

MEASURING UP

2006

**THE STATE REPORT CARD
ON HIGHER EDUCATION**

KENTUCKY



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

WHAT IS MEASURING UP?

The purpose of this state report card is to provide the general public and policymakers with information they can use to assess and improve postsecondary education in each state. *Measuring Up 2006* is the fourth in a series of biennial report cards.

Measuring Up 2006 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 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.

Measuring Up 2006 is the first edition that includes data in the Learning category for all 50 states on the extent to which colleges and universities prepare students to contribute to the workforce.

As in *Measuring Up 2004*, most states in 2006 receive an “Incomplete” in Learning due to the lack of reported information.

This year, however, nine states (Illinois, Kentucky, Maryland, Massachusetts, Missouri, Nevada, New York, Oklahoma, and South Carolina) receive a “Plus.” For more information on these states and the Learning category, 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 comparison provides a basis for evaluating each state’s performance within a national context and encourages each state to “measure up” to the highest-performing states.

In the Affordability category, however, the United States 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 relative to family income. As a result, state grades in the Affordability category are calculated by comparing each state’s current performance with the performance of the best states in the early 1990s. This comparison allows policymakers to examine their state’s results relative to other states, while also encouraging improved performance over time. The Affordability category is the only one in which no state receives an A—the highest grade is a C–.

Measuring Up 2006 also compares each state’s current performance with its own performance in the early 1990s. Although this historical comparison is not graded, it is offered so that states can examine their trends in performance—both improvements and declines—over time. All data are drawn from reliable national sources. (For more information, please see the *Technical Guide for Measuring Up 2006* at www.highereducation.org.)

Measuring Up 2006 is the first edition that offers international comparisons that provide essential information on how well the United States and each of the 50 states are preparing residents with the knowledge and skills necessary to compete effectively in a global economy. Every state is compared with nations associated with the Organisation for Economic Co-operation and Development (OECD).

A Snapshot of Change Over Time

Academic preparation for college has continued to improve since the early 1990s, which is approximately when the most reliable data became available for meaningful comparisons. High school graduates are, in general, better prepared for college today than their peers were about a decade ago, as indicated by a greater proportion of high school students enrolled in a college-preparatory curriculum and scoring higher on national assessment examinations. Most states, however, and the United States as a whole, continue to show little progress in translating these gains into improvements at the college level.

Preparation: 45 states improved on more than half of the indicators; 5 improved on some of the indicators.

Participation: 8 states improved on more than half of the indicators; 28 improved on some of the indicators; 14 declined on most or all of the indicators.

Affordability: 1 state improved on more than half of the indicators; 32 improved on some of the indicators; 17 declined on most or all of the indicators.

Completion: 35 states improved on more than half of the indicators; 13 improved on some of the indicators; 2 declined on most or all of the indicators.

Benefits: 40 states improved on more than half of the indicators; 8 improved on some of the indicators; 2 declined on most or all of the indicators.



KENTUCKY

Kentucky continues to increase its residents' participation in higher education. While Kentucky's performance still lags many states, state policy reforms appear to be sustaining these improvements. However, the state's underperformance in educating its young population could limit the state's access to a competitive workforce and weaken its economy over time. Compared with leading states, relatively few 9th graders in Kentucky graduate from high school in four years. Relatively few students are adequately prepared to succeed in college, or enroll in college-level education or training. Since the early 1990s, colleges and universities in Kentucky have become less affordable for students and their families. If these trends are not reversed, they could undermine the state's ability to compete successfully in a global economy.

Strengths

Preparation

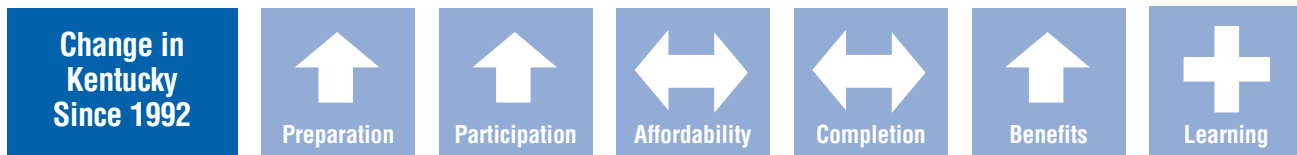
■ Over the past seven years, the percentage of 8th graders performing well on national assessments in reading has increased—in contrast to a nationwide decline on this measure.

