MEASURING UP 2006

THE STATE REPORT CARD ON HIGHER EDUCATION

NEVADA

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.

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Nevada's underperformance in educating its young population could limit the state's access to a competitive workforce and weaken its economy over time. As the well-educated baby boomer generation begins to retire, the diverse young population that will replace it does not appear prepared educationally to maintain or enhance the state's position in a global economy. Despite substantial improvement, Nevada continues to trail all states in the proportion of 9th graders enrolling in college by age 19. Of those students who do attend college, a very small proportion earn a certificate or degree. Since the early 1990s, colleges and universities in Nevada have become less affordable for students and their families. If Nevada's trends are not addressed, they could undermine the state's ability to develop an educated workforce.

Strengths

Participation

- A large percentage of working-age adults are enrolled part-time in college-level education or training. However, this percentage has decreased over the past decade, dropping more than the nationwide decline.

Completion

- A large percentage of first-year students at two- and four-year colleges and universities return for their second year. Over the past 15 years, Nevada has shown some of the greatest improvement among the states on the measure for four-year colleges.

- A gap remains between whites and Hispanics in the proportion of students completing certificates and degrees relative to the number enrolled, although Nevada has narrowed this gap over the past decade.

Change in Nevada Since 1992	Preparation	Participation	Affordability	Completion	Benefits	Learning
	↑	↔	↓	↑	↑	+

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.

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Weaknesses

Preparation

■ The state's 8th graders are not well prepared to succeed in challenging high school courses. They perform very poorly on national assessments in math, science, reading, and writing.

■ Only a fair proportion of Nevada 8th graders take algebra, despite the fact that this proportion has more than tripled over the past 12 years—one of the steepest increases in the country.

■ Only fair proportions of high school students enroll in upper-level math and science courses, even though these proportions have increased substantially over the past 12 years, making Nevada a top-performing state in improvement on these measures.

■ Very small proportions of 11th and 12th graders take and score well on Advanced Placement tests and college entrance exams. Over the past 12 years, the proportions of 11th and 12th graders taking and scoring well on college entrance exams have decreased substantially. Nevada is the only state to decline on this measure.

■ Among young adults (ages 18-24) non-whites are only two-thirds as likely as whites to earn a high school credential.

■ Hispanics in the 9th to 12th grades are one-half as likely as whites to enroll in upper-level math and science courses.

Participation

■ Ninth graders are not very likely to enroll in college within four years, primarily because proportionately few graduates go directly on to college after high school.

■ Among young adults (ages 18-24), whites are twice as likely as non-whites to be enrolled in college. In addition, young adults from high-income families are more than twice as likely as those from low-income families to attend college.

Affordability

■ Net college costs for low- and middle-income students to attend public two- and four-year colleges represent about 40% of their annual family income. (Net college costs equal tuition, room, and board after financial aid.) These two sectors enroll 92% of college students in the state.

Completion

■ A very small proportion of first-time, full-time college students complete a bachelor's degree within six years of entering college. Over the past seven years, Nevada has shown some of the greatest decline among the states on this measure.

■ A very small proportion of students complete certificates and degrees relative to the number enrolled, even though Nevada has shown some of the greatest improvement among the states on this measure over the past 12 years.

■ When compared internationally, Nevada ranks very low in the number of certificates and degrees produced relative to the number of students enrolled—behind such low-performing nations as the Czech Republic, Hungary, and Mexico.

Benefits

■ A small proportion of residents have a bachelor's degree, and this substantially weakens the state economy.

■ Over the past 12 years, the gap has widened between whites and non-whites in the percentage who have a bachelor's degree.

2006 Grade

C–

Change Over Time

Despite improvement, Nevada's performance in preparing students to succeed in college remains low when compared with other states. This year Nevada receives a C– in preparation.

