

MEASURING UP

2004

**THE STATE REPORT CARD
ON HIGHER EDUCATION**

KENTUCKY



**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.



Kentucky has made notable progress in preparing students for and enrolling them in college over the past decade. Yet its performance still lags behind the top-performing states. The state is weak in providing students and families with an affordable higher education, which may undercut its efforts to send clear messages to students about the importance of taking rigorous courses and being prepared academically during high school.

Strengths

Preparation

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

Participation

Over the past decade, the likelihood of 9th graders enrolling in college within four years has increased by 11%, in contrast to a nationwide decline of 3%. Two important factors underlie this overall increase. Relatively fewer students are graduating from high school compared with a decade ago. However, more of those who graduate enroll in college.

Over the past decade, Kentucky has narrowed the gap in college participation between whites and minority ethnic groups. The state has also narrowed the college participation gap between students from low-income and those from high-income families. However, these gaps remain large.

Completion

Compared with other states, large proportions of first-year students at community colleges and at four-year institutions return for their second year.

A fairly high proportion of students complete certificates and degrees relative to the number enrolled. Kentucky is among the fastest improving states on this measure. The state has had an increase in the proportion of certificates awarded, while the proportion of bachelor's degrees awarded has declined sharply.

The gap between blacks and whites receiving certificates and degrees has narrowed over the past decade. However, this gap remains substantial.

Benefits

A decade ago, 15 of every 100 adults from minority ethnic groups had a bachelor's degree; now 25 of 100 do.

Weaknesses

Preparation

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

Compared with other states, the percentage of low-income 8th graders performing well on the national math assessment is only fair.



- Very low proportions of 11th and 12th graders take and score well on Advanced Placement exams.

Participation

- About 17% of adults do not have a high school diploma or its equivalent (compared with 14% of adults nationwide), making them ineligible for participation in higher education.

Affordability

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

Completion

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

Benefits

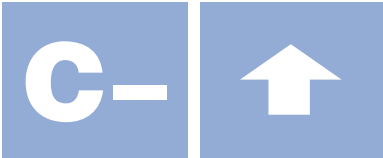
- A small percentage of residents have a bachelor's degree. However, Kentucky has had among the steepest increases in the nation on this measure over the past decade.

Policy Questions

- Can higher education build upon partnerships with K–12 schools to improve student achievement and preparation for college?
- Considering that about 17% of adults do not have a high school diploma or its equivalent, can the state encourage more residents to get a General Education Development (GED) credential?
- Can Kentucky continue to improve in enrolling more students—particularly low-income students—in college?
- Can Kentucky develop a low-priced option within its higher education system to better serve low-income families in the state?
- Can the state's two-year colleges make higher education more accessible and serve as a route to the bachelor's degree?
- The Kentucky Educational Excellence Scholarship provides funds for students to enroll in higher education based largely on academic performance in high school. Can the state develop financial aid programs focusing on students' financial need in order to ensure access to college for all qualified students?

2004
Grade

Improvement
Over Decade



Despite substantial improvement over the past decade, Kentucky continues to lag behind most other states in preparing students to succeed in college. This year Kentucky receives a C- in preparation.

Graded Information

- Eighth graders in Kentucky perform fairly poorly on national assessments in science, and poorly on national assessments in math and writing.
- Compared with their peers in other states, low-income 8th graders perform poorly on national assessments in math.
- Extremely small proportions of 11th and 12th graders score well on Advanced Placement tests, and small proportions score well on college entrance exams.
- Sixty-two percent of secondary school students are taught by qualified teachers, which is only average compared with top-performing states.

Change in Graded Measures

- In the past decade, the percentages of 8th graders performing well on national assessments in math and science have increased substantially, although Kentucky's current performance on these measures is fairly low relative to other states.
- Over the past few years, the percentage of 8th graders performing well on national assessments in reading has increased.
- The percentage of low-income 8th graders performing well on national assessments in math has almost tripled during the past decade, although Kentucky's current performance relative to other states is very poor.

