

MEASURING UP
2008

**THE STATE REPORT CARD
ON HIGHER EDUCATION**



Maryland



**THE NATIONAL CENTER FOR
PUBLIC POLICY AND
HIGHER EDUCATION**

What Is Measuring Up?

Measuring Up is a series of biennial report cards that provide the general public and policymakers with information to assess and improve higher education in each state. The report cards evaluate states because they are primarily responsible for educational access and quality in the United States. This year's edition, *Measuring Up 2008*, is the fifth in the series, which began in 2000. In *Measuring Up*, "higher education" refers to all education and training beyond high school, including public and private, two- and four-year, and for-profit and nonprofit institutions.

The report card grades states in six overall performance categories:

Preparation: How adequately does the state prepare students for education and training beyond high school?

Participation: Do state residents have sufficient opportunities to enroll in education and training beyond high school?

Affordability: How affordable is higher education for students and their families?

Completion: Do students make progress toward and complete their certificates or degrees in a timely manner?

Benefits: What benefits does the state receive from having a highly educated population?

Learning: What is known about student learning as a result of education and training beyond high school?

Each state receives a letter grade in each performance category. Each grade is based on the state's performance on several indicators, or quantitative measures, in that category.

In four of the performance categories — Preparation, Participation, Completion, and Benefits — grades are calculated by comparing each state's current performance with that of the best-performing states. This comparison provides a benchmark for evaluating each state's performance within a national context and encourages each state to "measure up" to the highest-performing states. The Affordability category is the exception. In this category, the state's current performance is compared with the performance of the best states in the late 1990s, since current performance reflects a trend to "measure down" rather than "measure up." All but one state receive an "F" in Affordability. The failing grades in this category confirm the fast decline in affordable higher education for American families. Despite state and federal increases in student financial aid, the over-

all portion of income that most families must devote for higher education continues to escalate.

In *Measuring Up 2008*, state performance in higher education is assessed in three ways:

Graded Information: Each state's current performance is compared with that of the best-performing states, and the results are indicated by letter grades.

Change Over Time: Change Over Time indicators compare each state's current performance with its own previous performance in the 1990s. For each category, the state's change is determined by its improvement or decline in performance on a key indicator in that category. This information is displayed in two ways. First, states receive either an "up" or a "down" arrow in each performance area (see page 3). An "up" arrow indicates that the state has increased or remained stable on the key indicator in the category, a "down" arrow indicates that the state has declined on the key indicator in the category. Secondly, information about Change Over Time is presented graphically in greater detail on the fourth page of this report card.

International Comparisons: As in 2006, this year's edition of *Measuring Up* offers international comparisons that reveal how well the United States and each of the 50 states are preparing residents with the knowledge and skills necessary to compete in a global economy. State performance is compared with the performance of nations that are associated with the Organisation for Economic Co-operation and Development (OECD).

In *Measuring Up 2008*, all states receive an "Incomplete" in Learning because there are not sufficient data to allow meaningful state-by-state comparisons. *Measuring Up 2006* provided state-specific information on Learning for nine states, but in 2008 no state collects and provides the information necessary to determine the state's "educational capital" — or the level of knowledge and skills possessed by its residents.

A Snapshot of Grades and Change Over Time

Preparation:

Grades: 6 states received an A, 18 states received a B, 21 states received a C, 5 states received a D, and no state received an F.

Change Over Time:* 34 states have improved or remained stable on the key indicator and 16 states have declined on the key indicator.

Participation:

Grades: 2 states received an A, 8 states received a B, 22 states received a C, 15 states received a D, and 3 states received an F.

Change Over Time:* 43 states have improved or remained stable on the key indicator and 7 states have declined on the key indicator.

Affordability:

Grades: 1 state received a C and 49 states received an F.

Change Over Time:* 2 states have improved or remained stable on the key indicator and 48 states have declined on the key indicator.

Completion:

Grades: 11 states received an A, 20 states received a B, 16 states received a C, 1 state received a D, and 2 states received an F.

Change Over Time:* 48 states have improved or remained stable on the key indicator and 2 states have declined on the key indicator.

Benefits:

Grades: 5 states received an A, 15 states received a B, 19 states received a C, 10 states received a D, and 1 state received an F.

Change Over Time:* 50 states have improved or remained stable on the key indicator.

*For the key indicators for Change Over Time, please see the five indicators with asterisks on page 4.

PREPARATION

A-

2008 Grade



Change Over Time

Maryland performs well in preparing its young people for college, but there are gaps by ethnicity.

- Maryland is the top state in student performance on Advanced Placement tests, but only fair proportions score well on college entrance exams.
- Eighty-nine percent of blacks have a high school credential, compared with 94% of whites.

PARTICIPATION

C

2008 Grade



Change Over Time

College opportunities for Maryland residents are only fair.

- The likelihood of enrolling in college by age 19 is high, but a low percentage of working-age adults are enrolled in higher education.
- Thirty-two percent of black young adults are enrolled in college, compared with 42% of whites.

AFFORDABILITY

F

2008 Grade



Change Over Time

Higher education has become less affordable for students and their families.

- Poor and working-class families must devote 33% of their income, even after aid, to pay for costs at two-year colleges.
- Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, the state spends 59 cents.

COMPLETION

B-

2008 Grade



Change Over Time

Maryland has a fair performance in awarding certificates and degrees relative to the number of students enrolled, but those who do attain a bachelor's degree do so in a timely manner.

- Sixty-five percent of college students complete a bachelor's degree within six years.
- However, forty-two percent of blacks graduate within six years, compared with 73% of whites—one of the largest gaps in the nation.

REPORT CARD

Preparation	A-
Participation	C
Affordability	F
Completion	B-
Benefits	A
Learning	I

BENEFITS

A

2008 Grade



Change Over Time

Maryland is a top performer in the proportion of residents with a bachelor's degree, but there are substantial gaps by ethnicity.

- Twenty-six percent of blacks have a bachelor's degree, compared with 42% of whites.
- If all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about \$16 billion higher.

