MEASURING UP 2004

THE STATE REPORT CARD ON HIGHER EDUCATION

MINNESOTA

THE NATIONAL CENTER FOR
PUBLIC POLICY AND
HIGHER EDUCATION

WHAT IS *MEASURING UP*?

This state report card is derived from *Measuring Up 2004*, the national report card for higher education. Its purpose is to provide the public and policymakers with information to assess and improve postsecondary education in each state. *Measuring Up 2004* is the third in a series of biennial report cards.

Measuring Up 2004 evaluates states on their performance in higher education because it is the states that are primarily responsible for educational access and quality in the United States. In this report card, "higher education" refers to all education and training beyond high school, including all public and private, two- and four-year, for-profit and nonprofit institutions.

The report card grades states in six overall performance categories:

- *Preparation:* How adequately are students in each state being prepared 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 and degrees in a timely manner?
- *Benefits:* What benefits does the state receive as a result of 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 grade in each performance category, and the grades are based on the state's performance on several indicators, or quantitative measures, in each category. Most states receive an "Incomplete" in learning because there are no common benchmarks that allow for state-by-state comparisons in learning. Five states, however, receive a "Plus" in learning to highlight their work in developing measures to evaluate the state's educational capital—that is, the reservoir of high-level knowledge and skills that the state's population has attained. For more information about this, see page 12 of this state report card.

In four of the performance categories—preparation, participation, completion, and benefits—grades are calculated by comparing each state's current performance to that of the best-performing states. This provides a basis for assessing and comparing each state's performance in the national context and encourages each state to "measure up" to the highest performing states.

In the affordability category, however, the nation as a whole is "measuring down." That is, even in the best-performing states, higher education has become *less* rather than *more* affordable when the costs of attending college are considered in relation to family income. As a result, grades in the affordability category are calculated by comparing each state's current results to the performance of the top states *a decade ago*. This enables policymakers to examine their state's results in relation to other states, while also encouraging improved performance over time. A glance at the table of state grades on page 15 reveals that the affordability category is the only one in which no state receives an A.

Measuring Up 2004 also compares each state's current results with its own performance a decade ago. Although this historical information is not graded, it is offered to allow states to examine their improvements and declines in performance. In gathering information for this period, information from 1992—or the closest year available—is compared with the most recently available data. All information was collected from national, reliable sources, including the U.S. Census Bureau and the U.S. Department of Education. (For more information about grading, data collection, and sources, please see the technical report at www.highereducation.org.)

This state report card begins by summarizing the state's performance today compared with ten years ago, and by presenting key policy questions that these results suggest for the state. Next, the state's performance in each category is described in greater detail, followed by additional contextual information.

A Snapshot of Improvement Over the Past Decade

High school graduates are, in general, better prepared for college today than their peers were a decade ago. However, most states, and the nation as a whole, have made little progress in translating these gains into improvements at the college level.

Preparation: 44 states improved on more than half of the indicators; 6 improved on some of the indicators.

Participation: 8 states improved on more than half of the indicators; 23 improved on some of the indicators; 19 declined on every indicator.

Affordability: 2 states improved on more than half of the indicators; 31 improved on some of the indicators; 17 declined on every indicator.

Completion: 37 states improved on more than half of the indicators; 9 improved on some of the indicators; 4 declined on every indicator.

Benefits: 41 states improved on more than half of the indicators; 8 improved on some of the indicators; 1 declined on every indicator.

Learning: 45 states receive an "Incomplete"; 5 states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) receive a "Plus."

For more information about improvement, please see *Measuring Up 2004: The National Report Card on Higher Education* at www.highereducation.org.

MINNESOTA *A Decade Ago and Today*

Minnesota has performed better than most states over the past decade in providing an affordable higher education for students and families. Minnesota is among only a few states that have held the line over the past decade in the percentage of income that students and families pay to attend the state's two-year colleges. Minnesota's high scores in preparation mask disparities in college enrollment by ethnicity and family income.

Strengths

Preparation

■ Minnesota 8th graders perform extremely well on national assessments in math, science, and reading. The state has been a consistently high performer in the national math exams. Compared with their peers in other states, Minnesota's low-income 8th graders also perform extremely well in math.

