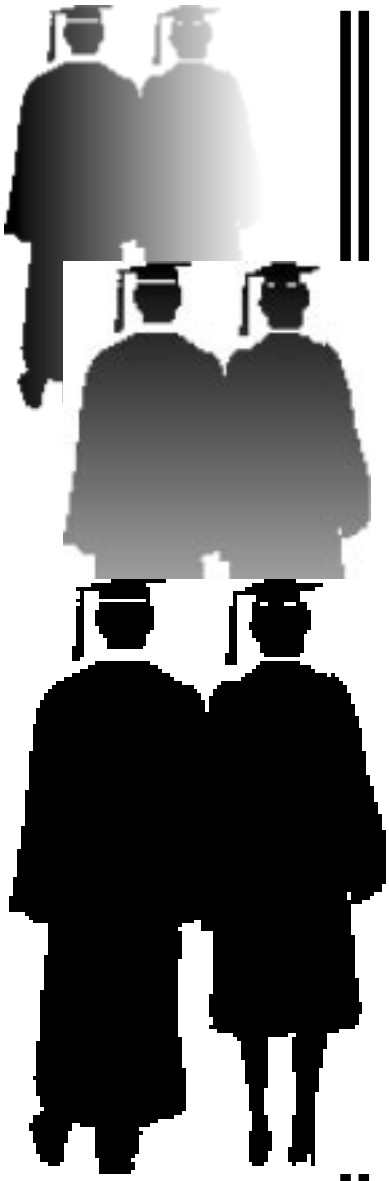

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 2000

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

APRIL 2001 COMMISSION REPORT 01-3

Summary

This is the seventh annual report on performance indicators of California higher education prepared by California Postsecondary Education Commission pursuant to Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). *Performance Indicators of California Higher Education, 2000* presents background on the development and recent revision of California's performance indicators for higher education, describes the scope of the current set of indicators reported by the Commission, and highlights recent trends based on current information related to these indicators.

The higher education performance indicators in this report are divided into five categories: Population Context, Fiscal Context, Student Preparation, Student Access, and Student Outcomes.

The Commission approved this report at its meeting of April 2, 2001. It has been added to the Commission's Internet website -- www.cpec.ca.gov -- and is now electronically accessible to the general public. Additionally, many Commission publications, including prior-year versions of this report and a series of Fact Sheets derived from these data, are posted on the Commission website.

Additional printed copies of this report and other Commission documents may also be obtained by e-mail at PublicationRequest@cpec.ca.gov; or by writing the Commission at 1303 J Street, Suite 500, Sacramento, CA 95814-2938; or by telephone at (916) 322-9268.

Performance Indicators of California Higher Education, 2000

The Seventh Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street ◆ Suite 500 ◆ Sacramento, California 95814-2938

COMMISSION REPORT 01-3
PUBLISHED APRIL 2001

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Performance Indicators of California Higher Education, 2000

Introduction

This is the seventh in a series of reports on performance indicators of California higher education. It presents background on the development, and subsequent revision, of performance indicators in California and describes the scope of the current set of performance indicators reported by the Commission for California higher education.

Origins of the report

In 1991, the California Legislature passed and the Governor signed Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). This statute declares the intent of the legislation as follows:

> . . . demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

The statute directed the California Postsecondary Education Commission to develop an annual report that provides information to the citizens of California on significant indicators of performance of California's colleges and universities. It instructed the Commission to develop the format and content of the report in cooperation with the State's public colleges and universities.

Over a two-year period, the Commission developed a set of performance indicators in response to the legislation with the cooperation of the systems of higher education in California. A number of conditions present during these developmental discussions forced limitation in their scope. The breadth and complexity of California public higher education made the development of measures of performance that were comparable across systems very challenging.

California has three unique, but complementary, systems of public higher education. Moreover, educational options beyond high school are enhanced by a wide array of independent colleges and universities and by private postsecondary and vocational educational opportunities. By force of the Master Plan for Higher Education in California, each public system has its specific missions, goals, and student populations. Further, because of the fiscal constraints experienced by the Commission and the State's public institutions of higher education in the early 1990s, indicators were

limited to those measures for which existing data were available and agreement was reached among the systems as to uniform definitions, usefulness, and validity.

In the latter half of the 1990 decade, State support for higher education in California improved. The Commission, recognizing the need to assess the current set of indicators and the possibility of developing new and more appropriate measures, reconvened the intersegmental advisory committee that developed the original set of indicators. This review process occurred in June 1998. That advisory committee reviewed the overall report organization and most of the indicators in the five major categories described below. A special subcommittee of financial aid officers for each system reviewed the indicators pertinent to student financial aid issues. The advisory committee again reviewed the components of this report in June of 1999. Therefore, this report and the current set of indicators reflect the recommendations of both the Advisory Committee and its special financial aid subcommittee.

Summary of the indicators

On the recommendation of the advisory committee, the indicators of higher education performance in California continue to be organized into five categories. Committee recommendations that affected indicators in all five sections included augmenting that data with national comparative information, wherever appropriate, and presenting gender comparisons, if such information is available. The following section briefly summarizes the scope of each section and describes major current trends.

Population context

The indicators in this section contain information about the major demographic characteristics of California's population in comparison to the population of the United States in general. Californians, in their roles as residents and taxpayers, are the major consumers of postsecondary education as well as the major source of its fiscal support. Characteristics and trends with respect to the California population are summarized below:

- The State's population is expected to grow by 10.8 million people, or 31.2 percent over the next two decades.
- This growth will be predominantly among those under 19 years old and those over 60 years old.
- California has a very diverse population with a larger proportion of its residents who come from other countries than is the case nationally. This diversity is also expected to grow in the coming decades.
- Compared to the nation, a larger proportion of California's population, 22.7 percent, is fluently bilingual (10.9 percent national) and a larger proportion, 8.8 percent, has limited English proficiency (2.9 percent nationwide).

- Unemployment rates within California have been steadily falling for the last five years. In 1999, decreases in the average unemployment rate occurred for all groups.
- While the proportion of California's population in 1990 without a high school diploma was similar to the proportion nationally, the proportion with a baccalaureate or higher degree exceeded the national population.
- Higher levels of degree attainment, while not directly tied to the State's postsecondary institutions, do contribute to higher average annual incomes - an indicator of the economic value of education in California.

Fiscal context

Shifts in the level and sources of support for public higher education in California continue to be central to many policy discussions. Indicators in this section describe changes in General Fund support for higher education, student fees, student financial assistance, and estimates of revenues for instructional purposes at the State's postsecondary institutions. The indicators on undergraduate financial aid by system (II.E.1-II.E.3) have been redefined to improve consistency and comparability. Where data were available, analyses of the proportions of undergraduates receiving financial assistance have been added to these indicators:

- From 1999-00 to 2000-01, growth in all State General Fund appropriations of 14.7 percent reflected the continuing improvement in the State's economy.
- While State General Fund support for higher education improved by 15.2 percent, its share of the General Fund decreased to 12.1 percent - well below its 1990-91 level of 14.6 percent.
- Student-fee revenues in public higher education increased by four percent over the previous year. For 2000-2001, resident student fees are expected to remain the same at all three public systems. Nonresident tuition increased by five percent at the University of California, by four percent at the California State University and remained the same at the California Community Colleges.
- Despite recent stabilization and reduction of resident student fees, the amount of financial assistance received by undergraduates in public higher education continued to grow. However, growth in loan assistance far outdistanced grant aid increases.
- In 1998-99, the number of available Cal Grants increased but the number of eligible applicants decreased. As a consequence, the ratio of eligible students to available awards reached a six-year low of 2.4 to 1.

- In 1998-99, the California State University again had the largest increase in the number of undergraduates receiving Cal Grants, while the proprietary institutions had the smallest increase. The number of undergraduates at the University of California, the California Community Colleges and independent colleges and universities receiving Cal Grants also increased substantially in 1999-00.
- To supplement information about the cost of college attendance, average annual living expenses derived from the 1997-98 Student Expenses and Resources Survey (SEARS), conducted by California Student Aid Commission, have been included as an indicator. Living expenses, on the average, are about $5,500 for students living at home, about $9,000 for students living on campus, and about $10,000 for those living off campus.
- Comparative information on median family income and average student income by postsecondary educational system, as reported in the SEARS results, provided a context for information on student expenses.
- Average revenues for instructionally-related activities increased in 1999-00 as a result of improving institutional support budgets, most significantly at the community colleges; only slightly at the University and State University.

Student preparation for college

Information about changes among California high school students, particularly as they relate to their academic preparation for college, provides an essential context for postsecondary planning and evaluation. The indicators in this section examine changes in the demographic characteristics of the State's high school graduates as well as their college preparatory course-taking and college admission test-taking patterns.

- Students graduating from California high schools continued to increase in number and diversity. Population increases among young people and decreases in attrition rates contributed to this growth. The proportion of these students who had limited proficiency in English rose as well, from 19.9 percent of total enrollments in 1991 to 24.7 percent in 1999.
- The number of California high school students preparing for postsecondary education by completing a college preparatory curriculum continued to increase from 26.1 percent of all high school graduates in 1985-86 to 35.7 percent in 1998-99. This trend exists across all regions of the State, across genders, and across all racial-ethnic groups, except for Black public high school graduates in 1998-99.
- The number of twelfth grade students took Advanced Placement tests increased from 7.8 percent of all high school graduates in 1986 to

16.3 percent in 1999, regardless of gender and among most racial-ethnic groups. Black twelfth graders taking Advanced Placement tests declined in 1999.

- A larger number and proportion of California students took college admission tests and their scores met or surpassed the national average.

While the individual indicators annually presented in this report show an improvement in the preparation of students for postsecondary education, the 1996 Eligibility Study results indicated that the proportion of public high school graduates who completed all of the requirements for admission to the State's public universities decreased between 1990 and 1996, a period during which the admission requirements for systems increased.

Student access to college

Understanding college participation patterns of students is fundamental to an assessment of postsecondary programs and service delivery. The indicators in this section examine the changing enrollment patterns of entering students at several levels - first-time freshmen, community college transfer students, and graduate students.

- In fall 1999, a larger number of recent high school graduates enrolled at the State's public universities than did in fall 1998, while the number of community college first-time freshmen declined slightly. However, the increase in freshmen did not quite keep pace with growth in the number of graduates. The result was a slightly lower college-going rate in 1999 for California high school graduates attending a public college or university in the state.

- Changes in the college-going rates of public high school graduates from all racial-ethnic groups were mixed in fall 1999. Participation of all groups declined at the community colleges. Latinos declined while all other groups increased at the State University. Native Americans were the only group to decline at the University.

- In 1999-00, the number of new California Community Colleges transfer students at both public university systems increased, ending a three-year decline at the California State University and a five-year decline at the University of California.

- An increase in the number of community college students applying for transfer to the California State University in 1999 increased, resulting in a numerical increase in the enrollment of these students despite fluctuating admission rates over the past few years that may be due to stricter enforcement of transfer requirements. At the University of California, the number of community college students applying for transfer and of those enrolling also increased modestly, while the admission rate for these students decreased from the previous year figure.

- Graduate enrollments at independent colleges and universities did not keep pace with either public university system. While graduate applications to the California State University increased substantially, the admission rates decreased. In 1999, however, enrollment rates ended a two-year decline and, as a consequence, an increase in graduate enrollments occurred. At the University of California, the number of applicants increased while admission and enrollment rates of graduate students fluctuated, producing a slight increase in graduate enrollments.

Student outcomes

- Five-year graduation and persistence rates among regularly admitted freshmen were relatively unchanged at the State University with a slight improvement to nearly 60 percent and a marginal decline to 74.2 percent at the University. First-year persistence of these students remained static at 81 percent and 93 percent, respectively.
- Five-year graduation and persistence rates among freshmen "admitted by exception" decreased to 36 percent at the State University and to 47 percent at the University. The first-year persistence rates for these students decreased to 69 percent at the State University and to 81 percent at the University.
- The three-year graduation and persistence rates of community college transfer students who were regularly admitted to public universities improved to 73 percent at the State University and remained constant at 76 percent at the University. The first-year persistence rate for these students at the State University increased to 85 percent and to 92 percent at the University.
- Among community college lower-division transfer students who were "admitted by exception," their five-year graduation and persistence rates at the State University were reported at 42.8 percent and at 49.2 percent at the University. The first-year persistence rates for these students at the State University declined slightly to 70.7 percent and declined substantially to 81.6 percent at the University.
- In 1998-99, California Community Colleges posted five percent increases in both the number of Associate of Art degrees and the number of pre-baccalaureate certificates awarded compared to the previous year.
- The number of Bachelors and Masters degrees awarded by the California State University in 1998-99 increased over the previous year, by 2.5 percent and 4.2 percent, respectively.
- Change in the number of degrees awarded by the University of California was mixed in 1998-99 from the previous year, increasing by 5.3 percent at the bachelors level but only marginally, by 0.3 percent,

at the masters level and declining by about 5.2 percent at the doctoral/professional levels.

- Independent colleges and universities posted substantial decreases in baccalaureate and masters level degrees while professional and doctoral level degrees awarded in 1998-99 increased.
- Women continued to increase their representation among the full-time instructional faculty in all educational systems. The racial-ethnic diversity of these faculty also expanded.

Summary

While numerous assessment activities are underway within the State's public higher education institutions, no new measures are currently contemplated for inclusion in this report that provide consistent information about student learning and student satisfaction across campuses or across systems.

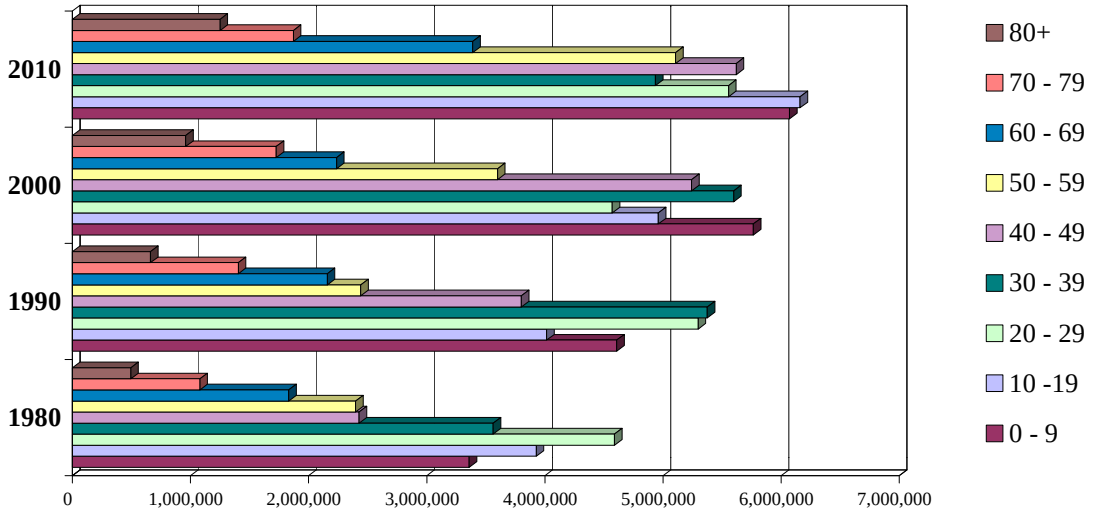
The Commission will continue to stress the importance of institutional accountability in achieving "demonstrable improvements in student knowledge, capacities, and skills," as required by the enabling legislation. The Commission continues to believe that such measures are valid and important tools for planning and implementing improvements in public postsecondary education in California.

Section 1

Population Context

A.

Age Composition of California's Population, 1980, 1990, 2000 and 2010 Projected



	1980		1990		2000		2010	
Age	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**
0 - 9	3,358,748	14.2	4,608,417	15.5	5,765,034	16.6	6,071,043	15.2
10 -19	3,926,484	16.6	4,015,354	13.5	4,959,176	14.3	6,160,616	15.4
20 - 29	4,588,929	19.4	5,296,851	17.8	4,569,949	13.2	5,554,339	13.9
30 - 39	3,562,495	15.1	5,374,391	18.1	5,597,411	16.2	4,936,071	12.4
40 - 49	2,426,628	10.3	3,800,532	12.8	5,241,843	15.1	5,619,929	14.1
50 - 59	2,397,940	10.1	2,440,575	8.2	3,599,071	10.4	5,105,520	12.8
60 - 69	1,831,675	7.7	2,158,218	7.3	2,236,500	6.5	3,388,171	8.5
70 - 79	1,080,137	4.6	1,405,070	4.7	1,725,019	5.0	1,871,229	4.7
80+	494,866	2.1	660,883	2.2	959,392	2.8	1,250,698	3.1
Total	***23,667,902***		***29,760,291***		***34,653,395***		***39,957,616***	

Definition of Measure: Composition of California's population by age according to the 1980 and 1990 Census and the Department of Finance Demographic Research Unit population projections for 2000 and 2010.

Use(s) of Measure: This measure describes the size of the current and future potential service population for California postsecondary education institutions for planning and evaluation purposes.

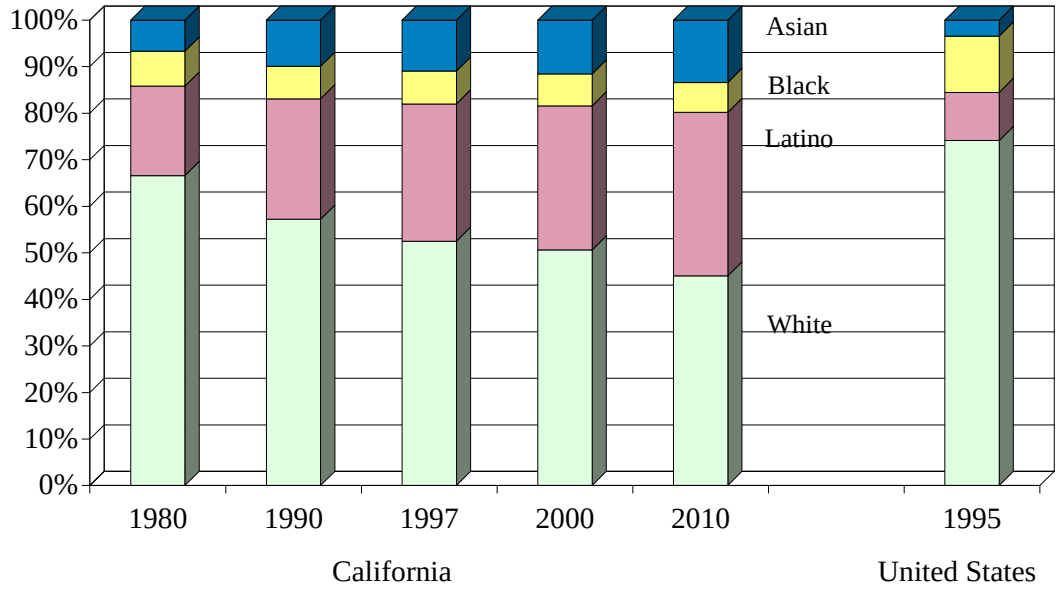
Related Measures: Measure I.A.2. on the next page follows the 1990 cohort as it grows older and I.B. describes the changing ethnic composition of California's population from 1980 to 2010.

Comparison Group: The twenty-year comparison period was chosen as the current planning time frame for postsecondary education.

Analysis: By 2000, the number of children under nine is expected to increase by 1.2 million. By 2010, these children will potentially begin to place enormous demand on postsecondary education. Over this same period, the number of those over 80 will nearly double, potentially placing enormous demand on the State's health and welfare sector. The baby-bust generation will be the the 20-29 year old in 2000 and the 30-39 year old cohort in 2010, which has enrollment and tax support implications.

B.

Racial/Ethnic Composition of California,1980, 1990, 1997, 2000, and 2010 and United States, 1995



	California					United States
Year	**1980**	**1990**	**1997**	**2000**	**2010**	**1995**
Asian	6.7	9.9	10.9	11.5	13.3	3.4
Black	7.5	7.0	7.0	6.8	6.4	12.0
Hispanic	19.2	25.9	29.3	30.8	34.9	10.3
White	66.6	57.2	52.2	50.3	44.8	73.6

Definition of Measure: Composition of California's population by major racial/ethnic groups according to the 1980 and 1990 U.S. Census and California Demographic Research Unit 1997 population estimates and 1998 projections for 2000 and 2010.

Use(s) of Measure: This measure describes the current and future potential service population by racial/ethnic groups for California postsecondary education institutions for planning and evaluation efforts.

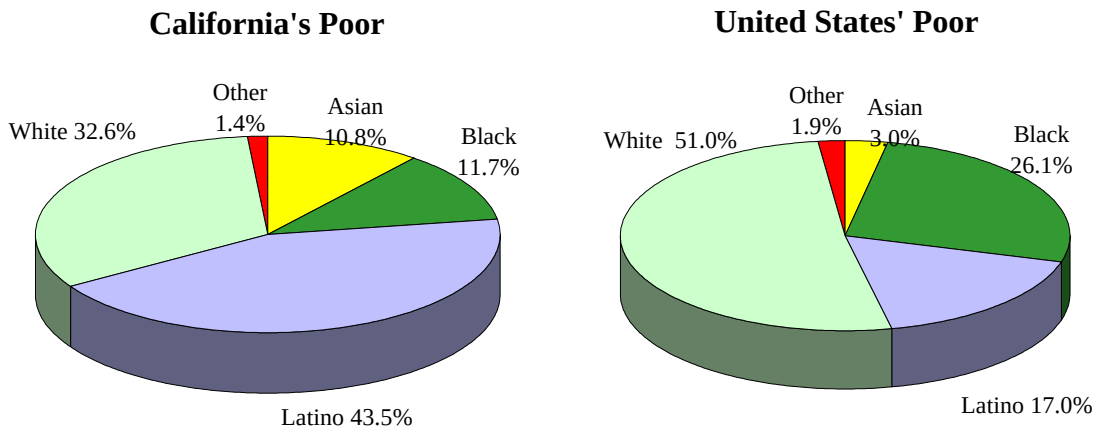
Related Measures: With Measure I.A., it describes the changing demography of California's population.

Comparison Group: Issues related to educational equity are likely to persist over the next twenty-year planning period for postsecondary education.

Analysis: California will become the first mainland state to have a majority non-White population sometime around the turn of this century. California has a much larger representation of Latino and Asian residents and smaller proportions of Black residents and White residents than the nation as a whole. Subsumed within these broad categories are also major population variations in terms of language and cultural heritage.

C.

Racial/Ethnic Composition of the Population Living in Poverty in California and Nationally, 1990



	California		United States	
Racial/ethnic group	Percent of All Poor	Poor as Percent of Each Group	Percent of All Poor	Poor as Percent of Each Group
Asian	10.8	14.1	3.0	13.4
Black	11.7	19.8	26.1	28.3
Latino	43.5	20.5	17.0	24.8
White	32.6	6.8	51.0	10.1
Other	1.4	20.0	1.9	30.3

Definition of Measure: Racial/ethnic composition of the populations with income levels below the poverty threshhold for their family size in California and in the United States from the 1990 U.S. Census.

Use(s) of Measure: This measure describes the racial/ethnic composition of that portion of California's and the nation's population that is most likely to be in need of social assistance.

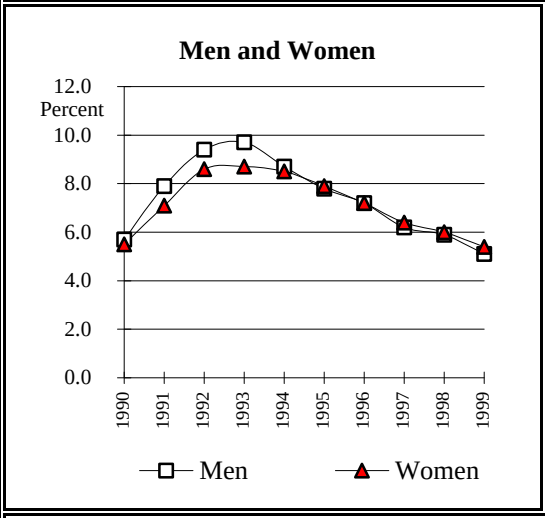
Related Measures: Measures I.A. and I.B. on the previous pages provides the total population context for this measure.

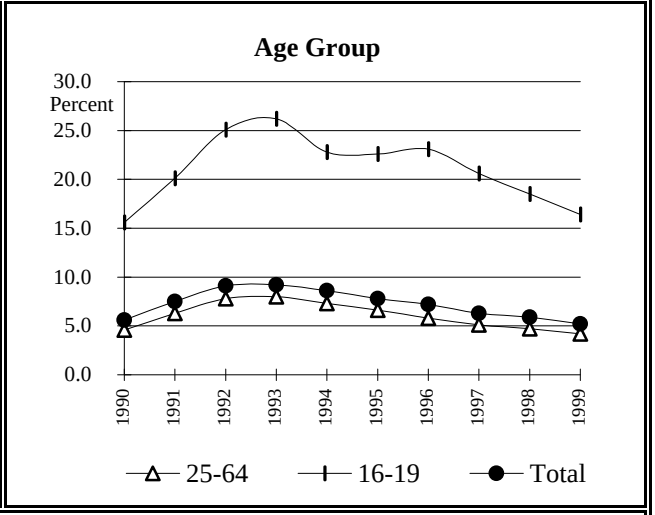
Comparison Group: The racial/ethnic composition of the nation's population living in poverty was used as the comparison primarily to highlight the similiarities and differences among these groups.

Analysis: Socioeconomic status is obviously very skewed by racial/ethnic group and the combination of these characteristics identifies a subpopulation that is currently underrepresented in postsecondary education, and whose basic subsistence needs may compete with postsecondary education for the available public resources.

D.1.

Annual Average Unemployment Rates for the Labor Force by Gender and Age Group, 1990-1999





	Men	Women
1990	5.7	5.5
1991	7.9	7.1
1992	9.4	8.6
1993	9.7	8.7
1994 *	8.7	8.5
1995 *	7.8	7.9
1996 *	7.2	7.2
1997 *	6.2	6.4
1998 *	5.9	6.0
1999 *	5.1	5.4

	25-64	16-19	Total
1990	4.6	15.6	5.6
1991	6.3	20.1	7.5
1992	7.8	25.1	9.1
1993	8.0	26.2	9.2
1994 *	7.3	22.8	8.6
1995 *	6.6	22.6	7.8
1996 *	5.8	23.1	7.2
1997 *	5.1	20.6	6.3
1998 *	4.7	18.5	5.9
1999 *	4.2	16.4	5.2

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign for 1994.

Definition of Measure: Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.

Use(s) of Measure: Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.

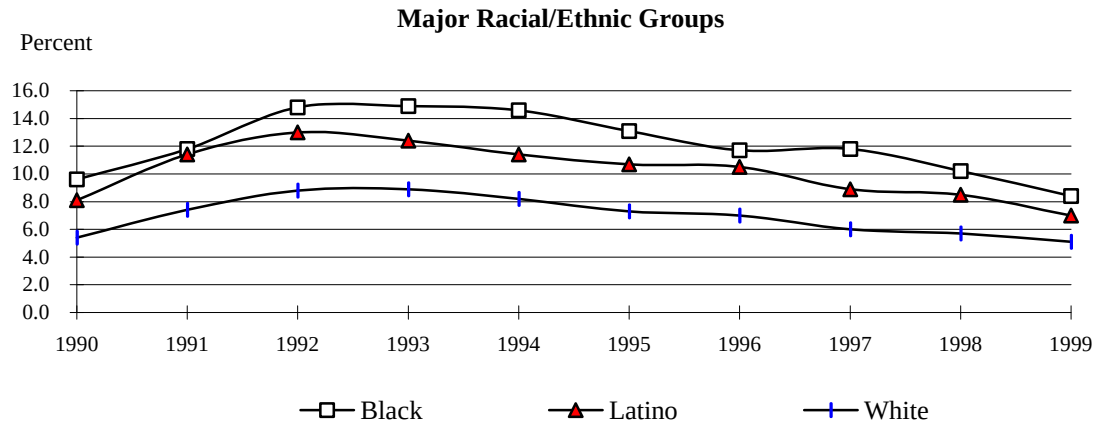
Related Measures: Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.

Comparison Group: The timeline emphasizes the depth of the current recession while the gender and age comparisons illustrate the differential impact of limited employment opportunities.

Analysis: California's strong economic recovery continued in 1999 as reflected in the continuing decline in unemployment rates. In contrast to last year, men's unemployment rate dropped more than did the rate for women. Both rates were nearly equal, however, and both dropped below their previous 1990 low level. The unemployment rate of workers between the ages of 25 and 64 declined below their 1990 level, establishing a new low in 1999. Youth unemployment also declined, nearing their 1990 low.

D.2.

Annual Average Unemployment Rates for the Labor Force by Racial/Ethnic Group, 1990 to 1999



	Black	Latino	White	Total
1990	9.6	8.1	5.4	5.6
1991	11.8	11.4	7.4	7.5
1992	14.8	13.0	8.8	9.1
1993	14.9	12.4	8.9	9.2
1994 *	14.6	11.4	8.2	8.6
1995 *	13.1	10.7	7.3	7.8
1996 *	11.7	10.5	7.0	7.2
1997 *	11.8	8.9	6.0	6.3
1998 *	10.2	8.5	5.7	5.9
1999 *	8.4	7.0	5.1	5.2

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign in 1994.

Definition of Measure: Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.

Use(s) of Measure: Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.

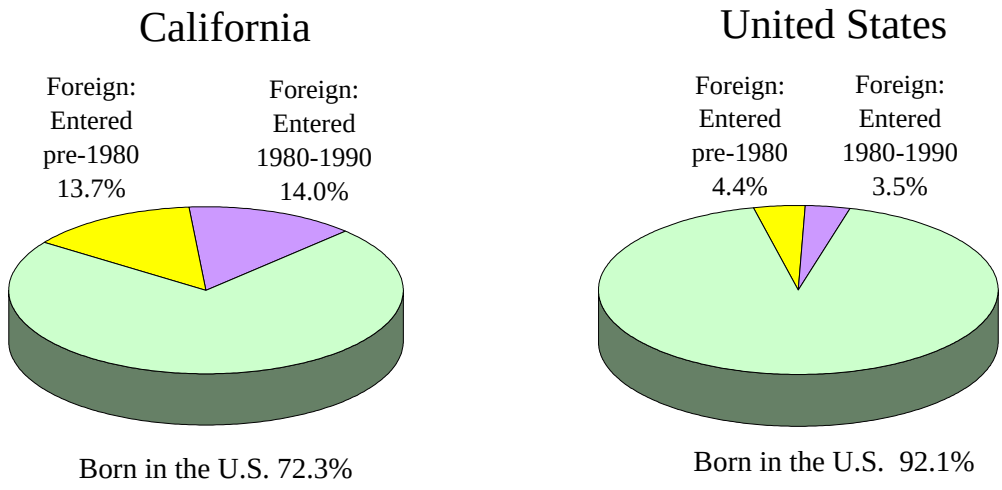
Related Measures: Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.

Comparison Group: The timeline emphasizes the depth of the current recession while the racial/ethnic group comparisons illustrate the differential impact of limited employment opportunities.

Analysis: In keeping with prior year declines, workers from all racial-ethnic groups saw a decline in their unemployment rates in 1999. Black workers, with a 18 percent drop in their unemployment rate, shared the largest proportional gain with Latino workers whose unemployment rate declined by by the same proportion. The 1999 unemployment rate for White workers decreased 11 percent from the previous year.

E.1.

Composition of the Population of California and the United States by Place of Birth, 1990



Place of Birth	California	United States
In the United States	72.3	92.1
Foreign, Entered pre-1980	13.7	4.4
Foreign, Entered 1980 to 1990	14.0	3.5

Definition of Measure: Composition of the population of California and the United States based on place of birth within and outside of the United States and further differentiated by time period of entry to the U.S. from the 1990 U.S. Census.

Use(s) of Measure: The measure describes the international in-migration of California's population in contrast with the overall national in-migration.

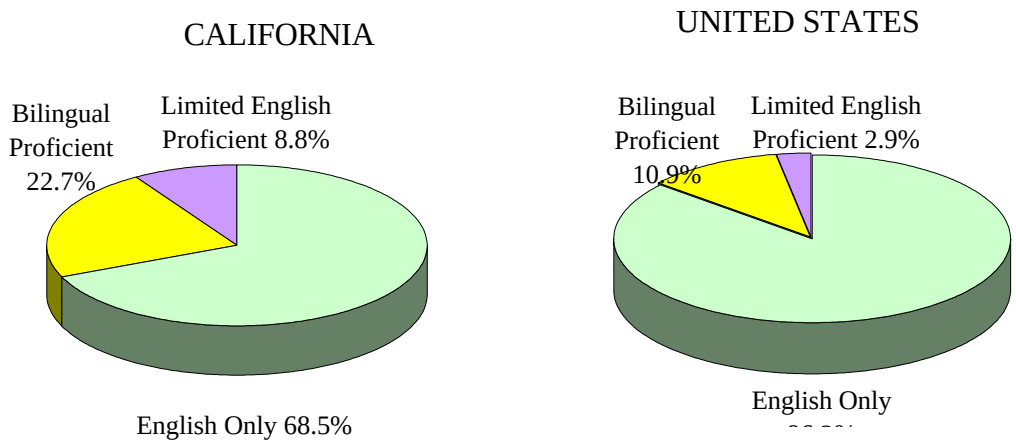
Related Measures: Measure I.E.2. that displays English use and proficiency may be related to levels of the population's mobility.

Comparison Group: The national comparison is made to highlight the greater diversity within California's population.

Analysis: Three and a half times as many Californians were born outside the United States than is the case for the nation as a whole. In addition, a larger proportion of these immigrants entered the state during the 1980s than in the entire pre-1980 period. These very gross numbers camouflage the enormous diversity in language and culture these new residents bring to California. While this diversity contributes to the social, economic, and educational challenges facing the state, it also contributes to the vitality of the state and, if responded to appropriately, contributes to greater opportunities in the international arena. Updated figures from the 2000 Census are not yet available.

E.2.

Comparison of Language Spoken in the Home in California and in the United States, 1990



Language Spoken at Home	California	United States
English Only	68.5	86.2
Bilingual Proficiency	22.7	10.9
Limited English Proficiency	8.8	2.9

Definition of Measure: Composition of the population of California and the United States from the 1990 U.S. Census based on the language spoken at home.

Use(s) of Measure: This measure assists in understanding how California's population differs from that of the U.S. in English language acquisition highlighting potential educational needs as well as multilingual skills.

