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ABSTRACT

This report represents responses from 406 (out of 510) colleges, community colleges, and universities to a questionnaire survey concerning the changes taking place in the academic and administrative practices of American colleges and universities. Changes are discussed by type of institution: 2-year public, 4-year public, and independent institutions. For many topics, responses are compared with responses given on previous surveys. The collective image emerging from the report indicates evidence of much active planning and new initiatives by schools as well as documenting substantial variation by type of institution and geographic location. The report reveals: (1) continuing financial pressures, with strong regional differences; (2) downsizing and enrollment limits for some institutions; (3) active planning and restructuring, including widespread use of program review and student assessment as well as quality assessment; (4) uneven progress on the status of women in higher education; and (5) flexible program delivery for most institutions with a growing use of electronic instructional delivery. Appendices provide the data tables created from the survey, the technical notes, and the survey questionnaire. Contains 17 references. (GLR)

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CAMPUS TRENDS 1993

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ELAINE EL-KHAWAS

Vice President for Academic Affairs

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WASHINGTON, D.C.

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Warm thanks are also extended to ACE staff for their cheerful and efficient contributions to the survey, especially Boichi San, Eileen O'Brien, and Rosa Lott-Hawkins. Rebecca Stewart, of Fresh Ink Designs, developed the report's format and design, always with just the right combination of efficiency and grace.

Special gratitude goes to the Panel's campus representatives and survey respondents. Without their willingness to complete the questionnaire and to meet our deadlines, we would not be able to issue a timely report with reliable results.



INTRODUCTION

American colleges and universities are in the midst of a major realignment of their academic programs and services. Adjustments are being made, in part, to reflect changing program needs; more significant, however, are external forces that call for far-reaching changes. Most colleges and universities are coping with severe financial pressures at a time when they also face increasing enrollment demand. Reduced state funding and fewer dollars available through federal student aid are having repercussions on a wide range of institutional decisions. Demographic and economic shifts are introducing greater uncertainty to enrollment planning. The uneven academic skills of entering students pose serious challenges to instructors and to support services alike. Some institutions, especially four-year universities, are limiting their enrollment and planning for smaller size. Others, especially two-year institutions, are facing sizeable enrollment expansion.

This year's report documents many of these changes. The collective picture that emerges includes evidence of much active planning and new initiatives by colleges and universities. The report also documents substantial variation by type of institution and geographic location. Individual higher education institutions face quite different constraints and opportunities as they respond to changing circumstances.

This report marks the tenth year in which the American Council on Education has issued *Campus Trends*, an annual survey of changes taking place in the academic and administrative practices of American colleges and universities.

During the spring of 1993, senior administrators at 306 colleges, community colleges, and universities (80 percent of a sample of 510 institutions) completed survey questionnaires (see Appendix C). Responses are statistically weighted so that results are representative of all American colleges and universities that offer a general program of undergraduate instruction. Appendix B offers further information on the survey and the sampling procedure.

This report focuses on changes in policies and practices for all institutions responding to the survey. Changes are discussed by type of institution: two-year public, four-year public, and independent. Appendix tables show results in greater detail. For many topics, responses to this year's survey are compared with responses given when the same questions were asked in previous *Campus Trends* surveys.

FINDINGS

I. Difficult Financial Conditions Persist

Stagnant Budgets in the Public Sector

Most public universities, colleges and community colleges have faced severe financial pressures in recent years. They have weathered multiple, often abrupt cuts in funding that have forced layoffs and other cutbacks at a time when enrollment and applications have been rising. The timing and extent of financial pain has varied among the states (AASCU, 1993; Cirino and Dickmeyer, 1993); still, the overall toll has been severe.

During 1992-93, most public institutions saw little change in their financial situation (Appendix Table A1):

- For more than 4 in 10 public institutions, operating budgets showed no change or actually declined.
- Another 4 in 10 public institutions had small budget increases, between 1 and 6 percent.

Taking inflation into account, at least two-thirds of public institutions had no real increase in their operating budgets in the last year.


Mid-year budget cuts, and their associated problems, are still quite prevalent.

- About 4 in 10 public institutions reported mid-year budget cuts.
- This is a substantial drop from last year, when most public institutions (73 percent of two-year and 61 percent of four-year institutions) had mid-year cuts.


Even so, harsh financial times are not over. About half of public-sector respondents expect further budget cuts for 1993-94.

Independent Institutions Face Budget Constraints and Uncertainties

The different financial pressures faced by independent higher education are reflected in the modest budget increases they allowed during the last year (Table A1). This represents a scaling back from the spending increases of two years ago.



“Taking inflation into account, at least two-thirds of public institutions had no real increase in their operating budgets in the last year.”



■

“Among four-year public institutions, only 29 percent of administrators gave strong ratings . . . to their institution’s overall financial condition.”

■

- Thirty-four percent of independent institutions reported no change or a modest 1 to 4 percent increase in spending for 1992-93. Nine percent had budget decreases.
- Another one-third reported a 5 to 6 percent increase in spending.
- In contrast, two years ago, 55 percent of independent institutions had reported year-to-year budget increases of 7 percent or more (*Campus Trends, 1991*).

As other evidence of budget constraint, a number of independent institutions made budget cuts during the past year.

- Twenty-nine percent of independent institutions made a mid-year budget cut during 1992-93.
- A similar proportion made mid-year cuts the year before.
- About 2 in 10 expect that further budget cuts will be needed for the year ahead.

For independent institutions, such mid-year budget cuts reflect decisions made by the college administration, usually in response to unexpected budgetary problems. As independent institutions struggle to keep costs down and to provide increased financial aid to students (Blumenstyk, 1993), it appears that more difficult decisions and tighter budgeting have been necessary.

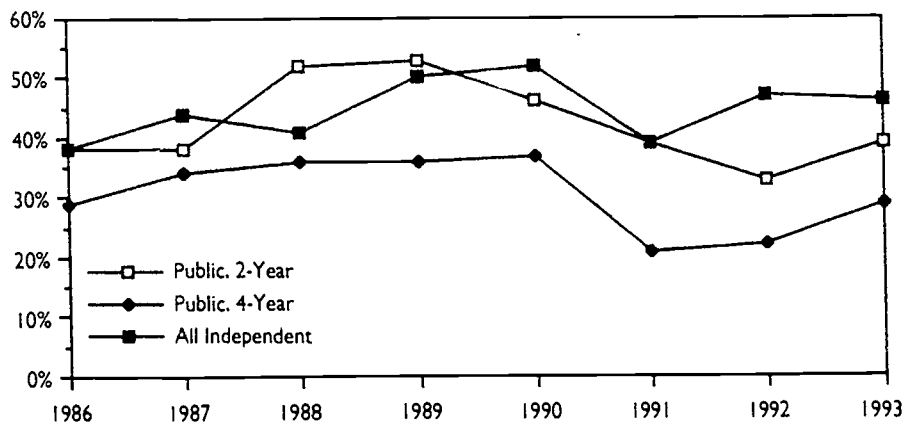
Changes in Financial Status

The combined effects on higher education of reduced public-sector financing and continuing cost pressures can be seen in different ways. Actions reported in last year’s *Campus Trends* report included increased tuition and fees, larger class sizes, hiring freezes, reduced spending and postponed program changes.

This 1993 report offers another perspective, showing the impact of financial cuts as reflected in administrators’ judgments about the financial standing of their institutions. Administrators rated their institution’s overall financial condition, its level of faculty compensation and ability to attract faculty, and several other factors (see Appendix Table A2). These views are compared to judgments offered in prior *Campus Trends* surveys.

- Among four-year public institutions, only 29 percent of administrators gave strong ratings (excellent or very good) to their institution’s overall financial condition.
- This is an improvement over 1991 and 1992 responses — when only 2 in 10 gave strong ratings — but it is still less than the years between 1987 and 1990 (see figure 1)
- Two-year institutions show a similar pattern: in 1993, 39 percent of administrators felt their institutions were in strong financial condition. Three in ten gave this response in 1992. These responses are down considerably from the late 1980s, when about half said that their institutions were in strong financial condition.

FIGURE 1
 Percentage of Institutions Rating Financial Condition as
 "Excellent/Very Good", 1986 through 1993



Independent institutions are more confident than their public-sector counterparts about their general financial status (Table A2).

- When asked to rate their overall financial condition, almost half of the administrators at independent institutions (46 percent) gave strong ratings (of excellent or very good).
- This mirrors last year's response and shows some improvement from a low point in 1991, when 39 percent gave strong ratings to their institutions (figure 1).
- The contrast between the independent sector and four-year public institutions is sizeable (46 percent versus 29 percent with strong ratings).

Changes in Ratings on Faculty

Relatively few administrators said that faculty compensation was excellent or very good (see figure 2).

- At independent institutions, only 1 in 4 felt that faculty compensation was excellent or very good.

■

"At four-year public institutions . . . 16 percent thought that faculty morale was excellent or very good. One-third rated it as fair or poor."

■

FIGURE 2
 Percentage of Institutions with "Excellent/Very Good" Faculty Compensation, 1986 through 1993

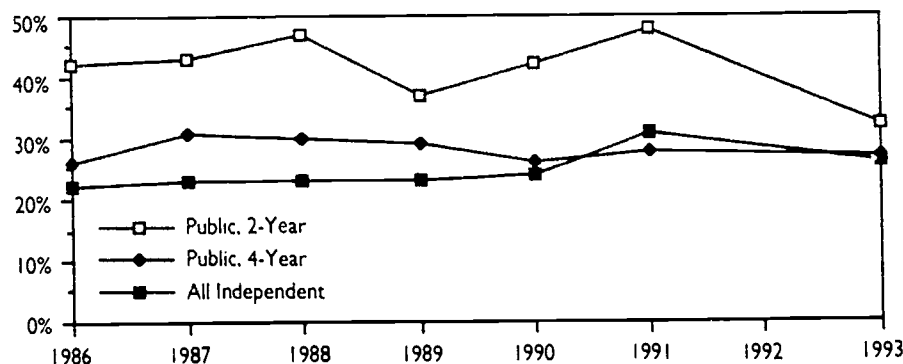
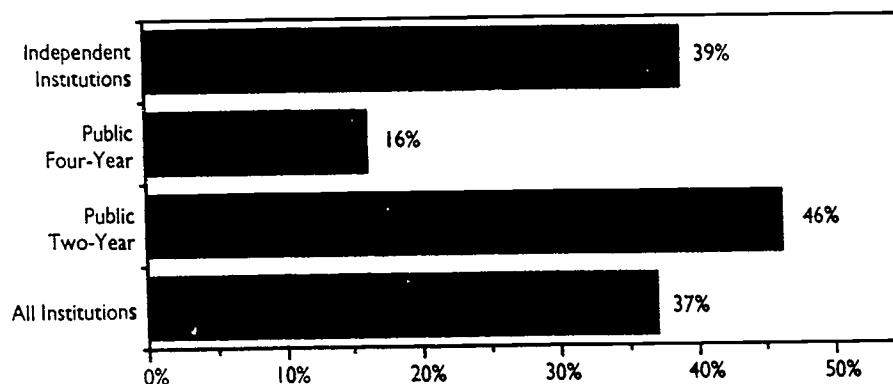


FIGURE 3
Percentage of Institutions with "Excellent/Very Good" Faculty Morale, 1993



■

“...At independent institutions, 39 percent rated faculty morale as excellent or very good.”

■

- Similarly, at four-year public institutions, only 1 in 4 felt that faculty compensation was excellent or very good.
- At two-year public institutions, 1 in 3 rated their faculty compensation at these levels.

The ratings at two-year public institutions have declined from the late 1980s. At independent and four-year public institutions, they have been relatively stable but always lower than the ratings for two-year institutions.

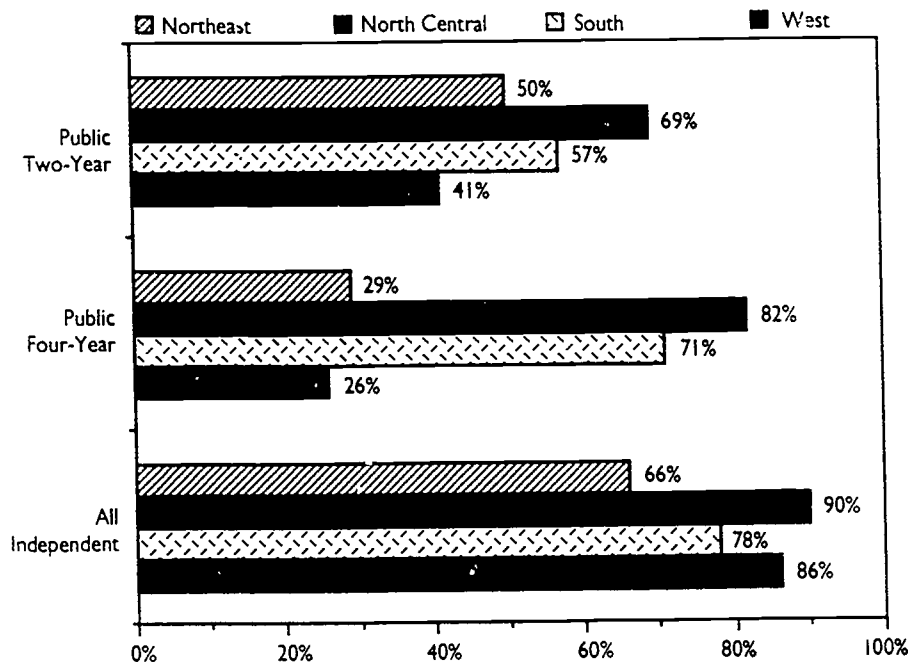
The sectors differed markedly on the level of faculty morale (see figure 3). Again, the four-year public sector had the lowest ratings.

- At four-year public institutions, very few administrators (16 percent) thought that faculty morale was excellent or very good. One-third rated it as fair or poor.
- At two-year public institutions, the outlook was not as bad. Forty-six percent of administrators rated faculty morale as excellent or very good.
- Similarly, at independent institutions, 39 percent rated faculty morale as excellent or very good.

Administrator ratings on their institution's ability to attract and hold good faculty are lower than in the late 1980s, although only slightly lower. Apparently, most felt that the relative standing of their institutions had not changed significantly.

- At four-year public institutions, about half of administrators (48 percent) gave strong ratings to their institution's ability to attract and hold good faculty.
- At independent institutions, a similar percentage (51 percent) gave strong ratings.
- At two-year public institutions, 59 percent rated their institution highly on its ability to attract and hold faculty.

FIGURE 4
Percentage of Institutions with Budget Increases in 1992-93, by Region



■

“For this year’s operating budget . . . institutions in the Northeastern states and in the West faced a more difficult situation than did institutions in the North Central and Southern states.”

■

On another question (see Table A8) almost all administrators said that the level of salary and benefits offered to new faculty were on a par or fully competitive with other institutions. However, at least one-third of administrators at public institutions felt that the economic climate of their state made them uncompetitive in hiring faculty.

Potential difficulties in hiring faculty may still face independent institutions. Almost 3 in 10 administrators at independent institutions said that their equipment, facilities and other support for research put them in an unfavorable competitive position when trying to recruit faculty (see Table A8).

A general conclusion about higher education’s current financial status is difficult to make: are financial troubles easing? getting worse? It appears that, for some institutions, conditions of financial crisis remain; for others, some easing of circumstances has occurred. It is inappropriate to rely on generalizations, however, in view of substantial differences that exist across various parts of the country and in different types of institution. Differences by academic field and program add further complexity.

Figure 4 illustrates the differing financial circumstances, showing the strikingly different experience of institutions according to geographic region. For this year’s operating budget, for example, institutions in the Northeastern states and in the West faced a more difficult situation than did institutions in the North Central and Southern states. In the hardest hit regions, public four-year institutions have been adversely affected more than public two-year institutions.