■ A large percentage of high school students take and score well on college entrance exams.

Participation

■ Over the past decade, the likelihood of 9th graders enrolling in college within four years has increased substantially—one of the steepest increases in the nation. Two important factors underlie this overall increase. Relatively fewer students are graduating from high school compared with a decade ago. However, more of those who graduate enroll in college.

Affordability

■ Minnesota is one of the few states in the country that has held the line in the proportion of family income, after financial aid, needed to attend its public two-year colleges. However, 19% of annual family income, on average, is still needed to attend a community college in the state.

Completion

■ A large percentage of freshmen at community colleges return for their sophomore year. Over the past decade, Minnesota has been among the top states in improvement on this measure.

■ A very high percentage of freshmen at four-year colleges and universities return for their sophomore year.

■ Compared with other states, a large percentage of first-time, full-time students complete a bachelor's degree within six years.

■ A very high proportion of students complete certificates and degrees relative to the number enrolled. The state's performance has increased over the past decade, keeping pace with nationwide improvements on this measure.

Benefits

■ Compared with other states, a high proportion of Minnesota residents have a bachelor's degree.

■ Minnesota garners substantial economic benefits from having a highly educated workforce; these economic benefits have increased notably over the past decade.

Improvement Over Past Decade	Preparation	Participation	Affordability	Completion	Benefits	Learning
	↑	↔	↔	↑	↑	?

Weaknesses

Preparation

- A very small proportion of 8th graders enroll in algebra.

- Minnesota's 11th and 12th graders do not perform well on Advanced Placement tests.

Participation

- A fairly low percentage of working-age adults are enrolled part-time in college-level education or training. Over the past decade, this percentage has declined, reflecting the nationwide drop on this measure.

- Over the past decade, the gap in college participation between whites and minority ethnic groups has widened. Likewise, the college participation rate for minority ethnic groups has declined substantially.

Affordability

- Net college costs for low- and middle-income students to attend public four-year colleges and universities represent a third of their annual income. (Net college costs equal tuition, room, and board minus financial aid.)

Policy Questions

- Can the state increase the proportion of students who finish high school within four years?

- Can the state's four-year colleges and universities be made more affordable, particularly for low- and middle-income families?

- Can Minnesota close the gaps in educational achievement between whites and minority ethnic residents?

2004 Grade	Improvement Over Decade
B+	↑

Over the past decade, Minnesota has shown improvement in preparing students to succeed in college. This year Minnesota receives a B+ in preparation.

Graded Information

■ Compared with other states, a large proportion (49%) of high school students in Minnesota are enrolled in upper-level math, but only an average proportion (30%) are enrolled in upper-level science.

■ A very small proportion (17%) of 8th graders take algebra.

■ Eighth graders—including low-income 8th graders—perform extremely well on national assessments in math; Minnesota is the top-performing state on these measures. The state is also a top performer in the percentage of 8th graders scoring well on national assessments in science.

■ Extremely small proportions of 11th and 12th graders score well on Advanced Placement tests, but large proportions score well on college entrance exams.

■ Ninety-two percent of secondary school students are taught by qualified teachers, making the state a top performer on this measure, as it has been over the past decade.

Change in Graded Measures

■ The proportion of 8th graders taking algebra has almost tripled over the past decade, but the state's current performance on this measure is very low compared with other states.

■ Over the past decade, the percentage of 8th graders performing well on national assessments in math has increased. The state's performance on this measure has been consistently high.

PREPARATION	MINNESOTA		Top States 2004
	A Decade Ago	2004	
High School Completion (20%)			
18- to 24-year-olds with a high school credential	93%	93%*	94%
K–12 Course Taking (35%)			
9th to 12th graders taking at least one upper-level math course	45%	49%	59%
9th to 12th graders taking at least one upper-level science course	31%	30%	41%
8th grade students taking algebra	6%	17%	35%
12th graders taking at least one upper-level math course	n/a	n/a	66%
K–12 Student Achievement (35%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	31%	44%	36%
in reading	37%	37%	39%
in science	37%	42%	42%
in writing	25%	25%†	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	20%	24%	23%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	155	201	227
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	31	92	219
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	79%	92%	81%

*Eighty-six percent of 18- to 24-year-olds have a regular high school diploma; 7% have a GED.
Note: Indicators in italics are new for 2004.
†Data from *Measuring Up 2002* were used because updated state information was not available.