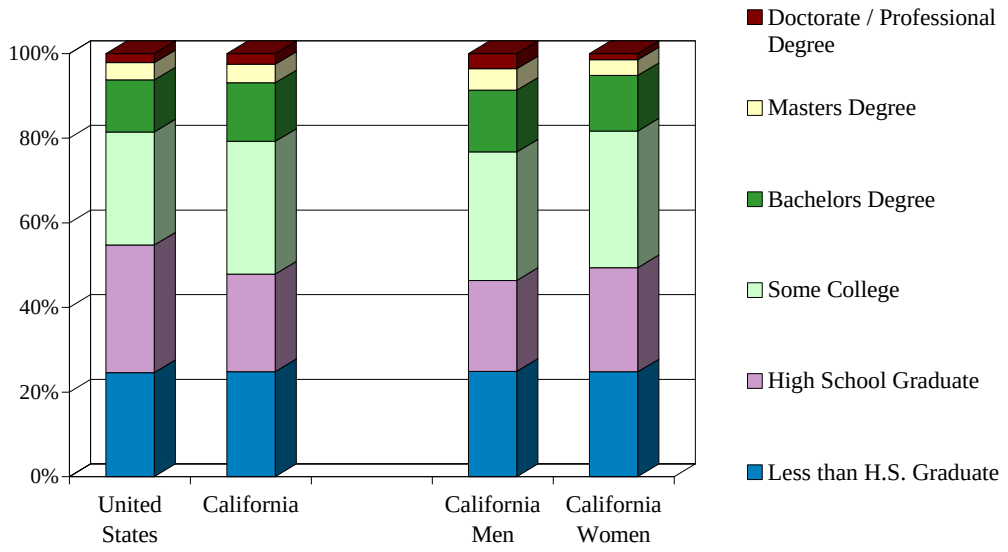
Related Measures: Measure III.C. reflects this characteristic in the K-12 student population. Measure I.E.1. highlights recent foreign immigration that may be correlated with this measure.

Comparison Group: The national comparison is made to highlight the special needs within California.

Analysis: The proportion of Californians with limited English proficiency is three times the national rate. The need for adult education course in English as a Second Language (ESL) is critical in some parts of the state. On the other hand, the proportion of the state's population that is bilingually proficient is twice that of the nation's population. These individuals, provided they receive adequate educational opportunities and support, can be a tremendous asset for meeting the state's educational needs, as well as enhancing its economic viability in the international arena. Updated figures from the 2000 Census are not yet available.

F.1.

Educational Attainment of Adults, 18 Years and Older, in California and Nationally, 1990



	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Msters Degree	Doctorate/ Professional Degree
UNITED STATES	24.6	30.1	26.8	12.3	4.1	2.2
CALIFORNIA	24.8	23.1	31.3	13.9	4.4	2.6
California Men	24.9	21.5	30.4	14.6	5.1	3.6
California Women	24.8	24.6	32.3	13.1	3.7	1.5

Definition of Measure: Level of educational attainment of California and national adult population, 18 years and older, as reported in 1990 U.S. Census.

Use(s) of Measure: This measure describes the composition of California's total adult population and by gender in terms of educational attainment in comparison to that of the nation.

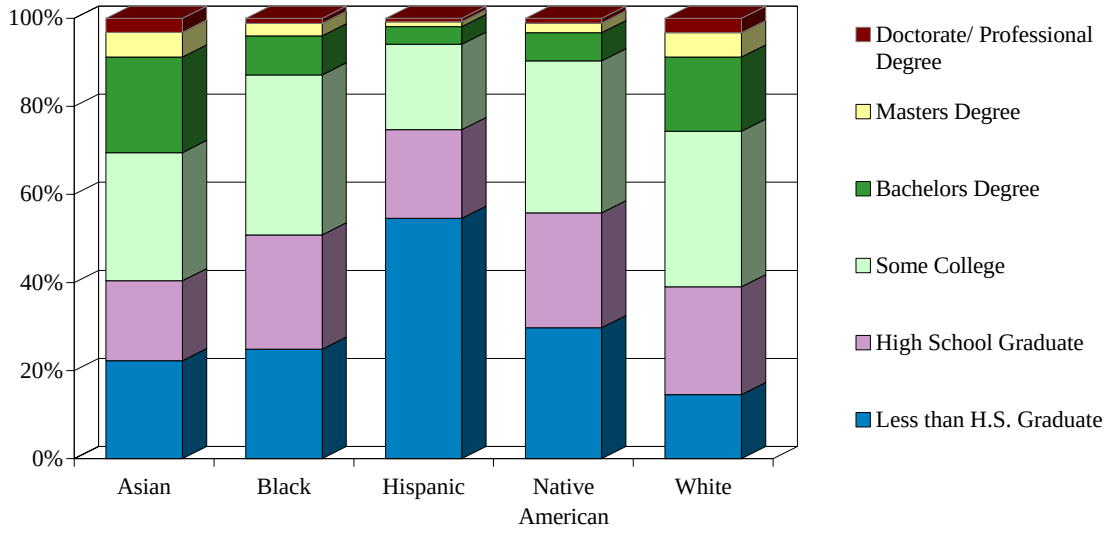
Related Measures: Measure I.F.2. describes variation in educational attainment within California's population while Measures III.A., III.B. and IV.A. describe emerging patterns of education participation.

Comparison Group: The national comparison provides a context within which to consider variations in educational attainment.

Analysis: While the proportion of California's and the nation's adult population that has not completed high school is very similar, a larger proportion of Californians have had collegiate experience. At each degree level, the proportion of Californians with such credentials exceeds the national proportion. While a larger proportion of women than men complete high school and have some collegiate experience, the proportion of men earning collegiate degrees exceeds the proportion of women with degrees.

F.2.

Educational Attainment of California Adults, 18 Years and Older, by Racial/Ethnic Group, 1990



	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
Asian	22.3	18.2	29.1	21.7	5.6	3.2
Black	24.9	26.0	36.3	8.9	2.8	1.2
Hispanic	54.6	20.1	19.4	4.0	1.1	0.8
Native American	29.8	26.1	34.5	6.4	2.2	1.1
White	14.5	24.5	35.3	16.9	5.5	3.3
Total California	24.8	23.1	31.3	13.9	4.4	2.6

Definition of Measure: Level of educational attainment in California adult population 18 years and over by racial/ethnic group as reported by the 1990 U.S. Census.

Use(s) of Measure: This measure describes the current status of educational attainment among Californians, by racial/ethnic group, as a baseline for examining current and future trends in participation in education.

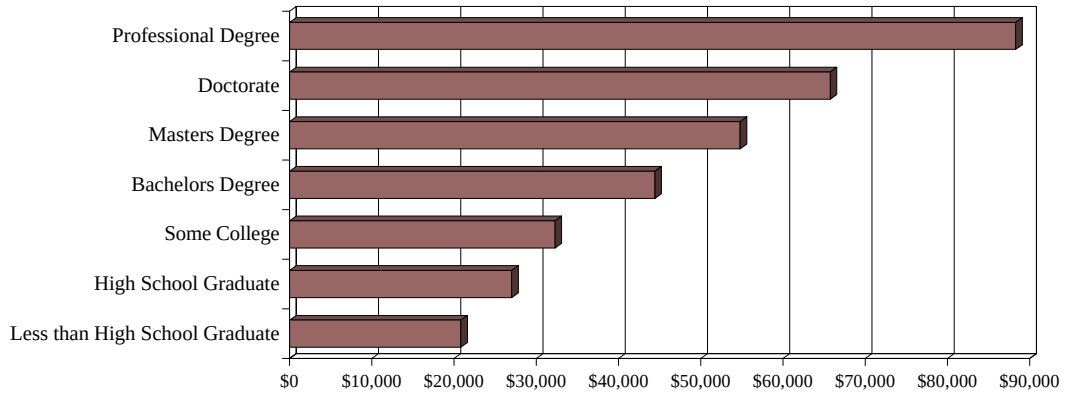
Related Measures: Measure III.A., III.B. and IV.A. describe emerging patterns of educational participation and attainment. Measure I.G. describes variations in annual earnings by education attainment.

Comparison Group: Differences among Californians of different racial/ethnic groups as well as between Californians and Americans generally paints a complex picture of educational participation.

Analysis: Huge differences in educational attainment exist among Californians from different racial/ethnic groups highlighting variations in potential educational needs and likely earning capability as suggested by Measure I.G. This measure is also undoubtedly affected by immigration patterns presented in I.E. Consideration of the correlation between ethnicity and socio-economic status is pertinent to interpreting these differences.

G.1.

California Average Annual Earnings by Level of Educational Attainment, 1989



	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Annual Income	$20,816	$27,009	$32,280	$44,414	$54,782	$65,738	$88,296

Definition of Measure: Average annual income of California civilians, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned in California in 1989 by individuals working full-time with different levels of education. From these data, income differentials by educational level can be imputed.

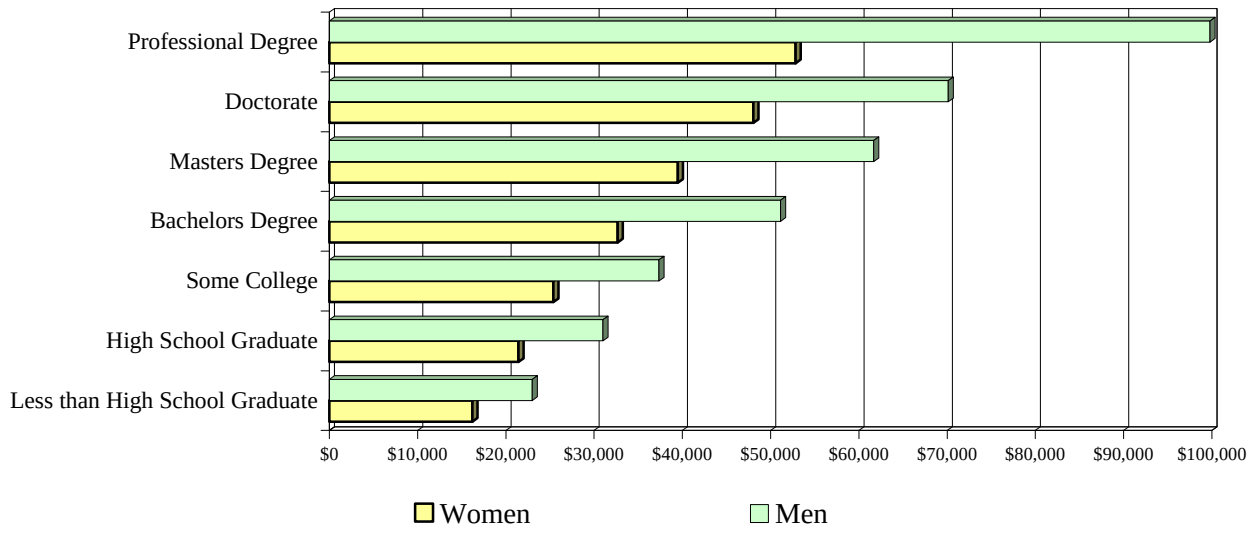
Related Measures: Measure I.F.1. describes differences in educational attainment among the 18 and older population. Measure I.D. describes unemployment in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences related to educational level. Income differentials exist across gender and racial/ethnic groups as well but differentials across educational level persist.

Analysis: On the average, with each additional level of educational attainment, full-time workers can expect a substantial increase in annual earnings. The differential earnings related to receiving a Bachelors degree over a high school diploma is $17,000. In order to estimate payback on investing in an undergraduate degree, these differentials for young adults would be needed. However, it is clear that those with more education are likely to earn more over their career and are likely to make greater tax contributions.

G.2.

California Average Annual Earnings by Level of Educational Attainment by Gender, 1989



Annual Income	Less than High	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Men	$22,999	$31,002	$37,352	$51,141	$61,675	$70,126	$99,789
Women	$16,208	$21,423	$25,384	$32,678	$39,476	$48,025	$52,823

Definition of Measure: Average annual income of California men and women, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences between men and women in average annual income earned in California in 1989 by individuals working full-time with different levels of education.

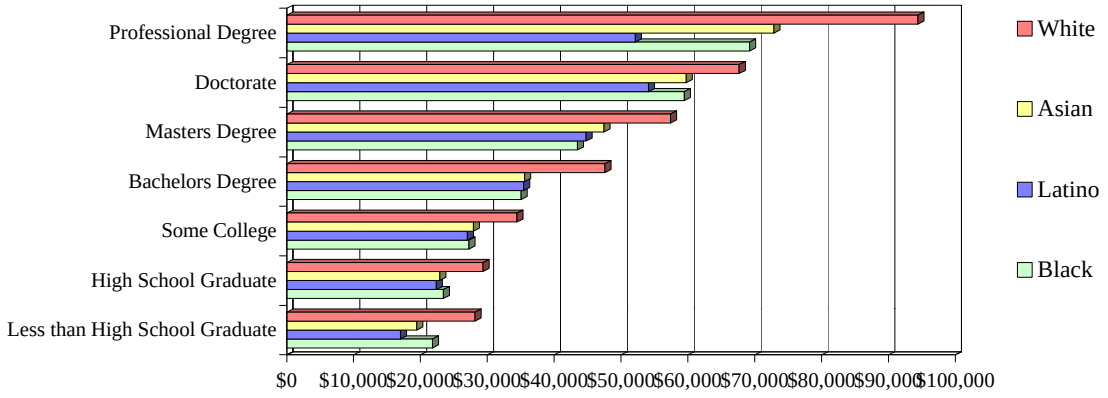
Related Measures: Measure I.F.1. describes differences in educational attainment of men and women, 18 and older. Measure I.D.1. describes unemployment by gender in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences between men and women with the same educational level.

Analysis: On the average, women working full-time earn 70 percent or less than men with the same education. These differentials are affected by the disproportionately greater representation of men among older, and thus more experienced and higher paid, full-time workers. In addition, differences in choices of academic disciplines and career fields undoubtedly contribute to these differentials. Women are also more likely than men to leave the workforce for some period of time to bear and raise children that would reduce their overall earning potential.

G.3.

California Average Annual Earnings by Educational Attainment by Major Racial/Ethnic Group, 1989



Annual Income	Less than High School	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Asian	$19,461	$22,886	$27,928	$35,555	$47,430	$59,726	$72,844
Black	$21,807	$23,416	$27,235	$35,033	$43,465	$59,451	$69,224
Latino	$17,020	$22,353	$27,019	$35,441	$44,770	$54,100	$52,119
White	$28,173	$29,356	$34,417	$47,569	$57,410	$67,655	$94,374

Definition of Measure: Average annual income of California civilians, 18 years and older, by major racial/ethnic group, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned by full-time workers from different racial/ethnic groups in California in 1989 by level of education. From these data, income differentials by racial/ethnic group within educational level can be imputed.

Related Measures: Measure I.F.2. describes differences in educational attainment by racial/ethnic group among the 18 and older population. Measure I.D.1. describes unemployment by racial/ethnic group in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences among workers from different racial/ethnic groups with the same educational level.

Analysis: Regardless of racial/ethnic group, additional educational attainment nets substantial increases in average annual income. While the differences in income among Asian, Black, and Latino full-time workers with the same level of educational attainment are quite small, income of White full-time workers is substantially greater. These differences, particularly among those with college degrees, are affected by the differentially greater representation of White workers among older, and thus more experienced and higher paid, workers.

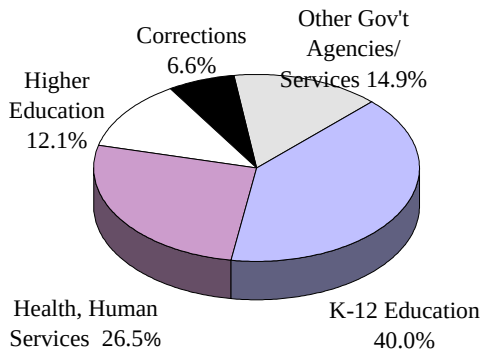
Section 2

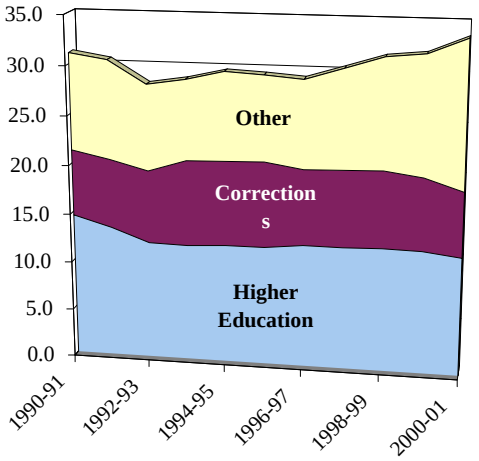
Fiscal Context

A.

State General Fund Appropriations by Major Budget Area, 1993-94, 1999-00, and 2000-01

Distribution of 2000-01 Budgeted Appropriations
(in thousands of dollars)





	1993-94	1999-00	2000-01*	Percent of Total
Total State General Fund	38,955,922	66,778,622	76,568,434	--
Public K-12 Education**	14,480,796	27,481,912	30,595,319	40.0
Health, Human Serv.**	13,282,325	17,708,515	20,259,153	26.5
Higher Education	4,680,629	8,066,539	9,289,002	12.1
Corrections	3,383,337	4,754,962	5,047,740	6.6
Other Govt. Services	3,128,835	8,766,694	11,377,220	14.9

**Budgeted*
***statutorily mandated services*
(Amounts shown in thousands of dollars)

Proportion Appropriated to Non-Statutorily Determined Categories, 1990-91 to 2000-01

	Higher Ed.	Corrections	Other
1990-91	14.6%	6.7%	9.8%
1991-92	13.5	7.0	10.0
1992-93	12.1	7.4	8.7
1993-94	12.0	8.7	8.1
1994-95	12.2	8.6	8.9
1995-96	12.2	8.7	8.6
1996-97	12.6	7.7	8.9
1997-98	12.6	7.8	10.0
1998-99	12.7	7.8	11.1
1999-00	12.6	7.4	12.0
2000-01	12.1	6.6	14.9

Definition of Measure: State General Fund appropriations by major budget categories and proportions appropriated to non-statutorily mandated categories over the last eleven years (CPEC, Fiscal Profiles).

Use(s) of Measure: This measure describes the proportion of General Fund revenues appropriated to each major budget category and illustrates the changes in the relatively priority of those categories that are not specified in statute.

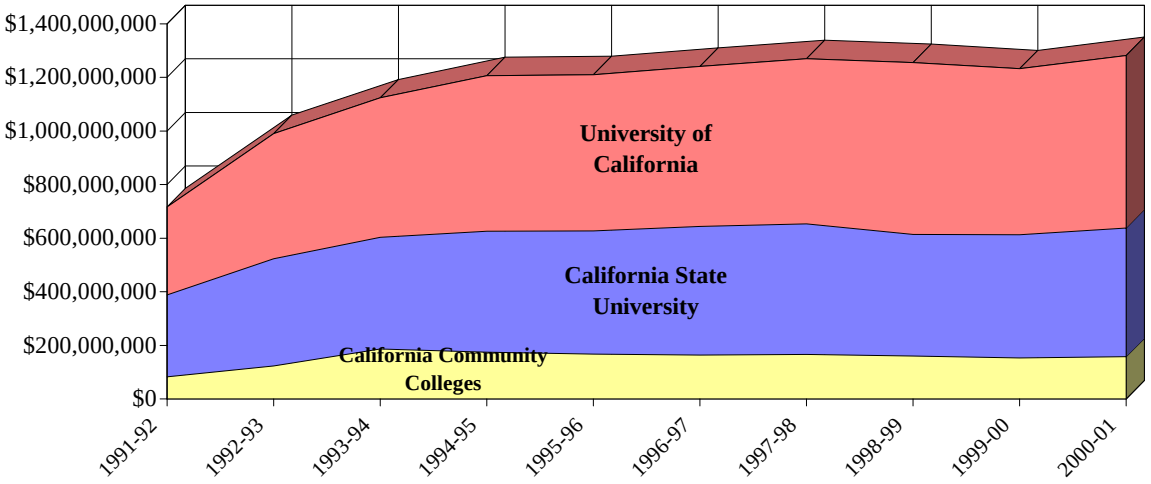
Related Measures: Fiscal measure II.B. on the next page describes the changing relation between public subsidy and user subsidy for public postsecondary education.

Comparison Group: The comparisons included in this measure illustrate the other public services that compete with Higher Education for General Fund support.

Analysis: Growth in State General Funds -- 14.7 percent over last year -- was another indicator of the State's continued economic growth. K-12 Education received the largest dollar increase -- $3.1 billion -- but "Other Government Services" had the largest one-year rate of growth -- 30 percent. Higher Education (15.2%) and Health & Human Services (14.4%) each had average rates of growth over 1999-00, however "Corrections" rose at a below average rate of 6.2 percent.

B.

Systemwide Student Fee Revenues for Public Postsecondary Education, 1991-92 to 2000-01



	California Community Colleges	California State University	University of California	TOTAL
1991-92	$82,278,000	$305,623,000	$328,550,000	$716,451,000
1992-93	122,575,000	400,327,000	466,935,000	989,837,000
1993-94	186,912,000	416,664,000	519,904,000	1,123,480,000
1994-95	174,855,000	450,671,000	581,168,000	1,206,694,000
1995-96	166,894,000	460,236,000	583,146,000	1,210,276,000
1996-97	163,513,000	480,306,000	596,826,000	1,240,645,000
1997-98	166,493,000	486,398,000	616,937,000	1,269,828,000
1998-99	160,183,000	454,115,000	641,526,000	1,255,824,000
1999-00	152,669,000	460,354,000	619,096,000	1,232,119,000
2000-01	157,242,000	480,537,000	644,103,000	1,281,882,000

Definition of Measure: Student fee revenues in public postsecondary education (CPEC, Fiscal Profiles).

Use(s) of Measure: This measure documents the change in the level of user support from California students for public postsecondary education over the last ten years.

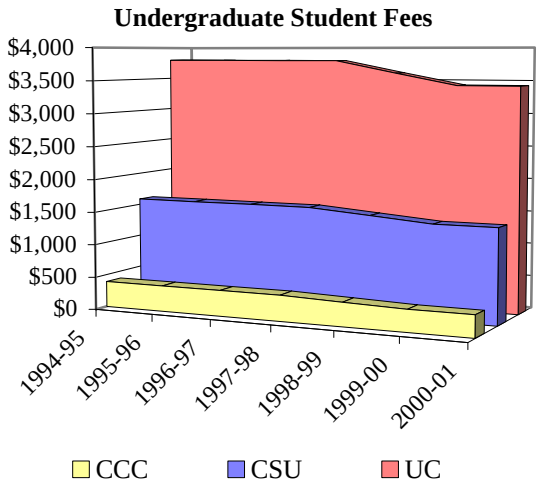
Related Measures: Measure II.A. on the previous page shows recent changes in tax support for public postsecondary education. Measure II.C. shows the per student fee level for each of the public systems.

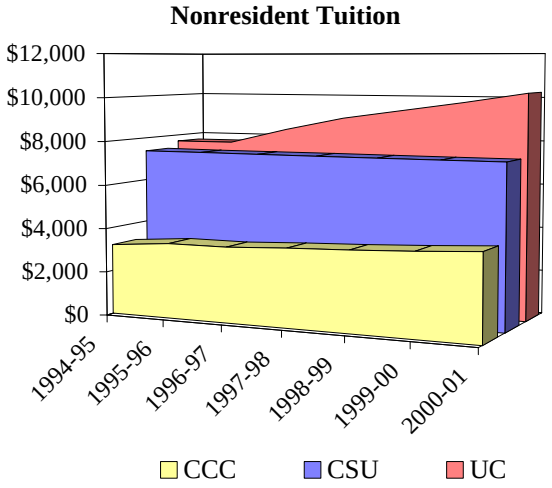
Comparison Group: The ten-year period was used to show the relative stability in the first five years of the period compared to the rapid change occurring in the last five years.

Analysis: Total student fee revenues at all three systems are anticipated to increase this year, even though there is no increase in resident fee levels for 2000-01. The growth ranges from less than $5 million at the community colleges, to $20 million at the State University, to $25 million at the University of California.

C.

Undergraduate Systemwide Fees and Nonresident Tuition in Public Postsecondary Institutions, 1994-95 To 2000-01





	University of California Systemwide Fees	University of California Non-Resident Tuition	California State University Systemwide Fees	California State University Non-Resident Tuition	California Community Colleges Systemwide Fees	California Community Colleges Non-Resident Tuition
1994-95	$3,799	$7,699	$1,584	$7,380	$390	$3,210
1995-96	$3,799	$7,699	$1,584	$7,380	$390	$3,420
1996-97	$3,799	$8,394	$1,584	$7,380	$390	$3,420
1997-98	$3,799	$8,984	$1,584	$7,380	$390	$3,540
1998-99	$3,609	$9,384	$1,506	$7,380	$360	$3,630
1999-00	$3,429	$9,804	$1,428	$7,380	$330	$3,750
2000-01	$3,429	$10,244	$1,428	$7,380	$330	$3,900

Definition of Measure: Undergraduate resident fees and nonresident tuition as established by the systems of public postsecondary education (CPEC, Fiscal Profiles).

Use(s) of Measure: This measure shows changes in one of the major components of the cost to students to attend public postsecondary institutions in California -- systemwide fees/tuition.

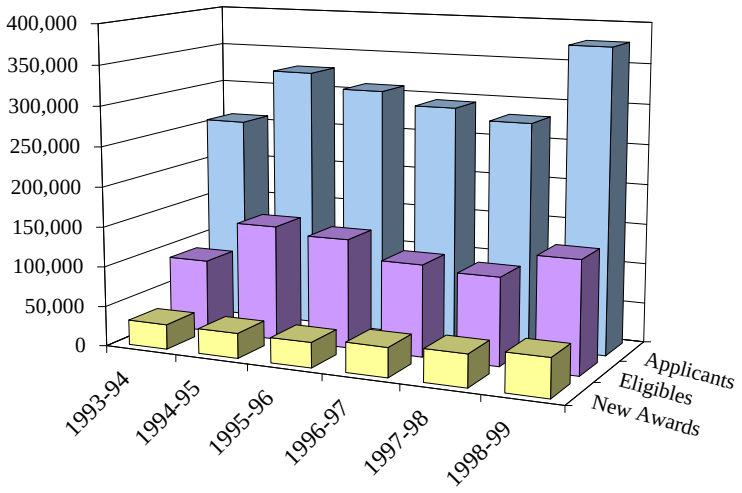
Related Measures: Measure II.B. on the previous page shows the cumulative impact of changes in fee levels on revenues to public postsecondary education. Measure IV.A., that shows college-going rates, raises interesting questions about the relationship between cost and demand.

Comparison Group: The time period covered shows very substantial non-resident tuition increases occurring while resident fees were relatively stable, decreasing the last two years.

Analysis: In 2000-01, annual nonresident tuition increased by 5 percent at the University of California and by 4 percent at the community colleges. Resident student fee charges remained level at all three public systems.

D.1.

Number of Cal Grant Applications, Eligibles, and Awards, 1993-94 To 1999-00



Year	Applicants	Eligibles	New Awards	Ratio of Eligibles to Awards
1993-94	257,373	91,393	31,220	2.9
1994-95	326,652	144,283	31,220	4.6
1995-96	308,283	136,673	31,220	4.4
1996-97	292,615	114,409	36,693	3.1
1997-98	279,387	109,067	40,609	2.7
1998-99	376,706	139,763	47,865	2.9
1999-00	396,700	136,022	57,245	2.4

Definition of Measure: The California Student Aid Commission annually computes the number of valid complete applications for Cal Grants, the number of eligible applicants and number of authorized awards.

Use(s) of Measure: This measure shows changes in the demand and eligibility for State funded assistance in comparison to the availability of one type of such assistance, Cal Grants.

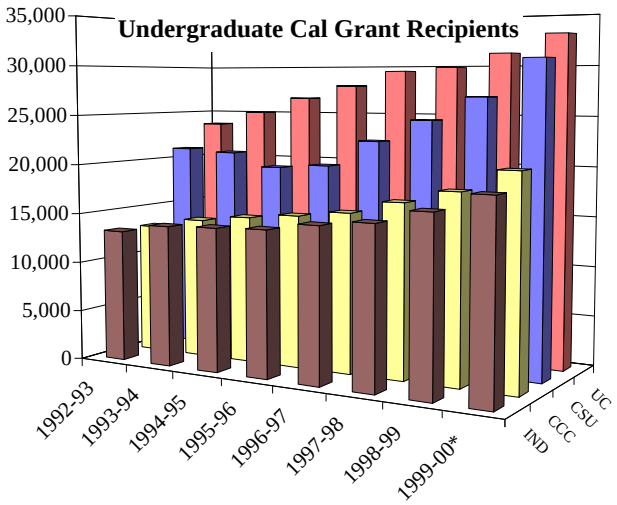
Related Measures: Measure II.C. identifies one of the major contributors to the level of student need -- changes in fees/tuition. Measures in II.E. present other relevant financial aid information.

Comparison Group: The comparison of applicants and eligibles to awards shows the changing relationship between demand and supply of this type of financial assistance.

Analysis: In 1999-2000, the total applicant pool for Cal Grant awards increased by 5.3 percent while the number of eligible applicants declined by 2.7 percent. The number of available new Cal Grant awards increased by nearly 20 percent. The data show that for 1999-2000, there were 2.4 new "Eligibles" for each "New Award" given. This is lower than the 2.9 to 1 ratio in 1998-99. Grant information for 1998-99 and 1999-2000 include 2,200 Cal Grant T awards.

D.2.

Number of Undergraduates with Cal Grant Awards by System, 1993-94 to 1999-2000



Year	California Community Colleges	California State University	University of California	Independent	Proprietary**
1992-93	13,140	21,110	23,634	13,209	1,806
1993-94	14,115	20,851	25,014	14,051	1,921
1994-95	14,706	19,461	26,611	14,242	1,632
1995-96	15,194	19,825	27,960	14,425	1,507
1996-97	15,786	22,449	29,476	15,183	1,762
1997-98	17,084	24,656	29,860	15,719	2,491
1998-99	18,371	26,977	31,246	17,061	2,730
1999-00*	20,526	30,673	33,104	18,827	3,389

** Preliminary estimate.* *** Proprietary schools are not shown on chart and are not inlcuded in totals.*

Definition of Measure: The actual number of new and renewal Cal Grants awarded by postsecondary system reported by California Student Aid Commission as of October 1 of 1999.

Use(s) of Measure: This measure shows changes in the number of new and renewal Cal Grants awarded in each system over a six year period.

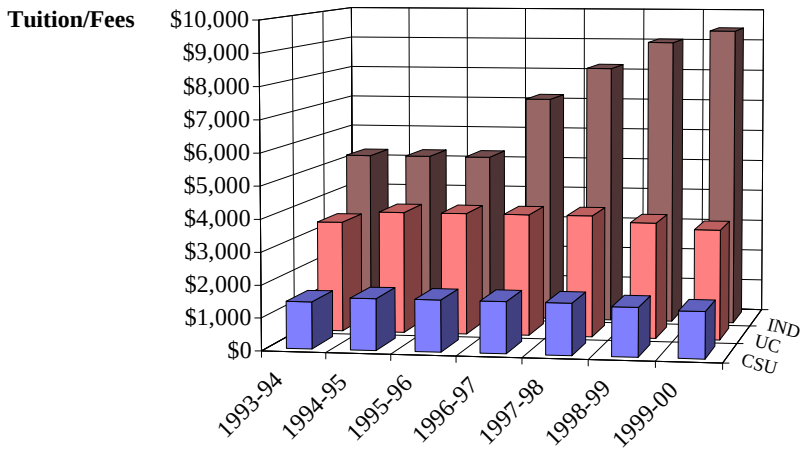
Related Measures: Measure II.D.1. shows the changes or lack of change in overall new Cal Grant awards relative to student need while D.3. reflects maximum award as a percentage of average tuition and fees.

Comparison Group: The comparison across systems of postsecondary education during this six-year period of awards provides a perspective on State-funded student financial aid for undergraduates.

Analysis: Overall, the number of undergraduate Cal Grant recipients enrolled in the four systems grew by 10% in 1999-00. The State University experienced the largest one-year growth (14%) and the University of California had the smallest gain (6%). The California Community Colleges (11%) and the Independent sector (10%) also experienced healthy year-to-year increases. Since 1992-93, the overall number of undergraduate Cal Grant recipients has increased by more than 45 percent.

D.3.

Cal Grant "A" Maximum Award by System and as a Proportion of Average Tuition and Fees, 1993-94 to 1999-00



Year	California State University Maximum Award	California State University Percent	University of California Maximum Award	University of California Percent	Independent Colleges and Universities Maximum Award	Independent Colleges and Universities Percent
1993-94	$1,440	100%	$3,454	100%	$5,250	39%
1994-95	$1,584	100%	$3,799	100%	$5,250	37%
1995-96	$1,584	100%	$3,799	100%	$5,250	35%
1996-97	$1,584	100%	$3,799	100%	$7,164	45%
1997-98	$1,584	100%	$3,799	100%	$8,184	49%
1998-99	$1,506	100%	$3,609	100%	$9,036	52%
1999-00	$1,428	100%	$3,429	100%	$9,420	52%

Definition of Measure: The maximum Cal Grant A award authorized for each four-year system in actual dollars and as a percent of average fees/tuition, (Source: Fiscal Profiles, 2000)

Use(s) of Measure: This measure shows the maximum amount a student could receive in Cal Grant aid and what portion of student fees/tuition the grant would offset.

Related Measures: Measure II.C. shows changes in average fee levels at public universities. D.1. reflects the new Cal Grant awards while D.2. shows the distribution of new and renewed grants across the systems.

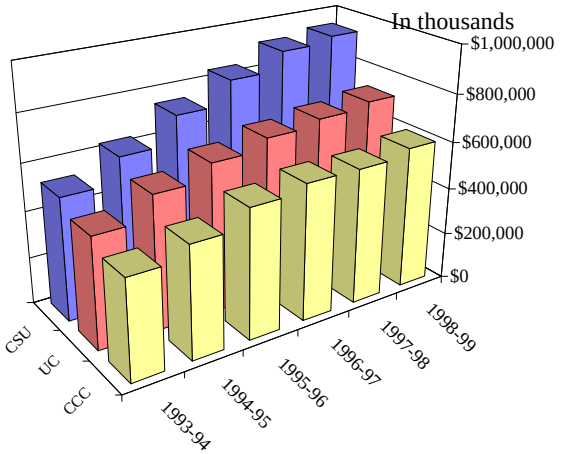
Comparison Group: These three systems provide baccalaureate level education. The five-year period encompasses the recent period of stable and decreasing fees for resident students.