Participation

■ Over the past decade, the chance of a 9th grader enrolling in college within four years has increased by 12%, in contrast to a nationwide decline of 2%. While proportionately fewer students graduate from high school compared with a decade ago, more of those who do graduate enroll in college.

Completion

■ Compared with other states, a large percentage of freshmen at four-year colleges and universities return for their sophomore year.



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 most or all indicators.

- A large proportion of students complete certificates and degrees relative to the number enrolled. Kentucky has shown some of the greatest improvement among the states on this measure. Most of this improvement has come in the number of certificates awarded; the proportion of bachelor's degrees awarded has declined.

- Over the past decade, Kentucky has narrowed the gap between whites and blacks in the proportion of students completing certificates and degrees relative to the number enrolled, yet this gap still persists.

Weaknesses

Preparation

- The proportions of 8th graders performing well on national assessments in math and writing are low.

- Only a fair percentage of 8th graders perform well on national assessments in science, even though this percentage has increased substantially over the past nine years.

- Low-income 8th graders perform poorly on national math assessments, although the state has improved substantially on this measure.

- Very small proportions of 11th and 12th graders take and score well on Advanced Placement tests, and small proportions do well on college entrance exams.

Participation

- Young adults (ages 18-24) from high-income families are about twice as likely as those from low-income families to attend college.

- About 18% of adults do not have a high school diploma or its equivalent (compared with 14% of adults nationwide), reducing their likelihood of participating or succeeding in higher education.

Affordability

- Net college costs for low- and middle-income students to attend public two- and four-year colleges represent about 40% of their annual family income. (Net college costs equal tuition, room, and board after financial aid.) These institutions enroll 83% of college students in the state.

- Kentucky makes a very low investment in need-based financial aid compared with top-performing states, even though the state has increased its investment since 1992.

Completion

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

- Kentucky performs poorly on international comparisons of enrolled students who complete certificate and degree programs.

Benefits

- A small percentage of residents have a bachelor's degree. However, Kentucky has had one of the steepest increases in the nation on this measure over the past 12 years. Over the same period, the economic benefits that the state enjoys as a result of the percentage of its population with a bachelor's degree have also increased substantially.

2006
Grade

Change
Over Time



Despite substantial improvement, Kentucky continues to lag many other states in preparing students to succeed in college. This year Kentucky receives a C- in preparation.

Graded Information

Compared with other states:

- Eighth graders in Kentucky perform fairly well on national assessments in reading, but they perform poorly on national assessments in math and writing. Their performance on national assessments in science is only fair.
- Low-income 8th graders perform poorly on national assessments in math.
- Very small proportions of 11th and 12th graders score well on Advanced Placement tests, and small proportions score well on college entrance exams.
- Sixty-two percent of secondary school students are taught by qualified teachers, which is only fair compared with top-performing states.

Change in Graded Measures

- Over the past nine years, the percentage of 8th graders performing well on national assessments in science has increased substantially, although Kentucky's current performance on this measure is only fair relative to other states.
- The percentage of 8th graders performing well on national assessments in reading has increased by 6% over the past seven years, in contrast to a nationwide decline of 7% on this measure.
- During the same period, the percentage of low-income 8th graders performing well on national assessments in math has more than tripled, although Kentucky's current performance relative to other states is poor.

PREPARATION	KENTUCKY		Top States 2006
	1992*	2006	
High School Completion (20%)			
18- to 24-year-olds with a high school credential	81%	87% [†]	94%
K-12 Course Taking (35%)			
9th to 12th graders taking at least one upper-level math course	39%	53% [‡]	64%
9th to 12th graders taking at least one upper-level science course	24%	29% [‡]	40%
8th grade students taking algebra	12%	12% [‡]	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	14%	23%	38%
in reading	29%	31%	38%
in science	23%	31%	41%
in writing	21%	25%	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	4%	14%	22%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	111	156	237
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	37	96	217
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	54%	62%	81%

*The indicators report data beginning in 1992 or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2006*.

