# MEASURING UP 2004

## THE STATE REPORT CARD ON HIGHER EDUCATION

# RHODE ISLAND

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.

# RHODE ISLAND *A Decade Ago and Today*

Rhode Island's performance is mediocre in preparing students for college. This level of performance jeopardizes young people's opportunities to enroll and succeed in higher education. In addition, Rhode Island's performance is weak in providing students with an affordable higher education, which may undermine its efforts to send clear messages to them about the importance of being prepared academically for college.

## Strengths

### Preparation

■ Over 80% of high school students in Rhode Island are taught by qualified teachers. This percentage has increased consistently over the past decade—more than the national increase on this measure.

### Participation

■ Compared with other states, the likelihood of Rhode Island 9th graders enrolling in college within four years is high. Although the proportion of students who graduate from high school is small, relatively large numbers of graduates enroll in college immediately.

■ A high percentage of working-age adults are enrolled part-time in college-level education or training. Over the past decade, this percentage has declined—more than the nation as a whole on this measure.

### Completion

■ Compared with other states, a very large percentage of freshmen at four-year colleges and universities return for their second year. Rhode Island has consistently been a top performer on this measure.

■ A very large percentage of students at four-year colleges and universities complete a bachelor's degree within six years. Over the past few years, however, this percentage has dropped, in contrast to a national improvement on this measure.

■ Compared with other states, a very high proportion of students complete certificates and degrees relative to the number enrolled. This proportion has been consistently high over the past decade.

### Benefits

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

## Weaknesses

### Preparation

■ Rhode Island 8th graders perform poorly on national exams in science, writing, and math.

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


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

■ Small proportions of 11th and 12th graders take and score well on Advanced Placement tests and college entrance exams.

### Participation

■ About 20% of adults do not have a high school diploma or its equivalent (compared with a national average of 14%), making them ineligible to enroll in education and training beyond high school.

### Affordability

■ Net college costs for low- and middle-income students to attend community colleges represent 42% of their annual family income. For the same students at public four-year colleges and universities, net costs represent 52% of their income. These families earn on average $21,000 annually. (Net college costs equal tuition, room, and board minus financial aid.)

## Policy Questions

■ Can higher education improve partnerships with K–12 schools in order to improve student achievement and preparation for college?

■ Given that approximately 20% of adults do not have a high school credential, can the state encourage more residents to get a General Education Development (GED) credential?

■ Can the state develop financial aid programs that more effectively meet the needs of college-qualified students from low-income families?

■ Can Rhode Island develop a low-priced option for higher education to better serve low-income families in the state?

■ Can the state close the gaps in educational achievement between high- and low-income residents?

# PREPARATION 2004 Rhode Island

| 2004 Grade | Improvement Over Decade |
|---|---|
| C+ | ↑ |

*Over the past decade, Rhode Island has improved in preparing students to succeed in college. Despite that improvement, Rhode Island receives a C+ in preparation this year.*

## Graded Information

- Eighth graders in Rhode Island score fairly low on national assessments in science and writing, and low on national assessments in math.
- Compared with their peers in other states, low-income 8th graders perform very poorly on math assessments.
- Extremely small proportions of 11th and 12th graders score well on Advanced Placement tests, and small proportions score well on college entrance exams.
- Eighty-one percent of secondary school students are taught by qualified teachers; Rhode Island is a top performer on this measure.

## Change in Graded Measures

- Over the past decade, the percentage of 8th graders performing well on national assessments in math has increased, but Rhode Island's current performance on this measure is poor compared with other states.
- Over the past decade, the percentage of secondary school students taught by qualified teachers has increased substantially.

| PREPARATION | RHODE ISLAND | | Top States 2004 |
|---|---|---|---|
| | A Decade Ago | 2004 | |
| **High School Completion (20%)** | | | |
| 18- to 24-year-olds with a high school credential | 88% | 86%* | 94% |
| **K–12 Course Taking (35%)** | | | |
| 9th to 12th graders taking at least one upper-level math course | n/a | n/a | 59% |
| 9th to 12th graders taking at least one upper-level science course | n/a | n/a | 41% |
| 8th grade students taking algebra | n/a | n/a | 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 | 16% | 24% | 36% |
| in reading | 30% | 30% | 39% |
| in science | 26% | 29% | 42% |
| in writing | 25% | 29% | 41% |
| Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math | 8% | 8% | 23% |
| Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates | 103 | 143 | 227 |
| Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors | 63 | 103 | 219 |
| **Teacher Quality (10%)** | | | |
| *7th to 12th graders taught by teachers with a major in their subject* | 63% | 81% | 81% |

*Eighty-one percent of 18- to 24-year-olds have a regular high school diploma; 5% have a GED.
Note: Indicators in italics are new for 2004.