Analysis: Because of the five percent decrease in resident fees at the State University and the University, in 1999-00 the maximum Cal Grant award for students in these systems also decreased as well. The maximum Cal Grant awarded to students enrolled at Independent colleges and universities increased by $384; this grant level was expected to cover just over 52 percent of tuition and fees at these institutions. This is the fourth year in which maximum grant levels increased for students enrolling in these institutions.

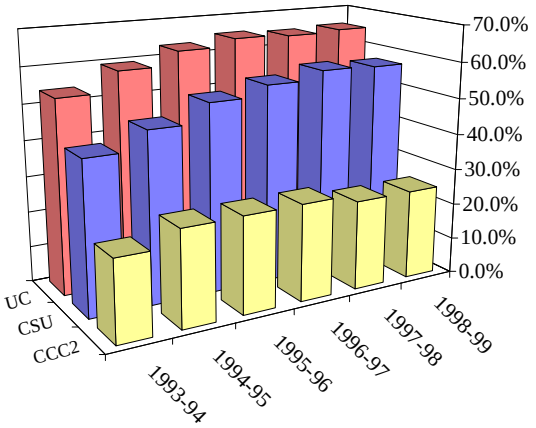
E.1.

Total Financial Assistance for Undergraduates in Public Colleges and Universities, 1993-94 Through 1998-99

Total Financial Aid Awarded



Undergraduates Receiving Aid



	Total Aid Awarded[1] (in thousands)			Financial Aid Recipients: CCC[2]		CSU		UC	
	CCC	CSU	UC	Number	% UG[3]	Number	% UG	Number	% UG
1993-94	$418,333	$522,173	$467,362	399,047	22.2%	110,124	42.1%	65,783	53.7%
1994-95	$471,184	$626,256	$564,644	467,409	26.5%	122,176	47.1%	72,085	59.2%
1995-96	$544,540	$740,859	$628,349	474,423	26.7%	138,185	52.2%	78,108	63.1%
1996-97	$575,675	$837,331	$673,219	510,692	26.9%	149,894	55.0%	82,138	65.1%
1997-98	$573,399	$913,730	$699,682	495,011	24.8%	157,655	57.3%	83,242	64.6%
1998-99	$602,022	$938,307	$722,465	521,970	24.9%	158,818	56.8%	86,149	65.1%

[1]Includes scholarships, grants, loans, fee waivers, and work-study.
[2]Includes credit enrollment only.
[3]Percentages amended for all years to reflect change in method of counting enrollment.

Definition of Measure: Number of undergraduate financial aid recipients and total aid dollars from all sources as reported by the California Community Colleges, the California State University and the University of California. Undergraduate enrollment at the CCCs is limited to credit enrollment.

Use(s) of Measure: This measure describes changes in the numbers of undergraduates receiving student financial aid and the total amount of aid awarded at the three public systems.

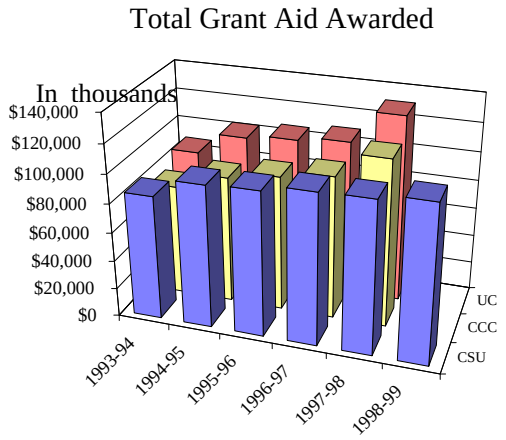
Related Measures: Measures II.E.2. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.

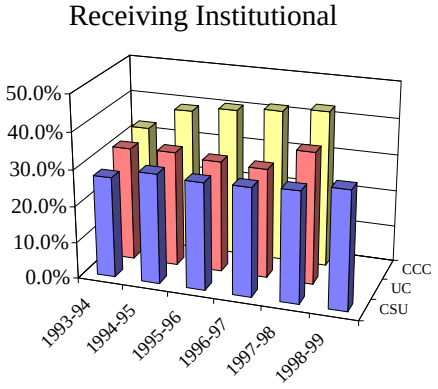
Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: Nearly $2.3 billion in financial aid of all types was awarded to undergraduates enrolled in public colleges and universities in 1998-99. Total financial aid awarded increased at all public higher education segments. The proportion of undergraduates receiving financial aid increased at the community colleges and at the University but declined slightly at the State University. Nearly one quarter of community college undergraduates, over half of State University undergraduates and 2 out of 3 University undergraduates received financial aid in 1998-99.

E.2.

Total Institutional Grant Aid for Undergraduates in Public Colleges and Universities, 1993-94 To 1998-99





Total Institutional Grant[1] Aid Awarded (in thousands)

	CCC	CSU	UC
1993-94	$77,065	$86,418	$79,458
1994-95	$88,566	$99,169	$94,292
1995-96	$94,050	$100,354	$96,790
1996-97	$99,186	$104,665	$98,977
1997-98	$115,737	$105,437	$94,555
1998-99	$107,722	$108,884	$104,124

Recipients and as Percent of Undergraduates

	CCC[2]		CSU		UC[3]	
	Number	**% UG**	**Number**	**% UG**	**Number**	**% UG**
1993-94	366,332	20.3%	72,275	27.6%	36,955	30.2%
1994-95	429,080	24.3%	78,220	30.1%	37,254	30.6%
1995-96	435,529	24.5%	77,944	29.4%	36,494	29.5%
1996-97	468,824	24.7%	81,017	29.7%	36,733	29.1%
1997-98	489,086	24.4%	83,716	30.4%	37,765	29.3%
1998-99	512,080	24.5%	90,404	32.3%	39,073	29.5%

[1]Includes fee waivers.

[2]Includes credit enrollment only.

[3]1993-94 through 1995-96 data are estimates.

Definition of Measure: Number of undergraduates receiving State and institutional grant aid, including fee waivers, and total grant aid dollars as reported by the California Community Colleges, the California State University, and the University of California.

Use(s) of Measure: This measure describes changes in the number of undergraduates receiving institutional grant aid at the three public systems and the total amount of this aid awarded.

Related Measures: Measures II.E.1. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.

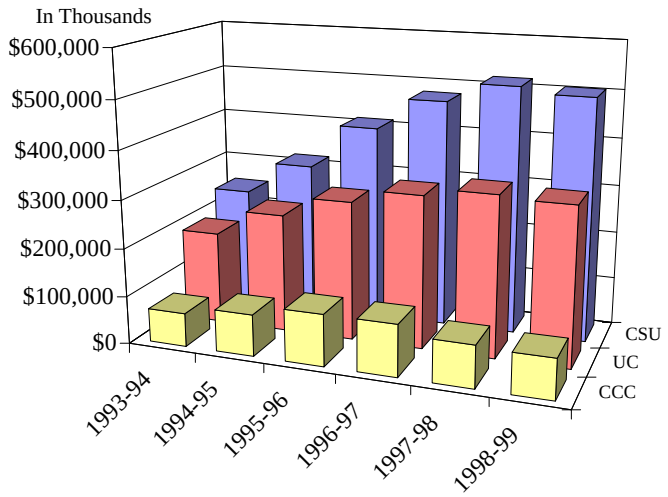
Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: In 1998-99, more than $320.7 million in grant aid was awarded to undergraduates enrolled in California public colleges and universities. This represents a 1.6 percent decrease from the preceding year. Institutional grant aid increased substantially at the University of California, increased slightly at the State University and decreased sharply at the California Community Colleges. Nearly 25 percent of community college students received grant assistance over the past five years. Approximately 30 percent of University undergraduates have received grant aid in the most recent 5 years. The percentage of State University undergraduates receiving grant aid increased from 27.6 to 32.3 percent over the same five-year period.

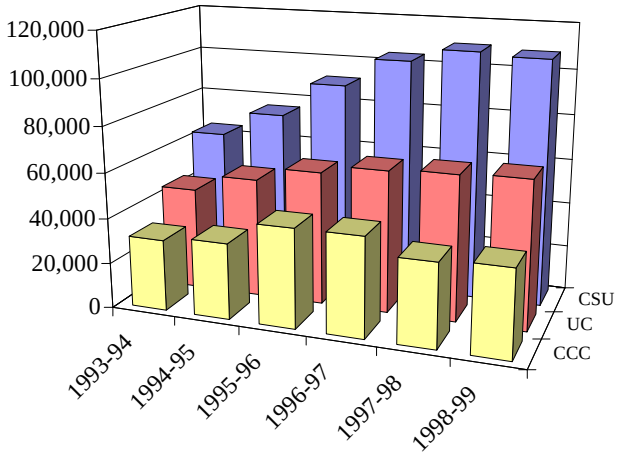
E.3.a.

Financial Support for Undergraduates From Loans, 1993-94 Through 1998-99

Financial Support From Loans



Number of Loan Recipients



	Total Loans Initiated (in thousands)			Number of Recipients		
	CCC	**UC**	**CSU**	**CCC**	**UC**	**CSU**
1993-94	$69,696	$192,798	$246,097	31,446	45,441	64,027
1994-95	$86,961	$247,205	$315,289	33,494	52,875	75,250
1995-96	$107,387	$289,526	$409,108	43,618	58,927	90,891
1996-97	$107,474	$317,724	$475,210	43,739	62,569	103,489
1997-98	$87,522	$333,378	$515,244	36,739	63,837	109,197
1998-99	$83,355	$327,429	$502,689	38,160	64,817	107,808

Definition of Measure: Number of undergraduate loan recipients and total loan dollars as reported by the California Community Colleges, the California State University and the University of California.

Use(s) of Measure: This measure describes changes in the numbers and amounts of loan indebtedness undergraduates are incurring at the public systems.

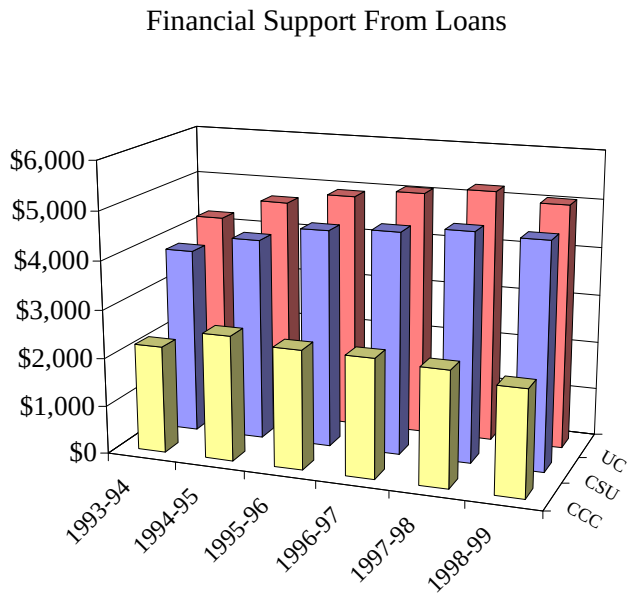
Related Measures: Measures II.E.1. and 2. also illustrate changes in aid conditions and II.C. shows changes in one aspect of increases in students' cost of attending college.

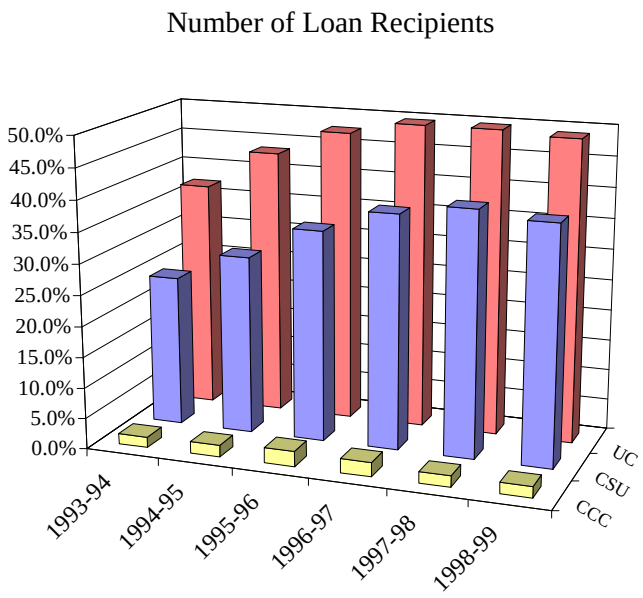
Comparison Group: The last five years have shown the most dramatic changes in these measures across all systems.

Analysis: In 1998-99, the total amount of loan aid awarded to undergraduate students increased while the total amount of grant aid decreased from the preceding year. In 1998-99, a total of $913.4 million in loans were awarded, with more than 90 percent of it awarded to undergraduates enrolled in the two public universities. The average loan amount per recipient declined in all three public higher education segments after several years of steady increases at the University and State University. 1998-99 was the second year of decreases in the loan amounts per recipient at the community colleges.

E.3.b.

Financial Support From Loans Per Undergraduate, 1993-94 To 1998-99





	Average Loans Per Recipeint				Recipients as Percent of UG		
	CCC	**CSU**	**UC**		**CCC**	CSU	**UC**
1993-94	$2,216	$3,846	$4,243	**1993-94**	1.7%	24.5%	37.1%
1994-95	$2,596	$4,192	$4,675	**1994-95**	1.9%	29.0%	43.4%
1995-96	$2,462	$4,507	$4,913	**1995-96**	2.5%	34.3%	47.6%
1996-97	$2,457	$4,594	$5,078	**1996-97**	2.3%	38.0%	49.6%
1997-98	$2,382	$4,718	$5,222	**1997-98**	1.8%	39.7%	49.6%
1998-99	$2,184	$4,663	$5,051	**1998-99**	1.8%	38.6%	49.0%

Definition of Measure: Average loan amount per recipients and recipients as a percent of undergraduate enrollments as reported by the systems.

Use(s) of Measure: This measure describes changes in average loan burden and loan indebtedness of undergraduates at the public systems.

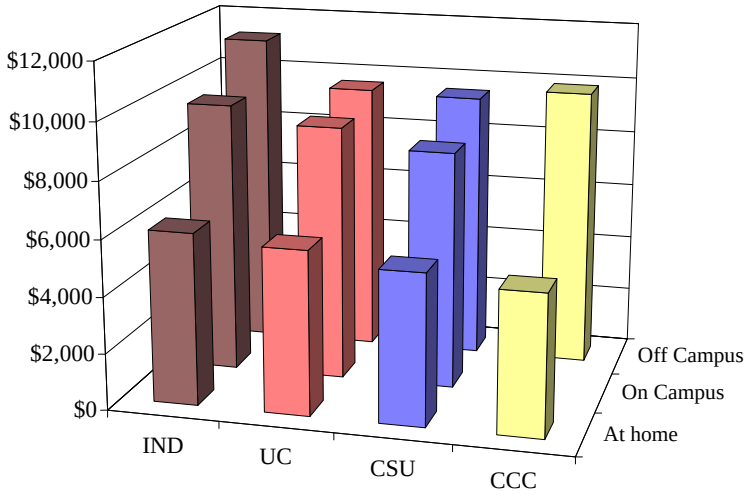
Related Measures: Measures II.E.1. and 2. also illustrate changes in aid conditions and II.C. shows changes in one aspect of increases in students' cost of attending college.

Comparison Group: The last five years have shown the most dramatic changes in these measures across all systems.

Analysis: The average loan amount per loan recipient declined in 1998-99 for undergraduates enrolled in all three public postsecondary systems in the state. The average loan amount per loan recipient enrolled in community colleges has declined each year since 1994-95. Less than 2 percent of all community college students received loans as part of their financial aid award. Nearly half of University undergraduates and four out of ten State University undergraduates received loans in 1998-99.

F.

Average Annual Living Expenses for Full-time Undergraduates at California Institutions, 1997-98*



Living Arrangement	California Community Colleges	California State University	University of California	Independent Colleges and Universities
At home	$5,002 *	$5,356	$5,809	$6,102
On Campus	Not Applicable	$8,417	$9,060	$9,624
Off Campus	$9,883 *	$9,504	$9,604	$11,246

** 1997-98 is the most recent year for which these data are available.*

Definition of Measure: Average living and educational expenses except tuition and fees for full-time undergraduates by living arrangement by system from SEARS by Student Aid Commission.

Use(s) of Measure: This measure shows differences in average student living expenses for full-time undergraduates by postsecondary system.

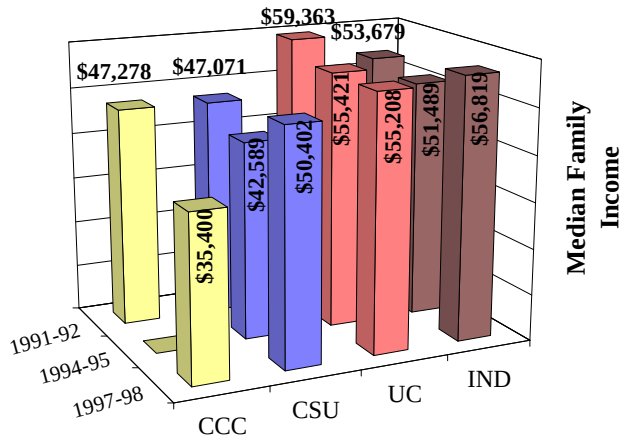
Related Measures: Measure II.C shows the differences in undergraduate fee levels by system and II.G. shows differences in average family and student income by system.

Comparison Group: The comparison across systems shows full-time student living expenses excluding tuition and fees for the various systems of California postsecondary education.

Analysis: The most recent year of these data is 1997-98; the next SEARS survey will be completed by June, 2001. They reflect that full-time undergraduate students at independent institutions tend to have higher annual living expenses than do full-time students at public colleges and universities. Community college students have the highest off-campus living expenses among the public institutions, which may be related to the fact that these students are, on average, older. On-campus living expenses were relatively similar at both public 4-year systems.

G.1.

Median Family Income of Dependent Undergraduates at California Institutions, 1991-92, 1994-95 and 1997-98



Year	California Community Colleges	California State University	University of California	Independent Colleges and Universities
1991-92	$47,278	$47,071	$59,363	$53,679
1994-95	Not Available	$42,589	$55,421	$51,489
1997-98	$35,400	$50,402	$55,208	$56,819
Dependent Students as % of Undergraduates *	26.0%	48.8%	84.1%	80.5%

* *This information is estimated and will be updated by June 30, 2001.*

Definition of Measure: Average median family income of dependent students enrolled in California postsecondary institutions from Student Expenses & Resources Survey (SEARS) by Student Aid Commission.

Use(s) of Measure: This measure shows differences in median family income of dependent students by choice of undergraduate institution.

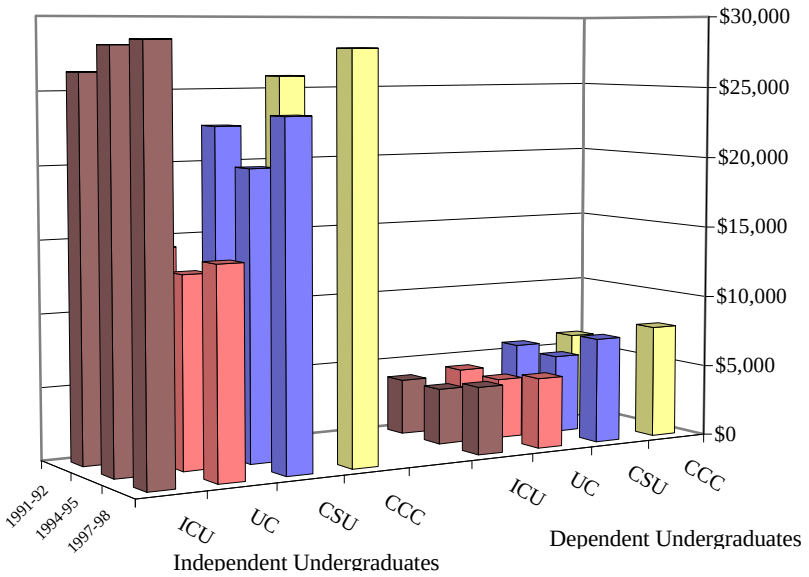
Related Measures: Measure II.C shows the differences in undergraduate fee levels by system and II.F. shows differences in average expenses by system and living arrangement.

Comparison Group: The comparison across systems shows family resources available to help support the cost of attending the various systems of California postsecondary education.

Analysis: Informtion on the percentage of undergraduates students who are dependents is from data collected by the California Student Aid Commission in its Student Expense and Resources Survey (SEARS). The most recent year's SEARS was 1997-98. A new SEARS is being conducted during the 2000-01 fiscal year. Information from that report is anticipated to be available by June, 2001.

G.2.

Average Student Earnings of Undergraduates by Dependency Status at California Institutions, 1991-92, 1994-95 and 1997-98



Year	California Community Colleges		California State University		University of California		Independent Colleges and Universities	
	Dependent	Independent	Dependent	Independent	Dependent	Independent	Dependent	Independent
1991-92	$6,098	$25,886	$5,702	$22,520	$4,241	$14,410	$3,867	$26,289
1994-95			5,469	19,877	4,173	13,077	3,878	28,114
1997-98	7,829	27,875	7,318	23,503	4,903	14,208	4,695	28,489

Definition of Measure: Average annual student income of dependent and independent students by postsecondary system from Student Expense & Revenue Survey (SEARS) by Student Aid Commission.

Use(s) of Measure: This measure shows differences in average student income of dependent and independent undergraduates by postsecondary system.

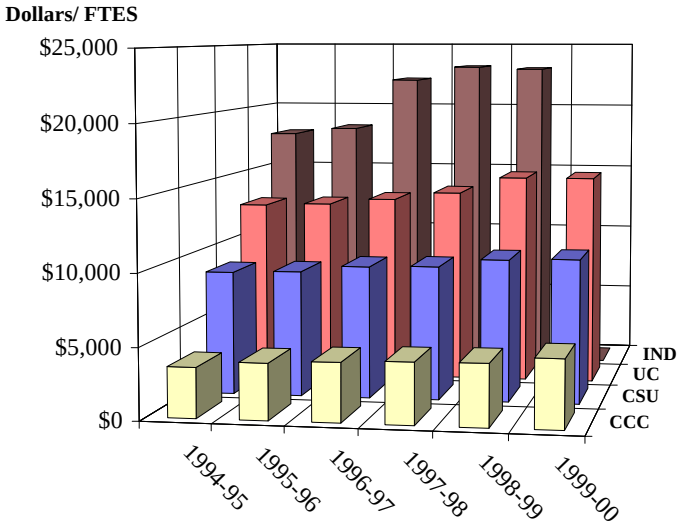
Related Measures: Measure II.C shows the differences in undergraduate fee levels by system and II.F. shows differences in average expenses by system and living arrangement.

Comparison Group: The comparison across systems shows student resources available to help support the cost of attending the various systems of California postsecondary education.

Analysis: Student average earnings generally declined between 1991-92 and 1994-95 for all three public systems for both dependent and independent students. Average earnings increased for both student groups and for all three public systems and the independent colleges from 1994-95 to 1997-98. The Student Aid Commission is currently conducting another SEARS study and will have new SEARS data available by June, 2001.

H.

Average Revenues for Instructionally Related Activities per Full-time Equivalent Student, 1993-94 to 1999-00



	California Community Colleges	California State University	University of California	California Independent Colleges & Universities*
	Actual	**Actual**	**Actual**	**Computed**
1993-94	$3,338	$8,097	$12,387	$16,464
1994-95	$3,490	$8,811	$12,871	$17,829
1995-96	$3,913	$8,952	$13,010	$18,288
1996-97	$4,105	$9,412	$13,424	$22,204
1997-98	$4,266	$9,502	$13,983	$23,238
1998-99	$4,322	$10,078	$15,173	$23,086
1999-00	$4,767	$10,193	$15,196	NA

Definition of Measure: Revenues for instructionally related activities from all sources in public postsecondary education per full-time equivalent student (See CPEC, Fiscal Profiles for specifications).

Use(s) of Measure: This measure shows changes in revenues from all sources for instructionally related activities per FTE student in public postsecondary institutions.

Related Measures: Measure II.C. shows changes in undergraduate fee which are one component of these revenues. General State Funds (and local assistance funds) as well as lottery funds are also revenue sources.

Comparison Group: The five-year time period covered a similar period shown for resident fee increases and changes in State appropriations.

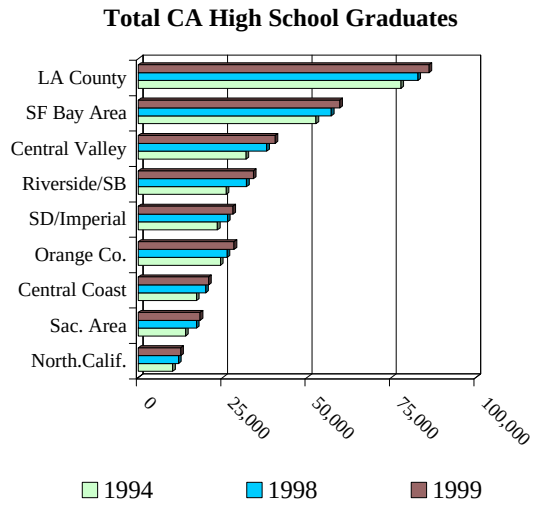
Analysis: Each of the four systems of postsecondary education continued a pattern of increased revenues dedicated to instructionally related activities. The rate of growth was greatest for the community colleges, which increased 10 percent in 1999-00. The State University I-R revenue grew only 1 percent in 1999-00, down from 6 percent in 1998-99. University of California I-R revenue increased less than one-quarter of one percent in 1999-00, compared to 6 percent the prior year.

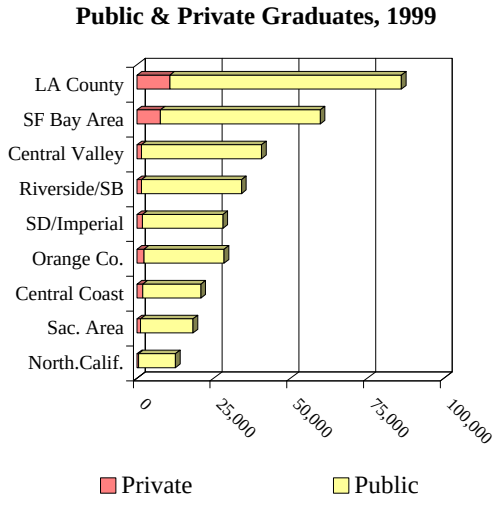
Section 3

Student Preparation

A.1.

Public and Private High School Graduates by Major Geographic Region, 1994, 1998, and 1999





	1994		1998		1999	
	Public	**Private**	**Public**	**Private**	**Public**	**Private**
Los Angeles County	68,172	9,611	72,135	10,675	75,382	10,717
San Francisco Bay Area	46,502	6,106	49,789	7,376	52,094	7,604
Central Valley	30,675	1,217	36,551	1,446	39,021	1,513
Riverside/San Bernardin	24,925	1,094	30,511	1,547	32,514	1,538
San Diego/Imperial	22,002	1,427	24,646	1,727	26,184	1,830
Orange County	22,429	1,892	23,949	2,372	25,965	2,370
South/Central Coast	15,460	1,720	17,917	2,024	18,895	1,934
Sacramento Area	13,078	921	16,045	1,138	17,093	1,215
Northern California	9,840	313	11,354	530	12,073	505
	253,083	**24,301**	**282,897**	**28,835**	**299,221**	**29,226**

Definition of Measure: California's public and private high school graduates as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.

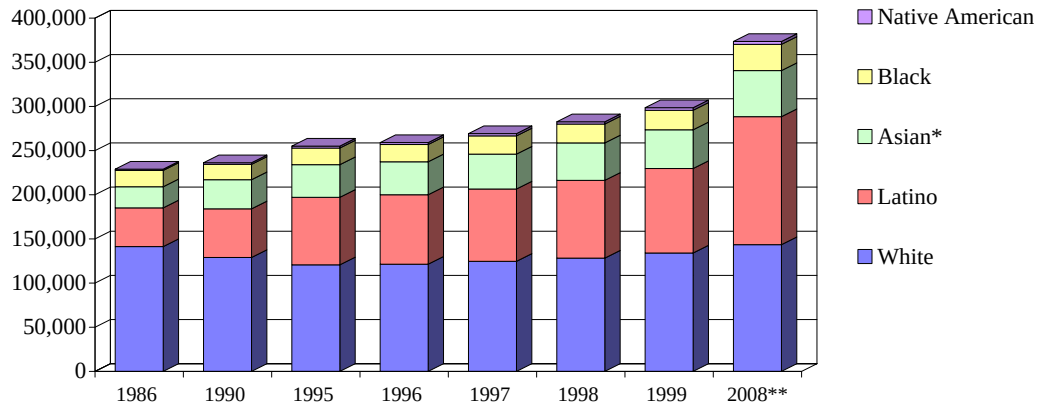
Related Measures: Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.

Comparison Group: One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.

Analysis: The high school graduating class increased by 5.4 percent in 1999. The rate of increase was greater among public high schools than for private high schools -- 5.8 compared to 1.4 percent growth. While Los Angeles County had the greatest increase in numbers of graduates, Orange County, the Central Valley, and the Sacramento region had the largest rates of increase. Northern California showed the least growth in numbers and rate.

A.2.

Racial/Ethnic Composition of California's Public High School Graduating Class, 1986, 1990, 1995 To 1999, and 2008 Projected



	1986	1990	1995	1996	1997	1998	1999	2008**
Asian*	24,011	32,866	37,029	37,434	39,454	42,711	44,031	51,899
Black	18,387	17,460	18,864	19,436	20,742	21,165	22,065	29,783
Native Americ	1,658	1,886	2,262	2,290	2,364	2,513	2,665	3,297
Latino	43,556	55,152	76,557	78,619	82,015	87,742	95,438	144,956
White	141,414	128,927	120,488	121,292	124,496	128,405	134,229	143,598
Other						361	793	
TOTAL	**229,026**	**236,291**	**255,200**	**259,071**	**269,071**	**282,897**	**299,221**	**373,533**
Asian*	10.5	13.9	14.5	14.4	14.7	15.1	14.7	13.9
Black	8.0	7.4	7.4	7.5	7.7	7.5	7.4	8.0
Native Americ	0.7	0.8	0.9	0.9	0.9	0.9	0.9	0.9
Latino	19.0	23.3	30.0	30.3	30.5	31.0	31.9	38.8
White	61.7	54.6	47.2	46.8	46.3	45.4	44.9	38.4
Other						0.1	0.3	

** Category includes Asians, Pacific Islanders, and Filipinos* ***Projected*

Definition of Measure: Racial/ethnic composition of California's public high school graduates as reported by the State Department of Education (CBEDS) and Department of Finance DRU 1998 projections.

Use(s) of Measure: This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.

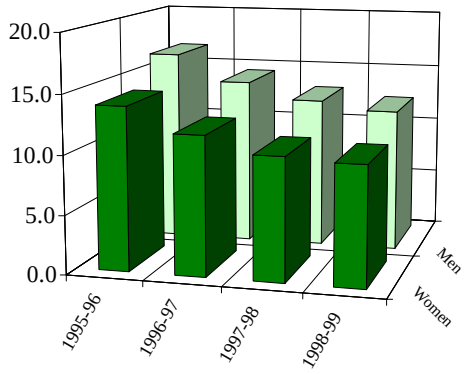
Related Measures: Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.

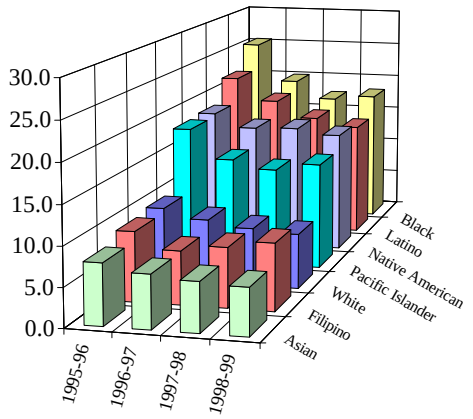
Comparison Group: One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.

Analysis: The public high school graduating class increased by 5.8 percent over last year. The number of Latino graduates increased by 8.8 percent and Native American graduates rose by 6.0 percent. The increase (3.1%) in Asian graduates was also above average. Nearly 15 percent of the1999 graduating class were Asian graduates while Latino graduates comprised 32 percent of that year's graduates. The representation of both Black students and White students dropped slightly with White students comprising only 44.9 percent of the 1999 graduating class.

B.

One-Year and Four-Year Derived Dropout Rates in California's Public High Schools by Gender andRacial/Ethnic Group, 1995-96 To 1998-99





	One-Year Rate					Four-Year Derived Rate			
	1995-96	1996-97	1997-98	1998-99		1995-96	1996-97	1997-98	1998-99
Asian	2.0	1.7	1.6	1.5	**Asian**	7.8	6.8	6.3	6.0
Pacific Islander	4.7	3.7	3.3	3.6	**Pacific Islander**	18.0	14.1	13.0	14.0
Filipino	2.3	1.7	1.9	2.2	**Filipino**	9.0	6.9	7.7	8.6
Black	6.7	5.2	4.4	4.7	**Black**	25.3	19.9	17.4	18.0
Native American	4.6	4.2	4.2	4.0	**Native American**	18.3	16.5	16.7	16.0
Latino	5.7	4.8	4.1	3.9	**Latino**	21.7	18.6	16.3	15.2
White	2.4	2.0	1.9	1.7	**White**	9.5	8.3	7.5	7.1
Men	4.2	3.6	3.2	**3.0**	**Men**	16.6	14.3	12.9	12.2
Women	3.6	3.0	2.6	**2.6**	**Women**	13.9	11.8	10.4	10.1
Total	**3.9**	**3.3**	**2.9**	**2.8**	**Total**	**15.3**	**13.0**	**11.7**	**11.1**

Definition of Measure: The one-year dropout rate for grade 9 through 12 of California public high schools by racial/ethnic groups as reported by the State Department of Education's Demographic Unit.

Use(s) of Measure: This revised measure describes the State's drop-out rate using a method consistent with national event drop-out rates, grades 10-12, reported by National Center for Education Statistics (NCES).

