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ABSTRACT

Comparative higher education data for 1982-1983 are provided for the 14 Southern Regional Education Board (SREB) states. Brief narrative summaries are also included for each of the following topics: state appropriations, tuition and fees, faculty compensation, enrollment, degrees awarded, health professions education, and student testing results. Information is included on: percentage increase in appropriations of state funds for operating expenses in the United States and SREB states, 1973-1974 and 1981-1983; appropriations per full-time-equivalent (FTE) student for public institutions, by state; median annual tuition and required fees for resident and nonresident undergraduate and graduate students by type of public institution for SREB states, 1982-1983; average salaries of full-time faculty by rank for public doctoral, master's, and baccalaureate, and associate degree institutions, for SREB states; FTE undergraduate and graduate enrollments; degrees awarded by level and field nationally and for SREB states; first professional degrees awarded in selected fields; health education headcount enrollment; enrollments of new entrants to medical schools; tuition and fees by specific medical schools in SREB states; high school graduation requirements; and tests/scores used for teacher testing for certification and performance assessment. (SW)

Comparative Information on Higher Education 1983

Compiled by Michael M. Myers

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1340 Spring Street, N.W., Atlanta, Georgia 30309

Southern Regional Education Board

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INTRODUCTION

As the nation's first interstate compact for higher education, SREB has compiled comparative information on higher education for more than three decades. While the degree of reliability and comparability has been improved successively over this period, the information should be viewed carefully when comparisons are made among a number of states. For example, periodic changes in the federal reporting guidelines make comparisons over time, using national data, particularly difficult.

SREB publishes a biennial Fact Book on Higher Education in the South which includes state, regional, and national data on finances, enrollment, degrees, and other data relating to institutions, faculty, and students. This annual "Comparative Information on Higher Education" report supplements the Fact Book with summaries on state appropriations, tuition and fees, faculty compensation, enrollment, degrees awarded, and related subjects.

This report, containing information on the 14 SREB states, was prepared for the October 1983, meeting of the Government Operations Committee of the Southern Legislative Conference.

For state policymakers, the value of sharing comparative information is usually not that answers are found immediately but that questions are raised which may lead to better state policies and procedures. SREB staff assistance is available to states where this information may prompt questions and discussion about higher education trends in the South.

Several of the following tables use a new institutional classification system which is intended to group institutions with similar missions and programs and make the data more comparable. Definitions used to classify institutions will be found on the back of this page.

DEFINITIONS OF INSTITUTIONAL CATEGORIES

Category	Definitions
Doctoral I	Institutions awarding at least 100 doctoral degrees which are distributed among at least 10 HEGIS categories (2-digit classification) with no more than 50 percent of the degrees in any one category.
Doctoral II	Institutions awarding less than 100 but at least 30 doctoral degrees which are distributed among at least 5 HEGIS categories (2-digit classification).
Doctoral III	Institutions awarding less than 30 but at least 1 doctoral degree.
Master's I	Institutions offering master's level programs in 10 HEGIS categories (2-digit classification) and awarding at least 100 master's degrees.
Master's II	Institutions awarding less than 100 but at least 1 master's degree.
Baccalaureate	Institutions that award the baccalaureate degree as the highest degree.
Two-Year	Institutions that offer postsecondary coursework below the baccalaureate degree level.
Specialized	Stand-alone institutions with specialized degree programs such as medical or health science centers, law schools, fine arts schools, and engineering schools, etc.

Note: Institutions are assigned to categories on the basis of the most recent available annual data on degrees conferred. However, in order to avoid undue instability in the categorization of institutions from year to year, institutions with declining degree production are not reclassified until degrees have fallen below the minimum required by a category definition for two consecutive years.

STATE APPROPRIATIONS

In comparison with recent years, 1982-83 state higher educational operational appropriations statistics show a shrinking of current dollar increases for all but two SREB states--Florida and Kentucky. The regional rate and the national rate of increase are both down by 4 percent, with the nation still trailing the region by 7 percent. In other words, higher educational support seems to be slowing down about equally in the Southern region and in the nation, but the region is continuing to average higher annual rates of increase than the nation.

In an SREB measure which shows appropriations as a percent of state taxes, the United States peaked in 1975-76, while the region peaked in 1979-80. However, the slow-down in state appropriations, which has occurred over at least three successive years, has not been matched by a general reduction in the shares of state revenues for higher education. In fact, half of the SREB states reported record higher education appropriations, as a percent of state taxes, in Fiscal 1981. Thus higher education in the region apparently is holding its own in comparison with other demands on state resources.

In terms of constant dollars, the two-year 16 percent national increase in appropriations actually translates to a one percent reduction, while the 23 percent regional increase becomes a gain of only 6 percent. It may also be noted that tuition and fees at the major universities are generally rising at a somewhat greater rate than state appropriations.

TABLE 1

PERCENTAGE INCREASE IN APPROPRIATIONS OF STATE FUNDS FOR OPERATING EXPENSES OF HIGHER EDUCATION, 1973-1983 AND 1981-83
UNITED STATES AND SREB STATES

	Percent Increase in Appropriations	
	1973-1983	1981-1983
United States	185	16
SREB States	239	23
Alabama	297	6
Arkansas	251	6
Florida	200	26
Georgia	200	24
Kentucky	195	18
Louisiana	242	25
Maryland	172	18
Mississippi	205	13
North Carolina	255	20
South Carolina	205	9
Tennessee	192	11
Texas	339	39
Virginia	232	21
West Virginia	148	14

Source: M.M. Chambers, Appropriations of State Tax Funds for Operating Expenses of Higher Education, 1981-82 (Washington, D.C.: National Association of State Universities and Land-Grant Colleges).

TABLE 2

GENERAL APPROPRIATIONS FOR PUBLIC INSTITUTIONS,
SREB STATES, 1982-83
(Thousands of Dollars)

	Doctoral			Master's		Bacca-	Two-	Special-	
	I	II	III	I	II	laureate	Year	ized	Total
Alabama	$ 47,036	$ 50,487	$ 30,982	$ 25,576	$ 67,307	$ 2,344	$ 93,227	$ ---	$ 316,959
Arkansas	41,869	---	---	51,196	19,042	12,507	18,298	30,382	173,294
Florida	190,766	66,081	27,708	103,126	22,979	---	283,031	---	693,691
Georgia	104,366	103,555	---	---	109,479	6,879	45,030	5,426	374,735
Kentucky	62,511	37,060	---	88,152	43,780	---	22,679	---	254,182
Louisiana	76,676	---	125,732	---	94,171	6,976	21,546	4,548	329,649
Maryland	104,199	---	20,430	16,510	73,862	4,371	80,834	---	300,206
Mississippi	---	86,265	15,530	---	32,085	---	37,328	---	171,208
North Carolina	149,551	28,916	---	143,681	28,399	25,615	132,574	---	508,736
South Carolina	71,934	41,638	---	---	55,589	12,827	51,952	---	233,940
Tennessee	70,346	40,611	62,392	---	53,787	---	59,438	1,940	288,514
Texas	541,398	77,636	204,440	146,170	44,635	13,377	365,138	---	1,392,794
Virginia	124,972	---	96,736	40,708	41,025	13,028	104,108	5,536	426,113
West Virginia	58,241	---	---	25,890	7,364	40,658	12,319	---	144,472
SREB Region	$1,642,845	$531,671	$583,050	$641,009	$692,733	$138,582	$1,326,635	$47,804	$5,604,329

Notes: The institutional classifications are defined in the Introduction to this report.

Alabama's appropriations are not prorated. Arkansas' institutions will be funded $11.6 million below appropriations for 1982-83. The LSU Law Center is the specialized institution in Louisiana. North Carolina's appropriations do not include funds for summer school instruction. Texas' appropriations include estimated tuition and fees. West Virginia's appropriations represent original appropriations, prior to mid-year budget reduction. Many two-year institutions--in Maryland and Mississippi, for instance--receive local appropriations which are not included in the appropriations figures throughout this report.

Source: SREB-State Agency Data Exchange, 1982-83.

TABLE 3

STATE APPROPRIATIONS OF TAX FUNDS FOR HIGHER EDUCATION OPERATIONS
AS A PERCENT OF STATE TAXES
1970-71, 1976-77, 1977-78, 1978-79, 1979-80, 1980-81
UNITED STATES AND SREB STATES

	1970-71	1976-77	1977-78	1978-79	1979-80	1980-81
United States	13.5	13.8	13.6	13.6	14.0	14.0
SREB States	13.7	15.4	15.4	15.3	16.1	16.0
Alabama	10.5	19.2	19.6	21.4	20.3	19.9
Arkansas	14.5	14.3	13.6	14.1	14.6	15.8
Florida	15.2	13.3	13.0	12.5	13.5	13.3
Georgia	15.0	13.9	13.9	14.2	14.1	14.3
Kentucky	14.3	13.2	12.3	13.1	14.0	13.5
Louisiana	12.3	12.5	12.2	12.5	13.8	14.2
Maryland	10.5	12.1	11.3	11.1	11.7	12.4
Mississippi	13.9	15.9	17.1	18.3	18.6	18.7
North Carolina	13.6	17.1	17.7	17.9	18.0	19.3
South Carolina	12.9	17.7	16.6	17.4	19.1	18.9
Tennessee	13.4	13.8	14.4	15.2	16.9	17.3
Texas	15.6	19.3	19.5	18.2	19.5	17.9
Virginia	13.1	15.4	15.7	16.6	16.2	16.8
West Virginia	13.5	13.7	13.9	12.9	13.0	13.4

Sources: M. M. Chambers, Appropriations of State Tax Funds for Operating Expenses of Higher Education 1970-71, (1970), 1976-77 (1976), 1977-78 (1977), 1978-79 (1978), 1979-80 (1979), 1980-81 (1980), (Washington, D.C.: National Association of State Universities and Land-Grant Colleges); U.S. Bureau of the Census, State Government Finances in 1971 (1972), 1977 (1978), 1978 (1979), 1979 (1980), 1980 (1981), 1981 (1982) (Washington, D.C.: U.S. Government Printing Office).

