

MEASURING UP

2006

**THE STATE REPORT CARD
ON HIGHER EDUCATION**

CALIFORNIA



**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.



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California's underperformance in educating its young population could limit the state's access to a competitive workforce and weaken its economy over time. As the well-educated baby boomer generation begins to retire, the diverse young population that will replace it does not appear prepared educationally to maintain the state's edge in a global economy. Compared with leading states, relatively few students in California graduate from high school on time or are adequately prepared to succeed in college. Moreover, California has made little progress in improving its poor performance in the proportion of 9th graders who enroll in college by age 19. Those who do enroll do not perform well in completing certificates or degrees. Internationally, California ranks very low in the number of certificates and degrees produced, and is outpaced by such low-performing nations as the Czech Republic, Hungary, and Spain.

Strengths

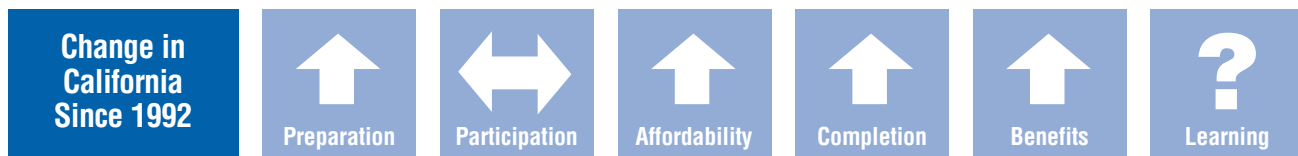
Preparation

■ About two-thirds of secondary school students are taught by teachers with an undergraduate or graduate major in the subject they are teaching, which compares well with the best-performing states.

■ Over the past 12 years, the percentage of non-white young adults (ages 18-24) who earn a high school credential has increased from 65% to 81%.

Participation

■ California ranks among the leading states in the percentage of working-age adults enrolled part-time in college-level education or training, despite a decline on this measure over the past decade.



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.

Completion

■ The percentage of first-year community college students returning for their second year has increased substantially over the past 15 years, placing California among the top-performing states in improvement on this measure. While California has improved on this measure, only 57% of first-year students return for their second year.

■ California is the top-performing state in the percentage of freshmen at four-year colleges and universities returning for their sophomore year. The state has consistently performed well on this measure.

Benefits

■ A large percentage of residents have a bachelor's degree. This percentage has increased over the past 12 years, reflecting similar trends nationally. However, many residents earned their degrees in other states.

■ Over the past 12 years, the economic benefits that California enjoys as a result of having a highly educated population have increased substantially—more than the nation as a whole.

Weaknesses

Preparation

■ Very small proportions of high school students enroll in upper-level science courses.

■ A very low percentage of 8th graders perform well on national assessments in science. This percentage has dropped over the past nine years, showing one of the steepest declines in the nation on this measure.

■ Eighth graders perform very poorly on the national assessments in math, reading and writing, despite some improvement over the past several years.

■ A very small percentage of low-income 8th graders perform well on the national assessment in math.

■ Only a fair percentage of high school students enroll in upper-level math courses, although this percentage has increased substantially over the past 12 years.

Participation

■ Proportionately few California 9th graders enroll in college by age 19 because many 9th graders do not graduate from high school on time and, of those who do, few enroll in college.

■ About 19% of adults do not have a high school diploma or its equivalent (compared with a national average of 14%), reducing their likelihood of participating or succeeding in higher education.

Affordability

Trend analyses of the affordability of higher education in California are difficult to interpret due to unusually sharp year-to-year fluctuations in tuition and fees for public colleges and universities. This pattern has been characterized by large tuition increases in years of economic hardship, often followed by freezes and/or substantial decreases in tuition during both prosperous and election years.

■ Students and families currently pay less of their annual family income, after financial aid, to attend public four-year colleges and universities than they did in the early 1990s. Since 2004, however, this amount has increased and, compared with best-performing states, is fairly large.

■ California has nearly doubled its need-based financial aid since 1992—from 27% to 53%—as a percent of the federal investment in need-based financial aid. While the state has increased its financial support dramatically, it is low compared with top-performing states.

■ California's overall performance on affordability is better than other states due to the low price of its community colleges, which enroll nearly 70% of all students in California.