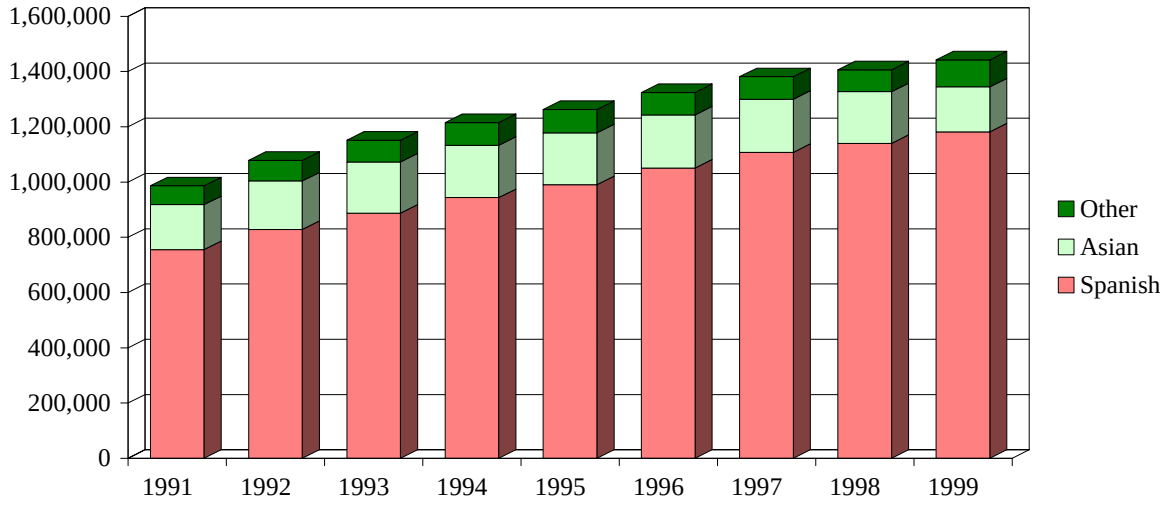
Related Measures: Measure III.A. describes this measure's counterpart of completes. Measures G. and H. describe the cumulative impact of this group on the educational attainment level of the adult population.

Comparison Group: This revised methodology that is consistent with national reporting requirements for computing dropout rates has been computed since 1991-92 only.

Analysis: The high school drop-out rates continued to decline in 1998-99 whether the rate considered was a one-year rate or a four-year derived rate. The drop-out rate for men continued to be greater than that for women but the differential decreased. The drop-out rates decreased among students from all racial-ethnic groups except Black, Filipino and Pacific Islander students. Major differentials persisted in drop-out rates, with Black, Latino, Native American, and Pacific Island students twice as likely to drop out as Asian, Filipino, or White students.

C.

California's Public School Students Identified as Limited English Proficient, 1991 to 1999



Language	1991	1992	1993	1994	1995	1996	1997	1998	1999
Spanish	755,359	828,036	887,757	943,559	990,801	1,051,125	1,107,186	1,140,197	1,181,553
Asian	162,833	175,829	184,626	189,816	187,042	192,366	192,467	186,739	162,969
Other	68,270	74,840	79,436	81,843	85,139	80,276	81,740	79,230	98,170
TOTAL	986,462	1,078,705	1,151,819	1,215,218	1,262,982	1,323,767	1,381,393	1,406,166	1,442,692
Percent of Total Enrollments	19.9	21.1	22.2	23.1	23.6	24.2	24.6	24.6	24.7

Definition of Measure: The number of students in California public schools identified as having limited English proficiency by major language group as reported by the State Department of Education's Language Census Report.

Use(s) of Measure: This measure describes changes in the numbers of students in public schools with English proficiency and representation among all enrolled students.

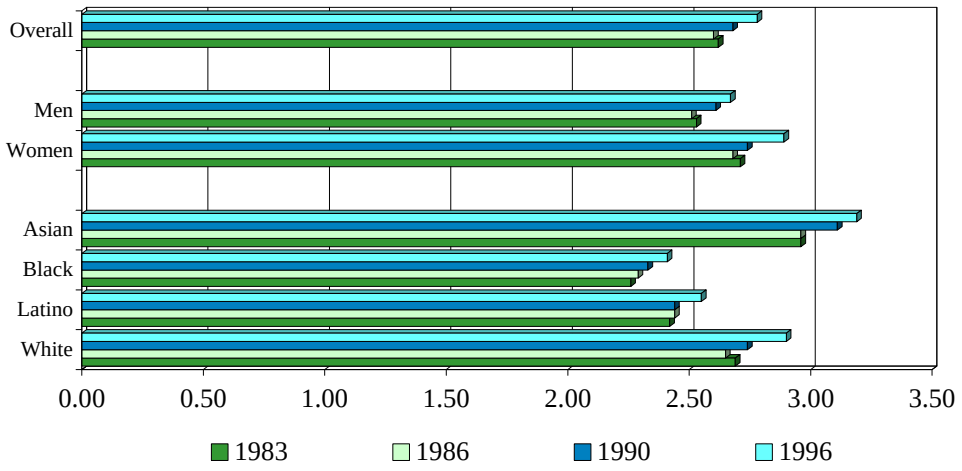
Related Measures: Measure I.F. presents representation of limited English proficiency in the adult population in California.

Comparison Group: The composition of LEP students by major language group is included to underscore the increasing numbers of students from diverse language backgrounds.

Analysis: While the number of California public school students with limited English proficiency (LEP) increased by 36,526 students, the proportion did not appreciably change from the previous year. The number of LEP students whose primary language was Spanish increased by 41,356 students, raising this proportion of the LEP population from 81 to 82 percent. At the same time, the proportion of LEP student from other language backgrounds decreased proportionally, leaving the overall percentage of LEP students almost unchanged from last year.

D.

Estimated Grade-Point Average of Public High School Graduates, 1983, 1986, 1990 and 1996



	1983	1986	1990	1996
Overall	2.62	2.60	2.68	2.78
Men	2.53	2.51	2.61	2.67
Women	2.71	2.68	2.74	2.89
Asian	2.96	2.96	3.11	3.19
Black	2.26	2.29	2.33	2.41
Latino	2.42	2.44	2.44	2.55
White	2.69	2.65	2.74	2.90

Definition of Measure: The grade-point average for public high school graduates statewide, by gender and major racial/ethnic groups, are estimates based on sample data drawn for the 1983, 1986, 1990, and 1996 High School Eligibility Studies of the California Postsecondary Education Commission.

Use(s) of Measure: This measure provides the only indicator of average grade point achievement for California public school graduates. It provides a general indicator for the entire population of graduates but its usefulness is limited by the lack of data on the range of graduates' grade-point averages.

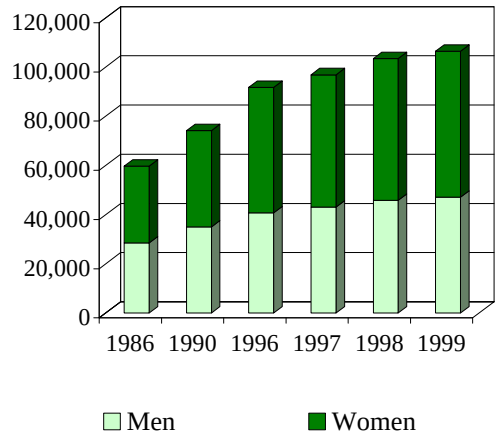
Related Measures: Measure III.E. describing graduates' completing the "a-f" university preparatory curricula provides another achievement indicator. Measure IV.A. provides college choice behaviors that may be related to levels of academic performance.

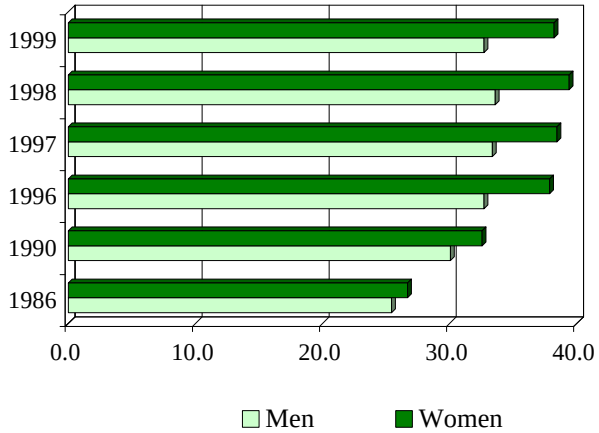
Comparison Groups: These data are available only for those years in which Eligibility Studies were completed and for those student subgroups for which valid estimates could be generated due to sample size.

Analysis: Average grades again increased statewide between 1990 and 1996. The increase in average grades for women was somewhat larger than the increase in men's average grades. The largest increase in average grades was posted by White graduates, followed closely by the increase in grades earned by Latino graduates. Smaller than average increases occurred among Black and Asian graduates. Increased participation in honors and AP courses probably acounted for some of the increase.

E.1.a.

California Public High School Graduates Completing University Preparatory Curriculum by Gender, 1986, 1990 and 1996 to 1999





	Number of "A-F" Completers						Percent of Graduates					
	1986	**1990**	**1996**	**1997**	**1998**	**1999**	**1986**	**1990**	**1996**	**1997**	**1998**	**1999**
Men	28,530	35,064	40,734	43,077	45,847	47,119	25.4	30.1	32.7	33.4	33.6	32.7
Women	31,199	39,071	50,964	53,802	57,574	59,319	26.7	32.6	37.9	38.4	39.4	38.2
Total	**59,729**	**74,135**	**91,698**	**96,879**	**103,421**	**106,438**	**26.1**	**31.3**	**35.4**	**36.0**	**36.6**	**35.6**

Definition of Measure: The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by gender, as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

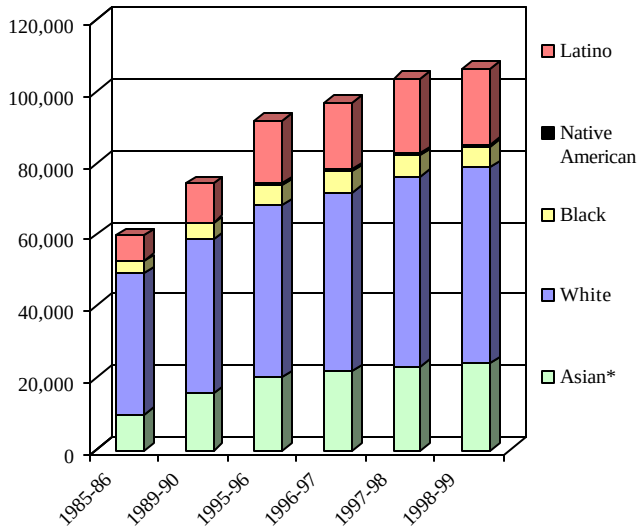
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

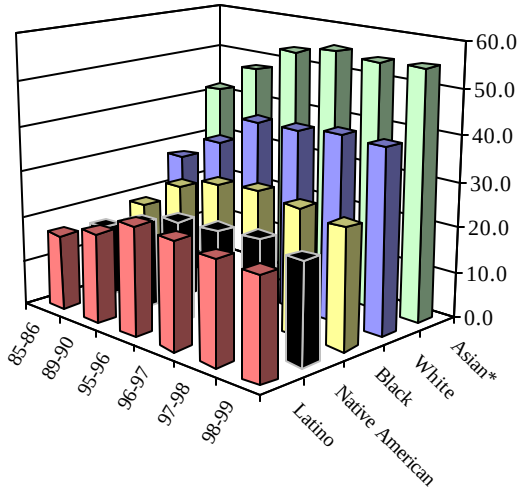
Comparison Group: Data by gender are presented because of substantial variations in their enrollment rates. The years 1986 and 1990 are used as baselines with the four most recent years, providing trend data since the last two Eligibility Studies.

Analysis: In concert with the substantial increase (32,303) in public high school graduates since 1990, the proportion of these graduates completing a university preparatory curriculum also increased through 1998, from 31.3 to 36.6 percent, with a slight decrease to 35.6 percent in 1999. Since 1990, the increase in the proportion of women completing this coursework was far greater than the increase among men. Since 1996, despite an increase of 6,385 in the number of men completing this coursework, their proportion of the total has not changed. Women continued to expand their relative academic advantage over men in terms of academic course work completed during high school.

E.1.b.

Racial/Ethnic Background of California Public High School Graduates Completing University Preparatory Curriculum, 1985-86, 1989-90 and 1995-96 to 1998-99





	Number of "A-F" Completers						Percent of Graduates					
	1985-86	**1989-90**	**1995-96**	**1996-97**	**1997-98**	**1998-99**	**85-86**	**89-90**	**95-96**	**96-97**	**97-98**	**98-99**
Asian*	10,035	15,831	20,071	21,852	23,325	24,157	41.8	48.1	53.6	55.4	54.6	54.9
Black	3,398	4,435	5,429	6,029	5,884	5,799	18.5	25.4	27.9	29.1	27.8	26.3
Latino	6,916	10,730	17,529	18,747	20,884	21,103	15.9	19.4	22.3	22.9	23.8	22.1
Native American	273	369	549	557	566	593	16.5	19.5	24.0	23.6	22.5	22.3
White	39,107	42,770	48,120	49,694	52,695	54,563	27.7	33.1	39.7	39.9	41.0	40.6
Other					67	226					18.6	28.5
Total	**59,729**	**74,135**	**91,698**	**96,879**	#######	#######	**26.1**	**31.3**	**35.4**	**36.0**	**36.6**	**35.7**

* *Includes Asians, Filipinos and Pacific Islanders*

Definition of Measure: The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major racial/ethnic groups, as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

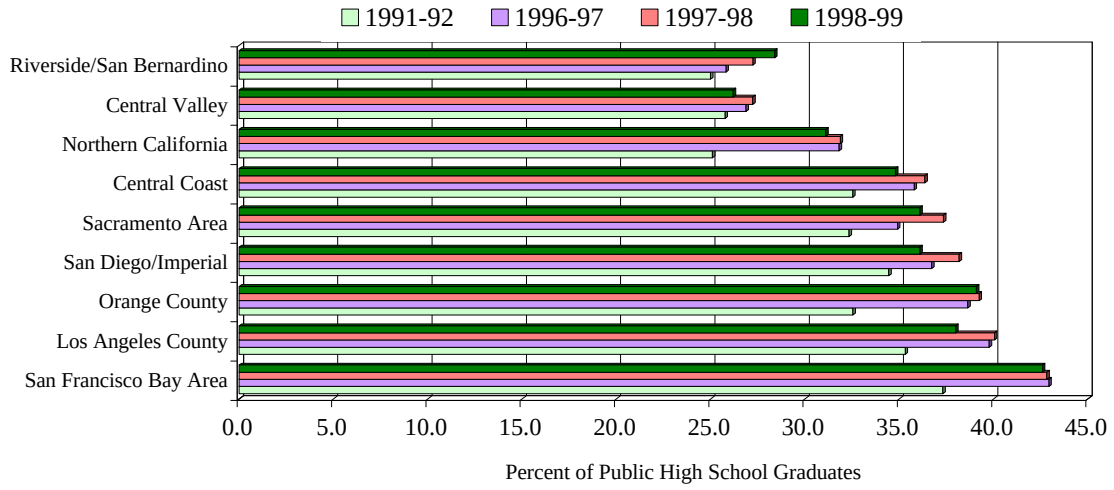
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The years 1986 and 1990 are used as baselines with the four most recent years, providing trend data since the last two Eligibility Studies.

Analysis: The increase in graduates completing a university preparatory curriculum was not equitably distributed among graduates from different racial-ethnic groups. In the most recent year, the proportion of Asian graduates completing this coursework increased somewhat and remained well over 50 percent. The numbers of graduates with this academic preparation increased for each group except for Black graduates, which decreased by 1.4 percent. Due to the larger increase in population, the proportion of graduates completing the university required course preparation declined for each group in 1998-99 except for Asian and Other graduates.

E.2.

California Public High School Graduates Completing University Preparatory Curriculum, By Major Geographic Region, 1991-92, 1996-97, 1997-98 and 1998-99



	Number of "A-F" Completers				Percent of Graduates by Region			
	1991-92	1996-97	1997-98	1998-99	91-92	96-97	97-98	98-99
San Francisco Bay Area	17,120	20,559	21,323	22,207	37.3	42.9	42.8	42.6
Los Angeles County	22,984	27,728	28,896	28,666	35.3	39.8	40.1	38.0
Orange County	7,187	8,697	9,397	10,157	32.5	38.6	39.2	39.1
San Diego/Imperial	7,320	8,612	9,411	9,459	34.5	36.7	38.2	36.1
Sacramento Area	4,113	5,218	5,993	6,168	32.3	34.9	37.4	36.1
Central Coast	5,153	5,924	6,516	6,576	32.5	35.8	36.4	34.8
Northern California	2,383	3,525	3,619	3,756	25.1	31.8	31.9	31.1
Central Valley	7,527	9,277	9,953	10,219	25.8	26.9	27.2	26.2
Riverside/San Bernardino	5,759	7,339	8,313	9,233	25.0	25.8	27.2	28.4
Total	**79,546**	**96,879**	**103,421**	**106,441**	**30.7**	**36.0**	**36.6**	**35.6**

Definition of Measure: The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major geographic region, as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

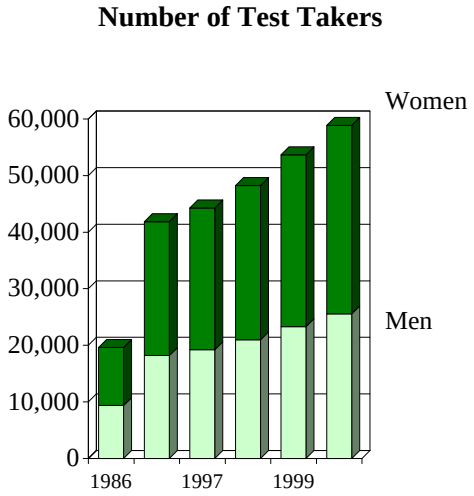
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

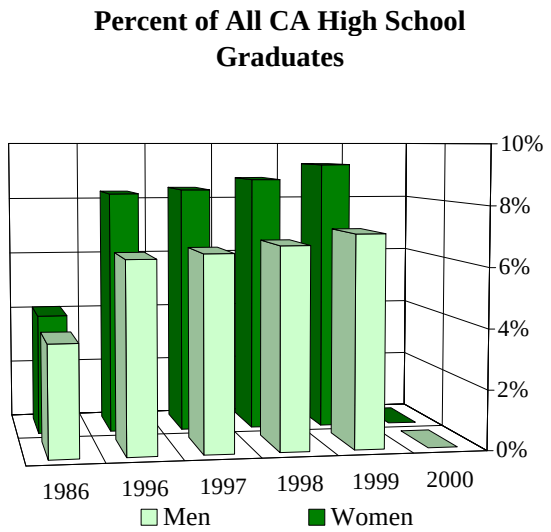
Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The year 1992 is used as baseline with the current year to provide comparison data.

Analysis: All regions contributed to the statewide increase in the number of graduates completing a university preparatory curriculum. The largest percentage increases occurred in Riverside/ San Bernardino counties, Northern California, the Sacramento region, and Orange County. Orange County, Northern California and the San Francisco Bay Area showed the greatest improvement, growing at more than the statewide average of 5.0 percent. Growth in participation in all other regions was well below the statewide average.

F.1.

California's Twelfth Grade Men and Women Participating in Advanced Placement (AP) Examinations, 1986, 1990 and 1996 to 2000





	Number of Test Takers						Percent of All High School Graduates					
	1986	**1996**	**1997**	**1998**	**1999**	**2000**	**1986**	**1996**	**1997**	**1998**	**1999**	**2000**
Men	9,345	18,172	19,235	20,973	23,286	25,560	3.7%	6.4%	6.5%	6.7%	7.1%	NA
Women	10,288	23,665	25,053	27,266	30,408	33,311	4.1%	8.3%	8.4%	8.7%	9.3%	NA
Total	**19,633**	**41,837**	**44,288**	**48,239**	**53,694**	**58,871**	**7.8%**	**14.6%**	**14.9%**	**15.5%**	**16.3%**	**NA**

Definition of Measure: The number of California twelfth-graders participating in Advanced Placement (AP) exams by gender as reported by the College Board and as a percent of all California high school graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

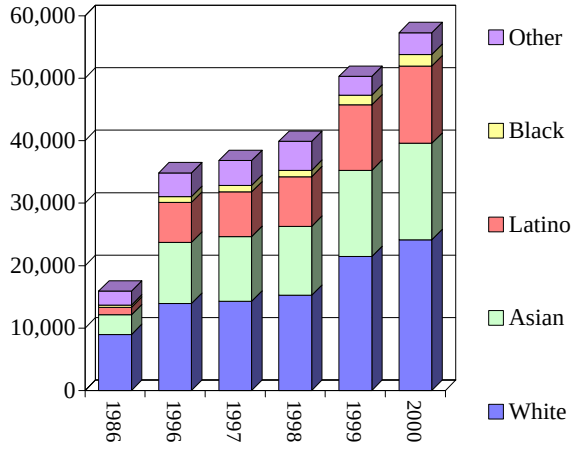
Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

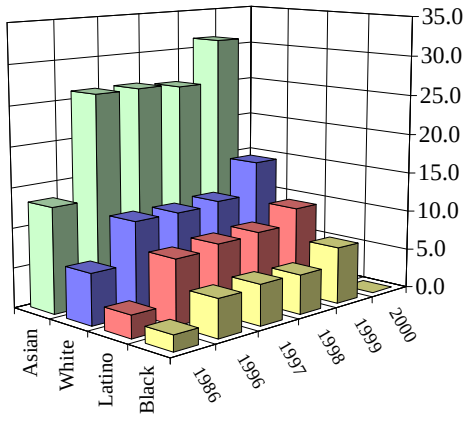
Comparison Group: Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.

Analysis: The proportion of California's 12th grade students taking AP tests increased by 11.3 percent bringing the statewide participation rate to 16.3 percent of all 1999 graduates. The number of women taking these tests increased more than the number of men and their rate of increase slightly exceeded that of men. Women maintained their relative academic advantage over men in terms of taking these exams. AP data for 2000 is provided for information purposes only, since high school graduate information for that year is not yet available.

F.2.

Racial/Ethnic Background of Twelfth Grade Advanced Placement Test Takers from California Public Schools, 1986 and 1996 to 2000





	Number of Test Takers						Percent of Each Group's Graduates					
	1986	**1996**	**1997**	**1998**	**1999**	**2000**	**1986**	**1996**	**1997**	**1998**	**1999**	**2000**
Asian	3,150	9,794	10,353	11,045	13,809	15,438	13.2	26.2	26.2	25.9	31.4	NA
Black	356	924	1,055	1,041	1,557	1,840	2.0	4.8	5.1	4.9	7.1	NA
Latino	1,206	6,399	7,153	7,916	10,462	12,376	2.8	8.1	8.7	9.0	11.0	NA
Other	2,218	3,791	3,951	4,622	2,998	3,465						
White	8,979	13,929	14,296	15,254	21,449	24,147	6.4	11.5	11.5	11.9	16.0	NA
Total	**15,909**	**34,837**	**36,808**	**39,878**	**53,694**	**58,871**	**7.0**	**13.4**	**13.7**	**14.1**	**17.9**	**NA**

Definition of Measure: The number of California public high school twelfth-graders participating in Advanced Placement (AP) exams by major racial/ethnic group as reported by the College Board, and these participants as a percent of each group's graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

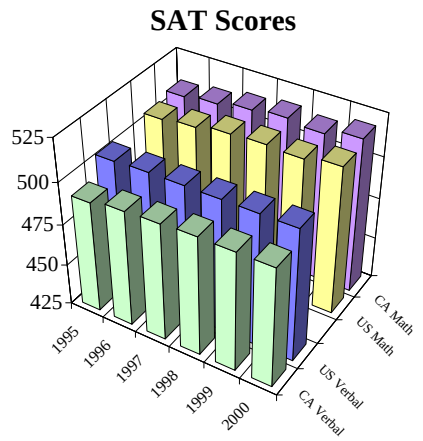
Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

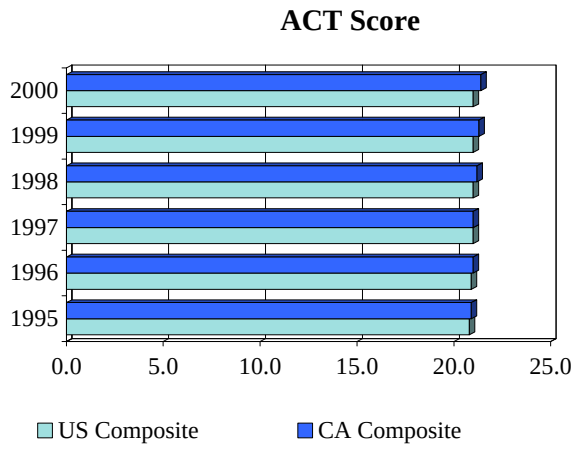
Comparison Group: Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.

Analysis: The number of public high school 12th graders taking AP exams increased by 11.3 percent over last year, raising their overall participation rate to 17.9 percent. When compared to their total population, the proportion of White and Latino 12th graders increased their participation in these tests while the proportion of Black and Asian 12th graders dropped. While progress has been made in the racial/ethnic representation among AP test takers, substantial disparities persisted in the participation rates, with nearly one in three Asian 12th graders taking AP tests, one in six White students, one in 9 Latino students, and only one in 14 Black students taking these tests. 2000 AP (but not high school graduate) data, is provided for information.

G.1.

Achievement of California Students Taking the SAT I and the ACT Examinations as Compared to National Achievement, 1995 to 2000





Scores	California 1995	1996	1997	1998	1999	2000	National 1995	1996	1997	1998	1999	2000
SAT Verbal	492	495	496	497	497	497	504	505	505	505	505	505
SAT Math	509	511	514	516	514	518	506	508	511	512	511	514
ACT Composite	20.9	21.0	21.0	21.2	21.3	21.4	20.8	20.9	21.0	21.0	21.0	21.0
Participation												
SAT	127,364	130,830	134,750	142,139	151,636	156,145	1,067,993	1,084,725	1,127,021	1,172,779	1,200,130	1,260,278
ACT	33,741	31,663	34,323	35,396	36,954	38,859	945,369	924,663	959,301	995,039	1,019,053	1,065,138

Definition of Measure: The number of students participating and their average scores on the SAT I as reported by the College Board and on the ACT as reported by ACT.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

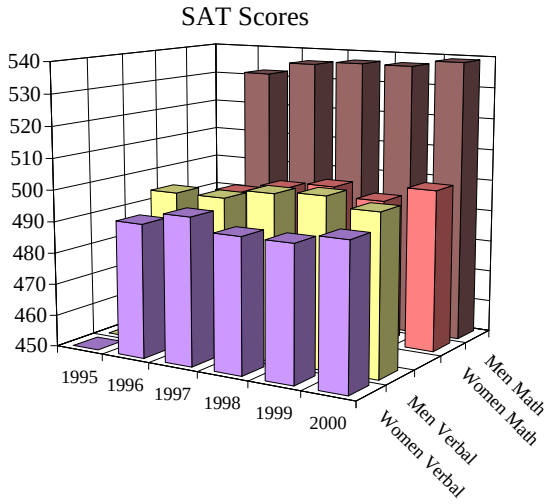
Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

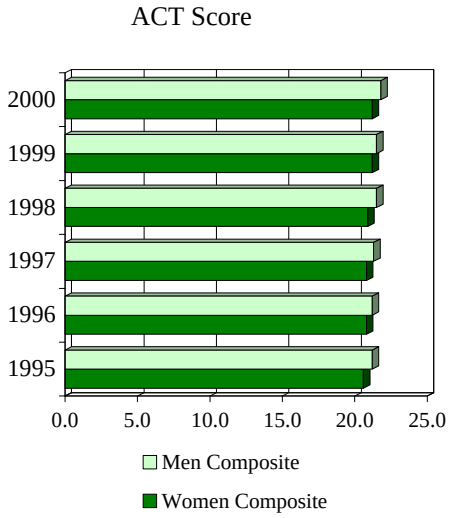
Comparison Group: As these examinations are used by many universities across the nation, the national comparison is provided as an indicator of California students' achievement in the national arena.

Analysis: California students continued to expand their participation and improve their performance on the SAT I test since 1995. Concurrently, their participation on the ACT test and their ACT Composite score also increased. These increases surpassed the national averages. Since 1998, the average SAT Verbal score for California students has remained constant at 497 which is below the national average of 505. However, during the same period, the California SAT Math score increased 2 points to 518 and the ACT Composite increased 0.2 points to 21.4, both surpassing the national average scores.

G.2.

Achievement of California Men and Women on the SAT I and the ACT, 1995 to 2000





SCORES	Men 1995	Men 1996	Men 1997	Men 1998	Men 1999	Men 2000	Women 1995	Women 1996	Women 1997	Women 1998	Women 1999	Women 2000
SAT Verbal	*	499	499	502	503	500	*	492	496	492	492	495
SAT Math	*	532	536	537	537	539	*	494	497	499	496	501
ACT Composite	21.2	21.2	21.3	21.5	21.5	21.8	20.6	20.8	20.8	20.9	21.2	21.2
Participation												
SAT	58,320	59,871	60,942	64,782	68,475	71,125	69,044	70,959	73,808	77,357	83,161	85,020
ACT	13,126	12,092	12,866	13,088	12,985	13,843	20,615	19,571	21,457	22,308	23,800	24,799

** Awaiting recentered scores.*

** Awaiting recentered scores.*

Definition of Measure: The number of men and women participating and their average scores on the SAT I as reported by the College Board and on the ACT as reported by ACT.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

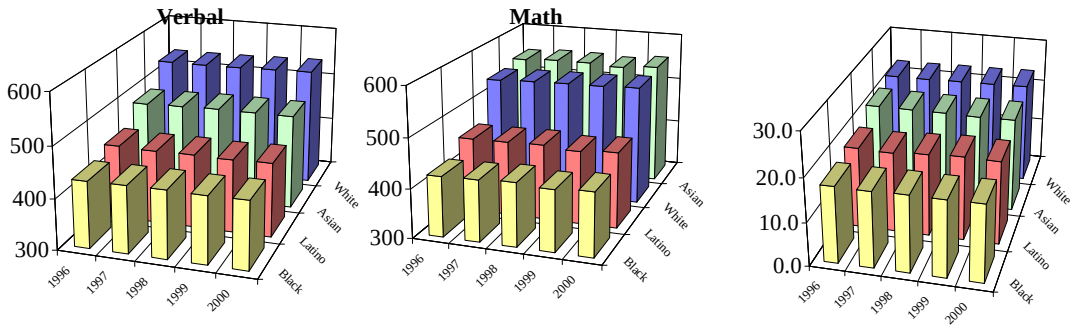
Comparison Group: This measure illustrates differences in scores and participation of California men and women.

Analysis: Both men and women improved their scores on all three college admission tests since 1996. The number of women taking these tests continued to exceed that of men. Despite annual fluctuations over the last five years, participation of both groups on the SAT has changed only slightly -- minus 0.2 percentage points for men and plus 0.2 percentage points for women. Growth in women's participation on the ACT continued to exceed that of men, increasing from a ratio of nearly 60:40 in 1995 to nearly 65:45 in 2000.

G.3.

Achievement of Californians by Major Racial/Ethnic Group on the SAT I and the ACT, 1996 to 2000

SAT Scores ACT Scores



Scores	SAT Verbal					SAT Math					ACT Composite				
	1996	1997	1998	1999	2000	1996	1997	1998	1999	2000	1996	1997	1998	1999	2000
Asian	484	486	488	488	488	546	550	550	546	552	21.6	21.6	21.6	21.5	21.6
Black	431	432	433	432	433	422	424	428	423	428	17.5	17.4	17.6	17.6	17.7
Latino	446	444	445	444	446	451	452	454	449	454	18.6	18.4	18.9	19.3	19.2
White	531	531	532	534	536	535	538	540	541	544	22.7	22.7	22.9	23.0	23.2

Participation

SAT

	Asian	Black	Latino	White
1996	27,357	9,175	23,586	54,601
1997	28,405	9,010	24,183	55,069
1998	29,889	8,868	25,589	56,217
1999	30,859	9,455	27,236	58,166
2000	30,660	9,299	27,509	56,745

ACT

	Asian	Black	Latino	White
1996	4,829	2,796	6,147	12,378
1997	5,174	3,047	6,317	12,751
1998	5,563	3,103	6,856	13,529
1999	6,173	3,179	6,852	14,677
2000	6,356	3,338	7,409	15,424

Definition of Measure: The number of Californians from the major racial/ethnic groups participating and their average scores on the SAT I as reported by the College Board and on the ACT as reported by ACT.

Use(s) of Measure: This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.

Related Measures: Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.

Comparison Group: This measure illustrates differences in scores and participation of Californians from different racial/ethnic groups.

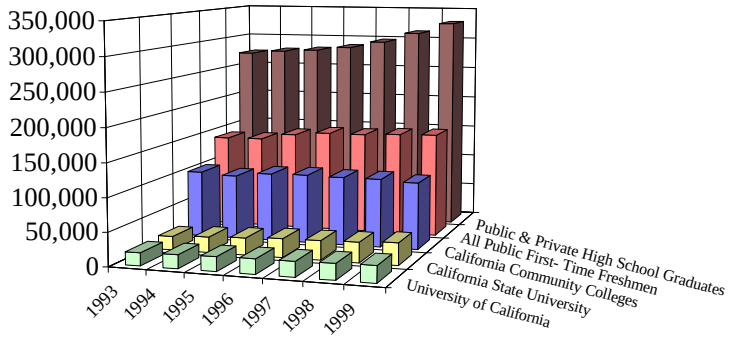
Analysis: From 1996, SAT test scores improved among students from all racial-ethnic groups except the SAT-Verbal score for Latino students. In 2000, Asian SAT-Math scores, already the highest of any group, achieved the largest increase from 1999 with Blacks and Latinos also achieving significant increases in their previous year scores. ACT Composite scores increased over four years for all groups except Asians whose score was unchanged from 1996. Since 1999, all groups had very slight ACT Composite score increases except Latinos with a very slight, 0.1 point, decrease.

Section 4

Student Access

A.1.