[†]Eighty-three percent of 18-24-year-olds have a regular high school diploma; 4% have a GED. The numbers shown for a regular high school diploma and a GED may not exactly equal the number for a high school credential due to rounding.

[‡]Data from *Measuring Up 2004* were used because updated state information was not available.

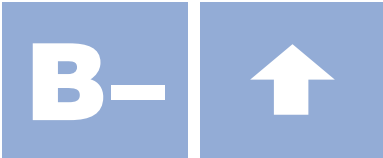
Other Key Facts

- About 25% of children under age 18 live in poverty, compared with a national rate of 18%.
- Policymakers and state residents do not have access to important information about the courses students take in high school or about 8th graders taking algebra because the state declined to participate in the national survey.

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

2006
Grade

Change
Over Time



Kentucky has shown improvement in enrolling students in higher education. This year Kentucky receives a B- in participation.

Graded Information

Compared with other states:

- The chance of Kentucky high school students enrolling in college by age 19 is only fair, primarily because the proportion of students who graduate from high school within four years is small.

- 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%, in contrast to a nationwide decline of 2%. Although a smaller percentage of students graduate from high school within four years, more of those who graduate enroll in college.

- The percentage of working-age adults who are enrolled part-time in college-level education or training has increased by 1%, compared with a nationwide decline of 12%.

PARTICIPATION	KENTUCKY		Top States 2006
	1992*	2006	
Young Adults (60%)			
Chance for college by age 19	34%	38%	53%
18- to 24-year-olds enrolled in college	24%	32%	41%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	3.6%	3.6%	5.1%

*The indicators report data beginning in 1992 or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2006*.

Other Key Facts

- Young adults (ages 18 to 24) from high-income families are about twice as likely as those from low-income families to attend college.

- The state's population is projected to grow by 6% from 2005 to 2020, below the national rate of 14%. During approximately the same period, the number of high school graduates is projected to increase by 6%.

- About 18% of the adult population has less than a high school diploma or its equivalent, compared with 14% of adults nationwide.

- In Kentucky, 4,767 more students are entering the state than are leaving to attend college. About 11% of Kentucky 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.

2006
Grade

Change
Over Time



Kentucky has made no notable progress in providing affordable higher education. This year Kentucky receives an F in affordability.

Graded Information

■ Compared with best-performing states, families in Kentucky devote a very large share of family income, even after financial aid, to attend public two- and four-year colleges and universities, which enroll 83% of college students in the state.

■ The state's investment in need-based financial aid is very low when compared with top-performing states, and Kentucky does not offer low-priced college opportunities.

■ Undergraduate students borrowed on average \$3,210 in 2005.

Change in Graded Measures

■ Over the past several years, the share of family income, even after financial aid, needed to pay for college expenses at public four-year institutions has increased from 22% to 30%.

■ During the same period, the state has increased its investment in need-based financial aid. Nonetheless, the share of family income, even after financial aid, needed to pay for college is very large when compared with other states.

AFFORDABILITY	KENTUCKY		Top States In Early 1990s
	1992*	2006	
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	21%	26%	15%
at public 4-year colleges/universities	22%	30%	16%
at private 4-year colleges/universities	42%	61%	32%
Strategies for Affordability (40%)			
State investment in need-based financial aid as compared to the federal investment	20%	42%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	14%	24%	7%
Reliance on Loans (10%)			
Average loan amount that undergraduate students borrow each year	\$2,672	\$3,210	\$2,619

*The indicators report data beginning in 1992 or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2006*.

