

**Annual Joint Report
on Kindergarten Through
Higher Education
in Tennessee**

**Tennessee State Board of Education
and the
Tennessee Higher Education Commission**

2001

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INTRODUCTION

Quality education is important to the lives of Tennessee citizens as well as the social and economic success of the state. Accomplishing Tennessee's education goals involves strong partnerships at all levels of education. The 2001 annual report highlights five years of progress in Tennessee education and the works of the State Board of Education and the Tennessee Higher Education Commission.

The State Board of Education is the governing board for K-12 and the Tennessee Higher Education Commission is the coordinating board for higher education. Together with the state's two public higher education systems and the 138 local public school systems, these two boards establish policies and long range plans for the operation of public education.

On an organizational level, the executive directors for the two boards each serve as an ex-officio member of the other's board. Each year the Board and the Commission meet in a joint session to analyze and direct education initiatives and education delivery within Tennessee.

The Board and the Commission have legislative mandates and governance policies which create a number of connections for policy development and program planning at the state and local level. This cooperative spirit has placed Tennessee in the forefront of education reform.

That education is an essential element of economic survival and improved quality of life for the state's citizens is clearly supported by political, business, and civic leaders in Tennessee. Tennessee must make available an education system that reaches all its citizens, improves their potential for success and enhances their ability to resolve the complex demands and problems in the new century.

The Board and the Commission affirm their resolve to provide the necessary public policy leadership to attain the goals of their respective master plans for public schools and higher education institutions. Both stand ready to support the Governor and the General Assembly in their efforts to develop and sustain quality education at every level in the state.

A SPIRIT OF COOPERATION: Charting Tennessee's Education Course

This annual report complies with the requirements established in the *Public Education Governance Reform Act* of 1984. This act directs the State Board of Education and the Tennessee Higher Education Commission to provide a report to the Governor and the General Assembly, all public schools, higher education institutions, and their respective governing boards. This report is to include, but not be limited to, a discussion of the following areas:

- The extent of duplication in elementary-secondary and postsecondary education;
 - The extent high school graduation requirements are compatible with the admission requirements of postsecondary institutions;
 - The extent the respective master plans of the State Board of Education and the Tennessee Higher Education Commission are being fulfilled; and
 - The extent state needs in public education are being met as determined by the Board and the Commission.
-
- **Extent of Duplication in Elementary-Secondary and Postsecondary Education**

Both the Commission and the Board have developed strategic master plans to guide policy development and resource allocation in public education. These plans have sharpened the focus of education in pre-kindergarten through higher education and have minimized duplication. Both plans call for a program of continuous learning from pre-kindergarten through higher education.

- **Extent High School Graduation Requirements Are Compatible with Admission Requirements of Postsecondary Institutions**

The requirements are compatible. A *High School Policy*, dedicated to preparing all students for success in work and postsecondary education was adopted by the State Board of Education in 1993 and revised in 1999. The policy is consistent with the requirements of the *Education Improvement Act* (EIA).

The policy establishes a rigorous core curriculum for all students consisting of 14 units, covering English (four units), mathematics (three units), science (three units), social studies (three units), and lifetime wellness (one unit). The high school areas of science, social studies, and wellness exceed university

admission requirements and are consistent with current philosophy for preparation of students for lifelong learning, the workplace, and responsible citizenship.

In addition to the core curriculum, university path students complete two units in the same foreign language and one unit of fine arts, consistent with university [admission](#) requirements; technical path students complete four units focused in a technical area and have the opportunity to participate in a Tech-Prep program. Students entering ninth grade in 2001-02 will be required to pass end-of-course examinations in Algebra I, English II, and Biology. These requirements ensure that all students experience a smooth transition to postsecondary education.

Education Edge -- Tennessee's School-to-Career initiative -- envisions a seamless program of study connecting secondary education, postsecondary education and the workplace. It is a logical extension of the Board's *High School Policy* including the two path program. All students will complete a challenging core curriculum and have the opportunity to complete one of seven career clusters, including a work-based learning component.

Current high school graduation requirements and high school course requirements for regular undergraduate admission are included in Appendix A and Appendix B.

- **Extent Master Plans of the State Board of Education and the Tennessee Higher Education Commission Are Being Fulfilled**

Both the Commission and the Board maintain strategic master plans, which are revised annually. Currently, the Board and Commission are working together to develop and implement a statewide reading initiative for pre-kindergarten through grade 8 and to improve the preparation of teachers to teach reading, in accordance with the requirements of P.C. 911 adopted by the General Assembly in 2000.

The Board's *Master Plan for Tennessee Schools for 2001* focuses on three key initiatives:

- [Early Childhood Education: All children should begin school ready to learn. High quality early childhood programs increase academic success, increase graduation rates, decrease special education referrals, reduce crime rates, and increase work performance. Tennessee must expand its current support of early childhood programs currently serving 1,200 children to serve the at-risk three- and four-year-olds who do not receive services.](#)

- **Reading:** Reading is fundamental to life long success. The State Board of Education, Department of Education and Higher Education Commission have formed the Tennessee Reading and Literacy Advisory Council, which has recommended a comprehensive statewide initiative to address content and performance standards, teaching quality, parent and community involvement, assessment, and accountability. The recommendations of the Council demonstrate the link between early childhood education and reading and they address the needs of English language learners.
- **Teaching Quality Enhancement:** Quality teaching has more impact on student learning than any other school component. Building on the improvements in teacher preparation made over the last decade, Tennessee needs to address impending teacher shortages and the need for ongoing professional development of new and existing teachers. This will require scholarships to attract the best and the brightest to teaching; a jobs clearinghouse to assist in the placement of graduates where they are needed; mentoring support of new teachers during their first year of teaching to stem attrition; and ongoing professional development of teachers.

In addition, the plan targets nine key result areas: early childhood education, primary and middle grades education, high school education, technology, professional development and teacher education, accountability and assessment, school leadership and school-based decision making, school health and safety, and funding. For each key result area, a goal has been stated and strategies identified for achieving the goal, along with progress indicators, and additional costs. The key result areas and their associated goals are listed in Appendix C.

The Board's plan emphasizes what must be accomplished to fulfill the promise of the EIA. An important aspect of the EIA is the establishment of performance goals for schools and school systems. The Board identified four goals to be accomplished by the year 2000. These goals and progress made to date are shown in Appendix D. In April 2000, the Board raised the bar and established additional goals for the new century emphasizing academic attainment in elementary and secondary grade levels in its *Performance Model*. Baseline data are shown in Appendix E.

A summary analysis of the progress being made in Tennessee schools is included in the report on *Student, Teacher and School Performance*. This report is prepared annually by the Board and the Commissioner of Education and is included in the Board's Master Plan. Supporting data may be found at www.state.tn.us/education under statistics and reports.

The Commission's master plan is a *Strategic Master Plan for 2000-2005*. The theme is "Preparing citizens for productive and responsible social and economic roles in the 21st century" and it calls for increasing performance in Tennessee higher education; using information technology to serve Tennesseans; enhancing partnerships with K-12; enhancing partnerships with business, industry, and government; and extending inter-institutional partnerships and cooperation. [A copy of the strategic plan is included in Appendix F.](#)

Tennessee Challenge 2000, The Status of Higher Education in Tennessee, is a document which describes goals adopted by the Commission which are to be achieved by the year 2000. These goals address improving enrollment and access, improving the quality of instruction and assessment, preparing effective teachers for the public schools, improving the quality and quantity of research and public service, recruiting high quality faculty, and improving funding. The goals are included in [Appendix G.](#)

- **Extent State Needs in Public Education Are Being Met as Determined by Board and Commission**

Determining the needs of public education in Tennessee is done annually by the Board through its report on funding required for the *Master Plan* and by the Commission in its appropriations request.

The Board's analysis of funding needs and the extent to which state needs in PreK-12 are being met is based upon a review of performance and upon the goals and strategies identified in the Board's *Master Plan*. The Board's *Master Plan* supports a funding formula that provides adequate and equitable funding for Tennessee's school systems. The realization of the three key initiatives—early childhood education, reading, and teaching quality—will require substantial additional funding.