California Public and Private High School Graduates Enrolling as First-time Freshmen at California Public Colleges and Universities, 1993 to 1999



	California	First-Time Freshmen							
	Public & Private High School Graduates	University of California		California State University		California Community Colleges		All Public First- Time Freshmen	
1993	272,800	19,330	7.1	20,619	7.6	101,247	37.1	141,196	51.5
1994	277,384	20,363	7.3	23,516	8.5	98,098	35.4	141,977	51.2
1995	280,352	21,254	7.6	25,746	9.2	103,898	37.1	150,898	53.8
1996	286,069	22,221	7.8	28,233	9.9	104,954	36.7	155,408	54.3
1997	296,281	22,709	7.7	28,912	9.8	103,936	35.1	155,557	52.5
1998	311,732	23,632	7.6	30,320	9.7	104,254	33.4	158,206	50.8
1999	328,615	24,703	7.5	33,188	10.1	101,460	30.9	159,351	48.5

Definition of Measure: The number and proportion of all California high school graduates enrolling as first-time freshmen at California public postsecondary institutions, as defined by those who are 19 years old or younger.

Use(s) of Measure: This measure has been used historically as an indicator of changes in freshman participation patterns of recent California high school graduates.

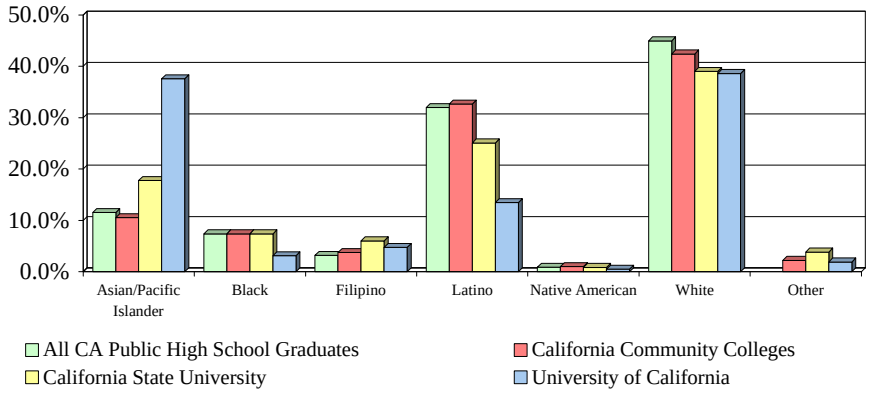
Related Measures: Indicator IV.A.2. presents the racial/ethnic composition of 1998 public high school graduates and A.3. shows their proportions enrolling in public colleges and universities.

Comparison Group: Comparison of all public first-time freshmen to high school graduates provides an indicator of college-going behavior among recent graduates. The system comparison provides an indicator of the distribution of these graduates among the public systems in California.

Analysis: The number of first-time freshmen enrolling in the two public universities increased substantially between 1993 and 1999, increasing by 27.8 percent at the University and 61 percent at the State University. The number of California high school graduates enrolling in community colleges also increased but only slightly, by 0.2 percent, over the same time period. The number of high school graduates increased by 20.5 percent during the same period.

A.2.

California 1999 Public High School Graduates and Those Enrolling as First-time Freshmen in California Public Colleges and Universities by Racial/Ethnic Group in Fall 1999



			First-Time Freshmen					
	All CA Public High School Graduates		California Community Colleges		California State University		University of California	
Asian/Pacific Islanc	34,483	11.6%	9,769	10.5%	4,657	17.8%	7,440	37.6%
Black	22,065	7.4%	6,866	7.4%	1,935	7.4%	618	3.1%
Filipino	9548	3.2%	3,467	3.7%	1,576	6.0%	939	4.7%
Latino	95,438	32.0%	30,255	32.7%	6,573	25.1%	2,665	13.5%
Native American	2,665	0.9%	943	1.0%	223	0.9%	105	0.5%
White	134,229	45.0%	39,283	42.4%	10,218	39.0%	7,638	38.6%
Other			2,057	2.2%	1,004	3.8%	382	1.9%
Total	**298,428**	100.0	**92,640**		**26,186**		**19,787**	

Definition of Measure: The racial/ethnic composition of 1999 California public high school graduates and the first-time freshmen, 19 and under, from these schools who enrolled in public postsecondary education in Fall 1999 as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates differences in public college-going behaviors of California public high school graduates by racial/ethnic group.

Related Measures: Indicator IV.A.1. gives overall college-going rate information over time and A.3. shows the proportion of each group enrolling at each system. Section III provides contextual data for this measure.

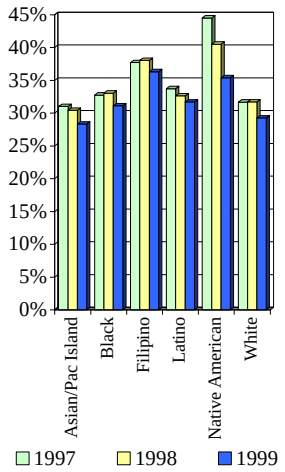
Comparison Group: The public high school graduating class is the primary source population for freshmen in California's colleges and universities. The racial/ethnic diversity of the freshman classes is a reflection of this population's diversity and differences in students' preparation for college.

Analysis: Overall, the racial-ethnic composition of the Fall 1999 first-time freshmen enrolled in community colleges closely mirrored the composition of recent public high school graduates. Asian and Filipino first-time freshmen enrolled in the State University and the University are a larger proportion of the student body than they represent among recent public high school graduates, while the proportion of Latino and White first-time freshmen is less than their proportions of public high school graduates, Latinos significantly so. Black first-time freshmen at the University are substantially less than their proportional share of recent public high school graduates.

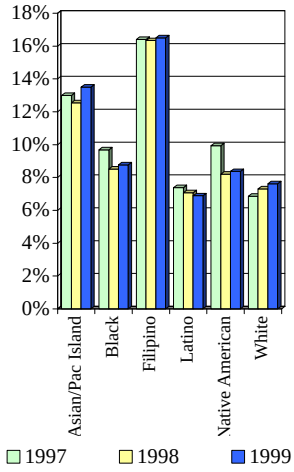
A.3.

College-Going Rates of California Public High School Graduates, by Racial/Ethnic Group, Fall 1997 to Fall 1999

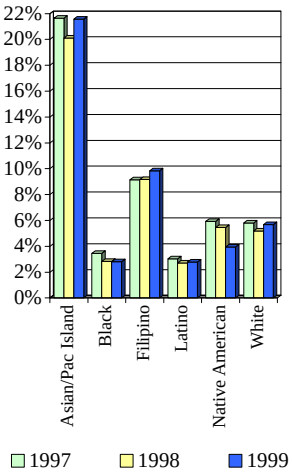
California Community Colleges



California State University



University of California



	California Community Colleges			California State University			University of California		
	1997	**1998**	**1999**	**1997**	**1998**	**1999**	**1997**	**1998**	**1999**
Asian/Pac Island	31.0%	30.4%	28.3%	13.0%	12.5%	13.5%	21.6%	20.1%	21.6%
Black	32.7%	33.0%	31.1%	9.7%	8.5%	8.8%	3.5%	2.8%	2.8%
Filipino	37.7%	38.0%	36.3%	16.4%	16.3%	16.5%	9.2%	9.2%	9.8%
Latino	33.7%	32.6%	31.7%	7.4%	7.1%	6.9%	3.0%	2.7%	2.8%
Native American	44.5%	40.5%	35.4%	9.9%	8.2%	8.4%	5.9%	5.5%	3.9%
White	31.7%	31.7%	29.3%	6.9%	7.3%	7.6%	5.8%	5.2%	5.7%

Definition of Measure: The proportion of recent public high school graduates enrolling in public postsecondary education as first-time freshmen, 19 and under, in the Fall term, by racial/ethnic group, in the last three years, as reported by the systems to the Commission.

Use(s) of Measure: This measure illustrates changes in public college-going behaviors of recent California public high school graduates by racial/ethnic group over the last three years.

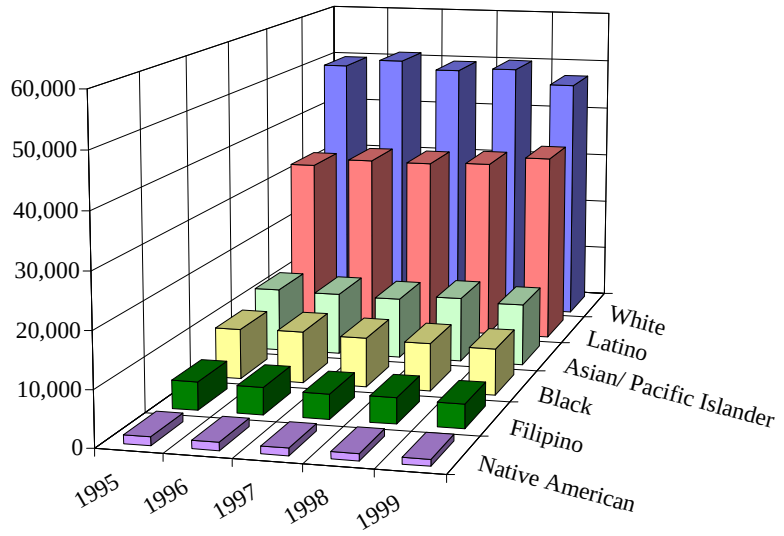
Related Measures: Indicator IV.A.1. and 2. gives overall college-going rate information over time. The measures in Section III provide contextual data for this measure.

Comparison Group: Changes in participation in California's public colleges and universities, by racial/ethnic group over time reflect student choices and opportunities.

Analysis: The proportions of California public high school graduates enrolling in the community colleges in Fall 1999 declined for all racial-ethnic groups compared with Fall 1997 proportions. College going rates for public high school graduates to the State University rose for half of the racial-ethnic groups (Asian/Pacific Islanders, Filipinos and Whites) and declined for the remaining groups from Fall 1997 to Fall 1999. College going rates to the University declined for all racial-ethnic groups except Filipinos (which increased slightly) and Asian/Pacific Islanders (which remained unchanged) from their Fall 1997 figures.

B.1.

First-Time Freshmen at the California Community Colleges by Racial/Ethnic Group, Fall 1995 to Fall 1999



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Unknown Ethnicity
1995	119,743	11,806	9,236	5,114	32,408	1,534	2,158	49,656	3,497
1996	124,385	11,561	9,497	4,933	33,770	1,461	2,445	51,000	5,007
1997	118,612	11,296	9,072	4,517	33,695	1,333	2,485	49,420	5,218
1998	121,844	12,081	8,768	4,679	34,068	1,251	2,756	49,963	6,631
1999	116,794	11,540	8,481	4,343	35,646	1,142	2,528	47,115	4,568
5-Year Percent Change	-2.5	-2.3	-8.2	-15.1	10.0	-25.6	17.1	-5.1	30.6

Note: Racial/ethnic composition excludes nonresident aliens but the Total includes them.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California Community Colleges to the Commission.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of entering freshmen, as reported at first census.

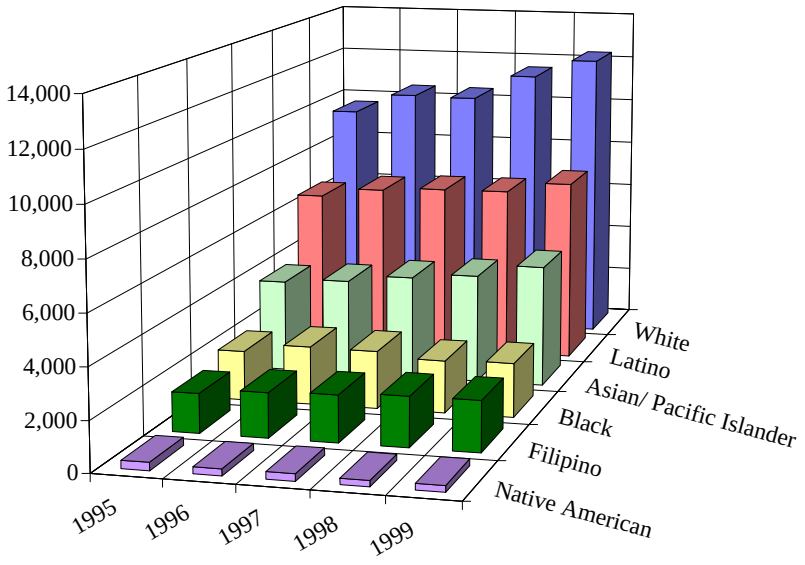
Related Measures: Measure IV.A.2. describes the 1999 cohort from California public schools while IV.B.2. and IV.B.3. present these data for the California State University and the University of California.

Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: Overall, the number of first-time freshmen enrolled in the California Community Colleges has declined annually over the last five years, decreasing by 2.5 percent over that time. Changes in enrollment varied by racial-ethnic group. The Latino first-time freshman enrollment increased modestly but steadily. The numbers of Black and White first-time freshmen peaked in Fall 1996 and decreased annually thereafter. Native American enrollment peaked in 1995 and has decreased annually thereafter. Asian enrollment peaked in Fall 1998 and fell to a five-year low in 1999.

B.2.

First-Time Freshmen by Racial/Ethnic Group at the California State University, Fall 1995 to Fall 1999



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Unknown Ethnicity
1995	26,454	3,796	2,017	1,588	6,588	317	746	9,612	1,348
1996	29,000	3,965	2,357	1,797	6,973	270	870	10,462	1,853
1997	29,822	4,267	2,342	1,883	7,111	289	900	10,429	2,131
1998	31,352	4,475	2,123	2,012	7,137	244	975	11,504	2,396
1999	34,319	4,992	2,187	2,026	7,582	258	1,246	12,297	3,186
5-Year Percent Change	29.7	31.5	8.4	27.6	15.1	-18.6	67.0	27.9	136.4

Note: Racial/ethnic composition excludes nonresident aliens but the Total includes them.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California State University to the Commission.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of all entering freshmen.

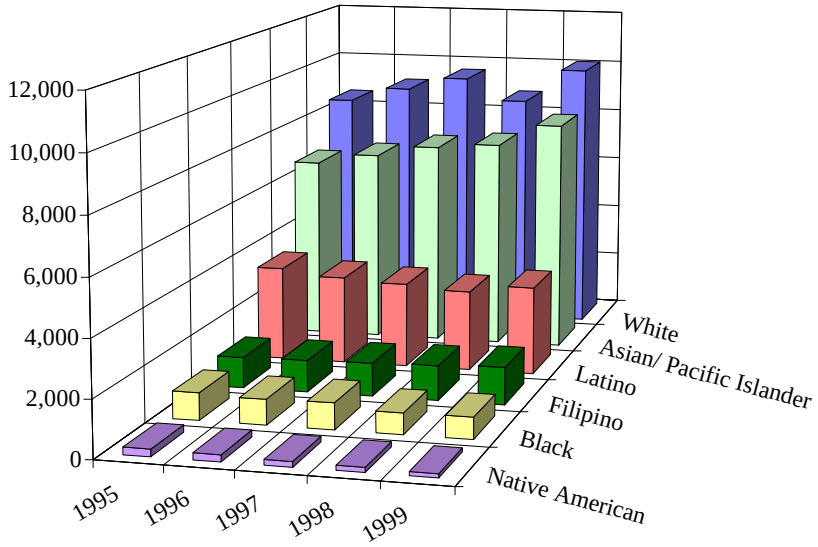
Related Measures: Measure IV.A.2. describes the 1999 cohort from California public schools while IV.B.1. and IV.B.3. present these data for the community colleges and the University of California.

Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: Overall, first-time freshmen enrollments increased 9.5 percent over last year and nearly 30 percent over their level five years ago. Moreover, the number of freshmen from all racial-ethnic groups grew over their level five years ago except for Native Americans. Asian, Filipino and White freshmen enrollment kept pace with systemwide growth. The greatest growth was mainfested among freshmen from Other racial-ethnic backgrounds and among freshmen who did not indicate their ethnic background.

B.3.

First-Time Freshmen by Racial/Ethnic Group at the University California, Fall 1995 to Fall 1999



Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Unknown Ethnicity
1995	22,548	6,702	970	1,108	3,425	258	414	8,540	825
1996	23,523	7,085	900	1,145	3,203	239	467	9,084	1,097
1997	24,251	7,496	936	1,191	3,085	190	477	9,570	1,008
1998	25,463	7,671	749	1,252	2,929	173	391	8,750	3,235
1999	26,547	8,507	760	1,340	3,204	137	510	10,042	1,739
5-Year Percent Change	17.7	26.9	-21.6	20.9	-6.5	-46.9	23.2	17.6	110.8

Note: Racial/ethnic composition excludes nonresident aliens but the Total includes them.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the University of California to the Commission.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of entering freshmen.

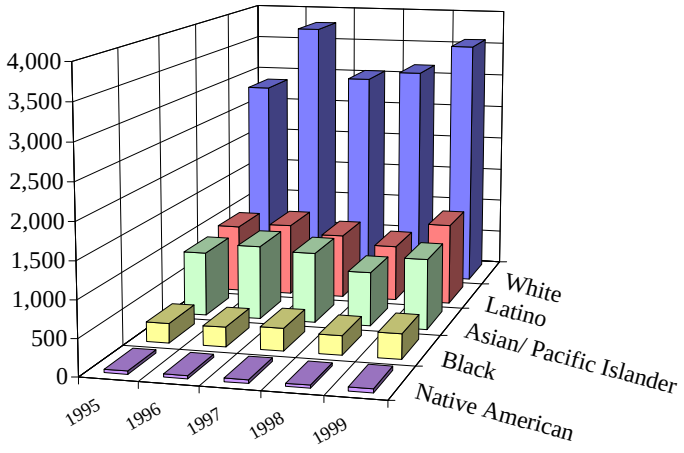
Related Measures: Measure IV.A.2. describes the 1999 cohort from California public schools while IV.B.1. and IV.B.2. present these data for the community colleges and the University of California.

Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

Analysis: First-time freshmen enrollments grew by 4.3 percent over their level last year and nearly 18 percent over their level five years ago. The largest growth occurred among freshmen who did not indicate their ethnic background. Comparisons of changes in enrollments among other ethnic groups is confounded by this unknown group. Among students with known ethnicity, the representation of Black and Native American freshmen declined substantially with Latinos also declining, though more modestly.

B.4.

First-Time Freshmen by Racial/Ethnic Group at the California Independent Colleges and Universities, Fall 1995 to Fall 1999



Fall Term	Total CAHS First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Unknown Ethnicity
1995	5,262	900	271	12	964	46	2,846	159
1996	6,551	1,037	272	14	1,023	42	3,780	338
1997	5,857	984	309	4	911	47	3,035	326
1998	5,315	756	263	10	796	39	3,154	270
1999	6,528	990	342	46	1,151	54	3,576	325
5-Year Percent Change	24.1	10.0	26.2	283.3	19.4	17.4	25.7	104.4

Note: Racial/ethnic composition excludes nonresident aliens but the Total includes them.

Definition of Measure: Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California independent colleges and universities on the IPEDS Fall Enrollment Survey.

Use(s) of Measure: This measure describes changes in the number and racial/ethnic composition of all entering freshmen.

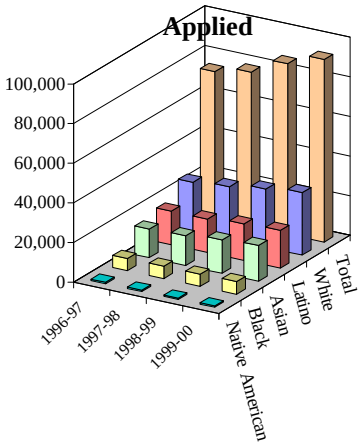
Related Measures: Measure IV.A.2. describes the 1999 cohort from California public schools enrolling in public higher education and IV.B.1 to IV.B.3 present these data for public postsecondary education.

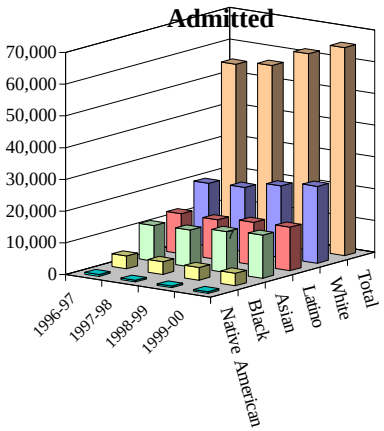
Comparison Group: Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.

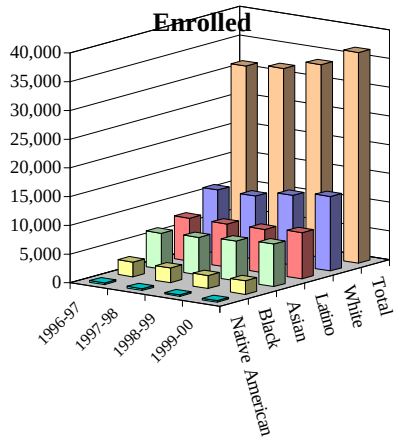
Analysis: Total freshman enrollment in independent colleges and universities increased 22.8 percent in the last year and 24 percent over the last five years. Freshman enrollment has increased steadily for all racial-ethnic groups since 1995, with significant increases for all groups, particularly over the past year. However, this may be the result of better and/or more consistent reporting by these institutions.

C.1.

Disposition of Unduplicated Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the California State University, 1996-97 to 1999-00







		Asian		Black		Latino		Native American		White		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1996-97	**Applied**	**14,386**		**6,133**		**16,899**		**736**		**24,896**		**74,078**	
	Admitted	**11,210**	**77.9**	**4,028**	**65.7**	**12,592**	**74.5**	**529**	**71.9**	**19,781**	**79.5**	**54,935**	**74.2**
	Enrolled	**6,216**	**55.5**	**2,563**	**63.6**	**7,478**	**59.4**	**287**	**54.3**	**11,036**	**55.8**	**31,259**	**56.9**
1997-98	**Applied**	**14,969**		**6,202**		**16,880**		**755**		**26,614**		**77,825**	
	Admitted	**11,591**	**77.4**	**4,025**	**64.9**	**12,437**	**73.7**	**514**	**68.1**	**20,288**	**76.2**	**56,333**	**72.4**
	Enrolled	**6,501**	**56.1**	**2,546**	**63.3**	**7,482**	**60.2**	**304**	**59.1**	**10,993**	**54.2**	**31,853**	**56.5**
1998-99	**Applied**	**16,883**		**6,125**		**18,358**		**690**		**29,363**		**85,987**	
	Admitted	**12,910**	**76.5**	**3,950**	**64.5**	**13,446**	**73.2**	**474**	**68.7**	**22,535**	**76.7**	**61,839**	**71.9**
	Enrolled	**6,910**	**53.5**	**2,264**	**57.3**	**7,574**	**56.3**	**260**	**54.9**	**12,137**	**53.9**	**33,546**	**54.2**
1999-00	**Applied**	**18,006**		**6,427**		**19,075**		**719**		**31,518**		**92,123**	
	Admitted	**13,586**	**75.5**	**3,977**	**61.9**	**13,701**	**71.8**	**509**	**70.8**	**24,213**	**76.8**	**65,562**	**71.2**
	Enrolled	**7,410**	**54.5**	**2,384**	**59.9**	**8,030**	**58.6**	**280**	**55.0**	**12,968**	**53.6**	**36,688**	**56.0**

Definition of Measure: The number of unduplicated applicants, those admitted and those enrolling as first-time freshmen at the California State University, as reported by the CSU Division of Analytical Studies. The applied and admitted categories count multiple applications to CSU campuses only once. Ethnic group counts do not include non-resident aliens.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the University and provides some sense of changes in enrollment demand.

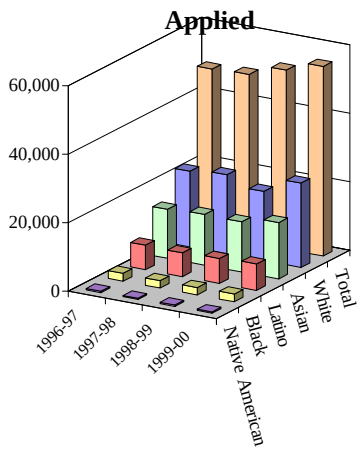
Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.2. shows these data for the University of California.

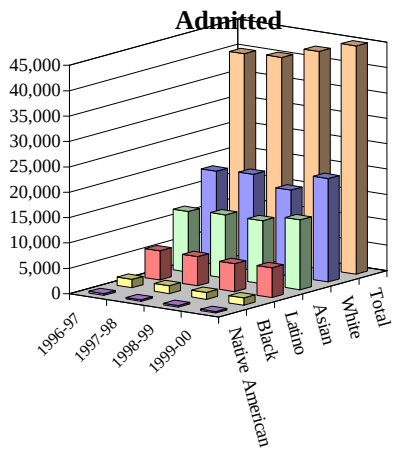
Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

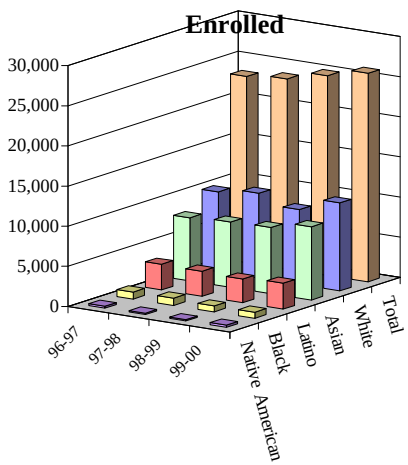
Analysis: The number of freshman applicants have risen 24.4 percent since 1996-97. Applicants from all racial-ethnic groups except Native Americans contributed to this increase. However, the overall acceptance rate declined by 3 percentage points and was distributed across all groups, particularly among Black applicants whose acceptance rate dropped 3.8 percentage points. Enrollment rates dropped overall and for each ethnic group except Native Americans. Growth in new freshmen again stemmed from the large increase in the number of applicants.

C.2.

Disposition of Unduplicated Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the University of California, 1996-97 to 1999-00







		Asian		Black		Latino		Native American		White		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1996-97	**Applied**	**14,320**		**2,305**		**7,191**		**414**		**22,081**		**48,585**	
	Admitted	**11,951**	**83.5**	**1,628**	**70.6**	**5,744**	**79.9**	**360**	**87.0**	**18,362**	**83.2**	**40,007**	**82.3**
	Enrolled	**7,866**	**65.8**	**888**	**54.5**	**3,209**	**55.9**	**237**	**65.8**	**9,953**	**54.2**	**23,189**	**58.0**
1997-98	**Applied**	**14,806**		**2,141**		**6,933**		**358**		**23,054**		**49,030**	
	Admitted	**12,450**	**84.1**	**1,556**	**72.7**	**5,740**	**82.8**	**309**	**86.3**	**18,900**	**82.0**	**40,427**	**82.5**
	Enrolled	**8,110**	**65.1**	**917**	**58.9**	**3,131**	**54.5**	**183**	**59.2**	**10,567**	**55.9**	**23,682**	**58.6**
1998-99	**Applied**	**14,677**		**2,151**		**7,285**		**408**		**20,224**		**52,301**	
	Admitted	**12,441**	**84.8**	**1,368**	**63.6**	**5,503**	**75.5**	**316**	**77.5**	**16,949**	**83.8**	**42,741**	**81.7**
	Enrolled	**8,245**	**66.3**	**739**	**54.0**	**2,948**	**53.6**	**168**	**53.2**	**9,336**	**55.1**	**24,877**	**58.2**
1999-00	**Applied**	**16,473**		**2,271**		**7,709**		**405**		**24,655**		**55,402**	
	Admitted	**13,766**	**83.6**	**1,453**	**64.0**	**5,860**	**76.0**	**295**	**72.8**	**20,366**	**82.6**	**45,000**	**81.2**
	Enrolled	**9,134**	**66.4**	**756**	**52.0**	**3,233**	**55.2**	**280**	**94.9**	**10,962**	**53.8**	**25,970**	**57.7**

Definition of Measure: The number of unduplicated applicants, those admitted and those enrolling as first-time freshmen at the University of California, as reported by the University of California.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the University and provides some sense of changes in enrollment demand.

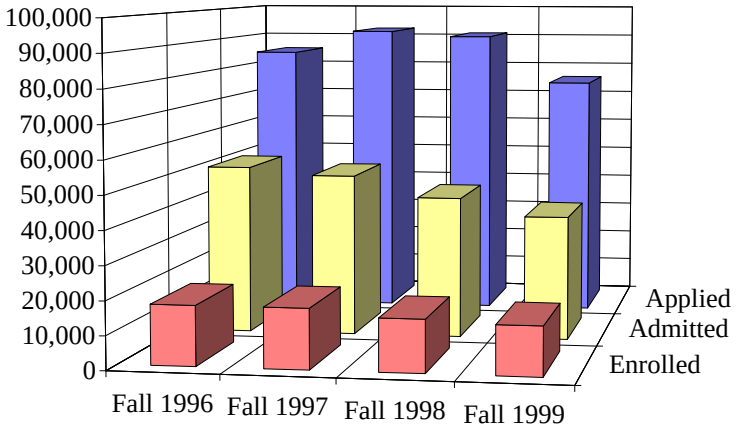
Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.1. shows State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The number of freshmen applicants increased by 5.9 percent in 1999 and has increased 14.0 percent since 1996. The overall acceptance and enrollment rates, however, declined slightly. Among students of known ethnicity acceptance rates declined for all groups except Asians, with a dramatic drop for Native Americans from 87.0 to 72.8 percent and for Blacks from 70.6 to 64.0 percent. The Latino acceptance rate also dropped from 79.9 to 76.0 percent. An enrollment rate spike for Native Americans, from 65.8 to 94.9 percent, overshadowed slight enrollment rate declines across all other racial-ethnic groups.

C.3.

Disposition of Applications for Freshmen Admission at California Independent Colleges and Universities, Fall 1996 to Fall 1999



	Fall 1996		Fall 1997		Fall 1998		Fall 1999	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Applied	85,201		92,398		90,824		75,596	
Admitted	51,512	60.5	49,364	53.4	42,995	47.3	37,706	47.3
Enrolled	17,715	34.4	17,713	35.9	15,514	36.1	14,465	36.1
umber of institutions	**50**		**53**		**45**		**39**	

Definition of Measure: The number of applicants, those admitted and those enrolling as first-time freshmen at reporting independent colleges and universities.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.

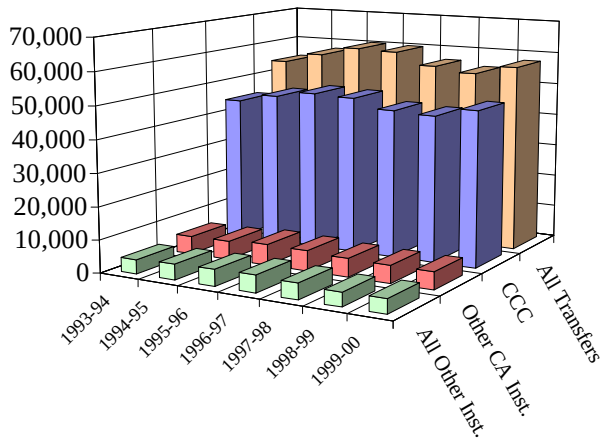
Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.1. and C.2. shows these data for the State's public universities.

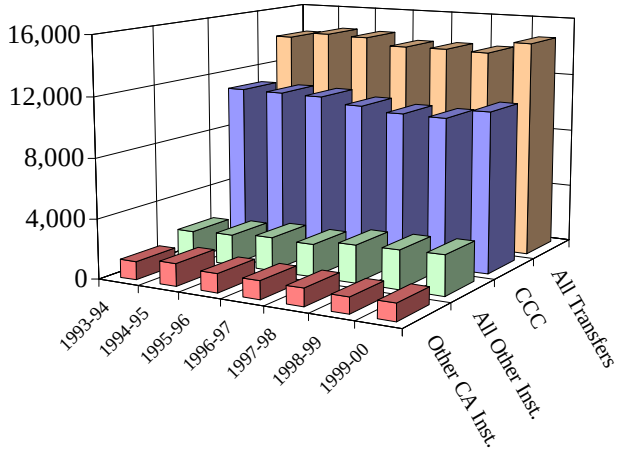
Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: With six fewer institutions reporting in 1999 than in 1998 -- and eleven fewer than in 1996, it is difficult to interpret trends in applications, acceptance rates and enrollment rates. Despite the decrease in reporting institutions in 1999, applicants achieved the same acceptance rate as in 1998. They also achieved the same enrollment rate as those institutions reporting in 1998, and an increase in the enrollment rate over the past three years.

D.

Origins of New Undergraduate Transfer Students to the California State University and the University of California, Full-Year 1993-94 to 1999-00





	California State University				University of California			
Full Year	**All New Transfer Students**	**California Community Colleges**	**Other California Institutions**	**All Other Institutions**	**All New Transfer Students**	**California Community Colleges**	**Other California Institutions**	**All Other Institutions**
1993-94	54,189	44,454	5,474	4,261	14,073	10,930	1,218	1,925
1994-95	57,339	46,912	5,675	4,752	14,462	10,915	1,501	2,046
1995-96	60,153	48,688	6,399	5,066	14,381	10,879	1,257	2,245
1996-97	59,783	48,349	6,192	5,242	13,880	10,479	1,227	2,174
1997-98	56,082	45,546	5,665	4,871	13,909	10,193	1,187	2,529
1998-99	54,601	44,989	5,394	4,218	13,831	10,150	1,079	2,602
1999-00	57,401	47,706	5,312	4,383	14,655	10,821	1,147	2,687

Definition of Measure: Number of transfer students enrolling during the academic year by institution of origin type, as reported by the California State University and the University of California to the Commission.

Use(s) of Measure: This measure describes changes in the number and origin of new students entering beyond the first-time freshman level.

Related Measures: Measure IV. E. describes the racial/ethnic composition of community college transfers and IV.F. describes the pattern of applicants, admits and enrollments of these transfers.

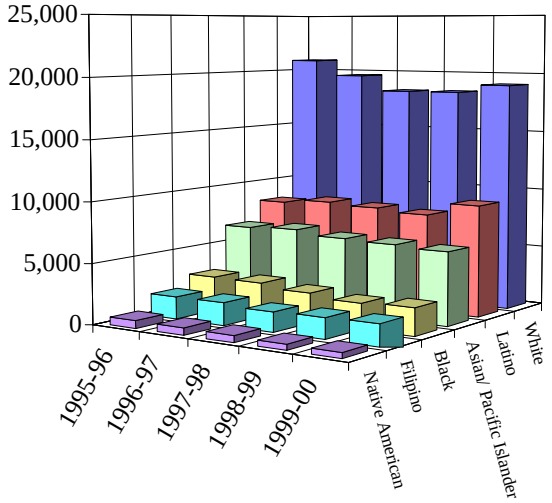
Comparison Group: Differences in representation of transfer students from different source institutions over the last six years relates to major Master Plan and legislated transfer policies.

