

MEASURING UP

2004

**THE STATE REPORT CARD
ON HIGHER EDUCATION**

INDIANA



**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.



Indiana has made substantial improvements over the past decade in preparing students for college, but it still lags behind best-performing states in this area. Likewise, its performance has been mediocre in enrolling students in college-level education and training. However, state policy initiatives aimed at improving affordability and participation may improve the state's performance in these areas in the coming years.

Strengths

Preparation

Over the past decade, Indiana has been one of the top ten states in increasing the percentage of students enrolling in upper-level science.

Indiana 8th graders perform well on national assessments in science, reading, and math. Performance on the math exams has improved over the past decade, surpassing nationwide improvements on this measure.

Over three-quarters of high school students are taught by qualified teachers. The state's performance on this measure has been consistently high.

Participation

Over the past decade, the likelihood of 9th graders enrolling in college within four years has increased, in contrast to a nationwide decline. 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.

Over the decade, Indiana has substantially narrowed the gap in college participation between whites and minority ethnic groups. The participation rate for minority ethnic groups has doubled during this period. Nonetheless, this gap remains large.

Completion

A very large proportion of freshmen at four-year colleges and universities return for their sophomore year. This proportion has remained very high over the past decade.

Compared with other states, a large percentage of community college students return for their second year in Indiana. However, this percentage has declined substantially over the decade.

Benefits

Indiana has narrowed the gap between whites and minority ethnic groups in the percentage who have a bachelor's degree. However, this gap remains substantial.



Weaknesses

Preparation

- Compared with their peers in other states, low-income 8th graders perform fairly poorly on national assessments in math.
- Very small proportions of 11th and 12th graders take and score well on Advanced Placement tests.

Participation

- Young adults from high-income families are three times as likely to attend college as those from low-income families. Although the gap in college participation rates between these two groups has narrowed over the past decade, it remains one of the widest in the country.

Affordability

- Net college costs for low- and middle-income students to attend public two- or four-year colleges represent about 40% of their annual income. (Net college costs equal tuition, room, and board minus financial aid.)

Benefits

- Compared with other states, a small proportion of Indiana residents have a bachelor's degree.

Policy Questions

- Considering Indiana's improving performance in preparing students for higher education, can the state encourage more students to enroll in college?
- Can the state's two-year colleges make higher education more accessible and serve as a route to the bachelor's degree?
- Can Indiana develop a low-priced option to ensure that higher education is affordable to low-income families?
- Can the state expand its financial aid programs such as the Twenty-first Century Scholars Program to enable and encourage more college enrollment of students from low-income families?
- Can Indiana close the gaps in educational achievement between its high-income and low-income residents?

2004
Grade

Improvement
Over Decade



Despite substantial improvement over the past decade, Indiana lags behind many other states in preparing students to succeed in college. This year Indiana receives a C in preparation.

Graded Information

■ Compared with other states, a fairly large percentage (46%) of high school students in Indiana are enrolled in upper-level math, and a fair percentage (30%) are enrolled in upper-level science.

■ A very small proportion (12%) of 8th graders take algebra.

■ Eighth graders perform well on national assessments in math, science, and reading, but they perform poorly on national assessments in writing.

■ Compared with their peers in other states, low-income 8th graders score fairly low on national assessments in math.

■ Extremely small proportions of 11th and 12th graders score well on Advanced Placement tests, and 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.

Change in Graded Measures

■ Over the past decade, the proportion of high school students enrolled in upper-level science has increased substantially, although Indiana's current performance is only fair on this measure relative to other states.

PREPARATION	INDIANA		Top States 2004
	A Decade Ago	2004	
High School Completion (20%)			
18- to 24-year-olds with a high school credential	88%	89%*	94%
K-12 Course Taking (35%)			
9th to 12th graders taking at least one upper-level math course	36%	46%	59%
9th to 12th graders taking at least one upper-level science course	24%	30%	41%
8th grade students taking algebra	9%	12%	35%
12th graders taking at least one upper-level math course	n/a	29%	66%
K-12 Student Achievement (35%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	20%	31%	36%
in reading	n/a	33%	39%
in science	30%	35%	42%
in writing	n/a	26%	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	8%	16%	23%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	103	144	227
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	28	75	219
Teacher Quality (10%)			
<i>7th to 12th graders taught by teachers with a major in their subject</i>	71%	79%	81%

*Eighty-two 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.

