

MEASURING UP

2006

**THE STATE REPORT CARD
ON HIGHER EDUCATION**

NEW JERSEY



**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.

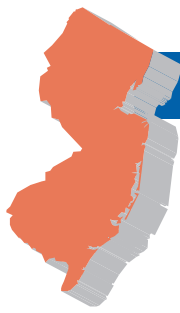
Preparation: 45 states improved on more than half of the indicators; 5 improved on some of the indicators.

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.



NEW JERSEY

New Jersey's strong performance in higher education could be undermined by large disparities in opportunity based on income and ethnicity, and some of these disparities have widened since the early 1990s. Internationally, New Jersey not only ranks very low in the proportion of certificates and degrees produced, but is outpaced by such low-performing nations as Hungary, Poland, and Spain, indicating that challenges remain for the state in educating its workforce to compete successfully in a global economy. Since the early 1990s, the state has continued to lose ground in providing students with affordable colleges and universities. If these trends are not addressed, they could limit the state's access to an educated, competitive workforce and weaken its economy over time.

Strengths

Preparation

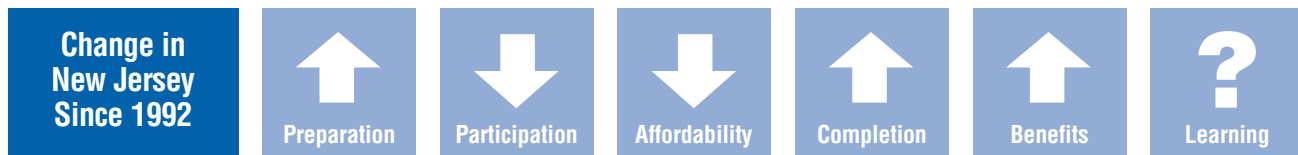
■ New Jersey 8th graders perform very well in national assessments in math and reading. New Jersey is a top-performing state on these measures.

■ Large proportions of 11th and 12th graders take and score well on Advanced Placement tests and college entrance exams. The proportions scoring well on college entrance exams have increased substantially over the past 12 years.

■ New Jersey is a top-performing state on the percentage of secondary school students taught by teachers with an undergraduate or graduate major in the subject they are teaching.

Participation

■ New Jersey is also a top-performing state in the chance of high school students enrolling in college by age 19. The state has consistently performed very well on this measure.



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.

Affordability

■ 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 compared with other states.

Completion

■ A large percentage of first-year students at community colleges return for their second year.

■ New Jersey has consistently had a very high percentage of freshmen at four-year colleges and universities return for their sophomore year.

■ Substantial gaps exist between whites and Hispanics, and between whites and blacks, in the proportion of students completing certificates and degrees relative to the number enrolled, even though New Jersey has narrowed these gaps over the past decade.

Benefits

■ New Jersey has consistently performed very well—and is now among the leading states—in the percentage of residents who have a bachelor's degree. The state is also a top performer on the economic benefits that accrue from having a highly educated population.

Weaknesses

Preparation

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

Participation

■ A small percentage of working-age adults enroll in higher education; the state's decline on this measure is greater than that of the nation over the past decade.

■ Among young adults (ages 18-24), the gap between whites and non-whites in college participation has increased substantially over the past decade. In addition, young adults from high-income families are more than twice as likely as those from low-income families to attend college—one of the widest gaps in the nation.

Affordability

■ Net college costs for low- and middle-income students to attend community colleges represent nearly 39% 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 about one-half of their annual family income. These two sectors enroll 84% of college students in the state.

Completion

■ New Jersey performs poorly on international comparisons of enrolled students who complete certificate and degree programs.

2006
Grade

Change
Over Time

A



New Jersey has improved on its already excellent performance in preparing students to succeed in college. New Jersey receives an A in preparation this year.

Graded Information

Compared with other states:

- Eighth graders in New Jersey perform very well on national assessments in math and reading, indicating that they are well prepared to succeed in challenging high school courses. The state is a top performer on these measures. Eighth graders perform fairly well on national assessments in science.
- Low-income 8th graders perform poorly on national assessments in math.
- Large proportions of 11th and 12th graders score well on Advanced Placement tests and college entrance exams.
- Eighty-five percent of secondary school students are taught by qualified teachers, and New Jersey is a top-performing state on this measure.

Change in Graded Measures

- Over the past 12 years, the proportions of 11th and 12th graders taking and scoring well on college entrance exams have increased substantially.
- The percentage of secondary school students taught by qualified teachers has increased substantially.