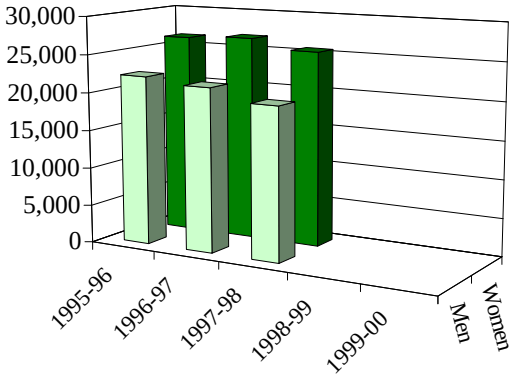
Analysis: 1999 saw an increase in the number of students transferring from the California Community Colleges to the State's public universities after a three-year decline at the State University and a five-year decline at the Univerity. Transfers of students from other California institutions continued to decline at the State University while transfers from all other institutions increased slightly. At the University, transfers from other California institutions were up slightly from 1998 but down overall since 1993. Transfers to the University from all other institutions increased slighly from 1998 and has increased 39.6 percent since 1993.

E.1.

Full-Year Community College Transfers by Racial/Ethnic Group and Gender to the California State University, 1995-96 to 1999-00

Transfer Students





Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Ethnicity Unknown	Men	Women
1995-96	48,688	6,562	2,836	1,840	8,334	641	20,931	41,144	5,973	22,246	26,442
1996-97	48,349	6,741	2,799	1,867	8,661	604	19,623	40,295	6,551	21,525	26,824
1997-98	45,546	6,346	2,442	1,626	8,464	565	18,341	37,784	6,287	19,955	25,591
1998-99	44,989	6,230	2,105	1,711	8,201	475	18,375	37,097	7,892		
1999-00	47,706	6,056	2,261	1,776	9,296	442	19,064	38,895	8,849		

Definition of Measure: Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the State University to the Commission.

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college transfers to the State University over the full academic year.

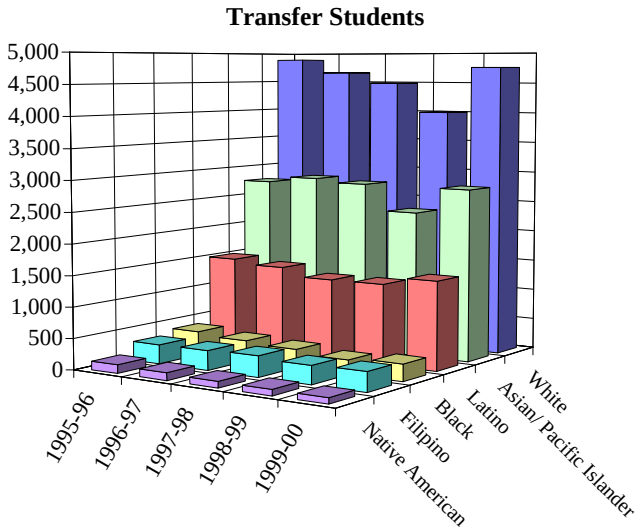
Related Measures: Measure IV.E.2. describes the University's community college transfer pool while Measure IV.F.1. describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: Full-year transfer data over the last five years by racial/ethnic group provides an indicator of the relative impact of transfer on baccalaureate opportunities for different groups of students.

Analysis: The total number of community college transfers to the State University increased in 1999-00 by 6.0 percent from 1998-99 figures, marking the end of a three-year decline. Significant increases in Latino transfer students (+1,095), transfer students from unknown racial-ethnic backgrounds (+957) and White transfer students (+689) comprised almost all of the increase, with slight increases in Black transfer students (+156) and Filipino transfer students (+65). Native American transfer students decreased by 33 from 1998-99 to 1999-00. Among all racial-ethnic groups, only Latinos have recovered, even surpassed, numerical highs achieved in prior years.

E.2.

Full-Year Community College Transfers by Racial/Ethnic Group and Gender to the University of California, 1995-96 to 1999-00



Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Ethnicity Unknown	Men	Women
1995-96	10,879	2,767	386	310	1,503	137	4,888	9,991	888		
1996-97	10,479	2,863	333	318	1,430	124	4,664	9,732	747	Not	
1997-98	10,193	2,806	293	340	1,300	102	4,487	9,328	865	Currently	
1998-99	10,150	2,377	228	296	1,302	97	4,000	8,300	1,861	Available	
1999-00	10,821	2,800	272	314	1,432	92	4,763	9,673	1,154		

Definition of Measure: Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the State University to the Commission.

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college transfers to the State University over the full academic year.

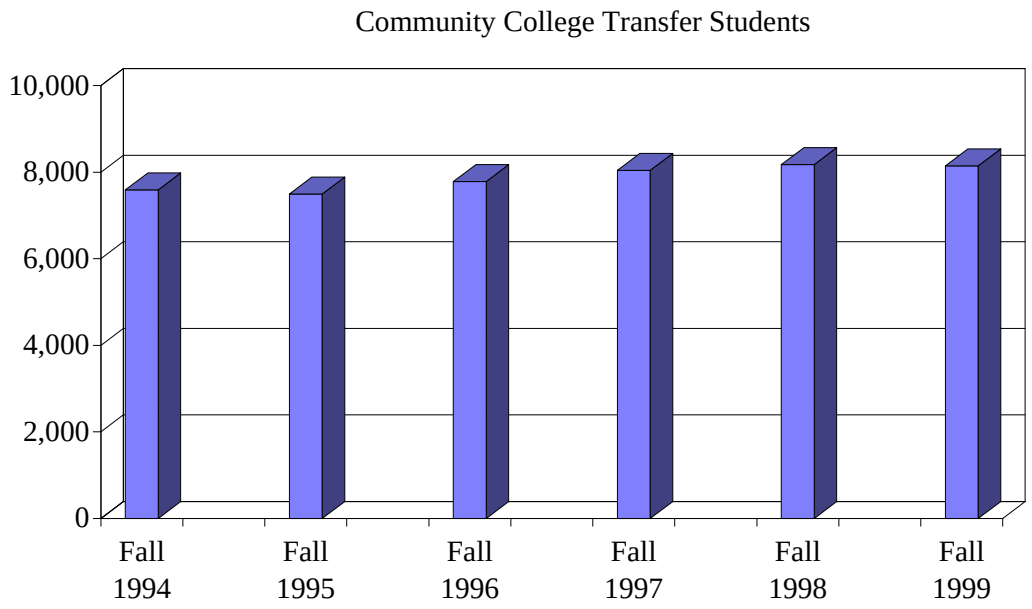
Related Measures: Measure IV.E.1. describes the State University's community college transfer pool while Measure IV.F.2. describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: Full-year transfer data over the last five years by racial/ethnic group provides an indicator of the relative impact of transfer on baccalaureate opportunities for different groups of students.

Analysis: The total number of California community college transfers to the University increased in 1999-00 by 6.6 from 1998-99 marking the end of a five-year decline. All racial-ethnic groups saw one-year increases except Native Americans and students of unknown racial-ethnic backgrounds. Despite the one-year increases, Black, Latino and Native American transfer students have not yet recovered their numerical highs of prior years. White transfer students have nearly regained their former numerical standing. Asians, Filipinos and transfer students of unknown racial-ethnic backgrounds have increased in overall numbers since 1995-96.

E.3.

Community College Transfers Enrolling at Fifty California Independent Colleges and Universities, Fall 1994 to Fall 1999



	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Community College Transfer Students	7,589	7,495	7,783	8,045	8,176	8,144

Definition of Measure: Number of new community college transfer students for the academic year, as reported by California independent colleges and universities.

Use(s) of Measure: This measure describes the number of new community college transfers to independent colleges and universities in the fall semester.

Related Measures: Measure IV.E.1 and E.2. describe the public universities' community college transfer pools while Measure IV.F.3 describes the applicant, admit, and enrollment pattern for these transfers.

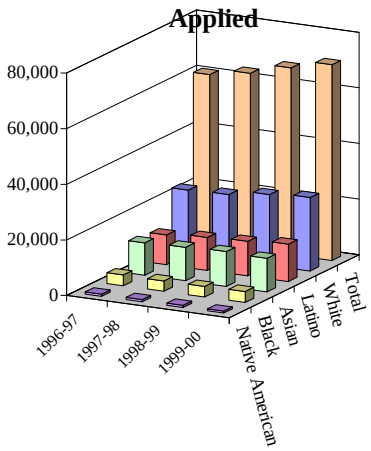
Comparison Group: These transfer data over the last six years provide some indication of shifts in the transfer objectives among some community college students seeking baccalaureate opportunities.

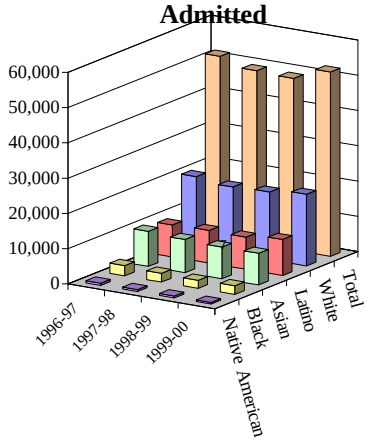
Analysis: The number of California Community College students transferring to fifty independent colleges and universities increased by 7 percent over the past five years.

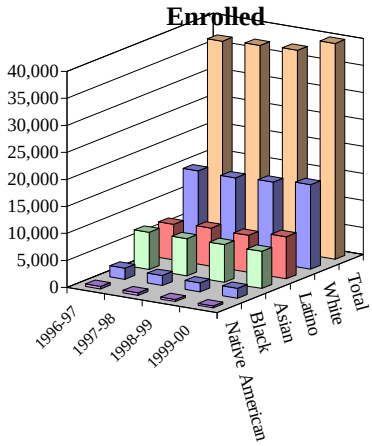
Note: Recent CPEC efforts have been made to collect longitudinal data from all 65 independent colleges and universities that enroll community college transfer students. Data from fifty institutions are reported here.

F.1.

Disposition of Unduplicated Applications for Admission by Racial/Ethnic Group for Upper Division CCC Transfer Students at the California State University, 1996-97 to 1999-00







		Asian		Black		Latino		Native American		White		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1996-97	**Applied**	**11,667**		**3,865**		**10,711**		**764**		**22,973**		**60,793**	
	Admitted	**9,924**	**85.1**	**2,952**	**76.4**	**9,049**	**84.5**	**626**	**81.9**	**20,079**	**87.4**	**51,498**	**84.7**
	Enrolled	**6,910**	**69.6**	**2,068**	**70.1**	**6,581**	**72.7**	**453**	**72.4**	**14,651**	**73.0**	**36,884**	**71.6**
1997-98	**Applied**	**12,055**		**3,767**		**11,788**		**824**		**23,474**		**63,232**	
	Admitted	**9,386**	**77.9**	**2,526**	**67.1**	**9,238**	**78.4**	**568**	**68.9**	**18,866**	**80.4**	**49,115**	**77.7**
	Enrolled	**6,894**	**73.4**	**1,883**	**74.5**	**7,053**	**76.3**	**435**	**76.6**	**14,551**	**77.1**	**37,269**	**75.9**
1998-99	**Applied**	**12,481**		**3,745**		**12,393**		**725**		**25,466**		**67,192**	
	Admitted	**8,975**	**71.9**	**2,252**	**60.1**	**9,108**	**73.5**	**514**	**70.9**	**19,173**	**75.3**	**48,695**	**72.5**
	Enrolled	**6,942**	**77.3**	**1,675**	**74.4**	**6,866**	**75.4**	**395**	**76.8**	**14,924**	**77.8**	**37,519**	**77.0**
1999-00	**Applied**	**12,148**		**3,995**		**13,463**		**670**		**26,412**		**70,403**	
	Admitted	**8,970**	**73.8**	**2,494**	**62.4**	**10,189**	**75.7**	**482**	**71.9**	**20,296**	**76.8**	**52,291**	**74.3**
	Enrolled	**6,868**	**76.6**	**1,842**	**73.9**	**7,792**	**76.5**	**365**	**75.7**	**15,617**	**76.9**	**39,973**	**76.4**

Definition of Measure: The number of unduplicated applicants, those admitted and those enrolling as new Upper Division community college transfer students at the California State University, as reported by the CSU Division of Analytical Studies. The applied and admitted categories count multiple applications to CSU campuses only once. Ethnic group counts do not include non-resident aliens.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the University and provides some sense of changes in enrollment demand.

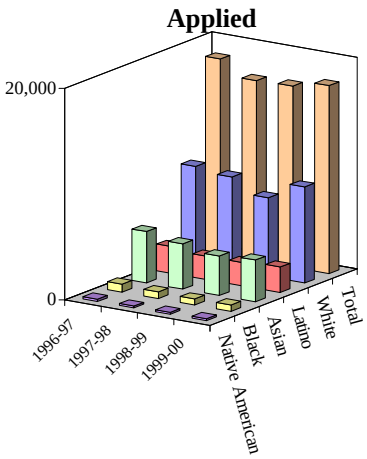
Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.2. shows these data for the University of California.

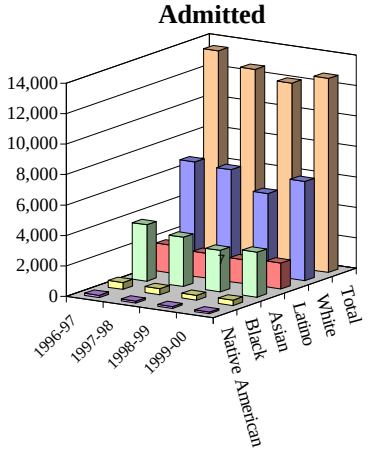
Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

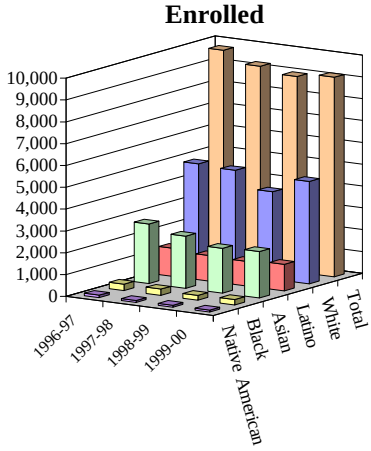
Analysis: Total community college transfer applicants grew by 4.8 percent in 1999-00. Increases among Latino (+1,070) and White (+946) transfer students contributed to this growth. Acceptance rates dropped significantly from 1996-97 levels across all racial-ethnic groups. Conversely, enrollment rates for all groups has increased over the five-year period and resulted in a one-year increase in 1999-00 of 2,454 enrollees (an increase of 6.5 percent).

F.2.

Disposition of Unduplicated Applications for Admission by Racial/Ethnic Group for Transfer Students at the University of California, 1996-97 to 1999-00







		Asian		Black		Latino		Native American		White		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1996-97	**Applied**	**4,841**		**771**		**2,540**		**233**		**9,221**		**18,470**	
	Admitted	**3,703**	**76.5**	**455**	**59.0**	**1,829**	**72.0**	**159**	**68.2**	**6,738**	**73.1**	**13,494**	**73.1**
	Enrolled	**2,733**	**73.8**	**300**	**65.9**	**1,294**	**70.7**	**113**	**71.1**	**4,838**	**71.8**	**9,725**	**72.1**
1997-98	**Applied**	**4,275**		**637**		**2,203**		**180**		**8,820**		**17,021**	
	Admitted	**3,231**	**75.6**	**398**	**62.5**	**1,628**	**73.9**	**126**	**70.0**	**6,580**	**74.6**	**12,631**	**74.2**
	Enrolled	**2,389**	**73.9**	**287**	**72.1**	**1,176**	**72.2**	**91**	**72.2**	**4,761**	**72.4**	**9,206**	**72.9**
1998-99	**Applied**	**3,739**		**559**		**2,215**		**183**		**7,465**		**17,122**	
	Admitted	**2,724**	**72.9**	**312**	**55.8**	**1,562**	**70.5**	**122**	**66.7**	**5,370**	**71.9**	**12,076**	**70.5**
	Enrolled	**2,055**	**75.4**	**219**	**70.2**	**1,132**	**72.5**	**88**	**72.1**	**3,994**	**74.4**	**8,959**	**74.2**
1999-00	**Applied**	**3,949**		**596**		**2,402**		**176**		**9,071**		**17,758**	
	Admitted	**2,955**	**74.8**	**358**	**60.1**	**1,699**	**70.7**	**111**	**63.1**	**6,517**	**71.8**	**12,739**	**71.7**
	Enrolled	**2,119**	**71.7**	**245**	**68.4**	**1,215**	**71.5**	**81**	**73.0**	**4,684**	**71.9**	**9,139**	**71.7**

Definition of Measure: The number of applicants, those admitted and those enrolling as new community college transfer students at the University of California, as reported by the University.

Use(s) of Measure: This measure describes the disposition of applications for enrollment as transfers at the University and provides some sense of changes in enrollment demand.

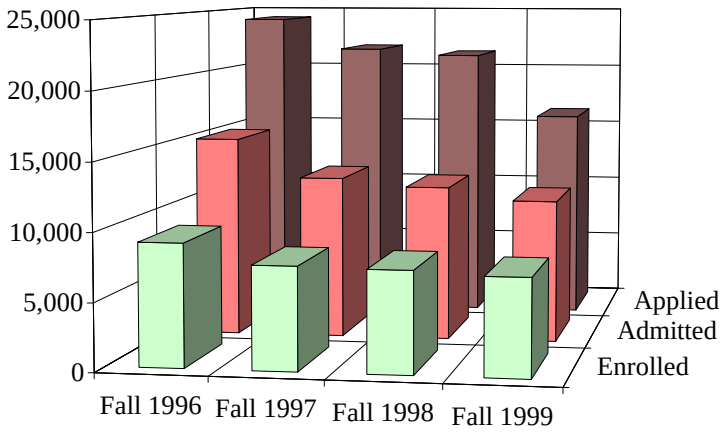
Related Measures: Measures IV.D. provide statewide context. Measure IV.F.1. presents the State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: Despite a recent increase, the number of community college transfer applicants to the University has steadily decreased since 1996-97 with the decrease distributed across all racial-ethnic groups. Acceptance rates decreased for all groups except Blacks whose rate rose only slightly (1.1 percentage points). Enrollment rates for Blacks, Latinos and Native Americans increased over the three-year period, while those for Asians and Whites declined.

F.3.

Disposition of Applications for Admission by Transfer Students at California Independent Colleges and Universities, Fall 1996 to Fall 1999



	Fall 1996		Fall 1997		Fall 1998		Fall 1999	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Applied	24,244		21,773		21,291		16,247	
Admitted	15,249	62.9	12,314	56.6	11,725	55.1	10,793	66.4
Enrolled	9,050	59.3	7,573	61.5	7,474	63.7	7,160	66.3
umber of institutions	**50**		**53**		**45**		**39**	

Definition of Measure: The number of applicants, those admitted and those enrolling as transfer students at the independent colleges and universities.

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.

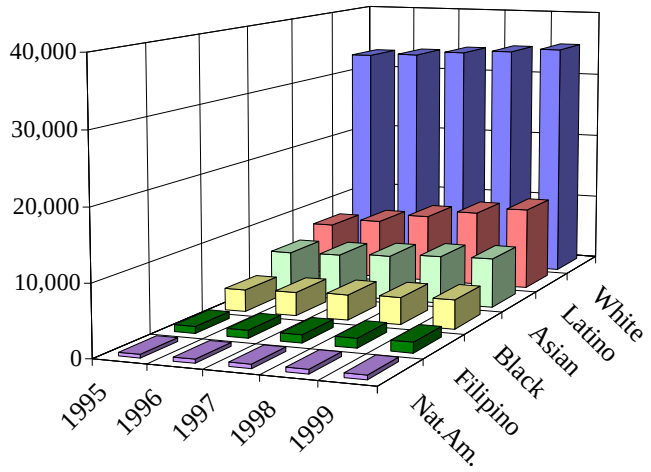
Related Measures: Measures IV.F.1. and 2. provide these data for the State's public universities.

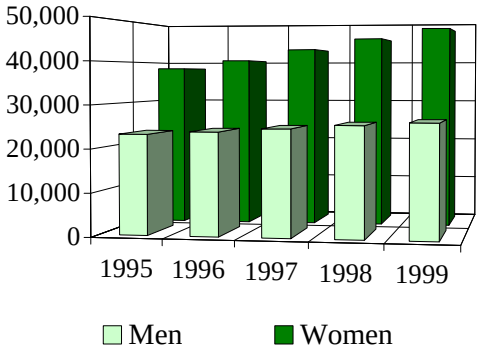
Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: Six fewer independent colleges and universities reported on the number of new community college transfer students applying to their institutions for Fall 1999. Despite fewer institutions on which to determine change, they achieved higher acceptance and enrollment rates though yielding a smaller number of new community college transfer students enrolling at these institutions.

G.1.

Graduate Enrollment by Racial/Ethnic Group at the California State University Fall 1995 and Fall 1999





Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Men	Women	Unknown Ethnicity
1995	61,581	5,892	3,122	1,002	7,610	510	1,413	33,021	52,570	23,245	38,336	6,289
		11.2%	5.9%	1.9%	14.5%	1.0%	2.7%	62.8%		37.7%	62.3%	10.2%
1999	74,355	7,138	4,120	1,475	11,921	628	1,987	34,949	62,218	26,214	48,141	7,252
		11.5%	6.6%	2.4%	19.2%	1.0%	3.2%	56.2%		35.3%	64.7%	9.8%
Percent Change	20.7%	21.1%	32.0%	47.2%	56.6%	23.1%	40.6%	5.8%	18.4%	12.8%	25.6%	15.3%

Definition of Measure: Numbers of postbaccalaureate, graduate program, and joint doctoral students by racial/ethnic group and gender as reported by the State University to the Commission.

Use(s) of Measure: This measure describes changes in the numbers and diversity of post-baccalaureate and graduate students. Post-baccalaureate students are included because of the State University's major responsibility for teacher education.

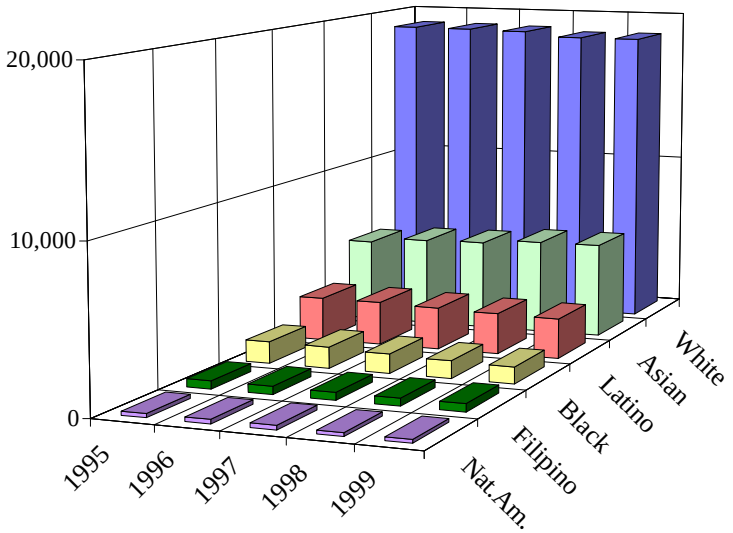
Related Measures: Measure IV.H.1. describes the disposition of postbaccalaureate and graduate applicants by racial/ethnic group; V.C.1. describes the racial/ethnic and gender composition of bachelor degree recipients; and V.D.1. describes graduate degree recipients at the State University.

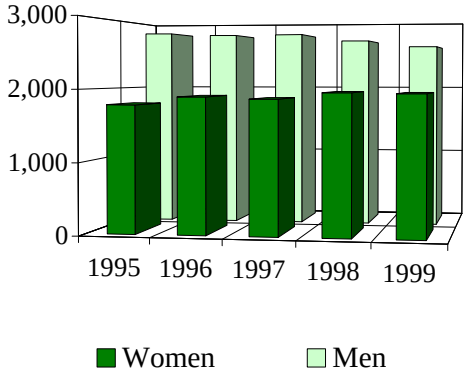
Comparison Group: The size and composition of these enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.

Analysis: 1999 Graduate enrollments at the State University increased by 21 percent over five years ago. Growth occurred among students from all racial-ethnic groups with the largest numerical and proportional increase occurring among Latino graduate students. Asian graduate students also increased. While the numbers of men and women in graduate programs rose, the rate of growth for women was twice that of men.

G.2.

Graduate Enrollment by Racial/Ethnic Group at the University of California, Fall 1995 and Fall 1999





Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Total, Declared Ethnicity	Men	Women	Unknown Ethnicity
1995	35,359	5,188	1,334	494	2,695	240	579	19,036	29,566	2,818	1,785	1,885
		17.5%	4.5%	1.7%	9.1%	0.8%	2.0%	64.4%		8.0%	5.0%	5.3%
1999	37,307	5,898	1,023	481	2,482	201	728	18,660	29,473	2,608	1,947	2,446
		20.0%	3.5%	1.6%	8.4%	0.7%	2.5%	63.3%		7.0%	5.2%	6.6%
Percent Change	5.5%	13.7%	-23.3%	-2.6%	-7.9%	-16.3%	25.7%	-2.0%	-0.3%	-7.5%	9.1%	29.8%

Definition of Measure: Number of graduate students by racial/ethnic group and gender, excluding medical interns and residents, as reported by the University to the Commission.

Use(s) of Measure: This measure describes changes in the numbers and diversity of graduate students at the University.

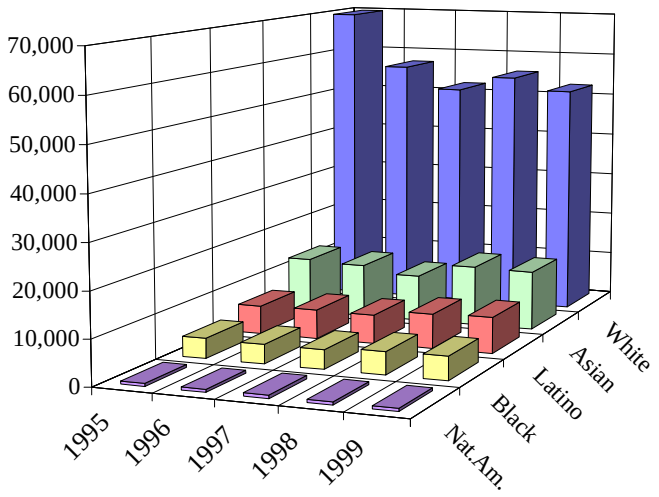
Related Measures: Measure IV.H.2. describes the disposition of graduate applications by racial/ethnic group. Measure V.D.2. and V.E. describe the racial/ethnic and gender composition of degree recipients.

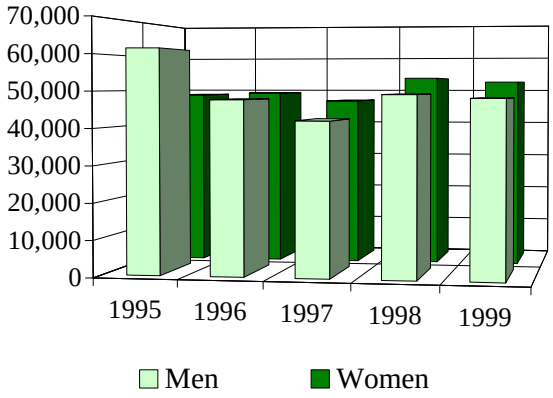
Comparison Group: The size and composition of graduate enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.

Analysis: Graduate enrollments increased modestly over their level five years ago and increases in the numbers of Asian graduates students accounted for the entire increase. In fact, growth in Asian and Other students and graduate students who did not indicate their ethnicity compensated for rather sharp declines in the numbers of graduate students from all other racial-ethnic groups. Similarly, growth in the number of women graduate students accounted for all of the overall increase.

G.3.

Graduate and Professional Enrollment by Racial/Ethnic Group at California Independent Colleges and Universities, Fall 1995 and Fall 1999





Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Latino	Native American	White	Total, Declared Ethnicity	Men	Women	Unknown Ethnicity
1995	110,394	12,649 13.5%	4,494 4.8%	6,400 6.8%	635 0.7%	69,711 74.2%	93,889	61,648 55.8%	48,746 44.2%	5,344 4.8%
1999	100,622	13,373 16.7%	5,232 6.6%	8,063 10.1%	600 0.8%	52,579 65.8%	79,847	48,102 47.8%	52,520 52.2%	8,109 8.1%
Percent Change	-8.9%	5.7%	16.4%	26.0%	-5.5%	-24.6%	-15.0%	-22.0%	7.7%	51.7%

Definition of Measure: Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender as reported by California independent colleges and universities.

Use(s) of Measure: This measure describes changes in the numbers and diversity of post-baccalaureate and graduate students.

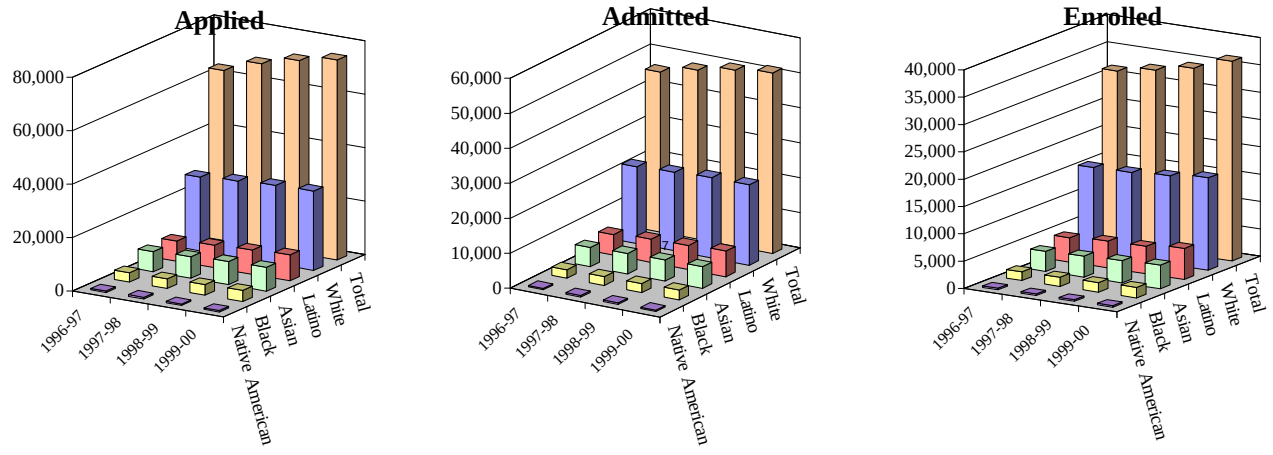
Related Measures: Measures IV.G.1. and 2. provide this information for the public institutions.

Comparison Group: The size and composition of these enrollments over time provide the bases for assessing current progress related to educational equity.

Analysis: Total graduate enrollment at reporting independent California colleges and universities decreased substantially over the past five years. Inconsistency in the number of reporting institutions confound efforts at trend analysis. However, among reporting institutions, graduate enrollment has been increasing among all racial/ethnic groups, with Latinos, Blacks, Asians and those who did not indicate their ethnicity showing the greatest numerical and percentage increases. Women graduate students now account for more than half of the graduate enrollment in independent colleges and universities.

H.1.

Disposition of New Postbaccalaureate and Graduate Applications for Admission at the California State University by Racial/Ethnic Group, 1996-97 to 1999-00



		Asian		Black		Latino		Native American		White		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1996-97	**Applied**	**7,436**		**3,442**		**7,507**		**510**		**27,536**		**63,514**	
	Admitted	**5,465**	**73.5**	**2,411**	**70.0**	**5,866**	**78.1**	**403**	**79.0**	**21,928**	**79.6**	**45,672**	**71.9**
	Enrolled	**3,633**	**66.5**	**1,620**	**67.2**	**4,454**	**75.9**	**292**	**72.5**	**15,599**	**71.1**	**31,552**	**69.1**
1997-98	**Applied**	**8,038**		**3,664**		**8,415**		**649**		**28,527**		**68,463**	
	Admitted	**5,831**	**72.5**	**2,506**	**68.4**	**6,598**	**78.4**	**456**	**70.3**	**22,385**	**78.5**	**48,272**	**70.5**
	Enrolled	**3,852**	**66.1**	**1,680**	**67.0**	**4,877**	**73.9**	**299**	**65.6**	**15,749**	**70.4**	**32,771**	**67.9**
1998-99	**Applied**	**8,625**		**3,916**		**9,010**		**553**		**29,371**		**72,075**	
	Admitted	**6,052**	**70.2**	**2,627**	**67.1**	**6,873**	**76.3**	**413**	**74.7**	**22,947**	**78.1**	**50,312**	**69.8**
	Enrolled	**4,066**	**67.2**	**1,758**	**66.9**	**4,994**	**72.7**	**302**	**73.1**	**16,184**	**70.5**	**34,173**	**67.9**
1999-00	**Applied**	**8,885**		**4,224**		**9,640**		**540**		**29,678**		**74,764**	
	Admitted	**6,193**	**69.7**	**2,807**	**66.5**	**7,372**	**76.5**	**390**	**72.2**	**22,990**	**77.5**	**51,602**	**69.0**
	Enrolled	**4,325**	**69.8**	**1,939**	**69.1**	**5,679**	**77.0**	**289**	**74.1**	**16,893**	**73.5**	**36,524**	**70.8**

Definition of Measure: Number of students applying, being admitted, and enrolling in postbaccalaureate and graduate programs as reported by the State University Office of Analytic Studies. The applied and admitted categories count multiple applications to CSU campuses only once. Ethnic group counts do not include non-resident aliens.

Use(s) of Measure: This measure describes the disposition of postbaccalaureate and graduate school applications at the State University over the last four years.