II. Changes In Enrollment

Despite financial difficulties, enrollment has increased at most American colleges and universities. During the last year, almost two-thirds increased both their total and full-time-equivalent enrollment. Six in ten also increased their first-time freshmen. Most had gains in both full-time and part-time students. As another sign of increasing student demand, three-quarters reported a net increase in applications during 1992-93 (Table A3).

Still, some institutions are "downsizing." Thirty-six percent of public four-year institutions reported a net loss in overall enrollment. Enrollment of part-time students was down at 3 in 10 institutions, including 4 in 10 public four-year institutions.

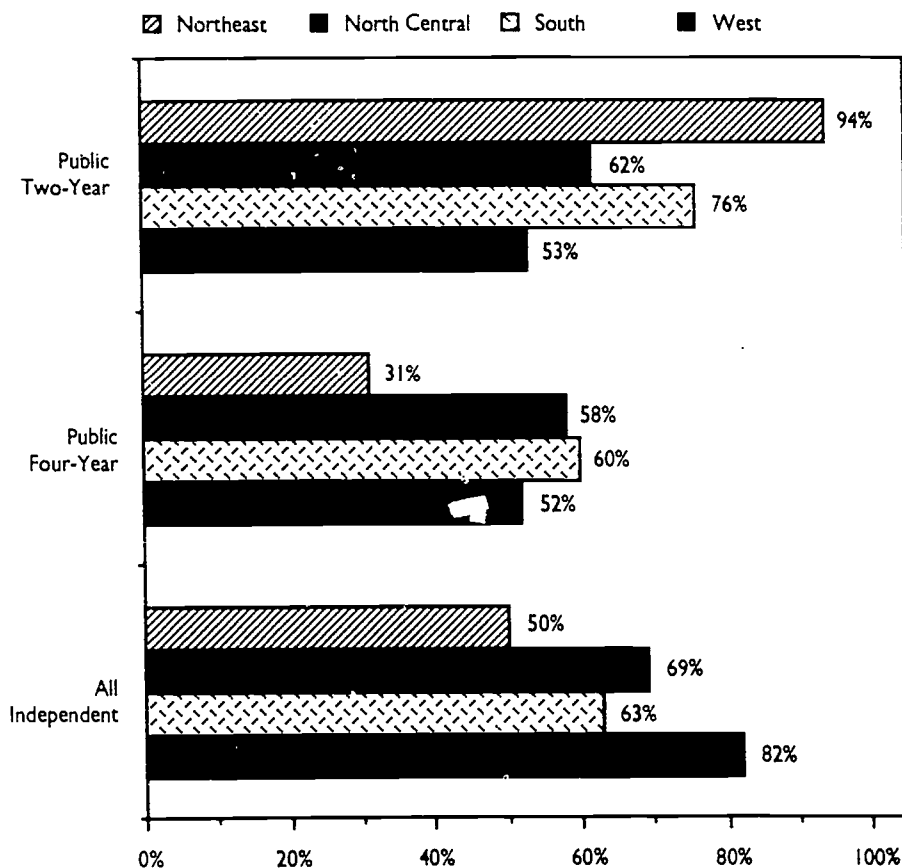
Differences by type of institution and region of the country are also sizeable. As Figure 5 shows, public two-year institutions increased enrollment more often than did public four-year institutions. However, regional differences are substantial among public two-year institutions themselves: in the Northeast, almost all public two-year institutions had enrollment increases but, in the West, about half increased their enrollment.

■

“Thirty-six percent of public four-year institutions reported a net loss in overall enrollment.”

■

FIGURE 5
Percentage of Institutions with Enrollment Increases, by Region, 1993



Enrollment Changes Affecting Different Students

Enrollment continued to increase for various categories of students.

- Just over half of all four-year institutions increased their graduate enrollment.
- More than half reported increases among part-time students.
- Half reported an increased enrollment of transfer students.
- Almost half (46 percent) reported an increased enrollment of international students.

Here too, the financial constraints facing many public four-year institutions are evident: 24 percent decreased their master's degree enrollment, 35 percent decreased their part-time enrollment, and 25 percent decreased the number of transfer students.

Enrollment of Underrepresented Groups

About half of all institutions increased their enrollment of African-American, Hispanic and Asian American students in the last year. About one-quarter reported increased enrollment of American Indian students (Table A3). This pattern parallels what was reported a year ago (Campus Trends, 1992).

Four-year institutions reported increases somewhat more often than two-year institutions. Among doctoral universities, for example, two-thirds had increases in Hispanic and Asian-American enrollment, 6 in 10 had increases in African-American enrollment, and 4 in 10 increased their American Indian enrollment.

The enrollment of American Indian students remains problematic: gains were reported by only 3 in 10 public institutions and by very few independent institutions (16 percent). For 13 percent of all institutions, the number of American Indian students decreased.

A Five-Year Perspective

The result of many different trends is reflected in the diverse enrollment experience of American colleges and universities over the last five years.

- Almost half increased their enrollment during this period by 11 percent or more; 3 in 10 registered increases of more than 20 percent (Table A4).
- Public two-year institutions witnessed the greatest enrollment growth: 62 percent increased their enrollment during the last five years by 11 percent or more; almost half increased their enrollment by 21 percent or more.
- About 1 in 10 institutions experienced enrollment decreases.
- Among independent institutions, 2 in 10 had enrollment decreases.

■

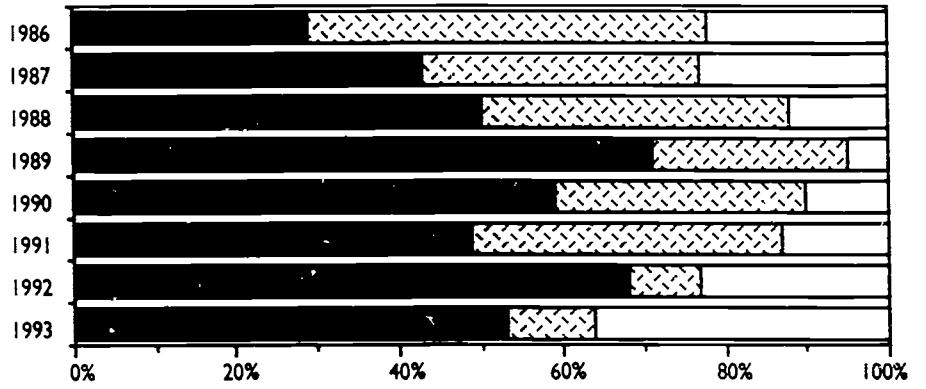
**“Public two-year
institutions witnessed
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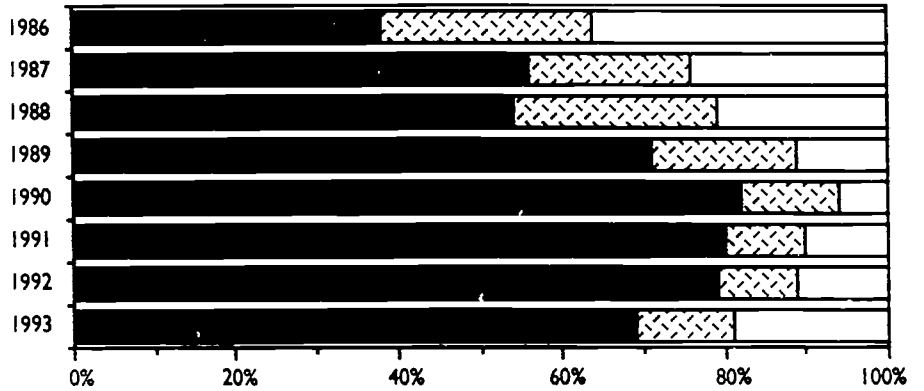
FIGURE 6
Enrollment Changes, 1986 to 1993:

■ Increase ▨ No Change □ Decrease

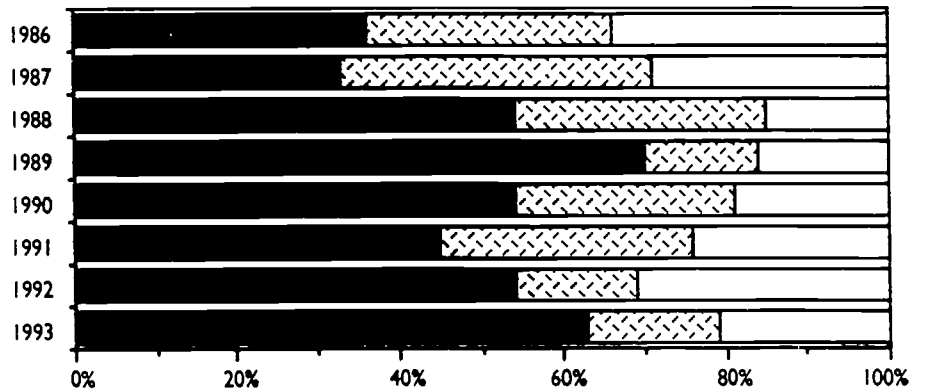
Public Four-Year Colleges



Public Two-Year Colleges



All Independent Institutions



For the five years ahead (Table A4), most institutions project further enrollment increases, but at a moderate level.

- Half estimated increases of 1 to 10 percent. Another 22 percent expected no change in enrollment.
- Two-year institutions expect the greatest growth; almost all expect increases, and 3 in 10 expect increases more than 10 percent.
- Many doctoral universities expect to reduce or hold down their enrollments. Thirty-six percent expect no change, and 14 percent expect enrollment to decrease.

Figure 6 offers a year-by-year perspective, showing the percentage of institutions reporting enrollment changes in each previous *Campus Trends* survey since 1986. Several trends stand out, including:


- Much greater enrollment growth in the two-year sector, compared to public four-year institutions and independent institutions;
- More enrollment decreases in the last year for public institutions;
- Fewer enrollment decreases this year among independent institutions than in 1992.

Actions to Limit Enrollments


Among public four-year institutions, one-third are limiting their enrollment (Table A5). Among other institutions, fewer are doing so. Only 15 percent of public two-year institutions have enrollment limits.

Most often, limits affect enrollment totals as well as specific majors and professional degree programs. Among the institutions with limits, two-thirds reported that enrollment limits were necessitated by program capacity. Usually, too, enrollment limits are the result of funding cutbacks by state or local governments.

Twenty percent of independent institutions have limited their enrollment. For these institutions, the main reasons involved issues of program capacity.



“Twenty percent of independent institutions have limited their enrollment.”



III. Changes In Faculty Policies and Practices

In a context of widespread financial difficulty, colleges and universities have made several adjustments in practices affecting their faculty. Some institutions, especially two-year colleges, did not hire new faculty in the last year. Some are making greater use of part-time faculty while others cut back on part-time faculty appointments. A number of institutions, mainly among four-year public institutions, have procedures underway to reduce their faculty numbers.

Stability is also evident, suggesting that most colleges and universities have taken steps to protect their faculty from severe financial dislocation. Most continue to hire new faculty, and about half reported net gains in the size of their full-time faculty.

Most colleges and universities (79 percent) appointed full-time faculty during the last year, reflecting instructional needs arising from resignations, retirements and enrollment increases (Table A6). In some situations, however, hiring did not take place.

- Among public two-year colleges, 34 percent did not hire new full-time faculty in the last year.
- In comparison, only 16 percent of independent institutions and only 7 percent of four-year public institutions did not hire new full-time faculty.

For public two-year colleges, this decrease in hiring contrasts with their situation in 1988: 77 percent of public two-year colleges had hired new full-time faculty in 1988 (Campus Trends, 1988), compared to 66 percent in 1993.

Some doctoral institutions reported net losses in faculty, more so than other types of institutions.

- Thirty-five percent of doctoral universities reported a net loss in the number of full-time faculty.
- Thirty-one percent reported a net loss in part-time faculty.
- Twenty-four percent reported a net loss in tenured faculty.

Compared to a year ago, fewer institutions reported gains in tenured faculty. In 1992, 48 percent reported net gains; in 1993, 43 percent did so.

Use of Part-Time Faculty

Fifty-three percent of all institutions increased their use of part-time faculty. Another 28 percent reported no change and 19 percent reported a net reduction in part-time faculty.

The use of part-time faculty is edging upward, particularly in the public sector. As Table A7 shows, 52 percent of all institutions reported that they are making extensive use of part-time faculty (that is, for more than one-fourth of courses offered). This is an increase from what was reported in previous *Campus Trends* surveys (see figure 7).

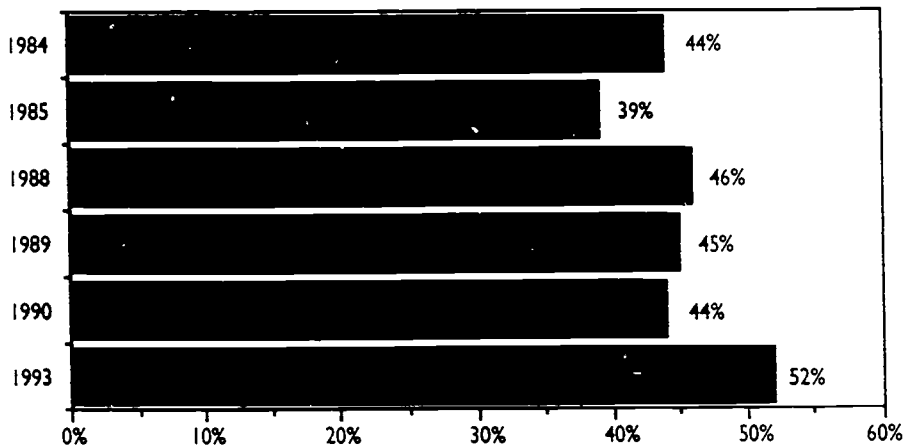
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“Thirty-five percent of doctoral universities reported a net loss in the number of full-time faculty.”

■

FIGURE 7

Percentage of Institutions Making Extensive Use of Part-Time Faculty, for Selected Years



- Public two-year colleges are most likely to make extensive use of part-time faculty: 66 percent did so in 1990 (see *Campus Trends, 1990*) and by 1993, 73 percent gave this response.
- Public four-year institutions also increased their use of part-time faculty: in 1990, 26 percent reported extensive use of part-time faculty; by 1993, 32 percent gave this response.
- Among independent institutions, 32 percent reported extensive use of part-time faculty in 1990; 38 percent did so in 1993.

■

“The use of part-time faculty is edging upward, particularly in the public sector.”

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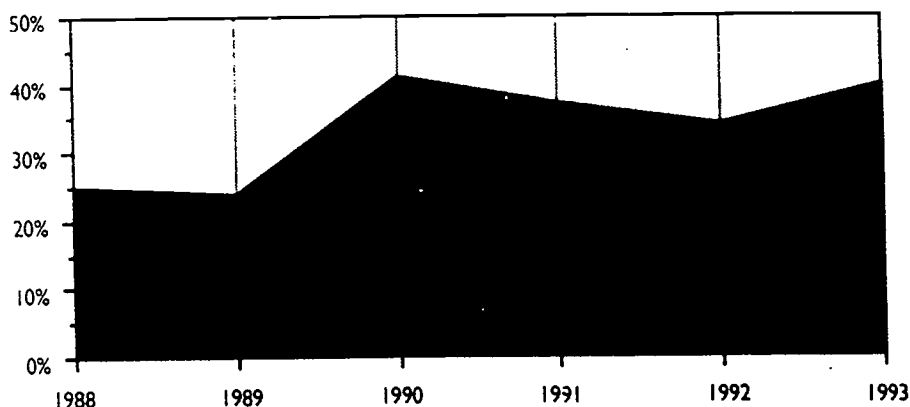
Changes in Underrepresented Faculty

Four in ten institutions reported a net gain in minority faculty in the last year. Most reported no change. Only among doctoral universities did at least half of respondents report a net gain (Table A6). Very few institutions — only 2 in 10 — reported gains in the number of minority faculty who hold tenure.

