MEASURING UP 2008

THE STATE REPORT CARD ON HIGHER EDUCATION

Texas

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.*

Texas

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

PREPARATION

B
2008 Grade

⬆
Change Over Time

Texas performs fairly well—and has improved—in preparing its young people for college.

- Fairly small proportions of high school students score well on Advanced Placement tests, but this percentage has tripled over the past 15 years.
- Only 74% of Hispanics and 89% of blacks have a high school credential, compared with 93% 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, partly because the state has one of the lowest high school graduation rates in the country.
- Among young adults, 24% of Hispanics and 33% of blacks are enrolled in college, compared with 39% 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 30% 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 only 32 cents.

BENEFITS

C+
2008 Grade

⬆
Change Over Time

A fairly small proportion of residents have a bachelor's degree, and the economic benefits to the state as a result are only fair.

- Eleven percent of Hispanics and 19% of blacks have a bachelor's degree, compared with 35% 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 $98 billion higher.

COMPLETION

C-
2008 Grade

⬆
Change Over Time

Texas' performance in awarding certificates and degrees is only fair compared with other states, but the state has improved over the decade.

- Fifty percent of college students complete a bachelor's degree within six years of enrolling.
- Only 36% of blacks and 38% of Hispanics graduate within six years, compared with 56% of whites.

LEARNING

I
2008 Grade

Like all states, Texas 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.

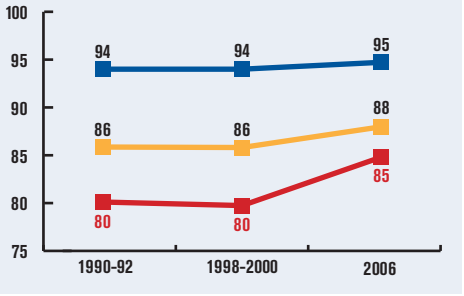
CHANGE OVER TIME: KEY INDICATORS — Texas 2008

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

PREPARATION

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

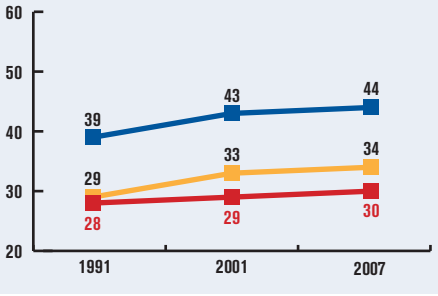
Percentage of 18–24 Year-Olds with a High School Credential*



PARTICIPATION

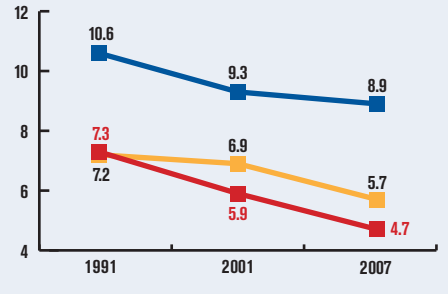
College enrollment of young adults in Texas has improved slightly since the early 1990s. Compared with the national average and the top states, however, considerably fewer young adults are enrolled in Texas (in percentages).

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 Texas—as it has nationally and in the best-performing states. The percentage attending college in Texas is below the U.S. average and well below the top states.

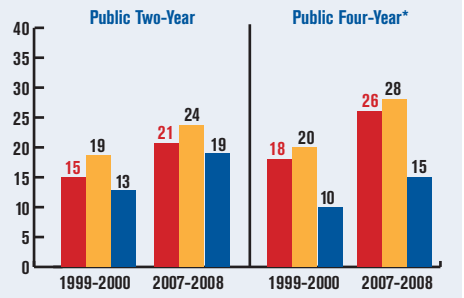
Percentage of 25–49 Year-Olds Without a Bachelor's Degree Enrolled in College



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 Texas, students and families pay less than the U.S. average but more than those in the best-performing states.