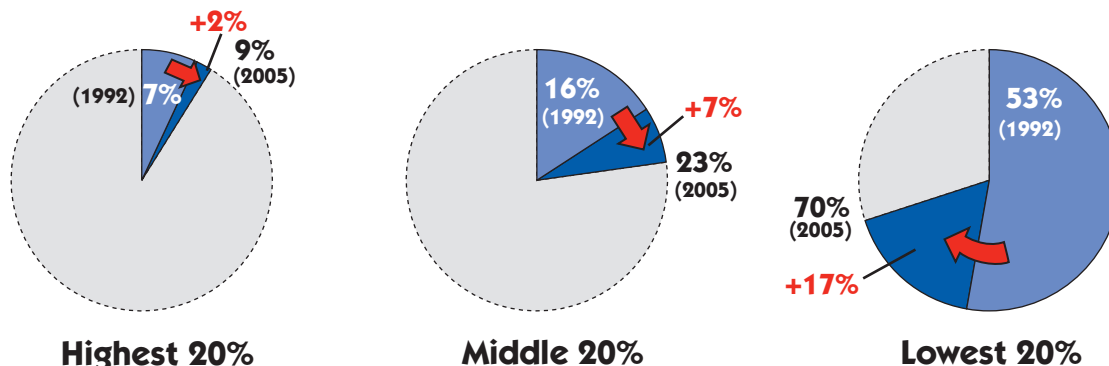
Note: In the affordability category, the lower the figures the better the performance for all indicators except for "State investment in need-based financial aid."

Other Key Facts

■ In Kentucky, 39% of students are enrolled in community colleges and 44% in public four-year colleges and universities.

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.

College in Kentucky Has Become Less Affordable for Middle- and Low-Income Families (1992–2005)



Net costs to attend public 4-year colleges as a share of income for different income families.

Financial Burden to Pay for College Varies Widely Among Different Income Families in the State

Those who are striving to reach or stay in the middle class—the 40% of the population with the lowest incomes—earn on average \$17,003 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 39% of their income annually:

Tuition, room, and board:	\$7,888
Financial aid received:	-\$1,307
Net college cost:	\$6,580
Percent of income:	39%

■ 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:	\$10,612
Financial aid received:	-\$ 3,224
Net college cost:	\$ 7,388
Percent of income:	43%

Note

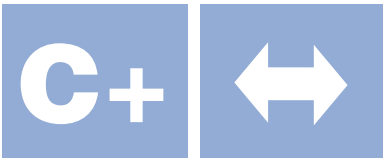
The numbers shown for tuition, room, and board minus financial aid may not exactly equal net college cost due to rounding.

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 2006 family ability to pay							
20% of the population with the lowest income	\$10,000	\$6,274	63%	\$6,952	70%	\$15,428	154%
20% of the population with lower-middle income	\$24,005	\$6,887	29%	\$7,824	33%	\$15,917	66%
20% of the population with middle income	\$39,770	\$7,471	19%	\$9,088	23%	\$16,517	42%
20% of the population with upper-middle income	\$61,528	\$7,656	12%	\$9,246	15%	\$16,949	28%
20% of the population with the highest income	\$104,412	\$7,710	7%	\$9,356	9%	\$17,491	17%
40% of the population with the lowest income	\$17,003	\$6,580	39%	\$7,388	43%	\$15,673	92%

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

2006
Grade

Change
Over Time



Kentucky has shown little improvement in the proportion of students earning a certificate or degree in a timely manner. Kentucky receives a C+ in completion this year.

Graded Information

Compared with other states:

- A fairly large percentage (51%) of first-year students in community colleges return for their second year.
- At four-year colleges and universities, the percentage of freshmen who return for their sophomore year is large (70%).
- However, a very small percentage (38%) of first-time, full-time college students complete a bachelor's degree within six years of entering college.
- A large proportion of students complete certificates and degrees relative to the number enrolled.

Change in Graded Measures

- Over the past 12 years, Kentucky has been among the fastest-improving states in the proportion of students completing certificates and degrees relative to the number enrolled. The state's improvement on this indicator has been primarily in certificates awarded, while the proportion of bachelor's degrees awarded has declined.

COMPLETION	KENTUCKY		Top States 2006
	1992*	2006	
Persistence (20%)[†]			
1st year community college students returning their second year	53%	51%	62%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	70%	82%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	37%	38%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	12	17	20

*The indicators report data beginning in 1992 or the closest year for which reliable data are available.

[†]2006 data may not be entirely comparable with data from previous years.

See the *Technical Guide for Measuring Up 2006*.

Other Key Facts

- Over the past decade, Kentucky has narrowed the gap between whites and blacks in the proportion of students completing certificates and degrees relative to the number enrolled. Currently, 18 out of 100 white students enrolled complete degrees and certificates, compared to 16 out of 100 black students.