Completion

■ A fairly low proportion of students complete certificates and degrees relative to the number enrolled. Although this proportion has increased substantially over the past 12 years, the improvement is due primarily to growth in the number of certificates and associate's degrees awarded.

■ When compared internationally, California ranks very low in the number of certificates and degrees produced relative to the number of students enrolled—behind such low-performing nations as the Czech Republic, Hungary, and Spain.

2006
Grade

Change
Over Time



Despite substantial improvement, California's performance in preparing students to succeed in college remains low when compared with other states. This year California receives a C in preparation.

Graded Information

Compared with other states:

- A fair proportion (48%) of high school students in California are enrolled in upper-level math, but a very low proportion (20%) are enrolled in upper-level science.

- Eighth graders perform very poorly on national assessments in math, reading, writing, and science, indicating that they are not well prepared to succeed in challenging high school courses.

- Low-income 8th graders perform very poorly on national assessments in math.

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

- About two-thirds of secondary school students are taught by qualified teachers, which compares well with top-performing states.

Change in Graded Measures

- Over the past 12 years, the proportion of high school students enrolled in upper-level math has increased by 65%, placing California among the fastest-improving states on this measure. However, relative to other states, its current performance on this measure is only fair.

PREPARATION	CALIFORNIA		Top States 2006
	1992*	2006	
High School Completion (20%)			
18- to 24-year-olds with a high school credential	78%	87% [†]	94%
K-12 Course Taking (35%)			
9th to 12th graders taking at least one upper-level math course	29%	48%	64%
9th to 12th graders taking at least one upper-level science course	16%	20%	40%
8th grade students taking algebra	14%	39% [‡]	35%
12th graders taking at least one upper-level math course	n/a	24%	66%
K-12 Student Achievement (35%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	16%	22%	38%
in reading	22%	21%	38%
in science	20%	18%	41%
in writing	20%	23%	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	5%	10%	22%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	98	146	237
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	104	190	217
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	51%	68%	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-four percent of 18-24-year-olds have a regular high school diploma; 3% 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.

■ The percentage of 8th graders performing well on national assessments in science has decreased over the past nine years, showing one of the steepest declines in the nation on this measure.

■ The percentage of secondary school students taught by qualified teachers has increased substantially.

Other Key Facts

■ Over the past 12 years, the percentage of young adults who are from minority ethnic groups and who earn a high school credential has increased from 65% to 81%.

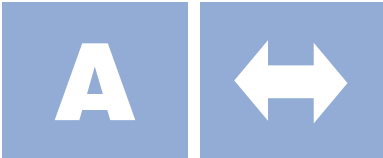
■ About 19% of children under age 18 live in poverty, compared with a national rate of 18%.

■ Policymakers and state residents do not have access to important information about 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



California continues to perform well in enrolling students in higher education. This year California receives an A in participation.

Graded Information

Compared with other states:

■ The chance of California high school students enrolling in college by age 19 is low, because few students graduate from high school and enroll in college.

■ However, California is among the top states in the percentage of working-age adults (ages 25 to 49) enrolled part-time in college-level education or training.

Change in Graded Measures

■ Over the past decade, the percentage of working-age adults who are enrolled part-time in college-level education or training has declined, although California remains among the top performers on this measure.

Other Key Facts

■ Among the young adult population (ages 18 to 24), the gap in college participation between whites and other ethnic groups has narrowed substantially, but still remains. Currently, 47 out of 100 white young adults are enrolled in college, compared to 36 out of 100 young adults from other ethnic groups.

PARTICIPATION	CALIFORNIA		Top States 2006
	1992*	2006	
Young Adults (60%)			
Chance for college by age 19	35%	35%	53%
18- to 24-year-olds enrolled in college	32%	40%	41%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	5.3%	5.1%	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*.

■ The state's population is projected to grow by 17% from 2005 to 2020, above the national rate of 14%. During approximately the same period, the number of high school graduates is projected to increase by 8%.

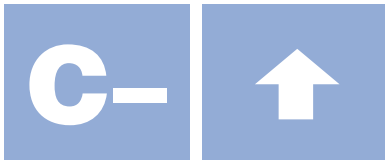
■ About 19% of the adult population has less than a high school diploma or its equivalent, compared with 14% of adults nationwide.