■ Low-income 8th graders have consistently performed very well on national assessments in math.

■ During the past decade, the proportions of 11th and 12th graders taking and scoring well on Advanced Placement exams have almost tripled, although the state's current performance on this measure is very low relative to other states.

Other Key Facts

■ About 9% of children under age 18 live in poverty, compared with a national rate of 17%.

■ Policymakers and state residents do not have access to important information about 12th graders taking upper-level math because the state did not report the data by grade level. In addition, important information about 8th graders' performance in writing is not available because the state declined to participate in the national assessment.

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.

2004 Grade	Improvement Over Decade
A	↔

Minnesota, over the past decade, has consistently excelled in the number of students enrolling in higher education. This year Minnesota receives an A in participation.

Graded Information

■ Minnesota is a top-performing state in the chance of high school students enrolling in college by age 19.

■ A fairly low percentage of working-age adults (ages 25 to 49) are enrolled part-time in college-level education or training.

Change in Graded Measures

■ Over the past decade, the chance of enrolling in college by age 19 has increased by 12%—one of the steepest increases among the states on this measure. Although a smaller percentage of students graduate from high school within four years, more of those who graduate enroll in college.

■ Over the past decade, the percentage of working-age adults who are enrolled part-time in college-level education or training has declined by 10%, compared with a nationwide decline of 11%.

Other Key Facts

■ Among the young adult population (ages 18 to 24), the gap in college participation between whites and minority ethnic groups has widened. A decade ago, 37 of every 100 young adults from minority ethnic groups were enrolled in college; now only 26 of 100 are.

PARTICIPATION	MINNESOTA		Top States 2004
	A Decade Ago	2004	
Young Adults (60%)			
Chance for college by age 19	48%	53%	52%
18- to 24-year-olds enrolled in college	43%	36%	40%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	4.1%	3.7%	5.4%

■ The state's population is projected to grow by 9% from 2000 to 2015, compared with a national rate of 13%. During approximately the same period, the number of high school graduates is projected to decrease by 4%.

■ About 8% of the adult population has less than a high school diploma or its equivalent, compared with 14% of adults nationwide.

■ In Minnesota, 889 more students are leaving the state than are entering to attend college. About 17% of Minnesota 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.

2004 Grade	*Improvement Over Decade*
C–	⇔

Over the past decade, Minnesota has made no notable progress in the provision of affordable higher education opportunities. Minnesota earns a C– in affordability this year.

Graded Information

- Minnesota has held the line on the share of family income, after financial aid, needed to attend its public two-year colleges. Compared with top-performing states, however, families in Minnesota devote a large share of their income to attend public and private four-year colleges and universities in the state.
- The state is a top performer in the very high investment it makes in need-based financial aid.
- Undergraduate students borrowed on average $3,050 in 2003.

Change in Graded Measures

- Over the past decade, the state has increased its commitment to financially needy students.

Other Key Facts

- In Minnesota, 40% of students are enrolled in community colleges, 38% in public four-year colleges and universities, and 20% in private four-year institutions.

AFFORDABILITY	MINNESOTA		Top States A Decade Ago
	A Decade Ago	2004	
Family Ability to Pay (50%)			
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	19%	19%	15%
at public 4-year colleges/universities	19%	23%	16%
at private 4-year colleges/universities	54%	50%	32%
Strategies for Affordability (40%)			
State investment in need-based financial aid as compared to the federal investment	67%	87%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	21%	20%	7%
Reliance on Loans (10%)			
Average loan amount that undergraduate students borrow each year	$2,727	$3,050	$2,619

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.

