

**MEASURING UP**

**2004**

**THE STATE REPORT CARD  
ON HIGHER EDUCATION**

**ILLINOIS**



**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.

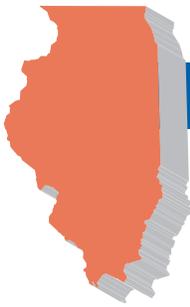
**Affordability:** 2 states improved on more than half of the indicators; 31 improved on some of the indicators; 17 declined on every indicator.

**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).



Illinois has made strides over the past decade in preparing young people for education and training beyond high school. At the same time, however, the likelihood of students enrolling in college by age 19 has declined substantially. The state has also lost ground in providing students and families with an affordable higher education.

**Strengths**

**Preparation**

■ Compared with other states, Illinois 8th graders perform well on national assessments in math and reading.

■ Over 70% of secondary school students are taught by qualified teachers, which compares well with best-performing states. Over the past decade, this percentage has increased—more than the nationwide improvement on this measure.

■ Illinois students have consistently performed very well on college entrance exams, outperforming students in other states.

**Participation**

■ Illinois is a top state in the percentage of working-age adults enrolled part-time in college-level education or training. However, the state has declined on this measure over the decade.

**Affordability**

■ Illinois has consistently provided a high level of need-based financial aid for students, but recent policy decisions have begun to undermine this historic high level of performance.

**Completion**

■ During the past decade, Illinois has consistently had a very high percentage of freshmen at four-year colleges and universities returning for their sophomore year.

■ The state has seen an increase in the proportion of students completing certificates and degrees relative to the number enrolled, with the greatest growth in certificates awarded.

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

**Benefits**

■ Relative to other states, a fairly high proportion of Illinois residents have a bachelor's degree.

**Weaknesses**

**Preparation**

■ Low-income 8th graders perform very poorly on math exams and all 8th graders perform poorly on science exams, compared with their peers in other states.



**Participation**

■ Over the past decade, the likelihood of a 9th grader enrolling in college four years later has declined by 13%, compared with a national decrease of 3%. The state's decline is primarily due to a drop in the percentage of students graduating from high school.

■ Among the young adult population, the college participation rate for minority ethnic groups has declined.

■ About 14% of adults do not have a high school diploma or its equivalent (mirroring the nation as a whole), making these adults ineligible for higher education.

**Affordability**

■ Net college costs for low- and middle-income students to attend community colleges represent about 32% of their annual family income. These institutions enroll over 50% of college students in the state. (Net college costs equal tuition, room, and board minus financial aid.)

**Policy Questions**

■ Can Illinois increase the number of students who finish high school within four years and enroll in college thereafter?

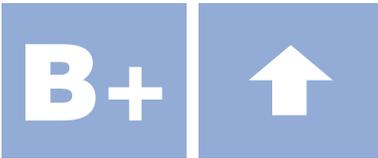
■ Can the state's community colleges be made more affordable, particularly for low- and middle-income residents?

■ Can Illinois improve its finance policies (for example, by linking appropriations, tuition, and financial aid) to provide more affordable higher education?

■ Can Illinois close the gaps in educational achievement between high- and low-income residents?

2004  
Grade

Improvement  
Over Decade



*Illinois has improved over the past decade in preparing high school students to succeed in college. This year Illinois receives a B+ in preparation.*

## Graded Information

■ Eighth graders in Illinois perform fairly well on national assessments in math and very well in reading, but fairly poorly on national assessments in science.

■ Compared with their peers in other states, low-income 8th graders perform very poorly on national assessments in math.

■ Illinois is a top performer in the proportions of 11th and 12th graders scoring well on college entrance exams, but small proportions score well on Advanced Placement exams.

■ Seventy percent of secondary school students are taught by qualified teachers, which compares well with top-performing states.

## Change in Graded Measures

■ Illinois has consistently performed very well on the proportions of 11th and 12th graders who score well on college entrance exams.

