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U hustling students toward degrees

Mary Jane Smetanka
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More students at the University of Minnesota's Twin Cities campus are on track to earn a degree in four years, a trend that may help erase the school's reputation as a place where students can linger for years.

Students are being hustled along by policy changes that give them free classes after 13 credits and require those who take less than a full class load to meet with a counselor to seek a waiver.

The policies took effect with 2002's freshmen. Those students are now juniors and have taken an average of more than 15 credits per semester since they entered school. If they maintain that pace, they will earn a degree in four years.

University officials are hesitant to claim victory in the battle to get undergraduates to concentrate on school and earn degrees in a timely fashion. But they are pleased with the trend.

"You don't know how many might do double majors or make a last-minute change," said Craig Swan, vice provost for undergraduate education. "But we expect to see a good increase in the graduation rate next year."

The Twin Cities campus has one of the worst graduation rates in the Big Ten, and the campus had the reputation as a place where some undergraduates dragged out their education for six or seven years or longer without getting a degree.

The common explanation was that many students were self-supporting and had to work to pay for school and that the school was a commuter campus.

A 2001 report by university deans shredded those excuses, pointing out that many schools with higher graduation rates had just as many working students and that a majority of undergraduates now live on or near campus.

The deans worried that a culture of underachievement had developed on the Twin Cities campus, pointing out that statistics show that if students don't get a degree within six years, they are unlikely to ever get one.

The policy changes came the next year and had an almost immediate effect, but officials wondered whether students would keep up their credit loads as they moved through school.

So far, they have. In fall 2000, 12.4 percent of freshmen took fewer than 13 credits. Since the policy change, that proportion has hovered around 1 percent, creeping up to around 2 percent in the sophomore year and 4.5 percent in the junior year.

In contrast, at one time more than 35 percent of older undergraduates took fewer than 13 credits.

Swan said he expects the class load to dip when students reach their senior year, partly because students

who need something like 22 credits to graduate might split that load between semesters.

When the policy changed, some students worried that the new policies would force students to take on more debt to pay for school by discouraging them from working.

The proportion of students who work has dropped slightly, though more than 70 percent still have paying jobs. Swan said the university's position is that it is wiser to take out loans to pay for school than to drag it out by paying tuition for more than four or five years.

"Graduating on a timely basis is better intellectually and financially," he said. "Students who are actively engaged as students get more out of the college experience."

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DOC
MINNESOTA DEPARTMENT OF CORRECTIONS

Educational Programming

	SHK	STW	LL	SCL	FRB	WR/ML	RC	OPH	RW	TC
Adult Basic Education	X	X	X	X	X	X	X	X	X	X
Art	X	X		X			X	X	X	
CLN (Corrections Learning Network)		X	X		X	X	X	X	X	
College Correspondence Classes	X	X	X	X	X	X	X	X		
Computer Literacy	X		X		X	X	X	X	X	X
CTS (Critical Thinking Skills)	X	X	X	X	X	X	X	X	X	X
ELL/ ESL (English Second Language)	X	X	X	X		X	X	X	X	
Fatheread/Motheread		X			X					
GED Testing	X	X	X	X	X	X	X	X	X	X
Health			X						X	X
Music				X					X	
Parenting/Families Programs	X	X	X	X	X	X	X		X	X
RIF (Reading is Fundamental)	X	X	X	X	X	X	X	X	X	X
Special Education	X		X	X		X			X	X
Title One Services				X					X	X
Victim Impact	X		X						X	X
Vocational/ Technical Programs:										
A+ Computer Certification					X					
Barber Shop				X		X				
Business Management					X					
Cabinetmaking		X			X					
Carpentry					X				X	
Computer Hardware						X				
C-Tech--Computer Network Cabling			X							
Drywall Installation					X					
Engineering Drafter					X					
Facility Maintenance Tech/ Bldg Cleaning & Care					X				X	
Floor Covering Installation					X					
Masonry				X						
Microcomputer Specialist		X								
Microsoft Office Specialist					X		X			
Office Support	X									
Painting & Decorating				X	X		X			
Print Shop						X			X	
Upholstery					X					
Welding		X								
Transition/ Pre-release:										
Housing Assistance	X	X	X	X	X	X	X	X	X	X
Birth Certificate	X	X	X	X	X	X	X	X	X	X
Credit Report	X	X	X	X	X	X	X	X		X
Continuing Ed/Career Counseling/Emp Prep	X	X	X	X	X	X	X	X	X	X
Driver's License/ State ID	X		X		X	X			X	X
Social Security Card	X	X	X	X	X	X	X	X	X	X
Personal Finance Education	X	X	X	X	X	X	X	X	X	X

• Faribault (FRB) • Lino Lakes (LL) • Oak Park Heights (OPH) • Red Wing (RW) • Rush City (RC) • Shakopee (SHK) • St. Cloud (SCL) • Stillwater (STW) • Thistledew Camp (TC) • Willow River/Moose Lake (WR/ML)

MINNESOTA DEPARTMENT OF CORRECTIONS

Correctional Education Overview

Students Served

- 1,714 offenders served in education on each day.
- 4,813 offenders participate in education throughout a quarter.
- 5,597 offenders have a verified high school diploma or GED.
- 2,826 offenders **do not** have a verified high school diploma or GED.
- 738 offenders are enrolled in post secondary education.
- 70% of offenders at intake read at or below the 10th grade level.

Innovative Initiatives

- A private charity, the Minnesota Correctional Education Foundation (MCEF) has been newly established to create, privately fund, and coordinate college and vocational opportunities at state correctional facilities with no cost to the taxpayer.

- Reading Is Fundamental (RIF) provides inmates and their children the opportunity to choose and keep three to five books per year at no cost to the children or their families. This year 835 offenders participated in the program and 2,253 of their children received free books.

- MINNCOR/Education/Transition Partnership – a job placement program is being implemented to locate employers who are interested in hiring skilled ex-offenders from MINNCOR and vocational education. This initiative addresses workforce shortages in key industrial areas while assisting ex-offenders make successful transitions back into their communities.

- Community Technology Training Centers (CTTC) are now available in the facilities to allow offenders to learn the necessary computer skills they will need in the workplace upon release.

- A cosmetology program is being implemented at Minnesota Correctional Facility – Shakopee (MCF-SHK) that will allow women to become licensed cosmetologists.

- An evening accounting program is being added at MCF-SHK through a partnership with Hennepin Technical College.

- MINNCOR and the Vocational Education Printing Program at MCF-Moose Lake are planning a partnership with the Printing Industry of Minnesota (PIM) to provide a skilled workforce to printing employers.

Higher education in corrections fights crime, cuts costs of re-incarceration, and prepares offenders to return to society as productive citizens, taxpaying workers, and positive parents.

FUTURE ROLES FOR MCEF

MCEF will seek to:

- Help create new education programs and enhance existing programs for offenders while incarcerated.
- Be a catalyst for new education initiatives by funding collaborative partnerships with higher education through pass-through funds or endowments.
- Develop the financial resources needed to support a nationally known and respected education program for offenders throughout the state's correctional facilities.

OFFENDER ELIGIBILITY

Prerequisites:

- High school diploma or GED
- No formal disciplinary offense for at least six months prior to enrollment
- Be at a custody level below level five
- Will financially invest in his/her education at a level that is appropriate to what the inmate is earning in prison
- Willing to perform community service and/or participate in a "give back" program to MCEF upon completion of the coursework
- Performing job duties in the correctional facility
- Preference will be given to those who have participated in critical thinking skill programs

MCEF

MINNESOTA CORRECTIONAL EDUCATION FOUNDATION

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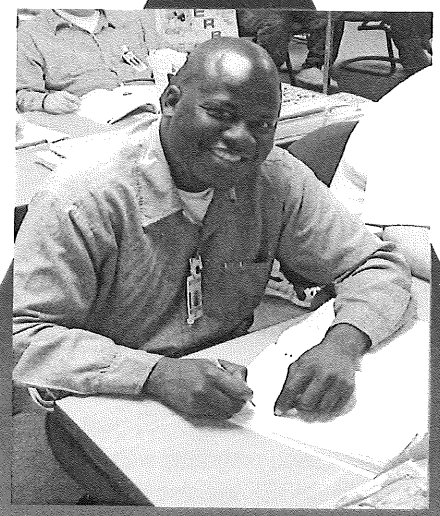
MCEF



Educating Offenders Builds Safer Communities

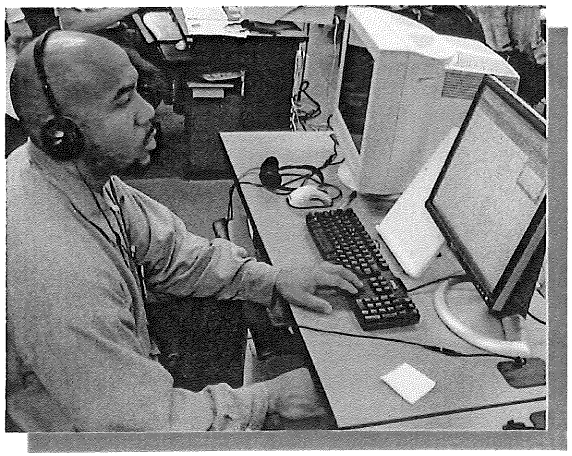
MINNESOTA CORRECTIONAL EDUCATION FOUNDATION

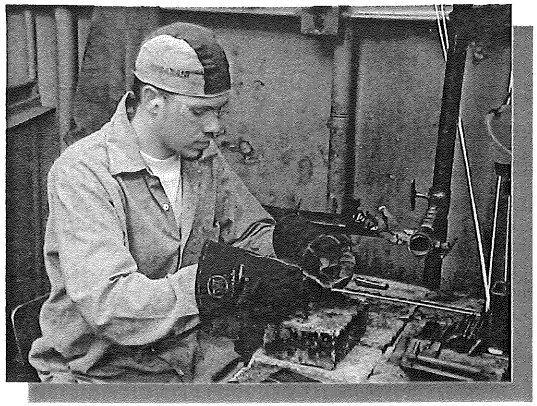
ABOUT MCEF

The Minnesota Correctional Education Foundation (MCEF) is a new statewide charity whose purpose is to establish, fund, and coordinate college and vocational opportunities at state correctional facilities.

Mission:
To provide eligible offenders with appropriate academic and vocational opportunities to prepare them for release as productive and contributing citizens.

MCEF will partner and work with the existing Department of Corrections (DOC) post secondary education programs within the DOC Education Unit. MCEF will also work under the guidance and partnership of a new Correctional Higher Education Consortium of private and public colleges and universities.





CASE FOR SUPPORT

Correctional education advocates are now able to show a strong link between correctional education and lower recidivism rates.

- A 3 state study commissioned by US Dept of Education in 2001 found that participation in correctional educational programs lowered the number of inmates re-incarcerated by 29%.
- Correctional education programs save more money than they cost. For every dollar spent on education, more than two dollars are saved on incarceration costs alone.

Providing offenders in prison the opportunity to develop personal responsibility and self-sufficiency skills through higher education will build safe and healthy communities.

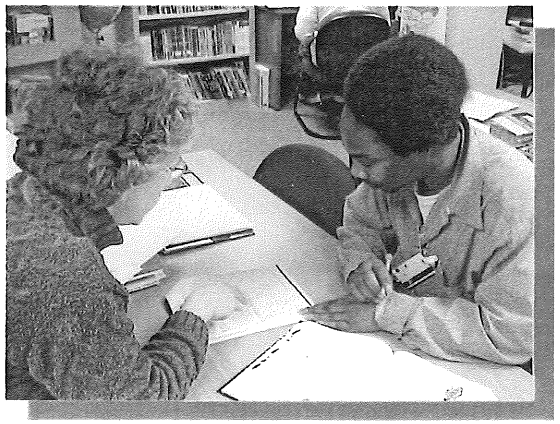
OBJECTIVES

MCEF is working diligently to raise $455,000 that will fund the proposed higher education curriculum and community partnership proposed by the Consortium and the DOC post secondary education program.

This higher education program will:

- **Provide 350-375 offenders the opportunity to earn AA, AS, or AAS degrees or industry-certified vocational degrees**
- **Establish classroom technology and interactive teleconferencing systems (ITV).**
- **Supply all books and materials for its first year of operation.**

New partnerships between the DOC education unit, MINNCOR Industries and other vocational training programs in the Twin Cities will be explored and created. This new training of basic skills will allow offenders entry-level jobs in their particular industry upon release.



Patrick M. Callan

Patrick M. Callan is president of the National Center for Public Policy and Higher Education, an independent, nonprofit organization established in 1998 to promote public policies that enhance Americans' opportunities to pursue and achieve a quality higher education.

The Center has become known for its *Measuring Up* reports, first issued in 2000. The state-by-state reports quickly became a highly regarded document in the higher education community and with our state legislatures, among others.

Dr. Callan established the Center recognizing that, "Public policy was a major factor in setting the course of colleges and universities in the past." And, it will continue to be ". . . a major factor impeding or supporting American higher education's response to public needs in the future."

From 1992 through 1997, Dr. Callan was Executive Director of the California Higher Education Policy Center. The California Center also was well known for its tough minded analyses and for calling public attention to important higher education issues.

Prior to leading the California and National Centers, he was Vice President of the Education Commission of the States, and served as Executive Director of the California Postsecondary Commission, the Washington State Council for Postsecondary Education, and the Montana Commission on Postsecondary Education.

In the past, Callan has served as executive director of the California Higher Education Policy Center, vice president of the Education Commission of the States, and executive director of the California Postsecondary Education Commission, the Washington State Council for Postsecondary Education, and the Montana Commission on Postsecondary Education.

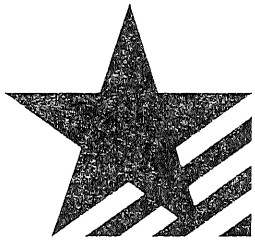
Callan has authored numerous articles and papers on education, educational opportunity, public accountability, and leadership. He has served as an adviser to blue ribbon commissions, state education and higher education boards, governors' offices, and legislative committees in more than half the states. In January 1998, Callan was recognized in *Change* magazine as one of the senior leaders of American higher education.