TABLE 4

APPROPRIATIONS PER FTE STUDENT, PUBLIC INSTITUTIONS,
SREB STATES, 1982-83

	Doctoral			Master's		Bacca-	Two-
	I	II	III	I	II	laureate	Year
Alabama	$2,627	$3,486	$2,458	$2,719	$2,285	$3,155	$1,932
Arkansas	2,958	---	---	2,766	2,601	3,081	2,211
Florida	4,146	3,880	5,459	4,534	5,513	---	1,920
Georgia	4,190	3,865	---	---	2,826	1,900	2,334
Kentucky	3,366	2,994	---	3,041	3,300	---	1,742
Louisiana	2,990	---	2,813	---	2,727	3,305	2,675
Maryland	3,345	---	3,315	3,832	2,890	3,370	1,572
Mississippi	---	2,818	2,787	---	3,717	---	1,107
North Carolina	4,022	3,613	---	3,250	3,285	4,833	1,669
South Carolina	3,737	3,486	---	---	2,859	2,367	1,466
Tennessee	3,075	2,616	2,495	---	2,543	---	1,881
Texas	4,139	5,137	3,009	3,069	3,466	2,872	2,055
Virginia	3,132	---	3,019	2,194	2,216	2,147	1,793
West Virginia	3,100	---	---	2,858	2,437	2,445	2,138
SREB Region	$3,674	$3,501	$2,928	$3,151	$2,824	$2,779	$1,849

See "Notes" with Table 2.

Source: SREB-State Agency Data Exchange, 1982-83.

TUITION AND FEE DEVELOPMENTS IN THE SOUTH, 1982-83

Charges to students have increased the least--over the past two years--in the two SREB states where tuition is set directly by the state legislature--Florida and Texas. In Florida, the Board of Regents had recommended an 8 percent tuition increase for 1983-84. In Texas, as in previous years, legislation to raise that state's nominal tuition was again introduced. Lawmakers in both states, however, chose to maintain the current tuition levels.

While designation of tuition is a direct legislative responsibility only in Florida and Texas, the legislative/executive budget process in all states increasingly functions to set tuition and fees, by "assuming" a given level of tuition and fee revenues.

Texas continues as the SREB state with the lowest charges for college and university instruction. Florida meanwhile has moved from a mid-position of seventh lowest in the region to a position of third lowest.

A major change in Arkansas may be of special interest to Southern states which have followed a practice of no differentiation or only small differences in charges at the graduate level as compared with the undergraduate. A repeated recommendation by the Arkansas Board of Higher Education for differentiated charges was adopted for the first time this year. Tuition and fees for undergraduates will be $900 and $1,100 for graduate students at the University of Arkansas.

While the much-discussed move toward "indexing" of tuition as a constant share of costs or of financial support does not appear to have gained ground as an acknowledged principle of continuing tuition policy in most states, in actual practice a number of states do follow a path in that general direction. Georgia, for example, is adhering to a 15 percent annual tuition increase which is to continue until the "historic" (for Georgia) 25 percent level of costs is reached. Tennessee has in place an avowed indexing policy which calls for "holding the line" on tuition increases whenever state appropriations are kept level, as was the case for 1983-84. Virginia adopted, in the mid-1970s, a plan calling for the state to pay 70 percent of educational and general costs and for students to pay 30 percent. The tuition plan has undergone several adjustments including a recent one changing the ratio to 65/35.

TABLE 5

MEDIAN ANNUAL TUITION AND REQUIRED FEES
FOR RESIDENT AND NON-RESIDENT UNDERGRADUATE STUDENTS, BY TYPE OF PUBLIC INSTITUTION,
SREB STATES, 1982-83

	Doctoral						Master's				Baccalaureate		Two-Year		Specialized	
	I		II		III		I		II							
	Res.	N/R	Res.	N/R	Res.	N/R	Res.	N/R	Res.	N/R	Res.	N/R	Res.	N/R	Res.	N/R
Alabama	$ 990	$2,280	$1,074	$2,289	$1,106	$2,189	$ 691	$1,174	$ 900	$1,518	$ 900	$1,800	$375	$ 750	$ --	$ --
Arkansas	720	1,750	--	--	--	--	740	1,450	750	1,440	720	1,690	552[a]	768	780	1,920
Florida	795	2,355	795	2,355	795	2,355	795	2,355	795	2,355	--	--	17[b]	36.5[b]	--	--
Georgia	1,107	2,817	977	2,831	--	--	--	--	831	2,121	699	1,989	534	1,512	878	2,378
Kentucky	812	2,436	812	2,436	--	--	674	2,002	674	2,002	--	--	390	1,170	--	--
Louisiana	798	2,218	--	--	662	1,292	--	--	682	1,340	518	1,148	402	1,200	--	--
Maryland	1,185	3,303	--	--	1,224	3,342	1,214	2,269	1,206	2,262	1,415	2,365	600[c]	2,268	1,136	3,298
Mississippi	--	--	1,132	2,058	900	1,826	--	--	800	1,726	--	--	400	980	1,167	2,093
North Carolina	692	2,516	744	2,568	--	--	671	2,459	602	2,184	628	2,210	132	609	915	2,439
South Carolina	1,190	2,470	1,402	3,080	--	--	--	--	1,016	1,775	850	1,840	820[d]	1,810[d]	1,020	1,780
Tennessee	867	2,628	832	2,590	760	2,518	--	--	788	2,541	--	--	462	2,220	819	2,580
Texas[e]	490	1,570	490	1,570	490	1,570	490	1,570	490	1,570	490	1,570	4[f]	4[f]	490	1,570
Virginia	1,316	2,901	--	--	1,298	2,538	1,341	2,289	1,279	2,056	1,064	1,625	558	2,346	3,835[g]	5,665[g]
West Virginia	840	2,360	--	--	--	--	650	1,980	594	1,794	590	1,790	440	1,640	--	--
Regional Median	840	2,436	832	2,436	848	2,272	691	2,002	792	1,898	710	1,795	451	1,356	915	2,378

[a] In-district resident tuition and mandatory fees.

[b] Per semester-hour charges.

[c] For residents of service area; for residents outside of service area, $1,200.

[d] Technical college tuition and fees per quarter are $150 (in service area), $160 (out of service area), and $254 (out of state).

[e] For an average undergraduate student taking 30 credit hours per academic year.

[f] Per credit hour--fees are determined by district.

[g] Includes room, board, and laundry fees.

Source: SREB-State Agency Data Exchange, 1982-83.

TABLE 6

MEDIAN ANNUAL TUITION AND REQUIRED FEES
FOR RESIDENT AND NON-RESIDENT GRADUATE STUDENTS, PUBLIC INSTITUTIONS,
SREB STATES, 1982-83

	Doctoral						Master's					
	I		II		III		I		II		Specialized	
	Res.	N/R	Res.	N/R	Res.	N/R	Res.	N/R	Res.	N/R	Res.	N/R
Alabama	$ 990	$2,280	$1,074	$2,289	$1,140	$2,258	$1,095	$1,403	$ 975	$1,635	$ ---	$ ---
Arkansas	720	1,750	---	---	---	---	740	1,450	750	1,440	780	1,920
Florida[a]	1,140	3,300	1,140	3,300	1,140	3,300	1,140	3,300	1,100	3,300	---	---
Georgia	1,107	2,817	977	2,831	---	---	---	---	831	2,121	1,011	2,721
Kentucky	894	2,680	894	2,680	---	---	742	2,224	742	2,224	---	---
Louisiana	798	1,698	---	---	658	1,288	---	---	666	1,298	---	---
Maryland	1,684	3,004	---	---	1,630	2,950	1,214	2,269	1,678	1,678	1,565	3,493
Mississippi	---	---	1,132	2,058	936	1,862	---	---	800	1,726	1,167	2,093
North Carolina	690	2,514	744	2,568	---	---	686	2,474	602	2,184	---	---
South Carolina	1,190	1,190	1,402	1,402	---	---	---	---	1,135	2,090	726	726
Tennessee	1,047	2,808	1,012	2,770	988	2,746	---	---	1,021	2,779	999	2,760
Texas[b]	430	1,294	430	1,294	430	1,294	430	1,294	430	1,294	430	1,294
Virginia	1,386	2,417	---	---	1,524	2,794	1,212	2,076	1,394	1,884	---	---
West Virginia	900	2,560	---	---	---	---	555	1,990	614	1,994	---	---
Regional Median	990	2,514	1,012	2,568	1, 40	2,502	742	2,076	816	1,939	999	2,093

[a] Resident and non-resident tuition and mandatory fees are $90 more for thesis/dissertation.

[b] For an average graduate student taking 24 credit hours per academic year.

Source: SREB-State Agency Data Exchange, 1982-83.

FACULTY SALARIES

Faculty salaries (all ranks) at public institutions in the SREB states advanced 6.3 percent in 1982-83 over the 1981-82 level, according to the SREB-states regional data exchange. For the largest doctoral universities the annual increase was 8.6 percent.

A focus of increasing attention in the area of faculty salary trends is interdisciplinary comparisons. An Oklahoma State University report, covering disciplines in doctoral-granting, land-grant universities in most of the SREB states, indicates a 9.5 percent all-ranks faculty salary increase for 1982-83. The fields commanding the highest salary levels are business and management, computer and information sciences, engineering, and law. Lowest salaries are found in such fields as areas studies, fine and applied arts, and library sciences.