LEARNING

I

2008 Grade

Like all states, Maryland receives an "Incomplete" in Learning because there is not sufficient data to allow meaningful state-by-state comparisons.

WHAT DO THE ARROWS MEAN?



State has increased or remained stable on the key indicator in the category.

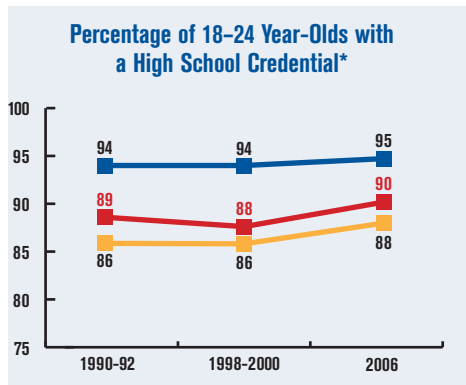


State has declined on the key indicator in the category.

This page reflects Maryland's performance and progress since the early 1990s on several key indicators.

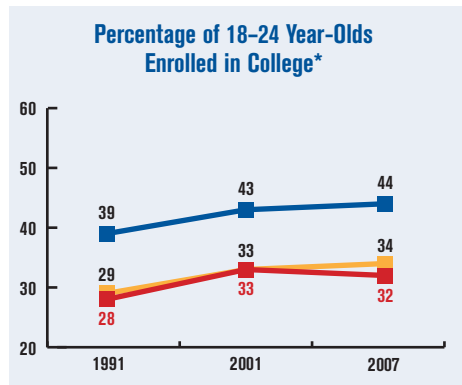
PREPARATION

The percentage of young adults in Maryland who earn a high school diploma has increased slightly since the early 1990s. High school completion is slightly above the U.S. average but below the top-performing states.

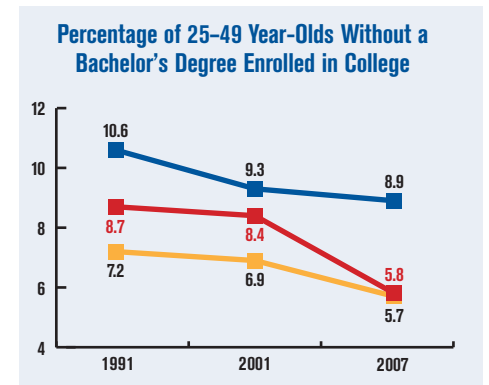


PARTICIPATION

College enrollment of young adults in Maryland has improved since the early 1990s. The state is slightly below the national average and well below the top states in the percentage of young adults enrolled.

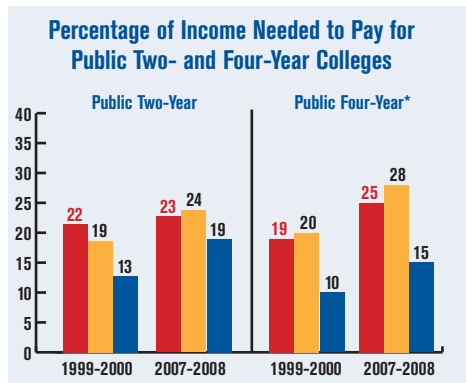


The enrollment of working-age adults, relative to the number of residents without a bachelor's degree, has declined in Maryland—as it has nationally and in the best-performing states. The percentage attending college in Maryland is slightly above the U.S. average but below the top states.



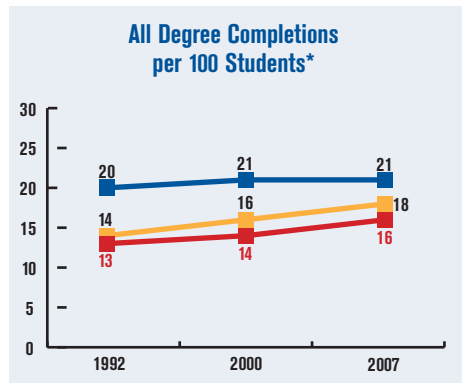
AFFORDABILITY

The share of family income, after financial aid, needed to pay for college has remained relatively stable at two-year institutions but has risen substantially at four-year colleges. To attend public two- and four-year colleges in Maryland, students and families pay less than the U.S. average but more than those in the best-performing states.



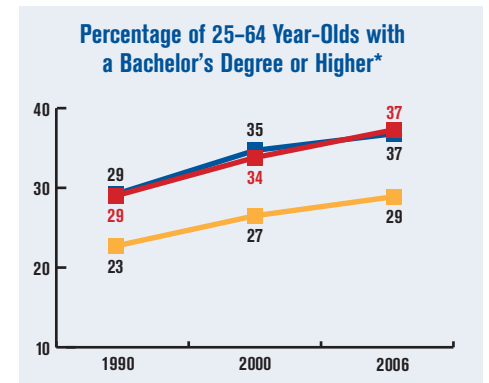
COMPLETION

The number of undergraduate credentials and degrees awarded in Maryland, relative to the number of students enrolled, has increased since the early 1990s. However, Maryland is below the U.S. average and the top states on this measure.



BENEFITS

The percentage of residents who have a bachelor's degree has increased considerably in Maryland. The state is well above the U.S. average and is one of the top states.



*Key indicator for the category.

LEGEND:

—■— & ■ = Maryland

—■— & ■ = United States

—■— & ■ = Median of Top Five States



2008 Grade Change Over Time

Maryland performs well in preparing its young people for college, but there are gaps by ethnicity.

Graded Information

Compared with other states:

- Ninety percent of young adults in Maryland earn a high school diploma or General Education Development (GED) diploma by age 24.
- A large proportion (42%) of 8th graders take algebra.
- Eighth graders in Maryland perform very well on national assessments in math, indicating that they are well prepared to succeed in challenging high school courses. They also perform well on national assessments in reading. However, their performance in writing is only fair, and they perform poorly on national assessments in science.
- Low-income 8th graders perform poorly on national assessments in math.
- Maryland is the top-performing state in the proportions of 11th and 12th graders who score well on Advanced Placement tests. Only fair proportions score well on college entrance exams.
- Seventy-three percent of secondary school students are taught by qualified teachers, which compares well with top-performing states.