In 1992, the General Assembly implemented the Basic Education Program (BEP) funding formula. The formula is based on actual costs and provides for those costs to be shared by the state and local governments. The BEP was fully funded in 1999-2000. The BEP Review Committee meets annually to address needed revisions. The committee has identified additional areas that need to be addressed due to policy and demographic changes in the student population.

Tennessee higher education was the first system in the country to use incentive funding to reward institutions based on performance indicators. An institution can receive an addition to their state appropriation based on improvements in academic programs and services. The performance funding model is revised every five years. Since the inception of the performance funding program, higher education institutions have received over one-quarter

of a billion dollars in incentive based performance outcomes. There have been consistent improvements in test scores for major fields and general education outcomes. Job placement rates in vocational programs have risen from approximately 65% to over 95% placement.

PROGRESS TOWARD MEETING EDUCATION OBJECTIVES

In 1991 the Tennessee Higher Education Commission and the State Board of Education identified 26 objectives for Tennessee's pre-kindergarten through higher education system, which are critical to the future of all Tennesseans. The following pages reflect the progress for each objective. In many areas, significant progress has been achieved. In other areas, the progress has not been as significant.

Section One: Preschool Through High School

Objective 1	<i>Increase to 100% the three and four-year old at-risk children and their families enrolled in comprehensive early childhood education and parent involvement programs.</i>
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Three and Four-Year Old At-Risk Children (Estimates, 2000)

Children in Poverty	45,000
Enrolled in Head Start	13,800
Enrolled in State Programs	1,200
Remaining to be Served	30,000

Objective 2	<i>Increase the promotion rate of elementary students.</i>
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Students Promoted in Grades K-8 (1995 - 2000)

YEAR	% PROMOTED
1995-96	96.6
1996-97	96.4
1997-98	96.6
1998-99	96.4
1999-00	96.8

The average K-8 promotion rate for 1999-00 was 96.8%, an increase of 0.2 percentage points since 1995-96.

Objective 3	<i>Increase the achievement levels of students on the TCAP Achievement Test (TerraNova), the TCAP Competency Test, and the TCAP Writing Assessment.</i>
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TCAP Achievement Test

Scores on the TCAP Achievement Test (TerraNova) for students in third through eighth grade were at or above the median national percentiles on 97% of the scores reported for subtests in reading composite, language composite, mathematics composite, science, and social studies.

**TCAP Achievement Test - National Percentiles
(2000)**

	Grade					
	3	4	5	6	7	8
Reading	56	55	56	51	46	54
Language	59	60	53	56	56	58
Mathematics	62	58	53	53	53	58
Science	55	54	54	56	51	53
Social Studies	55	55	55	55	52	56

The test also reports information in terms of five levels of performance – step 1, progressing, nearing proficiency, proficient, and advanced. The percentage of Tennessee students in the two highest levels, proficient and advanced, meets or exceeds the performance of the national norm group in all of the subtests in grade 5 and grade 8. Grades 5 and 8 are the benchmark years.

TCAP Competency Test

Results from the sixth Competency Test show that in 1999-00 a greater percentage of the students taking the test for the first time in ninth grade passed mathematics, language arts, and both parts of the test than in 1994-95. Beginning in 2001-02, the competency requirement will be replaced by a requirement that students pass end-of-course examinations in Algebra I, English II, and Biology.

**Percent First Time Takers Passing Competency Test
(1995 - 2000)**

	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
Mathematics	66%	71%	70%	72%	71%	70%
Language Arts	68%	80%	80%	80%	78%	76%
Both	61%	66%	65%	67%	65%	64%

TCAP Writing Assessment

Scores on the Writing Assessment significantly improved for students in the fourth and eleventh grades compared with 1994-95 results. Students in seventh grade were tested for the first time in 1997-98; the seventh grade score [have increased over three years](#).

**Writing Assessment
(1995, 1998, 1999, 2000)**

Grade	Scale	Percent of Students Scoring Competent or Above			
		1994-95	1997-98	1998-99	1999-00
4	(1-6)	16.3%	47.7%	59.2%	64.0%
8	(1-6)	NA	52.0%	52.0%	62.0%
11	(1-6)	30.3%	54.6%	59.5%	62.0%

Tennessee Value-Added Assessment System

The Tennessee Value-Added Assessment System (TVAAS), which measures student achievement over time, was initiated in 1993. Using the TCAP Achievement Test, value-added assessment measures the academic gain made each year by students in grades 4-8. The three-year average cumulative gains for the period [1998-00](#) were higher in all subjects than the comparable cumulative gains for 1991-93 and [exceeded](#) the state goal of 100%.

**Value-Added Assessment - Cumulative Gain Grades 4-8
(1993, 1998, 1999, 2000)**

	1991-93	1996-98	1997-99	1998-00
Math	94.3%	97.5%	100.1%	101.2%
Reading	102.9%	120.3%	116.8%	109.6%
Language Arts	112.9%	119.3%	114.5%	109.2%
Social Studies	96.3%	94.5%	103.9%	118.2%
Science	94.3%	118.2%	117.1%	117.1%

Objective 4 ***A dropout rate of no more than 10% for grades 9-12.***

The 1999-00 high school dropout rate is [14.4%](#). The state and local dropout rates are based on four years of actual data. The cohort rate represents the percentage of a 9th grade class that has dropped out by the end of the 12th grade. [The event rate is the percentage of students who dropped out in the current year.](#)

**Dropout Rate, Grades 9-12
(1996 - 2000)**

	1995-96	1996-97	1997-98	1998-99	1999-00
Event	4.4%	4.6%	4.5%	4.2%	3.9%
Cohort	16.4%	15.6%	15.2%	14.8%	14.4%

Objective 5**Increase the number of high school students enrolled in algebra, geometry, and advanced mathematics.****High School Enrollment in Mathematics Courses
1995-96 - 1999-00**

	1995-96*	1996-97*	1997-98	1998-99*	1999-00***
Algebra I**	48,849	45,855	N/A	45,398	63,242
Algebra II	33,119	32,092	N/A	32,631	42,566
Geometry	36,314	33,574	N/A	34,290	44,198
Advanced Math	16,326	15,248	N/A	19,624	21,337
TOTAL	134,608	126,769	N/A	131,043	171,343

* The data may underrepresent enrollments in 1995-96, 1996-97 and 1998-99 due to incomplete reporting by schools with bloc scheduling which had not preregistered for second semester at the time the data were collected.

** On average, an additional 7,000 students enroll in Algebra I in grade 8; in 1999-2000 7,796 8th grade students enrolled in Algebra I.

*** Additional students enrolled in Integrated Math I - 1020, Integrated Math II - 682, and Integrated Math III - 506.

Objective 6	<i>Increase the number of high school students who complete advanced placement examinations and score 3 or above.</i>
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**Advanced Placement Candidates
(1996 - 2000)**

	1996	1997	1998	1999	2000
Students Taking Exams	7,556	7,862	8,445	9,080	9,464
Exams Taken	11,520	11,870	12,932	14,376	14,788
Number of Exams with Scores of 3 to 5	7,441	7,777	8,363	9,312	9,677
% Tennessee Exams with Scores of 3 to 5	65%	66%	65%	65%	65%
% National Exams with Scores of 3 to 5	63%	64%	64%	64%	64%

Objective 7	<i>Increase the percentage of high school graduates completing the ACT core curriculum.</i>
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The total number of ACT-tested students completing the ACT core curriculum increased from 25,549 in 1998 to 27,275 in 2000.