## Other Key Facts

- About 16% of children under age 18 live in poverty, compared with a national rate of 17%.

- Policymakers and state residents do not have access to important information about the courses students take in high school 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.

| 2004 Grade | Improvement Over Decade |
|---|---|
| A | ↔ |

*Rhode Island has shown consistently high performance in enrolling students in higher education over the past decade. This year Rhode Island receives an A in participation.*

## Graded Information

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

■ A high 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 percentage of working-age adults who are enrolled part-time in college-level education or training has declined by 16%, compared with a nationwide decline of 11%.

## Other Key Facts

■ The state's population is projected to grow by 7% 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 6%.

| PARTICIPATION | RHODE ISLAND | | Top States 2004 |
|---|---|---|---|
| | A Decade Ago | 2004 | |
| **Young Adults (60%)** | | | |
| Chance for college by age 19 | 48% | 46% | 52% |
| 18- to 24-year-olds enrolled in college | 31% | 37% | 40% |
| **Working-Age Adults (40%)** | | | |
| 25- to 49-year-olds enrolled part-time in any type of postsecondary education | 5.7% | 4.8% | 5.4% |

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

■ In Rhode Island, 5,459 more students are entering the state than are leaving to attend college. About 33% of Rhode Island 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 |
|---|---|
| F | ↓ |

*Over the past decade, Rhode Island has lost ground in its efforts to provide affordable higher education opportunities. Rhode Island, along with many other states this year, receives an F in affordability.*

## Graded Information

- Compared with best-performing states, families in Rhode Island devote a very large share of family income, even after financial aid, to attend public two- and four-year colleges and universities, as well as private four-year institutions, in the state.
- The state's investment in need-based financial aid is very low when compared with top-performing states, and Rhode Island does not offer low-priced college opportunities.
- Undergraduate students borrowed on average $3,997 in 2003.

## Change in Graded Measures

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

## Other Key Facts

- In Rhode Island, 24% of students are enrolled in community colleges, 26% in public four-year colleges and universities, and 49% in private four-year institutions.

| AFFORDABILITY | RHODE ISLAND | | 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 | 27% | 28% | 15% |
| at public 4-year colleges/universities | 32% | 35% | 16% |
| at private 4-year colleges/universities | 71% | 78% | 32% |
| **Strategies for Affordability (40%)** | | | |
| State investment in need-based financial aid as compared to the federal investment | 36% | 21% | 89% |
| At lowest-priced colleges, the share of income that the poorest families need to pay for tuition | 17% | 18% | 7% |
| **Reliance on Loans (10%)** | | | |
| Average loan amount that undergraduate students borrow each year | $3,460 | $3,997 | $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 | **$12,000** | **$8,557** | **71%** | **$10,798** | **90%** | **$24,925** | **208%** |
| 20% of the population with lower-middle income | **$30,012** | **$8,933** | **30%** | **$11,237** | **37%** | **$24,828** | **83%** |
| 20% of the population with middle income | **$51,164** | **$9,160** | **18%** | **$11,597** | **23%** | **$24,189** | **47%** |
| 20% of the population with upper-middle income | **$78,323** | **$9,234** | **12%** | **$11,816** | **15%** | **$23,938** | **31%** |
| 20% of the population with the highest income | **$128,400** | **$9,234** | **7%** | **$11,931** | **9%** | **$25,309** | **20%** |
| **40% of the population with the lowest income** | **$21,006** | **$8,745** | **42%** | **$11,018** | **52%** | **$24,877** | **118%** |

*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 $21,006 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 42% of their income annually:

| | |
|---|---|
| Tuition, room, and board: | $9,266 |
| Financial aid received: | −$ 521 |
| Net college cost: | $8,745 |
| Percent of income: | 42% |

