

**MEASURING UP**

**2004**

**THE STATE REPORT CARD  
ON HIGHER EDUCATION**

**WASHINGTON**



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

# WHAT IS MEASURING UP?

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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](http://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.

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## 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.

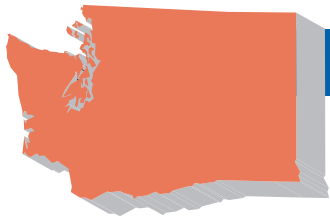
**Affordability:** 2 states improved on more than half of the indicators; 31 improved on some of the indicators; 17 declined on every indicator.

**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](http://www.highereducation.org).



Students who begin their college education at one of Washington's four-year colleges or universities are fairly well served. Compared with previous decades, however, fewer students fit this traditional mold. Pressures to accommodate the growing and increasingly diverse populations of high school students and working-age adults require the state to focus on transfer, financial aid, and opportunities for part-time enrollment. Washington'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

- Washington 8th graders perform well on national exams in math, reading, and writing. Their performance on the writing exams improved over the past decade.

- The gap in attainment of a high school credential between students from low- and high-income families has narrowed. However, the gap remains large.

- Two-thirds of secondary school students are taught by qualified teachers. The state has improved substantially on this measure over the past decade—more than the nation as a whole.

#### Completion

- Compared with other states, a large proportion of first-year students at two- and four-year colleges and universities return for their second year. Over the past decade, Washington has remained a top state on this retention measure for four-year colleges.

- Washington is a top performer in the percentage of students at four-year colleges and universities earning a bachelor's degree within six years. The state has consistently performed well on this measure over the decade.

- A large proportion of students earn certificates or degrees relative to the number enrolled. This proportion has increased as well—more than the nationwide increase on this measure.

- Over the past decade, the gaps have narrowed between whites and minority ethnic groups—particularly Hispanics—in the proportions of students completing certificates and degrees relative to the numbers enrolled. However, substantial gaps remain.

#### 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.



## Weaknesses

### Preparation

- Compared with their peers in other states, low-income 8th graders perform poorly on national exams in math.
- Very small proportions of 11th and 12th graders take and score well on Advanced Placement tests. (However, this may be partly because the state offers a concurrent enrollment program, "Running Start," which allows high school students to take courses in community colleges.)
- The percentage of young adults from minority ethnic groups with a high school credential has declined substantially.

### Participation

- Compared with other states, a small proportion of working-age adults enroll in college-level education.
- About 11% of the adult population in Washington does not have a high school diploma or its equivalent, making them ineligible for higher education.
- Over the past decade, the college participation gap between whites and minority ethnic groups has widened. The college participation rate for minority ethnic groups has declined substantially.

### Affordability

- Net college costs for low- and middle-income students to attend community colleges represent 40% of their annual family income. For the same students at public four-year colleges and universities, net costs represent nearly 50% of their income. These families earn on average \$20,176 annually. (Net college costs equal tuition, room, and board minus financial aid.)

## Policy Questions

- Given the projections of a larger and more diverse high school population, can the state provide college opportunities for all students who are prepared to enroll?
- About 11% of Washington's adult population does not have a high school diploma or its equivalent. Can the state encourage more adults to obtain a General Education Development (GED) credential?
- Can Washington close the gaps in college participation between high- and low-income students?
- Can Washington provide more opportunities for working-age adults to enroll in higher education?
- Can Washington's four-year institutions accommodate all the students who are eligible to transfer from community colleges?
- Can the state improve its finance policies (for example, by linking appropriations, tuition, and financial aid) to make higher education more affordable?
- Can the state's community colleges be made more affordable, particularly for low- and middle-income families? Can the community colleges make higher education more accessible and serve as a route to the bachelor's degree?
- Can Washington increase the number of students earning a bachelor's degree, or will the state continue to rely on other states and nations for a highly educated workforce?
- Can the state close the gaps in educational achievement between whites and minority ethnic residents, and between high- and low-income residents?

2004  
Grade

Improvement  
Over Decade



Over the past decade, Washington has improved in preparing students to succeed in college. This year Washington receives a B- in preparation.

## Graded Information

■ Eighth graders in Washington perform well on national assessments in math, reading, and writing. However, compared with their peers in other states, low-income 8th graders score fairly low on national assessments in math.

■ Extremely small proportions of 11th and 12th graders score well on Advanced Placement tests, and only average 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 over the past few years.