The fields of business and management and the computer sciences stand out as areas which benefit from the supply-demand relationship, both in terms of academic enrollment popularity, when compared with fields like foreign languages or letters, and in terms of manpower competition with private industry or government.

The academic community has been much concerned about erosion of faculty salaries by inflation. According to an economic analysis by the American Association of University Professors, the increases in faculty salaries (measured in current dollars) during the decade of the Seventies left faculty salaries nearly 21 percent below the 1970-71 real dollar level of salaries; from 1976-77 to 1981-82, faculty salaries--in real dollars--fell by almost 12 percent.

Whether this loss of purchasing power affects college and university faculty more seriously than professionals in the business and industry sector is debatable. At any rate, the threat of declining quality in university teaching and research because of competition beyond the academic community appears to be a legitimate concern. The changes in faculty salary differences, by discipline, in the course of just one year underscore the competitive element which operates in the faculty market.

TABLE 7

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1982-83

	Professor		Associate Professor		Assistant Professor		Instructor		Undesignated Rank		All Ranks Average	
	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.
Alabama	$32,868	10	$25,793	9	$21,179	11	$21,224	1	$17,652	9	$24,063	9
Arkansas	31,440	11	24,979	11	21,351	9	17,009	12	17,785	8	23,875	10
Florida	36,293	4	26,960	4	22,791	3	18,126	3	22,382	3	26,051	5
Georgia	37,284	3	27,774	3	22,288	5	17,175	10	19,104	4	27,393	3
Kentucky	32,892	9	25,307	10	21,461	8	17,191	9	14,826	13	25,821	6
Louisiana	33,246	8	26,959	4	22,341	4	17,840	7	---		25,648	7
Maryland	37,591	1	29,377	1	23,503	2	18,046	4	18,791	6	27,679	2
Mississippi	30,602	13	24,799	12	20,292	12	17,092	11	24,812	2	21,155	14
North Carolina	35,265	7	26,777	6	22,097	6	19,153	2	17,536	10	23,442	12
South Carolina	35,350	5	26,237	8	21,126	10	17,878	6	18,501	7	23,897	11
Tennessee[a]	31,121	12	24,395	13	20,238	13	16,195	13	17,052	11	23,972	8
Texas[a]	37,488	2	28,896	2	23,666	1	17,925	5	25,247	1	28,046	1
Virginia[a]	35,334	6	26,759	7	21,846	7	17,366	8	19,006	5	26,182	4
West Virginia	28,734	14	23,441	14	19,741	14	16,174	14	15,889	12	22,833	13
SREB Region	$34,864		$26,790		$22,110		$18,259		$21,380		$25,558	

[a] Tennessee longevity pay ($75 per year for a maximum of 15 years service) is not included in average salary figures. These average salary figures also do not include state funds in Texas which pay 5.85 percent of employees' social security taxes on the first $16,500 of salary; state funds in Tennessee and Virginia pay the employees' share of retirement contribution. These retirement payments are approximately 4-5 percent of total salary.

Source: SREB-State Agency Data Exchange, 1982-83.

TABLE 8

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC DOCTORAL INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1982-83

	Professor		Associate Professor		Assistant Professor		Instructor		Undesignated Rank		All Ranks Average	
	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.
ma	$35,819	9	$26,926	11	$22,073	11	$16,309	13	$19,387	6	$26,924	10
sas	34,493	11	26,949	10	23,686	3	16,539	11	12,404	11	28,431	8
da	36,733	8	27,080	9	23,185	6	18,541	3	18,765	9	29,197	7
ia	41,281	1	30,103	1	24,134	1	18,124	4	19,104	8	31,670	1
cky	36,810	7	27,683	8	23,048	8	18,968	2	11,809	12	29,294	6
iana	35,013	10	27,866	6	23,003	9	17,619	7	---		26,710	11
and	40,519	2	29,246	3	23,656	4	17,184	9	19,683	5	29,368	5
ssippi	31,565	14	25,276	14	20,696	14	16,312	12	26,230	1	24,759	14
Carolina	39,495	4	28,535	5	23,151	7	19,433	1	19,129	7	29,658	3
Carolina	37,060	6	27,789	7	22,074	10	16,825	10	19,868	4	27,981	9
ssee[a]	32,224	13	25,634	13	20,964	12	16,065	14	24,783	2	25,800	12
a	38,241	5	29,272	2	24,024	2	17,596	8	---		29,858	2
nia[a]	39,672	3	29,204	4	23,452	5	17,978	5	20,372	3	29,580	4
Virginia	32,554	12	25,872	12	20,747	13	16,928	6	15,291	10	25,766	13
Region	$37,215		$28,103		$23,056		$17,382		$19,481		$28,696	

nnessee longevity pay ($75 per year for a maximum of 15 years service) is not included in average salary figures.
ese average salary figures also do not include state funds in Texas which pay 5.85 percent of employees'
cial security taxes on the first $16,500 of salary; state funds in Tennessee and Virginia pay the employees'
are of retirement contribution. These retirement payments are approximately 4-5 percent of total salary.

e: SREB-State Agency Data Exchange, 1982-83.

TABLE 9

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC MASTER'S INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1982-83

	Professor		Associate Professor		Assistant Professor		Instructor		Undesignated Rank		All Ranks Average	
	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.
a	$27,720	12	$24,150	11	$20,162	11	$17,004	9	$16,601	5	$22,108	13
as	29,042	10	24,385	10	20,707	9	17,210	7	13,773	9	23,093	10
a	34,364	2	26,687	3	21,953	3	17,739	5	19,304	3	26,270	2
a	31,010	5	25,539	6	20,527	10	16,059	11	---		24,264	7
ky	29,941	8	25,122	8	21,105	7	17,363	6	15,677	6	24,635	4
ana	29,226	9	25,496	7	21,632	4	18,159	3	---		24,174	8
nd	35,087	1	28,469	1	23,683	1	18,246	2	20,056	2	26,927	1
sippi	26,820	14	22,247	14	19,297	14	16,039	12	20,690	1	20,685	14
Carolina	30,720	7	25,564	5	21,476	5	18,065	4	18,163	4	24,447	5
Carolina	31,141	4	25,112	9	20,791	8	15,796	13	---		23,894	9
see[a]	28,673	11	24,080	12	19,712	13	15,496	14	14,180	8	23,020	11
	33,308	3	27,579	2	22,629	1	28,417	1	---		25,616	3
ia[a]	30,874	6	25,635	4	21,180	6	17,160	8	14,500	7	24,379	6
irginia	27,680	13	23,340	13	19,854	12	16,301	10	---		22,557	12
egion	$30,820		$25,625		$21,380		$17,273		$17,877		$24,348	

nessee longevity pay ($75 per year for a maximum of 15 years of service) is not included in average salary
ures. These average salary figures also do not include state funds in Texas which pay 5.85 percent of employees'
ial security taxes on the first $16,500 of salary; state funds in Tennessee and Virginia pay the employees'
re of retirement contribution. These retirement payments are approximately 4-5 percent of total salary.

: SREB-State Agency Data Exchange, 1982-83.

TABLE 10

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC BACCALAUREATE INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1982-83

	Professor		Associate Professor		Assistant Professor		Instructor		Undesignated Rank		All Ranks Average	
	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.
a	$29,234	3	$26,399	3	$21,851	3	---		---		$25,550	1
as	25,068	9	21,974	8	19,235	9	16,092	8	---		20,379	9
a	---		---		---		---		---		---	
a	34,264	2	27,127	2	24,073	1	20,231	1	---		25,036	2
ky	---		---		---		---		---		---	
ana	26,947	7	24,593	4	21,369	4	16,989	5	---		22,910	6
nd	---		---		---		---		---		---	
sippi	---		---		---		---		---		---	
Carolina	28,993	4	24,312	5	21,345	5	17,397	4	19,866	1	23,174	4
Carolina	27,846	5	23,035	7	19,474	7	16,834	6	12,892	4	21,736	7
see	---		---		---		---		---		---	
	36,662	1	27,753	1	22,628	2	18,838	2	---		24,944	3
ia[a]	27,401	6	23,135	6	19,664	6	17,853	3	17,724	3	23,164	5
irginia	25,944	8	21,683	9	19,260	8	16,499	7	17,895	2	21,400	8
egion	$27,189		$23,413		$20,466		$17,202		$18,775		$22,168	

nessee longevity pay ($75 per year for a maximum of 15 years of service) is not included in average salary
ures. These average salary figures also do not include state funds in Texas which pay 5.85 percent of employees
ial security taxes on the first $16,500 of salary; state funds in Tennessee and Virginia pay the employees'
re of retirement contribution. These retirement payments are approximately 4-5 percent of total salary.

: SREB-State Agency Data Exchange, 1982-83.

TABLE 11

AVERAGE SALARIES AND SALARY RANKINGS OF FULL-TIME FACULTY
FOR PUBLIC TWO-YEAR INSTITUTIONS, BY FACULTY RANK,
SREB STATES, 1982-83

	Professor		Associate Professor		Assistant Professor		Instructor		Undesignated Rank		All Ranks Average	
	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.	Av. Sal.	Rk.
Alabama	$ ---		$ ---		$ ---		$22,513	1	$ ---		$22,513	4
Arkansas	---		22,562	5	20,275	4	17,484	5	18,484	3	18,644	10
Florida	---		---		---		---		22,585	2	22,585	3
Georgia	28,147	2	24,141	2	20,865	3	17,293	6	---		21,442	5
Kentucky	24,649	6	19,160	9	17,786	8	15,853	10	---		18,888	9
Louisiana	27,876	3	24,058	3	21,004	2	18,484	3	---		21,344	6
Maryland	33,095	1	27,713	1	22,430	1	18,208	4	14,578	7	26,382	1
Mississippi	---		---		---		17,277	7	---		17,277	14
North Carolina	---		---		---		---		17,287	5	17,287	13
South Carolina[a]	24,894	5	21,417	6	18,131	7	18,596	2	18,316	4	18,560	11
Tennessee[b]	24,210	7	21,140	7	18,669	6	16,596	9	14,623	6	19,384	8
Texas[b]	---		---		---		---		25,247	1	25,247	2
Virginia[b]	26,338	4	23,182	4	20,008	5	16,924	8	12,688	9	21,253	7
West Virginia	22,948	8	20,130	8	17,770	9	15,073	11	13,739	8	18,292	12
SREB Region	$29,346		$23,637		$20,235		$19,181		$21,697		$21,449	

[a] Includes branch campuses and technical colleges.

