

The **Investment** Payoff

A 50-State Analysis of the Public and Private Benefits of Higher Education



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Introduction

Does college matter? In the last few years, a number of important efforts have been made to better articulate the benefits that result from the investment in higher education, both to individual students and to society. Several national organizations have made the public good of higher education a key theme of their ongoing work, ranging from the National Forum on Higher Education for the Public Good to the Association of American Colleges and Universities, among many others. Reports and studies also have been published that attempt to articulate the broad benefits of higher education, including the College Board's *Education Pays* report (College Board, 2004), the National Center for Public Policy and Higher Education's *Measuring Up* (2004) publication, and other highly regarded studies. These studies have consistently shown that going to college has broad and quantifiable national impacts, from higher salaries to improved health to increased volunteerism to a reduced reliance on welfare and other social support programs. In addition, these impacts occur over and above the effects of mediating factors such as income and age.

This report builds on the work of these ongoing efforts by articulating the benefits of higher education on a 50-state basis.¹ The framework used for this analysis is taken from a precursor to the aforementioned recent national efforts, a 1998 Institute for Higher Education Policy report, *Reaping the Benefits: Defining the Public and Private Value of Going to College*. That report offers a detailed historical perspective and contemporary catalog of benefits. Perhaps its most enduring contribution, however, is a simple matrix that groups the benefits of higher education into four major categories: public economic benefits, private economic benefits, public social benefits, and private social benefits (Figure 1). This matrix, which has appeared in forums ranging from the floor of the U.S. Senate to World Bank publications, includes 20 different types of benefits that can be characterized. This extensive though far-from-complete list of the benefits of higher education has become of increasing interest at the state level as policymakers seek to better understand how the investment of state tax dollars pays off.

Like the federal government, state governments make a sizeable and vital public investment in postsecondary education. In fact, during academic year 1980-81, appropriations from state and local governments comprised nearly half of total revenue for public colleges and universities. By 1999-2000, however, only about one-third of public institutional revenues were provided by state and local governments (NCES, 2004). Unfortunately, the proportion of total revenues provided to public institutions through state and local appropriations decreased dramatically during the 1980s and has never fully rebounded. Yet this support for postsecondary education is an investment that has return benefits for both state and local governments and citizens living there.

Our goal for this study is to demonstrate that the same benefits that are found at a national level are also evident at the individual state level, and need to be taken into account in state policy discussions. A total of six measurable indicators from among those originally formulated in *Reaping the Benefits* have been articulated for all 50 states in this report. These six indicators represent each of the basic components of the four-square benefits matrix. Moreover, the data to assess these indicators are readily available for all 50 states. The following benefit indicators are quantified for all of the states:

- **Private economic benefits:** higher personal income, and lower unemployment;
- **Public economic benefits:** decreased reliance on public assistance;

¹The District of Columbia is not included as part of the 50-state analysis. However, data for the city are included in the Appendix tables.

Support for post-secondary education is an investment that has return benefits for both state and local governments and citizens living there.

Figure 1. The Array of Higher Education Benefits

	Public	Private
Economic	Increased Tax Revenues	Higher Salaries and Benefits
	Greater Productivity	Employment
	Increased Consumption	Higher Savings Levels
	Increased Workforce Flexibility	Improved Working Conditions
	Decreased Reliance on Government Financial Support	Personal/Professional Mobility
Social	Reduced Crime Rates	Improved Health/Life Expectancy
	Increased Charitable Giving/Community Service	Improved Quality of Life for Offspring
	Increased Quality of Civic Life	Better Consumer Decision Making
	Social Cohesion/Appreciation of Diversity	Increased Personal Status
	Improved Ability to Adapt to and Use Technology	More Hobbies, Leisure Activities

SOURCE: Institute for Higher Education Policy. 1998. *Reaping the Benefits: Defining the Public and Private Value of Going to College*. Washington, DC: Institute for Higher Education Policy.

- ▶ **Private social benefits:** better health; and
- ▶ **Public social benefits:** increased volunteerism, and increased voting participation.