A CLOSER LOOK AT FAMILY ABILITY TO PAY	Average family income	Community colleges		Public 4-year colleges/universities		Private 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 2004 family ability to pay							
20% of the population with the lowest income	**$16,749**	**$7,420**	**44%**	**$8,623**	**51%**	**$20,261**	**121%**
20% of the population with lower-middle income	**$37,110**	**$7,928**	**21%**	**$9,149**	**25%**	**$20,251**	**55%**
20% of the population with middle income	**$59,326**	**$8,237**	**14%**	**$9,821**	**17%**	**$19,732**	**33%**
20% of the population with upper-middle income	**$83,500**	**$8,356**	**10%**	**$10,199**	**12%**	**$19,731**	**24%**
20% of the population with the highest income	**$131,715**	**$8,361**	**6%**	**$10,367**	**8%**	**$21,291**	**16%**
40% of the population with the lowest income	**$26,930**	**$7,674**	**28%**	**$8,886**	**33%**	**$20,256**	**75%**

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

Those who are striving to reach or stay in the middle class—the 40% of the population with the lowest incomes—earn on average $26,930 each year.

■ 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 28% of their income annually:

Tuition, room, and board:	$8,406
Financial aid received:	−$ 732
Net college cost:	$7,674
Percent of income:	28%

■ If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 33% of their income annually:

Tuition, room, and board:	$10,730
Financial aid received:	−$ 1,844
Net college cost:	$ 8,886
Percent of income:	33%

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

2004 Grade	Improvement Over Decade
B+	↑

In Minnesota, over the past decade, there has been a substantial improvement in the number of students earning their certificates or degrees in a timely manner. This year Minnesota receives a B+ in completion.

Graded Information

■ Compared with other states, a large percentage (56%) of first-year students in community colleges return for their second year.

■ Likewise, the percentage of freshmen at public and private four-year colleges and universities who return for their sophomore year remains very large (80%).

■ A large percentage of first-time, full-time college students complete a bachelor's degree within six years of enrolling in college.

■ The proportion of students who complete certificates and degrees, relative to the number enrolled, is very large.

Change in Graded Measures

■ Over the past decade, the percentage of first-year community college students returning for their second year has increased substantially, making Minnesota one of the fastest improving states on this measure.

■ The state has consistently performed very well on the percentage of freshmen at four-year colleges and universities who return for their sophomore year.

COMPLETION	MINNESOTA		Top States 2004
	A Decade Ago	2004	
Persistence (20%)			
1st year community college students returning their second year	50%	56%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	79%	80%	84%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	51%	55%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	16	19	21

■ Over the past decade, the proportion of students completing certificates and degrees relative to the number enrolled has increased, with most of the growth in certificates and a substantial decline in the proportion of students earning bachelor's degrees.

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.

2004 Grade	Improvement Over Decade
A	↑

Minnesota, over the past decade, has garnered substantially greater benefits from having a more highly educated population. This year Minnesota continues to enjoy those benefits, earning an A in the category.

Graded Information

■ Compared with other states, a high proportion of residents have a bachelor's degree, but the economic benefits to the state as a result are only fair.

■ Residents contribute substantially to the civic good, as measured by charitable giving, volunteerism, and especially voting. Minnesota is the top performer on the voting measure.

Change in Graded Measures

■ The percentage of residents who have a bachelor's degree has increased substantially over the past decade, and the economic benefits that the state enjoys as a result have increased substantially as well.

■ Over the past decade, Minnesota has consistently performed very well on the percentage of residents voting.

Other Key Facts

■ If all ethnic groups had the same educational attainment and earnings as whites, total personal income in the state would be about $1.4 billion higher, and the state would realize an estimated $507 million in additional tax revenues.

■ In 2002, Minnesota scored 69 on the New Economy Index, compared to a nationwide score of 60. The New Economy Index, developed by the Progressive Policy Institute, measures the extent to which states are participating in knowledge-based industries.

■ 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.

BENEFITS	MINNESOTA		Top States 2004
	A Decade Ago	2004	
Educational Achievement (37.5%)			
Population aged 25 to 65 with a bachelor's degree or higher	25%	31%	36%
Economic Benefits (31.25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	2%	3%	3%
Civic Benefits (31.25%)			
Residents voting in national elections	69%	66%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	93%	91%	92%
Increase in volunteering rate as a result of college education	n/a	21%	22%
Adult Skill Levels (0%)*			
Adults demonstrating high-level literacy skills:			
quantitative	29%	35%	33%
prose	27%	33%	33%
document	25%	30%	28%

*Adult Skill Levels for 2004 are estimated and are not used to calculate grades.
Note: Indicators in italics are new for 2004.

