNTY	JULY 1, 1976 (PROVISIONAL)	JULY 1, 1975	APRIL 1, 1970 (CENSUS)[1]	CHANGE, 1970 TO 1976		COMPONENTS OF CHANGE, 1970 TO 1976[2]			
								NET MIGRATION	
				NUMBER	PERCENT	BIRTHS	DEATHS	NUMBER	PERCENT
ALABAMA	3,665,000	3,615,000	3,444,354	221,000	6.4	365,000	214,000	50,000	1.4
AUTAUGA	28,700	28,600	24,460	4,200	17.2	3,100	1,900	2,500	10.0
BALDWIN	69,500	67,500	59,382	10,200	17.1	6,600	3,400	7,100	12.0
BARBOUR	26,100	24,800	22,543	3,500	15.6	2,100	1,600	2,500	11.2
BIBB	14,200	14,400	13,812	400	2.8	1,600	1,100	-200	-1.2
BLOUNT	32,300	31,500	26,853	5,400	20.1	2,700	1,700	4,400	16.2
BULLOCK	11,600	11,500	11,824	-200	-1.6	1,500	900	-800	-6.6
BUTLER	22,000	21,600	22,007	(Z)	-0.1	2,400	1,600	-800	-3.6
CALHOUN	113,600	109,800	103,092	10,500	10.2	11,200	5,800	5,100	4.9
CHAMBERS	37,200	36,700	36,356	800	2.3	4,100	2,500	-700	-2.0
CHEROKEE	18,200	17,700	15,606	2,600	16.7	1,500	1,100	2,100	13.7
CHILTON	28,300	27,900	25,180	3,100	12.3	2,700	2,000	2,400	9.7
CHOCTAW	17,700	17,300	16,559	1,100	6.5	2,100	1,100	100	0.5
CLARKE	27,800	27,200	26,724	1,100	3.9	3,500	1,700	-800	-3.0
CLAY	13,500	13,200	12,636	800	6.5	1,400	1,000	500	3.7
CLEBURNE	11,700	11,700	10,996	700	6.5	1,100	700	300	3.1
COFFEE	35,700	35,600	34,872	800	2.3	4,300	1,900	-1,600	-4.4
COLBERT	49,400	50,000	49,632	-300	-0.5	5,000	3,000	-2,300	-4.5
CONECUH	15,600	15,800	15,645	-100	-0.4	1,700	1,300	-500	-3.2
COOSA	10,800	11,200	10,662	200	1.5	1,100	700	-200	-2.0
COVINGTON	35,100	35,300	34,079	1,100	3.1	3,500	2,800	300	0.9
CRENSHAW	14,100	14,000	13,188	1,000	7.2	1,400	1,200	700	5.5
CULLMAN	59,300	57,500	52,445	6,900	13.1	5,300	3,100	4,800	9.1
DALE	41,700	45,300	52,995	-11,300	-21.4	7,000	1,900	-16,500	-31.1
DALLAS	56,200	56,800	55,296	900	1.6	8,300	3,700	-3,700	-6.6
DE KALB	48,900	48,300	41,981	6,900	16.5	4,600	2,900	5,300	12.7
ELMORE	39,900	39,800	33,661	6,200	18.5	4,200	2,300	4,400	12.9
ESCAMBIA	35,900	37,100	34,912	1,000	2.8	4,400	2,300	-1,200	-3.3
ETOWAH	96,200	95,600	94,144	2,100	2.2	10,000	6,300	-1,600	-1.7
FAYETTE	16,500	16,700	16,252	300	1.7	1,500	1,100	-100	-0.7
FRANKLIN	26,600	26,200	23,933	2,700	11.2	2,600	1,800	1,900	7.9
GENEVA	23,500	23,500	21,924	1,600	7.3	2,300	1,600	900	3.9
GREENE	10,700	10,400	10,650	(Z)	0.1	1,300	900	-300	-3.2
HALE	15,500	15,500	15,888	-400	-2.4	1,800	1,200	-1,000	-6.3
HENRY	15,100	14,600	13,254	1,900	14.1	1,600	1,100	1,300	10.1
HOUSTON	69,700	68,700	56,574	13,100	23.1	7,600	3,600	9,100	16.1
JACKSON	47,200	46,200	39,202	8,000	20.3	4,500	2,600	5,800	14.7
JEFFERSON	652,700	647,000	644,991	7,700	1.2	62,900	40,800	-14,500	-2.2
LAMAR	15,600	15,600	14,335	1,300	8.9	1,500	1,100	800	5.5
LAUDERDALE	74,400	73,200	68,111	6,300	9.3	6,600	3,800	3,600	5.2
LAWRENCE	28,800	28,100	27,281	1,500	5.5	3,200	1,500	-200	-0.7
LEE	69,700	68,100	61,268	8,400	13.7	6,700	2,800	4,500	7.4
LIMESTONE	43,700	43,300	41,699	2,000	4.7	4,400	2,300	-100	-0.3
LOWNDES	13,400	13,300	12,897	500	3.9	1,900	900	-500	-4.1
MACON	26,600	26,000	24,841	1,700	6.9	2,700	1,800	700	3.0
MADISON	184,900	184,200	186,540	-1,600	-0.9	18,700	7,000	-13,300	-7.1
MARENGO	23,800	23,800	23,819	(Z)	(Z)	3,000	1,700	-1,200	-5.2
MARION	26,500	25,900	23,788	2,800	11.6	2,500	1,700	1,900	8.0
MARSHALL	59,600	58,900	54,211	5,400	9.9	5,800	3,400	3,000	5.6
MOBILE	347,100	335,100	317,308	29,800	9.4	38,300	17,800	9,300	2.9
MONROE	21,800	21,400	20,883	900	4.3	2,700	1,400	-400	-1.9
MONTGOMERY	184,500	180,700	167,790	16,700	10.0	19,300	10,700	8,100	4.8
MORGAN	84,200	83,900	77,306	6,900	8.9	8,700	4,200	2,400	3.1
PERRY	13,400	13,900	15,388	-2,000	-12.9	1,800	1,100	-2,700	-17.6
PICKENS	21,100	21,200	20,326	800	4.0	2,200	1,400	(Z)	(Z)
PIKE	23,300	26,300	25,038	-1,700	-6.8	2,900	1,800	-2,900	-11.4
RANDOLPH	18,900	18,600	18,331	500	2.9	2,200	1,500	-200	-0.9
RUSSELL	46,600	46,400	45,394	1,200	2.6	5,700	3,300	-1,200	-2.7
ST. CLAIR	34,300	33,300	27,956	6,400	22.8	3,500	2,000	4,900	17.4
SHELBY	51,600	47,900	38,037	13,600	35.7	5,000	2,400	11,000	28.9
SUMTER	17,700	16,500	16,974	700	4.2	2,100	1,300	-100	-0.6
TALLADEGA	67,900	66,700	65,280	2,600	4.0	8,200	4,100	-1,500	-2.3
TALLAPOOSA	35,700	35,300	33,840	1,900	5.6	4,000	2,500	400	1.3
TUSCALOOSA	125,100	123,400	116,029	9,100	7.8	12,700	6,300	2,700	2.3
WALKER	64,500	64,100	56,246	8,300	14.7	6,600	4,300	6,000	10.6
WASHINGTON	16,900	17,100	16,241	600	3.9	1,900	1,000	-300	-1.9
WILCOX	15,000	14,800	16,303	-1,400	-8.3	2,200	1,100	-2,400	-14.7
WINSTON	19,900	19,400	16,654	3,200	19.3	2,100	1,300	2,500	14.7

Z LESS THAN 50 PERSONS OR LESS THAN 0.05 PERCENT.

[1] THE TOTAL FOR THE STATE SHOWN HERE INCLUDES ALL CORRECTIONS TO THE 1970 CENSUS MADE THROUGH DECEMBER 1976. THE OFFICIAL 1970 CENSUS COUNT FOR ALABAMA WAS 3,444,165.

[2] BIRTHS AND DEATHS ARE BASED ON REPORTED VITAL STATISTICS FROM APRIL 1, 1970 TO DECEMBER 31, 1975, WITH EXTRAPOLATIONS TO JUNE 30, 1976. NET MIGRATION IS THE DIFFERENCE BETWEEN NET CHANGE AND NATURAL INCREASE.

Table 2. ESTIMATES OF THE POPULATION OF METROPOLITAN AREAS AND THEIR COMPONENT COUNTIES: ALABAMA, JULY 1, 1975 AND 1976

(SMSA totals rounded independently of county numbers)

STANDARD METROPOLITAN STATISTICAL AREA AND COUNTY	JULY 1, 1976 (PROVISIONAL)	JULY 1, 1975	APRIL 1, 1970 (CENSUS)	CHANGE, 1970 TO 1976		COMPONENTS OF CHANGE, 1970 TO 1976[1]			
				NUMBER	PERCENT	BIRTHS	DEATHS	NET MIGRATION NUMBER	NET MIGRATION PERCENT
ANNISTON, ALA.	113,600	106,800	103,092	10,500	10.2	11,200	5,800	5,100	4.9
CALHOUN	113,600	106,800	103,092	10,500	10.2	11,200	5,800	5,100	4.9
BIRMINGHAM, ALA.	803,200	792,300	767,230	35,900	4.7	78,100	49,500	7,400	1.0
JEFFERSON	652,700	647,000	644,991	7,700	1.2	62,900	40,800	-14,500	-2.2
ST. CLAIR	34,300	33,300	27,956	6,400	22.8	3,500	2,000	4,900	17.4
SHELBY	51,600	47,900	38,037	13,600	35.7	5,000	2,400	11,000	28.9
WALKER	64,500	64,100	56,246	8,300	14.7	6,600	4,300	6,000	10.6
COLUMBUS, GA.-ALA. (ALA. PORTION)	46,600	46,400	45,394	1,200	2.6	5,700	3,300	-1,200	-2.7
RUSSELL	46,600	46,400	45,394	1,200	2.6	5,700	3,300	-1,200	-2.7
FLORENCE, ALA.	123,800	123,200	117,743	6,000	5.1	11,600	6,800	1,300	1.1
COLBERT	49,400	50,000	49,632	-300	-0.5	5,000	3,000	-2,300	-4.5
LAUDERDALE	74,400	73,200	68,111	6,300	9.3	6,600	3,800	3,600	5.2
GADSDEN, ALA.	96,200	95,600	94,144	2,100	2.2	10,000	6,300	-1,600	-1.7
ETOWAH	96,200	95,600	94,144	2,100	2.2	10,000	6,300	-1,600	-1.7
HUNTSVILLE, ALA.	288,200	286,200	282,450	5,700	2.0	28,900	12,800	-10,400	-3.7
LIMESTONE	43,700	43,300	41,599	2,000	4.7	4,400	2,300	-100	-0.3
MADISON	184,900	184,000	186,540	-1,600	-0.9	18,700	7,000	-13,300	-7.1
MARSHALL	59,600	58,900	54,211	5,400	9.9	5,800	3,400	3,000	5.6
MOBILE, ALA.	416,600	402,700	376,690	39,900	10.6	45,100	21,600	16,400	4.4
BALDWIN	69,500	67,500	59,382	10,200	17.1	6,900	3,800	7,100	12.0
MOBILE	347,100	335,300	317,308	29,800	9.4	38,300	17,800	9,300	2.9
MONTGOMERY, ALA.	253,000	249,200	225,911	27,100	12.0	26,600	14,400	14,900	6.6
AUTAUGA	28,700	28,500	24,460	4,200	17.2	3,100	1,400	2,500	10.0
ELMORE	39,900	39,800	33,661	6,200	18.5	4,200	2,300	4,400	12.9
MONTGOMERY	184,500	180,700	167,790	16,700	10.0	19,300	10,700	8,100	4.8
TUSCALOOSA, ALA.	125,100	122,400	116,029	9,100	7.8	12,700	6,300	2,700	2.3
TUSCALOOSA	125,100	122,400	116,029	9,100	7.8	12,700	6,300	2,700	2.3
METROPOLITAN	2,266,300	2,224,700	2,128,633	137,600	6.5	229,800	126,800	34,600	1.6
NONMETROPOLITAN	1,398,600	1,390,400	1,315,571	82,900	6.3	155,000	87,000	14,900	1.1

[1]BIRTHS AND DEATHS ARE BASED ON REPORTED VITAL STATISTICS FROM APRIL 1, 1970 TO DECEMBER 31, 1975, WITH EXTRAPOLATIONS TO JUNE 30, 1976. NET MIGRATION IS THE DIFFERENCE BETWEEN NET CHANGE AND NATURAL INCREASE.

APPENDIX

ESTIMATES PUBLISHED IN SERIES P-26 REPORTS SINCE 1970

(Reports issued under the Federal-State Cooperative Program for Population Estimates, jointly prepared by the Bureau of the Census and designated State agencies)

State	Report No.* 1975 and provisional 1976	Report No.* 1974 and provisional 1975	Report No.* 1973 and provisional 1974	State	Report No. 1975 and provisional 1976	Report No. 1974 and provisional 1975	Report No. 1973 and provisional 1974
Ala.	76-1	75-1	125	Mont.	76-26	75-26	109
Alaska		(²)	(³)	Nebr.	76-27	75-27	104
Ariz.	76-3	75-3	96	Nev.	76-28	75-28	117
Ark.	76-4	75-4	115	N. H.	76-29	75-29	107
Calif.		75-5	119	N. J.		75-30	135
Colo.	76-6	75-6	101	N. Mex.	76-31	75-31	121
Conn.	76-7	75-7	116	N. Y.	76-32	(²)	(³)
Del.	76-8	75-8	111	N. C.	76-33	75-33	114
Fla.		75-9	130	N. Dak.		75-34	102
Ga.		75-10	124	Ohio		75-35	122
Hawaii	76-11	75-11	105	Okla.		75-36	112
Idaho	76-12	75-12	106	Oreg.		75-37	(³)
Ill.		75-13	128	Pa.	76-38	75-38	116
Ind.	76-14	75-14	113	R. I.	76-39	75-39	98
Iowa		75-15	138	S. C.		75-40	108
Kans.		75-16	129	S. Dak.	76-41	75-41	101
Ky.	76-17	75-17	120	Tenn.		75-42	133
La.	76-18	75-18	97	Tex.		(²)	(³)
Maine	76-19	75-19	99	Utah	76-44	75-44	96
Md.	76-20	(²)	(³)	Vt.	76-45	75-45	95
Mass.		(²)	137	Va.		75-46	127
Mich.	76-22	75-22	110	Wash.	(¹)	(²)	(³)
Minn.	76-23	75-23	132	W. Va.		75-48	12[illegible]
Miss.		75-24	131	Wis.	76-49	75-49	126
Mo.		75-25	134	Wyo.	76-50	75-50	100

*County estimates for all States for 1971 and provisional 1972 are published in Series P-25, No. 517. County estimates for all States for 1972 and provisional 1973 are published in Series P-26, Nos. [illegible] and Series P-25, Nos. 527, 530, 531, 532, and 535.

[1] County or county equivalent estimates for 1975 and provisional 1976 are published in Series P-25 for the following States: Washington, No. 7[illegible].

[2] County or county equivalent estimates for 1974 and provisional 1975 are published in Series P-25 for the following States: Washington, No 624; Maryland, No. 622; New York No. 631; Massachusetts, No. 633; Texas, No. 637; and Alaska, No 638.

[3] County or county equivalent estimates for 1973 and provisional 1974 are published in Series P-25 for the following States: Maryland, No. 596; Washington, No. 597; New York, No 599; Oregon, No. 602; Alaska, No. 604; and Texas, No. 609.

CURRENT POPULATION REPORTS

Population Estimates and Projections

U.S. Department of Commerce
BUREAU OF THE CENSUS

Series P-25, No. 735
Issued October 1978

Illustrative Projections of State Populations: 1975 to 2000 (Advance Report)

This advance report presents summary data from the illustrative projections of the resident population of the 50 States and the District of Columbia for the years 1980, 1990, and 2000. The final report will present detailed projections of State population by age, race, and sex, as well as data on components of population change. These projections are based on gross migration data for the period 1965-70 and postcensal estimates of net migration through 1975. The most recent set of State population projections released by the Census Bureau was published in 1972 as Current Population Reports, Series P-25, No. 477. These projections incorporated only provisional net migration data through 1970.

The current set of State population projections was prepared using the cohort-component method of demographic analysis. This method permits the separate projection of the three components of population change—fertility, mortality, and net migration for each age, race, and sex group. The projections presented in this report contain a further refinement in methodology in that the gross migration flows defining net migration are treated separately, with each flow divided into three major groups—civilian noncollege, military, and college. The military and college components represent unique patterns of migration and warrant separate treatment.

This report presents three series of State population projections. The series have common assumptions concerning projected fertility and mortality derived from the fertility and mortality assumptions of Series II of the current set of national population projections.[1] The major differences in population growth between States is due to the third component—migration. Given the unpredictability of this component at the State level, several different assumptions about net migration have been relied upon to illustrate the impact of differing levels of migration on population growth.

Data on gross migration for the 1965-70 period and postcensal estimates of net migration through 1975, combined with the assumption of zero net migration, permit the definition of three different projection series. Series II-A assumes continuation from 1975 through 2000 of the civilian, noncollege interstate migration patterns by age, race, and sex observed for the 1965-75 period. Series II-B assumes continuation from 1975 through 2000 of the civilian, noncollege interstate migration patterns by age, race, and sex observed for the 1970-75 period. Series II-C assumes no net civilian, non-college interstate migration between 1975 and 2000.

The projections represent statements about future population growth prepared using a particular methodology and a specific set of assumptions concerning the components of demographic change. This implies that a population projection is uniquely defined by the method, the data, and the assumptions it incorporates. Changing either the projection procedure, the accompanying data, or the projection assumptions will modify the projected population in some manner.

The population figures presented in this report are projections, or extensions of recent trends, rather than forecasts of population levels expected to occur. The term "illustrative" is used to underscore this important distinction. It is virtually certain that future population growth in most States will not follow the exact patterns projected in this report. Nonetheless, the projections presented here should accommodate a wide range of applications, given the variety

[1] U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 704, "Projections of the Population of the United States: 1977 to 2050," U.S. Government Printing Office, Washington, D.C., 1977.

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, and U.S. Department of Commerce district offices. Postage stamps not acceptable; currency submitted at sender's risk. Remittances from foreign countries must be by international money order or by draft on a U.S. bank. Additional charge for foreign mailing, $14.00. All population series reports sold as a single consolidated subscription $56.00 per year. Price for this report 70 cents.

4.44

of growth assumptions for most States. Still some users will decide that none of the three series are acceptable. Since the projections are illustrative, there is no guarantee that the growth pattern the user has in mind will correspond closely to a particular projection series. It may be, for example, that even the smallest projected population for 1990 exceeds expected growth.

When the projections presented in this report do not satisfy user requirements, the best approach may be to consider alternative sources. One such alternative is the series of State projections recently published by the Bureau of Economic Analysis (BEA) of the Department of Commerce. The BEA projections were prepared using an economic forecasting model in which economic factors—earnings, employment, etc.—rather than demographic factors—fertility, mortality, and migration—determine the projected State population total. The latest published State projections from the BEA are contained in the OBERS Projections of Economic Activity in the U.S., Volume 4: States published in April 1974. An updated version of these projections is being developed now and will be released in Spring 1979. Efforts are underway, however, to establish linkages between the economic projections work of the BEA and demographically-based projections such as those shown in this report.

Results

The three series of projected population in this report can best be viewed as showing what would happen if the specific migration patterns assumed for each series were to operate on the age, sex, and race structure of each State's population. They do not pretend to forecast the exact pattern of future population growth. For example, were there no net migration between States (Series II-C), each region of the United States would grow at roughly the projected national rate of population growth between 1975 and 2000. Some slight differences in growth rates among States will exist due to different age, sex, and race structure between States and to different age-specific levels of fertility and mortality rates among States. Thus the younger and more fertile population of the West would have an average annual rate of population growth of 9.8 per 1,000 compared to the national average of 7.9 per 1,000. Still, the percentage of the U.S. population in each region would change only a few tenths of a percentage point from 1975 to 2000 under the assumption of no net interstate migration (tables A and B).

Differences in rates of growth among States and regions become much more pronounced when more realistic assumptions permitting interstate migration are used in the projections. For example, Series II-A, assuming the continuation

Table A. Percentage of the U.S. Population Contained in Regions and Divisions: 1970 to 2000

Region and division	Census April 1970	Estimate 1975	Projections 2000: Series II-A	Series II-B	Series II-C
United States......	100.0	100.0	100.0	100.0	100.0
Northeast................	24.1	23.2	21.1	20.5	23.0
North Central............	27.8	27.1	25.3	24.4	26.8
South....................	30.9	31.9	34.0	35.6	31.5
West.....................	17.1	17.8	19.6	19.6	18.7
Northeast:					
New England............	5.8	5.7	5.6	5.6	5.7
Middle Atlantic........	18.3	17.5	15.5	14.9	17.3
North Central:					
East North Central.....	19.8	19.2	18.1	17.1	19.2
West North Central.....	8.0	7.8	7.2	7.3	7.6
South:					
South Atlantic.........	15.1	15.8	17.5	18.5	15.3
East South Central.....	6.3	6.3	6.1	6.4	6.2
West South Central.....	9.5	9.8	10.4	10.7	10.0
West:					
Mountain...............	4.1	4.5	5.1	5.7	4.8
Pacific................	13.1	13.3	14.4	14.0	13.9

Table B. Estimates and Projections of the Average Annual Rates of Population Change for Regions and Divisions: 1965 to 2000

Region and division	Estimated		Projected 1975 to 2000		
	1965 to 1970	1970 to 1975	Series II-A	Series II-B	Series II-C
United States	11.9	8.9	7.9	7.9	7.9
Northeast	7.6	1.5	4.1	2.9	7.5
North Central	8.3	3.5	5.3	3.7	7.5
South	14.7	15.2	10.3	12.0	7.3
West	19.4	16.0	11.6	11.7	9.8
Northeast:					
New England	11.1	5.4	7.2	6.8	7.9
Middle Atlantic	6.5	0.3	3.1	1.5	7.4
North Central:					
East North Central	9.1	3.2	5.5	3.2	7.9
West North Central	6.3	4.2	4.7	5.0	6.5
South:					
South Atlantic	18.1	17.6	11.8	13.9	6.5
East South Central	7.7	10.2	6.5	8.3	7.0
West South Central	14.1	14.6	10.2	11.3	8.9
West:					
Mountain	17.2	28.4	12.8	16.5	10.7
Pacific	20.2	12.0	11.2	9.8	9.6

of age, sex, race specific interstate migration rates observed during the 1965-75 period, projects the population of Southern and Western States to grow twice as fast as the population of States in the North (table B). By the year 2000, the percentage of the U.S. population in the Northeast would decline from 23.2 to 21.2 and the percentage in the North Central States would decline from 27.1 to 25.3. The South would increase its percentage of the Nation's population from 31.9 to 34.0 while the West would increase from 17.8 to 19.6 percent of the U.S. population.

Since migration trends during the 1970-75 period were a departure from 1965-70 trends,[2] the results of Series II-B, which assumes that 1970-75 migration rates will continue, are considerably different from those of Series II-A. In general, use of the 1970-75 rates tends to widen differences among the projected growth of States. Average annual growth rates from 1975-2000 for the Northeastern and North Central Regions would be 2.9 and 3.7 per 1,000 while rates for the South and West would be 12.0 and 11.7 (table B). As a result, the percentage of the Nation's population in the Northeast and North Central Regions by the year 2000 would be 20.5 and 24.4—considerably fewer than projected in the other two series. As a result of the higher assumed net migration based on the 1970-75 period, the South and the West would represent 35.6 and 19.6 percent of the U.S. population, respectively (table A).

The detailed table shows the projected population for each State from 1970 to 2000 for each of the three migration assumptions. Were the 1965 to 1975 trends to continue (Series II-A), the five States with the largest percentage gains in population from 1975 to 2000 would be Florida, Arizona, Nevada, Colorado, and New Hampshire, while losses or the smallest percentage gains would be experienced by the District of Columbia, North and South Dakota, New York, and Pennsylvania. On the other hand, were the 1970-75 migration trends to continue (Series II-B), the fastest growing States would be Florida, Arizona, Nevada, Colorado, and Alaska, while losses or the slowest growth would be found in the District of Columbia, New York, Ohio, Pennsylvania, and Illinois. Under an assumption of no interstate migration (Series II-C), differences in population growth rates among States would be less pronounced.

[2] Long, John F., Population Deconcentration in the United States, U.S. Bureau of the Census, forthcoming.

Table 1. Estimates and Projections of the Population of States: 1970 to 2000

(In thousands. As of July 1, except as noted. Roman numeral II represents national projections series II. Letters A, B, and C indicate interstate migration assumption. See text for explanations)

Region, division, and State	April 1, 1970 (census)	Estimate 1975	Series II-A 1980	Series II-A 1990	Series II-A 2000	Series II-B 1980	Series II-B 1990	Series II-B 2000	Series II-C 1980	Series II-C 1990	Series II-C 2000
United States.....	203,306	213,032	221,651	243,004	259,869	221,651	243,004	259,869	221,651	243,004	259,869
REGIONS:											
Northeast.............	49,061	49,456	50,198	52,847	54,854	49,837	51,796	[illegible]	51,256	55,951	59,767
North Central.........	56,593	57,637	58,915	62,863	65,787	58,416	61,361	[illegible]	59,775	65,367	69,612
South.................	62,813	68,043	72,037	81,036	88,335	72,853	83,507	92,402	70,707	77,011	81,897
West..................	34,838	37,899	40,501	46,259	50,890	40,547	46,341	51,009	39,912	44,673	48,593
NORTHEAST:											
New England...........	11,848	12,187	12,596	13,703	14,615	12,559	13,600	14,449	12,644	13,867	14,855
Middle Atlantic.......	37,213	37,269	37,602	39,144	40,239	37,278	38,196	38,703	38,612	42,084	44,912
NORTH CENTRAL:											
East North Central....	40,266	40,946	41,920	44,847	47,005	41,393	43,260	44,398	42,580	46,747	49,951
West North Central....	16,327	16,691	16,995	18,016	18,782	17,023	18,101	18,909	17,195	18,620	19,661
SOUTH:											
South Atlantic........	30,670	33,658	36,027	41,182	45,400	36,540	42,727	47,949	34,847	37,622	39,666
East South Central....	12,808	13,516	13,955	15,063	15,918	14,108	15,526	16,661	14,001	15,193	16,124
West South Central....	19,327	20,869	22,055	24,791	27,017	22,205	25,254	27,792	21,859	24,196	26,107
WEST:											
Mountain..............	8,289	9,625	10,419	12,075	13,351	10,715	12,936	14,732	10,172	11,501	12,602
Pacific...............	26,549	28,274	30,082	34,184	37,539	29,832	33,405	36,277	29,740	33,172	35,991
NEW ENGLAND:											
Maine.................	994	1,058	1,094	1,192	1,273	1,120	1,273	1,405	1,091	1,191	1,274
New Hampshire.........	738	812	870	1,007	1,121	869	1,002	1,113	841	923	991
Vermont...............	445	472	497	560	614	492	543	586	489	538	578
Massachusetts.........	5,689	5,814	5,968	6,415	6,787	5,978	6,450	6,842	6,029	6,606	7,073
Rhode Island..........	950	931	961	1,040	1,107	962	1,045	1,117	967	1,061	1,141
Connecticut...........	3,032	3,100	3,206	3,489	3,713	3,138	3,287	3,386	3,227	3,548	3,798
MIDDLE ATLANTIC:											
New York..............	18,241	18,076	18,086	18,528	18,816	17,902	17,995	17,961	18,898	20,938	22,727
New Jersey............	7,171	7,333	7,603	8,344	8,958	7,492	8,010	8,425	7,611	8,326	8,901
Pennsylvania..........	11,801	11,860	11,913	12,272	12,465	11,884	12,191	12,317	12,103	12,820	13,284
EAST NORTH CENTRAL:											
Ohio..................	10,657	10,735	10,933	11,570	11,999	10,738	10,988	11,051	11,134	12,144	12,895
Indiana...............	5,196	5,313	5,438	5,804	6,069	5,369	5,595	5,731	5,517	6,038	6,441
Illinois..............	11,113	11,198	11,376	12,015	12,491	11,259	11,665	11,923	11,660	12,833	13,777
Michigan..............	8,882	9,111	9,433	10,302	10,970	9,275	9,814	10,148	9,529	10,562	11,356
Wisconsin.............	4,418	4,589	4,740	5,156	5,476	4,752	5,198	5,545	4,740	5,170	5,482
WEST NORTH CENTRAL:											
Minnesota.............	3,806	3,921	4,040	4,382	4,637	4,025	4,338	4,561	4,061	4,448	4,732
Iowa..................	2,825	2,861	2,879	2,988	3,058	2,891	3,031	3,131	2,935	3,165	3,329
Missouri..............	4,678	4,767	4,882	5,226	5,506	4,849	5,129	5,346	4,887	5,223	5,469
North Dakota..........	618	637	630	633	631	653	698	732	663	736	791
South Dakota..........	666	681	674	679	679	690	724	748	706	781	839
Nebraska..............	1,485	1,544	1,577	1,679	1,755	1,597	1,738	1,851	1,595	1,739	1,848
Kansas................	2,249	2,280	2,313	2,429	2,516	2,318	2,443	2,540	2,348	2,528	2,653
SOUTH ATLANTIC:											
Delaware..............	548	579	611	684	742	600	651	689	602	658	697
Maryland..............	3,924	4,122	4,397	5,048	5,612	4,353	4,928	5,436	4,289	4,683	4,964
District of Columbia..	757	712	696	693	697	685	651	627	745	812	861
Virginia..............	4,651	4,981	5,261	5,899	6,414	5,334	6,117	6,768	5,189	5,664	6,008
West Virginia.........	1,744	1,799	1,809	1,869	1,912	1,844	1,973	2,076	1,845	1,971	2,071
North Carolina........	5,084	5,441	5,712	6,332	6,830	5,790	6,573	7,226	5,647	6,102	6,426
South Carolina........	2,591	2,816	2,978	3,346	3,644	3,025	3,494	3,893	2,945	3,241	3,472
Georgia...............	4,588	4,931	5,262	6,006	6,625	5,302	6,133	6,840	5,155	5,654	6,047
Florida...............	6,791	8,277	9,301	11,305	12,924	9,607	12,207	14,394	8,430	8,837	9,120
EAST SOUTH CENTRAL:											
Kentucky..............	3,221	3,387	3,500	3,796	4,032	3,551	3,953	4,290	3,502	3,799	4,035
Tennessee.............	3,926	4,173	4,345	4,755	5,085	4,365	4,816	5,183	4,304	4,612	4,827
Alabama...............	3,444	3,615	3,714	3,967	4,148	3,771	4,140	4,425	3,749	4,069	4,314
Mississippi...........	2,217	2,341	2,396	2,545	2,653	2,421	2,617	2,763	2,446	2,713	2,948
WEST SOUTH CENTRAL:											
Arkansas..............	1,923	2,110	2,193	2,390	2,545	2,224	2,479	2,690	2,174	2,336	2,463
Louisiana.............	3,645	3,806	3,930	4,245	4,471	3,932	4,255	4,486	3,983	4,417	4,768
Oklahoma..............	2,560	2,715	2,834	3,116	3,347	2,854	3,178	3,449	2,799	3,007	3,162
Texas.................	11,199	12,238	13,098	15,040	16,654	13,195	15,342	17,167	12,903	14,436	15,714
MOUNTAIN:											
Montana...............	694	746	766	821	862	791	894	977	776	859	921
Idaho.................	713	813	866	982	1,069	893	1,061	1,195	857	968	1,060
Wyoming...............	332	376	390	425	450	408	474	527	393	437	471
Colorado..............	2,210	2,541	2,765	3,237	3,615	2,823	3,409	3,892	2,668	2,962	3,183
New Mexico............	1,017	1,144	1,198	1,322	1,409	1,249	1,466	1,636	1,215	1,395	1,545
Arizona...............	1,775	2,212	2,489	3,031	3,452	2,568	3,261	3,822	2,337	2,643	2,913
Utah..................	1,059	1,203	1,296	1,493	1,643	1,321	1,571	1,775	1,309	1,557	1,780
Nevada................	489	590	649	764	851	662	800	908	617	680	729
PACIFIC:											
Washington............	3,413	3,559	3,784	4,312	4,759	3,656	3,936	4,161	3,697	4,042	4,310
Oregon................	2,092	2,284	2,437	2,781	3,066	2,437	2,781	3,070	2,355	2,533	2,655
California............	19,971	21,198	22,538	25,588	28,083	22,386	25,111	27,309	22,342	24,994	27,192
Alaska................	303	365	392	441	474	412	491	544	397	470	534
Hawaii................	770	868	931	1,062	1,157	941	1,086	1,193	949	1,133	1,300

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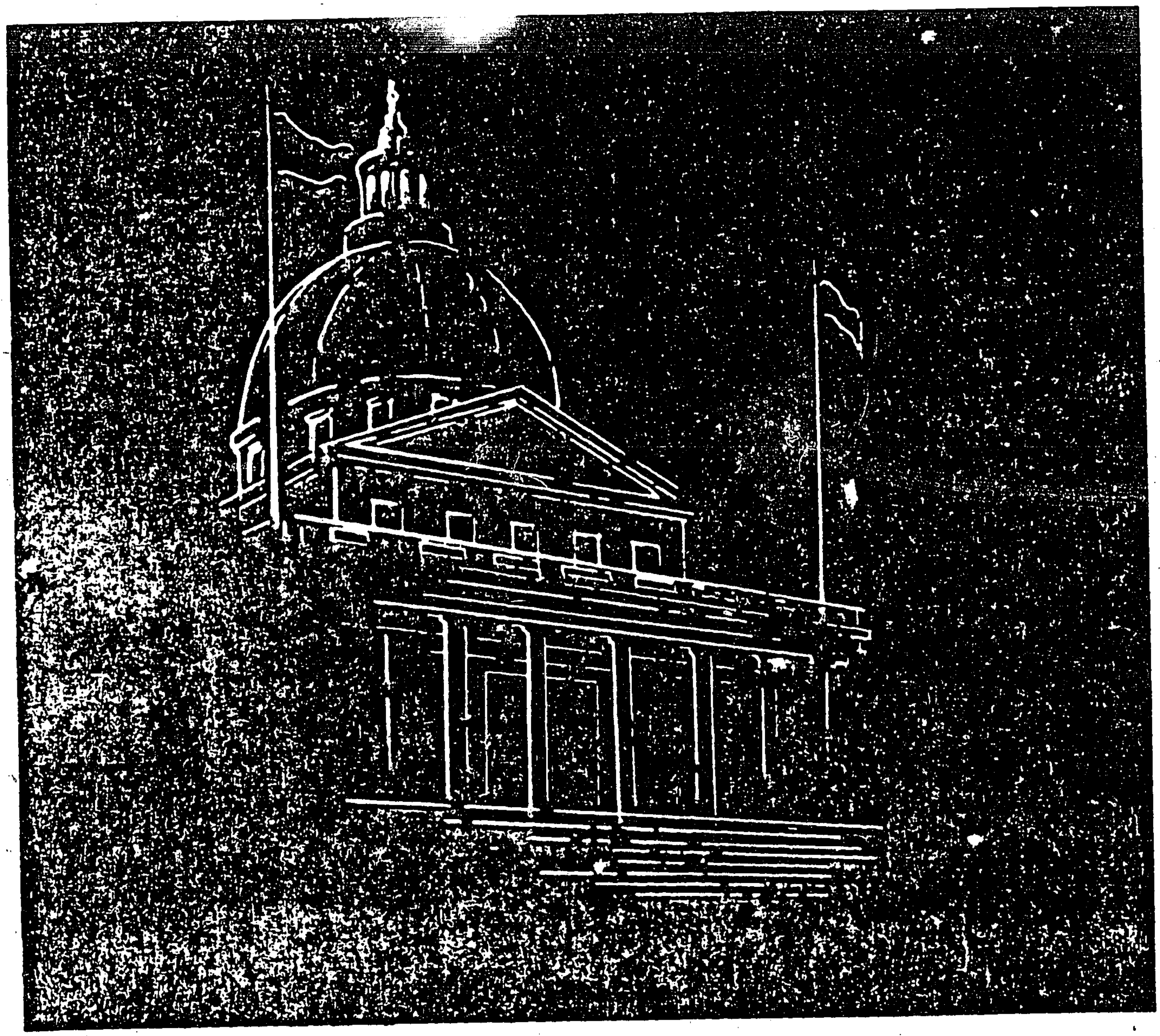
GOVERNMENTAL FINANCES IN 1974-75

GF75 No. 5



U S. Department of Commerce
BUREAU OF THE CENSUS

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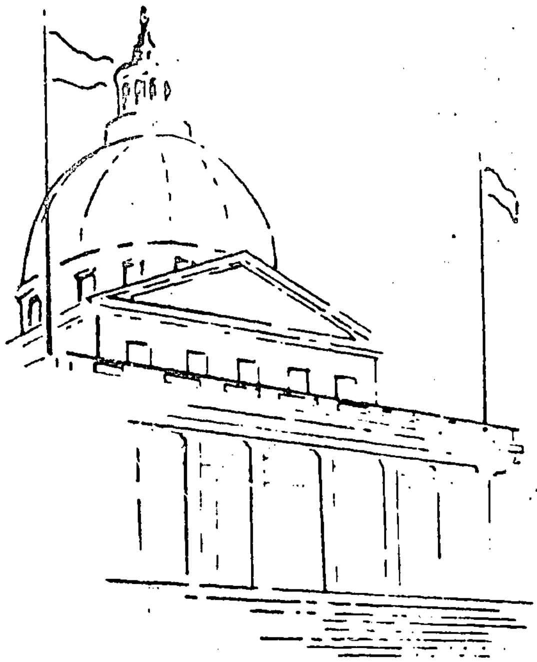
GOVERNMENT FINANCES/GF73 NO.3



STATE GOVERNMENT FINANCES IN 1973

Issued August 1974

U. S. DEPARTMENT OF COMMERCE Frederick B. Dent, Secretary
David W. Ferrel, Acting Assistant Secretary for Economic Affairs

Social and Economic Statistics Administration
Edward D. Failor, Administrator

BUREAU OF THE CENSUS Vincent P. Barabba, Director
Robert L. Hagan, Deputy Director

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ELEMENTARY/SECONDARY INFORMATION

DEPARTMENT OF HEALTH, EDUCATION, & WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS

Form Approved: OMB No.
Approval expires
Due date: January 15, 1980

COMMON CORE OF DATA - PART VI. LOCAL EDUCATION AGENCY NONFISCAL REPORT

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

ID numbers	Name of agency
NCES	Street address
SEA	City, State, ZIP

1. Full-time equivalent number of persons employed by this agency during the payroll period including October 1, 1979 .

Assignment/function	Male (a)	Female (b)	Total (c)
A. Superintendents			
B. Other officials/administrators			
C. Principals			
1. Elementary			
2. Secondary			
3. Unclassified			
D. Assistant principals			
1. Elementary			
2. Secondary			
3. Unclassified			
E. Total of principals & asst. principals			
F. Curriculum specialists			
G. Library/media specialists			
H. Psychological personnel			

NCES FORM 2393-2 (Page 1)

Note: Only pages 1 and 3 of this survey instrument are included here.