■ During the past decade, the proportions of 11th and 12th graders taking and scoring well on Advanced Placement exams have more than doubled, although Washington's current performance on this measure is very low compared with other states.

■ Over the same period, the percentage of secondary school students taught by qualified teachers has increased substantially.

PREPARATION	WASHINGTON		Top States 2004
	A Decade Ago	2004	
<b>High School Completion (20%)</b>			
18- to 24-year-olds with a high school credential	91%	89%*	94%
<b>K-12 Course Taking (35%)</b>			
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%
<b>K-12 Student Achievement (35%)</b>			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	32%	36%
in reading	32%	33%	39%
in science	27%	n/a	42%
in writing	25%	34%	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	12%	16%	23%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	119	168	227
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	39	101	219
<b>Teacher Quality (10%)</b>			
<i>7th to 12th graders taught by teachers with a major in their subject</i>	51%	65%	81%

\*Seventy-nine percent of 18- to 24-year-olds have a regular high school diploma; 10% have a GED.

Note: Indicators in italics are new for 2004.

**Other Key Facts**

■ Over the past decade, the percentage of young adults who are from minority ethnic groups and who earn a high school credential has declined from 93% to 74%.

■ In the same period, the gap in earning a high school credential has narrowed between young adults from high-income families and those from low-income families.

■ Among young adults, 10% receive a General Education Development (GED) diploma rather than a high school diploma, one of the highest percentages in the nation.

■ About 13% 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, 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 high proportion, 35%, 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.

## Other Key Facts

■ Among the young adult population, the gap in college participation between whites and minority ethnic groups has widened. A decade ago, 45 of every 100 young adults from minority ethnic groups were enrolled in college; now only 21 of 100 are.

■ The state's population is projected to grow by 21% from 2000 to 2015, far exceeding the national rate of 13%. During approximately the same period, the number of high school graduates is projected to increase by 6%.

PARTICIPATION	WASHINGTON		Top States 2004
	A Decade Ago	2004	
<b>Young Adults (60%)</b>			
Chance for college by age 19	45%	32%	52%
18- to 24-year-olds enrolled in college	34%	35%	40%
<b>Working-Age Adults (40%)</b>			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	3.6%	3.4%	5.4%

■ About 11% of the adult population has less than a high school diploma or its equivalent, compared with 14% of adults nationwide.

■ In Washington, 2,519 more students are leaving the state than are entering to attend college. About 19% 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.

2004  
Grade

Improvement  
Over Decade



*Over the past decade, Washington has made no notable progress in providing affordable higher education opportunities. Washington receives an F 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 nearly 90% of college students in the state.

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

■ Undergraduate students borrowed on average \$3,619 in 2003.

## Change in Graded Measures

■ Over the past decade, the share of income needed to pay for college expenses after financial aid has increased from 19% to 27% at community colleges and from 20% to 31% at public four-year institutions.

■ In the same period, the state has increased its commitment to financially needy students. Nonetheless, the share of income, including financial aid, needed to pay for college remains very large compared with other states.

AFFORDABILITY	WASHINGTON		Top States A Decade Ago
	A Decade Ago	2004	
<b>Family Ability to Pay (50%)</b>			
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%	67%	32%
<b>Strategies for Affordability (40%)</b>			
State investment in need-based financial aid as compared to the federal investment	24%	59%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	11%	19%	7%
<b>Reliance on Loans (10%)</b>			
Average loan amount that undergraduate students borrow each year	\$3,170	\$3,619	\$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."

## Other Key Facts

■ In Washington, 61% of students are enrolled in community colleges and 27% 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.

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
<b>Income groups used to calculate 2004 family ability to pay</b>							
20% of the population with the lowest income	<b>\$12,052</b>	<b>\$7,834</b>	<b>65%</b>	<b>\$9,133</b>	<b>76%</b>	<b>\$20,676</b>	<b>172%</b>
20% of the population with lower-middle income	<b>\$28,300</b>	<b>\$8,318</b>	<b>29%</b>	<b>\$9,647</b>	<b>34%</b>	<b>\$20,677</b>	<b>73%</b>
20% of the population with middle income	<b>\$46,004</b>	<b>\$8,610</b>	<b>19%</b>	<b>\$10,231</b>	<b>22%</b>	<b>\$20,202</b>	<b>44%</b>
20% of the population with upper-middle income	<b>\$71,450</b>	<b>\$8,717</b>	<b>12%</b>	<b>\$10,568</b>	<b>15%</b>	<b>\$20,155</b>	<b>28%</b>
20% of the population with the highest income	<b>\$118,200</b>	<b>\$8,723</b>	<b>7%</b>	<b>\$10,712</b>	<b>9%</b>	<b>\$21,567</b>	<b>18%</b>
<b>40% of the population with the lowest income</b>	<b>\$20,176</b>	<b>\$8,076</b>	<b>40%</b>	<b>\$9,390</b>	<b>47%</b>	<b>\$20,677</b>	<b>102%</b>