**Tennessee Students Completing the ACT Core Curriculum
(1996 - 2000)**

	1996	1997	1998	1999	2000
Students Taking ACT	37,654	41,135	40,782	42,918	43,992
% Completing Core Curriculum	56%	54%	63%	62%	62%

Objective 8	<i>Increase the average ACT scores of Tennessee high school graduates.</i>
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The 1999-00 school year marked the fifth time Tennessee's students were required to take the ACT, SAT, or Work Keys exam as an exit requirement. Scores show slight increases over the previous year. Tennessee students do remarkably well on the ACT given the high percentage and diverse ability range of the test takers.

**Average ACT Scores for High School Graduates
(1996 - 2000)**

CONTENT AREA	1996	1997	1998	1999	2000
English	19.8	19.6	19.6	19.8	19.9
Mathematics	18.9	19.0	19.1	19.1	19.1
Reading	20.4	20.1	20.2	20.4	20.5
Science Reasoning	19.9	19.7	19.8	19.8	19.8

Composite	19.9	19.7	19.8	19.9	20.0
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**Average Entering ACT Composite for Freshmen in
Public Higher Educational Institutions
(1995 - 2000)**

	1995	1996	1997	1998	1999	2000
Universities	21.56	21.64	21.69	21.53	21.52	NA
Two-Yr. Inst.	18.16	18.17	18.02	18.16	18.30	NA
Overall	19.49	19.53	19.46	19.51	19.50	NA

Section Two: Higher Education

Objective 9	<i>Increase the number of public high school graduates who goes on to public postsecondary education in Tennessee.</i>
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**Enrollment of Recent Public High School Graduates in
Tennessee Public Higher Educational Institutions
(1996- 2000)**

	1996	1997	1998	1999	2000
High School Graduates	43,889	44,380	43,331	44,032	44,267
First-time Freshmen	18,768	19,274	19,415	19,623	19,844
% of High School Grads	42.8%	43.4%	44.8%	44.6%	44.8%

Objective 10	<i>Improve the participation rate in postsecondary education from all geographic areas of the state.</i>
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**Degrees Awarded by Public Higher Education Institutions
(1995-96 - 1999-00*)**

REGION	1995-96	1996-97	1997-98	1998-99	1999-00
West TN	6,007	5,927	5,869	5,885	6,235
Middle TN	7,138	7,468	7,714	7,808	8,148
East TN	7,566	7,939	7,843	7,976	8,508
Upper East TN	2,286	2,386	2,348	2,244	2,365

*By geographic permanent address of graduates.

Objective 11 *Decrease the percentage of recent high school graduates needing remedial courses at the public postsecondary level.*

**Percentage of First-time Freshmen Age 20 and Under
Requiring Remedial/Developmental Courses
(1996 - 2000)**

TERM	PERCENT
Fall 1996	46.1%
Fall 1997	44.1%
Fall 1998	45.7%
Fall 1999	45.1%
Fall 2000	40.0%

Objective 12 *Increase enrollment in graduate and professional programs in accordance with state and national needs.*

**Graduate and Professional Enrollment by Field of Study
in Public Higher Education Institutions
(Fall 1996 - Fall 2000)**

FIELD	1996	1997	1998	1999	2000
Allied Health /Medical	2,822	2,960	2,978	3,066	3,068
Business	2,496	2,578	2,662	2,719	2,510
Computer Science /Engineering	1,569	1,483	1,466	1,487	1,507
Education	4,991	5,172	5,340	5,211	5,193
Law	923	995	945	911	881
Mathematics and Science	1,396	1,442	1,410	1,351	1,223
Other	8,673	7,995	7,737	7,459	7,150
TOTAL	22,870	22,625	22,538	22,204	21,532

Objective 13

Increase the enrollment rate of African-American students at Tennessee public higher education institutions.

**African-American Enrollment in
Public Higher Education Institutions
(1996 - 2000)**

YEAR	STUDENTS	% of Total Enrollment
Fall 1996	30,208	15.6%
Fall 1997	30,690	15.9%
Fall 1998	31,732	16.4%
Fall 1999	32,532	16.8%
Fall 2000	32,875	17.3%

Objective 14 ***Increase the graduation rate of full-time degree-seeking college students.***

**Persistence to Graduation of First-time Full-time Freshmen
in Public Universities
(1996 - 2000)**

BEGINNING YEAR	GRADUATED BY	PERSISTENCE RATE
1990	1996	45.4%
1991	1997	44.2%
1992	1998	44.9%
1993	1999	45.4%
1994	2000	47.0%

Objective 15 ***Increase number of successful graduates from Tennessee teacher education programs.***

**Completers of Teacher Education Programs in
Public and Independent Higher Education Institutions*
(1995 - 1999)**

YEAR	GRADUATES
1994-95	2,627
1995-96	2,984
1996-97	2,882
1997-98	3,077
1998-99	3,133

*Teachers only, excludes first-time administrators

Note: The collection of teacher education data for higher education institutions followed federal Title II reporting guidelines for the 1999-00 academic year. Final collection of this data is due to the state from the institutions by April 7, 2001.

Objective 16 ***Increase the test performance and evaluation results of teacher candidates and beginning teachers.***

Percentage of Graduates Passing Core Battery or Principles of Learning and Teaching of the Praxis Examinations* (1994-95 to 1998-99)

YEAR	PERCENT
1994-95	94%
1995-96	95%
1996-97	95%
1997-98	95%
1998-99	96%

Note: Beginning in 1998-99, candidates were required to pass the Praxis test Principles of Learning and Teaching. [Data for 1999-00 has not been released due to new federal reporting requirements.](#)

Objective 17 ***Increase the percentage of minority candidates entering the teaching profession.***

Percentage of Minority Teachers in Public Schools (1995-96 - 1999-00)

	1995-96	1996-97	1997-98	1998-99	1999-00
Teacher Education Graduates	7.8%	6.1%	7.1%	7.2%	N/A
First-Time Licensed*	7.1%	8.9%	6.9%	4.8%	10.3%
Newly Hired*	7.7%	7.7%	5.4%	6.0%	9.0%
Teachers*	10.7%	10.7%	10.1%	9.9%	9.9%
Black Students in School	23.1%	23.4%	23.7%	23.9%	24.4%

* The data may under-represent the percentage of minorities because of the large percentage of first-time licenced, newly hired, and teachers for whom race is not known.

SECTION THREE: ADULT LITERACY

Objective 18 ***Increase the number of adults served in adult literacy programs and who progress from one level of literacy to another.***

**Enrollment and Completion from Adult Literacy Programs
(1996 - 2000)**

	1995-96	1996-97	1997-98	1998-99	1999-00
Total Enrollment	50,889	52,571	53,260	48,675	49,386
Complete Basic Literacy Programs Skills up to Grade 6	6,426	8,259	10,129	5,219	5,047
Complete Basic Education Level 2 Skills up to Grade 9	5,359	6,675	8,722	4,513	4,606
Complete GED Skills up to Grade 12	5,415	5,810	6,373	4,987	5,143

Objective 19 ***A 25% increase in those who receive GED credentials.***

**GED Enrollment/Completion
(1995 - 1999)**

	1995	1996	1997	1998	1999
No. Test Takers	19,160	20,523	20,803	20,568	20,746
No. Completers	12,130	13,522	13,051	13,468	15,504
Percent	64%	66%	64%	65%	66%

From 1995 to 1999, there was a 28% increase in number of GED completers.

SECTION FOUR: TECHNOLOGY

Objective 20 ***A statewide technology network in place to serve the teaching, learning, and management needs of schools, institutions, and state agencies.***

Through the ConnectTEN program, Tennessee became the first state to establish a statewide network that provides connections to the World Wide Web for all of its public schools. The state has begun an initiative to bring Internet resources into every classroom by networking school computers. The number of classroom computers connected to the Internet has grown from 7,000 in 1996 to 109,000 in 2000.

Since 1993-94, the state has provided a total of \$147 million in state funds for educational technology, including nearly \$96 million for 21st Century Classrooms. The fully funded BEP formula provides \$15 million in state recurring funds (and \$5 million in local matching funds) for the formula's technology component.