Graded Information

Compared with other states:

- Nevada is among the poorest-performing states in the percentage of young adults earning a high school diploma or General Education Development (GED) diploma by age 24.
- Fair proportions of high school students in Nevada are enrolled in upper-level math (49%) and upper-level science (31%).
- A fair proportion (26%) of 8th graders take algebra.
- Eighth graders perform very poorly on national assessments in math, science, reading, and writing, indicating that they are not well prepared to succeed in challenging high school courses.
- Low-income 8th graders perform very poorly on national assessments in math.
- Very small proportions of 11th and 12th graders score well on Advanced Placement tests and college entrance exams.
- Sixty-one percent of secondary school students are taught by qualified teachers, which is only fair compared with top-performing states.

PREPARATION	NEVADA		Top States 2006
	1992*	2006	
High School Completion (20%)			
18- to 24-year-olds with a high school credential	82%	81%†	94%
K–12 Course Taking (35%)			
9th to 12th graders taking at least one upper-level math course	29%	49%	64%
9th to 12th graders taking at least one upper-level science course	22%	31%	40%
8th grade students taking algebra	7%	26%	35%
12th graders taking at least one upper-level math course	n/a	n/a	66%
K–12 Student Achievement (35%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	n/a	21%	38%
in reading	24%	22%	38%
in science	n/a	19%	41%
in writing	17%	16%	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	n/a	10%	22%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	132	122	237
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	49	113	217
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	52%	61%	81%

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

†Seventy-six percent of 18-24-year-olds have a regular high school diploma; 5% 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.

Change in Graded Measures

■ Over the past 12 years, the proportion of high school students enrolled in upper-level math has increased by 68%, placing Nevada among the fastest-improving states on this measure. However, relative to other states, its current performance on this measure is only fair.

■ While the proportion of high school students enrolled in upper-level science has increased substantially during the same period, the state's current performance on this measure is only fair when compared with other states.

■ The proportion of 8th graders taking algebra has more than tripled over the past 12 years, placing Nevada among the fastest-improving states on this measure. However, the state's current performance on this measure is only fair compared with other states.

■ Over the past 12 years, the proportions of 11th and 12th graders taking and scoring well on college entrance exams have decreased substantially. Nevada is the only state to decline on this measure.

Other Key Facts

■ Young adults from minority ethnic groups are two-thirds as likely as whites to earn a high school credential.

■ Hispanics in the 9th to 12th grades are one-half as likely as whites to enroll in upper-level math and science.

■ About 19% 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 12th graders taking upper-level math because the state did not report the data by grade level.

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
C	↔

Nevada has made no notable progress in enrolling students in higher education. This year Nevada receives a C in participation.

Graded Information

Compared with other states:

■ The chance of Nevada high school students enrolling in college by age 19 is very low, because few graduates go on to college immediately after high school.

■ However, a large 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 19%—the steepest increase among the states on this measure. Although the percentage of students graduating from high school within four years remains about the same, more of those who graduate enroll in college. Nonetheless, Nevada's current performance on this measure remains very low relative to other states.

■ 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%.

PARTICIPATION	NEVADA		Top States 2006
	1992*	2006	
Young Adults (60%)			
Chance for college by age 19	23%	28%	53%
18- to 24-year-olds enrolled in college	29%	28%	41%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	5.4%	4.3%	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.*

Other Key Facts

■ Among the young adult population (ages 18 to 24), the gap in college participation between whites and other ethnic groups is substantial. White young adults are twice as likely as young adults from other ethnic groups to attend college.

■ 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.

■ The state's population is projected to grow by 47% from 2005 to 2020, far faster than the national rate of 14%. During approximately the same period, the number of high school graduates is projected to more than double.

■ About 14% of the adult population has less than a high school diploma or its equivalent, a rate that matches that of the nation as a whole.

■ In Nevada, 337 more students are leaving the state than are entering to attend college. About 16% of Nevada 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
F	↓

The affordability of higher education in Nevada has declined. This year Nevada is one of many states to receive an F in affordability.

Graded Information

- Compared with best-performing states, families in Nevada devote a very large share of family income, even after financial aid, to attend public two- and four-year colleges and universities, which enroll 92% of college students in the state.
- The state makes little investment in need-based financial aid, and Nevada does not offer low-priced college opportunities.
- Undergraduate students borrowed on average $3,671 in 2005.