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

## Other Key Facts

■ The percentage of young adults who are from low-income families and who earn a high school credential has increased from 71% to 76% during the past decade.

PREPARATION	ILLINOIS		Top States 2004
	A Decade Ago	2004	
<b>High School Completion (20%)</b>			
18- to 24-year-olds with a high school credential	86%	87%*	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	15%	29%	36%
in reading	n/a	35%	39%
in science	n/a	30%	42%
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	10%	23%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	172	227	227
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	75	141	219
<b>Teacher Quality (10%)</b>			
<i>7th to 12th graders taught by teachers with a major in their subject</i>	55%	70%	81%

\*Eighty-one percent of 18- to 24-year-olds have a regular high school diploma; 6% have a GED.  
Note: Indicators in italics are new for 2004.

- About 15% 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 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.

2004  
Grade

Improvement  
Over Decade



*Despite a drop-off in performance over the past decade, Illinois continues to do well in enrolling students in higher education compared with other states. This year Illinois is one of only nine states to receive an A in participation.*

## Graded Information

■ Compared with other states, the chance of Illinois high school students enrolling in college by age 19 is high, even though the proportion of students who graduate from high school within four years is small.

■ Illinois is one of the top states in the percentage of working-age adults (ages 25 to 49) 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 declined by 13%, compared with a national decline of 3%. The state's decrease is primarily due to a decline in the percentage of students graduating from high school.

■ Over the past decade, the percentage of working-age adults who are enrolled part-time in education or training beyond high school has declined, although the state's current performance remains very high compared with other states.

PARTICIPATION	ILLINOIS		Top States 2004
	A Decade Ago	2004	
<b>Young Adults (60%)</b>			
Chance for college by age 19	49%	42%	52%
18- to 24-year-olds enrolled in college	34%	33%	40%
<b>Working-Age Adults (40%)</b>			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	5.8%	4.9%	5.4%

## Other Key Facts

■ Among the young adult population (ages 18 to 24), the college participation rate for minority ethnic groups has declined. A decade ago, 28 of every 100 young adults from minority ethnic groups were enrolled in college; now only 25 of 100 are.

■ The state's population is projected to grow by 6% from 2000 to 2015, below the national rate of 13%. During approximately the same period, the number of high school graduates is projected to increase by 3%.

■ 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 Illinois, 10,222 more students are leaving the state than are entering to attend college. About 17% of Illinois 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



*Illinois has seen a notable decline in the provision of affordable higher education opportunities over the past decade. This year Illinois receives a D in affordability.*

## Graded Information

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

■ Illinois' investment in need-based financial aid is high when compared with other states; nonetheless, the share of income needed to pay for college is large compared with other states.

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

■ Undergraduate students borrowed on average \$3,615 in 2003.

## Change in Graded Measures

■ Over the past decade, the share of income needed to pay for college expenses after financial aid at public four-year institutions has increased from 25% to 30%.

■ In the same period, the state has decreased its commitment to financially needy students.

AFFORDABILITY	ILLINOIS		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	21%	21%	15%
at public 4-year colleges/universities	25%	30%	16%
at private 4-year colleges/universities	54%	62%	32%
<b>Strategies for Affordability (40%)</b>			
State investment in need-based financial aid as compared to the federal investment	89%	78%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	14%	14%	7%
<b>Reliance on Loans (10%)</b>			
Average loan amount that undergraduate students borrow each year	\$2,979	\$3,615	\$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 Illinois, 54% of students are enrolled in community colleges, 23% in public four-year colleges and universities, and 22% in private four-year institutions.