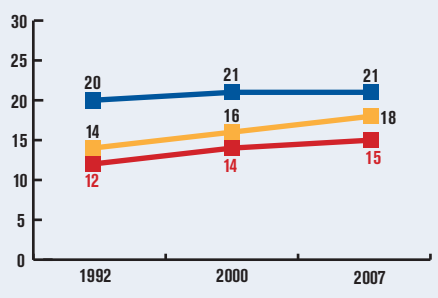
Percentage of Income Needed to Pay for Public Two- and Four-Year Colleges



COMPLETION

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

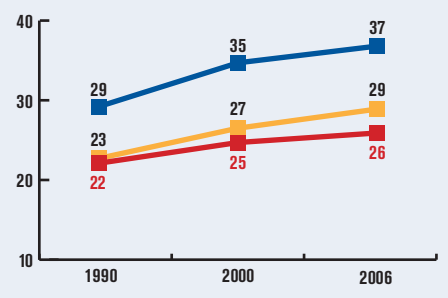
All Degree Completions per 100 Students*



BENEFITS

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

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



**Key indicator for the category.*

LEGEND:

— & ▮ = Texas — & ▮ = United States — & ▮ = Median of Top Five States

PREPARATION Texas 2008

B *2008 Grade*

 *Change Over Time*

Texas performs fairly well—and has improved—in preparing its young people for college.

Graded Information

Compared with other states:

- Eighty-five percent of young adults in Texas earn a high school diploma or General Education Development (GED) diploma by age 24.
- Very large proportions of high school students are enrolled in upper-level math (64%) and in upper-level science (56%), placing Texas among the top-performing states on both measures.
- A small proportion (28%) of 8th graders take algebra.
- Eighth graders perform very poorly on national assessments in science and writing, indicating that they are not well prepared to succeed in challenging high school courses. Their performance on national assessments in reading is fairly poor, but they perform well on national assessments in math.
- Low-income 8th graders perform well on national assessments in math.
- Fairly small proportions of 11th and 12th graders score well on Advanced Placement tests, and very small proportions score well on college entrance exams.
- Seventy-nine percent of secondary school students are taught by qualified teachers, which compares very well with top-performing states.

Performance Gaps

- There is a 14% 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 74% of Hispanics, the largest minority populations in Texas, have a high school credential, compared with 93% of whites.

PREPARATION	Texas		Top States
	Early 1990s*	2008	
High School Completion (25%)			
18- to 24-year-olds with a high school credential	80%	85%	95%
K-12 Course Taking (30%)			
9th to 12th graders taking at least one upper-level math course	38%	64%	64%
9th to 12th graders taking at least one upper-level science course	20%	56%	46%
8th grade students taking algebra	n/a	28%	47%
K-12 Student Achievement (35%)			
8th graders scoring at or above "proficient" on the national assessment exam in math	18%	35%	41%
8th graders scoring at or above "proficient" on the national assessment exam in reading	28%	28%	39%
8th graders scoring at or above "proficient" on the national assessment exam in science	23%	23%	41%
8th graders scoring at or above "proficient" on the national assessment exam in writing	31%	26%	46%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	6%	21%	24%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	109	143	265
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	47	166	237
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	n/a	79%	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*.

Change in Graded Measures

- Over the past 15 years, the proportion of high school students enrolled in upper-level math has increased substantially.
- During the same period, the proportion of high school students enrolled in upper-level science has almost tripled, making Texas the fastest-improving state on this measure.
- The percentage of 8th graders performing well on national assessments in math has increased substantially over the past 15 years.
- Over the past decade, Texas is one of only two states to decline in the percentage of 8th graders performing well on national assessments in writing.
- During the same period, the percentage of low-income 8th graders performing well on national assessments in math has more than tripled.
- The proportions of 11th and 12th graders scoring well on Advanced Placement tests have more than tripled over the past 15 years, although the state's current performance on this measure remains fairly low when compared with other states.

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 24% 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 Texas 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 Texas high school students enrolling in college by age 19 is low, because few students graduate from high school and enroll in college. The proportion of students graduating from high school within four years is one of the smallest in the country.
- A very low percentage of working-age adults (ages 25 to 49) are enrolled in college-level education or training.

Performance Gaps

- There is an 11% 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 15%, and the gap between whites and blacks is 6%.

