MEASURING UP 2008

THE STATE REPORT CARD ON HIGHER EDUCATION

Idaho

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 overall 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.*

Idaho

REPORT CARD	
Preparation	C
Participation	D
Affordability	F
Completion	C
Benefits	C-
Learning	I

PREPARATION

C

2008 Grade

⬆

Change Over Time

Idaho's fairly low performance in educating its young population could limit the state's access to a competitive workforce and weaken its economy.

- Eighth graders perform well in math and science, but their scores are only fair in reading and low in writing.
- Only 73% of Hispanics have a high school credential, compared with 91% of whites.

PARTICIPATION

D

2008 Grade

⬇

Change Over Time

College opportunities for young and working-age adults are poor.

- The likelihood of enrolling in college by age 19 is low—and has dropped by 9% since the early 1990s.
- Twenty-three percent of Hispanic young adults are enrolled in college, compared with 34% 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 34% of their income, even after aid, to pay for costs at public four-year colleges.
- Financial aid to low-income students is low. For every dollar in Pell Grant aid to students, the state spends only five cents.

BENEFITS

C-

2008 Grade

⬆

Change Over Time

A small proportion of residents have a bachelor's degree, and this weakens the state economy.

- Nine percent of Hispanics have a bachelor's degree, compared with 26% 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 $1 billion higher.

COMPLETION

C

2008 Grade

⬆

Change Over Time

Idaho performs well in awarding certificates and degrees relative to the number of students enrolled, but few students attain a bachelor's degree in a timely manner.

- Forty-three percent of college students complete a bachelor's degree within six years.
- Thirty-one percent of Hispanics graduate within six years, compared with 45% of whites

LEARNING

I

2008 Grade

Like all states, Idaho 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.

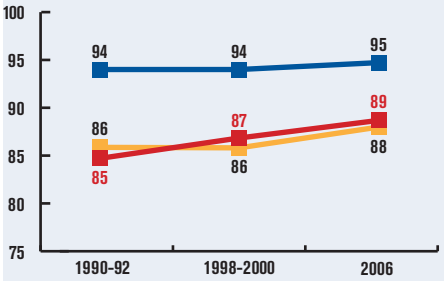
CHANGE OVER TIME: KEY INDICATORS — Idaho 2008

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

PREPARATION

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

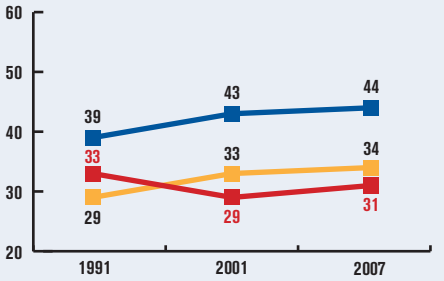
Percentage of 18–24 Year-Olds with a High School Credential*



PARTICIPATION

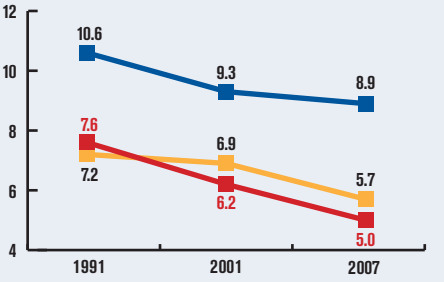
College enrollment of young adults in Idaho has declined slightly since the early 1990s. Compared with the national average and the top states, considerably fewer young adults are enrolled in Idaho (in percentages).

Percentage of 18–24 Year-Olds Enrolled in College*



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

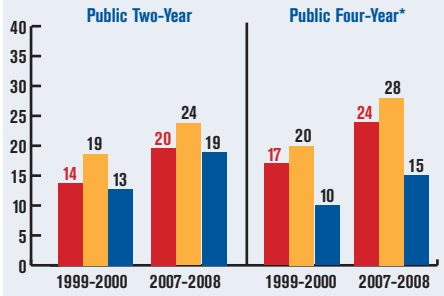
Percentage of 25–49 Year-Olds Without a Bachelor's Degree Enrolled in College



AFFORDABILITY

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

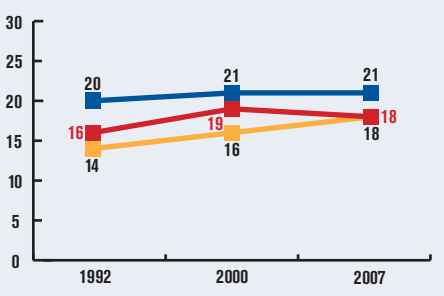
Percentage of Income Needed to Pay for Public Two- and Four-Year Colleges



