

SREB

Holding Colleges and Universities Accountable for Meeting State Needs

2006

Southern
Regional
Education
Board

592 10th St. N.W.
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

CHALLENGE TO LEAD SERIES

This report was prepared by Alicia A. Diaz, research associate; Joan Lord, director of educational policies; and Joseph L. Marks, director of education data services. Lynn Cornett, senior vice president, guides SREB's *Challenge to Lead* goals work.

This report is part of the *Challenge to Lead* education goals series, directed by Joan Lord. For more information, e-mail joan.lord@sreb.org. *Goals for Education: Challenge to Lead* is available on the SREB Web site at www.sreb.org. A full listing of goals, with the indicators for the goal on college and university accountability, is printed on the inside back cover.

A Message from the President of SREB

SREB states have always known that their colleges and universities are vital to the quality of life of all citizens — even for those who don't attend. Without their graduates and research programs, the solid gains the South has seen in the last 50 years would not have been possible. Colleges and universities are just as important today — and perhaps even more so — in helping states' diverse residents become prepared for tomorrow's changing economic landscape.

But, as the first paragraph of this report reminds us, “Policy-makers and education leaders in SREB states have struggled for decades to identify the best measures for assessing the quality and efficiency of higher education institutions” and to increase higher education's contribution to each state's quality of life and economic development. Policy-makers and education leaders can take pride in their colleges and universities, but they also need to take a hard look at them to ensure they remain effective and do all they can to help states meet the challenges ahead.

Colleges and universities in SREB states are responding to state needs.

Kentucky, Oklahoma and Tennessee have given all SREB states a new tool to help focus their colleges and universities on state needs. These three states have created plans for their higher education institutions by drawing on leadership from a broad range of state agencies. They identified state needs and helped their higher education agencies to identify the ones in which colleges and universities could play a part. Then the higher education leaders in each state developed a *public agenda for higher education* that keeps them — and colleges and universities — focused on their obligations to the state. This is a process and a plan that holds great promise for even more states. You can read more about how it works in this report.

SREB states make advances on key indicators.

The report also provides the latest information on key indicators of the *Challenge to Lead* goals on the quality and efficiency of colleges and universities: graduation rates, faculty salaries, and research and development. The news is mostly good.

- The numbers of degrees awarded at all levels is up, and nearly all graduation rates are up, including those for black and Hispanic students.
- Gaps among racial/ethnic groups in percentages of adults holding degrees and in graduation rates still persist. The report reminds us that more minority students will seek access to college and that the issue of gaps will continue to be important for some time to come.
- The proportion of adults holding bachelor's degrees is up, although some of the increase is attributable to in-migration of adults who hold degrees earned in other states.
- Advanced degrees in sciences and technologies increased overall in the last decade and more than in the nation. But some SREB states lost ground on doctoral degrees in these fields.

- Faculty salaries in SREB states — both four-year and two-year — increased faster than the national average. The average salary in SREB states, however, remains behind the national average. Salaries in fields that are key to meeting state needs, such as health and technologies, have increased in recent years but still trail the nation.
- Federal support for research and development at colleges and universities increased more in SREB states than in the nation. This support brought these institutions nearly \$12 billion.
- Four SREB states led the nation in new patents, and three led in licensing income.

If SREB states make the same gains in the future as they have made in the past, it will be because their colleges and universities work more specifically toward meeting state needs, increase graduation rates significantly, become competitive in attracting top faculty, and continue their success in the research and development that supports their state economies.

You as policy-makers and education leaders need to maintain your commitments to strengthen the connection between state needs and college and university services. You also need to assess the effectiveness of colleges and universities and provide them with the tools and resources they need to help meet state needs.

A handwritten signature in black ink that reads "David S. Spence". The signature is written in a cursive, flowing style.

David S. Spence
President

Holding Colleges and Universities Accountable for Meeting State Needs

The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.

SREB *Challenge to Lead* Goal

Policy-makers and education leaders in SREB states have struggled for decades to identify the best measures for assessing the quality and efficiency of higher education institutions. More recently, some also have called for assessing whether colleges and universities improve the quality of life and increase the economic vitality of their states.

Although progress is ongoing, today all SREB states have made solid gains in focusing the energies and resources of their colleges and universities on quality and efficiency, and a few states have been successful in focusing them on meeting state needs. Promising new models are emerging.

SREB's *Challenge to Lead* Goals for Education, like the *Educational Benchmarks* goals that came before them, stress that the critical first steps are measuring and reporting regularly on specific indicators. Often called "higher education accountability," these reports are under way in almost all SREB states. They report annually on an array of indicators, including numbers of degrees at all levels awarded at colleges and universities, graduation rates, dollars invested in research and development, and comparability of faculty salaries.

A few states have taken additional steps. They have developed statements that broadly define the purposes of colleges and universities in the state, identify state needs that these institutions can address and indicate strategies for action.

These steps constitute a *public agenda for higher education*. Public agendas enable state and higher education agencies to work together to focus colleges and universities on building a well-educated work force, filling jobs in shortage areas, finding solutions to health care issues and meeting other state needs. Public agendas also identify roles that higher education institutions and agencies can play as they work with economic development agencies, corporate and community leaders, K-12 schools and others.

Public agendas identify roles that higher education institutions and agencies can play as they work with economic development agencies, corporate and community leaders, K-12 schools and others.

As a policy-maker and education leader, you need to know the indicators of quality and efficiency your state currently uses to hold colleges and universities accountable. You need to know where your state stands on the indicators it measures. You also need to know if your state has set a public agenda for higher education.

The key questions you need to ask ...

■ *about how your state assesses and rewards your colleges and universities:*

- Does your state have a public agenda for higher education?
- Does your state regularly produce statewide reports on the effectiveness of technical institutes, community colleges, and public four-year colleges and universities? Are colleges and universities in your state rewarded for results?

■ *about how your state is doing on key indicators:*

- Do sufficient numbers of freshmen graduate from your state's colleges and universities? Are graduation rates improving? Are different groups of students graduating at different rates?
- Are faculty salaries in your state competitive in the marketplace?
- Are the percentages of graduates with advanced degrees in science, engineering and mathematics increasing? Are funds for research and development increasing?



APPROACHES TO COLLEGE AND UNIVERSITY ASSESSMENT AND REWARDS

FIRST QUESTION:

Does your state have a public agenda for higher education?

Nearly all SREB states have formal planning processes for their colleges and universities, usually called master or strategic plans. In addition, three SREB states — Kentucky, Oklahoma and Tennessee — have set a public agenda for higher education to focus their colleges and universities on helping them meet broad economic and quality-of-life needs.

These public agendas establish a clear connection between public policy and desired outcomes that can help them define roles and priorities for public higher education institutions. (See Appendix A for a list of SREB states' plans and public agendas for higher education.)

The goals of public agendas for higher education are typically linked to those of broader statewide agendas and usually represent consensus

about a state's highest-priority needs. They are accompanied by indicators of measurable progress. Each college and university adopts (or is assigned) indicators appropriate to its mission that — if met — would advance the public agenda.

Examples of public agenda goals include: producing more highly qualified teachers, more health care workers and more scientists and engineers; ensuring that college is affordable; and engaging in research that supports the state's economy.

Public agendas and strategic plans that are *based on* state needs are essential to *meeting* state needs. By design, they require commitment from many state agencies to help higher education fulfill its state-defined purpose and meet state needs. This multiple-agency commitment promotes

more energetic and sustainable efforts by higher education agencies and their colleges and universities — and leads to greater payoffs for the state.

Public agendas that are based on state needs are essential to meeting state needs.

Kentucky — Five Questions: A Public Agenda

Kentucky's public agenda for higher education was one of the first in SREB states and can serve as an excellent model for other states.

In 1997, the Kentucky Legislature adopted the statewide goal to “*set Kentucky on the path to achieving economic opportunity and a standard of living above the national average in 20 years.*” Starting in 1996 (even before the goal was written into state law), the Kentucky Council on Postsecondary Education, in conjunction with other state agencies, developed a public agenda for higher education. It identified five key questions along with indicators of progress that would guide activity at its public colleges and universities. Different types of institutions — research universities, regional state universities and community colleges — focused on different indicators, all working together to achieve clear benefits for the state.

In 2005, the Council completed its first review of the initial agenda. It gathered public opinion from forums around the state. The Council then revised the questions and indicators in consultation with business and community leaders.

Kentucky's progress in the last decade has been described as “nothing short of remarkable” by National Center for Higher Education Management System staff. In fact, Kentucky

reports impressive gains since the public agenda was adopted in 1997: Postsecondary enrollment is up by 25 percent, and the number of degrees and certificates awarded is up by 56 percent. (See the box on Page 4.)

Oklahoma's Public Agenda for Higher Education

In 2005, Oklahoma's State Regents for Higher Education, in conjunction with other state agencies, identified a public agenda for higher education based on a review of state needs. These efforts, combined with the Regents' 2000 Brain Gain initiative, are designed to increase college degree attainment within the state. The regents' efforts also support Oklahoma's broader 2003 public agenda, Economic Development Generating Excellence (EDGE). Oklahoma's public agenda for higher education identifies three priorities: better-prepared students, better opportunities for good jobs, and more focused research and economic development.