- The percentage of 8th graders performing well on national assessments in math has increased in the same period.

- Also, the percentage of low-income 8th graders performing well on national assessments in math has doubled.

- During the past decade, the proportions of 11th and 12th graders taking and scoring well on Advanced Placement exams have more than doubled, although the state's current performance is very low compared with other states.

- Indiana has consistently performed very well on the percentage of secondary school students taught by qualified teachers.

Other Key Facts

- Over the past decade, the percentage of young adults who are from minority ethnic groups and who earn a high school credential has increased from 69% to 82%.

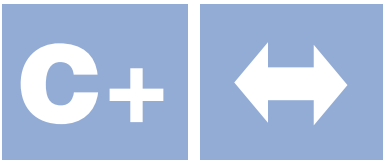
- In the same period, the percentage of young adults who are from low-income families and who earn a high school credential has declined slightly, from 73% to 69%. Currently, young adults from low-income families are only about two-thirds as likely as those from high-income families to earn a high school credential.

- About 12% of children under age 18 live in poverty, compared with a national rate of 17%.

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



Over the past decade, Indiana has made no notable progress in enrolling students in higher education. Indiana receives a C+ in participation this year.

Graded Information

■ Compared with other states, the chance of Indiana high school students enrolling in college by age 19 is fairly high, even though the proportion of students who graduate from high school within four years is small.

■ A very small proportion 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 6%, in contrast to a nationwide decline of 3%. Although a smaller percentage of students graduate from high school within four years, more of those who graduate enroll in college.

Other Key Facts

■ Among the young adult population (ages 18 to 24), the gap in college participation between whites and minority ethnic groups has substantially narrowed. A decade ago, 14 of every 100 young adults from minority ethnic groups were enrolled in college; now 29 of 100 are.

PARTICIPATION	INDIANA		Top States 2004
	A Decade Ago	2004	
Young Adults (60%)			
Chance for college by age 19	38%	41%	52%
18- to 24-year-olds enrolled in college	28%	30%	40%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	3.4%	3.2%	5.4%

■ Young adults from high-income families are three times as likely as those from low-income families to attend college—a gap that is among the widest in the nation. However, the college participation rate for young adults from low-income families has increased. A decade ago, 11 of every 100 young adults from low-income families were enrolled in college; now 18 of 100 are.

■ The state's population is projected to grow by 6% from 2000 to 2015, below the national rate of 13%. During approximately the same period, the number of high school graduates is projected to increase by 22%.

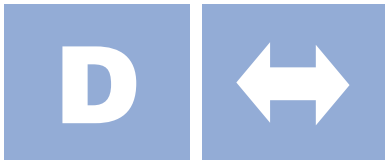
■ About 14% of the adult population has less than a high school diploma or its equivalent, a rate that matches that of the nation as a whole.

■ In Indiana, 6,455 more students are entering the state than are leaving to attend college. About 12% of Indiana 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



Indiana has made no notable progress in providing affordable higher education opportunities over the past decade. Indiana receives a D in affordability this year.

Graded Information

■ Compared with best-performing states, families in Indiana devote a large share of family income, even after financial aid, to attend public two- and four-year colleges and universities, which enroll about three of every four college students in the state.

■ The state does not offer low-priced college opportunities.

■ Indiana's investment in need-based financial aid is very high when compared with top-performing states. Nonetheless, the share of income needed to pay for college is large relative to other states.

■ Undergraduate students borrowed on average \$3,231 in 2003.

Change in Graded Measures

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

Other Key Facts

■ In Indiana, 22% of students are enrolled in community colleges and 54% in public four-year colleges and universities.