■ In California, 6,395 more students are entering the state than are leaving to attend college. About 9% of California 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



California has generally made progress in making higher education affordable, primarily through its many low-priced community colleges. Despite that trend, California has lost ground through recent tuition and fee increases. This year California earns a C- in affordability.

Graded Information/Change Over Time

Trend analyses of the affordability of higher education in California are difficult to interpret due to unusually sharp year-to-year fluctuations in tuition and fees for public colleges and universities. This pattern has been characterized by large tuition increases in years of economic hardship, often followed by freezes and/or substantial decreases in tuition during both prosperous and election years.

- Students and families currently pay less of their annual family income, after financial aid, to attend public four-year colleges and universities than they did in the early 1990s. Since 2004, however, this amount has increased and, compared with best-performing states, is fairly large.

- California has nearly doubled its need-based financial aid since 1992—from 27% to 53%—as a percent of the federal investment in need-based financial aid. While the state has increased its financial support dramatically, it is low compared with top-performing states.

- California's overall performance on affordability is better than other states due to the low price of its community colleges, which enroll nearly 70% of all students in California.

AFFORDABILITY	CALIFORNIA		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	31%	26%	15%
at public 4-year colleges/universities	37%	33%	16%
at private 4-year colleges/universities	70%	76%	32%
Strategies for Affordability (40%)			
State investment in need-based financial aid as compared to the federal investment	27%	53%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	2%	6%	7%
Reliance on Loans (10%)			
Average loan amount that undergraduate students borrow each year	\$3,280	\$4,089	\$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."

- Undergraduate students borrowed on average \$4,089 in 2005.

Other Key Facts

- In California, 66% of students are enrolled in community colleges and 23% 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.

Financial Burden to Pay for College Varies Widely Among Different Income Families 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 2006 family ability to pay							
20% of the population with the lowest income	\$12,800	\$8,188	64%	\$10,144	79%	\$24,876	194%
20% of the population with lower-middle income	\$28,520	\$8,708	31%	\$10,927	38%	\$24,715	87%
20% of the population with middle income	\$48,420	\$9,171	19%	\$11,997	25%	\$24,469	51%
20% of the population with upper-middle income	\$77,357	\$9,321	12%	\$12,250	16%	\$24,687	32%
20% of the population with the highest income	\$135,136	\$9,352	7%	\$12,376	9%	\$25,382	19%
40% of the population with the lowest income	\$20,660	\$8,448	41%	\$10,536	51%	\$24,796	120%

*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 \$20,660 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 41% of their income annually:

Tuition, room, and board:	\$9,408
Financial aid received:	—\$ 960
Net college cost:	\$8,448
Percent of income:	41%

■ If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 51% of their income annually:

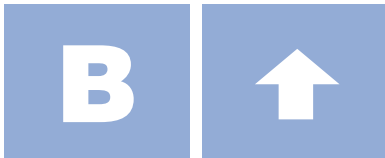
Tuition, room, and board:	\$13,137
Financial aid received:	—\$ 2,602
Net college cost:	\$10,536
Percent of income:	51%

Note

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

2006
Grade

Change
Over Time



California has seen substantial gains in the proportion of students earning certificates and degrees in a timely manner. This year California receives a B in completion.

Graded Information

Compared with other states:

- A very large percentage (57%) of first-year students in community colleges return for their second year.

- Eighty-three percent of freshmen at public and private four-year colleges and universities return for their sophomore year, making California the top-performing state on this measure.

- A very large percentage (62%) of first-time, full-time college students complete a bachelor's degree within six years of enrolling in college.

- However, the proportion of students completing certificates and degrees, relative to the number enrolled, is fairly small.

Change in Graded Measures

- Over the past 15 years, the percentage of first-year community college students returning for their second year has increased substantially, placing California among the top states in the country in terms of improvement on this measure.

COMPLETION	CALIFORNIA		Top States 2006
	1992*	2006	
Persistence (20%)[†]			
1st year community college students returning their second year	45%	57%	62%
Freshmen at 4-year colleges/universities returning their sophomore year	81%	83%	82%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	58%	62%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	10	14	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*.