PARTICIPATION	Texas		Top States
	Early 1990s*	2008	
Young Adults (67%)			
Chance for college by age 19	29%	35%	57%
18- to 24-year-olds enrolled in college	28%	30%	44%
Working-Age Adults (33%)			
25- to 49-year-olds enrolled in any type of postsecondary education with no bachelor's degree or higher	7.3%	4.7%	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.*

Change in Graded Measures

Since the early 1990s:

- The chance of enrolling in college by age 19 has increased by 20%, compared with a nationwide increase of 8%.
- The percentage of working-age adults (ages 25 to 49) who are enrolled in education or training beyond high school has declined by 35%, compared with a national decline of 22%.

Other Key Facts

- Texas' population is projected to grow by 36% from 2005 to 2025, above the national increase of 18%. During approximately the same period, the number of high school graduates is expected to increase by 38%.
- About 21% of the adult population has less than a high school diploma or its equivalent, compared with 16% nationwide.
- In Texas, 6,924 more students are leaving the state than entering to attend college. About 11% of Texas 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 Texas 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 Texas devote a large share of family income, even after financial aid, to attend public two-year colleges, and they devote a very large share of family income to attend public four-year colleges and universities in the state. These two sectors enroll 89% of college students in Texas.
- The state's investment in need-based financial aid is very low when compared with top-performing states, and Texas does not offer low-priced college opportunities.
- Undergraduate students borrowed on average $4,723 in 2007.

Change in Graded Measures

- Since the early 1990s, the state has substantially increased its commitment to financially needy students. Nevertheless, the share of family income, even after financial aid, needed to pay for college remains large when compared with other states.

Other Key Facts

- In Texas, 50% of students are enrolled in community colleges and 39% in public four-year colleges and universities.

AFFORDABILITY	Texas		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	15%	21%	13%
at public 4-year colleges/universities	18%	26%	10%
at private 4-year colleges/universities	42%	67%	30%
Strategies for Affordability (40%)	**1993**	**2008**	
State investment in need-based financial aid as compared to the federal investment	7%	32%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	8%	14%	7%
Reliance on Loans (10%)	**1995**	**2008**	
Average loan amount that undergraduate students borrow each year	$2,873	$4,723	$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 $18,111.

- 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 30% of their income annually.

Tuition, room, and board:	$8,144
Financial aid received:	-$2,687
Net college cost:	$5,458
Percent of income:	30%

- If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 37% of their income annually.

Tuition, room, and board:	$12,449
Financial aid received:	-$5,827
Net college cost:	$6,622
Percent of income:	37%

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

Income groups used to calculate 2008 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
20% of the population with the lowest income	$10,565	$4,301	41	$5,131	49	$18,078	171
20% of the population with lower-middle income	$25,255	$6,685	26	$8,187	32	$17,755	70
20% of the population with middle income	$42,260	$7,629	18	$10,682	25	$19,034	45
20% of the population with upper-middle income	$67,918	$7,893	12	$10,918	16	$20,052	30
20% of the population with the highest income	$121,749	$7,981	7	$11,225	9	$21,644	18
40% of the population with the lowest income	**$18,111**	**$5,458**	**30**	**$6,622**	**37**	**$17,925**	**99**

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

COMPLETION Texas 2008

C-
2008 Grade

Change Over Time

Texas' performance in awarding certificates and degrees is only fair compared with other states, but the state has improved over the decade.

Graded Information

Compared with other states:

- Only a fair percentage (50%) of first-year students in community colleges return for their second year.
- However, a high percentage (72%) of freshmen at four-year colleges and universities return for their sophomore year.
- Only a fair percentage (50%) of first-time, full-time college students complete a bachelor's degree within six years of entering college.
- In addition, a fairly small proportion of students complete certificates and degrees relative to the number enrolled.
- Twenty-one postsecondary certificates and degrees were awarded for every 1,000 people in the state without a college degree.

COMPLETION	Texas		Top States
	Early 1990s*	2008	
Persistence (20%)**			
1st year community college students returning their second year	41%	50%	66%
Freshmen at 4-year colleges/universities returning their sophomore year	73%	72%	82%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	44%	50%	65%
Certificates, degrees, diplomas at all colleges & universities per 100 undergraduate students	12	15	21
Certificates, degrees, diplomas at all colleges & universities per 1,000 adults with no college degree	17	21	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 15% gap between whites and all minorities in college graduation rates at four-year institutions. Thirty-six percent of blacks and 38% of Hispanics, the largest minority populations in Texas, graduate from a four-year institution within six years, compared with 56% of whites.
- Among white students, 16 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 both blacks and Hispanics, the largest minority populations in the state, is also 14 for every 100 undergraduate enrollments.