II. Number of pupils in membership on October 1, 1979, or nearest date thereto when a fall membership count is taken.

If as of date is not October 1, please specify the date: ____________________

Grade level	Elementary (a)	Grade level	Elementary (a)	Secondary (b)
A. Prekindergarten		I. Seventh		
B. Kindergarten		J. Eighth		
C. First		K. Ninth		
D. Second		L. Tenth		
E. Third		M. Eleventh		
F. Fourth		N. Twelfth		
G. Fifth		O. Unclassified		
H. Sixth		P. Totals		

III. Number of 12th grade graduates from the regular day school program (including summer session) during the 1978-79 school year.

Male	Female	Total

IV. Number of pupils scheduled to be transported at public expense on or about October 1, 1979

Public School	Private School	Total

V. Number of vehicles used to transport pupils owned wholly or jointly by the agency on or about October 1, 1979
[Large = more than 15 passenger]
[Small = less than 16 passenger]

Large	Small	Total

VI. Total area enclosed within the agency's boundries in square miles .. ____________

VII. Number of members of the board of education .... ____________

VIII. Number of schools operated by this agency on October 1, 1979 ..... ____________

IX. Number of scheduled days in the regular school term when pupils are expected to be in attendance .... ____________

NCES FORM 2393-2 (Page 3)

Note: Only pages 1 and 3 of this survey instrument are included here.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL CENTER FOR EDUCATION STATISTICS
Washington, D.C. 20202

Form Approved
OMB No. 51-R1199

SURVEY OF PRIVATE ELEMENTARY AND SECONDARY SCHOOLS

This report is authorized by law (20 U.S.C 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When you have completed this form, please return it according to the instructions contained in the letter which accompanied the form. The data reported on this form will be disclosed upon request to the public under the requirements of the Freedom of Information Act (5 U.S.C. 552).

1. NAME AND ADDRESS INFORMATION
   A. Name of School
   B. Telephone (include area code) (   )
   C. Street address, P.O. Box, or RFD number
   D. City
   E. State
   F. ZIP

2. LOCATION OF SCHOOL
   A. Name of County
   B. State

3. Number of the congressional district in which this school is located ______

4. How would you best describe the population center where this school is located?
   A. [ ] 500,000 or more population
   B. [ ] 250,000 but less than 500,000
   C. [ ] 100,000 but less than 250,000
   D. [ ] 50,000 but less than 100,000
   E. [ ] 2,500 but less than 50,000
   F. [ ] Less than 2,500 or rural area

5. Is the student body composed of
   A. [ ] boys only
   B. [ ] girls only
   C. [ ] boys and girls

6. Are the students
   A. [ ] day only
   B. [ ] boarding only
   C. [ ] mixed day and boarding

7. How would you best classify this school by type? (check only one)
   A. [ ] ELEMENTARY - any combination of grades lower than 9. Does not include any school classified as MIDDLE or junior high schools which should be classified as SECONDARY.
   B. [ ] MIDDLE - any combination of upper elementary and/or secondary grades, generally organized to include at least three grades beginning with grade 5.
   C. [ ] SECONDARY - any combination of grades above grade 6, including junior highs.
   D. [ ] COMBINED ELEMENTARY-SECONDARY - any combination of elementary AND secondary grades (unless classified as a middle school).
   E. [ ] SPECIAL EDUCATION - serves handicapped students exclusively. Such schools must offer curricula and services designed to meet the needs of the physically handicapped, emotionally disturbed, learning disabled, and/or mentally retarded.
   F. [ ] VOCATIONAL TECHNICAL - serves vocational/technical students exclusively. Such schools must offer curricula and programs in one or more semi-skilled, skilled, or technical occupations designed to permit persons who complete to seek employment in the field of training.
   G. [ ] ALTERNATIVE - not an adjunct to or part of a regular school. Provides nontraditional educational programs designed to meet needs of students which generally cannot be met in the regular school.

NCES FORM 2325 (Page 1)

Note: Only pages 1 and 2 of this survey instrument are included here.

8. Check each of the programs listed below which are offered in this school.

[ ] a. Regular academic
[ ] b. Special education for the handicapped
[ ] c. Vocational technical education
[ ] d. Compensatory education for the disadvantaged

9. Does this school offer any courses other than foreign languages which are taught in a language other than English?

[ ] a. YES [ ] b. NO
(If yes, specify the language)

10. Do students in this school participate in activities or programs or use materials, supplies, or equipment supported by any of the federal assistance programs listed below? (check yes or no for each program listed)

	YES	NO
A. Elementary and Secondary Education Act of 1965 (ESEA)		
a. Title I, educationally disadvantaged children		
b. Title IV, Part B, school library resources, equipment, testing, guidance, etc.		
c. Title IV, Part C, supplementary centers and services, exemplary programs, dropout prevention, etc.		
B. Federal school lunch and/or special milk programs.		
C. Other federal assistance programs (specify below)		

11. Is this school affiliated with a religious group or organization?

[ ] a. NO [ ] b. YES (if yes, check the appropriate affiliation below)

[ ] a. Baptist
[ ] b. Calvinist
[ ] c. Eastern Orthodox
[ ] d. Episcopal
[ ] e. Friends
[ ] f. Jewish
[ ] g. Lutheran
[ ] h. Methodist
[ ] i. Presbyterian
[ ] j. Seventh Day Adventist
[ ] k. Other (specify below)

12. If this is a secondary school, how many students graduated from the 12th grade during the 1978-79 school year, including the summer of 1978?

Boys	Girls	Total

13. How many students were on the official roll of this school on October 1, 1979 or the nearest date thereto when enrollment was considered to have stabilized?

Grade	Number	Grade	Number	Grade	Number
PK		4		9	
K		5		10	
1		6		11	
2		7		12	
3		8		Unclassified	
				Total	

NCES FORM 2325 (Page 2)

Note: Only pages 1 and 2 of this survey instrument are included here.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL CENTER FOR EDUCATION STATISTICS
Washington, D.C. 20202
SURVEY OF CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS

Form Approved
OMB No. 51-R1199

This report is authorized by law (20 U.S.C 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When you have completed this form, please return it according to the instructions contained in the letter which accompanied the form. The data reported on this form will be disclosed upon request to the public under the requirements of the Freedom of Information Act (5 U.S.C. 552)

Diocese

1. NAME AND ADDRESS INFORMATION

A. Name of School

B. Telephone (include area code)
( )

C. Street address, P.O. Box or RFD number

D. City

E. State

F. ZIP

2. LOCATION OF SCHOOL

A. Name of County

B. State

3. Number of the congressional district in which this school is located ________

4. How would you best describe the population center where this school is located?
A. [ ] 500,000 or more population
B. [ ] 250,000 but less than 500,000
C. [ ] 100,000 but less than 250,000
D. [ ] 50,000 but less than 100,000
E. [ ] 2,500 but less than 50,000
F. [ ] Less than 2,500 or rural area

5. Is the student body composed of
A. [ ] boys only
B. [ ] girls only
C. [ ] boys and girls

6. Are the students
A. [ ] day only
B. [ ] boarding only
C. [ ] mixed day and boarding

7. How would you best classify this school by type? (check only one)
A. [ ] ELEMENTARY - any combination of grades lower than 9. Does not include any school classified as MIDDLE or junior high schools which should be classified as SECONDARY.
B. [ ] MIDDLE - any combination of upper elementary and/or secondary grades, generally organized to include at least three grades beginning with grade 5.
C. [ ] SECONDARY - any combination of grades above grade 6, including junior highs.
D. [ ] COMBINED ELEMENTARY-SECONDARY - any combination of elementary AND secondary grades (unless classified as a middle school).
E. [ ] SPECIAL EDUCATION - serves handicapped students exclusively. Such schools must offer curricula and services designed to meet the needs of the physically handicapped, emotionally disturbed, learning disabled, and/or mentally retarded.
F. [ ] VOCATIONAL TECHNICAL - serves vocational/technical students exclusively. Such schools must offer curricula and programs in one or more semi-skilled, skilled, or technical occupations designed to permit persons who complete to seek employment in the field of training.
G. [ ] ALTERNATIVE - not an adjunct to or part of a regular school. Provides nontraditional educational programs designed to meet needs of students which generally cannot be met in the regular school.

NCES FORM 2325-1 (Page 1)

Note: Only pages 1 and 2 of this survey instrument are included here.

8. Check each of the programs listed below which are offered in this school.

[ ] a. Regular academic
[ ] b. Special education for the handicapped
[ ] c. Vocational technical education
[ ] d. Compensatory education for the disadvantaged

9. Does this school offer any courses other than foreign languages which are taught in a language other than English?

[ ] a. YES [ ] b. NO
(if yes, specify the language)

10. Do students in this school participate in activities or programs or use materials, supplies, or equipment supported by any of the federal assistance programs listed below? (check yes or no for each program listed)

	YES	NO
A. Elementary and Secondary Education Act of 1965 (ESEA)		
a. Title I, educationally disadvantaged children		
b. Title IV, Part B, school library resources, equipment, testing, guidance, etc.		
c. Title IV, Part C, supplementary centers and services, exemplary programs, dropout prevention, etc.		
B. Federal school lunch and/or special milk programs		
C. Other federal assistance programs (specify below)		

11. If this is a secondary school, how many students graduated from the 12th grade during the 1978-79 school year, including the summer of 1978?

Boys	Girls	Total

12. How many students were on the official roll of this school on October 1, 1979 or the nearest date thereto when enrollment was considered to have stabilized?

Grade	Number	Grade	Number	Grade	Number
PK		4		9	
K		5		10	
1		6		11	
2		7		12	
3		8		Unclassified	
				Total	

NCES FORM 2325-1 (Page 2)

Note: Only pages 1 and 2 of this survey instrument are included here.

DEPARTMENT OF HEALTH, EDUCATION, & WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS

Form Approved, OMB No.
Approval expires
Due date: December 15, 1979

COMMON CORE OF DATA - PART IV. FALL REPORT ON PUPILS AND STAFF

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Send completed report to:

NCES/DESES/ISB
Room 3009 FOB #6
400 Maryland Ave. SW
Washington, DC 20202

Name of state
Prepared by
Telephone number

1. Full-time equivalent number of persons employed by local education agencies during the payroll period including October 1, 1979.

Assignment/function	Male (a)	Female (b)	Total (c)
A. Superintendents			
B. Other officials/administrators			
C. Principals			
1. Elementary			
2. Secondary			
3. Unclassified			
D. Assistant principals			
1. Elementary			
2. Secondary			
3. Unclassified			
E. Total of principals & asst. principals			
F. Curriculum specialists			
G. Library/media specialists			
H. Psychological personnel			

NCES FORM 2350-5 (Page 1)

Note: Only pages 1 and 3 of this survey instrument are included here.

II. Number of pupils in membership in public schools in the state as of October 1, 1979, or the nearest date thereto when a fall membership count is taken.

If as of date is not October 1, please specify the date: ____________

Grade level	Elementary (a)	Secondary (b)
A. Prekindergarten		
B. Kindergarten		
C. First		
D. Second		
E. Third		
F. Fourth		
G. Fifth		
H. Sixth		
I. Seventh		
J. Eighth		
K. Ninth		
L. Tenth		
M. Eleventh		
N. Twelfth		
O. Unclassified		
P. Totals		

III. Minimum number of days of the regular school term that schools are required to be in session with children in attendance (as required by state law or regulation) .... ______

NCES FORM 2350-5 (Page 3)

Note: Only pages 1 and 3 of this survey instrument are included here.

DEPARTMENT OF HEALTH, EDUCATION, & WELFARE
EDUCATION DIVISION
NATIONAL CENTER FOR EDUCATION STATISTICS

Form Approved, OMB No.
Approval expires:
Due date: May 15, 1980

COMMON CORE OF DATA - PART IX. MISCELLANEOUS STATE AGGREGATES FOR SCHOOL YEAR 1978-79

This report is authorizad by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Name of state	Name of person preparing this report	Telephone Number

I. State aggregate pupil transportation data for school year 1978-79

A. Average daily number of public school pupils transported at public expense .... ______________

B. Average daily number of nonpublic school pupils transported at public expense .... ______________

C. State total annual route mileage of school buses in use ... ______________mi.

D. Number of school bus accidents in the state in which pupils were killed or fatally injured .... ______________

E. Number of pupil deaths resulting from school bus accidents in the state .... ______________

F. Number of pupil transportation vehicles owned wholly or jointly by local education agencies:

1. Small vehicles (less than 16 passenger capacity) ..... ______________

2. Large vehicles (more than 15 passenger capacity) .... ______________

G. Number of pupil transportation vehicles purchased by local education agencies:

1. Small vehicles (less than 16 passenger capacity) .... ______________

2. Large vehicles (more than 15 passenger capacity) .... ______________

II. Number of high school graduates from public schools in the state during the 1978-79 school year, including summer session.

Type of graduation	Male	Female	Total
A. From regular day school programs			
B. From other types of programs			
C. Granted high school equivalency certificates			
D. Total graduations			

NCES FORM 2350-11 (Page 1)

Note: Only page 1 of this survey instrument is included here.

REPORTING REQUIREMENT:

This report is required by HEW pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973. Section 80.6(b) of HEW Regulation (45 CFR 80) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964 provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form and containing such in[illegible]ation as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this Regulation.

GENERAL INSTRUCTIONS AND DEFINITIONS

FALL 1978
ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
INDIVIDUAL SCHOOL REPORT: FORM OS/CR 102

Office for Civil Rights
Washington, D.C.
Telephone: (202) 347-3755

Due October 15, 1978

GENERAL INSTRUCTIONS:

- This form is to be completed by each individual school.
- Please use a typewriter or print legibly in ink.
- Pupil membership data should be reported as of October 1, 1978 or the nearest convenient date prior to October 15, 1978.
- If the answer for a given item is "none" or if all elements of a matrix are "0", enter "0" in the appropriate space or in the total column only in the case of a matrix. If a particular item is not applicable in your case, enter "N/A" (not applicable) in the appropriate space or in the total column only in the case of a matrix.
- On page 1, items 1, 2 and 3 must be completed. On pages 2 - 4, be sure to fill in the name of the school and the school system.
- Please read the definitions below before you begin as there have been changes since the conduct of the 1976-77 survey.

DEFINITIONS:

- SCHOOL: For the purposes of this report, a school is a division of the school system consisting of students comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same school plant.
- RACIAL/ETHNIC CATEGORIES: Racial/ethnic designations, as used by the U.S. Department of Health, Education and Welfare, Office for Civil Rights, do NOT denote scientific definitions of anthropological origins. For the purposes of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging to. However, no person should be counted in more than one racial/ethnic category. The manner of collecting the racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data.
  - AMERICAN INDIAN OR ALASKAN NATIVE: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
  - ASIAN OR PACIFIC ISLANDER: A person having origins in any of the original peoples of the Far East, Sou[illegible]east Asia, the Pacific Islands or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
  - HISPANIC: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin - regardless of race.
  - BLACK, NOT OF HISPANIC ORIGIN: A person having origins in any of the Black racial groups of Africa.
  - WHITE, NOT OF HISPANIC ORIGIN: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
- VOCATIONAL EDUCATIONAL PROGRAMS are those programs (such as Nursing, Plumbing, and Accounting) which provide vocational or technical training, the purpose of which is to prepare the pupil for a gainful occupation. For the purpose of completing this report, programs which do not meet the requirements of your state vocational education agency should not be included. Specifically exclude those home economics or industrial arts programs which do not prepare pupils for a gainful occupation.
- PROGRAMS FOR THE GIFTED OR TALENTED are those designed for pupils who by virtue of outstanding abilities are capable of high performance and who require differentiated educational programs and/or services beyond those normally provided by the regular school program. Such pupils include those with demonstrated achievement and/or potential ability in any of the following areas singly or in combination: 1) general intellectual ability, 2) specific academic aptitude, 3) creative or productive thinking, 4) leadership ability, 5) visual or performing arts, 6) psychomotor abilities. (Do NOT include honors, advanced placement or other enrichment programs for the gifted or talented that are not special programs.)
- SPECIAL EDUCATION PROGRAMS are those designed to meet the needs of children with any mental, physical, or emotional exceptionality, including only educable mentally retarded, trainable mentally retarded, seriously emotionally disturbed, speech impaired, specific learning disability, deaf, hard of hearing, visually handicapped, deaf-blind, orthopedically impaired, other health impaired, and multihandicapped. For the purposes of this report, programs for the socially maladjusted, and for the gifted or talented should not be included as special education programs.
  - Educable mentally retarded (or handicapped) - a condition of mental retardation which includes pupils who are educable in the academic, social, and occupational areas even though moderate supervision may be necessary.
  - Trainable mentally retarded (or handicapped) - a condition of mental retardation which includes pupils who are capable of only very limited meaningful achievement in the traditional basic academic skills but who are capable of profiting from programs of training in self-care and simple job or vocational skills.
  - Seriously emotionally disturbed - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers. Inappropriate types of behavior or feelings under normal circumstances, a general pervasive mood of unhappiness or depression, or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

FORM OS/CR 102 (Page 1)

ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS SURVEY: FALL 1978
INDIVIDUAL SCHOOL REPORT: FORM OS/CR 102

FORM APPROVED:
OMB NO. 85 R-0110
EXPIRES 10/31/80

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE FOR CIVIL RIGHTS
P.O. BOX 14195
BENJAMIN FRANKLIN STATION
WASHINGTON, D.C. 20044
TELEPHONE: (202) 347-3755

DUE OCTOBER 15, 1978

SECTION I
TO BE COMPLETED BY ALL SCHOOLS

1. NAME OF SCHOOL SYSTEM: ____________________
2. NAME OF SCHOOL: ____________________
3. ADDRESS OF SCHOOL: ____________________
Street or P.O. Box

City ______ County ______ State ______ Zip ______

4. GRADES/PROGRAMS OFFERED

- Please read the definitions of vocational and special education programs before you begin. (Note that vocational programs which do not meet the requirements of your state vocational educational agency should not be included and that programs for the socially maladjusted or the gifted or talented should not be included as special education programs.)
- In the boxes below, check all grades and/or programs offered.
- If this school is totally or partially ungraded, check here ☐ and check below all grades, grade equivalents and/or programs offered.

☐ Pre-K ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Special Education ☐ Vocational Education

5. PUPIL STATISTICS

- Please read definitions of racial/ethnic categories before you begin.
- Please complete the chart below for the 1978-79 school year, unless otherwise indicated.
- Where indicated, provide information by sex as well as by racial/ethnic category.
- If the answer for a given item is "none" or if all elements of a matrix are "0", enter "0" in the appropriate space or in the total column only in the case of a matrix. If a particular item is not applicable, enter "N/A" (not applicable) in the appropriate space or in the total column of a matrix.
- Do not use percentage, average daily attendance, average daily membership, or year-end enrollment.
- For the purposes of completing Item 5.d., those school systems which did not receive the 1976 Elementary and Secondary School Civil Rights Survey OS/CR 102 Forms (Individual School Campus Reports) need not complete Item 5.d. in the requested detail if the data are unavailable. However, all available data must be reported.

	Col. 1	Col. 2	Col. 3	Col.	Col. 5	Col. 6	Col. 7	Col. 8
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	NOT OF HISPANIC ORIGIN		TOTAL	TOTAL MALE	TOTAL FEMALE
				BLACK	WHITE			
a. Pupils in membership (on or about October 1, 1978).								
b. Pupils in membership who speak or use a language other than English more often than English.								
c. Pupils, reported in Item 5.b. above, who are enrolled in a Bilingual program, High Intensity Language Training, an English-As-A-Second Language program or any nonlanguage class taught in a language other than English. Do not count pupils enrolled in a class to learn a language other than English.								
d. Pupils who received corporal punishment administered by a principal or his/her designee as a formal disciplinary measure during the 1977-78 school year. Count pupils only once regardless of the number of times they were punished. (See Instructions)								
e. Pupils suspended from the school for at least one school day during the 1977-78 school year. Count pupils only once regardless of the number of times they were suspended.								
f. Pupils enrolled in a program for the socially maladjusted (i.e., pupils determined to have unusual difficulty or unacceptable behavior in interpersonal relationships to an extent as to require special services).								
g. Pupils enrolled in programs for the gifted or talented.								

6. ACCOMMODATIONS FOR PHYSICALLY HANDICAPPED PUPILS

a. Number of pupils in wheelchairs ______ Pupils

b. Do any school buildings, normally used by pupils, have an "accessible" entrance, i.e., an entrance which is at ground level or which has ramps with handrails and has doors, both exterior and interior, which are wide enough for (at least 32 inches wide) and operable by pupils in wheelchairs? ☐ Yes ☐ No

If the answer to Item 6.b. was no, please proceed to Item 7.

c. Facilities

For purposes of completing the following item, an "accessible" facility is one which is reachable from an "accessible" building entrance by unassisted pupils in wheelchairs and which has entrances wide enough for pupils in wheelchairs (at least 32 inches wide).

Do any "accessible" school buildings, normally used by pupils, have the following facilities equipment to accommodate the needs of handicapped pupils?

(1) Accessible restroom facilities, at least one each for males and females, which have a toilet stall wide enough for wheelchairs and equipped with grab bars? ☐ Yes ☐ No

(2) Accessible science laboratories, for all science laboratory courses offered, which contain work tables, sinks and other equipment usable by persons in wheelchairs? The box labelled "N/A" should be checked only if this school has no science laboratories. ☐ Yes ☐ No ☐ N/A

(3) Number of accessible regular classrooms, teacher stations which contain desks or tables useable by persons in wheelchairs. ______ Classrooms

d. Total number of regular classrooms, teacher stations currently in use (whether or not accessible to pupils in wheelchairs) ______ Classrooms

FORM OS/CR 102 (Page 2)

SCHOOL SYSTEM ____

SCHOOL ____

____

7. PUPIL ASSIGNMENT

The purpose of this question is to collect information on the composition of classrooms in your school. This will be accomplished by taking a specifically selected sample of your classrooms and reporting only on these. PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY BEFORE SELECTING THE SAMPLE AND COMPLETING THE QUESTIONS.

NOTE: Those districts which have programmed their data collection system to meet the requirements of the 1976-77 OCR forms OS/CR 101 and 102 need not redo their system of sampling to meet the following instructions. The new subject codes must, however, be used to identify the classes.

a. Take an alphabetic list of all of the full-time classroom teachers in your school on or about October 1, 1978. (If such a list is not available, a payroll list may be used.)

b. If you have 18 or more teachers in your school, continue to step c. If you have fewer than 18 teachers, proceed to step d.

c. Divide the total number of teachers on this list by 18 and drop any decimal remainder. The result is your SAMPLING NUMBER. For example, if you have 58 teachers, 58 divided by 18 is 3.22 and your SAMPLING NUMBER is 3; if you have 21 teachers, your SAMPLING NUMBER is 1.

   Starting from the top of the teacher list, count down by your SAMPLING NUMBER to select teachers. In the example above with 58 teachers, you would select the third, sixth, ninth, etc., names until you reach 18 names. Enter these teachers' initials or identifying numbers in order down column 1. If the SAMPLING NUMBER is 1, list the first 18 teachers. Proceed to step e.

d. Enter each teacher's initials or identifying number, in order, down column 1.

   If this school is comprised entirely of self-contained classrooms, proceed to step e (all 18 lines will not be completed). Otherwise, continue on this step.

   Return to the top of the teacher list and again select, in order, all teachers who do not have self-contained classrooms. Enter these teachers' initials or identifying numbers in column 1. Repeat until column 1 of all 18 lines has been completed.

e. For each line, you must now provide information on an instructional class (not homeroom, study hall, etc.) taught by the teacher identified in column 1.

   (1) Class selection - The class to be reported on is selected using the information in column 2. Column 2 specifies either the FIRST, MIDDLE, or LAST class in the teacher's schedule.

   If the teacher's schedule depends on the day of the week, use <u>only</u> Wednesday schedules.

   If any teacher has more than three classes in the day and is requested to report on their MIDDLE class, respond with their THIRD class of the day.

   Do not repeat any class of a selected teacher. If a selected class has been previously reported, select either the teacher's preceding or following class.

   If a teacher has a self-contained class, ignore column 2.

   (2) Grade - In column 3, enter the grade or grade span of the pupils in the class being reported. If the class is ungraded, enter the equivalent grade or grade span.

   (3) Subject - In column 4, enter a subject code from the list below. Enter that subject code which most accurately describes the material being taught. If a class can be identified by the special program code 16 (Bilingual/High Intensity Language Training (HILT)/English-As-A-Second-Language), it must be reported by that code even if it can be identified by any other code. If a non-bilingual class can be identified by special program codes 14 or 15 and by another code (1-13), enter the special program code only.

   01 Art
   02 Elementary Education (General, Self-Contained)
   03 English Language Arts
   04 Foreign Language
   05 Health/Physical Education
   06 Home Economics
   07 Industrial Arts
   08 Mathematics
   09 Music
   10 Natural Sciences
   11 Office Occupation or Business (including personal typing)
   12 All Other Vocational Education
   13 Social Studies/Social Sciences
   14 Special Education
   15 Compensatory or Remedial Instruction (e.g. Title 1)
   16 Bilingual/High Intensity Language Training (HILT). English-As-A-Second-Language
   17 Other

   (4) Pupils enrolled - In columns 5-12, enter the number of pupils, in the class, by racial/ethnic category and by sex.

   Repeat step e until columns 3-12 have been completed for all lines containing teacher initials in column 1.

Pupil Assignment Table - PUPIL COMPOSITION OF CLASS OR INSTRUCTIONAL GROUPING

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
Teacher (Initials or Identifying Number Only)	Class	Grade	Subject Code	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin		Total	Total Male	Total Female
							Black	White			
	FIRST										
	FIRST										
	FIRST										
	MIDDLE										
	MIDDLE										
	MIDDLE										
	LAST										
	LAST										
	LAST										
	FIRST										
	FIRST										
	FIRST										
	MIDDLE										
	MIDDLE										
	MIDDLE										
	LAST										
	LAST										
	LAST										

FORM OS/CR 102 (Page 3)

SCHOOL SYSTEM ______________________________

SCHOOL ______________________________

8. CHILD NUTRITION PROGRAM INFORMATION (Required by the U.S. Department of Agriculture, Food and Nutrition Service)

a. FEDERAL PROGRAMS PARTICIPATION

- In the boxes below, check all programs in which this school participates.

1) ☐ NATIONAL SCHOOL LUNCH PROGRAM
2) ☐ SCHOOL BREAKFAST PROGRAM
3) ☐ NONFOOD ASSISTANCE PROGRAM (school has received food service equipment assistance during current fiscal year)
4) ☐ SPECIAL MILK PROGRAM
5) ☐ FOOD DISTRIBUTION PROGRAM (commodity-only school)
6) ☐ NONE

b. PUPIL MEAL PARTICIPATION

- If "NONE" is checked in item 8.a., proceed to Section II below.
- Complete the chart below for one day's food service on or about October 1, 1978. An actual count of pupil participation is to be made by categories (full price, free, and reduced price) for breakfast and lunch.

	BREAKFAST			LUNCH		
	FULL PRICE	FREE	REDUCED PRICE	FULL PRICE	FREE	REDUCED PRICE
Pupil meal participation						

c. APPLICATIONS

- Complete the chart below for free and reduced price meal applications on file for the 1978-79 school year.
- Provide information by racial/ethnic categories (cols. 1-5). Racial/ethnic determination may be made by visual identification by a local school official in lieu of an entry of "NO RESPONSE." If applicant chooses not to indicate race on application and no determination is to be made by local official, count in column 6 (NO RESPONSE).
- In column 7, enter the total of columns 1-6.

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	NOT OF HISPANIC ORIGIN: BLACK	NOT OF HISPANIC ORIGIN: WHITE	NO RESPONSE	TOTAL
1) Applications on file							
2) Applications approved							

SECTION II

TO BE COMPLETED BY ALL SCHOOLS OFFERING ANY SPECIAL EDUCATION PROGRAMS

9. SPECIAL EDUCATION PROGRAMS

- Please read definition of Special Education Programs before you begin.
- This section need not be completed if no Special Education Programs are offered. If no Special Education Programs are offered, proceed to Section III.
- Count pupils participating in Special Education Programs operated at this school only. Include those pupils who receive special education services in their regular classrooms.
- For each line, enter the total number of pupils, participating in each program, in column 1.
- Where indicated, provide information by racial/ethnic category and sex.
- Where indicated, enter in column 9 the number of pupils participating in each program who have been identified in item 5 b., as having limited English language abilities.
- For each line, enter in columns 10-12, the total number of pupils by the total amount of time (excluding lunch and recess) each of them spends in all Special Education Programs in which they participate. Count pupils only once in columns 10-12. The sum of columns 10 + 11 + 12 should equal column 1. Example: If John Doe spends 10 hours per week in a program for the Educable Mentally Retarded and 8 hours per week in a program for the Orthopedically Impaired, he would be reported in line (a) in the appropriate racial/ethnic category (since he spends most of his time in a program for EMR). Also, because he spends a total of 18 hours per week in all special education programs in which he participates (out of a total of 25 hours per week in school), he would then be counted once under column 11 of line (a).
- If there are no pupils in a category, enter "0" in the total column. Do not leave any blank lines.
- Pupils in programs for the socially maladjusted, identified in item 5.f., should not be included in this section.

Special Education Programs Count pupils only once in lines a-l in the program in which they spend the most time. Report the number of pupils participating in special education programs (at this school).	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
	PUPILS PARTICIPATING IN SPECIAL EDUCATION									Pupils By Total Amount of Time (Excluding Lunch and Recess) Spent in All Special Ed. Programs In Which They Participate		
	BY RACIAL/ETHNIC CATEGORY						BY SEX					
	Total	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin: Black	Not of Hispanic Origin: White	Total Male	Total Female	Limited or Non-English Speaking	Less Than 10 Hours Per Week	10 Hrs or More Per Week But Less Than Full-Time	Full-Time
(a) Educable Mentally Retarded												
(b) Trainable Mentally Retarded												
(c) Seriously Emotionally Disturbed												
(d) Specific Learning Disability												
(e) Speech Impaired												
(f) Deaf - blind												
(g) Orthopedically Impaired												
(h) Visually Handicapped												
(i) Deaf												
(j) Hard of Hearing												
(k) Other Health Impaired												
(l) Multihandicapped												
(m) Total of Lines (a) through (l)												

FORM OS/CR 102 (Page 4)

SCHOOL SYSTEM: ____________________

SCHOOL: ____________________

SECTION III

TO BE COMPLETED BY ALL SCHOOLS OFFERING ANY GRADE 7-12

- This section need not be completed by schools whose highest grade offered is 6 or below.
- If this school is totally or partially ungraded, this section should be completed if any secondary level courses are offered.
- If any grades 7 through 12 are offered, complete this section for all pupils in the school regardless of grade level. (For example, if grades 5 through 7 are offered, then complete this section for all pupils in grades 5 through 7.)

10. SELECTED COURSE ENROLLMENT

- Complete the chart below for pupils enrolled in courses at the grade levels specified.

	Pupils Enrolled In:				Total Enrollment
	All Male Classes	All Female Classes	Mixed Classes		
			Male	Female	
a. Home Economics Courses - Grades 9 and below					
b. Industrial Arts Courses - Grades 9 and below					
c. Physical Education Courses - All grades					

11. INTERSCHOLASTIC ATHLETIC TEAMS

- Complete the chart below for any school sponsored interscholastic athletic teams (any athletic team that competes with teams outside this school including junior varsity, varsity, club teams, etc.).
- Include all interscholastic teams organized or operating during the period February 1, 1978 to October 1, 1978, including the summer.
- Count each pupil's participation on a team once for each team. (For example, a pupil should be counted twice if she/he participates on two teams.)
- Include all students who participate in organized team practice or games.

Composition of Teams by Sex	Pupils Participating		Number of Teams
	Female	Male	
a. All Female			
b. All Male			
c. Both Sexes			
d. Total of lines a-c			

12. GRADUATES

- Please complete the chart below for those pupils who received a high school diploma or its equivalent during the 1977-78 school year.
- Provide the information by racial/ethnic categories (cols. 1-6) and sex (cols. 7-8).
- In column 9, enter the number of handicapped pupils who received a high school diploma or its equivalent (include those pupils having one or more of the exceptionalities described in the Special Education Program definitions, whether or not they were enrolled in a Special Education Program.) These pupils should have already been reported in columns 1-8.

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin		Total	Total Male	Total Female	Handicapped
				Black	White				
Graduates									

Please check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this form.

CERTIFICATION: I Certify that the information given above is true and correct to the best of my knowledge and belief. (A willfully false statement is punishable by law [U.S. Code, Title 18, Section 1001].)