Using Technology Literacy Grant funds, teachers are now developing Web-based instructional units that follow state curriculum requirements. As a result of the new E-Rate, additional investments in technology have surpassed the \$100 million mark this year.

Objective 21 ***Increase the use of state-of-the-art technology and effective instructional strategies in every public school and college classroom supported by a comprehensive professional development system for faculty and administrators.***

A number of staff training efforts for PreK-12 teachers, principals, superintendents, and school board members are in place. However, additional professional development funding and planning are needed to support effective instructional practices and expand the use of technology and innovative instructional strategies by both PreK-12 and college faculty and administrators.

**Dwight D. Eisenhower Mathematics and Science Program
PreK-12 Teacher Training
(1996 - 2000)**

	1995-96	1996-97	1997-98	1998-99	1999-00
PreK-12 Funding	\$3,768,607	\$4,115,418	\$4,627,889	\$4,458,983	\$4,869,509
School System Projects	139	139	138	137	137
Higher Educ. Funding	\$717,830	\$783,889	\$837,000	\$892,135	\$885,862
Higher Educ. Projects	30	31	33	35	33

SECTION FIVE: SCHOOL-BASED DECISION MAKING

Objective 22 ***Increase school-based decision making in public schools.***

All schools must prepare a school improvement plan, developed with input from appropriate constituencies, every two years. Schools are incorporating elements of shared decision making. The plans are a central part of the accountability process and show where progress or lack of progress is being made. [Schools must address needs identified by the data in their improvement plans.](#)

Objective 23 ***Increase the number of school/business/community partnerships.***

In 95% of public school systems there are organized partnership programs with businesses and communities. This objective has expanded under the Education Edge initiative, in which 14 regional public/private sector partnerships have been formed to create a coordinated system of secondary, postsecondary, and workplace learning. [Schools must address needs identified by the data in their improvement plans.](#)

Objective 24 ***Adequate and sustained funding levels for preK-12 and higher education.***

**State Funding Levels for Public Education
(Operating and Capital in billions of dollars)
(FY 1997 - FY 2001)**

	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001
PreK-12	\$2.14	\$2.29	\$2.43	\$ 2.51	\$2.57
Higher Education	\$1.10	\$.92	\$1.16	\$.98	\$1.13

Objective 25 ***Increase university research, including applied research, which contributes to economic growth.***

**Non-State Appropriated Research Expenditures in Public Universities
(in millions of dollars)
(FY 1996 - FY 2000)**

	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
Expenditures	\$116.5	\$118.2	\$118.2	\$126.8	\$139.7
Adjusted for Inflation*	\$113.7	\$115.3	\$115.4	\$124.3	\$134.4

*Adjusted to reflect 1994 constant dollars.

Objective 26 ***Increase private gifts and grants to public colleges and universities.***

**Private Gifts, Grants, and Contracts to Public Higher Education Institutions
(in millions of dollars)
(FY 1996 - FY 2000)**

	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
Actual Receipts	\$102.1	\$111.2	\$103.0	\$131.4	\$124.5
Adjusted for Inflation*	\$96.9	\$103.4	\$96.2	\$124.0	\$109.9

*Adjusted to reflect 1994 constant dollars.

APPENDIX

**APPENDIX A:
TENNESSEE HIGH SCHOOL GRADUATION REQUIREMENTS**

<u>Core Curriculum</u>	<u>Units</u>
English Language Arts	4
Mathematics	3
Science	3
Social Studies	3
Wellness	1
Total Units	14

<u>University Path</u>		<u>Technical Path</u>	
Foreign Language	2	Program of Study Focusing on a	
Fine Arts	1	Particular Technical Area	4
Electives	3	Electives	2
Total Units	6	Total Units	6

**APPENDIX B:
MINIMUM HIGH SCHOOL COURSE REQUIREMENTS FOR
REGULAR UNDERGRADUATE ADMISSION TO
TENNESSEE PUBLIC HIGHER EDUCATION INSTITUTIONS**

SUBJECT AREA AND UNITS	HIGH SCHOOL COURSES FULFILLING REQUIREMENTS
English 4 units required	English I, II, III, IV Applied Communication substitutes for English III or IV
Algebra I and II 2 units required	Algebra I, Algebra II Math for Technology II substitutes for Algebra I
Advanced Mathematics 1 unit of geometry, or an advanced course with geometry as significant component required	Unified Geometry Trigonometry Pre-Calculus Calculus Probability and Statistics Math IV
Natural/Physical Sciences 2 units required one must be a laboratory course in Biology, chemistry, or physics	Biology I, II Biology for Technology Chemistry I, II Physics Principles of Technology I Principles of Technology II Physiology Physical Science Science 1-A (Ag Science) Geology Ecology and Conservation of Natural Resources Nutrition Science
U. S. History 1 unit required	U. S. History
Social Studies 1 unit required	World History Ancient History Modern History World Geography European History
Foreign Language 2 units in same language	Latin French Spanish German Japanese Russian
Visual/Performing Arts 1 unit required	Theater Arts Visual Arts

	Music Theory Music History Vocal Music Instrumental Music Art History General Music Dance
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**APPENDIX C:
MASTER PLAN FOR TENNESSEE SCHOOLS:
PREPARING FOR THE 21ST CENTURY**

State Board of Education

Mission: To ensure that Tennessee schools are among the best in the nation

Goals for the Nine Key Result Areas

Key Result Area	Goal
Early Childhood Education	All children will begin school ready to learn.
Primary and Middle Grades Education	All primary and middle grade students will achieve world-class standards.
High School Education	All high school students will achieve world-class standards and leave school prepared for work and lifelong learning.
Technology	Technology will be used to improve student learning and meet performance goals.
Professional Development and Teacher Education	The teaching profession will attract well qualified individuals who complete strong professional preparation programs and continue to grow professionally.
Accountability and Assessment	Assessment will be used to improve student learning and demonstrate accountability.
School Leadership and School-Based Decision Making	School leaders will be well prepared and responsible for improved performance of schools and school systems.

School Health and Safety	All students and school personnel will have teaching and learning environments that are safe, disciplined, and healthy.
Funding	Tennessee will provide adequate and equitable funding for schools.

**APPENDIX D:
PERFORMANCE GOALS
FOR TENNESSEE SCHOOL SYSTEMS**

State Board of Education

Goals to be achieved by each school system by the year 2000

The State Board of Education adopted these goals in 1994. Progress has been especially notable in increasing academic gain and reducing the drop out rate.

Goal 1 - Academic Gain

An average gain in reading, language, mathematics, science and social studies at each grade in grades 4 through 8 that is equal to or greater than the average national gain as measured by scale scores (plus or minus two standard errors of measurement) on the TCAP Achievement Tests.

- *Value-added assessment shows Tennessee students' cumulative gains considerably greater than the average national gains in all areas - mathematics, reading, language arts, science and social studies - (see page 7).*

Goal 2 - Promotion

An overall average student promotion rate of at least 97% in grades K-8.

- *The statewide average promotion rate in 1999-00 was 96.8%, an increase from 96.6% in 1996-96.*

Goal 3 - Dropouts

A dropout rate of no more than 10% for grades 9 through 12.

- *The dropout rate in 1999-00 was 14.4%, a decrease from 16.4% in 1995-96.*

Goal 4 - Attendance

An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.

- In 1999-00 the statewide average attendance rate for grades K-6 was 95.0%; for grades 7-12 it was 93.1%. Comparable rates in 1995-96 were 94.9% and 92.1%.

APPENDIX E PERFORMANCE MODEL Baseline Data: 1999-2000

The State Board of Education established new performance goals by adopting a Performance Model in April 2000. The new model retains the goals adopted in 1994 and adds goals in academic attainment, end-of-course assessments, and exit exams. The model includes thirteen goals. Goals in three areas (8, 9, and 12) will be determined when data are available. The goals will be reported by school system and school to assist schools in improving instruction and to inform the public about progress.

Goal 1: Student Attendance

An overall average attendance rate of at least 95% for students in grades K-6 and 93% for students in grades 7-12.