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>\$13,000</b>	<b>\$6,744</b>	<b>52%</b>	<b>\$9,403</b>	<b>72%</b>	<b>\$20,608</b>	<b>159%</b>
20% of the population with lower-middle income	<b>\$30,500</b>	<b>\$7,275</b>	<b>24%</b>	<b>\$9,933</b>	<b>33%</b>	<b>\$20,747</b>	<b>68%</b>
20% of the population with middle income	<b>\$51,010</b>	<b>\$7,597</b>	<b>15%</b>	<b>\$10,608</b>	<b>21%</b>	<b>\$20,383</b>	<b>40%</b>
20% of the population with upper-middle income	<b>\$75,786</b>	<b>\$7,724</b>	<b>10%</b>	<b>\$11,027</b>	<b>15%</b>	<b>\$20,479</b>	<b>27%</b>
20% of the population with the highest income	<b>\$123,632</b>	<b>\$7,736</b>	<b>6%</b>	<b>\$11,206</b>	<b>9%</b>	<b>\$22,163</b>	<b>18%</b>
<b>40% of the population with the lowest income</b>	<b>\$21,750</b>	<b>\$7,010</b>	<b>32%</b>	<b>\$9,668</b>	<b>44%</b>	<b>\$20,677</b>	<b>95%</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 \$21,750 each year.

■ If a student from such a family were to attend a community college in the state, their net cost to attend college would represent about 32% of their income annually:

Tuition, room, and board:	\$7,791
Financial aid received:	-\$ 781
Net college cost:	\$7,010
Percent of income:	32%

■ If the same student were to attend a public four-year college in the state, their net cost to attend college would represent about 44% of their income annually:

Tuition, room, and board:	\$11,670
Financial aid received:	-\$ 2,002
Net college cost:	9,668
Percent of income:	44%

### Note

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

2004  
Grade

Improvement  
Over Decade



*Over the past decade, Illinois has made notable improvement in the proportion of students earning a certificate or degree in a timely manner. Illinois receives a B in completion this year.*

## Graded Information

- Compared with other states, a large percentage of first-year students in community colleges return for their second year.
- The percentage of freshmen at public and private four-year colleges and universities who return for their sophomore year remains very large (79%).
- In addition, a very large percentage of first-time, full-time college students complete a bachelor's degree within six years of enrolling in college.
- The proportion of students completing certificates and degrees, relative to the number enrolled, is fairly large.

## Change in Graded Measures

- During the past decade, Illinois has consistently had a very high percentage of freshmen at four-year colleges and universities returning for their sophomore year.
- In addition, the state has seen an increase in the proportion of students completing certificates and degrees relative to the number enrolled, with the greatest growth in certificates awarded.

COMPLETION	ILLINOIS		Top States 2004
	A Decade Ago	2004	
<b>Persistence (20%)</b>			
1st year community college students returning their second year	53%	53%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	79%	79%	84%
<b>Completion (80%)</b>			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	55%	58%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	14	17	21

## Other Key Facts

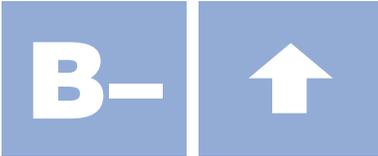
■ Over the past decade, Illinois has made progress in narrowing the gaps between whites and all minority ethnic groups in the proportion of students completing certificates and degrees relative to the number enrolled. In particular, the proportion of black students receiving certificates and degrees has increased from 10 to 15 per

100 enrolled. The proportion of Hispanic students receiving certificates and degrees has increased from 8 to 11 per 100 enrolled. Nonetheless, Hispanic students are still only about half as likely as white students to complete certificates and degrees.

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



*Illinois, over the past decade, has improved in the benefits the state reaps from having a more highly educated population. This year, Illinois receives a B- in benefits.*

## Graded Information

- Compared with other states, a fairly high proportion of residents have a bachelor's degree, but the economic benefits to the state as a result are only fair.
- Residents contribute substantially to the civic good, as measured by charitable giving and voting.

## Change in Graded Measures

- Over the past decade, the economic benefits that Illinois enjoys as a result of having a highly educated population have increased substantially.