From National Center for Public Policy and Higher Education Web site and other introductory references, 11-17-04.

MEASURING UP 2004

THE STATE REPORT CARD ON HIGHER EDUCATION

MINNESOTA



THE NATIONAL CENTER FOR
PUBLIC POLICY AND
HIGHER EDUCATION

WHAT IS *MEASURING UP?*

This state report card is derived from *Measuring Up 2004*, the national report card for higher education. Its purpose is to provide the public and policymakers with information to assess and improve postsecondary education in each state. *Measuring Up 2004* is the third in a series of biennial report cards.

Measuring Up 2004 evaluates states on their performance in higher education because it is the states that are primarily responsible for educational access and quality in the United States. In this report card, "higher education" refers to all education and training beyond high school, including all public and private, two- and four-year, for-profit and nonprofit institutions.

The report card grades states in six overall performance categories:

- *Preparation:* How adequately are students in each state being prepared for education and training beyond high school?
- *Participation:* Do state residents have sufficient opportunities to enroll in education and training beyond high school?
- *Affordability:* How affordable is higher education for students and their families?
- *Completion:* Do students make progress toward and complete their certificates and degrees in a timely manner?
- *Benefits:* What benefits does the state receive as a result of having a highly educated population?
- *Learning:* What is known about student learning as a result of education and training beyond high school?

Each state receives a grade in each performance category, and the grades are based on the state's performance on several indicators, or quantitative measures, in each category. Most states receive an "Incomplete" in learning because there are no common benchmarks that allow for state-by-state comparisons in learning. Five states, however, receive a "Plus" in learning to highlight their work in developing measures to evaluate the state's educational capital—that is, the reservoir of high-level knowledge and skills that the state's population has attained. For more information about this, see page 12 of this state report card.

In four of the performance categories—preparation, participation, completion, and benefits—grades are calculated by comparing each state's current performance to that of the best-performing states. This provides a basis for assessing and comparing each state's performance in the national context and encourages each state to "measure up" to the highest performing states.

In the affordability category, however, the nation as a whole is "measuring down." That is, even in the best-performing states, higher education has become *less* rather than *more* affordable when the costs of attending college are considered in relation to family income. As a result, grades in the affordability category are calculated by comparing each state's current results to the performance of the top states *a decade ago*. This enables policymakers to examine their state's results in relation to other states, while also encouraging improved performance over time. A glance at the table of state grades on page 15 reveals that the affordability category is the only one in which no state receives an A.

Measuring Up 2004 also compares each state's current results with its own performance a decade ago. Although this historical information is not graded, it is offered to allow states to examine their improvements and declines in performance. In gathering information for this period, information from 1992—or the closest year available—is compared with the most recently available data. All information was collected from national, reliable sources, includin the U.S. Census Bureau and the U.S. Department of Education. (For more information about grading, data collection, and sources, please see the technical report at www.highereducation.org.)

This state report card begins by summarizing the state's performance today compared with ten years ago, and by presenting key policy questions that these results suggest for the state. Next, the state's performance in each category is described in greater detail, followed by additional contextual information.

A Snapshot of Improvement Over the Past Decade

High school graduates are, in general, better prepared for college today than their peers were a decade ago. However, most states, and the nation as a whole, have made little progress in translating these gains into improvements at the college level.

Preparation: 44 states improved on more than half of the indicators; 6 improved on some of the indicators.

Participation: 8 states improved on more than half of the indicators; 23 improved on some of the indicators; 19 declined on every indicator.

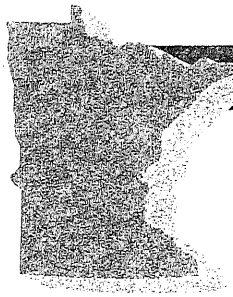
Affordability: 2 states improved on more than half of the indicators; 31 improved on some of the indicators; 17 declined on every indicator.

Completion: 37 states improved on more than half of the indicators; 9 improved on some of the indicators; 4 declined on every indicator.

Benefits: 41 states improved on more than half of the indicators; 8 improved on some of the indicators; 1 declined on every indicator.

Learning: 45 states receive an "Incomplete"; 5 states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) receive a "Plus."

For more information about improvement, please see *Measuring Up 2004: The National Report Card on Higher Education* at www.highereducation.org.



MINNESOTA — A Decade Ago and Today

Minnesota has performed better than most states over the past decade in providing an affordable higher education for students and families. Minnesota is among only a few states that have held the line over the past decade in the percentage of income that students and families pay to attend the state's two-year colleges. Minnesota's high scores in preparation mask disparities in college enrollment by ethnicity and family income.

Strengths

Preparation

- Minnesota 8th graders perform extremely well on national assessments in math, science, and reading. The state has been a consistently high performer in the national math exams. Compared with their peers in other states, Minnesota's low-income 8th graders also perform extremely well in math.

- A large percentage of high school students take and score well on college entrance exams.

Participation

Over the past decade, the likelihood of 9th graders enrolling in college within four years has increased substantially—one of the steepest increases in the nation. Two important factors underlie this overall increase. Relatively fewer students are graduating from high school compared with a decade ago. However, more of those who graduate enroll in college.

Affordability

- Minnesota is one of the few states in the country that has held the line in the proportion of family income, after financial aid, needed to attend its public two-year colleges. However, 19% of annual family income, on average, is still needed to attend a community college in the state.

Completion

- A large percentage of freshmen at community colleges return for their sophomore year. Over the past decade, Minnesota has been among the top states in improvement on this measure.

- A very high percentage of freshmen at four-year colleges and universities return for their sophomore year.

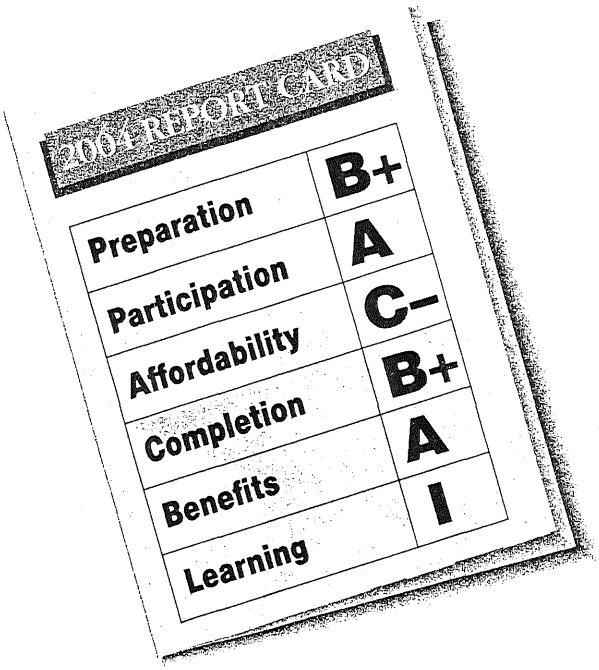
- Compared with other states, a large percentage of first-time, full-time students complete a bachelor's degree within six years.

- A very high proportion of students complete certificates and degrees relative to the number enrolled. The state's performance has increased over the past decade, keeping pace with nationwide improvements on this measure.

Benefits

- Compared with other states, a high proportion of Minnesota residents have a bachelor's degree.

- Minnesota garners substantial economic benefits from having a highly educated workforce; these economic benefits have increased notably over the past decade.



Improvement Over Past Decade

Weaknesses

Preparation

- A very small proportion of 8th graders enroll in algebra.

- Minnesota's 11th and 12th graders do not perform well on Advanced Placement tests.

Participation

- A fairly low percentage of working-age adults are enrolled part-time in college-level education or training. Over the past decade, this percentage has declined, reflecting the nationwide drop on this measure.

- Over the past decade, the gap in college participation between whites and minority ethnic groups has widened. Likewise, the college participation rate for minority ethnic groups has declined substantially.

Affordability

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

Policy Questions

- Can the state increase the proportion of students who finish high school within four years?

- Can the state's four-year colleges and universities be made more affordable, particularly for low- and middle-income families?

- Can Minnesota close the gaps in educational achievement between whites and minority ethnic residents?

2004 Grade	*Improvement Over Decade*

Over the past decade, Minnesota has shown improvement in preparing students to succeed in college. This year Minnesota receives a B+ in preparation.

Graded Information

- Compared with other states, a large proportion (49%) of high school students in Minnesota are enrolled in upper-level math, but only an average proportion (30%) are enrolled in upper-level science.
- A very small proportion (17%) of 8th graders take algebra.
- Eighth graders—including low-income 8th graders—perform extremely well on national assessments in math; Minnesota is the top-performing state on these measures. The state is also a top performer in the percentage of graders scoring well on national assessments in science.
- Extremely small proportions of 11th and 12th graders score well on Advanced Placement tests, but large proportions score well on college entrance exams.
- Ninety-two percent of secondary school students are taught by qualified teachers, making the state a top performer on this measure, as it has been over the past decade.

Change in Graded Measures

- The proportion of 8th graders taking algebra has almost tripled over the past decade, but the state's current performance on this measure is very low compared with other states.
- Over the past decade, the percentage of 8th graders performing well on national assessments in math has increased. The state's performance on this measure has been consistently high.

PREPARATION	MINNESOTA		Top States 2004
	A Decade Ago	2004	
High School Completion (20%)			
18- to 24-year-olds with a high school credential	93%	93%*	94%
K–12 Course Taking (35%)			
9th to 12th graders taking at least one upper-level math course	45%	49%	59%
9th to 12th graders taking at least one upper-level science course	31%	30%	41%
8th grade students taking algebra	6%	17%	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	31%	44%	36%
in reading	37%	37%	39%
in science	37%	42%	42%
in writing	25%	25%†	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	20%	24%	23%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	155	201	227
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	31	92	219
Teacher Quality (10%)			
7th to 12th graders taught by teachers with a major in their subject	79%	92%	81%

*Eighty-six percent of 18- to 24-year-olds have a regular high school diploma; 7% have a GED

Note: Indicators in italics are new for 2004.

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

- Low-income 8th graders have consistently performed very well on national assessments in math.

- During the past decade, the proportions of 11th and 12th graders taking and scoring well on Advanced Placement exams have almost tripled, although the state's current performance on this measure is very low relative to other states.

Other Key Facts

- About 9% 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 12th graders taking upper-level math because the state did not report the data by grade level. In addition, important information about 8th graders' performance in writing is not available because the state declined to participate in the national 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*
A	C

Minnesota, over the past decade, has consistently excelled in the number of students enrolling in higher education. This year Minnesota receives an A in participation.

Graded Information

■ Minnesota is a top-performing state in the chance of high school students enrolling in college by age 19.

■ A fairly low 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 12%—one of the steepest increases among the states on this measure. Although a smaller percentage of students graduate from high school within four years, more of those who graduate enroll in college.

■ Over the past decade, the percentage of working-age adults who are enrolled part-time in college-level education or training has declined by 10%, compared with a nationwide decline of 11%.

Other Key Facts

■ Among the young adult population (ages 18 to 24), the gap in college participation between whites and minority ethnic groups has widened. A decade ago, 37 of every 100 young adults from minority ethnic groups were enrolled in college; now only 26 of 100 are.

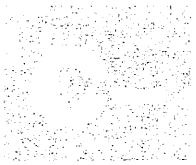
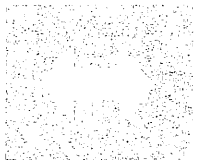
PARTICIPATION	MINNESOTA		Top States 2004
	A Decade Ago	2004	
Young Adults (60%)			
Chance for college by age 19	48%	53%	52%
18- to 24-year-olds enrolled in college	43%	36%	40%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	4.1%	3.7%	5.4%

■ The state's population is projected to grow by 9% from 2000 to 2015, compared with a national rate of 13%. During approximately the same period, the number of high school graduates is projected to decrease by 4%.

■ About 8% of the adult population has less than a high school diploma or its equivalent, compared with 14% of adults nationwide.

■ In Minnesota, 889 more students are leaving the state than are entering to attend college. About 17% of Minnesota high school graduates who go to college attend college out of state.

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

2004 Grade	*Improvement Over Decade*
	

Over the past decade, Minnesota has made no notable progress in the provision of affordable higher education opportunities. Minnesota earns a C– in affordability this year.

Graded Information

- Minnesota has held the line on the share of family income, after financial aid, needed to attend its public two-year colleges. Compared with top-performing states, however, families in Minnesota devote a large share of their income to attend public and private four-year colleges and universities in the state.
- The state is a top performer in the very high investment it makes in need-based financial aid.
- Undergraduate students borrowed on average $3,050 in 2003.

Change in Graded Measures

- Over the past decade, the state has increased its commitment to financially needy students.

Other Key Facts

- In Minnesota, 40% of students are enrolled in community colleges, 38% in public four-year colleges and universities, and 20% in private four-year institutions.

	MINNESOTA		Top States
	A Decade Ago	2004	A Decade Ago
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	19%	19%	15%
at public 4-year colleges/universities	19%	23%	16%
at private 4-year colleges/universities	54%	50%	32%
Strategies for Affordability (40%)			
State investment in need-based financial aid as compared to the federal investment	67%	87%	89%
At lowest-priced colleges, the share of income that the poorest families need to pay for tuition	21%	20%	7%
Reliance on Loans (10%)			
Average loan amount that undergraduate students borrow each year	$2,727	$3,050	$2,619

Note: In the affordability category, the lower the figures the better the performance for all indicators except for "State investment in need-based financial aid."

The affordability category measures whether students and families can afford to pay for higher education, given income levels, financial aid, and the types of colleges and universities in the state.