Other Key Facts

- In Nevada, 17% of students are enrolled in community colleges and 75% in public four-year colleges and universities.

AFFORDABILITY	NEVADA		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	25%	27%	15%
at public 4-year colleges/universities	27%	28%	16%
at private 4-year colleges/universities	36%	55%	32%
Strategies for Affordability (40%)			
State investment in need-based financial aid as compared to the federal investment	2%	24%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	8%	11%	7%
Reliance on Loans (10%)			
Average loan amount that undergraduate students borrow each year	$2,857	$3,671	$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.

Financial Burden to Pay for College Varies Widely Among Different Income Families 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 2006 family ability to pay							
20% of the population with the lowest income	$15,000	$8,868	59%	$9,179	61%	$18,916	126%
20% of the population with lower-middle income	$29,000	$9,192	32%	$9,653	33%	$18,858	65%
20% of the population with middle income	$46,000	$9,464	21%	$10,193	22%	$18,743	41%
20% of the population with upper-middle income	$69,201	$9,539	14%	$10,242	15%	$18,691	27%
20% of the population with the highest income	$117,200	$9,555	8%	$10,275	9%	$18,782	16%
40% of the population with the lowest income	**$22,000**	**$9,030**	**41%**	**$9,416**	**43%**	**$18,887**	**86%**

*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 $22,000 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 41% of their income annually:

Tuition, room, and board:	$9,587
Financial aid received:	−$ 557
Net college cost:	$9,030
Percent of income:	41%

■ If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 43% of their income annually:

Tuition, room, and board:	$10,670
Financial aid received:	−$ 1,254
Net college cost:	$9,416
Percent of income:	43%

Note

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

COMPLETION 2006 Nevada

2006 Grade	Change Over Time
F	↑

Despite improvement, Nevada's performance in the proportion of students earning a certificate or degree in a timely manner remains very poor when compared with other states. Nevada is one of only two states to receive an F 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.

■ However, among first-time, full-time college students, a very small percentage (36%) complete a bachelor's degree within six years of entering college.

■ Also, a very small proportion of students complete certificates and degrees relative to the number enrolled.

Change in Graded Measures

■ Over the past 15 years, Nevada has been among the fastest-improving states in the percentage of first-year students at four-year colleges and universities returning for their second year.

■ However, Nevada has been among the fastest-declining states over the past seven years in the percentage of first-time, full-time college students earning a bachelor's degree within six years of enrolling in college. In addition, Nevada's current performance on this measure is very low when compared with other states.

COMPLETION	NEVADA		Top States 2006
	1992*	2006	
Persistence (20%)†			
1st year community college students returning their second year	n/a	52%	62%
Freshmen at 4-year colleges/universities returning their sophomore year	60%	69%	82%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	38%	36%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	7	10	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.*

■ Over the past 12 years, Nevada has been one of the fastest-improving states in the proportion of students completing certificates and degrees relative to the number enrolled. Nonetheless, Nevada's current performance on this measure remains very low when compared with other states.

Other Key Facts

■ Over the past decade, Nevada has narrowed the gap between whites and Hispanics in the proportion of students completing certificates and degrees relative to the number enrolled. Currently, 10 out of 100 white students enrolled complete degrees and certificates, compared to 8 out of 100 Hispanic 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

C–

Change Over Time

Despite improvement, Nevada continues to struggle to realize the benefits that come from having a more highly educated population. Nevada receives a C– in benefits this year.

Graded Information

Compared with other states:

■ A small proportion of residents have a bachelor's degree, and this substantially weakens the state economy.

■ However, residents contribute substantially to the civic good, as measured by charitable giving.

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 $1.9 billion higher.

■ Over the past 12 years, the gap has widened in Nevada between whites and other ethnic groups in the percentage who have a bachelor's degree. Currently, 29 out of 100 white adults have a bachelor's degree, compared to 15 out of 100 adults from other ethnic groups.

■ In 2002, Nevada scored 56 on the New Economy Index, compared to a nationwide score of 60. The New Economy Index, developed by the Progressive Policy Institute, measures the extent to which states are participating in knowledge-based industries.