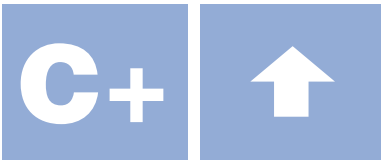
Note

Kentucky officials report that one institution in Kentucky incorrectly reported baccalaureate graduation rate data to the U.S. Department of Education, resulting in a statewide graduation rate decline in the 2006 report card. According to Kentucky's own estimates, the statewide graduation rate increases by two percentage points once the adjustment is made. Even with this adjustment, however, the National Center's calculation shows that the state's grade will remain the same.

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.

2006
Grade

Change
Over Time



Despite notable gains, Kentucky lags many other states in realizing the benefits that come from having a more highly educated population. Kentucky earns a C+ in benefits this year.

Graded Information

Compared with other states:

■ A 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 voting.

Change in Graded Measures

Over the past 12 years:

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

■ The economic benefits that the state enjoys as a result of the percentage of its population with a bachelor's degree have increased substantially.

■ The percentage of residents voting has increased substantially, in contrast to a nationwide decline of 5%.

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 \$482 million higher.

BENEFITS	KENTUCKY		Top States 2006
	1992*	2006	
Educational Achievement (37.5%)			
Population aged 25 to 65 with a bachelor's degree or higher	17%	23%	37%
Economic Benefits (31.25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	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%	2%	3%
Civic Benefits (31.25%)			
Residents voting in national elections	48%	54%	64%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	86%	91%
Increase in volunteering rate as a result of college education	n/a	16%	22%
Adult Skill Levels (0%)*			
Adults demonstrating high-level literacy skills:			
quantitative	16%	21%	33%
prose	14%	18%	33%
document	13%	16%	28%

*The indicators report data beginning in 1992 or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2006*.

†These are estimates from *Measuring Up 2004* and are not used to calculate grades. New data will be available in fall 2006.

■ In 2002, Kentucky scored 49 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.

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

2006
Grade



Kentucky is among nine states that receive a “Plus” in Learning because data were sufficient to compare at least two of the three Learning categories in the state results described below.

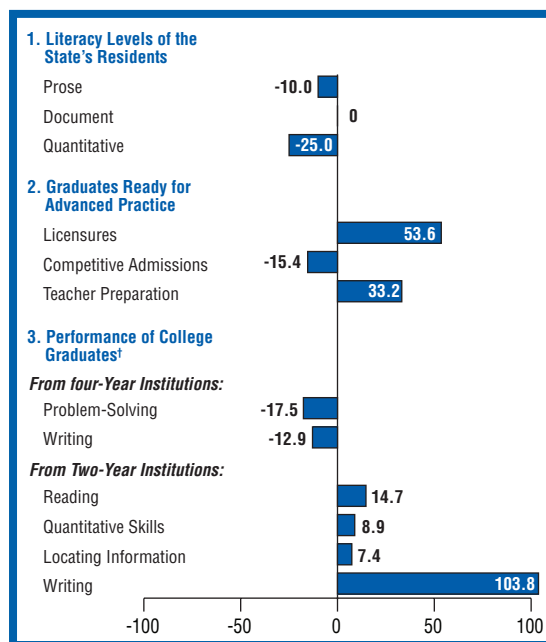
In *Measuring Up 2006*, data are available, for the first time, for all fifty states on “Graduates Ready for Advanced Practice” indicators (see chart). In the 2004 edition of *Measuring Up*, state-level results on all Learning indicators were reported for five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) that participated in a pilot project directed by the National Forum on College-Level Learning and funded by the Pew Charitable Trusts. This project evaluated state performance in Learning on three topics:

1. Literacy Levels of the State’s Residents. These indicators answer the question, “What are the abilities of the state’s college-educated population?” The answer provides information about the level of “educational capital” the state can count on to develop a competitive 21st-century workforce and a responsible citizenry.

2. Graduates Ready for Advanced Practice. These indicators address the question, “To what extent do colleges and universities in the state educate students to contribute to the workforce?” These measures examine how well prepared state college and university graduates are to enter a licensed profession or participate in graduate study.

3. Performance of College Graduates. These indicators address the question, “How effectively can college and university graduates in the state communicate and solve problems?” The ability of college graduates to perform complex academic and real-world tasks is the “bottom line” in Learning. This can only be determined by common direct assessments of college graduate abilities.

