

AN EXAMINATION OF THE POTENTIAL  
ROLE OF REGIONAL HIGHER EDUCATION  
COMPACTS IN THE DEVELOPMENT  
OF GREATER INTERSTATE COOPERATION  
IN GRADUATE EDUCATION

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## ABSTRACT

### AN EXAMINATION OF THE POTENTIAL ROLE OF REGIONAL HIGHER EDUCATION COMPACTS IN THE DEVELOPMENT OF GREATER INTERSTATE COOPERATION IN GRADUATE EDUCATION

By

James Charles Votruba

A post-World War II phenomenon in American higher education has been the development of regional interstate compacts designed to improve and increase, through interstate cooperation, the educational opportunities available to citizens of member states. Three such regional compacts are currently in existence. They include, The Southern Regional Education Compact, The Western Regional Education Compact, and The New England Higher Education Compact.

The purpose of this study was to examine the potential role of regional higher education compacts in the development of greater interstate cooperation related to graduate education. Specifically, the research objectives were to examine the attitudes of regional, state, and institutional representatives concerning:

1. the overall need for regional and interstate cooperation in graduate education,
2. the overall potential of the regional higher education compact agency to facilitate interstate and regional cooperation in graduate education.

3. the identification of need for certain specific regional cooperative programs and services related to graduate education, and
4. the likelihood that needed regional programs and services could be feasibly implemented at the regional compact level.

## Design

A mailed questionnaire was used to collect and analyze data from four target populations, each representing either the regional, state, or institutional level of regional compact involvement. The four target populations included: regional compact board and commission members, state higher education executive officers, chief executive officers from public graduate institutions, and chief executive officers from private graduate institutions.

In addition, extensive background data was collected through personal interviews with regional compact staff members from each of the three compact agencies.

## Findings

The questionnaire returns indicated that approximately 71 percent of the respondents from each of the regional and state level populations believe that there is either a considerable or major need for graduate related interstate cooperation. This percentage is substantially higher than the corresponding figures for public institution respondents (47.8%) and private institution respondents (53.4%).



In addition, over 60 percent of the respondents from both the regional and state level populations indicated that their regional compact possesses either considerable or major potential to facilitate graduate related interstate cooperation. Again, this percentage is considerably higher than the corresponding figures for public institution respondents (36.9%) and private institution respondents (48%).

Each member of the four target populations was asked to evaluate the need for twenty-six graduate related regional programs which could potentially be introduced at the regional compact level. If a need was indicated, the respondent was then asked to evaluate the feasibility of the program for regional compact involvement. Eight of the twenty-six programs described in the survey were judged to be of either considerable or major need by over 60 percent of the respondents in each of the four populations. In addition, these same eight programs were described as having some level of feasibility by over 70 percent of the respondents in each population.

The results of this inquiry are particularly useful in two different ways. First, the findings provide government officials, educational leaders, and others involved in public policy with valuable insight concerning those graduate related educational needs which might be most effectively addressed at the regional interstate level.

Second, the results should be of valuable assistance to regional compact agencies as they evaluate the nature and extent of any future commitments in the area of graduate education.

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James Charles Votruba

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## DEDICATION

*To my wife, Rachel, who remains a constant source of friendship, joy, and inspiration as we journey through life together. To my son, Chris, who enriches our lives daily. To my father, mother, and sister, who, in their own personal way, have always given so much and asked so little.*

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

A post-World War II phenomenon in American higher education has been the creation, through formal legislative agreement, of regional interstate compacts designed to promote greater cooperation among member states in the area of postsecondary education. There currently exists three such regional compacts. Identified as The Southern Regional Education Compact, The Western Regional Education Compact, and The New England Higher Education Compact, they collectively embrace 33 of the 50 states (see map in Appendix A).

Each of the three regional higher education compacts was established in order to improve and increase, through interstate cooperation, the educational opportunities available to citizens of member states. Following World War II, American colleges and universities were faced with considerable pressure to rapidly expand their academic offerings. The educational and political leaders who promoted the establishment of regional interstate cooperation reasoned that the compact arrangement would enable states to make

use of the collective resources of the compact region, thus expanding educational opportunity while helping to control the unnecessary duplication of expensive programs and facilities available in nearby states. Today, the three regional higher education compacts represent the most comprehensive and formally organized interstate form of joint planning and resource sharing in American post-secondary education.

The purpose of this study is to examine the potential role of regional higher education compacts in the development of greater interstate cooperation related to graduate education. The rapid development and expansion of graduate education prior to 1970 has given way to a period often characterized by diminished public confidence, intense competition for state appropriations, a decline in federal support for academic research, increasing program costs coupled with spiraling inflation, and the proliferation of academic specializations as knowledge continues to grow at an exponential rate. Faced with these conditions, many states have become less willing as well as less able to develop and sustain a total range of graduate programs and facilities. One alternative is to provide an interstate cooperative response.

The development of interstate cooperation in any area of public policy is a difficult--if not at times

impossible--task. Each state has its own sense of sovereignty, its own institutions, its own politics, its own priorities, and its own way of doing things. Combine with this the belief in autonomy and self-sufficiency advocated by most academic institutions and the absence of regional compact authority over the policies and practices of either states or academies, and the result is that state boundaries are often highly resistant to the development of cooperative educational activities.

In spite of the difficulties associated with transcending state boundaries, the development of a regional interstate pattern of cooperation at the graduate level may offer the opportunity to increase student access to graduate education, help discourage needless duplication of expensive programs and facilities, and encourage needed improvements in graduate education at the regional, state, and institutional level. It is to an assessment of this opportunity that the present study is addressed.

#### Need for the Study

The need for this study has been underscored by the Education Commission of the States' Task Force on Graduate Education. Chaired by Missouri Governor Christopher Bond, this group of representatives from education, government, and commerce was convened in the summer of 1973 and charged

with analyzing the problems currently facing graduate education and making recommendations for their solution. One of the results of their initial deliberations was to highlight the need for a careful and complete examination of the possibilities for more extensive graduate related regional interstate cooperation.

Although an examination of the problems currently facing graduate education may suggest a general need for greater regional and interstate cooperation, to date there has been no systematic attempt to examine either the nature or the extent of this need--particularly as it is perceived by persons representing the regional, state, and institutional level of postsecondary educational jurisdiction. Because of the organizational nature of regional higher education compacts, the success of regional education programs depends substantially upon the cooperation and support of these three jurisdictional levels. Accordingly, an examination of regional, state, and institutional attitudes concerning the potential role of regional compacts in graduate education is the logical starting point for the development and successful implementation of graduate related regional programs.

### Scope of the Study

This study is concerned only with examining the attitudes of regional, state, and institutional representatives concerning the potential role of regional higher education compacts in graduate education. This excludes any consideration of regional compact activities which do not represent program initiatives directly related to graduate education. Also excluded from inquiry are other forms of interstate and interinstitutional cooperation related to graduate education except where these other forms of cooperation may be facilitated through regional compact initiative. Finally, this study does not attempt to develop a comprehensive historical treatment of the role of regional higher education compacts in graduate education. Rather, the focus is upon the perceived potential for future program initiatives.

### Objectives of the Study

The objectives of this study are to examine the attitudes of regional, state, and institutional representatives concerning:

1. the overall need for regional and interstate cooperation in graduate education,
2. the overall potential of the regional higher education compact agency to facilitate interstate and regional cooperation in graduate education,

3. the identification of need for certain specific regional cooperative programs and services related to graduate education, and
4. the likelihood that needed regional programs and services could be feasibly implemented at the regional compact level.

#### Definition of Terms

Four of the terms used in this study which might benefit from definitive explanation are "Regional Higher Education Compact," "Regional Compact Board," "Regional Compact Agency," and "Graduate Education." Because all four terms will be treated in greater detail in later chapters, only a brief explanation is provided below.

#### Regional Higher Education Compact

The legal basis for regional education is found in the interstate compact ratified by legislatures of the participating states. Each compact spells out the general purpose of regional education as one of interstate cooperation to extend and improve higher educational opportunities in the member states. In addition, each of the three compacts authorize an administrative agency to develop specific programs for attainment of this purpose.

In order of their founding, the three regional higher education compacts are titled, The Southern Regional Education Compact (1948), The Western Regional Education

Compact (1953), and The New England Higher Education Compact (1955). Copies of each regional compact appear in Appendix B.

#### Regional Compact Board (Commission)

Each regional organization is governed by a board or commission comprised of representatives from the member states, appointed by the respective state governors. These governing groups set policy and procedures within the broad purposes stated in the compact legislation and provide policy direction for the compact agency which reports directly to them.

Corresponding to the regional higher education compact which they govern, the regional compact policy bodies are legally identified as the Southern Regional Educational Board (SREB), the Western Interstate Commission for Higher Education (WICHE), and the New England Board of Higher Education (NEBHE).

#### Regional Compact Agency

Each regional higher education compact authorizes the establishment of a permanent administrative agency and charges it with developing and administering programs consistent with the general purposes outlined in the compact legislation. Compact agencies are responsible to the compact governing bodies and receive their policy direction from them.

### Graduate Education

For the purpose of this study, graduate education refers only to masters and doctoral level programs in the arts and sciences and other related areas. The usual degrees included in this definition of graduate education are the Masters of Arts, Masters of Science, the Doctor of Philosophy, and other special designations. Fields which are primarily professional such as medicine, dentistry, theology, law, and health sciences should not be considered part of this definition.

### Overview of the Study

Chapter I introduces the general purpose of the study and identifies the scope and objectives of the research.

Chapter II draws from available sources to discuss the nature of regional higher education compacts in terms of their history, organizational form, and programmatic functions.

Chapter III describes the research design and methodology employed in the study. Included is a description of the three target populations, design of the study, and the procedures for data analysis.



Chapter IV reports the findings of the research. Descriptive data are analyzed according to the study objectives.

Chapter V presents the summary and conclusions of the study.

## CHAPTER II

### REGIONAL HIGHER EDUCATION COMPACTS:

#### AN EXAMINATION OF HISTORY,

#### FORM, AND FUNCTION

Although the three regional higher education compacts embrace two-thirds of the states and provide a variety of cooperative programs and services, they have rarely been the subject of critical analysis and remain one of the least known and understood elements of the postsecondary educational enterprise. This condition is underscored by the small amount of literature which has been devoted to these interstate cooperative arrangements.

Accordingly, this chapter draws upon available sources, including literature and personal interviews,<sup>1</sup> to examine the history, organizational structure, and programmatic functions of the three regional higher education compacts in hopes of providing insight into the nature of this interstate educational phenomenon.

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<sup>1</sup>In order to gain greater insight into regional compact structure and function, the investigator conducted extensive interviews with staff members from each of the three regional compact agencies. These interviews were tape-recorded at the agency offices and used as background data for this study. Details of the interview process can be found in Chapter III.

### Historical Antecedents

Although the development of regional higher education compacts is a relatively recent occurrence, they are the result of an evolutionary trend dating back to the eighteenth century. The interstate compact is provided for in the United States Constitution and the states have made use of it throughout American history.<sup>2</sup> Barton (1965) notes that between 1783 and 1920 the states entered into thirty-six compact agreements. Between 1920 and 1955, sixty-five compacts were initiated and, since 1955, more than a score of additional compacts were established.

Prior to 1920 interstate compacts were primarily bi-state arrangements for the purpose of settling boundary disputes. Since that time an increasing number of compacts have been written for region-wide and even nation-wide adherence.

The interstate compact approach received a major boost in 1925 when there appeared what many scholars consider the most important single argument ever offered for the expanded use of the compact clause. Analyzing the compact clause and its implications, Justices Felix

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<sup>2</sup>Article I, Section 10: "No state shall, without the permission of Congress . . . enter into any agreement or compact with another state or with a foreign power. . . ."

Frankfurter and James M. Landis expounded upon the potential of the compact device.<sup>3</sup> They declared:

The combined legislative powers of Congress and the several states (that is, as combined in compacts), permit a wide range of permutations and combinations for governmental action. Until very recently these potentialities have been left largely unexplored. . . . Creativeness is called for to devise a great variety of legal alternatives to cope with the diverse forms of interstate interests.

Landis and Frankfurter further argued:

The imaginative adaptation of the compact idea should add considerably to reserves available to statesmen in the solution of problems presented by the growing interdependence, social and economic, of groups of states forming a distinct region.

The argument of Frankfurter and Landis provided a substantial impetus for the expanded use of interstate compacts as a means of coping with a variety of social, political, and economic concerns. The result was that many interstate compacts also established operating agencies with continuing authority to plan, to make recommendations, to develop and administer programs, and to construct and operate physical facilities. Referring to this increasing tendency to establish multi-state compact agencies, Leach and Sugg (1959) write:

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<sup>3</sup>Felis Frankfurter and James M. Landis, "The Compact Clause of the Constitution--A Study in Interstate Adjustments," Yale Law Journal, XXIV (May 1925), 706-729.

The interstate compact agencies have provided a new dimension for state power. They permit the states to take continuing cooperative action in fields where they cannot act effectively or do not wish to act alone, fields which might fall by default to the federal power if not occupied through the initiative of the states.<sup>4</sup>

The economic depression of the 1930's and its aftermath provided further support for the concept of interstate cooperation. As the nation strained to overcome the consequences of economic collapse, social planning became the popular form of response. The near inability of traditional social and political institutions to confront the national economic emergency prompted substantial evaluation of the existing political and social order. Men such as W. B. Munro, William Y. Elliott, and John M. Gaus gave support to the concept of political regionalism and urged the creation of regional governmental machinery. In 1935, Elliott went so far as to urge the creation of a regional government system to replace the traditional state system.<sup>5</sup>

Like the concept of political regionalism, social regionalism also received considerable attention during the 1930's and 1940's. Howard W. Odum, Rupert Vance,

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<sup>4</sup>Richard H. Leach and Redding S. Sugg, Jr., The Administration of Interstate Compacts (Baton Rouge: Louisiana State University Press, 1959), p. 214.

<sup>5</sup>William Y. Elliott, The Need for Constitutional Reform (New York: McGraw-Hill Book Company, 1935), pp. 191-193.

Lewis Mumford, and others argued that a social region involves a significant degree of homogeneity of many characteristics which may be ascribed to an area. Reflecting the sentiment of the others, Odum wrote that a region is a "fine equilibrium of geographic, cultural, and historical factors."<sup>6</sup> It is at the regional level, argued Odum, where social planning and development can be most effectively and efficiently accomplished.

The concepts of political and social regionalism contributed substantially to the early development of regional higher education. Combined with the historical trend towards broader use of the compact clause, they provided stimulus for the development of regional interstate cooperation in higher education.

#### The Development of Regional Higher Education

In the period following World War II, it became quickly apparent that the southern, western, and eastern regions of the United States were confronted with substantial education problems. Many of the states in these regions had small populations and limited resources to devote to higher education. The war's end brought a dramatic increase in both the demand for expanded educational

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<sup>6</sup>Howard W. Odum and Harry E. Moore, American Regionalism (New York: Henry Holt and Company, 1938).

opportunities and the need for better educated manpower. As pressure mounted to rapidly expand their post-secondary educational offerings, states began to look for cooperative means of providing an effective as well as an efficient response.

The development of regional higher education compacts was viewed by political and educational leaders as a means to maximize the available funds, to avoid needless duplication where feasible, and to help provide the region with skilled manpower in critical short supply. Describing the circumstances which prompted the formation of the three regional education compacts, Godwin (1973) writes:

They (regional higher education compacts) began in the South where there was an especially acute shortage of facilities, programs, and scholars, as thousands of returning war veterans sought college educations. At the same time, promising signs of economic growth in the Southern states indicated need for more and better educated people, especially those with graduate and professional training. . . . Regional education in the South was the model for later regional agencies in the 13 Western states and the 6 New England states. The Southern development appealed especially to the West as a promising way to relieve extreme shortages of personnel and training programs in the health sciences. A few years later, to help expand public higher education for New England residents, a regional program was adopted in the New England states, where nationally prestigious private colleges and universities had long dominated.<sup>7</sup>

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<sup>7</sup>Winfred L. Godwin, "The Southern Regional Education Board--A Public Regional System," Higher Education: From Autonomy to Systems, Voice of America Series (Washington, D.C.: Department of Interior, 1973), p. 71.

In each of the three regions, the actual compact charter grew out of the regional conferences of governors with substantial involvement of state educational leaders. Once the compact document was drafted, debated, and amended, it was presented to each state legislature and, when adopted by the required number of states and signed by the governors, it became effective.

It is possible to identify numerous earlier examples of cooperation between individual colleges and universities across state lines. The significance of the establishment of the Southern Regional Education Board (1948), the Western Interstate Commission for Higher Education (1951), and the New England Board of Higher Education (1955) was that it marked the first effort by groups of states to plan and work together for the advancement of higher education. The significance of this point should not be mistaken. Admittedly, any form of educational cooperation requires the support of the academic institutions but the creation of the three regional higher education compacts represented an acknowledged public commitment on the part of the participating state governments to support and assist cooperative educational development in the region. It is from this formal state commitment that the regional compacts draw much of their influence.



### Regional Compact Organization

The organizational design of each of the three regional compacts is essentially the same. Each compact provides for a governing board or commission comprised of representatives from the member states, appointed by the respective governors. These governing groups set policy within the broad purposes stated in the compact legislation and have the authority to appoint an executive director who, in turn, is responsible for developing programs as well as selecting other members of the compact staff. State government, higher education, and the general public are represented on the compact governing bodies. The Southern Regional Education Board has five representatives from each state including, by law, the governor of each state and at least one state legislator. The western Commission includes three representatives from each state including, by law, at least one representative from higher education. The New England Board has eight representatives from each state and requires that at least two representatives from each state be from the state legislature.

Each compact authorizes the establishment of an administrative agency to develop and administer programs consistent with the general purposes outlined in the compact legislation. The chief administrative officer, appointed by the compact governing board, selects an

administrative staff with whom he shares the responsibilities for developing and operating programs in the region. Agency staff members generally have professional backgrounds in college or university teaching and administration. Because of the highly technical nature of many of the regional programs, staff members are often specialists in such fields as agriculture, medicine, nursing, and computer science.

Each compacting state is obligated to contribute to the operational support of the compact board and administrative agency. In addition, each compact receives substantial support for specific programmatic activities from individual states as well as private and federal sources. Godwin (1973) points out that the appropriation of state funds to support regional education provides a periodic opportunity for state review of the regional agency performance.<sup>8</sup> Barton (1965) suggests a similar consequence of the compact funding process. He writes:

While service compacts often have jurisdiction over somewhat natural groupings of states (e.g., the South, West, New England), the fact that the compact agencies have no power to tax and thus are dependent upon the states for annual appropriations renders them responsive to the states rather than to any regional constituency.<sup>9</sup>

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<sup>8</sup>Ibid., pp. 73.

<sup>9</sup>Weldon V. Barton, Interstate Compacts in the Political Process (Chapel Hill, N.C.: University of North Carolina Press, 1967), p. 148.

### Regional Compact Authority

The authority of the regional compact agency is found in the compact legislation ratified by the state legislatures and signed by the governors. The compacts, like the United States Constitution, may be interpreted narrowly or liberally. When interpreted liberally, there is probably no functional area of cooperation in postsecondary education that is denied these agencies by their charters. Their authority is nevertheless limited by the nature of their association with both participating states and institutions. Kroepsch and Kaplan explain these limitations:

Legally, politically, and financially, the interstate agencies are creatures of the compacting states. They were authorized by the legislatures of the member states; they receive their basic financial support from the states; and they must depend upon the states for their continued existence. Moreover, none of the agencies has any authority or control over the educational policy of individual states or institutions. No legal coercions or sanctions are available to enforce their views. As regional agency officials have often stated, their only compulsion is the compulsion of facts. Lacking coercive power, they must work by building consensus among affected groups, using persuasion to secure agreement among states and institutions on mutually advantageous projects.<sup>10</sup>

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<sup>10</sup> Robert H. Korepsch and M. Stephen Kaplan, "Interstate Cooperation and Coordination in Higher Education," Emerging Patterns in American Higher Education, ed. by Logan Wilson (Washington, D.C.: American Council on Education, 1965), p. 175.

In the absence of coercive power, the ability of the compact agency to influence the course of regional postsecondary education rests heavily upon the development of cooperation and consensus among its various constituent groups. Herein exists one of the most substantial obstacles to the development of interstate educational cooperation as well as one of the greatest challenges to compact agency leadership. Within each state, the priorities for postsecondary education may be much different when viewed from the perspective of the executive, the legislature, the state higher education board, and the various institutional presidents. Add to this the differing priorities which exist between states and the result is a complex set of motivations and priorities which often make consensus quite difficult. The importance as well as the difficulty of establishing consensus is understood by Kroepsch and Kaplan:

With such variety of interacting interests, consensus is slow and sometimes painful to achieve. The regional agencies, unlike local, state, and Federal governments, would be doomed if they were to formulate policy based on slim majority votes. Instead, a firm commitment of most of the important power factors is necessary for the successful implementation of any project of major significance.<sup>11</sup>

The development of consensus regarding a particular regional education program or activity rests heavily upon

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<sup>11</sup> Ibid., p. 189.

the existence of a balance of interest between participating states and institutions. Historically, those cooperative thrusts which have been most successful at the regional compact level have been those which have offered clear and tangible benefits to each participating party. Lacking the power to command compliance with cooperative educational programs, the identification and articulation of these benefits is a major responsibility of the regional compact agency. Referring to the importance of this task, one regional compact staff member emphasized:

If you are talking about state or institutional cooperation, the first place to go for the ground rules is Machiavilli's The Prince. Nobody cooperates except in their own self-interests. A plan that does not recognize this element of self-interest will simply not work. Self-interest must be identified and consensus established before regional programs can succeed.

### Regional Compact Functions

There is general agreement among those concerned with regional higher education that, although the programs of the three compact agencies vary according to the needs of their respective regions, their general functions are essentially the same. They include: (1) development and administration of interstate cooperative programs, (2) research related to the needs of postsecondary education, (3) consultation and information sharing with state governmental and educational representatives, (4) collection of

data in relation to the postsecondary educational enterprise, and (5) planning activities related to the future of higher education in the region.

Each of the three compact agencies have major on-going involvement in the development and administration of interstate cooperative programs. Through the development of such devices as the contract-for-services programs, regional agencies have been able to accomplish broad interstate sharing of academic programs and facilities. For example, arrangements have been made for a state without a medical school to send residents to medical schools in other states and pay those states for educating these students. The sending state would be helping their citizens study medicine while the receiving institution would be able to operate at capacity and receive substantial financial support for doing so.

In addition to the contract-for-services approach to interstate sharing of programs and facilities, the New England agency has successfully operated an academic common market under which institutions have opened highly specialized programs to regional students on a preferential basis with reduced tuition rates. Under these arrangements, approximately 350 curricula are being shared by the six-state New England region. The Southern agency is currently in the final stages of implementing a similar common market program in their fourteen-state region.

Cooperative program development and administration has not been limited to expanding access to curricula across state lines. The development of sophisticated electronic delivery systems has caused compact agencies to focus their attention on the establishment of regional electronic delivery and retrieval systems. For example, the New England agency, with the support of the National Science Foundation, is developing an academic science network to more effectively utilize computer technology in the interests of scientific research. The objective is to create a regional mechanism that will provide rapid access to major science information sources which are machine readable and needed by science research personnel.

There are numerous examples of compact agency research related to the needs of higher education in their region. Major research efforts have focused upon enrollment forecasting, year-round operation of campuses, reform of graduate and professional education, and the improvement of college teaching. Manpower studies have also played an important part in compact research activities.

Godwin (1973) points out that, in addition to research conducted by compact staff, the regional agencies have encouraged many universities to create institutional research offices to study university organization and

operation.<sup>12</sup> To support the establishment of institutional research activities, the compact agencies have conducted regional programs to train research personnel for such positions.

Consultation and information sharing with state governmental and educational leaders has historically been an important compact agency function. In the South, the association between government and the compact agency has been particularly close. Higher education is on the agenda of the annual regional conference of governors. Governors of member states serve on the Southern Regional Education Board during their term of office. A governor serves as board chairman while a number serve on the executive committee. At least one legislator from each state is a member of the Southern compact board and a council of state legislators advises on how regional programs can best serve the states. Each year a legislative conference is held in which legislative leaders study and discuss current issues in higher education. Although the South has been most ambitious in developing a close association with state governmental leaders, both the New England and Western compacts have placed a high priority upon developing these relationships.

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<sup>12</sup> Godwin, op. cit., p. 77.



It is reported by compact agency representatives that, in recent years, governors, legislatures, and state planning agencies have increased their requests to the regional agencies for both information and advice. In many instances, the regional compact agency has been called upon to provide an appraisal of educational issues both within and between states. Compact spokesmen argue that their status of being related but not tied too closely to any state or institution makes them well suited to perform this task. In addition to responding to requests for specific information or advice, regional agencies carry on substantial programs of public information designed to keep decision makers and the general public informed of higher education's needs. A wide variety of pamphlets, leaflets, newsletters, and books are produced and distributed each year by the three compact agencies.