AFFORDABILITY	INDIANA		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	24%	24%	15%
at public 4-year colleges/universities	25%	29%	16%
at private 4-year colleges/universities	55%	61%	32%
Strategies for Affordability (40%)			
State investment in need-based financial aid as compared to the federal investment	43%	85%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	20%	18%	7%
Reliance on Loans (10%)			
Average loan amount that undergraduate students borrow each year	\$2,860	\$3,231	\$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	\$13,538	\$7,443	55%	\$8,992	66%	\$20,133	149%
20% of the population with lower-middle income	\$30,000	\$8,023	27%	\$9,576	32%	\$20,129	67%
20% of the population with middle income	\$47,092	\$8,374	18%	\$10,301	22%	\$19,539	41%
20% of the population with upper-middle income	\$70,024	\$8,512	12%	\$10,753	15%	\$19,563	28%
20% of the population with the highest income	\$120,000	\$8,523	7%	\$10,953	9%	\$21,398	18%
40% of the population with the lowest income	\$21,769	\$7,733	36%	\$9,284	43%	\$20,131	92%

*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 \$21,769 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 36% of their income annually:

Tuition, room, and board:	\$8,585
Financial aid received:	–\$ 852
Net college cost:	<u>\$7,733</u>
Percent of income:	36%

■ If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 43% of their income annually:

Tuition, room, and board:	\$11,495
Financial aid received:	–\$ 2,212
Net college cost:	<u>\$9,284</u>
Percent of income:	43%

Note

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

2004
Grade

Improvement
Over Decade



Over the past decade, Indiana has seen a decline in the number of students earning a certificate or degree in a timely manner. This year Indiana receives a B in completion.

Graded Information

- Compared with other states, a large percentage (53%) of first-year students in community colleges return for their second year.
- At public and private four-year colleges and universities, the percentage of freshmen who return for their sophomore year remains very large (77%).
- A large percentage of first-time, full-time college students complete a bachelor's degree within six years of enrolling in college.
- Likewise, the proportion of students completing certificates and degrees, relative to the number enrolled, is large.

Change in Graded Measures

- Over the past decade, the percentage of first-year community college students returning for their second year has decreased substantially, although the state's current performance remains good when compared with other states.
- During the same period, Indiana has consistently had a very high percentage of freshmen at four-year colleges and universities returning for their sophomore year.

COMPLETION	INDIANA		Top States 2004
	A Decade Ago	2004	
Persistence (20%)			
1st year community college students returning their second year	60%	53%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	79%	77%	84%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	53%	54%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	17	17	21

Other Key Facts

- Over the past decade, Indiana has made progress in narrowing the gaps between whites and all minority ethnic groups in the proportion of students completing certificates and degrees relative to the number enrolled.

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



Over the past decade, Indiana has seen a notable increase in benefits from having a more highly educated population. However, Indiana receives only a C in benefits this year because other states performed better.

Graded Information

■ Compared with other states, a small proportion of residents have a bachelor's degree, and this weakens the state economy.

■ However, residents contribute substantially to the civic good, as measured by charitable giving and voting.

Change in Graded Measures

■ Over the past decade, Indiana has been one of the fastest improving states in the percentage of residents who have a bachelor's degree, although the state's current performance on this measure remains poor when compared with other states.

■ In addition, Indiana has been among the fastest improving states in the economic benefits that the state enjoys as a result of having a highly educated population.

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 \$1.9 billion higher, and the state would realize an estimated \$650 million in additional tax revenues.

■ Indiana has narrowed the gap between whites and minority ethnic groups in the percentage who have a bachelor's degree.

BENEFITS	INDIANA		Top States 2004
	A Decade Ago	2004	
Educational Achievement (37.5%)			
Population aged 25 to 65 with a bachelor's degree or higher	17%	24%	36%
Economic Benefits (31.25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	5%	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	1%	2%	3%
Civic Benefits (31.25%)			
Residents voting in national elections	54%	49%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	83%	92%
<i>Increase in volunteering rate as a result of college education</i>	n/a	15%	22%
Adult Skill Levels (0%)*			
Adults demonstrating high-level literacy skills:			
quantitative	22%	26%	33%
prose	20%	24%	33%
document	18%	21%	28%

*Adult Skill Levels for 2004 are estimated and are not used to calculate grades.

Note: Indicators in italics are new for 2004.

■ In 2002, Indiana scored 53 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.

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

2004
Grade



Like most states, Indiana 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-

Learning	Indiana
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%)	
<i>From four-year institutions</i>	
Problem-solving	?
Writing	?
<i>From two-year colleges</i>	
Reading	?
Quantitative skills	?
Locating information	?
Writing	?

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.

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.

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?

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.