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

BENEFITS	NEVADA		Top States 2006
	1992*	2006	
Educational Achievement (37.5%)			
Population aged 25 to 65 with a bachelor's degree or higher	**19%**	**24%**	**37%**
Economic Benefits (31.25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	**6%**	**7%**	**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	**3%**	**2%**	**3%**
Civic Benefits (31.25%)			
Residents voting in national elections	**51%**	**45%**	**64%**
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	**86%**	**87%**	**91%**
Increase in volunteering rate as a result of college education	**n/a**	**14%**	**22%**
Adult Skill Levels (0%)†			
Adults demonstrating high-level literacy skills:			
quantitative	**22%**	**23%**	**33%**
prose	**21%**	**22%**	**33%**
document	**17%**	**18%**	**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.

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

2006 Grade

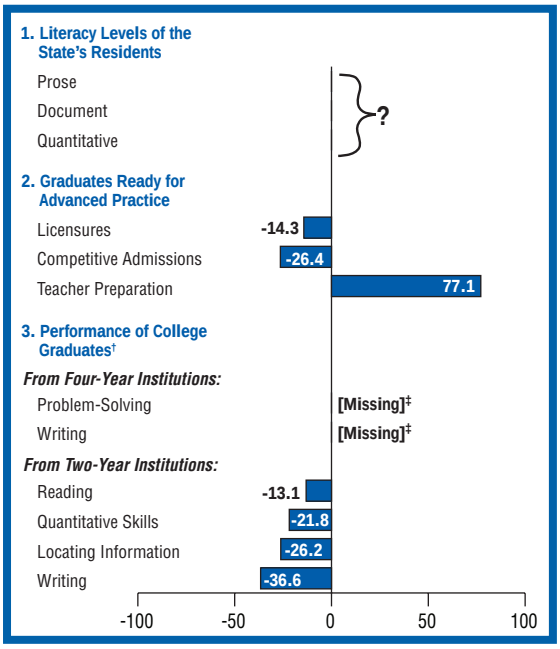
Nevada is among nine states that receive a "Plus" in Learning because data were sufficient to compare at least two of the three Learning categories in the state results described below.

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.



†Data are from *Measuring Up 2004*. Because of small numbers of test takers, results should be treated with caution; reader should look at the overall *pattern* of results.

‡These data were unavailable due to insufficient numbers of test takers and due to logistics problems with test administration beyond the state's control.

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.

Nevada Results

Nevada is 14 percentage points below the national benchmark in workforce preparation as reflected in professional licensure examinations. About 20% fewer Nebraska graduates take such examinations than is typical nationally, and their pass rate matches the national average. Nevada ranks 26 percentage points below the national benchmark in preparing students for graduate study as reflected in graduate admissions examinations. The state's graduates are about as likely to take national graduate admissions examinations as is typical nationally, but the proportion earning competitive scores is about 10% below the national average. Finally, Nevada is more than 75% above the national benchmark with respect to pass rates on the state's teacher examinations, making Nevada the top-performing state on this measure.

Nevada did not participate in the SAAL, so no results on literacy are available.

Nevada was one of five states able to report Learning results in *Measuring Up 2004* by virtue of its participation in the pilot study conducted by the National Forum on College-Level Learning. The results of that project are repeated here in the Performance of College Graduates section.

*More information on the National Forum on College-Level Learning can be obtained at http://www.highereducation.org/reports/mu_learning/index.shtml.

How Nevada Measures Up Internationally

Participation*

■ About 25% of young adults, ages 18 to 24, in Nevada are currently enrolled in college. Internationally, Nevada's enrollment rate does not compare well, representing only 51% of the rate in Korea, the best-performing nation. Nevada is also surpassed by Greece, Finland, Belgium, Ireland, Poland, Australia, France, Hungary, Spain, New Zealand, the Netherlands, Norway, and Portugal.

Completion

■ Nevada is the worst performer in the proportion of students who complete certificates or degrees. With only 10 out of 100 students enrolled completing a degree or certificate, Nevada's completion rate is only 43% of the rate in the United Kingdom, the top-performing nation on this measure, where 24 out of 100 students complete certificates or degrees. Nevada is surpassed by all countries with data on this measure (see figure 1).