Each compact agency serves as a clearing house of information on selected matters relating to higher education and the educational needs of the region. For example, the New England agency publishes FACT a book of information concerning each college, university, and institute in the six-state New England area. Broken down by state, FACT provides information including institutional location, accreditation, level and type of offering, tuition, financial aid application deadlines, enrollment characteristics, and much more. In addition the publication

provides composite and comparative data for both states and institutional categories.

The regional compact planning function is difficult to describe. This is caused by a lack of any agreement regarding what should be included within the planning function. Each compact agency stresses the importance of being able to anticipate the future state of affairs in higher education. In fact, each of the functions previously discussed is a part of what might be called the planning function. Research, consultation, information collection, and program development, all assume a knowledge of the future concerning higher education and the needs of the region. Each compact agency devotes substantial time to the encouragement of state and institutional planning efforts related to higher education. The Southern agency is currently sponsoring regional disciplinary conferences at which representatives from throughout the region gather to discuss the future needs of their particular discipline area.

An example of comprehensive planning is provided by the Southern Regional Education Board. In 1960, SREB created a Commission on Goals for Higher Education in the South and directed it to formulate major goals for Southern higher education and the steps necessary for their achievement. What resulted was a forty-eight page report entitled

Within Our Reach. Winfred Godwin of SREB described the report as "the most comprehensive framework we have ever had for planning higher education." He pledged that the Board would "lend every assistance to states and institutions in their consideration of action on the Commission's recommendations."<sup>13</sup> Within Our Reach was an effort directed at developing a comprehensive set of goals and strategies for the future development of higher education in the region.

#### Regional Compacts and Graduate Education

An examination of regional program activity in the area of graduate education suggests that, generally, this component of higher education has not had a high priority for regional compact program involvement. Regional agencies have understandably set their priorities to fit the most immediate and pressing needs of their regions. Historically, this has meant a very extensive commitment to developing regional programs and activities in fields of professional education such as medicine, dentistry, veterinary medicine, and public health related areas. A regional compact executive director sums up this sentiment:

We are frankly more concerned today with some professional education areas than we are about traditional graduate education programs.

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<sup>13</sup> Proceedings of the 1962 Annual Meeting, Southern Regional Education Board, October 1, 1962, p. 29.

To suggest that regional program activity in graduate education has not received a high priority is not to suggest that no program initiatives have taken place in this area. The New England Regional Student Program includes a substantial number of graduate programs available to students in the region at reduced tuition rates. The Western agency, in union with the Western Association of Graduate Schools, has provided information to graduate schools concerning the disciplinary interests and geographic preferences of undergraduate minority students in the West who wish to pursue graduate education. The Southern agency has published a Catalog of Uncommon Facilities which aims at making expensive and scarce educational facilities available for use by scholars throughout the region. In addition, the Southern Board is in the process of initiating a regional academic common market which will initially focus upon making more graduate programs available on a regional basis through the waiving of outstate tuition.

In addition, it can be argued that the three regional compacts have had substantial impact upon graduate education through their impact upon the general growth and development of higher education in the region. One agency director was quick to emphasize this point. Referring to the role of his agency in graduate education, he said:

Although little has been done in program areas related to graduate education, it is important to understand the indirect impact which the

agency has had in this area. By generating support for higher education and by helping to initiate state planning and formal educational structures, we have had a substantial impact upon the strength and vitality of higher education generally, including graduate education.

Information collected during interviews with regional compact staff members suggests that there is general agreement concerning the need for greater interstate cooperation in the area of graduate education. Circumstances most often cited in relation to this need included: (1) the changing patterns of federal funding for graduate education, (2) the increasing costs of graduate education to the states, (3) the growing surplus of highly trained manpower in certain areas, (4) the continued expansion and development of new graduate programs in what appears in many cases to be duplicative patterns, (5) decreasing graduate student support with increasing costs to the student, and (6) the danger of the kind of crisis reaction which might impair state and national potential for developing needed research and highly educated manpower for the future.

Although compact agency staff members indicated general agreement concerning the need for greater interstate cooperation related to graduate education, there appears to be far less agreement concerning the agencies proper role in addressing this need. Those who believe that compact agencies should mount ambitious new initiatives related to graduate education assume that current political and economic

conditions are favorable for an increase in graduate related activity. Those who are less optimistic about the potential for developing new program initiatives in this area emphasize that states and institutions are most protective of their prerogatives related to graduate education and that graduate education is generally the most conservative and traditional component of the higher education enterprise. Both perspectives are limited by the lack of available information concerning compact board and constituent group support for the various potential programs and activities which might conceivably be developed in the area of graduate education.

### Summary

The development of regional higher education compacts is consistent with the historical trend towards broader and more extensive use of the interstate compact clause. Their development was precipitated by the dramatic increase in demand for educational programs and services which followed in the aftermath of World War II. Advocates of the regional compact approach argued that it provided the most effective as well as the most efficient means for meeting new levels of educational need. Today the decrease in student enrollments, the leveling off of state and federal support, the dramatic increase in program costs, and the

general decrease in public confidence in higher education, suggest new but no less compelling reasons for interstate educational cooperation.

Regional higher education compacts are formal agreements between states. Each was ratified by the legislatures of the participating states and signed by the respective governors. Each regional compact is governed by a compact policy board or commission and each is administered by a permanent operating agency. Regional compacts have no authority or control over the policies or practices of either states or institutions. Their influence is measured in terms of their ability to persuade rather than their power to command. They rely heavily upon their own ability to identify and develop support for their regional programs and services. The development of consensus among those whom they serve is described by compact agency staff members as one of their most important as well as most difficult tasks.

Each regional higher education compact performs essentially the same general programmatic functions. These include: (1) development and administration of interstate cooperative programs, (2) research related to the needs of postsecondary education, (3) consultation and information sharing with state governmental and educational leaders, (4) collection of data in relation to the postsecondary

educational enterprise, and (5) planning activities related to the future of higher education in the region.

Regional compacts have not historically had a strong programmatic commitment to the area of graduate education as defined in this study. Emphasis has instead been in areas of professional education such as medicine, dentistry, and health related sciences. While regional compact staff members generally acknowledge a need for greater interstate cooperation related to graduate education, there is substantial disagreement concerning the potential of the regional compact to meet this need. To date, there has been no systematic effort on the part of any regional compact agency to identify the nature and extent of constituent support for graduate related program initiatives. Each agency acknowledges that this information is essential to any new or expanded compact commitment in the area of graduate education.



## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

The purpose of this study is to examine the attitudes of regional, state, and institutional representatives concerning the potential role of regional higher education compacts in the development of greater interstate cooperation related to graduate education. In order to accomplish this purpose, the survey research approach was used to collect and analyze data from respondents representing these three levels of regional compact involvement.<sup>1</sup>

#### Population and Sample

Four target populations were selected for use in this study, each representing either the regional, state,

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<sup>1</sup>Des Raj describes the legitimacy of the survey research approach for this type of inquiry. He writes, "Sample survey . . . has now come to be recognized as an organized instrument of fact finding. Its importance to modern civilization lies in the fact that it can be used to summarize, for the guidance of administration, facts which would otherwise be inaccessible owing to the remoteness or obscurity of the units involved or their numerousness. As a fact finding agency, a sample survey is concerned with the accurate ascertainment of facts recorded and with their compilation and summarization." Des Raj, The Design of Sample Surveys (New York: McGraw-Hill, 1972).

or institutional level of postsecondary educational jurisdiction.

### Regional Level

Regional higher education compact board and commission members were selected as the target population representing the regional perspective. This choice was appropriate in view of the fact that the three regional compact governing bodies set regional compact policy and review all major program initiatives as proposed by the compact agency. Any major new commitments in the area of graduate education would require their approval and support.

It was decided to include all 150 regional compact board and commission members in the research design. Thus, the sample and the target population are the same. Table 1 gives a breakdown of the board and commission members by regional compact affiliation.

Table 1. Distribution of regional compact board and commission members by compact affiliation

Regional Compact	Number	Percent
SREB	69	0.46
WICHE	39	0.26
NEBHE	42	0.28
Total	150	1.00

Current membership lists, including names and addresses were available for all three regional compact governing bodies. Therefore, no major sampling frame problems were encountered. In the few cases where the addresses of board members had changed, the new location was identified and the questionnaire forwarded.

### State Level

The identification of a target population representative of the statewide perspective presented no major problems. All of the thirty-three states embraced by regional higher education compacts have established statewide boards with governing or coordinating responsibilities for all public institutions of higher education. Although the formal authority of these boards vary from state to state, each is constituted to reflect a statewide perspective in the area of postsecondary education. The chief executive officer of each of the thirty-three boards was identified as a member of the target population and each was included in the study.

A current list of all members of the target population was available from the Association of State Higher Education Executive Officers (SHEEO). This list contained the name and current address of each member and therefore no sampling frame problems were encountered.

### Institutional Level

The chief executive officers of both public and private colleges and universities offering graduate degrees and located in a compact region were chosen as the two target populations representative of the institutional perspective. It was evident that a complete list of all such institutions was of primary importance in obtaining the names of the individuals included in these populations. The United States Department of Health, Education, and Welfare publishes a semiannual Higher Education Directory which lists all institutions of higher education in the United States. In addition to the name and address of each institution, the following information is provided:

1. Type of control (public or private, with religious affiliation, where appropriate);
2. Type of institution (university, liberal arts college, teachers college, technological institute, military academy, junior college, seminary, professional school);
3. Highest level of degree offering;
4. Type of accreditation; and
5. Name of the chief executive officer.

The complete listing of all institutions located in compact member states was reviewed in the 1972-73 Directory

of Higher Education and all schools offering graduate degrees were identified. Keeping in mind that this study is concerned with graduate education in the arts and sciences and other related areas, the following three categories were excluded at the outset:

1. Institutions not accredited by a major accrediting association;
2. Private seminaries existing for the sole purpose of training persons for a particular religious order or denomination; and
3. Private and public specialized professional schools (art institutes, music academies, technological institutes, and graduate schools for the professions such as foreign service or medical specialties).

Each campus in a multi-campus system was included if it had a separate chief executive officer and met the criteria mentioned above.

Some problems were encountered regarding the use of the sampling frame. First, there were likely to be changes in both chief executive officers and institutional classification between the 1973 publication date of the frame and the date of this study. A check with the Department of Health, Education, and Welfare provided no solution for this problem other than contacting each institution. The cost involved in this alternative was prohibitive and so no

update of the frame was accomplished. Second, a problem of duplication existed when the same chief executive officer presided over more than one campus. This was solved by using only the main campus when confronted with a multi-campus situation of this nature.

The resulting target populations consisted of 214 chief executive officers from public graduate institutions and 156 chief executive officers from private graduate institutions. Because analysis of the data involves various population breakdowns, the decision was made to include all members of both populations in the sample. A breakdown of the two institutional level populations is provided below.

Table 2. Distribution of graduate institutions by compact affiliation and institutional control

Control	SREB	WICHE	NEBHE	Total
Public	127	65	22	214
Private	56	51	49	156
Total	183	116	71	370

### Multiple Membership in the Target Populations

Approximately 40 individuals in the study were identified as members of more than one of the four target populations. For example, a person might be both a compact board member and a state higher education executive officer. Because each of the four target populations will be analyzed separately, data from individuals with multiple membership was duplicated and included in each membership category. For example, the person who is both a regional compact board member and state higher education executive officer will have the data from his single questionnaire duplicated and included in each category.

### Methods of Data Collection

Written questionnaires were used to collect data from regional, state, and institutional representatives concerning the potential role of regional higher education compacts in graduate education. In addition, background information was collected through personal interviews conducted with staff members from the three regional compact agencies.

### Background Interviews

A considerable amount of background information was collected from interviews with each of the three regional

compact agency chief administrative officers and selected members of their agency staffs. It was assumed by the researcher that the success of the study depended in large part upon his familiarity with the structure and process of the three regional compact agencies. In order to develop this familiarity, each compact agency was visited in hopes of accomplishing the following objectives:

1. To examine the informal as well as the formal process of developing interstate cooperation related to higher education.
2. To examine the current status of regional compact agency involvement in programs and services related to graduate education.
3. To examine the attitudes of compact staff members regarding the expansion of their program initiatives related to graduate education.
4. To collect suggestions concerning the form and substance of the survey questionnaire.

These compact agency visits took place during the initial stages of the questionnaire development. The result was over 200 pages of dialogue transcribed from 21 tape recorded interviews. Although this information is not systematically reported in the study, it nevertheless provides essential background insight into regional compacts and was vital to the construction of the survey instrument.



Much of the collected interview data was used for the development of Chapter II.

### Survey Questionnaire

Development of the 36 item survey questionnaire was accomplished over a six-month period. During this time, the instrument was frequently altered and revised as the result of critical evaluation by a number of scholars, regional compact administrators, and public policy experts who possessed a familiarity with the three regional higher education compacts and an understanding of the study objectives. These evaluations focused primarily upon the choice of items and response options, the elimination of words and phrases which might be misinterpreted by respondents located at the three different levels of regional compact involvement, and the overall applicability of the instrument to all three regional compact settings. The questionnaire in its final form, along with the accompanying cover letter, can be found in Appendix C.

A major problem confronted by the investigator was how to construct the questionnaire in a way that would prompt recipients to respond. This was particularly important in view of the fact that the members of the four target populations are frequent recipients of survey questionnaires. It was decided to include only a minimum number of open ended items and to have all other items of the

forced-choice variety. In addition, the number of items was kept to a minimum so that the instrument could be completed in the shortest possible time. All correspondence, including the questionnaires, was printed on paper embossed with the emblem of the Education Commission of the States. Besides being the sponsoring organization for the research, ECS is a national education compact which is generally well known among the members of the four target populations. Finally, the cover letter included with each questionnaire was written by the Director of Higher Education Services at ECS.

The following steps were included in the collection of the questionnaire data:

First, an introductory letter was sent to each member of the four target populations one week prior to the questionnaire mailing. This letter was intended to introduce the study and its objectives, indicate the importance of the study, and emphasize the need for the individual's participation. A copy of this introductory letter can be found in Appendix C.

Second, the survey questionnaire, accompanied by the cover letter, was mailed to all members of the four target populations. Questionnaires were printed so as to form a return-addressed, stamped envelope when folded and secured. Although responses were not anonymous,

confidentiality was emphasized and a summary of the research findings was promised to each respondent.

Third, the first follow-up letter was sent to all members of the target populations three weeks after the first questionnaire was mailed. This letter thanked all those who had responded to the questionnaire and encouraged those who had not responded to please do so as soon as possible. This letter is included in Appendix C.

Fourth, a second copy of the survey instrument was sent to all nonrespondents four weeks after the first follow-up. This second copy of the instrument was accompanied by a cover letter which again appealed to the importance of the study and the need for the individual's participation. This cover letter is presented in Appendix C.

Fifth, because the response rate for regional compact board and commission members did not meet the researcher's expectations, a final follow-up letter was sent only to the nonrespondents in this category. A copy of the letter is provided in Appendix C.

#### Returns to the Questionnaire Mailings

Questionnaires were mailed to 150 regional compact board and commission members, 33 state higher education chief executive officers, 214 chief executive officers from

public institutions, and 156 chief executive officers from private institutions. Four months elapsed from the time of the first questionnaire mailing to the final cut-off date for response returns. Table 3 indicates the frequency and percentage distribution of responses for the four populations.

Eight questionnaires, including two compact board members, two public institution chief executive officers, and four private institution chief executive officers, were returned blank and classified as nonusable questionnaires. In each of these eight cases, the individual indicated either a lack of knowledge concerning regional compact programs or a lack of institutional programs which corresponded with the definition of graduate education.

Table 3. Percentage and frequency distribution of responses to the survey questionnaire

Population	SREB		WICHE		NEBHE		Total	
	No.	%	No.	%	No.	%	No.	%
Compact board	46	66.7	33	84.6	28	66.7	107	71.3
State execs.	14	100.0	11	84.6	6	100.0	31	93.9
Public inst.	92	72.4	54	83.1	18	81.8	164	76.6
Private inst.	25	44.6	27	52.9	21	42.9	73	46.7

### Procedures for Data Analysis

All forced choice items presented in the survey questionnaire were pre-coded when the questionnaire was drafted. All data resulting from open-ended items were coded by numerical categories for transfer from the questionnaire pages to machine punched data cards. This classification of open-ended responses into numerical categories was performed by the investigator after all responses were received.

All coded data were punched on IBM computer cards and all cards were verified for keypunch accuracy.

In order to accomplish the research objectives outlined in Chapter I, statistical analysis includes frequency tabulations for each questionnaire item along with an analysis of these frequencies based upon target population membership and compact affiliation. In addition, chi-square tests for homogeneity were used where appropriate. Results of the data analysis are presented in Chapter IV.

### Summary

In Chapter III, a systematic review of the research design and methodology used in the research has been presented. Four target populations, each representing either a regional, state, or institutional level of regional compact involvement, were selected for study. They include:

regional compact board and commission members, state higher education executive officers, chief executive officers of public graduate institutions, and chief executive officers of private graduate institutions. The sample selected for the research was the same as the population and questionnaires were mailed to 150 regional compact board members, 33 state higher education executive officers, 214 public chief executive officers, and 156 private institution chief executive officers.

The principal means of data collection was provided by a thirty-six item mailed questionnaire. In addition, background information was gathered through personal interviews conducted with selected members of regional compact agencies.

The total questionnaire returns for the research were represented as 71.3 percent for regional compact board members, 93.9 percent for state higher education executive officers, 76.6 percent for public institution chief executive officers, and 46.7 percent for private institution chief executive officers.

Each questionnaire item was analyzed in relation to the four target populations included in the study. In addition, data were broken down and analyzed by regional compact affiliation.

It is now appropriate to turn to the actual findings of the study. Chapter IV presents an analysis of the attitudes of individuals representing the regional, state, and institutional perspective concerning the potential role of regional higher education compacts in the development of greater interstate cooperation related to graduate education.

## CHAPTER IV

### REPORT AND ANALYSIS OF FINDINGS

This report and analysis of the research findings is organized to correspond with the four survey objectives presented in Chapter I. Accordingly, the first section of this chapter focuses upon the responses of regional, state, and institutional representatives<sup>1</sup> concerning the overall need for regional and interstate cooperation related to graduate education. Section two examines the perceived overall potential of the regional compact agency to facilitate interstate and regional cooperation related to graduate education. Section three focuses upon the level of perceived need for certain selected graduate related regional education programs and the likelihood that needed regional programs could be feasibly implemented at the regional compact level.

The data presented in this chapter is reported and analyzed by population and not by compact. This was judged appropriate after chi-square tests for homogeneity indicated

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<sup>1</sup>For a detailed description of the four target populations representing the regional, state, and institutional level of regional compact involvement, see Chapter III, pp. 33-39, the section entitled "Population and Sample."



that, with few exceptions, there were no significant differences in the individual item response patterns of single populations when broken down and compared by compact.<sup>2</sup> Significance for the chi-square tests was set at the .05 level. Where significant differences are indicated based upon compact affiliation, they are described in the data analysis. Statistical tables which report all data broken down by compact are provided in Appendix D.

Chi-square tests were also used to indicate significant differences between the response patterns of the four target populations for each survey item. Use of chi-square tests in this descriptive manner is widespread. It is justified by assuming that the current population being analyzed is a sample of a larger population over time. Because each of the four target populations in this study experience frequent changes in membership, this assumption seems justified. When differences between populations are described as "significant," this should be understood to mean that the .05 level of significance has been fulfilled.

The investigator has chosen to discuss the results of each survey item by combining the percentage distributions for similar response categories. For example, it is

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<sup>2</sup>For a description of the robustness of the chi-square test, see R. C. Lewonstin and J. Feldenstein, "The Robustness of Homogeneity Tests," Biometrics, March 1965, pp. 19-33.

noted that 22 percent of the private institution respondents indicated either a considerable or very great familiarity with the higher education compact in their region (see Table 4). In this way, the author hopes to enhance the clarity and conciseness of the data analysis while highlighting those findings which are most important for consideration under each of the research objectives. The combining of percentage distributions is done only in the textual discussion and not in the tabular presentation of the data.

Before proceeding to the major sections of this analysis it is appropriate to comment upon the level of respondent familiarity with regional higher education compacts. Members of the state and institutional level target populations were asked to indicate the extent of their familiarity with the regional compact in their region. Compact board and commission members were not asked to respond because it was assumed that they possess substantial compact familiarity. Table 4 presents the results. Over 85 percent of the state level respondents indicated that they had either a considerable or very great familiarity with the higher education compact in their region. In sharp contrast, 35.4 percent of the public institution respondents and only 22 percent of the private institution respondents indicated either considerable or very great familiarity.

Table 4. Percentage distribution of responses to survey item 3: "How would you describe the extent of your familiarity with the regional higher education compact to which you or your state is associated?"

		Little or No Familiarity	Moderate Familiarity	Considerable Familiarity	Very Great Familiarity
State level	(28)	0.0	14.3	50.0	35.7
Public institution	(161)	6.2	48.4	37.9	7.5
Private institution	(68)	17.6	60.3	17.6	4.4

$\chi^2 = 52.177$ ;  $p < .05$ .

Overall Need for Interstate and Regional  
Cooperation in Graduate Education

Respondent attitudes concerning the overall need for interstate and regional cooperation in graduate education appear to differ significantly according to population membership (see Table 5). Approximately 71 percent of the respondents in both the regional and state level categories indicated that either a considerable or major need exists for graduate related interstate and regional cooperation. In contrast, only 47.8 percent of the respondents in the public institution category indicated the existence of either a considerable or major need. This corresponds with 53.4 percent for their private institution counterparts.

As might be expected, officials at the regional and state level perceive a greater overall need for graduate related regional and interstate cooperation than do officials at the institutional level. What might not be expected is that the overwhelming majority of the respondents at all three levels indicated that at least a moderate need exists.

Table 5. Percentage distribution of responses to survey item 31:  
 "In general, how would you evaluate the current overall need  
 for interstate and regional cooperation in graduate education?"

		Little or No Need	Moderate Need	Considerable Need	Major Need
Regional level	(105)	4.8	23.8	38.1	33.3
State level	(31)	9.7	19.4	48.4	22.6
Public inst.	(163)	6.1	46.0	37.4	10.4
Private inst.	(73)	2.7	43.8	35.6	17.8

$$\chi^2 = 32.835; \quad P < .05.$$

Potential of the Regional Higher Education  
 Compact as a Facilitator of Interstate and  
 Regional Cooperation in Graduate Education

When members of the four target populations were asked to indicate their attitude concerning the overall potential of the regional compact to facilitate graduate related interstate and regional cooperation, responses were again significantly related to population membership (see Table 6). Approximately two-thirds (67%) of the regional respondents indicated that their compacts possess either considerable or major potential to facilitate graduate related regional and interstate cooperation. Likewise, over 60 percent of the state level respondents described the compacts as having either considerable or major potential for facilitating graduate related cooperation.

Table 6. Percentage distribution of responses to survey item 34: "In general, how would you evaluate the potential of the regional higher education compact as a facilitator of interstate and regional cooperation in graduate education?"

		Little or No Potential	Moderate Potential	Considerable Potential	Major Potential
Regional level	(103)	4.9	28.2	35.9	31.9
State level	(31)	6.5	32.3	51.6	9.7
Public institution	(160)	11.9	51.2	31.9	5.0
Private institution	(73)	8.2	43.8	38.4	9.6

$\chi^2 = 48.508$ ;  $P < .05$ .

In contrast to respondents at the regional and state level, institutional respondents were much less affirmative in evaluating the overall potential of compacts to facilitate cooperation in graduate education. Respondents in the public institution category had only 36.9 percent of their number indicate that either a considerable or major potential exists. Nearly one-half (48%) of the private institution respondents indicated either considerable or major potential.

Evaluation of Selected Regional Programs  
Related to Graduate Education

Each member of the four target populations was asked to evaluate a selected number of possible regional compact programs related to graduate education. The evaluation was in two parts. First, they were asked to indicate the need for such a program in their region. Second, if a need was indicated, they were then asked to rate the feasibility of the program for regional compact involvement. Feasibility was defined as the likelihood that the program could be successfully implemented at the regional compact level. It is important for the reader to keep in mind that only those persons who first indicated a need (moderate, considerable, major) responded to feasibility.

The items included in this section of the survey were selected on the basis of input provided by regional

compact staff members, public policy experts, and others who are both familiar with the nature of regional compacts and interested in their role in graduate education.

In order to facilitate data reporting and analysis, the twenty-six graduate related programs described in the survey instrument have been grouped in five categories. In order of their presentation, these categories include:

- Interstate Sharing of Programs and Facilities,
- Needs and Resources Studies,
- Planning and Coordinating,
- Consultation and Information Sharing, and
- Research and Development.

#### Interstate Sharing of Programs and Facilities

Members of the regional, state, and institutional level target populations were requested to evaluate the need to provide expanded opportunities for interstate student access to graduate programs and facilities. Data analysis shows that 72.9 percent of the regional level respondents and 77.4 percent of the state level respondents indicated that either a considerable or major need exists for expanding graduate related interstate access (see Table 7). In sharp contrast, only 56.7 percent of the public institution respondents and 54.8 percent of their private institution counterparts indicated either a considerable or major need.