Change in Graded Measures

- The proportion of students who complete certificates and degrees relative to the number enrolled has increased substantially since the early 1990s. The state improved on this measure by 25%, compared with a nationwide increase of 24%.
- During the same period, Texas has also 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 Texas 2008

C+ 2008 Grade

Change Over Time

A fairly small proportion of residents have a bachelor's degree, and the economic benefits to the state as a result are only fair.

Graded Information

Compared with other states:

- A fairly small proportion of residents have a bachelor's degree, and the economic benefits to the state as a result are only fair.
- However, residents contribute substantially to the civic good, as measured by charitable giving and volunteerism.

Performance Gaps

- There is an 18% gap between whites and minorities in the percentage of 25- to 64-year-olds with a bachelor's degree or higher, which is one of the largest gaps in the United States. Among the same population, 11% of Hispanics and 19% of blacks, the largest minority populations in Texas, have a bachelor's degree or higher, compared with 35% 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 $98 billion higher.

BENEFITS	Texas		Top States
	Early 1990s*	2008	
Educational Achievement (38%)			
Adults (ages 25 to 64) with an associate's degree or higher	28%	33%	44%
Adults (ages 25 to 64) with a bachelor's degree or higher	22%	26%	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	3%	3%	3%
Increase in total personal income as a result of the percentage of population holding a bachelor's degree	9%	8%	11%
Civic Benefits (31%)			
Residents voting in national elections	49%	42%	65%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	86%	83%	90%
Increase in volunteering as a result of college education	16%	16%	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 17%, compared with an increase of 28% for the United States overall.

Other Key Facts

- In 2007, Texas scored 69 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

Texas 2008

I

2008 Grade

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

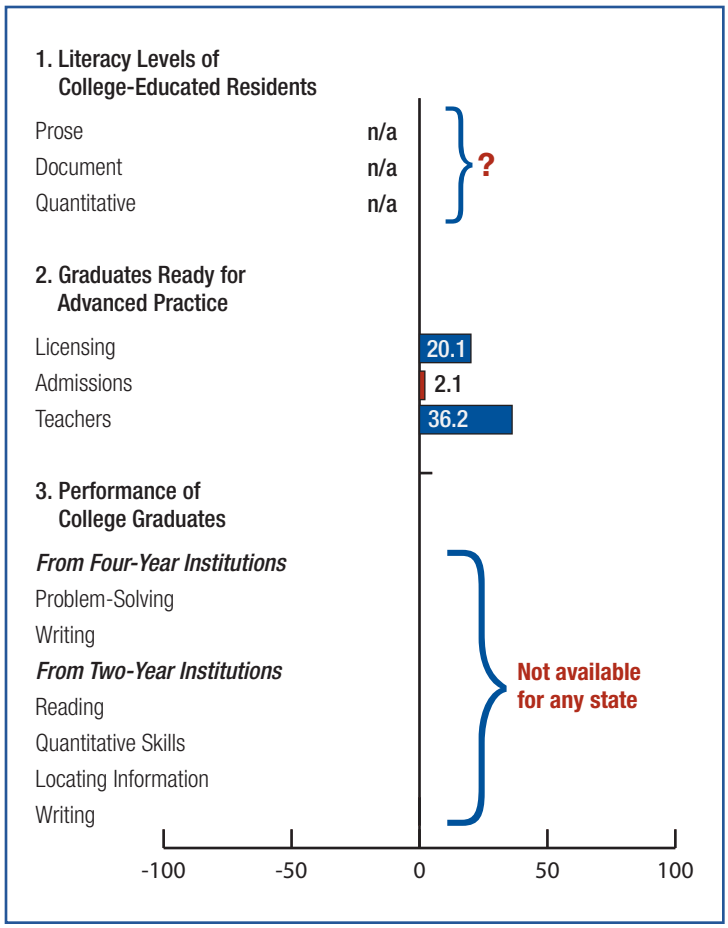
Measuring Up 2004 for the first time provided state-level results in Learning because five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) participated in a groundbreaking effort to pilot comparable measures in this category. The National Forum on College-Level Learning conducted this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