COMPLETION

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

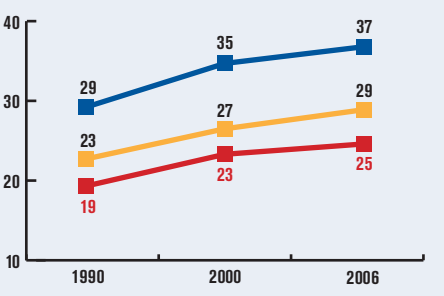
All Degree Completions per 100 Students*



BENEFITS

The percentage of residents who have a bachelor's degree has increased in Idaho, but is below the U.S. average and well below the top states.

Percentage of 25–64 Year-Olds with a Bachelor's Degree or Higher*



**Key indicator for the category.*

LEGEND:

— & ▮ = Idaho

— & ▮ = United States

— & ▮ = Median of Top Five States

PREPARATION

Idaho 2008

C

2008 Grade

Change Over Time

Idaho's fairly low performance in educating its young population could limit the state's access to a competitive workforce and weaken its economy.

Graded Information

Compared with other states:

- Eighty-nine percent of young adults in Idaho earn a high school diploma or General Education Development (GED) diploma by age 24.
- A fairly small proportion (46%) of high school students in Idaho are enrolled in upper-level math. A very small proportion (18%) are enrolled in upper-level science, placing Idaho among the lowest-performing states on this measure.
- A small proportion (31%) of 8th graders take algebra.
- Eighth graders perform well on national assessments in math and science. Their performance in reading is fairly high, but their performance in writing is poor.
- Low-income 8th graders perform very well on national assessments in math.
- Very small proportions of 11th and 12th graders score well on Advanced Placement tests, and fairly small proportions score well on college entrance exams.
- Sixty-nine percent of secondary school students are taught by qualified teachers, which compares well with top-performing states.

PREPARATION	Idaho		Top States
	Early 1990s*	2008	
High School Completion (25%)			
18- to 24-year-olds with a high school credential	85%	89%	95%
K-12 Course taking (30%)			
9th to 12th graders taking at least one upper-level math course	40%	46%	64%
9th to 12th graders taking at least one upper-level science course	20%	18%	46%
8th grade students taking algebra	n/a	31%	47%
K-12 Student Achievement (35%)			
8th graders scoring at or above "proficient" on the national assessment exam in math	22%	34%	41%
8th graders scoring at or above "proficient" on the national assessment exam in reading	n/a	32%	39%
8th graders scoring at or above "proficient" on the national assessment exam in science	n/a	36%	41%
8th graders scoring at or above "proficient" on the national assessment exam in writing	n/a	29%	46%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	22%	24%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	147	190	265
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	35	94	237
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	n/a	69%	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.*

Performance Gaps

- There is a 15% gap between whites and all minorities in the percentage of 18- to 24-year-olds with a high school credential, which is one of the largest gaps in the United States. Among the same population, 73% of Hispanics, the largest minority population in Idaho, have a high school credential, compared with 91% of whites.

Change in Graded Measures

- Over the past 15 years, the proportion of high school students enrolled in upper-level science has decreased. Idaho is one of only three states to decline on this measure.

Other Key Facts

- Among working-age adults (ages 25 to 49) without a high school diploma, only 13 out of 1,000 earned a GED.
- About 15% of children under age 18 live in poverty, compared with a national rate of 18%

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.

PARTICIPATION Idaho 2008

D

2008 Grade

Change Over Time

College opportunities for young and working-age adults are poor.

Graded Information

Compared with other states:

- The chance of Idaho high school students enrolling in college by age 19 is small, primarily because few graduates go on to college immediately after high school.
- A very low percentage of working-age adults (ages 25 to 49) are enrolled in college-level education or training.

Performance Gaps

- There is a 6% 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 11%.

Change in Graded Measures

Since the early 1990s:

- The chance of enrolling in college by age 19 has decreased by 9%, in contrast to a nationwide increase of 8%. The state's decrease is due to a decline in the percentage of students graduating from high school, and a drop in the percentage of graduates going on to college.
- 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	Idaho		Top States
	Early 1990s*	2008	
Young Adults (67%)			
Chance for college by age 19	40%	36%	57%
18- to 24-year-olds enrolled in college	33%	31%	44%
Working-Age Adults (33%)			
25- to 49-year-olds enrolled in any type of postsecondary education with no bachelor's degree or higher	7.6%	5.0%	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

- Idaho's population is projected to grow by 32% from 2005 to 2025, above the national increase of 18%. During approximately the same period, the number of high school graduates is projected to increase by 40%.
- About 13% of the adult population has less than a high school diploma or its equivalent, compared with 16% nationwide.
- In Idaho, 661 more students are entering the state than leaving to attend college. About 26% of Idaho 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.