As Figure 8 suggests, there has been some progress since 1988 and 1989, when only 25 percent of all institutions registered net gains in minority faculty. A plateau seems to be evident, however, with little change since 1990 (cf. Carter and Wilson, 1993).

The advancement of women faculty reflects somewhat greater success. Forty-eight percent of institutions had a net gain in hiring of women faculty, and 50 percent had a net gain in the number of women faculty who hold tenure (Table A6). However, some erosion is evident since 1990. In the 1990 *Campus Trends* survey, 61 percent of institutions had reported a net gain in hiring of women faculty, compared to 44 percent in 1993. The larger context must also be borne in mind: compared to 1990, fewer institutions hired new faculty in 1993. Offers to women and minority individuals have been negatively affected by the general erosion of hiring opportunities in academe.

FIGURE 8
Percentage of Institutions with a Net Gain in Minority Faculty, 1988 to 1993



■

“One in four institutions have retrenchment procedures underway.”

■

Retrenchment and Retraining

One in four institutions have retrenchment procedures underway to cut back on their total number of faculty (Table A7). One-third of public four-year institutions are doing so.

- Most institutions (77 percent) are cutting back by not filling positions that become vacant.
- Sixty-five percent are targeting certain schools or departments for retrenchment.
- Half are making early retirement offers as a way to cut back on the number of faculty.

Figure 9 shows the pattern of cutbacks by region and type of institution. As is evident, public four-year institutions are the most likely to be cutting faculty, especially so in the Northeast and in the West. This reflects the very different financial climate in various parts of the country.

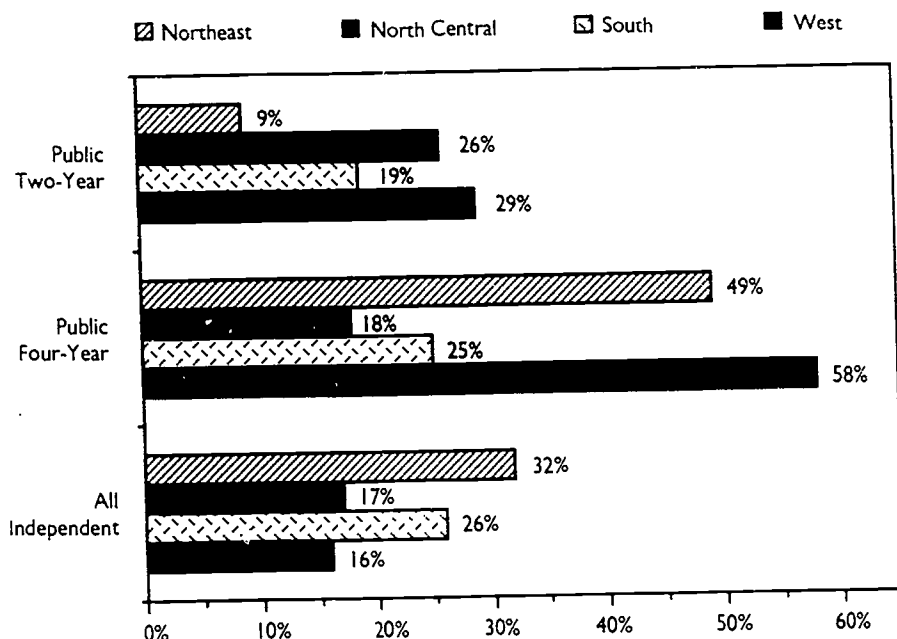
Survey results also show that 4 in 10 institutions have procedures to retrain faculty for changing program needs (Table A7). Two-year institutions offer retraining more often than do four-year public institutions.

Recognizing Teaching

Many institutions are giving greater recognition to faculty for outstanding teaching.

- In 1993, 7 in 10 institutions rewarded outstanding teaching through annual awards programs.
- This is a substantial increase from 1987, when only 48 percent offered awards for outstanding teaching.
- Most campuses (69 percent) host recognition ceremonies for those faculty who are given teaching awards.
- Some campuses (40 percent, including almost half of four-year institutions) give special funds to faculty in recognition of outstanding teaching; almost half (45 percent) recognize outstanding teaching through salary increases; a few (26 percent) provide released time.

FIGURE 9
Percentage of Institutions That Are Cutting Back on Faculty, by Region



Budget realities seem to intrude, nevertheless: in 1993, 45 percent of institutions rewarded outstanding teaching through salary increases, down from 51 percent in 1987 (Campus Trends, 1987).

Offices or centers devoted to teaching improvement are found at one-third of institutions, including almost all of public four-year institutions. Half of these offices have been established in the last five years. Only 27 percent of independent institutions have offices devoted to teaching improvement.

Competition for Faculty

Administrators also offered judgments about the position of their institution relative to their competitors for recruiting faculty (Table A8). Only a few felt that their institution is uncompetitive, although certain areas do raise concern.

Equipment, facilities and other support for faculty research are a problem for some institutions. Twenty-four percent felt that their facilities and other research support made them uncompetitive, compared to similar institutions.

The state's economic climate was a negative factor for about 3 in 10 public institutions. Regarding the quality of life in their state, however, more than half of public-sector respondents felt that they were fully competitive in the market for new faculty.

These responses for 1993 can be compared with responses given in 1990 (Campus Trends, 1990). The trend has been one toward feeling slightly less competitive, although still on a par with other institutions.

■

“In 1993, 7 in 10 institutions rewarded outstanding teaching through annual awards programs... a substantial increase from 1987.”

■

IV. Extensive Use of Planning

Several planning mechanisms are in regular use on American campuses today. Student outcomes assessment, although relatively new, has become a widespread practice, reported by institutions of every type. Most institutions also make use of program review. Newer approaches, including the use of TQM (or other quality improvement techniques) are also common (see figure 10).

Wide Use of Outcomes Assessment

Activities to conduct student outcomes assessment are found at almost all campuses (Table A9).

- Fully 97 percent of institutions had some type of assessment activity during the last year.
- Most institutions have a limited amount of assessment activity. However, 43 percent described their assessment activities as "extensive."

Doctoral universities show less involvement than other institutions; most reported that their assessment activities are limited.

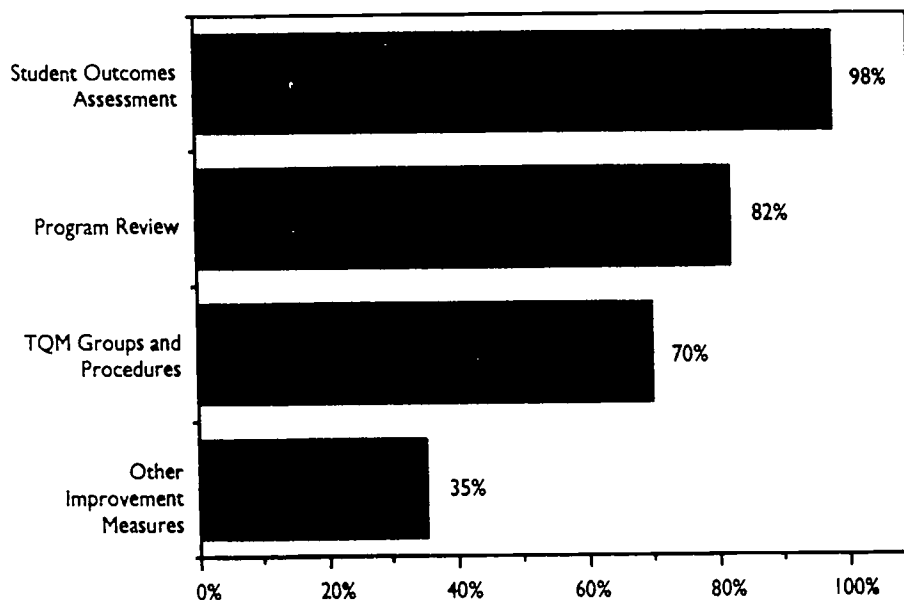
The widespread introduction of outcomes assessment over the last few years is undoubtedly influenced by the fact that accrediting agencies now expect institutions to use assessment. For many institutions, assessment activity involves only some programs or a limited number of students. Still, the pace of implementation has been very fast.

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**"... 43 percent
described their
assessment activities
as extensive."**

■

FIGURE 10
Percentage of Institutions Reporting Types of Improvement Mechanisms, 1993



Program Review Is Also Widespread

Program review, a formal process in which academic departments or other units review their objectives and accomplishments, is also in general use.

- Almost 9 out of 10 public institutions use program review, generally on a fixed schedule so that all programs undergo review every five years or so.
- Three-quarters of independent institutions use program review, sometimes on a flexible schedule.
- Program reviews are conducted both for formative purposes (to suggest ways to improve programs) and for summative purposes (to judge how well programs are doing).

Of the institutions with program review, 54 percent reported that results are being used in decisions about program consolidation. Two-thirds of the public two-year colleges with program review gave this response. Almost as many institutions (45 percent) reported that information from program reviews is being used for decisions about elimination of programs.

Some Interest in Quality Improvement


TQM (or total quality management), another approach to program review and improvement, has been widely talked about in higher education lately (cf. *Educational Record*, 1993, and *Change*, 1993). Survey results show that many campuses are considering how TQM, or similar quality improvement techniques, might apply to their programs.

- Seven in ten institutions reported use of TQM. For 6 in 10 institutions, however, these activities are limited in scope.
- About 1 in 10 institutions reported extensive use of TQM.
- Two-year colleges were most likely to report that their TQM activities are extensive.


A related approach — obtaining and using benchmarks to assess the efficiency and quality of various administrative operations — is also being tried.

- Benchmarking is reported by two-thirds of institutions, generally on a limited scale.
- Half of institutions have limited activity underway; about 2 in 10 described their benchmarking as extensive.
- Extensive activities are more often found at baccalaureate colleges than at other types of institutions.

It is likely that the term “benchmarking” is defined in various ways, so that these responses reflect a variety of techniques by which campuses gather statistical indicators comparing their operations to other institutions.



“Of the institutions with program review, 54 percent reported that results are being used in decisions about program consolidation.”



V. Programs for Adult Learners

Academic programs available to adult learners are now ubiquitous in higher education. They are found in both noncredit and degree programs, both on- and off-campus, and in both regular and separately administered programs.

Ninety-four percent of institutions enroll adult, or nontraditional, students. For most institutions (55 percent), adults are enrolled in both regular and separate programs, while 37 percent enroll adults only in regular programs and 4 percent enroll adults only in separate programs. Today, then, adult learners are usually enrolled in the regular academic programs offered by colleges and universities. Separately administered programs are often used for nondegree courses; 4 in 10 institutions offer nondegree work in separate units (Table A10). However, another 5 in 10 institutions offer nondegree courses as part of regular programs.

About one in five independent institutions have separately administered degree programs for adults in management and in education. For most other institutions, such subjects are available only in regular programs.

Today, most public institutions offer off-campus programs for adult learners.

- More than 7 in 10 public institutions offer off-campus programs for adults as part of their regular programs. About 1 in 3 also offer off-campus courses through separately administered programs.
- In contrast, only about 1 in 3 independent institutions provide off-campus programs for adults.

Flexible Delivery of Programs

Some institutions have developed special approaches especially suited to the needs of adult learners. This includes the use of distance learning (e.g., educational TV or interactive televised courses) as well as time-compressed courses or weekend colleges (see figure 11).

- Modular, time-compressed course formats are available at 6 in 10 institutions.
- Weekend colleges are offered by one-third of institutions.
- Courses via educational TV are offered by about 4 in 10 institutions. Hardly any independent institutions use educational TV.
- Interactive television is part of course offerings at a small number of institutions, about 2 in 10 nationally. Four-year public institutions are most likely to report such offerings.

About one-third of institutions (and more than half of public two-year institutions) have developed adult-learner degree programs jointly with business firms. About 4 in 10 institutions offer programs jointly with schools and school systems.

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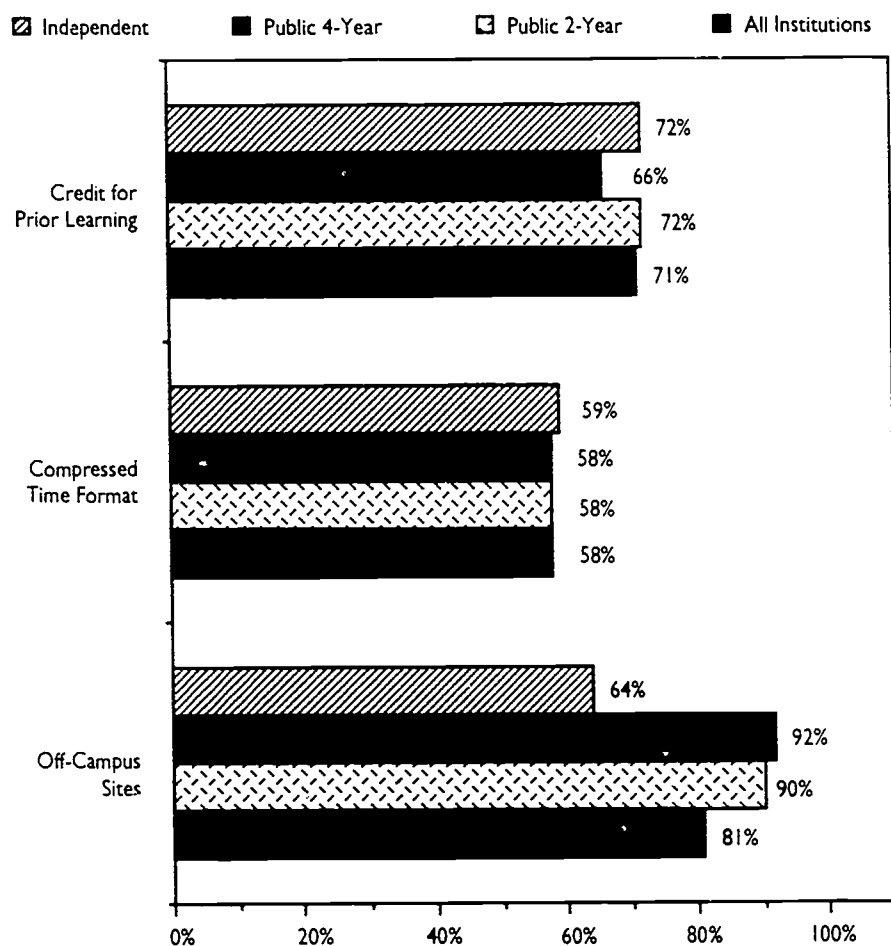
**“Today . . .
adult learners are
usually enrolled in
the regular academic
programs offered
by colleges and
universities.”**

■

Most campuses offer special support services for adult learners.

- About 8 in 10 institutions offer “re-entry” advice, helping adults plan their studies in light of current goals and past experience.
- Most also offer special counseling and advising for adults.
- About 7 in 10 allow adults to gain credit for prior learning. Doctoral institutions are less likely to have such policies.
- About 6 in 10 institutions offer special job placement assistance for adults. Two-year institutions are especially likely to do so.

FIGURE 11
Percentage of Institutions with Selected Offerings for Adult Students, 1993



■

**“About 7 in 10
allow adults to gain
credit for prior
learning.”**

■

VI. Steps To Improve The Status Of Women

American higher education has devoted considerable effort over the last two decades to improving the status of women. Federal laws prohibiting discrimination against women have affected college admissions, financial aid, and faculty hiring, along with many other campus policies.