Regarding the feasibility of expanding interstate access to graduate programs and facilities, over 80 percent of the respondents in each of the four populations indicated at least some level of feasibility (either somewhat or highly feasible) for regional compact involvement.

An examination of the perceived need for increasing interstate student access to graduate programs and facilities available at private institutions also uncovers significant differences based upon population membership (see Table 8). Private institution respondents had 73.3 percent of their number indicate either a considerable or major need for this increased access. This is substantially higher than the corresponding percentages registered by public institution respondents (34.6%), state level respondents (40%), and regional level respondents (50%). In addition, the perceived feasibility for increasing access to private institutions was also significantly related to population membership.

One way of stimulating interstate sharing of academic programs and facilities is through the formation of interinstitutional consortia. When regional, state, and institutional representatives were asked to evaluate the need for promoting the formation of interinstitutional consortia at the graduate level, there was little difference in the distribution of their responses (see Table 9). Between

55 and 60 percent of the regional, state, and private institution respondents indicated that either a considerable or major need exists for the promotion of graduate related consortia. This compares with 47.3 percent for the public institution respondents.<sup>3</sup> In addition, over 70 percent of the regional, state, and public institution respondents<sup>4</sup> indicated some level of feasibility for the formation of graduate related consortia. Private institution respondents had 59.4 percent of their number indicate some level of feasibility.

Still another method for sharing graduate programs and facilities on an interstate basis is through the development of regional graduate institutions financed cooperatively by participating states. The survey data shows that, although the level of perceived need varies significantly between populations, less than one-half of the respondents in each of the four populations believe that there is either a considerable or major need for regional graduate institutions (see Table 10). When asked to assess the feasibility

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<sup>3</sup>Public institution respondents showed significant differences when broken down by compact. Approximately 78 percent of the New England group indicated either a considerable or major need for graduate related consortia. This compares with 41.5 percent for public institution respondents in the West and 44.6 percent for the same group in the South (see Tables in Appendix D).

<sup>4</sup>Again, public institution respondents showed significant differences when broken down by compact (see Tables in Appendix D).

of developing regional graduate institutions, the majority of the respondents in each of the four populations indicated that it is either somewhat or highly unfeasible.<sup>5</sup>

A third method for facilitating the sharing of graduate related academic resources is through the development of electronic communication systems to link institutions for the cooperative sharing of educational resources related to graduate scholarship and research. Approximately 58 percent of the state level respondents and 59 percent of the regional level respondents indicated that either a considerable or major need exists for the development of this type of communication facility (see Table 11). Less than one-half of both public and private institution respondents indicated that either a considerable or major need exists. When asked to evaluate the feasibility of developing interinstitutional electronic communication systems, nearly 70 percent of both the regional and private institution respondents indicated some level of feasibility. This compares to 53.3 percent for state level respondents and 57.4 percent for respondents at the public institution level.

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<sup>5</sup>Both state level and private institution level respondents showed significant differences when broken down by compact (see Tables in Appendix D). In both cases, respondents from New England indicated a higher degree of feasibility than did respondents from either the South or the West. This may be due to the fact that the New England Board is currently developing plans for a regional veterinary college which has received wide publicity throughout the region.

Table 7. Percentage distribution of responses to survey item 5: "To provide expanded opportunities for interstate student access to graduate programs and facilities."

	No Need	Moderate Need	Considerable Need	Major Need
Regional level (107)	3.7	23.4	35.5	37.4
State level (31)	0.0	22.6	35.5	41.9
Public inst. (164)	4.3	39.0	28.7	28.0
Private inst. (73)	15.1	30.1	30.1	24.7

$$\chi^2 = 25.071; P < .05$$

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level (103)	1.9	17.5	38.8	41.7
State level (31)	0.0	16.1	35.5	48.4
Public inst. (157)	1.3	18.5	54.8	25.5
Private inst. (62)	1.6	17.7	59.7	21.0

$$\chi^2 = 16.821; P > .05.$$

**Table 8. Percentage distribution of responses to survey item 27: "To develop procedures for increasing student access to graduate programs and facilities available at private institutions."**

	No Need	Moderate Need	Considerable Need	Major Need
Regional level (104)	23.1	26.9	29.8	20.2
State level (30)	10.0	50.0	23.3	16.7
Public inst. (162)	26.5	38.9	25.3	9.3
Private inst. (71)	7.0	19.7	29.6	43.7

$$\chi^2 = 51.225; P < .05.$$

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level (80)	5.0	25.0	51.2	18.8
State level (27)	3.7	51.9	29.6	14.8
Public inst. (117)	3.4	25.6	59.0	12.0
Private inst. (65)	3.1	18.5	46.2	32.3

$$\chi^2 = 22.386; P < .05.$$

Table 9. Percentage distribution of responses to survey item 14: "To promote the formation of interinstitutional consortia at the graduate level."

	No Need	Moderate Need	Considerable Need	Major Need
Regional level (103)	4.9	36.9	38.8	19.4
State level (30)	3.3	36.7	36.7	23.3
Public inst. (163)	8.6	44.2	31.3	16.0
Private inst. (72)	4.2	40.3	31.9	23.6

$$\chi^2 = 6.748; \quad P > .05.$$

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level (98)	2.0	23.5	56.1	18.4
State level (29)	0.0	20.7	65.5	13.8
Public inst. (148)	2.7	26.4	55.4	15.5
Private inst. (69)	7.2	33.3	46.4	13.0

$$\chi^2 = 9.286; \quad P > .05.$$

**Table 10. Percentage distribution of responses to survey item 15: "To promote the development of regional graduate institutions financed cooperatively by participating states."**

	No Need	Moderate Need	Considerable Need	Major Need
Regional level (107)	36.4	22.4	18.7	22.4
State level (31)	22.6	41.9	25.8	9.7
Public inst. (164)	45.7	30.5	15.9	7.9
Private inst. (71)	42.3	29.6	16.9	11.3

$$\chi^2 = 20.228; P < .05.$$

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level (68)	22.1	33.8	29.4	14.7
State level (24)	33.3	37.5	20.8	8.3
Public inst. (87)	21.8	40.2	34.5	3.4
Private inst. (39)	23.1	35.9	28.2	12.8

$$\chi^2 = 8.847; P > .05.$$

**Table 11. Percentage distribution of responses to survey item 11: "To promote the development of electronic communication systems to link institutions for cooperative sharing of educational resources related to graduate scholarship and research."**

	No Need	Moderate Need	Considerable Need	Major Need
Regional level (105)	4.8	36.2	39.0	20.0
State level (31)	3.2	38.7	48.4	9.7
Public inst. (164)	12.8	39.6	26.8	20.7
Private inst. (72)	16.7	34.7	27.8	20.8

$$\chi^2 = 16.383; P > .05.$$

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level (100)	3.0	28.0	55.0	14.0
State level (30)	6.7	40.0	40.0	13.3
Public inst. (143)	7.0	35.7	39.9	17.5
Private inst. (61)	3.3	34.4	42.6	19.7

$$\chi^2 = 8.240; P > .05.$$



**Table 12. Percentage distribution of responses to survey item 25: "To promote the development of regional cooperative programs directed at securing additional funding for certain graduate programs and facilities."**

	No Need	Moderate Need	Considerable Need	Major Need
Regional level (105)	6.7	34.3	33.3	25.7
State level (31)	3.2	32.3	48.4	16.1
Public inst. (163)	8.0	27.0	35.6	29.4
Private inst. (73)	8.2	23.3	39.7	28.8

$$\chi^2 = 6.699; P > .05.$$

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level (98)	3.1	31.6	51.0	14.3
State level (30)	6.7	33.3	46.7	13.3
Public inst. (150)	4.7	22.0	59.3	14.0
Private inst. (67)	7.5	34.3	34.3	23.9

$$\chi^2 = 14.511; P > .05.$$

It has been suggested that one method of approaching the increasingly difficult problem of funding related to graduate education is to develop regional cooperative programs directed at securing additional funding for certain graduate programs and facilities. Nearly two-thirds of the respondents in the state and institutional categories indicated either a considerable or major need for such cooperative funding programs (see Table 12). Regional level respondents had 59 percent of their number indicate the existence of either a considerable or major need. In addition, 65.3 percent of the regional level respondents and 60 percent of the state level respondents indicated that the development of regional cooperative programs directed at securing additional graduate related funding has some degree of feasibility. It is interesting to note that 73.3 percent of the public institution respondents believe that the development of such programs has some degree of feasibility. This compares to 58.2 percent for their private institution counterparts.

#### Needs and Resources Studies

A necessary component in the assessment of regional educational needs and resources is an accurate inventory of the programs and facilities currently in existence. Over two-thirds of the respondents in each of the regional, state, and institutional populations indicated that either

a considerable or major need exists for a current and comprehensive inventory of graduate programs and facilities in the region<sup>6</sup> (see Table 13). In addition, over 90 percent of the respondents in each of the four populations indicated at least some degree of feasibility for maintaining a graduate related program and facility inventory at the regional compact level.

When members of the four target populations were requested to evaluate the need for research aimed at assessing manpower needs which require education at the graduate level, again over two-thirds of the respondents in each of the four populations indicated that either a considerable or major need exists (see Table 14). When evaluating the feasibility of conducting graduate related manpower studies at the regional compact level, 80 percent of the public institution respondents indicated some level of feasibility. This figure compares with 71.3 percent for regional level respondents, 62.1 percent for state level respondents, and 70.3 percent for respondents in the private institution category.

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<sup>6</sup>Public institution respondents showed significant differences when broken down by compact. These differences are most pronounced among those indicating that there is a major need for a graduate related regional inventory of programs and facilities. Approximately 61 percent of the New England respondents indicated a major need. This compares with 38 percent for Southern respondents and only 27 percent for respondents from the West (see Tables in Appendix D).

**Table 13. Percentage distribution of responses to survey item 29: "To maintain a current and comprehensive inventory of graduate programs and facilities in the region."**

	No Need	Moderate Need	Considerable Need	Major Need
Regional level (107)	3.7	24.3	26.2	45.8
State level (31)	3.2	25.8	22.6	48.4
Public inst. (164)	7.9	25.6	29.3	37.2
Private inst. (73)	8.2	21.9	24.7	45.2

$$\chi^2 = 5.406; \quad P > .05.$$

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level (103)	0.0	7.8	32.0	60.2
State level (30)	0.0	6.7	30.0	63.3
Public inst. (148)	0.0	4.7	39.2	56.1
Private inst. (64)	1.5	0.0	31.3	67.2

$$\chi^2 = 11.902; \quad P > .05.$$

Table 14. Percentage distribution of responses to survey item 22: "To promote research aimed at assessing manpower needs which require education at the graduate level."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(106)	4.7	25.5	31.1	38.7
State level	(30)	3.3	20.0	40.0	36.7
Public inst.	(164)	7.3	23.2	31.7	37.8
Private inst.	(72)	11.1	19.4	36.1	33.3

$$\chi^2 = 5.150; \quad P > .05.$$

Regional level	(101)	4.0	24.8	51.5	19.8
State level	(29)	3.4	34.5	48.3	13.8
Public inst.	(150)	4.7	15.3	52.7	27.3
Private inst.	(64)	4.7	25.0	40.6	29.7

$$\chi^2 = 10.800; \quad P > .05.$$

An analysis of the perceived need for regional studies focusing upon the identification of unnecessary interstate duplication of graduate programs and facilities indicates significant differences based upon population membership (see Table 15). State level respondents had 80 percent of their number indicate that either a considerable or major need exists for compact involvement in the identification of unnecessary interstate duplication of graduate programs and facilities. This figure compares with 67.3 percent for regional level respondents and 69.9 percent for respondents in the private institution category. All of these figures compare sharply with the 48.4 percent figure which was registered by respondents in the public institution category. The feasibility of regional compact involvement in the identification of unnecessary interstate duplication of graduate programs and facilities was rated comparatively high by all four population groups. Over 80 percent of the state level respondents and over 70 percent of the regional level respondents indicated some level of feasibility. Over 60 percent of both the public and private institution respondents expressed some level of feasibility.

When asked to assess the need for regional studies focusing upon the identification of need for new graduate programs in the region, over 70 percent of the state level

respondents and over 65 percent of the regional and institutional level respondents indicated the existence of either a considerable or major need (see Table 16). The feasibility of compact involvement in the identification of need for new programs was also rated comparatively high by all four populations. Over 80 percent of the regional, state, and public institution respondents indicated some level of feasibility. This compares with 73.1 percent for respondents in the private institution category.

#### Interstate Planning and Coordinating

Each member of the regional, state, and institutional target populations was asked to evaluate the need for long-range planning related to the future development of graduate education in the region. The results indicate that a comparatively high percentage of the respondents from each of the four populations believe that there is either a considerable or major need for graduate related regional planning (see Table 17). Approximately 86 percent of the regional level respondents, 87 percent of the state level respondents, 76 percent of the public institutions respondents,<sup>7</sup> and 79 percent of the private institution

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<sup>7</sup>Public institution respondents showed significant differences when broken down by compact. Approximately 67 percent of the New England respondents in this category indicated a major need. This compares to 43.5 percent for the Southern respondents and only 22.6 percent for Western respondents (see Tables in Appendix D).

respondents indicated the existence of either a considerable or major need. In addition, 80.5 percent of the regional respondents, 87.1 percent of the state respondents, 74.7 percent of the public institution respondents, and 79.7 percent of the private institution respondents indicated some level of feasibility for compact agency involvement in graduate related regional planning.

When respondents were requested to evaluate the need to coordinate institutional offerings at the interstate level to help prevent unnecessary proliferation and duplication of graduate programs, significant differences occurred based upon population membership (see Table 18). At the regional level, 76.2 percent of the respondents acknowledged that there is either a considerable or major need for this type of interstate coordination. At the state level, the comparative figure was even higher as over 80 percent indicated either a considerable or major need. In sharp contrast, only 51.2 percent of the public institution respondents indicated the existence of either a considerable or major need. This corresponds with 65.3 percent for their private institution counterparts.<sup>8</sup> A comparison of only those who indicated a major need for

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<sup>8</sup>Private institution respondents showed significant differences when broken down by compact. For example, over 71 percent of the New England respondents indicated a major need. This compares with 37 percent in the West and 20 percent in the South (see Tables in Appendix D).



graduate level interstate coordination, uncovers even greater differences between the four populations. Over 40 percent of the regional, state, and private institution respondents acknowledged a major need. This contrasts with only 18.9 percent for public institution respondents. In addition, over 60 percent of the regional, state, and public institution respondents acknowledged some level of feasibility for graduate program coordination at the regional compact level. This compares sharply with only 46.7 percent for the private institution respondents.

Another form of potential regional coordination involves the coordination of institutional offerings at the interstate level to facilitate joint financing of high cost graduate programs and facilities. When regional, state, and institutional representatives were asked to evaluate the need for this type of interstate coordination, their responses again differed based upon population membership (see Table 19). At the regional level, 74.3 percent of the respondents acknowledged the existence of either a considerable or major need for this form of interstate coordination. State level respondents had 80.7 percent of their number indicate the existence of either a considerable or major need. In contrast, 57.7 percent of the public institution respondents and 61.1 percent of the private institution

respondents<sup>9</sup> indicated either a considerable or major need. The perceived feasibility of this form of interstate coordination was acknowledged to be comparatively low by respondents from each of the four target populations.<sup>10</sup>

### Consultation and Information Sharing

Each member of the regional, state, and institutional populations was asked to assess the need to keep state legislators and governors informed concerning issues and alternatives related to graduate education. Over 76 percent of the respondents in each of the regional and institutional categories indicated that either a considerable or major need exists. The corresponding figure for state level respondents was 66.6 percent (see Table 20). When asked to assess the feasibility of this information activity for regional compact involvement, 86 percent of the regional respondents, 74.1 percent of the state respondents, 79.6 percent of the public institution respondents, and 88.2 percent of the private institution respondents acknowledged some level of feasibility.

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<sup>9</sup>Private institution respondents indicated significant differences when broken down by compact. Respondents from the Southern region indicated substantially less need than did respondents from either the West or New England (see Tables in Appendix D).

<sup>10</sup>Public institution respondents differ significantly when broken down by compact. For example, 44.4 percent of the New England respondents indicate a major need. This compares to only 27.8 percent for the West and only 22 percent for the South (see Tables in Appendix D).

Table 15. Percentage distribution of responses to survey item 18: "To assist in the identification of unnecessary interstate duplication of graduate programs and facilities."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(107)	11.2	21.5	27.1	40.2
State level	(30)	6.7	13.3	36.7	43.3
Public inst.	(163)	19.6	31.9	28.8	19.6
Private inst.	(73)	12.3	17.8	31.5	38.4

$$\chi^2 = 25.280; \quad P < .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(95)	4.2	20.0	46.3	29.5
State level	(28)	0.0	17.9	46.4	35.7
Public inst.	(127)	7.9	29.9	44.1	18.1
Private inst.	(64)	10.9	23.4	35.9	29.7

$$\chi^2 = 13.560; \quad P > .05.$$

Table 16. Percentage distribution of responses to survey item 21: "To assist in the identification of need for new graduate programs in the region."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(106)	6.6	24.5	34.9	34.0
State level	(31)	6.5	22.6	41.9	29.0
Public inst.	(163)	4.3	30.1	33.1	32.5
Private inst.	(73)	8.2	26.0	35.6	30.1

$$\chi^2 = 3.433; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(99)	0.0	19.2	53.5	27.3
State level	(29)	0.0	17.2	55.2	27.6
Public inst.	(154)	1.3	16.9	59.1	22.7
Private inst.	(67)	4.5	22.4	38.8	34.3

$$\chi^2 = 13.022; \quad P > .05.$$

Table 17. Percentage distribution of responses to survey item 8: "To engage in long-range planning related to the future development of graduate education in the region."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(106)	2.8	11.3	38.7	47.2
State level	(31)	0.0	12.9	45.2	41.9
Public inst.	(163)	5.5	18.4	36.8	39.3
Private inst.	(73)	5.5	15.1	38.4	41.1

$$\chi^2 = 6.375; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(103)	1.9	17.5	55.3	25.2
State level	(31)	3.2	9.7	58.1	29.0
Public inst.	(154)	0.6	24.7	50.0	24.7
Private inst.	(69)	7.2	13.0	52.2	27.5

$$\chi^2 = 14.695; \quad P > .05.$$

Table 18. Percentage distribution of responses to survey item 6: "To coordinate institutional offerings at the interstate level to help prevent unnecessary proliferation and duplication of graduate programs."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(105)	4.8	19.0	30.5	45.7
State level	(30)	3.3	16.7	33.3	46.7
Public inst.	(164)	15.9	32.9	32.3	18.9
Private inst.	(72)	13.9	20.8	23.6	41.7

$$\chi^2 = 35.560; \quad P < .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(101)	7.9	28.7	38.6	24.8
State level	(29)	6.9	31.0	48.3	13.8
Public inst.	(139)	5.8	32.4	50.4	11.5
Private inst.	(62)	12.9	40.3	30.6	16.1

$$\chi^2 = 15.404; \quad P > .05.$$

Table 19. Percentage distribution of responses to survey item 7: "To coordinate institutional offerings at the interstate level to facilitate joint financing of high cost graduate programs and facilities."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(105)	5.7	20.0	29.5	44.8
State level	(31)	0.0	19.4	48.4	32.3
Public inst.	(163)	7.4	35.0	32.5	25.2
Private inst.	(72)	12.5	26.4	25.0	36.1

$$\chi^2 = 22.969; \quad P < .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(99)	10.1	29.3	47.5	13.1
State level	(30)	13.3	36.7	46.7	3.3
Public inst.	(152)	9.9	37.5	41.4	11.2
Private inst.	(63)	15.9	36.5	39.7	7.9

$$\chi^2 = 6.310; \quad P > .05.$$

**Table 20. Percentage distribution of responses to survey item 4: "To keep state legislators and governors informed concerning issues and alternatives related to graduate education."**

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(104)	3.8	20.2	33.7	42.3
State level	(30)	10.0	23.3	53.3	13.3
Public inst.	(162)	3.1	18.5	36.4	42.0
Private inst.	(72)	5.6	18.1	40.3	36.1

$$\chi^2 = 12.020; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(100)	1.0	13.0	50.0	36.0
State level	(27)	0.0	25.9	51.9	22.2
Public inst.	(157)	1.9	18.5	51.6	28.0
Private inst.	(68)	1.5	10.3	63.2	25.0

$$\chi^2 = 9.074; \quad P > .05.$$



When members of the four target populations were requested to evaluate the need to assist the federal government to better understand the issues and alternatives facing graduate education in the region, interesting differences resulted between populations (see Table 21). Approximately 71 percent of the regional respondents and 61 percent of the state respondents indicated that there exists either a considerable or major need for this form of assistance to the federal government. Although both figures are relatively high, the figures at the institutional level are even higher. Approximately 80 percent of the public institution respondents and 79 percent of the respondents from the private institutions acknowledged either a considerable or major need. In addition, over 70 percent of the respondents in each of the four populations indicated some level of feasibility for regional compact involvement.

Each member of the four target populations was asked to evaluate the need to better inform the general public about the benefits (both individual and social) of graduate education. Again, interesting differences resulted between populations (see Table 22). Approximately 55 percent of the regional respondents and 50 percent of the state respondents indicated either a considerable or major need. In rather sharp contrast, 74.4 percent of the public institution respondents and 65.7 percent of the private institution respondents acknowledged either a considerable or major need.

Table 21. Percentage distribution of responses to survey item 10: "To assist the federal government to better understand the issues and alternatives facing graduate education in the region."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(106)	6.6	22.6	37.7	33.0
State level	(31)	6.5	32.3	35.5	25.8
Public inst.	(163)	3.7	16.0	32.5	47.9
Private inst.	(73)	4.1	16.4	30.1	49.3

$$\chi^2 = 13.049; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(98)	4.1	25.5	55.1	15.3
State level	(29)	3.4	24.1	44.8	27.6
Public inst.	(156)	5.8	16.7	50.0	27.6
Private inst.	(70)	2.9	18.6	45.7	32.9

$$\chi^2 = 10.498; \quad P > .05.$$

Table 22. Percentage distribution of responses to survey item 9: "To better inform the general public about the benefits (both individual and social) of graduate education."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(107)	11.2	33.6	28.0	27.1
State level	(30)	13.3	36.7	30.0	20.0
Public inst.	(164)	6.7	18.9	36.0	38.4
Private inst.	(73)	12.3	21.9	34.2	31.5

$$\chi^2 = 15.783; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(95)	5.3	25.3	50.5	18.9
State level	(26)	7.7	19.2	53.8	19.2
Public inst.	(151)	2.0	21.2	49.0	27.8
Private inst.	(64)	0.0	29.7	37.5	32.8

$$\chi^2 = 13.153; \quad P > .05.$$

In addition, over 70 percent of the respondents in each of the state and institutional categories indicated some level of feasibility for this public information activity at the regional compact level. This corresponds to 69.4 percent for respondents at the regional level.

Each member of the four target populations was asked to evaluate the need to provide consultation and assistance to state higher education agencies charged with planning and coordinating graduate education. The results indicate that a substantial percentage of the respondents in each of the four groups believe this to be either a considerable or major need (see Table 23). State level respondents had 74.2 percent of their number indicate either a considerable or major need. They were followed by private institution respondents (72.3%), regional level respondents (68.8%), and respondents from public institutions (61.4%).<sup>11</sup> In addition, a comparatively high percentage of the respondents in each of the four populations indicated at least some level of feasibility for regional compact involvement in this area of consultation and assistance. Over 93 percent

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<sup>11</sup> Public institution respondents differ significantly when broken down by compact. For example, 44.4 percent of the New England respondents indicate a major need. This compares to only 27.8 percent for the West and only 22 percent for the South (see Tables in Appendix D).

of the respondents at the state level indicated some level of feasibility. They were followed in order by public institution respondents<sup>12</sup> (81.5%), regional respondents (80.5%), and respondents from private institutions (78.8%).

Regarding assistance to students, each member of the four populations was asked to assess the need to provide better information to potential students regarding graduate programs and institutions. Approximately 67 percent of both the regional and state level respondents acknowledged the existence of either a considerable or major need for this type of student information program (see Table 24). This compares with 57.9 percent for public institution respondents and 60.3 percent for their private institution counterparts. When asked to assess the feasibility of such a program for regional compact involvement, over 84 percent of the regional, state, and public institution respondents indicated some level of feasibility. Respondents from private institutions had 79.3 percent of their number indicate some level of feasibility.

When asked to evaluate the need to make available current and reliable information about graduate student financial assistance programs, respondents from each of

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<sup>12</sup> Public institution respondents again differ significantly according to population membership. Respondents from New England appear to rank feasibility significantly lower than the respondents from either the South or the West (see Tables in Appendix D).

the four target populations indicated a comparatively high level of need (see Table 25). Over 64 percent of both the regional and state respondents, and over 72 percent of both the public and private institutional respondents, acknowledged either a considerable or major need for this type of student information program. In addition, nearly 90 percent of the respondents in each of the four populations indicated some level of feasibility for regional compact involvement.