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

2004 Grade

I

Like most states, Minnesota received an Incomplete in learning because there are no comparable data that would allow for meaningful state-by-state comparisons in learning. The Incomplete in this category highlights a gap in our ability to measure each state's educational capital—the reservoir of high-level knowledge and skills that benefit each state.

Measuring Up 2004 gives a "Plus" in learning to five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) that have developed learning measures through their participation in a national demonstration project conducted by the National Forum on College-Level Learning and funded by The Pew Charitable Trusts.*

Based on the results of the project, the learning category is being constructed like the other performance categories in *Measuring Up*, with indicators that are grouped in several themes, each of which is weighted (see parentheses) and reflects a particular dimension of state performance:

1. Abilities of the College-Educated Population (25%). This cluster of indicators examines the proportion of college-educated residents who achieve high levels of literacy. For the 2004 demonstration, the data used are the same as those included in the benefits category and are based on the 1992 National Adult Literacy Survey (NALS) for citizens aged 25 to 64, updated through the 2000 census. The NALS assessment poses real-world tasks or problems that require respondents to read and interpret texts (prose), to obtain or act on information contained in tabular or graphic displays (document), and to understand numbers or graphs and perform calculations (quantitative).

2. Institutional Contributions to Educational Capital (25%). The indicators in this area reflect the contributions to a state's stock of "educational capital" by examining the proportion of the state's college graduates (from two- and four-year institutions) ready for advanced practice. For the 2004 demonstration, the measures are based on available records for college graduates within each state who have demonstrated their readiness for advanced practice by (a) passing a national examination required to enter a licensed profession such as nursing or physical therapy, (b) earning a competitive score on a nationally recognized graduate admissions examination such as the Graduate Record Examination (GRE) or the Medical College Admissions Test (MCAT), or (c) passing a teacher licensure examination in the state in which they graduated. These measures are presented as a proportion of total bachelor's and associate's degrees granted in the state during the time period.

Learning	Minnesota
Literacy Levels of the State's Residents (25%)	
Prose	?
Document	?
Quantitative	?
Graduates Ready for Advanced Practice (25%)	
Licensures	?
Competitive admissions	?
Teacher preparation	?
Performance of College Graduates (50%)	
From four-year institutions	
Problem-solving	?
Writing	?
From two-year colleges	
Reading	?
Quantitative skills	?
Locating information	?
Writing	?

1 What are the abilities of the college-educated population?

2 To what extent do colleges and universities educate students to be capable of contributing to the workforce?

3 How well can graduates of two- and four-year colleges and universities perform complex problem-solving tasks?

Note: Measures included under the first two clusters are available nationally and can be calculated for all 50 states. Measures included in the third will require special data-collection efforts similar to those undertaken by the five demonstration project states in 2004.

3. Performance of College Graduates (50%). These indicators examine how well the graduates of the state's two- and four-year colleges and universities can perform complex tasks related to academic and real-world problem-solving situations. For the 2004 demonstration, the measures consist of two sets of assessments, the Collegiate Learning Assessment (CLA) for four-year students and the ACT Work Keys assessment for two-year students. The CLA is an innovative examination that poses real-world tasks that a student is asked to understand and solve. For example, students could be asked to draw scientific conclusions, examine historical evidence, or develop a persuasive essay. The ACT Work Keys examines what students can do with what they know. Students might be asked to extract information from documents and instructions, or use mathematical concepts such as probability or estimation in real-world settings. The Work Keys writing assessment requires students to prepare an extended essay.

* A report on the results and lessons of the five-state demonstration project will be released in November.