Performance Gaps

- There is an 8% gap between whites and all minorities in the percentage of 18- to 24-year-olds with a high school credential. Among the same population, 89% of blacks and 67% of Hispanics, the largest minority populations in Maryland, have a high school credential, compared with 94% of whites.

PREPARATION	Maryland		Top States
	Early 1990s*	2008	
High School Completion (25%)			
18- to 24-year-olds with a high school credential	89%	90%	95%
K-12 Course taking (30%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a**	64%
9th to 12th graders taking at least one upper-level science course	n/a	n/a**	46%
8th grade students taking algebra	n/a	42%	47%
K-12 Student Achievement (35%)			
8th graders scoring at or above “proficient” on the national assessment exam in math	20%	37%	41%
8th graders scoring at or above “proficient” on the national assessment exam in reading	31%	33%	39%
8th graders scoring at or above “proficient” on the national assessment exam in science	25%	26%	41%
8th graders scoring at or above “proficient” on the national assessment exam in writing	23%	35%	46%
Low-income 8th graders scoring at or above “proficient” on the national assessment exam in math	6%	15%	24%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	136	196	265
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	110	301	237
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	n/a	73%	83%

* The indicators report data beginning in the early 1990s or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2008*.

**Data are not available because the state did not participate in the national survey.

Change in Graded Measures

- Over the past decade, the percentage of 8th graders performing well on national assessments in writing has increased substantially, although Maryland’s current performance on this measure remains only fair when compared with other states.
- Over the past 15 years, Maryland’s performance on the proportions of 11th and 12th graders scoring well on Advanced Placement tests has consistently been very high.

Other Key Facts

- Among working-age adults (ages 25 to 49) without a high school diploma, only six out of 1,000 earned a GED.
- About 9% of children under age 18 live in poverty, compared with a national rate of 18%.
- Policymakers and state residents do not have access to important information about the courses students take in high school because the state declined to participate in the national survey.

The preparation category measures how well a state’s K-12 schools prepare students for education and training beyond high school. The opportunities that residents have to enroll in and benefit from higher education depend heavily on the performance of their state’s K-12 educational system.



2008 Grade Change Over Time



College opportunities for Maryland residents are only fair.

Graded Information

Compared with other states:

- The chance of Maryland high school students enrolling in college by age 19 is high.
- However, a low percentage of working-age adults (ages 25 to 49) are enrolled in college-level education or training.

Performance Gaps

- There is a 9% gap between whites and all minorities in the percentage of 18- to 24-year-olds enrolled in college. The gap between whites and Hispanics is 17%, and the gap between whites and blacks is 10%.

Change in Graded Measures

- Since the early 1990s, the percentage of working-age adults (ages 25 to 49) who are enrolled in education or training beyond high school has declined by 34%, compared with a national decline of 22%.

PARTICIPATION	Maryland		Top States
	Early 1990s*	2008	
Young Adults (67%)			
Chance for college by age 19	43%	48%	57%
18- to 24-year-olds enrolled in college	28%	32%	44%
Working-Age Adults (33%)			
25- to 49-year-olds enrolled in any type of postsecondary education with no bachelor's degree or higher	8.7%	5.8%	8.9%

* The indicators report data beginning in the early 1990s or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2008*.

Other Key Facts

- Maryland's population is projected to grow by 21% from 2005 to 2025, above the national increase of 18%. During approximately the same period, the number of high school graduates is projected to decrease by 1%.
- About 13% of the adult population has less than a high school diploma or its equivalent, compared with 16% nationwide.
- In Maryland, 8,439 more students are leaving the state than entering to attend college. About 32% of Maryland high school graduates who go to college attend college out of state.

The participation category addresses the opportunities for state residents to enroll in higher education. A strong grade in participation generally indicates that state residents have high individual expectations for education and that the state provides enough spaces and types of educational programs for its residents.



2008 Grade Change Over Time



Higher education has become less affordable for students and their families.

Graded Information

- Compared with best-performing states, families in Maryland devote a very large share of family income, even after financial aid, to attend public two- and four-year colleges and universities. These two sectors enroll 87% of college students in the state.
- The state's investment in need-based financial aid is low when compared with top-performing states, and Maryland does not offer low-priced college opportunities.
- Undergraduate students borrowed on average \$4,299 in 2007.

Change in Graded Measures

- Since the early 1990s, the state has more than doubled its investment in need-based financial aid. Nonetheless, the share of family income, even after financial aid, needed to pay for college remains very large when compared with other states.

Other Key Facts

- In Maryland, 45% of students are enrolled in community colleges and 42% in public four-year colleges and universities.

AFFORDABILITY	Maryland		Top States in Previous Years
	Previous Years*	Current Year	
Family Ability to Pay (50%)	2000	2008	
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	22%	23%	13%
at public 4-year colleges/universities	19%	25%	10%
at private 4-year colleges/universities	55%	68%	30%
Strategies for Affordability (40%)	1993	2008	
State investment in need-based financial aid as compared to the federal investment	27%	59%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	17%	19%	7%
Reliance on Loans (10%)	1995	2008	
Average loan amount that undergraduate students borrow each year	\$3,178	\$4,299	\$2,619

* See the *Technical Guide for Measuring Up 2008*.

Note: In the affordability category, the lower the figures, the better the performance for all indicators except for "State investment in need-based financial aid."

The affordability category measures whether students and families can afford to pay for higher education, given income levels, financial aid, and the types of colleges and universities in the state.

Financial Burden to Pay for College Varies Widely by Family Income

Those who are striving to reach or stay in the middle class — the 40% of the population with the lowest incomes — earn on average \$27,268.

- If a student from such a family were to attend a community college in the state, their net cost to attend college would represent about 33% of their income annually.

Tuition, room, and board:	\$10,969
Financial aid received:	-\$2,044
Net college cost:	\$8,925
Percent of income:	33%

- If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 36% of their income annually.