PREPARATION	KENTUCKY		Top States 2004
	A Decade Ago	2004	
High School Completion (20%)			
18- to 24-year-olds with a high school credential	81%	86%*	94%
K-12 Course Taking (35%)			
9th to 12th graders taking at least one upper-level math course	39%	53%†	59%
9th to 12th graders taking at least one upper-level science course	24%	29%†	41%
8th grade students taking algebra	12%	12%†	35%
12th graders taking at least one upper-level math course	n/a	n/a	66%
K-12 Student Achievement (35%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	14%	24%	36%
in reading	29%	34%	39%
in science	23%	29%	42%
in writing	21%	25%	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	4%	11%	23%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	111	145	227
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	37	82	219
Teacher Quality (10%)			
<i>7th to 12th graders taught by teachers with a major in their subject</i>	54%	62%	81%

*Seventy-nine percent of 18- to 24-year-olds have a regular high school diploma; 7% have a GED.

Note: Indicators in italics are new for 2004.

†Data from *Measuring Up 2002* were used because updated state information was not available.

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

Other Key Facts

■ During the past decade, the percentage of young adults who are from low-income families and who earn a high school credential has increased from 65% to 75%.

■ About 20% 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, as well as 8th graders' performance in science, because the state declined to participate in the national survey and assessment.

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

2004
Grade

Improvement
Over Decade



Over the past decade, Kentucky has shown improvement in enrolling students in higher education. Kentucky receives a B- in participation this year.

Graded Information

■ Compared with other states, the chance of Kentucky high school students enrolling in college by age 19 is only fair, because few students graduate from high school and enroll in college.

■ A small percentage of working-age adults (ages 25 to 49) are enrolled part-time in college-level education or training.

Change in Graded Measures

■ Over the past decade, the chance of enrolling in college by age 19 has increased by 11%, in contrast to a nationwide decline of 3%. Although a smaller percentage of students graduate from high school within four years, more of those who graduate enroll in college.

Other Key Facts

■ Among the young adult population (ages 18 to 24), the gap in college participation between whites and minority ethnic groups has narrowed substantially. A decade ago 15 of every 100 young adults from minority ethnic groups were enrolled in college; now 32 of 100 are.

PARTICIPATION	KENTUCKY		Top States 2004
	A Decade Ago	2004	
Young Adults (60%)			
Chance for college by age 19	34%	38%	52%
18- to 24-year-olds enrolled in college	24%	32%	40%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	3.6%	3.6%	5.4%

■ Among the young adult population (ages 18 to 24), the gap in college participation between low- and high-income families has narrowed substantially. A decade ago, 16 of every 100 young adults from low-income families were enrolled in college; now 30 of 100 are.

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

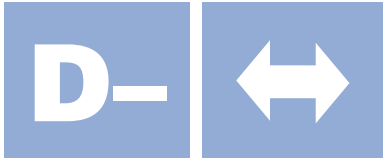
■ About 17% of the adult population has less than a high school diploma or its equivalent, compared with 14% of adults nationwide.

■ In Kentucky, 1,301 more students are entering the state than are leaving to attend college. About 13% of Kentucky high school graduates who go to college attend college out of state.

The participation category addresses the opportunities for state residents to enroll in higher education. A strong grade in participation generally indicates that state residents have high individual expectations for education and that the state provides enough spaces and types of educational programs for its residents.

2004
Grade

Improvement
Over Decade



Like many states, Kentucky has made no notable progress in providing affordable higher education opportunities over the past decade. This year Kentucky receives a D– in affordability.

Graded Information

■ Compared with best-performing states, families in Kentucky devote a fairly large share of family income, even after financial aid, to attend public two- and four-year colleges and universities, which enroll over 80% of college students in the state.