PREPARATION	NEW JERSEY		Top States 2006
	1992*	2006	
High School Completion (20%)			
18- to 24-year-olds with a high school credential	91%	91%†	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	24%	36%	38%
in reading	n/a	38%	38%
in science	n/a	33%	41%
in writing	n/a	n/a	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	14%	22%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	126	206	237
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	99	192	217
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	65%	85%	81%

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

†Eighty-nine percent of 18-24-year-olds have a regular high school diploma; 2% 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

- Of young adults, 2% receive a General Education Development (GED) diploma rather than a high school diploma, one of the lowest percentages in the nation.

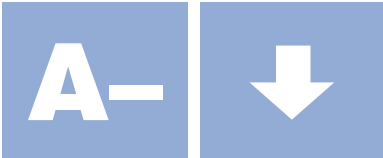
- About 12% of children under age 18 live in poverty, compared with a national rate of 18%.

- Policymakers and state residents do not have access to important information about the courses students take in high school, about 8th graders taking algebra, or about 8th graders' proficiency in writing 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.

2006
Grade

Change
Over Time



Despite a decline in performance, New Jersey continues to do well in enrolling students in higher education when compared with other states. This year New Jersey receives an A– in participation.

Graded Information

Compared with other states:

- New Jersey is a top-performing state in the chance of high school students enrolling in college by age 19.
- However, 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:

- New Jersey has consistently performed very well in the chance of high school students enrolling in college by age 19.
- The percentage of working-age adults who are enrolled part-time in education or training beyond high school has declined by 21%, compared with a nationwide decline of 12%.

Other Key Facts

- Among the young adult population (ages 18 to 24), the gap in college participation between whites and other ethnic groups has widened substantially. Currently, white young adults are twice as likely as young adults from other ethnic groups to attend college.

PARTICIPATION	NEW JERSEY		Top States 2006
	1992*	2006	
Young Adults (60%)			
Chance for college by age 19	51%	53%	53%
18- to 24-year-olds enrolled in college	37%	38%	41%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	4.1%	3.3%	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*.

- Young adults (ages 18 to 24) from high-income families are more than twice as likely as those from low-income families to attend college—a gap that is among the widest in the nation.
- The state's population is projected to grow by 8% from 2005 to 2020, below the national rate of 14%. During approximately the same period, the number of high school graduates is projected to increase by 14%.
- About 12% of the adult population has less than a high school diploma or its equivalent, compared with 14% of adults nationwide.
- In New Jersey, 26,992 more students are leaving the state than are entering to attend college. About 37% of New Jersey 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



New Jersey has lost considerable ground in providing affordable higher education. This year New Jersey receives a D in affordability.

Graded Information

■ Compared with best-performing states, families in New Jersey devote a very large share of family income, even after financial aid, to attend public two- and four-year colleges and universities, which enroll 84% 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.

■ The state does not offer low-priced college opportunities.

■ Undergraduate students borrowed on average \$3,639 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 at public four-year institutions has increased substantially from 24% to 37%.

Other Key Facts

■ In New Jersey, 47% of students are enrolled in community colleges and 37% in public four-year colleges and universities.

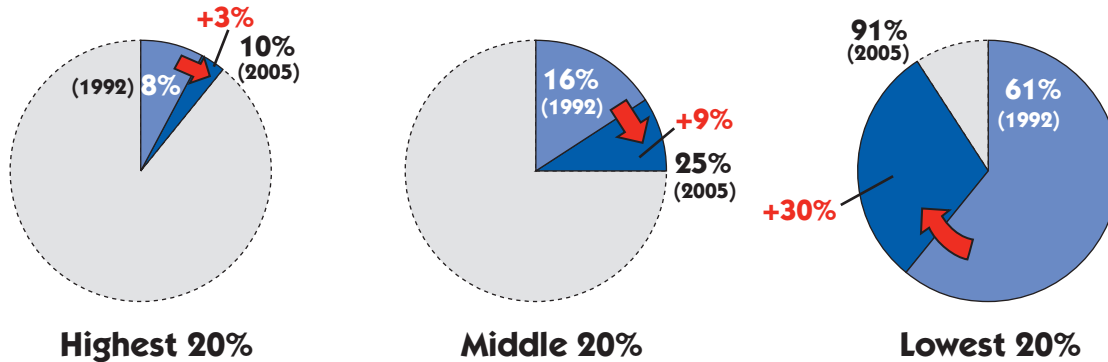
AFFORDABILITY	NEW JERSEY		Top States In Early 1990s
	1992*	2006	
Family Ability to Pay (50%)			
Percent of income (average of all income groups) needed to pay for college expenses minus financial aid:			
at community colleges	21%	26%	15%
at public 4-year colleges/universities	24%	37%	16%
at private 4-year colleges/universities	53%	58%	32%
Strategies for Affordability (40%)			
State investment in need-based financial aid as compared to the federal investment	104%	95%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	15%	17%	7%
Reliance on Loans (10%)			
Average loan amount that undergraduate students borrow each year	\$2,883	\$3,639	\$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."