Signature of Principal or Site Administrator	Title	(Area Code) Telephone Number	Date Signed

FORM OS/CR 102 (Page 5)

HIGHER EDUCATION GENERAL INFORMATION SURVEY (HEGIS) AND OTHER POSTSECONDARY-EDUCATION SURVEYS

History of Major Postsecondary-Education Surveys Distributed by the National Center for Education Statistics (NCES)

Actual 1966-67 through 1978-79 and Scheduled 1979-80 through 1983-84

Survey Name	Form Number	Actual: I 1966-67	II 1967-68	III 1968-69	IV 1969-70	V 1970-71	VI 1971-72	VII 1972-73	VIII 1973-74	IX 1974-75	X 1975-76	XI 1976-77	XII 1977-78	XIII 1978-79	Scheduled: XIV 1979-80	XV 1980-81	XVI 1981-82	XVII 1982-83	XVIII 1983-84
NCES Surveys of Institutions																			
Higher Education General Information Survey (HEGIS)																			
Institutional Characteristics	2300-1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Degrees Conferred	2300-2.1	X	X	X	X	X	X	X	X	X	X	X*	X*	X	X*	X	X*	X	X*
Fall Enrollment Compliance	2300-2.3	X	X	X	X	X	X	X	X	X	X	X*	X	X*	X	X*	X	X*	X
Residence Migration	2300-2.8			X				X			X				X		X		X
Enrollment by Field	2300-2.9	X	X	X	X	X	X	X	X	X	X	X	Discontinued						
Employees																			
Total Employees (including Faculty)	2300-3						X	X				X							
FT Instructional Faculty	2300-3	X	X	X	X	X				X	X		X**	X**	X**	X**	X**	X**	X**
Financial Statistics	2300-4	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Libraries	2300-5	X	X	X	X		X		X		X	X	X		X		X		X
Enrollment Projections	2300-6	X	X	X	Discontinued														
Facilities	2300-7	X		X	X	X	X			X				Study†		X			
Adult/Continuing Education	2300-8			Sample			Sample					Sample		Sample		Sample		Sample	
NCES Survey of States																			
National Vocational Education Data System	2404												Study††		X	X	X	X	X

2/20/79

Note: This history summarizes the years that the forms with the number and name indicated were distributed. It does not necessarily mean that the forms were consistent in structure or definition.

* Racial information required. (Form will stay the same, with racial areas shaded in years racial data not required. Thus racial information can be filled in and collected at the state level if desired.) Racial data are being collected for the Office of Civil Rights (OCR), which had collected the data previously on separate forms.

** NCES agreed to collect information on salaries for continuing faculty that had previously been collected by the American Association of University Professors (AAUP). NCES also agreed to publish faculty-salary information annually.

† NCES will be modifying the Inventory of College and University Facilities to collect information for the Office of Civil Rights (OCR) regarding accessibility to higher-education facilities for mobility-impaired students. A feasibility study of 700 institutions was conducted in 1978-79, and all institutions will be surveyed in 1980-81.

†† A feasibility study of the Vocational Education Data System (VEDS) was conducted in 1977 (using 1976-77 data), and a full survey will be sent to all states beginning in 1979-80 (for 1978-79 data). VEDS collects statewide information on vocational education, including racial data, and is not an institutional survey.

NOTES ON CONSISTENCY OF POSTSECONDARY-EDUCATION SURVEYS
DISTRIBUTED BY THE NATIONAL CENTER FOR EDUCATION STATISTICS (NCES)
As of 1978-79

Higher Education General Information Survey (HEGIS):

Institutional Characteristics of Colleges and Universities:

Information is reported in July to represent status for the coming year.

Form has been fairly consistent in structure over the years. Changes have involved variance to the accrediting agencies listed, to the list of administrators to be included, and to the classification of institutions for published information. No change to the form is anticipated in the near future.

Degrees and Other Formal Awards Conferred Between July 1 and June 30:

Information is required for the previous year.

(Different forms are used for two-year institutions versus four-year institutions.)

Form has been fairly consistent in structure. Major change has been the addition in 1976-77 of racial information for major fields of study (at the two-digit HEGIS taxonomy code for fields leading to associate bachelor's, master's, and doctoral degrees, and at the four-digit HEGIS taxonomy code for all 10 first-professional degrees). Racial data were required again in 1977-78 and then became required biennially in odd years. The form will stay the same with racial areas shaded in years racial data are not required.

Fall Enrollment in Institutions of Higher Education or (in even years) Fall Enrollment and Compliance Report of Institutions of Higher Education:

Information is reported for the current fall term.

Form has become consistent in the past few years with the major change being the addition of racial information in 1976-77. Racial data will be required every other year in even years; and when required, separate forms for 10 selected instructional program areas must be filled out. The form will stay the same with racial areas shaded in years that racial data are not required. FTE for part-time students will still be required; but previous information requested about normal full-time credit-hour load and total credits enrolled for by both full-time and part-time students was deleted as of 1978. A postcard is provided for summary reporting of preliminary data in years the racial data are required.

Residence and Migration of College Students:

Information is required for the current fall term.

In past years, these data were collected every three to four years and the definitions and populations included were not consistent. Beginning in 1979-80, the population will be limited to first-time students at all student levels, excluding continuing students, and the data will be reported for full-time versus part-time status on a biennial basis.

Upper Division and Post-Baccalaureate Enrollment by Degree Field (previously entitled Students Enrolled for Advanced Degrees prior to 1975-76):

Information is reported for the current fall term.

Upper-division enrollment was collected in 1967, 1975, and 1976 only, but enrollments for advanced degrees were collected every year. There are no further plans to collect information on enrollments by degree field since the form was discontinued after 1976-77.

Employees in Institutions of Higher Education or entitled Salaries, Tenure, and Fringe Benefits of Full-Time Instructional Faculty (when information on all employees is not collected):

Information is required for staff employed annually and on the payroll as of October 1.

Information collected on employees other than faculty has been inconsistent. In lieu of collecting this information again, NCES will be trying to use the Bureau of Labor Statistics' Occupational Employment Survey. It is unresolved as to whether salaries for selected administrative positions will be collected in the future. (There already is a national Administrative Compensation Survey for higher education conducted annually by the College and University Personnel Association [CUPA]).

Faculty information collected has been fairly consistent, however. The major change was the inclusion of information previously collected by AAUP on salaries for continuing faculty in the 1977-78 form.

4.76

Financial Statistics of Institutions of Higher Education:

Information is required for the previous fiscal year.

For 1975-76, the HEGIS financial definitions and form became compatible with the Higher Education Finance Manual (HEFM) and College and University Business Administration (CUBA). This causes financial data collection in previous years to be incompatible with financial data collected from 1975 on.) There may be future modifications to the form and definitions, but they will be worked out with the National Association of College and University Business Officers (NACUBO) and other applicable higher-education associations.

College and University Libraries:

Information is required as of the fall term with some data required from the previous academic year. Special data are sometimes required, but generally the form has been fairly consistent.

Inventory of College and University Physical Facilities:

Information has been required as of September of the survey year.

This form has not been collected since 1974, and it will be changing to collect information on accessibility to higher-education facilities for mobility-impaired students. A voluntary feasibility study using 700 selected institutions was conducted in 1978-79, and the full survey of all institutions will be conducted in 1980-81. The feasibility study required data on the cost of compliance for Section 504 of the Rehabilitation Act of 1973, as well as information about building accessibility (by year of construction); estimated enrollment of mobility, visually, and acoustically impaired students; the number of beds in institutional housing designed to house mobility impaired; and accessibility by room-use categories.

Adult/Continuing Education: Noncredit Activities in Institutions of Higher Education:

Information is required for the previous full fiscal year.

A stratified sample of higher-education institutions is selected to participate in survey years. (Surveys have been done in 1968 for 1967-68, 1976 for 1975-76, and in 1978 for 1977-78.) Additionally, in 1971, 65 selected institutions were asked to respond about training programs they had for adult education.

NCES Survey of States:

Vocational Education Data System (VEDS):

Information is reported for the previous year of July 1 through June 30.

This survey is filled out by state agencies (sometimes higher education and sometimes vocational/technical-education agencies) to represent the total state and will not be collected from institutions or represent individual institutions. A feasibility study was conducted using eight states in 1977-78 (for 1976-77 data), and a full survey of all states will be conducted in 1979 (for 1978-79 data). States still had to provide vocational-education data in 1978-79 to the Bureau of Occupational and Adult Education (BOAE) on the BOAE standard forms.

4.77

2/20/79

HISTORY OF HIGHER EDUCATION GENERAL INFORMATION SURVEYS AND COMPUTER TAPES AVAILABLE THROUGH EDSTAT

As of October 1, 1978

Survey Name	Form Number	Actual												
		I 1966-67	II 1967-68	III 1968-69	IV 1969-70	V 1970-71	VI 1971-72	VII 1972-73	VIII 1973-74	IX 1974-75	X 1975-76	XI 1976-77	XII 1977-78	XIII 1978-79
NCES Surveys of Institutions–Higher Education General Information Survey (HEGIS)														
Institutional Characteristics	2300-1	X	X	X	X	X	X	X	X	X	X	X	X	X
Degrees Conferred	2300-2.1	X	X	X	X	X*	X*	X*	X*	X*	X*	X	X	X
Fall Enrollment Compliance	2300-2.3	X	X	X	X	X	X	X	X	X	X	X	X	X
Residence Migration	2300-2.8			X				X			X			
Enrollment by Field	2300-2.9	X	X	X	X	X	X	X	X	X	X	X	Discontinued	
Employees														
Total Employees (including Faculty)	2300-3						X	X		X**	X**	X**	X	X
FT Instructional Faculty	2300-3	X	X	X	X	X								
Financial Statistics	2300-4	X	X	X	X	X	X	X	X	X	X	X	X	X
Libraries	2300-5	X	X	X	X		X		X		X	X	X	
Enrollment Projections	2300-6	X	X	X	Discontinued									
Facilities	2300-7	X		X	X	X	X			X				Study
Adult/Continuing Education	2300-8			Sample			Sample					Sample		Sample

Notes: This history summarizes the years that the forms with the number and name indicated were distributed. It does not necessarily mean that the forms were consistent in structure or definition.

A circle around an X indicates that a computer tape of the survey information is available at NCES through EDSTAT. EDSTAT is a national on-line information system supported by NCES. Most of the HEGIS data are included in the EDSTAT system as well as some other education-related data. All available tapes involve institutional-based files with one record per institution with almost all data elements for an institution contained on one record. (Because of the level of detail involved, only those data elements frequently used and of general interest were included in the institutional-based files. For example, the degrees-conferred survey contains a large amount of data on degrees granted at the four-digit level of the HEGIS program taxonomy. On the institutional-based file for this survey, the data at the four-digit level had been aggregated to the two-digit level.) Future data base development activities for EDSTAT are limited to including the employees-survey data for 1976-77 and the fall-enrollment-survey data for 1976-77 because NCES is currently evaluating a new computer vendor for EDSTAT. Further inquiries should be directed to: Robert T. Yuill, Acting Chief, Data Systems Branch, NCES, 400 Maryland, S.W., Washington, D.C. 20202 (202) 245-8760.

* These tapes only have summary information.

** Employee tapes contain partially edited data in that certain data categories containing information for less than four people are not included for purposes of confidentiality.

HISTORY OF HIGHER EDUCATION GENERAL INFORMATION SURVEYS AND COMPUTER TAPES AVAILABLE THROUGH NCES

As of October 1, 1978

Survey Name	Form Number	Actual												
		I 1966-67	II 1967-68	III 1968-69	IV 1969-70	V 1970-71	VI 1971-72	VII 1972-73	VIII 1973-74	IX 1974-75	X 1975-76	XI 1976-77	XII 1977-78	XIII 1978-79
NCES Surveys of Institutions Higher Education General Information Survey (HEGIS)														
Institutional Characteristics	2300-1	X	X	X	X	X	X	X	X	X	X	X	X	X
Degrees Conferred	2300-2.1	X	X	X	X	X	X	X	X	X	X	X	X	X
Fall Enrollment/Compliance	2300-2.3	X	X	X	X	X	X	X	X	X	X	X	X	X
Residence/Migration	2300-2.8			X				X			X			
Enrollment by Field	2300-2.9	X	X	X	X	X	X	X	X	X	X	X	Discontinued	
Employees:														
Total Employees (including Faculty)	2300-3						X	X				X		
FT Instructional Faculty	2300-3	X	X	X	X	X				X	X			X
Financial Statistics	2300-4	X	X	X	X	X	X	X	X	X	X	X	X	X
Libraries	2300-5	X	X	X	X		X		X		X	X	X	
Enrollment Projections	2300-6	X	X	X	Discontinued									
Facilities	2300-7	X		X	X	X	X			X				Study
Adult/Continuing Education	2300-8			Sample			Sample					Sample		Sample

Notes: This history summarizes the years that the forms with the number and name indicated were distributed. It does not necessarily mean that the forms were consistent in structure or definition.

A circle around an X indicates that a computer tape of the survey information is available at NCES, and these tapes reflect the transactional format that contains one record for each line on the survey instrument. (Some of the personnel tapes may contain confidential information and may not be available for use either in part or in total.) Further inquiries should be directed to: Robert T. Yuill, Acting Chief, Data Systems Branch, NCES, 400 Maryland Avenue, S.W., Washington, D.C. 20202 (202) 245-8760.

HIGHER EDUCATION REPORTING COMMITTEE

- THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
- THE OFFICE FOR CIVIL RIGHTS (HEW)
- THE OFFICE OF FEDERAL CONTRACT COMPLIANCE PROGRAMS (LABOR)

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
WASHINGTON, D.C.

EEOC FORM 221, HIGHER EDUCATION STAFF INFORMATION (EEO–6)

APPROVED BY GAO
R–180541 (R0168)
INSTRUCTION BOOKLET

Under Public Law 88–352, Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, all institutions of Higher Education both public and private, that have 15 or more employees are required to keep records and to make such reports biennially to the Equal Employment Opportunity Commission as are specified in the regulations of the Commission. The applicable provisions of the law, Section 709(c) of Title VII, and regulations issued by the Commission are printed in full in the Appendix to these instructions.

In the interests of consistency, uniformity and economy, the EEO–6 has been developed to meet most of the basic compliance reporting needs of various Federal government agencies that have responsibility with respect to equal employment opportunity. A joint reporting committee will represent these Federal agencies: the Office for Civil Rights (OCR) of H.E.W., the Office of Federal Contract Compliance Programs (OFCCP) of the Department of Labor, and the Equal Employment Opportunity Commission (EEOC). The legal bases (statutes or regulations) for the data needs of these agencies are referenced in the Appendix. The EEOC form 221 should also serve as a valuable tool for use by the institutions in evaluating their own programs for insuring equal employment opportunity.

The filing of the EEO–6 report is required by law; *it is not voluntary*. Under Section 709(c) of Title VII, the EEOC, or the Attorney General of the United States in the case of a public institution, may compel an institution to file the report by obtaining an order from a United States District Court.

1. WHO MUST FILE

All institutions of higher education, both public and private; institutional systems; colleges and universities, including community colleges and junior colleges with 15 or more employees must file.

2. WHO MUST KEEP RECORDS

Every institution of higher education as listed in Section 1 above with 15 or more employees must make and keep records and statistics which would be necessary for the completion of the EEO–6 form as set forth in these instructions. See regulations 1602.48 and 1602.49 in the Appendix.

3. HOW TO FILE

A separate report must be filed covering total employment of each institution.

In all cases, the original and three copies must be returned to the address given on the first page of the form.

4. WHEN TO FILE

This report must be filed with the Equal Employment Opportunity Commission no later than November 30 of the survey year. Employment statistics must cover the payroll period closest to October 1 of the survey year.

5. WHERE TO FILE

Forward the original and first three copies of the completed report to the P.O. Box address shown on the EEOC Form 221. Requests for additional reporting forms should also be directed to that same P.O. Box address.

FORM EEO-6 (Page 1)

Note: This form was used in 1975, 1977, and 1979.

6. REQUESTS FOR INFORMATION AND SPECIAL PROCEDURES

An institution (or reporting unit) as described in Section 1 above which claims that preparation or the filing of the EEO–6 report would create an undue hardship may apply to the Commission for a special reporting procedure, submitting a written alternative proposal for compiling and reporting the information.

Only those special procedures approved *in writing* by the Commission are authorized. Such authorization will remain in effect for one reporting year. Direct all requests for proposed special reporting procedures and any pertinent information to the EEOC Research Division—Survey Branch, 2401 "E" Street, NW., Washington, D.C. 20506.

7. ELECTED AND APPOINTED OFFICIALS

Section 701(f) of the Equal Employment Opportunity Act of 1972 contains an exemption for elected and certain appointed officials that is set forth in the definition of "employee" in the Appendix. Based on the legislative history of Section 701(f), the General Counsel of the Commission has ruled that this exemption was intended by the Congress to be construed narrowly. This ruling concluded that only the following persons would be included in the exemption:

(1) State and local elected officials.

(2) Such official's immediate secretary, administrative, legislative, or other immediate or first-line aide.

(3) Such official's legal advisor.

(4) Appointed cabinet officials in the case of a Gov..., or heads of executive departments in the case of a Mayor or County Council.

No other persons appointed by an elect. official are exempt under this interpretation. In no case is any person exempt who is appointed by an appointed official, whether or not the latter is exempt. Furthermore, as specified in Section 701(f), the exemption does not include employees subject to the civil service laws of a State government, governmental agency or political subdivision.

These rules will be applicable to public institutions administered by state and local governments.

8. CONFIDENTIALITY

All reports and information from individual reports are subject to the confidentiality provisions of Section 709(e) of Title VII; and may not be made public by EEOC prior to the institution of proceeding under Title VII. However, aggregate da may be made public in such a way as not to reveal any particular employer's statistics.

The prohibition against disclosure mandated by Section 709(e) does not apply to the Office of Federal Contract Compliance Programs and contracting agencies of the Federal government which require submission of EEO–6 pursuant to Executive Order 11246. Reports from prime contractors and subcontractors doing business with the Federal government may not be confidential under Executive Order 11246. Information from institutions holding federal grants may be disclosed to the public by the Office for Civil Rights as part of its normal program activities, and will be disclosed to the public in response to requests for EEO–6 data as required by the Freedom of Information Act (P.L. 93–502).

INSTRUCTIONS ON HOW TO PREPARE THE EEO–6 REPORT

Definitions of Terms and Categories are Located in the Appendix

PART I—IDENTIFICATION

SECTION A. INSTITUTION/CAMPUS OR SCHOOL

Enter the name, address, and zip code of the respondent, only if: (1) the preprinted label is in error, (2) the respondent is a new institution, campus or branch, the separately administered central office, or (3) the respondent has been renamed, consolidated or reorganized.

SECTION B. REPORT COVERS

Indicate by a check mark the institution covered by the report whether a single campus institution, a main campus, a branch campus, or a separate administrative office of either a multicampus institution or of an institutional system. If it is none of the above, check other and specify in the space provided for that purpose.

SECTION C. PARENT INSTITUTION

Enter the name of the parent institution whether a multicampus institution or institutional system of which the reporting unit in Section B is a part.

SECTION D. FEDERAL CONTRACT INFORMATION

This information is required to meet the legal requirements of the OFCCP as prescribed in 41 CFR 60–1.7 of their rules and regulations.

These questions are to determine whether a respondent has "Government Contracts" within the meaning of Executive Order 11246, as amended, and the level of funding of those contracts. In responding, the institution should be careful to distinguish between Federal grants and Federal contracts. The Regulation implementing the Executive Order defines a Government contract as "any agreement or modification thereof between any contracting agency and any person for the furnishing of supplies or services or the use of real or personal property, including lease arrangements". Research is listed as one of the services which may be obtained by contract.

The institution should review the project documents to determine whether it is a grant or a contract. In most cases the face sheet of contract documents will have a box with the title "Contract Number" and will be signed for the Government by a Contracting Officer. Similarly, grants will have a "Grants Number" on the face sheet and will be signed by a Grants Administration Officer or similar official.

In addition to reviewing direct Federal Projects, institutions should carefully check their contracts with other higher education institutions, industry, and other organizations to determine whether any of them are Government subcontracts.

Under Section 209(a) of Executive Order 11246, the penalties for failure by a Federal contractor or subcontractor to comply may include termination of the Federal Government contract and debarment from future Federal contracts.

PART II—FULL-TIME STAFF STATISTICS—OCCUPATIONAL ACTIVITY

Full-time staff statistics should include the number of persons, except those elected and appointed officials specified in Section 7 above, who are on the payroll of the institution (or reporting unit) and are classified by the institution as full-time employees in a particular job classification regardless of job title. These will include the faculty who are on sabbatical leave, and they should be reported on the basis of their regular salaries even though they may be receiving a reduced annuity while on leave. Persons who are on leave but remain on the payroll should also be reported. It will not include employees whose services are paid by an outside contractor performing a function for the institution such as custodial, maintenance, or food service, security, etc., or persons who volunteer or donate their services to the institutions.

A person engaged in two or more separate activities will be reported as full time in the principal activity. The judgement as to what constitutes principal activity should be made by the institution or reporting unit. The occupational activities are defined in the Appendix.

Salary will not include payments in kind such as housing or other fringe benefits.

Every full-time employee must be accounted for in *one and only one* of the occupational activities in **Part II.**

SECTION A. 9–10 MONTH CONTRACT SALARIES

Report the number of full-time employees working under 9–10 months contract, by the primary occupational activity and salary class intervals under each activity, by sex for each of the designated race/ethnic categories. Include in Activity 2 in this section only the faculty whose base pay is for the standard academic year of two semesters, three quarters or two terms of a "trimester" program.

SECTION B. LESS THAN 9–10 MONTH CONTRACT SALARIES

Report the number of *full-time faculty* with less than 9–10 month contracts by sex for each of the designated race/ethnic categories.

SECTION C. 11–12 MONTH CONTRACT SALARIES

Report the number of full-time employees working under a 11–12 month contract, or annual salary, by the primary occupational activity and salary class intervals under each activity, by sex for each of the designated race/ethnic categories. *Persons whose salaries are not determined by a contractual arrangement but whose pay may be calculated as an annual salary will be reported in this Section.* Report in Activity 2 only those faculty members whose actual duties are for 11–12 months contract or annual salary.

SECTION D. ADDITIONAL INFORMATION

1. Persons with Academic Rank and/or Tenure

Report in line 1 of D the number of full-time staff members included in **Executive/Administrative/Managerial Activities** who, although their principal work is within the activity, also hold an academic rank and/or have tenure status within the institution.

2. Full-Time Staff Paid in Full From "Soft Money" Sources

Report in line 2 of D the number of persons on the institution's payroll, employed full time, who are paid in full from funds, traditionally referred to as "Soft Money", *that are not part of the general operating fund budget of the institution.* The funds may be from government agencies or private foundations for programs involving public services; research; capital improvements; administration of student-aid programs for grants, work aid, and loans; and other miscellaneous services.

Do not include in this category tenured faculty members even though they are paid from "Soft Money" sources.

3. FOREIGN NATIONALS

Report in line 3 the number of employees who are foreign nationals and are employed full-time. These employees must also be reported in either Section A, B or C of the report. See the Appendix for definition of Foreign National.

PART III—FULL-TIME FACULTY BY RANK AND TENURE

Report in this section only persons who are members of the faculty who were also reported in Sections A.2, B and C.2 of Part II. Count an employee only once by tenure status. **If your institution does not have a tenure program, complete Section C only of Part III.** Also, please write "NO TENURE PROGRAM" in the spaces for Sections A and B of Part III.

A. Tenured
Report by sex and race/ethnic designation the number of persons who have tenure status within the institution in each of the academic ranks shown in lines 1 through 6. Total employees on line 7.
In reporting the number of persons with academic rank and tenure, use the institution's criteria or requirements for either notwithstanding the fact that the policy used by the institution may be different from that which meets or refers to a national set of principles.

B. Non-Tenured on Track
Report by sex and race/ethnic designation the number of persons who are non-tenured but are in positions which lead to consideration for tenure in each of the academic ranks shown in lines 8 through 13. Total employees on line 14.

C. Other
Report by sex and race/ethnic designation the number of persons who are in non tenure earning positions in each of the academic ranks or their equivalents shown in lines 15 through 20. Total employees on line 21. Enter the totals for Section III on line 22.

PART IV—OTHER EMPLOYMENT DATA

Part-Time and Temporary

Report in lines 1 through 7 the number of employees in their respective activities who work for a length of time in a day, week, etc., defined by the institution as part-time employment. **Do not** include casual employees such as: (1) students who are hired to help at registration time or to work in the bookstore for a day or two at the start of the quarter or whose work schedules are only for a few hours of the day or week, (2) persons who volunteer or donate their services to the institution on a part-time basis, (3) persons who may be paid from other than the institution's payroll, and (4) graduate student instructors. Include CETA employees in this Section.

Report the part-time or temporary faculty by Tenured, Non-Tenured on Track, and Other. Report Total Part Time on line 8.

New Hires

Report in lines 9 through 15 the number of full-time employees in the respective activities who were included in the payroll for the first time between July 1 and September 30 of the survey year, and who also are included in Section II A or II C. These are persons who were hired for full-time employment for the first time or after a break in service. **Do not** include as new hires persons who have returned from sabbatical leave or full time employees with less than 9–10 month contracts. Report employment for the newly hired full-time faculty separately by Tenured, Non-tenured on Track, and Other.

Certification

The form must be certified and signed by an official of the institution or reporting unit responsible for the information submitted.

APPENDIX

1. DEFINITIONS APPLICABLE TO ALL EMPLOYERS

a. **"Administratively Equal Campus of a Multicampus Institution"** A reporting unit separately administered which can not be classified as a branch campus and which is located within the boundaries of the community in which the multicampus is located.

b. **"Branch Campus"** A campus of an institution of higher education which is organized on a relatively permanent basis (i.e., has a relatively permanent administration), which offers an organized program or programs of academic work of at least 2 years (as opposed to courses), and which is located in a community different from that in which its parent institution is located. Being in a community different from that of the parent institution means that a branch is located beyond a reasonable commuting distance from the main campus of the parent institution.

c. **"Commission"** refers to the Equal Employment Opportunity Commission established under Title VII of the Civil Rights Act of 1964.

d. **"Employee"** means any individual on the payroll of an employer. The term "employee" SHALL NOT include persons who are hired on a casual basis for a specified time, or for the duration of a specified job, and work on remote or scattered sites or locations where it is not practical or feasible for the employer to make a visual survey of the work forces within the report period; for example, persons at a construction site whose employment relationship is expected to terminate with the end of the employee's work at the site; persons temporarily employed in any industry other than construction, such as seamen, longshoremen, waiters, movie extras, agricultural laborers, lumbermen, etc., who are obtained through a hiring hall or other referral arrangement, through an employee contractor or agent, or by some individual hiring arrangement; or persons on the payroll of a temporary service agency who are referred by such agency for work to be performed on the premises of another employer under that employer's direction and control.

It is the opinion of the General Counsel of the Commission that Section 702, Title VII of the Civil Rights Act of 1964, as amended, does not authorize a complete exemption of religious organizations from the coverage of the Act or of the reporting requirements of the Commission. The exemption for religious organizations applies to discrimination on the basis of religion. Therefore, since the EEOC Form 221 does not provide for information as to the religion of employees, religious organizations must report all information required by this form.

e. **"Employer"** under Section 701(b), Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 means a person engaged in an industry affecting commerce who has fifteen or more employees for each working day in each of twenty or more calendar weeks in the current or preceding calendar year, and any agent of such a person, but such term does not include the United States, a corporation wholly owned by the Government of the United States, an Indian tribe, or any department or agency of the District of Columbia subject by statute to procedures of the competitive service (as defined in Section 2102 of Title 5 of the United States Code), or a bona fide private membership club (other than a labor organization) which is exempt from taxation under Section 501(c) of the Internal Revenue Code of 1954.

f. **"FICE CODE"** The Federal Interagency Committee of Education (FICE) code is an unstructured number unique for each institution. The assignment of this number to reporting units for data processing purposes by the EEOC will be done following the guidelines provided for its use by the National Center of Education Statistics of HEW. For further explanation of the assignment of the FICE code please refer to the Higher Education Directory 1975–76 of the Department of Health Education and Welfare.

g. **"Foreign National"** A citizen or subject of a country other than the United States of America.

h. **"Higher Education Reporting Committee"** is a committee representing the Commission, OCR of HEW, and OFCCP for the purpose of administering this report system.

i. **"Institutional System"** A complex of two or more institutions of higher education, each separately organized or independently complete, under the control or supervision of a single administrative body.

j. **"Main Campus"** In those institutions consisting of a main campus and one or more branch campuses, the main campus (sometimes called the parent institution) is usually the location of the core, primary, or most comprehensive program. Unless the institution-wide or central-administrative office of such institutions is reported to be at a different location, the main campus is also the location of the central-administrative office.

k. **"OCR"** refers to the Office for Civil Rights of the Department of Health, Education, and Welfare established to enforce Title VI of the Civil Rights Act of 1964 (P.L. 88–352), Title IX of the Education Amendments of 1972 (P.L. 92–318), the Comprehensive Health Manpower Training Act of 1971 (P.L. 92–157), as amended by Public Law 93–348, and the Nurse Training Act of 1971 (P.L. 92–58).

l. **"OFCCP"** refers to the Office of Federal Contract Compliance Programs, U.S. Department of Labor, established to implement Executive Order 11246 (as amended).

m. **"Other"** It is possible that a reporting unit may not fall within any of the given categories. Use "Other" in such cases and specify for future use by EEOC.

n. **"Single-Campus Institution"** A single campus (or single building or structure) with a single administrative body.

2. DEFINITIONS APPLICABLE ONLY TO GOVERNMENT CONTRACTORS SUBJECT TO EXECUTIVE ORDER 11246

a. **"Administering Agency"** means any department, agency and establishment in the Executive Branch of the Government, including any wholly owned Government corporation, which administers a program involving federally assisted construction contracts.

b. **"Compliance Agency"** means the agency designated by the Director of the Office of Federal Contract Compliance programs to conduct compliance reviews and to undertake such other responsibilities in connection with the administration of Executive Order 11246, as amended, as the Director may determine to be appropriate.

c. **"Contract"** means any agreement or modification thereof between any contracting agency and any person for the furnishing of supplies or services or the use of real or personal property, including lease arrangements.

d. **"Contracting Agency"** means any department, agency or establishment in the Executive Branch of the Government, including any wholly owned Government corporation, which enters into contracts.

e. **"Order"** means Executive Order 11246, as amended.

f. **"Prime Contractor"** means any employer having a Government contract or any federally assisted construction contract, or any employer serving as a depository of Federal Government funds.

g. **"Subcontractor"** means any employer having a contract with a prime contractor or another subcontractor calling for supplies or services required for the performance of a Government contract or federally assisted construction contract.

3. RESPONSIBILITIES OF PRIME CONTRACTORS

a. At the time of an award of a subcontract subject to these reporting requirements, the prime contractor shall inform the subcontractor of its responsibility to submit annual information reports in accordance with these instructions and, where necessary, provide the subcontractor with report forms which it shall obtain from its Compliance Agency.

b. If prime contractors are required by their Compliance Agencies, or subcontractors by their prime contractors, to submit notification of filing, they shall do so by ordinary correspondence. However, such notification is not required by and should not be sent to the reporting committee.

4. RACE/ETHNIC IDENTIFICATION

An employer may acquire the race/ethnic information necessary for this section either by visual surveys of the work force, or from post-employment records. Since visual surveys are permitted the fact that race/ethnic identifications are not present on post-employment records is not an excuse for failure to provide the data called for.

Moreover, the fact that employees may be located at different addresses does not provide an acceptable reason for failure to comply with the reporting requirement. In such cases, it is recommended that visual surveys be conducted for the employer by persons such as supervisors who are responsible for the work of the employees or to whom the employees report for instructions.

Please note that conducting a visual survey and keeping post-employment records of the race or ethnic origin is legal in all jurisdictions and under all Federal and State laws. State laws prohibiting inquiries and recordkeeping as to race, etc., relate only to applicants for jobs, not to employees.

The concept of race as used by the Equal Employment Opportunity Commission does not denote clearcut scientific definitions of anthropological origins. For the purposes of this report, an employee may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one race/ethnic category.

The five race/ethnic categories are defined as follows:

White (Not of Hispanic Origin) A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (Not of Hispanic origin) A person having origins in any of the Black racial groups of Africa.

Hispanic—A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander—A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native—A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

5. PRIMARY OCCUPATIONAL ACTIVITY

a. Executive, Administrative and Managerial

Include all persons whose assignments require *primary* (and major) responsibility for management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution department or subdivision, etc. It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment, and to direct the work of others. Report in this category all officers holding such titles as President, Vice President, Dean, Director, or the equivalent, as well as officers subordinate to any of these administrators with such titles as Associate Dean, Assistant Dean, Executive Officer of academic departments (chairmen, heads, or the equivalent) if their principal activity is administrative.
NOTE: Supervisory personnel of the technical, clerical, craft, and service/maintenance force will be reported within the specific categories of the personnel they supervise.

b. Faculty

Include all persons whose specific assignments customarily are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold academic-rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any one of these academic ranks. Report in this category Deans, Directors, or the equivalents, as well as Associate

Deans, Assistant Deans, and executive officers of academic departments (chairmen, heads, or the equivalent) if their principal activity is instructional. **Do not** include student teaching or research assistants.

c. **Professional Non-Faculty**

Include in this category persons whose assignments would require either college graduation or experience of such kind and amount as to provide a comparable background. Included would be all staff members with assignments requiring specialized professional training who should not be reported under Activity 1 (Executive) or Activity 2 (Faculty), and who should not be classified under any of the four "nonprofessional" categories of activities.

d. **Clerical and Secretarial**

Include all persons whose assignments typically associated with clerical activities or are specifically a secretarial nature. Include personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmers) and/or information and other paper work required in an office, such as bookkeepers, stenographers, clerk typists, office-machine operators, statistical clerks, payroll clerks, etc. Include also sales clerks such as those employed full time in the bookstore, and library clerks who are not recognized as librarians.

e. **Technical and Paraprofessionals**

Include all persons whose assignments require specialized knowledge or skills which may be acquired through experience or academic work such as is offered in many 2-year technical institutes, junior colleges or through equivalent on-the-job training. Include computer programmers and operators, drafters, engineering aides, junior engineers, mathematical aides, licensed, practical or vocational nurses, dietitians, photographers, radio operators, scientific assistants, technical illustrators, technicians (medical, dental, electronic, physical sciences), and similar occupations not properly classifiable in other occupational-activity categories but which are institutionally defined as technical assignments.

Include persons who perform some of the duties of a professional or technician in a supportive role, which usually require less formal training and/or experience normally required for professional or technical status. Such positions may fall within an identified pattern of staff development and promotion under a "New Careers" concept.

f. **Skilled Crafts**

Include all persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job training and experience or through apprenticeship or other formal training programs. Include mechanics and repairers, electricians, stationary engineers, skilled machinists, carpenters, compositors and type-setters.

g. **Service/Maintenance**

Include persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties which result in or contribute to the comfort, convenience and hygiene of personnel and the student body or which contribute to the upkeep and care of buildings, facilities or grounds of the institutional property. Include chauffeurs, laundry and dry cleaning operatives, cafeteria and restaurant workers, truck drivers, bus drivers, garage laborers, custodial personnel, gardeners and groundskeepers, refuse collectors, construction laborers, security personnel.

PART 1602 RECORDS AND REPORTS

Recordkeeping and Filing Requirements

Report EEO–6

Subpart O—Recordkeeping for Institutions of Higher Education

Subpart P—Higher Education Staff Information Report EEO–6

Subpart Q—Records and Inquiries as to Race, Color, National Origin, or Sex

AUTHORITY—Secs. 709(c) and 713(a), 86 Stat. 108, 78 Stat. 262, 42 U.S.C. (Supp II) § 2000e–8(c) and § 2000e–12(a), 29 C.F.R. 1602.3.

Subpart O—Recordkeeping for Institutions of Higher Education

§ 1602.47 Definition

Under subparts O and P of this part, the term "institution of higher education" means an institutional system, college, university, community college, junior college, and any other educational institution which offers an associate degree, baccalaureate degree or higher degree or which offers a two year program of college level studies without degree. The term "college level studies" means a post secondary program which is wholly or principally creditable toward a baccalaureate degree or terminates in an associate degree.

§ 1602.48 Records to be Made or Kept

Commencing August 1, 1975, every institution of higher education, whether public or private, with 15 or more employees, shall make or keep all records, and information therefrom, which are or would be necessary for the completion of Higher Education Staff Information Report EEO–6 whether or not it is required to file such a report under § 1602.50. The instructions for completion of Report EEO–6 are specifically incorporated herein by reference and have the same force and effect as other sections of this part.* Such records, and the information therefrom, shall be retained at all times for a period of three years at the central administrative office of the institution of higher education, at the central administrative office of a separate campus or branch, or at an individual school which is the subject of the records and information, where more convenient. Such records, and the information therefrom, shall be made available if requested by the Commission or its representative under § 710 of Title VII and 29 U.S.C. § 161. It is the responsibility of every institution of higher education to obtain from the Commission or its delegate the necessary instructions in order to comply with the requirements of this section.