Tuition, room, and board:	\$15,263
Financial aid received:	-\$5,570
Net college cost:	\$9,692
Percent of income:	36%

Note: The numbers shown for tuition, room, and board, minus financial aid may not exactly equal net college cost due to rounding.

A CLOSER LOOK AT FAMILY ABILITY TO PAY	Median Family Income	Community Colleges		Public 4-Year colleges/universities		Private Non-Profit 4-Year colleges/universities	
		Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost
Income groups used to calculate 2008 family ability to pay							
20% of the population with the lowest income	\$15,697	\$8,088	52	\$8,388	53	\$27,987	178
20% of the population with lower-middle income	\$37,732	\$9,814	26	\$10,868	29	\$26,609	71
20% of the population with middle income	\$60,372	\$10,489	17	\$13,007	22	\$27,107	45
20% of the population with upper-middle income	\$92,570	\$10,711	12	\$13,120	14	\$27,794	30
20% of the population with the highest income	\$158,978	\$10,798	7	\$13,553	9	\$29,642	19
40% of the population with the lowest income	\$27,268	\$8,925	33	\$9,692	36	\$27,333	100

* Net college cost equals tuition, room, and board, minus financial aid.



2008 Grade Change Over Time

Maryland has a fair performance in awarding certificates and degrees relative to the number of students enrolled, but those who do attain a bachelor's degree do so in a timely manner.

Graded Information

Compared with other states:

- A fairly high percentage (53%) of first-year students in community colleges return for their second year.
- Maryland performs extremely well in the percentage (78%) of freshmen at public and private four-year colleges and universities who return for their sophomore year.
- The state also performs very well in the percentage (65%) of first-time, full-time college students who complete a bachelor's degree within six years of enrolling in college.
- However, the proportion of students who complete certificates and degrees, relative to the number enrolled, is only fair.
- Twenty-seven postsecondary certificates and degrees were awarded for every 1,000 people in the state without a college degree.

COMPLETION	Maryland		Top States
	Early 1990s*	2008	
Persistence (20%)**			
1st year community college students returning their second year	42%	53%	66%
Freshmen at 4-year colleges/universities returning their sophomore year	79%	78%	82%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	60%	65%	65%
Certificates, degrees, diplomas at all colleges & universities per 100 undergraduate students	13	16	21
Certificates, degrees, diplomas at all colleges & universities per 1,000 adults with no college degree	20	27	44

* The indicators report data beginning in the early 1990s or the closest year for which reliable data are available.

**2008 data may not be comparable with data from previous years. See the *Technical Guide for Measuring Up 2008*.

Performance Gaps

- There is a 22% gap between whites and all minorities in college graduation rates at four-year institutions, which is one of the largest gaps in the United States. Forty-two percent of blacks and 64% of Hispanics, the largest minority populations in Maryland, graduate from a four-year institution within six years, compared with 73% of whites.
- Among white students, 18 degrees are awarded for every 100 students. In contrast, among all minority students, 13 degrees are awarded for every 100 students. Maryland has one of the largest gaps in the United States on this measure. The rate of awards for blacks and Hispanics, the largest minority populations in the state, is 12 for every 100 undergraduate enrollments and 14 for every 100 undergraduate enrollments, respectively.

Change in Graded Measures

- Over the past decade, Maryland has consistently been a very high performer in the percentage of first-time, full-time college students earning a bachelor's degree within six years of enrolling in college.
- Since the early 1990s, Maryland has seen an increase in the proportion of students completing certificates and degrees relative to the number enrolled, primarily in bachelor's degrees awarded.
- During the same period, Maryland has seen an increase in the number of certificates and degrees completed relative to the population with no college degree, although the state's current performance on this measure remains low when compared with other states.

The completion category addresses whether students continue through their educational programs and earn certificates or degrees in a timely manner. Certificates and degrees from one- and two-year programs as well as the bachelor's degree are included.



2008 Grade *Change Over Time*



Maryland is a top performer in the proportion of residents with a bachelor's degree, but there are substantial gaps by ethnicity.

Graded Information

Compared with other states:

- A very large proportion of residents have a bachelor's degree, and this substantially strengthens the state economy, making Maryland a top performer on both of these measures.
- In addition, residents contribute substantially to the civic good, as measured by charitable giving, volunteerism, and voting.

Performance Gaps

- There is a 12% gap between whites and minorities in the percentage of 25- to 64-year-olds with a bachelor's degree or higher. Among the same population, 20% of Hispanics and 26% of blacks, the largest minority populations in Maryland, have a bachelor's degree or higher, compared with 42% of whites.
- If all racial/ethnic groups had the same educational attainment and earnings as whites, total annual personal income in the state would be about \$16 billion higher.

BENEFITS	Maryland		Top States
	Early 1990s*	2008	
Educational Achievement (38%)			
Adults (ages 25 to 64) with an associate's degree or higher	35%	44%	44%
Adults (ages 25 to 64) with a bachelor's degree or higher	29%	37%	37%
Economic Benefits (31%)			
Increase in total personal income as a result of the percentage of population with some college (including an associate's degree), but not a bachelor's degree	1%	3%	3%
Increase in total personal income as a result of the percentage of population holding a bachelor's degree	8%	11%	11%
Civic Benefits (31%)			
Residents voting in national elections	53%	55%	65%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	89%	90%
Increase in volunteering as a result of college education	19%	17%	20%
Adult Skill Levels (0%)**			
Quantitative Literacy	n/a	n/a	n/a
Prose Literacy	n/a	n/a	n/a
Document Literacy	n/a	n/a	n/a

*The indicators report data beginning in the early 1990s or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2008*.

**State-level estimates on these measures are not currently available except for six states participating in an oversample; NCES intends to release limited 50-state data on this 2003 survey in 2009.

Change in Graded Measures

Since the early 1990s:

- The percentage of residents holding a bachelor's degree has increased by 29%, compared with an increase of 28% for the United States overall. Maryland has consistently performed very well on this measure when compared with other states.
- The percentage of Maryland residents who vote has increased slightly, in contrast to a nationwide decrease of 4%.