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 New Jersey 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 \$26,771 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 39% of their income annually:

Tuition, room, and board: \$11,562
 Financial aid received: -\$ 1,079
 Net college cost: \$10,483
 Percent of income: 39%

■ If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 54% of their income annually:

Tuition, room, and board: \$17,515
 Financial aid received: -\$ 2,959
 Net college cost: \$14,555
 Percent of income: 54%

Note

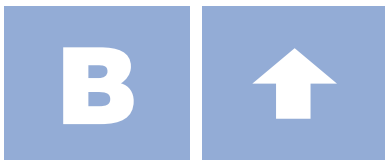
The numbers shown for tuition, room, and board minus financial aid may not exactly equal net college cost due to rounding.

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	\$15,536	\$10,217	66%	\$14,149	91%	\$23,752	153%
20% of the population with lower-middle income	\$38,005	\$10,750	28%	\$14,961	39%	\$23,661	62%
20% of the population with middle income	\$64,740	\$11,253	17%	\$16,190	25%	\$23,645	37%
20% of the population with upper-middle income	\$97,380	\$11,433	12%	\$16,582	17%	\$24,212	25%
20% of the population with the highest income	\$160,300	\$11,474	7%	\$16,749	10%	\$25,110	16%
40% of the population with the lowest income	\$26,771	\$10,483	39%	\$14,555	54%	\$23,706	89%

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

2006
Grade

Change
Over Time



New Jersey has substantially increased the proportion of students earning a certificate or degree in a timely manner. New Jersey receives a B in completion this year.

Graded Information

Compared with other states:

- A large percentage of first-year students return for their second year at community colleges.

- In addition, the percentage of freshmen at four-year colleges and universities returning for their sophomore year is very large.

- Among first-time, full-time students, a very large percentage complete a bachelor's degree within six years of enrolling in college.

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

Change in Graded Measures

- Over the past 15 years, New Jersey has consistently had a very high percentage of freshmen at four-year colleges and universities returning for their sophomore year.

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

COMPLETION	NEW JERSEY		Top States 2006
	1992*	2006	
Persistence (20%)[†]			
1st year community college students returning their second year	55%	55%	62%
Freshmen at 4-year colleges/universities returning their sophomore year	84%	81%	82%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	58%	61%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	13	15	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*.

Other Key Facts

- Over the past decade, New Jersey has narrowed the gaps between whites and Hispanics, and between whites and blacks, in the proportion of students completing certificates and degrees relative to the number enrolled. Nonetheless, the gaps are still substantial. Currently, 16 out of 100 white students enrolled complete degrees and certificates, compared to 11 out of 100 Hispanic students and 12 out of 100 black students.

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



New Jersey has seen a substantial improvement in the benefits the state receives from having a more highly educated population. This year New Jersey earns an A in benefits.

Graded Information

Compared with other states:

■ A very large proportion of residents have a bachelor's degree, and the economic benefits to the state as a result are also very large, making New Jersey a top performer on both of these measures.

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

Change in Graded Measures

Over the past 12 years:

■ The percentage of New Jersey residents who have a bachelor's degree has increased substantially, and the state has consistently performed very well on this measure.

■ The economic benefits that New Jersey enjoys as a result of having a highly educated population have increased substantially as well.

Other Key Facts

■ If all ethnic groups had the same educational attainment and earnings as whites, total personal income in the state would be about \$12.9 billion higher.

■ In 2002, New Jersey scored 75 on the New Economy Index, compared to a nationwide score of 60. The New Economy Index, developed by the

BENEFITS	NEW JERSEY		Top States 2006
	1992*	2006	
Educational Achievement (37.5%)			
Population aged 25 to 65 with a bachelor's degree or higher	29%	37%	37%
Economic Benefits (31.25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	9%	12%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	1%	2%	3%
Civic Benefits (31.25%)			
Residents voting in national elections	51%	48%	64%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	94%	92%	91%
Increase in volunteering rate as a result of college education	n/a	18%	22%
Adult Skill Levels (0%)*			
Adults demonstrating high-level literacy skills:			
quantitative	21%	24%	33%
prose	19%	23%	33%
document	17%	20%	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.