ADDITIONAL INFORMATION 2004 Minnesota

State Context	Minnesota	State Rank
Population (2003)	5,059,375	21
Gross state product (2001, in millions)	$188,050	17

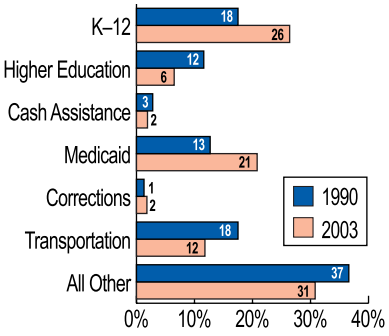
Leading Indicators	Minnesota	U.S.
Projected % change in population, 2000-2015	9.4%	12.9%
Projected % change in number of all high school graduates, 2002-2017	-3.5%	8.0%
Projected budget surplus/shortfall by 2010	-1.9%	-3.4%
Average income of poorest 20% of population (2002)	$16,749	$12,072
Children in poverty (2001)	9.0%	16.0%
Percent of adult population with less than a high school diploma or equivalent (2003)	8.4%	14.0%
New economy index (2002)*	68.7	60.3

Facts and Figures	Minnesota	
	Number/Amount	Percent
Institutions of Postsecondary Education (2002-03)		
Public 4-year	11	
Public 2-year	41	
Private 4-year	39	
Private 2-year	22	
Students Enrolled by Institution Type (2001)		
Public 4-year	100,333	38%
Public 2-year	105,445	40%
Private 4-year	52,048	20%
Private 2-year	5,918	2%
Students Enrolled by Level (2001)		
Undergraduate	263,744	86%
Graduate	38,281	12%
Professional	6,208	2%
Enrollment Status of Students (2001)		
Full-time	194,943	63%
Part-time	113,290	37%
Net Migration of Students (2000)		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse.	-889	
Average Tuition (2002-03)		
Public 4-year institutions	$5,738	
Public 2-year institutions	$3,415	
Private 4-year institutions	$18,696	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 2004	$7	
Per capita, FY 2004	$254	
% change, FY 1994-2004		28%

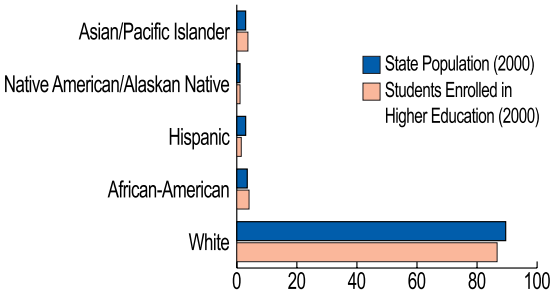
* This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.

Note: Percentages might not add to 100 due to rounding.

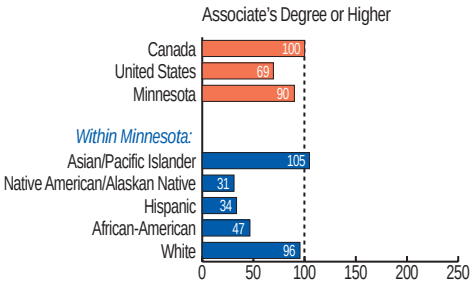
Share of State Appropriations

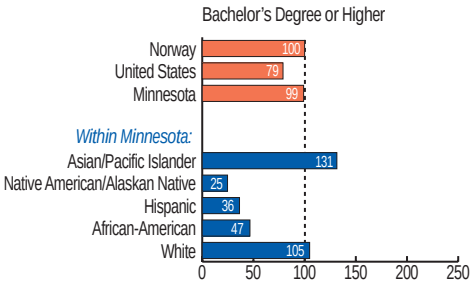


Ethnic Distribution (%)



Attainment of College Degrees in United States and Top Country, 25- to 34-year-olds (2000)





Note: These two charts compare performance in the U.S. to the performance of the top country, which receives a score of 100.

QUESTIONS & ANSWERS

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

A: *Measuring Up 2004* grades states, not individual colleges or universities, on their performance in higher education. The states are responsible for preparing students for higher education through sound K–12 systems, and they provide most of the public financial support—$69 billion currently—for colleges and universities. Through their oversight of public colleges and universities, state leaders affect the kind and number of programs available in the state. They determine the limits of financial support and often influence tuition and fees for public colleges and universities. They determine how much state-based financial aid to make available to students and their families, which affects students attending private as well as public colleges and universities.

Q: How are states graded?

A: The report card grades states in six performance categories: academic preparation, participation, affordability, completion, benefits, and learning. Each category is made up of several indicators, or quantitative measures—a total of 35 in the first five categories. Grades are calculated based on each state's performance on these indicators, relative to other states. *Measuring Up 2004* draws its data from the most recent public information available. Most of the data in *Measuring Up 2004* is from 2002 and 2003.