§ 1602.49 Preservation of Records Made or Kept

(a) Any personnel or employment record (including but not necessarily limited to application forms submitted by applicants and other records having to do with hiring, promotion, tenure, demotion, transfer, layoff, or termination, rates of pay or other terms of compensation, and selection for training) made or kept by an institution of higher education shall be preserved by such institution of higher education for a period of two years from the date of the making of the personnel action or record involved, whichever occurs later. In the case of the involuntary termination of an employee, the personnel records of the individual terminated shall be kept for a period of two years from the date of termination. Where a charge of discrimination has been filed, or a civil action brought against an institution of higher education by the Commission or the Attorney General, the respondent shall preserve similarly at the central administrative office of the institution of higher education, at the central office of a separate campus or branch, or at the individual school which is the subject of the charge or action, where more convenient, all personnel records relevant to the charge or action until final disposition thereof. The term "personnel records relevant to the charge," for example, would include personnel or employment records relating to the person claiming to be aggrieved and

*Note—Draft instructions were published as an appendix to the proposed regulations on May 7, 1974 (39 F.R. 16159).

to all other employees holding positions similar to that held or sought by the person claiming to be aggrieved: it would also include application forms or test papers completed by an unsuccessful applicant and by all other candidates for the same position as that for which the person claiming to be aggrieved applied and was rejected. The date of "final disposition of the charge or the action" means the date of expiration of the statutory period within which a person claiming to be aggrieved may bring an action in the United States District Court or, where an action is brought against an institution of higher education by a person claiming to be aggrieved, the Commission, or the Attorney General, the date on which such litigation is terminated.

(b) The requirements of subsection (a) of this section shall not apply to undergraduate students of an institution of higher education who are employed part-time or temporarily by the institution of higher education or by a student organization sponsored by the institution of higher education. Nor shall the requirements of subsection (a) of this section apply to graduate students who are working part-time or temporarily in non-faculty positions for the institution of higher education or for a student organization sponsored by the institution of higher education or are working part-time in faculty positions in which work assignments are primarily for fulfilling the requirements of a degree more advanced than a bachelor's degree.

(c) The requirements of subsection (a) of this section shall not apply to application forms and other preemployment records of non-student applicants for positions known to non-student applicants to be of a temporary or seasonal nature.

Subpart P—Higher Education Staff Information Report

§ 1602.50 Requirement for filing and preserving copy of report.

On or before November 30, 1975, and biennially thereafter, every public and private institution of higher education having fifteen (15) or more employees shall file with the Commission or its delegate executed copies of Higher Education Staff Information Report EEO–6 in conformity with the directions set forth in the form and accompanying instructions. Every institution of higher education shall retain at all times, for a period of three years a copy of the most recently filed Report EEO–6 at its central administrative office, at the central office of a separate campus or branch, or at an individual school which is the subject of the report, where more convenient. An institution of higher education shall make the same available if requested by the Commission or its representative under the authority of § 710 of the Act and 29 U.S.C. § 161. It is the responsibility of the institutions above described in this section to obtain from the Commission or its delegate necessary supplies of the form.

§ 1602.51 Penalty for making of willfully false statements on report.

The making of willfully false statements on Report EEO–6 is a violation of the United States Code, Title 18, § 1001, and is punishable by fine or imprisonment as set forth therein.

§ 1602.52 Commission's Remedy for Failure to File.

Any institution of higher education failing or refusing to keep records, in accordance with §§ 1602.48 or 1602.49 of subpart O of this part, or failing or refusing to file Report EEO–6 when required to do so, in accordance with § 1602.50 of this part, may be compelled to keep records or to file by order of a United States District Court upon application of the Commission, or the Attorney General in a case involving a public institution.

§ 1602.53 Exemption from reporting requirements.

If it is claimed that the preparation or filing of the report would create undue hardship, the institution of higher education may apply to the Commission for an exemption from the requirements set forth in subparts O and P of this part by submitting to the Commission or its delegate a specific proposal for an alternative reporting system no later than 45 days prior to the date on which the report must be filed.

§ 1602.54 Additional reporting requirements.

The Commission reserves the right to require reports, other than that designated as the Higher Education Staff Information Report EEO–6, about the employment practices of private or public institutions of higher education whenever, in its judgment, special or supplemental reports are necessary to accomplish the purposes of Title VII. Any system for the requirement of such reports will be established in accordance with the procedures referred to in § 709(c) of Title VII and as otherwise prescribed by law.

Subpart Q—Records and Inquiries as to Race, Color, National Origin or Sex

§ 1602.55 Applicability of State or local law.

The requirements imposed by the Equal Employment Opportunity Commission in these regulations, subparts O, P, and Q of this part, supersede any provisions of State or local law which may conflict with them.

EEO—6 BK (1/77) Previous editions are obsolete.

☆ U.S. GOVERNMENT PRINTING OFFICE: 1977 0—235-413

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

HIGHER EDUCATION STAFF INFORMATION (EEO-6)

Public/Private Institutions and Campuses

GAO APPROVAL

B-180541 (R0168)

EXPIRES 4-30-80

FEDERAL AGENCIES

This is a joint requirement of the EEOC, Office for Civil Rights, H.E.W. and the Office of Federal Contract Compliance, Department of Labor. All survey inquiries should be directed to the Higher Education Reporting Committee.

RETURN ADDRESS

Mail original and three copies of this form to the address shown by:

I. IDENTIFICATION

A. INSTITUTION/CAMPUS OR SCHOOL (OMIT IF SAME AS LABEL.)

1. NAME

2 STREET AND NUMBER/P.O. BOX	3. CITY/TOWN	4 COUNTY	5. STATE	6. ZIP CODE

B. REPORT COVERS

	1. SINGLE CAMPUS INSTITUTION		3. MAIN CAMPUS
	2. BRANCH CAMPUS		4. SEPARATE ADMINISTRATIVE OFFICE

5 OTHER (Specify)

C. PARENT INSTITUTION

1. NAME INSTITUTION OF WHICH THE BRANCH CAMPUS / MAIN CAMPUS / SEPARATE ADMINISTRATIVE OFFICE IS A PART

D. FEDERAL CONTRACT INFORMATION

1. INSTITUTION OR ADMINISTRATIVELY EQUAL UNIT HAS A CONTRACT/SUBCONTRACT WITH ANY U.S. GOVERNMENT AGENCY FOR.

A. $10,000 - $49,999 ☐ YES ☐ NO

B. $50,000 - $999,999 ☐ YES ☐ NO

C. $1,000,000 OR MORE ☐ YES ☐ NO

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FORM EEO-6 (Page 10)

II. FULL TIME STAFF STATISTICS - OCCUPATIONAL ACTIVITY

(Use institution's definition of full time employment)

PRIMARY OCCUPATIONAL ACTIVITY BY SALARY CLASS INTERVALS	A. 9 - 10 MONTH CONTRACT SALARIES — NUMBER OF EMPLOYEES												
		MALE						FEMALE					
			NON-HISPANIC ORIGIN						NON-HISPANIC ORIGIN				
	TOTAL (Sum of Cols B & H)	TOTAL (Sum of Cols C-G)	WHITE	BLACK	HISPANIC	ASIAN OR PACIFIC ISLANDERS	AMER INDIAN OR ALASKAN NATIVE	TOTAL (Sum of Cols I-M)	WHITE	BLACK	HISPANIC	ASIAN OR PACIFIC ISLANDERS	AMER INDIAN OR ALASKAN NATIVE
	A	B	C	D	E	F	G	H	I	J	K	L	M
1. EXECUTIVE-ADMINISTRATIVE-MANAGERIAL													
1 BELOW $ 7,500													
2 $ 7,500 - 9,999													
3 10,000 - 12,999													
4 13,000 - 15,999													
5 16,000 - 18,999													
6 19,000 - 24,999													
7 25,000 - 29,999													
8 30,000 AND ABOVE													
9. TOTAL													
2. FACULTY													
10 BELOW $ 7,500													
11 $ 7,500 - 9,999													
12 10,000 - 12,999													
13 13,000 - 15,999													
14 16,000 - 18,999													
15 19,000 - 24,999													
16 25,000 - 29,999													
17 30,000 AND ABOVE													
18. TOTAL													
3. PROFESSIONAL NON-FACULTY													
19 BELOW $ 7,500													
20 $ 7,500 - 9,999													
21 10,000 - 12,999													
22 13,000 - 15,999													
23 16,000 - 18,999													
24 1[illegible],000 - 24,999													
25 [illegible],000 - 29,999													
26 30,000 AND ABOVE													
27. TOTAL													
4. SECRETARIAL/CLERICAL													
28 BELOW $ 5,000													
29 $ 5,000 - 7,499													
30 7,500 - 9,999													
31 10,000 - 12,999													
32 13,000 - 15,999													
33 16,000 AND ABOVE													
34. TOTAL													

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FORM EEO-6 (Page 11)

II. FULL-TIME STAFF STATISTICS - OCCUPATIONAL ACTIVITY
(Use institution's definition of full time employment)

A. 9 - 10 MONTH CONTRACT SALARIES (Cont.)

NUMBER OF EMPLOYEES

PRIMARY OCCUPATIONAL ACTIVITY BY SALARY CLASS INTERVALS	TOTAL (Sum of cols B & H) A	MALE: TOTAL (Sum of cols C - G) B	MALE: NON-HISPANIC ORIGIN: WHITE C	MALE: NON-HISPANIC ORIGIN: BLACK D	MALE: HISPANIC E	MALE: ASIAN OR PACIFIC ISLANDERS F	MALE: AMER. INDIAN OR ALASKAN NATIVE G	FEMALE: TOTAL (Sum of cols I - M) H	FEMALE: NON-HISPANIC ORIGIN: WHITE I	FEMALE: NON-HISPANIC ORIGIN: BLACK J	FEMALE: HISPANIC K	FEMALE: ASIAN OR PACIFIC ISLANDERS L	FEMALE: AMER. INDIAN OR ALASKAN NATIVE M
5 TECHNICAL/ PARAPROFESSIONAL													
35 BELOW $ 5,000													
36 $ 5,000 - 7,499													
37 7,500 - 9,999													
38 10,000 - 12,999													
39 13,000 - 15,999													
40 16,000 AND ABOVE													
41. TOTAL													
6 SKILLED CRAFTS													
42 BELOW $ 5,000													
43 $ 5,000 - 7,499													
44 7,500 - 9,999													
45 10,000 - 12,999													
46 13,000 - 15,999													
47 16,000 AND ABOVE													
48. TOTAL													
7. SERVICE/ MAINTENANCE													
49 BELOW $ 3,000													
50 $ 3,000 - 4,999													
51 5,000 - 7,499													
52 7,500 9,999													
53 10,000 AND ABOVE													
54. TOTAL													
55 8. SECTION A TOTAL													
B. OTHER													
1 FULL-TIME FACULTY WITH LESS THAN 9-10 MONTH 56 CONTRACTS													
C. 11 - 12 MONTH CONTRACT SALARIES													
1 EXECUTIVE/ ADMINISTRATIVE/ MANAGERIAL													
57 BELOW $ 7,500													
58 $ 7,500 - 9,999													
59 10,000 12,999													
60 13,000 15,999													
61 16,000 18,999													
62 19,000 - 24,999													
63 25,000 - 29,999													
64 30,000 AND ABOVE													
65 TOTAL													

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II. FULL-TIME STAFF STATISTICS - OCCUPATIONAL ACTIVITY

(Use institution's definition of full time employment)

C. 11 - 12 MONTH CONTRACT SALARIES (Cont.)

PRIMARY OCCUPATIONAL ACTIVITY BY SALARY CLASS INTERVALS	NUMBER OF EMPLOYEES												
	TOTAL (Sum of cols B & H)	MALE						FEMALE					
		TOTAL	NON-HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDERS	AMERICAN INDIAN OR ALASKAN NATIVE	TOTAL	NON HISPANIC ORIGIN		HISPANIC	ASIAN OR PACIFIC ISLANDERS	AMERICAN INDIAN OR ALASKAN NATIVE
			WHITE	BLACK					WHITE	BLACK			
	A	B	C	D	E	F	G	H	I	J	K	L	M
2 FACULTY													
66 BELOW $ 7,500													
67 $ 7,500 - 9,999													
68 10,000 - 12,999													
69 13,000 - 15,999													
70 16,000 - 18,999													
71 19,000 - 24,999													
72 25,000 - 29,999													
73 30,000 AND ABOVE													
74. TOTAL													
3 PROFESSIONAL NON-FACULTY													
75 BELOW $ 7,500													
76 $ 7,500 - 9,999													
77 10,000 - 12,999													
78 13,000 - 15,999													
79 16,000 - 18,999													
80 19,000 - 24,999													
81 25,000 - 29,999													
82 30,000 AND ABOVE													
83. TOTAL													
4 SECRETARIAL/ CLERICAL													
84 BELOW $ 5,000													
85 $ 5,000 - 7,499													
86 7,500 - 9,999													
87 10,000 - 12,999													
88 13,000 - 15,999													
89 16,000 AND ABOVE													
90. TOTAL													
5 TECHNICAL, PARAPROFESSIONAL													
91 BELOW $ 5,000													
92 $ 5,000 - 7,499													
93 7,500 - 9,999													
94 10,000 - 12,999													
95 13,000 - 15,999													
96 16,000 AND ABOVE													
97. TOTAL													
6 SKILLED CRAFTS													
98 BELOW $ 5,000													
99 $ 5,000 - 7,499													
100 7,500 - 9,999													
101 10,000 - 12,999													
102 13,000 - 15,999													
103 16,000 AND ABOVE													
104. TOTAL													

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II. FULL-TIME STAFF STATISTICS - OCCUPATIONAL ACTIVITY (Use institution's definition of full time employment)													
	C. 11 - 12 MONTH CONTRACT SALARIES (Cont.)												
	NUMBER OF EMPLOYEES												
		MALE						FEMALE					
			NON-HISPANIC ORIGIN						NON-HISPANIC ORIGIN				
PRIMARY OCCUPATIONAL ACTIVITY BY SALARY CLASS INTERVALS	TOTAL Sum of cols B & H A	TOTAL (Sum of cols C - G) B	WHITE C	BLACK D	HISPANIC E	ASIAN OR PACIFIC ISLANDERS F	AMERICAN INDIAN OR ALASKAN NATIVE G	TOTAL (Sum of cols I - M) H	WHITE I	BLACK J	HISPANIC K	ASIAN OR PACIFIC ISLANDERS L	AMERICAN INDIAN OR ALASKAN NATIVE M
7. SERVICE/ MAINTENANCE													
105 BELOW $ 3000													
106 $ 3000 - 4999													
1.. 5000 - 7.499													
1.. 7500 - 9.999													
109 10000 AND ABOVE													
110. TOTAL													
111 8. SECTION C TOTAL													
D. ADDITIONAL INFORMATION													
112 1. EXEC/MGR/ADM PERSONNEL WITH ACADEMIC RANK AND/OR TENURE													
113 2. FULL TIME STAFF PAID IN FULL FROM "SOFT MONEY" SOURCES													
114 3. FOREIGN NATIONALS (ALSO REPORTED IN A, B AND C)													

III. FULL TIME FACULTY BY RANK AND TENURE (Only include employees reported in "FACULTY" sections of report)													
A TENURED		OMIT IF NO EXISTING TENURE PROGRAM											
1. PROFESSORS													
2. ASSO. PROFESSORS													
3. ASST. PROFESSORS													
4. INSTRUCTORS													
5. LECTURERS													
6. OTHER FACULTY													
7. TOTAL													
B NON-TENURED ON TRACK		OMIT IF NO EXISTING TENURE PROGRAM											
8. PROFESSORS													
9. ASSO. PROFESSORS													
10. ASST. PROFESSORS													
11. INSTRUCTORS													
12. LECTURERS													
13. OTHER FACULTY													
14. TOTAL													
C OTHER													
15. PROFESSORS													
16. ASSO. PROFESSORS													
17. ASST. PROFESSORS													
18. INSTRUCTORS													
19. LECTURERS													
20. OTHER FACULTY													
21. TOTAL													
22. SECTION III TOTAL													

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IV. OTHER EMPLOYMENT DATA TEMPORARY AND PART-TIME

PRIMARY OCCUPATIONAL ACTIVITY	NUMBER OF EMPLOYEES												
		MALE						FEMALE					
	TOTAL (Sum of cols B & H)	TOTAL (Sum of cols C-G)	NON HISPANIC ORIGIN: WHITE	NON HISPANIC ORIGIN: BLACK	HISPANIC	ASIAN OR PACIFIC ISLANDERS	AMERICAN INDIAN OR ALASKAN NATIVE	TOTAL (Sum of cols I-M)	NON HISPANIC ORIGIN: WHITE	NON HISPANIC ORIGIN: BLACK	HISPANIC	ASIAN OR PACIFIC ISLANDERS	AMERICAN INDIAN OR ALASKAN NATIVE
	A	B	C	D	E	F	G	H	I	J	K	L	M
1 EXEC/ADMIN/MANAGERIAL													
FACULTY													
2 TENURED													
3 NON-TENURED ON TRACK													
4 OTHER													
5 PROFESSIONAL NON FACULTY													
6 SECRETARIAL/CLERICAL													
7 TECHNICAL PARA-PROFESSIONAL													
8 SKILLED CRAFT													
9 SERVICE/MAINTENANCE													
10. TOTAL													
NEW HIRES (Full-time between 1 July & 30 Sept)													
11 EXEC/ADMIN/MANAGERIAL													
FACULTY													
12 TENURED													
13 NON-TENURED ON TRACK													
14 OTHER													
15 PROFESSIONAL NON FACULTY													
16 SECRETARIAL/CLERICAL													
17 TECHNICAL PARA-PROFESSIONAL													
18 SKILLED CRAFT													
19 SERVICE/MAINTENANCE													
20 TOTAL													

REMARKS

CERTIFICATION I certify that the information given in this report is correct and true to the best of my knowledge and was prepared in accordance with accompanying instructions. *(Willfully false statements on this report are punishable by law, U.S. Code, Title 18, Section 1001.)*

DATE	TELEPHONE NUMBER (Include area code)	TYPED NAME/TITLE OF PERSON PREPARING/CERTIFYING REPORT	SIGNATURE

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4.95

OTHER SOURCE INFORMATION

4.97

CURRENT FUND STANDARD SOURCE/USE FORMAT

Year Ended ____

USE OF FUNDS BY FUNCTION (EXPENDITURES)	SOURCE OF FUNDS (REVENUES)													
	Unrestricted Funds		Restricted Funds											
	Undesignated	Designated	Governmental Appropriations			Governmental Grants and Contracts			Private Gifts, Grants, & Contracts	Endowment Income	Independent Operations	Other Sources	Transfers In	Total Funds Used (by function)
			Federal	State	Local	Federal	State	Local						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
Educational and General														
Instruction														
Research														
Public Service														
Academic Support														
Student Services														
Institutional Support														
Operation and Maintenance of Plant														
Scholarships and Fellowships														
Mandatory Transfers														
Nonmandatory Transfers														
Total Educational and General														
Auxiliary Enterprises														
Hospitals														
Independent Operations														
Total Funds Used (by source)														

9/78

NOTE: The format for this form has evolved from the Higher Education Finance Manual/State-Level Technical Assistance (HEFM/SLTA) project and will be incorporated in a revised edition of the Higher Education Finance Manual. See definitions for Current-Fund Expenditure Categories and Transfers for classification of funds as to use, and see definitions for Current Fund Revenue Categories for classification of funds as to source. (The following point should be noted regarding the Current Fund Revenue Categories in filling out the source/use matrix. The Current Fund Revenue Categories entitled "Tuition and Fees," "Sales and Services of Educational Activities," "Sales and Services of Auxiliary Enterprises," and "Sales and Services of Hospitals" generally involve unrestricted funds only; thus the amounts would be included in either the Undesignated or Designated columns of this matrix. If, however, any such funds were considered restricted, the amounts would be included in the Other Sources column of this matrix under Restricted Funds.)

A GUIDE TO SELECTED DATA BASES IN POSTSECONDARY EDUCATION

For over two years NCHEMS has been involved in identifying and describing postsecondary-education data (including major data collection efforts as well as resulting data bases) that could potentially be of use to NCHEMS staff in project activities. This effort resulted in an in-house directory to post-secondary-education data bases that, in turn, will result in the publication during 1979 of A Guide to Selected Data Bases in Postsecondary Education.

The Guide identifies and describes over 75 data bases by use of a two-page abstract containing a description of the content of the data base, data-collection methodology, availability of the data, time period associated with the data, and other pertinent information useful in determining the applicability of the data to a given problem. Because of the vast amount of postsecondary education data that has been collected, and the limited space for describing these data collections, it was necessary to restrict the number of data bases described in the Guide. Thus the following selection criteria were used.

- The data had to be national in scope. (Studies collecting data within an individual state were excluded as were individual institutional studies.)
- The data had to be of broad interest. (Very specialized data bases that seemed to be of little or no interest to the majority of data users were excluded.)
- The data-collection activity had to have occurred in the past 10 years. (Although there were many important data collections prior to 1968, the exclusion of these earlier efforts was warranted on the basis of timeliness.)

Following is a list of the 75 data bases included in the current Guide. This list is organized in alphabetic order by the organization responsible for the survey/data base.

GUIDE TO SELECTED DATA BASES IN POSTSECONDARY EDUCATION

LIST OF DATA INCLUDED BY ORGANIZATION RESPONSIBLE

As of 1978

Organization/Data Base

American Assembly of Collegiate Schools of Business
- Enrollment-Trend Survey
- Faculty-Salary Survey

American Association of University Professors
- Annual Survey of Faculty Compensation
- Employment of Part-time Faculty

American Bar Association
- Law Schools and Bar-Admission Requirements

American College Testing Program
- The ACT Assessment
- Institutional-Data File
- ACT Student-Assistance Program
- ACT Career-Planning Program

American Council on Education
- ACE/Carnegie Commission Graduate Student Data File
- ACE/Carnegie Commission Faculty Data File
- ACE Survey on Teaching Faculty
- Higher Education Panel Surveys
- Longitudinal Student Data Files
- Survey of Entering Freshmen

American Institute of Physics
- American Institute of Physics Survey of Enrollments and Degrees
- American Institute of Physics Employment Survey of Recent Physics Degree Recipients
- American Institute of Physics Graduate Student Survey
- American Institute of Physics Survey of Astronomy and Physics Bachelors

American Institutes for Research
- A Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs--Alumni Survey
- A Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs--Student Survey
- Project TALENT Data Bank
- A Study of State Oversight in Postsecondary Education

American Nurses' Association

- Survey of Salaries and Mobility of Nursing Faculty and Administrators in Nursing Education Programs

Association of American Medical Colleges

- Faculty Roster System: AAMC
- Institutional Profile System
- Medical Student Information System

Carnegie Council on Policy Studies in Higher Education

- Survey of Institutional Adaptations to the 1970's Questionnaire A: Presidents
- Survey of Institutional Adaptations to t 1970's Questionnaire B: Business
- Survey of Institutional Adaptations to the 1970's Questionnaire C: Student Personnel Officer

Center for Faculty Evaluation and velopment in Higher Education

- Institutional Developme t and Effectiveness Assessment System
- Departmental Evaluation of Chairperson Activities

Center for Human Resource Research

- National Longitudinal Surveys of Labor Market Experience

Center for Studies in Higher Education

- 1975 National Surveys of Higher ducation

College and University Personnel Association

- Administrative Compensation Survey

College Entrance Examination Board

- Institutional S ent Expense Budgets
- College Handbook File
- Financial Aid Form
- Preliminary Scholastic Aptitude Test/ National Merit Scholarship Qualifying Test
- Admissions Testing Program

Council for Financial id to Education, Inc.

- Voluntary Suppo of Education
- Survey of Corporate Contributions

Council of Graduate Schools

- Survey of Enrollment in Graduate Schools

Educational Testing Service

- Law School Admission Test/Law Schoo' Data Assembly Service
- Educational Testing Service College Graduate Survey
- Graduate Management Admission Test
- Graduate Records Exam
- Graduate Programs and Admissions

Equal Em   yment Opportunity Commission
- Higher Education Staff

National Academy of Science
- Doctorate Records File
- Comprehensive Roster/Survey of Doctorate Scientists and Engineers

National Association of State Scholarships
- National Association of State Scholarsh...

National Commission on the Financing of Postsecondary Education
- National Commission on the Financing of Postsecondary Education

National Center for Higher Education Management Systems
- Statewide Analysis--State Data Base
- State Descriptive Profile Data Base

National League for Nursing
- Annual Survey of Schools of Nursing
- Nurse-Faculty Census

National Opinion Research Center
- Survey of the Financial Status of Graduate Students in Selected Fields
- The Uses of Education
- College Seniors Panel Survey

Social Science Data Center
- Survey of the American Professoriate

U.S. Bureau of the Census
- National Survey of Scientists and Engineers
- 1972 Professional, Technical, and Scientific Manpower Survey (PMS)
- County and City Data Book
- Current Population Survey
- Decennial Census: Public Use Samples
- Decennial Census: Public Use Summary Tapes
- Survey of Income and Education
- Census of Governments

U.S. National Center for Education Statistics
- HEGIS: Opening Fall Enrollment
- HEGIS: Institutional Characteristics
- HEGIS: Financial Statistics
- HEGIS: Students Enrolled for Advanced Degrees
- HEGIS: Earned Degrees Conferred
- HEGIS: Employees of Higher Education Institutions
- HEGIS: College and University Facilities
- HEGIS: Student Residence and Migration
- HEGIS: College and University Libraries
- HEGIS: Adult/Continuing Education: Noncredit Activities in Institutions of Higher Education

U.S. National Center for Education Statistics (Continued)

- NCES: National Longitudinal Survey
- National Assessment of Education Progress (NAEP) User Tapes
- Characteristics of Students and Staff in Vocational Education
- Adult Education Annual Report
- Survey of Students in Postsecondary Education Schools
- Survey of Programs and Enrollments in Postsecondary Education Schools with Occupational Programs
- Survey of Home Study Education
- Directory of Postsecondary Schools with Occupational Programs
- Participation in Adult Education

U.S. National Science Foundation

- Survey of Faculty Research Activities
- NSF Survey of Graduate Science Student Support and Postdoctorals
- NSF Survey of Scientific and Engineering Personnel Employed at Universities and Colleges
- NSF Survey of Scientific and Engineering Expenditures at Universities and Colleges
- NSF Survey of Federal Support to Universities, Colleges, and Selected Nonprofit Institutions

U.S. Office of Education

- Basic Educational Opportunity Grant System
- Applications
- Report for the Tripartite Program

V.

GLOSSARY

The standard definitions and categories contained in this chapter are limited to those items referred to on the data pages in chapter III. When appropriate, suggestions for modifications to the definitions have been noted to reflect particular situations that may be applicable at the state level.

Readers are encouraged also to refer to a related document compiled by Sherrill Cloud entitled A Glossary of Standard Terminology for Postsecondary Education, which is much broader in scope than the contents of this chapter. The Glossary is published by NCHEMS on an annual basis to help promote standardization and consistency in communication throughout postsecondary education at the institutional, state, and national levels. It is intended to be used as a reference book by those who exchange or collect information regarding postsecondary education--especially by those who deal with data in institutions, governmental agencies, and educational associations. The Glossary is revised annually to incorporate new terms and standardized definitions and to reflect any changes in established categories or definitions.

Additionally, for more detailed procedural and definitional information in a given area, readers are encouraged to refer to other reference documents such as the following:

A Handbook of Terminology for Classifying and Describing the Learning Activities of Adults. National Center for Higher Education Management Systems [NCHEMS] Draft 6 for the National Center for Education Statistics [NCES], Boulder, Colo., June 1978.

Audits of Colleges and Universities. New York: American Institute of Certified Public Accountants, 1973.

College and University Business Administration. Washington, D.C.: National Association of College and University Business Officers, 1974.

Collier, Douglas. Program Classification Structure. 2nd ed. Technical Report 106. Boulder, Colo.: NCHEMS, 1978.

_______. Higher Education Finance Manual. Technical Report 69. Boulder, Colo.: NCHEMS at Western Interstate Commission for Higher Education [WICHE], 1975.

Jones, Dennis P., and Drews, Theodore, H. A Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education. NCES Publication no. 77-343. Washington, D.C.: Government Printing Office, 1977.

Lenning, Oscar T.; Lee, Yong S.; Micek, Sidney S.; and Service, Allan L. A Structure for the Outcomes of Postsecondary Education. Boulder, Colo.: NCHEMS, 1977.

Renkiewicz, Nancy K., and Topping, James R. Information Exchange Procedures. Technical Report 47. Boulder, Colo.: NCHEMS at WICHE, 1973.

Romney, Leonard C. Higher Education Facilities Inventory and Classification Manual. Technical Report 36. Boulder, Colo.: NCHEMS at WICHE, 1972.

ACADEMIC YEAR. The period of the regular session, generally extending from September to June; usually equated to two semesters or trimesters, three quarters, or the period covered by a 4-1-4 plan. (Also see PREDOMINANT CALENDAR SYSTEM.)

ACADEMIC/ADMINISTRATIVE BUILDINGS. This includes buildings that are used for academic and administrative types of functions (for example, instruction, research, public service, student advising, library, computing). It excludes buildings used for hospitals, auxiliary enterprises, independent operations, and other nonacademic and nonadministrative purposes.

ACCREDITATION. The process whereby a nationally recognized agency or organization grants public recognition to a unit of educational organization (such as a school, institute, college, university, or specialized program of studies), indicating that it meet established standards of quality, as determined through initial and periodic self-study and evaluation by peers. The essential purpose of the accreditation process is to provide a professional judgment to encourage institutions' continual improvement.

ADDITIONAL PRINCIPAL BORROWED DURING YEAR. The amount of loans negotiated through bonds, mortgages, notes, or any other type of financing (including short-term notes) and amounts borrowed from other institutional funds for physical plant.

ADDITIONS TO FUND BALANCES. Used in financial reporting to reflect the addition of new institutional resources to any fund group. It does not include funds moved out of one fund group and into another (which would be considered a transfer). Additions to fund balances are distinguished from revenues in restricted funds in that restricted funds are reported as additions when received but as revenues only when expended (that is, when the restriction has been fulfilled).

ADMISSION. Formal notification to an applicant of acceptance by a post-secondary-education institution, program, or activity.

AGE RANGES. Based on the chronological age of each individual as of some specified date. The following age ranges are recommended for grouping various types of individuals:

For Students	For Faculty	For Population
Under 16 years	Under 25 years	Under 5 years
16-17 years	25-34 years	5-9 years
18-20 years	35-44 years	10-13 years
21-24 years	45-54 years	14-17 years
25-34 years	55-59 years	18-20 years
35-44 years	60-62 years	21-24 years
45-54 years	63-65 years	25-34 years
55-64 years	66-69 years	35-44 years
65 years and over	70 years and over	45-54 years
		55-64 years
		65 years and over

APPLICATION. An individual's request for admission to a particular postsecondary institution, program, or activity.

APTITUDE/ACHIEVEMENT-TEST SCORES. Scores achieved on various tests that might be used to indicate the general ability of individuals. The two major postsecondary-education entrance test scores are:

1. AMERICAN COLLEGE TESTING (ACT) PROGRAM BATTERY SCORES. Entrance tests given by the American College Testing Program of Iowa City, Iowa. There are four tests (English, mathematics, social studies, and natural sciences), and the average of the four scores is an individual's composite score. The scores range from 1 to 36, with the composite mean for entering college freshmen about 20 and the standard deviation about 5.

2. SCHOLASTIC APTITUDE TEST (SAT) SCORES. An entrance test given by the Educational Testing Service of Princeton, New Jersey. The scores achieved by an individual are based on the quantitative (math) and/or verbal parts of the SAT and range from 200 to 800 (and occasionally 900) in intervals of 10. The mean score is around 500 and the standard deviation about 100.

ASSETS. Generally includes such items as cash, investments, pledges receivable, accounts receivable, notes receivable, inventories, prepaid expenses and deferred charges, institutional plant, and interfund borrowing due from other funds.

ASSIGNABLE AREA. The sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant, including every type of space functionally usable by the occupant (excepting those spaces defined as custodial, circulation, mechanical, or structural areas). Assignable areas should be expressed in assignable square feet (to the nearest thousand).

ASSIGNABLE SQUARE FEET. The sum of all areas on all floors of a building assigned to, or available for assignment to, an occupant, including every type of space functionally usable by an occupant (excepting custodial, circulation, mechanical, and structural areas).

For a single room, this involves the sum of all areas located between the principal surface of the walls and partitions at or near floor level. Space occupied by alcoves, closets, and built-in shelves opening into and serving the room ordinarily should be included. Areas of columns, doorswings, and impaired headroom and space occupied by heating devices may be ignored. If, however, any of these structural features constitutes a large loss of usable space, the area should be deducted from the square-feet measurement of the room.

BALANCE OWED ON INDEBTEDNESS PRINCIPAL. The amount shown in the liability section of the plant-fund balance sheet for the beginning of the fiscal year and for the end of the fiscal year.

BALANCE SHEET. A method for reflecting an institution's financial position at a particular point in time. To allow for reporting in accordance with the principles of fund accounting, a balance sheet for an institution of higher education is designed so that assets and liabilities are shown separately for each fund group.

This separation of assets and liabilities by fund groups may be shown in one of two different ways. The layered format is one in which a series of mini-balance sheets is prepared for each fund group and displayed in layers (one on top of the other). The columnar format shows the assets and liabilities associated with each fund group side by side in the appropriate fund groupings.

BUILDING CONDITION. The physical status and quality of the building at the time of the facilities inventory, based on the best judgment of those responsible for campus development. This building characteristic has the following classifications:

1. SATISFACTORY. Suitable for continued use with normal maintenance.

2. REMODELING-A. Requires restoration to present acceptable standards without major room-use changes, alterations, modernization, or expansions. The approximate cost of Remodeling-A is not greater than 25 percent of the estimated replacement cost of the building.

3. REMODELING-B. Requires major updating and/or modernization of the building. The approximate cost of Remodeling-B is greater than 25 percent but less than 50 percent of the estimated replacement cost of the building.

4. REMODELING-C. Requires major remodeling of the building. The approximate cost of Remodeling-C is greater than 50 percent of the estimated replacement cost of the building.

5. DEMOLITION. Should be demolished or abandoned because the building is unsafe or structurally unsound, irrespective of the need for the space or the availability of funds for replacement. This classification takes precedence over the previous four classifications, regardless of the condition of the building.

6. TERMINATION. Planned termination or relinquishment of occupancy for reasons other than safety or structural soundness, such as abandonment of temporary units or vacating of leased space. This classification takes precedence over the previous four classifications, regardless of the building's physical status and quality.

CAPITAL ASSET. Any physical resource that benefits the institution, a program, course of study, or activity for more than one operating period. (Note: The Cost Accounting Standards Board [CASB] has stipulated $500 and a useful life of more than two years as the threshold at which items must be considered capital assets.) The following categories are recommended:

1. LAND. Unimproved real estate.

2. LAND IMPROVEMENT. A real-estate improvement other than a building (for example, a street, sidewalk, or outside lighting).

3. BUILDING. A facility permanently affixed to the land. This would include associated fixed and mechanical equipment (for example, heating and air-conditioning systems and plumbing and sewer systems).

4. CAPITAL EQUIPMENT. An item of movable property (not permanently attached to a structure) that has an acquisition cost of more than a specified amount, as determined by the institution or appropriate governmental unit, and that has an expected useful life of more than one year. (Note: Federal Management Circular 73-8 [formerly OMB Circular A-21] defines equipment as items having an acquisition cost of $200 or more and an expected service life of one year or more. Different limits that are reasonable and consistently applied are acceptable.)

CENSUS CRITERIA IN 1970 FOR AGE DETERMINATION. Age was represented in the 1970 census as the number of years from year of birth to April 1, 1970. Age was reported for 100 percent of the population. For those whose age was not known, age was assigned by an allocation procedure.

CENSUS CRITERIA IN 1970 FOR FAMILY-INCOME DETERMINATION. For purposes of the 1970 census, family income represented the wages and earnings of all members of a family for the previous year (1969), including individuals 14 and over, and was based on a sample of 20 percent of the households in the survey area (with a minimum base of 25 households involved).