[redacted]	Average family income	Community colleges		Public 4-year colleges/universities		Private 4-year colleges/universities	
		Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost	Net college cost*	Percent of income needed to pay net college cost
Income groups used to calculate 2004 family ability to pay							
20% of the population with the lowest income	**$16,749**	**$7,420**	**44%**	**$8,623**	**51%**	**$20,261**	**121%**
20% of the population with lower-middle income	**$37,110**	**$7,928**	**21%**	**$9,149**	**25%**	**$20,251**	**55%**
20% of the population with middle income	**$59,326**	**$8,237**	**14%**	**$9,821**	**17%**	**$19,732**	**33%**
20% of the population with upper-middle income	**$83,500**	**$8,356**	**10%**	**$10,199**	**12%**	**$19,731**	**24%**
20% of the population with the highest income	**$131,715**	**$8,361**	**6%**	**$10,367**	**8%**	**$21,291**	**16%**
40% of the population with the lowest income	**$26,930**	**$7,674**	**28%**	**$8,886**	**33%**	**$20,256**	**75%**

*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 $26,930 each year.

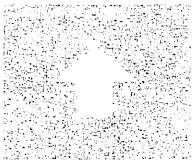
■ If a student from such a family were to attend a community college in the state, their net cost to attend college would represent about 28% of their income annually:

Tuition, room, and board:	$8,406
Financial aid received:	−$ 732
Net college cost:	$7,674
Percent of income:	28%

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

Tuition, room, and board:	$10,730
Financial aid received:	−$ 1,844
Net college cost:	$ 8,886
Percent of income:	33%

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

2004 Grade	*Improvement Over Decade*
	

In Minnesota, over the past decade, there has been a substantial improvement in the number of students earning their certificates or degrees in a timely manner. This year Minnesota receives a B+ in completion.

Graded Information

- Compared with other states, a large percentage (56%) of first-year students in community colleges return for their second year.
- Likewise, the percentage of freshmen at public and private four-year colleges and universities who return for their sophomore year remains very large (80%).
- A 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 who complete certificates and degrees, relative to the number enrolled, is very large.

Change in Graded Measures

- Over the past decade, the percentage of first-year community college students returning for their second year has increased substantially, making Minnesota one of the fastest improving states on this measure.
- The state has consistently performed very well on the percentage of freshmen at four-year colleges and universities who return for their sophomore year.

	MINNESOTA		Top States 2004
	A Decade Ago	2004	
Persistence (20%)			
1st year community college students returning their second year	50%	56%	63%
Freshmen at 4-year colleges/universities returning their sophomore year	79%	80%	84%
Completion (80%)			
First-time, full-time students completing a bachelor's degree within 6 years of college entrance	51%	55%	64%
Certificates, degrees, and diplomas awarded at all colleges and universities per 100 undergraduate students	16	19	21

- Over the past decade, the proportion of students completing certificates and degrees relative to the number enrolled has increased, with most of the growth in certificates and a substantial decline in the proportion of students earning bachelor's 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*
A	C

Minnesota, over the past decade, has garnered substantially greater benefits from having a more highly educated population. This year Minnesota continues to enjoy those benefits, earning an A in the category.

Graded Information

■ Compared with other states, a 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, volunteerism, and especially voting. Minnesota is the top performer on the voting measure.

Change in Graded Measures

■ The percentage of residents who have a bachelor's degree has increased substantially over the past decade, and the economic benefits that the state enjoys as a result have increased substantially as well.

■ Over the past decade, Minnesota has consistently performed very well on the percentage of residents voting.

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 $1.4 billion higher, and the state would realize an estimated $507 million in additional tax revenues.

■ In 2002, Minnesota scored 69 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.

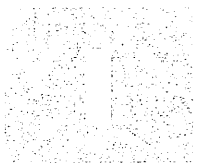
■ Policymakers and state residents do not have access to important information about high-level literacy skills because the state has declined to participate in the national literacy survey.

INDICATOR	MINNESOTA		Top States 2004
	A Decade Ago	2004	
Educational Achievement (37.5%)			
Population aged 25 to 65 with a bachelor's degree or higher	25%	31%	36%
Economic Benefits (31.25%)			
Increase in total personal income as a result of the percentage of the population holding a bachelor's degree	8%	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%	3%	3%
Civic Benefits (31.25%)			
Residents voting in national elections	69%	66%	60%
Of those who itemize on federal income taxes, the percentage declaring charitable gifts	93%	91%	92%
Increase in volunteering rate as a result of college education	n/a	21%	22%
Adult Skill Levels (0%)*			
Adults demonstrating high-level literacy skills:			
quantitative	29%	35%	33%
prose	27%	33%	33%
document	25%	30%	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



Like most states, Minnesota received an Incomplete in learning because there are no comparable data that would allow for meaningful state-by-state comparisons in learning. The Incomplete in this category highlights a gap in our ability to measure each state's educational capital—the reservoir of high-level knowledge and skills that benefit each state.

Measuring Up 2004 gives a "Plus" in learning to five states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina) that have developed learning measures through their participation in a national demonstration project conducted by the National Forum on College-Level Learning and funded by The Pew Charitable Trusts.*

Based on the results of the project, the learning category is being constructed like the other performance categories in *Measuring Up*, with indicators that are grouped in several themes, each of which is weighted (see parentheses) and reflects a particular dimension of state performance:

1. Abilities of the College-Educated Population (25%). This cluster of indicators examines the proportion of college-educated residents who achieve high levels of literacy. For the 2004 demonstration, the data used are the same as those included in the benefits category and are based on the 1992 National Adult Literacy Survey (NALS) for citizens aged 25 to 64, updated through the 2000 census. The NALS assessment poses real-world tasks or problems that require respondents to read and interpret texts (prose), to obtain or act on information contained in tabular or graphic displays (document), and to understand numbers or graphs and perform calculations (quantitative).

2. Institutional Contributions to Educational Capital (25%). The indicators in this area reflect the contributions to a state's stock of "educational capital" by examining the proportion of the state's college graduates (from two- and four-year institutions) ready for advanced practice. For the 2004 demonstration, the measures are based on available records for college graduates within each state who have demonstrated their readiness for advanced practice by (a) passing a national examination required to enter a licensed profession such as nursing or physical therapy, (b) earning a competitive score on a nationally recognized graduate admissions examination such as the Graduate Record Examination (GRE) or the Medical College Admissions Test (MCAT), or (c) passing a teacher licensure examination in the state in which they graduated. These measures are presented as a proportion of total bachelor's and associate's degrees granted in the state during the time period.

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

1 What are the abilities of the college-educated population?

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

3 How well can graduates of two- and four-year colleges and universities perform complex problem-solving tasks?

Note. Measures included under the first two clusters are available nationally and can be calculated for all 50 states. Measures included in the third will require special data-collection efforts similar to those undertaken by the five demonstration project states in 2004.

3. Performance of College Graduates (50%). These indicators examine how well the graduates of the state's two- and four-year colleges and universities can perform complex tasks related to academic and real-world problem-solving situations. For the 2004 demonstration, the measures consist of two sets of assessments, the Collegiate Learning Assessment (CLA) for four-year students and the ACT Work Keys assessment for two-year students. The CLA is an innovative examination that poses real-world tasks that a student is asked to understand and solve. For example, students could be asked to draw scientific conclusions, examine historical evidence, or develop a persuasive essay. The ACT Work Keys examines what students can do with what they know. Students might be asked to extract information from documents and instructions, or use mathematical concepts such as probability or estimation in real-world settings. The Work Keys writing assessment requires students to prepare an extended essay.

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

ADDITIONAL INFORMATION — 2004 Minnesota

State Context	Minnesota	State Rank
Population (2003)	5,059,375	21
Gross state product (2001, in millions)	$188,050	17

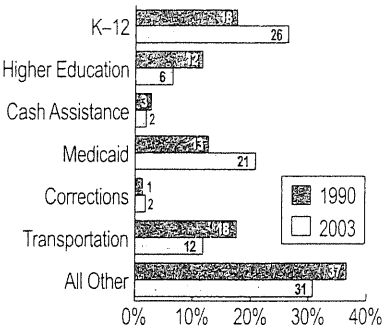
Leading Indicators	Minnesota	U.S.
Projected % change in population, 2000-2015	9.4%	12.9%
Projected % change in number of all high school graduates, 2002-2017	-3.5%	8.0%
Projected budget surplus/shortfall by 2010	-1.9%	-3.4%
Average income of poorest 20% of population (2002)	$16,749	$12,072
Children in poverty (2001)	9.0%	16.0%
Percent of adult population with less than a high school diploma or equivalent (2003)	8.4%	14.0%
New economy index (2002)*	68.7	60.3

Facts and Figures	Minnesota Number/Amount	Minnesota Percent
Institutions of Postsecondary Education (2002-03)		
Public 4-year	11	
Public 2-year	41	
Private 4-year	39	
Private 2-year	22	
Students Enrolled by Institution Type (2001)		
Public 4-year	100,333	38%
Public 2-year	105,445	40%
Private 4-year	52,048	20%
Private 2-year	5,918	2%
Students Enrolled by Level (2001)		
Undergraduate	263,744	86%
Graduate	38,281	12%
Professional	6,208	2%
Enrollment Status of Students (2001)		
Full-time	194,943	63%
Part-time	113,290	37%
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.	-889	
Average Tuition (2002-03)		
Public 4-year institutions	$5,738	
Public 2-year institutions	$3,415	
Private 4-year institutions	$18,696	
State and Local Appropriations for Higher Education		
Per $1,000 of personal income, FY 2004	$7	
Per capita, FY 2004	$254	
% change, FY 1994-2004		28%

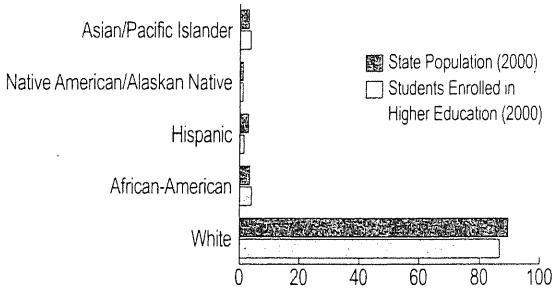
* This index, created by the Progressive Policy Institute, measures the extent to which a state is participating in knowledge-based industries. A higher score means increased participation.

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

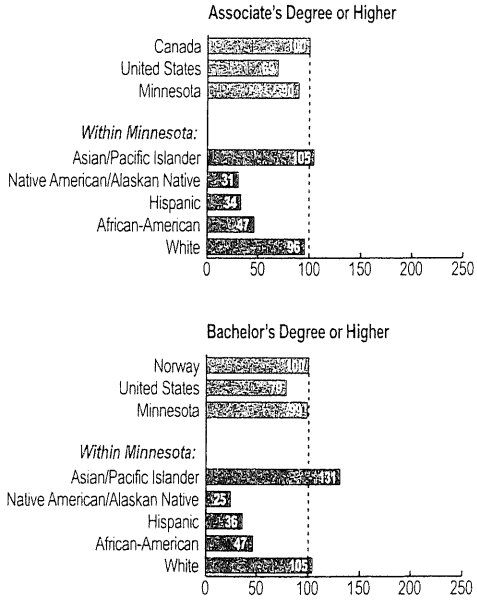
Share of State Appropriations



Ethnic Distribution (%)



Attainment of College Degrees in United States and Top Country, 25- to 34-year-olds (2000)



Note: These two charts compare performance in the U.S. to the performance of the top country, which receives a score of 100.

QUESTIONS & ANSWERS

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

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

Q: How are states graded?

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

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

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

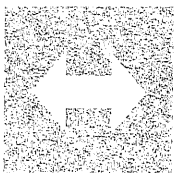
All data used to grade states in *Measuring Up 2004* were collected from national, reliable sources, including the U.S. Census and the U.S. Department of Education. All data are the most current available for state-by-state comparisons, are in the public domain, and were collected in ways that allow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

Q: What information is provided but not graded?

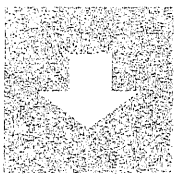
A: The state report cards highlight important gaps in college opportunities for various income and ethnic groups, and they identify improvements and setbacks in each state's performance over the past decade. In addition, the series of indicators measuring adult literacy skills (in the benefits category)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

What do the arrows mean?

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



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



The state has declined on every indicator in the category.

STATE GRADES

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

MEASURING UP 2004 RESOURCES

To view *Measuring Up 2004* and its resources visit

www.highereducation.org

Select the *Measuring Up* icon

National Picture

- **Snapshot:** Performance overview on national maps
- **Improvement:** The nation's performance over the past decade
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- **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**
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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*
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National Center Report #04-4.

From: Emily Shively
To: 2005 Higher Education Committee
Date: 2/21/2005 8:24:28 AM
Subject: Upcoming Higher Education Symposium

Members - For your information

From Jeff Olson:

I wanted to let you know about a symposium on **March 3** regarding the impact of changing demographics on higher education. The symposium is sponsored by the Minnesota Association of Financial Aid Administrators. Registration information is available at http://www.mafaa.org/training/mlp_2005.html.

Listed below is biographical information on our presenters. Feel free to share this information with colleagues in the house and senate. Thanks!

Tom Gillaspy has served as the Minnesota State Demographer since 1979. During that time, he has been involved with a wide-ranging set of issue, applying an understanding of demographic trends in such areas as the state's economy, health care for an aging population, higher education, welfare reform, rural population change, labor shortages, government spending, and the aging state workforce. The demographer is in the Minnesota Department of Administration.

Prior to moving to Minnesota, Tom held the position of demographer at the Andrus Gerontology Center, University of Southern California. He received his Ph.D. in economics from the Pennsylvania State University, specializing in economic demography. He also holds a Masters Degree in agricultural economics. Born and raised in Texas, he received his undergraduate degree in economics from the University of Texas at Austin.

Jim Day, Hardwick~Day. Before founding Hardwick~Day in 1994, Jim was senior vice president of the Minnesota Private College Council, Fund, and Research Foundation. In this capacity, he developed a policy and management research operation that earned national recognition, culminating in the Lilly Endowment-funded study Ways and Means: How Minnesota Families Pay for College.

Jim's expertise in higher education finance, marketing, and management is built upon nearly 20 years of senior roles colleges and universities-small and large, public and private. He served as executive director of the University of Minnesota Alumni Association, and director of college relations for Cornell College, and he served on Beloit College's Board of Trustees.