	K-6	7-12
Attendance	95.0%	93.1%

Goal 2: Dropout Rate

A dropout rate of no more than 10% for grades 9 through 12.

Dropout Rate: 14.4%

Goal 3: Promotion Rate

An overall student promotion rate by the end of the summer of at least 97% in grades K-8.

Promotion Rate: 96.8%

Goal 4: Valued Added

An average score increase in reading, language, mathematics, science, and social studies in grades 3 through 8 that is equal to or greater than the average national score increase as measured by scale scores (plus or minus two standard errors of measurement) on the TCAP Achievement Test.

Value Added Assessment

Math	101.2%	Social Studies	118.2%
Reading	109.6%	Science	117.1%
Language	109.2%		

Goal 5: Academic Attainment, Grade 3

Achievement within or above the national average range on the TCAP Achievement Test in reading and mathematics by all students.

Reading:	80.6% of students at or above stanine 4
Math:	84.0% of students at or above stanine 4

Goal 6: Academic Attainment, Grades 5 and 8

An average performance at the proficient level (level 4) on the TCAP Achievement Test beginning in 2001-02 (Average performance at level 3.5 in the years 1999-00 and 2000-01).

	Grade 5	Grade 8
Reading	3.12	3.03
Language	2.97	2.93
Math	2.94	3.07
Science	3.18	2.93
Social Studies	3.13	3.20

Goal 7: Elementary and Middle Writing Assessment, Grades 4 and 7

An average performance level of proficient (level 4).

	Grade 4	Grade 7
Writing	3.7	3.6

Goal 8: Competency Test

Percent passing math and language arts in the ninth grade. (To be replaced by Gateway Examinations in Algebra I, English II, and Biology I in 2001-2002; percent passing the exams the first time).

	Math	Language Arts	
Both			
Without Special Education	70%	76%	64%
With Special Education	65%	71%	60%

Goal 9: Academic Attainment, High School End-of-Course Assessments

Math foundations, Algebra I, geometry, Algebra II, English I, English II, physical science, biology, chemistry, and U.S. History (goal and measure to be determined).

To be administered beginning in 2001-02.

Goal 10: Value Added

100% An average score in ten high school subjects equal to or greater than of the expected performance.

To be administered beginning in 2001-02.

Goal 11: High School Writing Assessment, Grade 11

An average performance level of proficient (level 4).

	Grade 11
Writing	3.6

Goal 12: Attainment, ACT and SAT

Level specified for full admission into Tennessee institutions of higher education. (Goal to be determined)

ACT	SAT	Combined
50.0%	82.7%	53.3%

Goal 13: Value Added, ACT and SAT

An average score equal to or greater than 100% of the expected performance.

Not available.

APPENDIX F:
HIGHER EDUCATION UNITING TO SERVE TENNESSEANS
Statewide Master Plan for Higher Education
2000-2005

Tennessee Higher Education Commission

Vision: Higher education will be seen as a valued opportunity to prepare students for professions, careers, and lifelong learning in order to meet the challenges of living in a rapidly changing world and to develop thinking, principled citizens.

Mission: Tennessee higher education will prepare its citizens for productive and responsible social and economic roles in the 21st century by providing appropriate educational opportunities. Institutions of higher education will demonstrate financial and qualitative accountability in fulfilling their distinctive missions and in meeting the needs of their constituents.

Values:

- Student learning and mastery
- Lifelong learning
- Quality teaching, research, and public service
- Accessible and affordable education
- Social and civic responsibility
- Accountability

Note: At the time this statewide master plan was developed, the future revenues for Tennessee and appropriations for higher education were uncertain. Discussions were underway in the executive and legislative branches concerning means for increasing state revenues. The plan is predicated on the assumption that higher education revenues will increase during the next five years; however, because of the uncertainty, only short-term benchmarks were written for many goals. The plan will be updated annually.

Goal 1: Elevate the educational attainment levels of Tennesseans.

One of the major challenges facing Tennessee is to raise the educational attainment levels of its citizenry. Tennessee is below the national average in students pursuing postsecondary education. Data indicate that 15.9% of Tennesseans have a baccalaureate degree or higher, compared to a national average of 20.3%. Across the nation, 18.7 of adults have attended college, while in Tennessee only 16.9% of adults have attended college. The number of adults receiving associate degrees is 4.2%, or two percentage points below the national average of 6.2% (Chronicle of Higher Education, August 27, 1999, Vol. XLVII, No. 1). For undergraduate enrollments, the gap between Tennessee and similar states has grown from one to three points over the last 20 years.

The low educational attainment level of Tennesseans has the potential for negatively affecting the state's economic future. Because of the state's economic growth, employers are experiencing a shortage of educated and skilled employees. Companies will be reluctant to locate in Tennessee if adequate numbers of professional and skilled employees to staff their businesses and industries are not available. The Governor's Council on Excellence in Higher Education writes that "For too long, Tennesseans has relied only on the state's natural resources, the richness of its soil, the state's strategic geographic location, the beauty of its land, the creativity of its leaders, and the predisposition of its people to work hard. Now, as a new era clearly emerges, these expectations must be elevated. Tennesseans need to sustain the best from the past, but must do more. Tennessee must begin to educate its people more fully. Human capital is the new resource, and Tennessee must begin to invest more heavily in it" (p. 15).

Objectives:

1.1 Improve educational access for all students through assessment of regional needs and barriers to access, and through the development of institutional plans to address these issues.

Responsibility: UT and TBR Systems

Complete assessment of needs and barriers by July 1, 2001.

Complete development of plans by July 1, 2002

1.2 Increase early awareness initiatives to insure students and parents are knowledgeable about the value of higher education.

Responsibility: UT and TBR Systems

1.2.1. Disseminate the recommendations of the THEC committee to raise educational attainment levels to the governing boards and all institutions by August 1, 2000.

1.2.2. Begin implementation of selected suggestions by September of 2000.

1.3 Increase the percentage of students going on to postsecondary education directly from high school.

Responsibility: UT and TBR Systems, THEC

1.3.1. Institutions will submit through their governing boards by December each year annual projections for enrolling high school graduates during the following year, to be reviewed by THEC to determine progress toward this goal.

1.4 Increase the number of students 25 years and older enrolled in postsecondary courses.

Responsibility: UT and TBR Systems, THEC

1.4.1. Institutions will submit through their governing boards by December each year annual projections for enrolling students 25 years and older during the following year, to be reviewed by THEC to determine progress toward this goal.

1.5 Increase the number of high school students enrolled in dual-enrollment and other college-level courses before they graduate from high school.

Responsibility: UT and TBR Systems, THEC

1.5.1. Institutions will submit through their governing boards by December each year annual projections for enrolling high schools students in dual-enrollment and other college-level courses before they graduate, to be reviewed by THEC to determine progress toward this goal.

1.6 Increase the enrollment of students belonging to racial, ethnic, or other underrepresented groups entering postsecondary education.

Responsibility: UT and TBR Systems, THEC

1.6.1 Institutions will submit through their governing boards by December each year annual projections for enrolling students belonging to racial, ethnic, and other underrepresented groups, to be reviewed by THEC to determine progress toward this goal.

1.6.2 Increase efforts to meet the goals of Sundquist v Geier.

1.7 Increase the number of students transferring from 2-year to 4-year institutions.

Responsibility: UT and TBR Systems, THEC

1.7.1 Four-year institutions will submit through their governing boards by December each year annual projections for enrolling transfer students from two-year institutions, to be reviewed by THEC to determine progress toward this goal.

1.8 Increase technology-based learning opportunities to allow students to complete selected courses and/or degrees through distance learning.