## Other Key Facts

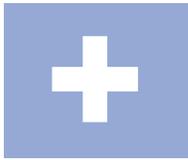
- If all ethnic groups had the same educational attainment and earnings as whites, total personal income in the state would be about \$8.7 billion higher, and the state would realize an estimated \$3 billion in additional tax revenues.
- In 2002, Illinois scored 65 on the New Economy Index, compared 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	ILLINOIS		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	26%	29%	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%	9%	12%
Increase in total personal income as a result of the percentage of the population with some college (including an associate's degree), but not a bachelor's degree	2%	2%	3%
<b>Civic Benefits (31.25%)</b>			
Residents voting in national elections	57%	51%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	92%	89%	92%
<i>Increase in volunteering rate as a result of college education</i>	n/a	16%	22%
<b>Adult Skill Levels (0%)*</b>			
Adults demonstrating high-level literacy skills:			
quantitative	23%	27%	33%
prose	22%	26%	33%
document	19%	23%	28%

\*Adult Skill Levels for 2004 are estimated and are not used to calculate grades.  
Note: Indicators in italics are new for 2004.

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

2004  
Grade



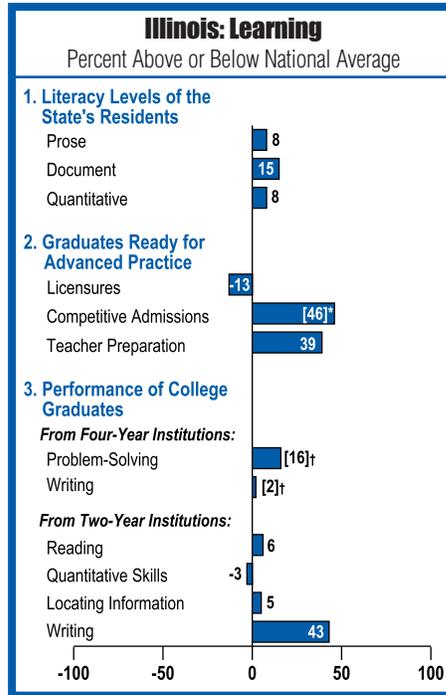
*Illinois' high literacy levels suggest above-average abilities of the population to perform real-world tasks. Higher-than-average proportions of college graduates appear to be prepared to enroll in traditional graduate study; lower-than-average proportions appear ready to enter licensed technical careers or professions. College graduates' performance on direct measures of student learning is above average.*

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

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

1. **Literacy levels of the state's residents:** What are the abilities of the college-educated population?
2. **Graduates ready for advanced practice:** To what extent do colleges and universities educate students to be capable of contributing to the workforce?
3. **Performance of college graduates:** How effectively can college and university graduates communicate and solve problems?

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



\* The GRE scores used as part of the calculation of Competitive Admissions for Illinois were based on the national average because of missing data for key institutions; all other test score data are specific to Illinois.

† The scores for four-year institutions must be qualified because of the limited number of institutions participating.

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

### Illinois Results

Illinois has historically had a strong and well-funded higher education system, a diverse economy, and relatively high levels of educational attainment.

These strengths are reflected in its above-average performance with respect to literacy (see chart). Its higher education institutions tend to emphasize traditional over technical fields of study. Its public two-year colleges, for instance, are comprehensive community colleges rather than technical colleges. This is reflected in relatively lower proportions of its graduates taking and passing licensure exams (such as nursing and physical therapy) and relatively higher proportions taking and scoring competitively on graduate school admissions tests.

Illinois students' performance is above average on all direct measures of student learning, with the exception of quantitative skills among graduates of two-year colleges. This likely reflects the strong high school backgrounds typical of Illinois students. (Illinois received an A in preparation in *Measuring Up 2000* and a B+ in both 2002 and 2004.)

Illinois does, however, face challenges, particularly with respect to the performance of its minority students. African-American and Hispanic students in Illinois not only perform below white students in the state, but also perform at significantly lower levels than their counterparts in other states.

<sup>1</sup> A report on the results of the project will be released in November.