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

Those who are striving to reach or stay in the middle class—the 40% of the population with the lowest incomes—earn on average \$20,176 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:	\$8,771
Financial aid received:	-\$ 695
Net college cost:	\$8,076
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 47% of their income annually:

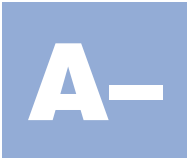
Tuition, room, and board:	\$11,170
Financial aid received:	-\$1,780
Net college cost:	\$9,390
Percent of income:	47%

**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



Washington, over the past decade, has made substantial improvement in the number 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 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.
- Over 60% of first-time, full-time college students complete a bachelor's degree within six year of enrolling, placing the state among the top performers on this measure as well.
- A large proportion of students earn certificates and degrees relative to the number enrolled.

## Change in Graded Measures

- Over the past decade, Washington has remained a top-performing state in the percentage of freshmen at four-year colleges and universities returning for their sophomore year.

COMPLETION	WASHINGTON		Top States 2004
	A Decade Ago	2004	
<b>Persistence (20%)</b>			
1st year community college students returning their second year	50%	52%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	80%	83%	84%
<b>Completion (80%)</b>			
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	19	21

- Likewise, the state has consistently been a very high performer in the percentage of first-time, full-time college students earning their bachelor's degree within six years of enrolling in college.
- During the past decade, Washington has increased the proportion of college students earning certificates and degrees relative to the number of students enrolled, with most of the growth in certificates awarded.

## Other Key Facts

- Over the past decade, Washington has made progress in narrowing the gaps between whites and all minority ethnic groups in the proportion of students completing certificates and degrees relative to the number enrolled. In particular, the proportion of Hispanic students receiving certificates and degrees has increased from 13 to 17 per 100 enrolled.

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



Over the past decade, Washington has seen a substantial improvement in the benefits accruing to the state 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 strengthens the state economy.

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

## Change in Graded Measures

■ Over the past decade, 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 \$3.9 billion higher, and the state would realize an estimated \$1.4 billion in additional tax revenues.

■ Washington has narrowed the gap between whites and minority ethnic groups in the percentage who have a bachelor's degree. A decade ago, 21 of every 100 adults from minority ethnic groups had a bachelor's degree; now 28 of 100 do.

■ In 2002, Washington scored 86 on the New Economy Index, compared to a nationwide score of 60. The New

BENEFITS	WASHINGTON		Top States 2004
	A Decade Ago	2004	
<b>Educational Achievement (37.5%)</b>			
Population aged 25 to 65 with a bachelor's degree or higher	27%	30%	36%
<b>Economic Benefits (31.25%)</b>			
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%
<b>Civic Benefits (31.25%)</b>			
Residents voting in national elections	55%	52%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	87%	85%	92%
<i>Increase in volunteering rate as a result of college education</i>	n/a	18%	22%
<b>Adult Skill Levels (0%)*</b>			
Adults demonstrating high-level literacy skills:			
quantitative	29%	33%	33%
prose	29%	33%	33%
document	24%	28%	28%

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

Note: Indicators in italics are new for 2004.

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.

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

2004  
Grade



*Like most states, Washington 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-

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

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.

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.

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?

**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.

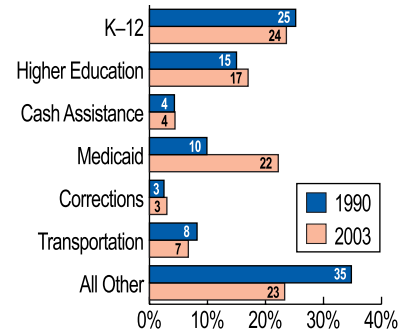
\* A report on the results and lessons of the five-state demonstration project will be released in November.