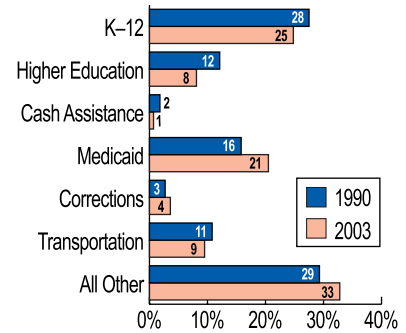
* A report on the results and lessons of the five-state demonstration project will be released in November.

State Context	Indiana	State Rank
Population (2003)	6,195,643	14
Gross state product (2001, in millions)	\$189,919	16
Leading Indicators	Indiana	U.S.
Projected % change in population, 2000-2015	5.9%	12.9%
Projected % change in number of all high school graduates, 2002-2017	22.3%	8.0%
Projected budget surplus/shortfall by 2010	-5.2%	-3.4%
Average income of poorest 20% of population (2002)	\$13,538	\$12,072
Children in poverty (2001)	12.0%	16.0%
Percent of adult population with less than a high school diploma or equivalent (2003)	13.6%	14.0%
New economy index (2002)*	52.8	60.3
Facts and Figures	Indiana	
	Number/Amount	Percent
Institutions of Postsecondary Education (2002-03)		
Public 4-year	14	
Public 2-year	15	
Private 4-year	44	
Private 2-year	26	
Students Enrolled by Institution Type (2001)		
Public 4-year	160,888	54%
Public 2-year	65,879	22%
Private 4-year	61,622	21%
Private 2-year	7,234	2%
Students Enrolled by Level (2001)		
Undergraduate	295,623	87%
Graduate	37,037	11%
Professional	6,055	2%
Enrollment Status of Students (2001)		
Full-time	222,866	66%
Part-time	115,849	34%
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.	6,455	
Average Tuition (2002-03)		
Public 4-year institutions	\$5,394	
Public 2-year institutions	\$2,483	
Private 4-year institutions	\$18,929	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2004	\$8	
Per capita, FY 2004	\$220	
% change, FY 1994-2004		48%

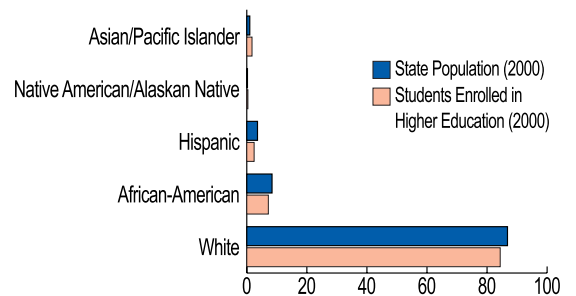
* This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.

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

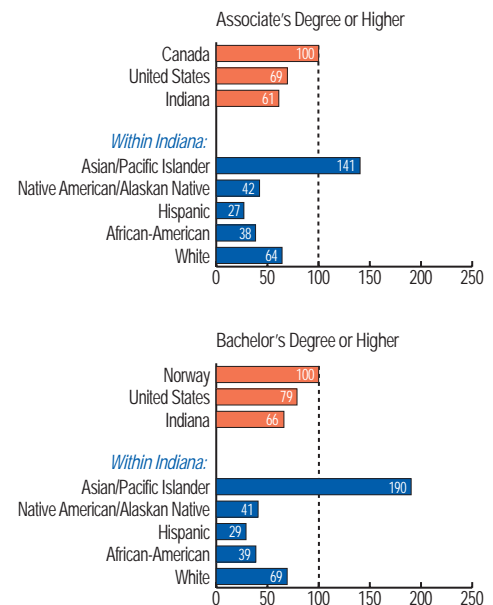
Share of State Appropriations



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.

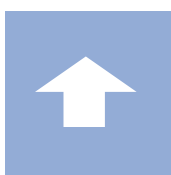
In the learning category, *Measuring Up 2004* reports information about five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) that participated in a pilot project on measuring learning. This report card gives these states a “Plus” for their efforts in assessing and measuring learning; 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*.

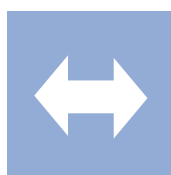
Q: What information is provided but not graded?

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.

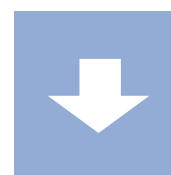
What do the arrows mean?



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**
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- Questions and Answers about *Measuring Up 2004*
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