- During the same period, California has consistently had a very high percentage of freshmen at four-year colleges and universities returning for their sophomore year.

- Over the past seven years, California has also consistently performed very well on the percentage of first-time, full-time college students earning a bachelor's degree within six years of enrolling in college.

- The state has also substantially increased the proportion of students completing certificates and degrees relative to the number enrolled over the past 12 years, making it one of the fastest-improving states on this measure. California's improvement on this measure is due primarily to growth in certificates and associate's degrees awarded.

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

A



California has seen an increase in the benefits it receives from a more highly educated population. This year California earns an A in benefits.

Graded Information

Compared with other states:

■ A high proportion of residents have a bachelor's degree, and this substantially strengthens the state economy. California is a top performer on the economic benefits measure.

■ In addition, residents contribute substantially to the civic good, as measured by charitable giving.

Change in Graded Measures

■ Over the past 12 years, the percentage of California residents who have a bachelor's degree has increased substantially, and the economic benefits that the state enjoys as a result have increased substantially as well.

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 \$65.5 billion higher.

■ In 2002, California scored 86 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.

BENEFITS	CALIFORNIA		Top States 2006
	1992*	2006	
Educational Achievement (37.5%)			
Population aged 25 to 65 with a bachelor's degree or higher	26%	33%	37%
Economic Benefits (31.25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	12%	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	3%	3%	3%
Civic Benefits (31.25%)			
Residents voting in national elections	48%	42%	64%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	89%	88%	91%
Increase in volunteering rate as a result of college education	n/a	15%	22%
Adult Skill Levels (0%)*			
Adults demonstrating high-level literacy skills:			
quantitative	23%	24%	33%
prose	23%	25%	33%
document	19%	21%	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.

■ 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.

2006
Grade



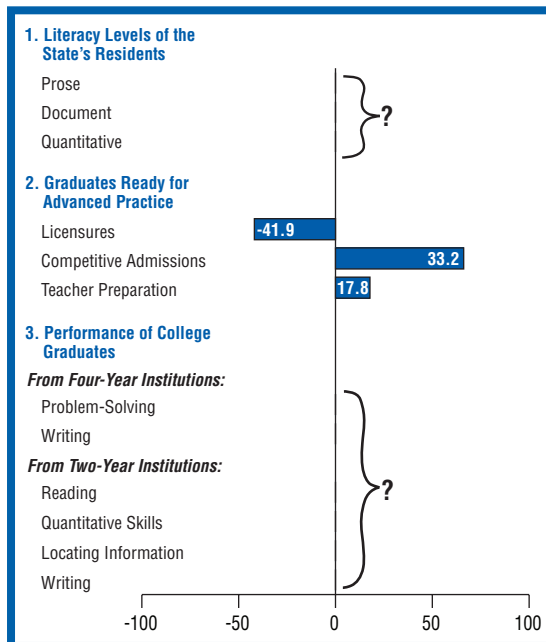
Like most states, California receives an “Incomplete” in Learning because insufficient data would not allow meaningful state-by-state comparisons. However, data are available this year to examine the readiness of college graduates—from two- and four-year institutions—for advanced practice. State results are 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.



Note: Measures under the third cluster will require special data collection efforts similar to those undertaken by the five pilot project states in 2004.

Measuring Up 2006 employs the same methodology for Learning as used in the 2004 edition of *Measuring Up*. Overall state performance is illustrated by a bar chart for each state. In the 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. These measures were not updated for 2006.

California Results

California is well below the national benchmark in work-force preparation as reflected in professional licensure examinations. California graduates take such examinations at about two-thirds of the typical national rate, and their pass rate is about 10% below the national average. In contrast, California is competitive in preparing students for graduate study as reflected in graduate admissions examinations. The state is more than 33 percentage points above the national benchmark on this measure, placing it among the top five states. Slightly more California graduates take such examinations than is typical nationally, and the proportion earning competitive scores is about 12% higher than the national average. Finally, California is more than 17% above the national benchmark with respect to pass rates on its teacher examinations.

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

*More information on the National Forum on College-Level Learning can be obtained at http://www.highereducation.org/reports/mu_learning/index.shtml.