Responsibility: UT and TBR systems, THEC

1.8.1 Develop a catalog of all courses offered through technology by December 2000.

1.8.2 Conduct a needs assessment of underserved areas and populations to determine courses that should be developed and delivered by July 20

1.8.3 Write a plan for the development and delivery of needed courses December 2001.

1.9 Continue to improve the retention and persistence-to-graduation rates.

Responsibility: UT and TBR systems, THEC

1.9.1. Institutions will assess factors contributing to low retention and graduation rates by February 2001.

1.9.2. Using selected recommendations of the committee on raising educational attainment levels and other information, institutions will develop enrollment management plans with goals to address retention and graduation rates, to be reviewed by governing boards annually.

1.9.3. Improvements in retention and persistence-to-graduation rates will be rewarded annually through THEC performance funding.

1.10 Increase state-funded student financial assistance for both need-based scholarships and merit-based scholarships.

Responsibility: UT, TBR, and THEC

1.10.1. THEC will recommend annually to the executive and legislative branches funding for the student financial assistance program based on projected needs.

1.10.2. Institutions will review their current award systems to determine their effectiveness and submit a report of their findings to their governing boards by July 2001.

1.10.3. Ideas for improvements in the process will be shared by governing boards among institutions by December 2001.

1.10.4. THEC annually will recommend increased funding for merit-based scholarship in order to increase the recruitment of the “best and brightest.”

Goal 2: Clarify all institutional missions for greater distinctiveness, with programs, services, and resources aligned to support the mission.

Central to the process of planning is the need for a focused mission, clearly stating the uniqueness or strengths of the institutions. Good planning requires that strategic goals and resources support the strengths of an institution and suggests that programs or services not within the mission statement be carefully scrutinized to determine their necessity. In the current era of scarce resources, careful planning to reflect specific mission statements is even more important. The report of the Governor's Council on Excellence in Higher Education (1999) cautions that Tennessee institutions of higher education have blurred visions and suggests that mission clarification is essential for an effective system.

Mission enhancement encourages specialization by minimizing duplication of programs and encourages programmatic excellence. In addition, it addresses specific demographic and economic needs of the regions and state, develops institutional academic focus, and encourages collaborations and partnerships.

Objectives:

2.1 Complete a review of all mission statements to determine their specificity and the degree to which programs, services, and resources are aligned to support the mission by December 2000.

Responsibility: UT and TBR Systems, THEC

2.2 Approve new doctoral programming consistent with institutional mission and availability of resources.

Responsibility: UT, TBR, and THEC

2.2.1. Use the existing collaborative review process for approvals, ongoing.

2.2.2. Establish a process for reviewing mission statements and institutional offerings every five years to ensure institutions remain mission focused by December 2003.

2.3 Consider master's programming primarily for regional universities which have accomplished bachelor's programs in related areas and/or in which the programs are targeted to meet demonstrated service area needs.

Responsibility: UT, TBR, and THEC

2.3.1. Use the existing collaborative review process for approvals, ongoing.

2.3.2. Establish a process for reviewing mission statements and institutional offerings every five years to insure institutions remain mission focused by December 2003.

2.4 Encourage the appropriate weighting of teaching, research, and public service to reflect the mission focus of individual campuses, to be completed by 2005.

Responsibility: UT and TBR systems

2.4.1. Systems will submit an annual report to THEC by December of each year as an update to the master plan describing progress in this area.

2.5 Assign individual peer institutions for each university to reflect comparable missions and national leaders in related programs and services by July 1, 2002.

Responsibility: THEC

2.6 Review peer institutions for two-year schools to ensure they have comparable missions, programs and services by July 1, 2002.

Responsibility: THEC

2.7 Encourage undergraduate policies and procedures to prevent unnecessary duplication and to foster transfer and articulation.

Responsibility: UT, TBR, and THEC

2.7.1. Systems will submit an annual report to THEC by December of each year as an update to the master plan describing progress in this area.

2.8 Support asynchronous and synchronous courses and programs for access, convenience, and responsiveness to business/industry needs.

Responsibility: TBR and UT Systems, THEC

2.8.1. Systems will assess to degree to which they are meeting this objective and report their findings to THEC by July 2001.

2.8.2. A THEC committee will complete a set of recommendations for progress in this area by July 2002.

2.9 Limit the offering of remedial and developmental education courses to community colleges, with exceptions only for universities that need to offer developmental programming to meet specific access and mission needs.

2.9.1. Systems will submit an annual report to THEC by December of each year as an update to the master plan describing progress in this area.

Goal 3: Strive to be among the national leaders in the development and assessment of quality instructional programs based on student outcomes.

Tennessee has been recognized for many years as a leader for its initiatives to measure institutional quality and rewarding institutions for the attainment of goals through performance funding. As a result of this effort, the quality of higher education has been enhanced in numerous ways; for example, 98% of creditable programs at public universities are accredited by a recognized body and all creditable programs at two-year institutions have received this recognition; 85% or more test takers have passed licensure examinations in their majors; placement rates at two-year institutions are over 90%; and high student and alumni satisfaction rates are high. However, Tennessee must continue its assessment efforts in order to ensure continuous quality education for its citizens. A new performance funding model has been approved for the years 2000-2005, but higher education must continue to study the factors contributing to student achievement, quality in teaching and learning, and the resources and rewards to ensure excellence.

Quality educational programs depend on the quality of the faculty in the institutions and the availability of appropriate resources to support the educational mission. In order to produce excellent outcomes in the area of student achievement, faculty members must be sustained by resources that attract and retain the best faculty and students and provide an appropriate supporting infrastructure.

Objectives:

3.1 Develop a comprehensive program to assess student achievement at the postsecondary level.

Responsibility: THEC committee

3.1.1. Complete a thorough review of all literature in the area and solicit ideas from appropriate experts by July 1, 2001.

3.1.2. Finalize plans for new assessment program by July 1, 2003.

3.2 Use the annual results of performance funding assessments to improve the quality of teaching and learning

Responsibility: THEC, TBR and UT institutions

3.2.1. Systems will submit an annual report to THEC by December of each year describing progress in this area.

3.3 Establish awards to recognize teaching excellence and innovation by December 2000.

Responsibility: THEC

3.4 Provide funding for the recruitment and retention of highly qualified faculty members through annual appropriation requests.

Responsibility: THEC, Executive and Legislative Branches

3.4.1. Institutions will submit as a part of their annual appropriation requests detailed plan for the improvement of recruitment and retention of highly qualified faculty.

3.5 Provide equipment, information resources, and other support for quality teaching and research to enhance student learning.

Responsibility: UT, TBR, and THEC

3.5.1. Annually assess the need on each campus and incorporate requests into their annual appropriations request.

3.6 Provide faculty development opportunities in the areas of assessment of student learning.

Responsibility: UT and TBR systems, THEC

3.6.1. Systems will submit an annual report to THEC as a part of the follow-up of master planning describing progress in this area.

Goal 4: Strive to be recognized as a national leader for quality research and public service.

The report of the Governor's Council on Excellence in Higher Education (1999) criticized public high education in Tennessee for not being listed in the rankings of the nation's best research institutions in numerous publications. The report commended the state's initiatives related to the Chairs of Excellence program and recommended additional support. It also encouraged additional financial support for recruiting and retaining qualified faculty members and for providing adequate resources for their research.

The number of research universities that can be supported in any state is limited. Other institutions, usually non-doctoral granting, prefer to focus on a public service commitment that is an integral part of their mission and is based on the needs of the region and the state. Most public service commitments include partnerships with schools, other higher education institutions, public agencies, businesses and industries, and seek to improve the community, address economic development issues, or contribute to the arts and culture of the region. Both research and public service contribute significantly to the state's well being and are equally important.

As pointed out under Goal 3, excellence in teaching, research, or public service depends on the recruitment and retention of a high quality faculty and the availability of resources to support their efforts. In order to produce excellent outcomes in these areas, financial support and rewards must be available to sustain the efforts in these areas.

Objectives:

4.1. Increase the number and size of research grants and contracts.

Responsibility: UT and TBR Systems

4.1.1. Institutions will set goals annually for the number of grant proposals to be submitted, number of expected awards, and total dollars anticipated in contracts and grants, to be submitted to THEC for review to determine the progress toward this goal by December 31 of each year.