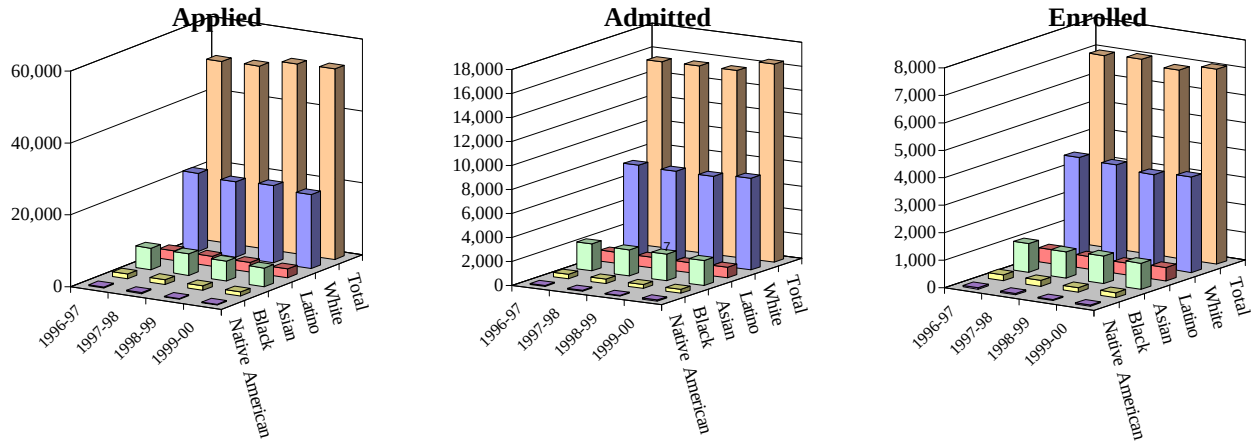
Related Measures: Measures IV.G.1. Describes the composition of total postbaccalaureate and graduate enrollments. Measure IV.H.2. Shows the data for the University of California.

Comparison Group: The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level.

Analysis: The number of 1999-00 applicants for postbaccalaureate and graduate programs at the State University increased by 3.7 percent over the previous year and 17.7 percent since 1996-97. The pools of applicants from all racial-ethnic groups grew. However, acceptance rates for all groups decreased from 1996-97 levels. Despite these decreases, enrollment rates of those accepted for admission increased, particularly in the most recent year, resulting in increases in the number of postbaccalaureate and graduate students enrolling at the State University in 1999-00. Latino enrollees increased by 685 students from the previous year.

H.2.

Disposition of Applications for Graduate Admission at the University of California by Racial/Ethnic Group, 1996-97 to 1999-00



		Asian		Black		Latino		Native American		White		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1996-97	**Applied**	**5,983**		**1,336**		**2,711**		**267**		**21,740**		**50,322**	
	Admitted	**2,260**	**37.8**	**366**	**27.4**	**923**	**34.0**	**84**	**31.5**	**7,514**	**34.6**	**15,498**	**30.8**
	Enrolled	**1,045**	**46.2**	**213**	**58.2**	**508**	**55.0**	**55**	**65.5**	**3,564**	**47.4**	**6,967**	**45.0**
1997-98	**Applied**	**5,994**		**1,353**		**2,777**		**279**		**20,962**		**50,616**	
	Admitted	**2,164**	**36.1**	**381**	**28.2**	**895**	**32.2**	**92**	**33.0**	**7,431**	**35.4**	**15,557**	**30.7**
	Enrolled	**950**	**43.9**	**218**	**57.2**	**464**	**51.8**	**54**	**58.7**	**3,501**	**47.1**	**7,040**	**45.3**
1998-99	**Applied**	**5,553**		**1,205**		**2,652**		**232**		**21,466**		**52,756**	
	Admitted	**2,209**	**39.8**	**333**	**27.6**	**853**	**32.2**	**58**	**25.0**	**7,408**	**34.5**	**15,575**	**29.5**
	Enrolled	**1,005**	**45.5**	**164**	**49.2**	**432**	**50.6**	**31**	**53.4**	**3,356**	**45.3**	**6,856**	**44.0**
1999-00	**Applied**	**5,226**		**1,100**		**2,458**		**225**		**20,539**		**53,009**	
	Admitted	**2,085**	**39.9**	**339**	**30.8**	**868**	**35.3**	**89**	**39.6**	**7,644**	**37.2**	**16,517**	**31.2**
	Enrolled	**950**	**45.6**	**185**	**54.6**	**488**	**56.2**	**41**	**46.1**	**3,474**	**45.4**	**7,089**	**42.9**

Definition of Measure: Number of students applying, being admitted, and enrolling as graduate students as reported by the University.

Use(s) of Measure: This measure describes the disposition of primarily academic Ph.D. applications at the University. Applications for all professional degree programs are excluded.

Related Measures: Measure IV.G.2. describes the composition of all graduate enrollments. Measure IV.H.1. presents these data for the State University. V.F. describes graduate degree attainment.

Comparison Group: The four-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level.

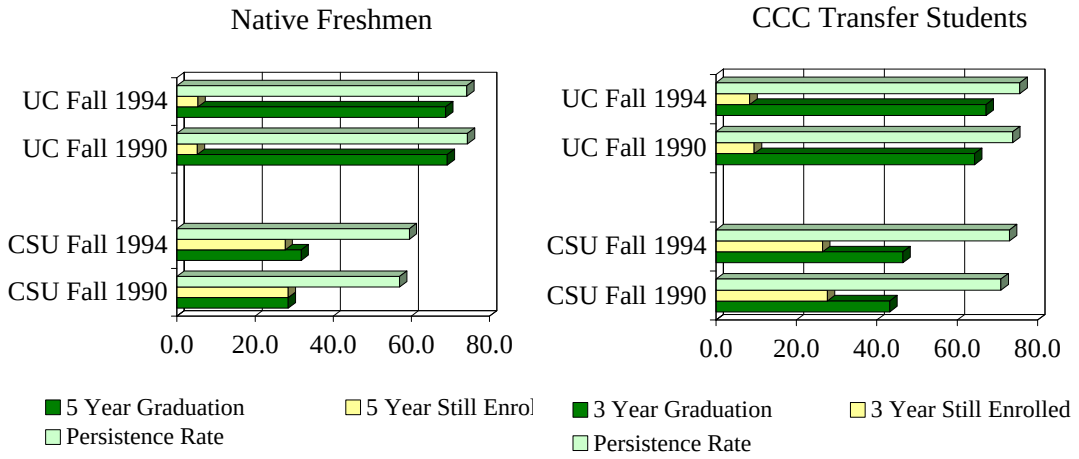
Analysis: The number of 1999 applicants for academic graduate programs grew by only 0.5 percent over 1998. Increases in the number of applicants of unknown ethnicity and of non-resident alien applicants accounted for this slight increase. The acceptance rate increased by 1.7 percentage points while the enrollment rate declined by 1.1 percentage points. Rates for Asians and Whites remained relatively static while those of Blacks and Latinos increased. Numerically, Asians declined while all other groups increased, though only slightly, in 1999.

Section 5

Student Outcomes

A.1.a.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Upper Division Community College Transfer Students Regularly Admitted at California's Public Universities, Fall 1990 and Fall 1994



Native Freshmen	California State University Fall 1990	California State University Fall 1994	University of California Fall 1990	University of California Fall 1994
5 Year Graduation	28.5	31.8	69.2	68.8
5 Year Persistence	28.5	27.7	5.2	5.4
Graduation & Persistence Rate	57.0	59.5	74.4	74.2

Upper Division Community College Transfers	California State University Fall 1990	California State University Fall 1994	University of California Fall 1990	University of California Fall 1994
3 Year Graduation	43.2	46.5	64.3	67.2
3 Year Persistence	27.7	26.5	9.5	8.4
Graduation & Persistence Rate	70.9	73.0	73.8	75.6

Definition of Measure: Percentage of regularly admitted freshmen who graduated or continued within five years at any CSU campus (rather than campus of origin only). Percentage of UPPER DIVISION community college transfers who graduated or continued within THREE years at any CSU campus (rather than campus of origin only). The CSU is using upper division community college transfers; therefore, THREE-year rates are shown. Reported by the CSU Division of Analytic Studies. University data is reported by the UC Office of the President.

Use(s) of Measure: This measure provides an indicator of the proportion of students who are continuing or completing their baccalaureate studies within the time periods specified.

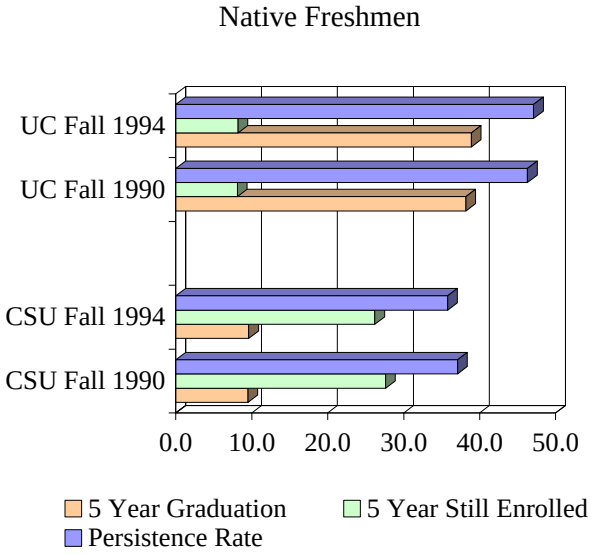
Related Measures: V.A.1.b. provides this data for specially admitted students. V.A.2.a. provides data on first year persistence rates for these students. Measures in V.D. provide data about degree completion.

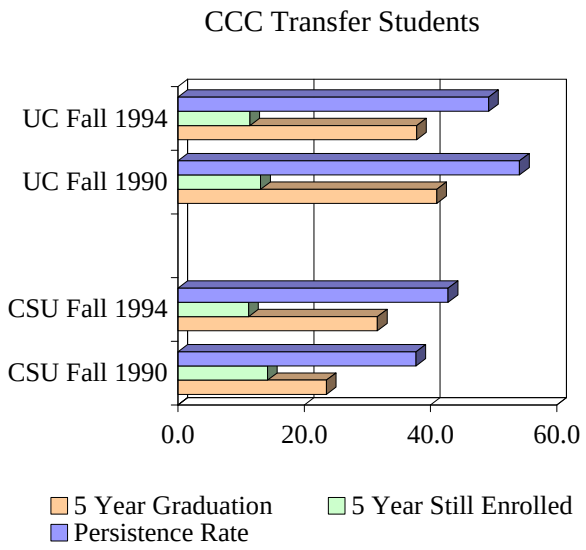
Comparison Group: Multi-year data show changes across time and student cohorts.

Analysis: The five-year persistence and graduation rates of native freshmen were relatively unchanged at the State University and at the University. There was modest growth in the three-year graduation rates of "upper division" transfer students at both university systems. 0verall graduation and persistence rates for transfer students surpass, by far, those of native freshmen at the State University have improved to slightly above those of native freshmen at the University.

A.1.b.

Five-Year Persistence Rates of Freshmen and Five-Year Rates for Lower Division Community College Transfer Students "Admitted by Exception" at California's Public Universities, 1990 and 1994





Native Freshmen	California State University Fall 1990	California State University Fall 1994	University of California Fall 1990	University of California Fall 1994
5 Year Graduation	9.5	9.6	38.2	38.9
5 Year Persistence	27.6	26.2	8.1	8.2
Graduation & Persistence Rate	37.1	35.8	46.3	47.1

Lower Division Community College Transfers	California State University Fall 1990	California State University Fall 1994	University of California Fall 1990	University of California Fall 1994
5 Year Graduation	23.5	31.6	41.0	37.8
5 Year Persistence	14.2	11.2	13.1	11.4
Graduation & Persistence Rate	37.7	42.8	54.1	49.2

Definition of Measure: Percentage of specially admitted freshmen who graduated or continued within five years at any CSU campus (rather than campus of origin only). Percentage of LOWER DIVISION community college transfers who graduated or continued within FIVE years at any CSU campus (rather than campus of origin only). The CSU is using lower division community college transfers; therefore, FIVE-year rates are shown. Reported by the CSU Division of Analytic Studies. University data is reported by the UC Office of the President.

Use(s) of Measure: This measure provides an indicator of the proportion of these students who continued or completed their baccalaureate studies within the time periods specified.

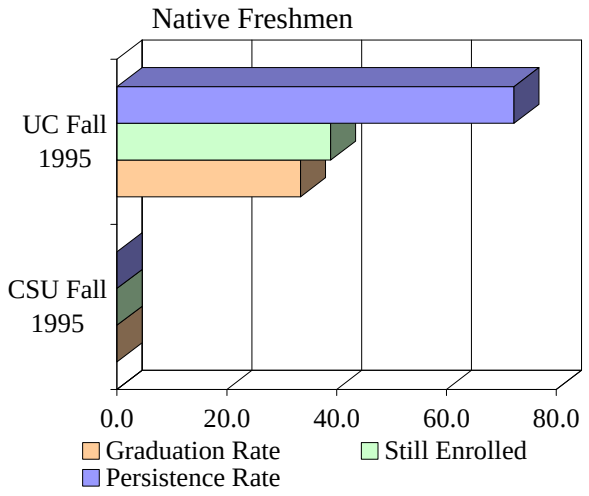
Related Measures: Measure V.A.1.a. provides data on regularly admitted students. Measure V.A.2.b. provides data on first year persistence rates for these students. Measures V.D. provides additional information about degree completion.

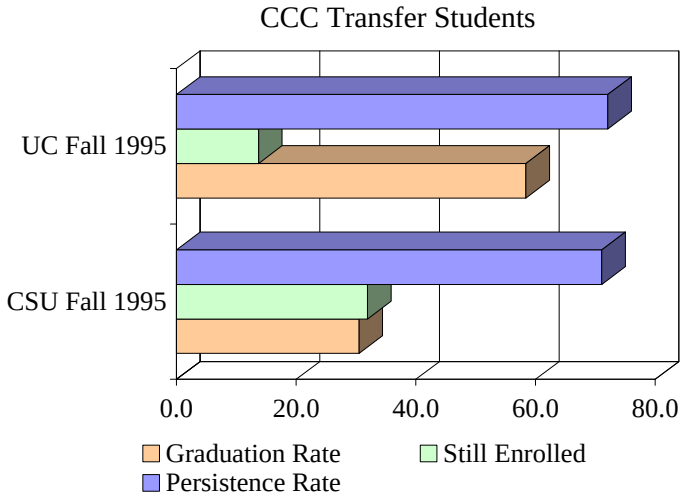
Comparison Group: Multi-year data show changes across time and student cohorts.

Analysis: Graduation and persistence rates of "special action" freshmen declined at the State University and improved slightly at the University. Growth in the five-year graduation rate contributed to improvement in the overall persistence of "specially admitted" lower division community college transfer students at the State University. Among "specially admitted" transfer students at the University, both the graduation rate the persistence rate declined.

A.1.c.

Four-Year Persistence Rates of Freshmen with Disabilities and Three-Year Rates for Upper Division Community College Transfer Students with Disabilities, Fall 1995 at the California State University and Fall 1994 at the University of California





Caifornia State University			University of California		
Native Freshmen		**Fall 1995**		**Fall 1993**	**Fall 1994**
4-Year Graduation		5.8	4-Year Graduation	33.4	26.4
4-Year Still Enrolled		56.7	4-Year Still Enrolled	38.9	36.3
Persistence Rate		62.5	Persistence Rate	72.3	62.7
Upper Division Community College Transfers	**Fall 1990**	**Fall 1995**		**Fall 1993**	**Fall 1994**
3-Year Graduation	30.5	38.8	3-Year Graduation	58.4	58.6
3-Year Still Enrolled	31.9	32.3	3-Year Still Enrolled	13.7	8.6
Persistence Rate	71.1	71.1	Persistence Rate	72.1	67.2

Definition of Measure: Percentage of freshmen with disabilities who graduated or continued within FOUR years at any CSU campus (rather than campus of origin only) and upper division community college transfer students with disabilities who graduated or continued within THREE years at any CSU campus (rather than campus of origin only) as reported by the California State University Division of Analytic Studies. University data is reported by the UC Office of Student Academic Services.

Use(s) of Measure: This measure provides an indicator of the proportion of these students completing their baccalaureate studies within the time periods specified.

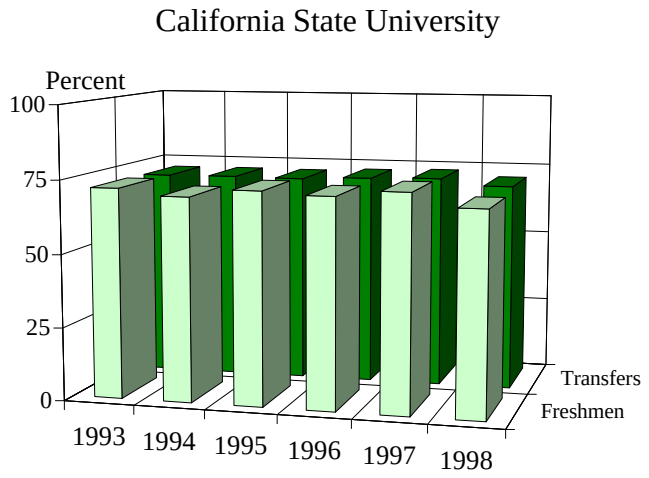
Related Measures: Measure V.A.1.a and 1.b. provide this information for regularly and specially admitted students.

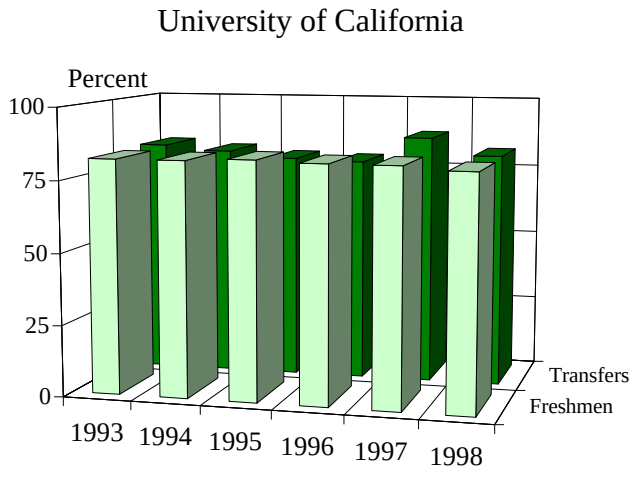
Comparison Group: Currently, the University of California continues to develop these for recent student cohorts.

Analysis: At the State University, persistence of native freshmen with disabilities remained constant but declined substantially at the University. Persistence of community college transfer students with disabilities declined at both university systems. Despite these recent fluctuations, the combined graduation and persistence rates in both university systems are very similar to the overall graduation and persistence rates of comparable cohorts of regularly admitted community college transfer students.

A.2.b.

One-Year Persistence Rates for First-time Freshmen and Lower Division Community College Transfer Students "Admitted by Exception," Fall 1993 To Fall 1998 Matriculants





	California State University						University of California					
	1993	**1994**	**1995**	**1996**	**1997**	**1998**	**1993**	**1994**	**1995**	**1996**	**1997**	**1998**
First-time Freshmen	71.9	69.7	72.4	71.3	73.4	68.8	82.1	82.1	82.9	82.2	82.2	80.9
Lower Division Community College Transfers	71.5	71.7	71.5	72.3	72.8	70.7	83.1	81.3	79.2	78.5	87.5	81.6

Definition of Measure: Percentage of specially admitted first-time freshmen and lower division community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices. Column headings represent the matriculation year of each fall cohort.

Use(s) of Measure: This measure describes changes in the first-year persistence of successive cohorts of entering specially admitted or admitted by exception students.

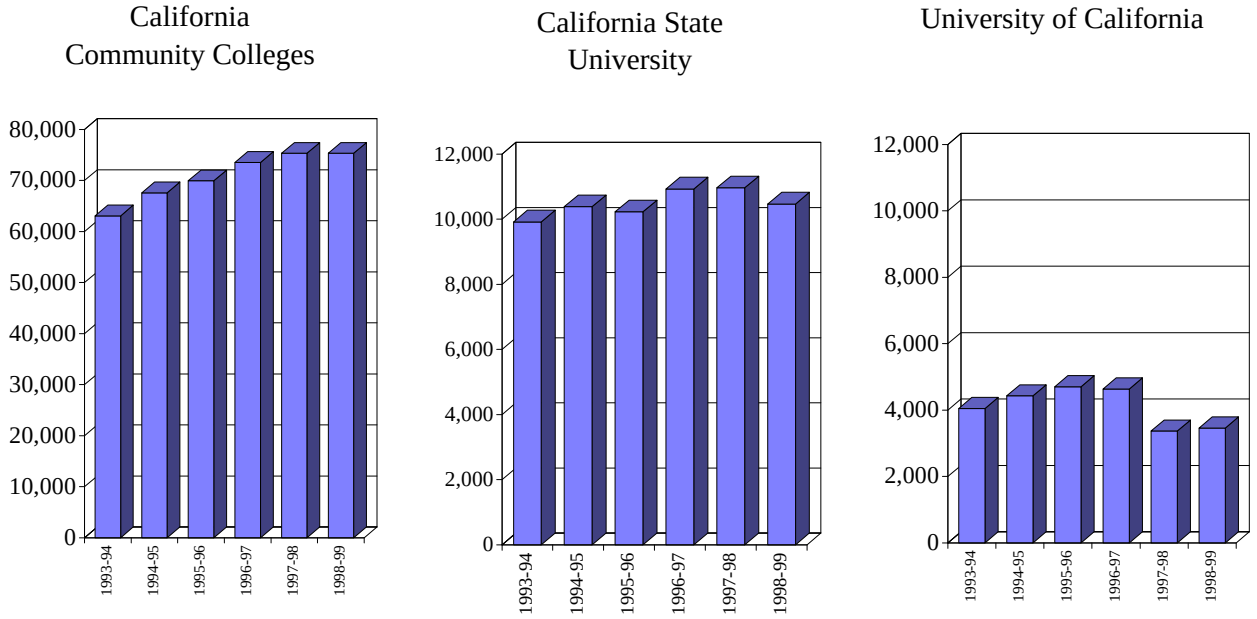
Related Measures: Measures V.A. present five-year graduation and persistence data for these students.

Comparison Group: This measure presents persistence data for the most recent five-year period reported by the systems.

Analysis: Among first-time freshmen admitted by exception, first-year persistence declined sharply at the State University and declined as well, though more modestly, at the Unversity. Community college transfer students had the opposite experience. Their first-year persistence rate dropped sharply at the University while the decline at the State University was more moderate.

B.

Number of Students Served by Programs for Students with Disabilities in California Public Postsecondary Education, 1993-94 to 1998-99



	California Community Colleges		California State University		University of California	
			Fall Term			
1993-94	63,064		9,916		4,049	
1994-95	67,588	7.2%	10,384	4.7%	4,427	9.3%
1995-96	69,919	3.4%	10,227	-1.5%	4,703	6.2%
1996-97	73,519	5.1%	10,930	6.9%	4,633	-1.5%
1997-98	75,326	2.5%	10,965	0.3%	3,368	-27.3%
1998-99 *	75,326	2.5%	10,469	-4.5%	3,461	2.8%

* Estimated community college figure based on prior year growth rate.

Definition of Measure: Number and percent change of disabled students served by programs for students with disabilities as reported biennually by the systems to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of students with disabilities who seek assistance and are served by programs for students with disabilities.

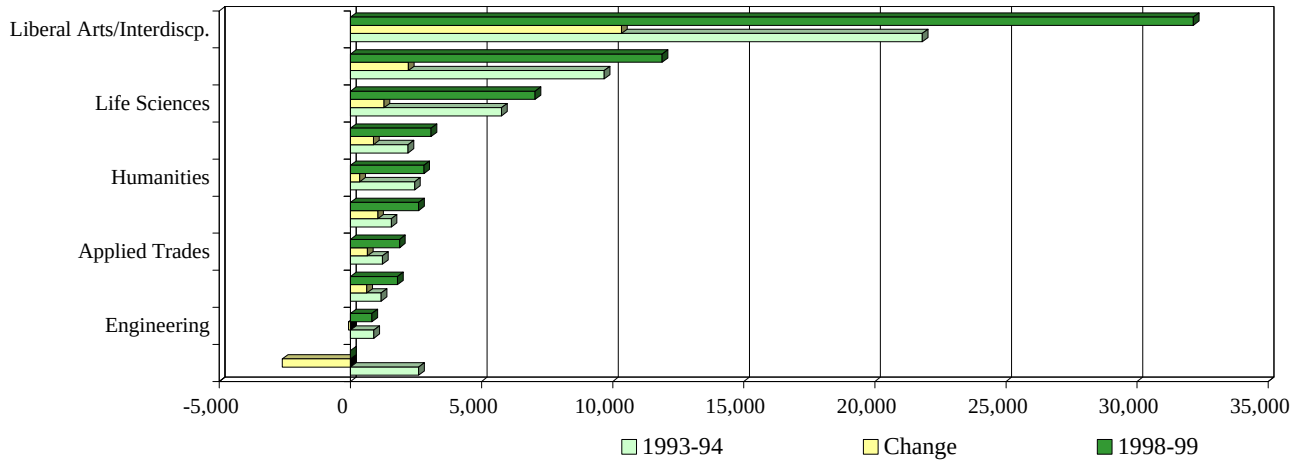
Related Measures: Additional data are needed to establish an appropriate reference measure for this indicator.

Comparison Group: The data are required to be reported only biennually and only in terms of total numbers served.

Analysis: In 1998-99, the numbers of students with disabilities served at the University increased from the preceding year. At the State University, the numbers of students with disabilities that were served in 1998-99 decreased by 4.5 percent. These data reflect only those students who reported their disability to college personnel and requested service.

C.1.

Associate Degrees Awarded at the California Community Colleges by Discipline, 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Associate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	1,174	1,136	1,021	1,368	1,492	1,798	624	53.2 %
Engineering	892	893	810	938	961	821	-71	-8.0 %
Humanities	2,445	2,593	2,243	2,712	2,727	2,800	355	14.5 %
Life Sciences	5,760	6,356	6,263	6,886	6,877	7,041	1,281	22.2 %
Physical Sciences	1,556	1,740	1,802	2,124	2,380	2,601	1,045	67.2 %
Professional	9,681	10,133	10,174	11,635	11,617	11,888	2,207	22.8 %
Social Sciences	2,196	2,324	2,258	2,572	2,808	3,076	880	40.1 %
Liberal Arts/Interdiscp.	21,809	23,555	26,028	28,415	28,950	32,149	10,340	47.4 %
Applied Trades	1,222	1,453	1,585	1,795	1,704	1,872	650	53.2 %
Unknown Discipline	2,599	764	826	623	1,524	0	-2,599	-100.0 %
Total AA Degrees	**49,334**	**50,947**	**53,010**	**59,068**	**61,040**	**64,046**	**14,712**	**29.8 %**
Annual Change		3.3 %	4.0 %	11.4 %	3.3 %	4.9 %		

Definition of Measure: Number of associate degrees awarded by major discipline by the California Community Colleges, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of associate degrees awarded over the last six years reflecting changes in students' majors.

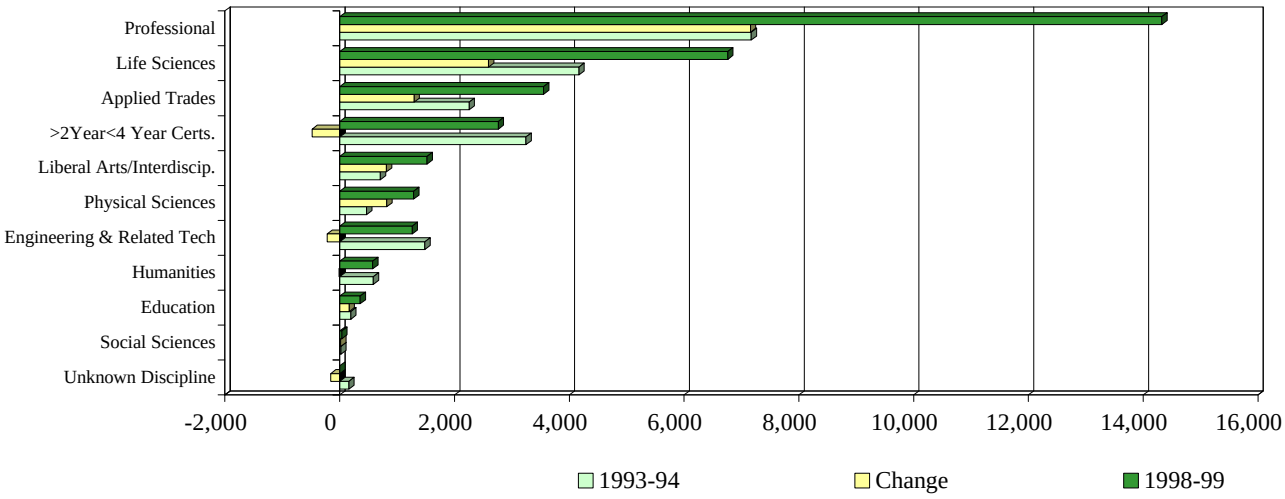
Related Measures: V.C.2. provides information on pre-baccalaureate certificates awarded by the community colleges and V.D., E. and F. provide information about degrees at other levels.

Comparison Group: The six-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: Associate degrees awarded by the community colleges increased by nearly 30 percent over their level five years ago. Only degrees in Engineering-related majors decreased over this period. The largest numerical increase occurred in Liberal Arts and Interdisciplinary degrees, while the largest percentage increase occurred in degrees awarded in the Applied Trades.

C.2.

Pre-Baccalaureate Certificates Awarded at the California Community Colleges by Discipline, 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Pre-Baccalaureate Certificates by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	193	130	127	153	239	358	165	85.5 %
Engineering & Related T	1,482	894	849	811	1,516	1,263	-219	-14.8 %
Humanities	585	351	368	428	485	575	-10	-1.7 %
Life Sciences	4,168	3,907	4,533	4,986	6,024	6,760	2,592	62.2 %
Physical Sciences	469	590	716	731	944	1,289	820	174.8 %
Professional	7,169	8,566	9,519	10,665	13,554	14,325	7,156	99.8 %
Social Sciences	20	34	23	24	24	37	17	85.0 %
Liberal Arts/Interdiscip.	709	349	522	470	1,187	1,523	814	114.8 %
Applied Trades	2,256	2,707	3,205	3,462	3,373	3,552	1,296	57.4 %
Unknown Discipline	159	72	175	177	285	0	-159	-100.0 %
>2Year<4 Year Certs.	3,244	3,611	2,485	3,662	3,178	2,762	-482	-14.9 %
Total Pre-Bac. Certifica	**20,454**	**21,211**	**22,522**	**25,569**	**30,809**	**32,444**	**11,990**	**58.6 %**
Annual Change		3.7 %	6.2 %	13.5 %	20.5 %	5.3 %		

Definition of Measure: Number of pre-baccalaureate certificates awarded by major discipline by the California Community Colleges, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of certificates awarded over the last six years reflecting changes in students' majors.

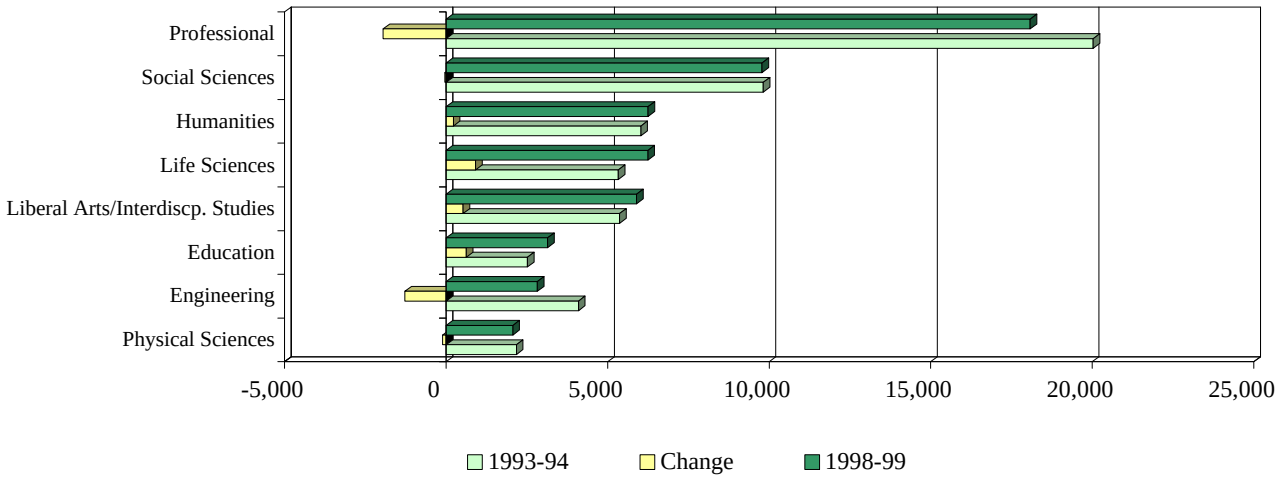
Related Measures: Measure V.C.1. provides information on associate degrees awarded by the California Community Colleges and V.C.1 and C.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The number of pre-baccalaureate certificates awarded in 1998-99 was 59 percent greater than the number reported five years ago, with the numerical increases in all disciplines except Engineering (-219) and Humanities (-10). During the five-year period, the number of certificates of "greater than 2-year but less than 4-year " programs decreased by 15 percent.

D.1.

Baccalaureate Degrees Awarded at the California State University by Discipline , 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Baccalaureate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	2,513	2,563	2,722	2,829	2,786	3,136	623	24.8%
Engineering	4,097	3,238	3,082	2,943	2,835	2,820	-1,277	-31.2%
Humanities	6,027	5,838	5,814	5,693	5,967	6,250	223	3.7%
Life Sciences	5,332	5,549	5,806	6,102	6,369	6,246	914	17.1%
Physical Sciences	2,174	2,139	2,099	2,029	2,124	2,064	-110	-5.1%
Professional	20,029	18,888	18,021	17,624	17,855	18,077	-1,952	-9.7%
Social Sciences	9,819	9,419	9,467	9,395	9,841	9,781	-38	-0.4%
Liberal Arts/Interdiscp. Studies	5,367	5,108	5,009	5,007	5,184	5,895	528	9.8%
Baccalaureates Awarded	**55,358**	**53,507**	**52,730**	**52,213**	**53,496**	**54,814**	**-544**	**-1.0%**
Annual Change		-3.3 %	-1.5 %	-1.0 %	2.5 %	2.5 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the California State University, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees awarded over the last six years reflecting changes in students' majors.