[b] Tennessee longevity pay ($75 per year for a maximum of 15 years service) is not included in average salary figures. These average salary figures also do not include state funds in Texas which pay 5.85 percent of employees' social security taxes on the first $16,500 of salary; state funds in Tennessee and Virginia pay the employees' share of retirement contribution. These retirement payments are approximately 4-5 percent of total salary.

Source: SREB-State Agency Data Exchange, 1982-83.

TABLE 12

AVERAGE FACULTY SALARIES FOR SELECTED DISCIPLINES,
ALL RANKS, SELECTED SOUTHERN STATES,
1982-83

Discipline	Average Salary 1981-82	Average Salary 1982-83	Percent Increase
Law	$41,123	$45,631	11.0%
Engineering	31,506	33,914	7.6
Business & Management	30,592	34,311	12.2
Physical Sciences	30,011	32,687	8.9
Biological Sciences	28,204	31,520	11.8
Psychology	27,248	29,706	9.0
Agriculture	27,610	29,863	8.2
Social Science	27,243	29,467	8.2
Mathematics	26,385	29,190	10.6
Education	25,609	27,704	8.2
Foreign Languages	24,101	26,518	10.0
Home Economics	24,441	25,900	6.0
Letters	23,745	25,846	8.8
Fine & Applied Arts	23,268	24,982	7.4
All Disciplines	27,551	30,182	9.5

Note: Data are for land-grant universities in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Source: 1981-82 and 1982-83 Faculty Salary Survey by Discipline, Office of Institutional Research, Oklahoma State University, 1983.

HIGHER EDUCATIONAL ENROLLMENTS

Economic realities, educational trends, and perceptions of the future affect students and their preferences in higher education. Recent enrollment data show that part-time students are enrolling in greater numbers than full-time students. First professional enrollment is growing slightly faster than undergraduate enrollment, and much faster than graduate enrollment. Two-year institutions are attracting relatively more students than four-year institutions--by appealing to nontraditional students and because of cost considerations. Enrollment at public four-year institutions, which are usually attended by traditional, 18- to 24-year-old, full-time students, is growing more slowly than at other types of institutions. Shifts in enrollment to engineering and business and management programs by career-oriented students who foresee a tight job market after graduation are widespread.

Recent trends indicate that the growth of black enrollment is slowing, while Hispanic enrollment continues to expand rapidly. Economic conditions may account for some of the slowdown in black enrollment. The significant increases in the Hispanic population have spurred Hispanic enrollment gains. Black and Hispanic students are increasingly attending two-year colleges.

The educational marketplace is indeed a "buyer's market." Traditional students are increasingly choosing academic programs that may lead to job opportunities after graduation. Nontraditional students commute to colleges offering courses and programs that are geared to their goals, interests, and schedules. A general decline in enrollment has not yet materialized, due in part to colleges and universities responding to current economic and social conditions.

TABLE 13

FULL-TIME-EQUIVALENT UNDERGRADUATE ENROLLMENT, PUBLIC INSTITUTIONS,
SREB STATES, FALL 1982

	Doctoral			Master's		Bacca-	Two-	Special-	
	I	II	III	I	II	laureate	Year	ized	Total
Alabama	17,081	12,609	11,494	8,739	27,565	743	48,265	---	126,496
Arkansas	12,012	---	---	17,194	7,177	4,059	8,276	603	49,321
Florida	37,950	14,769	4,252	19,788	3,995	--	147,381	---	228,135
Georgia	19,068	21,303	---	---	35,882	3,620	19,291	3,798	102,962
Kentucky	16,188	10,215	---	26,816	11,880	---	13,022	---	78,121
Louisiana	23,003	---	40,915	---	31,732	2,111	8,054	---	105,815
Maryland	27,398	---	5,986	3,976	22,876	1,262	51,411	1,297	114,206
Mississippi	---	27,117	5,116	---	8,307	---	33,726	---	74,266
North Carolina	31,063	6,660	---	40,729	8,433	5,300	79,425	492	172,102
South Carolina	15,107	10,960	---	---	18,462	5,420	35,449	554	85,952
Tennessee	18,860	12,964	23,281	---	19,598	---	31,594	1	106,298
Texas	107,800	10,693	62,507	43,080	11,349	4,658	177,666	---	417,753
Virginia	30,773	---	26,689	16,579	17,685	6,069	58,061	1,554	157,410
West Virginia	16,124	---	---	7,217	3,005	16,629	5,761	---	48,736
SREB Region	372,427	127,290	180,240	184,118	227,946	49,871	717,382	8,299	1,867,573

Notes: Full-time-equivalent enrollments were calculated according to the following formulas:

$$\text{Undergraduate enrollment} = \frac{\text{Undergraduate Credit Hours}}{15} \qquad \text{Graduate enrollment} = \frac{\text{Graduate Credit Hours}}{12}$$

Includes enrollment in any courses creditable to a baccalaureate or higher degree or other formal recognition below the baccalaureate. Includes credit enrollment at extension centers. Medical, dental, optometry, and veterinary medicine enrollments are not included.

Source: SREB-State Agency Data Exchange, 1982-83.

TABLE 14

FULL-TIME-EQUIVALENT GRADUATE ENROLLMENT, PUBLIC INSTITUTIONS,
SREB STATES, FALL 1982

	Doctoral			Master's		Special-	
	I	II	III	I	II	ized	Total
Alabama	823	1,875	1,113	669	1,886	---	6,366
Arkansas	2,142	---	---	1,317	143	969	4,571
Florida	8,057	2,261	824	2,956	173	---	14,271
Georgia	5,838	5,487	---	---	2,863	2,603	16,791
Kentucky	2,384	2,162	---	2,172	1,386	---	8,104
Louisiana	2,639	---	3,781	---	2,795	992	10,207
Maryland	3,750	---	176	332	2,680	---	6,938
Mississippi	---	3,497	457	---	325	---	4,279
North Carolina	6,124	1,344	---	3,484	212	6	11,170
South Carolina	4,141	986	---	---	982	1,660	7,769
Tennessee	4,016	2,561	1,728	---	1,554	114	9,973
Texas	23,007	4,419	5,441	4,552	1,528	---	38,947
Virginia	9,123	---	5,349	1,978	830	---	17,280[a]
West Virginia	2,666	---	---	1,843	17	---	4,526
SREB Region	74,710	24,592	18,809	19,303	17,374	6,344	161,192

Notes: Full-time-equivalent enrollments were calculated according to the following formulas:

$$\text{Undergraduate enrollment} = \frac{\text{Undergraduate Credit Hours}}{15} \qquad \text{Graduate enrollment} = \frac{\text{Graduate Credit Hours}}{12}$$

Includes enrollment in any courses creditable to a master's or higher degree. Includes credit enrollment at the extension centers. Medical, dental, optometry, and veterinary medicine enrollments are not included.

[a] 33 graduate FTEs from a baccalaureate institution are not included.

Source: SREB-State Agency Data Exchange, 1982-83.

TABLE 15

FULL-TIME-EQUIVALENT UNDERGRADUATE AND GRADUATE ENROLLMENT, PUBLIC INSTITUTIONS, SREB STATES, FALL 1982

	Doctoral			Master's		Bacca-	Two-	Special-	
	I	II	III	I	II	laureate	Year	ized	Total
Alabama	17,904	14,484	12,607	9,408	29,451	743	48,265	---	132,862
Arkansas	14,154	---	---	18,511	7,320	4,059	8,276	1,572	53,892
Florida	46,007	17,030	5,076	22,744	4,168	---	147,382	---	242,407
Georgia	24,906	26,790	---	---	38,745	3,620	19,291	6,401	119,753
Kentucky	18,572	12,377	---	28,988	13,266	---	13,022	---	86,225
Louisiana	25,642	---	44,696	---	34,527	2,111	8,054	992	116,022
Maryland	31,148	---	6,162	4,308	25,556	1,262	51,411	1,297	121,144
Mississippi	---	30,614	5,573	---	8,632	---	33,726	---	78,545
North Carolina	37,187	8,004	---	44,213	8,645	5,300	79,425	498	183,272
South Carolina	19,248	11,946	---	---	19,444	5,420	35,449	2,214	93,721
Tennessee	22,876	15,525	25,009	---	21,152	---	31,594	115	116,271
Texas	130,807	15,112	67,948	47,632	12,877	4,658	177,660	---	456,694
Virginia	39,896	---	32,038	18,557	18,515	6,069	58,061	1,554	174,690
West Virginia	18,790	---	---	9,060	3,022	16,629	5,761	---	53,552
SREB Region	447,137	151,882	199,109	203,421	245,320	49,871	717,377	14,643	2,028,765

Notes: Full-time-equivalent enrollments were calculated according to the following formulas:

$$\text{Undergraduate enrollment} = \frac{\text{Undergraduate Credit Hours}}{15} \qquad \text{Graduate enrollment} = \frac{\text{Graduate Credit Hours}}{12}$$

Includes enrollment in any courses creditable to a baccalaureate or higher degree or other formal recognition below the baccalaureate. Includes credit enrollment at extension centers. Medical, dental, optometry, and veterinary medicine enrollments are not included.