Measuring Up 2006 employs the same methodology for Learning as used in the 2004 edition of *Measuring Up*. Overall



†Data are from *Measuring Up 2004*. Because of small numbers of test takers, results should be treated with caution; reader should look at the overall pattern of results.

state performance is illustrated by a bar chart. The data for each indicator are represented by a bar showing the number of percentage points the state performed above or below the national average.

The overall picture for *Measuring Up 2006* remains incomplete. While “Graduates Ready for Advanced Practice” results can be reported for all states, results for “Literacy Levels of State’s Residents” can only be calculated for five of the six states that participated in a state-level version of the National Assessment of Adult Literacy (SAAL) conducted in 2003. Results for “Performance of College Graduates”, reported in the 2004 edition of *Measuring Up*, were based on assessments administered to representative samples of college students in each of the five pilot project states.

Kentucky Results

Kentucky continues to face challenges in the literacy of its adult population. In Kentucky, 27% of college-educated citizens are proficient

in prose literacy compared with 30% nationally. The state is even more heavily challenged with respect to quantitative literacy, with only 21% of its college-educated citizens proficient in this ability compared with 28% nationally. However, the state has closed the gap with respect to document literacy: 24% of Kentucky’s college-educated citizens are proficient in this ability, matching the national average.

Kentucky’s higher education system is very competitive in workforce preparation as reflected in professional licensure examinations. The state is more than 50% above the national benchmark, placing it among the top five states on this measure. One-

and-a-half times as many graduates in Kentucky take such examinations as is typical nationally, and their pass rate is just above the national average. In contrast, Kentucky is more than 15% below the national benchmark in preparing students for graduate study as reflected in graduate admissions examinations. Although the proportion of graduates taking such examinations in Kentucky is about 35% higher than is typical nationally, the proportion earning competitive scores is only 68% of the national average. Finally, Kentucky is more than 30% above the national benchmark with respect to pass rates on the state’s teacher examinations.

Kentucky was one of five states reporting Learning results in *Measuring Up 2004* by virtue of its participation in the pilot study conducted by the National Forum on College-Level Learning. The results of that project are repeated here in the Performance of College Graduates section.

How Kentucky Measures Up Internationally

Participation*

■ About 34% of young adults, ages 18 to 24, in Kentucky are currently enrolled in college. Although Kentucky's enrollment rate compares favorably with that of many countries, it represents only 71% of the rate in Korea, the top-performing nation on this measure. Kentucky is also surpassed by Greece, Finland, Belgium, and Ireland (see figure 1).

Completion

■ When compared internationally, Kentucky is surpassed by many countries in the proportion of students who complete certificates or degrees. With 17 out of 100 students enrolled completing certificates or degrees, Kentucky's completion rate is only 72% of the rate in the United Kingdom, the top-performing nation on this measure, where 24 out of 100 students complete certificates or degrees. The state is also behind Japan, Portugal, Australia, Switzerland, Denmark, Ireland, New Zealand, France, Iceland, Korea, Belgium, Sweden, the Slovak Republic, and Poland (see figure 2).

Educational Level of Adult Population

■ Kentucky's younger adults, ages 25 to 34, are ahead of older adults, ages 35 to 64, in attaining a college degree. Internationally, however, the proportion of younger adults with a college degree in Kentucky is only 64% of the proportion in Japan, the top-performing nation on this measure. Kentucky is also surpassed by Canada, Korea, Finland, Norway, Sweden, Belgium, Spain, France, Ireland, Australia, and Denmark.