Educational Level of Adult Population

■ Nevada's younger adults, ages 25 to 34, are falling behind older adults, ages 35 to 64, in attaining a college degree. Internationally, the proportion of younger adults with a college degree in Nevada is only 50% of the proportion in Japan, the top-performing nation on this measure. Nevada is also surpassed by Canada, Korea, Finland, Norway, Sweden, Belgium, Spain, France, Ireland, Australia, Denmark, the United Kingdom, New Zealand, Switzerland, Iceland, and the Netherlands (see figures 2 and 3).

Figure 1. Total Degrees/Certificates Awarded Per 100 Students Enrolled, 2004

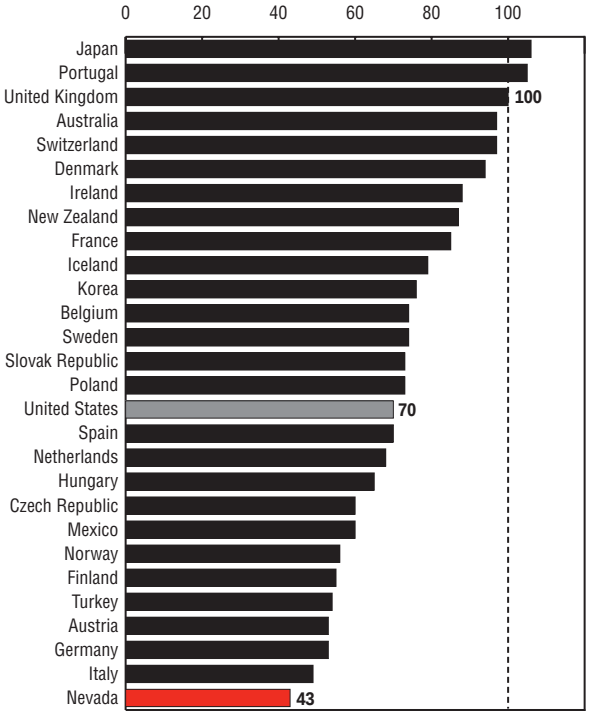


Figure 2. Percent of Older Adults (Ages 35-64) with an Associate's Degree or Higher, 2004

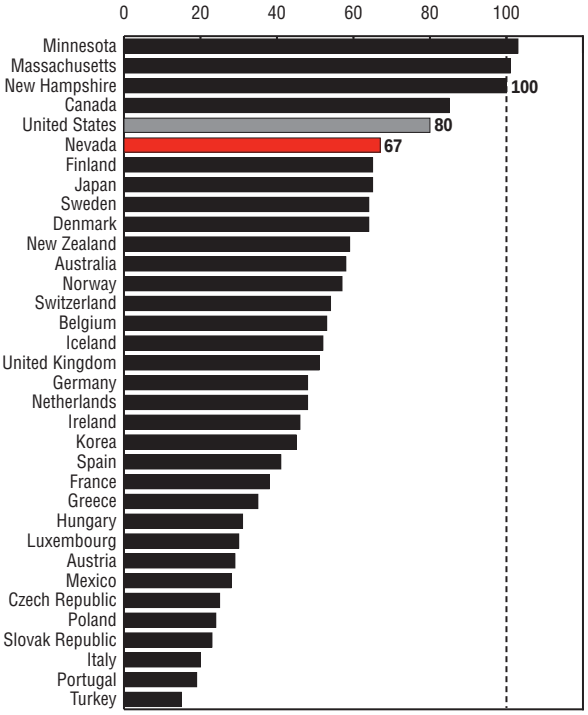
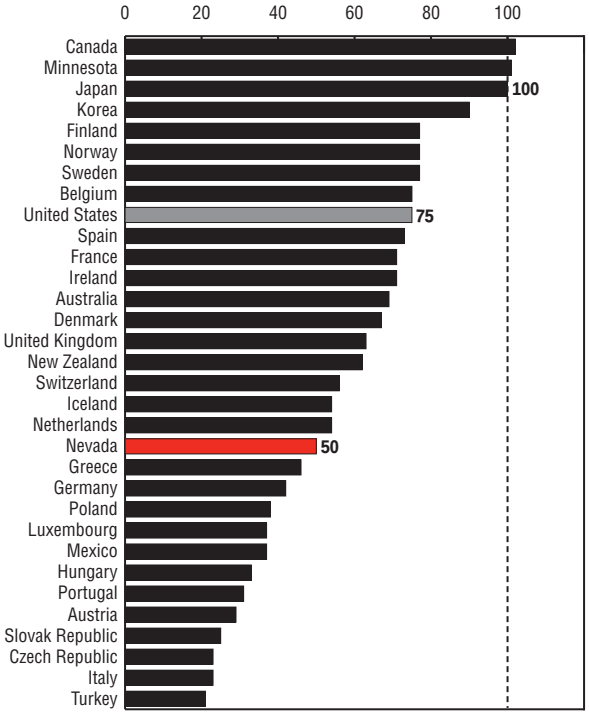