AFFORDABILITY Idaho 2008

F

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 Idaho devote a large share of family income, even after financial aid, to attend public two-year colleges. Families in the state devote a very large share of family income, even after financial aid, to attend public four-year colleges and universities. These two sectors enroll 75% of college students in the state.
- Private colleges and universities in Idaho have held the line on the share of family income required to attend college, making the state the top performer on this measure. Private four-year institutions enroll 24% of college students in the state.
- Idaho's investment in need-based financial aid is very low when compared with top-performing states, and the state does not offer low-priced college opportunities.
- Undergraduate students borrowed on average $4,357 in 2007.

AFFORDABILITY	Idaho		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	14%	20%	13%
at public 4-year colleges/universities	17%	24%	10%
at private 4-year colleges/universities	48%	26%	30%
Strategies for Affordability (40%)	**1993**	**2008**	
State investment in need-based financial aid as compared to the federal investment	2%	5%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	10%	18%	7%
Reliance on Loans (10%)	**1995**	**2008**	
Average loan amount that undergraduate students borrow each year	$2,918	$4,357	$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."

Change in Graded Measures

- Since the late 1990s, the share of family income, even after financial aid, needed to pay for college expenses at private four-year institutions has substantially decreased from 48% to 26%.

Other Key Facts

- In Idaho, 18% of students are enrolled in community colleges, 57% are enrolled in public four-year colleges and universities, and 24% are enrolled in private four-year institutions.

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 $18,615.

- If a student from such a family were to attend a public four-year college in the state, their net cost to attend college would represent about 34% of their income annually.

Tuition, room, and board:	$10,156
Financial aid received:	-$3,767
Net college cost:	$6,389
Percent of income:	34%

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	$11,722	$4,172	36	$5,019	43	$6,777	58
20% of the population with lower-middle income	$25,457	$6,365	25	$7,623	30	$7,444	29
20% of the population with middle income	$40,248	$7,098	18	$9,331	23	$8,159	20
20% of the population with upper-middle income	$60,875	$7,480	12	$9,463	16	$8,425	14
20% of the population with the highest income	$101,625	$7,600	7	$9,596	9	$8,860	9
40% of the population with the lowest income	**$18,615**	**$5,236**	**28**	**$6,389**	**34**	**$7,093**	**38**

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

COMPLETION

Idaho 2008

C

2008 Grade

Change Over Time

Idaho performs well in awarding certificates and degrees relative to the number of students enrolled, but few students attain a bachelor's degree in a timely manner.

Graded Information

Compared with other states:

- A high percentage (55%) of first-year students in community colleges return for their second year.
- However, only 66% of freshmen at four-year colleges and universities return for their sophomore year, making Idaho the lowest-performing state on this measure.
- In addition, a low percentage (43%) of first-time, full-time college students complete a bachelor's degree within six years of entering college.
- A large proportion of students complete certificates and degrees relative to the number enrolled.
- Twenty-six postsecondary certificates and degrees were awarded for every 1,000 people in the state without a college degree.

COMPLETION	Idaho		Top States
	Early 1990s*	2008	
Persistence (20%)**			
1st year community college students returning their second year	n/a	55%	66%
Freshmen at 4-year colleges/universities returning their sophomore year	56%	66%	82%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	33%	43%	65%
Certificates, degrees, diplomas at all colleges & universities per 100 undergraduate students	16	18	21
Certificates, degrees, diplomas at all colleges & universities per 1,000 adults with no college degree	23	26	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 13% gap between whites and all minorities in college graduation rates at four-year institutions. Thirty-one percent of Hispanics, the largest minority population in Idaho, graduate from a four-year institution within six years, compared with 45% of whites.
- Among white students, 18 degrees are awarded for every 100 students. In contrast, among all minority students, 14 degrees are awarded for every 100 students. The rate of awards for Hispanics, the largest minority population in the state, is 14 for every 100 undergraduate enrollments.