In this year's Campus Trends survey, institutions were asked whether they have adopted certain practices supportive of women's advancement. Judgments were also sought about their institution's progress in achieving a fair representation of women. Administrators were harsh in their assessments: for most areas queried, fewer than half gave high ratings (Table A11).

■

“Thirty-three percent thought that women are well represented among senior administrators.”

■

How Well Are Women Represented?

Survey respondents rated their institutions on the representation of women in fourteen areas, including student leadership positions, award of scholarships, committee memberships, and representation among the faculty. Most administrators did not give high ratings. Responses suggest that the greatest progress has been achieved among students (cf. Ottinger and Sikula, 1993). The lowest ratings appear with respect to the representation of women among senior administrators, in senior faculty positions, and as members of boards of trustees.

- Women are most fairly represented, apparently, in the awarding of academic scholarships; 7 in 10 institutions had high ratings in this regard.
- In contrast, only half felt that women were well represented in terms of receiving athletic scholarships.
- Sixty-five percent thought that women students were well represented among student leaders.
- Sixty percent thought that women students were well represented in graduate programs. However, only 46 percent judged that women were well represented in receiving graduate scholarships.

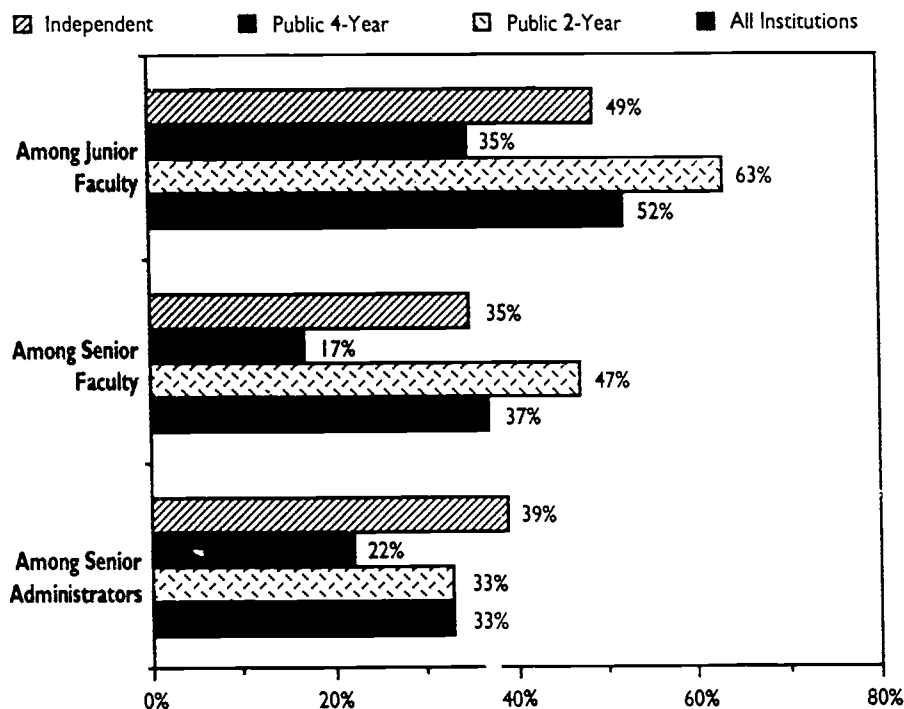
Even so, the representation of women students in the sciences is poorly rated.

- Only one-third of institutions offered high ratings for their representation of women students in the sciences.
- Representation of women students in engineering was also given low ratings. Half gave ratings of adequate or poor.
- Independent institutions have better ratings than public institutions on the representation of women students in science and engineering.

Only one-third of institutions are judged to have strong representation of women in senior leadership positions (see figure 12).

- Thirty-eight percent thought that women are well represented on boards of trustees.
- Thirty-three percent thought that women are well represented among senior administrators. Four-year public institutions have the lowest ratings.
- Thirty-seven percent thought that women are well represented among senior faculty.

FIGURE 12
 Percentage of Institutions Ranking Themselves as
 "Excellent/Very Good" for Women's Representation ...



For junior faculty, women were judged to be well represented at half of all institutions. Highest ratings appeared at two-year colleges.

Representation of women on important committees was well rated at about half of institutions.

- Fifty-five percent gave high ratings to the representation of women on search committees, both for administrators and for faculty.
- Half thought that women were well represented on faculty promotion and tenure committees. At doctoral universities, 3 in 10 gave "adequate" or "poor" ratings.

Actions to Support the Advancement of Women

Colleges and universities have taken many formal actions to support the advancement of women. Most campuses sponsor symposia and other events to address issues affecting women; many have policies for family leave. Policies to protect women have also been established, including policies on sexual harassment and policies to review and adjust salary inequities. About half of all institutions have taken steps to integrate women's perspectives into the curriculum (Table A12).

Most campuses sponsor events to raise awareness on women's issues.

- Two-thirds of institutions sponsor such events, and most have done so for a long time.
- Fifty-seven percent of public two-year institutions sponsor such events.

■
 "Half thought
 that women were
 well represented on
 faculty promotion
 and tenure
 committees."
 ■

■

**“Sixty-one percent
of all institutions
review and make
adjustments for
salary inequity
among faculty.”**

■

About half of all institutions now have family leave policies.

- Family leave policies are especially found at public institutions.
- Among independent institutions, 49 percent have family leave policies.

Policies on sexual harassment have been widely adopted.

- Nine out of ten institutions now have policies on sexual harassment; most of the others are developing policies.
- For 28 percent of institutions, policies on sexual harassment have been developed recently, since 1990.

The curriculum has received attention at about half of all institutions.

- Courses or programs in women's studies are offered by 7 in 10 four-year public institutions and about 6 in 10 independent institutions.
- About half of all institutions have initiatives to integrate women's perspectives into the curriculum. About 6 in 10 four-year institutions have taken such steps, compared to one-third of two-year institutions.
- About 2 in 10 four-year institutions (and 1 in 10 two-year institutions) are planning ways to integrate women's perspectives into the curriculum.

Actions have also been taken to improve the status of women faculty. This may include policies to “stop the tenure clock,” adjustments for salary inequities, assistance to dual-career couples, or special funds to recruit women into faculty positions. Four-year public institutions are more likely than other institutions to have such policies.

- Sixty-one percent of all institutions review and make adjustments for salary inequity among faculty. Seventy-five percent of public four-year institutions take such steps.
- About 4 in 10 institutions provide guidelines to their search committees about gender bias.
- About 4 in 10 four-year institutions have policies to stop the tenure clock for junior faculty wishing to have some flexibility in meeting both child-rearing and professional responsibilities.
- One in four institutions have policies to assist with spousal employment for dual-career couples.
- Relatively few institutions have special funds to assist with hiring women faculty. Fourteen percent of public four-year institutions do so, doctoral institutions primarily.

Several initiatives are found especially at doctoral universities.

- Six in ten doctoral universities support a women's center. Only 1 in 4 other institutions do so.
- About 6 in 10 doctoral universities sponsor a periodic report on the status of women. About 2 or 3 in 10 other institutions do so.
- About half of doctoral universities have a special commission or task force on the status of women. One in three comprehensive universities have a commission, but very few other types of institutions do so.

VII. Language Study Abroad

A good number of American students are interested in taking foreign language study in other countries. Among the options available, only some are offered for academic credit. In this survey, questions were asked to determine the extent to which such offerings exist, where they are located, and how they are operated (see Tables A13 and A14).

One in five institutions operate programs for language study abroad that carry academic credit.

- About 1 in 4 independent institutions and 1 in 3 public four-year institutions operate such programs.
- Doctoral universities most often have such programs; 6 in 10 offer language study abroad for academic credit.
- Some campuses offer language study abroad by cooperating with other institutions, usually through a consortium agreement.

These programs operate at various times throughout the year.

- One in four programs are held during the summer. Half of doctoral universities have summer programs.
- About 2 in 10 institutions (and one-third of four-year institutions) have language study options that extend for a full academic year.

Most programs use the institution's own faculty as well as native speakers.

- Two-thirds of institutions use their own faculty for their language study abroad programs.
- Almost all institutions (87 percent) also offer instruction by the country's native speakers.

Student housing is often with local families.

- Seven in ten institutions reported that students live with local families.
- About 6 in 10 reported that students live with students from that country.

In terms of location, these programs cluster in Western Europe, Mexico, and East Asia (see Table A14).

- Twenty-five percent of summer programs are located in France.
- Just as many (25 percent) are located in Mexico.
- For full-year programs, France is the most popular location, followed by other Western European and East Asian locations.
- East Asian countries (China, Japan, Korea) are destinations for full-year programs at 2 in 10 institutions, including 32 percent of four-year public institutions.

■

**“One in five
institutions operate
programs for
language study
abroad that carry
academic credit.”**

■



CONCLUSIONS & POSSIBLE IMPLICATIONS


This report indicates that higher education in the United States is facing severe financial problems at a time when other serious challenges also demand attention. Many observers believe that this combination of circumstances requires a fundamental restructuring by American colleges and universities.

For most institutions, the major problem is reduced funding, not reduced student demand. Most report increased enrollment and increased applications. Among public-sector institutions, two-thirds have seen no real increase in their operating budget over the last five years. Most of these institutions report that levels of faculty compensation have suffered, along with faculty morale. One-third are limiting enrollment and cutting back on faculty. Independent institutions have faced continuing financial pressures over several years, with tight budgeting, uncertainty regarding many sources of revenue and, for some, mid-year budget adjustments.


In the midst of financial retrenchment, institutions are trying to use their resources more effectively and to improve their programs and services. Most colleges and universities now use a variety of planning procedures, including outcomes assessment and program review. Most have adapted their programs to the needs of adult learners, often through off-campus or time-compressed course offerings.

What does this mean for the near future? Obviously, the general direction is still unclear, and the prospects for each institution differ according to its resources and circumstances. Some potential implications can be offered, however, based on a discussion of this report's findings with members of the advisory committee for the Campus Trends survey. Committee members have, for example, raised the following points:

- American higher education appears to be facing the need for a major readjustment: this is not a short-term, transitory situation. Institutions need to consolidate programs, refocus their missions, and develop new initiatives that respond to changing clientele needs and priorities. A good many institutions, beyond the one-third now reported, may see enrollment drop. Others will maintain enrollments only through increased outreach to adult learners and to business firms.
- Both public and independent institutions will continue to have sparse resources available to cope with seemingly expanding expectations. However, resource disparities also may increase, with the perceived



**“American
higher education
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■


**“ . . . resource
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institutions.”**

■

gap widening between “have” and “have-not” institutions. This year's report already documents sizeable sector differentials in financial resources, in the preparation levels of entering students, and in faculty morale.

- The nature of the faculty role is under serious challenge. In response to financial constraints, many institutions are pressing faculty to teach more with fewer resources. Some institutions are cutting back on part-time faculty appointments. However, others (especially, two-year institutions) are making substantial use of part-time or adjunct faculty and extending various benefits to adjunct faculty. While such benefits are fair to the individuals involved, do these actions suggest that large numbers of adjunct faculty are becoming an established, routine part of the teaching corps at many institutions?
- Financial constraints are posing a threat to goals of access and equity in higher education. For faculty, as the level of hiring has decreased generally, fewer institutions report gains in hiring of women and minorities into faculty positions. For students, rising tuition levels and restrictive enrollment policies at four-year institutions pose problems of both affordability and access (cf. *Making College Affordable Again, 1993*). Will an increasing number of low-income and middle-income students shift toward enrollment at community colleges?
- Student services have been hard hit on many campuses and, because they are not revenue-producing activities, may continue to be vulnerable to budget cuts in the future. Yet, in light of problems of inadequate preparation and immaturity among entering students, campuses might expect to face continuing needs for student support services.

American colleges and universities face many educational challenges today — to introduce new and more effective academic programs, to maintain a strong faculty, to respond to rising demand for postsecondary study, to promote equity and access, and to review and streamline their operational and other support services. To respond effectively to these challenges in a context of long-term financial constraints will be difficult. For most institutions, it will call for imaginative leadership and planning. For many, it will require a major realignment of resources and priorities to meet the needs of tomorrow's students.