As a Bush Foundation Leadership Fellow in 1986 and 1987, Jim earned an M.P.A. with a concentration in finance at Harvard University's John F. Kennedy School of Government. He holds an M.A. in English literature from the University of Iowa, and a B.A. in English literature and government from Beloit College.

Jim McCorkell is the founder and Executive Director of Admission Possible Admission Possible is a nonprofit organization dedicated to help promising, low-income students earn admission to college. Since its founding in 2000, Admission Possible has helped 95% of its students earn admission to college. In 1999, Jim received a Master's of Public Administration from Harvard University's Kennedy School of Government where he studied nonprofit management, strategic organizational development and the relationship between race, poverty and gender. Prior to Harvard, he received a B.A. from Carleton College with honors in 1990, and an M.A. in political science from the University of North Carolina at Chapel Hill in 1995.

Susan Heegaard, Director of the Minnesota Higher Education Services Office (MHESO), serves as the

Governor's chief advisor on higher education policies and issues. Prior to MHESO, Heegaard served as a Senior Policy Advisory to Governor Pawlenty for higher education, health and human services issues. During the administration of Governor Arne Carlson, she served in a number of capacities, including Director of Education Strategy, Assistant Director of Governor Carlson's Office of Federal Relations in Washington, DC, and Assistant Director of the Office of Minnesota Planning. She has also worked as a lobbyist for the Minnesota Private College Council and worked in Washington, D.C. for U.S. Senator Dave Durenberger. Heegaard earned her law degree from William Mitchell College of Law in 1989 and her bachelor's degree from Skidmore College in Saratoga Springs, New York in 1983.

Julie Olson is Dean of Enrollment Management at Augsburg College. She holds the M.A. in Leadership from that institution and has held positions in the registrar's office, academic advising and enrollment services. She has directed Augsburg's Weekend College program, and helped develop the college's one-stop-shop Enrollment Center.

Sincerely,

Jeff Olson

MAFAA Past-President, 2004-2005

Jeffrey D. Olson

Director of Financial Aid

Bethel University

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PLEASE SIGN IN FOR OUR RECORDS

MHEC
Advancing Education Through Cooperation

Senator Sandra Pappas
75 Rev. Dr. Martin Luther King Jr. Blvd, Room 120
St. Paul, MN 55155-1606

February 28, 2005

Dear Senator Pappas:

Attached is the MHEC report- *Measuring Up 2004: A MHEC Perspective* -that was referenced by Pat Callan and Larry Isaak at the higher education committee meeting on February 22. I have enclosed copies for members of your committee and committee staff. If you need additional copies, however, please feel free to have a staff member contact me at janeth@mhec.org or 612.625.2431.

Best wishes,

Janet M. Holdsworth

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Measuring Up 2004: A National Report Card

A MHEC Perspective

MHEC

THE NATIONAL CENTER FOR
PUBLIC POLICY AND
HIGHER EDUCATION

Prepared for the Midwestern Higher Education Compact by:
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The authors acknowledge the assistance of
Takeshi Yanagiura and Jennifer Dahlquist of MHEC.

While funding for this report was provided by the National Center for Public Policy and Higher Education, the Center has not provided substantive input to this report. Any errors, omissions, or opinions expressed are those of the authors.

Established in 1991 as an interstate compact agency, the Midwestern Higher Education Compact (MHEC) is charged with promoting interstate cooperation and resource sharing in higher education accomplishing this through three core functions: cost savings programs, reduced tuition and policy research. As of 2003, the member states of MHEC are Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio and Wisconsin.

February 2005

In the National Center for Public Policy and Higher Education's overview of the *Measuring Up 2004* report, which was released in September 2004, Pat Callan eloquently delivered a compelling call-to-action:

> *A highly educated population is essential if Americans are to be secure, healthy, and gainfully employed. The lesson of Measuring Up 2004 is that higher education urgently requires a deliberate and renewed infusion of energy, commitment, and creativity. Policy leadership by governors and legislators is essential. The educational and economic aspirations of individuals, the states, and the nation can be realized in the twenty-first century only through concerted and informed action.*

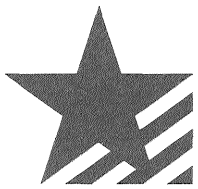
The Midwestern Higher Education Compact (MHEC) heeds Callan's call. Although historically the Midwestern states secured an advantage in postsecondary performance, there are now some areas of concern. This brief analysis of the National Center's data for the MHEC states, which is funded by the National Center, reveals that leaders throughout the region may want to be concerned with performance in areas around student preparation, college completion, and college affordability. States in other regions are making progress in these policy areas and may, in fact, be poised to outperform the Midwestern states in the next decade unless states throughout the region continue to make postsecondary education a policy priority.

Without a higher education students are missing out on the opportunity to better their lives, and the states in which they reside, are foregoing an opportunity to increase their social and economic capital by "growing their own" current and future workforce. Today, it is more important than ever that the Midwestern citizenry has the opportunity to participate and succeed in quality and affordable postsecondary opportunities.

Each of our states will face some unique challenges in the years ahead. These challenges may come in the form of population changes, limited fiscal resources, migration or other significant issues. In this time of challenge, individual states and their colleges and universities can seize the opportunity to create innovative solutions through collaboration efforts among institutions and with other states.

We encourage state-level leaders to engage in thoughtful dialogue around the issues presented in both this comparative report and the larger, individual state reports produced by the National Center. We also encourage states throughout the region to engage in interstate cooperation and resource sharing to help meet their individual and collective goals of developing educational and economic capital.

Larry A. Isaak
President
Midwestern Higher Education Compact



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What is Measuring Up 2004?

Measuring Up 2004 was produced by the **National Center for Public Policy and Higher Education**, a nonpartisan organization that receives its funding from a consortium of private philanthropic groups. *Measuring Up 2004* is the third in a group of biennial reports that began with *Measuring Up 2000* and continued with *Measuring Up 2002*. The purpose of each of these reports was to provide a "report card" means of comparing states' performance in a number of categories deemed integral to the quality of states' higher education systems.

In every one of these *Measuring Up* reports, the National Center issued each of the 50 states a score and grade in five categories: **Preparation**, **Participation**, **Affordability**, **Completion** and **Benefits**. A sixth category, **Learning**, was included as well in the 2000 and 2002 reports, but every state received a report grade of "Incomplete" for this category. In the *Measuring Up 2004* report, five states (**Illinois, Kentucky, Nevada, Oklahoma, and South Carolina**) were given a grade of "Plus" as a result of their participation in a National Center coordinated project that measured learning and assessed states' educational capital. Every one of the other 45 states received an "**Incomplete**" in this category in the *Measuring Up 2004* report.

What is the Goal of Measuring Up 2004?

The purpose of this supplementary report is to provide MHEC states with a means of better understanding the *Measuring Up 2004* report and how MHEC states compare with each other and the national context and how the region compares to other regions – defined by compacts- as reported in *Measuring Up 2004*. In short, we hope to play the role of the canary in the coal mine by bringing to the fore specific data points or indicators that illustrate how MHEC states are performing relatively well or poorly on the National Center's report card. Our goal is to provide MHEC states and their leaders with a better understanding of their state's performance in each of these categories and more robust knowledge of how these grades were awarded.

Toward that end, rather than attempting to present a comprehensive analysis of each MHEC state's performance within each of the categories, instead clusters of indicators, trends and highlights within each of the categories are discussed and relevant policy questions are raised. (See Appendix for performance scores by indicator for each state.) Readers who would like more in-depth information regarding the *Measuring Up* series of reports are encouraged to go to the National Center's website at http:www.highereducation.org.

What Grades Did MHEC States Earn?

For each of the five graded categories in the 2004 report, MHEC states earned the grades presented in the table below. The grades in each of the five categories were awarded by the National Center on the basis of a state's performance according to multiple indicators, for which national data were available.

Overall, MHEC states perform relatively well across the indicators (with the exception of **Affordability**). In particular, most MHEC states perform quite well in the **Participation** category with four states earning an "A" grade (*Illinois, Kansas, Minnesota, and Nebraska*); one state earning an A- grade (*North Dakota*); one state earning a B+ grade (*Michigan*); two states earning a B grade (*Missouri and Wisconsin*); and two states earning a C+ grade (*Indiana and Ohio*).

Measuring Up 2004 Grades by Indicator for MHEC States

	Preparation	Participation	Affordability	Completion	Benefits
Illinois	B+	A	D	B	B-
Indiana	C	C+	D	B	C
Kansas	B	A	F	B	B+
Michigan	C	B+	F	C+	A-
Minnesota	B+	A	C-	B+	A
Missouri	B-	B	F	B	B
Nebraska	B+	A	F	B	B
North Dakota	B	A-	F	B	C
Ohio	C+	C+	F	B	B-
Wisconsin	B+	B	D	A-	C+

Most of these high-performing states' in the **Participation** category see a drop in grade in the **Completion** category with the exception of *Indiana, Ohio* and *Wisconsin*. For example, the four states with an A grade in **Participation** earned a B+ or B in **Completion**. This should signal to policymakers and higher education leaders that their state may do fairly well in the area of *access* but may need to improve on student retention and completion to ensure *success*.

How Were Grades Determined?

For each of the graded categories, grades were arrived at via the construction of an index using the weighted multiple indicators within each category. For each indicator, a state's score was benchmarked against the performance of the *top five states*. A category score was then created for each state and that score was compared with the score of the top performing state to arrive at a grade. As such, the grades awarded by the National Center show how a state is performing relative to other states.

How Was the Affordability Grade Determined in 2004?

Grades for **Affordability** were awarded differently than the other category grades and differently than **Affordability** grades had been awarded in previous Measuring Up reports. Two important changes were made this time.

- The state performance on each of the six indicators for 2003-2004 was benchmarked against the best performing states in 1992

This method resulted in significantly lower grades for many of the states, because it did not allow for a state's negative performance in **Affordability** to be buffered by the general downward trend in this category. The "family ability to pay" measures, the main component of this category, take into account all types of financial aid (need-based and merit aid, federal, state and institutional aid). In order to calculate the net college costs, all types of aid awarded were subtracted from the sticker tuition price and room and board charges. Financial aid of all types is measured at the state level and is an important part of these indicators, which count for 50 percent toward the final grade. In contrast, the indicator measuring need-based aid contributed 20 percent to the final grade.

Policy Relevance of Measuring Up 2004 for MHEC States

Measuring Up 2004, like its predecessors, received significant public attention because of its high profile and the fact that the report-card style of the report is easy to digest and include in newspapers and other media. But, what is the relevance of the report for MHEC states, which have historically been some of the top performing states in terms of postsecondary education?

In short, MHEC states are still high performing states in many of the categories and indicators that the *Measuring Up 2004* report covered. In order to maintain this relatively high performance and prepare its students and states for an increasingly competitive economic climate, however, MHEC states would do well to consider *Measuring Up* a wake-up call in the areas highlighted in the following brief analysis.

While the citizens and policymakers of MHEC states should be justifiably proud of the historical performance of their higher education systems, there is room for improvement and evidence that MHEC states may not be maintaining the level of performance that was exhibited historically. For example, the performance of MHEC states in upper-level high school science course-taking patterns shows that this is an area in which progress needs to be made. Similarly, MHEC states, while improving, still fall behind their national peers in terms of students scoring well on AP exams, which may be a function of the rural characteristics of many MHEC states, with less access to testing sites, and historically poor performance in this area.

Within the **Participation** category, MHEC states are top performers, however the negative performance trend among all MHEC states in 4 year high school graduation rate is particularly troublesome. This trend and MHEC states' performance on the larger "chance for college by age 19 indicator" shows that high school graduates in MHEC states have a very good chance – relative to most other states – to attend college, but MHEC states are increasingly losing prospective college students before they graduate from high school. This trend is particularly important given the growing diversity in MHEC states and the importance of making sure that students from underserved groups persist and graduate from high school.

Within the **Affordability** category, MHEC policymakers should be pleased with their efforts to make community colleges affordable. Community colleges serve as the primary access point to postsecondary education for many students and holding down the relative cost of attendance at these institutions is vitally important. That said, strategies need to be fostered to reduce the gap between financial aid and tuition costs at four-year public and private institutions in MHEC states. Broad need-based financial aid programs are likely necessary to reduce this gap if MHEC states are to continue to be top performers in **Participation**.

While MHEC states have done yeoman's work in holding down community college costs, the persistence rate of freshmen at these institutions is troubling, as evident in the downward trend that was exhibited in most MHEC states. If community colleges are to serve as an efficacious access point, students should persist and transfer on to four-year colleges where appropriate to their degree aspirations. On a positive note, the completion rate at 4-year institutions in most MHEC states improved over the last ten years.

As illustrated in the "notable findings" sections of this brief analysis of the most recent *Measuring Up* report, there are several indicators or data points used for the *Measuring Up* report that identify issues that should receive attention from policymakers in MHEC states.

To What Extent are Midwestern Students Prepared for College?

MHEC states do a good job preparing their students for college but there is room for improved performance across the region to ensure that ALL students—regardless of income level or race/ethnicity—are academically qualified for postsecondary opportunities.

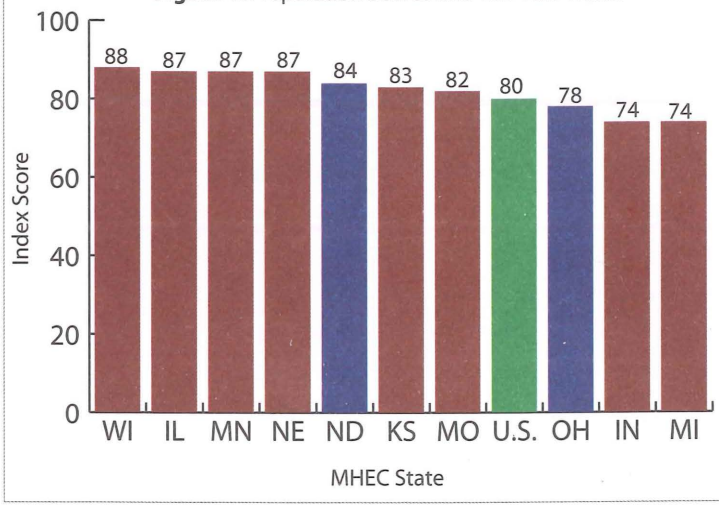
Adequate academic preparation in the K-12 system translates into students having a better chance of successfully participating in postsecondary education opportunities. Enrollment in rigorous math and science courses serves as one of the best predictors of college admission and completion. And, the opportunity to learn from qualified K-12 teachers can impact whether a student is academically prepared for college.