Other Key Facts

- In 2007, Maryland scored 85 on the New Economy Index, compared with a nationwide score of 62. The New Economy Index, created by the Kauffman Foundation, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.

The benefits category measures the economic and societal benefits that the state receives as a result of having well-educated residents.



2008 Grade

Like all states, Maryland receives an “Incomplete” in Learning because there is not sufficient data to allow meaningful state-by-state comparisons.

Measuring Up 2004 for the first time provided state-level results in Learning because five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) participated in a groundbreaking effort to pilot comparable measures in this category. The National Forum on College-Level Learning conducted this project, which was funded by the Pew Charitable Trusts.¹ These results were also included in *Measuring Up 2006*, which for the first time reported performance measures based on licensure and graduate admissions examination scores for all 50 states.

The approach used to examine Learning employed a method similar to that of the other five performance categories in *Measuring Up*. Indicators were developed in three categories:

- 1. Literacy Levels of College-Educated Residents.** What are the abilities of the state’s college-educated population? The answer to this question constitutes the “educational capital” that the state can count on with respect to developing a twenty-first century workforce and a citizenry equipped to function effectively in civic and democratic processes.
- 2. Graduates Ready for Advanced Practice.** To what extent do colleges and universities in the state educate students to be capable of contributing to the workforce? The answer to this question depends a great deal on the extent to which graduates of the state’s colleges and universities are ready to enter a licensed profession or participate in graduate study.
- 3. Performance of College Graduates.** How effectively can the state’s college and university

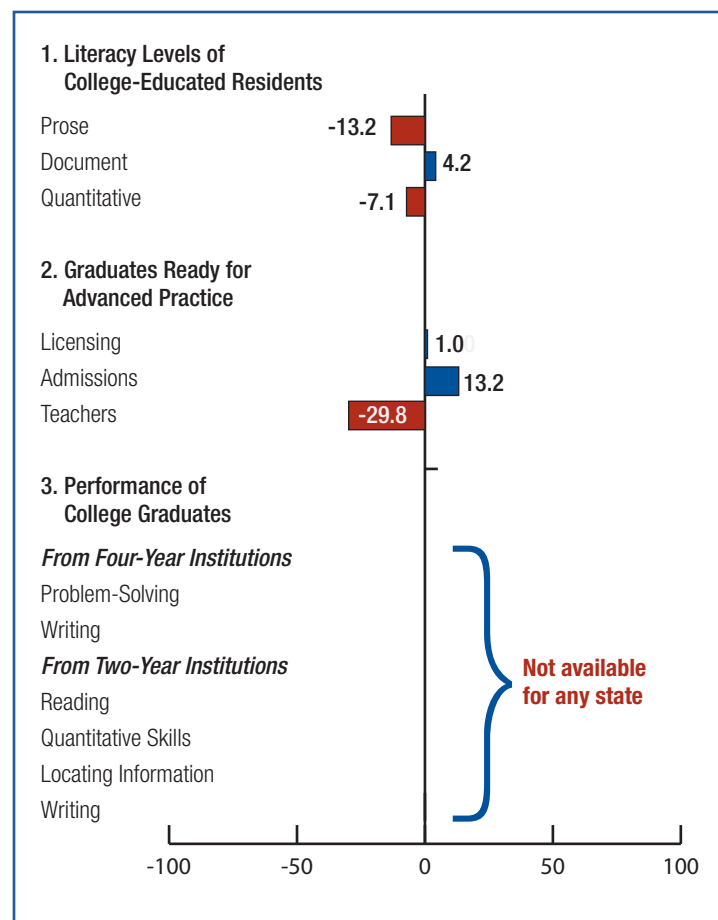
graduates communicate and solve problems? This is the bottom line with respect to performance in learning that can only be determined by common direct assessments of college graduates.

To evaluate state performance on Learning in *Measuring Up 2004*, indicator results within each of these three categories were compiled for the pilot states and compared with a common standard: the national average on each measure. Performance on the resulting group of measures created a “learning profile” for

each state that shows how many percentage points above or below this national level the values of each of the state’s indicators fall.

Measuring Up 2008 uses the same method for portraying results in Learning, although the picture is incomplete. Results for Literacy Levels of College-Educated Residents can be calculated only for the six states (Kentucky, Maryland, Massachusetts, Missouri, New York, and Oklahoma) that participated in the State Assessment of Adult Literacy (SAAL)-a state-level version of the

National Assessment of Adult Literacy (NAAL) conducted in 2003. Results for Graduates Ready for Advanced Practice, which are based on common licensure and graduate admissions examinations, can be calculated for all 50 states. Results for Performance of College Graduates relied upon specially administered standardized assessments given to representative samples of the state’s about-to-graduate college students for five states in 2004. These measures were reported in *Measuring Up 2004* and *Measuring Up 2006*, but have not been repeated for 2008.



Maryland Results

Maryland’s SAAL results show that it faces challenges with respect to the literacy of its adult population. The state ranks more than 13 percentage points below the national benchmark in the proportion of its college-educated citizens who are proficient in prose literacy. Twenty-six percent of the state’s college-educated citizens are proficient in prose literacy, compared with 30% nationally. Maryland is also challenged in quantitative literacy. Twenty-six percent of its college-educated citizens are proficient in this ability, compared with 28% nationally. Finally, 25% of Maryland’s college-educated citizens are proficient in document literacy, compared with 24% nationally.

Maryland essentially matches the national benchmark in workforce preparation as reflected in professional licensure examinations. Seven percent fewer of the state’s graduates take such examinations than do graduates on average nationwide, and their pass rates match the national average. However, Maryland is more than 13 percentage points above the national benchmark in preparing students for graduate study as reflected in graduate admissions examinations, which places it among the 10 top-performing states on this measure. About the same number of Maryland graduates take such examinations as do graduates on average nationwide, but the proportion earning competitive scores is 13% above the national average. Finally, Maryland is almost 30% below the national benchmark with respect to pass rates on teacher examinations.