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APPENDICES

Appendix A: Tables

TABLE A1
Recent Change in Operating Budgets (Percentage of Institutions)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|---|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Percentage of Institution that: | | | | | | | | |
| Had a mid-year budget cut: | 34 | 36 | 36 | 32 | 30 | 36 | 41 | 29 |
| Expect budget cuts for 1993-94 | 38 | 49 | 18 | 35 | 50 | 49 | 49 | 19 |
| Rate their financial condition as "excellent" or "very good" | 40 | 39 | 36 | 45 | 36 | 39 | 29 | 46 |
| 1992-93 Budget Compared to Last Year: | | | | | | | | |
| Increase of: | | | | | | | | |
| 11 percent or more | 5 | 6 | 5 | 5 | 2 | 6 | 5 | 4 |
| 7 to 10 percent | 13 | 10 | 19 | 16 | 8 | 10 | 12 | 19 |
| 5 to 6 percent | 20 | 14 | 40 | 13 | 17 | 14 | 9 | 33 |
| 1 to 4 percent | 26 | 25 | 12 | 34 | 43 | 25 | 33 | 23 |
| No Change: | 17 | 22 | 12 | 15 | 11 | 22 | 15 | 12 |
| Decrease of: | | | | | | | | |
| 11 percent or more | 2 | 0 | 5 | 1 | 3 | 0 | 2 | 3 |
| 7 to 10 percent | 5 | 8 | 0 | 6 | 1 | 8 | 8 | 0 |
| 5 to 6 percent | 3 | 2 | 5 | 1 | 3 | 2 | 5 | 1 |
| 1 to 4 percent | 9 | 12 | 5 | 8 | 13 | 12 | 11 | 5 |
| 1992-93 Budget Compared to Five Years Ago: | | | | | | | | |
| Increase of: | | | | | | | | |
| 41 percent or more | 23 | 17 | 29 | 29 | 17 | 17 | 21 | 31 |
| 31 to 40 percent | 13 | 8 | 21 | 11 | 20 | 8 | 12 | 20 |
| 21 to 30 percent | 11 | 10 | 7 | 14 | 16 | 10 | 19 | 7 |
| 11 to 20 percent | 15 | 16 | 14 | 15 | 20 | 16 | 10 | 18 |
| 6 to 10 percent | 10 | 14 | 5 | 10 | 9 | 14 | 11 | 6 |
| 1 to 5 percent | 8 | 11 | 7 | 7 | 3 | 11 | 4 | 8 |
| No Change: | 7 | 9 | 10 | 2 | 6 | 9 | 4 | 6 |
| Decrease of: | | | | | | | | |
| 11 percent or more | 7 | 11 | 5 | 6 | 3 | 11 | 11 | 2 |
| 1 to 10 percent | 5 | 6 | 2 | 5 | 6 | 6 | 8 | 2 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A2
Rating of Institutional Status (Percentage of Institutions)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|--|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Percentage rating their own institution as "Excellent" or "Very Good": | | | | | | | | |
| Ability to respond to enrollment shifts | 34 | 37 | 27 | 37 | 30 | 37 | 31 | 33 |
| Overall financial condition of the institution | 40 | 39 | 36 | 45 | 36 | 39 | 29 | 46 |
| Adequacy of student financial aid, including scholarships, fellowships, and loans | 37 | 39 | 37 | 35 | 31 | 39 | 26 | 41 |
| Adequacy of equipment for teaching and research | 28 | 32 | 14 | 30 | 37 | 32 | 20 | 27 |
| Adequacy of library resources at your institution | 31 | 37 | 22 | 24 | 39 | 37 | 26 | 26 |
| Adequacy of your institution's physical plant and overall campus appearance | 55 | 54 | 55 | 57 | 59 | 54 | 57 | 56 |
| Ability to attract and hold good faculty | 54 | 59 | 41 | 57 | 54 | 59 | 48 | 51 |
| Adequacy of faculty development opportunities | 42 | 49 | 29 | 46 | 37 | 49 | 35 | 39 |
| Adequacy of faculty compensation | 29 | 32 | 14 | 34 | 36 | 32 | 27 | 26 |
| Overall level of faculty morale at your institution | 37 | 46 | 33 | 32 | 23 | 46 | 16 | 39 |
| Overall level of faculty productivity | 58 | 59 | 60 | 53 | 70 | 59 | 47 | 65 |
| Relationships with regional accrediting agencies | 85 | 87 | 79 | 87 | 84 | 87 | 86 | 82 |
| Relationships with specialized accrediting agencies | 80 | 84 | 71 | 80 | 86 | 84 | 82 | 75 |
| Relationships with federal agencies | 67 | 74 | 55 | 64 | 77 | 74 | 67 | 60 |
| Relationships with state agencies | | | | | | | | |
| On curriculum matters | 73 | 73 | 67 | 79 | 67 | 73 | 72 | 73 |
| On financial matters | 63 | 65 | 53 | 72 | 44 | 65 | 56 | 63 |
| In general | 69 | 71 | 63 | 78 | 51 | 71 | 66 | 69 |
| General level of preparation of entering students | 22 | 6 | 35 | 27 | 52 | 6 | 24 | 40 |
| Job prospects for degree recipients | 44 | 38 | 55 | 41 | 49 | 38 | 42 | 52 |
| Percentage rating their own institution as "Fair" or "Poor": | | | | | | | | |
| Ability to respond to enrollment shifts | 22 | 18 | 27 | 22 | 28 | 18 | 31 | 21 |
| Overall financial condition of the institution | 24 | 25 | 26 | 23 | 25 | 25 | 25 | 24 |
| Adequacy of student financial aid, including scholarships, fellowships, and loans | 24 | 18 | 27 | 33 | 26 | 18 | 36 | 25 |
| Adequacy of equipment for teaching and research | 30 | 24 | 39 | 31 | 28 | 24 | 37 | 32 |
| Adequacy of library resources at your institution | 31 | 32 | 31 | 31 | 31 | 32 | 38 | 27 |
| Adequacy of your institution's physical plant and overall campus appearance | 16 | 21 | 10 | 14 | 12 | 21 | 18 | 9 |
| Ability to attract and hold good faculty | 9 | 8 | 14 | 7 | 7 | 8 | 7 | 11 |
| Adequacy of faculty development opportunities | 25 | 19 | 33 | 25 | 26 | 19 | 33 | 26 |
| Adequacy of faculty compensation | 31 | 27 | 39 | 29 | 30 | 27 | 36 | 31 |
| Overall level of faculty morale at your institution | 17 | 16 | 8 | 21 | 33 | 16 | 32 | 9 |
| Overall level of faculty productivity | 3 | 3 | 2 | 5 | 2 | 3 | 5 | 3 |
| Relationships with regional accrediting agencies | 1 | 1 | 2 | 0 | 0 | 1 | 0 | 1 |
| Relationships with specialized accrediting agencies | 1 | 1 | 0 | 3 | 1 | 1 | 1 | 2 |
| Relationships with federal agencies | 4 | 2 | 5 | 9 | 3 | 2 | 8 | 5 |
| Relationships with state agencies | | | | | | | | |
| On curriculum matters | 3 | 5 | 0 | 2 | 4 | 5 | 4 | 0 |
| On financial matters | 10 | 12 | 5 | 9 | 20 | 12 | 13 | 6 |
| In general | 4 | 4 | 2 | 3 | 8 | 4 | 7 | 1 |
| General level of preparation of entering students | 36 | 58 | 16 | 26 | 11 | 58 | 27 | 15 |
| Job prospects for degree recipients | 14 | 17 | 6 | 20 | 7 | 17 | 14 | 11 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A3
Changes in Enrollment, 1990-91 vs. 1991-92 (Percentage of Institutions with each Change)*

| | Total 1990-91 | 2-year Colleges 1990-91 | Bacca- laureate Colleges 1990-91 | Compre- hensive Colleges 1990-91 | Doctoral Universities 1990-91 | Public 2-year 1990-91 | Public 4-year 1990-91 | All Independent 1990-91 |
|--------------------------------|------------------|-------------------------------|---|---|-------------------------------------|-----------------------------|-----------------------------|-------------------------------|
| Overall (headcount) enrollment | 63 23 | 69 19 | 66 20 | 59 28 | 43 39 | 69 19 | 53 36 | 63 21 |
| Total FTE enrollment | 66 26 | 73 19 | 68 26 | 58 31 | 45 40 | 73 19 | 52 38 | 65 26 |
| First-time freshmen | 59 27 | 64 24 | 62 22 | 51 30 | 49 40 | 64 24 | 50 41 | 59 21 |
| Full-time students | 61 22 | 68 17 | 62 22 | 55 26 | 39 36 | 68 17 | 51 35 | 58 21 |
| Part-time students | 56 28 | 56 26 | 63 22 | 52 36 | 46 29 | 56 26 | 43 41 | 62 23 |
| Graduate enrollment—master's | 51 19 | 0 0 | 44 11 | 51 26 | 64 13 | 0 0 | 55 24 | 49 15 |
| Graduate enrollment—doctoral | 57 5 | 0 0 | 42 0 | 50 6 | 72 6 | 0 0 | 65 6 | 50 4 |
| Students age 25 and older | 56 13 | 54 14 | 58 9 | 58 14 | 52 10 | 54 14 | 51 14 | 61 10 |
| African-American students | 54 12 | 48 13 | 62 13 | 56 9 | 59 9 | 48 13 | 58 12 | 59 10 |
| Hispanic students | 48 8 | 47 8 | 39 13 | 49 6 | 69 5 | 47 8 | 52 6 | 46 10 |
| Asian-American students | 48 7 | 44 8 | 42 7 | 51 7 | 66 6 | 44 8 | 56 7 | 46 7 |
| American Indian students | 26 13 | 30 9 | 18 20 | 21 12 | 39 12 | 30 9 | 33 15 | 16 16 |
| Transfer students | 51 16 | 47 9 | 60 21 | 50 15 | 46 29 | 47 9 | 50 25 | 55 17 |
| International students | 46 15 | 40 17 | 50 16 | 44 15 | 61 11 | 40 17 | 48 16 | 49 14 |
| Total number of applicants | 73 15 | 68 18 | 87 9 | 70 15 | 64 20 | 68 18 | 69 20 | 80 9 |

* Responses for "increases," "decreases" and "no change" sum to 100 percent. Percentages for "no change" are not shown on the table.

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A4
Changes in Enrollment — Past and Future (Percentage of Institutions Reporting each Change)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|---|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Enrollment change in the last five years: | | | | | | | | |
| Increase of: | | | | | | | | |
| 31 percent or more | 19 | 27 | 23 | 9 | 1 | 27 | 8 | 16 |
| 21 to 30 percent | 11 | 16 | 2 | 13 | 5 | 16 | 8 | 7 |
| 11 to 20 percent | 17 | 19 | 13 | 18 | 17 | 19 | 25 | 10 |
| 6 to 10 percent | 16 | 11 | 17 | 21 | 18 | 11 | 20 | 18 |
| 1 to 5 percent | 17 | 17 | 15 | 16 | 24 | 17 | 18 | 16 |
| No Change: | 8 | 5 | 12 | 6 | 11 | 5 | 7 | 11 |
| Decrease of: | | | | | | | | |
| 11 percent or more | 1 | 1 | 0 | 2 | 6 | 1 | 2 | 1 |
| 1 to 10 percent | 11 | 4 | 19 | 14 | 19 | 4 | 11 | 20 |
| Likely enrollment change, next five years: | | | | | | | | |
| Increase of: | | | | | | | | |
| 31 percent or more | 2 | 2 | 4 | 1 | 0 | 2 | 1 | 3 |
| 21 to 30 percent | 8 | 10 | 13 | 3 | 1 | 10 | 4 | 8 |
| 11 to 20 percent | 14 | 21 | 4 | 16 | 3 | 21 | 18 | 4 |
| 6 to 10 percent | 23 | 20 | 38 | 18 | 13 | 20 | 10 | 34 |
| 1 to 5 percent | 26 | 28 | 20 | 25 | 32 | 28 | 28 | 22 |
| No Change: | 22 | 16 | 20 | 29 | 36 | 16 | 28 | 26 |
| Decrease of: | | | | | | | | |
| 11 percent or more | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 to 10 percent | 5 | 3 | 0 | 8 | 14 | 3 | 11 | 3 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A5
Enrollment Limitations (Percentage of Institutions Reporting each Change)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|---|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Percentage of Institutions that have taken steps to limit enrollment: | 21 | 15 | 15 | 30 | 41 | 15 | 34 | 20 |
| Among these institutions, percentage with: | | | | | | | | |
| Overall enrollment limits | 52 | 67 | 25 | 49 | 48 | 67 | 62 | 30 |
| Enrollment limits in specific subjects | 65 | 64 | 63 | 64 | 68 | 64 | 65 | 66 |
| Change in cut-off date for accepting applications | 18 | 14 | 0 | 25 | 23 | 14 | 29 | 9 |
| Restrictions on out-of-state applications | 11 | 10 | 0 | 17 | 9 | 10 | 21 | 0 |
| Reasons for enrollment limits: | | | | | | | | |
| Reduced state/local government funding | 47 | 73 | 0 | 43 | 43 | 73 | 67 | 0 |
| Other budgetary constraints | 34 | 46 | 0 | 34 | 36 | 46 | 47 | 8 |
| State-imposed requirements | 16 | 13 | 25 | 18 | 14 | 13 | 26 | 8 |
| Limits due to program capacity | 69 | 69 | 75 | 67 | 71 | 69 | 66 | 73 |
| Administrative decisions about our mission | 38 | 34 | 0 | 50 | 39 | 34 | 35 | 45 |
| Other | 10 | 16 | 25 | 1 | 12 | 16 | 7 | 8 |

Source: *Campus Trends, 1993, American Council on Education.*

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A6
Patterns of Faculty Hiring (Percentage of Institutions)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|--|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Full-time faculty were hired in: | | | | | | | | |
| Tenure-track positions* | 79 | 66* | 81 | 90 | 99 | 66* | 93 | 84 |
| Term or contract positions | 75 | 61 | 78 | 87 | 92 | 61 | 85 | 83 |
| Change in full-time (regular) faculty, 1991-92 to 1992-93: | | | | | | | | |
| Net gain | 49 | 46 | 57 | 52 | 40 | 46 | 45 | 56 |
| No net change | 29 | 30 | 36 | 20 | 25 | 30 | 31 | 25 |
| Net loss | 22 | 23 | 7 | 28 | 35 | 23 | 24 | 19 |
| Change in full-time (temporary) faculty, 1991-92 to 1992-93: | | | | | | | | |
| Net gain | 34 | 28 | 42 | 37 | 35 | 28 | 37 | 40 |
| No net change | 54 | 64 | 58 | 42 | 38 | 64 | 39 | 53 |
| Net loss | 11 | 8 | 0 | 21 | 28 | 8 | 24 | 8 |
| Change in part-time faculty, 1991-92 to 1992-93: | | | | | | | | |
| Net gain | 53 | 60 | 50 | 46 | 42 | 60 | 48 | 46 |
| No net change | 28 | 27 | 23 | 36 | 27 | 27 | 31 | 28 |
| Net loss | 19 | 13 | 27 | 18 | 31 | 13 | 21 | 26 |
| Change in minority faculty, 1991-92 to 1992-93: | | | | | | | | |
| Net gain | 40 | 42 | 23 | 44 | 57 | 42 | 41 | 36 |
| No net change | 53 | 51 | 70 | 46 | 35 | 51 | 49 | 56 |
| Net loss | 8 | 7 | 7 | 10 | 9 | 7 | 11 | 7 |
| Change in women faculty, 1991-92 to 1992-93: | | | | | | | | |
| Net gain | 48 | 46 | 40 | 52 | 63 | 46 | 57 | 44 |
| No net change | 45 | 45 | 58 | 40 | 24 | 45 | 35 | 51 |
| Net loss | 7 | 9 | 2 | 7 | 13 | 9 | 7 | 5 |
| Change in tenured faculty, 1991-92 to 1992-93*: | | | | | | | | |
| Net gain | 43 | 41* | 43 | 45 | 44 | 41* | 39 | 48 |
| No net change | 43 | 41* | 52 | 41 | 31 | 41* | 42 | 45 |
| Net loss | 14 | 18* | 4 | 14 | 24 | 18* | 19 | 7 |
| Change in minority faculty with tenure, 1991-92 to 1992-93*: | | | | | | | | |
| Net gain | 18 | 16* | 14 | 18 | 41 | 16* | 28 | 15 |
| No net change | 77 | 81* | 79 | 79 | 48 | 81* | 66 | 79 |
| Net loss | 5 | 4* | 7 | 3 | 10 | 4* | 6 | 6 |
| Change in women faculty with tenure, 1991-92 to 1992-93*: | | | | | | | | |
| Net gain | 50 | 41* | 48 | 57 | 70 | 41* | 59 | 53 |
| No net change | 46 | 54* | 48 | 40 | 24 | 54* | 37 | 43 |
| Net loss | 5 | 6* | 4 | 2 | 5 | 6* | 4 | 3 |

* Only a few two-year institutions have tenure systems.