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

■ Undergraduate students borrowed on average \$3,018 in 2003.

Change in Graded Measures

■ Over the past decade, the state has increased its investment in need-based financial aid. Nonetheless, the share of income, including financial aid, needed to pay for college is fairly large compared with other states.

Other Key Facts

■ In Kentucky, 37% of students are enrolled in community colleges and 46% in public four-year colleges and universities.

AFFORDABILITY	KENTUCKY		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	21%	21%	15%
at public 4-year colleges/universities	22%	22%	16%
at private 4-year colleges/universities	42%	52%	32%
Strategies for Affordability (40%)			
State investment in need-based financial aid as compared to the federal investment	20%	40%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	14%	20%	7%
Reliance on Loans (10%)			
Average loan amount that undergraduate students borrow each year	\$2,672	\$3,018	\$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	\$11,268	\$5,433	48%	\$5,666	50%	\$14,256	127%
20% of the population with lower-middle income	\$25,000	\$6,072	24%	\$6,300	25%	\$14,572	58%
20% of the population with middle income	\$40,825	\$6,456	16%	\$6,939	17%	\$14,543	36%
20% of the population with upper-middle income	\$62,328	\$6,587	11%	\$7,402	12%	\$14,720	24%
20% of the population with the highest income	\$110,000	\$6,629	6%	\$7,511	7%	\$16,095	15%
40% of the population with the lowest income	\$18,134	\$5,752	32%	\$5,983	33%	\$14,414	79%

*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 \$18,134 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 32% of their income annually:

Tuition, room, and board:	\$6,702
Financial aid received:	-\$ 949
Net college cost:	\$5,752
Percent of income:	32%

■ If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 33% of their income annually:

Tuition, room, and board:	\$8,307
Financial aid received:	-\$2,324
Net college cost:	\$5,983
Percent of income:	33%

Note

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

2004
Grade

Improvement
Over Decade



Over the past decade, Kentucky has improved substantially in the proportion of students earning a certificate or degree in a timely manner. Despite that improvement, Kentucky receives a C in completion this year.

Graded Information

■ Compared with other states, large percentages of first-year students in community colleges and four-year colleges and universities return for their second year.

■ A small percentage (43%) of first-time, full-time college students complete a bachelor's degree within six years of entering college.

■ A fairly high proportion of students complete certificates and degrees relative to the number enrolled.

Change in Graded Measures

■ Over the past few years, the percentage of first-time, full-time college students earning their bachelor's degree within six years of enrolling in college has increased.

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

COMPLETION	KENTUCKY		Top States 2004
	A Decade Ago	2004	
Persistence (20%)			
1st year community college students returning their second year	53%	55%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	69%	70%	84%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	37%	43%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	12	16	21

Other Key Facts

■ Over the past decade, the proportion of black students receiving certificates and degrees has increased from 9 to 14 per 100 enrolled, narrowing the gap in performance between blacks and whites in the state.

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, Kentucky has seen notable increases in the benefits to the state from having a more highly educated population. Kentucky earns a B in benefits this year.

Graded Information

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

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

Change in Graded Measures

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

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

■ The percentage of residents voting has increased slightly (by 3%) over about the same period, in contrast to a nationwide drop of 9%.

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 \$617 million higher, and the state would realize an estimated \$216 million in additional tax revenues.

BENEFITS	KENTUCKY		Top States 2004
	A Decade Ago	2004	
Educational Achievement (37.5%)			
Population aged 25 to 65 with a bachelor's degree or higher	17%	24%	36%
Economic Benefits (31.25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	7%	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%	3%	3%
Civic Benefits (31.25%)			
Residents voting in national elections	48%	50%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	88%	85%	92%
<i>Increase in volunteering rate as a result of college education</i>	n/a	18%	22%
Adult Skill Levels (0%)*			
Adults demonstrating high-level literacy skills:			
quantitative	16%	21%	33%
prose	14%	18%	33%
document	13%	16%	28%

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

Note: Indicators in italics are new for 2004.