Tennessee — Master Plan for Higher Education

Tennessee statutes call for a master plan for higher education. It must engage both regional and state constituencies to ensure that the plan supports a public agenda for higher education. The plan for 2005-2006 focuses on access to education, student preparation for postsecondary education, college affordability and educational excellence to enable research competitiveness. This focus leads directly to “core policy questions”: Are more students progressing through the education pipeline? Are more Tennesseans prepared for and enrolling in postsecondary education? Does college remain affordable for the average Tennessean? Are more Tennesseans prepared to participate in community, civic and corporate communities? And, are Tennessee's local communities and economies benefiting from the policies articulated in the public agenda?

Box

**Five Questions:
A Public Agenda for Postsecondary and Adult Education in Kentucky, 2005-2010**

Five Questions	State-Level Key Indicators	Benefits
Are more Kentuckians ready for postsecondary education?	<ul style="list-style-type: none"> • K-12 student achievement as reflected in ACT scores • Percentage of high school students scoring a 3 or higher on Advanced Placement exams • Percentage of incoming Kentucky high school graduates not requiring remediation in math and English • Number of Kentuckians earning GED certificates 	
Is Kentucky postsecondary education affordable for its citizens?	<ul style="list-style-type: none"> • Kentuckians' ability to pay for college • Low-income Kentuckians' ability to pay for college • Availability of state need-based aid • Student loan debt 	<ul style="list-style-type: none"> • Better-educated citizens • Higher incomes
Do more Kentuckians have certificates and degrees?	<ul style="list-style-type: none"> • Ninth-graders' likelihood of attending college by age 19 • College-going rate of graduates with GED certificates • Undergraduate enrollment • Number of degrees and other credentials awarded • Number of degrees and other credentials awarded to racial/ethnic minorities 	<ul style="list-style-type: none"> • More high-value jobs • Increased tax revenues • Involved citizens • Knowledge-based economy
Are college graduates prepared for life and work in Kentucky?	<ul style="list-style-type: none"> • Performance of college graduates on statewide learning assessments • Performance of college graduates on licensure or graduate school entrance exams 	<ul style="list-style-type: none"> • Less poverty • Healthier citizens
Are Kentucky's people, communities and economy benefiting?	<ul style="list-style-type: none"> • Research and development per capita • College graduates remaining in Kentucky to live and work • Degree and other credential production in focus fields • Work force training and assessment 	

Source: Kentucky Council on Postsecondary Education.

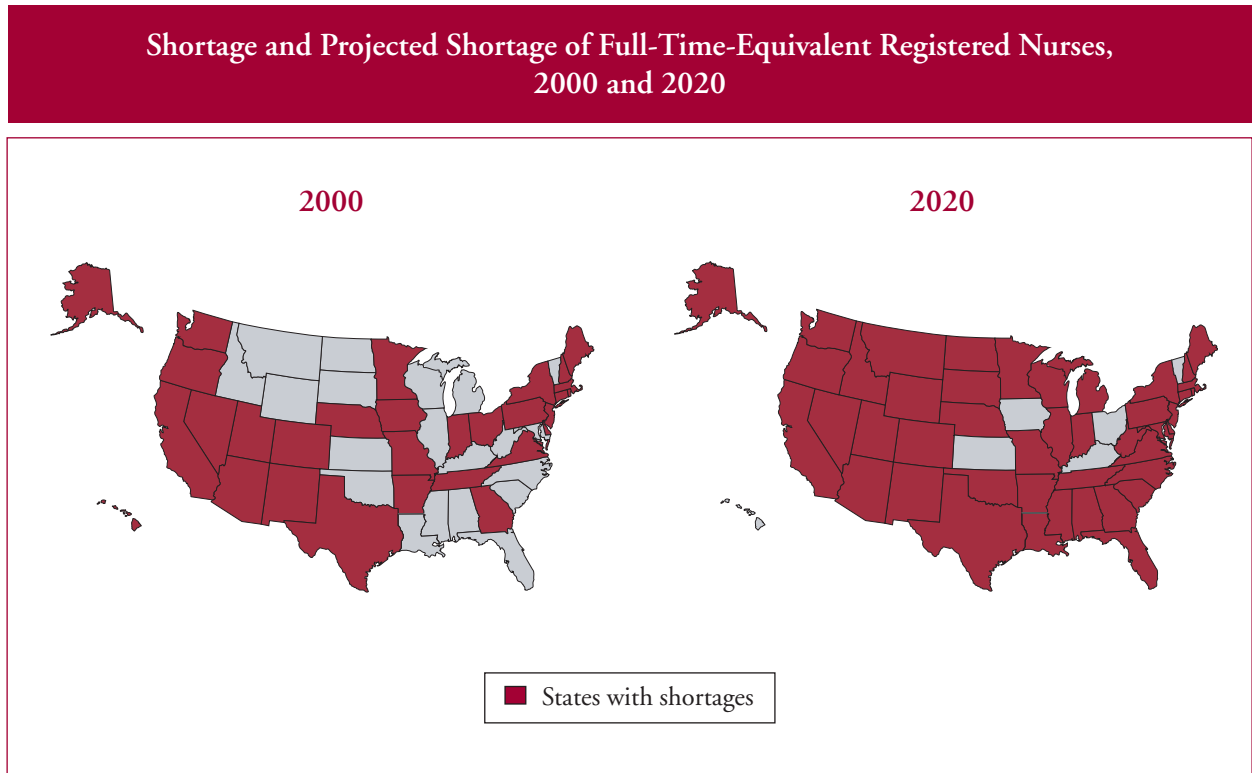
***The need for more public agendas:
An example from nursing***

In 2002, the National Center for Health Workforce Analysis published an alarming 20-year projection of the supply of nurses. A prime example of the increasing need for public agendas to respond to state needs, it reported that the total demand for nurses in the United States in 2000 had already outnumbered the supply. It went on to project that, by 2020, only Kentucky among

SREB states will have enough nurses to meet demand. The shortages in other states will range from 5 percent to 52 percent, compared with 29 percent nationwide. This means greater need will be coupled with widespread shortages. (See Figure 1.)

In 2000, two years before its report was published, the National Center urged states to become involved. It warned that the “marketplace and the health and education sectors” would fail

Figure 1



Source: National Center for Health Workforce Analysis.

to produce a sufficient supply of health workers. It encouraged state governments to provide leadership and play a major role in addressing the problem. *In effect, it called for a public agenda to address health care worker shortages.*

Most colleges and universities — and some education agencies — in SREB states recognized the potential crisis and increased overall enrollment in health science programs. In fact, SREB states achieved a 12 percent increase in allied health and health sciences graduates from 1993 to 2003, compared with 7 percent for the nation. But even these gains will not meet the demand projected for 2020.

Analysis by SREB's Council on Collegiate Education for Nursing shows that the issue demands even more to achieve the necessary boost in enrollment. Even if states decide to fund expansions of nursing programs in colleges and

universities, the Council has warned that states will not be able to hire sufficient numbers of nursing faculty members to staff the expansions. The Council has been working with SREB states to increase their program capacity by training more nurse educators, as well as recruiting and supporting more students — efforts that involve state health care agencies and hospitals, as well as colleges and universities.

States have learned that such efforts to make dramatic improvements in the work force are best guided by broad public agendas, led by policy-makers and supported by multiple stakeholders. If you as a policy-maker can use a public agenda to clarify the priorities of your state, then the purposes and activities of public colleges and universities can be directed more toward meeting your state's needs.

SECOND QUESTIONS:

Does your state regularly produce statewide reports on the effectiveness of technical institutes, community colleges, and public four-year colleges and universities?

Are colleges and universities in your state rewarded for results?

In the early 1980s, few SREB states made formal reports on the quality and efficiency of postsecondary institutions. But by the time SREB published *Linking Higher Education Performance Indicators to Goals* in 2000, SREB states had “more and better information available for making judgments about higher education” than they did 20 years earlier.

As one of SREB’s *Educational Benchmarks 2000* reports, *Linking Higher Education Performance Indicators to Goals* highlighted the importance that SREB states have given to reporting higher education performance. Clearly, states recognize that public support for higher education can improve when regular reporting shows how well colleges and universities are performing and when these reports lead to changes in statewide and institutional policies and practices.

All SREB states except for Delaware (which has an online statistical profile) provide regular reports on quality and efficiency in higher education — but not necessarily on progress toward state needs. Each state or state higher education agency — and sometimes each institution — determines the set of indicators for its reports. (See Appendix B for a list of SREB states’ higher education accountability reports.)

What makes some reports helpful in guiding policy and focusing actions?

State leaders in SREB states need annual reports about higher education productivity and efficiency that meet at least the following eight criteria.

The reports should:

1. be available on state Web sites in easy-to-understand language;
2. link the information reported with the state’s established goals for higher education;
3. compare actual performance with state standards for colleges and universities;
4. assess key indicators directly, without using substitute measures to create estimates, whenever possible;
5. provide different indicators for different kinds of colleges and universities;
6. show data for more than one year so that policy-makers can identify trends;
7. show results by group (for example, by racial/ethnic group, gender and income levels), as well as for “all students”; and
8. analyze and interpret information so that policy-makers can make better-informed decisions.