Figure 1. Percent of Young Adults (Ages 18-24) Currently enrolled in College, 2003

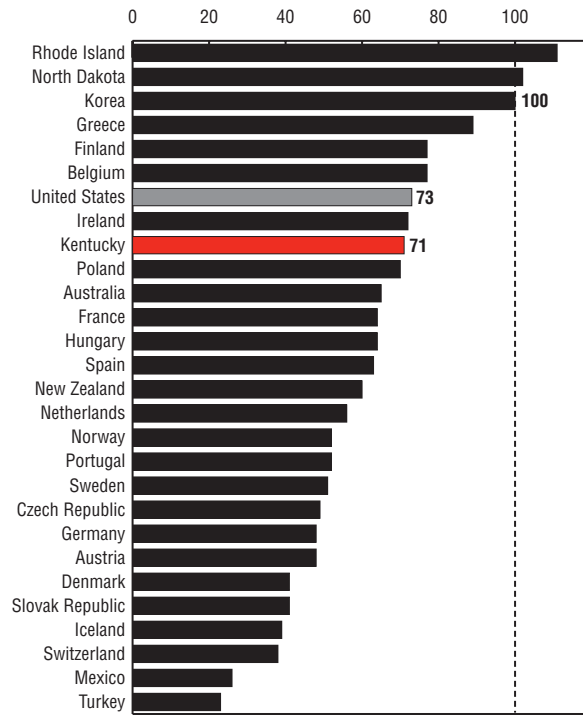
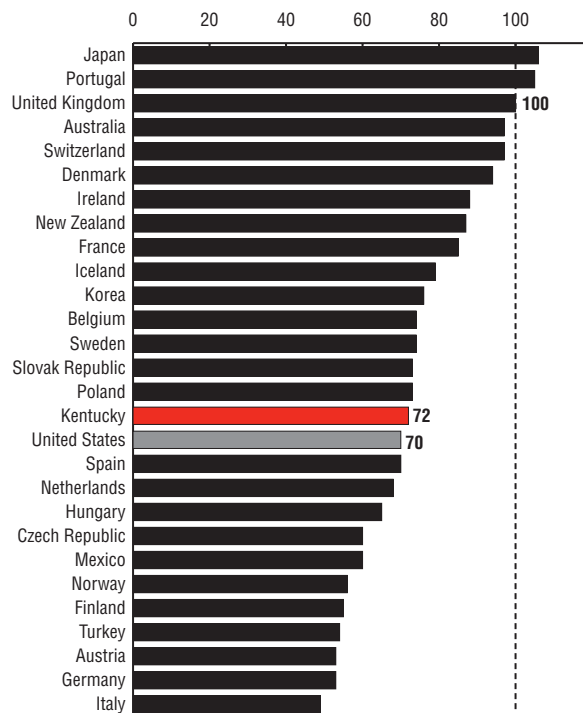


Figure 2. Total Degrees/Certificates Awarded Per 100 Students Enrolled, 2004

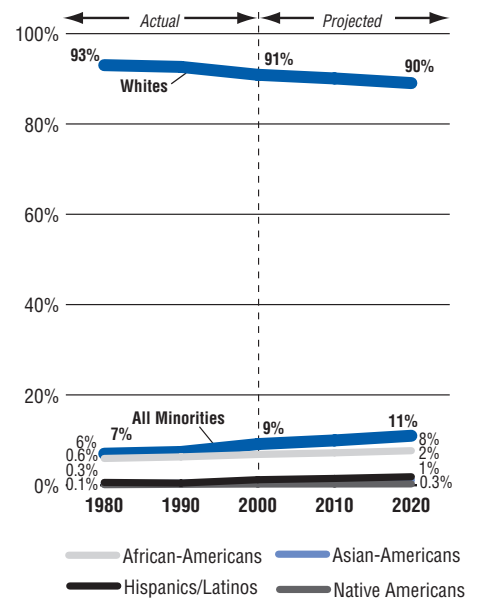


*This measure includes both undergraduate and graduate enrollment, whereas the similar indicator in the graded category only reports undergraduate enrollment.

Note: The charts show index scores, as measured against the top performance. The top performance, defined as the median value of the top five performers, receives a score of 100. The top performer can be a nation or a U.S. state. For more international comparison information, go to www.highereducation.org.