How California Measures Up Internationally

Participation*

■ About 35% of young adults, ages 18 to 24, in California are currently enrolled in college. Although California's enrollment rate compares favorably with that of many countries, it represents only 72% of the rate in Korea, the top-performing nation on this measure. California is also surpassed by Greece, Finland, and Belgium.

Completion

■ When compared internationally, California ranks very low in the number of certificates or degrees produced relative to the number of students enrolled. With 14 out of 100 students completing certificates or degrees, California's completion rate is only 58% of the rate in the United Kingdom, the top-performing nation on this measure, where 24 out of 100 students complete certificates or degrees. California is also behind such low-performing countries as Spain, the Czech Republic, and Mexico (see figure 1).

Educational Level of Adult Population

■ California's younger adults, ages 25 to 34, are falling behind older adults, ages 35 to 64, in attaining a college degree. Internationally, the proportion of younger adults with a college degree in California is only 73% of the proportion in Japan, the top-performing nation on this measure. California is also surpassed by Canada, Korea, Finland, Norway, Sweden, and Belgium (see figures 2 and 3).

Figure 1. Total Degrees/Certificates Awarded Per 100 Students Enrolled, 2004

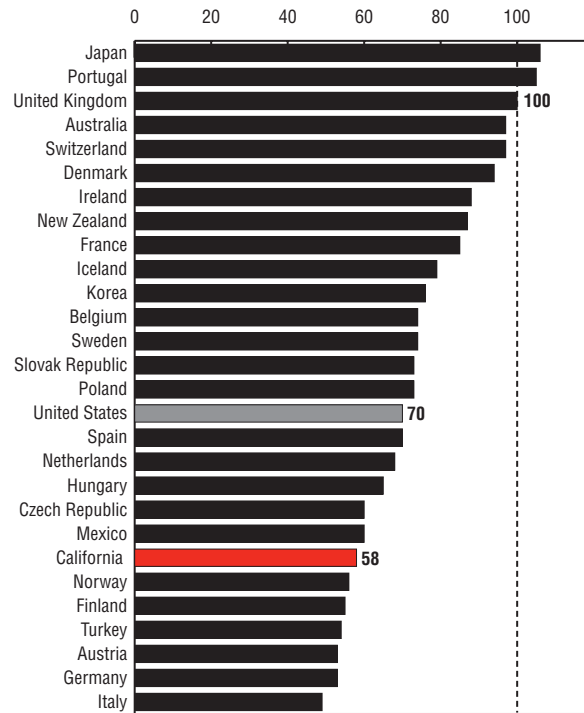


Figure 2. Percent of Older Adults (Ages 35-64) with an Associate's Degree or Higher, 2004

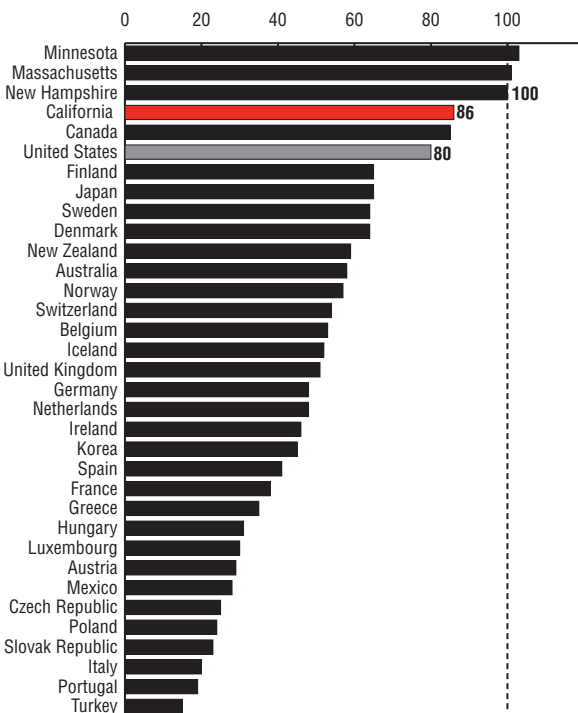
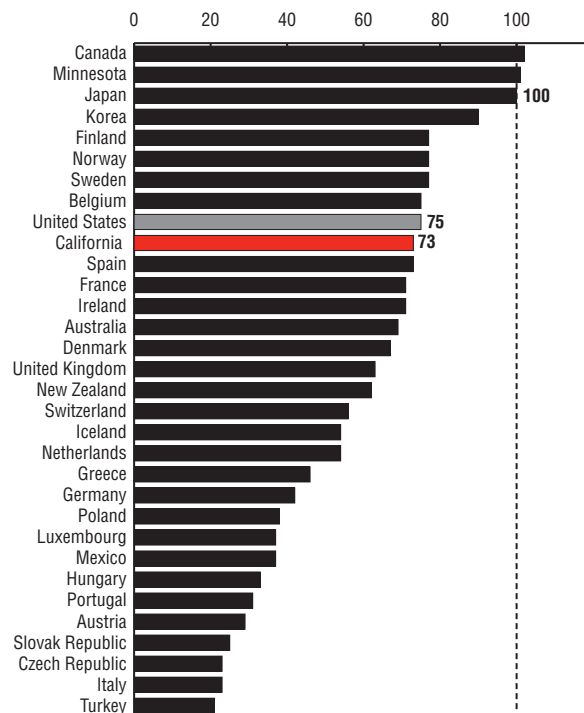