Family income included:

- Gross wages and salaries
- Net nonfarm, self-employment income
- Net farm, self-employment income
- Social-security or railroad-retirement income
- Public assistance or welfare
- All other income

Family income did <u>not</u> include:

- Money received from sale of property (unless person was in real-estate business)
- Value of income "in kind"
- Withdrawal of bank deposits
- Money borrowed
- Tax refunds
- Exchange of money in the same household
- Gifts and lump-sum inheritances, insurance payments, and other lump-sum receipts

CENSUS CRITERIA IN 1970 FOR LEVEL-OF-SCHOOL-COMPLETED DETERMINATION. For purposes of the 1970 census, the level of school completed classified persons 25 and over by the years of school actually completed and was based on a sample of 20 percent of the population. It included those still attending a higher grade, those who attended but did not complete a higher grade, and those who indicated the grade as the highest completed.

CENSUS CRITERIA IN 1970 FOR RACE DETERMINATION. Race, for purposes of the 1970 Census, reflected self-identification by respondents and was reported for 100 percent of the population. Those not specifying a race or a tribe were classified as "White." Those who specified a Caribbean or African origin under the category "Other" were reclassified as "Negro or Black." Although published data reflected only "White," "Negro," and "All Races," the following categories were used in the 1970 census for collecting information:

- White
- Negro or Black
- All Others, including
  - American Indian (tribe specified)
  - Japanese
  - Chinese
  - Filipino
  - Hawaiian
  - Korean
  - Other (specified)

(For the 1980 census, the Bureau of the Census will be using the Race/Ethnic Categories recommended by the Office of Management and Budget Ad Hoc Committee on Race/Ethnic Categories in 1976.)

CENSUS CRITERIA IN 1970 FOR SEX DETERMINATION. Sex was reported in the 1970 census for 100 percent of the population. For those whose sex was not reported, an assumption was made by the person's first name. For the remaining cases, sex was assigned through an allocation procedure.

CENSUS CRITERIA IN 1970 FOR URBAN VERSUS RURAL PLACES. For purposes of the 1970 census, the urban population comprised all persons living in urbanized areas or in places of 2,500 inhabitants or more outside urban areas. Urban areas were separated into "Urbanized" and "Other Urban" areas. The term urbanized characterized those places that contain a central city of 50,000 or more and are surrounded by closely settled, "urban-fringe" territory. All other places were classified as rural.

CENSUS CRITERIA IN 1970 FOR VOCATIONAL-TRAINING DETERMINATION. For purposes of the 1970 census, a 5 percent sample of those 18 years or over was used to determine the number of persons who had had vocational training. This included formal vocational-training programs completed in high school, in an apprenticeship program, in a school of business, in a nursing or trade school, in a technical institute, armed forces, or in Job Corps training. Excluded were single courses that were not part of an organized program

CENSUS CRITERIA IN 1970 FOR VOCATIONAL-TRAINING DETERMINATION (Continued) of study, on-the-job training, training in company schools, by correspondence, or basic training in the armed forces.

CENSUS DATE FOR ENROLLMENT. The officially designated day in an academic term after most drops/adds have been completed, when the institution takes official enrollment counts (typically sometime between the second and fourth week of classes).

For a state to have comparability in data collected from all institutions in the state, it is necessary to define a specific census date (for example, the fifteenth class day of the academic term, the end of the fourth week of classes in a semester).

COURSE LEVEL. The level of offering for instructional courses at postsecondary-education institutions. Course levels are assigned relative to the intended degree of complexity or expected level of student comprehension rather than the student level of those enrolled in the course. The course levels included within each discipline category are:

1. LOWER DIVISION. Course offerings at a level of comprehension usually associated with freshman and sophomore students.

2. UPPER DIVISION. Course offerings at a level of comprehension usually associated with junior or senior students. Jointly offered upper division and graduate courses should be classified as upper division.

3. GRADUATE/PROFESSIONAL. Course offerings at a level of comprehension usually associated with post-baccalaureate students.

4. OTHER. A course level to be used in situations where the previous three course levels are not appropriate (for example, in many noncredit instructional activities where level of comprehension specified according to student level has no meaning).

CURRENT FUND EXPENDITURE CATEGORIES AND TRANSFERS. The categories that follow are those generally accepted in higher education for classifying and reporting Current Fund expenditure and transfer information by function. They are the same categories recommended in the American Institute of Certified Public Accountants (AICPA), Audits of Colleges and Universities (New York: AICPA, 1973, as amended by the AICPA "Statement of Position on Financial Accounting and Reporting by Colleges and Universities," 1974); the National Association of College and University Business Officers (NACUBO), College and University Business Administration (Washington, D.C.: NACUBO, 1974); and Douglas Collier, Higher Education Finance Manual (Boulder, Colo.: National Center for Higher Education Management Systems [NCHEMS], 1975). The categories and their definitions, and the associated subcategories, represent the most recent agreement of the joint NCHEMS/NACUBO committee in the Joint Accounting Group (JAG) guidelines as explained by NACUBO in its April 1978 "Administrative Service Supplement." The subcategories described for each category are recommended where more detail is needed.

1. INSTRUCTION. Includes expenditures for all activities that are part of the institution's instruction program. Expenditures for credit and noncredit courses, for academic, vocational, and for regular, special, and extension sessions should be included. Expenditures not budgeted separately for departmental research and public service should be included in this classification. This category will exclude expenditures for academic administration where the primary assignment is administration (for example, academic deans). However, expenditures for departmental heads, since instruction is still an important role of the administrator, should be included in this category. This category includes the following subcategories:

   - General academic instruction
   - Vocational/technical instruction
   - Special-session instruction
   - Community education
   - Preparatory/remedial instruction

2. RESEARCH. Includes all funds expended for activities specifically organized to produce research outcomes and either commissioned by an agency external to the institution or separately budgeted by an organizational unit within the institution. Subject to these conditions, it includes expenditures for individual and/or project research as well as those of institutes and research centers. This category does not include all sponsored programs (such as training grants), nor is it necessarily limited to sponsored research, since internally supported research programs, if separately budgeted, might be included in this category under the circumstances described above. Expenditures for departmental research that are separately budgeted specifically for research are included in this category. This category includes the following subcategories:

   - Institutes and research centers
   - Individual and project research

3. PUBLIC SERVICE. Includes all funds expended for activities established primarily to provide noninstructional services beneficial to groups external to the institution. These activities include community-service programs (excluding instructional activities) and cooperative-extension services. Included in this category are conferences, institutes, general advisory services, reference bureaus, radio and television, consulting, and similar noninstructional services to particular sectors of the community. This category includes the following subcategories:

   - Community service
   - Cooperative-extension service
   - Public broadcasting services

4. ACADEMIC SUPPORT. Includes all funds expended primarily to provide support services to one of the institution's three primary missions: instruction, research, and public service. It includes: (1) the retention, preservation, and display of educational materials—for example, libraries, museums, and galleries; (2) the provision of services that directly assist the academic functions of the institution, such as demonstration schools associated with a department, school, or college of education; (3) media, such as audiovisual services, and technology, such as computing support; (4) academic administration (including academic deans but not department heads) and personnel development providing administrative support and management direction to the three primary missions; and (5) separately budgeted support for course and curriculum development. For institutions that currently charge certain of the expenditures—for example, computing support—directly to the various operating units of the institution, such expenditures are not reflected in this category. This category includes the following subcategories:

- Libraries
- Museums and galleries
- Educational media services
- Academic computing support
- Ancillary support
- Academic administration
- Academic personnel development
- Course and curriculum development

5. STUDENT SERVICES. Includes all funds expended for office of admissions and registrar and those activities whose primary purpose is to contribute to students' emotional and physical well-being and to their intellectual, cultural, and social development outside the context of the formal instruction program. It includes expenditures for student activities, cultural events, student newspaper, intramural athletics, student organizations, intercollegiate athletics (if the program is operated as an integral part of the department of physical education and not as an essentially self-supporting activity), counseling and career guidance (excluding informal academic counseling by the faculty), student-aid administration, and student health service (if not operated as an essentially self-supporting activity). This category includes the following subcategories:

- Student-services administration
- Social and cultural development
- Counseling and career guidance
- Financial-aid administration

- Student admissions
- Student records
- Student health services (except when operated as a self supporting auxiliary enterprise)

6. INSTITUTIONAL SUPPORT. Includes all funds expended for: (1) central executive-level activities concerned with management and long-range planning of the entire institution, such as the governing board, planning and programming, and legal services; (2) fiscal operations, including the investment office; (3) administrative data processing; (4) space management; (5) employee personnel and records; (6) logistical activities that provide procurement, storerooms, safety, security, printing, and transportation services to the institution; (7) support services to faculty and staff that are not operated as auxiliary enterprises; and (8) activities concerned with community and alumni relations, including development and fund raising. Appropriate allocations of institutional support should be made to auxiliary enterprises, hospitals, and any other activities not reported under Education and General expenditures. This category includes the following subcategories:

   - Executive management
   - Fiscal operations
   - General administration and logistical services
   - Administrative computing support
   - Public relations/development

7. OPERATION AND MAINTENANCE OF PLANT. Includes all expenditures of current operating funds for the operation and maintenance of physical plant, in all cases net of amounts charged to auxiliary enterprises, hospitals, and independent operations. It does not include expenditures made from the institutional-plant fund accounts. It includes all expenditures for operations established to provide services and maintenance related to campus grounds and facilities. It also includes utilities, property insurance, fire protection, and similar items. This category includes the following subcategories:

   - Physical-plant administration
   - Building maintenance
   - Custodial services
   - Utilities
   - Landscape and grounds maintenance
   - Major repairs and renovations

8. SCHOLARSHIPS AND FELLOWSHIPS. Includes expenditures for scholarships and fellowships in the form of outright grants to students selected by the institution and financed from current funds,

restricted or unrestricted. It also should include trainee stipends, prizes, and awards (trainee stipends awarded to individuals not enrolled in formal course work should be charged to instruction, research, or public service, as appropriate). If the institution is given custody of the funds, but is not allowed to select the recipient of the grant--for example, federal Basic Educational Opportunity Grants program or ROTC scholarships--the funds should be reported to the Agency Funds group rather than in the Current Fund group. The recipient of an outright grant is not required to perform service to the institution as consideration for the grant, nor is the recipient expected to repay the amount of the grant to the funding source. When services are required in exchange for financial assistance, as in the federal College Work-Study Program, the charges should be classified as expenditures of the department or organizational unit to which the service is rendered.

Aid to students in the form of tuition or fees remissions also should be included in this expenditure category. However, remissions of tuition or fees granted as a result of either faculty or staff status, or family relationship of students to faculty or staff, should be recorded as staff-benefit expenditures in the appropriate functional expenditure category.

This category includes the following two subcategories:

- Scholarships
- Fellowships

9. MANDATORY TRANSFERS. Includes all transfers from the Current Fund group to other fund groups arising out of: (1) binding legal agreements related to the financing of educational plant, such as amounts for debt retirement, interest, and required provisions for renewals and replacements of plant, not financed from other sources, and (2) grant agreements with agencies of the federal government, donors, and other organizations to match gifts and grants to loan and other funds. Mandatory transfers may be required from either unrestricted or restricted funds. This category includes the following subcategories:

   - Provision for debt service on educational plant
   - Loan-fund matching grants
   - Other mandatory transfers

10. NONMANDATORY TRANSFERS. Includes those transfers from the Current Fund group to other fund groups made at the discretion of the governing board to serve a variety of objectives, such as additions to loan funds, additions to quasi-endowment funds, general or specific plant additions, voluntary renewals and replacements of plant, and prepayments on debt principal.

11. AUXILIARY ENTERPRISES. Includes all expenditures and transfers relating to the operation of auxiliary enterprises, including expenditures for operation and maintenance of plant and for institutional support. Also included are other direct and indirect costs, whether charged directly as expenditures or allocated as a proportionate share of costs of other departments or units.

An auxiliary enterprise is an entity that exists to furnish goods or services to students, faculty, or staff and may incidentally serve the general public as well. It involves the charging of a fee that is directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of auxiliary enterprises is that they are managed as essentially self-supporting activities. Examples are residence halls, food services, intercollegiate athletics (only if essentially self-supporting), college stores, faculty clubs, faculty and staff parking, and faculty housing. Student health services, when operated as an auxiliary enterprise, also should be included. Hospitals, although they may serve students, faculty, or staff, are separately classified because of their relative financial significance.

This category includes the following subcategories:

- Auxiliary enterprises--student
- Auxiliary enterprises--faculty/staff
- Intercollegiate athletics
- Mandatory transfers/auxiliary enterprises

12. HOSPITALS. Includes all expenditures and transfers associated with the patient-care operations of the hospitals, including nursing and other professional services, general services, administrative services, fiscal services, and charges for physical-plant operations and institutional support. Also included are other direct and indirect costs, whether charged directly as expenditures or allocated as a proportionate share of costs of other departments or units. Expenditures for activities that take place within the hospital, but that are more appropriately categorized as Instruction or Research, should be excluded from this category and accounted for in the appropriate categories. This category includes the following subcategories:

- Direct patient care
- Health-care supportive services
- Administration of hospitals
- Physical-plant operations for hospitals
- Mandatory transfers/hospitals

13. INDEPENDENT OPERATIONS. Includes all expenditures and transfers of those operations that are independent of or unrelated to the primary missions of the institution (instruction, research, public service), although they may indirectly contribute to the enhancement of these programs. It also includes mandatory transfers relating to independent operations, including amounts for (1) debt retirement and interest and (2) required provisions for renewals and replacements, to the extent not financed from other sources. This category is generally limited to expenditures associated with major federally funded research laboratories. It does not include the expenditures associated with property owned and managed as investments of the institution's endowment funds. This category includes the following subcategories:

- Independent operations/institutional
- Independent operations/federally funded research and development centers (FFRDC)

CURRENT FUND REVENUE CATEGORIES. Standard categories that describe all unrestricted funds accepted during the reporting period plus those restricted funds that were expended for operating purposes during the reporting period. The categories that follow are those generally accepted in higher education for classifying and reporting Current Fund revenues information by source. They are the same categories recommended in publications by the American Institute of Certified Public Accountants (AICPA), Audits of Colleges and Universities (New York: AICPA, 1973, as amended by the AICPA "Statement of Position on Financial Accounting and Reporting by Colleges and Universities," 1974); the National Association of College and University Business Officers (NACUBO), College and University Business Administration (Washington, D.C.: NACUBO, 1974); and Douglas Collier, Higher Education Finance Manual (Boulder, Colo.: National Center for Higher Education Management Systems, 1975).

1. TUITION AND FEES. All tuition and fees assessed (net of funds) against students for current operating purposes.
   The value of all tuition and fees remissions, exemptions, or waivers should be calculated and reported as revenue even though there is no intent to collect them from the student. Fees assessed for student health services that are operated as a service to the student body rather than as a auxiliary enterprise would be included in this category. Even if tuition and fees are remitted to the state, as an offset to the state appropriation, these monies should still be reported in this category. Fees assessed for room and board and for student health services operated as an auxiliary enterprise are to be excluded from this category.

CURRENT FUND REVENUE CATEGORIES (Continued)

2. GOVERNMENTAL APPROPRIATIONS--Federal
GOVERNMENTAL APPROPRIATIONS--State
GOVERNMENTAL APPROPRIATIONS--Local

All unrestricted appropriations and restricted appropriations to the extent expended for current operations (including scholarships and fellowships) received from or made available to the institution through acts of a legislative body, exclusive of governmental grants and contracts. Funds disbursed for the account of the institution by a governmental agency, such as payments into a state retirement system on behalf of the institution, would be included in these categories.

The funder level is the level of that agency making the decision that the monies will be appropriated for the particular purpose for which they are ultimately expended.

The determination of whether a particular governmental appropriation should be classified as restricted or unrestricted should be based upon the ability of the institution to effect a change in the intended use of the funds during the reporting period, should circumstances require.

3. GOVERNMENTAL GRANTS AND CONTRACTS--Federal
GOVERNMENTAL GRANTS AND CONTRACTS--State
GOVERNMENTAL GRANTS AND CONTRACTS--Local

All revenues from governmental agencies that are received or made available for specific projects or programs.

The funder level is the level of that agency that makes the decision that the contract will be let, or the grant made, to the institution for a particular purpose.

4. PRIVATE GIFTS, GRANTS, AND CONTRACTS. All revenues from nongovernmental organizations or individuals, including monies resulting from the purchase of goods or services by nongovernmental entities on a contractual basis.

Unrestricted gifts, grants, and bequests, as well as restricted gifts and grants to the extent that they were expended for current operations (including scholarships and fellowships), are included in this category. Income from funds held in revocable trusts or distributable at the discretion of the trustees of such trusts should be included.

Monies received as a result of gifts, grants, or contracts from a foreign government also would be included. When the performance of contributed services is significant for an institution, the value of these services should be included in this category. Revenues derived from contracts for activities not related to the primary missions of the institution (that is, instruction, research, public service) would not be included.

5. ENDOWMENT INCOME. All restricted income of endowment and similar funds, restricted income of endowment and similar funds to the

extent expended for current operating purposes, and income from funds held in trust by others under irrevocable trusts.

The unrestricted income from endowment funds and other similar funds credited to revenues should be the total ordinary income earned (or yield) on the investments of these funds. Income from investments of endowment funds and other similar funds does not include capital gains and losses since such gains and losses are accounted for under Endowment and Similar Funds. If a portion of the gains of endowment or quasi-endowment-funds investments is used for current operating purposes, that portion should be reported as a transfer rather than as revenues.

6. SALES AND SERVICES OF EDUCATIONAL ACTIVITIES. Includes revenues from sales and services of an activity that is incidental to the primary missions of the institution (instruction, research, public service).

For purposes of revenue reporting, the type of service rendered takes precedence over the form of the agreement by which those services are rendered. Incidental revenues of educational departments would not be included as private gifts, grants, and contracts, even if they are performed under contract. Film rentals, scientific and literary publications, and testing services are examples of such revenues.

Also included in this category are the revenues from activities that exist to provide an instructional or laboratory experience for students and that incidentally create goods or services that may be sold to students, faculty, and staff, or the general public, such as dairy creameries or food-technology divisions. If service to the students, rather than training and instruction, is the primary purpose of the activities, the revenue should be classified as Sales and Services of Auxiliary Enterprises.

7. SALES AND SERVICES OF AUXILIARY ENTERPRISES. Includes monies derived directly from the operation of an auxiliary enterprise. This category does not include revenues received in the form of grants, gifts, or endowment income restricted for auxiliary enterprises; rather, it is limited to monies derived directly from the operation of the auxiliary enterprises themselves.

8. SALES AND SERVICES OF HOSPITALS. Includes monies derived directly (net of discounts, allowances, and provision for doubtful accounts) from a hospital operated by the institution.

Revenues from daily patient services (such as medical, surgical, pediatrics, intensive care), nursing services (such as operating and recovery rooms), and other professional services (for example, laboratories and blood bank) would also be included. Revenues of health clinics that are part of the hospital should be included in this subcategory. Revenue from research and other grants, gifts, appropriations, and endowment income restricted for hospital operations is not included in this subcategory.

9. OTHER SOURCES. All items of revenue not covered elsewhere. This category includes revenue resulting from interest income and gains (net of losses) from investments of unrestricted current funds, revenues resulting from the sales and services of internal service departments to persons or agencies external to the institution, monies derived from expired term-endowment agreements, expired annuity and life income agreements, and so forth.

10. INDEPENDENT OPERATIONS. All revenues associated with those operations that are independent of or unrelated to the primary missions of the institution (instruction, research, public service), although they may indirectly contribute to the enhancement of these programs. This category includes revenues associated with major federally funded research laboratories, such as the Argonne National Laboratory or the National Center for Atmospheric Research, and other operations not considered an integral part of the institution's educational or auxiliary enterprise operations. This category does not include the net profit (or loss) from operations owned and managed as investment of the institution's Endowment and Similar Funds group.

11. TRANSFERS IN. Funds may be transferred into the Current Fund as well as out of it. Transfers In do not represent new resources for the institution, but they often represent resources that are available for the first time because of expiration of an agreement that will not be used prior to a certain date or subsequent to the happening of a particular event.

CURRENT FUND SOURCE/USE MATRIX. A format used to display funds by source and use (where the term use refers to expenditures and transfers). The sources represent the money buckets out of which expenditures or transfers were made. Therefore the Current Fund Source/Use Format is essentially a matrix display of the uses of Current Fund expenditures. The unique characteristic of the source/use format is that the detailed information provided in the matrix allows the user to see not only the purpose for which Current Fund monies were expended but also the source of funding used to finance that expenditure.

DEBT OUTSTANDING. All debt obligations remaining unpaid on a specified date.

DEBT SERVICE. Includes repayment on principal and interest on all short- and long-term debt.

DEDUCTIONS FROM FUND BALANCES. Those funds used out of a particular fund group during a specified reporting period. It does not include funds moved out of one fund group and into another (which would be considered a transfer).

DEGREE-RELATED INSTRUCTION. Those instructional offerings that are provided as part of the institution's own formal certificate or degree program. It does not include offerings that are part of such programs as Adult Basic Education that lead to a degree or certificate sponsored by someone other than the institution offering the instruction.

DESIGNATED FUNDS. Unrestricted funds for which the institution's governing board stipulates a specific use, thereby designating them for that purpose only.

DIRECT COSTS. Any costs that can be specifically identified with a particular activity center. Direct costs can be conveniently broken into objects of expenditure such as the following (which were identified in NCHEMS work in the Information Exchange Procedures project):

1. COMPENSATION

   - Salaries and wages
   - Fringe benefits

2. SUPPLIES AND SERVICES

   - Supplies
   - Communications
   - Travel
   - Other contractual services
   - Noncapital equipment

The institution also may have direct costs that are not recorded in the accounting system. Some of these may be:

3. EXPENDITURES MADE BY ANOTHER STATE AGENCY

4. EXPENDITURES MADE BY A CENTRAL ADMINISTRATION

5. CONTRIBUTED SERVICES

DISCIPLINE/SUBJECT MATTER. A branch of knowledge or teaching. Disciplines can be categorized according to the classification and coding of fields of subject matter used by the National Center for Education Statistics (NCES) in their Handbook XI of the State Educational Records and Reports series. See W. Dale Chismore and Quentin M. Hill, A Classification of Educational Subject Matter (Washington, D.C.: U.S. Government Printing Office, 1978).

EDUCATIONAL PLANS AT TIME OF GRADUATION. Identification of the plans and status of program completers concerning the earning of a further degree, diploma, or certificate. The following categories might be used:

- Not intending to apply within one year for a further degree
- Intending to apply within one year
- Already applied

ELEMENTARY/SECONDARY-SCHOOL ENROLLMENTS. The head-count number of pupils on the school's role as of October 1 of the current school year. Membership is obtained by a simple count or by adding the total number present and the total number absent. If split sessions are offered in a school district, the enrollments of each session are counted.

ELEMENTARY/SECONDARY-SCHOOL GRADE LEVELS. A designation applied to that portion of the curriculum that represents the work of one regular school term. The following grade level designations are used:

1. PRE-KINDERGARTEN CLASS. A group or class organized to provide educational experiences for children during the year or years preceding kindergarten, which are part of the elementary school and are under the direction of a professionally qualified teacher. A pre-kindergarten class may be organized as a grade of an elementary school or as a part of a separate nursery school.

2. KINDERGARTEN. A group or class that is organized to provide educational experiences for children for the year immediately preceding the first grade. A kindergarten class may be organized as a grade of an elementary school or as part of a separate kindergarten school. In some cases these groups may be called pre-primary, junior primary, or primary.

3. GRADES 1 THROUGH 12. Standard grades that serve as the basis for assigning pupils to classes that are numbered.

4. SPECIAL EDUCATION. Classes organized for the particular purpose of providing instruction to certain exceptional children. Such classes must offer a state-approved program of special education that has been specifically designed to meet the needs of handicapped children (where handicapped refers only to the mentally retarded, physically impaired, emotionally disturbed, and learning disabled). Students/pupils reported in this designation must not be reported elsewhere, even though they may be classified as graded or ungraded.

EMPLOYEE. Any individual compensated by the institution for services rendered. Included are individuals who donate their services, if the services performed are a normal part of the institution's programs or supporting services that otherwise would be performed by compensated personnel. Specifically excluded are employees of forms providing services to the institution on a contract basis.

EMPLOYEE COUNTS. The recording or reporting or employee/personnel data by one of the following methods:

1. HEAD COUNTS. Involves a profile (point-in-time) identification of the actual number of employees for purposes of reflecting employment level or employment status by such categories as full-time/part-time, male/female, race/ethnic status, and regular/temporary/seasonal.

2. FULL-TIME EQUIVALENT (FTE) COUNTS. Involves the identification of numbers of employees by their total contracted or assigned percentages of time during a given period (generally a fiscal year) in order to reflect the institution's manpower resources.

   These FTE counts can be summarized by hiring units, types of programs (for example, instruction, research, public service), or types of specific work assignments (such as administrative, clerical, or service).

   A Full-Time Equivalent Manpower Resource is defined as the equivalent of one employee who is deemed to be carrying a full load in accordance with an institutionally agreed upon convention for converting numbers of specific employees to an equivalent number of full-time employees. For purposes of exchanging information about FTE manpower resources, the following method can be used to calculate comparable fiscal-year FTE Manpower Resource data:

   Step 1: Determine the total service months rendered by an individual over a fiscal year. For a given employee, multiply the percent workload (appointment percentage or relative full-time status) by the number of months of the individual's appointment for the fiscal year. For employees hired for a period of time that involves less than a month, multiply the percent workload by the applicable percentage of the month involved (that is, two weeks would generally be considered half or .50 of a month).

   Step 2: Determine the total annualized FTE manpower resources of all employees available during a fiscal year by totaling the service months calculated for all employees (in step 1) and dividing by 12.

ENDOWMENT YIELD. Earnings available for institutional use that are derived from the investment of funds where the principal is nonexpendable.

FACULTY-CONTACT HOURS. The total of the hours scheduled instructional activity spent by instructional faculty as of a specified period of time.

If a course meets three hours per week for 15 weeks, it yields 45 faculty-contact hours. Similarly, if a course meets eight hours per day for two days, it yields 16 faculty-contact hours. The contact hours for other instructional staff not of faculty rank (such as lecturers and graduate teaching assistance) would be determined in the same manner.

FACULTY-RANK TITLES. The institutional designated official title or grade of a faculty member. The categories most typically used are:

1. PROFESSOR

2. ASSOCIATE PROFESSOR

FACULTY-RANK TITLES (Continued)

3. ASSISTANT PROFESSOR

4. INSTRUCTOR

5. OTHER (might include lecturer or undesignated ranks)

The modifiers adjunct and clinical are sometimes in conjunction with these faculty titles.

FIRST-TIME STUDENTS. Students who have not previously attended the institution at the level for which they are now applying or being admitted. This includes transfer students who are entering the institution for the first time with or without credit. The following categories are generally used for the different student levels:

1. UNDERGRADUATES. Students enrolled in a four-or five-year bachelor's-degree program, in an associate-degree program, or in a vocational or technical program that is normally terminal and results in formal recognition below the baccalaureate.

2. FIRST-PROFESSIONALS. Students enrolled in a professional school or program that requires at least two academic years of college work for entrance and a total of at least six years for a degree. Students in programs requiring only four or five years beyond high school should be reported as undergraduates.

3. GRADUATES. Students who hold the bachelor's or first-professional degree, or equivalent, and are working toward a master's or doctor's degree.

4. UNCLASSIFIED. Students who are not candidates for a degree or other formal award although taking courses in regular classes with other students who are taking work creditable towards a bachelor's or higher degree. These are students who cannot be classified by academic level and may involve students who already have degrees but who are taking additional courses at the same degree level or lower. (This category is included so that if there are students who are clearly unclassified, they will not be apportioned among the other categories.)

FULL-TIME/PART-TIME STATUS. An indication of the attendance status or course load for which a student is registered as of a given census date of enrollment. The following criteria for distinguishing full-time from part-time are used as a general guideline by the National Center for Education Statistics in the Higher Education General Information Survey (HEGIS); however, many institutions and states use different criteria.

1. FULL-TIME STUDENTS. Those students whose academic load (course work or other required activity) is at least 75 percent of the

normal load required to complete a student program or course of study within the normal time.

2. PART-TIME STUDENTS. Those students whose academic load (course work or other required activity) is less than 75 percent of the normal load required to complete a student program or course of study within the normal time.

FUND BALANCES. The difference (excess of deficit) between assets and liabilities for each fund group. Financial reports should differentiate between the unrestricted and restricted portions of the fund balance for each fund group. See FUND GROUPS.

FUND GROUPS. Standard categories that describe the various funds used by postsecondary-education institutions for accounting purposes. The categories that follow are those generally accepted in higher education for classifying and reporting funds. They are the same categories recommended in publications by the American Institute of Certified Public Accountants [AICPA], Audits of Colleges and Universities (New York: AICPA, 1973, as amended by the AICPA "Statement of Position on Financial Accounting and Reporting by Colleges and Universities," 1974); the National Association of College and University Business Officers [NACUBO], College and University Business Administration (Washington, D.C.: NACUBO, 1974); and Douglas Collier, Higher Education Finance Manual (Boulder, Colo.: National Center for Higher Education Management Systems [NCHEMS] at Western Interstate Commission for Higher Education [WICHE], 1975).

1. CURRENT FUNDS. Includes all resources used or available for use in carrying out those operations directly related to the institution's educational objectives. It also includes those monies associated with the operation of the institution's auxiliary enterprises.

2. LOAN FUNDS. Resources that have been loaned and those still available to be loaned to students, faculty, and staff.

3. ENDOWMENT AND SIMILAR FUNDS. Includes (1) funds whose principal is not expendable and is intended to be invested to produce income and (2) funds (referred to as quasi-endowment) that the governing board of an institution, rather than a donor or other external agency, has determined are to be retained or invested. This fund group is reported in three subgroups:

   - Endowment Funds
   - Term Endowment Funds
   - Quasi-Endowment Funds

4. ANNUITY AND LIFE INCOME FUNDS. Funds the institution acquires subject to agreements requiring that payments be made for a

certain period of time to one or more beneficiaries as stipulated by the donor.

5. PLANT FUNDS. All unexpended plant funds, funds for renewal and replacement, funds for debt service charges and for the retirement of indebtedness, and the amount of institutional funds invested in physical-plant facilities. This fund group is reported in four subgroups:

    - Unexpended Plant Funds
    - Funds for Renewal and Replacement
    - Funds for Retirement of Indebtedness
    - Investment in Plant

6. AGENCY FUNDS. All funds the institution holds as custodian or fiscal agent for student organizations, individual students, faculty members, and so forth.

GENERAL FUND OF THE STATE. Involves state monies for which there are no legal restrictions on use, including designated funds, which are unrestricted even though a specific use has been stipulated.

GEOGRAPHIC ORIGIN. Legal domicile of students at the time of first admission to the institution. (For institutions that have large segments of older students who have had significant time periods between first admission and reenrollment, provisions should be made to update geographic origin to be more representative of current situations.)

HIGHEST DEGREE/DIPLOMA/CERTIFICATE EARNED. The highest award or title conferred on an individual for the completion of a program or course of study. The following classifications are those most often used:

1. NO ACADEMIC CREDENTIAL. Less than a high-school diploma or its equivalent.

2. HIGH-SCHOOL DIPLOMA OR EQUIVALENT. An academic award granted for completion of a high-school program or a certificate indicating equivalent education (for example, General Education Development [GED] Certificate).

3. CRAFT OR TRADE CERTIFICATE. An award for the completion of a program that offers special training in a craft of trade area. Typically, the program covers a span of less than one year.

4. PROFESSIONAL CERTIFICATE. An award signifying completion of a program in a professional field (such as allied medical professionals, paramedicals, and teacher aides). Typically, the program covers a span of two years or less, but if longer, it involves course work below the graduate level.

5. ASSOCIATE DEGREE (TWO YEARS OR MORE). The degree granted on completion of an educational program that is not of a baccalaureate level and that requires at least two but less than four academic years of college work.

6. BACHELOR'S DEGREE. Any earned academic degree carrying the title of Bachelor.

7. MASTER'S DEGREE. Any earned academic degree carrying the title of Master. In liberal arts and sciences, the degree customarily is granted on successful completion of one or two academic years of work beyond the bachelor's level. In professional fields, it is an advanced professional degree carrying the master's designation (such as M.S. [Master of Surgery or Master of Science], M.S.W. [Master of Social Work]) earned after the first professional degree.

8. FIRST PROFESSIONAL DEGREE. The first earned degree in a professional field. The following degrees are included:

- Dentistry (D.D.S. or D.M.D.)
- Law, General (L.L.B. or J.D. [if J.D. is the first professional degree])
- Medicine (M.D.)
- Optometry (O.D.)
- Osteopathic Medicine (D.O.)
- Podiatry (Pod.D., D.P., or P.M.)
- Theological Professions, General (B.D., D.D., S.T.B.)
- Veterinary Medicine (D.V.M.)

9. DOCTORAL DEGREE. An earned academic degree carrying the title of Doctor. Not included are first professional degrees such as M.D. or D.D.S.

10. OTHER. Includes all other categories of earned degrees/diplomas/ certificates, such as specialist degrees for work completed toward a certificate (for example, Educational Specialist).

HIGH-SCHOOL-EQUIVALENCY EXAMINATIONS. Examinations approved by a state department of education or other authorized agency that are intended to provide an appraisal of a student's achievement or performance in the broad subject matter areas usually required for high-school graduation. The tests of General Educational Development (GED) are the most widely recognized high-school-equivalency examinations.

HIGH-SCHOOL GRADUATES. Students who have received formal recognition for successful completion of the prescribed secondary-school program of studies.

HIGH-SCHOOL RANK. The rank of each student in his or her high-school graduating class. The recommended quartiles for grouping students are:

- 75-100%
- 50-74%
- 25-49%
- Below 25%

INCOME-LEVEL RANGES. Family-income level is required for many administrative and analytical purposes. The ranges to be used for summarizing income data have varied significantly. Two major sources that summarize income data by range are Bureau of the Census and funders of student financial aid. The ranges they use are:

Income Ranges in Published Census Data for 1970	Income Ranges Required on Most Student-Income Forms
less than $1,000	- $ 5,999
$ 1,000 - $ 1,999	$ 6,000 - $ 8,999
$ 2,000 - $ 2,999	$ 9,000 - $11,999
$ 3,000 - $ 3,999	$12,000 - $14,999
$ 4,000 - $ 4,999	$15,000 - $19,999
$ 5,000 - $ 5,999	$20,000 and over
$ 6,000 - $ 6,999	
$ 7,000 - $ 7,999	
$ 8,000 - $ 8,999	
$ 9,000 - $ 9,999	
$10,000 - $11,999	
$12,000 - $14,999	
$15,000 - $24,999	
$25,000 - $49,999	
$50,000 or more	

Note: Although published census data show $1,000 intervals up to $10,000, detailed census tapes continue the $1,000 intervals up to $30,000.

It must be pointed out, however, that both of these sets of published income ranges need to be changed to reflect the vast shift in earnings where many middle-income families are now in the $15,000 to $30,000 income bracket.

INDUSTRY CLASSIFICATION. A structure for categorizing establishments by type of industrial activity that was developed by the Executive Office of the President, Bureau of the Budget and published in the Standard Industrial Classification (SIC) Manual, (Washington, D.C.: Government Printing Office, 1972). This classification system originally was developed for the 1970 census and consists of 84 major groups summarized into the following 11 industry divisions:

- Agriculture, Forestry, and Fishing
- Mining
- Construction
- Manufacturing
- Transportation, Communications, and Electric, Gas, and Sanitary Services
- Wholesale Trade
- Retail Trade
- Finance, Insurance, and Real Estate
- Services
- Public Administration
- Nonclassifiable Establishments

INTEREST PAID. Any amount paid for interest purposes from any fund.

INSTITUTIONAL CODE. Unique code designations for postsecondary institutions. Detailed information can be obtained from the National Center for Education Statistics (NCES) in Washington, D.C.

1. FEDERAL INTERAGENCY COMMITTEE ON EDUCATION (FICE) CODE. An unstructured number assigned to each higher-education institution by the Federal Interagency Committee on Education. This code will remain as a unique institutional identification number for the life of the institution.