■ A decade ago, 15 of every 100 adults from minority ethnic groups had a bachelor's degree; now 25 of 100 do.

■ In 2002, Kentucky scored 49 on the New Economy Index, compared to a nationwide

score of 60. The New Economy Index, developed by the Progressive Policy Institute, measures the extent to which states are participating in knowledge-based industries.

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

2004
Grade



Higher education reforms are starting to show results in Kentucky, especially at the two-year level, but the state still has a long way to go. On literacy measures, residents perform well below the national average. Above-average proportions of college graduates appear to be prepared for licensed technical careers or professions, while below-average proportions appear ready for further graduate study. Graduates of two-year colleges score above average on direct measures of student learning, while graduates of four-year institutions are less competitive.

In previous years, *Measuring Up* gave all states an “Incomplete” in learning because there are no common benchmarks for learning that would allow for state comparisons. *Measuring Up 2004*, for the first time, gives a “Plus” in learning to five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) that have developed comparable learning measures through their participation in a national project conducted by the National Forum on College-Level Learning and funded by The Pew Charitable Trusts.¹

Based on the results of the project, the learning category is being constructed as the other five performance categories in *Measuring Up* have been, with indicators that are grouped in several themes:

1. Literacy levels of the state's residents:

What are the abilities of the college-educated population?

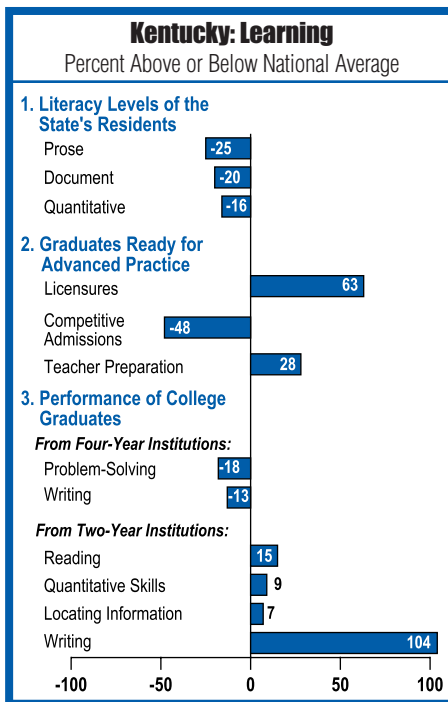
2. Graduates ready for advanced practice:

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

3. Performance of college graduates:

How effectively can college and university graduates communicate and solve problems?

In order to evaluate state performance, the values for each indicator within these themes are compared to a common standard: the national average on each measure. Performance on the resulting



group of measures creates a “learning profile” for each of the five states. Each state’s performance is reflected by how many percentage points *above* or *below* this national level its value falls (see chart). The bars to the left of the vertical line show how many percentage points below the national average the state falls; bars to the right indicate how many percentage points above this benchmark the state performs.

Kentucky Results

Kentucky has made major recent investments in both K–12 and postsecondary education, in large part because it faces

substantial challenges with respect to literacy and educational attainment. These challenges are reflected in literacy scores significantly lower than those of other states (see chart).

Kentucky has recently made a heavy investment in its community and technical college system, enabling these institutions to play a much stronger role in workforce development. These investments appear to have paid off in the form of higher-than-average proportions taking and passing licensure examinations in fields like nursing and physical therapy. However, the state remains less competitive with respect to the proportion of four-year college graduates taking and performing well on examinations governing admission to graduate school.

Two-year college students perform at high levels on the Work Keys examination—an instrument designed to measure applied academic skills—and this is especially the case for business writing. The performance of four-year college students on similar examinations in Kentucky is less competitive and may constitute a challenge for the state.