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A7
Faculty Policies and Practices (Percentage of Institutions)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|--|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Percentage of institutions that: | | | | | | | | |
| Are making extensive use of part-time faculty (more than one-fourth of courses) | 52 | 73 | 43 | 34 | 24 | 73 | 32 | 38 |
| Have procedures to retrain faculty for changing program needs | 44 | 48 | 49 | 40 | 19 | 48 | 34 | 45 |
| Reward outstanding teaching through: | | | | | | | | |
| Annual awards | 70 | 59 | 79 | 72 | 92 | 59 | 76 | 79 |
| Recognition ceremonies | 69 | 59 | 71 | 77 | 90 | 59 | 76 | 77 |
| Salary increases | 45 | 25 | 65 | 49 | 73 | 25 | 62 | 58 |
| Released time | 26 | 21 | 21 | 37 | 35 | 21 | 35 | 27 |
| Special funds | 40 | 30 | 45 | 48 | 56 | 30 | 46 | 49 |
| Other | 4 | 6 | 0 | 5 | 1 | 6 | 6 | 0 |
| Have an office devoted to teaching improvement | 34 | 34 | 26 | 36 | 55 | 34 | 47 | 27 |
| Among these, percentage with an office for at least five years | 47 | 45 | 22 | 57 | 54 | 45 | 53 | 42 |
| Percentage of Institutions that have procedures underway to cut back on the number of faculty: | | | | | | | | |
| | 25 | 22 | 17 | 31 | 40 | 22 | 32 | 24 |
| Among these institutions, percentage that are: | | | | | | | | |
| Not filling positions | 77 | 74 | 50 | 90 | 84 | 74 | 82 | 76 |
| Making early retirement offers | 50 | 35 | 37 | 62 | 78 | 35 | 68 | 53 |
| Downsizing certain schools or departments | 65 | 67 | 63 | 67 | 58 | 67 | 62 | 65 |
| Other steps to cut back | 8 | 13 | 12 | 0 | 6 | 13 | 2 | 7 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A8
Competitive Position for Faculty Recruitment, Compared to Similar Institutions (Percentage of Institutions)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|--|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Our salary offers for new junior faculty are: | | | | | | | | |
| Uncompetitive | 15 | 21 | 20 | 4 | 6 | 21 | 8 | 13 |
| On a par | 55 | 53 | 59 | 58 | 41 | 53 | 53 | 57 |
| Competitive | 30 | 26 | 20 | 38 | 53 | 26 | 39 | 30 |
| Our salary offers for new senior faculty are: | | | | | | | | |
| Uncompetitive | 24 | 27 | 25 | 22 | 15 | 27 | 22 | 23 |
| On a par | 44 | 39 | 52 | 48 | 38 | 39 | 42 | 52 |
| Competitive | 31 | 34 | 23 | 29 | 47 | 34 | 36 | 26 |
| Our benefits/pension package for faculty appointment is: | | | | | | | | |
| Uncompetitive | 7 | 6 | 10 | 5 | 12 | 6 | 12 | 6 |
| On a par | 45 | 43 | 47 | 50 | 37 | 43 | 44 | 48 |
| Competitive | 48 | 51 | 43 | 45 | 52 | 51 | 44 | 46 |
| Our location makes us: | | | | | | | | |
| Uncompetitive | 17 | 23 | 16 | 11 | 9 | 23 | 21 | 8 |
| On a par | 35 | 30 | 45 | 32 | 36 | 30 | 33 | 41 |
| Competitive | 48 | 46 | 39 | 56 | 55 | 46 | 45 | 51 |
| Our teaching load makes us: | | | | | | | | |
| Uncompetitive | 13 | 12 | 14 | 15 | 4 | 12 | 20 | 9 |
| On a par | 64 | 61 | 69 | 66 | 53 | 61 | 60 | 68 |
| Competitive | 24 | 26 | 16 | 19 | 44 | 26 | 20 | 23 |
| Our equipment, facilities and other support for research makes us: | | | | | | | | |
| Uncompetitive | 24 | 18 | 33 | 28 | 18 | 18 | 28 | 29 |
| On a par | 52 | 46 | 59 | 58 | 45 | 46 | 55 | 57 |
| Competitive | 24 | 36 | 8 | 14 | 37 | 36 | 17 | 14 |
| The economic climate of our state makes us: | | | | | | | | |
| Uncompetitive | 24 | 30 | 8 | 29 | 27 | 30 | 36 | 11 |
| On a par | 55 | 48 | 75 | 47 | 51 | 48 | 48 | 66 |
| Competitive | 21 | 22 | 16 | 24 | 22 | 22 | 16 | 23 |
| The quality of life in our state makes us: | | | | | | | | |
| Uncompetitive | 5 | 7 | 2 | 4 | 6 | 7 | 4 | 3 |
| On a par | 44 | 36 | 63 | 39 | 41 | 36 | 39 | 55 |
| Competitive | 52 | 58 | 35 | 57 | 54 | 58 | 57 | 41 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A9
 Planning and Improvement Mechanisms (Percentage of Institutions with each Response)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|--|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| TQM groups and procedures | | | | | | | | |
| Extensive activity | 11 | 16 | 4 | 9 | 11 | 16 | 8 | 7 |
| Limited activity | 59 | 59 | 52 | 67 | 61 | 59 | 71 | 53 |
| None | 29 | 25 | 44 | 24 | 28 | 25 | 20 | 40 |
| Benchmarking activities for administrative operations | | | | | | | | |
| Extensive activity | 17 | 17 | 23 | 12 | 14 | 17 | 14 | 18 |
| Limited activity | 52 | 45 | 54 | 64 | 51 | 45 | 52 | 61 |
| None | 31 | 38 | 23 | 25 | 35 | 38 | 33 | 21 |
| Student outcomes assessment | | | | | | | | |
| Extensive activity | 43 | 41 | 48 | 44 | 30 | 41 | 56 | 36 |
| Limited activity | 55 | 55 | 50 | 56 | 61 | 55 | 42 | 61 |
| None | 3 | 3 | 2 | 1 | 9 | 3 | 3 | 2 |
| Other quality improvement procedures | | | | | | | | |
| Extensive activity | 10 | 12 | 0 | 16 | 14 | 12 | 15 | 6 |
| Limited activity | 25 | 23 | 32 | 23 | 22 | 23 | 20 | 31 |
| None | 65 | 65 | 68 | 61 | 64 | 65 | 66 | 63 |
| The institution has a formal process of program review | | | | | | | | |
| | 82 | 85 | 78 | 82 | 79 | 85 | 86 | 76 |
| Among institutions, program review is: | | | | | | | | |
| Primarily formative | 52 | 53 | 63 | 44 | 37 | 53 | 36 | 60 |
| Primarily summative | 51 | 56 | 46 | 43 | 57 | 56 | 59 | 38 |
| Externally mandated | 60 | 70 | 53 | 53 | 49 | 70 | 67 | 42 |
| Conducted on a fixed schedule | 77 | 84 | 63 | 77 | 82 | 84 | 91 | 60 |
| Being used for program elimination | 45 | 56 | 27 | 45 | 36 | 56 | 33 | 40 |
| Being used for program consolidation | 54 | 68 | 39 | 47 | 40 | 68 | 38 | 46 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A10
Programs for Adult Learners (Percentage of Institutions with each Response)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|--|------------|------------|--------------------|--------------------|------------|------------------|------------------|--------------------|
| Programs for adult students are available in: | | | | | | | | |
| Regular programs only | 37 | 22 | 42 | 52 | 41 | 22 | 49 | 45 |
| Separate programs only | 4 | 4 | 8 | 0 | 4 | 4 | 1 | 5 |
| Both | 55 | 68 | 47 | 46 | 47 | 68 | 43 | 49 |
| No programs for adults | 4 | 6 | 3 | 2 | 7 | 6 | 7 | 1 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Percentage with programs, regular or separate: | | | | | | | | |
| Degree programs in management | 88 | 87 | 79 | 98 | 91 | 87 | 93 | 87 |
| Degree programs in education | 73 | 54 | 81 | 95 | 79 | 54 | 91 | 84 |
| Degree programs in engineering | 42 | 63 | 4 | 33 | 75 | 63 | 45 | 17 |
| Degree programs in other fields | 95 | 95 | 92 | 98 | 93 | 95 | 93 | 96 |
| Degree programs developed jointly with business firms | 37 | 56 | 23 | 21 | 31 | 56 | 25 | 22 |
| Degree programs developed jointly with schools/school systems | 38 | 41 | 35 | 34 | 39 | 41 | 33 | 37 |
| Nondegree courses | 86 | 92 | 79 | 83 | 90 | 92 | 91 | 77 |
| Courses offered at off-campus sites | 81 | 90 | 63 | 81 | 85 | 90 | 92 | 64 |
| Courses offered on-campus | 96 | 98 | 94 | 97 | 95 | 98 | 95 | 96 |
| Courses offered by educational TV | 38 | 61 | 6 | 28 | 45 | 61 | 46 | 7 |
| Courses offered by interactive TV at off-campus sites | 23 | 27 | 8 | 21 | 48 | 27 | 43 | 6 |
| Modular, compressed-time format | 58 | 58 | 58 | 59 | 56 | 58 | 58 | 59 |
| Weekend college | 35 | 38 | 35 | 31 | 31 | 38 | 32 | 34 |
| Course assignments linked to the jobs students hold | 53 | 61 | 48 | 49 | 37 | 61 | 39 | 51 |
| Re-entry advice | 84 | 85 | 90 | 80 | 74 | 85 | 86 | 81 |
| Credit for prior learning | 71 | 72 | 79 | 68 | 47 | 72 | 66 | 72 |
| Special advising and counseling | 84 | 90 | 79 | 80 | 78 | 90 | 82 | 77 |
| Special job placement assistance | 62 | 70 | 58 | 55 | 53 | 70 | 56 | 56 |
| Percentage of institutions with regular programs: | | | | | | | | |
| Degree programs in management | 82 | 85 | 67 | 92 | 84 | 85 | 89 | 75 |
| Degree programs in education | 68 | 54 | 65 | 91 | 77 | 54 | 91 | 70 |
| Degree programs in engineering | 42 | 63 | 4 | 31 | 70 | 63 | 43 | 16 |
| Degree programs in other fields | 88 | 92 | 79 | 90 | 89 | 92 | 91 | 82 |
| Degree programs developed jointly with business firms | 28 | 46 | 17 | 14 | 17 | 46 | 16 | 15 |
| Degree programs developed jointly with schools/school systems | 29 | 34 | 25 | 26 | 25 | 34 | 28 | 24 |
| Nondegree courses | 51 | 65 | 42 | 39 | 50 | 65 | 53 | 35 |
| Courses offered at off-campus sites | 61 | 77 | 33 | 59 | 62 | 77 | 67 | 38 |
| Courses offered on-campus | 90 | 96 | 83 | 88 | 89 | 96 | 90 | 84 |
| Courses offered by educational TV | 35 | 59 | 4 | 23 | 36 | 59 | 38 | 5 |
| Courses offered by interactive TV at off-campus sites | 15 | 16 | 4 | 17 | 36 | 16 | 36 | 2 |
| Modular, compressed-time format | 40 | 42 | 40 | 41 | 32 | 42 | 40 | 38 |
| Weekend college | 25 | 31 | 23 | 22 | 17 | 31 | 21 | 22 |
| Course assignments linked to the jobs students hold | 37 | 44 | 35 | 32 | 27 | 44 | 29 | 35 |
| Re-entry advice | 70 | 73 | 75 | 64 | 55 | 73 | 73 | 64 |
| Credit for prior learning | 58 | 65 | 60 | 54 | 31 | 65 | 51 | 55 |
| Special advising and counseling | 68 | 76 | 67 | 62 | 52 | 76 | 66 | 61 |
| Special job placement assistance | 55 | 60 | 58 | 50 | 42 | 60 | 50 | 53 |

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TABLE A10—CONTINUED
 Programs for Adult Learners (Percentage of Institutions with each Response)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|--|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Percentage of institutions with separate programs: | | | | | | | | |
| Degree programs in management | 11 | 4 | 15 | 10 | 22 | 4 | 11 | 20 |
| Degree programs in education | 7 | 0 | 17 | 10 | 9 | 0 | 4 | 17 |
| Degree programs in engineering | 3 | 2 | 0 | 3 | 14 | 2 | 4 | 3 |
| Degree programs in other fields | 12 | 5 | 19 | 16 | 12 | 5 | 5 | 23 |
| Degree programs developed jointly with business firms | 10 | 13 | 6 | 9 | 16 | 13 | 11 | 7 |
| Degree programs developed jointly with schools/school systems | 10 | 10 | 10 | 9 | 14 | 10 | 7 | 13 |
| Nondegree courses | 39 | 34 | 37 | 46 | 50 | 34 | 42 | 44 |
| Courses offered at off-campus sites | 28 | 22 | 29 | 32 | 39 | 22 | 37 | 29 |
| Courses offered on-campus | 16 | 12 | 12 | 23 | 27 | 12 | 14 | 23 |
| Courses offered by educational TV | 6 | 6 | 2 | 6 | 17 | 6 | 13 | 2 |
| Courses offered by interactive TV at off-campus sites | 9 | 11 | 4 | 6 | 20 | 11 | 12 | 5 |
| Modular, compressed-time format | 22 | 20 | 23 | 21 | 26 | 20 | 21 | 24 |
| Weekend college | 11 | 8 | 12 | 11 | 15 | 8 | 10 | 13 |
| Course assignments linked to the jobs students hold | 19 | 21 | 15 | 21 | 13 | 21 | 12 | 20 |
| Re-entry advice | 20 | 19 | 17 | 22 | 29 | 19 | 19 | 22 |
| Credit for prior learning | 17 | 13 | 21 | 19 | 20 | 13 | 18 | 21 |
| Special advising and counseling | 22 | 24 | 12 | 23 | 35 | 24 | 23 | 19 |
| Special job placement assistance | 11 | 17 | 0 | 9 | 15 | 17 | 10 | 4 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A11
Representation of Women (Percentage of Institutions)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|---|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Percentage rating their own institution as "Excellent" or "Very Good": | | | | | | | | |
| Women on the Board of Trustees | 38 | 39 | 41 | 37 | 26 | 39 | 36 | 38 |
| Women among senior administrators | 33 | 33 | 40 | 29 | 24 | 33 | 22 | 39 |
| Women among senior faculty | 37 | 47 | 40 | 25 | 9 | 47 | 17 | 35 |
| Women among junior faculty | 52 | 63 | 52 | 41 | 31 | 63 | 35 | 49 |
| Women among search committees for: | | | | | | | | |
| Administrators | 55 | 56 | 57 | 52 | 54 | 56 | 50 | 57 |
| Faculty | 56 | 61 | 55 | 51 | 45 | 61 | 47 | 55 |
| Women on faculty promotion and tenure committees | 53 | 47 | 72 | 48 | 45 | 47 | 43 | 65 |
| Women among student leaders | 65 | 62 | 74 | 61 | 64 | 62 | 55 | 74 |
| Women among students in the sciences | 35 | 26 | 48 | 39 | 28 | 26 | 25 | 51 |
| Women among students in engineering | 17 | 8 | 42 | 27 | 22 | 8 | 15 | 42 |
| Women among students in graduate programs | 59 | 0 | 53 | 62 | 61 | 0 | 55 | 62 |
| Women receiving graduate fellowships | 46 | 0 | 35 | 51 | 50 | 0 | 43 | 48 |
| Women receiving athletic scholarships | 50 | 52 | 50 | 53 | 38 | 52 | 36 | 59 |
| Women receiving academic scholarships | 68 | 71 | 72 | 66 | 58 | 71 | 49 | 78 |
| Percentage rating their own institution as "Adequate" or "Poor": | | | | | | | | |
| Women on the Board of Trustees | 36 | 31 | 39 | 39 | 50 | 31 | 40 | 41 |
| Women among senior administrators | 42 | 42 | 40 | 42 | 52 | 42 | 46 | 42 |
| Women among senior faculty | 35 | 21 | 32 | 49 | 68 | 21 | 59 | 37 |
| Women among junior faculty | 16 | 14 | 11 | 18 | 29 | 14 | 28 | 11 |
| Women among search committees for: | | | | | | | | |
| Administrators | 10 | 9 | 6 | 12 | 13 | 9 | 10 | 10 |
| Faculty | 7 | 7 | 2 | 9 | 19 | 7 | 10 | 6 |
| Women on faculty promotion and tenure committees | 12 | 12 | 4 | 13 | 31 | 12 | 21 | 7 |
| Women among student leaders | 6 | 5 | 0 | 10 | 13 | 5 | 14 | 2 |
| Women among students in the sciences | 25 | 24 | 11 | 36 | 32 | 24 | 45 | 13 |
| Women among students in engineering | 49 | 53 | 25 | 52 | 43 | 53 | 53 | 34 |
| Women among students in graduate programs | 12 | 0 | 10 | 12 | 15 | 0 | 12 | 12 |
| Women receiving graduate fellowships | 17 | 0 | 22 | 14 | 15 | 0 | 20 | 15 |
| Women receiving athletic scholarships | 17 | 21 | 11 | 16 | 24 | 21 | 26 | 8 |
| Women receiving academic scholarships | 6 | 9 | 0 | 5 | 11 | 9 | 8 | 1 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A12
Steps to Improve the Status of Women (Percentage of Institutions with each Response)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|--|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Special commission on the status of women | | | | | | | | |
| A long-term activity | 13 | 4 | 9 | 20 | 39 | 4 | 27 | 13 |
| New since 1990 | 6 | 4 | 0 | 13 | 14 | 4 | 14 | 4 |
| Being planned | 3 | 3 | 5 | 3 | 1 | 3 | 4 | 3 |
| No | 78 | 89 | 86 | 64 | 46 | 89 | 56 | 79 |
| Annual or periodic report on the status of women | | | | | | | | |
| A long-term activity | 24 | 20 | 23 | 25 | 45 | 20 | 34 | 24 |
| New since 1990 | 6 | 3 | 6 | 9 | 13 | 3 | 12 | 7 |
| Being planned | 5 | 5 | 2 | 7 | 5 | 5 | 7 | 3 |
| No | 65 | 72 | 69 | 58 | 37 | 72 | 47 | 66 |
| Review and adjustments for salary inequity among faculty | | | | | | | | |
| A long-term activity | 45 | 30 | 60 | 48 | 63 | 30 | 56 | 55 |
| New since 1990 | 16 | 8 | 15 | 30 | 21 | 8 | 19 | 24 |
| Being planned | 3 | 2 | 2 | 5 | 3 | 2 | 5 | 3 |
| No | 36 | 59 | 23 | 16 | 13 | 59 | 19 | 18 |
| Special funds for hiring women faculty | | | | | | | | |
| A long-term activity | 6 | 1 | 11 | 4 | 21 | 1 | 10 | 9 |
| New since 1990 | 2 | 1 | 2 | 0 | 10 | 1 | 4 | 2 |
| Being planned | 2 | 2 | 0 | 4 | 5 | 2 | 6 | 0 |
| No | 90 | 96 | 87 | 92 | 64 | 96 | 80 | 89 |
| Guidelines for search committees about gender bias | | | | | | | | |
| A long-term activity | 28 | 28 | 20 | 31 | 33 | 28 | 39 | 19 |
| New since 1990 | 15 | 14 | 16 | 16 | 16 | 14 | 14 | 17 |
| Being planned | 6 | 8 | 0 | 8 | 10 | 8 | 7 | 4 |
| No | 51 | 50 | 64 | 45 | 42 | 50 | 40 | 59 |
| Support of a women's center | | | | | | | | |
| A long-term activity | 20 | 18 | 15 | 20 | 44 | 18 | 30 | 17 |
| New since 1990 | 9 | 6 | 11 | 10 | 18 | 6 | 13 | 11 |
| Being planned | 5 | 4 | 6 | 5 | 1 | 4 | 6 | 4 |
| No | 66 | 71 | 68 | 64 | 37 | 71 | 51 | 68 |
| Events to raise awareness on women's issues | | | | | | | | |
| A long-term activity | 50 | 40 | 55 | 54 | 67 | 40 | 65 | 52 |
| New since 1990 | 18 | 17 | 11 | 24 | 21 | 17 | 18 | 18 |
| Being planned | 7 | 8 | 9 | 3 | 6 | 8 | 1 | 8 |
| No | 26 | 35 | 26 | 19 | 6 | 35 | 16 | 22 |
| Policies on sexual harassment | | | | | | | | |
| A long-term activity | 65 | 65 | 54 | 69 | 79 | 65 | 73 | 59 |
| New since 1990 | 28 | 27 | 33 | 28 | 20 | 27 | 25 | 31 |
| Being planned | 6 | 7 | 9 | 1 | 2 | 7 | 2 | 6 |
| No | 2 | 1 | 4 | 1 | 0 | 1 | 0 | 4 |
| Assistance with spousal employment for dual-career couples | | | | | | | | |
| A long-term activity | 19 | 9 | 17 | 27 | 45 | 9 | 29 | 23 |
| New since 1990 | 8 | 0 | 19 | 8 | 15 | 0 | 16 | 12 |
| Being planned | 3 | 1 | 0 | 10 | 5 | 1 | 7 | 3 |
| No | 70 | 89 | 65 | 55 | 35 | 89 | 47 | 61 |
| Family leave policies | | | | | | | | |
| A long-term activity | 37 | 46 | 24 | 37 | 31 | 46 | 40 | 25 |
| New since 1990 | 18 | 15 | 26 | 16 | 23 | 15 | 17 | 24 |
| Being planned | 12 | 9 | 13 | 13 | 18 | 9 | 11 | 16 |
| No | 33 | 31 | 37 | 34 | 28 | 31 | 32 | 35 |