Texas Results

Texas is 20 percentage points above the national benchmark in workforce preparation as reflected in professional licensure examinations. Fifteen percent more of the state's graduates take such examinations than do graduates on average nationwide, and their pass rates are just above the national average. Texas is just above the national benchmark in preparing students for graduate study as reflected in graduate admissions examinations. Twenty-seven percent more of the state's graduates take such examinations than do graduates on average nationwide, although the proportion earning competitive scores is 20% below the national average. Finally, Texas is 36 percentage points above the national benchmark with respect to pass rates on teacher examinations.

Texas 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 Texas Measures Up Internationally

Participation

About 30% of young adults, ages 18 to 24, in Texas are currently enrolled in college. When compared internationally, Texas' enrollment rate is 23% less than the rate in Korea, the top-performing nation on this measure. Texas is also surpassed by Greece, Poland, Ireland, Belgium, Hungary, New Zealand, Finland, Australia, France, Canada, and Spain.

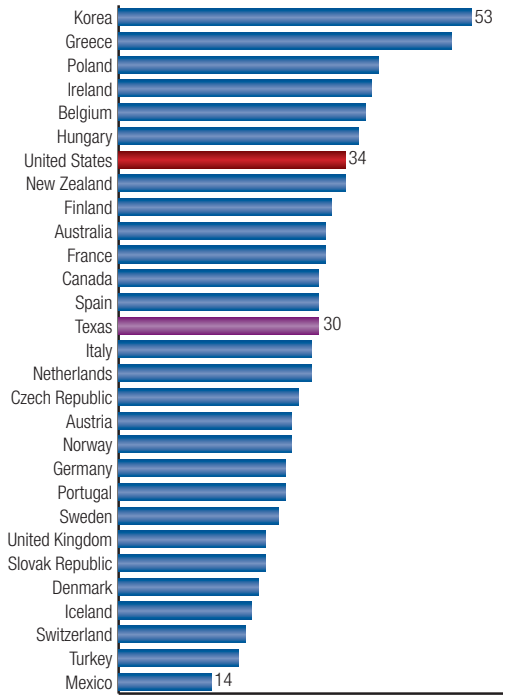
Completion

When compared internationally, Texas ranks very low in the number of certificates or degrees produced relative to the number of students enrolled. With 15 out of 100 students in Texas completing certificates or degrees, the state's completion rate is only 59% of the rate in Australia, the top-performing nation on this measure, where 26 out of 100 students complete certificates or degrees. Texas is also behind such low-performing countries as Italy, Mexico, and Turkey.

Educational Level of Adult Population

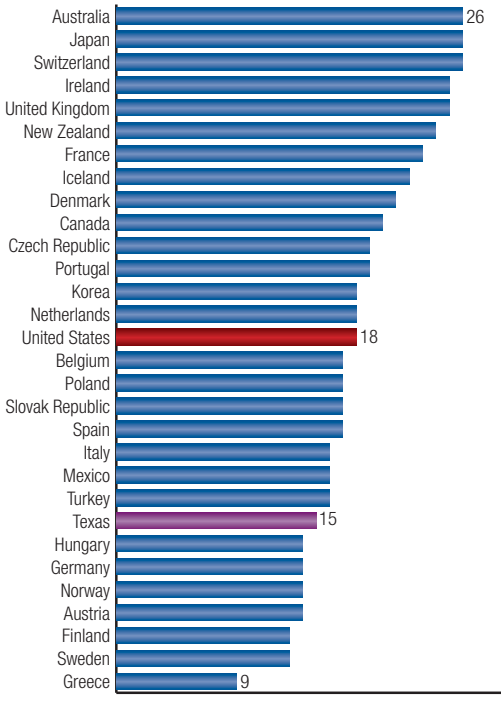
Texas' younger adults, ages 25 to 34, are falling behind older adults, ages 35 to 64, in attaining a college degree. When compared internationally, the proportion of younger adults with a college degree in Texas is 25% less than the proportion in Canada, the top-performing nation on this measure. Texas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