How do SREB states report the effectiveness and productivity of colleges and universities and reward them for results?

Over the past 25 years, most state reports on higher education have evolved from simple books of statistics into more complex analyses of quality and effectiveness — and more recently, some have begun to include indicators related to state needs. Known as *performance reporting* by researchers, these efforts provide statistical information, including enrollment counts, graduation rates, remediation rates, licensure pass rates and employer satisfaction data.

Some states also ask colleges to compare the results from their individual analyses with results from similar colleges. Called *peer benchmarking*, these comparisons measure each institution's performance and funding indicators against others with similar missions. For example, Georgia State University in Atlanta compares itself on key indicators with other urban institutions, including Virginia Commonwealth University in Richmond and the University of Cincinnati.

Reports that focus on funding: Many states permit their state agencies to give financial incentives and rewards to colleges and universities that perform well on key indicators. The Nelson A. Rockefeller Institute of Government, which surveys states about their higher education assessment practices, reported in 2003 that seven SREB states used *performance budgeting*.

Some states tie funding more directly to accountability in a practice known as *performance funding*. In contrast to performance budgeting, it makes a set percentage of funding automatically available to colleges or universities that meet performance targets. Tennessee began performance funding in 1984, and in 2000 it linked approximately 5.5 percent of funding to 10 performance indicators. Florida began performance funding in the mid-1990s; South Carolina, in 1998. In 2003, the Rockefeller Institute reported that nine SREB states practiced performance budgeting, performance funding, or both.

Reports that focus on program review: Policy-makers and education leaders also want to hold colleges and universities accountable for quality and productivity at the academic department or program level. Using *comprehensive program reviews*, they look at the number of graduates per program, review program quality indicators and make recommendations. The recommendations are generally wide-ranging, from eliminating unnecessary duplication to rewarding high-quality programs, or improving unproductive but high-priority ones. In 2002, for example, reviews in Tennessee identified 62 campus-level academic programs for elimination, enabling the redirection

of resources from these programs to ones with higher priority at the same institutions.

Reports that focus on students: Policy-makers and education leaders typically place students at the center of efforts to hold colleges and universities accountable. But some efforts at assessment focus more directly on student learning than others.

Only a few states nationwide have taken on statewide efforts to assess the learning of college students beyond the course level. Arkansas tests the knowledge of a sample of college students from all public institutions on the ACT-developed Collegiate Assessment of Academic Proficiency and presents the results in a public report card.

Three SREB states — Kentucky, Oklahoma and South Carolina — have participated in a national demonstration project sponsored by the National Center for Higher Education Management Systems to evaluate the effectiveness of other tests in measuring college-level learning. These new ways to measure student learning may become more important as the U.S. Department of Education takes more interest in college-level learning.

New U.S. Department of Education commission focuses on higher education.

In 2005, U.S. Secretary of Education Margaret Spellings established the Secretary of Education's Commission on the Future of Higher Education. She charged the commission with creating a national strategy for higher education that will meet the needs of the diverse U.S. population and promote economic and work force development — in short, *she called for a public agenda*.

The Commission will likely provide guidance on higher education accountability to public agencies and institutions. It is clear from its early meetings that it is exploring a range of new ideas about measuring quality and productivity in higher education.

States that have already addressed state needs in public agendas — such as Kentucky, Oklahoma and Tennessee — and others with strategic plans

that address public needs will be in the best position to meet possible national accountability requirements in the future.

Do all states have the data they need to produce statewide reports that meet these criteria?

Most SREB states face a significant roadblock in producing reports that help policy-makers answer key accountability questions. Their existing information systems are in separate agencies and are not linked. But SREB states and others across the nation are in the process of creating or improving statewide systems that can gather data about individual students and teachers

over time, across both K-12 and postsecondary education. An integrated system would allow each state to follow all students and track progress toward degrees directly.

Florida already has a statewide system, including the Florida K-20 Education Data Warehouse, that can track individual students from kindergarten to college. The biggest challenge for other states is to complete the development and integration of existing data systems.

To improve accountability, it is important for SREB state policy-makers and educators to support this vital effort.



PROGRESS ON KEY INDICATORS

THIRD QUESTIONS:

Do sufficient numbers of freshmen graduate from your state's colleges and universities?

Are graduation rates improving?

Are different groups of students graduating at different rates?

State leaders know that there are no clearer measures of productivity for colleges and universities than the numbers and percentages of students who graduate.

States need a well-educated work force that can adapt to changing economic conditions. This makes increases in the numbers and percentages of state residents with associate's and bachelor's degrees critically important.

SREB states have performed well in this effort for more than a decade. The numbers and percentages of degrees awarded are up at all levels, and the proportion of adults with degrees is rising.

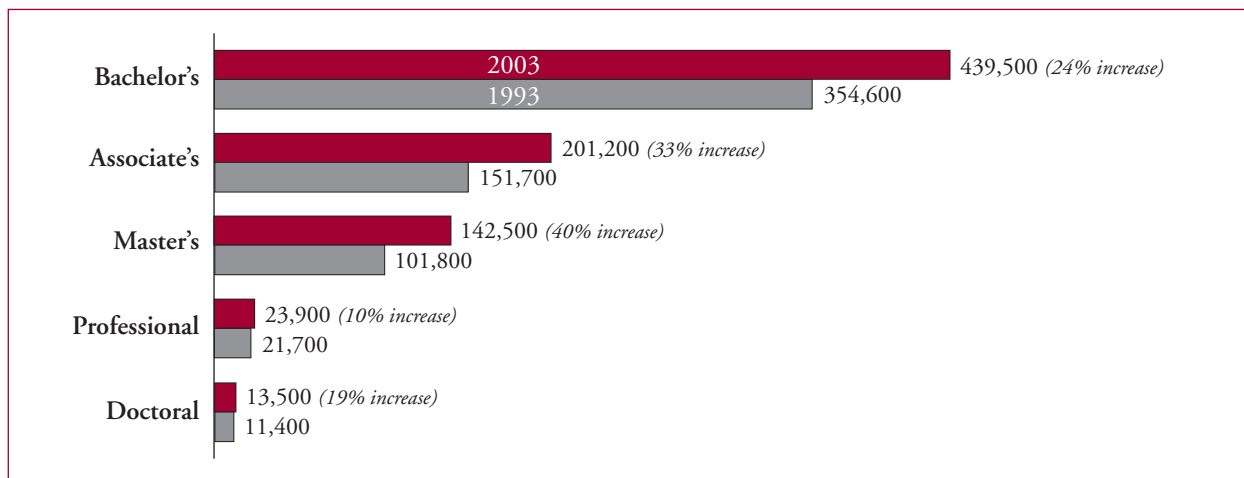
■ **The increase in numbers of degrees awarded in SREB states outpaces the nation**

The good news is that colleges and universities in SREB states produced significantly more graduates in 2003 than they did 10 years earlier. (See Figure 2.)

■ **The number of associate's degrees awarded in SREB states increased by 33 percent from 1993 to 2003, compared with 25 percent nationally. In two SREB states, Arkansas and Louisiana, the increase was more than 80 percent.**

Figure 2

Degrees Earned, Public and Private Colleges, SREB States
SREB States Increase the Numbers of College and University Graduates



Source: *SREB Fact Book on Higher Education*, 2005.

- **The number of bachelor's degrees** awarded in SREB states increased by 24 percent during this time, compared with 21 percent nationally.
- **The number of master's degrees** increased by 40 percent, both in SREB states and in the nation, and by 50 percent or more in six SREB states — Alabama, Delaware, Florida, Georgia, Maryland and Tennessee.
- **The number of doctoral degrees** grew by 19 percent in SREB states, compared with 9 percent in the nation over the period. Increases reached 50 percent or more in Arkansas, Florida and West Virginia.

In addition, many SREB states benefited from the in-migration of adults with bachelor's degrees from other states. The combination of increases in degrees awarded and in-migration resulted in an increase in the *proportion* of all adults with bachelor's degrees — rising almost 4 percentage points to 22 percent from the 1990 to the 2000 census. Twenty-four percent of white adults in SREB states held a bachelor's degree in 2000, compared with 14 percent of black adults, and 12 percent of Hispanic adults. (See Table 1.)

The percentage of white and black adults with bachelor's degrees increased in every SREB state during the 1990s, but the percentage of Hispanic adults with these degrees decreased in many SREB states, reflecting fewer college degrees among recent Hispanic immigrants.

SREB states can be proud of the region's overall rise in college graduates, but more work remains to be done.

■ **Improving graduation rates is critical**

In addition to increasing the *numbers* of degrees awarded, states need to continue to increase the *percentages* of students who graduate. Over the past five years, graduation rates at public four-year colleges have gone up in all 16 SREB states. Georgia, Louisiana, Maryland, Mississippi, Oklahoma, Tennessee and Texas increased their graduation rates by more than 5 percentage points during this time. Still, in seven SREB states, less than half of students seeking bachelor's degrees completed their degrees at the college at which they first enrolled within six years. (See Figure 3 and Table 2.)