State Context	Washington	State Rank
Population (2003)	6,131,445	15
Gross state product (2001, in millions)	\$222,950	14
Leading Indicators	Washington	U.S.
Projected % change in population, 2000-2015	20.5%	12.9%
Projected % change in number of all high school graduates, 2002-2017	5.8%	8.0%
Projected budget surplus/shortfall by 2010	-4.9%	-3.4%
Average income of poorest 20% of population (2002)	\$12,052	\$12,072
Children in poverty (2001)	13.0%	16.0%
Percent of adult population with less than a high school diploma or equivalent (2003)	10.9%	14.0%
New economy index (2002)*	86.2	60.3
Facts and Figures	Washington	
	Number/Amount	Percent
Institutions of Postsecondary Education (2002-03)		
Public 4-year	11	
Public 2-year	34	
Private 4-year	27	
Private 2-year	6	
Students Enrolled by Institution Type (2001)		
Public 4-year	79,404	27%
Public 2-year	180,467	61%
Private 4-year	30,906	10%
Private 2-year	3,659	1%
Students Enrolled by Level (2001)		
Undergraduate	294,436	91%
Graduate	26,146	8%
Professional	4,550	1%
Enrollment Status of Students (2001)		
Full-time	198,545	61%
Part-time	126,587	39%
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.	-2,519	
Average Tuition (2002-03)		
Public 4-year institutions	\$4,629	
Public 2-year institutions	\$2,230	
Private 4-year institutions	\$18,111	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2004	\$6	
Per capita, FY 2004	\$216	
% change, FY 1994-2004		38%

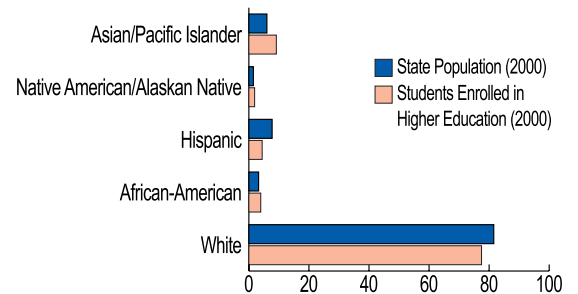
\* This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.

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

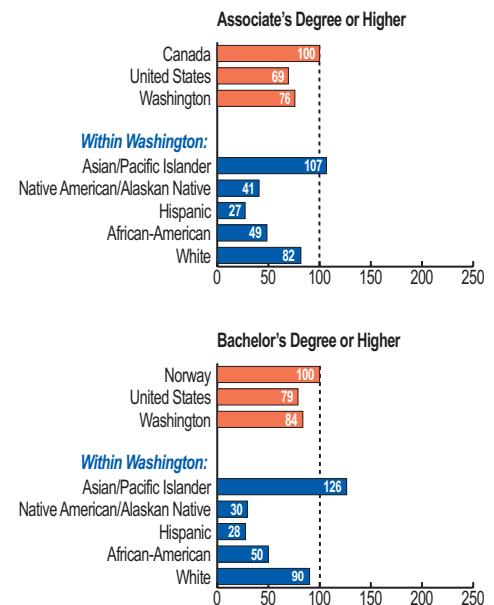
## Share of State Appropriations



## 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](http://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](http://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

## News Room

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

## About *Measuring Up*

- Questions and Answers about *Measuring Up 2004*
- What is *Measuring Up*?
- How We Grade States
- How We Measure Improvement
- *Measuring Up 2004* Database
- *Technical Guide*
- "Measuring Up 2004 and Beyond" Working Group
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## The National Center for Public Policy and Higher Education

As an independent, nonprofit, nonpartisan organization, the National Center for Public Policy and Higher Education promotes public policies that enhance Americans' opportunities to pursue and achieve high-quality education and training beyond high school. Formed in 1998, the National Center is not affiliated with any institution of higher education, with any political party, or with any government agency. It conducts independent research and analyses of pressing policy issues facing the states and the nation regarding opportunity and achievement in higher education—including two- and four-year, public and private, for-profit and nonprofit institutions. The National Center communicates performance results and key findings to the public, to civic, business, and higher education leaders, and to state and federal leaders who are poised to improve public policies regarding higher education.

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152 North Third Street, Suite 705, San Jose, California 95112  
Telephone: 408-271-2699 • FAX: 408-271-2697

[www.highereducation.org](http://www.highereducation.org)