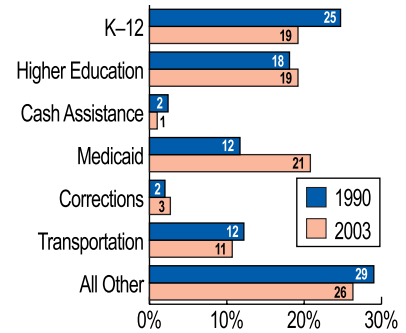
There is also a notable performance gap between white and African-American students on all these exams in Kentucky, although the state’s African-American students do perform better than their counterparts in other states.

¹ A report on the results of the project will be released in November.

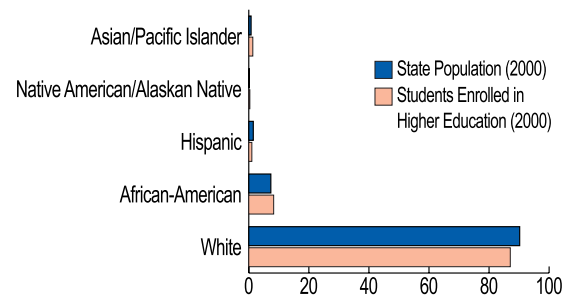
The learning results shown on this page are provided to make broad comparisons across states. But because relatively small numbers of students were tested on the exams under Performance of College Graduates, results should be treated with caution. Readers should look at the overall *pattern* of results in a state profile without making too much of the individual values for each measure.

State Context	Kentucky	State Rank
Population (2003)	4,117,827	26
Gross state product (2001, in millions)	\$120,266	26
Leading Indicators	Kentucky	U.S.
Projected % change in population, 2000-2015	5.9%	12.9%
Projected % change in number of all high school graduates, 2002-2017	5.9%	8.0%
Projected budget surplus/shortfall by 2010	-3.4%	-3.4%
Average income of poorest 20% of population (2002)	\$11,268	\$12,072
Children in poverty (2001)	19.0%	16.0%
Percent of adult population with less than a high school diploma or equivalent (2003)	17.2%	14.0%
New economy index (2002)*	48.6	60.3
Facts and Figures	Kentucky	
	Number/Amount	Percent
Institutions of Postsecondary Education (2002-03)		
Public 4-year	8	
Public 2-year	29	
Private 4-year	26	
Private 2-year	16	
Students Enrolled by Institution Type (2001)		
Public 4-year	86,857	46%
Public 2-year	69,783	37%
Private 4-year	26,078	14%
Private 2-year	5,970	3%
Students Enrolled by Level (2001)		
Undergraduate	188,688	88%
Graduate	21,816	10%
Professional	4,335	2%
Enrollment Status of Students (2001)		
Full-time	136,887	64%
Part-time	77,952	36%
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.	1,301	
Average Tuition (2002-03)		
Public 4-year institutions	\$3,869	
Public 2-year institutions	\$2,264	
Private 4-year institutions	\$13,615	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2004	\$10	
Per capita, FY 2004	\$271	
% change, FY 1994-2004		77%

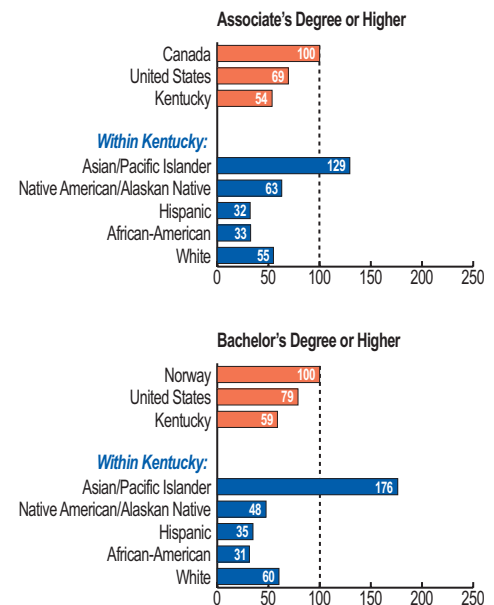
Share of State Appropriations



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.