4.2 Increase the level of support for the scholarly and creative activities of the faculty.

Responsibility: UT and TBR Systems, THEC

4.2.1. Institutions will include in their annual budget requests for inclusion in the annual appropriation request total dollars needed to support scholarly and creative activities with a description of anticipated distribution.

4.2.2. Institutions will submit to THEC through their governing programs a summary of the activities funded and an end of the year accounting of expenditures by March of the following year.

4.3 Increase the level of support for the Chairs of Excellence program consistent with institutional missions.

Responsibility: UT and TBR Systems, THEC

4.3.1. THEC will evaluate the present Chairs of Excellence program and make recommendations for improving the process and maximizing resources by August 2000.

4.4 Increase funding for community service programs, consistent with institutional missions.

Responsibility: UT and TBR Systems, THEC

4.4.1. Institutions will include in their annual budget requests for inclusion in the appropriation requests total dollars needed to support community service programs consistent with institutional mission and a description of how these dollars will be used.

4.5 Review the Centers of Excellence and make recommendations about their effectiveness and financial support by December 2001.

Responsibility: THEC

Goal 5: Strive for a sustained level of funding that will allow Tennessee citizens to reach their educational objectives, attain cultural and social goals, and compete economically with the most progressive states in the region.

Funding of higher education is an investment in the future and provides different benefits for individuals, businesses, and the state as a whole. The University of Memphis Bureau of Business and Economic Research report, commissioned by the Tennessee Higher Education Commission (2000), quotes the Institute for Higher Education Policy, pointing out that individuals benefit economically through higher salaries and benefits, better employment rates, higher savings levels, improved working conditions, and personal and professional mobility. Better educated individuals also have improved health and life expectancy, better

consumer decision making, increased personal status, more hobbies and leisure activities, and their children have improved quality of life. Higher education also benefits the state economically through increased tax revenues from higher salaries and spending, greater worker economic productivity, increased consumption, increased workforce flexibility, and decreased reliance on government financial support. The social benefits that accrue to the state from increasing levels of education include reduced crime rates, increased charitable giving and community service, increase quality of civic life, appreciation of diversity, and improved ability to adapt to and use technology.

“Tennessee is not keeping pace with its competitors,” according to the Governor’s Council on Excellence in Higher Education report (1999).

The writers point out that in the last three years Tennessee has not kept up with comparison states such as Georgia, North Carolina, Virginia, and Wisconsin in state financial support. They state that “with inflation stripped away, Tennessee’s appropriations per student were less in 1997-1998 than they were in 1990-1991” (p. 17).

Objectives:

5.1 Approve a funding formula by type and mission of institution that will generate a competitive funding level for salaries and operations by July 2001.

Responsibility: THEC

5.1.1. Appoint a Formula Study Committee by December 2000.

5.1.2. Complete revision of formula by December 2001.

5.1.3. Implement the new formula for the budget year 2002-2003.

5.2 Develop a formula for capital funding based on size and age of existing physical plant, mission, enrollment, and special requirements for public service that will allow campuses to make long term plans and have bonds issued against a flow of funds by July 2002.

Responsibility: THEC

5.2.1 Integrate the planning for a capital funding formula with the formula planning described in objective 5.2.

5.3 Communicate to the public that higher education is a public good by setting limits on tuition fees that do not exceed forty percent of the cost of instruction, ongoing.

Responsibility: TBR, UT, and THEC

5.3.1. Policy to address this objective will be in place by July 2001.

5.3.2. Fees will be reviewed in the light of this policy annually.

5.4 Develop performance incentives and accountability measures that relate funding to outcomes and demonstrate economic returns.

Responsibility: THEC

5.4.1. Integrate incentives and accountability measures into the revisions of performance funding for the next cycle.

5.4.2. THEC will incorporate accountability measures into the cost study model to be developed in 2000-2001.

5.5 Provide incentives for private fundraising determined to promote public interest, including matching funds for approved chairs of excellence and other professorships, capital projects, and programs.

Responsibility: Performance Funding Committee

5.5.1. Integrate incentives for private fundraising into the revisions of performance funding for the next cycle.

Goal 6: Public higher education will play a major role in the economic development of Tennessee.

As was described under Goal 5, the relationship between educational attainment and economic growth is strong. Effective competition in an increasingly global market requires a highly skilled and productive workforce, both in the professional arena and for highly trained technical personnel. Meeting the needs of business and industry through flexible education and training, and developing an increasing number of partnerships with business is essential to a productive relationship between higher education and economic development.

Objectives:

6.1 Create and offer flexible and convenient training that increases the number and percentage of skilled workers in Tennessee's workforce.

Responsibility: TBR

6.1.1. Institutions will assess the needs of their service areas or regions and develop objectives in their master plans to address the training needs of the area by December 2001.

6.2 Increase employer awareness of training available, especially through two-year colleges and technology centers.

Responsibility: TBR

6.2.1. Institutions will develop a marketing plan to support educational attainment and the state's workforce development initiative and will report to TBR annually the procedures in place to address increasing employer awareness.

6.3 Integrate more effectively partnerships between Tennessee Career Centers and public postsecondary institutions across the state.

Responsibility: TBR

6.3.1. Institutions will develop objectives with measurements as a part of strategic plans to integrate more effectively partnerships between Career Centers and their own institutions.

6.4 Develop procedures and credentials that effectively communicate individual skills and competencies to employers.

Responsibility: TBR

6.4.1. Pilot a revised credential by July 2001.

6.4.2. Implement new credentialing program in all interested institutions by 2002.

6.5 Enhance and reward applied research related to Tennessee's economic development.

Responsibility: TBR

6.5.1. Institutions will recommend methods for rewarding applied research, possibly within the personnel process, to the TBR staff by December 2000.

6.5.2. TBR will initiate action on these recommendations by December 2001.

6.6 Participate constructively in the implementation of public economic policy, ongoing as needed.

Responsibility: UT, TBR, THEC

Goal 7: Implement an efficient, high quality information system that provides access and opportunity for educational services as well as the ability to collaborate and partner with business and other agencies.

In order to prepare students for life in the 21st century, Tennessee must identify and implement the most promising applications of technology to support teaching, learning, and research. Technology provides improved communication between faculty member and student, ready access to global resources of information, and assists in the development of students for using technology in their every day world. Additionally, because of the rural nature of some areas of Tennessee and because so many students need classes at non-traditional times, technology promises to be a valuable vehicle for increasing access to education for a variety of age groups who are time-bound or place-bound. Short-time, on-line learning will become more in demand for both skilled workers and professionals desiring to continue their education.

Efficient and user-friendly administrative services are in increasing demand to meet workload requirements, serve customers more effectively, and provide resources not readily accessible. On-line registration, e-mail contact with potential students or alumni, e-mail communication between faculty and student, electronic libraries—all are examples of high demand administrative technology needs.

In addition, technology is essential for the research agenda suggested by the Council on Excellence in Higher Education report (1999). Data bases, statistical programs, and scientific equipment need to be supported by state-of-the-art technology in order to place Tennessee's research institutions in a leadership role.

Objectives:

7.1 Provide for every campus customer-driven support services and the infrastructure to empower students, faculty, and staff to fulfill the mission of the campus through the enhancement of voice, video, and data access.

7.2 Provide for every campus a computing infrastructure that supports instruction, research, and administration.

7.3 Promote the creative and effective utilization of the information infrastructure by students, faculty, and staff by providing educational and training opportunities, timely information access, and technology-driven instruction.

7.4 Provide technical leadership for the development of the information infrastructure and supporting policies.

7.5 Enhance the information infrastructure to support students, faculty, and staff, by promoting partnerships among all institutions of higher education as well as business and other agencies.

Responsibility for objectives 7.1 through 7.5: THEC, UT, TBR

7.5.1. - 7.5.5. A technology plan with objectives addressing the above will be completed by March 2001.

Goal 8: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, and P-12 and other educational institutions.