Each population member was also asked to evaluate the need for assisting institutions to identify able members of minority groups and women for recruitment as graduate faculty and students. Approximately 55 percent of the regional respondents and 53 percent of the state level respondents thought that either a considerable or major need exists for such a program (see Table 26). The corresponding percentages for both institutional categories are considerably higher. Approximately 66 percent of the public institution respondents and 71 percent of the private institution respondents indicated either a considerable or major need. The feasibility of such a program for regional compact involvement was also ranked highest by the institutional level respondents. Those from public institutions had 84.6 percent of their number indicate some level of feasibility and this compares with 81.3 percent for their private institution counterparts. Approximately 74 percent

of the state respondents and 69 percent of the regional respondents indicated some level of feasibility

#### Research and Development

Each member of the regional, state, and institutional target populations was requested to evaluate the need for research efforts designed to develop appropriate measures of quality to be used in evaluating existing graduate programs. Analysis of the data suggests that perceived need is comparatively high for all four populations (see Table 27). Approximately 72 percent of the regional respondents and 83 percent of the state level respondents acknowledged that either a considerable or major need exists for such qualitative measures. At the institutional level, 69.3 percent of the public respondents and 57.6 percent of the private respondents<sup>13</sup> indicated either a considerable or major need. When judging the feasibility of developing such measures at the regional compact level, over 60 percent of the regional, state, and public institution respondents indicated the existence of some level of feasibility. This compares to 50 percent of the private institution respondents.

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<sup>13</sup> Private institution respondents differed significantly when broken down by compact. Southern respondents were far less affirmative in their assessment of need than were the respondents from the West or East. Southern respondents had 32 percent of their number indicate that there is no need while only 12 percent indicated a major need (see Tables in Appendix D).

Table 23. Percentage distribution of responses to survey item 24: "To provide consultation and assistance to state higher education agencies charged with planning and coordinating graduate education."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(106)	8.5	22.6	35.8	33.0
State level	(31)	6.5	19.4	35.5	38.7
Public inst.	(163)	9.8	28.8	35.0	26.4
Private inst.	(72)	8.3	19.4	41.7	30.6

$$\chi^2 = 5.366; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(97)	2.1	17.5	48.5	32.0
State level	(29)	0.0	6.9	51.7	41.4
Public inst.	(146)	3.4	15.1	56.2	25.3
Private inst.	(66)	4.5	16.7	40.9	37.9

$$\chi^2 = 9.276; \quad P > .05.$$



Table 24. Percentage distribution of responses to survey item 12: "To provide better information to potential students regarding graduate programs and institutions."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(107)	5.6	27.1	38.3	29.0
State level	(31)	6.5	25.8	41.9	25.8
Public inst.	(164)	11.0	31.1	31.1	26.8
Private inst.	(73)	15.1	24.7	35.6	24.7

$$\chi^2 = 7.266; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(101)	0.0	15.8	48.5	35.6
State level	(29)	0.0	10.3	58.6	31.0
Public inst.	(143)	0.0	12.6	45.5	42.0
Private inst.	(63)	1.6	19.0	47.6	31.7

$$\chi^2 = 8.671; \quad P > .05.$$

Table 25. Percentage distribution of responses to survey item 17: "To make available current and reliable information about graduate student financial assistance programs."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(106)	8.5	27.4	30.2	34.0
State level	(29)	13.8	20.7	37.9	27.6
Public inst.	(164)	5.5	20.1	41.5	32.9
Private inst.	(73)	8.2	19.2	24.7	47.9

$$\chi^2 = 13.559; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(97)	2.1	6.2	55.7	36.1
State level	(25)	0.0	12.0	48.0	40.0
Public inst.	(155)	1.3	6.5	49.7	42.6
Private inst.	(67)	1.5	9.0	32.8	56.7

$$\chi^2 = 10.496; \quad P > .05.$$

**Table 26. Percentage distribution of responses to survey item 26: "To assist institutions to identify able members of minority groups and women for recruitment as graduate faculty and students."**

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(106)	18.9	26.4	27.4	27.4
State level	(30)	20.0	26.7	30.0	23.3
Public inst.	(164)	12.2	21.3	26.2	40.2
Private inst.	(72)	9.7	19.4	31.9	38.9

$$\chi^2 = 10.301; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(84)	3.6	27.4	48.8	20.2
State level	(23)	0.0	26.1	56.5	17.4
Public inst.	(143)	2.8	12.6	55.9	28.7
Private inst.	(64)	0.0	18.8	46.9	34.4

$$\chi^2 = 14.375; \quad P > .05.$$

Table 27. Percentage distribution of responses to survey item 19: "To assist in the development of appropriate measures of quality to be used in evaluating existing graduate programs."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(107)	11.2	16.8	37.4	34.6
State level	(30)	13.3	3.3	36.7	46.7
Public inst.	(163)	11.7	19.0	33.7	35.6
Private inst.	(73)	20.5	21.9	32.9	24.7

$$\chi^2 = 11.753; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(94)	11.7	27.7	51.1	9.6
State level	(26)	11.5	23.1	50.0	15.4
Public inst.	(142)	9.2	26.1	47.9	16.9
Private inst.	(58)	19.0	31.0	34.5	15.5

$$\chi^2 = 8.452; \quad P > .05.$$

When population members were asked to assess the need for research efforts designed to develop measures of productivity and efficiency for use in evaluating existing graduate programs, the results differed significantly based upon population membership (see Table 28). State level respondents had 83.3 percent of their number indicate that either a considerable or major need exists for such uniform measures. The corresponding figure at the regional level was only 61.9 percent. At the institutional level, 58.4 percent of the public institution respondents and 43 percent of the private institution respondents acknowledged either a considerable or major need. Regarding the feasibility of developing graduate related productivity and efficiency measures at the regional level, 55.3 percent of the regional respondents and 57.1 percent of the state respondents indicated some level of feasibility. At the institutional level, the corresponding figures were 57.2 percent for public institution respondents and only 33.3 percent for their private institution counterparts.

Members of the four target populations were also asked to evaluate the need for research studies designed to develop guidelines for apportioning the cost of graduate education between the student and society. Data analysis shows that close to 60 percent of the respondents from each of the regional, state, and private institutional categories

indicated either a considerable or major need for this type of research effort (see Table 29). Approximately 54 percent of the public institution respondents indicated either a considerable or major need. In addition, 58.5 percent of the regional respondents and 66.6 percent of the state respondents indicated some level of feasibility for regional compact involvement in this type of research program. Public institution respondents had 72.4 percent of their number indicate some level of feasibility while the figure for private institutions was 55.2 percent.

When members of the four target populations were asked to evaluate the need for developing cooperative programs designed to aid faculty professional development at graduate institutions, approximately 55 percent of the respondents from each of the four groups indicated the existence of either a considerable or major need<sup>14</sup> (see Table 30). Further, over 70 percent of the respondents in each of the regional, state, and institutional categories acknowledged some level of feasibility for regional compact involvement in this type of faculty development program. The comparative figure for private institutions is 60 percent.

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<sup>14</sup> Private institution respondents evidenced some significant differences when compared by compact. Respondents from the New England region acknowledged less need for such programs than respondents from either the South or West (see Tables in Appendix D).

Table 28. Percentage distribution of responses to survey item 20: "To assist in the development of uniform measures of productivity and efficiency for use in evaluating existing graduate programs."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(105)	19.0	19.0	38.1	23.8
State level	(30)	6.7	10.0	50.0	33.3
Public inst.	(163)	17.2	24.5	34.4	23.9
Private inst.	(72)	30.6	26.4	23.6	19.4

$$\chi^2 = 17.647; \quad P < .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(85)	9.4	35.3	41.2	14.1
State level	(28)	17.9	25.0	50.0	7.1
Public inst.	(133)	12.8	30.1	44.4	12.8
Private inst.	(51)	33.3	33.3	23.5	9.8

$$\chi^2 = 19.724; \quad P < .05.$$

Table 29. Percentage distribution of responses to survey item 16: "To assist in the development of guidelines for apportioning the cost of graduate education between the student and society."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(106)	11.3	26.4	34.0	28.3
State level	(30)	10.0	30.0	40.0	20.0
Public inst.	(164)	14.0	32.3	25.6	28.0
Private inst.	(72)	6.9	30.6	27.8	34.7

$$\chi^2 = 7.478; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(94)	6.4	35.1	46.8	11.7
State level	(27)	0.0	33.3	44.4	22.2
Public inst.	(138)	5.1	22.5	53.6	18.8
Private inst.	(67)	14.9	29.9	34.3	20.9

$$\chi^2 = 18.436; \quad P < .05.$$



Table 30. Percentage distribution of responses to survey item 13: "To assist in the development of cooperative programs designed to aid faculty professional development at graduate institutions."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(102)	7.8	38.2	38.2	15.7
State level	(30)	10.0	33.3	43.3	13.3
Public inst.	(164)	9.1	35.4	38.4	17.1
Private inst.	(73)	9.6	35.6	37.0	17.8

$$\chi^2 = 0.997; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(93)	1.1	28.0	62.4	8.6
State level	(27)	0.0	29.6	63.0	7.4
Public inst.	(148)	2.0	23.6	56.1	18.2
Private inst.	(65)	6.2	33.8	46.2	13.8

$$\chi^2 = 13.771; \quad P > .05.$$

Again relating to faculty development, each population member was asked to assess the need to develop programs designed to help graduate faculty improve their skill as teachers. Approximately 54 percent of the regional respondents and 60 percent of the state respondents indicated either a considerable or major need (see Table 31). At the institutional level, the corresponding figures were 56.1 percent for public institution respondents and 69 percent for respondents from private institutions. Feasibility was rated comparatively low for this particular program. Regional respondents had 53.4 percent of their number indicate some level of feasibility for regional compact involvement in this form of faculty development activity.<sup>15</sup> This compares to 38.4 percent for state level respondents, 58.5 percent for public institution respondents, and 51.6 percent for respondents from private institutions.

Each member of the regional, state, and institutional populations was also asked to evaluate the need to develop pilot and experimental projects designed to test new teaching-learning techniques for use at the graduate level. Data analysis indicates that 52.9 percent of the regional respondents and only 46.6 percent of the state

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<sup>15</sup> Regional compact respondents showed some significant differences when broken down by compact. Respondents from the Western region gave a generally higher feasibility rating than did respondents from either the South or New England (see Tables in Appendix D).

Table 31. Percentage distribution of responses to survey item 28: "To assist in the development of programs designed to help graduate faculty improve their skill as teachers."

		No Need	Moderate Need	Considerable Need	Major Need
Regional need	(104)	14.4	31.7	31.7	22.1
State level	(30)	13.3	26.7	43.3	16.7
Public inst.	(164)	9.1	34.8	31.1	25.0
Private inst.	(71)	9.9	21.1	46.5	22.5

$$\chi^2 = 10.145; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(88)	6.8	39.8	43.2	10.2
State level	(26)	11.5	50.0	34.6	3.8
Public inst.	(147)	8.8	32.7	44.2	14.3
Private inst.	(64)	20.3	28.1	39.1	12.5

$$\chi^2 = 13.531; \quad P > .05.$$

Table 32. Percentage distribution of responses to survey item 23: "To promote the development of pilot and experimental projects designed to test new teaching-learning techniques for use at the graduate level."

		No Need	Moderate Need	Considerable Need	Major Need
Regional level	(104)	15.4	31.7	34.6	18.3
State level	(30)	13.3	40.0	33.3	13.3
Public inst.	(164)	12.2	29.3	34.1	24.4
Private inst.	(72)	13.9	37.5	27.8	20.8

$$\chi^2 = 4.953; \quad P > .05.$$

		Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level	(87)	5.7	33.3	48.3	12.6
State level	(26)	7.7	38.5	42.3	11.5
Public inst.	(142)	5.6	26.1	53.5	14.8
Private inst.	(62)	12.9	30.6	38.7	17.7

$$\chi^2 = 8.207; \quad P > .05.$$

respondents indicated either a considerable or major need (see Table 32). The comparable figures for public and private institution respondents were 58.5 percent and 48.6 percent, respectively. Regarding feasibility, 60.9 percent of the regional respondents and 53.8 percent of the state respondents indicated some level of feasibility for regional compact involvement in the developing of these pilot and experimental projects. This compares to 68.3 percent for public institution respondents and 56.4 percent for respondents in the private institution category.

This concludes the report and analysis of the major research findings. In Chapter V, the author summarizes the research study and offers a set of conclusions based upon the research results.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary

A relatively recent development in American higher education has been the establishment of regional interstate compacts designed to improve and increase, through interstate cooperation, the educational opportunities available to citizens of member states. Three such regional compacts are currently in existence. Identified as The Southern Regional Education Compact, The Western Regional Education Compact, and The New England Higher Education Compact, they represent the most comprehensive and formally organized interstate form of joint planning and resource sharing in American postsecondary education.

It has been the purpose of this inquiry to examine the potential role of regional higher education compacts in the development of greater interstate cooperation related to graduate education in the arts and sciences and other related areas. A survey of literature and information collected from regional compact staff members indicate that little has been done to evaluate the possibilities

for regional compact involvement in this particular sector of postsecondary education.

The rapid development and expansion of graduate education prior to 1970 has given way to a period often characterized by increased competition for state funds, a decline in federal support for academic research, increasing program costs coupled with spiraling inflation, and the proliferation of academic specializations as knowledge continues to grow at an exponential rate. Faced with these conditions, it has become increasingly more difficult for many states to develop and sustain a complete range of graduate programs and facilities. One approach for addressing this problem is through interstate educational planning and resource sharing.

Regional compact agencies have not traditionally placed a high priority upon program development in the area of graduate education. They have understandably set their priorities to fit the most immediate and urgent needs of their regions. Historically, this has meant a very extensive commitment to developing regional education programs in fields of professional education such as medicine, dentistry, veterinary medicine, and public health related areas. Nevertheless, interviews conducted with regional compact staff members indicate substantial concern over the future role of compact agencies in addressing the complex issues currently facing graduate education.

The nature and extent of compact agency involvement in graduate education is limited by a variety of organizational factors. First, regional agencies are legally, politically, and financially dependent upon the compacting states. The board or commission to which they report is comprised of representatives from each member state. Second, none of the three compact agencies has any authority or control over the educational policies or practices of individual states or institutions. No legal coercions or sanctions are available to help enforce compliance with their programs and recommendations. Faced with these conditions, the regional compact agencies must seek consensus among affected groups and secure the support and cooperation of persons located at the regional, state, and institutional levels of postsecondary educational jurisdiction.

Accordingly, the objectives of this study were to examine the attitudes of regional, state, and institutional representatives concerning:

1. the overall need for regional and interstate cooperation in graduate education.
2. the overall potential of the regional higher education compact agency to facilitate interstate and regional cooperation in graduate education.



3. the identification of need for certain specific regional cooperative programs and services related to graduate education, and
4. the likelihood that needed regional programs and services could be feasibly implemented at the regional compact level.

#### Research Design and Methodology

In order to accomplish the study objectives, the survey research approach was used to collect and analyze data from four target populations, each representing either the regional, state, or institutional level of regional compact involvement. The four populations included: 150 regional compact board and commission members; 33 state higher education executive officers; 214 chief executive officers from public graduate institutions; and 156 chief executive officers from private graduate institutions. The sample selected was the same as the population and questionnaires were sent to each member of the four target populations.

The principal means of data collection was a thirty-six item questionnaire. Development of the instrument included periodic evaluations by a number of scholars, regional compact administrators, and public policy experts who possessed a familiarity with the three regional higher education compacts and an understanding of the study

objectives. Five mailings took place over a four month period. They included: an introductory letter explaining the nature of the study and requesting the individual's participation; the survey questionnaire with cover letter from the Education Commission of the States; a first follow-up letter to all members of the four target populations thanking those who had responded and reminding those who had not, to please do so promptly; a second follow-up letter and another copy of the survey to all nonrespondents; and a final letter sent only to regional compact board and commission members who had not yet responded.

The questionnaire response rate for the four target populations was: 71.3 percent for regional compact board and commission members; 93.9 percent for state higher education executive officers; 76.6 percent for public institution chief executive officers; and 46.7 percent for chief executive officers from private institutions.

### Summary of Findings

Survey data was reported and analyzed by population and not by compact. This was judged appropriate after chi-square tests indicated that, with few exceptions, there were no significant differences in the response patterns of population members when broken down and compared by compact. Where significant differences were indicated based upon compact affiliation, they were described in the analysis.

Significance for the chi-square test was set at the .05 level.

Chi-square tests were also used to indicate significant differences between the responses of the four target populations to individual survey items. Again, significance for the chi-square test was set at the .05 level.

Overall need for interstate cooperation in graduate education.--Members of the four target populations were asked to indicate their attitude concerning the overall need for interstate and regional cooperation in graduate education. The responses differed significantly according to population membership. Approximately 71 percent of the respondents in both the regional and state level populations indicated that either a considerable or major need exists for graduate related interstate and regional cooperation. In sharp contrast, only 47.8 percent of the public institution respondents and 53.4 percent of the private institution respondents indicated either a considerable or major need.

Potential of the regional compact as a facilitator of interstate cooperation in graduate education.--When members of the four target populations were asked to indicate their attitude concerning the overall potential of the regional compact to facilitate graduate related interstate and regional cooperation, responses were again significantly

related to population membership. Approximately two-thirds (67%) of the regional respondents indicated that their compacts possess either considerable or major potential to facilitate graduate related regional and interstate cooperation. Similarly, over 60 percent of the state level respondents described the compacts as having either considerable or major potential for facilitating graduate related cooperation. In contrast, respondents in the public institution category had only 36.9 percent of their number indicate either a considerable or major potential. This compares with 48 percent for the private institution respondents.

Evaluation of specific regional programs related to graduate education.--Each member of the four target populations was asked to evaluate twenty-six graduate related regional programs which could be introduced at the regional compact level. Evaluation was in two parts. First, respondents were asked to indicate the need for such a program in their region. Second, if a need was indicated, they were then asked to rate the feasibility of the program for regional compact involvement. Feasibility was defined as the likelihood that such a program could be successfully implemented at the regional compact level.

In order to emphasize those programs for which there is a high level of consensus, the twenty-six graduate

related regional programs have been grouped into four categories based upon the level of need indicated by respondents from each of the four target populations.

*Group I:* One graduate-related regional program described in the survey instrument was acknowledged to be of either considerable or major need by over 70 percent of the respondents in each of the four target populations. In addition, this program was acknowledged to have some degree of feasibility by over 70 percent of the respondents in each of the four populations. The program is listed below.

To engage in long-range planning related to the future development of graduate education in the region (survey item 8).

*Group II:* Seven of the graduate related regional programs described in the survey instrument were rated as either a considerable or major need by over 60 percent of the respondents in each of the four target populations. In addition, each of these seven programs was judged to have some level of feasibility by over 70 percent of the respondents from each population category. The seven programs, listed in the order which they appear in the survey, are described below.

To keep state legislators and governors informed concerning issues and alternatives related to graduate education (survey item 4).

To assist the federal government to better understand the issues and alternatives facing graduate education in the region (survey item 10).

To make available current and reliable information about graduate student financial assistance programs (survey item 17).

To assist in the identification of need for new graduate programs in the region (survey item 21).

To promote research aimed at assessing manpower needs which require education at the graduate level (survey item 22).

To provide consultation and assistance to state higher education agencies charged with planning and coordinating graduate education (survey item 24).

To maintain a current and comprehensive inventory of graduate programs and facilities in the region (survey item 29).

*Group III:* Eleven of the graduate related regional programs were indicated to be of considerable or major need by over 50 percent of the respondents in each of the four target populations. Within this group of programs, there is much greater variability between populations regarding both the level of perceived need and the level of perceived feasibility. The eleven programs, listed as they appear in the survey, are described below.

To provide expanded opportunities for interstate student access to graduate programs and facilities (survey item 5).

To coordinate institutional offerings at the interstate level to help prevent unnecessary

proliferation and duplication of graduate programs (survey item 6).

To coordinate institutional offerings at the interstate level to facilitate joint financing of high cost graduate programs and facilities (survey item 7).

To better inform the general public about the benefits (both individual and social) of graduate education (survey item 9).

To provide better information to potential students regarding graduate programs and institutions (survey item 12).

To assist in the development of cooperative programs designed to aid faculty professional development at graduate institutions (survey item 13).

To assist in the development of guidelines for apportioning the cost of graduate education between the student and society (survey item 16).

To assist in the development of appropriate measures of quality to be used in evaluating existing graduate programs (survey item 19).

To promote the development of regional cooperative programs directed at securing additional funding for certain graduate programs and facilities (survey item 25).

To assist institutions to identify able members of minority groups and women for recruitment as graduate faculty and students (survey item 26).

To assist in the development of programs designed to help graduate faculty improve their skill as teachers (survey item 28).

*Group IV:* Seven of the graduate related regional programs presented in the survey were described as either a considerable or major need by less than 50 percent of the respondents in one or more of the four populations. In this group there is the greatest variability between populations regarding both the level of perceived need and the level of perceived feasibility. The seven programs are listed below in order of their appearance in the survey questionnaire.

To promote the development of electronic communication systems to link institutions for cooperative sharing of educational resources related to graduate scholarship (survey item 11).

To promote the formation of interinstitutional consortia at the graduate level (survey item 14).

To promote the development of regional graduate institutions financed cooperatively by participating states (survey item 15).

To assist in the identification of unnecessary interstate duplication of graduate programs and facilities (survey item 18).

To assist in the development of uniform measures of productivity and efficiency for use in evaluating existing graduate programs (survey item 20).

To promote the development of pilot and experimental projects designed to test new teaching-learning techniques for use at the graduate level (survey item 23).

To develop procedures for increasing student access to graduate programs and facilities available at private institutions (survey item 27).



### Conclusions

Based upon findings of this research, the following conclusions seem appropriate.

1. Interviews with regional compact staff members indicate that interstate cooperation related to graduate education in the arts and sciences and other related areas has not been a major priority for any of the three regional compact agencies.

2. Based upon both the questionnaire response rate and information collected in the background interviews, there is interest at the regional, state, and institutional levels concerning the future role of regional higher education compacts in graduate education.

3. There is substantial disagreement between regional, state, and institutional level respondents concerning the overall need for regional interstate cooperation in graduate education. Respondents at both the regional and state levels generally indicate a much higher need for graduate related cooperation than do respondents from either of the two institutional level populations.

4. There is also substantial disagreement between regional, state, and institutional level respondents concerning the overall potential of the regional compact to facilitate regional interstate cooperation in graduate education. Respondents from both the regional and state



level populations generally indicate a higher level of potential than do the respondents from either of the institutional level populations.

5. There is considerable agreement between regional, state, and institutional level respondents concerning both the need for certain specific graduate related interstate cooperative programs and the feasibility of those programs for regional compact involvement. Eight of the twenty-six programs described in the survey questionnaire were judged to be of either considerable or major need by over 60 percent of the respondents in each of the four populations. In addition, these same eight programs were described as having some level of feasibility by over 70 percent of the respondents in each population.

An assumption basic to this inquiry is that the successful implementation of regional education programs requires a broad base of agreement among members of the regional, state, and institutional levels of postsecondary educational jurisdiction. The ease with which this broad base of agreement is established is, of course, relative to the degree of controversy involved in the subject matter. This is particularly true when the controversy has economic or political aspects.

This study has identified a variety of graduate related regional education programs which are described as both needed and feasible by a substantial majority of the respondents from each of the three levels of post-secondary educational jurisdiction. The results of this inquiry are particularly useful in two different ways. First, the findings provide governmental officials, educational leaders, and others involved in educational policy with valuable insight concerning those graduate related educational needs which might be most effectively addressed at the regional interstate level. Second, the results should be particularly useful in assisting compact agencies to evaluate the nature and extent of any future regional compact involvement in the area of graduate education.