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TABLE A12—CONTINUED
Steps to Improve the Status of Women (Percentage of Institutions with each Response)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|---|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Ability for faculty to stop the tenure clock | | | | | | | | |
| A long-term activity | 29 | 14 | 46 | 29 | 46 | 14 | 40 | 38 |
| New since 1990 | 5 | 3 | 7 | 5 | 12 | 3 | 5 | 8 |
| Being planned | 4 | 1 | 5 | 4 | 10 | 1 | 3 | 7 |
| No | 62 | 83 | 41 | 62 | 33 | 83 | 52 | 47 |
| Courses or programs in women's studies | | | | | | | | |
| A long-term activity | 37 | 20 | 37 | 54 | 77 | 20 | 61 | 44 |
| New since 1990 | 16 | 16 | 17 | 16 | 10 | 16 | 13 | 17 |
| Being planned | 8 | 10 | 11 | 6 | 2 | 10 | 6 | 8 |
| No | 39 | 54 | 35 | 25 | 11 | 54 | 21 | 31 |
| Initiatives to integrate women's perspectives into the curriculum | | | | | | | | |
| A long-term activity | 33 | 23 | 38 | 39 | 47 | 23 | 42 | 39 |
| New since 1990 | 17 | 14 | 19 | 23 | 13 | 14 | 17 | 22 |
| Being planned | 14 | 11 | 21 | 14 | 13 | 11 | 15 | 18 |
| No | 36 | 52 | 21 | 23 | 27 | 52 | 27 | 21 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A13
Language Study Abroad for Academic Credit (Percentage of Institutions with each Response)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|---|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| This institution operates: | | | | | | | | |
| Our own program | 18 | 4 | 16 | 29 | 56 | 4 | 35 | 24 |
| A program as part of a consortium | 21 | 11 | 24 | 31 | 37 | 11 | 28 | 29 |
| Another program | 7 | 1 | 12 | 11 | 7 | 1 | 5 | 14 |
| The program(s) include: | | | | | | | | |
| Instructions by your institution's faculty | 64 | 56 | 64 | 65 | 74 | 56 | 76 | 61 |
| Instruction by native speakers | 87 | 65 | 91 | 88 | 94 | 65 | 88 | 91 |
| Students live together | 60 | 73 | 43 | 59 | 78 | 73 | 68 | 52 |
| Students live with students from that country | 57 | 57 | 50 | 57 | 67 | 57 | 57 | 57 |
| Students live with local families | 70 | 66 | 73 | 70 | 65 | 66 | 69 | 71 |
| The programs operate during: | | | | | | | | |
| Summer session | 23 | 13 | 24 | 31 | 49 | 13 | 36 | 28 |
| One term | 22 | 4 | 32 | 34 | 46 | 4 | 26 | 40 |
| The full academic year | 20 | 2 | 30 | 29 | 49 | 2 | 30 | 34 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

TABLE A14
Location of Language Study Programs (Percentage of Institutions with each Response)

| | Total | 2-year | Bacca- laureate | Compre- hensive | Doctoral | Public 2-year | Public 4-year | All Independent |
|------------------------------------|-------|--------|--------------------|--------------------|----------|------------------|------------------|--------------------|
| Summer Programs operate in: | | | | | | | | |
| England/U.K. | 24 | 56 | 9 | 21 | 27 | 56 | 21 | 17 |
| France | 25 | 32 | 14 | 23 | 46 | 32 | 37 | 18 |
| Germany | 18 | 28 | 14 | 14 | 26 | 28 | 17 | 16 |
| Spain | 18 | 36 | 5 | 15 | 32 | 36 | 20 | 12 |
| Other Western Europe | 12 | 19 | 5 | 9 | 24 | 19 | 18 | 7 |
| Former U.S.S.R. republics | 9 | 0 | 9 | 9 | 18 | 0 | 16 | 8 |
| Eastern Europe | 3 | 2 | 5 | 3 | 4 | 2 | 6 | 3 |
| Mexico | 25 | 50 | 14 | 20 | 34 | 50 | 33 | 15 |
| Brazil | 3 | 0 | 5 | 2 | 7 | 0 | 5 | 3 |
| Other Latin America | 12 | 14 | 14 | 10 | 13 | 14 | 13 | 11 |
| Israel | 7 | 3 | 14 | 2 | 9 | 3 | 5 | 9 |
| Other Mideast | 4 | 0 | 9 | 3 | 1 | 0 | 4 | 6 |
| Africa | 4 | 0 | 9 | 2 | 6 | 0 | 5 | 5 |
| East Asia (Chinas, Japan, Korea) | 15 | 9 | 18 | 13 | 19 | 9 | 15 | 17 |
| South Asia (India, Pakistan) | 3 | 0 | 5 | 2 | 3 | 0 | 5 | 2 |
| One-term Programs operate in: | | | | | | | | |
| England/U.K. | 30 | 22 | 45 | 23 | 25 | 22 | 17 | 38 |
| France | 28 | 9 | 41 | 22 | 33 | 9 | 22 | 35 |
| Germany | 23 | 4 | 23 | 29 | 24 | 4 | 22 | 28 |
| Spain | 23 | 12 | 36 | 15 | 29 | 12 | 18 | 29 |
| Other Western Europe | 23 | 10 | 36 | 15 | 31 | 10 | 22 | 28 |
| Former U.S.S.R. republics | 13 | 0 | 14 | 13 | 22 | 0 | 11 | 17 |
| Eastern Europe | 6 | 0 | 9 | 2 | 15 | 0 | 11 | 5 |
| Mexico | 22 | 6 | 41 | 13 | 20 | 6 | 19 | 27 |
| Brazil | 5 | 3 | 9 | 2 | 8 | 3 | 7 | 5 |
| Other Latin America | 19 | 9 | 32 | 14 | 16 | 9 | 13 | 25 |
| Israel | 7 | 4 | 14 | 1 | 12 | 4 | 6 | 9 |
| Other Mideast | 3 | 0 | 5 | 2 | 6 | 0 | 4 | 3 |
| Africa | 8 | 0 | 14 | 6 | 9 | 0 | 6 | 11 |
| East Asia (Chinas, Japan, Korea) | 25 | 9 | 36 | 21 | 26 | 9 | 19 | 32 |
| South Asia (India, Pakistan) | 7 | 0 | 18 | 1 | 8 | 0 | 5 | 10 |
| Academic-year Programs operate in: | | | | | | | | |
| England/U.K. | 20 | 3 | 14 | 28 | 31 | 3 | 29 | 21 |
| France | 25 | 3 | 27 | 23 | 47 | 3 | 34 | 27 |
| Germany | 19 | 4 | 14 | 24 | 32 | 4 | 25 | 20 |
| Spain | 16 | 3 | 18 | 12 | 34 | 3 | 22 | 17 |
| Other Western Europe | 16 | 3 | 9 | 20 | 31 | 3 | 25 | 15 |
| Former U.S.S.R. republics | 9 | 0 | 9 | 8 | 18 | 0 | 12 | 10 |
| Eastern Europe | 6 | 0 | 9 | 3 | 12 | 0 | 12 | 5 |
| Mexico | 9 | 3 | 14 | 5 | 18 | 3 | 16 | 8 |
| Brazil | 5 | 0 | 5 | 2 | 15 | 0 | 11 | 2 |
| Other Latin America | 8 | 3 | 5 | 9 | 18 | 3 | 16 | 6 |
| Israel | 6 | 3 | 5 | 4 | 19 | 3 | 14 | 4 |
| Other Mideast | 4 | 0 | 5 | 2 | 10 | 0 | 7 | 3 |
| Africa | 5 | 0 | 9 | 2 | 8 | 0 | 8 | 5 |
| East Asia (Chinas, Japan, Korea) | 21 | 12 | 27 | 15 | 33 | 12 | 32 | 19 |
| South Asia (India, Pakistan) | 6 | 0 | 14 | 1 | 8 | 0 | 7 | 7 |

Source: Campus Trends, 1993, American Council on Education.

Weighted survey data (80 percent response) received from 406 institutions (including 125 two-year colleges, 36 baccalaureate institutions, 128 comprehensive universities, and 117 doctoral institutions).

Appendix B: Technical Notes

This survey was conducted through the Higher Education Panel, part of an ongoing survey research program created in 1971 by the American Council on Education. In the Fall and Winter of 1991-92, the Higher Education Panel was revised by selecting a new sample of institutions to reflect the changes that have occurred in the number of institutions and their missions since the prior sample had been drawn in 1983. One of the

requisites in selecting the new sample was the preservation of as much continuity as possible with the previous panel.

The present panel is a disproportionate stratified sample of 670 colleges and universities. The sample was drawn from the more than 3,400 four- and two-year institutions found on the U.S. Department of Education's 1988-89 Institutional Characteristics data tape. It is from this data tape that the Department produces its official *Directory of Postsecondary Education*. The Panel's stratification design (Table B-1) is based primarily upon three factors: the Carnegie classification of institutional type; public or independent control; and enrollment size.

The sample for the Campus Trends survey consists of 510 institutions that offer a general program of undergraduate instruction. It excludes specialized institu-

tions (e.g., rabbinical seminaries, schools of art), institutions offering graduate instruction only, independent institutions that offer less than baccalaureate instruction, and other institutions that offer no general program of undergraduate instruction. The sample closely approximates and updates that which has been used in previous *Campus Trends* surveys.

The four-page survey questionnaire (Appendix C) was mailed in late January 1993 with the request that it be completed by the academic vice-president. By May, responses were received from 80 percent of those surveyed.

TABLE B-1
Stratification Design

| Type of Institution | Population | Sample | Respondents |
|--|--------------|------------|-------------|
| Total | 2,332 | 510 | 406 |
| Large public research universities | 72 | 55 | 50 |
| Large public doctoral universities | 38 | 29 | 24 |
| Large public comprehensive universities | 37 | 28 | 20 |
| Large independent research universities | 32 | 24 | 14 |
| Large independent doctoral universities | 25 | 18 | 14 |
| Large independent comprehensive universities | 18 | 14 | 10 |
| Public doctoral universities (<14,500 FTEE) | 24 | 11 | 10 |
| Public comprehensive universities (6,500-13,999 FTEE) | 92 | 47 | 44 |
| Public comprehensive universities (<6,500 FTEE) | 208 | 40 | 35 |
| Public liberal arts colleges | 34 | 4 | 3 |
| Independent doctoral universities (<14,500 FTEE) | 20 | 5 | 5 |
| Independent comprehensive universities (2,500-13,999 FTEE) | 82 | 16 | 11 |
| Independent comprehensive colleges (<2,500 FTEE) | 155 | 15 | 10 |
| Independent liberal arts colleges (>1,000 FTEE) | 212 | 22 | 19 |
| Independent liberal arts colleges (<1,000 FTEE) | 313 | 20 | 14 |
| Public 2-year colleges (8,000 or more FTEE) | 51 | 30 | 24 |
| Public 2-year colleges (4,500-7,999 FTEE) | 125 | 43 | 33 |
| Public 2-year colleges (2,000-4,499 FTEE) | 254 | 43 | 31 |
| Public 2-year colleges (<2,000 FTEE) | 540 | 46 | 35 |

FTEE - Full-time equivalent enrollment

Data from responding institutions were statistically weighted to be representative of the 2,332 four-year colleges and universities and public two-year institutions in the U.S. that offer a general program of undergraduate instruction. The weighting technique adjusts the data for institutional nonresponse within each stratification cell. Table B-2 shows response rates by institutional categories. The lowest rate of response was among independent comprehensive universities and independent doctoral universities and institutions with enrollment of less than 1,000 students.