2. ALL OTHER INSTITUTIONS. Other institutions (such as those included in the Directory of Postsecondary Schools with Occupational Programs) have assigned a code comprised of a state code and a serial number.

INSTITUTIONAL HOUSING, NUMBER OF STUDENTS LIVING IN. The number of students living in institutional housing as of the housing census date. Includes students living in overcapacity space as well as regular capacity space.

INSTITUTIONAL HOUSING, NUMBER OF STUDENT SPACES AVAILABLE. The total student spaces available in institutional housing as of the housing census date. Only regular occupancy spaces are counted.

INSTITUTION CONTROL/LEGAL IDENTITY. The constituency to which the institution has primary legal responsibility.

1. PUBLIC. Control of policy and funding originating directly or indirectly from a constitutionally defined form of government. The following subcategories generally are used: federal, state, territorial, school district, county, township, and city.

2. PRIVATE. Control of policy and funding originating primarily from a nongovernmental entity. The following subcategories generally are used: profit making, independent, nonprofit, and affiliated with religious group.

3. OTHER. Control of policy and funding originating from a combination of governmental and nongovernmental entities.

LIABILITIES. Can include accounts payable and accrued liabilities; notes, bonds, and mortgages payable; deposits; deferred revenues; and contracts payable.

LONG-TERM DEBT. A debt payable more than one year after date of issue.

MANPOWER-RESOURCE CATEGORIES. Certain general categories of employees who primarily perform certain general kinds of activities. Each category of employee represents a different kind of manpower resource available to an institution. The following categories provide for the classification of manpower resources at institutions of postsecondary education. The categories are derived from Dennis P. Jones and Theodore H. Drews, A Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education (Washington, D.C.: Government Printing Office, 1977).

1. EXECUTIVE/ADMINISTRATIVE/MANAGERIAL PROFESSIONALS. Includes employees who exercise primary responsibility for management of the institution or of a customarily recognized department or its subdivision and who devote no more than 20 percent of their work week to Fair Labor Standards Act (FLSA) nonexempt work. Assignments may require the performance of work directly related to management policies or general business operations of the institution or the performance of functions in the administration of a department or its subdivision directly related to academic instruction.

   This category conventionally will include employees with such job titles as president, controller, dean, director, assistant to the president, assistant dean, assistant director, and coordinator. It may not include the head, chairperson, or other administrative assignee within a department or similar unit unless that person is primarily an administrator exercising specific administrative authority while other activities are secondary.

   It is assumed that assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment and to direct the work of others. The subcategories are:

   1.1 Assignment at this top level requires reporting either to the top executive officer or to the governing board for the operation of a system, institution, or a principal phase or portion of the institutional operation.

   1.2 Assignment requires the administration of a group of programs or a major operational unit while normally reporting to an officer holding a top executive appointment.

1.3 Assignment requires either the administration of an operational unit or program or the sharing of responsibility for a major unit with an administrator at a higher level.

1.4 Assignment requires administrative support above the clerical level to a manager at a higher level while engaging directly in specific administrative activities within a unit or subdivision or having first-line supervisory responsibilities.

2. INSTRUCTION/RESEARCH PROFESSIONALS. Includes employees who customarily receive assignments for the purpose of instruction and/or research (a combination of those activities is most common).

It must be recognized that these classifications derive from the institution's perception of the employees and that such perceptions are reflected most accurately in the assignments made. Thus a president or vice-president of the institution or the dean of a college, even though they may also carry the title of professor, are not members of the Instruction Research Professionals classification unless they normally spend at least 50 percent of their time in instruction and research activities.

The term faculty advisedly is not used in a determining or definitive sense to describe this activity because that term has no universal or agreed-upon meaning for staff-group coverage among institutions of postsecondary education. While the traditional faculty titles are used in the subcateogries because they do make some contribution to understanding, they are used reluctantly. This reluctance derives from the knowledge that these terms, too, have lost universal meaning if, indeed, they ever had it. The following discussion permits classification of undesignated-rank staff, researchers, visiting scholars, and so forth on a single scale.

2.1 Senior Instruction/Research. Assignment and classification at this top level implies a full level and scope of academic and scholarly responsibility and experience in the professional field.

The institution expects leadership in some aspect(s) of academic and scholarly performance, such as curriculum development, excellence in teaching, and development of knowledge. Commonly, assignment and classification at this level may be associated with such titles as professor and associate professor.

2.2 Junior Instruction/Research. Assignment and classification at this next level implies professional responsibility and experience at any entry or intermediate level, with considerable latitude of independence in the performance of assignments, but with limitations on the freedom to select and structure these assignments. Commonly, assignment and classification at this level may be associated with such titles as assistant professor and instructor.

2.3 Graduate Student. Assignment and classification at this level implies performance with guidance from others exercising primary responsibility. The category typically is staffed by people with student status at the employing institution and may be associated with such titles as teaching associate, teaching assistant, and teaching fellow.

3. SPECIALIST/SUPPORT PROFESSIONALS. Includes employees who are given assignments requiring knowledge of an advanced type in a field of science or learning, or original and creative work in an artistic field. Typically, no more than 20 percent of the work week is devoted to FLSA nonexempt work.

This category has a number of features in common with the previous two classifications, Executive/Administrative/Managerial Professionals and Instruction/Research Professionals. Persons in these three categories conventionally are drawn from the same or similar education, training, experience, and vocational backgrounds. Typically, there is some intercategory mobility among these three categories, and all three (and only these three) are in the Fair Labor Standards Act exempt category. It is common for persons classified and assigned to this occupational category to have secondary or permanent occupational titles derived from the Instruction/Research Professionals category or to be lumped with the previous two classifications in a group called academic.

The category of Specialist/Support Professionals includes such employees as pathologists, pharmacists, attorneys, librarians, accountants, architects, systems analysts, psychologists, counselors, and so forth, who are employed for the primary purpose of performing or operating in the areas of academic support, student services, and institutional support. This does not include individuals who have executive or managerial (supervisory) responsibilities in these areas.

A useful set of subcategories in this classification may be derived from the educational qualifications conventionally required at different levels.

3.1 The advanced-level assignment and classification would require that the incumbent normally would have attained a doctoral degree or equivalent.

3.2 The intermediate-level assignment and classification would require that the incumbent normally would have attained a master's degree or equivalent.

3.3 The entry-level assignme and classification would require that the incumbent norm y would have atta ned a bachelor's degree or equivalent.

4. TECHNICAL EMPLOYEES. Includes employees who exercise specialized knowledge and skills of the type normally acquired in postsecondary-education programs that do not lead to a bachelor's degree, but that do lead to recognition of completion of a planned and sequential program. Such technical staff may be computer operators, dental assistants, photographers, draftsmen, position-classification specialists, airplane pilots, practical nurses, occupational therapists, ornamental horticulturists, engineering technologists, and so forth. While these skills normally are acquired in formal postsecondary-educational programs, incumbents also may have acquired them through experience.

   Subcategories in this classification are indicated for institutional convenience only. Interinstitutional comparison and reporting by subdivisions in this classification do not seem warranted, given the state of the art of classification, because manpower markets and characteristics are predominantly localized. Standard definitions may be developed in the future as demand indicates the need and as more is learned about this manpower category in postsecondary-education institutions. For its own purposes the institution may distinguish:

   4.1 Advanced-level classification and assignment

   4.2 Intermediate-level classification and assignment

   4.3 Entry-level classification and assignment

5. OFFICE/CLERICAL EMPLOYEES. Includes employees who perform clerical and secretarial duties in offices or other locations in which one customarily finds clerical staff. This includes secretaries, typists, bookkeepers, file clerks, inventory clerks, and so forth; they may be found in such locations as offices, warehouses, motor pools, and laboratories.

   Subcategories in this classification are indicated for institutional convenience only. Interinstitutional comparison and reporting by subdivisions in this classification do not seem warranted, given the state of the art of classification, because manpower markets and characteristics are predominantly localized. Standard definitions may be developed in the future as demand indicates the need and as more is learned about this manpower category in postsecondary-education institutions. For its own purposes the institution may distinguish:

   5.1 Advanced-level classification and assignment

   5.2 Intermediate-level classification and assignment

5.3 Entry-level classification and assignment

6. CRAFTS AND TRADES EMPLOYEES. Includes employees who perform manually skilled activities in a craft or trade, including air-conditioning installers, appliance-repair workers, auto mechanics carpenters, electricians, roofers, painters, plumbers, and so forth. Persons so employed may have derived their skills from trade or vocational schools or may have served (or be serving) apprenticeships.

   Interinstitutional comparison and reporting by subdivision in this classification do not seem warranted, given the state of the art of classification, because manpower markets and characteristics are predominantly localized. This localization of conditions is particularly reflected in the regional variations in trade-union activities and arrangements. For its own purposes the institution may distinguish:

   6.1 Advanced-level classification and assignment. For some trades, this may correspond to the trade's own classification as master.

   6.2 Intermediate-level classification and assignment. This may correspond to the trade's own classification as journeyman.

   6.3 Entry-level classification and assignment. This may correspond to the trade's own classification as apprentice.

7. SERVICE EMPLOYEES. Includes employees assigned to activities requiring only a limited amount of previously acquired skills and knowledge. It includes such employees as custodians, groundskeepers, security guards, food-service workers, drivers, messengers, and so forth.

   It is particularly with respect to this classification that interinstitutional comparisons or other reporting of anything but aggregate data from this category do not seem warranted given the state of the art of classification and the extreme localization of the manpower markets and characteristics. For the institution's own convenience, and for its own purposes, such as salary schedules the institution may distinguish:

   7.1 Advanced-level classification and assignment

   7.2 Intermediate-level classification and assignment

   7.3 Entry-level classification and assignment

When using these categories to report employee full-time equivalent (FTE) counts, an individual with more than one function would be counted by the appropriate FTE in each applicable category. (See EMPLOYEE COUNTS.)

MINIMUM ADMISSIONS REQUIREMENTS. The following reflect some of the usual minimum requirements for admission as a regular student to an institution in the lowest postsecondary-education program:

- Only the ability to profit from attendance
- High-school graduation or recognized equivalent
- High-school graduation, plus an indication of superior academic aptitude (class standing, grades, curriculum, particular school, test scores)
- Two-year graduation
- Four-year college graduation
- Other

NATIONALLY RECOGNIZED ACCREDITING AGENCIES. The following agencies are recognized as having the authority to accredit postsecondary-education institutions within their jurisdiction:

- Middle States Association of Colleges and Secondary Schools, Commission on Higher Education
- New England Association of Schools and Colleges, Commission on Institutions of Higher Education
- New York Board of Regents
- North Central Association of Colleges and Schools, Commission on Institutions of Higher Education
- Northwest Association of Schools and Colleges, Commission on Colleges
- Southern Association of Colleges and Schools, Commission on Colleges
- Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities and Accrediting Commission for Community and Junior Colleges

NATIONALLY RECOGNIZED PROFESSIONAL ACCREDITING ASSOCIATIONS. Certain professional and specialized programs must be accredited by nationally recognized professional associations. The following is a list of all the nationally recognized professional accrediting associations and the programs they accredit:

- Accrediting Bureau of Medical Laboratory Schools
  - Medical Assistant Education (private schools or programs)
  - Medical Laboratory Technician Education

- Accrediting Commission on Graduate Education for Hospital Administrators
  - Hospital Administration (graduate-degree programs)

- American Assembly of Collegiate Schools of Business
  - Business (baccalaureate- and master's-degree programs)

- American Association of Bible Colleges
  - Bible-College Education (three-year institutes, four- and five-year colleges)

- American Association of Nurse Anesthetists
  - Nurse Anesthesia (professional schools)

- American Bar Association
  - Law (professional schools)

- American Board of Funeral Service Education
  - Funderal Service Education (independent schools, collegiate departments)

- American Council on Education for Journalism
  - Journalism (baccalaureate-professional programs)

- American Council on Pharmaceutical Education
  - Pharmacy (professional schools)

- American Dental Association
  - Dental Assisting
  - Dental Hygiene
  - Dental Laboratory Technician Education
  - Dentistry (programs leading to D.D.S. or D.M.D. degrees and dental specialities)

- American Dietetic Association
  - Dietetics (coordinated undergraduate programs in dietetics and dietetic internships)

- American Library Association
  - Librarianship (master's-degree programs)

- American Medical Association, Council on Medical Education
  - Assistant to the Primary Care Physician Education
  - Certified Laboratory Assistant Education
  - Cytotechnology
  - Histologic Technician Education
  - Inhalation Therapy Technologist
  - Medical Assistant Education
  - Medical Laboratory Technician Education
  - Medical Record Administrators
  - Medical Record Librarian
  - Medical Record Technician Education
  - Medical Technology
  - Nuclear Medicine Technologist or Technician Education
  - Occupational Therapy
  - Physical Therapy
  - Radiation Therapy Technology
  - Radiologic Technology
  - Respiratory Therapy
  - Specialist in Blood Bank Technology Education
  - X-Ray Technology

NATIONALLY RECOGNIZED PROFESSIONAL ACCREDITING ASSOCIATIONS (Continued)

- American Medical Association and Association of American Medical Colleges, Liaison Committee on Medical Education
  - Medical Sciences, Basic (programs leading to M.D. degree)
  - Medicine (programs leading to M.D. degree)
- American Optometric Association
  - Optometry (professional schools)
- American Osteopathic Association
  - Osteopathic Medicine (programs leading to D.O. degree)
- American Podiatry Association
  - Podiatry (baccalaureate and professional programs)
- American Psychological Association
  - Psychology, Clinical (doctoral programs only)
  - Psychology, Counseling (doctoral programs only)
  - Psychology, School (doctoral programs only)
- American Public Health Association
  - Public Health
- American Society of Landscape Architects
  - Landscape Architecture (first-professional-degree programs)
- American Speech and Hearing Association
  - Audiology (master's-degree programs)
  - Speech Pathology (master's-degree programs)
- American Veterinary Medical Association
  - Veterinary Medicine (professional programs leading to D.V.M. or V.M.D. degrees)
- Association of Advanced Rabbinical and Talmudic Schools
  - Rabbinical and Talmudic Ed cation
- Association of Indeoendent Colleges and Schools
  - Business (private junior colleges)
  - Business (private senior colleges)
- Association of Theological Schools
  - Theology (graduate professional schools)
- Cosmetology Accrediting Commission
  - Cosmetology
- Council on Chiropractic Education
  - Chiropractic Education (programs leading to D.C. degree)

- Council on Education for Public Health
  - Public Health (graduate professional schools of public health)
- Council on Social Work Education
  - Social Work (baccalaureate- and master's-degree programs)
- Engineers' Council for Professional Development
  - Engineering (first professional degree curriculums)
  - Engineering Technology (associate and baccalaureate degrees)
- National Architectural Accrediting Board, Inc.
  - Architecture (professional schools)
- National Association for Practical Nurse Education and Service
  - Nursing (practical-nurse programs)
- National Association of Schools of Art
  - Art (professional schools and programs)
- National Association of Schools of Music
  - Music (baccalaureate- and graduate-degree programs)
- National Council for Accreditation of Teachers Education
  - Teacher Education (baccalaureate- and graduate-degree programs)
- National League for Nursing
  - Nursing (associate-degree program)
  - Nursing (baccalaureate- and master's-degree program)
  - Nursing (practical-nurse program)
- Society of American Foresters
  - Forestry (professional schools)

NONDEGREE-RELATED INSTRUCTION. Those instructional offerings that are not part of one of an institution's formal degree or certificate programs. The following categories could be used:

1. GENERAL-STUDIES INSTRUCTION (NONDEGREE). Includes those instructional offerings that are not part of formal degree or certificate programs and that are intended to provide the learner with the knowledge, skills, and attitudes that typically are associated with an academic discipline (such as literature, mathematics, or philosophy).

   In classifying offerings in this subprogram, the user should determine whether they lend themselves to classification in one of the traditional academic disciplines typically grouped as the liberal arts. If they can be classified in such a discipline category and if they are not part of a formal degree or certificate program, they should be included in this subprogram.

Categories related to subject area, credit/noncredit status, course leve and delivery mechanism can be used to further describe instructional offerings within this subprogram. Examples are nondegree offerings in great books, painting and sculpture, fine arts, and foreign languages for travel.

2. OCCUPATION-RELATED INSTRUCTION. Those instructional offerings that are not offered as part of a certificate or degree program but that are carried out in order to provide the learner with the knowledge, skills, and background related to a specific occupation or career.

   The instructional offerings classified in this category should focus on the role of the individual as a worker rather than upon one's role as a member of society or the family or as a user of leisure time. Categories related to subject area, credit/noncredit status, course level, and delivery mechanism can be used to further describe instructional offerings within this subprogram. Examples are nondegree-related continuing-education offerings for physicians and nondegree-related career/vocational courses.

3. SOCIAL ROLES/INTERACTION INSTRUCTION. Those instructional offerings that are not offered as part of a certificate or degree program but that are carried out in order to provide the learner with the knowledge, skills, and capabilities needed to function as a member of or to interact within society and the variety of social institutions within society.

   It includes those offerings that deal with the person as a member of a social organization or institution. Such social institutions include but are not limited to the church, the community, and organizations associated with the various levels of government. Categories related to subject area, credit/noncredit status, level, and delivery mechanism can be used to further describe instructional offerings within this category. Examples are civil-defense orientation programs; nondegree offerings in citizenship, current events/community programs, consumerism; church-sponsored offerings dealing with religious teachings; and language offerings for persons seeking U.S. citizenship.

4. HOME AND FAMILY LIFE INSTRUCTION. Those instructional offerings that are not offered as part of a certificate or degree program but that are carried out in order to provide the learner with knowledge, skills, and capabilities related to the establishment, maintenance, and improvement of a home; to the carrying out of those functions typically associated with the conduct of a household; or to the person's responsibilities as a member of the family unit.

This category includes those offerings that focus solely on the individual's role as a member of a family or household rather than upon one's role as a worker, member of a social organization or user of leisure time. Categories related to subject area, credit/noncredit status, level, and delivery mechanism can be used to further describe instructional offerings within this subprogram. Examples are child care and development, gardening, do-it-yourself building and repair skills, household budgeting, homemaking, and sewing and cooking (if not offered as a recreational pursuit such as gourmet cooking).

5. PERSONAL INTEREST AND LEISURE INSTRUCTION. Those instructional activities that are not offered as part of a certificate or degree program but that are carried out to provide learners with the knowledge, skills, and capabilities they desire to further develop their own level of intellectual attainment, to support their own recreational or avocational pursuits, or to improve their day-to-day living skills.

   The activities included in this category focus on the individual as a user of leisure time rather than upon the individual as a member of a social institution or on occupational and career-related needs. Categories related to subject area, credit/noncredit status, level, and delivery mechanism can be used to further describe instructional offerings within this category. Examples are nondegree offerings in morals and ethics, crafts, leadership development (if not specific to a particular organization or social institution), training of pets, physical fitness, speed reading, driver training, and personality development.

OCCUPATIONAL CLASSIFICATION. A structure for categorizing occupations that has been developed by the U.S. Department of Commerce and published in the Office of Federal Statistical Policy and Standards, Standard Occupational Classification Manual (Washington, D.C.: Government Printing Office, 1977). This document incorporates the Dictionary of Occupational Titles. The following are the occupational classes:

1. ADMINISTRATIVE, ENGINEERING, SCIENTIFIC, TEACHING, AND RELATED OCCUPATIONS, INCLUDING CREATIVE ARTISTS:

   - Executive, Administrative, and Managerial Occupations
   - Engineers and Architects
   - Natural Scientists and Mathematicians
   - Social Scientists, Social Workers, Religious Workers, and Lawyers
   - Teachers, Librarians, and Counselors
   - Health Diagnosing and Treating Practitioners
   - Registered Nurses, Pharmacists, Dieticians, Therapists, and Physician's Assistants

OCCUPATIONAL CLASSIFICATION (Continued)

2. TECHNICAL, CLERICAL, SALES, AND RELATED OCCUPATIONS:

- Health Technologists and Technicians
- Technologists and Technicians, Except Health
- Marketing and Sales Occupations
- Clerical Occupations

3. SERVICE AND MILITARY OCCUPATIONS:

- Service Occupations
- Military Occupations

4. FARMING, FORESTRY, FISHING, AND HUNTING OCCUPATIONS:

- Agricultural and Forestry Occupations, Fishers and Hunters

5. PRODUCTION OCCUPATIONS, INCLUDING CONSTRUCTION, EXTRACTIVE, TRANSPORT, AND RELATED OCCUPATIONS:

- Transportation and Material Moving Occupations
- Mechanics and Repairers
- Production Working Occupations
- Material Handlers, Equipment Cleaners, and Laborers
- Miscellaneous Occupations

OCCUPATIONAL STATUS AT TIME OF GRADUATION. Identification of the status of program completers concerning their interest in seeking a job and their success in securing a job as follows:

- Not intending to seek a job
- Intending to seek a job within six months
- Seeking a job currently
- Having secured a job

Occupational Classification might be used in classifying jobs obtained. The following status categories might be used for those who have secured a job:

- Job/Program Relation. Identifies the extent to which program completers who have secured a job are in a job related to their field of study.
- Job Consideration. Identifies how the program completers view the job they have secured.
- Job Location. Identifies the number of program completers who have secured a job in state versus out of state.
- How Job Was Found. Indicates what sources were most useful in helping program completers identify the job they secured.

PAYMENTS MADE ON PRINCIPAL DURING YEAR. The amount used to reduce the principal of loans regardless of the source of funds.

POPULATION ACTUAL COUNTS. The 1970 census count, conducted by the U.S. Department of Census, Bureau of the Census, represents those who, at the time of the survey, considered a given place their usual place of residence. This is interpreted generally as the place a person lives and sleeps rather than the legal or voting residence. Members of the armed forces at military installations are counted in the area in which the installation is located. Crews of Navy vessels are reported as residents of the home port to which the vessel is assigned. Other crew are counted with the home-port residence if the vessel was docked on census day. They are not counted otherwise. College students are reported in the area in which they were living while attending college. Inmates of institutions are reported with the area in which the institution is located if they are located at the institution for a considerable length of time.

POPULATION ESTIMATES. Estimates of state population are conducted annually by the Bureau of the Census and each state under the Federal-State Cooperative Program. These estimates of the population for years in between the decennial census are based on the average of several methods utilizing data on state births, deaths, school enrollments, Medicare statistics, and tax returns, among others. Preliminary data, and often final estimates, are available for the preceding year.

PREDOMINANT CALENDAR SYSTEM. The method by which the institution structures most of its courses for the calendar year. The following systems are typical:

1. QUARTER. The quarter calendar consists of three quarters of approximately 12 weeks for each quarter of instruction. There may be an additional quarter in the summer.

2. SEMESTER. The semester calendar consists of two semesters during the typical academic year with approximately 16 weeks for each semester of instruction. There may be an additional summer session.

3. TRIMESTER. The trimester calendar is composed of three terms with approximately 15 weeks for each term of instruction.

4. 4-1-4 PLAN. The 4-1-4 calendar is composed of four courses taken for four months, one course taken for one month, and four courses taken for four months. There may be an additional summer session.

PRIVATE/INDEPENDENT EDUCATIONAL INSTITUTION. An educational unit for which a nongovernmental body retains primary responsibility.

PROGRAM CLASSIFICATION STRUCTURE (PCS). A set of categories and related definitions that allows its users to examine the operations of a postsecondary education institution as they relate to the accomplishment of that institution's objectives. The PCS is derived from Douglas Collier, _Program Classification Structure_, 2nd ed., Technical Report 106 (Boulder, Colo.:

National Center for Higher Education Management Systems, 1978). The nine programs in the PCS are as follows:

1. INSTRUCTION. Those activities carried out for the express purpose of eliciting some measure of educational change in a learner or group of learners. Educational change is defined to include: (1) the acquisition of improved understanding or some portion of a body of knowledge, (2) the adoption of new or different attitudes, and (3) the acquisition or increased mastery or a skill or set of skills.

   The activities that may be carried out to elicit these educational changes include teaching activities as well as faciliting activities (which are more commonly associated with the design and guidance of a learning experience than with teaching something to a learner). The facilitating role can be distinguished from that of academic advising in that it is an integral part of the design and conduct of the instructional program, while academic advising generally is carried out as a support function for an instructional program. Therefore academic-advising activities are classified within the Academic Support program. The Instruction category includes both credit and noncredit instructional offerings.

2. RESEARCH. Those activities intended to produce one or more research outcomes, including the creation of new knowledge, the organization of knowledge, and the application of knowledge.

   Included are those activities carried out with institutional funds as well as those carried out under the terms of agreement with agencies external to the institution. Research activities may be conducted by any number of organizational entities, including research divisions, bureaus, institutes, and experimental stations. Instructional activities, such as workshops, short courses, and training grants, should not be classified within the Research program but should be classified as part of Instruction unless they serve the specific criteria outlined for inclusion within the Public Service program.

3. PUBLIC SERVICE. Those activities that are established to make available to the public the various unique resources and capabilities of the institution for the specific purpose of responding to a community need or solving a community problem.

   Included are the provision of institutional facilities as well as those services of the faculty and staff that are made available outside the context of the institution's regular instruction and research programs. Instructional activities should be classified in the Public Service program only if they can be shown to meet the criterion of making available institutional resources and expertise outside the context of the

the instruction program, rather than simply extending the instruction program. Consulting activities should be classified in the Public Service program.

4. ACADEMIC SUPPORT. Those activities that are carried out in direct support of one or more of the three primary programs: Instruction, Research, and Public Service.

The activities that should be classified in this program include: (1) activities related to the preservation, maintenance, and display of the stock of knowledge and educational materials (for example, libraries and museums); (2) activities that directly contribute to the way in which instruction is delivered or research is conducted (such as educational media services, academic computing support, and ancillary support); (3) activities directly related to the administration of academic programs; and (4) the development of academic personnel.

The activities that should be classified in the Academic Support program differ from those classified in the other support programs in that they are carried out in direct support of one or more of the three primary programs.

5. STUDENT SERVICE. Those activities carried out with the objective of contributing to the emotional and physical well being of the students, as well as to their intellectual, cultural, and social development outside the context of the institution's formal instruction program.

The Student Service program attempts to achieve this objective by: (1) expanding the dimensions of the student's educational and social development by providing cultural, social, and athletic experiences; (2) providing those services and conveniences needed by students as members of an on-campus, resident student body; (3) assisting students in dealing with personal problems and relationships as well as with their transition from student to member of the labor force; and (4) administering a program of financial support for students.

6. INSTITUTIONAL ADMINISTRATION. Those activities carried out to provide for the day-to-day functioning as well as the long-range viability of the institution as an operating organization.

The overall objective of the Institutional Administration program is to provide for the instituti n's organizational effectiveness and continuity. It does this by: (1) providing for planning and executive direction; (2) providing for administrative and logistical services; (3) enhancing relationships with the institution's constituencies; (4) providing services and conveniences for the employees of the institution, and (5) recruiting and admitting students to the institution's education program.

7. PHYSICAL-PLANT OPERATIONS. Those activities related to maintaining existing grounds and facilities, providing utility services, and planning and designing future plant expansions and modifications. The actual capital expenditures used for plant expansion and modification should not be classified in the PCS.

8. STUDENT FINANCIAL SUPPORT. Includes only the financial assistance provided to students in the form of outright grants, trainee stipends, and prizes, awarded by and/or administered through the institution.

   Included in this program are tuition and fee waivers and remissions, as well as all gifts and prizes to students that represent outright grants and are not contingent upon the student rendering services to the institution. Intercollegiate athletic scholarships also should be classified here, even though they generally entail some service in the form of participation in the institution's athletic program.

   Excluded are waivers or remissions of tuition and fees granted as a result of either faculty or staff status or family relationship of students to faculty or staff. Such waivers and remissions should be recorded as staff fringe-benefit expenses and categorized elsewhere in the PCS. (For example, if the staff member is primarily involved in providing instruction, those expenses would be classified appropriately within the Instruction program.) Also excluded from this program are loans (which represent conversion of assets) and work/study assistance (which is a payment for services rendered and should therefore be classified within the particular subprogram in which the services are rendered).

9. INDEPENDENT OPERATIONS. Provides the capability to classify those program elements that are independent of or unrelated to the primary missions of the institution.

   The Independent Operations program includes those operations that are owned or controlled by the institution as investments, but only if they are financed from the institution's current operations. Operations that represent investments of the institution's endowment funds should not be classified in the PCS.

PROGRAM/COURSE SITE. The location where a program/course is offered (which may not be the same as the institution's campus).

PROGRAM COMPLETERS. Those students who have satisfied the requirements needed to earn a degree, certificate, or diploma awarded by an institution.

PROGRAM LEVEL. The levels at which a postsecondary-education institution offers formal awards or recognition in each program. The following categories are recommended:

1. CERTIFICATE OR DIPLOMA (LESS THAN ONE YEAR) PROGRAM. A course of study or program offered by a postsecondary-education institution designed for completion in less than one academic year and terminating in the award of a certificate or diploma.

2. CERTIFICATE OR DIPLOMA (ONE YEAR OR MORE) PROGRAM. A program offered by a postsecondary-education i titution designed for completion in one to two academic years and terminating in the award of a certificate or diploma.

3. ASSOCIATE-DEGREE (TWO YEARS OR MORE) PROGRAM. An educational program that is below the baccalaureate level, that requires at least two but fewer than four academic years of postsecondary-education work, and that terminates in the award of an associate degree.

4. BACHELOR'S-DEGREE PROGRAM. An educational program that generally requires four to five academic years and that terminates in the award of a bachelor's degree.

5. MASTER'S-DEGREE PROGRAM. An educational program at the graduate level that terminates in any earned academic degree carrying the title of master. In liberal arts and sciences, the degree customarily is granted on successful completion of one or two academic years of work beyond the bachelor's level. In professional fields, it is an advanced professional degree carrying the master's designation (for example, M.S. [Master of Surgery or Master of Science], M.S.W. [Master of Social Work]) earned after the first professional degree.

6. FIRST-PROFESSIONAL-DEGREE PROGRAM. An educational program that terminates in an earned degree in a professional field. The specific professional programs included in this category are:

   - Dentistry (D.D.S. or D.M.D.)
   - Law, General (L.L.B. or J.D. [if J.D. is the first professional degree])
   - Medicine (M.D.)
   - Optometry (O.D.)
   - Osteopathic Medicine (D.O.)
   - Podiatry (Pod.D., D.P., or P.M.)
   - Theological Professions, General (B.D., D.D., S.T.B.)
   - Veterinary Medicine (D.V.M.)

7. DOCTORAL-DEGREE PROGRAM. An educational program at the graduate level that terminates in any earned academic degree carrying the title of doctor. (Not to be included in this category are first professional degrees such as M.D. or D.D.S.)

8. OTHER PROGRAM. Includes any educational programs that terminate in other types of earned degrees/diplomas/certificates, such as specialist degrees for work completed toward a certificate (for example, Education Specialist).

PUBLIC ED' INSTITUTION. An educational unit for which ome local, stat ral governmental agency retains primary responsibility.

RACE/ETHNI ?ICATION. Categorization of individuals according to the race/etuuic categories to which they belong, are regarded by the community as belonging, or categorize themselves as belonging.

This concept of race/ethnic identification and the following categories are those used by the U.S. Office for Civil Rights, the Equal Employment Opportunity Commission, and other federal agencies in confority with recommendations by the Office of Management and Budget (OMB) Ad Hoc Committee on Race/Ethnic Categories in 1976. The categories are as follows:

1. BLACK, NOT OF HISPANIC ORIGIN. A person having origins in any of the black racial groups of Africa.

2. HISPANIC. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

3. ASIAN OR PACIFIC ISLANDER. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

4. AMERICAN INDIAN OR ALASKAN NATIVE. A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

5. WHITE, NOT OF HISPANIC ORIGIN. A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

NON-U.S. CITIZENS are to be reported as follows:

- For student reporting, nonresident aliens (those individuals who have not been admitted to the United States for permanent residence) are reported only as totals and are not identified by race/ethnic categories.
- For employee reporting, foreign nationals are reported separately as well as included with statistics reported for full-time staff by occupational activity and are identified by race/ethnic category.

REPORTING-UNIT STRUCTURE. The type of organization that identifies the institution for reporting purposes.

1. SINGLE-CAMPUS INSTITUTION. A postsecondary-education institution that conducts its programs at a single site.

2. PARENT INSTITUTION/MAIN CAMPUS. Usually the location of the core, primary, or most comprehensive program (in institutions consisting of a main campus and one or more branch campuses). Unless the institutionwide or central administrative office of such institutions is reported to be at a different location, the main campus is also the location of the central administrative office.

3. BRANCH CAMPUS. A campus or division of an organization that is organized on a relatively permanent basis (that is, has a relatively permanent administration), that offers an organized program or programs of study (as opposed to courses), and that is located in a community different from that in which its parent organization is located. Being in a community different from that of the parent institution means that a branch is located beyond a reasonable commuting distance from the main campus of the parent institution.

4. CAMPUS IN A MULTICAMPUS SYSTEM. An administratively equal campus in a complex of two or more institutions, each separately organized or independently complete, under the control or supervision of a single administrative body.

5. CENTRAL OFFICE. The administrative body or component that supervises the various administratively equal campuses in a multicampus system.

REQUISITE PREPARATORY/REMEDIAL INSTRUCTION. Those instructional offerings carried out to provide the learner with the skills or knowledge required by the institution to undertake course work leading toward a postsecondary degree or certificate. These offerings, supplemental to the normal academic program, typically are designated as preparatory, remedial, developmental, or special-education services. They may be taken prior to or along with the course work leading toward the degree or certificate. They are generally noncredit offerings, although in some cases may be given and the credit requirements for the degree or certificate increased accordingly.

RESTRICTED FUNDS. Those monies that are given to an institution for a specified purpose by a particular funder and are restricted in use for that specific purpose.

ROOM-AND-BOARD CHARGES. The modal charge for an academic year for rooming accommodations to a typical student sharing a room with one other student, and the modal charge for an academic year for board (for a specified number of days per week) to a typical student.

ROOM-USE CATEGORIES. Standard groups of institution areas described by primary use. These codes and definitions are those recommended by Leonard Romney, Higher Education Facilities Inventory and Classification Manual (Boulder, Colo.: National Center for Higher Education Management Systems, 1972). Standard categories that describe the use of particular assignable areas are:

1. CLASSROOM. A room used by classes that do not require special-purpose equipment for student use. (Coded as 100)

2. CLASS LABORATORY. A room used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study. (Coded as 210)

3. SPECIAL-CLASS LABORATORY. A room used primarily by informally (or irregularly) scheduled classes that require special-purpose equipment for student participation, experimentation, observation, or practice in a field of study. (Coded as 220)

4. INDIVIDUAL-STUDY LABORATORY. A room used primarily for individual student experimentation, observation, or practice in a particular field of study. (Coded as 230)

5. NONCLASS LABORATORY. A room used for laboratory applications, research, and/or training in research methodology that require special-purpose equipment for staff and/or student experimentation or observation. (Coded as 250)

6. OFFICE FACILITY. A room used by faculty, staff, or students working at a desk (or table). (Coded as 300)

7. STUDY FACILITY. A room used by individuals (a) to study books or audiovisual materials; (b) to provide shelving for library or audiovisual materials; (c) as a combination reading room and stacks; (d) as a reading/study room, stack, or open-stack reading room as a supporting service to such rooms; or (3) to serve activities in reading/study rooms, stacks, open-stack reading rooms, or processing rooms. (Coded as 400)

8. SPECIAL-USE FACILITY. A room used (a) as an armory; (b) as an armory service; (c) for athletic/physical-education activities; (d) for athletic facilities spectator seating; (e) for direct service to an athletic/physical-education facility; (f) for audio-visual, radio, and TV production, distribution, and service; (g) for the diagnosis and/or treatment of patients in a program other than medicine, dentistry, and student health care, or any room that supports these activities; (h) to practice the principles of certain disciplines, such as teaching and home economics; (i) as demonstration facilities; and (j) as field buildings, such as agricultural, meteorological, animal shelter, and greenhouse. (Coded as 500)

ROOM-USE CATEGORIES (Continued)

9. GENERAL-USE FACILITY. A room used for assembly, exhibition, food-service area, lounge, merchandising, recreation, meeting, or locker-room facilities, or a room that directly services such facilities. (Coded as 600)

10. SUPPORT FACILITY. A room used for data processing/computer, manufacture/repair/maintenance of products or equipment, storage for materials/vehicles, food processing or storage, or cleaning/washing/drying/ironing linens, and so on, or a room that directly serves such facilities. (Coded as 700)

11. HEALTH-CARE FACILITY. A room used for health-care facilities for humans as well as animals. Included are patient bedrooms and baths, nurses' stations, surgery and treatment rooms, rooms used for diagnostic support services, supplies storage area, and public waiting rooms. (Coded as 800)

12. RESIDENTIAL FACILITY. Rooms that serve as student and faculty housing (for example, sleeping rooms, apartments, and houses). Excluded are rooms that serve residential activities such as office space and food facilities. (Coded as 900)

13. UNCLASSIFIED FACILITY. Rooms not assigned, undergoing remodeling or alteration, or not completely finished in construction at the time of inventory. (Coded as 000)

SALARY CONTRACTS. The salaries of full-time faculty on either 9-month or 11/12-month bases. The term 9-month salary contract usually applied to faculty who teach for two semesters, three quarters, two trimesters, two four-month sessions, or the equivalent. Faculty who are employed for the entire year should be considered as having 11/12-month salary contracts. These faculty members are usually employed for 11 months of teaching with 1 month of vacation. (Faculty should be reported as having 9-month or 11/12-month salaries on the basis of the period of employment, not on the basis of the number of installments in which salaries are paid.)