MHEC States' Preparation Grades

Illinois	B+
Minnesota	B+
Nebraska	B+
Wisconsin	B+
Kansas	B
North Dakota	B
Missouri	B-
Ohio	C+
Indiana	C
Michigan	C

The **Preparation** grade awarded to each state in **Measuring Up** *2004* is based on thirteen indicators. Together, these indicators measure the quality of the state's K-12 system in producing well-prepared, prospective college students.

Figure 1: Preparation Scores and Ten-Year Trend



Maroon = Increasing performance (at least 7 of 13 indicators)
Purple = Flat performance (on the majority of indicators)
Green = U.S. Average

Preparation Indicators with Weights

High School Completion (20%)
- Percent of 18-24 year-olds with a HS credential K-12

Course Taking (35%)
- Percent of 9th-12th graders taking at least one upper-level math course
- Percent of 9th-12th graders taking at least one upper-level science course
- Percent of 8th graders taking algebra
- Percent of 12th graders taking at least one upper-level math course

K-12 Student Achievement (35%)
- Percent of 8th graders scoring at or above "proficient" on the National Assessment in: Math; Reading; Writing; and Science
- Percent of low income 8th graders scoring at or above "proficient" on the National Assessment: Math
- Number of scores in the top 20% on SAT/ACT per 1,000 HS graduates
- Number of scores of 3 or higher on AP subject test per 1,000 HS juniors or seniors

Teacher quality (10%)
- Percent of 7th-12th graders taught by teachers with a major in the subject

Ten-Year Trends

MHEC states exhibited the greatest improvement over the past decade in this category as shown in **Figure 1**. All but two of the MHEC states (*Ohio* and *North Dakota*, which remained flat) *improved* their performance on more than half of the indicators over the past decade. *Michigan*, while receiving one of the lowest grades among MHEC states, improved its performance on seven of the thirteen indicators for which historical data were available. The majority of MHEC states' preparation scores are above the national index score in 2004.

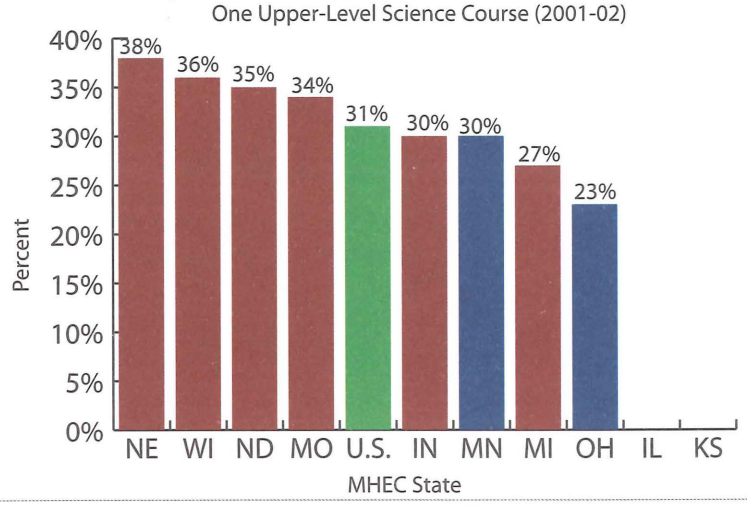
Notable Preparation Findings for MHEC States in Measuring Up 2004

Science Course-Taking Patterns

Nebraska, *Wisconsin*, *North Dakota* and *Missouri* lead the MHEC region in the percentage of 9th-12th graders taking at least one upper-level science course (2001-02) and are performing above the national average on this indicator as shown in **Figure 2**. Of the MHEC states reporting historical data on this indicator, *Nebraska* is the ***only*** state demonstrating an increase above the rate of increase of the national average (29%).

Indiana, *Wisconsin*, *Missouri*, and *North Dakota* demonstrate increases below the national average increase and *Minnesota* and *Ohio* showed declines on this indicator over the past decade.

Figure 2: Percentage of 9th-12th Graders taking at Least One Upper-Level Science Course (2001-02)

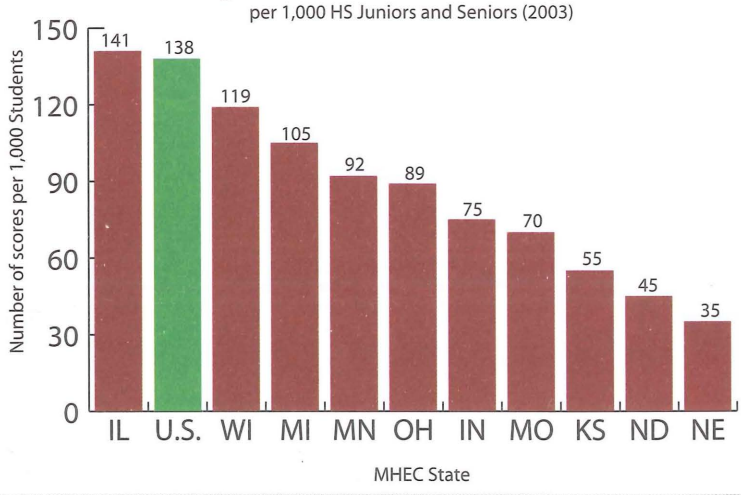


Maroon = Increasing performance (1991-92 to 2001-02)
Blue = Declining performance (1991-92 to 2001-02)
Green = U.S. Average (2001-02)
No data reported for Illinois and Kansas

Advanced Placement Exam Scores

Figure 3 shows that most MHEC states, while improving significantly compared to ten years ago, still fall well behind the national average in terms of the Advanced Placement (AP) Exam scores. *Illinois* is currently the only MHEC state above the national average. *Indiana*, *Kansas*, *Minnesota*, *Missouri*, *North Dakota* and *Wisconsin* improved at a rate equal to or greater than the national average rate of increase (102%) on this indicator over the past decade.

Figure 3: Number of Scores 3-5 on AP Subject Test per 1,000 HS Juniors and Seniors (2003)



Maroon = Increasing performance (1992-93 to 2002-03)
Green = U.S. Average (2002-03)

To What Extent are Midwestern Students Participating in Postsecondary Education?

MHEC states are historical leaders in postsecondary education participation rates, particularly, among traditional-age students. Growing concerns exist, however, over a trend of declining high school completers, which may affect their rate of postsecondary participation. Also of concern are the low postsecondary participation rates of working adults in the region.

Access to postsecondary education opportunities traditionally has been focused on 18-24 year olds. Today, there is more concern that the working adult population (25-49 year olds) is not able to participate in postsecondary education Yet, providing educational opportunities for all citizens is critical to the civic and economic development of MHEC states and the region.

MHEC States' Participation Grades

Illinois	A
Kansas	A
Minnesota	A
Nebraska	A
North Dakota	A-
Michigan	B+
Missouri	B
Wisconsin	B
Indiana	C+
Ohio	C+

The **Participation** grade awarded to each state in **Measuring Up** *2004* is based on three indicators. Together, with their proportionate weights, they measure a state's higher education resources used by both traditional age and working adult citizens.

Participation Indicators with Weights

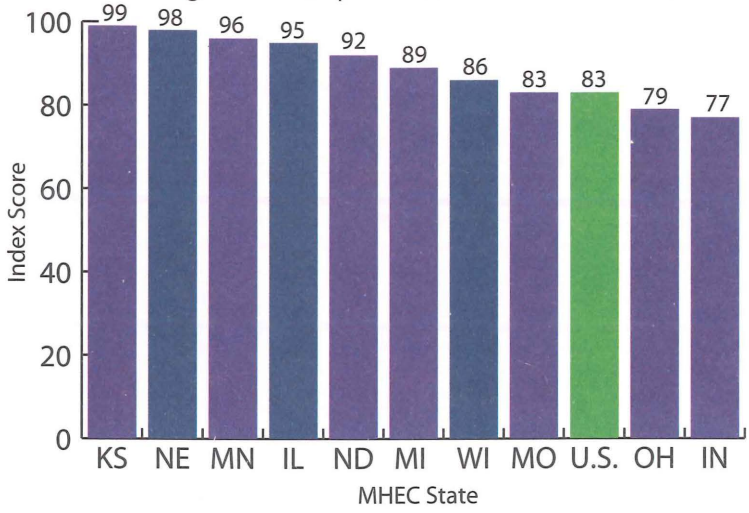
Participation of young adults (60%)

- Chance for college by age 19
- Percentage of 18 to 24 year-olds enrolled in college

Participation of working age adults (40%)

- Percentage of 25 to 49 year-olds enrolled in any higher education institution in the subject

Figure 4: Participation Scores and Ten-Year Trend



Blue = Declining performance (on all indicators)
Purple = Flat performance (increased on some indicators)
Green = U.S. Average

Ten-Year Trends

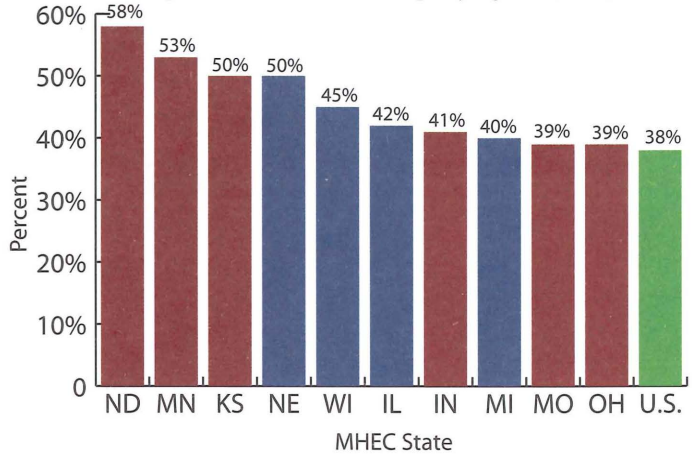
Figure 4 shows that the grades awarded to MHEC states in the **Participation** category are quite good, nearly uniformly so, with only two states (*Ohio* and *Indiana*) receiving scores below the national average of 83. Unlike the Preparation category, the **Participation** category exhibited significant decline in performance across states nationwide and in the region with regard to the ten-year trendline. Only 8 states in the nation improved their performance on 2 or more of the 3 indicators in this category; none of these were MHEC states. *Illinois, Nebraska*, and *Wisconsin* saw a decline in performance with the remaining MHEC states neither improving nor declining in their performance in the past decade.

Notable Participation Findings for MHEC States in Measuring Up 2004

Chance for College by Age 19

Two data points – each given equal weight – make up this indicator: 4-year high school graduation rate multiplied by the proportion of high school graduates who immediately go on to college. **Figure 5** shows that of the four MHEC states that declined on this indicator over the past decade, only *Michigan* did so at a rate less than or equal to the national average's rate of decline (-3%). *Nebraska, Wisconsin* and *Illinois* declined at a rate larger than that of the national average. While six of the MHEC states exhibit an upward trend for this indicator, this overall performance masks a negative performance among all MHEC states in the four year high school graduation rate indicator.

Figure 5: Chance for College by Age 19 (2000)

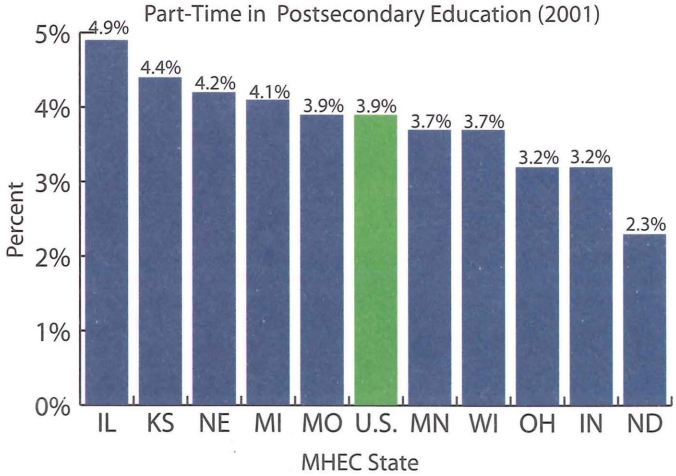


Maroon = Increasing percentage (1992-2000)
Blue = Decreasing percentage (1992-2000)
Green = U.S. Average (2000)

Part-Time Enrollment of Working Adults

All of the MHEC states are split in their performance on this indicator with half of the states (*Illinois, Kansas, Nebraska, Michigan and Missouri*) performing above the national average and the remaining MHEC states performing below the national average. **Figure 6** shows that all of the MHEC states declined in performance on this measure over the past decade. Only four of the MHEC states (*Indiana, Minnesota, Missouri and North Dakota*) declined at a rate less than the rate of decline of the national average (-11%).

Figure 6: Percent of 25-49 Year-Olds Enrolled Part-Time in Postsecondary Education (2001)



Blue = Decreasing percentage (1993-94 to 2001-02)
Green = U.S. Average (2001-02)

To What Extent is Postsecondary Education Affordable in the Midwest?

Overall, most MHEC states have improved in some areas related to college affordability over the past decade. But, similar to the majority of the states around the country, MHEC states need to continue to explore ways in which they can make postsecondary education opportunities more affordable for ALL citizens.