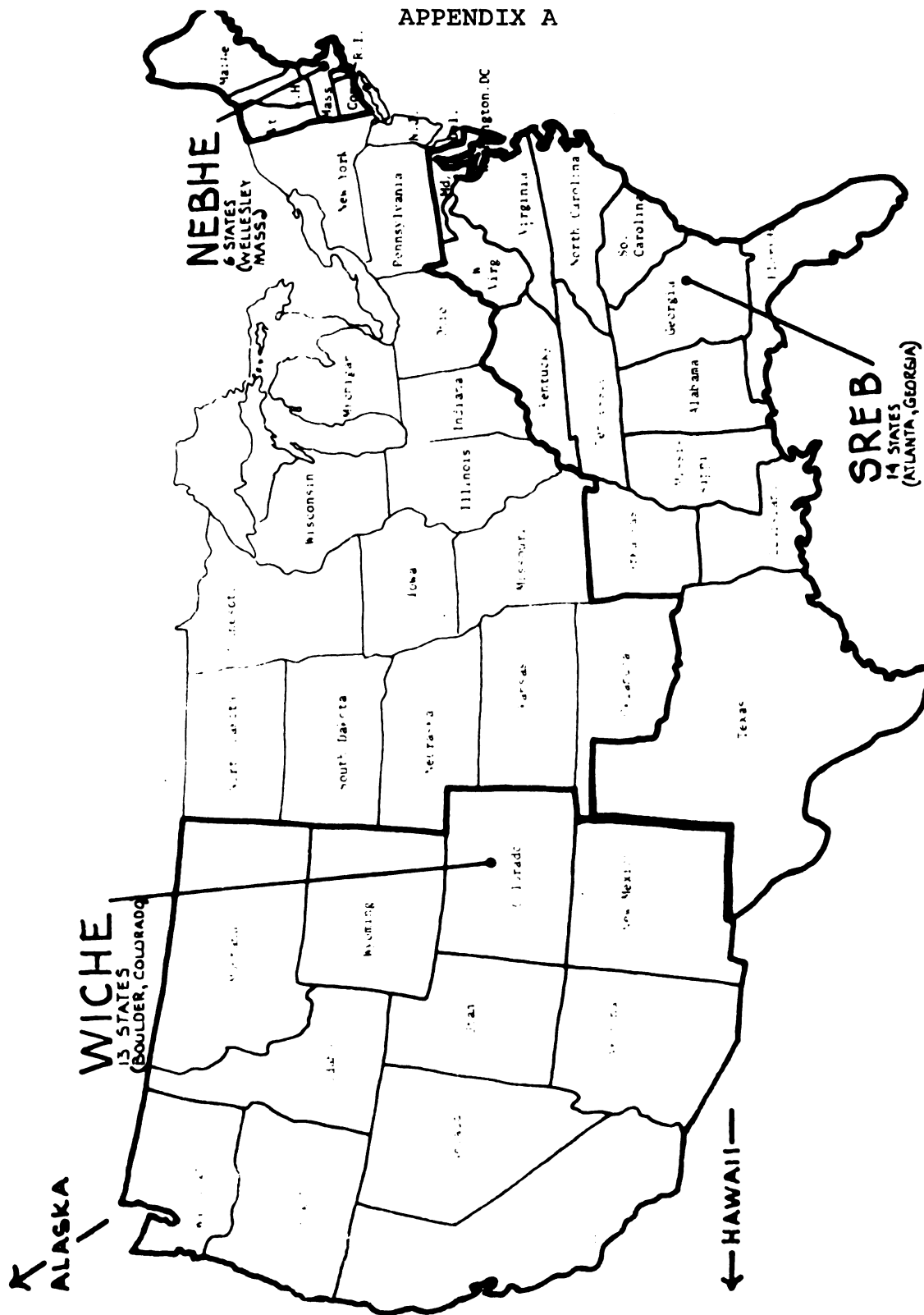


## APPENDICES

**APPENDIX A**

**MAP OF REGIONAL HIGHER  
EDUCATION COMPACTS**

# APPENDIX A





**APPENDIX B**


**REGIONAL HIGHER EDUCATION**

**COMPACT LEGISLATION**

## APPENDIX B

# THE SOUTHERN REGIONAL EDUCATION

# Compact

 HEREAS, the States who are parties hereto have during the past several years conducted careful investigation looking toward the establishment and maintenance of jointly owned and operated regional educational institutions in the Southern States in the professional, technological, scientific, literary and other fields, so as to provide greater educational advantages and facilities for the citizens of the several States who reside within such region; and

WHEREAS, Meharry Medical College of Nashville, Tennessee, has proposed that its lands, buildings, equipment, and the net income from its endowment be turned over to the Southern States, or to an agency acting in their behalf, to be operated as a regional institution for medical, dental and nursing education upon terms and conditions to be hereafter agreed upon between the Southern States and Meharry Medical College, which proposal, because of the present financial condition of the institution, has been approved by the said States who are parties hereto; and

WHEREAS, the said States desire to enter into a compact with each other providing for the planning and establishment of regional educational facilities;



OW, THEREFORE, in consideration of the mutual agreements, covenants and obligations assumed by the respective States who are parties hereto (hereinafter referred to as "States"), the said several States do hereby form a geographical district or region consisting of the areas lying within the boundaries of the contracting States which, for the purpose of this Compact, shall constitute an area for regional education supported by public funds derived from taxation by the constituent States and derived from other sources for the establishment, acquisition, operation and maintenance of regional educational schools and institutions for the benefit of citizens of the respective States residing within the region so established as may be determined from time to time in accordance with the terms and provisions of this compact.

The States do further hereby establish and create a joint agency which shall be known as the Board of Control for Southern Regional Education (hereinafter referred to as the "Board"), the members of which Board shall consist of the Governor of each State, *ex officio*, and four additional citizens of each State to be appointed by the Governor thereof, at least one of whom shall be selected from the field of education, and at least one of whom shall be a member of the Legislature of that State. The Governor shall continue as a member of the Board during his tenure of office as Governor of the State, but the members of the Board appointed by the Governor shall hold office for a period of four years except that in the original appointments one Board member so appointed by the Governor shall be designated at the time of his appointment to serve an initial term of two years, one Board member to serve an initial term of three years, and the remaining Board members to serve the full term of four years, but thereafter the successor of each appointed Board member shall serve the full term of four years. Vacancies on the Board caused by death, resignation, refusal or inability to serve, shall be filled by appointment by the Governor for the unexpired portion of the term. The officers of the Board shall be a Chairman, a Vice Chairman, a Secretary, a Treasurer, and such additional officers as may be created by the Board from time to time. The Board shall meet annually and officers shall be elected to hold office until the next annual meeting. The Board shall have the right to formulate and establish by-laws not inconsistent with the provisions of this Compact to govern its own actions in the performance of the duties delegated to it including the right to create and appoint an Executive Committee and a Finance Committee with such powers and authority as the Board may delegate to them from time to time. The Board may, within its discretion, elect as its Chairman a person who is not a member of the Board, provided such person resides within a signatory State, and upon such election such person shall become a member of the Board with all the rights and privileges of such membership.

It shall be the duty of the Board to submit plans and recommendations to the States from time to time for their approval and adoption by appropriate legislative action for the development, establishment, acquisition, operation and maintenance of educational schools and institutions within the geographical limits of the regional area of the States, of such character and type and for such educational purposes, professional, technological, scientific, literary, or otherwise, as they may deem and determine to be proper, necessary or advisable. Title to all such educational institutions when so established by appropriate legislative actions of the States and to all properties and facilities used in connection therewith shall be vested in said Board as the agency of and for the use and benefit of the said States and the citizens thereof, and all such educational institutions shall be operated, maintained and financed in the manner herein set out, subject

to any provisions or limitations which may be contained in the legislative acts of the States authorizing the creation, establishment and operation of such educational institutions.

In addition to the power and authority heretofore granted, the Board shall have the power to enter into such agreements or arrangements with any of the States and with educational institutions or agencies, as may be required in the judgment of the Board, to provide adequate services and facilities for the graduate, professional, and technical education for the benefit of the citizens of the respective State residing within the region, and such additional and general power and authority as may be vested in the Board from time to time by legislative enactment of the said States.

Any two or more States who are parties of this Compact shall have the right to enter into supplemental agreements providing for the establishment, financing and operation of regional educational institutions for the benefit of citizens residing within an area which constitutes a portion of the general region herein created, such institutions to be financed exclusively by such States and to be controlled exclusively by the members of the Board representing such States provided such agreement is submitted to and approved by the Board prior to the establishment of such institutions.

Each State agrees that, when authorized by the legislature, it will from time to time make available and pay over to said Board such funds as may be required for the establishment, acquisition, operation and maintenance of such regional educational institutions as may be authorized by the States under the terms of this Compact, the contribution of each State at all times to be in the proportion that its population bears to the total combined population of the States who are parties hereto as shown from time to time by the most recent official published report of the Bureau of the Census of the United States of America; or upon such other basis as may be agreed upon.

This Compact shall not take effect or be binding upon any State unless and until it shall be approved by proper legislative action of as many as six or more of the States whose Governors have subscribed hereto within a period of eighteen months from the date hereof. When and if six or more States shall have given legislative approval of this Compact within said eighteen months period, it shall be and become binding upon such six or more States 60 days after the date of legislative approval by the sixth State and the Governors of such six or more States shall forthwith name the members of the Board from their States as hereinabove set out, and the Board shall then meet on call of the Governor of any State approving this Compact, at which time the Board shall elect officers, adopt by-laws, appoint committees and otherwise fully organize. Other States whose names are subscribed hereto shall thereafter become parties hereto upon approval of this Compact by legislative action within two years from the date hereof, upon such conditions as may be agreed upon at the time. Provided, however, that with respect to any State whose constitution may require amendment in order to permit legislative approval of the Compact, such State or States shall become parties hereto upon approval of this Compact by legislative action within seven years from the date hereof, upon such conditions as may be agreed upon at the time.

After becoming effective this Compact shall thereafter continue without limitation of time; provided, however, that it may be terminated at any time by unanimous action of the States and provided further that any State may withdraw from this Compact if such withdrawal is approved by its legislature, such withdrawal to become effective two years after written notice thereof to the Board accompanied by a certified copy of the requisite legislative action,

but such withdrawal shall not relieve the withdrawing State from its obligations hereunder accruing up to the effective date of such withdrawal. Any State so withdrawing shall *ipso facto* cease to have any claim to or ownership of any of the property held or vested in the Board or to any of the funds of the Board held under the terms of this Compact.

If any State shall at any time become in default in the performance of any of its obligations assumed herein or with respect to any obligation imposed upon said State as authorized by and in compliance with the terms and provisions of this Compact, all rights, privileges and benefits of such defaulting State, its members on the Board and its citizens shall *ipso facto* be and become suspended from and after the date of such default. Unless such default shall be remedied and made good within a period of one year immediately following the date of such default this Compact may be terminated with respect to such defaulting State by an affirmative vote of three-fourths of the members of the Board (exclusive of the members representing the State in default), from and after which time such State shall cease to be a party to this Compact and shall have no further claim to or ownership of any of the property held by or vested in the Board or to any of the funds of the Board held under the terms of this Compact, but such termination shall in no manner release such defaulting State from any accrued obligation or otherwise affect this Compact or the rights, duties, privileges or obligations of the remaining States thereunder.



IN WITNESS WHEREOF this Compact has been approved and signed by Governors of the several States, subject to the

approval of their respective legislatures in the manner hereinabove set out, as of the 8th day of February, 1948.

STATE OF ALABAMA  
By JAMES E. FOLSOM, Governor

STATE OF LOUISIANA  
By J. H. DAVIS, Governor

STATE OF SOUTH CAROLINA  
By J. STROM THURMOND, Governor

STATE OF ARKANSAS  
By BEN LANEY, Governor

STATE OF MARYLAND  
By WM. PRESTON LANE, JR., Governor

STATE OF TENNESSEE  
By JIM MCCORD, Governor

STATE OF FLORIDA  
By MILLARD F. CALDWELL, Governor

STATE OF MISSISSIPPI  
By F. L. WRIGHT, Governor

STATE OF TEXAS  
By BEAUFORD H. JESTER, Governor

STATE OF GEORGIA  
By M. E. THOMPSON, Governor

STATE OF NORTH CAROLINA  
By R. GREGG CHERRY, Governor

COMMONWEALTH OF VIRGINIA  
By WM. M. TUCK, Governor

STATE OF KENTUCKY  
By EARLE D. CLEMENTS, Governor

STATE OF OKLAHOMA  
By ROY J. TURNER, Governor

STATE OF WEST VIRGINIA  
By CLARENCE W. MEADOWS, Governor

# The Western Regional Education COMPACT

Entered into by and between the States and Territories signatory hereto, to provide acceptable and efficient educational facilities to meet the needs of the Western Region of the United States of America.

**I** WHEREAS, the future of this Nation and of the Western States is dependent upon the quality of the education of its youth; and

WHEREAS, many of the Western States individually do not have sufficient numbers of potential students to warrant the establishment and maintenance within their borders of adequate facilities in all of the essential fields of technical professional, and graduate training, nor do all the states have the financial ability to furnish within their borders institutions capable of providing acceptable standards of training in all of the fields mentioned above; and

WHEREAS, it is believed that the Western States, or groups of such states within the Region, cooperatively can provide acceptable and efficient educational facilities to meet the needs of the Region and of the students thereof:

Now, therefore, the States of Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming, and the Territories of Alaska and Hawaii do hereby Covenant and agree as follows:

**II** Each of the compacting states and territories pledges to each of the other compacting states and territories faithful cooperation in carrying out all the purposes of this Compact.

**III** The compacting states and territories hereby create the Western Interstate Commission for Higher Education, hereinafter called the Commission. Said Commission shall be a body corporate of each compacting state and territory and an agency thereof. The Commission shall have all the powers and duties set forth herein, including the power to sue and be sued, and such additional powers as may be conferred upon it by subsequent action of the respective legislatures of the compacting states and territories.

**IV** The Commission shall consist of three resident members from each compacting state or territory. At all times one Commissioner from each compacting state or territory shall be an educator engaged in the field of higher education in the state or territory from which he is appointed.

The Commissioners from each state and territory shall be appointed by the Governor thereof as provided by law in such state or territory. Any Commissioner may be removed or suspended from office as provided by the law of the state or territory from which he shall have been appointed.

The terms of each Commissioner shall be four years: Provided, however, that the first three Commissioners shall be appointed as follows; one for two years, one for three years, and one for four years. Each Commissioner shall hold office until his successor shall be appointed and qualified. If any office becomes vacant for any reason, the Governor shall appoint a Commissioner to fill the office for the remainder of the unexpired term.

**V** Any business transacted at any meeting of the Commission must be by affirmative vote of a majority of the whole number of compacting states and territories.

One or more Commissioners from a majority of the compacting states and territories shall constitute a quorum for the transaction of business.

Each compacting state and territory represented at any meeting of the Commission is entitled to one vote.

**VI** The Commission shall elect from its number a chairman and a vice chairman and may appoint, and at its pleasure dismiss or remove, such officers, agents, and employees as may be required to carry out the purpose of this Compact; and shall fix and determine their duties, qualifications and compensation, having due regard for the importance of the responsibilities involved.

The Commissioners shall serve without compensation, but shall be reimbursed for their actual and necessary expenses from the funds of the Commission.

**VII** The Commission shall adopt a seal and by-laws and shall adopt and promulgate rules and regulations for its management and control.

The Commission may elect such committees as it deems necessary for the carrying out of its functions.

The Commission shall establish and maintain an office within one of the compacting states for the transaction of its business and may meet at any time, but in any event must meet at least once a year. The Chairman may call such additional meetings and upon the request of a majority of the Commissioners of three or more compacting states or territories shall call additional meetings.

The Commission shall submit a budget to the Governor of each compacting state and territory at such time and for such period as may be required.

The Commission shall, after negotiations with interested institutions, determine the cost of providing the facilities for graduate and professional education for use in its contractual agreements throughout the Region.

On or before the fifteenth day of January of each year, the Commission shall submit to the Governors and Legislatures of the compacting states and territories a report of its activities for the preceding calendar year.

The Commission shall keep accurate books of account, showing in full its receipts and disbursements, and said books of account shall be open at any reasonable time for inspection by the Governor of any compacting state or territory or his designated representative. The Commission shall not be subject to audit and accounting procedure of any of the compacting states or territories. The Commission shall provide for an independent annual audit.

**VIII** It shall be the duty of the Commission to enter into such contractual agreements with any institutions in the Region offering graduate or professional education and with any of the compacting states or territories as may be required in the judgment of the Commission to provide adequate services and facilities of graduate and professional education for the citizens of the respective compacting states or territories. The Commission shall first endeavor to provide adequate services and facilities in the fields of dentistry, medicine, public health, and veterinary medicine, and may undertake similar activities in other professional and graduate fields.

For this purpose the Commission may enter into contractual agreements—

(a) with the governing authority of any educational institution in the Region, or with any compacting state or territory, to provide such graduate or professional educational services upon terms and conditions to be agreed upon between contracting parties, and

(b) with the governing authority of any educational institution in the Region or with any compacting state or territory to assist in the placement of graduate or professional students in educational institutions in the Region providing the desired services and facilities, upon such terms and conditions as the Commission may prescribe.

It shall be the duty of the Commission to undertake studies of needs for professional and graduate educational facilities in the Region, the resources for meeting such needs, and the long-range effects of the Compact on higher education; and from time to time to prepare comprehensive reports on such research for presentation to the Western Governor's Conference and to the legislatures of the compacting states and territories. In conducting such studies, the Commission may confer with any national or regional planning body which may be established. The Commission shall draft and recommend to the Governors of the various compacting states and territories, uniform legislation dealing with problems of higher education in the Region.

For the purposes of this Compact the word "Region" shall be construed to mean the geographical limits of the several compacting states and territories.

**IX** The operating costs of the Commission shall be apportioned equally among the compacting states and territories.

**X** This Compact shall become operative and binding immediately as to those states and territories adopting it whenever five or more of the states or territories of Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alaska and Hawaii have duly adopted it prior to July 1, 1953. This Compact shall become effective as to any additional states or territories adopting thereafter at the time of such adoption.

**XI** This Compact may be terminated at any time by consent of a majority of the compacting states and territories. Consent shall be manifested by passage and signature in the usual manner of legislation expressing such consent by the legislature and Governor of such terminating state. Any state or territory may at any time withdraw from this Compact by means of appropriate legislation to that end. Such withdrawal shall not become effective until two years after written notice thereof by the Governor of the withdrawing state or territory accompanied by a certified copy of requisite legislative action is received by the Commission. Such withdrawal shall not relieve the withdrawing state or territory from its obligations hereunder accruing prior to the effective date of withdrawal. The withdrawing state or territory may rescind its action of withdrawal at any time within the two-year period. Thereafter, the withdrawing state or territory may be reinstated by application to and the approval by a majority vote of the Commission.

**XII** If any compacting state or territory shall at any time default in the performance of any of its obligations assumed or imposed in accordance with the provisions of this Compact, all rights, privileges and benefits conferred by this Compact or agreements hereunder shall be suspended from the effective date of such default as fixed by the Commission.

Unless such default shall be remedied within a period of two years following the effective date of such default, this Compact may be terminated with respect to such defaulting state or territory by affirmative vote of three-fourths of the other member states or territories.

Any such defaulting state may be reinstated by: (a) performing all acts and obligations upon which it has heretofore defaulted, and (b) application to and the approval by a majority vote of the Commission.

*This compact is now in full force and effect, having been approved by the Governors and Legislatures of more than five of the eligible states and having been approved by the Congress of the United States, as required by Article I, Section 10, of the Constitution, and signed into law by the President of the United States in August, 1953.*

#### MEMBER STATES

State of Alaska  
By B. Frank Heintzeman, Governor  
May 19, 1955

State of Arizona  
By Howard Pyle, Governor  
January 6, 1963

State of California  
By Goodwin J. Knight, Governor  
December 16, 1955

State of Colorado  
By Dan Thornton, Governor  
April 20, 1963

State of Hawaii  
By William Quinn, Governor  
June 23, 1969

State of Idaho  
By Len Jordan, Governor  
May 13, 1953

State of Montana  
By John W. Bonner, Governor  
December 24, 1962

State of Nevada  
By Grant Sawyer, Governor  
June 2, 1959

State of New Mexico  
By Edwin L. Mechem, Governor  
December 29, 1962

State of Oregon  
By Paul L. Patterson, Governor  
January 31, 1953

State of Utah  
By J. Bracken Lee, Governor  
January 14, 1963

State of Washington  
By Arthur B. Langlie, Governor  
June 9, 1955

State of Wyoming  
By C. J. "Doc" Rogers, Governor  
April 28, 1963

# The New England Higher Education COMPACT

Entered into by and between the States signatory hereto, to provide acceptable and efficient educational facilities to meet the needs of the New England Region of the United States of America.

WHEREAS, the several New England States co-operatively deem it feasible to provide needed, acceptable, efficient, educational facilities to meet the needs of New England in the fields of medicine, dentistry, veterinary medicine, and other fields of technical, professional and graduate training; and

WHEREAS, the Congress of the United States, by virtue of Public Law 719, 83rd Congress, Chapter 1089, 2nd Session, has given its consent to any two or more of the States of Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont to enter the following compact and agreement relative to higher education:

NOW, THEREFORE, such of the foregoing States as execute this compact, acting in accordance with the laws of such State, do hereby covenant and agree as follows:

**I** The purposes of the New England Higher Education Compact shall be to provide greater educational opportunities and services through the establishment and maintenance of a co-ordinated educational program for the persons residing in the several states of New England parties to this compact, with the aim of furthering higher education in the fields of medicine, dentistry, veterinary medicine, public health and in professional, technical, scientific, literary and other fields.

**II** There is hereby created and established a New England board of higher education hereinafter known as the board, which shall be an agency of each state party to the compact. The board shall be a body corporate and politic, having the powers, duties and jurisdiction herein enumerated and such other and additional powers as shall be conferred upon it by the concurrent act or acts of the compacting states. The board shall consist of three resident members from each compacting state, chosen in the manner and for the terms provided by law of the several states parties to this compact.

**III** This compact shall become operative immediately as to those states executing it whenever any two or more of the States of Maine, Vermont, New Hampshire, Massachusetts, Rhode Island and Connecticut have executed it in the form which is in accordance with the laws of the respective compacting states.

**IV** The board shall annually elect from its members a chairman and vice-chairman and shall appoint and at its pleasure remove or discharge said officers. It may appoint and employ an executive secretary and may employ such stenographic, clerical, technical or legal personnel as shall be necessary, and at its pleasure remove or discharge such

personnel. It shall adopt a seal and suitable by-laws and shall promulgate any and all rules and regulations which may be necessary for the conduct of its business. It may maintain an office or offices within the territory of the compacting states and may meet at any time or place. Meetings shall be held at least twice each year. A majority of the members shall constitute a quorum for the transaction of business, but no action of the board imposing any obligation on any compacting state shall be binding unless a majority of the members from such compacting state shall have voted in favor thereof. Where meetings are planned to discuss matters relevant to problems of education affecting only certain of the compacting states, the board may vote to authorize special meetings of the board members of such states. The board shall keep accurate accounts of all receipts and disbursements and shall make an annual report to the governor and the legislature of each compacting state, setting forth in detail the operations and transactions conducted by it, pursuant to this compact, and shall make recommendations for any legislative action deemed by it advisable, including amendments to the statutes of the compacting states which may be necessary to carry out the intent and purpose of this compact. The board shall not pledge the credit of any compacting state without the consent of the legislature thereof given pursuant to the constitutional processes of said state. The board may meet any of its obligations in whole or in part with funds available to it under Article VII of this compact; provided, that the board takes specific action setting aside such funds prior to the incurring of any obligation to be met in whole or in part in this manner. Except where the board makes use of funds available to it under Article VII hereof, the board shall not incur any obligations for salaries, office, administrative, traveling or other expenses prior to the allotment of funds by the compacting states adequate to meet the same. Each compacting state reserves the right to provide hereafter by law for the examination and audit of the accounts of the board. The board shall appoint a treasurer who may be a member of the board, and disbursements by the board shall be valid only when authorized by the board and when vouchers therefor have been signed by the executive secretary and countersigned by the treasurer. The executive secretary shall be custodian of the records of the board with authority to attest to and certify such records or copies thereof.

**V** The board shall have the power to: (1) collect, correlate, and evaluate data in the fields of its interest under this compact; to publish reports, bulletins and other documents making available the results of its research; and, in its discretion, to charge fees for said reports, bulletins and documents; (2) enter into such contractual agreements or arrangements with any of the compacting states or agencies thereof and with educational institutions and agencies as may be required in the judgment of the board to provide ade-



quate services and facilities in educational fields covered by this compact; provided, that it shall be the policy of the board in the negotiation of its agreements to serve increased numbers of students from the compacting states through arrangements with then existing institutions, whenever in the judgment of the board adequate service can be so secured in the New England region. Each of the compacting states shall contribute funds to carry out the contracts of the board on the basis of the number of students from such state for whom the board may contract. Contributions shall be at the rate determined by the board in each educational field. Except in those instances where the board by specific action allocates funds available to it under Article VII hereof, the board's authority to enter into such contracts shall be only upon appropriation of funds by the compacting states. Any contract entered into shall be in accordance with rules and regulations promulgated by the board and in accordance with the laws of the compacting states.

**VI** Each state agrees that, when authorized by the legislature pursuant to the constitutional processes, it will from time to time make available to the board such funds as may be required for the expenses of the board as authorized under the terms of this compact. The contribution of each state for this purpose shall be in the proportion that its population bears to the total combined population of the states who are parties hereto as shown from time to time by the most recent official published report of the Bureau of the Census of the United States of America unless the board shall adopt another basis in making its recommendation for appropriation to the compacting states.