1. A full report on the results of this project can be obtained from the National Center at http://www.highereducation.org/reports/mu_learning/index.shtml.

How Maryland Measures Up Internationally

Participation

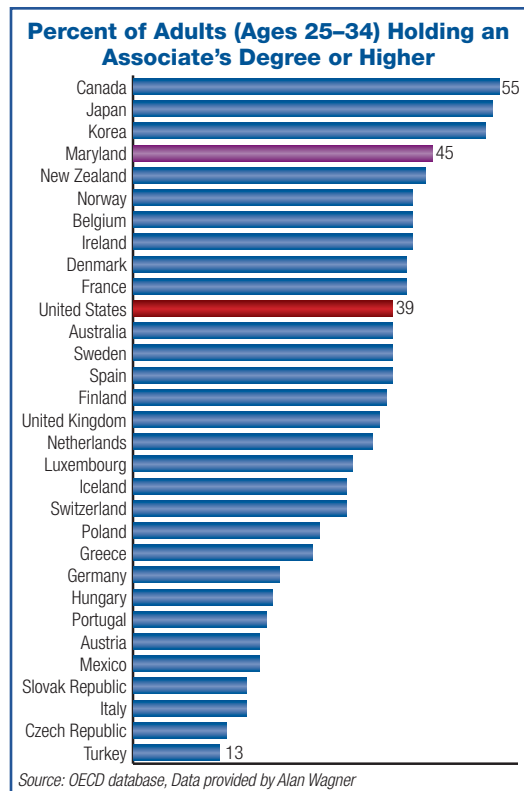
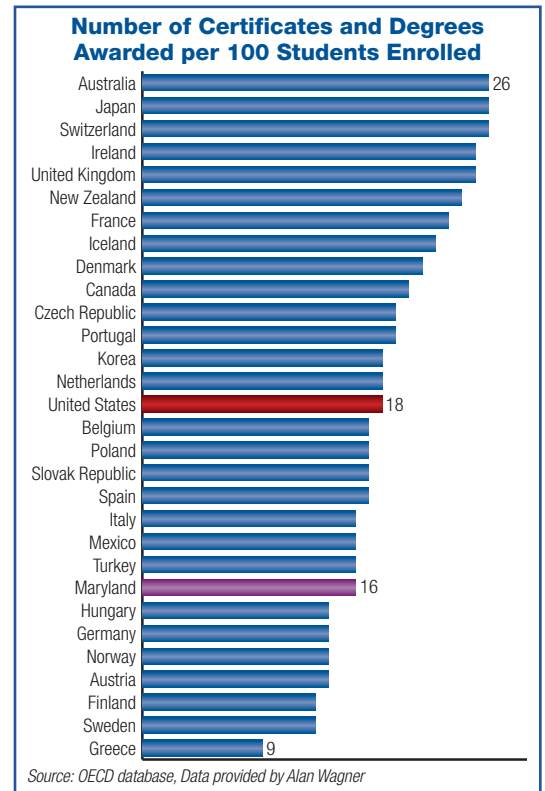
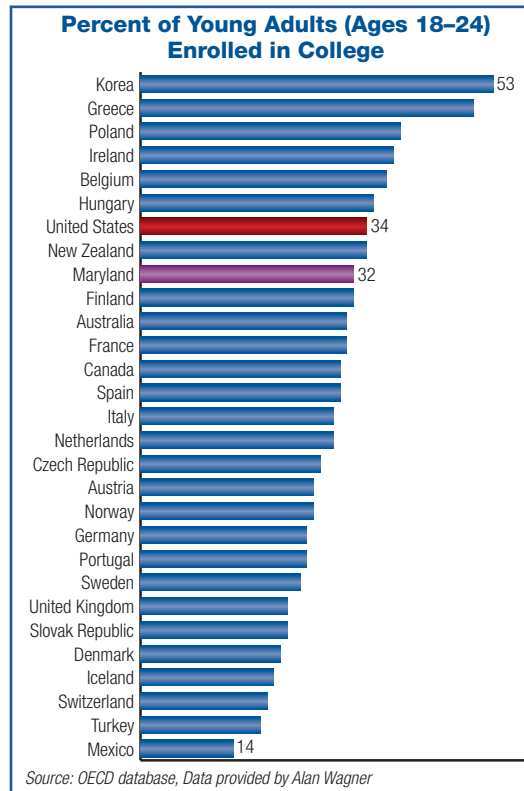
About 32% of young adults, ages 18 to 24, in Maryland are currently enrolled in college. Internationally, although Maryland's enrollment rate compares well with that of top countries, it is 21% less than the rate in Korea, the best-performing nation on this measure. Maryland is also surpassed by Greece, Poland, Ireland, Belgium, Hungary, and New Zealand.

Completion

When compared internationally, Maryland is surpassed by many countries in the proportion of students who complete certificates or degrees. With 16 out of 100 students enrolled completing a degree or certificate, Maryland's completion rate is only 62% of the rate in Australia, the top-performing country on this measure, where 26 out of 100 students complete certificates or degrees. Maryland also lags Japan, Switzerland, Ireland, the United Kingdom, New Zealand, France, Iceland, Denmark, Canada, the Czech Republic, Portugal, Korea, the Netherlands, Belgium, Poland, the Slovak Republic, and Spain.

Educational Level of Adult Population

When compared internationally, Maryland is among the leaders in the proportion of younger adults, ages 25 to 34, with a college degree. Many countries, however, have made substantial progress in educating younger adults, so that Maryland is now surpassed by Canada, Japan, and Korea on this measure.