Source: SREB-State Agency Data Exchange, 1982-83.

DEGREES AWARDED

Today's college students tend to be career-oriented. They want financial security after graduation in an economy where the competition for jobs is very intense. The "baby boom" and the women's movement have contributed to the bulging supply of college-educated job seekers. Concern about unemployment or under-employment have heightened the career anxiety of many college students, who have responded by selecting college programs that emphasize job-related skills and knowledge. These students, compared to earlier students, are particularly interested in a college experience that will improve their prospects for employment.

This career orientation is evident in trends among fields of study. Career opportunities and job openings have had a significant effect on the number of graduates majoring in the various fields. At the bachelor's degree level, business, health, and technology-related programs have had great gains. At the master's degree level, programs that upgrade career-related skills and knowledge have been growing rapidly. At the advanced degree level, a shift from doctoral to first professional programs has occurred. At the associate degree level, the number of graduates in the arts and sciences or general programs has declined somewhat, while the number of degrees awarded in the technical fields has steadily grown.

Black students have responded to the same career concerns. Business and management has become the most popular field of study at the bachelor's level among black students. Awards of master's and doctoral degrees to blacks are still dominated by the field of education, but the number of education degrees awarded is declining. Of the first professional fields, law continues to predominate among black degree recipients.

TABLE 16

DEGREES AWARDED BY LEVEL, 1980-81; PERCENT CHANGE 1970-71 TO 1980-81;
UNITED STATES AND SREB STATES

	Associate*		Bachelor's		Master's		Doctoral		First Professional	
	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981
United States	449,808	64.0%	946,877	11.9%	296,798	28.2%	32,982	2.7%	72,369	89.1%
SREB States	120,472	101.2	258,493	20.5	75,662	63.9	7,469	23.2	19,053	100.3
South as a Percent of U.S.	26.8		27.3		25.5		22.6		26.3	
Alabama	9,374	317.4	16,534	27.2	5,271	105.8	254	-4.2	940	121.2
Arkansas	1,856	167.8	6,955	-4.5	1,794	51.4	105	-9.5	391	89.8
Florida	33,092	71.8	29,988	43.3	8,716	71.9	1,226	74.6	1,804	170.9
Georgia	6,325	61.0	17,014	14.0	6,414	41.2	553	21.3	1,540	100.3
Kentucky	5,095	159.7	11,509	-7.6	4,518	63.4	264	38.9	1,319	56.3
Louisiana	2,152	329.5	14,821	5.5	3,925	17.4	269	-31.2	1,427	74.0
Maryland	6,778	95.1	16,824	33.3	5,233	61.3	594	7.6	961	59.6
Mississippi	4,848	35.1	8,982	1.9	2,769	67.2	241	7.1	684	250.8
North Carolina	10,969	77.8	23,712	19.5	5,289	53.6	714	-1.2	1,508	104.6
South Carolina	5,697	188.3	11,358	41.3	2,985	173.4	196	56.8	696	150.4
Tennessee	5,817	211.1	17,409	5.0	4,685	44.8	604	24.8	1,523	75.5
Texas	19,014	94.7	53,589	23.7	16,521	72.0	1,753	29.1	4,207	99.2
Virginia	7,020	106.0	22,078	49.6	5,488	72.9	589	58.3	1,715	112.3
West Virginia	2,435	137.6	7,720	-2.3	2,054	62.4	107	4.9	338	83.7

* Associate degrees and other formal awards involving curricula of at least 2 years but less than 4 years.

Source: Michael M. Myers, Degrees Awarded in the Nation and the South, by Race, 1980-81 (Atlanta: Southern Regional Education Board, 1983).

TABLE 17

BACHELOR'S DEGREES AWARDED IN SELECTED FIELDS, 1980-81;
PERCENT CHANGE 1970-71 TO 1980-81;
UNITED STATES AND SREB STATES

	Business & Management		Education		Social Sciences		Engineering		Health Professions		Biological Sciences	
	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981
United States	203,810	74.6%	110,715	-37.7%	101,735	-35.0%	75,395	49.7%	64,673	153.8%	44,046	22.2%
SREB States	61,480	63.8	38,428	-25.6	24,090	-32.8	20,295	74.3	16,292	169.4	10,860	22.5
South as a Percent of U.S.	30.2		34.7		23.7		26.9		25.2		24.7	
Alabama	4,242	41.4	2,711	-6.8	1,173	-44.2	1,194	49.4	1,373	266.1	629	8.6
Arkansas	1,639	24.4	1,689	-26.5	530	-48.6	323	22.8	437	178.3	306	-2.2
Florida	8,618	108.4	3,795	-23.2	2,776	-18.2	1,868	80.5	1,446	260.6	887	40.6
Georgia	4,174	25.3	2,049	-33.4	1,775	-27.3	1,659	105.1	1,192	154.2	741	29.1
Kentucky	2,393	33.5	2,053	-47.1	791	-61.3	787	42.8	681	119.0	530	-4.7
Louisiana	3,429	28.1	1,943	-43.3	1,091	-42.5	1,577	76.2	1,081	79.3	574	13.9
Maryland	3,213	63.8	1,263	-47.0	2,128	-4.4	1,166	109.0	1,071	125.0	731	38.2
Mississippi	2,285	60.0	2,001	-37.1	435	-64.8	677	63.9	620	216.3	360	18.4
North Carolina	5,138	121.0	3,329	-30.0	3,232	-26.6	1,274	32.0	1,575	213.1	1,197	45.8
South Carolina	2,547	89.8	1,972	19.5	1,338	-11.3	907	140.6	449	147.0	551	41.3
Tennessee	3,820	38.9	2,742	-32.3	1,462	-48.3	1,603	41.2	932	145.9	869	7.3
Texas	13,502	62.0	9,021	-11.0	3,800	-36.8	4,944	91.3	3,551	179.8	2,093	12.0
Virginia	4,710	155.6	2,509	-8.1	3,184	-2.7	1,565	72.7	1,212	174.2	1,170	70.8
West Virginia	1,770	36.4	1,351	-39.1	375	-74.0	751	111.5	622	134.7	222	-26.0

Note: These are the six fields producing the most bachelor's degrees nationally in 1980-81.

Source: Michael M. Myers, Degrees Awarded in the Nation and the South, by Race, 1980-81 (Atlanta: Southern Regional Education Board, 1983).

TABLE 18

MASTER'S DEGREES AWARDED IN SELECTED FIELDS, 1980-81;
PERCENT CHANGE 1970-71 TO 1980-81;
UNITED STATES AND SREB STATES

	Education		Business & Management		Public Affairs and Services		Engineering		Health Professions		Social Sciences	
	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981
United States	98,632	10.7%	58,192	118.3%	20,271	141.1%	16,716	1.6%	16,685	182.7%	11,982	-27.5%
SREB States	32,064	55.4	12,119	189.1	4,266	212.1	3,518	23.7	4,066	206.4	2,485	-13.5
South as a Percent of U.S.	32.5		20.8		21.0		21.0		24.4		20.7	
Alabama	2,573	69.8	938	297.5	476	518.2	89	-38.2	334	714.6	158	47.7
Arkansas	942	46.0	181	105.7	89	1,680.0	158	315.8	52	5,100.0	67	42.6
Florida	3,561	60.2	1,832	199.8	770	442.3	285	-17.9	248	150.5	230	-29.7
Georgia	2,957	43.6	1,174	73.9	239	26.5	381	37.5	286	71.3	170	-10.5
Kentucky	2,458	59.2	304	143.2	407	516.7	178	71.2	119	1,387.5	100	-38.3
Louisiana	1,759	15.0	567	62.5	192	1.1	148	31.0	289	175.2	105	-17.3
Maryland	1,618	29.6	879	330.9	334	140.3	181	40.3	468	130.5	332	2.2
Mississippi	1,560	60.3	304	130.3	124	. . .	81	26.6	106	1,414.3	64	-34.7
North Carolina	2,207	75.7	683	358.4	222	101.8	189	-2.1	439	138.6	254	-24.2
South Carolina	1,562	256.6	417	343.6	111	326.9	130	106.3	148	. . .	57	-43.0
Tennessee	2,116	37.1	503	169.0	264	210.6	269	33.2	246	324.1	142	-34.6
Texas	5,609	62.7	3,178	229.3	638	277.5	997	9.2	907	166.8	551	-9.4
Virginia	2,062	31.3	899	179.2	301	250.0	333	79.0	329	239.2	224	44.5
West Virginia	1,080	66.9	260	372.7	99	19.3	99	37.5	95	458.8	31	-58.1

Note: These are the six fields producing the most master's degrees nationally in 1980-81.

Source: Michael M. Myers, Degrees Awarded in the Nation and the South, by Race, 1980-81 (Atlanta: Southern Regional Education Board, 1983).