In the affordability category, *Measuring Up 2004* reflects the major changes in tuition and financial aid that occurred in 2003. In addition, each state's performance is now calculated in relation to the performance of top states a decade ago—rather than in relation to top states' current performance, as is the case with other graded categories. This change creates a more stable basis for states to assess their performance in affordability, which is the most volatile of the graded categories.

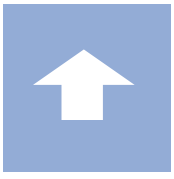
In the learning category, *Measuring Up 2004* reports information about five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) that participated in a pilot project on measuring learning. This report card gives these states a "Plus" for their efforts in assessing and measuring learning; however, all other states continue to receive an "Incomplete" in this category, as there is no information available to make state-by-state comparisons.

All data used to grade states in *Measuring Up 2004* were collected from national, reliable sources, including the U.S. Census and the U.S. Department of Education. All data are the most current available for state-by-state comparisons, are in the public domain, and were collected in ways that allow for effective comparisons among the states. The *Technical Guide* (available at www.highereducation.org) has information about sources used in *Measuring Up 2004*.

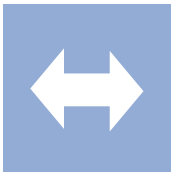
Q: What information is provided but not graded?

A: The state report cards highlight important gaps in college opportunities for various income and ethnic groups, and they identify improvements and setbacks in each state's performance over the past decade. In addition, the series of indicators measuring adult literacy skills (in the benefits category) is not being used to calculate grades in *Measuring Up 2004* because the data have not been updated in 12 years. As a temporary placeholder for these indicators, the National Center commissioned a study to estimate adult skill levels based on the 2000 Census. These estimates are provided in the charts found in the state report cards, but they are not used to calculate any grades.

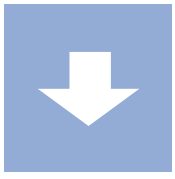
What do the arrows mean?



The state has improved on more than half of the indicators in the category.



The state has improved on some, but no more than half, of the indicators in the category.



The state has declined on every indicator in the category.

STATE GRADES

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

MEASURING UP 2004 RESOURCES

To view *Measuring Up 2004* and its resources visit

www.highereducation.org

Select the *Measuring Up* icon

National Picture

- **Snapshot:** Performance overview on national maps
- **Improvement:** The nation's performance over the past decade
- **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 James B. Hunt Jr., Chairman, and Garrey Carruthers, Vice Chairman of the National Center's Board of Directors
- **A Message** from Governor Mark R. Warner, Governor of Virginia and Chairman of the National Governors Association
- **A Ten-Year Perspective: Higher Education Stalled Despite High School Improvement,** by Patrick M. Callan, President of the National Center
- **Grading Learning: Extending the Concept**
- Special reports forthcoming

News Room

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

About *Measuring Up*

- Questions and Answers about *Measuring Up 2004*
- What is *Measuring Up*?
- How We Grade States
- How We Measure Improvement
- *Measuring Up 2004* Database
- *Technical Guide*
- "*Measuring Up 2004* and Beyond" Working Group
- Acknowledgements
- About the National Center
- Site Map

The National Center for Public Policy and Higher Education

As an independent, nonprofit, nonpartisan organization, the National Center for Public Policy and Higher Education promotes public policies that enhance Americans' opportunities to pursue and achieve high-quality education and training beyond high school. Formed in 1998, the National Center is not affiliated with any institution of higher education, with any political party, or with any government agency. It conducts independent research and analyses of pressing policy issues facing the states and the nation regarding opportunity and achievement in higher education—including two- and four-year, public and private, for-profit and nonprofit institutions. The National Center communicates performance results and key findings to the public, to civic, business, and higher education leaders, and to state and federal leaders who are poised to improve public policies regarding higher education.

For further information about the National Center and its publications, visit www.highereducation.org.

152 North Third Street, Suite 705, San Jose, California 95112
Telephone: 408-271-2699 • FAX: 408-271-2697
www.highereducation.org

National Center Report #04-4.