

MEASURING UP

2006

**THE STATE REPORT CARD
ON HIGHER EDUCATION**

WASHINGTON



**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.

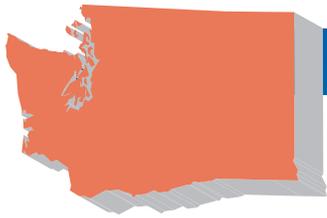
Preparation: 45 states improved on more than half of the indicators; 5 improved on some of the indicators.

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.



WASHINGTON

Washington'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 young population that will replace it does not appear prepared educationally to maintain the state's edge in a global economy. Compared with the early 1990s, proportionately fewer 9th graders graduate from high school in four years, and adult enrollment in college is also low. While Washington makes a large investment in need-based financial aid, colleges and universities in the state require a very large share of family income—even after financial aid is taken into account—to pay educational costs. If these trends are not addressed, they could undermine the state's ability to develop an educated workforce.

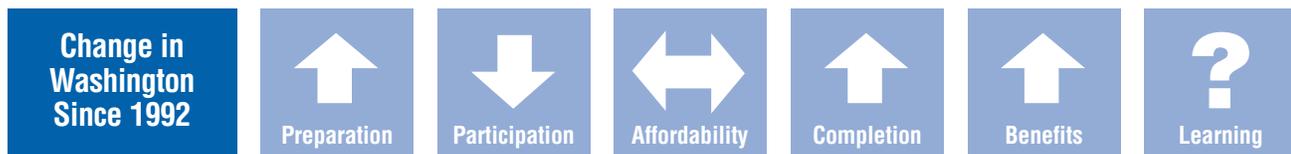
Strengths

Preparation

- Washington 8th graders are well prepared to succeed in challenging high school courses. They perform very well on national assessments in math, reading, and writing. Their performance on writing assessments has improved.
- Low-income 8th graders perform well on national assessments in math.
- About two-thirds of secondary school students are taught by teachers with an undergraduate or graduate major in the subject they are teaching.

Affordability

- Washington is a top performer in the very high investment it makes in need-based financial aid, and the state has increased this investment since 1992. Nonetheless, the share of family income, even after financial aid, needed to pay for college has increased substantially.



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

■ Compared with other states, a large percentage of first-year students at community colleges return for their second year. Over the past 15 years, this percentage has increased, in contrast to a nationwide decline.

■ Similarly, Washington has consistently been a top-performing state in the percentage of freshmen at four-year colleges and universities returning for their sophomore year.

■ A very large proportion of students earn certificates and degrees relative to the number enrolled, placing Washington among the leading states on this measure. Washington has also shown some of the greatest improvement on this measure over the past 12 years.

Benefits

■ Compared with other states, a high proportion of Washington residents have a bachelor's degree. However, many of these residents earned their degrees in other states.

■ Over the past 12 years, Washington has seen a substantial increase in the benefits that accrue to the state as a result of having a highly educated population.

Weaknesses

Preparation

■ Compared with other states, a small proportion of working-age adults enroll in college-level education or training. The state's decline on this measure matches the nationwide decline over the past decade.

Affordability

■ Net college costs for low- and middle-income students to attend community colleges represent 40% of their annual family income. (Net college costs equal tuition, room, and board after financial aid.) For these students at public four-year colleges and universities, net college costs represent 46% of their annual family income. These two sectors enroll 88% of college students in the state.

2006
Grade

Change
Over Time

B



Washington has made progress in preparing students to succeed in college. This year Washington receives a B in preparation.

Graded Information

Compared with other states:

- Eighth graders in Washington perform very well on national assessments in math, reading, and writing, indicating that they are well prepared to succeed in challenging high school courses. They perform fairly well on national assessments in science.

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

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

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

Change in Graded Measures

- The percentage of 8th graders performing well on national assessments in writing has increased.

- The proportions of 11th and 12th graders taking and scoring well on Advanced Placement tests have more than tripled over the past 12 years, although Washington's current performance on this measure is very low compared with other states.

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

PREPARATION	WASHINGTON		Top States 2006
	1992*	2006	
High School Completion (20%)			
18- to 24-year-olds with a high school credential	91%	87% [†]	94%
K-12 Course Taking (35%)			
9th to 12th graders taking at least one upper-level math course	n/a	n/a	64%
9th to 12th graders taking at least one upper-level science course	n/a	n/a	40%
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	n/a	36%	38%
in reading	32%	34%	38%
in science	27%	33%	41%
in writing	25%	34%	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	12%	20%	22%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	119	185	237
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	39	120	217
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	51%	65%	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*.