TABLE 19

DOCTORAL DEGREES AWARDED IN SELECTED FIELDS, 1980-81;
PERCENT CHANGE 1970-71 TO 1980-81;
UNITED STATES AND SREB STATES

	Education		Biological Sciences		Physical Sciences		Social Sciences		Psychology		Engineering	
	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981
United States	7,900	-23.5%	3,724	2.2%	3,145	-28.4%	3,119	-14.8%	2,964	66.3%	2,561	-29.6%
SREB States	2,368	75.0	883	7.6	537	-29.4	478	-21.5	589	64.5	414	-35.3
South as a Percent of U.S.	30.0		23.7		17.1		15.3		19.9		16.2	
Alabama	119	21.4	26	-35.0	15	-31.8	7	133.3	25	31.6	12	-33.3
Arkansas	25	-42.2	12	20.0	9	-10.0	2	100.0	6	0.0	5	-37.5
Florida	662	161.7	63	0.0	51	-49.0	52	-21.2	85	93.2	33	-25.0
Georgia	150	32.7	76	43.4	38	-11.6	38	-32.1	68	161.5	30	36.0
Kentucky	25	13.6	33	6.5	8	-72.4	12	-42.9	11	22.2	10	0.0
Louisiana	50	-3.8	35	-47.0	19	-68.9	15	-74.1	26	52.9	8	-66.7
Maryland	153	57.7	60	-13.0	68	-16.0	72	-2.7	26	73.3	29	-54.7
Mississippi	125	26.3	33	-10.8	2	-75.0	6	-77.8	23	53.3	10	11.1
North Carolina	127	36.6	143	3.6	61	15.1	90	-30.2	64	39.1	34	-51.4
South Carolina	69	331.3	31	121.4	28	7.7	15	87.5	15	66.7	10	-47.4
Tennessee	236	143.3	60	-6.3	27	-50.9	27	-37.2	88	60.0	29	-42.0
Texas	425	53.4	198	26.9	162	-22.5	114	44.3	113	43.0	132	-32.7
Virginia	155	154.1	93	63.2	44	-7.4	27	-27.0	31	287.5	65	1.6
West Virginia	46	53.3	20	-13.0	5	-50.0	1	-85.7	8	-20.0	7	-50.0

Note: These are the six fields producing the most doctoral degrees nationally in 1980-81.

Source: Michael M. Myers, Degrees Awarded in the Nation and the South, by Race, 1980-81 (Atlanta: Southern Regional Education Board, 1983).

TABLE 20

FIRST PROFESSIONAL DEGREES AWARDED IN SELECTED FIELDS, 1980-81;
PERCENT CHANGE 1970-71 TO 1980-81;
UNITED STATES AND SREB STATES

	Law		Medicine		Dentistry	
	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981	Degrees Awarded 1980-81	Percent Change 1971 to 1981
United States	36,500	106.8%	15,683	74.5%	5,526	46.3%
SREB States	9,090	109.8	4,625	88.0	1,511	63.4
South as a Percent of U.S.	24.9		29.5		27.3	
Alabama	430	142.9	231	192.4	81	88.4
Arkansas	255	150.0	136	30.8	0	---
Florida	1,259	151.3	391	147.5	59	---
Georgia	512	92.5	307	75.4	166	112.8
Kentucky	410	83.9	237	43.6	144	37.1
Louisiana	681	79.2	442	79.7	79	36.2
Maryland	469	93.8	360	62.2	120	18.8
Mississippi	429	320.6	145	85.9	30	---
North Carolina	685	117.5	414	93.5	60	9.1
South Carolina	224	44.5	188	147.4	55	161.9
Tennessee	508	71.0	396	26.1	170	9.0
Texas	1,967	87.7	896	148.2	384	104.3
Virginia	1,135	151.1	379	87.6	104	38.7
West Virginia	126	72.6	103	56.1	59	31.1

Note: These are the three fields producing the most first professional degrees nationally in 1980-81.

Source: Michael M. Myers, Degrees Awarded in the Nation and the South, by Race, 1980-81 (Atlanta: Southern Regional Education Board, 1983).

TABLE 21

ASSOCIATE DEGREES AWARDED IN SELECTED FIELDS, 1980-81;
PERCENT CHANGE 1976-77 TO 1980-81;
UNITED STATES AND SREB STATES

	Arts & Sciences or General Programs		Business & Commerce Technologies		Mechanical & Engineering Technologies	
	Degrees Awarded 1980-81	Percent Change 1977 to 1981	Degrees Awarded 1980-81	Percent Change 1977 to 1981	Degrees Awarded 1980-81	Percent Change 1977 to 1981
United States	159,641	-9.5%	129,454	22.4%	89,711	31.7%
SREB States	49,658	-4.9	30,677	40.3	25,724	31.2
South as a Percent of U.S.	31.1		23.7		28.7	
Alabama	2,310	-15.9	2,024	158.5	2,626	517.9
Arkansas	732	45.8	301	81.3	335	109.4
Florida	21,889	4.5	5,115	68.5	3,678	32.3
Georgia	3,264	3.6	1,843	156.7	728	61.1
Kentucky	1,117	4.5	1,544	68.6	849	157.3
Louisiana	190	69.6	666	28.3	320	-13.3
Maryland	2,955	-36.1	1,460	54.7	632	76.1
Mississippi	1,979	-17.8	1,656	68.8	1,804	10.5
North Carolina	2,370	-12.7	4,374	-2.3	4,181	2.5
South Carolina	943	-6.0	2,496	4.8	1,869	-20.8
Tennessee	1,335	-6.5	1,628	76.2	944	130.8
Texas	7,864	-9.7	4,815	38.8	5,731	18.4
Virginia	2,359	-4.5	2,074	-0.2	1,369	17.7
West Virginia	351	3.5	681	45.2	658	163.2

Note: These are the three fields producing the most associate degrees nationally in 1980-81.

Source: Michael M. Myers, Degrees Awarded in the Nation and the South, by Race, 1980-81 (Atlanta: Southern Regional Education Board, 1983).

HEALTH PROFESSIONS EDUCATION

Health professions education represents one of the South's major successes, but because of the implications of (a) a larger supply of health professionals and (b) the increasing costs both of health care services and the education of health professions, it also represents one of the major challenges before state policymakers. Since 1960, the South has increased the number of programs that prepare the various health professionals to the point that the region is now producing twice as many practitioners as it did at that time.

In addition, the South is now attracting practitioners from other regions of the country and students who have gone abroad to study. While the South started from further behind, projections indicate that there will soon be more than an adequate supply of health professionals for the region as a whole.

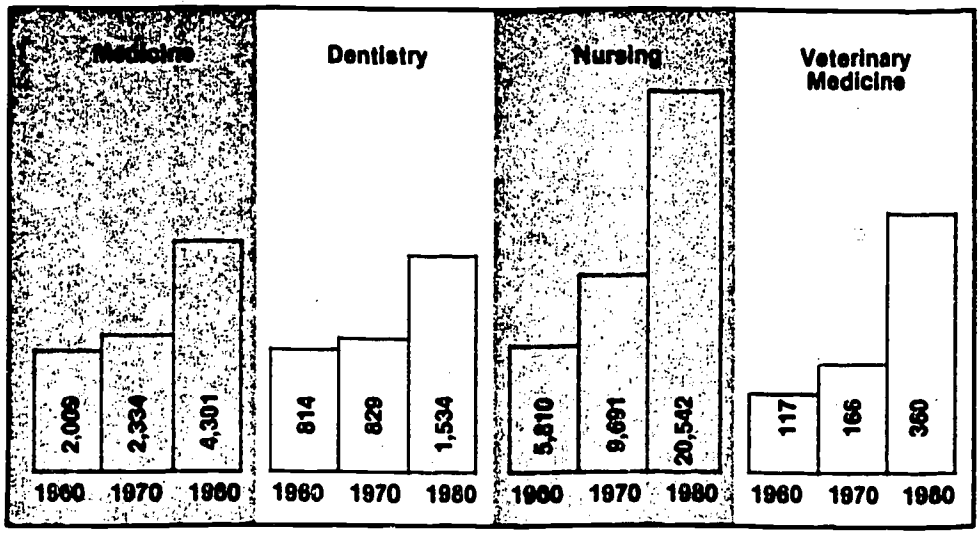
Already there are signs of surpluses. Enrollments are declining in some of the professional schools, and there are fewer applicants in others.

State leaders are aware of the ever-increasing costs of health care services and of health professions education. What has not been so readily apparent is that as each newly graduated health professional goes forth to deliver services and become an entrepreneur in the delivery system, total public expenditures for health go up. These expenditures are likely to increase, for there is almost unlimited potential for the health care system to improve its services.

Despite increases in the overall supply of health manpower, serious problems of distribution of professionals to geographic, subspecialty, and public service areas of need continue, and the problems of minority recruitment and retention are especially difficult, particularly for the major professions. Single strategies to correct distribution problems have a poor record of success, but those states which have been able to mount concerted actions have been quite successful in influencing practitioners for areas of need.

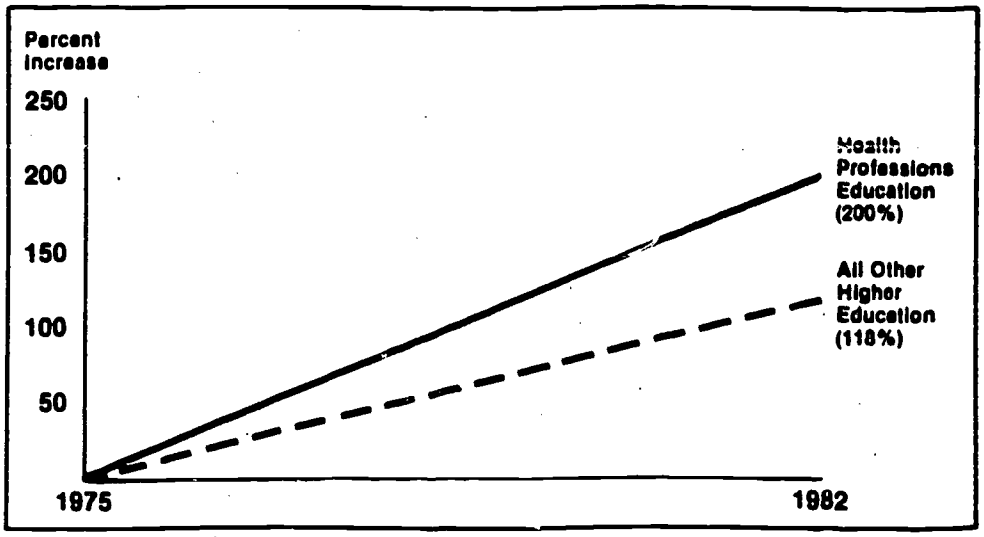
With all the ongoing changes in the manpower supply picture and the changes in federal funding for health professions education, it is essential that each state analyze carefully the whole range of health manpower trends and needs and modify its policies accordingly.