Change in Graded Measures

- Over the past decade, Idaho has been the fastest-improving state in the percentage of first-time, full-time college students earning a bachelor's degree within six years of enrolling in college. However, the state's current performance on this measure remains low when compared with other states.
- Since the early 1990s, Idaho has seen a slight increase in the number of certificates and degrees completed relative to the population with no college degree.

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.

BENEFITS

Idaho 2008

C-
2008 Grade

Change Over Time

A small proportion of residents have a bachelor's degree, and this weakens the state economy.

Graded Information

Compared with other states:

- A fairly small proportion of residents have a bachelor's degree, and this substantially weakens the state economy.
- However, 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, 9% of Hispanics, the largest minority population in Idaho, have a bachelor's degree or higher, compared with 26% 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 $1 billion higher.

Change in Graded Measures

- Since the early 1990s, the percentage of residents holding a bachelor's degree has increased by 27%, compared with an increase of 28% for the United States overall.

BENEFITS	Idaho		Top States
	Early 1990s*	2008	
Educational Achievement (38%)			
Adults (ages 25 to 64) with an associate's degree or higher	28%	34%	44%
Adults (ages 25 to 64) with a bachelor's degree or higher	19%	25%	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%	1%	3%
Increase in total personal income as a result of the percentage of population holding a bachelor's degree	6%	6%	11%
Civic Benefits (31%)			
Residents voting in national elections	58%	54%	65%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	85%	84%	90%
Increase in volunteering as a result of college education	19%	19%	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.

Other Key Facts

- In 2007, Idaho scored 63 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.
- Policymakers and state residents do not have access to important information about high-level literacy skills because the state has declined to participate in the national literacy survey.

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

LEARNING

Idaho 2008

I

2008 Grade

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

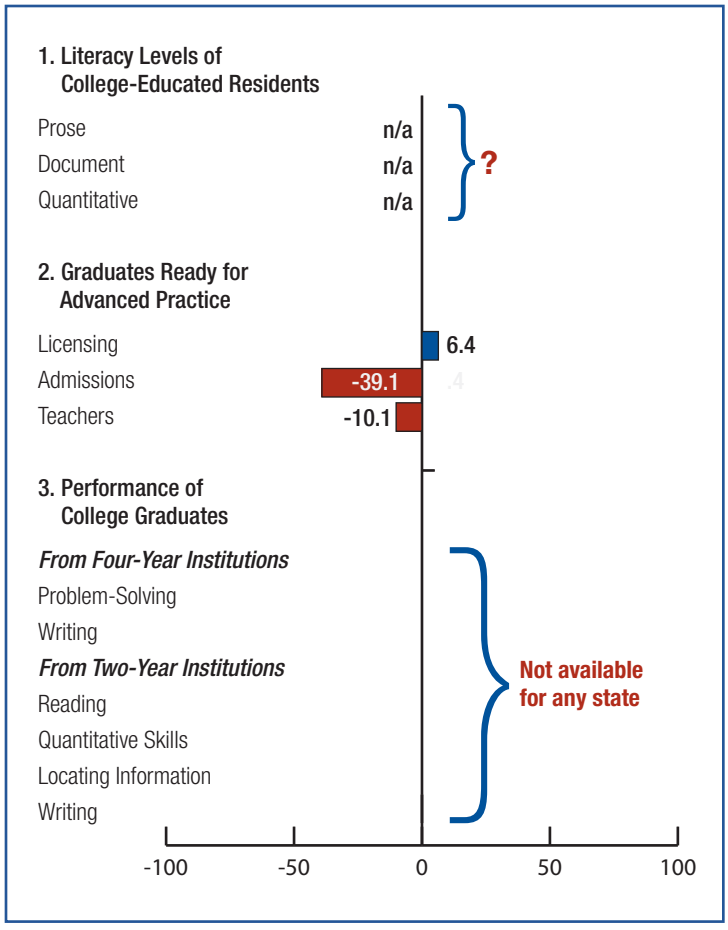
Measuring Up 2004 for the first time provided state-level results in Learning because five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) participated in a groundbreaking effort to pilot comparable measures in this category. The National Forum on College-Level Learning conducted this 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.



Idaho Results

Idaho is more than six percentage points above the national benchmark in workforce preparation as reflected in professional licensure examinations. The state's graduates are 5% less likely to take such examinations than are graduates on average nationwide, but their pass rate is 4% above the national average. Idaho is almost 40 percentage points below the national benchmark in preparing students for graduate study as reflected in graduate admissions examinations. Only about two-thirds as many Idaho graduates take such examinations as do graduates on average nationwide, and about 3% fewer earn competitive scores. Finally, Idaho is more than 10 percentage points behind the national benchmark with respect to pass rates on teacher examinations.