Higher education can contribute significantly to the private sector and government because of its expertise in teaching, research, public service, and workforce development. Global competition demands the retraining of the workforce and professionals who are continually prepared with the latest information and technology. Changing state and federal government agendas require leadership and shifting resources. Tennessee can meet these needs only by creating an environment that encourages institutions to work with business, industry, P-12, and other educational agencies to assess needs and find ways of providing high quality services to meet these needs.

The previous planning subcommittee on Enhancing Partnerships with K-12 wrote that “To produce an educated citizenry and meet current and future workforce needs, education at all levels (pre-kindergarten, K-12, adult education, and postsecondary education) must achieve an integrated system that promotes the highest standards for all students and prepares them to participate in education opportunities from pre-kindergarten through adult life. The future success of both K-12 and higher education depends upon the quality of partnership efforts to educate all Tennesseans.”

Objectives:

8.1 Continue partnerships between higher education and business, government, and P-12 communities, ongoing.

Responsibility: UT, TBR and THEC

8.1.1. Continue to develop initiatives that encourage partnerships between higher education and business, industry, and government.

8.1.2. Seek out and support partnerships to enhance global education opportunities.

8.1.3. Establish better communication between the Department of Economic and Community Development, the Department of Labor and Workforce Development, and other agencies promoting business and industry.

8.2 Review and revise funding to colleges and universities for partnership and service to business, government, and P-12 communities by July 2001.

Responsibility: THEC

8.2.1. Explore methods for rewarding colleges and universities for partnership and service to business, industry, and government, perhaps through performance funding or the revised formula.

8.3 Develop initiatives that demonstrate and enhance a university-wide commitment to teacher education.

Responsibility: UT, TBR, THEC

8.3.1. Reward teacher education initiatives through performance funding in the 2000-2005 cycle.

8.3.2. Develop policies or procedures that encourage collaborative planning partnerships for instruction and faculty development between higher education and K-12 faculty and administration by March 2001.

8.4 Develop strategies to enhance the importance of action research in the higher education reward system

Responsibility: UT and TBR Systems

8.4.1. UT and TBR systems will study methods for rewarding action research, possibly within the personnel processes, by July 2002.

8.4.2. UT and TRB systems will initiate action on these recommendations by July 2003.

8.5 Collaborate with a statewide P-16 collaborative to provide alignment of educational opportunities and requirements throughout the system, ongoing.

Responsibility: THEC, UT, TBR

8.5.1. Increase collaboration between P-16 teachers and college faculty that is designed to improve educational practice.

8.6 Create through a strong P-16 collaborative a comprehensive series of university/school partnerships to support teacher education and public school improvement.

Responsibility: THEC, UT, TBR

8.6.1. Participate with P-16 collaborative in developing action plans to accomplish goals of the collaborative, ongoing.

8.7 Create P-16 partnerships that increase the number of African-American P-16 teachers.

Responsibility: UT and TBR

8.7.1. Develop recruitment procedures to focus on African-American students with the interest and potential for teaching by December 2001.

8.7.2 Develop and implement mentoring programs for first-year teachers by December 2001

Goal 9: Communicate effectively the value, strengths, and needs of higher education to the general public and to the legislative/executive branches of state government.

Objectives:

9.1 Document and promote the relationship between higher education and economic development—both present and future, through studies and presentations, ongoing.

Responsibility: THEC, UT, and TBR

9.1.1. Institutions and systems will include at least one objective in their annual plans to address 9.1.

9.1.2. UT and TBR will summarize annual activities and submit a report to THEC by January of each year for review in order to determine progress toward this goal.

9.2 Disseminate the impact of accountability measures on academic programs, research, public service, administrative functions, and other areas of higher education, ongoing.

Responsibility: THEC, UT, and TBR

9.2.1. A copy of all reports disseminated will be sent to THEC in order to determine progress made toward the accomplishment of this objective.

9.3 Demonstrate the funding needs of higher education, with special emphasis on faculty/staff salaries, technology, and maintenance.

Responsibility: THEC, UT, and TBR

9.3.1. Requests for all funding needs will be justified in the annual appropriations requests.

9.3.2. Special studies of funding requirements will be completed by THEC, UT, or TBR as needed.

9.3.3. Review institutional plans for the construction, maintenance, operation, and utilization of facilities in a timely manner.

9.3.4. Increase efficiency through allocating, reallocating and utilizing resources to the state's best advantage, ongoing.

9.3.5. Develop annual recommendations for funding the maintenance and timely replacement of all equipment, especially technology-based equipment.

9.3.6. THEC will continue to inform the executive and legislative branches of the needs of higher education, ongoing.

9.4 Increase public recognition of the opportunities and benefits of higher education.

Responsibility: THEC, UT, and TBR

9.4.1. Systems and institutions will include at least one objective in their annual plan to address increasing public recognition of the opportunities and benefits of higher education.

9.4.2. A summary of all activities will be submitted to THEC in January of each year in order to determine progress toward this objective.

APPENDIX G:

TENNESSEE CHALLENGE 2000

Tennessee Higher Education Commission

A. By the year 2000, Tennessee will be among the leading southern states in providing college education to its citizens.

- The combined undergraduate enrollment at Tennessee's public higher education institutions will be over 206,000 students.
- 50% of recent high school graduates will enroll in Tennessee's public higher education institutions.
- Graduate and professional school enrollment in public universities will be adequate to meet the human resource needs of business, industry, government, education, and research in Tennessee.
- Enrollment in area vocational/technical schools will reach 24,000 students per year.
- Enrollment of students over age 25 in public universities and colleges in Tennessee will increase to 50%.
- Tennessee's public universities will graduate at least 51% of their students within six years of enrollment.
- Tennessee's two-year institutions will graduate at least 25% of their students within six years of enrollment.
- 75% of students completing university parallel degree programs at Tennessee public community colleges will enroll in baccalaureate degree programs at state universities.
- The racial composition of enrollments in public higher education institutions will be sufficient to ensure that all Tennesseans, regardless of race, will have access to higher education.
- Rates of persistence to graduation will be the same for African Americans as for other racial groups.

B. By the year 2000, Tennessee will be a national leader in improving the quality of instructional programs and demonstrating this improvement through statewide and institutional assessment.

- The ACT COMP scores of graduates of Tennessee's public universities will average 188.5.

- Passing rates on professional licensure examinations of graduates of Tennessee's public higher education professional schools will remain above national levels.
- 75% of students completing university parallel degree programs at public community colleges in Tennessee will enroll in baccalaureate degree programs at state universities.
- Rates of transfer from public community colleges to state universities in Tennessee will be the same for African Americans as for other racial groups.
- A Superior Teaching Program will be fully funded and implemented across the state.
- Cumulative collections of materials in libraries at Tennessee public institutions will be current and these libraries will be able to provide ready access to materials necessary to support their instructional and research needs.

C. By the year 2000, Tennessee's colleges and universities will be among the nation's leading institutions in preparing graduates with the knowledge and skills essential for effective teaching.

- 1,800 individuals will complete teacher education programs in Tennessee public universities each year. Of that number, 396 (22%) will be African American.
- 95% of teacher education programs in Tennessee's public universities will pass the NTE or an equivalent examination on the first attempt.

D. By the year 2000, Tennessee will have improved both the quality and quantity of research and public service so that the state is recognized for its superior research and service activities.

- Expenditures on research from restricted accounts at universities will reach \$230 million.
- Expenditures on public service from restricted accounts at universities will reach \$43 million.

E. By the year 2000, Tennessee's higher education institutions will be able to compete for the very best faculty and staff.

- Faculty salaries at Tennessee public higher education institutions will be above those of their peers in other states.

F. By the year 2000, Tennessee' higher education institutions will have garnered sufficient resources to achieve the high quality and access envisioned in the goals of Tennessee Challenge 2000.

- Tennessee's public higher education institutions will merit a proportion of state dollars above that currently received.
- Annual private contributions to Tennessee public higher education will be \$140 million.