Figure 1
Graduates of Selected Health Professions Schools in the South
1960, 1970, 1980



SOURCE: Compiled from SREB files.

Figure 2
Percent Increases in State Appropriations
SREB States, 1975 to 1982



SOURCE: 1975 health professions funding from Health Policy Research Group, Georgetown University School of Medicine; generally comparable to 1982 data from SREB-State Data Exchange.

TABLE 22

HEALTH EDUCATION HEADCOUNT ENROLLMENT, PUBLIC INSTITUTIONS
SREB STATES, FALL 1982

	Medicine	Dentistry	Vet Medicine	Optometry	Public Health	Other Health Education	Internships and Residencies: Family Practice	Internships and Residencies: Total
Alabama	1,136	350	450	168	120	3,293	98	597
Arkansas	544	---	---	---	---	11[a]	57	363
Florida	679	288	312	---	---	---	---	---
Georgia	725	227	346	---	---	1,025	102	404
Kentucky	963	488	---	---	---	39[a]	66	763
Louisiana	1,120	429	312	---	---	1,016	55	658
Maryland	709	500	---	---	---	831[b]	---	41
Mississippi	593	172	118	---	---	---	36	296
North Carolina	840	331	80	---	---	15[a]	---	---
South Carolina	851	261	---	---	---	29	180	732
Tennessee	979	505	171	---	---	741	115	573
Texas	3,965	1,046	495	408	575	3,203	---	---
Virginia	1,224	429	218	---	---	---	174	945
West Virginia	728	220	---	---	---	---	82	474
SREB Region	15,056	5,246	2,502	576	695	10,203	965	5,846

[a] Pharm. D.

[b] Includes: postgraduate dentistry--55; fifth pathway--46; graduate nursing--466; Pharm. D.--13; and graduate programs in medical, dental, and pharmacy science--251.

Source: SREB-State Agency Data Exchange, 1982-83.

TABLE 23

COMPARISON OF NUMBERS OF NEW ENTRANTS TO MEDICAL SCHOOLS
UNITED STATES AND SREB STATES
1981-82 TO 1982-83

	1981-82	1982-83	Change
United States	16,660	16,567	-93
SREB States	4,897	4,850	-47
Alabama	214	216	2
Arkansas	135	135	0
Florida	346	345	-1
Georgia	322	347	25
Kentucky	243	220	-23
Louisiana	431	423	-8
Maryland*	299	295	-4
Mississippi	150	150	0
North Carolina	434	447	13
South Carolina	216	205	-11
Tennessee	468	413	-55
Texas	1,112	1,114	2
Virginia	403	403	0
West Virginia	124	137	13

*Excludes the Uniformed Services University

Sources: American Medical Association, "Medical Education in the United States," JAMA, 248, December 1982; and Association of American Medical Colleges, unpublished 1982 medical school enrollment data.

TABLE 24

NUMBER OF GRADUATE MEDICAL EDUCATION PROGRAMS AND RESIDENTS ON DUTY ON SEPTEMBER 1 OF 1974 AND 1981, AND PERCENT CHANGE UNITED STATES AND SREB STATES

	1974		1981		Percent Change 1974-1981	
	Programs	Residents	Programs	Residents	Programs	Residents
United States	4,565	52,499	4,553	67,868*	-0.3%	29.3%
SREB States	1,038	11,289	1,146	16,493	10.4	46.1
South as a Percent of U.S.	22.7	21.5	25.2	24.3	---	---
Alabama	47	432	56	747	19.1	72.9
Arkansas	21	195	25	339	19.0	73.8
Florida	93	1,261	103	1,629	10.8	29.2
Georgia	63	647	70	1,154	11.1	78.4
Kentucky	48	544	46	611	-4.2	12.3
Louisiana	72	761	81	1,222	12.5	60.6
Maryland	129	1,384	132	1,765	2.3	27.5
Mississippi	21	250	21	339	0.0	35.6
North Carolina	88	987	101	1,425	14.8	44.4
South Carolina	37	391	45	679	21.6	73.7
Tennessee	85	868	89	1,222	4.7	40.8
Texas	207	2,351	245	3,733	18.4	58.8
Virginia	93	982	94	1,289	1.1	31.3
West Virginia	34	236	38	339	11.8	43.6

*Note: Number of residents were estimated from U.S. data providing the percent of total residents by state from 96 percent of the programs.

Sources: American Medical Association, "Medical Education in the United States," JAMA, 236, December 1976; and American Medical Association, '82-'83 Directory of Residency Training Programs, 1982.

TABLE 25

TUITION AND FEES CHARGED BY MEDICAL SCHOOLS FOR 1982-83
SREB STATES

State	Medical School	Student Fees	Tuition	
			Resident	Nonresident
Alabama	University of Alabama	$1,369	$2,640	$10,560
	University of South Alabama	540	3,600	7,200
Arkansas	University of Arkansas	275	2,650	5,300
Florida	University of Florida	75	2,037	4,811
	University of South Florida	52	1,528	3,572
	University of Miami*	300	8,670	8,670
Georgia	Emory University*	190	9,750	9,750
	Mercer University*	97	7,000	7,000
	Morehouse School of Medicine*	1,530	8,000	8,000
	Medical College of Georgia	159	2,052	6,156
Kentucky	University of Kentucky	100	2,404	4,790
	University of Louisville	135	2,435	4,819
Louisiana	Louisiana State University-New Orleans	2,108	-0-	NA
	Louisiana State University-Shreveport	2,040	-0-	NA
	Tulane University	321	8,010	12,004
Maryland	Johns Hopkins University*	1,640	8,550	8,550
	University of Maryland	487	3,929	7,322

TABLE 25 (continued)

Mississippi	University of Mississippi	61	3,000	9,000
North Carolina	Bowman Gray School of Medicine*	-0-	7,150	7,150
	Duke University*	523	7,770	7,770
	University of North Carolina	280	972	2,790
	East Carolina University	296	972	2,790
South Carolina	Medical University of South Carolina	-0-	1,979	3,653
	University of South Carolina	-0-	2,020	3,995
Tennessee	Meharry Medical College*	749	7,500	7,500
	Vanderbilt University*	300	7,600	7,600
	University of Tennessee	200	3,492	5,772
	East Tennessee State University	3,767	-0-	5,832
Texas	Baylor College of Medicine*	538	400	8,000
	University of Texas-San Antonio	515	300	900
	University of Texas-Southwestern	187	300	900
	University of Texas-Galveston	493	400	1,200
	University of Texas-Houston	225	300	900
	Texas Tech University	395	300	NA
	Texas A&M University	559	300	900
Virginia	Eastern Virginia Medical School*	425	8,000	10,000
	University of Virginia	36	3,190	8,110
	Medical College of Virginia	232	3,850	7,000
West Virginia	University of West Virginia	360	1,110	3,110
	Marshall University	630	700	2,100

Note: All figures rounded to nearest dollar; where no fees are listed these are usually included with the tuition. "NA" indicates that these schools do not accept out-of-state residents.

*Private Medical Schools

Source: Unpublished data from the Association of American Medical Colleges.

EDUCATIONAL QUALITY

Over the past several years, both regionally and nationally, there has been a rapidly growing concern about educational quality. This is reflected in a considerable number of studies and calls for action, as well as in grassroots sentiment--as revealed in the public press.

The beginnings of this new wave of concern about quality were largely associated with the gradual realization of the more than decade-long plunge of SAT scores, which finally reached wide national attention by the late 1970s. Thus, the problem focuses to a large extent on high school preparation, and particularly on the college-bound high school graduate. High school graduation requirements tend to mirror college admission requirements and the educational quality problem is seen to cut across all sectors--elementary, secondary, and postsecondary. Colleges and universities influence the curriculum of the schools by establishing expectations. Also, they are the source of the teacher and administrator manpower which operates the schools.

Governors and legislators, who have heretofore tended to view K-12 education and postsecondary education as separate categories, are increasingly dealing with the schools and colleges of their states as an interconnected whole. The following tables, which are selected from activities associated with SREB's Task Force on Higher Education and the Schools, illustrate kinds of educational changes which are being brought about because of the increased concern about educational quality at all levels.