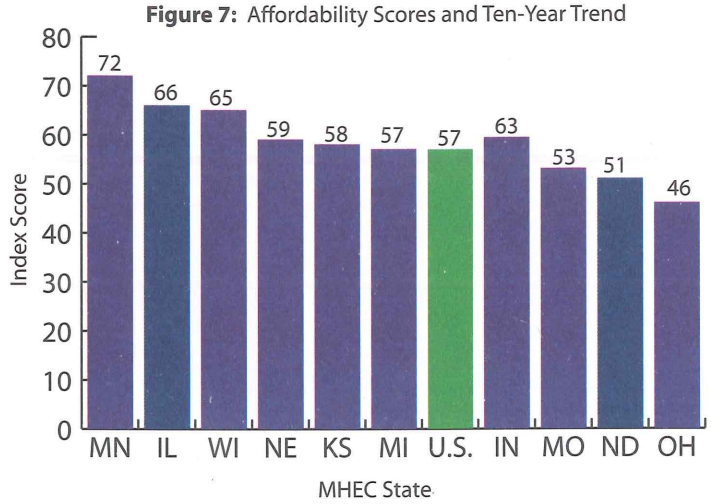
Affordability is the linchpin of any high performing higher education system. If a system is unaffordable, even well-prepared students may not be able to enroll. Likewise, the benefits a quality higher education system may offer a state are a function of its affordability.

MHEC States' Affordability Grades

Minnesota	C-
Illinois	D
Indiana	D
Wisconsin	D
Kansas	F
Nebraska	F
North Dakota	F
Michigan	F
Missouri	F
Ohio	F

The **Affordability** grade awarded to each state in *Measuring Up 2004* based on six indicators. Together, with their proportionate weights, they focus on a family's ability to pay for college and a state's performance making need-based aid available help students and their families pay for college. The Affordability category, has generated the most controversy among the five categories graded in *Measuring Up 2004*, because 36 states rereceived failing grades.

Figure 7: Affordability Scores and Ten-Year Trend



Blue = Declining performance (on all indicators)
Purple = Flat performance (increased on some indicators)
Green = U.S. Average

Affordability Indicators with Weights

Family ability to pay for college (50%)

- Percentage of average income needed to pay for community college expenses minus all financial aid
- Percentage of average income needed to pay for public four-year college/university expenses minus all financial aid
- Percentage of average income needed to pay for private four-year college/university expenses minus all financial aid

State strategies to increase affordability of postsecondary education (40%)

- State investment in need-based aid as compared to federal need-based aid
- Share of income that poorest families must pay for tuition.

Reliance on loans (10%)

- Average amount undergraduate borrows each year

Ten-Year Trends

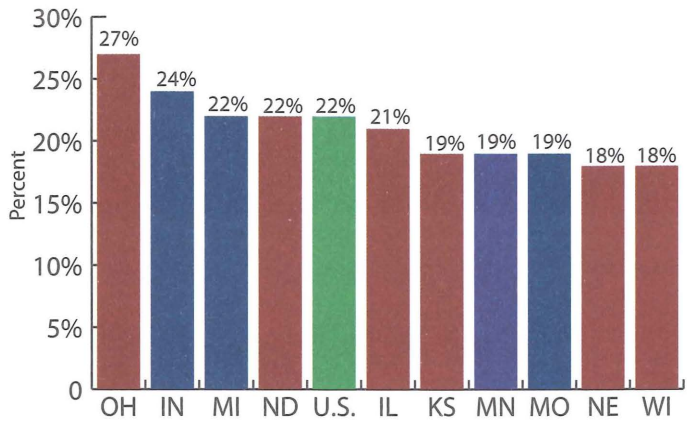
While the majority of states received a failing grade in this category, a comparison with state performance 10 years ago reveals that only 2 MHEC states—*Illinois* and *North Dakota*—(and 17 states nationally) declined on every indicator in the category. **Figure** 7 shows that most of the MHEC states (8) and most states nationally (31) showed improvement on at least some of the indicators over the 10 year period. Overall, MHEC states look very similar to the national picture in terms of affordability. It is worth noting that MHEC states received 4 of the 14 passing grades awarded by the National Center in this category. These passing grades went to *Minnesota*, *Illinois*, *Indiana* and *Wisconsin*.

Notable Affordability Findings for MHEC States in Measuring Up 2004

Family Ability to Pay for Two-Year College Expenses

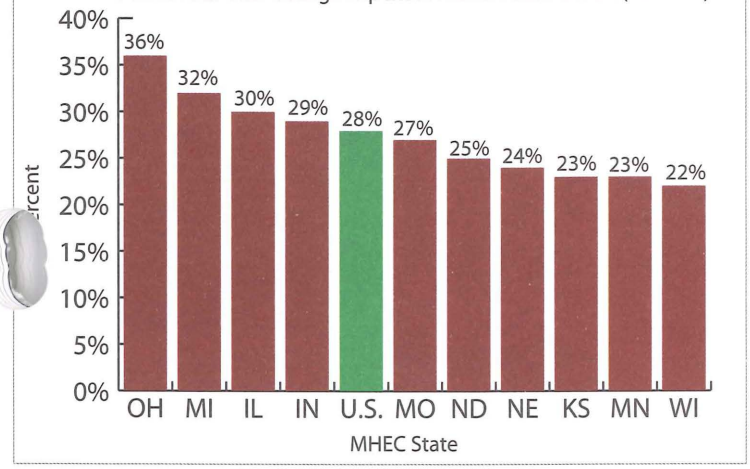
Several MHEC states (*Indiana*, *Michigan*, *Minnesota* and *Missouri*) were successful in maintaining or even reducing the costs of attendance at community colleges. *Minnesota* and *Missouri* did so and remained below the national average. While *Kansas* and *Nebraska* remain below the national index score in 2004, they are the only MHEC states that experienced increases in community college costs greater than those at the national level (9%) over the past decade.

Figure 8: Percentage of Family Income Needed to Pay for Public Two-Year College Expenses Minus Financial Aid (2003-04)



Maroon = Increasing percentage (1992-93 to 2003-04)
Blue = Decreasing percentage (1992-93 to 2003-04)
Purple = No change (1992-93 to 2003-04)
Green = U.S. Average (2003-04)

Figure 9: Percent of Family Income Needed to Pay for Public Four-Year College Expenses Minus Financial Aid (2003-04)



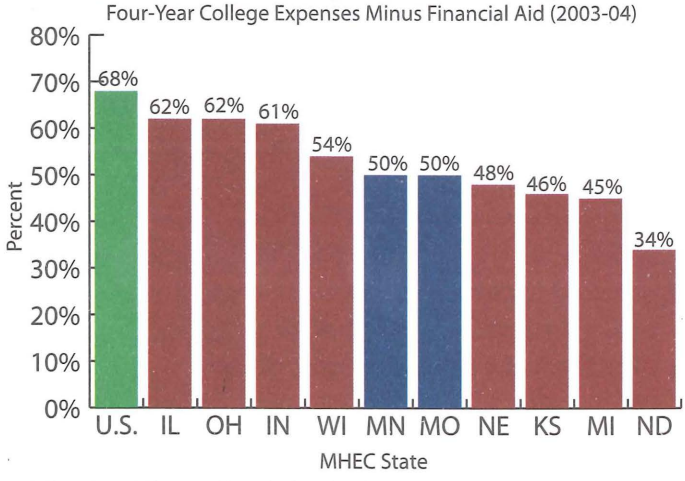
Maroon = Increasing percentage (1992-93 to 2003-04)
Green = U.S. Average (2003-04)

Family Ability to Pay for Four-Year College Expenses

The cost of attending a **public** 4-year institution increased across the majority of the MHEC states at a rate similar to the national average rate of increase (22%). *Michigan* is the MHEC state exhibiting the smallest rate of increase (12%) with *Nebraska* experiencing the largest (44%). **Figure 9** shows that six of the ten MHEC states (*Missouri, North Dakota, Nebraska, Kansas, Minnesota and Wisconsin*) are performing better than the national average on this measure.

Figure 10 shows that although MHEC states are performing better than the national average on this measure, the cost of attending a 4-year **private** college varied greatly by state. Yet, all but two states (*Minnesota and Missouri*) saw an increase over the past decade. Only two states, *Indiana* and *Michigan*, increased at a rate less than the rate of increase of the national average (13%). Students in *Illinois*, *Ohio* and *Indiana* pay the greatest percentage of family income for relative costs of a private college education.

Figure 10: Percent of Family Income Needed to Pay for Private Four-Year College Expenses Minus Financial Aid (2003-04)



Maroon = Increasing percentage (1992-93 to 2003-04)
Blue = Decreasing percentage (1992-93 to 2003-04)
Green = U.S. Average (2003-04)

To What Extent are Midwestern Students Completing Their Postsecondary Education?

MHEC states are improving in their completion rates at the four-year level, but there is reason to be concerned about retention rates at two-year institutions throughout the region.

The **Completion** category includes measures related to first-year retention as well as graduation rates. These measures are directly related to a system's quality and ability to meet its students' and state's needs.

MHEC State' Completion Grades

Wisconsin	A-
Minnesota	B+
Illinois	B
Indiana	B
Kansas	B
Missouri	B
Nebraska	B
North Dakota	B
Ohio	B
Michigan	C+

The **Completion** grade awarded to each state in **Measuring Up** *2004* is based on four indicators. With proportionate weights, these indicators focus on retention and degree completion for students. The "completion" indicator dominates the category as it accounts for 80 percent of a state's score and grade. Research indicates that first-year persistence is a particularly important factor in predicting student success.

Completion Indicators with Weights

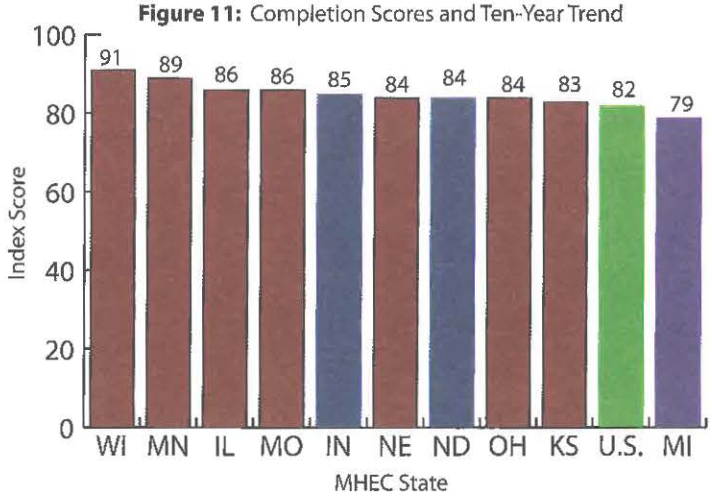
Persistence (20%)

- Community college freshman returning for their second year
- Four-year college freshman returning for their second year

Completion (80%)

- Total certificates, degrees, and diplomas awarded per 100 undergraduates
- First-time, full-time students completing a bachelor's degree within 6 years

Figure 11: Completion Scores and Ten-Year Trend



Maroon = Increasing performance (on the majority of indicators)
Blue = Declining performance (on all indicators)
Purple = Flat performance (increased on some indicators)
Green = U.S. Average

Ten-Year Trends

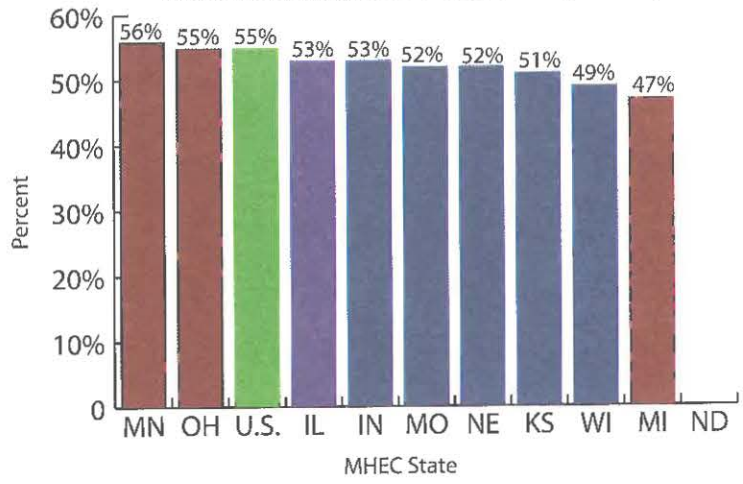
Figure 11 shows that, overall, MHEC states did quite well in this category, with all but one earning a grade of "B" or better and all but one besting the national average of 82. More significantly, seven of ten MHEC states earned a higher score in this category than was the case ten years ago. This strong performance among MHEC states is consistent with the national performance in the **Completion** category. The fact that most MHEC states improved in this category as compared with the ten-year perspective, should be seen as a positive.

Notable Completion Findings for MHEC States in Measuring Up 2004

Two-Year College Retention Rates

Figure 12 shows that *Minnesota* and *Ohio* lead the MHEC region on this measure. All other MHEC states are performing below the national average. Most MHEC states declined in performance at a greater rate than the national average rate of decline (-2%) over the past decade. *Indiana, Kansas, Nebraska* and *Wisconsin* each posted declines of greater than 10 percent.

Figure 12: Percent of First-Year Community College Students Returning for Their Second Year (Fall 2001)

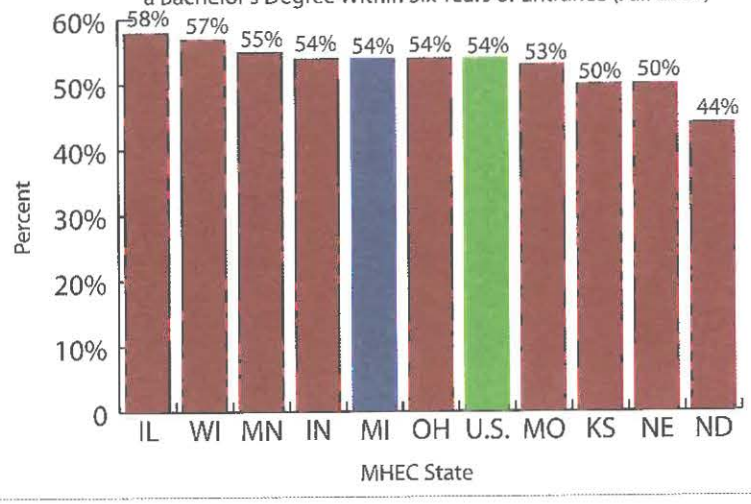


Maroon = Increasing percentage (Fall 1988 – Fall 2001)
Blue = Decreasing percentage (Fall 1988 – Fall 2001)
Purple = No change (Fall 1988 – Fall 2001)
Green = U.S. Average (Fall 2001)
No data reported for ND

Four-Year Degree Completion Rates

All but four MHEC states are performing better than the national average on this indicator as displayed in **Figure 13**. And, all but one state – *Michigan* – saw an increase in performance since the mid-nineties. *Illinois, Kansas, Minnesota, Missouri, Nebraska, Ohio* and *Wisconsin* each increased at a greater rate than the increase of the national average (4%). *Kansas, Missouri* and *Nebraska* are the MHEC states that increased the most on this measure over this time period, ranging from a 13-15 percent increase in completion rates.