SHORT-TERM DEBT. A debt payable is less than one year after date of issue.

STATE OR LOCAL APPROPRIATIONS. Monies received from or made available through acts of a state or local legislative body such as from state or local tax levy funds, including those taxes levied directly by the recipient group under authority granted by the state or local legislature. Includes charges, fees, and other income reappropriated by the legislature to a recipient group. However, tuition and fees collected by a postsecondary institution and returned to the institution in the form of appropriations (that is, reappropriated tuition and fees) would be excluded. Governmental contracts or grants would be excluded also.

Funds disbursed by the state, such as payments into a state retirement system on behalf of the state postsecondary institution or other recipient group should be included. State governmental grants and contracts made by a governmental agency using appropriations from the state legislature should not be included since they are not direct appropriations. If the federal government distributes funds to the state for unspecified general purposes (for example, general revenue sharing) and the state then appropriates all or a portion of those monies, these funds should be classified as state appropriations rather than federal monies.

STATE OR LOCAL EXPENDITURES. Amounts of money actually paid out by a government--net of recoveries and other correcting transactions--other than for retirement of debt, investment in securities, extension of credit, or as agency transactions. Note that expenditure includes only external transactions of a government and excluded noncash transactions such as the provision of prerequisites or other payment in kind.

1. GENERAL STATE EXPENDITURES. All state or local expenditures other than the specifically enumerated exceptions (that is, insurance trust and liquor-stores expenditures).

   - INTERGOVERNMENTAL EXPENDITURES. Amounts paid to other governments by the state or local government as fiscal aid in the form of shared revenues and grants-in-aid, as reimbursements for performance of general government activities, and for specific services for the paying government (for example, care of prisoners and contractual research), or in lieu of taxes. Excludes amounts paid to other governments for purchase of commodities, property, or utility services, any tax imposed and paid as such, and employer contributions for social insurance (for example, contributions to the federal government for old age, survivors, disability, and health insurance for state employees). Intergovernmental transfers to local governments are separately identified for elementary/secondary, vocational/technical, and postsecondary education and other.

   - EDUCATION EXPENDITURES. Funds paid in support of elementary/secondary, vocational/technical, and postsecondary education (including student aid). Postsecondary-education support is usually paid separately for institutional support and state-administered student-aid support, but institutional support can include state-funded student aid that is administered through the institution. Institutional support should be delineated by the categorization used within the state (for example, by each institution, by public and private, by major institutional grouping [university, land grants, and so forth]). For postsecondary-education planning purposes, the following educational expenditures subcategories would be used:

a. Postsecondary-Education Institutional Support
b. Postsecondary-Education Student Aid
c. All Other Educational Expenditures

- PUBLIC WELFARE. Support of and assistance to needy persons contingent upon their need. Direct expenditures include cash assistance paid by the state or local government to needy persons under the categorical programs (Supplemental Security Income and Aid to Families with Dependent Children), and under any other state-administered welfare program; segregative payments directly to private vendors for medical care (Medicaid), burials, and other commodities and services provided under welfare programs for the needy (including all direct vendor payments under medical-assistance programs); and expenditures for state administration of public-welfare programs, including the provision and operation of welfare institutions. Health and hospital services provided directly by the state and payments to local governments for such purposes are reported elsewhere. Benefits not contingent upon need, such as bonuses and other aids to veterans as a class, also fall outside the public-welfare classification.

- HEALTH AND HOSPITALS. Health services including mental-health programs, public-health research, nursing, immunization, maternal and child health, and other categorical, environmental, and general health activities. Establishment and operation of hospital facilities (and institutions primarily for care and treatment of the handicapped), provision of hospital care, and support of other public or private hospitals are included. Does not include payments for health services and hospital care administered as a part of public assistance programs.

- TRANSPORTATION. Streets, highways, airports, water transport and terminals, public transportation and structures necessary for their use, snow and ice removal, toll highway and bridge facilities, and ferries. Includes support of or reimbursement for street and highway activities of other government units.

- INTEREST ON GENERAL DEBT. Amounts paid for use of borrowed money for general expenditure purposes.

- CAPITAL OUTLAY. Direct expenditures for contract or force-account construction, for purchase of equipment (including replacements), and for purchase of land and existing structures.

- OTHER GENERAL APPROPRIATIONS/EXPENDITURES. The residual amount of expenditures for general purposes not included above. Specifically includes state financial support of natural resources (for example, agriculture, fish and game, forestry and parks), corrections, financial administration, employment security administration, police protection, general control, protective inspection and regulation, miscellaneous commercial activities, general public buildings, housing and urban renewal, and veterans services. Excludes expenditures for insurance trust and liquor stores.

2. INSURANCE-TRUST EXPENDITURE. Cash payments to beneficiaries (including withdrawals of retirement contributions) of employee retirement, contributions of employee retirement, unemployment compensation, workmens' compensation, and disability-benefit social-insurance programs. Excludes cost of administering insurance-trust activities, state contributions to programs administered by the state or by the federal government, intergovernmental expenditure for support of locally administered employee-retirement systems, and noncontributory gratuities paid to former employees.

3. OTHER (INCLUDING LIQUOR-STORES EXPENDITURE). Expenditures for purchase of liquor for resale and provision and operation of liquor stores. Excludes expenditure for law enforcement and licensing activities carried out in conjunction with liquor-store operations. Also includes all other [illegible]ation and expenditure categories not classified elsewhere.

STATE OR LOCAL REVENUES. Monies received by a government from external sources--not of refunds and other correcting transactions--other than from issue of debt, liquidation of investments, and as agency and private-trust transactions. Revenue excludes noncash transactions such as receipt of services, commodities, or other "receipts in kind."

1. GENERAL GOVERNMENTAL REVENUES. Includes all monies received by a governmental unit. This would encompass monies received from commercial-type operations (port facilities, airports, toll highways, housing projects) of governments as well as from all such agencies and activities of the federal government including its corporations and major insurance programs. Excluded are monies received from activities such as utilities, liquor stores, and insurance-trust transactions. Major categories of general government revenues, based on the nature of the revenue source, include:

   - INTERGOVERNMENTAL REVENUES. Amounts received from other governments as fiscal aid in the form of shared revenues and grants-in-aid, as reimbursements for performance of general government functions and specific services for the paying government (for example, care of prisoners and contractual research), or in lieu of taxes. Excludes amounts received from other governments for sale of property, commodities and utility services and employer contributions from local governments to state-administered retirement systems. All intergovernmental revenue is classified as general revenue.

a. INTERGOVERNMENTAL REVENUES FROM THE FEDERAL GOVERNMENT. Amounts from the federal government for direct expenditure by the state.

   - Education. Includes amounts from the federal government received for the support of schools, colleges, and other educational institutions (for example, for blind, deaf, and other handicapped individuals) and educational programs for adults, veterans, and other special classes. These funds are considered restricted.

   - General Revenue Sharing. Funds distributed to states by the federal government under the State and Local Fiscal Assistance Act of 1972. These funds are part of the unrestricted general fund.

   - Other Federal Transfers. Includes other amounts from the federal government paid to the state for such purposes as public welfare, highways, employment security administration, health and hospitals, natural resources, airports, and other purposes.

b. INTERGOVERNMENTAL REVENUES FROM LOCAL GOVERNMENTS. Amounts from local governments for shares in financial support of programs administered by the state, for reimbursements for services performed or expenditures made for them by the state, for application to debt service on state debt issued for their benefit, and for repayment of advances and contingent loans extended to them. Does not include local-government contributions to state-administered employee retirement or other insurance-trust revenue or agency transactions. Also excludes proceeds from interest on local-government securities held by the state and proceeds from state taxes on local government facilities.

c. INTERGOVERNMENTAL REVENUES FROM THE STATE GOVERNMENT. Amounts received by local-governmental units from the state government for education purposes, including elementary/secondary, vocational/technical, and postsecondary education, as well as for all other purposes.

- TAXES. Compulsory contributions exacted by a government for public purposes, except employee and employer assessments for retirement and social-insurance purposes, which are classified as insurance-trust revenue. All tax revenue comprises amounts received (including interest and penalties but excluding protested amounts and refunds) from all taxes imposed by a government. State tax revenue includes any amounts to be shared with or directly by the state, but excludes locally imposed taxes collected and returned to local governments by the state acting as collection agent. Taxes included are Sales and Gross Receipts, Individual Income, Corporation Net Income, License, Property, Death and Gift, Document and Stock Transfer, and Severance.

- CHARGES AND MISCELLANEOUS GENERAL REVENUES. Monies received from other than taxes and intergovernmental sources. Charges and miscellaneous general revenue consist mainly of "current charges" received from performance of specific services and from sales of commodities (other than utility and liquor-store proceeds) benefiting those persons without offset for costs of operations or purchases. Revenues from current charges for the following categories are separately identified.

  a. EDUCATION

  - Elementary/Secondary. Includes those revenues to the state or local government that result from charges and fees at elementary institutions (for example, schools for the blind, deaf, and other handicapped individuals; general educational-development programs for adults, veterans, and other special classes).

  - Vocational/Technical. Monies received by the state or local government from charges at vocational/technical schools. If vocational education is offered within either the elementary/secondary or postsecondary system, these charges would be included with the appropriate system.

  - All Other Educational Revenues.

b. ALL OTHER CHARGES AND MISCELLANEOUS GENERAL REVENUES. Amounts received from the public for performance of specific services benefiting the person charged, and from sales of commodities and services, except liquor-store sales, not included above. Includes fees, assessments, and other reimbursements for current services, rents and sales derived from commodities or services furnished incidentally to the performance of particular functions, gross income of commercial activities, and the like. Excludes amounts received from other governments and interdepartmental charges and transfers. Current charges are distinguished from license taxes, which relate to privileges granted by the government of regulatory measures for the protection of the public. Includes charges and miscellaneous general revenue from hospitals, highways (toll facilities and other), miscellaneous commercial activities, natural resources, interest earnings, rents and royalties, donations, fines and forfeits, and sale of property.

2. INSURANCE-TRUST REVENUES. Monies received from contributions required of employers and employees for financing social-insurance programs operated by the state and earnings on assets held for such systems. Excludes any contributions by a state--either as employer contributions or for general financial support--to a social-insurance system it administers. Tax proceeds, donations, and any forms of revenue other than those enumerated above are classified as general revenue, even though such amounts may be received specifically for insurance-trust purposes.

3. OTHER STATE REVENUES. Other state revenues not included above. Specifically includes amounts received from sale of liquor by state liquor stores and other revenues from state liquor-store operations. Excludes any state taxes collected by state liquor-monopoly systems. Profits should be included under Charges and Miscellaneous General Revenues.

STATEMENT OF CHANGES IN FUND BALANCES. A financial statement that describes the flow of funds into and out of a higher-education institution. The flow of funds is shown separately for each fund group and for restricted and unrestricted current funds.

STATION. The total facilities necessary to accommodate one person for one time period.

The time period varies for different types of facilities. For example, when discussing classroom stations, the period of time may be one hour or class period; when dealing with office stations, the time period may be one year (or it may be indefinite).

STUDENT-CONTACT HOUR. A unit of measure that represents an hour of scheduled instruction given to students. The total of the number of hours spent by all students in scheduled instructional activities during a specified period of time can be determined as follows:

> If a course with an enrollment of 20 students meets three hours per week for 15 weeks, the number of student-contact hours is 20 x 3 x 15 = 900. Similarly, if a course with an enrollment of 20 students meets eight hours per day for two days, the number of student-contact hours is 20 x 8 x 2 = 320.

STUDENT COUNTS. The recording or reporting of student data for internal and exchange purposes. The following three types of counts are needed:

1. ENROLLMENT COUNTS. The duplicated number of students enrolled in courses as of an official census date, by unit/department of instruction or by student program.

2. HEAD COUNTS. The unduplicated number of students as of an official census date, by student characteristics such as sex, race/ethnic status, full-time/part-time status, and so forth.

3. FULL-TIME EQUIVALENT (FTE) COUNTS. A constructed count of the equivalent number of full-time students enrolled in courses as of an official census date, by unit/department of instruction or by student program.

   An FTE count is the equivalent of one student who is deemed to be carrying a full load in accordance with an institutionally agreed upon convention for converting numbers of specific students to an equivalent number of full-time students. For purposes of exchanging information about FTE students, the following method can be used to calculate comparable FTE student data.

   Step 1: Determine the institutional standard full-time load for a given student program. This could be done for each degree program, for each level (such as under-graduate versus graduate versus professional), or it could represent an average of several degree programs or levels.

   a. Take the number of award units required for a degree as specified by the institution (for example, number of student credit hours, quarter hours, or course units).

   b. Take the number of time periods normally required for an academic year at the institution (for example, three quarters, two semesters, or two trimesters) and multiply this by the number of academic years normally required by the institution to complete the degree (such as three years or four years).

c. Divide the number of award units specified in step 1-a by the figure calculated in step 1-b to derive the standard full-time load at the institution.

Step 2: Determine the number of total full-time equivalent students at the institution, or in a specific class or level, by taking the total enrollment award units (such as total student credit hours or total student course units) as of a given point in time (for example, census date in autumn quarter), and then dividing this by the standard full-time load calculated in step 1.

Note: Specific types of students may be reflected in FTE counts on a head count basis since enrollment in certain programs (such as Ph.D., Medicine, or Dentistry) always requires full-time status, and the amount of award units involved at any given point in time is irrelevant.

STUDENT CREDIT HOUR. A unit of measure that represents one student engaged in an activity for which one hour of credit toward a degree or other certificate is granted upon successful completion. Total student credit hours for a course are calculated by multiplying the course's credit hour value by the number of students enrolled in the course.

STUDENT-FINANCIAL-AID TYPES. Monies and aid are provided to students to allay the costs of acquiring a postsecondary education in the following manner:

1. STUDENT GRANTS. Monies given to students with no expectation of repayment. Two types of grants are involved.

   - SCHOLARSHIPS. Outright grants-in-aid, trainee stipends, tuition and fee waivers and prizes by the funder to undergraduate students in general. Include profession-related awards to undergraduates such as business education, nursing scholarships, occupational education/training awards, and other manpower-related grants.

   - FELLOWSHIPS. Outright grants-in-aid and trainee stipends to graduate students. It does not include funds for which services to the institution must be rendered (such as payments for teaching). Includes profession-related awards to graduate and first-professional students.

2. STUDENT LOANS. Monies given to students with the expectation that the amount will be repayed, usually with some interest, to the funder.

3. STUDENT EMPLOYMENT/WORK STUDY. To stimulate and promote, in general, the part-time employment of students attending post-secondary-education institutions who are in need of earnings to pursue their course of study.

STUDENT LEVEL. The proportion of total requirements the student has obtained toward the completion of the degree/diploma/certificate program in which he or she is enrolled, according to the number of years normally required to obtain them.

This involves individuals who have been admitted to a general or specific course of study or program at the completion of which a degree/diploma/certificate is awarded by the institution. Students who have not yet declared a major (that is, indicated the specific program they will follow) but have taken or are presently enrolled in courses and activities attempted and completed by degree/diploma/certificate students should be included in this category as Unclassified. The following classifications are used by the National Center for Education Statistics (NCES) in the annual HEGIS Fall Enrollment Survey:

1. UNDERGRADUATE STUDENTS. Students enrolled in a four- or five-year bachelor's-degree program, in an associate-degree program, or in a vocational or technical program that is normally terminal and results in formal recognition below the baccalaureate. The following classifications are often used.

   - First-Time Entering Freshmen. Entering Freshmen who have not previously attended any college
   - Other First-Year Students
   - Second-Year Students
   - Third-Year Students
   - Fourth-Year Students and Beyond

2. UNCLASSIFIED STUDENTS. Students who are not candidates for a degree or other formal award, although taking courses in regular classes with other students.

   - UNDERGRADUATE LEVEL. Includes but is not limited to undergraduates who cannot be classified by class standing (for example, new transfer students). Also included are students who already have bachelor's degrees or awards below the baccalaureate but are taking courses at the same level or lower. Included also are "special students" and teachers taking additional undergraduate courses for certification.

   - POSTBACCALAUREATE LEVEL. Includes but is not limited to special and other students taking first-professional or graduate courses but who are not working toward a degree.

3. FIRST-PROFESSIONAL STUDENTS. Students enrolled in a professional school or program that requires at least two academic years of college work for entrance and a total of at least six years for a degree. (Students in programs requiring only four or five years beyond high school should be reported as undergraduates.)

4. GRADUATE STUDENTS. Students who hold the bachelor's or first-professional degree, or equivalent, and are working toward a master's or doctor's degree. The following classifications are used:

   - FIRST YEAR. Graduate students who have completed less than one full year of required graduate study.

   - BEYOND THE FIRST YEAR. All graduate students who have completed at least one full year of graduate study toward a master's or doctor's degree.

Other categorizations for Undergraduate and Graduate are sometimes used. Undergraduates are also classified as follows:

1. LOWER DIVISION. Includes all undergraduate students who are enrolled in programs leading to an associate degree (including three-year associate-degree programs) or in undergraduate occupational or vocational programs of three years' duration or less. This category also includes all other undergraduate students who have earned less than 50 percent of the number of academic credits normally required for a four-year bachelor's degree or 40 percent of the number of academic credits normally required for a five-year bachelor's degree (typically classified as freshmen or sophomores).

2. UPPER DIVISION. Includes all undergraduates who are not in associate-degree or occupational/vocational programs and who have completed more than 50 percent of a four-year or more than 40 percent of a five-year undergraduate program that terminates in a degree, usually measured by the number of credits earned as a proportion of the number of credits required for graduation.

Graduate students are also classified as follows:

1. GRADUATE I. Graduate students who (1) are pursuing a master's degree; (2) are pursuing a doctoral degree, but have not earned a master's degree and have earned fewer than the equivalent number of credits normally required for a master's degree; or (3) are pursuing an Educational Specialist certificate, degree, or coordinate intermediate-level program, whether or not they possess an earned master's degree.

2. GRADUATE II. Graduate students who are pursuing a doctoral (except first-professional) degree, except those who are classified as Graduate I by the definition provided here.

3. OTHER. Students who are pursuing postdoctoral work.

STUDENT PROGRAM. The student's primary field of study as offered by the institution. The field of study may fall within a single department of instruction or may overlap several departments. Student Programs may be categorized according to the standard taxonomy of fields of study used in the Higher Education General Information Survey (HEGIS). See Robert A. Huff and Marjorie O. Chandler, A Taxonomy of Instructional Programs in Higher Education (Washington, D.C.: National Center for Education Statistics, 1970).

TENURE. The institutional designation that serves to identify the status of the employee with respect to permanence of appointed position. The following tenure designations indicate status of individuals.

1. TENURED. Individuals who have been granted tenure.

2. NONTENURED. Individuals who are eligible for (that is, on the tenure track) but have not been granted tenure.

3. NOT ELIGIBLE. Individuals who are not eligible for tenure.

TIME TO COMPLETE A DEGREE. Identification of information about the number of program completers in a specific degree/program category related to:

1. MEDIAN MONTHS TO PROGRAM COMPLETION. Refers to the median length of time required by the program completers to complete their degree/program requirements.

2. MEAN CUMULATIVE GRADE POINT AVERAGE. Identifies the mean overall grade point average earned by program completers in this degree/program category.

TRANSFERS OUT. The movement of funds from one fund group to another fund group with no intention of repaying the donor fund group. For reporting purposes, there are two types of transfers out:

- A nonmandatory transfer is made at the discretion of the institution's governing board between unrestricted funds and another fund group.
- A mandatory transfer is made from unrestricted funds to fulfill a legal obligation of the institution in another fund group.

TUITION AND FEES. All charges assessed against students as follows:

1. TUITION CHARGE. Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

2. REQUIRED FEES. Amount of money charged to students for certain items not covered by tuition (for example, charges for student activities, health services, student center, athletics, construction). Such fees include all fixed-sum charges required of such a large proportion of all students that the student who does not pay the charge is an exception.

States may need to determine more precise definitions for comparable in-state data.

TYPE OF ENROLLMENT. In postsecondary-education institutions, students can be admitted to and enrolled in degree/diploma/certificate programs or nondegree/diploma/certificate programs. The distinction is as follows:

1. DEGREE/DIPLOMA/CERTIFICATE ENROLLMENTS. Includes students who have been admitted to a general or specific course of study or program at the completion of which a degree/diploma/certificate is awarded by the institution. Students who have not yet declared a major (that is, indicated the specific program they will follow) but have taken or are presently enrolled in courses and activities attempted and completed by degree/diploma/certificate students should be included in this category as unclassified.

2. NONDEGREE/DIPLOMA/CERTIFICATE ENROLLMENTS. Includes students who have been admitted to a general or specific program(s) in the institution at the completion of which a degree/diploma/certificate is not awarded by the institution. These students may be enrolled only in noncredit courses. They should not be confused with students with undeclared majors admitted to degree/diploma/certificate programs and thereby called "unclassified" degree/diploma/certificate students (see STUDENT LEVEL). Students classified as visiting, provisional, special, and so forth would normally be included in this category.

UNRESTRICTED FUNDS. Those monies that may be used for any purpose deemed necessary by the institution's management. This category would include all "designated funds" (unrestricted funds that may be used only for those purposes designated by the institution's governing board).

WEEKLY STUDENT HOUR OF CLASSROOM INSTRUCTION. A unit of measure that represents one hour of instruction given to one student in one week in classroom facilities (lecture rooms, recitation/discussion rooms, seminar rooms, and so forth).

APPENDIXES

APPENDIX A

SUMMARY OF EDUCATIONAL-OUTCOMES PILOT TEST

The Federal Data Core project, funded from 1976 through 1978 by the National Center for Education Statistics (NCES), provided support for an in-depth exploration of the problems associated with the identification, collection, and use of information concerning postsecondary-education outcomes at the state and federal levels. This area is quite complex in nature and has thus far defied precise definition and assessment. The purpose of this appendix is to summarize the status of the focused development work in the two pilot-test states, Hawaii and Rhode Island, where the use of educational-outcomes information is being explored.

Hawaii

Background

The basis for The University of Hawaii (UH) System interest in outcomes stemmed from the question: To what extent can the budgetmaking and resource-allocation processes be enhanced if better information is available with respect to program outcomes? The University of Hawaii had been collecting a limited number of proxy measures of program outcomes for some time before Hawaii became a project pilot-test state. The University collected the measures primarily to provide information to the State Budget and Finance Department and other external groups involved in the state budgeting process. However, these proxy measures provided little of the information needed for the discretionary decisions about how appropriated funds could best be allocated among and within the several campuses of the University. The opportunity to test the use of outcomes data for system-level analysis was therefore attractive to the University staff.

The initial design of the outcomes project in Hawaii called for three phases of activity. The first phase solicited systemwide support for the project and identified an initial set of program-outcomes measures needed by decisionmakers at different levels within the System. The second phase assessed the feasibility of obtaining the outcomes measures identified in Phase I and examined approaches for integrating outcome measures into the budgetmaking and resource-allocation processes. The final phase will assess the actual use of outcomes information in the budgetmaking and resource-allocation processes of the University System.

Phase I

Phase I began with a survey to see what decisionmakers at The University of Hawaii System and campus levels perceived to be valid indicators of progress toward the goals of the primary or support programs in which they had responsibility. The survey instrument used in the study was based on the questionnaire used in the NCHEMS Higher Education Measures Identification Study. An introductory section was added to explain purposes of the study. One hundred seventy-six possible outcome measures were included and organized into six program areas: Instruction (66), Organized Research (12), Public Service (17), Academic Support (14), Student Services (52), and Institutional Support (15). The respondents were asked to determine which program areas were relevant to their decision responsibilities and then to indicate for each possible measure whether it would or would not be used to assess the performance of the organizational unit(s) or program(s) for which they had responsibility.

Three significant aspects of the study were cited by the project staff:

- Over 70 percent of the survey participants returned completed survey instruments with only one telephone follow-up inquiry to individuals who had not submitted their questionnaire by the requested date. In addition, over 430 new measures were written in by the respondents. That represents a significant level of interest in outcome measures among The University of Hawaii staff.

- There appeared to be a significant level of agreement among individuals responsible for primary programs (Instruction, Organized Research, and Public Service) as to what constitutes an appropriate outcome measure to use in examining performance of their program. More than half of the measures (53 percent) were checked as being ones that at least one half of all respondents in that area would use as indicators of program performance.

- There appeared to be a high level of agreement between department-level respondents in the primary programs and respondents who have responsibilities across many program areas at the college, unit, and system levels. Of those measures identified as being appropriate for use by the department-level respondents, 96 percent were also indicated as being appropriate for use by respondents at the college, unit, and system levels.

Among other highlights cited from the survey were the following:

- Most respondents favored relatively rigorous measurement of outcomes (for example, students' scores on tests) as opposed to activity measures (for example, average class size) that were currently used as proxy outcome measures for a program. The two most frequently suggested measures were:

  - Scores on inventories relating to the degree of client and/or student satisfaction of services provided
  - Scores on tests of student achievement

- Differences occurred between respondents responsible for the various separate parts of the University's mission. Instruction people tended to favor tests of student achievement and preparation for life's work; research people tended to favor measuring the outputs of research; support people tended to favor economic or fiscal measures; and student-services people favored measuring service rendered per demand.

- There were approximately 430 write-in responses from 107 people. Many of these were clarifications of survey items, but large numbers were suggestions for specific measures not included in the survey. These tended to be concentrated heavily among the support-services areas, indicating those respondents' desire for service-specific measures of outcome.

- Those measures that the University currently used as official Measures of Effectiveness were also included in the survey. The degree of usefulness of these measures was generally quite low, with the exception of items regarding course-completion rates (Instruction) and clientele served as a percentage of target population (Public Service).

Following administration of the questionnaire, a random sample of the respondents was selected for interview by members of the project staff. The project staff included representatives of the UH System, the UH campuses, and NCHEMS. The primary purpose of the interviews was to gain a better understanding about why the respondents had selected the outcome measures they did and how they would use them if obtained.

Those interviewed supported program-outcomes assessment as an important element not only for budgetmaking and resource allocation, but for program planning and development as well. Some cautions were expressed about potential misinterpretation and misuse of the measures by persons in positions of authority/control and about the costs of collecting and analyzing data involved in such an undertaking.

One of the observations drawn from the survey and interviews led to some changes in the plan for Phase I. Many respondents had a difficult time in linking outcomes analysis to the actual budgetmaking and resource-allocation process of the University. Separate committees were established on each campus in the spring of 1977 in each of the following program areas: instruction, research, public service, academic support, institutional support, and student services. The members of each program committee were given the following responsibilities by the project task force:

1. To draft a statement of appropriate goals and outcome variables for their area of responsibility

2. To develop a comprehensive inventory of measures that would be appropriate for describing the accomplishments and assessing the performance of programs in their area of responsibility

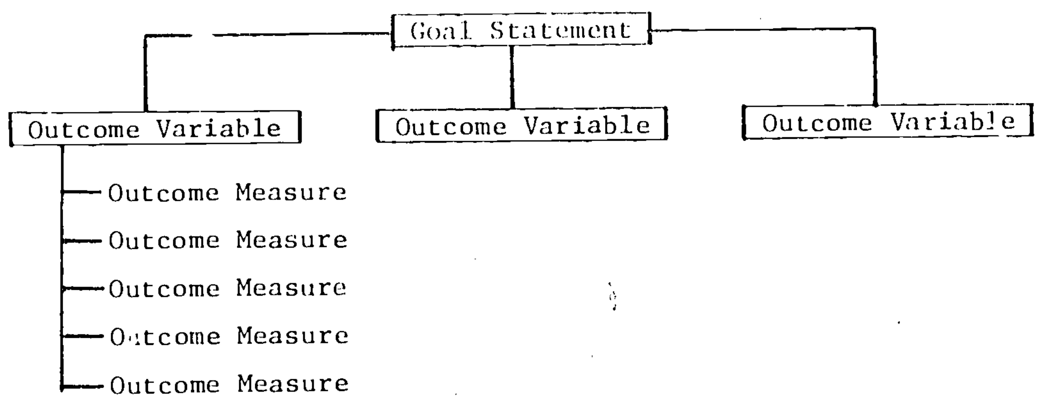
3. To develop a restricted list of measures that would be common to all program areas

4. To suggest limitations for the use of or interpretation of data collected for each of the measures

5. To prioritize the measures

Other guidelines offered in the instructions included the following:

1. Selected measures should relate to specific, stated goals of the program. The relationship between goals and specific outcome measures were depicted as:



2. The measure must be validly representative of the outcome variable.

3. The measure must be reliable. Consistency and reproductivity are important if variance due to random error is to be avoided. Common definitions are essential.

4. The data needed for the measure should be available on a timely basis at a reasonable cost.

Phase II

The committees were asked to have the lists of program goals and related outcome measures completed by August 1977. That turned out to be an unrealistic deadline. The project task force decided to grant additional time to those campuses that needed it and to proceed with Phase II activities (1) on the Hilo campus, since it was the one campus where all program committees had successfully met the deadline, and (2) regarding Public Service, since it was the one program area in which the program committees on all of the campuses completed the listing of goals and associated outcome measures. It was also decided to use the Hilo campus as a site to test various outcome-related data-collection and analysis techniques and reporting formats and procedures that could be integrated with existing planning requirements. It is anticipated that the knowledge gained in this effort could be used to facilitate completion of the total project at other campuses. The Hilo program committees and the Public Service program committees have reassessed their program goals and associated outcome measures, aiming to identify a specific subset of the total pool of measures that would be collected at this time. The project staff has identified procedures for obtaining measures, is developing data-collection instruments where needed, and is assessing the feasibility and costs of implementing the selected procedures. Recently, the community colleges have completed all the tasks set out in Phase I, and steps have been taken to proceed at Kapiolani Community College in a manner similar to that being implemented at the Hilo campus.

Summary

The Federal Data Core project has provided The University of Hawaii with an opportunity to focus on the outcomes dimension of its already comprehensive planning and budgeting system. Outcomes analysis had received considerable attention among all the state-funded agencies in Hawaii due to the national leadership of the Hawaii State Budget Office in the general area of performance budgeting.

During the two years the University has been involved in the focused development effort on outcomes, the emphasis has been on reducing a large set of potential measures to a limited set of measures consistent with identified uses and time and resource constraints. The activity has concentrated on one program area--public service--across all campuses and on all programs on one campus--the University of Hawaii at Hilo. Kapiolani Community College has recently been added to the All Programs on One Campus category.

Current activities are concentrating on identifying the data set that will actually be collected. Once the data are available, displays will be presented for use by participating campus and program leaders. The System office will then explore ways that the resulting outcomes information can help support both the performance-oriented budgeting system and the related and comprehensive program-planning system now being implemented.

Background

For the past several years, the Department of Education in Rhode Island has emphasized improving the information that is available to state-level decisionmakers. Initial efforts resulted in the development of an annual assessment document that presented data in a way that allowed a reader to assess the condition of postsecondary education in Rhode Island. The actual Annual Assessment document is a collection of technical papers on topics such as enrollments, faculty, staff, finances, programs, resource utilization, enrollment projections, and characteristics of incoming freshmen, as well as a presentation of characteristics of the population in the state.

While the Rhode Island Department of Education staff has given much attention to improving the information base for state-level use, a missing component in the information base has been information about postsecondary-education outcomes. It was that missing component that led to the Department's interest in the outcomes-focused development effort of the State-Level Information Base project.

Just as in Hawaii, the general purpose of the special exploratory effort in Rhode Island is to provide a set of prototype information items and procedures that satisfy the need for outcome information at the state level. Specifically, Rhode Island's effort is designed to achieve three objectives.

1. To develop a set of instruments and procedures for conducting a state-level follow-up survey of graduates and former students in the three public postsecondary institutions in Rhode Island

2. To explore the use of follow-up information in the Rhode Island Department of Education's annual assessment report for postsecondary education

3. To examine ways in which follow-up information collected at the state level can serve the planning needs of Rhode Island's postsecondary institutions

The decision to pursue these specific objectives in Rhode Island was based on the advice of the Rhode Island Outcomes Project task force, composed of representatives from each of the three public collegiate institutions in the state (Rhode Island Junior College, Rhode Island College, and the University of Rhode Island), staff from the Department of Education, and NCHEMS staff. The project task force suggested this direction after having reviewed the first annual assessment report and the document Purposes of Postsecondary Education, which specifies the basic goals that are "to serve as a frame of reference for viewing and developing the state's system of postsecondary education."[1]

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1. Purposes of Postsecondary Education (Providence, R.I.: Rhode Island Department of Education, Bureau of Research, Planning, and Evaluation, January 5, 1977).

The design of the project called for implementation in four phases. Phase I involved developing the methodology for the activity (survey procedures, sampling plan, instrumentation). Phase II focused on the actual administration of the survey questionnaires. Phase III focused on data processing and analysis, and Phase IV addresses report development and evaluation.

Phase I

Three instruments were developed to survey three different student populations from each of the three colleges. An interinstitutional committee was established to serve as liaison to the participating institutions and to represent their various interests in the development and administration of the survey. The interinstitutional committee selected survey questions that would provide answers for both institutional and state-level users. The committee chose to focus on demographic data, attitudinal data, and information on student experiences with work and further education. The specific questionnaire used in the follow-up surveys was an adaptation of the Graduating-Student/Program-Completer and Recent-Alumni questionnaires developed by NCHEMS.

Phase II

The questionnaires were printed by NCHEMS after earlier drafts had been pilot tested by the three participating colleges. The questionnaires were distributed by the Rhode Island Department of Education to all students who had graduated in 1978, 1977, and 1973. Respondents were asked to return the completed questionnaires to the Department of Education. To ensure a response rate great enough to allow for a future longitudinal survey, a follow-up of the 1978 graduates was conducted.

Phase III

The returned questionnaires were sent to the NCHEMS project staff to be keypunched and to produce printouts based on the analysis specifications established by the project task force. Frequency summaries and cross-tabulations of survey data were prepared by the project staff and provided to the Department of Education for analysis and distribution to the institutions.

Phase IV

The Department staff is now preparing the data for distribution to the institutions. Each institution will receive a full report on surveys returned by its students. The Department staff is also reviewing the data to select useful indicators for inclusion in its annual assessment and to support its ongoing state-level coordinating activities.

Tentative Implications for State and Federal Outcomes Data Collection

The project work in Hawaii and Rhode Island is not far enough along to support generalizations about what outcomes data should be collected at the state and federal levels. However, some tentative implications can be drawn from the exploratory work thus far. The following student-outcome information items have been identified as useful at the state level:

1. Student success in earning the degree or certificate toward which they are working

2. Student success in being accepted for admittance into other educational programs

3. Student/graduate success in securing a job by occupation

4. Mobility of students/graduates in and out of the state

Six other measures have been identified as potentially valuable and are still being tested:

1. Student/graduate satisfaction with their goal attainment

2. Student/graduate satisfaction with their choice of major/program

3. Student/graduate satisfaction with the range of programs and courses offered and the services provided

4. Graduate satisfaction with knowledge and skills learned while in college

5. Employer satisfaction with knowledge and skills of former students

6. Student/graduate changes in educational and job career plans

In all cases, it is important to emphasize that outcomes data serve primarily to indicate areas where further analysis, by program-level staff using program-specific data, can serve to strengthen weak areas and emphasize strengths.