TABLE 26

STUDENT TESTING IN GRADES 9-12 IN THE SREB STATES

	Tests	Subjects Tested	Grade Level Given	Required for High School Graduation
Alabama	Alabama High School Graduation Exam (state developed)	reading, language, mathematics	11 (fall) + 3 other times	yes (Class of 1985)
	California Achievement Tests (CAT) (nationally normed)	reading, language, mathematics	10	
Arkansas	Science Research Associates Achievement Series (SRA)(nationally normed)	basic subjects	10	no
Florida	State Student Assessment Test - Part I (state developed)	basic skills (reading, writing, mathematics)	10	
	State Student Assessment Test - Part II (state developed)	application of basic skills (reading, writing, mathematics)	10 (after May 15), 11-twice, 12-twice	yes
Georgia	Georgia Basic Skills Test (state developed)	reading, mathematics, problem-solving	10 (spring) with 5 additional opportunities to pass	yes (Class of 1985)
Kentucky	Comprehensive Tests of Basic Skills (CTBS) and Test of Cognitive Skills (nationally normed)	reading, writing, spelling, mathematics, reference skills	10	no
Louisiana	Louisiana State Assessments (state developed)	reading, writing, mathematics	10	no
	Louisiana Basic Skills Testing Program is being phased in and will include grade 12 in 1992 (state developed)	language arts, mathematics	9-12 by 1992	
Maryland	Maryland Functional Tests of Reading, Writing, Mathematics, and Citizenship	reading (now), mathematics and writing (Class of 1987)	9 (first time), 2 opportunities each year	yes
Mississippi	Achievement Tests, through grade 8 only			
North Carolina	California Achievement Tests (CAT) (nationally normed)	language, reading, mathematics	9	
	North Carolina Writing Test (state developed)	writing	9	
	North Carolina Competency Test (state developed)	reading and mathematics (now), writing (Class of 1987)	11 (first time), minimum 5 opportunities before end of senior year (can be taken at a later date)	yes

TABLE 26 (continued)

	Tests	Subjects Tested	Grade Level Given	Required for High School Graduation
South Carolina	Comprehensive Tests of Basic Skills (CTBS) (nationally normed)	reading, spelling, language, mathematics, science, social studies, reference skills	10	
	Basic Skills Assessment Program (state developed)	reading, spelling, language, mathematics, writing	11	no
Tennessee	Tennessee Proficiency Test (state developed)	language arts, mathematics	9 (first time) + 4 other opportunities	yes
Texas	Texas Assessment of Basic Skills (state developed)	reading, writing, mathematics	9 (first time); yearly opportunities through 12	no
Virginia	Virginia Basic Skills Tests (state developed)	reading, mathematics	10 (first time) + 4 other opportunities (3 in senior year)	yes
	Science Research Associates Achievement Series (SRA) (nationally normed)	reading, mathematics, science	11	
West Virginia	Comprehensive Tests of Basic Skills (CTBS) (nationally normed)	reading, language, spelling, mathematics, reference skills, science, social science, verbal and non-verbal abilities	9, 11	no

SOURCE: Southern Regional Education Board, compiled from data supplied by State Departments of Education, September, 1983.

TABLE 27

HIGH SCHOOL GRADUATION REQUIREMENTS OR PROPOSALS
FOR NEW REQUIREMENTS IN THE SREB STATES

	English	Social Studies	Mathematics	Science	Physical Education/ Health	Total Units
Alabama (Class of 1985)	4	3	2	1	3½	20
Arkansas (Proposed Revisions)	4	3	3	3	½	20
Florida (Class of 1985)	4	3	3	3	2	22*
(Class of 1987)						24
Georgia	4	3	2	2	1	21*
(To be voted on by State Board of Education in November--Effective Class of 1988)						
Kentucky (Class of 1987)	4	2	3	2	1	20
(Freshmen and sophomores must take English, math, and science courses)						
Louisiana	4	2	3	2	2	22
Maryland	4	3	2	2	1	20
(A state Task Force is considering revisions)						
Mississippi	3	2½	1	1		16
North Carolina (Class of 1987)	4	2	2	2	1	20*
South Carolina+ (Class of 1987)	4	3	3	2	1	20
Tennessee (Class of 1987)	4	1½	2	2	1½	20
Texas	3	2½	2	2	2	18
(Task Force is considering changes, possibly three years of math)						
Virginia+ (Class of 1988)	4	3	3 (or 2 and 3)	2	2	20*
West Virginia	4	3	2	1	2	20

+ South Carolina and Virginia vocational students may substitute occupational program sequences for some math and science requirements.

* Florida, Virginia and North Carolina have honors diplomas which include additional mathematics and science requirements as well as foreign language. Georgia has proposed an endorsed diploma which would require additional mathematics and science as well as foreign language.

Source: Southern Regional Education Board, September, 1983.

TABLE 28

UNITS OF HIGH SCHOOL WORK RECOMMENDED OR REQUIRED FOR COLLEGE ADMISSIONS

	English	Mathematics	Science	Social Studies	Foreign Language	Other
Florida Board of Regents Required--Effective Immediately	3	2	2	2		A
Georgia Board of Regents Recommended--Effective Immediately	4	3	3	3	2	B
Kentucky Council on Higher Education Required--Effective Fall, 1987	4	3 (+1*)	2 (+1*)	2	*	C
Louisiana Board of Regents Recommended--Effective Immediately	4	3	3	3	3	D
Maryland Board of State State and Universities Required--Effective Fall, 1989	3	3	2	4		E
Mississippi Board of Trustees State Institution of Higher Learning Required--Effective Fall, 1986	4	3	3	2½	2*	F
South Carolina Commission on Higher Education Recommended for implementation by individual public senior colleges by Fall, 1988	4	3	2	3	2	G

* Extra units recommended

Notes: Some of these requirements will not be enforced until students currently in the ninth grade have graduated. Required courses are generally specified: for example, algebra II, chemistry, biology, United States history.

A. In Florida, the State University System requires three additional electives within the five major college preparatory areas. In 1986-87, the requirement will be four years of study in English, three years in mathematics, and three years in natural science, plus four additional electives in the college preparatory areas.

B. In Georgia, the following additional courses are also strongly recommended: trigonometry, an additional laboratory course in science, a third course in a foreign language or study in a second foreign language, fine arts (art, dance, drama, music), computer technology, physical and health education, and typing.

C. Kentucky's universities can exempt up to 20 percent of the freshman class from the requirements. Extra units are recommended in computer science and the arts.

D. Louisiana's Task Force report also recommends 2 units in physical education, 1 unit in the arts, and 4½ units in electives. The report specifies the recommended content for each course and suggests the competencies the students should demonstrate. A "Free Enterprise" course (½ unit) is also required. Also recommended are comprehensive semester examinations, using the Preliminary Scholastic Aptitude Test (PSAT) for diagnosing academic preparation, and that students take one unit of typing.

E. Maryland's state colleges and universities allow a small percentage of students to be admitted who are not prepared for college work, but no college credit is awarded for remedial work. The University of Maryland has also raised its requirements to 4 units of English, 3 units of mathematics, and 2 units of laboratory science.

F. Mississippi's Board of Trustees recommends that college-bound students take a computer science course and gain a level of typing proficiency.

G. South Carolina's proposed prerequisities include an additional unit of advanced mathematics or computer science or a combination of these; or one unit of world history or of international relations.

Source: Southern Regional Education Board, August, 1983.

TABLE 29

PRESENT STATUS - TEACHER TESTING - SEPTEMBER, 1983

	State Board or Legislative Mandate for Admission to Teacher Education Programs	Test Before Certification	Performance Assessment
Alabama	ACT 16 Passing score on English test, 1.2 G.P.A. on 3.0 scale	State developed (subject matter, professional education)	
Arkansas		NTE (Area--if it exists, Test of Professional Knowledge)	
Florida	ACT 17 (SAT 835) 10% waiver minimum G.P.A. (set by institutions), demonstration of communication and computations (standards set by institutions)	State developed (professional education, reading, writing, mathematics)	Performance evaluation during year long supervised teaching program for beginning teachers
Georgia	2.0 G.P.A. on 4.0 scale	State developed (subject matter)	Performance evaluation (TPAI) 3 years to attain mastery
Kentucky	At or above 12th grade level on standardized test in English and mathematics and a 2.25 G.P.A. (2.5 G.P.A. in subject field to begin student teaching)	Test on communication skills, general knowledge, professional education, and content knowledge (to be selected 1984)	Proposed one-year internship with local assessment of teachers (1984)
Louisiana	ACT 16 with 2.2 G.P.A. to ACT 14 with 3.2 G.P.A 10% waiver	NTE (Core Battery, Area)	
Maryland	Commission created in 1981 to study issues. Recommendations submitted October 1982 include basic skills testing for entrance to teacher education (such as ETS pre-professional test) with minimum 2.5 G.P.A. on 4.0 scale. Certification testing and beginning teacher program are also proposed.		

TABLE 29 (continued)

	State Board or Legislative Mandate for Admission to Teacher Education Programs	Test Before Certification	Performance Assessment
Mississippi	Minimum ACT scores or ACT-COMP exam ACT-COMP (minimum score on speaking and writing portion)	NTE (Composite, or Common Examinations* if no area test exists)	Performance evaluation of beginning teachers (1986)
North Carolina	Approved program which includes testing for general education and communication (NTE Core Batteries I & II) (Effective for Sophomores Fall 1983)	NTE (Area, Professional Education Test - Core Battery III)	Performance evaluation during provisional period (to be implemented)
South Carolina	Basic skills testing in reading, writing and mathematics	NTE or South Carolina Teaching Area Examinations	Performance evaluation during provisional period
Tennessee	ACT 17 (SAT 835) or CAT 9th grade phasing into 12th grade level	NTE (Common Examinations*) (scores to be set)	
Texas	Basic skills testing in math, English, mandated by 1984	Mandated by 1986	
Virginia	SAT 835 and G.P.A. 2.5 recommended	NTE (Common Examinations*, Area) (July 1984)	2 year probationary period (July 1986)
West Virginia	Proposed for September 1985: Certification based on program approval. Programs include basic skills testing, content specialization exam (statewide instrument), general education component, with a performance measurement during student teaching (statewide instrument). (Includes all endorsement areas)		

*Several states using NTE Common Examinations are in the process of validating scores on the new NTE Core Batteries to replace the Common Examinations.

ACT = American College Testing Program - aptitude examination for college bound high school seniors
ACT-COMP = American College Testing Program Comprehensive Outcomes Measures Project
SAT = Scholastic Aptitude Test for college bound high school seniors - College Board
NTE = National Teacher Examinations - Educational Testing Service
CAT = California Achievement Test

SOURCE: Southern Regional Education Board, September, 1983.