Figure 3. Percent of Younger Adults (Ages 25-34) with an Associate's Degree or Higher, 2004



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

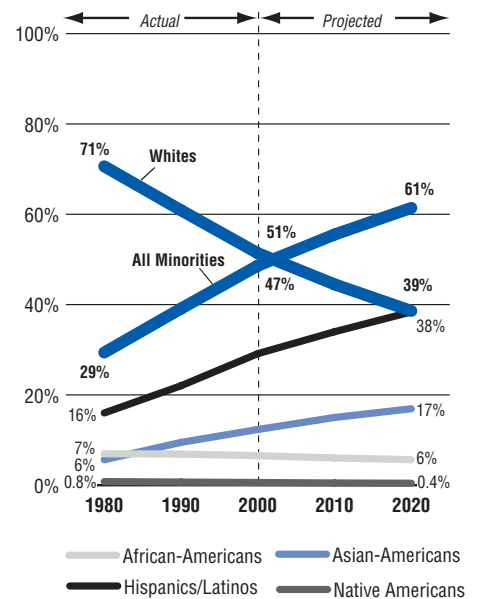
Note: The charts show index scores, as measured against the top performance. The top performance, defined as the median value of the top five performers, receives a score of 100. The top performer can be a nation or a U.S. state. For more international comparison information, go to www.highereducation.org.

State Context	California	State Rank
Population (2005)	36,132,147	1
Gross state product (2004, in millions)	\$1,519,202	1
Leading Indicators	California	U.S.
Projected % change in population, 2005-2020	17%	14%
Projected % change in number of all high school graduates, 2002-2017	8%	8%
Projected budget surplus/shortfall by 2013	-6%	-6%
Average income of poorest 20% of population (2004)	\$12,800	\$12,168
Children in poverty (2004)	19%	18%
Percent of adult population with less than a high school diploma or equivalent (2004)	19%	14%
New economy index (2002)*	86	60
Facts and Figures	California	
	Number/Amount	Percent
Institutions of Postsecondary Education (2004-05)		
Public 4-year	34	
Public 2-year	110	
Private 4-year	192	
Private 2-year	63	
Students Enrolled by Institution Type (2004)		
Public 4-year	480,539	23%
Public 2-year	1,387,256	66%
Private 4-year	199,381	9%
Private 2-year	40,250	2%
Students Enrolled by Level (2004)		
Undergraduate	2,107,426	89%
Graduate	232,774	10%
Professional	33,845	1%
Enrollment Status of Students (2004)		
Full-time	1,204,395	51%
Part-time	1,169,650	49%
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.	6,395	
Average Tuition (2005-06)		
Public 4-year institutions	\$4,447	
Public 2-year institutions	\$718	
Private 4-year institutions	\$21,748	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2006	\$7	
Per capita, FY 2006	\$266	
% change, FY 1996-2006		85%

* 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.

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	Asian-Americans	Hispanics/Latinos
Less than a high school credential	8%	15%	52%
Associate's degree or higher	46%	54%	12%

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