[†]Seventy-eight percent of 18-24-year-olds have a regular high school diploma; 9% 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.

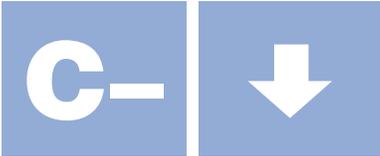
Other Key Facts

- Among young adults, 9% receive a General Education Development (GED) diploma rather than a high school diploma, one of the highest percentages in the nation.
- About 17% 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



Washington has seen a decline in the proportion of students enrolling in higher education. Washington receives a C- in participation this year.

Graded Information

Compared with other states:

- A fairly high proportion, 33%, of young adults (ages 18 to 24) are enrolled in education or training beyond high school.
- The percentage of working-age adults (ages 25 to 49) who are enrolled part-time in college-level education or training is low.

Change in Graded Measures

- Over the past decade, the percentage of working-age adults who are enrolled part-time in education or training beyond high school has declined by 12%, a rate that matches that of the nation as a whole.

Other Key Facts

- The state's population is projected to grow by 20% from 2005 to 2020, exceeding the national rate of 14%. During approximately the same period, the number of high school graduates is projected to increase by 6%.

PARTICIPATION	WASHINGTON		Top States 2006
	1992*	2006	
Young Adults (60%)			
Chance for college by age 19	45%	30%	53%
18- to 24-year-olds enrolled in college	34%	33%	41%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	3.6%	3.2%	5.1%

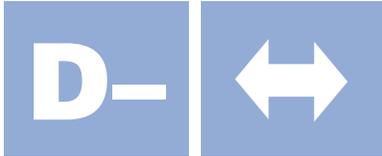
*The indicators report data beginning in 1992 or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2006*.

- About 10% of the adult population has less than a high school diploma or its equivalent, compared with 14% of adults nationwide.
- In Washington, 3,211 more students are leaving the state than are entering to attend college. About 20% of Washington 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



Washington has made no notable progress in providing affordable higher education. Washington receives a D– in affordability this year.

Graded Information

■ Compared with top-performing states, families in Washington devote a very large share of family income, even after financial aid, to attend public two- and four-year colleges and universities, which enroll 88% of college students in the state.

■ The state is a top performer in the very high investment it makes 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.

■ Washington does not offer low-priced college opportunities.

■ Undergraduate students borrowed on average \$3,801 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 has increased from 19% to 27% at community colleges, and increased substantially from 20% to 31% at public four-year institutions.

■ During the same period, the state has increased its commitment to financially needy students. Yet compared with other states, the share of family income, even after financial aid, needed to pay for college is still very large.

AFFORDABILITY	WASHINGTON		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	19%	27%	15%
at public 4-year colleges/universities	20%	31%	16%
at private 4-year colleges/universities	54%	68%	32%
Strategies for Affordability (40%)			
State investment in need-based financial aid as compared to the federal investment	24%	86%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	11%	21%	7%
Reliance on Loans (10%)			
Average loan amount that undergraduate students borrow each year	\$3,170	\$3,801	\$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*.

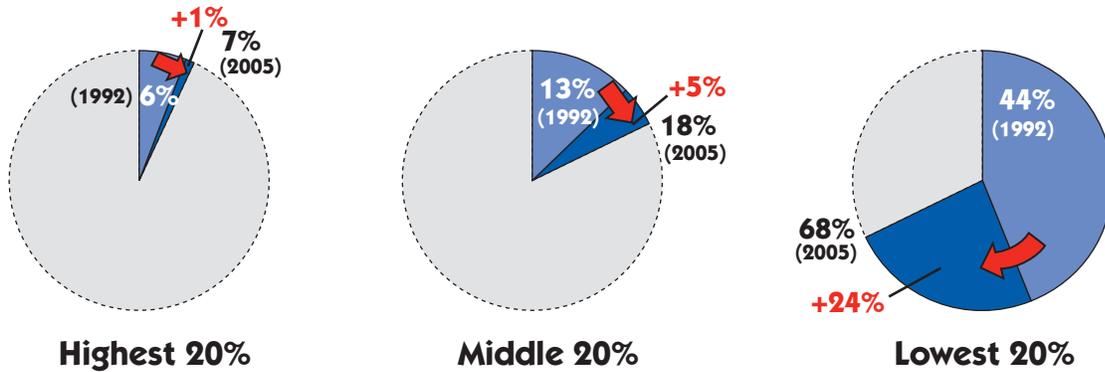
Note: In the affordability category, the lower the figures the better the performance for all indicators except for "State investment in need-based financial aid."