Researchers in Rhode Island are currently identifying aspects of a state-level information base that are thought to be functionally distinct from an institutional-level information base. The exploratory work has several implications for additional uses. Outcome-information items can serve as indicators of the need for state-level, campus, and program-level analyses in such areas as manpower planning, the need for new or modified degree and certificate programs, the relevance of postsecondary education over time, the degree to which students and institutions are matching their programs to the job market, and the educational plans and accomplishments of the young- and older-adult communities.

The true test of the adequacy of a state-level information base is the extent to which it contributes to decisionmaking and policy determinations. Staff members of the Bureau of Postsecondary Education will learn more about the values of the survey as the data are presented to policymakers and practitioners at both state and institutional levels. The Bureau staff will be asking these individuals how the survey results are useful to them in present form, how the data might be modified to be more useful, and whether this is the kind of data that would be valuable if obtained on a regular basis. The intent of the third year of the focused development effort in the outcomes area will therefore be to better understand the actual uses of both common and unique outcome information in institutional and state-level decisionmaking processes.

APPENDIX B

SUMMARY OF ADULT- AND CONTINUING-EDUCATION PILOT TEST

The Federal Data Core project, funded from 1976 through 1978 by the National Center for Education Statistics (NCES), provided support for an in-depth exploration of the problems associated with the identification, collection, and use of information concerning adult and continuing education at the state and federal levels. This area is complex in nature and has thus far defied precise definition and assessment. The purpose of this appendix is to summarize the status of the focused development work in the two pilot-test states, Idaho and Nebraska, where the use of information concerning adult and continuing education is being explored.

Idaho

Idaho, like many other states, has been experiencing an increased demand for educational services by older, primarily part-time, students. Recognizing the potential impacts on the educational system of such a shift, the State Board of Education (SBE) in December of 1976 asked its staff to undertake a study of part-time learners. Central to the Board's interest in this area were basic policy questions concerning the nature of the services required by (and to be provided to) the adult/part-time learner and the financing of those services. At an early meeting between NCHEMS staff and staff of the State Board of Education, the questions of primary interest were restated as:

1. Who are the part-time learners? How do they differ from full-time learners?

2. How well is this population being served (framed as relative questions of urban versus rural or of one region of the state vis-a-vis others)?

3. What is known about commuting patterns of part-time learners? Will they come to programs, or mu programs somehow be taken to them?

Working with SBE staff and a standing advisory group of institutional representatives concerned with data-collection issues in Idaho, it was determined that the most cost-effective (and probably most reliable) way of addressing these questions was to use readily available institutional data to develop a profile of the part-time learner. In short, it was decided that, at least as an initial step, it would be more appropriate to investigate the "revealed behavior" of part-time/adult learners using data available from institutions rather than to survey individuals (potential learners) in an effort to assess their interests and preferences.

As a consequence, the public four-year institutions[1] were asked to submit the following data items on each student enrolled in any program or course at their institution in fall 1977:

- Sex
- Age
- Home address, zip code
- Credit/contact hours for which enrolled
- Student purpose (for example, enrolled in a degree program)
- Type of program (academic, vocational/technical, or continuing education)

The data were received late in 1977 and in the first quarter of 1978 were subjected to a variety of straightforward analyses by the NCHEMS staff. As a result of these analyses, it was possible to draw some conclusions about the adult learner in Idaho:

1. The distribution of credit/contact hours for students within each institution is so distinctly bimodal that it is quite easy to distinguish part-time students from the total student population on the basis of load

2. Part-time students are older (but are confined almost entirely to the 24 to 34-year-old age group)

1. The structure of the postsecondary-education system in Idaho is heavily oriented toward this particular type of institution.

3. The adult learner (learners over 34 years of age) account for over 20 percent of Idaho's full-time academic student population

4. Significantly more women than men participate as adult/part-time learners

5. Proximity to the institution is more descriptive of the part-time student population than anticipated

6. Part-time students are predominantly degree-seeking

Since the analyses showed that participation of adult learners was significantly influenced by location, sex, and age of the individuals, the SBE staff has undertaken to acquire up-to-date demographic data from the state that includes each of these variables. These data can then be used to:

- Project enrollments/demands on the institution
- Identify areas of the state that are relatively less well-served by educational programs

Further work in this area in Idaho is expected to focus on:

- Assessing the extent to which findings apply to other institutional sectors in Idaho--primarily the two-year institutions
- Identifying the extent to which adult learners place different kinds of demands on individual institutions (for example, do they select particular programs?)

Nebraska

Nebraska's interest in serving as a focused development pilot-test state stemmed directly from a legislative mandate to the Nebraska Coordinating Commission for Postsecondary Education requiring development of proposals for "an integrated delivery system for the provision of adult and continuing education services" not later than January 1, 1978. Behind this mandate were legislative concerns regarding perceived instances of program duplication within the state and the need to establish a clearer statement of role and mission for different types of institutions. Thus Nebraska provided a very different set of issues and questions than did Idaho. Whereas Idaho's predominant interest was on the student or "demand" side of the question, Nebraska's interests were almost exclusively oriented toward the institutional or "supply" aspects of the issue.

At the time of project initiation, the Nebraska Coordinating Commission had already established an Advisory Committee on Adult and Continuing Education that was broadly representative of different kinds of providers of learning opportunities for adults. In working with Commission staff and the Advisory Committee, it became apparent that the initial need was for some fundamental work in defining adult and continuing education and for providing ways of better describing the kinds of educational programs that institutions were providing. Adult and continuing education means many different things to different people. Therefore the project staff concentrated on more generic definitions of the various programs involved in adult and continuing education in Nebraska. Building on work done by NCHEMS in developing its Program Classification Structure and in developing the NCES Handbook of Standard Terminology for Describing Adult and Continuing Education, the following major categories of educational programs were devised and proposed for use within the state:

- Adult Basic Education

  Definition: Instructional programs for adults, 16 years of age or older, with less than a twelfth-grade education and not enrolled in a public-school program.

- Avocational-Recreational Education

  Definition: Instructional programs in personal interest and leisure classifications that do not produce postsecondary degree credits or lead toward a degree or diploma.

- Academic (Degree-Credit) Education

  Definition: Instructional programs of a technical, vocational, academic, and professional nature leading toward associate, baccalaureate, master's, and doctoral degrees.

- Vocational-Occupational Education

  Definition: Instructional programs that provide the participant with knowledge, skills, and background related to a specific vocation or occupation that improves and/or expands current skills. The program does not produce postsecondary credits that can be applied toward a degree but may produce credits that can be applied toward a diploma or certificate.

- Continuing Professional Education

  Definition: Nondegree-credit instructional programs, courses, and seminars for recertification, relicensure, or the improvement of participant competencies in the professions. (A profession in this case is defined as a career that requires a master's or first-professional degree for certification, licensure, or entry into the profession.)

A summary of the major recommendations contained in the Report on Adult and Continuing Education that was forwarded to the Nebraska legislature follows:

- A broad study should be conducted of the needs of Nebraska adults for basic and continuing education

- Common definitions concerning adult and continuing education should be used by pos . ndary-education institutions, by governmental agencies, and . legislation

- Uniform data should be collected, using the common definitions, to evaluate adult- and continuing-education programs

- Adult and continuing education should be subdivided into five instructional program classifications: adult basic education, avocational-recreational education, vocational-occupational education, degree-credit education, and continuing professional education

- The delivery of adult and continuing education can be improved by using consortia arrangements involving two or more educational institutions

For each major category of educational programs, specific recommendations were than made to define the classifications, to describe the state's educational objectives for the classification, to identify institutional responsibilities, to recommend delivery systems, and to address the potential for duplication.

Desirable next steps in Nebraska include a detailed survey of adult-learner needs in selected districts within the state and the collection of institutional data in accordance with the program distinctions previously identified. Specific next steps will be identified following resolution of questions regarding funding of the Nebraska Commission.

It should be noted that in the process of identifying the programmatic distinctions listed above, the NCHEMS staff reviewed the unique internal data-reporting formats of several of the Nebraska institutions. While the terminology used was different, organizational arrangements allow for easy translation to this framework. It should also be noted that these five programmatic distinctions were discussed with the SBE staff in Idaho and were favorably received. It would appear that the set of five categories has general value beyond the Nebraska experience.

Tentative Implications for State-Level Information Requirements

Identifying the impact of the adult learner on postsecondary education turns more on distinctions among institutions/providers and among programs than it does on the more typical distinctions between day/evening or on/off-campus offerings.

Some types of institutions/providers rely extensively on outreach efforts focused on the adult community. Others work within a mission/role definition that relies on outreach only in a secondary way. Some programs target adult audiences; most, however, do not. The credit/noncredit distinction is one indicator of probable focus.

Encouraging is the tentative conclusion that the addition of a limited number of program distinctions is virtually all that is required to encompass the broad range of learning opportunities for adults within ongoing data-collection instruments. Once a correlation is established between the extent of adult- and continuing-education offerings and the characteristics of the institutions and program offerings responsible for those offerings, questions of location and time of day begin to fall into place.

The implications for student-oriented data are less obvious. It would be helpful to get data that distinguishes among student purposes along the same lines as suggested above for institutions and programs (academic degree, job preparation, job/skill upgrading, avocational interests). However, too few states are collecting information on student objectives from adult- and continuing-education students to allow an adequate test of the correlation between student characteristics and program offerings Sex- and age-distribution data are of some help, particularly in anticipating the impact of changing student age and sex distribution among an institution's program offerings.

APPENDIX C

INTERSTATE EXCHANGE OF DATA

Background

From the beginning, the State-Level Information Base project has maintained as one of its focuses the potential for exchange of comparable postsecondary-education-planning data among states. One project activity addressing this focus has been the State Postsecondary Education Profiles Handbook, which has been published annually since 1976. Cosponsored by NCHEMS, the Education Commission of the States, and the State Higher Education Executive Officers, that document, now in its third edition, has presented basic characteristics of each state and the postsecondary-education community within the state. Another possible project focus, that of identifying a standard data set for exchange among all states, has not proven feasible.

The Problem

There are two dimensions to developing comparable data for exchange among states. The first is definitional comparability. A standard definition is provided in the Glossary section for most of the data items referenced in this document. That is the limit to which the project could effectively promote the collection of definitionally comparable data. Whether the common definitions included in the data-reference document actually lead to increased potential for exchange of data among states, however, depends on the second dimension of comparability: collecting the same set of data elements by each state.

The development of comparable data sets (that is, identification of a standard core of data elements to be maintained by all states involved in an exchange agreement) requires more than most agencies are willing to invest. Part of the hesitancy involved in making such an investment clearly relates to an assessment of whether the return will justify the costs. First, to fully participate in exchange of a minimum set, some states would be collecting data for which they had no other purpose than to provide it to other partners in the agreement. The second cost relates to the question of definitional comparability. A state faced with changing internally negotiated definitions for no reason other than to support external exchange will find itself justifying additional work to data providers on grounds weakened by the prospect of even less relevant internal data than was possible before the exchange agreement was made. Even if existing definitions are left unchanged and the contents of the exchange set become an additional data collection, data providers and other users will have difficulty understanding or supporting data collection that is primarily intended to serve the need of other states.

A project observation that impacts the potential for interstate data exchange is the degree of difference among states in terms of their specific analytical agendas. Most states collect data only to support current analytical functions. Assuming that a common interstate-exchange core would cover all the major state-level functions, some states would collect data for purposes other than their own needs. Even among states that have the same analytical purpose, (for example, enrollment forecasting or budget review), differences of approach lead to different levels of data intensity and to selection of state-specific data elements for the support of that activity. As a consequence, the value of interstate comparisons to a particular state generally depends on the advantage to be gained by favorable (to the analyst) comparisons to other states. While that can lead to the development of an agreement with other comparable states for the exchange of data related to that particular function or particular approach (for example, budget formulas as an approach to budget review), there is relatively little in that experience to suggest the value of a common interstate data-exchange set.

Conclusions

The State Postsecondary Education Profiles Handbook offers each state a minimum set of descriptive information for all states. National and regional postsecondary-education networks also contribute to sharing ideas and experiences related to state-level planning issues. The efforts of the State-Level Information Base project promote the growth of network and support data exchange by providing common definitions for those states that choose to use them. But state-level functions and analytical approaches vary too widely to justify the development of a standard interstate data-exchange set.

APPENDIX D

COST INFORMATION FOR STATE-LEVEL PLANNING

Introduction

Cost analysis in higher education is still in its developmental stages. Nonetheless, it is receiving increased use in support of both institutional and state-level analysis in such areas as budget development and review, tuition policy analysis, program review, and collective bargaining.

The State-Level Information Base project reviewed current costing activities with an eye toward recommending the incorporation of cost information into state-agency planning information systems. Specific recommendations proved difficult to develop since a decision to include certain data is, in effect, a decision to implement a certain costing methodology or technique. There is far from consensus about a best technique. In fact, some of the desirable choices (marginal costing, fixed/variable costing) are not yet fully developed for use in higher education. It can also be argued that the answer lies not in selection of a "best" approach, but in the development of many approaches from among which each agency can select in accordance with its needs and capabilities. In the meantime, cost analysis remains an area of some confusion and of limited choices.

In the discussion that follows, the concept of cost analysis and some typical state-level uses of cost information are described, the experiences of four pilot-test state agencies are reviewed, and some general comments are offered for state agencies planning to develop cost information.

The Concept and Typical State-Level Uses of Cost Information

Adams, Hankins, and Schroeder have taken the biggest step so far toward organizing the study of cost analysis in higher education.[1] In their view, cost analysis covers all activities involving manipulation of cost data to provide relevant information for decisionmakers.

A frequent cost-analysis approach involves measurement and relationship of certain costs to something else. Common forms of analysis include comparison of actual with budgeted or standard costs, direct comparison of costs among organizational units, comparison of costs associated with different outcome categories, and direct comparison among decision alternatives.

Cost comparisons of these types have been common practice in most major research universities for several years. NCHEMS has developed a number of procedures for analyzing historical costs by institutional activity and organizational unit. Cost-predictive capabilities, based primarily on trend projections, have also been made available to institutional users.

NCHEMS has also developed common activity structures and cost-assignment conventions to facilitate comparison of costs within and among institutions. It is this comparative capability that attracted state-level interest in costing.

In spite of the need for cost information that can be compared among institutions of vastly different size, mission, and administrative systems development, state agencies have been generally unsuccessful in developing adequate costing approaches. At the same time, institutional-level efforts have not been widespread or uniform enough to permit state agencies to satisfy legislative and other demands by simply aggregating data from institutional cost studies. A recent NCHEMS project designed to work directly with a limited number of major research universities further demonstrated the significant difficulties involved in developing satisfactory cost comparisons even among similar institutions.[2]

Most higher-education cost analysis done so far has relied on what is generally referred to as an average-costing approach. Adoption of average cost as the method for relating costs to activities was considered an improvement over a total- or direct-cost approach (which involves no relationship between costs and units of input or output for an activity). It was also considered to be more feasible than a marginal-cost approach given (particularly at that time) the limited ability to relate costs to units of activity, let alone associating costs with specific changes in the level of an activity.

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1. Carl R. Adams, Russell L. Hankins, and Roger G. Schroeder, The Literature of Cost and Analysis in Higher Education, Study of Cost Analysis in Higher Education, Monograph 1 (Minneapolis, Minn.: Graduate School of Business Administration, University of Minnesota, 1977).

2. For a complete description, see James Topping, Evaluation of the IEP Costing Procedures: A Pilot Study by Six Major Research Universities (Boulder, Colo.: National Center for Higher Education Management Systems [NCHEMS], forthcoming) and James Topping, Technical Diary of the Major Research Universities Pilot Test (Boulder, Colo.: NCHEMS, forthcoming).

Marginal costing is now being evaluated as a technique for overcoming some of the weaknesses of average costing, particularly those criticisms related to the extent to which average costing leads to average institutional and program funding and therefore to a negative impact on quality. Because it is still an untested concept in higher education, little is known of the real strengths and weaknesses associated with it.

This variation on cost analysis involves distinctions based upon how costs vary as activity levels change. Costs can remain fixed, vary in a linear relationship to activity levels, or vary in a nonlinear way (usually referred to as semi-variable). The ability to make fixed/variable distinctions becomes valuable only when each category of costs is related to changing activity levels--the proper focus of marginal-cost analysis.

The Experiences of Four Pilot-Test States

Four of the SLIB pilot test states have adapted an average-costing methodology to their needs for costing information in connection with their assigned responsibilities. Two of those states, Virginia and Kentucky, use variants of the costing procedures recommended in NCHEMS Information Exchange Procedures.[3] Illinois uses a locally developed costing methodology focused on organizational units. Following is a discussion of each of these average-costing efforts.

Kentucky. Kentucky has had extensive experience with a cost study patterned after NCHEMS Information Exchange Procedures costing methodology. The Kentucky Council of Higher Education has set a policy that the cost study shall be used: (1) as input for broad statewide policy; (2) for tuition-level determination; and (3) for answering external requests for information, while actively pursuing the development of cost data that are accurate enough to be used for (formula) budgeting and financial accountability purposes. Council staff feel that they are approaching the point of being able to use the cost data for formula budgeting and financial accountability. The institutions are less comfortable with the usefulness and reliability of the data. A number of institutions have been able to use cost-study information particularly the intermediate products (such as discipline costs and the Induced Course Load Matrix [ICLM]) for internal planning purposes. Kentucky has, in general, found discipline-unit costs to be more useful than student-program costs for determining institutional resource requirements.[4] Council staff feel discipline costs are more stable and better represent institutional cost patterns.

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3. For a complete description, see James Topping, Cost Analysis Manual, Field rev. ed., Technical Report 45 (Boulder, Colo.: NCHEMS at Western Interstate Commission for Higher Education [WICHE], 1974) and James Topping and Scott Hughes, Historical Full Cost Study Procedures Costing Component of Information Exchange Procedures, 2nd ed., Technical Report 65 (Boulder, Colo. and Washington, D.C.: NCHEMS and National Association for College and University Business Officers, 1977).

4. It should be noted that discipline costing calculates unit costs for courses offered within an academic field or department. Student-program costing calculates unit costs for a student enrolled in a particular course of study and includes not only costs associated with courses in the major discipline, but all other courses taken as part of a course of study.

The key attributes of the Kentucky cost study are:

1. All current funds are included in the cost study, including restricted funds from various sources. Each source of funds is separately identified through a detailed revenue tracking system.

2. Both discipline and student-program costs are collected.

3. Both direct and full costs are calculated.

4. Faculty resources are allocated to programs using an assignment analysis (performed by department chairpersons and endorsed by the institution) up to a maximum of 40 hours per week. Any additional faculty time is described as a contributed resource. Instructional activities have the first call on this 40-hour time period. Other activities (such as research) are costed only on the residual.

5. Depreciation, rental, and capital costs are not included since those items are accounted for outside the operating budget or specifically excluded for cost-study purposes.

6. Kentucky uses five course levels for costing, including one solely for the community colleges. Courses are assigned by course number except for 500-level courses, which are split according to the student level of enrollees. Costs are assigned to student programs and disciplines at the two-digit HEGIS level of detail.

7. Cost data are collected for the fiscal year although the allocation of faculty activity is performed only for fall term.[5]

Virginia. The Virginia Council of Higher Education has recently begun to collect cost information using an adaptation of NCHEMS Information Exchange Procedures (IEP) cost technology. The cost information has been used somewhat in the program approval process, to make estimates of resource requirements, as a reality check on Virginia's formula budget, and to see if special resource needs exist in any institutions. Virginia plans in future years to link the cost information more closely to budgeting, develop full cost information, and examine the possibility of differentiating cost information by source of funds (state appropriations, federal funds).

The Virginia Council of Higher Education uses an adaptation of the IEP costing methodology and basic software. The key attributes of the Virginia cost study are:

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5. Persons wishing further information on the Kentucky cost study should contact Thomas Braun, Deputy Executive Director for Administration, Kentucky Council on Higher Education.

1. Only state-appropriated funds are included

2. Costs are calculated for academic disciplines and student programs

3. Only direct costs are calculated

4. Faculty-cost allocation is based on credit hours taught with dummy credit hours assigned to noninstructional activities

5. Some capital expenditures are included

6. Costs are calculated for each of the four-digit HEGIS programs/disciplines at five course levels (including a remedial level)

7. The cost study encompasses the entire fiscal year[6]

Illinois. The Illinois Board of Higher Education has devoted considerable efforts to collecting and using cost information. Their costing methodology was developed by Board staff, but shares many attributes with the NCHEMS IEP cost-study methodology. The Illinois Board of Higher Education uses a set of budgetary guidelines to evaluate institutional resource levels. The guidelines share many attributes with a formula but other decision factors also enter into the evaluation. The cost study provides one major source of information in developing and updating the guidelines. Major emphasis is placed on discipline costs rather than student-program costs. Like IEP, the Illinois cost-study methodology also generates student-program unit costs, which have been used to a limited extent in the program-evaluation process. However, in the opinion of Illinois staff, it is too soon to determine the ultimate usefulness of student-program costs for program-evaluation purposes.

The key attributes of the Illinois cost study are:

1. Only state-appropriated funds are included. An all-fund cost study is being developed.

2. Both student-program and academic-discipline costs are calculated.

3. Illinois calculates both direct and full costs. Full costing in Illinois involves successive allocations to different functions (some operation and maintenance of plant is allocated to libraries, which in turn is allocated to instruction, research, and public service).

4. Faculty resources are allocated by means of an assignment analysis based on an institutional definition of full-time load.

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6. Persons wishing further information on the Virginia cost study should contact Robert Schultze, Assistant Director for Finance and Facilities, the State Council of Higher Education for Virginia.

5. Capital expenditures are excluded from the cost study

6. Costs are allocated for the two-digit HEGIS disciplines of each of five student levels. The costs of each course are split in proportion to the enrollees.

7. The cost study covers the entire fiscal year.[7]

The University of Hawaii's system office has developed a highly aggregated costing methodology based on costing credit hours for each school and college at each campus within the system. The major use of Hawaii's costing model is short-term (one year) financial planning and resource allocation within the University of Hawaii System. Planned expenditures for each college are calculated in the fall based on a "business as usual" assumption and compared to expected revenues on an ongoing basis. These calculations are then used to adjust overall expenditure levels. The cost study also provides one source of information for the development of productivity standards for each individual campus and for the allocation of funds on that basis. The system office uses the information developed in the costing model to develop annual historical costs of credit hours in each discipline. The discipline-hours cost study is used to verify or correct the factors used in the projection model.

The University of Hawaii costing methodology was derived from the NCHEMS Resource Requirements Prediction Model (RRPM 1.6).[8] Its key attributes are:

1. All funds are included in the cost study.

2. Costs are allocated only for academic disciplines (primarily for the aggregations of disciplines included with a school or college of an institution).

3. Only direct costs are calculated.

4. Faculty time is not allocated. It is all assigned to the appropriate school or college.

5. Capital expenditures are excluded.

6. Hawaii collects cost information at the school or college level of detail. Student or course level distinctions are not made.

7. Persons wishing further information on the Illinois cost study should contact Paul Lingenfelter, Associate Director for Fiscal Affairs, Illinois Board of Higher Education.

8. David G. Clark, Robert A. Huff, Michael J. Haight, and William J. Collard, Introduction to the Resource Requirements Prediction Model 1.6, Technical Report 34A (Boulder, Colo.: NCHEMS at WICHE, 1973); NCHEMS Resource Requirements Prediction Model 1.6 Reports, Technical Report 34B (Boulder, Colo.: NCHEMS at WICHE, 1973).

7. The cost study in Hawaii is ongoing throughout the fiscal year.[9]

Summary. A number of common threads can be seen in the way these four states collect and use cost information.

1. The major use of cost information in the pilot states was for budgeting and financial planning. In many cases, the cost information or related variables (faculty-student ratios, average class size) were used to derive formula budgets or to conduct formula-like analyses for the budget process. As a rule, the pilot states were much more confident using discipline costs than student-program costs for this purpose. Discipline costs have the advantage of being simple and paralleling the departmental and budget structures. However, comparisons among institutions on a discipline-cost basis must be made carefully to recognize that the same discipline can serve different purposes in different institutions.

   Discipline costing calculates unit costs for courses offered within an academic field or department. Student-program costing calculates unit costs for a student enrolled in a particular course of study and includes not only costs associated with courses in the major discipline but all other courses taken as part of a course of study.

2. Use of cost information for other purposes was limited. Program review was cited several times as a use, but in each case, the agency staff expressed reservations or were withholding judgment. No other significant uses of cost information were cited.

3. No pilot-test state collected cost information from nonpublic institutions.

General Comments on the Development of State-Level Cost Information

Based on the experiences in the pilot-test states and upon the general experience with costing in recent years, the following comments are offered relative to the use of cost information for state-level postsecondary-education planning:

1. The use should be clearly defined in advance of any collection of information. A state agency should consider:

   a. The use of the data and the state-level goals that can be addressed with the resulting analysis
   b. The level of reliability needed
   c. The role of the state agencies relative to the institutions

9. Persons wishing further information on the Hawaii cost study should contact Drue R. McGinnis, Institutional Analyst, The University of Hawaii.

d. The data-provision burden placed on the institutions
e. The data-analysis burden placed on the state agency
f. The potential for secondary uses (or misuses) of the cost information by other state agencies and/or institutions
g. The desirability of an ongoing study versus that of a one time (or less than annual) study

2. A state agency using a formula or guideline budgetary analysis should consider a cost study of disciplinary or departmental unit cost as one means to validate the quantitative factors. (Other means such as interstate comparisons may also be used.) Discipline-unit costs were preferred over student-program costs by the pilot states.

3. Because of the considerable burden imposed upon institutions, student-program costs should not be collected unless specific uses can be determined in advance. Pilot-state experience showed no clearly established use of this information and highlighted doubts about its reliability and stability over time. For this reason, student-program costing is not recommended. Exceptions can be made in cases where student programs can be conclusively linked to state manpower goals and where program costs are high enough to justify a special survey. Medical education is a prime example of such an exceptional case.

4. As a general rule, the collection of cost information for independent institutions does not seem warranted. The responsibility of state agencies (with few exceptions) for such institutions does not justify the effort of a cost study for financial planning purposes.

5. If the purposes to be served by state-level costing are served by existing technology (IEP costing procedures), then such technology should be seriously considered. The burden for both the state agency and the institutions will be substantially lightened if existing methodologies can be adapted to local conditions. IEP is the most widely disseminated of existing cost-analysis procedures. This does not mean that existing technology should always be used. Many state-level uses for costing are incompatible with existing methodologies or can be satisfied with more aggregated data. Thus if the state agency and the institutions can agree to procedures that are simpler than existing technology (for example, IEP) for specific uses, the implementation of these simpler procedures will reduce the data burden.

6. A highly consultative process of implementation is important. Institutions and other state agencies should be included in the problem definition, procedure writing, and follow-up stages of implementation. Contacts between the state agency and institutions and among institutions should be encouraged.

APPENDIX E

[illegible]TUTIONAL CLASSIFICATION STRUCTURE

Background

There has been, and continues to be, a need to summarize and compare information about educational institutions. Most users of data collected by the National Center for Education Statistics (NCES) and [illegible]her national data-collection agencies utilize data distributed in published form showing inst[illegible]tu[illegible]ional data aggregated by groups. To support this general type of use, there is need for a definitive an[illegible] [illegible]bjective institutional classification structure. NCES has historically grou[illegible] insti[illegible]utions as public university, public four-year, public two-year, or p[illegible]ivate university, private four-year, or private two-year for purposes of publishing summary data. However, these classifications have tended to obscure some major differences among institutions.

In 1975, NCES began working o[illegible] an institutional classification structure and NCHEMS became involved in rev[illegible]ewing and suggesting modifications to the structure. A preliminary structure and specific classification of institutions evolved and were tested by NCHEMS in two of the[illegible]r publications: State Postsecondary Education Profiles Handbook and Higher Education Appropriations in the Fifty States: An Interstate Comparison for Fiscal Year 1976.

The proposed institutional classification structure was distributed in July of 1977 for review by state participants in the State-Level Information Base project in regard to the Profiles Handbook. It was also reviewed by the State Higher Education Executive Officers/NCES network early in 1978 when they examined preliminary data to be included in the Profiles Handbook. Some of the states asked their institutions to review the classification system as well. Additionally, there was a review by the American Council on Education (ACE) Panel.

Comments were summarized from these various reviews and have been used by NCHEMS to modify the classification system. Some remaining issues (such as numerical cutoff points) will still be reviewed for further modifications before the system is completed.

As of October 1, 1978, the National Center for Education Statistics officially contracted with NCHEMS to finalize and publish an institutional classification structure during 1979 that would be useful to them in grouping institutions for publishing summarized postsecondary-education data.

Criteria for NCHEMS Institutional Classification Structure

The following criteria were established by NCHEMS before beginning development of the Institutional Classification Structure:

1. The classification scheme should be designed to encompass the full range of postsecondary-education institutions (those organizations having the provision of postsecondary education as their primary mission).

2. The categories for cla... ...ving institutions should be exhaustive and mutually exclusive.

3. The criteria for assigning institutions to categories should be objective. That is, there must be a set of criteria that consistently and uniquely identifies the category to which an institution is to be assigned. These criteria should be such that, when applied by different individuals, any given institution will be consistently categorized.

4. To provide additional meaning and understanding of the categories for a typical user, a conceptually simple procedure for classifying institutions should be developed.

5. The categorization scheme must serve to ...rt analysis and communication about postsecondary educa...

   a. The classification scheme must serve ... categorize institutions into homogeneous groupings.

   b. The categories must have meaning to the typical user by being descriptive and communicative.

   c. The classification scheme must serve as a common basis for publication of data at the state and national levels by having sufficiently few categories to make summarized data feasible (with the possibility of more detailed subcategories within major categories available for use as necessary).

6. To facilitate trend analysis, the classification scheme should provide relative stability in the assignment of institutions to categories over time.

7. Again, to facilitate trend analysis, the classification scheme should be as compatible as possible with the current NCES scheme in order to provide some continuity (but only as long as all other criteria are satisfied).

Description of the NCHEMS Institutional Classification Structure

The classification procedure assigns institutions to specific categories based on the number of degrees conferred in particular fields of study. Degree data are used as a proxy for program offerings because of a lack of comprehensive data on program offerings. Initial data on the number and type of degrees conferred were obtained from the 1975-76 survey "Degrees and Other Formal Awards Conferred," which is part of the Higher Education General Information Survey (HEGIS). Future editions of the classification structure may utilize a three-year average to determine an institutional classification. Changes in an institution's classification would occur only after it had maintained itself in a new category for a period of years, probably three. Only those institutions responding to HEGIS have been included in the classification. (As a result, many single-program occupational schools are not included in the institutional classification structure because they do not report information to NCES through HEGIS.)

The major categories in the institutional classification structure are:

- Major Doctoral-Granting Institutions
- Comprehensive Institutions
- General Baccalaureate Institutions
- Two-Year Institutions
- Specialized or Professional Institutions

General definitions for each of these categories follow.

Major Doctoral-Granting Institutions. Institutions that have a significant level of activity in and commitment to doctoral education in several fields of study. Doctoral-level education includes degree programs leading to a D.B.A., D.D.S., D.E.S., D.M.D., Ed.D., M.D., O.D., or Ph.D.

Comprehensive Institutions. Institutions characterized by a strong, diverse post-baccalaureate program (which may include first-professional programs) but not engaged in significant doctoral-level education.

General Baccalaureate Institutions. Institutions characterized by a primary emphasis on general undergraduate baccalaureate education. These institutions are not engaged significantly in post-baccalaureate education.

Two-Year Institutions. Institutions where the primary emphasis is on programs leading to degrees and awards at the two-year level (generally associate degrees) that are creditable toward a baccalaureate degree. In addition, these institutions may offer programs, courses, and awards for less than two years of work as long as they are creditable toward a baccalaureate degree.

Specialized or Professional Institutions. Institutions that award the majority of degrees in a single area of specialization (divinity schools, medical schools, engineering schools, business and management schools, art, music, and design schools, law schools, teachers colleges, U.S. service schools).

APPENDIX F

CLASSIFICATION STRUCTURES FOR STUDENT PROGRAMS AND FOR DISCIPLINES

National Classification Structure for Student Programs

A student program is defined as a student's primary field of study (major) as offered by the institution. This field of study may fall within a single department of instruction but will generally overlap several departments. (For instance, a student majoring in mathematics will probably need to take other basic courses such as English, history, biology.)

The primary source used for categorizing student programs has been Robert A. Huff and Marjorie O. Chandler, A Taxonomy of Instructional Programs in Higher Education (Washington, D.C.: National Center for Education Statistics, 1970). This taxonomy currently is used for collecting information in the Higher Education General Information Survey (HEGIS) when data by student program are needed.

A new classification of instructional programs is currently being developed that will replace the Huff/Chandler taxonomy. The National Center for Education Statistics (NCES) awarded a grant to the National Center for Higher Education Management Systems (NCHEMS) for a 15-month commitment (beginning October 1, 1978 and ending December 1979) to develop the new classification structure. NCES will then publish the new structure in 1980.

National Classification Structure for Discipline/Subject Matter

Discipline or subject matter is defined as a branch of knowledge or teaching. (Within institutions, disciplines are often synonymous with organized departments of instruction or fiscal units.)

A recently published source that will now be used for classifying and coding fields of subject matter is W. Dale Chismore and Quentin M. Hill, A Classification of Educational Subject Matter, National Center for Education Statistics State Education Records and Reports Series: Handbook XI (Washington, D.C.: Government Printing Office, 1978). This classification is not used by NCES in collecting information through HEGIS since these surveys collect data by student program rather than by discipline. However, other data collectors do need discipline data (a prime example being the National Science Foundation) and will use this classification structure.

APPENDIX G

FEASIBILITY STUDY OF INSTITUTIONAL PHYSICAL FACILITIES
FOR THE MOBILITY IMPAIRED

The National Center for Education Statistics (NCES) and the Office for Civil Rights (OCR) conducted a voluntary feasibility study of institutional physical facilities for the mobility impaired using 700 institutions during fall 1978. The survey was composed of four parts:

A. The Building Inventory. This involved reporting of gross square feet and accessible and inaccessible assignable square feet. It also required information about inaccessible space that the institution intends to make physically accessible for Section 504 compliance purposes, including total assignable square feet and estimated cost of modifications.

B. Estimated Enrollment of Mobility, Visually, and Acoustically Impaired Students.

C. Student Capacity of Institutionally Owned or Operated Housing. This involved reporting the number of beds available in total and the number that accommodated mobility-impaired students.

D. Accessibility by Room-Use Categories. This included accessible and inaccessible assignable square feet, as well as assignable square feet of inaccessible space that the institution intends to make physically accessible for Section 504 compliance purposes.

An important part of the survey was Section A, which requested data on the cost of compliance for Section 504 of the Rehabilitation Act of 1973.

The cost information reported will be the basis for a supplemental budget request to Congress for appropriations to assist institutions in complying with handicap accessibility mandated by Section 504.

The full survey of all institutions will be conducted in 1980-81.

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Form Number		XIV 1979	XV 1980	XVI 1981	XVII 1982	XVIII 1983
2300-1	Institutional Characteristics of Colleges and Universities	x	x	x	x	x
2300-2.1	Degrees and Other Formal Awards Conferred between July 1 and June 30	x*	x	x*	x	x*
2300-2.3A	Fall Enrollment in Higher Education (Post card for preliminary data)		x		x	
2300-2.3	Fall Enrollment and Compliance Report of Institutions of Higher Education	x	x*	x	x	x
2300-2.8	Residence and Migration of College Students	x		x		x
2300-3	Salaries, Tenure, and Fringe Benefits of Full-time Instructional Faculty	x	x	x	x	x
2300-4	Financial Statistics of Institutions of Higher Education for Fiscal Year	x	x	x	x	x
2300-5	College and University Libraries	x	x	x	x	x
2300-7	Inventory of College and University Physical Facilities (for the mobility impaired)		x			
2300-8	Adult/Continuing Education: Noncredit Activities in Institutions of Higher Education (Sample Survey)		s		s	

*Race/ethnic information required.

Note: For more detail about HEGIS, refer to pages 4. through 4. of the chapter on sources.

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