State Context	Kentucky	State Rank
Population (2005)	4,173,405	26
Gross state product (2004, in millions)	\$133,003	27
Leading Indicators	Kentucky	U.S.
Projected % change in population, 2005-2020	6%	14%
Projected % change in number of all high school graduates, 2002-2017	6%	8%
Projected budget surplus/shortfall by 2013	-5%	-6%
Average income of poorest 20% of population (2004)	\$10,000	\$12,168
Children in poverty (2004)	25%	18%
Percent of adult population with less than a high school diploma or equivalent (2004)	18%	14%
New economy index (2002)*	49	60
Facts and Figures	Kentucky	
	Number/Amount	Percent
Institutions of Postsecondary Education (2004-05)		
Public 4-year	8	
Public 2-year	23	
Private 4-year	30	
Private 2-year	15	
Students Enrolled by Institution Type (2004)		
Public 4-year	93,306	44%
Public 2-year	81,272	39%
Private 4-year	28,212	13%
Private 2-year	7,799	4%
Students Enrolled by Level (2004)		
Undergraduate	210,589	88%
Graduate	24,861	10%
Professional	4,647	2%
Enrollment Status of Students (2004)		
Full-time	152,896	64%
Part-time	87,201	36%
Net Migration of Students (2004)		
Positive numbers for net migration mean that more students are entering than leaving the state to attend college. Negative numbers reveal the reverse.	4,767	
Average Tuition (2005-06)		
Public 4-year institutions	\$5,132	
Public 2-year institutions	\$2,407	
Private 4-year institutions	\$13,876	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2006	\$10	
Per capita, FY 2006	\$289	
% change, FY 1996-2006		78%

Working-Age Population (ages 25-64) by Race/Ethnicity, 1980-2020



Racial and Ethnic Gaps in Educational Levels of Working-Age Population (ages 25-64), 2000

	Whites	African-Americans
Less than a high school credential	20%	21%
Associate's degree or higher	25%	17%

* 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.

QUESTIONS & ANSWERS

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

A: *Measuring Up 2006* grades states, not 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—\$72 billion currently—for colleges and universities. Through their oversight of public colleges and universities, state leaders affect the types and number of 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 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.

Q: How are states graded?

A: *Measuring Up 2006* grades states in six performance categories: 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 the best-performing states. As in earlier editions, state data are drawn from the most recent public information available, and the grades in *Measuring Up 2006* reflect state performance in 2004 or 2005.

In the Affordability category, *Measuring Up 2006* reflects the major changes in tuition and financial aid that occurred in 2005. In addition, each state's performance is calculated relative to the performance of top states in the early 1990s—rather than relative to the current performance of top states, as is the case with other graded categories. This difference in comparison, first introduced in *Measuring Up 2004*, creates a more stable basis for states to assess their performance in Affordability, which is the most volatile of the graded categories.

Measuring Up 2006 is the first edition that includes data in the Learning category for all 50 states on the extent to which colleges and universities prepare students to contribute to the workforce (see the “Graduates Ready for Advanced Practice” indicators). As in *Measuring Up 2004*, most states in 2006 receive an “Incomplete” in Learning due to the lack of reported information. This year, however, nine states receive a “Plus”: Illinois, Kentucky, Maryland, Massachusetts, Missouri, Nevada, New York, Oklahoma, and South Carolina. These nine states reported adequate data in more than

one of the indicator groups either through their participation in a pilot project, or by collecting additional state data for the state version of the National Assessment of Adult Literacy (NAAL) conducted in 2003.

All data used to grade states in *Measuring Up 2006* were collected from reliable national sources, including the U.S. Census Bureau and the U.S. Department of Education. All data are the most current available for state comparisons, are in the public domain, and were collected in ways that allow meaningful comparisons among states. Please see the *Technical Guide for Measuring Up 2006* (available at www.highereducation.org) for more information regarding data sources used in *Measuring Up 2006*.

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 time. Each report card also presents important contextual information, such as demographic trends, student migration data, and state funding levels for higher education. International comparisons provide new contextual information for states.

Q: Why does *Measuring Up 2006* include international indicators?

A: *Measuring Up 2006* is the first edition to draw on international indicators, at both the state and national levels. In a 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 2006* provides essential information on how well the nation and each of the 50 states are preparing residents with the knowledge and skills necessary to compete effectively in the global economy. As with other data in *Measuring Up*, 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 attainment of their populations.

For more information on international comparisons, see *Measuring Up Internationally: Developing Skills and Knowledge for the Global Knowledge Economy* by Alan Wagner. For more information on available data sources, see the *Technical Guide for Measuring Up 2006* (available at www.highereducation.org).

STATE GRADES

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