Table 1

More Adults in SREB States Had Bachelor's Degrees in 2000 Than in 1990

	Percent With Bachelor's Degrees, 2000				Change in Percentage Points, 1990 to 2000			
	Overall	Black	Hispanic	White	Overall	Black	Hispanic	White
United States	24.4	14.3	10.4	26.1	4.1	2.9	1.3	4.5
SREB states	22.4	13.7	12.3	24.4	3.8	3.1	1.7	4.2
Alabama	19.0	11.5	14.6	21.2	3.4	2.2	-5.6	3.9
Arkansas	16.7	10.2	7.1	17.8	3.3	1.9	-4.0	3.7
Delaware	25.0	14.4	13.5	26.7	3.6	3.9	-3.0	3.8
Florida	22.3	12.4	17.5	23.8	4.1	2.6	3.2	4.5
Georgia	24.3	15.5	13.6	27.4	5.0	4.5	-6.9	5.6
Kentucky	17.1	10.7	13.0	17.4	3.5	2.9	-6.0	3.5
Louisiana	18.7	10.9	19.5	21.8	2.6	1.8	2.9	3.1
Maryland	31.4	20.3	21.4	34.7	5.0	4.2	-3.7	5.8
Mississippi	16.9	10.1	12.1	20.0	2.2	1.3	-5.0	2.8
North Carolina	22.5	13.1	10.5	25.0	5.1	3.7	-7.4	5.7
Oklahoma	20.3	13.7	9.6	21.5	2.5	1.7	-0.9	2.9
South Carolina	20.4	9.9	14.1	24.2	3.8	2.3	-5.7	4.5
Tennessee	19.6	12.9	14.1	20.5	3.6	2.8	-7.9	3.7
Texas	23.2	15.3	8.9	25.8	2.9	3.4	1.6	3.2
Virginia	29.5	15.1	20.7	32.3	5.0	4.0	-1.7	5.3
West Virginia	14.8	11.5	19.7	14.7	2.5	0.6	2.1	2.5

Source: U.S. Census Bureau.

In nine SREB states, less than 20 percent completed associate's degrees at the public two-year colleges where they first enrolled. This low completion rate at two-year colleges is particularly troublesome. Students often transfer from these colleges to four-year colleges before they earn two-year degrees. But the rates are still low when these transfers are taken into account. For more details about improving graduation rates at both public two- and four-year colleges, see the SREB report *Creating College Opportunity for All* at www.sreb.org.

The most significant loss of students from the college they first attend is in the first year. In SREB states, the percentage of students who enter

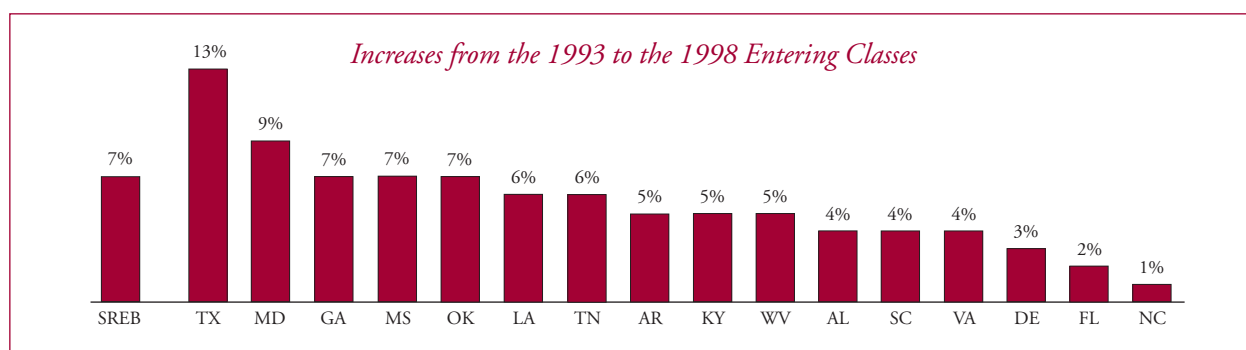
four-year colleges but do not return to that college for the second year ranges from 11 percent to 24 percent. In some cases, states with relatively high college-going rates among high school graduates also have relatively high rates of college freshmen leaving during or after the freshman year.

Limitations of the data

Most colleges and universities can only report graduation rates for first-time, full-time students who stay at their first institution. As a result, the graduation rates available to policy-makers do not reveal the percentages who transfer, although current research shows that 60 percent of college students attend more than one college.

Figure 3

All SREB States Increased the Percentages of Entering Students Who Graduated From Public Four-Year Institutions Within Six Years¹



¹ Includes first-time, full-time students who remained at the institutions in which they first enrolled.

Source: *SREB Fact Book on Higher Education*, online.

Table 2

**Graduation Rates of First-Time, Full-Time Students Who Remain at Their First College
*Too Few Students Graduate From College in SREB States***

	Four-Year Colleges and Universities		Two-Year Colleges	
	Percent of 2003 Entering Class Returning for a Second Year	Graduation Rate for Students Entering in 1998 ¹	Percent of 2003 Entering Class Returning for a Second Year	Graduation Rate for Students Entering in 2001 ²
SREB median state	85	52	64	18
Alabama	84	50	73	20
Arkansas	76	36	55	24
Delaware	87	65	—	12
Florida	86	58	71	32
Georgia	86	47	70	15
Kentucky	83	45	59	34
Louisiana	80	34	58	6
Maryland	88	63	80	8
Mississippi	77	50	39	—
North Carolina	85	58	—	23
Oklahoma	80	45	60	21
South Carolina	88	58	54	14
Tennessee	82	46	62	11
Texas	87	54	64	12
Virginia	89	65	63	14
West Virginia	79	45	59	16

“—” indicates percentages not available.

“SREB median state” is the average of the middle two SREB states.

¹ The percentage of students in fall 1998 who, within 150 percent of normal program time (six years for most programs), completed bachelor’s degrees at the institutions in which they first enrolled.

² The percentage of students in fall 2001 who, within 150 percent of normal program time (three years for most programs), completed associate’s degrees or technical certificates at the institutions in which they first enrolled.

Source: SREB-State Data Exchange.

Until state data systems improve, SREB state policy-makers and education leaders can look to national data for some guidance. For example, a U.S. Department of Education study reported graduation rates after following a group of students for more than eight years. Researchers followed students at four-year colleges — students who had been members of the high school class of 1992 — from institution to institution and even from state to state. For this group, the graduation rate was 66 percent by the end of the study.

While this more comprehensive national graduation rate is predictably better than the rates reported at institutions, it still leaves significant room for improvement. **About one-third of recent high school graduates nationwide who enroll in a public four-year college do not graduate from any college within eight-and-a-half years.**

■ Information about all groups is important

In assessing contributions to state needs, policy-makers need to know graduation rates for *all groups* of students, particularly for historically lower-performing racial/ethnic and income groups. These rates are especially important because the proportion of minority students in colleges and universities is growing. Without concentrated efforts, higher education cannot be effective in preparing students from all groups to be well-educated and take their places in a skilled work force. In 1993, black students were 16 percent of total college enrollment in SREB states; Hispanic students were 7 percent. In 2003, black students were 20 percent of enrollment, and Hispanic students were 10 percent. Together, these groups grew from less than one-quarter to nearly one-third of enrollment in SREB states.

Black and Hispanic students are making progress in college completion. In SREB states, the combined proportion of black and Hispanic students earning bachelor's degrees increased from 16 percent in 1993 to 23 percent in 2003. (See Figure 4.)

In fact, 58 percent of the increase in bachelor's degrees awarded to black students nationwide from 1993 to 2003 was generated by SREB states. In addition, 51 percent of the increase in associate's degrees awarded to black and Hispanic students during the period came from SREB states.

By 2003, black, Hispanic and white students in SREB states had college graduation rates similar to their national counterparts. The rate for black students graduating with bachelor's degrees in SREB states, while 16 percentage points behind that of white students, matched those of their national peers in 2003. For associate's degrees, their graduation rates were ahead of their national counterparts by 4 percentage points.

The graduation rates of Hispanic students earning bachelor's degrees, while 13 percentage points behind that of white students, were 2 percentage points behind their national counterparts. For associate's degrees, they were 1 percentage point below their national counterparts.

White students graduating with bachelor's degrees in SREB states were behind their national counterparts by 1 percentage point, and those graduating with associate's degrees were 4 percentage points behind their national counterparts.

All of these rates were for first-time, full-time students who graduated from their original institutions. Therefore, they do not reflect the graduation of any who transferred. These rates are nevertheless important to note in comparison with national rates.