Other Key Facts

■ In Washington, 60% of students are enrolled in community colleges and 28% 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 Washington Has Become Less Affordable, Particularly for 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 \$21,105 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 40% of their income annually:

Tuition, room, and board: \$9,477
 Financial aid received: -\$ 964
 Net college cost: \$8,513
 Percent of income: 40%

■ If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 46% of their income annually:

Tuition, room, and board: \$12,177
 Financial aid received: -\$ 2,531
 Net college cost: \$ 9,646
 Percent of income: 46%

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	\$12,210	\$8,271	68%	\$9,275	76%	\$21,782	178%
20% of the population with lower-middle income	\$30,000	\$8,754	29%	\$10,017	33%	\$21,747	72%
20% of the population with middle income	\$50,556	\$9,202	18%	\$11,081	22%	\$21,761	43%
20% of the population with upper-middle income	\$78,317	\$9,360	12%	\$11,403	15%	\$22,206	28%
20% of the population with the highest income	\$128,000	\$9,398	7%	\$11,541	9%	\$22,880	18%
40% of the population with the lowest income	\$21,105	\$8,513	40%	\$9,646	46%	\$21,765	103%

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

2006
Grade

Change
Over Time



Washington has made gains in the proportion of students who earn a certificate or degree in a timely manner. Washington receives an A in completion this year.

Graded Information

Compared with other states:

- A large percentage (55%) of first-year community college students return for their second year.

- Washington is a top-performing state in the percentage of freshmen at four-year colleges and universities who return for their sophomore year.

- A very large percentage (63%) of first-time, full-time college students complete a bachelor's degree within six years of enrolling.

- In addition, a very large proportion of students earn certificates and degrees relative to the number enrolled, placing Washington among the top-performing states on this measure as well.

Change in Graded Measures

- Over the past 15 years, the percentage of first-year community college students returning for their second year has increased by 10%, compared with a nationwide decrease of 5%.

COMPLETION	WASHINGTON		Top States 2006
	1992*	2006	
Persistence (20%)†			
1st year community college students returning their second year	50%	55%	62%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	82%	82%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	61%	63%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	15	20	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, Washington has consistently been a top-performing state in the percentage of freshmen at four-year colleges and universities returning for their sophomore year.

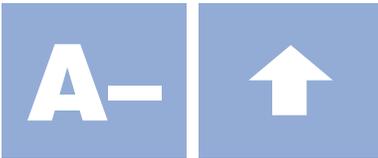
- Likewise, the state has consistently been a very high performer over the past seven years in the percentage of first-time, full-time college students earning a bachelor's degree within six years of enrolling in college.

- In addition, over the past 12 years, Washington has substantially increased the proportion of students completing certificates and degrees relative to the number enrolled, making it one of the fastest-improving states on this measure.

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



Washington has seen a substantial increase in the benefits the state receives from having a more highly educated population. This year Washington 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.

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

Change in Graded Measures

- Over the past 12 years, Washington has been among the fastest-improving states in the economic benefits that the state enjoys as a result of having a highly educated population

Other Key Facts

- If all ethnic groups had the same educational attainment and earnings as whites, total personal income in the state would be about \$2.8 billion higher.

- Over the past 12 years, Washington has narrowed the gap between whites and other ethnic groups in the percentage who have a bachelor's degree.

- In 2002, Washington 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	WASHINGTON		Top States 2006
	1992*	2006	
Educational Achievement (37.5%)			
Population aged 25 to 65 with a bachelor's degree or higher	27%	32%	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%	11%	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	55%	55%	64%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	85%	91%
Increase in volunteering rate as a result of college education	n/a	14%	22%
Adult Skill Levels (0%)*			
Adults demonstrating high-level literacy skills:			
quantitative	29%	33%	33%
prose	29%	33%	33%
document	24%	28%	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



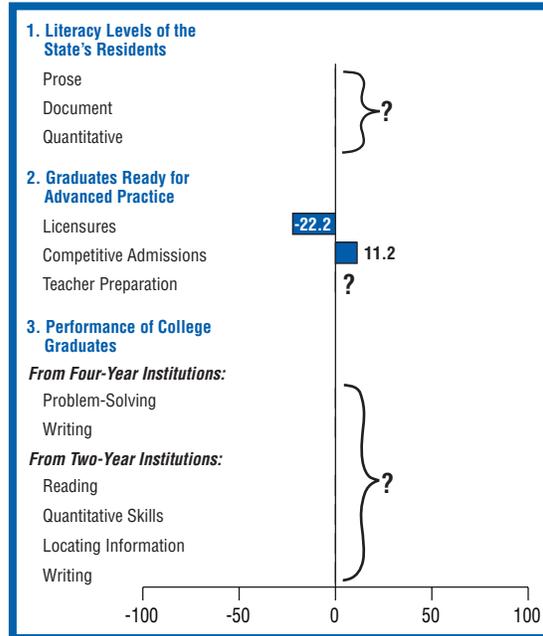
Like most states, Washington receives an “Incomplete” in Learning because insufficient data would not allow meaningful state-by-state comparisons. However, data are available this year to examine the readiness of college graduates—from two- and four-year institutions—for advanced practice. State results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