Idaho did not participate in the SAAL, so no results on literacy are available.

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 Idaho Measures Up Internationally

Participation

About 31% of young adults, ages 18 to 24, in Idaho are currently enrolled in college. Internationally, although Idaho's enrollment rate compares well with that of top countries, it is 22% less than the rate in Korea, the best-performing nation on this measure. Idaho is also surpassed by Greece, Poland, Ireland, Belgium, Hungary, New Zealand, and Finland.

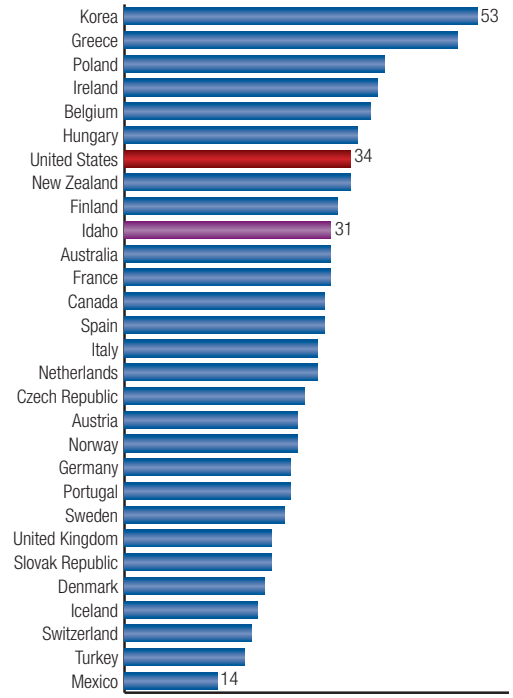
Completion

When compared internationally, Idaho is surpassed by many countries in the proportion of students who complete certificates or degrees. With 18 out of 100 students enrolled completing a degree or certificate, Idaho's completion rate is only 67% of the rate in Australia, the top-performing country on this measure, where 26 out of 100 students complete certificates or degrees. Idaho also lags Japan, Switzerland, Ireland, the United Kingdom, New Zealand, France, Iceland, Denmark, Canada, the Czech Republic, Portugal, Korea, and the Netherlands.

Educational Level of Adult Population

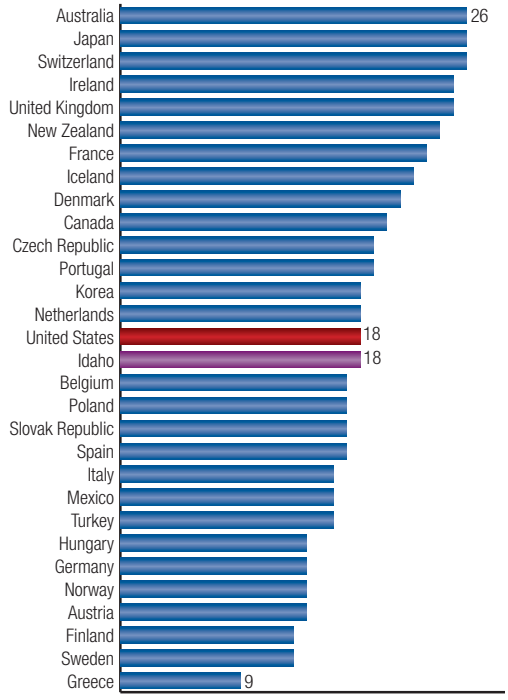
Idaho's younger adults, ages 25 to 34, are falling behind older adults, ages 35 to 64, in attaining a college degree. When compared internationally, the proportion of younger adults with a college degree in Idaho is 23% less than the proportion in Canada, the top-performing nation on this measure. Idaho is also surpassed by Japan, Korea, New Zealand, Norway, Belgium, Ireland, Denmark, France, Australia, Sweden, Spain, Finland, the United Kingdom, the Netherlands, and Luxembourg.