Figure 3. Percent of Younger Adults (Ages 25-34) with an Associate's Degree or Higher, 2004



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

Note: The charts show index scores, as measured against the top performance. The top performance, defined as the median value of the top five performers, receives a score of 100. The top performer can be a nation or a U.S. state. For more international comparison information, go to www.highereducation.org.

State Context	Nevada	State Rank
Population (2005)	2,414,807	35
Gross state product (2004, in millions)	$99,143	31

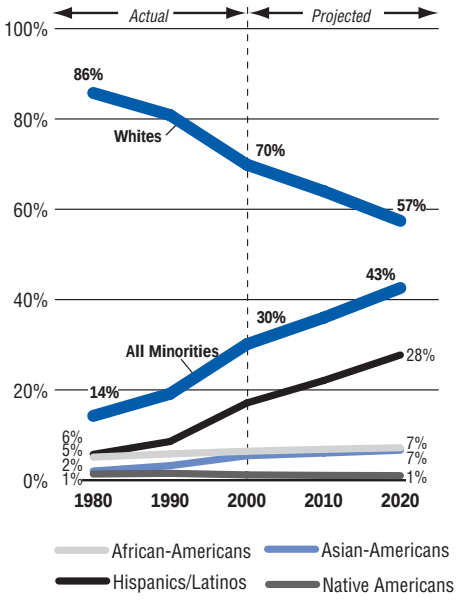
Leading Indicators	Nevada	U.S.
Projected % change in population, 2005-2020	47%	14%
Projected % change in number of all high school graduates, 2002-2017	145%	8%
Projected budget surplus/shortfall by 2013	-9%	-6%
Average income of poorest 20% of population (2004)	$15,000	$12,168
Children in poverty (2004)	19%	18%
Percent of adult population with less than a high school diploma or equivalent (2004)	14%	14%
New economy index (2002)*	56	60

Facts and Figures	Nevada	
	Number/Amount	Percent
Institutions of Postsecondary Education (2004-05)		
Public 4-year	5	
Public 2-year	2	
Private 4-year	6	
Private 2-year	7	
Students Enrolled by Institution Type (2004)		
Public 4-year	71,722	75%
Public 2-year	16,071	17%
Private 4-year	4,947	5%
Private 2-year	2,823	3%
Students Enrolled by Level (2004)		
Undergraduate	95,563	90%
Graduate	9,475	9%
Professional	923	1%
Enrollment Status of Students (2004)		
Full-time	50,229	47%
Part-time	55,732	53%
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.	-337	
Average Tuition (2005-06)		
Public 4-year institutions	$2,718	
Public 2-year institutions	$1,635	
Private 4-year institutions	$12,152	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 2006	$6	
Per capita, FY 2006	$232	
% change, FY 1996-2006		150%

* 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.

Working-Age Population (ages 25-64) by Race/Ethnicity, 1980–2020



Racial and Ethnic Gaps in Educational Levels of Working-Age Population (ages 25-64), 2000

	Whites	Hispanics/Latinos
Less than a high school credential	10%	53%
Associate's degree or higher	30%	9%

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