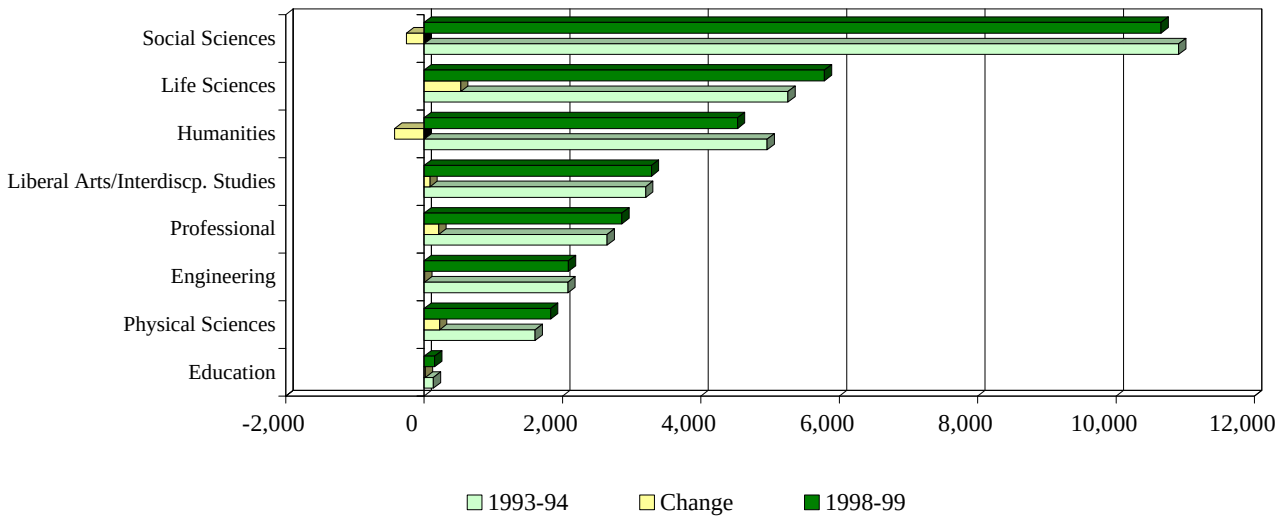
Related Measures: Measure V.D.2. provides this same information for baccalaureates earned at the University of California and V.E.1 and E.2. present the same data on Masters degrees.

Comparison Group: The six-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: While total baccalaureate degrees awarded by the State University were still about 1 percent below their level five years ago, the number awarded in 1998-99 was 2.5 percent larger than last year. The most substantial growth in baccalaureates awarded occurred in the Life Sciences with some growth also occurring in Education-related and Liberal Arts and Inter-disciplinary areas over five years ago. Four discipline areas (Engineering, Life Sciences, Physical Sciences and Social Sciences) did not contribute to the current year increase in baccaluareate degrees awarded while four other discipline areas (Education, Humanities, Professional and Liberal Arts and Interdisciplinary areas) did contribute to the increase.

D.2.

Baccalaureate Degrees Awarded at the University of California by Discipline , 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Baccalaureate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	134	152	142	142	139	151	17	12.7%
Engineering	2,078	2,160	2,092	2,135	1,980	2,085	7	0.3%
Humanities	4,955	4,541	4,313	4,168	4,189	4,529	-426	-8.6%
Life Sciences	5,256	5,503	5,770	5,918	5,840	5,784	528	10.0%
Physical Sciences	1,604	1,568	1,674	1,692	1,707	1,827	223	13.9%
Professional	2,645	2,325	2,361	2,355	2,484	2,857	212	8.0%
Social Sciences	10,903	10,323	10,308	10,130	10,226	10,648	-255	-2.3%
Liberal Arts/Interdiscp. Studies	3,201	3,125	3,061	3,231	3,043	3,285	84	2.6%
Baccalaureates Awarded	**30,776**	**29,697**	**29,721**	**29,771**	**29,608**	**31,166**	**390**	**1.3%**
Annual Change		-3.5 %	0.1 %	0.2 %	-0.5 %	5.3 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the University of California, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees awarded over the last six years reflecting changes in students' majors.

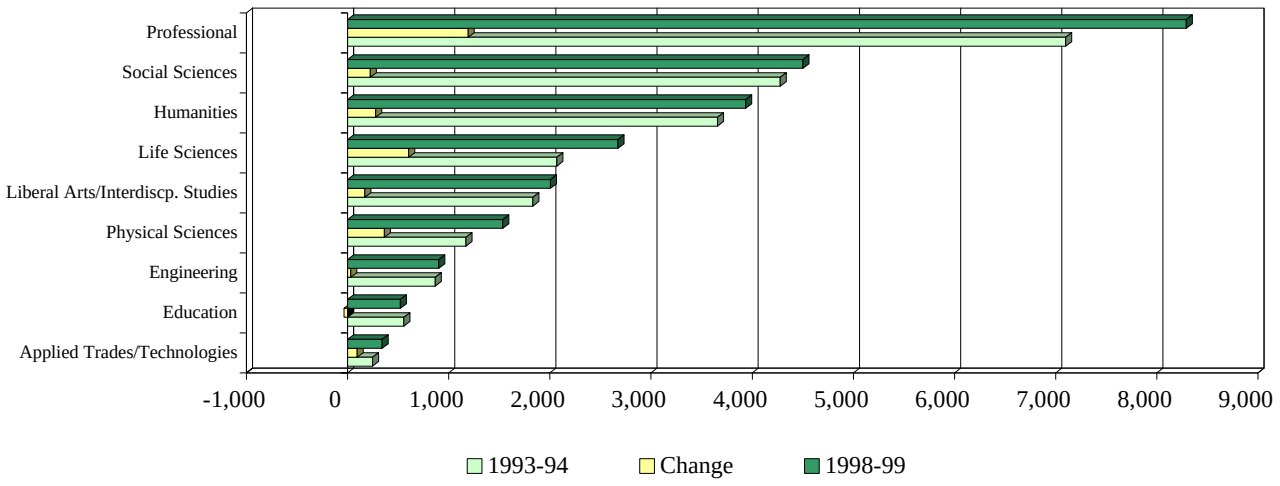
Related Measures: Measure V.D.1. provides this same information for baccalaureates earned at the California State University and V.E.1 and E.2. present the same data on Masters degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: Compared to five years ago, baccalaureate degrees awarded by the University declined by 1.3 percent. Degrees in the Life Sciences grew noticably with modest increases in Physical Sciences and Professional fields. Declines in baccalaureates awarded in the Humanities and Social Sciences were significant. Compared to last year, there was growth in all disciplines except Life Sciences.

D.3.

Baccalaureate Degrees Awarded at the California Independent Colleges and Universities, by Discipline, 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Baccalaureate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	556	647	572	550	551	522	-34	-6.1%
Engineering	867	981	1,050	983	900	900	33	3.8%
Humanities	3,658	3,814	3,338	4,086	4,279	3,935	277	7.6%
Life Sciences	2,068	2,261	2,439	2,754	2,642	2,673	605	29.3%
Physical Sciences	1,169	1,420	1,342	1,429	1,394	1,533	364	31.1%
Professional	7,100	8,324	8,701	8,556	8,669	8,291	1,191	16.8%
Social Sciences	4,277	4,896	4,953	4,911	4,738	4,501	224	5.2%
Liberal Arts/Interdiscp. Studies	1,832	1,751	2,049	2,225	1,979	2,004	172	9.4%
Applied Trades/Technologies	248	360	381	302	343	342	94	37.9%
Baccalaureates Awarded	**21,775**	**24,454**	**24,825**	**25,809**	**26,051**	**24,701**	**2,926**	**13.4%**
Annual Change		12.3 %	1.5 %	4.0 %	0.9 %	-5.2 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the independent colleges and universities in California, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees awarded by independent institutions as an indicator of students' career interest.

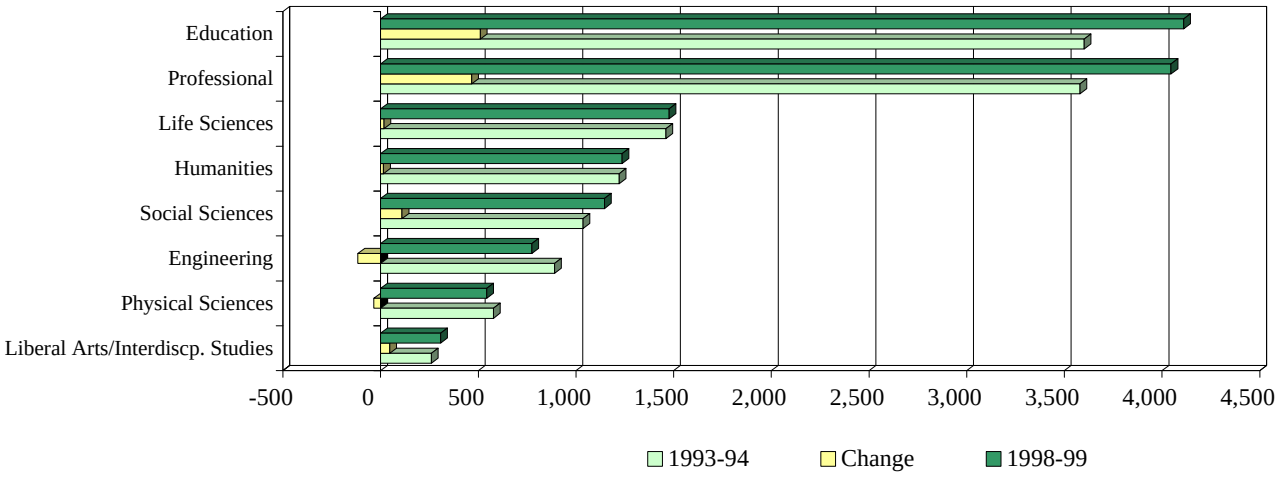
Related Measures: Measures V.D.1. and 2 provide this same information for baccalaureates earned at the public universities and V.E.3. shows the same information for Masters degrees.

Comparison Group: The four-year trend data provide a view of changes in degrees earned by discipline.

Analysis: Total baccalaureate degrees awarded by California independent colleges and universities in 1998-99 declined by 5.2 percent from the previous year, although total degrees are up from five years earlier. One year declines occurred in all discipline areas except for Life and Physical Sciences and Liberal Arts. Since 1993-94, total baccalaureate degrees awarded increased in all discipline areas except Education.

E.1.

Master's Degrees Awarded at the California State University by Discipline, 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Masters Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	3,601	3,327	3,236	3,308	3,630	4,111	510	14.2%
Engineering	890	765	823	705	749	774	-116	-13.0%
Humanities	1,221	1,158	1,103	1,103	1,282	1,236	15	1.2%
Life Sciences	1,460	1,301	1,349	1,370	1,449	1,477	17	1.2%
Physical Sciences	577	511	628	515	517	543	-34	-5.9%
Professional	3,580	3,628	3,465	3,496	4,125	4,046	466	13.0%
Social Sciences	1,036	1,035	1,152	1,032	1,069	1,146	110	10.6%
Liberal Arts/Interdiscp. Studies	260	308	310	261	273	307	47	18.1%
Total MA Degrees Awarded	**12,678**	**12,080**	**12,099**	**11,841**	**13,133**	**13,688**	**1,010**	**8.0%**
Annual Change		-4.7 %	0.2 %	-2.1 %	10.9 %	4.2 %		

Definition of Measure: Number of Masters degrees awarded by major discipline by the California State University, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.

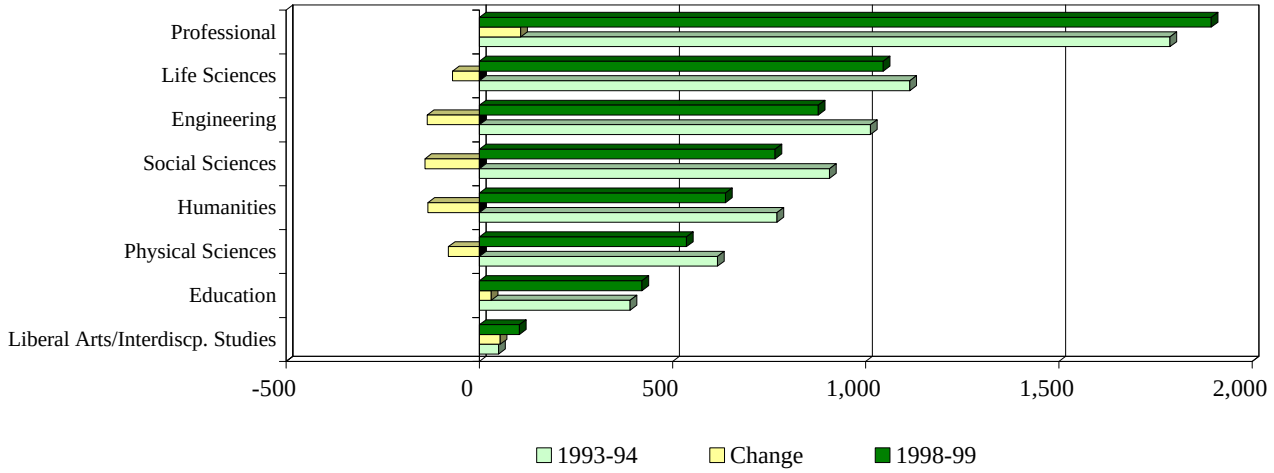
Related Measures: Measure V.E.2. provides this same information for Masters degrees awarded at the University of California and V.D.1 and D.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The number of Masters degrees awarded by the State University in 1998-99 exceeded the number awarded five years ago by 8 percent and was 4.2 percent above the number awarded the previous year. Increases in Masters degrees in Education-related and Professional fields accounted for most of the growth over the last five years, compensating for declines that occurred in Engineering and Physical Sciences. Only Masters in Humanities and Professional fields decreased from last year.

E.2.

Master's Degrees Awarded at the University of California by Discipline, 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Masters Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	390	346	466	456	394	421	31	7.9%
Engineering	1,012	980	952	937	849	877	-135	-13.3%
Humanities	770	647	661	630	646	637	-133	-17.3%
Life Sciences	1,114	1,124	1,059	1,049	1,051	1,045	-69	-6.2%
Physical Sciences	616	553	548	582	569	536	-80	-13.0%
Professional	1,787	1,600	1,600	1,764	1,888	1,894	107	6.0%
Social Sciences	906	797	756	753	764	765	-141	-15.6%
Liberal Arts/Interdiscp. Studies	50	60	76	72	97	104	54	108.0%
Total MA Degrees Awarded	**6,645**	**6,107**	**6,118**	**6,243**	**6,258**	**6,279**	**-366**	**-5.5%**
Annual Change		-8.1 %	0.2 %	2.0 %	0.2 %	0.3 %		

Definition of Measure: Number of Masters degrees awarded by major discipline by the University of California, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.

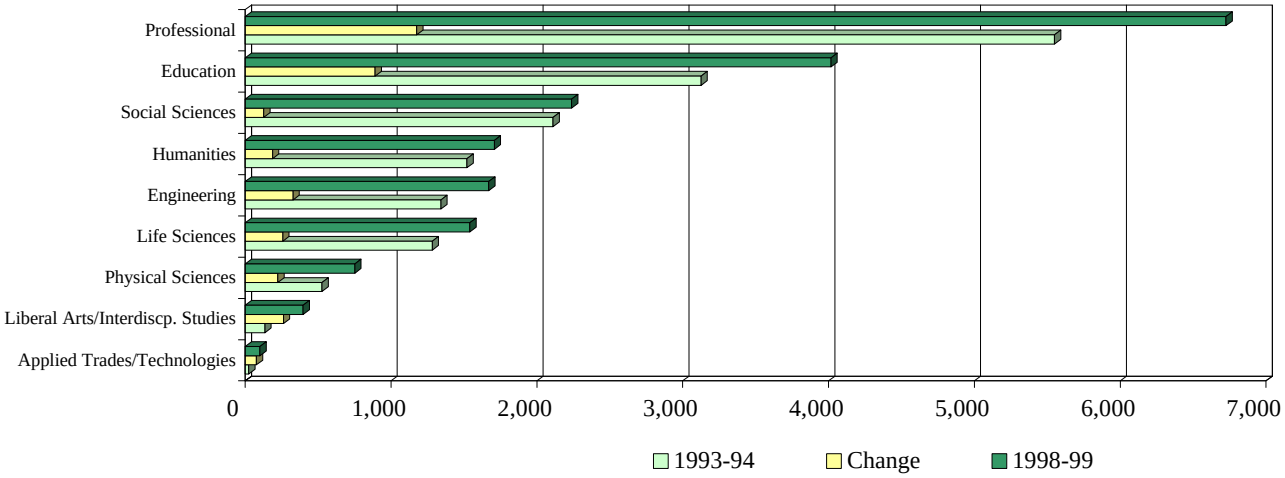
Related Measures: Measure V.E.1. provides this same information for Masters degrees awarded at the California State University and V.D.1 and D.2. present the same data on baccalaureate degrees.

Comparison Group: The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The number of Masters degrees awarded by the University remained substantially below its level of five years ago with declines occurring in all discipline areas except Professional fields, Liberal Arts and Education. Engineering, Humanities, Physical Sciences and Social Sciences all suffered double-digit percentage decreases. Since last year, Masters degrees awarded in all disciplines increased except in Humanities, Life Sciences and Physical Sciences.

E.3.

Master's Degrees Awarded at the California Independent Colleges and Universities, by Discipline, 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Masters Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	3,126	3,435	3,645	3,435	3,513	4,017	891	28.5%
Engineering	1,342	1,727	1,678	1,540	1,671	1,670	328	24.4%
Humanities	1,521	1,758	1,521	1,734	1,761	1,709	188	12.4%
Life Sciences	1,283	1,728	1,442	1,605	2,086	1,541	258	20.1%
Physical Sciences	527	770	747	598	687	752	225	42.7%
Professional	5,549	7,114	7,100	6,995	6,852	6,725	1,176	21.2%
Social Sciences	2,111	2,123	2,228	2,283	2,180	2,239	128	6.1%
Liberal Arts/Interdiscp. Studies	135	215	280	413	321	398	263	194.8%
Applied Trades/Technologies	24	124	108	98	93	101	77	320.8%
Total MA Degrees Awarded	**15,624**	**18,998**	**18,749**	**18,701**	**20,452**	**19,152**	**3,528**	**22.6%**
Annual Change		21.6 %	-1.3 %	-0.3 %	9.4 %	-6.4 %		

Definition of Measure: Number of Masters degrees awarded by major discipline by independent colleges and universities, as reported to the Commission.

Use(s) of Measure: This measure describes the disciplines in which Masters degrees were awarded by independent institutions as an indicator of students' career interests.

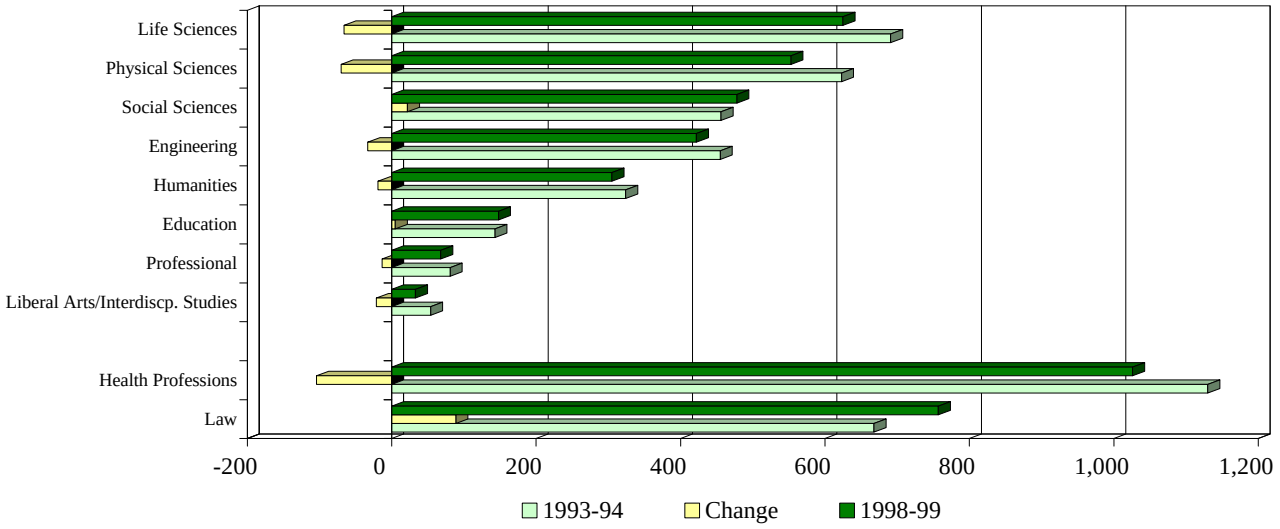
Related Measures: Measures V.E.1. and 2. provide this same information for Masters degrees awarded at the public universities and V.D.3. presents the same data on baccalaureate degrees.

Comparison Group: The four-year trend data provide a view of changes in degrees earned by discipline.

Analysis: Total masters degrees awarded by California independent colleges and universities in 1998-99 decreased over six percent from the previous year but increased by nearly 23 percent from five years earlier. Degree awards increased in five discipline areas, remained constant in one discipline (Engineering), and decreased in four other disciplines in 1998-99 from the previous year. Since 1993-94, independent colleges and universities have increased the number of masters degrees awarded in all discipline areas.

F.1.

Doctoral and First Professional Degrees Awarded at the University of California by Discipline, 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Doctorate Degrees by Major Displine Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	143	165	155	160	144	148	5	3.5%
Engineering	455	434	453	424	432	422	-33	-7.3%
Humanities	324	307	318	316	328	305	-19	-5.9%
Life Sciences	691	700	693	687	673	625	-66	-9.6%
Physical Sciences	623	578	570	559	560	553	-70	-11.2%
Professional	81	79	77	83	91	68	-13	-16.0%
Social Sciences	456	504	408	521	505	478	22	4.8%
Liberal Arts/Interdiscp. Studies	54	42	45	39	42	33	-21	-38.9%
Total Doctorates Awarded	**2,827**	**2,809**	**2,719**	**2,789**	**2,775**	**2,632**	**-195**	**-6.9%**
Annual Change		-0.6 %	-3.2 %	2.6 %	-0.5 %	-5.2 %		
First Professional Degrees								
Health Professions	1,130	1,063	955	1,175	979	1,026	-104	-9.2%
Law	668	736	757	776	712	757	89	13.3%

Definition of Measure: Number of doctorates by major discipline and first professional degrees in health and law awarded by the University of California, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of doctorates and first professional degrees awarded over the last six years reflecting changes in student choice and opportunities.

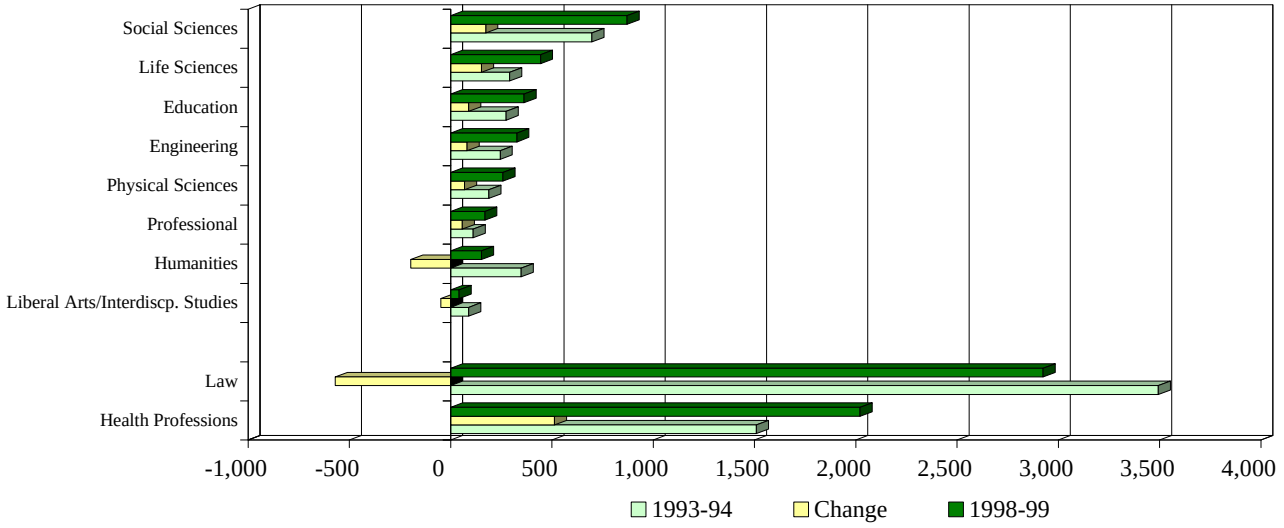
Related Measures: Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.

Comparison Group: This six-year span provides information on different cohorts of doctoral students while the discipline groups show trend data across disciplines.

Analysis: The number of doctoral degrees awarded by the University has decreased by 7 percent from five years ago. Doctorates in every discipline except Education and Social Sciences declined. Compared to last year, doctoral degrees awarded declined at a faster pace with the only increase, though slight, in Education doctorates. First professional degrees in Health declined this year and by 9.2 percent from five years ago while first professional Law degrees increased this year and by 13.3 percent overall from five years ago.

F.2.

Doctoral and First Professional Degrees Awarded at California Independent Colleges and Universities by Discipline, 1993-94 to 1998-99, with Change Between 1993-94 and 1998-99



Doctorate Degrees by Major Displine Areas	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	Change from 93-94 to 98-99	
Education	274	356	360	355	295	363	89	32.5%
Engineering	245	338	333	337	310	327	82	33.5%
Humanities	349	373	376	341	327	153	-196	-56.2%
Life Sciences	291	200	311	627	290	444	153	52.6%
Physical Sciences	189	316	263	283	302	258	69	36.5%
Professional	111	148	130	130	98	169	58	52.3%
Social Sciences	697	682	608	747	826	871	174	25.0%
Liberal Arts/Interdiscp. Studies	90	10	64	93	21	42	-48	-53.3%
Total Doctorates Awarded	**2,246**	**2,423**	**2,445**	**2,913**	**2,469**	**2,627**	**381**	**17.0%**
Annual Change		7.9 %	0.9 %	19.1 %	-15.2 %	6.4 %		
First Professional Degrees								
Health Professions	1,509	1,950	2,286	2,096	2,165	2,022	513	34.0%
Law	3,494	4,044	3,923	4,272	3,660	2,925	-569	-16.3%

Definition of Measure: Number of doctorates by major discipline and first professional degrees awarded by independent colleges and universities, as reported to the Commission.

Use(s) of Measure: This measure describes the disciplines in which doctorates and first professional degrees were awarded by independent institutions as an indicator of students' career interest.

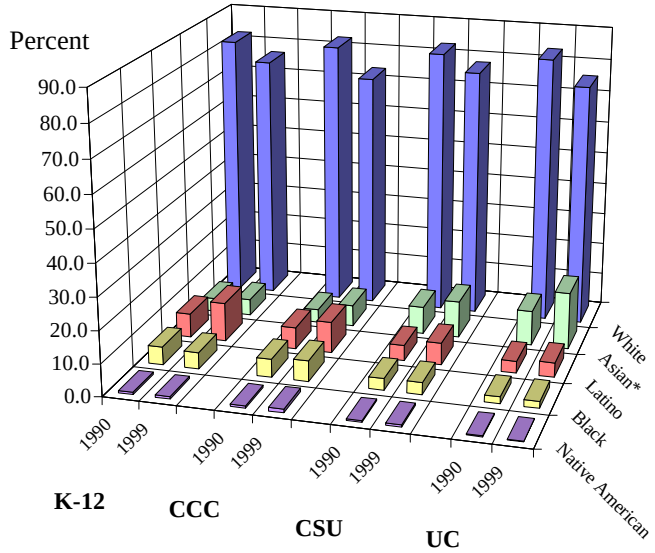
Related Measures: Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.

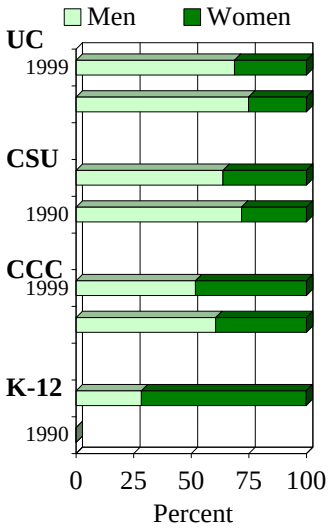
Comparison Group: This six-year span provides information on different cohorts of doctoral and first professional students while the discipline groups show trend data across disciplines.

Analysis: Total doctoral degrees awarded by California independent colleges and universities in 1998-99 increased by 6.4 percent from the prior year with an overall increase of 17 percent from five years earlier. Professional law degrees awarded declined substantially and health degrees decreased modestly from the previous year. Increases since 1993-94 occurred in all disciplines except Humanities, Liberal Arts and professional Law degrees.

G.

Composition of Full-time Instructional Faculty in California Public Education, 1990 and 1999





	K-12 Public Schools		California Community Colleges		California State University		University of California	
	1990	1999	1990	1999	1990	1999	1990	1999
Men	NA	28.4	60.6	51.8	71.8	63.8	74.8	68.8
Women	NA	71.4	39.4	48.2	28.2	36.2	25.2	31.2
Asian*	4.2	5.1	4.1	6.7	8.5	11.4	10.8	17.7
Black	5.6	5.1	5.6	6.4	3.6	3.8	2.1	2.1
Latino	7.5	12.1	6.7	9.6	4.8	6.8	3.7	4.5
Native America	0.7	0.7	0.7	1.1	0.5	0.6	0.3	0.2
White	82.1	76.2	82.5	73.2	82.6	77.4	83.1	75.4

** Includes Asians, Filipinos and Pacific Islanders.*

Definition of Measure: Gender and racial/ethnic composition of full-time instructional faculty at the State's public schools, colleges, and universities as reported by each system. Data for the University was reported by NCES.

Use(s) of Measure: This measure describes changes in the gender and recial/ethnic composition of the faculties of the State's public institutions of education.

Related Measures: Measure I.B. describes the composition of the State's population and Measures III.A. and IV.B. provide a comparison with the composition of the student populations served.

Comparison Group: Changes in faculty composition over a five-year period of time shows trends.

Analysis: Over the last nine years, women expanded their presence among full-time faculty in all public education systems; in K-12, they exceeded 71 percent of all faculty. While faculty from other racial-ethnic groups increased, White faculty members continued to comprise over three-quarters of the faculty in all public systems. Asian and Latino faculty have had the greatest growth, while the proportion of Black faculty increased at the CCC and CSU but remained constant at the UC. In K-12, Black faculty have decreased slightly.

Appendix A

APPENDIX: AB 1808 (CHAPTER 741, STATUTES OF 1991)

Assembly Bill No. 1808

Chapter 741

An act to add Chapter 4.5 (commencing with Section 99180) to Part 65 of the Education Code, relating to postsecondary education.

[Approved by Governor October 8, 1991. Filed with Secretary of State October 9, 1991]

LEGISLATIVE COUNSEL'S DIGEST

AB 1808, Hayden. Higher education accountability programs.

Existing law contains various provisions with respect to the accountability of higher education programs.

This bill would require the University of California, the California State University, and the California Community Colleges to each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies and to submit this information to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission prior to March 1, 1992. The imposition of this requirement on community colleges would create a state-mandated local program.

(2) The bill would require the commission to review and comment on the utility of these required reports and to offer recommendations for consolidating or eliminating existing reporting requirements, to submit a higher education report to the Legislature and the Governor on or before November 15, 1994, and annually thereafter, which provides specified information to the citizens of the state on the significant indicators of performance of the public colleges and universities, and to develop and adopt a format for the annual higher education report and the information to be included.

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates which do not exceed $1,000,000 statewide and other procedures for claims whose statewide costs exceed $1,000,000.

This bill would provide that, if the Commission on State Mandates determines that this bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to those statutory procedures and, if the statewide cost does not exceed $1,000,000, shall be made from the State Mandates Claims Fund.

The people of the State of California do enact as follows:

SECTION 1. Chapter 4.5 (Commencing with Section 99180) is added to Part 65 of the Education Code, to read:

CHAPTER 4.5 HIGHER EDUCATION ACCOUNTABILITY PROGRAM

99180. (a) It is the intent of the Legislature that demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

(b) It is further the intent of the Legislature that public and private institutions of higher education express expectations of student performance in a manner that is clear to students.

(c) It is further the intent of the Legislature that existing accountability requirements be strengthened through the elimination of unnecessary and redundant reports submitted by the educational institutions to

various state agencies. The elimination of these unnecessary reports will save money and allow the institutions to focus their efforts on only the most important reporting requirements.

99181. The University of California, the California State University, and the California Community Colleges shall each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies. The purpose of each report shall be identified, as well as the costs associated with production of the report. Prior to March 1, 1992, this information shall be submitted to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission. The California Postsecondary Education Commission shall review and comment on the utility of the required reports identified by the educational institutions, and offer recommendations for consolidating or eliminating existing reporting requirements in order to reduce operating expenses and streamline reporting provisions.

99182. (a) On or before November 15, 1994, and each November 15, thereafter, the California Postsecondary Education Commission shall submit a higher education report to the Legislature and the Governor which provides information to the citizens of the state on the significant indicators of performance of the public colleges and universities. This annual report shall be presented in a readable format. Prior to publication, the commission shall distribute a draft of the report to all public colleges and universities for comment.

(b) The commission, in cooperation with the public colleges and universities, shall develop and adopt a format for the higher education report specified in subdivision (a) and the information to be included. The following types of information shall be considered for inclusion in the report with respect to public universities:

(1) The retention rate of students.
(2) The proportion of lower division instructional courses taught by tenured and tenured-track faculty.
(3) The minimum number of hours per semester required to be spent by faculty in student advisement.
(4) The proportion of graduate and undergraduate students participating in sponsored research programs.
(5) Placement data on graduates.
(6) The proportional changes in the participation and graduation rates of students from groups historically underrepresented in higher education.
(7) The proportion of graduate students who received undergraduate degrees (A) at the institution, (B) within the state, (C) within the United States, and (D) from other nations.
(8) The number of full-time students who have transferred from a California community college.
(9) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.
(10) Results of surveys of students regarding student attitudes and experiences, where the surveys exist.

(c) The following types of information shall be considered for inclusion in the report with respect to public community colleges:

(1) The retention rate of students.
(2) The proportion of remedial or developmental education courses taught by full-time faculty.
(3) The number of hours per student per semester spent by faculty in student advisement.
(4) Placement data on graduates.
(5) The proportional change in the participation and graduation rate of students from groups historically underrepresented in higher education.
(6) The number of students who have transferred into a four-year, postsecondary institution, by ethnicity and gender.
(7) Demonstrable evidence of improvements in student knowledge, capacities and skills between entrance and graduation, where this evidence exists.
(8) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

SEC. 2. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7, (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for

reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.