Figure 13: Percent of First-Time, Full-Time Students Completing a Bachelor's Degree Within Six Years of Entrance (Fall 2001)



Maroon = Increasing percentage (1996-97 – 2001-02)
Blue = Decreasing percentage (1996-97 – 2001-02)
Green = U.S. Average (Fall 2001)

To What Extent do Midwestern Students Benefit From a Postsecondary Education?

MHEC states achieve significant benefits from their strong postsecondary education systems. However, there is considerable variance in the scores achieved across MHEC states within the BENEFITS category.

An educated citizenry can provide significant benefits, both civic and economic, to a state. This category includes measures designed to capture what benefits a state might attribute to the quality of its colleges and universities.

MHEC States' Benefits Grades

Minnesota	A
Michigan	A-
Kansas	B+
Missouri	B
Nebraska	B
Illinois	B-
Ohio	B-
Wisconsin	C+
Indiana	C
North Dakota	C

The **Benefits** grade awarded to each state in **Measuring Up** *2004* is based on six indicators. With their proportionate weights, these indicators focus on a combination of the economic and civic benefits for individuals and society associated with a higher education. In other words, as a group, the indicators in this category attempt to measure what higher education returns to the state in terms of a citizenry that votes regularly, gives charitably, volunteers, and contributes to a strong tax base.

Benefit Indicators with Weights

Educational Achievement (37.5%)

- Percentage of 25 – 65 year olds with a bachelor's degree or higher

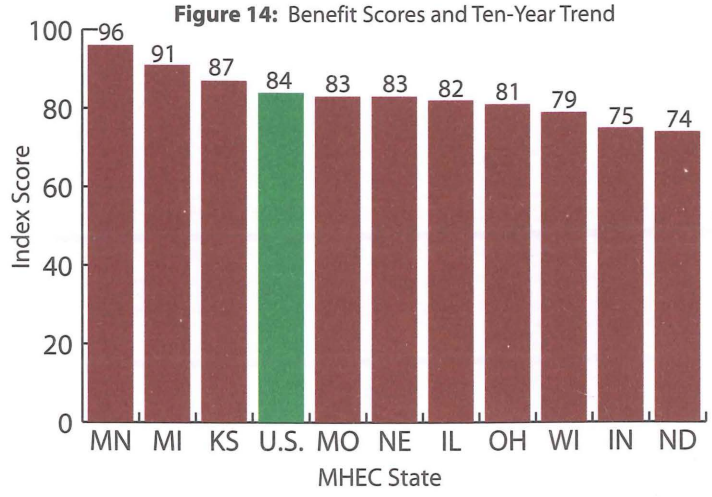
Economic Benefits (31.25%)

- Income increase from the population of citizens holding a bachelor's degree or higher
- Income increase from the population with some postsecondary education or associates degree

Civic Benefits (31.25%)

- Average voting rate
- Charitable giving rate
- Increase in volunteering attributable to postsecondary education

Figure 14: Benefit Scores and Ten-Year Trend



Maroon = Increasing performance (on a majority of indicators)
Green = U.S. Average

Ten-Year Trends

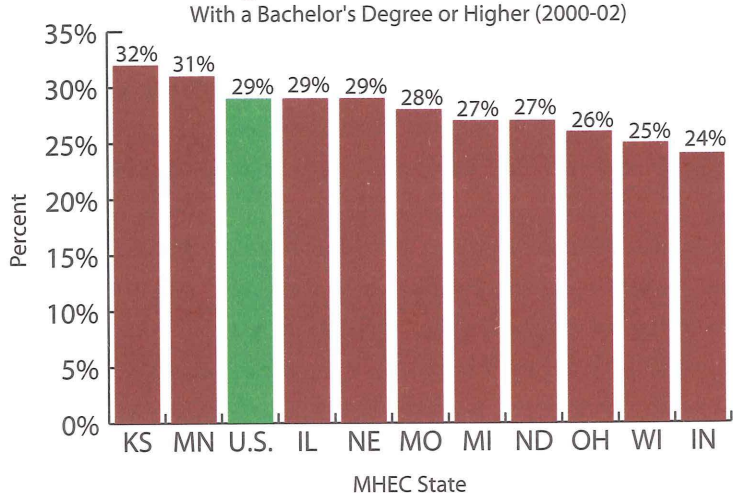
The scores and grades awarded to MHEC states in the **Benefits** category, as illustrated in **Figure 14**, exhibited significant variance. Scores ranged from 96 to 74 and grades from "A" to "C." Each of the ten MHEC states showed improvement on at least four of the indicators comprising the **Benefits** category. This is consistent with the national trend, where 41 of the 50 states showed improvement on at least four of the **Benefits** indicators.

Notable Benefits Findings for MHEC States in Measuring Up 2004

Educational Achievement of Working Adults

Figure 15 shows that in 2004, *Kansas, Minnesota, Illinois* and *Nebraska* all performed at or above the national average in terms of the proportion of the working-age population with a minimum of an earned bachelor's degree. Over the past decade, *Indiana, Kansas, Michigan, Minnesota, Nebraska* and *Ohio* each improved their performance at a rate higher than that of the national average (-9%).

Figure 15: Percent of 25-65 Year-Olds With a Bachelor's Degree or Higher (2000-02)

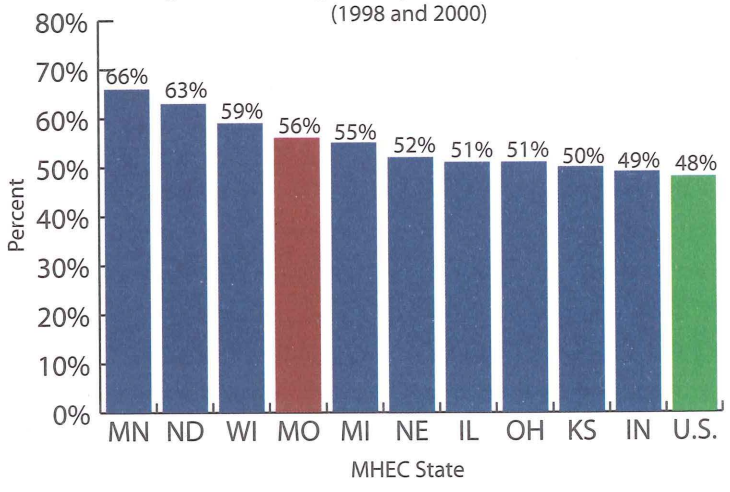


Maroon = Increasing percentage (1990-92 to 2001-02)
Green = U.S. Average (2001-02)

Voting in National Elections

Although all of the MHEC states perform above the national average on this measure, only one state – *Missouri* –saw an increase in the average voting rate of its residents in national elections in the past decade as displayed in **Figure 16**. Of the declining states, *Illinois, Kansas* and *Nebraska* declined at a rate greater than that of the national average's rate of decline (-9%).

Figure 16: Average Voting Rate in National Elections (1998 and 2000)



Maroon = Increasing percentage (1990 & 1992 vs. 1998 & 2000)
Blue = Decreasing percentage (1990 & 1992 vs. 1998 & 2000)
Green = U.S. Average (1998 & 2000)

How Do MHEC States Compare to the other Compacts' States?

The MHEC region generally outperforms other regions, though other regions are improving faster in several categories.

A regional comparison organized by compact membership reveals that the MHEC region performs well, based on median index score, across all five *Measuring Up* categories. While the analysis of median index score is useful, it is important to note that the median scores of smaller compacts such as NEBHE that are being compared to much larger compacts are more sensitive to change.

Figure 17 reveals that both the MHEC and NEBHE regions are the top performers in the **Preparation** category. The median scores for all compacts, with the exception of NEBHE, increased between the 2000 and 2004 reports. The SREB region saw the largest increase in this time period with the WICHE region closely following behind.

Figure 17: Median Preparation Score by Compact

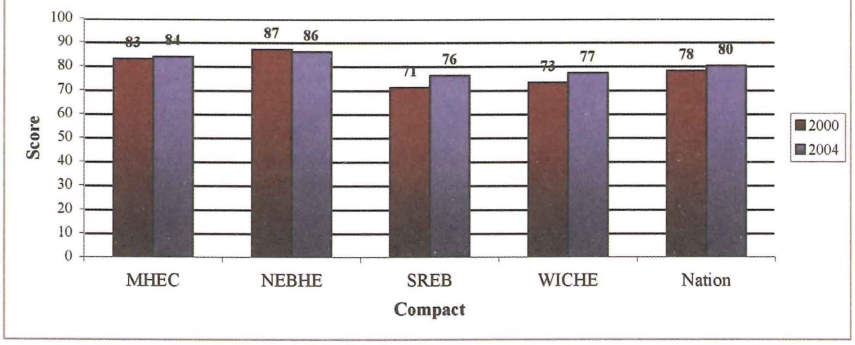
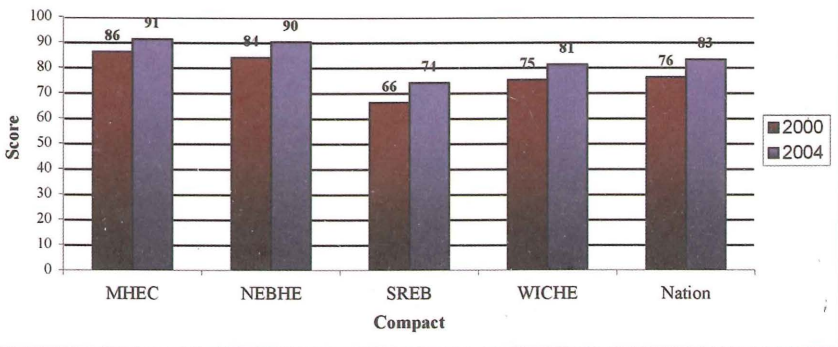


Figure 18 shows that the MHEC region is the top performer in the **Participation** category. The median score for all compacts increased between the 2000 and 2004 reports. SREB saw the largest increase in this time period with WICHE following close behind, then the MHEC and the NEBHE regions.

Figure 18: Median Participation Score by Compact



U.S. Higher Education Compacts

Midwestern Higher Education Compact (MHEC)
Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Wisconsin

New England Board of Higher Education (NEBHE)
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Southern Regional Education Board (SREB)
Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia

Western Interstate Compact for Higher Education (WICHE)
Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming

***The national score reported in this section includes all of the above compact states and Iowa, New Jersey, New York, and Pennsylvania – states currently not members of a compact.**

Figure 19 reveals that both the NEBHE and MHEC regions are the top performers in the **Completion** category. The median score for all compacts increased between the 2000 and 2004 reports. The WICHE region saw the highest increase in this time period with the NEBHE region closely following. The MHEC region improved the least among all of the compacts but remained above the national index score in both 2000 and in 2004.

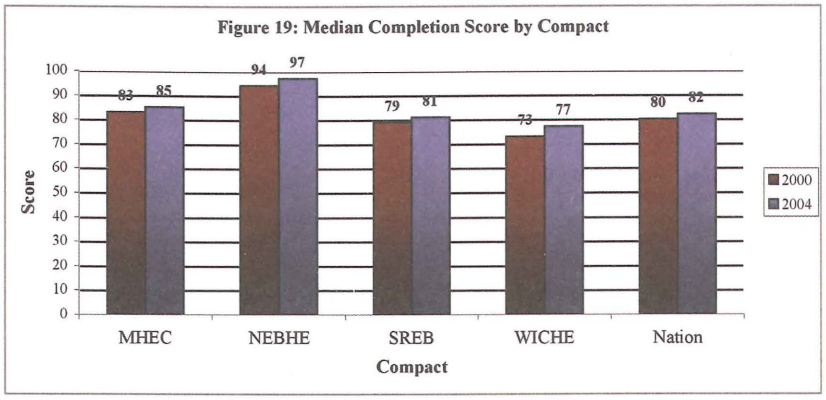


Figure 20 shows that all regions declined in performance in the **Affordability** category between the 2000 and 2004 reports. The WICHE region saw the largest decline in this time period with the SREB region and MHEC region following. The NEBHE region declined the least among all of the compacts. In both 2000 and 2004, the MHEC region performed above the national median index score.