■ If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 52% of their income annually:

| | |
|---|---|
| Tuition, room, and board: | $12,542 |
| Financial aid received: | −$ 1,525 |
| Net college cost: | $11,018 |
| Percent of income: | 52% |

### 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 |
|---|---|
| A | ↑ |

*Improving upon its already excellent performance, Rhode Island has done well in the proportion of students earning a certificate or degree in a timely manner. This year Rhode Island receives an A in completion.*

## Graded Information

■ Compared with other states, a very large percentage (81%) of freshmen at four-year colleges and universities return for their sophomore year.

■ Likewise, an extremely large percentage of first-time, full-time college students complete a bachelor's degree within six years of enrolling in college, placing Rhode Island among the top states on this measure.

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

## Change in Graded Measures

■ Over the past decade, the percentage of freshmen at four-year colleges and universities returning for their sophomore year has remained consistently very high.

| COMPLETION | RHODE ISLAND | | Top States 2004 |
|---|---|---|---|
| | A Decade Ago | 2004 | |
| **Persistence (20%)** | | | |
| 1st year community college students returning their second year | n/a | n/a | 63% |
| Freshmen at 4-year colleges/universities returning their sophomore year | 83% | 81% | 84% |
| **Completion (80%)** | | | |
| First-time, full-time students completing a bachelor's degree within 6 years of college entrance | 72% | 67% | 64% |
| Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students | 18 | 20 | 21 |

■ Rhode Island has also consistently performed very well, when compared with other states, in the percentage of first-time, full-time college students earning their bachelor's degree within six years of enrolling in college. However, the state's performance on this measure has been declining sharply over the past few years.

■ In Rhode Island, the proportion of students completing certificates and degrees relative to the number enrolled has remained very high over the past decade.

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 |
|---|---|
| B+ | ⟷ |

*Over the past decade, Rhode Island has continued to benefit from having a more highly educated population. This year Rhode Island receives a B+ in benefits.*

## Graded Information

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

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

## Change in Graded Measures

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

## Other Key Facts

■ If all ethnic groups had the same educational attainment and earnings as whites, total personal income in the state would be about $710 million higher, and the state would realize an estimated $248 million in additional tax revenues.

■ In 2002, Rhode Island scored 62 on the New Economy Index, compared to a nationwide score of 60. The New Economy Index, developed by the Progressive Policy Institute, measures the extent to which states are participating in knowledge-based industries.

■ Policymakers and state residents do not have access to important information about high-level literacy skills because the state has declined to participate in the national literacy survey.

| BENEFITS | RHODE ISLAND | | Top States 2004 |
|---|---|---|---|
| | A Decade Ago | 2004 | |
| **Educational Achievement (37.5%)** | | | |
| Population aged 25 to 65 with a bachelor's degree or higher | 31% | 32% | 36% |
| **Economic Benefits (31.25%)** | | | |
| Increase in total personal income as a result of the percentage of the population holding a bachelor's degree | 10% | 10% | 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 | 61% | 54% | 60% |
| Of those who itemize on federal income taxes, the percentage declaring charitable gifts | 93% | 92% | 92% |
| *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 | 21% | 25% | 33% |
| prose | 19% | 23% | 33% |
| document | 17% | 21% | 28% |

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

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

**2004 Grade**

**I**

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

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

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

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

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

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

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

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

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

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

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

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

# ADDITIONAL INFORMATION 2004 Rhode Island

| State Context | Rhode Island | State Rank |
|---|---|---|
| Population (2003) | 1,076,164 | 43 |
| Gross state product (2001, millions) | $36,939 | 43 |