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.

2006
Grade



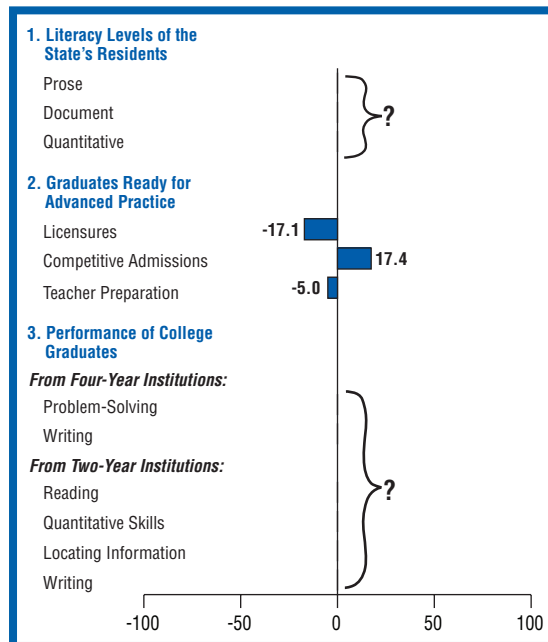
Like most states, New Jersey receives an “Incomplete” in Learning because insufficient data would not allow meaningful state-by-state comparisons. However, data are available this year to examine the readiness of college graduates—from two- and four-year institutions—for advanced practice. State results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

New Jersey Results

New Jersey is about 17% below the national benchmark in workforce preparation as reflected in professional licensure examinations. Almost 25% fewer New Jersey graduates take such examinations than is typical nationally, and their pass rate is slightly below the national average. In contrast, New Jersey is more than 17% 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. About 25% more New Jersey graduates take such examinations than is typical nationally, and the proportion earning competitive scores is about 5% higher than the national average. Finally, New Jersey is 5% above the national benchmark with respect to pass rates on the state’s teacher examinations.

New Jersey 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 New Jersey Measures Up Internationally

Participation*

■ About 30% of young adults, ages 18 to 24, in New Jersey are currently enrolled in college. New Jersey's enrollment rate is only 62% of the rate in Korea, the best-performing nation on this measure. New Jersey is also surpassed by Greece, Finland, Belgium, Ireland, Poland, Australia, France, Hungary, and Spain (see figure 1).

Completion

■ When compared internationally, New Jersey is surpassed by many countries in the proportion of students who complete certificates or degrees. With 15 out of 100 students enrolled completing a degree or certificate, New Jersey's completion rate is only 61% of the rate in the United Kingdom, the top-performing country on this measure, where 24 out of 100 students complete certificates or degrees. New Jersey also lags Japan, Portugal, Australia, Switzerland, Denmark, Ireland, New Zealand, France, Iceland, Korea, Belgium, Sweden, the Slovak Republic, Poland, Spain, the Netherlands, and Hungary (see figure 2).

Educational Level of Adult Population

■ Internationally, New Jersey is surpassed by top countries in the educational attainment of younger adults, ages 25 to 34. About 49% of younger adults in New Jersey attain a college degree. New Jersey's educational attainment rate, however, is 93% of the rate in Japan, the best-performing country on this measure. New Jersey is also surpassed by Canada.