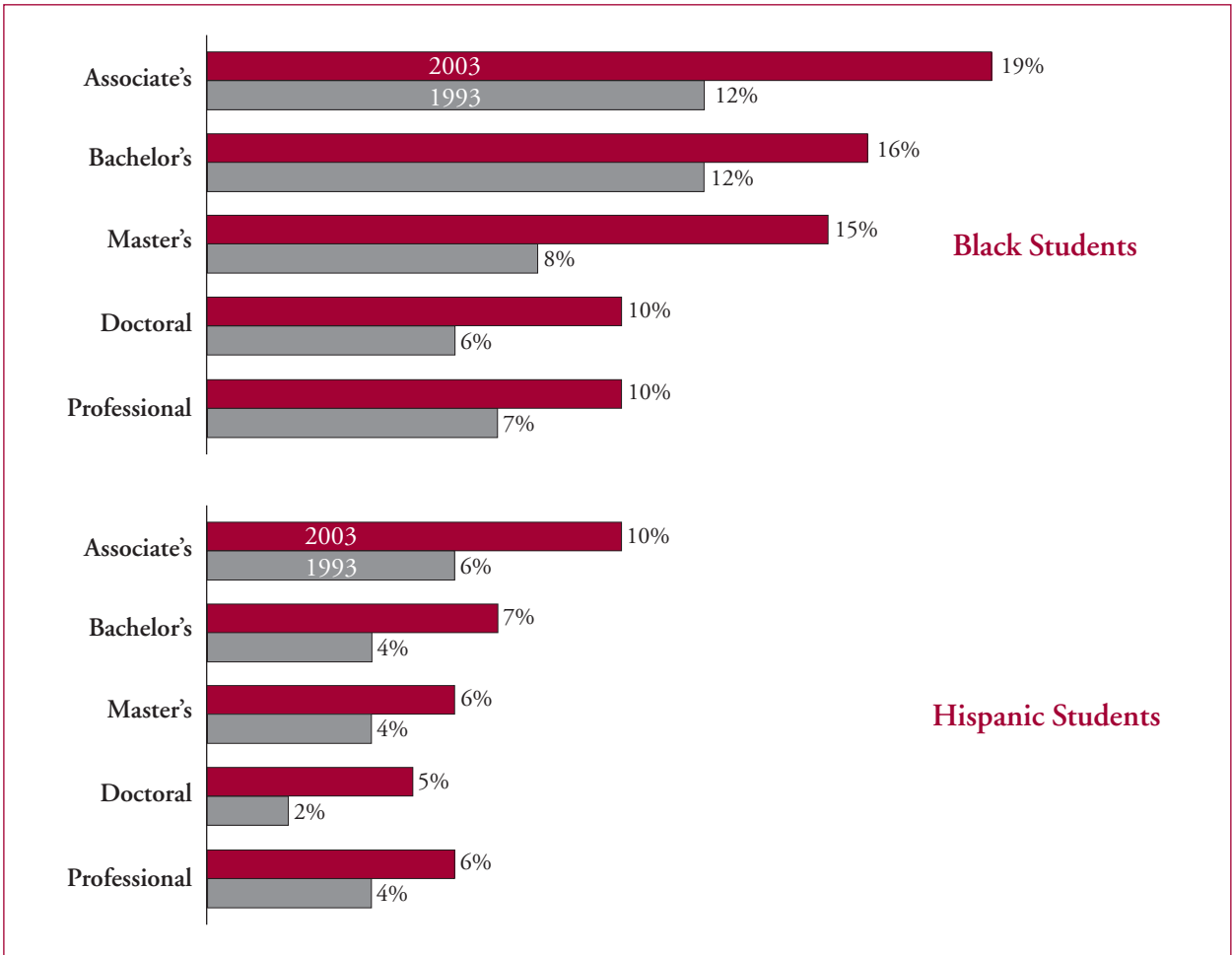
The trends in college graduation in SREB states are very positive. But significant population shifts in the region now point to a period of rapid change and continuing challenge.

■ SREB states' colleges and universities will face significant change in the next 20 years

What happens in higher education in SREB states will be more important to the nation in the next two decades than ever before. More than half of the nation's population growth from 2004 to

Figure 4

Percent of Degrees Earned by Black and Hispanic Students, SREB States
The Proportions of College Degrees Earned by Minority Students are Increasing



Source: *SREB Fact Book on Higher Education*, 2005.

2014 is expected to be in the 16 SREB states, an increase of 13.1 million residents. By 2024, the population of SREB states is expected to account for more than 38 percent of the U.S. population. Sixty years ago, the region had only 30 percent of the nation's population.

Significant population shifts in the region point to a period of rapid change and continuing challenge.

The racial/ethnic mix among SREB states is changing rapidly also. The Hispanic population was the fastest-growing ethnic group in every SREB state from 1993 to 2003. The black population also increased significantly, with 3.8 million more residents, a 23 percent increase. In 2003, SREB states were home to 52 percent of the nation's black population. In more than half of SREB states, the black population equaled 20 percent or more of the residents.

The white population in SREB states increased by 10.6 million during this time, a 15 percent increase. Yet, projections show that in the decades ahead, both the Hispanic and black

populations will continue to grow faster than the white population.

These shifts will affect high schools as well as colleges. Unlike colleges, high schools have experienced a decline in graduation rates. If education attainment and graduation rates — for both high school and college — do not increase, **SREB states will have a lower percentage of working-age adults who have attended college in 2020 than they do now.** They will have barely the same percentage of adults with a bachelor's degree or higher as they do now — an historically unprecedented stall in degrees earned — at the same time that the greatest demand for workers will be in jobs that require them.

■ **Increasing graduation rates for fast-growing minority groups is essential to meeting state needs**

SREB states should face the challenge to improve college graduation rates head on. But it won't be easy. The fastest-growing student groups in SREB states — black and Hispanic — are those who have had historically lower college graduation rates.

The U.S. Department of Education recently published an analysis of the educational paths of students who began the eighth grade in 1988. The study, *The Toolbox Revisited: Paths to Degree Completion From High School Through College*, followed these students through 2000. Its purpose was to determine what factors affected their persistence from eighth grade through college graduation. The report identifies four factors that improved the chances of college graduation for all students — and particularly for minorities:

- at least 20 credits in the first year of college;
- fewer withdrawals from courses and repeats of courses;
- immediate entry into college after high school; and
- strong academic preparation in high school, especially reading skills.

Committing to help *all* students improve their chances in these ways may well be the best way for colleges and universities to prepare for the future.



FOURTH QUESTION:

Are faculty salaries in your state competitive in the marketplace?

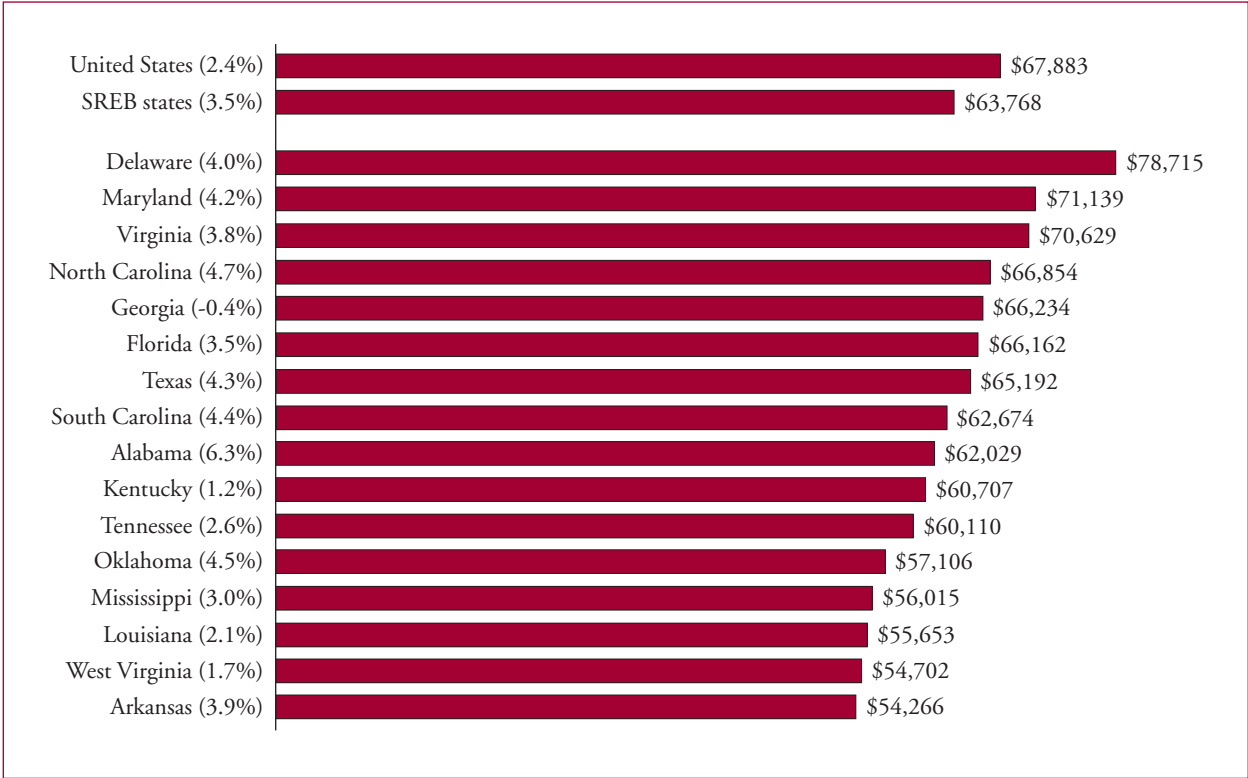
States that want to promote student learning and meet state economic and quality-of-life needs recognize the importance of having talented faculty members in their colleges and universities. States that offer higher salaries have an advantage in attracting and retaining the most highly desirable faculty. Whether recruiting exceptional faculty to anchor key departments and research projects or attracting faculty to hard-to-fill positions, compensation matters!