TABLE B-2
Response Rates By Institutional Categories (In percentages)

| Institutional Category | Response Rate |
|---|---------------|
| Total | 80 |
| Control | |
| Public | 82 |
| Independent | 72 |
| Type | |
| Public doctoral university | 88 |
| Independent doctoral university | 70 |
| Public comprehensive university | 88 |
| Independent comprehensive university | 70 |
| Public baccalaureate college | 75 |
| Independent baccalaureate college | 77 |
| Public two-year college | 75 |
| Enrollment size (full-time equivalent [FTE] enrollment) | |
| Less than 1,000 | 68 |
| 1,000 to 4,999 | 76 |
| 5,000 to 9,999 | 85 |
| 10,000 and above | 82 |

AMERICAN COUNCIL ON EDUCATION

Division of Policy Analysis and Research

February 1, 1993

Dear Higher Education Panel Representative:

Attached is Higher Education Panel Survey No 83, the tenth in a series of annual surveys on Campus Trends, sponsored by the American Council on Education.

The questionnaire asks about faculty hiring, budgetary problems, and other institutional issues. If possible, it should be completed by the **academic vice president**.

Please return the completed questionnaire by February 22, 1993 or call our office (collect) if this is too soon (202) 939-9445. Data will be reported in summary tabulations only and will not be identified with your institution.

Thank you. A copy of the survey report, Campus Trends, 1993, will be sent to all responding campuses.

Sincerely,



Elaine El-Khawas
Vice President for Policy
Analysis and Research

*A Voice for
Higher Education*
75 Years
1918 1993

One Dupont Circle, Washington, D.C. 20036-1193 (202) 939-9450
FAX (202) 833-4760

Campus Trends, 1993

This questionnaire asks a series of general questions about policies and practices at your institution.
Please circle an answer for each question. If not applicable, please write N/A. All questions refer to 1992-93.

I. FINANCIAL STATUS AND ENROLLMENT

- A. How does your (latest) operating budget for 1992-93 compare to the previous year's (final) budget? (In current dollars)
- _____ Increased by _____%
- _____ No change
- _____ Decreased by _____%
- B. Did your institution have a budget cut during 1992-93 (after the year's budget was initially approved)? Yes No
- C. Do you expect budget cuts for 1993-94? Yes No
- D. How does your operating budget for 1992-93 compare to **five years ago**? (In current dollars)
- _____ Increased by _____%
- _____ No change
- _____ Decreased by _____%
- E. How did your institution's enrollment change for 1992-93 compared to 1991-92:

| | Increase | No Change | Decrease |
|--------------------------------|----------|-----------|----------|
| Overall (headcount) enrollment | 3 | 2 | 1 |
| Total FTE enrollment | 3 | 2 | 1 |
| First-time freshmen | 3 | 2 | 1 |
| Full-time students | 3 | 2 | 1 |
| Part-time students | 3 | 2 | 1 |
| Graduate enrollment-master's | 3 | 2 | 1 |
| Graduate enrollment-doctoral | 3 | 2 | 1 |
| Students age 25 and older | 3 | 2 | 1 |
| Black students | 3 | 2 | 1 |
| Hispanic students | 3 | 2 | 1 |
| Asian students | 3 | 2 | 1 |
| Native American students | 3 | 2 | 1 |
| Transfer students | 3 | 2 | 1 |
| International students | 3 | 2 | 1 |
| Total number of applicants | 3 | 2 | 1 |

- F. Have you taken steps recently to limit or decrease enrollment? Yes No
- IF YES: Did this include:
- Overall enrollment limits 2 1
- Enrollment limits in specific subjects 2 1
- Change in cut-off date for accepting applications 2 1
- Restrictions on out-of-state applications 2 1
- IF YES: What were the reasons for the enrollment limits? (check all that apply)
- | | Yes | No |
|--|-----|----|
| Reduced state/local government funding | 2 | 1 |
| Other budgetary constraints | 2 | 1 |
| State-imposed requirements | 2 | 1 |
| Limits due to program capacity | 2 | 1 |
| Administrative decisions about our mission | 2 | 1 |
| Other (Please specify:) | 2 | 1 |

- G. What total enrollment change (headcount) have you had in the **last five years**?
- _____ Increased by _____%
- _____ No change
- _____ Decreased by _____%
- H. What total enrollment change (headcount) is most likely in the **next five years**?
- _____ Increase by _____%
- _____ No change
- _____ Decrease by _____%

II. FACULTY

- A. Were any (new) full-time faculty hired for academic year 1992-93:
- | | Yes | No |
|-------------------------------|-----|----|
| In tenure-track positions | 2 | 1 |
| In term or contract positions | 2 | 1 |
- B. Compared to 1991-92, did your institution have any **net change** in the number of:
- | | Net Gain | No Net Change | Net Loss |
|------------------------------|----------|---------------|----------|
| Full-time faculty—Regular | 3 | 2 | 1 |
| Full-time faculty—Temporary | 3 | 2 | 1 |
| Part-time faculty | 3 | 2 | 1 |
| Minority faculty | 3 | 2 | 1 |
| Women faculty | 3 | 2 | 1 |
| Tenured faculty | 3 | 2 | 1 |
| Minority faculty with tenure | 3 | 2 | 1 |
| Women faculty with tenure | 3 | 2 | 1 |
- C. Are you currently making extensive use of part-time faculty (i.e., for more than one-fourth of courses)? 2 1
- Do you have procedures to retrain faculty for changing program needs? 2 1
- Do you reward outstanding teaching through:
- annual awards? 2 1
- recognition ceremonies? 2 1
- salary increases? 2 1
- released time? 2 1
- special funds? 2 1
- Other (please specify:)
- Do you have an office devoted to teaching improvement? 2 1
- IF YES: Did this office exist five years ago? 2 1
- D. Do you have procedures underway to cut back on the number of faculty? 2 1
- IF YES: How is this being done? (check all that apply)
- | | Yes | No |
|--|-----|----|
| Not filling vacant positions | 2 | 1 |
| Early retirement offers | 2 | 1 |
| Planned downsizing in certain schools or departments | 2 | 1 |
| Other (Please specify:) | 2 | 1 |

E. Compared to similar institutions:

| | <u>Uncompetitive</u> | <u>On a Par</u> | <u>Competitive</u> |
|--|----------------------|-----------------|--------------------|
| Our salary offers for new junior faculty are: | 3 | 2 | 1 |
| Our salary offers for new senior faculty are: | 3 | 2 | 1 |
| Our benefits/pension package for faculty appointments is: | 3 | 2 | 1 |
| Our location makes us....: | 3 | 2 | 1 |
| Our teaching load makes us....: | 3 | 2 | 1 |
| Our equipment, facilities and other support for research makes us....: | 3 | 2 | 1 |
| The economic climate of our state makes us... | 3 | 2 | 1 |
| The quality of life in our state makes us... | 3 | 2 | 1 |

III. RATINGS OF INSTITUTIONAL STATUS

A. Please rate your institution's current status on each of the following:

| | <u>Excellent</u> | <u>Very Good</u> | <u>Good</u> | <u>Fair</u> | <u>Poor</u> |
|---|------------------|------------------|-------------|-------------|-------------|
| General level of preparation of entering students | 5 | 4 | 3 | 2 | 1 |
| Job prospects for degree recipients | 5 | 4 | 3 | 2 | 1 |
| Ability to respond to enrollment shifts | 5 | 4 | 3 | 2 | 1 |
| Ability to attract and hold good faculty | 5 | 4 | 3 | 2 | 1 |
| Adequacy of faculty development opportunities | 5 | 4 | 3 | 2 | 1 |
| Adequacy of faculty compensation | 5 | 4 | 3 | 2 | 1 |
| Overall financial condition of the institution | 5 | 4 | 3 | 2 | 1 |
| Adequacy of student financial aid, including scholarships, fellowships, and loans | 5 | 4 | 3 | 2 | 1 |
| Relationships with regional accrediting agencies | 5 | 4 | 3 | 2 | 1 |
| Relationships with specialized accrediting agencies | 5 | 4 | 3 | 2 | 1 |
| Relationships with federal agencies | 5 | 4 | 3 | 2 | 1 |
| Relationships with state agencies: | | | | | |
| On curriculum matters | 5 | 4 | 3 | 2 | 1 |
| On financial matters | 5 | 4 | 3 | 2 | 1 |
| In general | 5 | 4 | 3 | 2 | 1 |
| Overall level of faculty morale at your institution | 5 | 4 | 3 | 2 | 1 |
| Overall level of faculty productivity | 5 | 4 | 3 | 2 | 1 |
| Adequacy of equipment for teaching and research | 5 | 4 | 3 | 2 | 1 |
| Adequacy of library resources at your institution | 5 | 4 | 3 | 2 | 1 |
| Adequacy of your institution's physical plant and overall campus appearance | 5 | 4 | 3 | 2 | 1 |

IV. STATUS OF WOMEN

As a special focus this year, several questions ask about the status of women (including women of color).

A. How would you describe the representation of women at your institution in each of the following areas:

| | <u>Excellent</u> | <u>Very Good</u> | <u>Good</u> | <u>Adequate</u> | <u>Poor</u> |
|--|------------------|------------------|-------------|-----------------|-------------|
| Women on the Board of Trustees | 5 | 4 | 3 | 2 | 1 |
| Women among senior administrators | 5 | 4 | 3 | 2 | 1 |
| Women among: | | | | | |
| senior faculty | 5 | 4 | 3 | 2 | 1 |
| junior faculty | 5 | 4 | 3 | 2 | 1 |
| Women among search committees for: | | | | | |
| administrators | 5 | 4 | 3 | 2 | 1 |
| faculty | 5 | 4 | 3 | 2 | 1 |
| Women on faculty promotion and tenure committees | 5 | 4 | 3 | 2 | 1 |
| Women among: | | | | | |
| student leaders | 5 | 4 | 3 | 2 | 1 |
| students in the sciences | 5 | 4 | 3 | 2 | 1 |
| students in engineering | 5 | 4 | 3 | 2 | 1 |
| students in graduate programs | 5 | 4 | 3 | 2 | 1 |
| Women receiving graduate fellowships | 5 | 4 | 3 | 2 | 1 |
| Women receiving: | | | | | |
| athletic scholarships | 5 | 4 | 3 | 2 | 1 |
| academic scholarships | 5 | 4 | 3 | 2 | 1 |

B. Which of the following steps have been taken by your institution to improve the status of women?

| | <u>A long-term Continuing Activity</u> | <u>New Since 1990</u> | <u>Being Planned</u> | <u>No</u> |
|---|--|-----------------------|----------------------|-----------|
| Special commission on the status of women | 4 | 3 | 2 | 1 |
| Annual or periodic report on the status of women | 4 | 3 | 2 | 1 |
| Review and adjustments for salary inequity among faculty | 4 | 3 | 2 | 1 |
| Special funds for hiring women faculty | 4 | 3 | 2 | 1 |
| Guidelines and training for search committees about gender basis | 4 | 3 | 2 | 1 |
| Support of a women's center | 4 | 3 | 2 | 1 |
| Events to raise awareness on women's issues | 4 | 3 | 2 | 1 |
| Policies on sexual harassment | 4 | 3 | 2 | 1 |
| Assistance with spousal employment for dual-career couples | 4 | 3 | 2 | 1 |
| Family leave policies | 4 | 3 | 2 | 1 |
| Ability for faculty to stop the tenure clock | 4 | 3 | 2 | 1 |
| Courses or programs in women's studies | 4 | 3 | 2 | 1 |
| Initiatives to integrate women's perspectives into the curriculum | 4 | 3 | 2 | 1 |

V. PROGRAMS FOR ADULT LEARNERS

A. About how many adult students (e.g., 24 and older) were enrolled at your institution in fall 1992? (Please estimate if exact numbers are not available).

_____ Number in regular instructional programs
 _____ Number in other, separately administered programs
 (e.g., continuing education; adult learning centers)
 _____ Total adult students enrolled

B. Do your offerings for adult learners include:
 (check all that apply)

| | Yes, in Regular Programs | Yes, in Separate Programs | No |
|---|--------------------------------|---------------------------------|----|
| Degree programs in management | 3 | 2 | 1 |
| Degree programs in education | 3 | 2 | 1 |
| Degree programs in engineering | 3 | 2 | 1 |
| Degree programs in other fields | 3 | 2 | 1 |
| Degree programs developed jointly with: | | | |
| business firms | 3 | 2 | 1 |
| schools/school systems | 3 | 2 | 1 |
| Nondegree courses | 3 | 2 | 1 |
| Courses offered at off-campus sites | | | |
| convenient for adults | 3 | 2 | 1 |
| Courses offered on-campus | 3 | 2 | 1 |
| Courses offered by educational TV | 3 | 2 | 1 |
| Courses offered by interactive TV at off-campus sites | 3 | 2 | 1 |
| Modular, compressed-time format (e.g., 4 week courses) | 3 | 2 | 1 |
| Weekend college | 3 | 2 | 1 |
| Course assignments linked to the jobs students hold | 3 | 2 | 1 |
| Re-entry advice | 3 | 2 | 1 |
| Credit for prior learning | 3 | 2 | 1 |
| Special advising and counseling | 3 | 2 | 1 |
| Special job placement assistance | 3 | 2 | 1 |

IV. PLANNING AND IMPROVEMENT

A. How much activity does your institution have in each of the following areas?

| | Extensive | Limited | None |
|---|-----------|---------|------|
| TQM groups and procedures | 3 | 2 | 1 |
| Benchmarking activities for administrative operations | 3 | 2 | 1 |
| Student outcomes assessment | 3 | 2 | 1 |
| Other quality improvement procedures (Please specify:) | 3 | 2 | 1 |

B. Does your institution have a formal process of program review?

Yes No

2 1

If YES, is the process:

| | | |
|--------------------------------------|---|---|
| primarily formative | 2 | 1 |
| primarily summative | 2 | 1 |
| externally mandated | 2 | 1 |
| conducted on a fixed schedule | 2 | 1 |
| being used for program elimination | 2 | 1 |
| being used for program consolidation | 2 | 1 |

VII. LANGUAGE STUDY ABROAD

A. Does your institution operate a program outside the U.S. that provides foreign language instruction for which you give academic credit?

- Yes, our own program
 Yes, as part of a consorial agreement
 Yes, other (specify):
 No

B. IF YES, please indicate where the program is operated and whether it is for the summer session, for one term (semester or quarter), or for the full academic year. (Check all that apply)

| Area | Summer Session | Term | Academic Year |
|-------------------------------------|-------------------|------|------------------|
| a. England/U.K. | 1 | 2 | 3 |
| b. France | 1 | 2 | 3 |
| c. Germany | 1 | 2 | 3 |
| d. Spain | 1 | 2 | 3 |
| e. Other Western Europe | 1 | 2 | 3 |
| f. Former U.S.S.R. republics | 1 | 2 | 3 |
| g. Eastern Europe | 1 | 2 | 3 |
| h. Mexico | 1 | 2 | 3 |
| i. Brazil | 1 | 2 | 3 |
| j. Other Latin America | 1 | 2 | 3 |
| k. Israel | 1 | 2 | 3 |
| l. Other Mideast | 1 | 2 | 3 |
| m. Africa | 1 | 2 | 3 |
| n. East Asia (Chinas, Japan, Korea) | 1 | 2 | 3 |
| o. South Asia (India, Pakistan) | 1 | 2 | 3 |

C. IF YES, do these programs include: (check all that apply)

| | Yes | No |
|---|-----|----|
| Instruction by your institution's faculty | 2 | 1 |
| Instruction by native speakers | 2 | 1 |
| Students live together | 2 | 1 |
| Students live with students from that country | 2 | 1 |
| Students live with local families | 2 | 1 |

Thank you for your cooperation.
Please return this form to:

Higher Education Panel
 American Council on Education
 One Dupont Circle Suite 829
 Washington, DC 20036

Please keep a copy of this questionnaire for your records.

Name of Respondent _____

Department/Office _____

Telephone () _____

If you have any questions or problems concerning this survey, please call the HEP staff collect at (202) 939-9445.

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