**VII** The board for the purposes of this compact is hereby empowered to receive grants, devises, gifts and bequests which the board may agree to accept and administer. The board shall administer property held in accordance with special trusts, grants and bequests, and shall also administer grants and devises of land and gifts or bequests of personal property made to the board for special uses, and shall execute said trusts, investing the proceeds thereof in notes or bonds secured by sufficient mortgages or other securities.

**VIII** The provisions of this compact shall be severable, and if any phrase, clause, sentence or provision of this compact is declared to be contrary to the Constitution of any compacting state or of the United States the validity of the remainder of this compact and the applicability thereof to any government, agency, person or circumstance shall not be affected thereby; provided, that if this compact is held to be contrary to the constitution of any compacting state the compact shall remain in full force and effect as to all other compacting states.

**IX** This compact shall continue in force and remain binding upon a compacting state until the legislature or the governor of such state, as the laws of such state shall provide, takes action to withdraw therefrom. Such action shall not be effective until two years after notice thereof has been sent by the governor of the state desiring to withdraw to the governors of all other states then parties to the compact. Such withdrawal shall not relieve the withdrawing state from its obligations accruing hereunder prior to the effective date of withdrawal. Any state so withdrawing unless reinstated, shall cease to have any claim to or ownership of any of the property held by or vested in the board or to any of the funds of the board held under the terms of the compact. Thereafter, the withdrawing state may be reinstated by application after appropriate legislation is enacted by such state, upon approval by a majority vote of the board.

**X** If any compacting state shall at any time default in the performance of any of its obligations assumed or imposed in accordance with the provisions of this compact, all rights and privileges and benefits conferred by this compact or agreement hereunder shall be suspended from the effective date of such default as fixed by the board. Unless such default shall be remedied within a period of two years following the effective date of such default, this compact may be terminated with respect to such defaulting state by affirmative vote of three fourths of the other member states. Any such defaulting state may be reinstated by (a) performing all acts and obligations upon which it has heretofore defaulted, and (b) application to and approval by a majority vote of the board.

Witnesseth:

STATE OF CONNECTICUT

By Charles Wilcox  
August 11, 1955

STATE OF NEW HAMPSHIRE

By Carroll Dunsell  
June 30, 1955

STATE OF MAINE

By Samuel Sturges  
August 20, 1955

STATE OF RHODE ISLAND

By Walter J. Roberts  
May 6, 1957 (Date)

COMMONWEALTH OF MASSACHUSETTS

By Christian A. Hester  
June 7, 1954

STATE OF VERMONT

By Joseph B. Johnson  
June 2, 1955

## APPENDIX C

### THE SURVEY QUESTIONNAIRE AND CORRESPONDENCE TO MEMBERS OF THE TARGET POPULATIONS

APPENDIX C



**Education Commission of the States**

300 LINCOLN TOWER • 1860 LINCOLN STREET  
DENVER, COLORADO 80203 • (303) 893-5200

February, 1974

Dear Colleague:

In approximately one week you will receive a survey questionnaire designed to gather information regarding the role of regional higher education compacts (SREB, WICHE, NEBHE) in graduate education. This questionnaire is part of a research project which is being conducted in conjunction with the Education Commission of the States' Task Force on Graduate Education.

Chaired by Missouri Governor Christopher Bond, the ECS task force is charged with reviewing and recommending alternatives to the problems of planning and financing graduate education. One approach to the problem of providing high cost graduate programs and services to a limited number of persons may well exist through sharing resources on a regional interstate basis.

Recognizing that your time is valuable, the survey instrument has been designed to require only a short amount of time to complete. Your willingness to participate in this project will be very greatly appreciated.

Sincerely,

James C. Votruba  
Project Director  
4465 Kenneth Drive  
Okemos, Michigan 48864



February, 1974

Dear Colleague:

I write in order to call your attention to the attached survey which we are sponsoring in part and which supports the staff effort of the Education Commission of the States' (ECS) Task Force on Graduate Education.

This task force is charged with reviewing and recommending alternatives and solutions to the problems of planning and financing graduate education. One approach to the problems of providing high-cost graduate education programs for a limited number of persons may well exist through sharing resources on a regional interstate basis.

Accordingly, we would greatly appreciate your willingness to consider the attached survey and the questions developed by Mr. James C. Votruba, an administrative intern and graduate student at Michigan State University, with the hope we may collect information which would help in the deliberations of the task force.

Cordially,

Richard M. Millard, Director  
Higher Education Services

RMM:cjp  
Enclosure

## A SURVEY OF OPINIONS CONCERNING THE ROLE OF REGIONAL HIGHER EDUCATION COMPACTS IN GRADUATE EDUCATION

The following survey questionnaire is designed to gather opinions about the role of regional higher education compacts in graduate education. This research project is being conducted in conjunction with the Education Commission of the States' Task Force on Graduate Education.

Two terms which are used in this study need some clarification:

1. The term "graduate education" refers to masters and doctoral level programs in the arts and sciences and other related areas. Degrees which are primarily professional, such as medical and legal education, should not be considered part of this definition.
2. The term "regional higher education compact" refers to either the Southern Regional Education Board (SREB), the Western Interstate Commission for Higher Education (WICHE), or the New England Board of Higher Education (NEBHE). Your response should refer only to the compact to which you or your state is associated.

Each questionnaire is coded, but your response will remain strictly confidential. The questionnaire is printed so as to form a return envelope when folded. After you have completed your answers, please fold the questionnaire booklet, staple, and return in the U.S. mail. Each respondent will receive a summary of the survey results upon completion of this project.

Your participation in this study is very sincerely appreciated.

James C. Votruba  
Project Director

\* \* \* \* \*

1. Please identify your position by marking the appropriate alternative(s). (Mark more than one if appropriate.)
 

(1)

Regional Compact Board Member

State Higher Education Executive Officer

Public College or University Chief Executive Officer

Private College or University Chief Executive Officer
2. Please identify the regional higher education compact to which you or your state is associated.
 

(2)

Southern Regional Education Board

Western Interstate Commission for Higher Education

New England Board of Higher Education
3. How would you describe the extent of your familiarity with the regional higher education compact to which you or your state is associated? (Compact board members should not respond to this item.)
 

(3)

Little or No Familiarity

Moderate Familiarity

Considerable Familiarity

Very Great Familiarity



Listed below are a series of statements describing possible regional compact programs and activities related to graduate education. Each statement has been included as the result of input provided by state officials, regional compact staff members, institutional representatives, and other selected individuals who have evidenced an interest in the role of regional compacts in graduate education.

We would like you to react to each statement in two different ways. First, indicate the need for such a program or activity in your region. Second, if you have indicated that a (moderate, considerable, or major) need exists, indicate the feasibility of the program or activity for regional compact involvement. Feasibility refers to the likelihood that such a program or activity could be successfully implemented at the regional compact level. Please note: feasibility should be evaluated only for those statements where a need has first been indicated.

If you wish to briefly comment on either the item or your response, please do so in the space below the item. If more space is needed, please attach an additional page for your comments.

		<u>NEED SCALE</u>			<u>FEASIBILITY SCALE</u>		
		1 NO NEED		1 HIGHLY UNFEASIBLE			
		2 MODERATE NEED		2 SOMEWHAT UNFEASIBLE			
		3 CONSIDERABLE NEED		3 SOMEWHAT FEASIBLE			
		4 MAJOR NEED		4 HIGHLY FEASIBLE			
						<u>NEED</u>	<u>FEASIBILITY</u>
						1 2 3 4	1 2 3 4
4.	To keep state legislators and governors informed concerning issues and alternatives related to graduate education . . . . .					1 2 3 4	1 2 3 4
(4,5)							
5.	To provide expanded opportunities for interstate student access to graduate programs and facilities . . . . .					1 2 3 4	1 2 3 4
(6,7)							
6.	To coordinate institutional offerings at the interstate level to help prevent unnecessary proliferation and duplication of graduate programs . . . . .					1 2 3 4	1 2 3 4
(8,9)							
7.	To coordinate institutional offerings at the interstate level to facilitate joint financing of high-cost graduate programs and facilities . . . . .					1 2 3 4	1 2 3 4
(10,11)							
8.	To engage in long-range planning related to the future development of graduate education in the region . . . . .					1 2 3 4	1 2 3 4
(12,13)							
9.	To better inform the general public about the benefits (both individual and social) of graduate education . . . .					1 2 3 4	1 2 3 4
(14,15)							
10.	To assist the federal government to better understand the issues and alternatives facing graduate education in the region . . . . .					1 2 3 4	1 2 3 4
(16,17)							
11.	To promote the development of electronic communication systems to link institutions for cooperative sharing of educational resources related to graduate scholarship and research . . . . .					1 2 3 4	1 2 3 4
(18,19)							

		<u>NEED SCALE</u>				<u>FEASIBILITY SCALE</u>			
		1	2	3	4	1	2	3	4
		NO NEED				HIGHLY UNFEASIBLE			
		MODERATE NEED				SOMEWHAT UNFEASIBLE			
		CONSIDERABLE NEED				SOMEWHAT FEASIBLE			
		MAJOR NEED				HIGHLY FEASIBLE			
		<u>NEED</u>				<u>FEASIBILITY</u>			
12.	To provide better information to potential students re-								
(20,21)	garding graduate programs and institutions . . . . .	1	2	3	4	1	2	3	4
13.	To assist in the development of cooperative programs de-								
(22,23)	signed to aid faculty professional development at graduate								
	institutions . . . . .	1	2	3	4	1	2	3	4
14.	To promote the formation of interinstitutional consortia at								
(24,25)	the graduate level . . . . .	1	2	3	4	1	2	3	4
15.	To promote the development of regional graduate institu-								
(26,27)	tions financed cooperatively by participating states . . . .	1	2	3	4	1	2	3	4
16.	To assist in the development of guidelines for apportion-								
(28,29)	ing the cost of graduate education between the student								
	and society . . . . .	1	2	3	4	1	2	3	4
17.	To make available current and reliable information about								
(30,31)	graduate student financial assistance programs . . . . .	1	2	3	4	1	2	3	4
18.	To assist in the identification of unnecessary interstate								
(32,33)	duplication of graduate programs and facilities . . . . .	1	2	3	4	1	2	3	4
19.	To assist in the development of appropriate measures of								
(34,35)	quality to be used in evaluating existing graduate								
	programs . . . . .	1	2	3	4	1	2	3	4
20.	To assist in the development of uniform measures of								
(36,37)	productivity and efficiency for use in evaluating exist-								
	ing graduate programs . . . . .	1	2	3	4	1	2	3	4
21.	To assist in the identification of need for new graduate								
(38,39)	programs in the region . . . . .	1	2	3	4	1	2	3	4
22.	To promote research aimed at assessing manpower needs								
(40,41)	which require education at the graduate level . . . . .	1	2	3	4	1	2	3	4
23.	To promote the development of pilot and experimental								
(42,43)	projects designed to test new teaching-learning techniques								
	for use at the graduate level . . . . .	1	2	3	4	1	2	3	4
24.	To provide consultation and assistance to state higher								
(44,45)	education agencies charged with planning and coordina-								
	ting graduate education . . . . .	1	2	3	4	1	2	3	4



		<u>NEED SCALE</u>				<u>FEASIBILITY SCALE</u>			
		1	NO NEED			1	HIGHLY UNFEASIBLE		
		2	MODERATE NEED			2	SOMEWHAT UNFEASIBLE		
		3	CONSIDERABLE NEED			3	SOMEWHAT FEASIBLE		
		4	MAJOR NEED			4	HIGHLY FEASIBLE		
		<u>NEED</u>				<u>FEASIBILITY</u>			
25.	To promote the development of regional cooperative pro-								
(46,47)	grams directed at securing additional funding for certain								
	graduate programs and facilities . . . . .	1	2	3	4	1	2	3	4
26.	To assist institutions to identify able members of minority								
(48,49)	groups and women for recruitment as graduate faculty and								
	students . . . . .	1	2	3	4	1	2	3	4
27.	To develop procedures for increasing student access to grad-								
(50,51)	uate programs and facilities available at private institutions	1	2	3	4	1	2	3	4
28.	To assist in the development of programs designed to help								
(52,53)	graduate faculty improve their skill as teachers . . . . .	1	2	3	4	1	2	3	4
29.	To maintain a current and comprehensive inventory of								
(54,55)	graduate programs and facilities in the region . . . . .	1	2	3	4	1	2	3	4
30.	Please use the space below to describe any additional inter-								
(56,57)	state programs or activities which, in your opinion, would								
	facilitate the development and/or enrichment of graduate								
	education in your region. How feasible is the program or								
	activity for regional compact involvement?								

31. In general, how would you evaluate the current overall need for interstate and regional cooperation in graduate education?

(58)

_____	Little or No Need
_____	Moderate Need
_____	Considerable Need
_____	Major Need

32. What would you list as the major advantage(s) of a regional interstate approach to addressing the needs of graduate education?

(59,66)

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

(c) \_\_\_\_\_  
\_\_\_\_\_

(d) \_\_\_\_\_  
\_\_\_\_\_

33. What would you list as the major limitation(s) of a regional interstate approach to addressing the needs of graduate education?

(67,74)

(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_

(c) \_\_\_\_\_  
\_\_\_\_\_

(d) \_\_\_\_\_  
\_\_\_\_\_

34. In general, how would you evaluate the potential of the regional higher education compact as a facilitator of interstate and regional cooperation in graduate education?

(75)

_____	Little or No Potential
_____	Moderate Potential
_____	Considerable Potential
_____	Major Potential

35. Recognizing that regional higher education compacts cannot adequately address all of the needs currently facing graduate education, please review the needs which you identified in items 4 — 30 and indicate those areas which, in your opinion, deserve the highest priority for regional compact involvement. (You may use the item number to indicate your response.)

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(1,8)

(c) \_\_\_\_\_

(d) \_\_\_\_\_

36. Would you please use the space below to make any additional comments regarding the role of the regional higher education compact in graduate education.

(9,10)

**THANK YOU FOR YOUR PARTICIPATION IN THIS PROJECT.**

**Education Commission of the States**

300 LINCOLN TOWER • 1860 LINCOLN STREET  
DENVER, COLORADO 80203 • (303) 893-5200

March, 1974

Dear Colleague:

Approximately two weeks ago you received a survey questionnaire concerning the role of regional higher education compacts (SREB, WICHE, NEBHE) in graduate education. If you have already completed and returned the questionnaire I would like to convey our sincere appreciation and remind you that you will receive a summary of the project as soon as it is completed.

If you have not as yet responded to the survey, I would like to encourage you to do so as soon as possible. Your participation is very important for the success of the project.

Sincerely,

James C. Votruba  
Project Director  
4465 Kenneth Drive  
Okemos, Michigan 48864

**Education Commission of the States**

300 LINCOLN TOWER • 1860 LINCOLN STREET  
DENVER, COLORADO 80203 • (303) 893-5200

Dear Colleague:

To date your response to the ECS sponsored survey concerning the role of regional compacts in graduate education has not been received. As mentioned initially, your response will be kept confidential and is most important to our investigation. The collected data is intended to benefit both the work of the ECS Task Force on Graduate Education and the regional compact agencies but, in order for this benefit to be realized, a high response rate is required from representatives at the regional, state, and institutional level.

Possibly your response is in the mail and we will soon receive it. If you have not yet completed the questionnaire it is our hope that you will do so as soon as possible. Another copy of the survey instrument is enclosed for your convenience.

On behalf of the ECS Task Force on Graduate Education and the three regional compact agencies, please accept our thanks for your participation in this project. You will receive a summary of results as soon as the study is completed.

Sincerely,

James C. Votruba  
Project Director



**Education Commission of the States**

300 LINCOLN TOWER • 1860 LINCOLN STREET  
DENVER, COLORADO 80203 • (303) 893-5200

(NAME)

I am writing in order to make one final appeal for your participation in the enclosed survey project. The results of this study are intended to provide guidance for your regional higher education compact agency as they consider their future role in graduate education.

Because of your membership on the regional compact governing board, your input is vital to the success of this effort. Please fill out the enclosed copy of the survey questionnaire and return it by June 10. I will look forward to receiving your response.

Sincerely,

James C. Votruba  
Project Director  
4465 Kenneth Drive  
Okemos, Michigan 48864



## APPENDIX D

TABLES OF RESPONSES BY COMPACT  
FOR EACH OF THE SURVEY ITEMS



## APPENDIX D

Table 33. Percentage distribution of responses by compact to survey item 3: "How would you describe the extent of your familiarity with the regional higher education compact to which you or your state is associated?"

	Little or No Familiarity	Moderate Familiarity	Considerable Familiarity	Very Great Familiarity
<b>State level<sup>a</sup></b>				
SREB (14)	0.0	0.0	42.9	57.1
WICHE (10)	0.0	20.0	60.0	20.0
NEBHE (4)	0.0	50.0	50.0	0.0
<b>Public inst.</b>				
SREB (90)	10.0	42.2	37.8	10.0
WICHE (54)	1.9	59.3	33.3	5.6
NEBHE (17)	0.0	47.1	52.9	0.0
<b>Private inst.</b>				
SREB (24)	16.7	58.3	20.8	4.2
WICHE (26)	19.2	53.8	19.2	7.7
NEBHE (18)	16.7	72.2	11.1	0.0

<sup>a</sup>Regional compact board and commission members were asked not to respond to this survey item.

Table 34. Percentage distribution of responses by compact to survey item 31: "In general, how would you evaluate the current overall need for interstate and regional cooperation in graduate education?"

	Little or No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (45)	4.4	24.4	35.6	35.6
WICHE (33)	3.0	21.2	42.4	33.3
NEBHE (27)	7.4	25.9	37.0	29.6
<b>State level</b>				
SREB (14)	7.1	21.4	35.7	35.7
WICHE (11)	9.1	18.2	63.6	9.1
NEBHE (6)	16.7	16.7	50.0	16.7
<b>Public inst.</b>				
SREB (91)	5.5	45.1	36.3	13.2
WICHE (54)	7.4	53.7	37.0	1.9
NEBHE (18)	5.6	27.8	44.4	14.3
<b>Private inst.</b>				
SREB (25)	8.0	44.0	24.0	24.0
WICHE (27)	0.0	44.4	40.7	14.8
NEBHE (21)	0.0	42.9	42.9	14.3

SREB  $\chi^2 = 14.068$ ;  $P > .05$ .      WICHE  $\chi^2 = 26.275$ ;  $P < .05$ .

NEBHE  $\chi^2 = 5.945$ ;  $P > .05$ .<sup>a</sup>

<sup>a</sup>Chi-square tests for each regional compact indicate the existence of significant differences between the response patterns of the four target populations for that compact.

Table 35. Percentage distribution of responses by compact to survey item 34: "In general, how would you evaluate the potential of the regional higher education compact as a facilitator of interstate and regional cooperation in graduate education?"

	Little or No Potential	Moderate Potential	Considerable Potential	Major Potential
<b>Regional level</b>				
SREB (45)	2.2	28.9	35.6	33.3
WICHE (31)	3.2	22.6	48.4	25.8
NEBHE (27)	11.1	33.3	22.2	33.3
<b>State level</b>				
SREB (14)	0.0	42.9	42.9	14.3
SICHE (11)	9.1	27.3	63.6	0.0
NEBHE (6)	16.7	16.7	50.0	16.7
<b>Public inst.</b>				
SREB (89)	10.1	49.4	37.1	3.4
SICHE (53)	15.1	52.8	28.3	3.8
NEBHE (18)	11.1	55.6	16.7	16.7
<b>Private inst.</b>				
SREB (25)	8.0	52.0	28.0	12.0
SICHE (27)	3.7	37.0	48.1	11.1
NEBHE (21)	14.3	42.9	38.1	4.8

SREB  $\chi^2 = 27.941$ ;  $P < .05$ .

WICHE  $\chi^2 = 23.699$ ;  $P < .05$ .

NEBHE  $\chi^2 = 10.511$ ;  $P > .05$ .

Table 36. Percentage distribution of responses by compact to survey item 4: "To keep state legislators and governors informed concerning issues and alternatives related to graduate education."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (44)	4.5	15.9	29.5	50.0
WICHE (33)	6.1	24.2	36.4	33.3
NEBHE (27)	0.0	22.2	37.0	40.7
<b>State level</b>				
SREB (14)	14.3	14.3	50.0	21.4
WICHE (11)	9.1	27.3	63.6	0.0
NEBHE (5)	0.0	40.0	40.0	20.0
<b>Public inst.</b>				
SREB (90)	2.2	18.9	41.1	37.8
WICHE (54)	5.6	18.5	35.2	40.7
NEBHE (18)	0.0	16.7	16.7	66.7
<b>Private inst.</b>				
SREB (25)	8.0	12.0	48.0	32.0
WICHE (26)	3.8	19.2	30.8	46.2
NEBHE (21)	4.8	23.8	42.9	28.6
SREB $\chi^2 = 10.041$ ; $P > .05$ .      WICHE $\chi^2 = 8.451$ ; $P > .05$ . NEBHE $\chi^2 = 9.632$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (42)	2.4	11.9	47.6	38.1
WICHE (31)	0.0	12.9	54.8	32.3
NEBHE (27)	0.0	14.8	48.1	37.0
<b>State level</b>				
SREB (12)	0.0	0.0	58.3	41.7
WICHE (10)	0.0	40.0	50.0	10.0
NEBHE (5)	0.0	60.0	40.0	0.0
<b>Public inst.</b>				
SREB (88)	0.0	14.8	53.4	31.8
WICHE (51)	3.9	25.5	49.0	21.6
NEBHE (18)	5.6	16.7	50.0	27.8
<b>Private inst.</b>				
SREB (23)	4.3	4.3	65.2	26.1
WICHE (25)	0.0	4.0	60.0	36.0
NEBHE (20)	0.0	25.0	65.0	10.0
SREB $\chi^2 = 8.635$ ; $P > .05$ .      WICHE $\chi^2 = 12.833$ ; $P > .05$ . NEBHE $\chi^2 = 12.869$ ; $P > .05$ .				

Table 37. Percentage distribution of responses by compact to survey item 5: "To provide expanded opportunities for interstate student access to graduate programs and facilities."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	2.2	26.1	41.3	30.4
WICHE (33)	6.1	27.3	24.2	42.4
NEBHE (28)	3.6	14.3	39.3	42.9
<b>State level</b>				
SREB (14)	0.0	21.4	42.9	35.7
WICHE (11)	0.0	27.3	27.3	45.5
NEBHE (6)	0.0	16.7	33.3	50.0
<b>Public inst.</b>				
SREB (92)	5.4	40.2	29.3	25.0
WICHE (54)	3.7	40.7	25.9	29.6
NEBHE (18)	0.0	27.8	33.3	38.9
<b>Private inst.</b>				
SREB (25)	20.0	32.0	24.0	24.0
WICHE (27)	14.8	22.2	33.3	29.6
NEBHE (21)	9.5	38.1	33.3	19.0
SREB $\chi^2 = 15.576$ ; $P > .05$ .      WICHE $\chi^2 = 8.770$ ; $P > .05$ . NEBHE $\chi^2 = 8.095$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (45)	0.0	20.0	40.0	40.0
WICHE (31)	6.5	16.1	32.3	45.2
NEBHE (27)	0.0	14.8	44.4	40.7
<b>State level</b>				
SREB (14)	0.0	7.1	35.7	57.1
WICHE (11)	0.0	27.3	36.4	36.4
NEBHE (6)	0.0	16.7	33.3	50.0
<b>Public inst.</b>				
SREB (87)	0.0	14.9	56.3	28.7
WICHE (52)	3.8	19.2	57.7	19.2
NEBHE (18)	0.0	33.3	38.9	27.8
<b>Private inst.</b>				
SREB (20)	5.0	25.0	40.0	30.0
WICHE (23)	0.0	8.7	73.9	17.4
NEBHE (19)	0.0	21.1	63.2	15.8
SREB $\chi^2 = 15.318$ ; $P > .05$ .      WICHE $\chi^2 = 15.080$ ; $P > .05$ . NEBHE $\chi^2 = 6.343$ ; $P > .05$ .				

Table 38. Percentage distribution of responses by compact to survey item 6: "To coordinate institutional offerings at the interstate level to help prevent unnecessary proliferation and duplication of graduate programs."

	No Need	Moderate Need	Considerable Need	Major Need
Regional level				
SREB (45)	8.9	15.6	28.9	46.7
WICHE (33)	3.0	30.0	36.4	30.3
NEBHE (27)	0.0	11.8	25.9	63.0
State level				
SREB (14)	7.1	7.1	42.9	42.9
WICHE (11)	0.0	27.3	36.4	36.4
NEBHE (5)	0.0	20.0	0.0	80.0
Public inst.				
SREB (92)	16.3	33.7	31.5	18.5
WICHE (54)	18.5	35.2	29.6	16.7
NEBHE (18)	5.6	22.2	44.4	27.8
Private inst.				
SREB (24)	16.7	37.5	25.0	20.8
WICHE (27)	18.5	14.8	29.6	37.0
NEBHE (21)	4.8	9.5	14.3	71.4

SREB  $\chi^2 = 19.538$ ;  $P < .05$ .

WICHE  $\chi^2 = 12.674$ ;  $P > .05$ .