While this report presents data on a state-by-state basis in more detail, the scope of this exploratory effort is purposely narrow. The report does not attempt to look broadly at all indicators offered in *Reaping the Benefits* for this state-level assessment. The sheer size of a 50-state study that attempts to describe all of the benefits that are found in *Reaping the Benefits* would require an enormous undertaking and commitment of substantial effort and resources. This study also does not attempt to rate state performance based on a series of graded measures. Nor does it attempt to draw inferences regarding causal relationships or to question why some states might fare better or worse compared to other states; it is beyond the scope of this study to examine the myriad influences in each state that may impact their performance in any given indicator.

The U.S. Census Bureau's Current Population Survey (CPS) is the result of a partnership between the Census Bureau and the Bureau of Labor Statistics. They survey a sample of individuals in all 50 states and the District of Columbia. In some of the indicators, state-level data showed peculiar results that may deviate from information reported by the states themselves. For example, no one in Mississippi age 25 or older with a high school diploma reported receiving public assistance in the prior year. This may be due to many reasons including, but not limited to: self-reporting, sample bias, or the particulars of welfare and social policy in that state. However, it is beyond the scope of this report to speculate why these anomalies occur.

Much of the focus of the analysis is concentrated on the added value of earning a college degree, as evidenced by examining the difference between a high school diploma and a bachelor's degree for each of the six indicators. The added value of participating in at least some college (including an associate's degree) also is important, and the data show that for the vast majority of states, some college is good, and more college is even better. A complete state-by-state breakdown for all six of the indicators by education level (less than high school, high school graduate, some college, bachelor's degree, and advanced degree) can be found in the Appendix.

Methodology

This report uses data obtained from the U.S. Census Bureau's Current Population Survey (CPS),² specifically from the March 2004 Supplement, the September 2004 Volunteer Supplement, and the November 2000 Voting Supplement.

The key measure for each indicator is the added benefit, either to the individual or to society as a whole, from obtaining a bachelor's degree in addition to a high school diploma. Because of its roots in economic theory, this concept is called the *marginal difference* of a bachelor's degree compared to a high school diploma for each indicator, and is reported in either dollar amounts or percentage points. Further, the *marginal percentage difference* expresses the difference as a percentage of the base (high school diploma) so that states can be compared in terms of the largest (or smallest) proportional benefit of obtaining a bachelor's degree in addition to a high school diploma.³

For example, in 2000 the voting rate in Wisconsin for those over the age of 25 with a high school diploma was 63 percent compared to 88 percent for those with a bachelor's degree. This constitutes a difference of 25 percentage points (or a 40 percent increase) between the voting rate for those with a high school diploma and those with a bachelor's degree. In Nevada, the voting rate for those over the age of 25 with a high school diploma was 47 percent compared to 68 percent for those with a bachelor's degree. This constitutes a difference of 21 percentage points (or a 45 percent increase) between those with a high school diploma and those with a bachelor's degree. Thus, the *difference* in voting rates between those with a high school diploma and those with a bachelor's degree in Nevada is lower than the difference in Wisconsin, while the added *percentage difference* (which takes the base into account) of a bachelor's degree is actually higher in Nevada.

In the following sections, each indicator has two tables. For most of the indicators, the first table orders the states from the lowest to the highest within that indicator for those with a bachelor's degree (not including those with advanced degrees), presenting the top five and bottom five states. For the indicators dealing with unemployment and public assistance, where the benefit is actually a decrease between those with a high school diploma and those with a bachelor's degree, states are ordered from the lowest to the highest for those with a high school diploma. The second table for each indicator orders states from lowest to highest in terms of the marginal percentage difference between those with a high school diploma and those with a bachelor's degree. The second table presents the data for the top five and bottom five states. Data for all the states are available in the Appendix.

For ease of language and interpretation, from this point forward in the text the marginal difference is simply called the difference, and the marginal percentage difference is referred to as the percentage difference.