For public four-year colleges and universities in SREB states, the average salary for full-time faculty members in 2005 was just under \$64,000, compared with almost \$68,000 nationally. The three SREB states with average salaries over \$70,000 — Delaware, Maryland and Virginia — were also the only ones among SREB states to beat the national average.

All but one SREB state increased the average salary for four-year college and university faculty

Figure 5

**Average Full-Time Faculty Salaries,
Public Four-Year Colleges and Universities, All Ranks, 2004-2005**
Average Rate of Increase at Four-Year Colleges in SREB States Outpaces the Nation



Note: Changes from 2004 to 2005 shown in parentheses.

Sources: SREB-State Data Exchange and American Association of University Professors.

members from 2004 to 2005. Overall, salaries increased by 3.5 percent, compared with 2.4 percent growth across the nation. Twelve SREB states raised faculty salaries at rates higher than the national rate, with Alabama showing the greatest gain at 6.3 percent. (See Figure 5.)

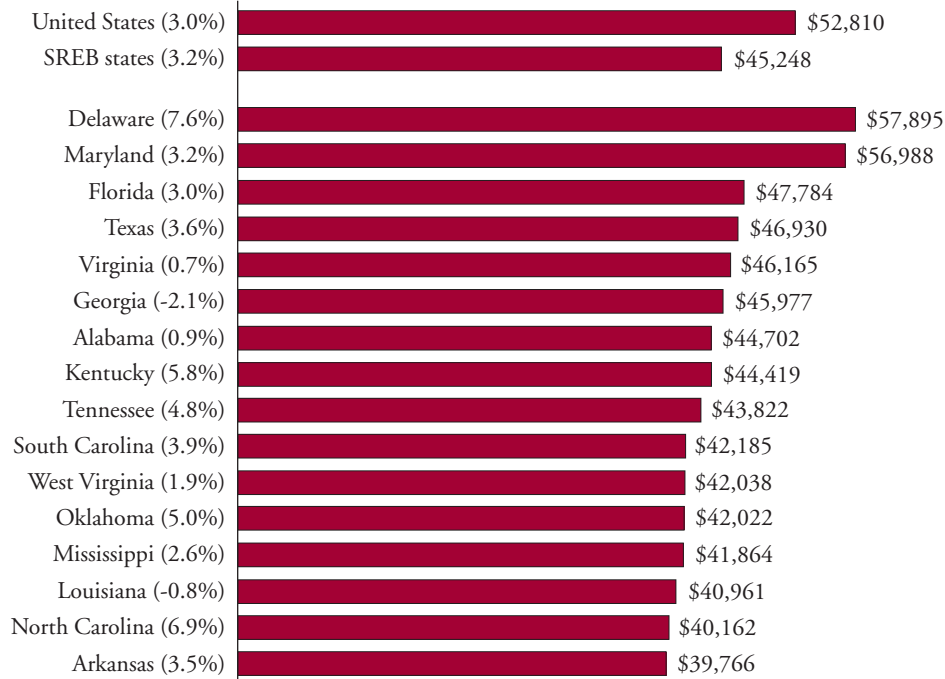
In public two-year colleges, the 2005 patterns were similar. Two states, Delaware and Maryland, stood out above the others with average full-time faculty salaries approximately \$10,000 more than the next highest state. The average full-time salary for two-year college faculty in SREB states was just over \$45,000; the average for the nation was just below \$53,000. Overall, SREB states increased these salaries by 3.2 percent, with the highest increase in Delaware at 7.6 percent. (See Figure 6.)

But are SREB states competitive for faculty members in key fields? The answer depends on the field. Nursing faculty, who are paid less than faculty members in most other fields both in the nation and in SREB states (apparently despite a nationwide shortage), earn \$1,700 less in SREB states than in the nation. SREB states have increased nursing faculty salaries dramatically in the last 10 years: 42 percent compared with 21 percent in the nation. (See Table 3.)

Education faculty members in SREB states are behind their peers in the nation by about \$1,800 per year. But these faculty members have also experienced increases greater than the national average: 35 percent in SREB states, compared with 16 percent nationally.

Figure 6

**Average Full-Time Faculty Salaries,
Public Two-Year Colleges, All Ranks, 2004-2005**
Changes in Pay at Public Two-Year Colleges in SREB States Vary Widely



Note: Changes from 2004 to 2005 shown in parentheses.

Sources: SREB-State Data Exchange and American Association of University Professors.

Table 3

**Estimated Average Salaries of Full-Time Faculty by Teaching Field
at Public Four-Year Colleges and Universities, 2004**
Faculty Salaries in Some Key Areas in SREB States Trail the Nation

	United States		SREB States	
	2004	Percent Increase, 1994 to 2004	2004	Percent Increase, 1994 to 2004
Business Management and Administrative Services	\$81,500	45	\$82,700	50
Education	57,600	16	55,800	35
Humanities	54,700	31	51,900	34
Nursing	54,500	21	52,800	42
Sciences and Technologies	69,800	34	69,500	40
Social and Behavioral Sciences	61,500	32	59,900	36

Source: *SREB Fact Book on Higher Education*, 2005.

In another key field, sciences and technologies, faculty are close to the national average — behind by only \$300 a year. SREB states increased salaries in sciences and technologies faster than the nation over the last 10 years: a 40 percent increase compared with 34 percent.

Faculty in the business management field have fared better. They averaged \$81,500

nationally and \$82,700 in SREB states. Over the last 10 years, these faculty members also experienced a 50 percent increase in SREB states, topping the 45 percent rise in the nation.

SREB state policy-makers should continue to look at faculty salary increases as a direct means of improving the quality of the region's colleges and universities.



FIFTH QUESTIONS:

Are the percentages of graduates with advanced degrees in science, engineering and mathematics increasing?

Are funds for research and development increasing?

To lead the nation in educational progress, SREB states need to produce more graduates in the field of sciences and technologies (including mathematics and engineering) and to increase the amount of scientific research and development activity. In fact, a few SREB states have set targets for more graduates and more funding in these areas as a part of their public agendas.

Over a recent 10-year period, SREB states made gains in advanced degrees in sciences and technologies. (See Table 4.)

- The number of master's degrees awarded in sciences and technologies rose 25 percent nationally and 35 percent in SREB states from 1993 to 2003.
- Nationwide, universities awarded 550 fewer doctorates — a 3 percent decrease — in sciences and technologies in 2003 than in 1993. SREB states bucked this downward trend with 361 more doctoral degrees — up 8 percent.

But the increases in advanced degrees in this field were not uniform across all states. Seven SREB states had decreases in doctoral degrees,

including Delaware, Mississippi, Oklahoma, South Carolina, Tennessee, Texas and Virginia.

It is important to keep an eye on the numbers of bachelor's degrees awarded in sciences and technologies. Significantly, SREB states showed solid gains in bachelor's degrees in this field. Only one SREB state experienced a decline, and all but two had double-digit increases from 1993 to 2003. But if these numbers fail to grow, then states will quickly fall behind in producing more students at advanced levels in years to come.

Federal support for research and development at colleges and universities increased more in SREB states (108 percent) than in the nation (93 percent) from 1992 to 2002. This federal support surpassed \$6.3 billion in SREB states. (See Table 5.) Twenty-nine universities in the region were among the nation's top 100 recipients of such support, approximately the same number as 10 years ago.

Federal funds provided about 60 percent of the \$36.2 billion spent for research and development at universities nationwide in 2002 and 57 percent of the \$11.6 billion total in SREB

Table 4

SREB States' Increase in the Percentages of Bachelor's, Master's and Doctoral Degrees Awarded in Sciences and Technologies¹ Tops the National Average

	Bachelor's		Master's		Doctoral	
	Degrees Awarded, 2003	Percent Change, 1993 to 2003	Degrees Awarded, 2003	Percent Change, 1993 to 2003	Degrees Awarded, 2003	Percent Change, 1993 to 2003
United States	262,674	27	75,391	25	17,411	-3
SREB states	79,487	30	22,627	35	4,895	8
SREB states as a percent of U.S.			30%		28%	
Alabama	3,648	-1	789	-6	243	39
Arkansas	2,093	50	299	37	67	18
Delaware	801	22	186	39	59	-37
Florida	9,175	45	2,831	41	554	33
Georgia	6,978	47	2,310	84	456	37
Kentucky	2,703	17	673	40	117	14
Louisiana	4,373	42	900	23	195	7
Maryland	4,979	51	2,402	64	425	3
Mississippi	2,011	3	488	8	84	-1
North Carolina	7,894	37	1,877	68	583	15
Oklahoma	2,851	11	820	12	123	-18
South Carolina	3,279	29	699	8	166	-3
Tennessee	4,023	14	858	19	214	-9
Texas	16,420	33	5,198	30	1,103	-3
Virginia	6,632	17	1,969	14	430	-6
West Virginia	1,627	34	328	26	76	230

¹ The "sciences and technologies" field includes agricultural business and production, agricultural sciences, conservation and renewable natural resources, architecture and related programs, computer and information sciences, engineering, engineering-related technologies, life sciences and biological sciences, mathematics, physical sciences, science technologies, construction trades, mechanics and repairs, and precision production trades.