NEBHE  $\chi^2 = 12.023$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level				
SREB (41)	12.2	22.0	41.5	24.4
WICHE (32)	9.4	34.4	31.3	25.0
NEBHE (28)	0.0	32.1	42.9	25.0
State level				
SREB (13)	0.0	38.5	53.8	7.7
WICHE (11)	18.2	18.2	45.5	18.2
NEBHE (5)	0.0	40.0	40.0	20.0
Public inst.				
SREB (77)	5.2	32.5	49.4	13.0
WICHE (45)	8.9	28.9	53.3	8.9
NEBHE (17)	0.0	41.2	47.1	11.8
Private inst.				
SREB (20)	20.0	50.0	20.0	10.0
WICHE (22)	13.6	22.7	40.9	22.7
NEBHE (20)	5.0	50.0	30.0	15.0

SREB  $\chi^2 = 16.067$ ;  $P > .05$ .

WICHE  $\chi^2 = 7.449$ ;  $P > .05$ .

NEBHE  $\chi^2 = 5.397$ ;  $P > .05$ .

Table 39. Percentage distribution of responses by compact to survey item 7: "To coordinate institutional offerings at the interstate level to facilitate joint financing of high-cost graduate programs and facilities."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional</b>				
SREB (44)	4.5	27.3	31.8	36.4
WICHE (33)	9.1	18.2	33.3	39.4
NEBHE (28)	3.6	10.7	21.4	64.3
<b>State level</b>				
SREB (14)	0.0	21.4	57.1	21.4
WICHE (11)	0.0	27.3	45.5	27.3
NEBHE (6)	0.0	0.0	33.3	66.7
<b>Public inst.</b>				
SREB (91)	7.7	35.2	31.9	25.3
WICHE (54)	7.4	44.4	25.9	22.2
NEBHE (18)	5.6	5.6	55.6	33.3
<b>Private inst.</b>				
SREB (24)	20.8	54.2	8.3	16.7
WICHE (27)	11.1	14.8	33.3	40.7
NEBHE (21)	4.8	9.5	33.3	52.4
SREB $\chi^2 = 20.530$ ; $P < .05$ .      WICHE $\chi^2 = 13.000$ ; $P > .05$ . NEBHE $\chi^2 = 7.200$ ; $P > .05$ .				

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (42)	7.1	31.0	50.0	11.9
WICHE (30)	16.7	23.3	46.7	13.3
NEBHE (27)	7.4	33.3	44.4	14.8
<b>State level</b>				
SREB (14)	21.4	42.9	35.7	0.0
WICHE (10)	10.0	30.0	60.0	0.0
NEBHE (6)	0.0	33.3	50.0	16.7
<b>Public inst.</b>				
SREB (84)	6.0	38.1	41.7	14.3
WICHE (51)	17.6	27.5	47.1	7.8
NEBHE (17)	5.9	54.7	23.5	5.9
<b>Private inst.</b>				
SREB (19)	26.3	31.6	42.1	0.0
WICHE (24)	12.5	29.2	45.8	12.5
NEBHE (20)	10.0	50.0	30.0	10.0
SREB $\chi^2 = 14.517$ ; $P > .05$ .      WICHE $\chi^2 = 2.855$ ; $P > .05$ . NEBHE $\chi^2 = 5.943$ ; $P > .05$ .				

Table 40. Percentage distribution of responses by compact to survey item 8: "To engage in long-range planning related to the future development of graduate education in the region."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (45)	2.2	11.1	40.0	46.7
WICHE (33)	6.1	15.2	39.4	39.4
NEBHE (28)	0.0	7.1	35.7	57.1
<b>State level</b>				
SREB (14)	0.0	14.3	42.9	42.9
WICHE (11)	0.0	9.1	54.5	36.4
NEBHE (6)	0.0	16.7	33.3	50.0
<b>Public inst.</b>				
SREB (92)	4.3	16.3	35.9	43.5
WICHE (53)	9.4	26.4	41.5	22.6
NEBHE (18)	0.0	5.6	27.8	66.7
<b>Private inst.</b>				
SREB (25)	4.0	16.0	52.0	28.0
WICHE (27)	11.1	14.8	29.6	44.4
NEBHE (21)	0.0	14.3	33.3	52.4
SREB $\chi^2 = 4.284$ ; $P > .05$ .      WICHE $\chi^2 = 8.632$ ; $P > .05$ . NEBHE $\chi^2 = 1.907$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (44)	2.3	20.5	52.3	25.0
WICHE (31)	3.2	19.4	64.5	12.9
NEBHE (28)	0.0	10.7	50.0	39.3
<b>State level</b>				
SREB (14)	0.0	14.3	57.1	28.6
WICHE (11)	9.1	9.1	63.6	18.2
NEBHE (6)	0.0	0.0	50.0	50.0
<b>Public inst.</b>				
SREB (88)	0.0	25.0	44.3	30.7
WICHE (48)	2.1	27.1	56.3	14.6
NEBHE (18)	0.0	16.7	61.1	22.2
<b>Private inst.</b>				
SREB (24)	8.3	16.7	54.2	20.8
WICHE (24)	12.5	12.5	50.0	25.0
NEBHE (21)	0.0	9.5	52.4	38.1

SREB  $\chi^2 = 10.461$ ;  $P > .05$ .      WICHE  $\chi^2 = 8.359$ ;  $P > .05$ .  
 NEBHE  $\chi^2 = 2.999$ ;  $P > .05$ .



Table 41. Percentage distribution of responses by compact to survey item 9: "To better inform the general public about the benefits (both individual and social) of graduate education."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	6.5	32.6	21.7	39.1
WICHE (33)	4.1	24.2	42.4	21.2
NEBHE (28)	17.9	46.4	21.4	14.3
<b>State level</b>				
SREB (14)	7.1	42.9	35.7	14.3
WICHE (11)	9.1	45.5	18.2	27.3
NEBHE (5)	40.0	0.0	40.0	20.0
<b>Public inst.</b>				
SREB (92)	7.6	18.5	31.5	42.4
WICHE (54)	5.6	20.4	42.6	31.5
NEBHE (18)	5.6	16.7	38.9	38.9
<b>Private inst.</b>				
SREB (25)	8.0	24.0	36.0	32.0
WICHE (27)	7.4	14.8	40.7	37.0
NEBHE (21)	23.8	28.6	23.8	23.8

SREB  $\chi^2 = 8.890$ ;  $P > .05$ .

WICHE  $\chi^2 = 7.411$ ;  $P > .05$ .

NEBHE  $\chi^2 = 12.710$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (43)	4.7	20.9	53.5	20.9
WICHE (29)	3.4	37.9	44.8	13.8
NEBHE (23)	8.7	17.4	52.2	21.7
<b>State level</b>				
SREB (13)	7.7	15.4	69.2	7.7
WICHE (10)	10.0	20.0	40.0	30.0
NEBHE (3)	0.0	33.3	33.3	33.3
<b>Public inst.</b>				
SREB (83)	0.0	19.3	49.4	31.3
WICHE (51)	3.9	25.5	47.1	23.5
NEBHE (17)	5.9	17.6	52.9	23.5
<b>Private inst.</b>				
SREB (23)	0.0	30.4	34.8	34.8
WICHE (25)	0.0	20.0	40.0	40.0
NEBHE (16)	0.0	43.8	37.5	18.8

SREB  $\chi^2 = 13.053$ ;  $P > .05$ .

WICHE  $\chi^2 = 8.137$ ;  $P > .05$ .

NEBHE  $\chi^2 = 5.699$ ;  $P > .05$ .



Table 42. Percentage distribution of responses by compact to survey item 10: "To assist the federal government to better understand the issues and alternatives facing graduate education in the region."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	4.3	15.2	39.1	41.3
WICHE (32)	12.5	18.8	40.6	28.1
NEBHE (28)	3.6	39.3	32.1	25.0
<b>State level</b>				
SREB (14)	7.1	35.7	35.7	21.4
WICHE (11)	9.1	18.2	36.4	36.4
NEBHE (6)	0.0	50.0	33.3	16.7
<b>Public inst.</b>				
SREB (91)	3.3	15.4	33.0	48.4
WICHE (54)	5.6	13.0	29.6	51.9
NEBHE (18)	0.0	27.8	38.9	33.3
<b>Private inst.</b>				
SREB (25)	8.0	20.0	32.0	40.0
WICHE (27)	3.7	3.7	29.6	63.0
NEBHE (21)	0.0	28.6	28.6	42.9
SREB $\chi^2 = 6.862$ ; $P > .05$ .      WICHE $\chi^2 = 10.128$ ; $P > .05$ . NEBHE $\chi^2 = 4.662$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (43)	9.3	25.6	46.5	18.6
WICHE (28)	0.0	35.7	60.7	3.6
NEBHE (27)	0.0	14.8	63.0	22.2
<b>State level</b>				
SREB (13)	0.0	23.1	61.5	15.4
WICHE (10)	10.0	30.0	30.0	30.0
NEBHE (6)	0.0	16.7	33.3	50.0
<b>Public inst.</b>				
SREB (87)	4.6	19.5	49.4	26.4
WICHE (52)	5.8	11.5	48.1	34.5
NEBHE (17)	11.8	17.6	58.8	11.8
<b>Private inst.</b>				
SREB (23)	4.3	17.4	39.1	39.1
WICHE (26)	3.8	15.4	46.2	34.6
NEBHE (21)	0.0	23.8	53.4	23.8
SREB $\chi^2 = 6.716$ ; $P > .05$ .      WICHE $\chi^2 = 17.417$ ; $P < .05$ . NEBHE $\chi^2 = 10.644$ ; $P > .05$ .				

Table 43. Percentage distribution of responses by compact to survey item 11: "To promote the development of electronic communication systems to link institutions for cooperative sharing of educational resources related to graduate scholarship and research."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (45)	6.7	37.8	37.8	17.8
WICHE (33)	6.1	27.3	45.5	21.2
NEBHE (27)	0.0	44.4	33.3	22.2
<b>State level</b>				
SREB (14)	7.1	42.9	42.9	7.1
WICHE (11)	0.0	36.4	54.5	9.1
NEBHE (6)	0.0	33.3	50.0	16.7
<b>Public inst.</b>				
SREB (92)	8.7	47.8	23.9	19.6
WICHE (54)	18.5	31.5	31.5	18.5
NEBHE (18)	16.7	22.2	27.8	33.3
<b>Private inst.</b>				
SREB (24)	20.8	41.7	25.0	12.5
WICHE (27)	11.1	33.3	33.3	22.2
NEBHE (21)	19.0	28.6	23.8	28.6

SREB  $\chi^2 = 8.918$ ;  $P > .05$ .

WICHE  $\chi^2 = 7.364$ ;  $P > .05$ .

NEBHE  $\chi^2 = 9.717$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (42)	4.8	31.0	54.8	9.5
WICHE (31)	3.2	35.5	51.6	9.7
NEBHE (27)	0.0	14.8	59.3	25.9
<b>State level</b>				
SREB (13)	7.7	38.5	53.8	0.0
WICHE (11)	9.1	45.5	27.3	18.2
NEBHE (6)	0.0	33.3	33.3	33.3
<b>Public inst.</b>				
SREB (83)	8.4	34.9	38.6	18.1
WICHE (45)	6.7	35.6	44.4	13.3
NEBHE (15)	0.0	40.0	33.3	26.7
<b>Private inst.</b>				
SREB (19)	0.0	42.1	52.6	5.3
WICHE (24)	4.2	33.3	41.7	20.8
NEBHE (18)	5.6	27.8	33.3	33.3

SREB  $\chi^2 = 9.233$ ;  $P > .05$ .

WICHE  $\chi^2 = 3.523$ ;  $P > .05$ .

NEBHE  $\chi^2 = 7.978$ ;  $P > .05$ .

Table 44. Percentage distribution of responses by compact to survey item 12: "To provide better information to potential students regarding graduate programs and institutions."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	8.7	19.6	39.1	32.6
WICHE (33)	3.0	33.3	45.5	18.2
NEBHE (28)	3.6	32.1	28.6	35.7
<b>State level</b>				
SREB (14)	14.3	28.6	28.6	28.6
WICHE (11)	0.0	9.1	72.7	18.2
NEBHE (6)	0.0	50.0	16.7	33.3
<b>Public inst.</b>				
SREB (92)	9.8	30.4	33.7	26.1
WICHE (54)	14.8	35.2	25.9	24.1
NEBHE (18)	5.6	22.2	33.3	38.9
<b>Private inst.</b>				
SREB (25)	24.0	20.0	28.0	28.0
WICHE (27)	7.4	18.5	44.4	29.6
NEBHE (21)	14.3	38.1	33.3	14.3

SREB  $\chi^2 = 6.918$ ;  $P > .05$ .      WICHE  $\chi^2 = 15.057$ ;  $P > .05$ .  
 NEBHE  $\chi^2 = 6.959$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (42)	0.0	19.0	50.0	31.0
WICHE (32)	0.0	21.9	43.8	34.4
NEBHE (27)	0.0	3.7	51.9	44.4
<b>State level</b>				
SREB (12)	0.0	16.7	41.7	41.7
WICHE (11)	0.0	0.0	81.8	18.2
NEBHE (6)	0.0	16.7	50.0	33.3
<b>Public inst.</b>				
SREB (82)	0.0	12.2	43.9	43.9
WICHE (45)	0.0	15.6	44.4	40.0
NEBHE (16)	0.0	6.3	56.3	37.5
<b>Private inst.</b>				
SREB (19)	0.0	21.1	42.1	36.8
WICHE (25)	0.0	24.0	44.0	32.0
NEBHE (19)	5.3	10.5	57.9	26.3

SREB  $\chi^2 = 2.858$ ;  $P > .05$ .      WICHE  $\chi^2 = 7.183$ ;  $P > .05$ .  
 NEBHE  $\chi^2 = 5.188$ ;  $P > .05$ .

Table 45. Percentage distribution of responses by compact to survey item 13: "To assist in the development of cooperative programs designed to aid faculty professional development at graduate institutions."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (44)	9.1	29.5	43.2	18.2
WICHE (33)	3.0	42.4	39.4	15.2
NEBHE (25)	12.0	48.0	28.0	12.0
<b>State level</b>				
SREB (14)	14.3	35.7	42.9	7.1
WICHE (11)	0.0	36.4	45.5	18.2
NEBHE (5)	20.0	20.0	40.0	20.0
<b>Public inst.</b>				
SREB (92)	9.8	29.3	43.5	17.4
WICHE (54)	9.3	46.3	31.5	13.0
NEBHE (18)	5.6	33.3	33.3	27.8
<b>Private inst.</b>				
SREB (25)	16.0	24.0	44.0	16.0
WICHE (27)	0.0	29.6	48.1	22.2
NEBHE (21)	14.3	57.1	14.3	14.3
SREB $\chi^2 = 2.289$ ; $P > .05$ .      WICHE $\chi^2 = 8.081$ ; $P > .05$ . NEBHE $\chi^2 = 6.546$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (40)	0.0	25.0	65.0	10.0
WICHE (32)	3.1	28.1	59.4	9.4
NEBHE (21)	0.0	33.3	61.9	4.8
<b>State level</b>				
SREB (12)	0.0	25.0	66.7	8.3
WICHE (11)	0.0	27.3	63.6	9.1
NEBHE (4)	0.0	50.0	50.0	0.0
<b>Public inst.</b>				
SREB (83)	2.4	18.1	59.0	20.5
WICHE (49)	0.0	30.6	55.1	14.3
NEBHE (16)	6.3	31.3	43.8	18.8
<b>Private inst.</b>				
SREB (21)	4.8	28.6	52.4	14.3
WICHE (27)	7.4	33.3	40.7	18.5
NEBHE (17)	5.9	41.2	47.1	5.9
SREB $\chi^2 = 6.083$ ; $P > .05$ .      WICHE $\chi^2 = 6.630$ ; $P > .05$ . NEBHE $\chi^2 = 5.452$ ; $P > .05$ .				

Table 46. Percentage distribution of responses by compact to survey item 14: "To promote the formation of interinstitutional consortia at the graduate level."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (43)	7.0	41.9	27.9	23.3
WICHE (33)	3.0	27.3	57.6	12.1
NEBHE (27)	3.7	40.7	33.3	22.2
<b>State level</b>				
SREB (14)	7.1	35.7	28.6	28.6
WICHE (11)	0.0	36.4	63.6	0.0
NEBHE (5)	0.0	40.0	0.0	60.0
<b>Public inst.</b>				
SREB (92)	9.8	45.7	26.1	18.5
WICHE (53)	7.5	50.9	35.8	5.7
NEBHE (18)	5.6	16.7	44.4	33.3
<b>Private inst.</b>				
SREB (25)	4.0	44.4	36.0	16.0
WICHE (26)	7.7	38.5	23.1	30.8
NEBHE (21)	0.0	38.1	38.1	23.8
SREB $\chi^2 = 2.977$ ; $P > .05$ .      WICHE $\chi^2 = 20.901$ ; $P < .05$ . NEBHE $\chi^2 = 8.129$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (40)	2.5	22.5	65.0	10.0
WICHE (32)	0.0	25.0	53.1	21.9
NEBHE (26)	3.8	23.1	46.2	26.9
<b>State level</b>				
SREB (13)	0.0	7.7	76.9	15.4
WICHE (11)	0.0	36.4	63.6	0.0
NEBHE (5)	0.0	20.0	40.0	40.0
<b>Public inst.</b>				
SREB (83)	2.4	20.5	57.8	19.3
WICHE (49)	0.0	32.7	61.2	6.1
NEBHE (16)	12.5	37.5	25.0	25.0
<b>Private inst.</b>				
SREB (24)	8.3	41.7	50.0	0.0
WICHE (24)	8.3	20.8	58.3	12.5
NEBHE (21)	4.8	38.1	28.6	28.6
SREB $\chi^2 = 14.671$ ; $P > .05$ .      WICHE $\chi^2 = 14.754$ ; $P > .05$ . NEBHE $\chi^2 = 4.971$ ; $P > .05$ .				

Table 47. Percentage distribution of responses by compact to survey item 15: "To promote the development of regional graduate institutions financed cooperatively by participating states."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	39.1	21.7	21.7	17.4
WICHE (33)	27.3	30.3	18.2	24.2
NEBHE (28)	42.9	14.3	14.3	28.6
<b>State level</b>				
SREB (14)	14.3	57.1	21.4	7.1
WICHE (11)	27.3	45.5	27.3	0.0
NEBHE (6)	33.3	0.0	33.3	33.3
<b>Public inst.</b>				
SREB (92)	48.9	31.5	15.2	4.3
WICHE (54)	44.4	29.6	18.5	7.4
NEBHE (18)	33.3	27.8	11.1	27.8
<b>Private inst.</b>				
SREB (24)	58.3	20.8	8.3	12.5
WICHE (26)	38.5	42.3	11.5	7.7
NEBHE (21)	28.6	23.8	33.3	14.3

SREB  $\chi^2 = 18.019$ ;  $P < .05$ .

WICHE  $\chi^2 = 11.650$ ;  $P > .05$ .

NEBHE  $\chi^2 = 7.976$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (28)	28.6	32.1	35.7	3.6
WICHE (24)	16.7	45.8	16.7	20.8
NEBHE (16)	18.8	18.8	37.5	25.0
<b>State level</b>				
SREB (12)	41.7	33.3	25.0	0.0
WICHE (8)	25.0	62.5	12.5	0.0
NEBHE (4)	25.0	0.0	25.0	50.0
<b>Public inst.</b>				
SREB (45)	24.4	40.0	33.3	2.2
WICHE (30)	20.0	46.7	30.0	3.3
NEBHE (12)	16.7	25.0	15.0	8.3
<b>Private inst.</b>				
SREB (10)	50.0	20.0	0.0	30.0
WICHE (15)	20.0	40.0	40.0	0.0
NEBHE (14)	7.1	42.9	35.7	14.3

SREB  $\chi^2 = 20.183$ ;  $P < .05$ .

WICHE  $\chi^2 = 11.283$ ;  $P > .05$ .

NEBHE  $\chi^2 = 7.615$ ;  $P > .05$ .



Table 48. Percentage distribution of responses by compact to survey item 16: "To assist in the development of guidelines for apportioning the cost of graduate education between the student and society."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	6.5	28.3	32.6	32.6
WICHE (33)	18.2	24.2	30.3	27.3
NEBHE (27)	11.1	25.9	40.7	22.2
<b>State level</b>				
SREB (14)	14.3	35.7	28.6	21.4
WICHE (11)	9.1	27.3	54.5	9.1
NEBHE (5)	0.0	20.0	40.0	40.0
<b>Public inst.</b>				
SREB (92)	14.1	34.8	28.3	22.8
WICHE (54)	13.0	29.6	16.7	40.7
NEBHE (18)	16.7	27.8	38.9	16.7
<b>Private inst.</b>				
SREB (24)	12.5	37.5	29.2	20.8
WICHE (27)	0.0	33.3	25.9	40.7
NEBHE (21)	9.5	19.0	28.6	42.9

SREB  $\chi^2 = 12.759$ ;  $P > .05$ .

WICHE  $\chi^2 = 4.396$ ;  $P > .05$ .

NEBHE  $\chi^2 = 15.934$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (43)	4.7	37.2	51.2	7.0
WICHE (27)	7.4	29.6	44.4	18.5
NEBHE (24)	8.3	37.5	41.7	12.5
<b>State level</b>				
SREB (12)	0.0	33.3	50.0	16.7
WICHE (10)	0.0	10.0	60.0	30.0
NEBHE (5)	0.0	80.0	0.0	20.0
<b>Public inst.</b>				
SREB (76)	5.3	21.1	59.2	14.5
WICHE (47)	4.3	21.3	42.6	31.9
NEBHE (15)	6.7	33.3	60.0	0.0
<b>Private inst.</b>				
SREB (21)	19.0	33.3	33.3	14.3
WICHE (27)	7.4	22.2	48.1	22.2
NEBHE (19)	21.1	36.8	15.8	26.3

SREB  $\chi^2 = 12.759$ ;  $P > .05$ .

WICHE  $\chi^2 = 4.396$ ;  $P > .05$ .

NEBHE  $\chi^2 = 15.934$ ;  $P > .05$ .

Table 49. Percentage distribution of responses by compact to survey item 17: "To make available current and reliable information about graduate student financial assistance programs."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (45)	11.1	15.6	33.3	40.0
WICHE (33)	6.1	36.4	33.3	24.2
NEBHE (28)	7.1	35.7	21.4	35.7
<b>State level</b>				
SREB (13)	23.1	30.8	23.1	23.1
WICHE (11)	9.1	9.1	63.6	18.2
NEBHE (5)	0.0	20.0	20.0	60.0
<b>Public inst.</b>				
SREB (92)	6.5	15.2	42.4	35.9
WICHE (54)	5.6	27.8	40.7	25.9
NEBHE (18)	0.0	22.2	38.9	38.9
<b>Private inst.</b>				
SREB (25)	12.0	32.0	16.0	40.0
WICHE (27)	7.4	18.5	22.2	51.9
NEBHE (21)	4.8	4.8	38.1	52.4

SREB  $\chi^2 = 13.235$ ;  $P > .05$ .

WICHE  $\chi^2 = 12.839$ ;  $P > .05$ .

NEBHE  $\chi^2 = 9.638$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (40)	2.5	5.0	62.5	30.0
WICHE (31)	3.2	6.5	61.3	29.0
NEBHE (26)	0.0	7.7	38.5	53.8
<b>State level</b>				
SREB (10)	0.0	20.0	40.0	40.0
WICHE (10)	0.0	0.0	60.0	40.0
NEBHE (5)	0.0	20.0	40.0	40.0
<b>Public inst.</b>				
SREB (86)	1.2	3.5	50.0	45.3
WICHE (51)	0.0	9.8	52.9	37.3
NEBHE (18)	5.6	11.1	38.9	44.4
<b>Private inst.</b>				
SREB (22)	4.5	13.6	40.9	40.9
WICHE (25)	0.0	12.0	24.0	64.0
NEBHE (20)	0.0	0.0	35.0	65.0

SREB  $\chi^2 = 10.649$ ;  $P > .05$ .

WICHE  $\chi^2 = 13.206$ ;  $P > .05$ .

NEBHE  $\chi^2 = 6.778$ ;  $P > .05$ .