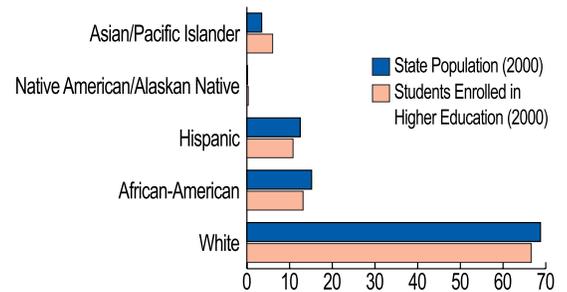
The learning results shown on this page are provided to make broad comparisons across states. But because relatively small numbers of students were tested on the exams under Performance of College Graduates, results should be treated with caution. Readers should look at the overall *pattern* of results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

State Context	Illinois	State Rank
Population (2003)	12,653,544	5
Gross state product (2001, in millions)	\$475,541	5
Leading Indicators	Illinois	U.S.
Projected % change in population, 2000-2015	6.3%	12.9%
Projected % change in number of all high school graduates, 2002-2017	3.4%	8.0%
Projected budget surplus/shortfall by 2010	-4.2%	-3.4%
Average income of poorest 20% of population (2002)	\$13,000	\$12,072
Children in poverty (2001)	15.0%	16.0%
Percent of adult population with less than a high school diploma or equivalent (2003)	14.1%	14.0%
New economy index (2002)*	64.7	60.3
Facts and Figures	Illinois	
	Number/Amount	Percent
Institutions of Postsecondary Education (2002-03)		
Public 4-year	12	
Public 2-year	48	
Private 4-year	92	
Private 2-year	23	
Students Enrolled by Institution Type (2001)		
Public 4-year	145,846	23%
Public 2-year	339,008	54%
Private 4-year	135,773	22%
Private 2-year	5,697	1%
Students Enrolled by Level (2001)		
Undergraduate	626,324	84%
Graduate	105,708	14%
Professional	16,412	2%
Enrollment Status of Students (2001)		
Full-time	406,469	54%
Part-time	341,975	46%
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.	-10,222	
Average Tuition (2002-03)		
Public 4-year institutions	\$5,662	
Public 2-year institutions	\$1,783	
Private 4-year institutions	\$18,126	
State and Local Appropriations for Higher Education		
Per \$1,000 of personal income, FY 2004	\$6	
Per capita, FY 2004	\$214	
% change, FY 1994-2004		50%

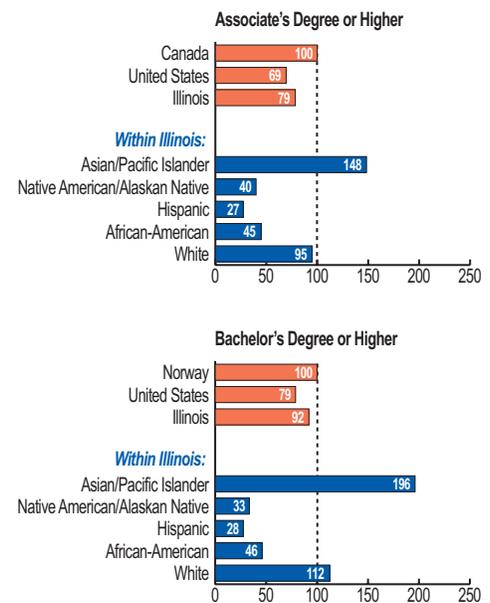
\* This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.

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

### 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.

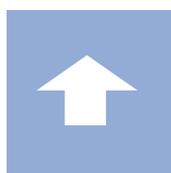
In the learning category, *Measuring Up 2004* reports information about five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) that participated in a pilot project on measuring learning. This report card gives these states a “Plus” for their efforts in assessing and measuring learning; 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*.

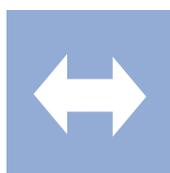
### **Q: What information is provided but not graded?**

**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.

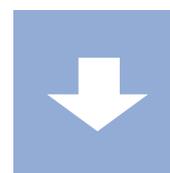
#### What do the arrows mean?



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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