Source: *SREB Fact Book on Higher Education*, 2005.

states. The rest of the money for research and development in the region came from state and local governments, industry, institutions' funds from their own budgets, and private sources.

Four SREB states — Florida, Maryland, North Carolina and Texas — were among the nation's top 10 states with the most patents awarded to colleges and universities from 1994 to 2003. In licensing income to colleges and universities during the period, Florida was the nation's top-ranked state with \$1.2 billion earned. Georgia and Texas also ranked in the top 10. (See Table 6.)

The good news is that SREB states outpaced the nation over the last 10 years in producing bachelor's, master's and doctoral graduates in sciences and technologies and in receiving federal support for research and development. However, despite more than 22,000 master's degrees, nearly 5,000 doctoral degrees and more than \$6 billion in federal research support, the SREB states' proportion of the national population is still greater than its universities' share of graduate degrees and federal research money.

The United States has enjoyed a best-in-the-world reputation for higher education for a long time. **Keeping colleges and universities strong is important to the economies of all SREB states.**

It will become more important as nations around the world join the global economy and establish their own research capacities.

Table 5

Universities in SREB States Lead in Increased Federal Support for Research and Development

	Dollars, 2002 (in billions)	Percent Increase, 1992 to 2002
Total to all universities in the United States	\$21.1	93
Total to all SREB universities	6.3	108
SREB states as a percent of U.S.	30%	

Source: *SREB Fact Book on Higher Education*, 2005.

Table 6

Patents Issued to Colleges and Universities and Licensing Income, SREB States, 1994 to 2003

	Patents Issued		Licensing Income (in thousands)	
	Total	National Rank	Total	National Rank
United States	25,340		\$6,187,458	
SREB states	6,926		2,264,947	
SREB states as a percent of U.S.	27%		37%	
Alabama	334	23	20,809	30
Arkansas	141	34	10,634	35
Delaware	49	39	4,500	39
Florida	858	10	1,216,395	1
Georgia	677	13	324,064	5
Kentucky	227	27	21,321	29
Louisiana	198	29	79,921	16
Maryland	976	8	75,778	18
Mississippi	46	41	2,486	40
North Carolina	1,091	6	129,813	11
Oklahoma	147	33	12,458	34
South Carolina	132	35	45,087	23
Tennessee	352	21	39,585	26
Texas	1,187	5	215,715	7
Virginia	508	16	66,289	20
West Virginia	3	48	91	47

Source: *SREB Fact Book on Higher Education*, 2005.

In Conclusion

All SREB states now issue statistical reports of the progress that colleges and universities are making on various key indicators. Some SREB states are holding their colleges and universities accountable for meeting specific state needs, as well as for meeting targets of quality and efficiency.

Kentucky, Oklahoma and Tennessee, in particular, have launched such efforts, which are typically referred to as **public agendas for higher education**. Other states have strategic plans or other initiatives that have many of the characteristics and benefits of public agendas.

The states that will be best positioned for the demographic, work force and economic changes that are under way are those that keep the eyes of their colleges and universities focused on states' needs, as well as on such productivity indicators as:

- graduation rates for all groups at all degree levels (from certificates and associate's degrees through doctoral degrees) to create the educated work force the job market demands;
- competitiveness for attracting top faculty — particularly in mathematics, sciences and technologies — to improve the quality of instruction, especially in strategic fields; and
- support for sciences and technologies research and faculty, so that they can generate the advances that strengthen state economies.

References

Access to Quality Undergraduate Education in the Two-Year College: A Report to the Southern Regional Education Board by its Commission for Educational Quality. Southern Regional Education Board, 1987.

Accountability for Better Results: A National Imperative for Higher Education. National Commission on Accountability in Higher Education, State Higher Education Executive Officers (SHEEO), March 10, 2005.

Adelman, Clifford. *The Toolbox Revisited: Paths to Degree Completion From High School Through College.* U.S. Department of Education, 2006.

American Association of Colleges of Nursing. Nursing Shortage Fact Sheet and Nursing Faculty Shortage Fact Sheet, June 20, 2005.

Burke, Joseph C. and Henrik Minassians. *Performance Reporting: "Real" Accountability or Accountability "Lite."* Seventh annual survey. The Nelson A. Rockefeller Institute of Government, State University of New York, 2003.

Collins, Michael. *By the Numbers: State Goals for Increasing Postsecondary Attainment.* Double the Numbers Series. Jobs for the Future, February 2006.

Creech, Joseph D. *Linking Higher Education Performance Indicators to Goals. Educational Benchmarks 2000 Series.* Southern Regional Education Board, February 2000.

Hersh, Richard H. and John Merrow (Eds.). *Declining by Degrees: Higher Education at Risk.* Palgrave MacMillan, 2005.

Kentucky Council on Postsecondary Education. *Five Questions — One Mission: Better Lives for Kentucky's People.* Publication (September 2005) and presentation at Toward Higher Ground: New Looks and Promises in Higher Education Accountability, Charleston, South Carolina, September 22-24, 2005.

Lord, Joan and Joe Marks. *Creating College Opportunity for All: Prepared Students and Affordable Colleges.* Southern Regional Education Board, 2005.

Marks, Joseph L. *SREB Fact Book on Higher Education.* Southern Regional Education Board, 2005.

Network News. State Higher Education Executive Officers, July 2005.

Projected Supply, Demand, and Shortages of Registered Nurses: 2000-2020 and State Health Workforce Profiles. National Center for Health Workforce Analysis, Bureau of Health Professions, Health Resources and Services Administration, U.S. Department of Health and Human Services, July 2002.

Williams, Barbara G. and Linda C. Hodges. *SREB Study Indicates Serious Shortage of Nursing Faculty.* Southern Regional Education Board, 2002.

Appendix A

SREB State Plans and Public Agendas for Higher Education

State	Date of Publication	Title
Alabama	7/2003	State Plan for Alabama Higher Education 2003-04 to 2008-09, Alabama Commission on Higher Education
Arkansas	5/2002	Strategic Plans for the 2003-05 Biennium: Arkansas Public Higher Education Institutional Mission Statements and Goals Defined by Program Goals, Objectives, and Strategies in Accordance with Act 221 of 2001
	Amended 9/2002	Agency strategic plan for the fiscal years 2003-2007, Arkansas Department of Workforce Education
	2003	Education and Economy: A Plan for the Future, Arkansas Association of Two-Year Colleges
Delaware		(No state plan)
Florida	1/1999	The Florida Community College System: A Strategic Plan for the Millennium 1998-2003
	Revised 3/2003	Recommendations for Inclusion as Strategic Imperatives for K-20 Long Range Planning, Council for Education Policy, Research and Improvement
	6/2005	Strategic Plan 2005-2013, Board of Governors of the State University System of Florida
Georgia	1995	Access to Academic Excellence for the New Millennium: A Vision for the University System of Georgia, Board of Regents of the University System of Georgia
	5/2004	Reformulation of the University System of Georgia's 2002-2007 Strategic Plan, Board of Regents of the University System of Georgia
Kentucky	7/2005	Kentucky Community and Technical College System Strategic Plan 2006-2010
	9/2005	Five Questions — One Mission: Better Lives for Kentucky's People. A Public Agenda for Postsecondary and Adult Education, 2005-2010, Kentucky Council on Postsecondary Education
Louisiana	11/2004	Board of Regents' Strategic Plan (2005-2010)
	9/2005	Dateline 2010: Strategic Plan, Louisiana Community and Technical College System (updated annually)
	Revised 3/2006	Board of Regents, State of Louisiana, Master Plan for Public Postsecondary Education: 2001
Maryland	12/2004	2004 Maryland State Plan for Postsecondary Education, Maryland Higher Education Commission
Mississippi	7/2000	Plan of Excellence: IHL System Strategic Plan, Board of Trustees of State Institutions of Higher Learning (IHL)
	2003	System Plan of Excellence: A Plan for the Mississippi Public University System, IHL
	8/2004	Selected Performance Indicators for Mississippi Institutions of Higher Learning, Board of Trustees of State Institutions of Higher Learning
	Pending Approval	Five-Year Strategic Plan, Mississippi State Board for Community and Junior Colleges
North Carolina	1/2004	The University of North Carolina Board of Governors Long-Range Plan 2004-2009