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

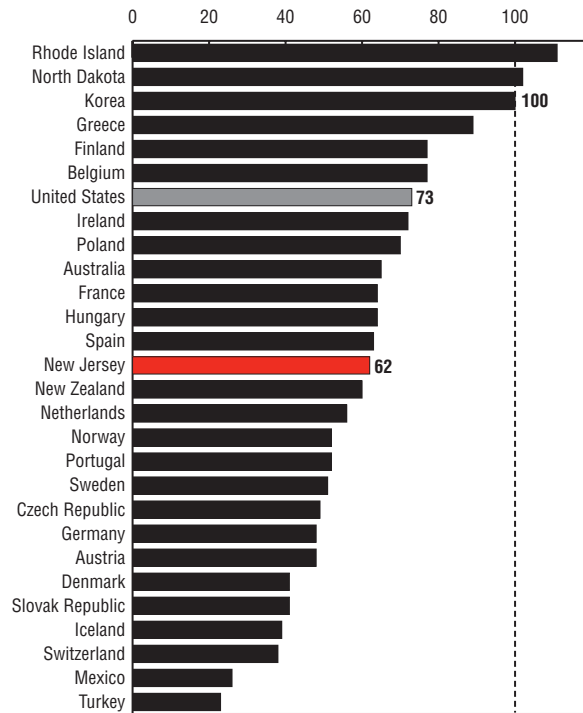
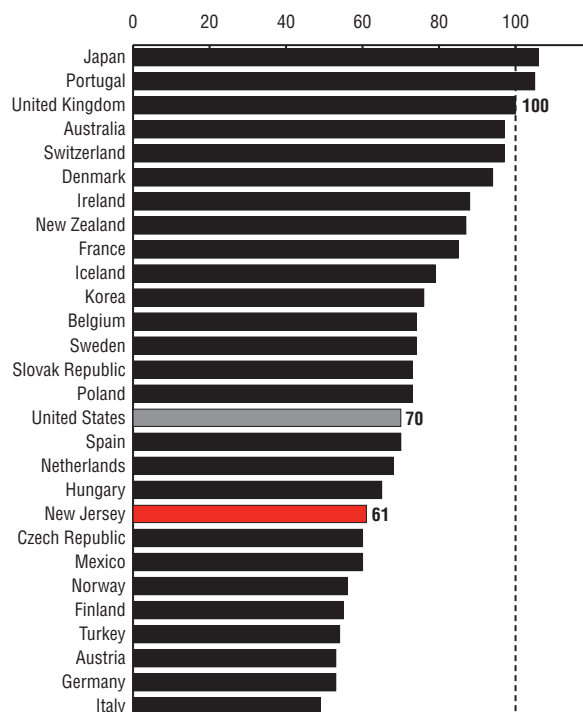


Figure 2. Total Degrees/Certificates Awarded Per 100 Students Enrolled, 2004

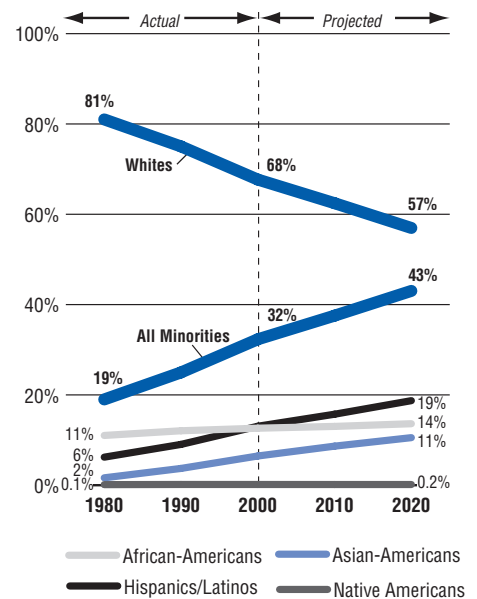


*This measure includes both undergraduate and graduate enrollment, whereas the similar indicator in the graded category only reports undergraduate enrollment.

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	New Jersey	State Rank
Population (2005)	8,717,925	10
Gross state product (2004, in millions)	\$410,306	8
Leading Indicators	New Jersey	U.S.
Projected % change in population, 2005-2020	8%	14%
Projected % change in number of all high school graduates, 2002-2017	14%	8%
Projected budget surplus/shortfall by 2013	-1%	-6%
Average income of poorest 20% of population (2004)	\$15,536	\$12,168
Children in poverty (2004)	12%	18%
Percent of adult population with less than a high school diploma or equivalent (2004)	12%	14%
New economy index (2002)*	75	60
Facts and Figures	New Jersey	
	Number/Amount	Percent
Institutions of Postsecondary Education (2004-05)		
Public 4-year	14	
Public 2-year	19	
Private 4-year	24	
Private 2-year	2	
Students Enrolled by Institution Type (2004)		
Public 4-year	117,801	37%
Public 2-year	152,043	47%
Private 4-year	50,062	16%
Private 2-year	1,588	0%
Students Enrolled by Level (2004)		
Undergraduate	321,494	85%
Graduate	52,696	14%
Professional	6,184	2%
Enrollment Status of Students (2004)		
Full-time	225,846	59%
Part-time	154,528	41%
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.	-26,992	
Average Tuition (2005-06)		
Public 4-year institutions	\$8,664	
Public 2-year institutions	\$2,711	
Private 4-year institutions	\$22,106	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2006	\$5	
Per capita, FY 2006	\$232	
% change, FY 1996-2006		50%

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	African-Americans	Hispanics/Latinos
Less than a high school credential	8%	21%	38%
Associate's degree or higher	44%	24%	17%

* 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