Table 50. Percentage distribution of responses by compact to survey item 18: "To assist in the identification of unnecessary interstate duplication of graduate programs and facilities."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	13.0	15.2	23.9	47.8
WICHE (33)	12.1	30.3	33.3	24.2
NEBHE (28)	7.1	21.4	25.0	46.4
<b>State level</b>				
SREB (14)	7.1	14.3	35.7	42.9
WICHE (11)	0.0	18.2	54.5	27.3
NEBHE (5)	20.0	0.0	0.0	80.0
<b>Public inst.</b>				
SREB (92)	18.5	30.4	30.4	20.7
WICHE (53)	24.5	39.6	24.5	11.3
NEBHE (18)	11.1	16.7	33.3	38.9
<b>Private Inst.</b>				
SREB (25)	20.0	28.0	16.0	36.0
WICHE (27)	14.8	11.1	44.4	29.6
NEBHE (21)	0.0	14.3	33.3	52.4
SREB $\chi^2 = 15.184$ ; $P > .05$ .      WICHE $\chi^2 = 17.141$ ; $P < .05$ . NEBHE $\chi^2 = 7.775$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (40)	2.5	20.0	50.0	27.5
WICHE (29)	6.9	20.7	48.3	24.1
NEBHE (26)	3.8	19.2	38.5	38.5
<b>State level</b>				
SREB (13)	0.0	15.4	46.2	38.5
WICHE (11)	0.0	18.2	63.6	18.2
NEBHE (4)	0.0	25.0	0.0	75.0
<b>Public inst.</b>				
SREB (73)	8.2	26.0	46.6	19.2
WICHE (39)	7.7	35.9	41.0	15.4
NEBHE (15)	6.7	33.3	40.0	20.0
<b>Private inst.</b>				
SREB (20)	20.0	25.0	35.0	20.0
WICHE (23)	4.3	17.4	47.8	30.4
NEBHE (21)	9.5	28.6	23.8	38.1

SREB  $\chi^2 = 10.174$ ;  $P > .05$ .      WICHE  $\chi^2 = 6.382$ ;  $P > .05$ .  
 NEBHE  $\chi^2 = 6.875$ ;  $P > .05$ .

Table 51. Percentage distribution of responses by compact to survey item 19: "To assist in the development of appropriate measures of quality to be used in evaluating existing graduate programs."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	8.7	15.2	37.0	39.1
WICHE (33)	12.1	18.2	39.4	30.3
NEBHE (28)	14.3	17.9	35.7	32.1
<b>State level</b>				
SREB (14)	21.4	0.0	35.7	42.9
WICHE (11)	0.0	9.1	45.5	45.5
NEBHE (5)	20.0	0.0	20.0	60.0
<b>Public inst.</b>				
SREB (91)	14.3	19.8	36.3	29.7
WICHE (54)	9.3	22.2	29.6	38.9
NEBHE (18)	5.6	5.6	33.3	55.6
<b>Private inst.</b>				
SREB (25)	32.0	8.0	48.0	12.0
WICHE (27)	18.5	14.8	29.6	37.0
NEBHE (21)	9.5	47.6	19.0	23.8

SREB  $\chi^2 = 15.569$ ;  $P > .05$ .

WICHE  $\chi^2 = 5.703$ ;  $P > .05$ .

NEBHE  $\chi^2 = 15.757$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (42)	9.5	23.8	54.8	11.9
WICHE (29)	13.8	34.5	51.7	0.0
NEBHE (23)	13.0	26.1	43.5	17.4
<b>State level</b>				
SREB (11)	9.1	18.2	54.5	18.2
WICHE (11)	9.1	27.3	54.5	9.1
NEBHE (4)	25.0	25.0	25.0	25.0
<b>Public inst.</b>				
SREB (78)	11.5	24.4	43.6	20.5
WICHE (48)	4.2	27.1	52.1	11.7
NEBHE (16)	12.5	31.3	56.3	0.0
<b>Private inst.</b>				
SREB (17)	11.8	23.5	41.2	23.5
WICHE (22)	13.6	40.9	31.8	13.6
NEBHE (19)	31.6	26.3	31.6	10.5

SREB  $\chi^2 = 2.687$ ;  $P > .05$ .

WICHE  $\chi^2 = 9.879$ ;  $P > .05$ .

NEBHE  $\chi^2 = 7.307$ ;  $P > .05$ .

Table 52. Percentage distribution of responses by compact to survey item 20: "To assist in the development of uniform measures of productivity and efficiency for use in evaluating existing graduate programs."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (45)	8.9	22.2	33.3	35.6
WICHE (33)	27.3	12.1	48.5	12.1
NEBHE (27)	25.9	22.2	33.3	18.5
<b>State level</b>				
SREB (14)	7.1	14.3	42.9	35.7
WICHE (11)	0.0	9.1	63.6	27.3
NEBHE (5)	20.0	0.0	40.0	40.0
<b>Public inst.</b>				
SREB (91)	17.6	25.3	30.8	26.4
WICHE (54)	13.0	27.8	40.7	18.5
NEBHE (18)	27.8	11.1	33.3	27.8
<b>Private inst.</b>				
SREB (24)	29.2	29.2	29.2	12.5
WICHE (27)	29.6	18.5	22.2	29.6
NEBHE (21)	33.3	33.3	19.0	14.3
SREB $\chi^2 = 9.793$ ; $P > .05$ .      WICHE $\chi^2 = 15.992$ ; $P > .05$ . NEBHE $\chi^2 = 6.731$ ; $P > .05$ .				
<b>Regional level</b>				
SREB (41)	7.3	43.9	39.0	9.8
WICHE (24)	12.5	25.0	50.0	12.5
NEBHE (20)	10.0	30.0	35.0	25.0
<b>State level</b>				
SREB (13)	15.4	23.1	61.5	0.0
WICHE (11)	18.2	18.2	54.5	9.1
NEBHE (4)	25.0	50.0	0.0	25.0
<b>Public inst.</b>				
SREB (74)	9.5	31.1	44.6	14.9
WICHE (47)	12.8	31.9	42.6	12.8
NEBHE (12)	33.3	16.7	50.0	0.0
<b>Private inst.</b>				
SREB (18)	27.8	44.4	16.7	11.1
WICHE (19)	26.3	31.6	36.8	5.3
NEBHE (14)	50.0	21.4	14.3	14.3
SREB $\chi^2 = 13.830$ ; $P > .05$ .      WICHE $\chi^2 = 4.062$ ; $P > .05$ . NEBHE $\chi^2 = 13.673$ ; $P > .05$ .				

Table 53. Percentage distribution of responses by compact to survey item 21: "To assist in the identification of need for new graduate programs in the region."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	6.5	19.6	32.6	41.3
WICHE (33)	9.1	33.3	42.4	15.2
NEBHE (27)	3.7	22.2	29.6	44.4
<b>State level</b>				
SREB (14)	7.1	21.4	28.6	42.9
WICHE (11)	9.1	18.2	63.6	9.1
NEBHE (6)	0.0	33.3	33.3	33.3
<b>Public inst.</b>				
SREB (91)	3.3	28.6	34.1	34.1
WICHE (54)	7.4	38.9	29.6	24.1
NEBHE (18)	0.0	11.1	38.9	50.0
<b>Private inst.</b>				
SREB (25)	8.0	40.0	24.0	28.0
WICHE (27)	11.1	22.2	33.3	33.3
NEBHE (21)	4.8	14.3	52.4	28.6

SREB  $\chi^2 = 5.770$ ;  $P > .05$ .

WICHE  $\chi^2 = 9.001$ ;  $P > .05$ .

NEBHE  $\chi^2 = 5.680$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (43)	0.0	18.6	55.8	25.6
WICHE (30)	0.0	20.0	56.7	23.3
NEBHE (26)	0.0	19.2	46.2	34.6
<b>State level</b>				
SREB (13)	0.0	15.4	53.8	30.8
WICHE (10)	0.0	10.0	70.0	20.0
NEBHE (6)	0.0	33.3	33.3	33.3
<b>Public inst.</b>				
SREB (88)	2.3	14.8	61.4	21.6
WICHE (49)	0.0	22.4	53.1	24.5
NEBHE (17)	0.0	11.8	64.7	23.5
<b>Private inst.</b>				
SREB (23)	8.7	26.1	34.8	30.4
WICHE (24)	4.2	25.0	41.7	29.2
NEBHE (20)	0.0	15.0	40.0	45.0

SREB  $\chi^2 = 9.758$ ;  $P > .05$ .

WICHE  $\chi^2 = 6.025$ ;  $P > .05$ .

NEBHE  $\chi^2 = 4.073$ ;  $P > .05$ .

Table 54. Percentage distribution of responses by compact to survey item 22: "To promote research aimed at assessing manpower needs which require education at the graduate level."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	4.3	19.6	30.4	45.7
WICHE (33)	9.1	24.2	42.4	24.2
NEBHE (27)	0.0	37.0	18.5	44.4
<b>State level</b>				
SREB (14)	7.1	28.6	35.7	28.6
WICHE (11)	0.0	9.1	45.5	45.5
NEBHE (5)	0.0	20.0	40.0	40.0
<b>Public inst.</b>				
SREB (92)	6.5	23.9	33.7	35.9
WICHE (54)	11.1	24.1	33.3	31.5
NEBHE (18)	0.0	16.7	16.7	66.7
<b>Private inst.</b>				
SREB (25)	20.0	16.0	44.0	20.0
WICHE (26)	7.7	11.5	38.5	42.3
NEBHE (21)	4.8	33.3	23.8	38.1
SREB $\chi^2 = 10.662$ ; $P > .05$ .      WICHE $\chi^2 = 6.277$ ; $P > .05$ . NEBHE $\chi^2 = 7.207$ ; $P > .05$ .				
<b>Regional level</b>				
SREB (44)	0.0	22.7	54.5	22.7
WICHE (30)	3.3	30.0	60.0	6.7
NEBHE (27)	11.1	22.2	37.0	29.6
<b>State level</b>				
SREB (13)	7.7	46.2	30.8	15.4
WICHE (11)	0.0	18.2	63.6	18.2
NEBHE (5)	0.0	40.0	60.0	0.0
<b>Public inst.</b>				
SREB (85)	4.7	16.5	50.6	28.2
WICHE (47)	4.3	12.8	48.9	34.0
NEBHE (18)	5.6	16.7	72.2	5.6
<b>Private inst.</b>				
SREB (20)	0.0	30.0	55.0	15.0
WICHE (24)	4.2	20.8	37.5	37.5
NEBHE (20)	10.0	25.0	30.0	35.0

SREB  $\chi^2 = 11.715$ ;  $P > .05$ .      WICHE  $\chi^2 = 11.993$ ;  $P > .05$   
 NEBHE  $\chi^2 = 11.707$ ;  $P > .05$ .

Table 55. Percentage distribution of responses by compact to survey item 23: "To promote the development of pilot and experimental projects designed to test new teaching-learning techniques for use at the graduate level."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (45)	8.9	35.6	33.3	22.2
WICHE (32)	18.8	18.8	40.6	21.9
NEBHE (27)	22.2	40.7	29.6	7.4
<b>State level</b>				
SREB (14)	14.3	57.1	21.4	7.1
WICHE (11)	9.1	18.2	45.5	27.3
NEBHE (5)	20.0	40.0	40.0	0.0
<b>Public inst.</b>				
SREB (92)	12.0	29.3	34.8	23.9
WICHE (54)	13.0	37.0	33.3	16.7
NEBHE (18)	11.1	5.6	33.3	50.0
<b>Private inst.</b>				
SREB (24)	16.7	41.7	25.0	16.7
WICHE (27)	11.1	25.9	29.6	33.3
NEBHE (21)	14.3	47.6	28.6	9.5

SREB  $\chi^2 = 6.969$ ;  $P > .05$ .

WICHE  $\chi^2 = 7.077$ ;  $P > .05$ .

NEBHE  $\chi^2 = 20.444$ ;  $P < .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (41)	4.9	36.6	48.8	9.8
WICHE (26)	11.5	38.5	34.6	15.4
NEBHE (20)	0.0	20.0	65.0	15.0
<b>State level</b>				
SREB (12)	8.3	50.0	41.7	0.0
WICHE (10)	10.0	10.0	50.0	30.0
NEBHE (4)	0.0	75.0	25.0	0.0
<b>Public inst.</b>				
SREB (79)	5.1	21.5	55.7	17.1
WICHE (47)	4.3	36.2	48.9	10.6
NEBHE (16)	12.5	18.8	56.3	12.5
<b>Private inst.</b>				
SREB (20)	10.0	35.0	40.0	15.0
WICHE (24)	16.7	29.2	33.3	20.8
NEBHE (18)	11.1	27.8	44.4	16.7

SREB  $\chi^2 = 9.259$ ;  $P > .05$ .

WICHE  $\chi^2 = 8.819$ ;  $P > .05$ .

NEBHE  $\chi^2 = 9.287$ ;  $P > .05$ .



Table 56. Percentage distribution of responses by compact to survey item 24: "To provide consultation and assistance to state higher education agencies charged with planning and coordinating graduate education."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	6.5	17.4	39.1	37.0
WICHE (33)	6.1	30.3	36.4	27.3
NEBHE (27)	14.8	22.2	29.6	33.3
<b>State level</b>				
SREB (14)	7.1	21.4	42.9	28.6
WICHE (11)	0.0	18.2	45.5	36.4
NEBHE (6)	16.7	16.7	0.0	66.7
<b>Public inst.</b>				
SREB (91)	4.4	33.0	40.7	22.0
WICHE (54)	16.7	27.8	27.8	27.8
NEBHE (18)	16.7	11.1	27.8	44.4
<b>Private inst.</b>				
SREB (24)	12.5	20.8	33.3	33.3
WICHE (27)	11.1	18.5	40.7	29.6
NEBHE (21)	0.0	19.0	52.4	28.6
SREB $\chi^2 = 8.385$ ; $P > .05$ .      WICHE $\chi^2 = 6.305$ ; $P > .05$ . NEBHE $\chi^2 = 10.819$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (43)	0.0	14.0	51.2	34.9
WICHE (31)	0.0	19.4	54.8	25.8
NEBHE (23)	8.7	21.7	34.8	34.8
<b>State level</b>				
SREB (13)	0.0	7.7	38.5	53.8
WICHE (11)	0.0	0.0	81.8	18.2
NEBHE (5)	0.0	20.0	20.0	60.0
<b>Public inst.</b>				
SREB (87)	1.1	14.9	58.6	25.3
WICHE (44)	2.3	15.9	52.3	29.5
NEBHE (15)	20.0	13.3	53.3	13.3
<b>Private inst.</b>				
SREB (21)	4.8	19.0	42.9	33.3
WICHE (24)	0.0	20.8	41.7	37.5
NEBHE (21)	9.5	9.5	38.1	42.9
SREB $\chi^2 = 8.385$ ; $P > .05$ .      WICHE $\chi^2 = 7.213$ ; $P > .05$ . NEBHE $\chi^2 = 7.667$ ; $P > .05$ .				

Table 57. Percentage distribution of responses by compact to survey item 25: "To promote the development of regional cooperative programs directed at securing additional funding for certain graduate programs and facilities."

	No Need	Moderate Need	Considerable Need	Major Need
Regional level				
SREB (46)	2.2	26.1	43.5	28.3
WICHE (32)	9.4	43.8	25.0	21.9
NEBHE (27)	11.1	37.0	25.9	25.9
State level				
SREB (14)	7.1	42.9	35.7	14.3
WICHE (11)	0.0	18.2	63.6	18.2
NEBHE (6)	0.0	33.3	50.0	16.7
Public inst.				
SREB (91)	7.7	25.3	37.4	29.7
WICHE (54)	11.1	31.5	37.0	20.4
NEBHE (18)	0.0	22.2	22.2	55.6
Private inst.				
SREB (25)	16.0	28.0	36.0	20.0
WICHE (27)	7.4	22.2	33.3	37.0
NEBHE (21)	0.0	19.0	52.4	28.6

SREB  $\chi^2 = 7.588$ ;  $P > .05$ .      WICHE  $\chi^2 = 10.164$ ;  $P > .05$ .  
 NEBHE  $\chi^2 = 14.131$ ;  $P > .05$ .

	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
Regional level				
SREB (45)	2.2	31.1	51.1	15.6
WICHE (29)	3.4	41.4	44.8	10.3
NEBHE (24)	4.2	20.8	58.3	16.7
State level				
SREB (13)	7.7	46.2	38.5	7.7
WICHE (11)	0.0	36.4	45.5	18.2
NEBHE (6)	16.7	0.0	66.7	16.7
Public inst.				
SREB (84)	4.8	20.2	54.8	20.2
WICHE (48)	2.1	29.2	62.5	6.3
NEBHE (18)	11.1	11.1	72.2	5.6
Private inst.				
SREB (21)	9.5	33.3	42.9	14.3
WICHE (25)	8.0	32.0	24.0	36.0
NEBHE (21)	4.8	38.1	38.1	19.0

SREB  $\chi^2 = 7.784$ ;  $P > .05$ .      WICHE  $\chi^2 = 18.392$ ;  $P < .05$ .  
 NEBHE  $\chi^2 = 9.992$ ;  $P > .05$ .

Table 58. Percentage distribution of responses by compact to survey item 26: "To assist institutions to identify able members of minority groups and women for recruitment as graduate faculty and students."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	15.2	17.4	34.8	32.6
WICHE (33)	24.2	27.3	27.3	21.2
NEBHE (27)	18.5	40.7	14.8	25.9
<b>State level</b>				
SREB (14)	21.4	28.6	21.4	28.6
WICHE (11)	18.2	27.3	45.5	9.1
NEBHE (5)	20.0	20.0	20.0	40.0
<b>Public inst.</b>				
SREB (92)	14.1	15.2	26.1	44.6
WICHE (54)	9.3	29.6	27.8	33.3
NEBHE (18)	11.1	27.8	22.2	38.9
<b>Private inst.</b>				
SREB (24)	16.7	20.8	29.2	33.3
WICHE (27)	3.7	25.9	29.6	40.7
NEBHE (21)	9.5	9.5	38.1	42.9
SREB $\chi^2 = 4.740$ ; $P > .05$ .      WICHE $\chi^2 = 10.789$ ; $P > .05$ . NEBHE $\chi^2 = 9.182$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (38)	0.0	28.9	44.7	26.3
WICHE (24)	8.3	29.2	50.0	12.5
NEBHE (22)	4.5	22.7	54.5	18.2
<b>State level</b>				
SREB (11)	0.0	27.3	45.5	27.3
WICHE (8)	0.0	25.0	75.0	0.0
NEBHE (4)	0.0	25.0	50.0	25.0
<b>Public inst.</b>				
SREB (79)	1.3	13.9	57.0	27.8
WICHE (48)	6.3	8.3	50.0	35.4
NEBHE (16)	0.0	18.8	68.8	12.5
<b>Private inst.</b>				
SREB (20)	0.0	25.0	35.0	40.0
WICHE (25)	0.0	12.0	52.0	36.0
NEBHE (19)	0.0	21.1	52.6	26.3
SREB $\chi^2 = 7.238$ ; $P > .05$ .      WICHE $\chi^2 = 14.416$ ; $P > .05$ . NEBHE $\chi^2 = 3.300$ ; $P > .05$ .				

Table 59. Percentage distribution of responses by compact to survey item 27: "To develop procedures for increasing student access to graduate programs and facilities available at private institutions."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	19.6	26.1	30.4	23.9
WICHE (32)	31.3	31.3	25.0	12.5
NEBHE (26)	19.2	23.1	34.6	23.1
<b>State level</b>				
SREB (14)	7.1	50.0	21.4	21.4
WICHE (11)	18.2	45.5	18.2	18.2
NEBHE (5)	0.0	60.0	40.0	0.0
<b>Public inst.</b>				
SREB (92)	26.1	37.0	26.1	10.9
WICHE (52)	28.8	44.2	21.2	5.8
NEBHE (18)	22.2	33.3	33.3	11.1
<b>Private inst.</b>				
SREB (25)	12.0	32.0	28.0	28.0
WICHE (25)	4.0	12.0	32.0	52.0
NEBHE (21)	4.8	14.3	28.6	52.4
SREB $\chi^2 = 11.049$ ; $P > .05$ .      WICHE $\chi^2 = 32.823$ ; $P < .05$ . NEBHE $\chi^2 = 15.484$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (37)	2.7	29.7	54.1	13.5
WICHE (22)	4.5	22.7	59.1	13.6
NEBHE (21)	9.5	19.0	38.1	33.3
<b>State level</b>				
SREB (13)	0.0	61.5	30.8	7.7
WICHE (9)	0.0	44.4	33.3	22.2
NEBHE (5)	20.0	40.0	20.0	20.0
<b>Public inst.</b>				
SREB (66)	30.0	18.2	66.7	12.1
WICHE (37)	0.0	37.8	48.6	13.5
NEBHE (14)	14.3	28.6	50.0	7.1
<b>Private inst.</b>				
SREB (22)	4.5	18.2	63.6	13.6
WICHE (24)	0.0	20.8	29.2	50.0
NEBHE (19)	5.3	15.8	47.4	31.6
SREB $\chi^2 = 12.293$ ; $P > .05$ .      WICHE $\chi^2 = 17.782$ ; $P < .05$ . NEBHE $\chi^2 = 6.275$ ; $P > .05$ .				

Table 60. Percentage distribution of responses by compact to survey item 28: "To assist in the development of programs designed to help graduate faculty improve their skill as teachers."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	10.9	28.3	39.1	21.7
WICHE (33)	15.2	24.2	33.3	27.3
NEBHE (25)	20.0	48.0	16.0	16.0
<b>State level</b>				
SREB (14)	14.3	28.6	42.9	14.3
WICHE (11)	18.2	18.2	45.5	18.2
NEBHE (5)	0.0	40.0	40.0	20.0
<b>Public inst.</b>				
SREB (92)	8.7	37.0	28.3	26.1
WICHE (54)	13.0	31.5	35.2	20.4
NEBHE (18)	0.0	33.3	33.3	33.3
<b>Private inst.</b>				
SREB (25)	8.0	24.0	52.0	16.0
WICHE (26)	7.7	11.5	50.0	30.8
NEBHE (20)	15.0	30.0	35.0	20.0
SREB $\chi^2 = 7.059$ ; $P > .05$ .      WICHE $\chi^2 = 6.475$ ; $P > .05$ . NEBHE $\chi^2 = 9.002$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (41)	2.4	58.5	31.7	7.3
WICHE (28)	7.1	17.9	57.1	17.9
NEBHE (19)	15.8	31.6	47.4	5.3
<b>State level</b>				
SREB (12)	8.3	58.3	33.3	0.0
WICHE (9)	0.0	44.4	44.4	11.1
NEBHE (5)	40.0	40.0	20.0	0.0
<b>Public inst.</b>				
SREB (82)	4.9	37.8	40.2	17.1
WICHE (47)	12.8	29.8	48.9	8.5
NEBHE (18)	16.7	16.7	50.0	16.7
<b>Private inst.</b>				
SREB (23)	17.4	34.8	34.8	13.0
WICHE (24)	20.8	16.7	45.8	16.7
NEBHE (17)	23.5	35.3	35.3	5.9
SREB $\chi^2 = 13.764$ ; $P > .05$ .      WICHE $\chi^2 = 8.183$ ; $P > .05$ . NEBHE $\chi^2 = 6.151$ ; $P > .05$ .				



Table 61. Percentage distribution of responses by compact to survey item 29: "To maintain a current and comprehensive inventory of graduate programs and facilities in the region."

	No Need	Moderate Need	Considerable Need	Major Need
<b>Regional level</b>				
SREB (46)	2.2	17.4	30.4	50.0
WICHE (33)	6.1	27.3	24.2	42.4
NEBHE (28)	3.6	32.1	21.4	42.9
<b>State level</b>				
SREB (14)	0.0	35.7	7.1	57.1
WICHE (11)	9.1	9.1	45.5	36.4
NEBHE (6)	0.0	33.3	16.7	50.0
<b>Public inst.</b>				
SREB (92)	3.3	25.0	33.7	38.0
WICHE (54)	16.7	29.6	25.9	27.8
NEBHE (18)	5.6	16.7	16.7	61.1
<b>Private inst.</b>				
SREB (25)	8.0	24.0	32.0	36.0
WICHE (27)	14.8	18.5	22.2	44.4
NEBHE (21)	0.0	23.8	19.0	57.1
SREB $\chi^2 = 8.766$ ; $P > .05$ .      WICHE $\chi^2 = 7.801$ ; $P > .05$ . NEBHE $\chi^2 = 3.503$ ; $P > .05$ .				
	Highly Unfeasible	Somewhat Unfeasible	Somewhat Feasible	Highly Feasible
<b>Regional level</b>				
SREB (45)	0.0	4.4	31.1	64.4
WICHE (31)	0.0	16.1	35.5	48.4
NEBHE (27)	0.0	3.7	29.6	66.7
<b>State level</b>				
SREB (14)	0.0	0.0	35.7	64.3
WICHE (10)	0.0	10.0	30.0	60.0
NEBHE (6)	0.0	16.7	16.7	66.7
<b>Public inst.</b>				
SREB (23)	0.0	3.5	36.0	66.5
WICHE (45)	0.0	6.7	44.4	48.9
NEBHE (17)	0.0	5.9	41.2	52.9
<b>Private inst.</b>				
SREB (23)	4.3	0.0	34.8	60.9
WICHE (23)	0.0	0.0	39.1	60.9
NEBHE (21)	0.0	0.0	19.0	81.0
SREB $\chi^2 = 8.115$ ; $P > .05$ .      WICHE $\chi^2 = 5.663$ ; $P > .05$ . NEBHE $\chi^2 = 6.255$ ; $P > .05$ .				

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