Appendix A, continued

SREB State Plans and Public Agendas for Higher Education

State	Date of Publication	Title
Oklahoma	1/1999	Brain Gain 2010, Oklahoma State Regents for Higher Education (OSRHE)
	1/2004	Oklahoma's EDGE (Economic Development Generating Excellence), OSRHE and Department of Commerce
	10/2004	Securing Futures for Another 100 Years . . . 2005-2010 Strategic Plan, Oklahoma Department of Career and Technology Education
	4/2005	Oklahoma's Public Agenda for Higher Education 2005, OSRHE
South Carolina	1/2002	2002 Strategic Plan for Higher Education in South Carolina, South Carolina Commission on Higher Education (SCCHE)
	12/2003	Foundations for the Future: Higher Education in South Carolina, SCCHE
Tennessee	2004	Current Issues in Tennessee Higher Education and Public Policy, Tennessee Higher Education Commission (THEC)
	5/2004	Aligning Resources to Meet State Needs: The Educational Needs Index, THEC
	4/2005	Creating Partnerships for Educational Excellence in Tennessee: The 2005-2010 Master Plan for Higher Education, THEC
	12/2005	Setting New Directions: The Tennessee Board of Regents 2005-2010 Strategic Plan
Texas	10/2000	Closing the Gaps: The Texas Higher Education Plan, Texas Higher Education Coordinating Board (THECB)
	6/2004	Agency Strategic Plan for the Fiscal Years 2005-2009, THECB
	7/2004	Information Resources Strategic Plan For Fiscal Years 2005-2009, THECB
	7/2004	Strategic Plan for Texas Public Community Colleges, 2005-2009, THECB
Virginia	12/2002	Advancing Virginia Through Higher Education: The Systemwide Strategic Plan for Higher Education, State Council for Higher Education in Virginia
	12/2003	2004-2005 Legislative Agenda: Moving Toward A World-Class Community College System, Virginia Community College System
West Virginia	2002	It All Adds Up: Compact for the Future of West Virginia, West Virginia Higher Education Policy Commission
	3/2004	Target 2010, Community and Technical College System of West Virginia

Appendix B

SREB State Higher Education Accountability Reports

State	Date of Publication	Title
Alabama	6/2005	Alabama Commission on Higher Education Boards of Trustees Report: Progress Toward Statewide Goals For Alabama Higher Education, Volume One
	12/2005	Alabama Commission on Higher Education Boards of Trustees Report: Progress Toward Statewide Goals For Alabama Higher Education, Volume Two
	12/2005 ¹	Accountability Report 2005, Alabama Commission on Higher Education
	1/2006 ¹	The Alabama College System: The Chancellor's Report 2005
Arkansas	1/2003	Higher Education in Arkansas, Arkansas Department of Higher Education
	1/2006	Building a Culture of Student Success: 2004-2005 State/School District Accountability Report Completer Status, Arkansas Department of Workforce Education, Career and Technical Education Section
Delaware	Ongoing	No formal report since Factbook in 2000; Delaware Higher Education Statistics posted online at http://www.doe.state.de.us/high-ed/Stats/statistics.index.htm
Florida	12/2005 ¹	Report on State University System Accountability Measures Referenced in General Appropriations Act Implementing Bill ² , Florida Board of Governors
Georgia	2/2005 ¹	Accountability Report, Board of Regents of the University System of Georgia
	3/2006 ¹	2005 Annual Report: Fulfilling Our Commitments ² , Georgia Department of Technical and Adult Education
Kentucky	1/2006 ¹	2004-05 Postsecondary Education Accountability Report, Kentucky Council on Post-secondary Education
Louisiana	2000	Trends & Statistics, Louisiana Public Postsecondary Education, The 2000 Accountability Report, Board of Regents, State of Louisiana
Maryland	11/2005 ¹	2005 Performance Accountability Report, Maryland Public Colleges and Universities, Volumes 1 and 2, Maryland Higher Education Commission (MHEC)
	12/2005	Maryland Higher Education Commission Year-End Report to the Governor ² , MHEC
Mississippi	1/2003	IHL Management Report, Board of Trustees of State Institutions of Higher Learning
	10/2004	IHL FY 2004 Research Catalog, Board of Trustees of State Institutions of Higher Learning
	2005 ¹	Annual Report, Parts I and II ² , Mississippi Institutions of Higher Learning
	2006 ¹	IHL Fast Facts 2005-2006, Board of Trustees of State Institutions of Higher Learning
	1/2006 ¹	IHL System Profile, Board of Trustees of State Institutions of Higher Learning
North Carolina	2005 ¹	A Matter of Facts 2005: The North Carolina Community College System Fact Book, North Carolina Community College System (NCCCS)
	5/2005 ¹	Statistical Abstract of Higher Education in North Carolina, 2004-05, University of North Carolina Office of the President
	5/2006 ¹	Critical Success Factors Report, NCCCS

Appendix B, continued

SREB State Higher Education Accountability Reports

State	Date of Publication	Title
Oklahoma	2005	CareerTech . . . Your Future: 2005 Annual Report, Oklahoma Department of Career and Technology Education
	2/2005	Key Indicators of Accountability 2004: A Report on Public Higher Education in Oklahoma (published every two years), Oklahoma State Regents for Higher Education (OSRHE)
	5/2005 ¹	Annual Student Assessment Report, OSRHE
	6/2005 ¹	Student Data Report, OSRHE
	1/2006	Oklahoma's Edge 2006 Progress Report, OSRHE
South Carolina	5/2005 ¹	South Carolina Higher Education Statistical Abstracts 2005, South Carolina Commission on Higher Education (SCCHE)
	9/2005 ¹	Annual Accountability Report, Fiscal Year 2004-2005, SCCHE
	1/2006 ¹	A Closer Look at Public Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance, SCCHE
Tennessee	2004	Statistical Abstract of Tennessee Higher Education, 2003-2004, Tennessee Higher Education Commission (THEC)
	2005 ¹	Annual Joint Report on Pre-Kindergarten through Higher Education in Tennessee, THEC
	2/2005	The Condition of Higher Education in Tennessee, THEC
Texas	7/2005 ¹	Closing the Gaps by 2015: 2005 Progress Report, Texas Higher Education Coordinating Board (THECB)
	Ongoing	Texas Higher Education Accountability System, THECB Online at http://www.txhighereddata.org/Interactive/Accountability
Virginia	7/2005 ¹	2004 Reports of Institutional Effectiveness, State Council of Higher Education for Virginia
	11/2005 ¹	Explore. Engage. Excel. Virginia Community College System Annual Report 2004-2005
West Virginia	2005	Higher Education Report Card 2005, West Virginia Council for Community and Technical College Education
	2005 ¹	Higher Education Report Card 2005, West Virginia Higher Education Policy Commission and West Virginia Council for Community and Technical College Education

¹ Published annually.

² Most recent report not currently available online. Copies available by request.

The following reports may be found on the SREB Web site at www.sreb.org.

■ ***Challenge to Lead Education Goals Series***

Building a Foundation for Success by Getting Every Child Ready for School

Mastering Reading and Mathematics in the Early Grades

Getting the Mission Right in the Middle Grades

Getting Serious About High School Graduation

Getting Students Ready for College and Careers

Investing Wisely in Adult Learning is Key to State Prosperity

Creating College Opportunity for All: Prepared Students and Affordable Colleges

Focusing on Student Performance Through Accountability

Progress Being Made in Getting a Quality Leader in Every School

Resolve and Resources to Get a Qualified Teacher in Every Classroom

Challenge to Lead Goals for Education

1. All children are ready for the first grade.
2. Achievement in the early grades for all groups of students exceeds national averages and performance gaps are closed.
3. Achievement in the middle grades for all groups of students exceeds national averages and performance gaps are closed.
4. All young adults have a high school diploma — or, if not, pass the GED tests.
5. All recent high school graduates have solid academic preparation and are ready for post-secondary education and a career.
6. Adults who are not high school graduates participate in literacy and job-skills training and further education.
7. The percentage of adults who earn postsecondary degrees or technical certificates exceeds national averages.
8. Every school has higher student performance and meets state academic standards for all students each year.
9. Every school has leadership that results in improved student performance — and leadership begins with an effective school principal.
10. Every student is taught by qualified teachers.
11. *The quality of colleges and universities is regularly assessed and funding is targeted to quality, efficiency and state needs.*
 - *The statewide reports on the effectiveness of technical institutes, community colleges, and four-year colleges and universities are used to develop policies and actions to meet state needs.*
 - *Students and graduates of college and university programs have increased pass rates on nationwide licensure examinations to exceed national averages.*
 - *Time-to-degree and other measures of productivity for college and universities are better than national averages.*
 - *Faculty salaries are competitive in the marketplace and colleges and universities can demonstrate effective use of faculty time and expertise.*
 - *Regular assessments show an increased emphasis by the faculty and the institution on the quality of undergraduate education.*
 - *More graduates with advanced degrees are produced and research and development is increased — especially in the sciences, engineering and mathematics — to position SREB states as national leaders.*
 - *Colleges and universities produce graduates who meet state work-force demands, including the need for teachers in shortage areas. Colleges and universities are rewarded for results.*
12. The state places a high priority on an education *system* of schools, colleges and universities that is accountable.

The Southern Regional Education Board has established these Goals for Education. They are built on the groundbreaking education goals SREB adopted in 1988 and on a decade-long effort to promote actions and measure progress. The new goals raise further the sights of the 16 SREB states and challenge them to lead the nation.