State Context	Maryland	State Rank
Population (2007)	5,618,344	19
Gross State Product (2007, in millions)	\$268,685	15
Leading Indicators	Maryland	U.S.
Projected % change in population (2005-2025)	21%	18%
Projected % change in number of all high school graduates (2005-2022)	-1%	9%
Projected budget surplus/shortfall by 2013	-2%	-6%
Median income of poorest 20% of population (2006)	\$15,697	\$11,169
Children in poverty (2006)	9%	18%
Percent of adult population with less than a high school diploma or equivalent (2006)	13%	16%
GEDs awarded to 25- to 49-year-olds with no high school diploma (2006)	6	8
New Economy Index (2007)*	85	62
Facts and Figures	Maryland	
	Number/Amount	Percent
Institutions of Postsecondary Education (2007-08)		
Public 4-Year	14	24%
Public 2-Year	16	28%
Private 4-Year	25	43%
Private 2-Year	3	5%
Students Enrolled by Institution Type (2006)		
Public 4-Year	110,264	42%
Public 2-Year	116,940	45%
Private 4-Year	29,532	11%
Private 2-Year	3,676	1%
Students Enrolled by Level (2006)		
Undergraduate	260,412	80%
Graduate	59,096	18%
Professional	4,431	1%
Enrollment Status of Students (2006)		
Full-time	177,152	55%
Part-time	146,787	45%
Net Migration of Students (2006)		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse.	-8,439	
Average Tuition (2007-08)		
Public 4-year institutions	\$7,263	
Public 2-year institutions	\$2,970	
Private 4-year institutions	\$29,439	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2008	\$6	
Per capita, FY 2008	\$280	
% change, FY 1998-2008		79%

* This index, created by the Kauffman Foundation, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.

Questions and Answers about *Measuring Up 2008*

Q. Who is being graded in this report card, and why?

A. *Measuring Up 2008* grades states, not students or individual colleges or universities, on their performance in higher education. The states are responsible for preparing students for higher education by means of sound K-12 school systems, and they provide most of the public financial support — approximately \$77 billion in 2008 — for colleges and universities. Through their oversight of public institutions of higher education, state leaders affect the types and number of education programs available in the state. State leaders also determine the limits of financial support and often influence tuition and fees for public colleges and universities. They also establish how much state-based financial aid is available to students and their families, which affects students attending both private and public colleges and universities. In addition, state economic development policies influence the income advantage that residents receive from having some college experience or a college degree.

Q. How are states graded?

A. States receive letter grades in each performance category. Each category consists of several indicators, or quantitative measures — a total of 36 indicators in the five graded categories. Grades are calculated based on each state's current performance on these indicators, relative to the best-performing states. Grades in *Measuring Up 2008* reflect state performance for 2006 or 2007, the most recent information available.

For the sixth category, Learning, states receive an “Incomplete” because there is not sufficient information about student learning for meaningful state-by-state comparisons.

Q. What sources of information are used to determine the grades?

A. All data used to grade states in *Measuring Up 2008* were collected from reliable national sources, including the U.S. Census Bureau and the U.S. Department of Education. All data are the most recent public information available for state comparisons. Please see the *Technical Guide for Measuring Up 2008* for more information regarding data sources.

Q. How do we measure Change Over Time?

A. Change Over Time indicators compare each state's current performance with its own previous performance in the 1990s. For each category, the state's change is determined by its improvement or decline in performance on a key indicator in that category. This information is displayed in two ways. First, states receive either an “up” or a “down” arrow in each performance area (see page 3). An “up” arrow indicates that the

state has increased or remained stable on the key indicator in the category, a “down” arrow indicates that the state has declined on the key indicator in the category. Secondly, information about Change Over Time is presented graphically in greater detail on the fourth page of this report card.

Q. What is new in *Measuring Up 2008*?

A. This year the National Center replaced the data from the Census Bureau's Current Population Survey (CPS) with the American Community Survey (ACS), also administered by the Census Bureau. The ACS has a sample size of three million households (as of 2005), and will eventually replace the long survey form of the decennial census. Because of its large sample size, it is a valuable resource for state data. This new data source affects several indicators in the preparation, participation, completion, and benefits categories. For more information on these indicators, see *Technical Guide for Measuring Up 2008* at www.highereducation.org. In addition, *Measuring Up 2008* includes two new indicators, one in Completion and one in Benefits. These new indicators can be found in the *Technical Guide for Measuring Up 2008*.

Q. What information is provided but not graded?

A. The state report cards highlight important gaps in college opportunities for various income and ethnic groups, they identify improvements and setbacks in each state's performance over time, and they compare state performance in higher education with other countries. Each state report card also presents important contextual information, such as demographic trends, student migration data, and state funding levels for higher education.

Q. Why does *Measuring Up 2008* include international indicators?

A. As in 2006, this year's edition of *Measuring Up* provides information on key international indicators of educational performance. In the global economy, it is critical for each nation to establish and maintain a competitive edge through the ongoing, high-quality education of its population. *Measuring Up 2008* offers international comparisons that reveal how well the United States and each of the 50 states are preparing residents with the knowledge and skills necessary to compete in a global economy. As with other data in the report card, each international measure is based on the most current data available. In this case, the data are from the Organisation for Economic Co-operation and Development (OECD). International comparisons are used to gauge the states' and the nation's standing relative to OECD countries on the participation and educational success of their populations. Please see the *Technical Guide for Measuring Up 2008* for more information regarding data sources.