Washington Results

Washington ranks more than 22 percentage points below the national benchmark in work-force preparation as reflected in professional licensure examinations. About 25% fewer Washington graduates take such examinations than is typical nationally, although their pass rate is 5% above the national average. In contrast, Washington ranks more than 11 percentage points above the

national benchmark in preparing students for graduate study as reflected in graduate admissions examinations, placing it among the top 10 states on this measure. Although about 10% fewer Washington graduates take such examinations than is typical nationally, the proportion earning competitive scores is more than 8% above the national average.

Washington is one of nine states that does not publicly report pass rates on teacher licensure examinations.

Washington 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 Washington Measures Up Internationally

Participation*

■ About 30% of young adults, ages 18 to 24, in Washington are currently enrolled in college. Washington's enrollment rate is only 63% of the rate in Korea, the best-performing nation on this measure. Washington is also surpassed by Greece, Finland, Belgium, Ireland, Poland, Australia, France, and Hungary (see figure 1).

Completion

■ When compared internationally, Washington is surpassed by many countries in the proportion of students who complete certificates or degrees. While 24 out of every 100 students enrolled complete a degree or certificate in the United Kingdom, the top-performing nation on this measure, only 20 out of 100 students do so in Washington. The state also lags Japan, Portugal, Australia, Switzerland, Denmark, Ireland, New Zealand, and France.

Educational Level of Adult Population

■ Washington'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 Washington is only 69% of the proportion in Japan, the top-performing nation on this measure. Washington is also surpassed by Canada, Korea, Finland, Norway, Sweden, Belgium, Spain, France, and Ireland (see figures 2 and 3).

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

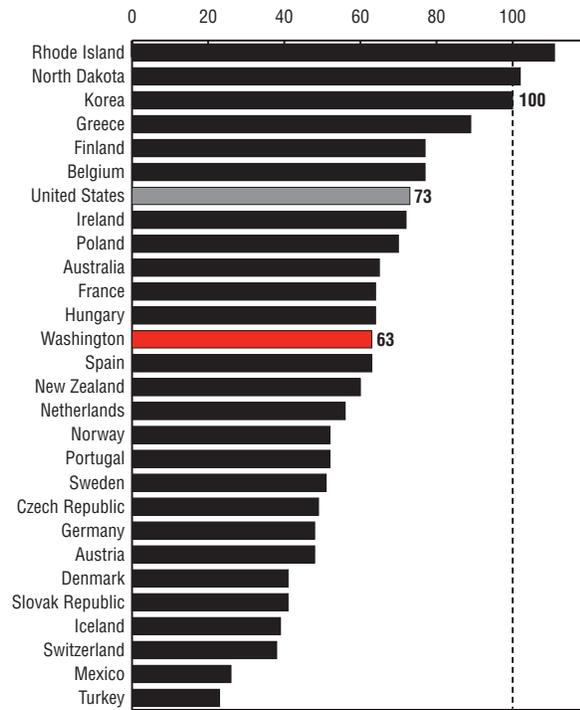


Figure 2. Percent of Older Adults (Ages 35-64) with an Associate's Degree or Higher, 2004