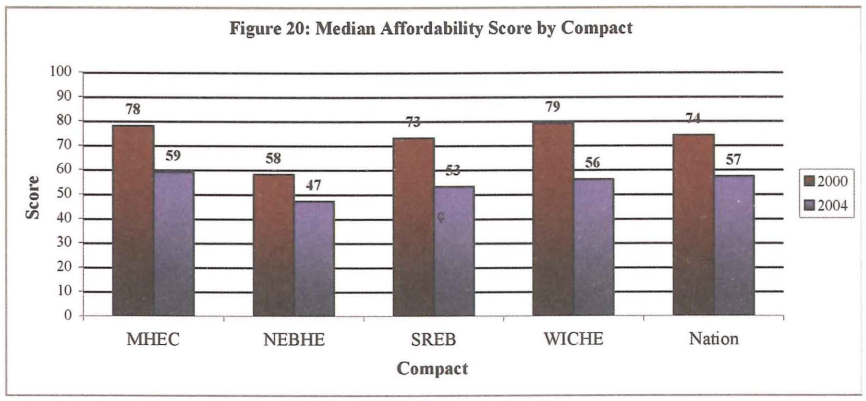
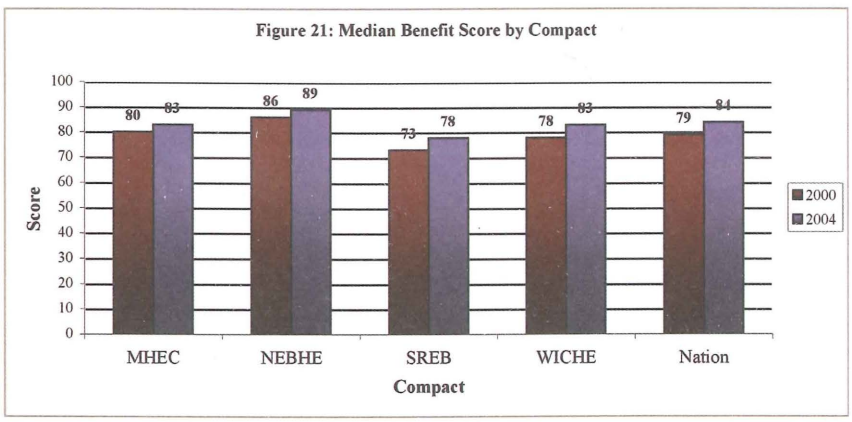


Figure 21 reveals that the NEBHE region is the top performer in the **Benefits** category. The median score for all compacts increased between the 2000 and 2004 reports. Both the WICHE and SREB regions saw the largest increases in this time period. The MHEC region improved above the national median index score in 2000 and just below the national median index score in 2004.



Postsecondary Policy Questions for the MHEC States' Leaders

A series of postsecondary policy questions emerge from this brief analysis of notable findings and based on the general performance of MHEC states in *Measuring Up 2004*. Overall, MHEC states may want to work together to ensure that their citizens can access and complete quality postsecondary options that are also affordable within the region. Leaders of MHEC states may want to reflect on the following questions as they consider their response to *Measuring Up*:

- **What strategies might be implemented to increase the high school graduation rate, in order that more MHEC states' citizens might gain access to these strong higher education systems?**
- **How can MHEC states cooperate or work individually to provide more access to AP courses and testing for high-ability students throughout the region?**
- **What strategies can states use to increase postsecondary participation of 25-49 year olds?**
- **Are broad, need-based aid programs necessary to ensure access to higher education in MHEC states, given the rising cost of tuition?**
- **To what extent can MHEC states apply strategies effective in making community colleges more affordable to four-year public and private institutions?**
- **How can MHEC states continue the improving trend in four-year college completion rates while reversing a downward trend in two-year college persistence?**
- **How can MHEC help its member states to retain their historical advantage in these areas of higher education performance?**

APPENDIX
Preparation 2004

			High School Completion (Index Score 1)		K-12 Course Taking (Index Scores 2-5)								Teacher Quality (Index Score 6)	
	Final Score	Final Grade	Percent of 18-24 Year-olds with a HS Credential: 2000-02	Index Score 1	Percent of 9-12th graders taking at least one upper-level math course: 2001-02	Index Score 2	Percent of 9-12th graders taking at least one upper-level science course: 2001-02	Index Score 3	Percent of 8th graders taking algebra: 2001-02	Index Score 4	Percent of 12th graders taking at least one upper-level math course: 2001-02	Index Score 5	Percent of 7th-12th graders taught by teachers with a major in their subject: 1999-2000	Index Score 6
Weight	100%			20%		8.75%		13.125%		8.75%		4.375%		10%
United States	80	B-	87%	93	48%	81	31%	75	22%	63	#N/A	77	70%	84
Illinois	87	B+	87%	93	#N/A	84	#N/A	84	#N/A	84	#N/A	84	70%	87
Indiana	74	C	89%	95	46%	78	30%	72	12%	34	29%	44	79%	97
Kansas	83	B	88%	94	#N/A	80	#N/A	80	#N/A	80	#N/A	80	70%	84
Michigan	74	C	89%	95	40%	67	27%	65	14%	40	36%	54	66%	81
Minnesota	87	B+	93%	99	49%	83	30%	74	17%	50	#N/A	84	92%	113
Missouri	82	B-	91%	97	53%	94	34%	84	23%	67	#N/A	79	66%	81
Nebraska	87	B+	90%	96	61%	103	38%	92	27%	78	#N/A	84	80%	98
North Dakota	84	B	97%	103	53%	89	35%	86	16%	47	54%	81	73%	90
Ohio	78	C+	87%	93	47%	80	23%	55	22%	64	34%	81	61%	75
Wisconsin	88	B+	89%	96	58%	98	36%	87	22%	63	36%	85	81%	99

Source: National Center for Public Policy and Higher Education

N/A: no data reported

Red scores are high performing state scores

APPENDIX
Preparation 2004 continued

			K-12 Student Achievement (Index Scores 7-13)													
	Final Score	Final Grade	Percent of 8th Graders Scoring at or Above "Proficient" on the National Assessment Exam: Math 2003	Index Score 7	Percent of 8th Graders Scoring at or Above "Proficient" on the National Assessment Exam: Reading 2003	Index Score 8	Percent of 8th Graders Scoring at or Above "Proficient" on the National Assessment Exam: Writing 2002	Index Score 9	Percent of 8th Graders Scoring at or Above "Proficient" on the National Assessment Exam: in Science2000	Index Score 10	Percent of Low Income 8th Graders Scoring At or Above "Proficient" on the National Assessment Exam: Math 2003	Index Score 11	Number of scores in top 20% on SAT/ACT per 1,000 HS graduates: 2002-03	Index Score 12	Number of scores of 3 or higher on an Advanced Placement subject test per 1,000 HS juniors and seniors: 2003	Index Score 13
Weight	100.0%			3.5%		3.5%		3.5%		3.5%		3.5%		8.75%		8.75%
United States	80	B-	27%	75	30%	77	30%	73	30%	72	11%	48	175	77	138	63
Illinois	87	B+	29%	81	35%	90	#N/A	84	30%	71	10%	43	227	100	141	64
Indiana	74	C	31%	84	33%	85	26%	63	33%	83	16%	70	144	63	75	34
Kansas	83	B	34%	94	35%	90	32%	78	#N/A	80	19%	82	194	85	55	25
Michigan	74	C	28%	78	32%	82	24%	59	37%	88	13%	57	183	81	105	48
Minnesota	87	B+	44%	122	37%	95	25%	61	42%	100	24%	104	201	88	92	42
Missouri	82	B-	28%	78	34%	87	27%	66	36%	86	13%	57	180	79	70	32
Nebraska	87	B+	32%	89	35%	90	32%	78	36%	86	15%	65	191	84	35	16
North Dakota	84	B	36%	100	38%	97	24%	59	40%	95	23%	100	176	77	45	21
Ohio	78	C+	30%	83	34%	87	38%	93	41%	98	11%	48	205	90	89	41
Wisconsin	88	B+	35%	97	37%	95	#N/A	85	#N/A	83	12%	52	191	84	119	54

Source: National Center for Public Policy and Higher Education

N/A: no data reported

Red scores are high performing state scores

APPENDIX
Participation 2004

			Young Adults				Working-age Adults	
	Final Score	Grade	Chance for college by age 19: 2000	Index Score 1	Percent of 18-24 year olds enrolled in college: 2000-2002	Index Score 2	Percent of 25-49 year-olds enrolled part-time in any type of postsecondary education: 2001	Index Score 3
Weight	100.0%			40%		20%		40%
United States	83	B	38%	73	34%	85	3.9%	73
Illinois	95	A	42%	82	33%	83	4.9%	**92**
Indiana	77	C+	41%	79	30%	74	3.2%	59
Kansas	**99**	A	50%	**97**	37%	**92**	4.4%	**82**
Michigan	89	B+	40%	77	38%	**96**	4.1%	**77**
Minnesota	96	A	53%	**103**	36%	**90**	3.7%	69
Missouri	83	B	39%	75	32%	81	3.9%	**73**
Nebraska	98	A	50%	**96**	38%	**94**	4.2%	**78**
North Dakota	92	A-	58%	**113**	42%	**106**	2.3%	42
Ohio	79	C+	39%	76	34%	86	3.2%	59
Wisconsin	86	B	45%	**86**	31%	77	3.7%	68

Source: National Center for Public Policy and Higher Education

N/A: no data reported

Red scores are high performing state scores

APPENDIX
Affordability 2004

			Family Ability to Pay										Strategies for Affordability				Reliance on Loans	
	Final Score	Grade	Family Ability to Pay Composite Index Score 1	Percent of income needed to pay for college expenses minus financial aid at community colleges: 2003-04	Index Score	Weight (FTE) 2002-03	Percent of income needed to pay for college expenses minus financial aid at public 4 year institutions: 2003-04	Index Score	Weight (FTE) 2002-03	Percent of income needed to pay for college expenses minus financial aid at private 4 year institutions: 2003-04	Index Score	Weight (FTE) 2002-03	State investment in need-based aid as compared to the federal investment: 2003	Index Score 2	At lowest-priced colleges, the share of income that poorest families need to pay for tuition: 2003-04	Index Score 3	Average loan amount that undergraduates borrow each year: 2002-03	Index Score 4
Weight			50%											20%		20%		10%
United States	57	F	59	22%	69	35%	28%	55	43%	68%	48	22%	40%	45	14%	52	$3,344	78
						26%			61%			13%						
Illinois	66	D	61	21%	72	44%	30%	53	30%	62%	52	26%	78%	88	14%	53	$3,615	72
Indiana	63	D	56	24%	65	15%	29%	54	60%	61%	53	25%	85%	96	18%	40	$3,231	81
Kansas	58	F	74	19%	82	36%	23%	69	53%	46%	71	11%	13%	15	14%	53	$3,204	82
Michigan	57	F	60	22%	70	31%	32%	50	51%	45%	72	18%	36%	41	15%	50	$2,963	88
Minnesota	72	C-	72	19%	81	35%	23%	70	42%	50%	65	23%	87%	98	20%	36	$3,050	86
Missouri	53	F	65	19%	79	26%	27%	57	43%	50%	64	31%	12%	14	15%	50	$3,240	81
Nebraska	59	F	72	18%	86	30%	24%	66	49%	48%	68	21%	12%	14	13%	57	$3,096	85
North Dakota	51	F	68	22%	71	19%	25%	64	71%	34%	95	10%	4%	4	22%	33	$2,793	94
Ohio	46	F	49	27%	57	27%	36%	44	50%	62%	52	24%	31%	35	22%	33	$3,380	77
Wisconsin	65	D	74	18%	86	30%	22%	72	52%	54%	60	18%	49%	56	17%	42	$3,076	85

Source: National Center for Public Policy and Higher Education

N/A: no data reported

Red scores are high performing state scores

APPENDIX
Completion 2004

			Persistence (Index Scores 1-2)				Completion (Index Scores 3-4)			
	Final Score	Grade	Community college freshmen returning their second year: fall 2001	Index Score 1	Freshmen at 4-year institutions returning their second year: fall 2001	Index Score 2	First-time, full-time students completing a bachelor's degree within 6 years of college entrance: 2001-02	Index Score 3	Total certificates and degrees awarded per 100 undergraduates: 2001-02	Index Score 4
Weight	100.0%			10.0%		10.0%		30.0%		50.0%
United States	82	B-	55%	**87**	74%	88	54%	**85**	16	79
Illinois	86	B	53%	**85**	79%	**95**	58%	**90**	17	81
Indiana	85	B	53%	**85**	77%	**92**	54%	**85**	17	84
Kansas	83	B	51%	81	74%	89	50%	78	18	**84**
Michigan	79	C+	47%	74	79%	**94**	54%	**84**	15	73
Minnesota	**89**	B+	56%	**88**	80%	**96**	55%	**86**	19	**91**
Missouri	86	B	52%	82	76%	91	53%	83	18	**88**
Nebraska	84	B	52%	82	76%	**91**	50%	78	18	**87**
North Dakota	84	B	#N/A	**84**	72%	85	44%	68	19	**93**
Ohio	84	B	55%	88	75%	90	54%	84	17	82
Wisconsin	91	A-	49%	78	81%	97	57%	89	20	95

Source: National Center for Public Policy and Higher Education

N/A: no data reported

Red scores are high performing state scores

APPENDIX
Benefits 2004

			Educational Achievement (Index Score 1)		Economic Benefits (Index Score 2-3)				Civic Benefits (Index Score 4-6)					
	Final Score	Grade	Percent of 25-65 year olds holding a BA or higher: 2000-02	Index Score 1	Income increase from the population holding BA or higher: 2001-03	Index Score 2	Increase from the population with some college or AA degree: 2001-02	Index Score 3	Average Voting Rate: 1998 & 2000	Index Score 4	Charitable Giving: 2001	Index Score 5	Increase in volunteering as a result of college education: 2002-03	Index Score 6
Weight	100.0%			37.5%		18.8%		12.5%		10.5%		10.4%		10.4%
United States	84	B	29%	79	10%	77	2%	68	48%	81	88%	95	17%	77
Illinois	82	B-	29%	79	9%	72	2%	60	51%	85	89%	96	16%	73
Indiana	75	C	24%	66	9%	72	2%	57	49%	83	83%	90	15%	67
Kansas	87	B+	32%	88	9%	71	2%	71	50%	84	87%	94	17%	78
Michigan	91	A-	27%	74	11%	89	3%	96	55%	92	89%	97	20%	89
Minnesota	96	A	31%	86	9%	74	3%	101	66%	111	91%	98	21%	95
Missouri	83	B	28%	76	7%	58	3%	80	56%	93	85%	93	18%	83
Nebraska	83	B	29%	80	6%	49	3%	88	52%	87	89%	97	19%	87
North Dakota	74	C	27%	75	5%	41	1%	41	63%	106	86%	93	17%	76
Ohio	81	B-	26%	71	9%	73	2%	70	51%	86	83%	90	19%	86
Wisconsin	79	C+	25%	69	7%	57	2%	64	59%	99	87%	94	19%	87

Source: National Center for Public Policy and Higher Education

N/A: no data reported

Red scores are high performing state scores

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