* 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: Who is being graded in this report card, and why?

A: *Measuring Up 2004* grades states, not individual colleges or universities, on their performance in higher education. The states are responsible for preparing students for higher education through sound K–12 systems, and they provide most of the public financial support—\$69 billion currently—for colleges and universities. Through their oversight of public colleges and universities, state leaders affect the kind and number of programs available in the state. They determine the limits of financial support and often influence tuition and fees for public colleges and universities. They determine how much state-based financial aid to make available to students and their families, which affects students attending private as well as public colleges and universities.

Q: How are states graded?

A: The report card grades states in six performance categories: academic preparation, participation, affordability, completion, benefits, and learning. Each category is made up of several indicators, or quantitative measures—a total of 35 in the first five categories. Grades are calculated based on each state's performance on these indicators, relative to other states. *Measuring Up 2004* draws its data from the most recent public information available. Most of the data in *Measuring Up 2004* is from 2002 and 2003.

In the affordability category, *Measuring Up 2004* reflects the major changes in tuition and financial aid that occurred in 2003. In addition, each state's performance is now calculated in relation to the performance of top states a decade ago—rather than in relation to top states' current performance, as is the case with other graded categories. This change creates

a more stable basis for states to assess their performance in affordability, which is the most volatile of the graded categories.

In the learning category, *Measuring Up 2004* reports information about five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) that participated in a pilot project on measuring learning. This report card gives these states a “Plus” for their efforts in assessing and measuring learning; however, all other states continue to receive an “Incomplete” in this category, as there is no information available to make state-by-state comparisons.

All data used to grade states in *Measuring Up 2004* were collected from national, reliable sources, including the U.S. Census and the U.S. Department of Education. All data are the most current available for state-by-state comparisons, are in the public domain, and were collected in ways that allow for effective comparisons among the states. The *Technical Guide* (available at www.highereducation.org) has information about sources used in *Measuring Up 2004*.

Q: What information is provided but not graded?

A: The state report cards highlight important gaps in college opportunities for various income and ethnic groups, and they identify improvements and setbacks in each state's performance over the past decade. In addition, the series of indicators measuring adult literacy skills (in the benefits category) is not being used to calculate grades in *Measuring Up 2004* because the data have not been updated in 12 years. As a temporary placeholder for these indicators, the National Center commissioned a study to estimate adult skill levels based on the 2000 Census. These estimates are provided in the charts found in the state report cards, but they are not used to calculate any grades.

What do the arrows mean?



The state has improved on more than half of the indicators in the category.



The state has improved on some, but no more than half, of the indicators in the category.



The state has declined on every indicator in the category.

STATE GRADES

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

MEASURING UP 2004 RESOURCES

To view *Measuring Up 2004* and its resources visit

www.highereducation.org

Select the *Measuring Up* icon

National Picture

- **Snapshot:** Performance overview on national maps
- **Improvement:** The nation's performance over the past decade
- **Download** the national report in PDF format

State Reports

- **State Report Cards:** A comprehensive picture of higher education in each state
- **Download** each state's report card in PDF format

Compare States

- **Graded Performance:** Compare state results by performance category
- **State Facts:** Compare non-graded state information
- **Index Scores (sort/compare/map):** Sort states by their rank within each category and create a national map based on individual indicator scores

Commentary

- **Foreword,** by James B. Hunt Jr., Chairman, and Garrey Carruthers, Vice Chairman of the National Center's Board of Directors
- **A Message** from Governor Mark R. Warner, Governor of Virginia and Chairman of the National Governors Association

- **A Ten-Year Perspective: Higher Education Stalled Despite High School Improvement,** by Patrick M. Callan, President of the National Center

- **Grading Learning: Extending the Concept**
- Special reports forthcoming

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