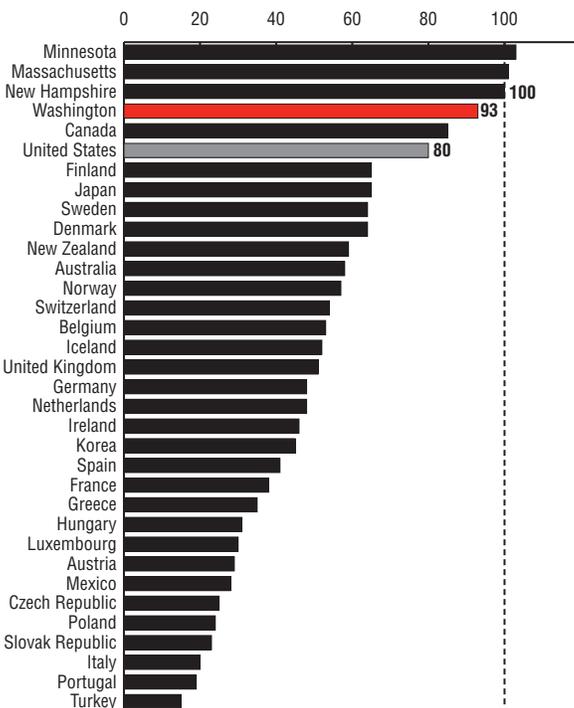
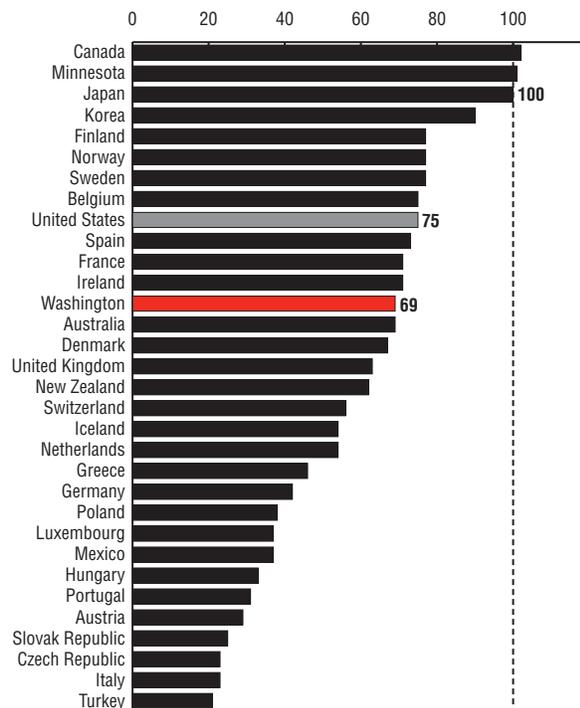


Figure 3. Percent of Younger Adults (Ages 25-34) with an Associate's Degree or Higher, 2004

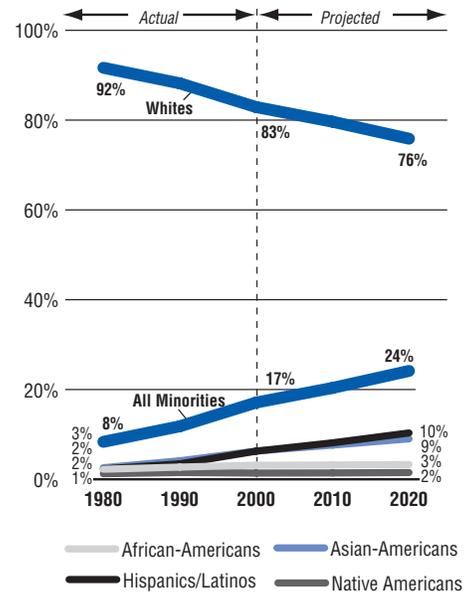


*This measure includes both undergraduate and graduate enrollment, whereas the similar indicator in the graded category only reports undergraduate enrollment.

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	Washington	State Rank
Population (2005)	6,287,759	14
Gross state product (2004, in millions)	\$253,085	14
Leading Indicators	Washington	U.S.
Projected % change in population, 2005-2020	20%	14%
Projected % change in number of all high school graduates, 2002-2017	6%	8%
Projected budget surplus/shortfall by 2013	-8%	-6%
Average income of poorest 20% of population (2004)	\$12,210	\$12,168
Children in poverty (2004)	17%	18%
Percent of adult population with less than a high school diploma or equivalent (2004)	10%	14%
New economy index (2002)*	86	60
Facts and Figures	Washington	
	Number/Amount	Percent
Institutions of Postsecondary Education (2004-05)		
Public 4-year	11	
Public 2-year	35	
Private 4-year	32	
Private 2-year	3	
Students Enrolled by Institution Type (2004)		
Public 4-year	85,800	28%
Public 2-year	187,779	60%
Private 4-year	36,695	12%
Private 2-year	670	n/a
Students Enrolled by Level (2004)		
Undergraduate	310,944	91%
Graduate	27,713	8%
Professional	4,867	1%
Enrollment Status of Students (2004)		
Full-time	214,259	62%
Part-time	129,265	38%
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.	-3,211	
Average Tuition (2005-06)		
Public 4-year institutions	\$5,254	
Public 2-year institutions	\$2,553	
Private 4-year institutions	\$20,101	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2006	\$7	
Per capita, FY 2006	\$244	
% change, FY 1996-2006		54%

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	Hispanics/Latinos
Less than a high school credential	7%	46%
Associate's degree or higher	41%	16%

* 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