State Grades 2008

State	Preparation	Participation	Affordability	Completion	Benefits	Learning
Alabama	D+	D+	F	C-	C	I
Alaska	C+	F	F	F	C+	I
Arizona	D	A	F	B	B-	I
Arkansas	C-	D+	F	C-	D+	I
California	C+	C	C-	B-	B+	I
Colorado	A-	C+	F	B-	B+	I
Connecticut	A	C-	F	B-	A-	I
Delaware	C+	C-	F	B	C+	I
Florida	C	D	F	B+	C	I
Georgia	C+	D-	F	B-	B	I
Hawaii	C-	D	F	C	B-	I
Idaho	C	D	F	C	C-	I
Illinois	B	C	F	B+	B	I
Indiana	C	C	F	B-	D+	I
Iowa	B	A	F	A	C+	I
Kansas	B	B-	F	B	C+	I
Kentucky	C	C	F	B	D+	I
Louisiana	D-	F	F	C+	D	I
Maine	B-	C-	F	C+	C	I
Maryland	A-	C	F	B-	A	I
Massachusetts	A	B-	F	A	A	I
Michigan	C	C	F	C+	B+	I
Minnesota	B	B	F	A	B	I
Mississippi	D	D+	F	C	D	I
Missouri	C+	C	F	B	C+	I
Montana	B-	D+	F	C-	C+	I
Nebraska	B-	B	F	B+	B	I
Nevada	C	F	F	F	D	I
New Hampshire	B	C-	F	A-	B	I
New Jersey	A-	C	F	C+	A-	I
New Mexico	D-	B-	F	D+	C+	I
New York	B	D+	F	B+	B	I
North Carolina	B-	D+	F	B-	C+	I
North Dakota	B-	B+	F	A	D	I
Ohio	B-	C-	F	B-	C+	I
Oklahoma	C-	C-	F	C	D+	I
Oregon	C+	D	F	C+	B+	I
Pennsylvania	B-	C-	F	A	C	I
Rhode Island	C+	C+	F	A	B-	I
South Carolina	C+	D-	F	C+	C	I
South Dakota	B	B	F	B	D+	I
Tennessee	C	D	F	C	C	I
Texas	B	D-	F	C-	C+	I
Utah	B	B-	F	B+	B	I
Vermont	A-	C	F	A-	C+	I
Virginia	B+	C	F	B	A	I
Washington	C+	D	F	A-	B	I
West Virginia	C	C	F	C	F	I
Wisconsin	B	C+	F	A-	C	I
Wyoming	C	C	F	A	D-	I

State Change Over Time on Key Indicators

State	Preparation	Participation	Affordability	Completion	Benefits
Alabama	↑	↑	↓	↑	↑
Alaska	↑	↓	↓	↑	↑
Arizona	↑	↑	↓	↑	↑
Arkansas	↑	↑	↓	↑	↑
California	↑	↑	↓	↑	↑
Colorado	↓	↓	↓	↑	↑
Connecticut	↑	↑	↓	↑	↑
Delaware	↓	↑	↓	↑	↑
Florida	↑	↑	↓	↑	↑
Georgia	↓	↑	↓	↑	↑
Hawaii	↑	↑	↓	↑	↑
Idaho	↑	↓	↓	↑	↑
Illinois	↑	↑	↓	↑	↑
Indiana	↓	↑	↓	↑	↑
Iowa	↓	↑	↓	↓	↑
Kansas	↓	↑	↓	↑	↑
Kentucky	↑	↑	↓	↑	↑
Louisiana	↓	↑	↓	↑	↑
Maine	↑	↑	↓	↑	↑
Maryland	↑	↑	↓	↑	↑
Massachusetts	↑	↑	↓	↑	↑
Michigan	↑	↑	↓	↑	↑
Minnesota	↓	↑	↓	↑	↑
Mississippi	↓	↑	↓	↑	↑
Missouri	↑	↑	↓	↑	↑
Montana	↓	↑	↓	↑	↑
Nebraska	↓	↑	↓	↑	↑
Nevada	↑	↑	↓	↑	↑
New Hampshire	↑	↑	↓	↑	↑
New Jersey	↑	↑	↓	↑	↑
New Mexico	↑	↑	↓	↑	↑
New York	↑	↑	↑	↑	↑
North Carolina	↑	↑	↓	↑	↑
North Dakota	↑	↓	↓	↓	↑
Ohio	↑	↑	↓	↑	↑
Oklahoma	↑	↓	↓	↑	↑
Oregon	↓	↑	↓	↑	↑
Pennsylvania	↑	↑	↓	↑	↑
Rhode Island	↑	↑	↓	↑	↑
South Carolina	↑	↑	↓	↑	↑
South Dakota	↑	↑	↓	↑	↑
Tennessee	↑	↑	↑	↑	↑
Texas	↑	↑	↓	↑	↑
Utah	↓	↓	↓	↑	↑
Vermont	↑	↑	↓	↑	↑
Virginia	↑	↑	↓	↑	↑
Washington	↓	↑	↓	↑	↑
West Virginia	↑	↑	↓	↑	↑
Wisconsin	↓	↑	↓	↑	↑
Wyoming	↓	↓	↓	↑	↑

Key Indicators by Category:

Preparation: Percentage of 18- to 24-year-olds with a high school credential (1990 to 2006)

Participation: Percentage of 18- to 24-year-olds enrolled in higher education (1991 to 2007)

Affordability: Percentage of income (average of all income groups) needed to pay for college expenses at public four-year institutions (1999-2007)

Completion: All degree completions per 100 students (1992 to 2007)

Benefits: Percentage of 25- to 64-year-olds with a bachelor's degree or higher (1990 to 2006)

Measuring Up 2008 Resources

To view *Measuring Up 2008* and its resources visit www.highereducation.org

National Picture

- **2008 Snapshot:** Performance overview on national maps
- **Improvements and Declines:** The nation's performance since the early 1990s
- **Download** the national report in PDF format

State Reports

- **State Report Cards:** A comprehensive picture of higher education in each state
- **Download** each state's report card in PDF format

Compare States

- **Graded Performance:** Compare state results by performance category
- **State Facts:** Compare non-graded state information
- **Index Scores** (sort/compare/map): Sort states by their rank within each category and create a national map based on individual indicator scores

Commentary

- **Foreword**, by Governor James B. Hunt Jr., Chairman, the National Center's Board of Directors
- **The 2008 National Report Card: Modest Improvements, Persistent Disparities, Eroding Global Competitiveness** by Patrick M. Callan, President, The National Center
- **The Information Gap: Much Talk, Little Progress**, by Dennis P. Jones, President of the National Center for Higher Education Management Systems

- **Stuck on Student Learning**, by Peter T. Ewell, Vice President of the National Center for Higher Education Management Systems
- **Facing the Nation: The Role of College Leaders in Higher Education Policy**, by David W. Breneman, University Professor and Director, University of Virginia

News Room

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- **State Press Releases**
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