Percent of Young Adults (Ages 18–24) Enrolled in College



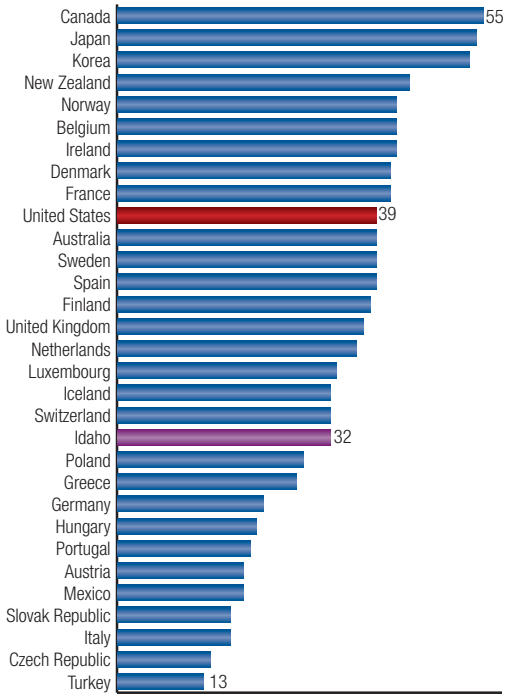
Source: OECD database, Data provided by Alan Wagner

Number of Certificates and Degrees Awarded per 100 Students Enrolled



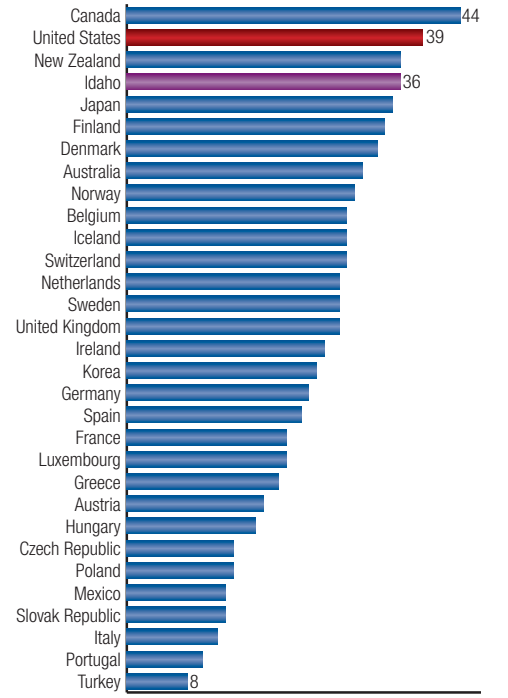
Source: OECD database, Data provided by Alan Wagner

Percent of Adults (Ages 25–34) Holding an Associate's Degree or Higher



Source: OECD database, Data provided by Alan Wagner

Percent of Adults (35–64) Holding an Associate's Degree or Higher



Source: OECD database, Data provided by Alan Wagner

Additional Information — Idaho 2008

State Context	Idaho	State Rank
Population (2007)	1,499,402	39
Gross State Product (2007, in millions)	$51,149	42
Leading Indicators	**Idaho**	**U.S.**
Projected % change in population (2005-2025)	32%	18%
Projected % change in number of all high school graduates (2005-2022)	40%	9%
Projected budget surplus/shortfall by 2013	-7%	-6%
Median income of poorest 20% of population (2006)	$11,722	$11,169
Children in poverty (2006)	15%	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)	13	8
New Economy Index (2007)*	63	62

Facts and Figures	Idaho	
	Number/Amount	Percent
Institutions of Postsecondary Education (2007-08)		
Public 4-Year	4	29%
Public 2-Year	3	21%
Private 4-Year	6	43%
Private 2-Year	1	7%
Students Enrolled by Institution Type (2006)		
Public 4-Year	40,201	57%
Public 2-Year	12,570	18%
Private 4-Year	17,304	24%
Private 2-Year	679	1%
Students Enrolled by Level (2006)		
Undergraduate	70,754	91%
Graduate	6,543	8%
Professional	575	1%
Enrollment Status of Students (2006)		
Full-time	53,106	68%
Part-time	24,766	32%
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.	-661	
Average Tuition (2007-08)		
Public 4-year institutions	$4,382	
Public 2-year institutions	$2,110	
Private 4-year institutions	$6,315	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 2008	$9	
Per capita, FY 2008	$266	
% change, FY 1998-2008		61%

* 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

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- **National Press Releases**
- **State Press Releases**
- **Press Contact Information**

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- What's New in *Measuring up 2008?*
- Questions and Answers about *Measuring Up 2008*
- How We Grade States
- How We Measure Change
- *Measuring Up 2008* Database
- Technical Guide
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To view *Measuring Up 2008* individual state report cards for each of the 50 states, visit www.highereducation.org.

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The *Measuring Up 2008* national and state report cards on higher education were made possible by grants from the Bill and Melinda Gates Foundation and the Lumina Foundation for Education.

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