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



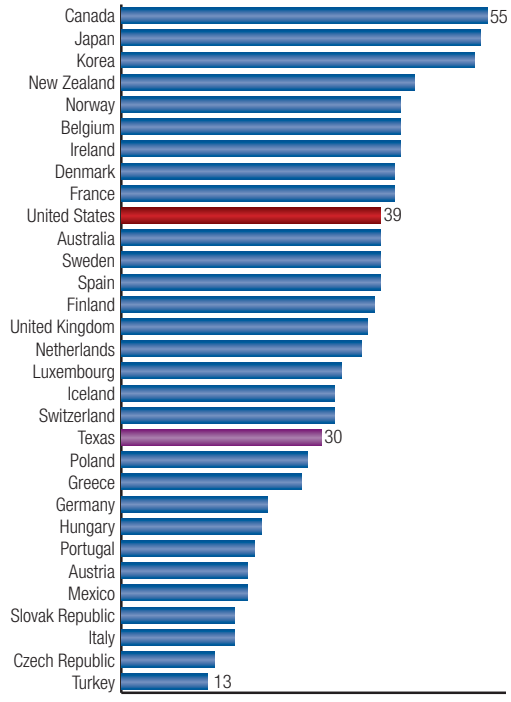
Source: OECD database, Data provided by Alan Wagner

Number of Certificates and Degrees Awarded per 100 Students Enrolled



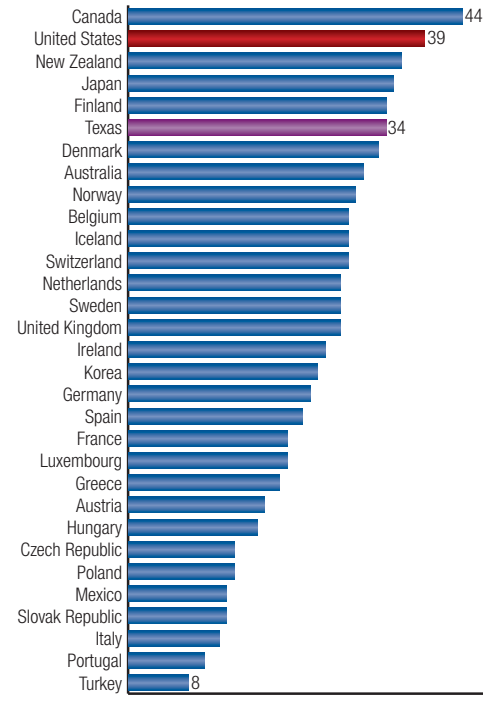
Source: OECD database, Data provided by Alan Wagner

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 — Texas 2008

State Context	Texas	State Rank
Population (2007)	23,904,380	2
Gross State Product (2007, in millions)	$1,141,965	2
Leading Indicators	**Texas**	**U.S.**
Projected % change in population, 2005-2025	36%	18%
Projected % change in number of all high school graduates, 2005-2022	38%	9%
Projected budget surplus/shortfall by 2013	-9%	-6%
Median income of poorest 20% of population (2006)	$10,565	$11,169
Children in poverty (2006)	24%	18%
Percent of adult population with less than a high school diploma or equivalent (2006)	21%	16%
GEDs awarded to 25- to 49-year-olds with no high school diploma (2006)	6	8
New Economy Index (2007)*	69	62

Facts and Figures	Texas	
	Number/Amount	Percent
Institutions of Postsecondary Education (2007-08)		
Public 4-Year	45	21%
Public 2-Year	64	30%
Private 4-Year	66	31%
Private 2-Year	39	18%
Students Enrolled by Institution Type (2006)		
Public 4-Year	433,654	39%
Public 2-Year	547,190	50%
Private 4-Year	104,415	9%
Private 2-Year	19,270	2%
Students Enrolled by Level (2006)		
Undergraduate	1,104,529	88%
Graduate	127,435	10%
Professional	20,745	2%
Enrollment Status of Students (2006)		
Full-time	695,738	56%
Part-time	556,971	44%
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.	-6,924	
Average Tuition (2007-08)		
Public 4-year institutions	$5,777	
Public 2-year institutions	$1,472	
Private 4-year institutions	$21,103	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 2008	$7	
Per capita, FY 2008	$253	
% change, FY 1998-2008		70%

*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.

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**
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About *Measuring Up*

- 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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