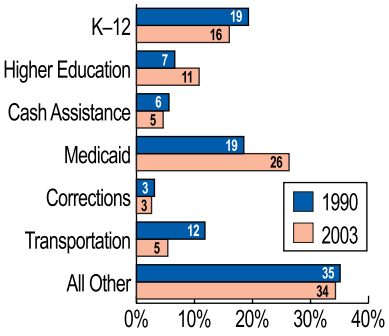
| Leading Indicators | Rhode Island | U.S. |
|---|---|---|
| Projected % change in population, 2000-2015 | 7.2% | 12.9% |
| Projected % change in number of all high school graduates, 2002-2017 | 6.4% | 8.0% |
| Projected budget surplus/shortfall by 2010 | -1.9% | -3.4% |
| Average income of poorest 20% of population (2002) | $12,000 | $12,072 |
| Children in poverty (2001) | 15.0% | 16.0% |
| Percent of adult population with less than a high school diploma or equivalent (2003) | 19.0% | 14.0% |
| New economy index (2002)* | 61.5 | 60.3 |

| Facts and Figures | Rhode Island | |
|---|---|---|
| | Number/Amount | Percent |
| **Institutions of Postsecondary Education (2002-03)** | | |
| Public 4-year | 2 | |
| Public 2-year | 1 | |
| Private 4-year | 9 | |
| Private 2-year | 1 | |
| **Students Enrolled by Institution Type (2001)** | | |
| Public 4-year | 17,639 | 26% |
| Public 2-year | 16,223 | 24% |
| Private 4-year | 32,813 | 49% |
| Private 2-year | n/a | n/a |
| **Students Enrolled by Level (2001)** | | |
| Undergraduate | 66,675 | 86% |
| Graduate | 9,308 | 12% |
| Professional | 1,252 | 2% |
| **Enrollment Status of Students (2001)** | | |
| Full-time | 52,661 | 68% |
| Part-time | 24,574 | 32% |
| **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. | 5,459 | |
| **Average Tuition (2002-03)** | | |
| Public 4-year institutions | $5,396 | |
| Public 2-year institutions | $2,120 | |
| Private 4-year institutions | $21,202 | |
| **State and Local Appropriations for Higher Education** | | |
| Per $1,000 of personal income, FY 2004 | $5 | |
| Per capita, FY 2004 | $161 | |
| % change, FY 1994-2004 | | 53% |

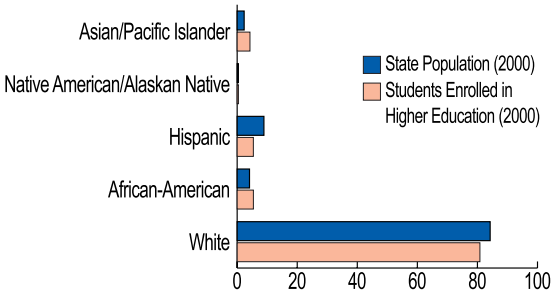
* This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.

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

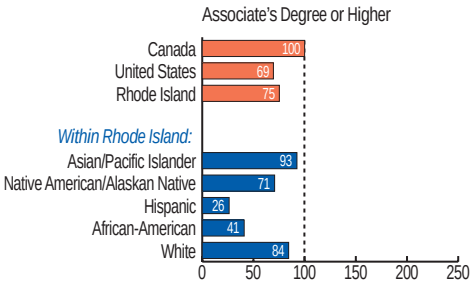
## Share of State Appropriations

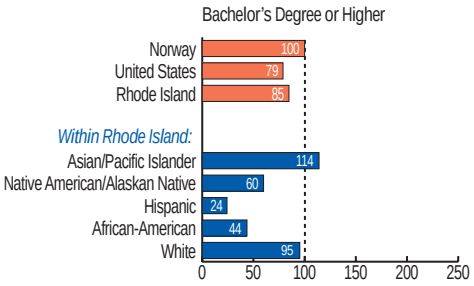



## Ethnic Distribution (%)




## 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.

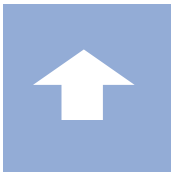
In the learning category, *Measuring Up 2004* reports information about five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) that participated in a pilot project on measuring learning. This report card gives these states a "Plus" for their efforts in assessing and measuring learning;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

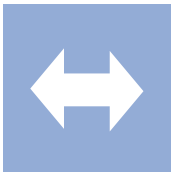
## Q: What information is provided but not graded?

**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.

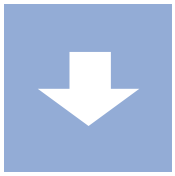
**What do the arrows mean?**



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

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## Commentary

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

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

## About *Measuring Up*

- Questions and Answers about *Measuring Up 2004*
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- How We Grade States
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