Educational Attainment by State

The educational attainment levels of state residents for all 50 states were examined to provide context for this discussion about the state-level benefits of higher education. Nationally, 18 percent of the population age 25 and older hold a bachelor's degree. Combined with those attaining an advanced degree, 28 percent of the population 25 and older hold at least a bachelor's degree. Figure 2 provides a snapshot of the percentage of the population holding a bachelor's degree for all 50 states. Data for all levels of educational attainment can be found in the Appendix tables.

² For more information on the Current Population Survey and its supplements, see "Current Population Survey, Technical Paper 63RV: Design And Methodology," available at <http://www.bls.census.gov/cps/tp63.htm>

³ This is mathematically calculated as a percentage by dividing the marginal difference by the findings for those with a high school diploma.

Figure 2. Percentage of the population age 25 and older with a bachelor's degree in March 2004, by state of residence.



Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

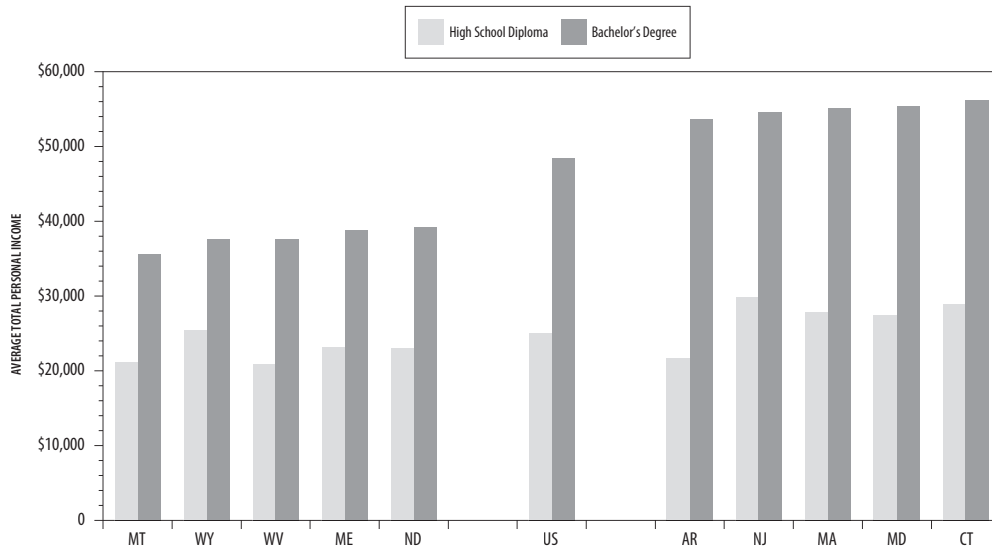
Private Economic Benefits: Personal Income

National discussions about the value of higher education focus a great deal on the private economic gains—often to the exclusion of the other public and private benefits. Data show that in terms of both lifetime earnings and average annual income, an individual’s ability to earn more and to maintain employment correlates to higher levels of education.

In March 2004, the national average total personal income of workers 25 and older with a bachelor’s degree was \$48,417, roughly \$23,000 higher than for those with a high school diploma (Figure 3). At the state level, the financial impact varies although the increase in earnings for those holding a bachelor’s degree is clearly evident across all the states. Connecticut stands out as the state in which the average total personal income for those who hold a bachelor’s degree was the highest. The average total personal income for workers in Connecticut who have a bachelor’s degree was \$56,211, roughly \$27,000 more than their high school graduate counterparts.⁴ Maryland, Massachusetts, New Jersey, and Arkansas also led the nation among the states in which those with a bachelor’s degree reported high average personal incomes.

Workers holding a bachelor’s degree in the state of Montana earned an average total personal income of \$35,622—almost \$13,000 less than the national average—but \$14,500 higher than the average total personal income of Montana workers with only a high school diploma. Average incomes for those with a bachelor’s degree in Wyoming, West Virginia, Maine, and North Dakota, while below the national average,

Figure 3. Average total personal income among people age 25 and older in 2003: states with the highest and lowest average personal income for those with a bachelor’s degree.

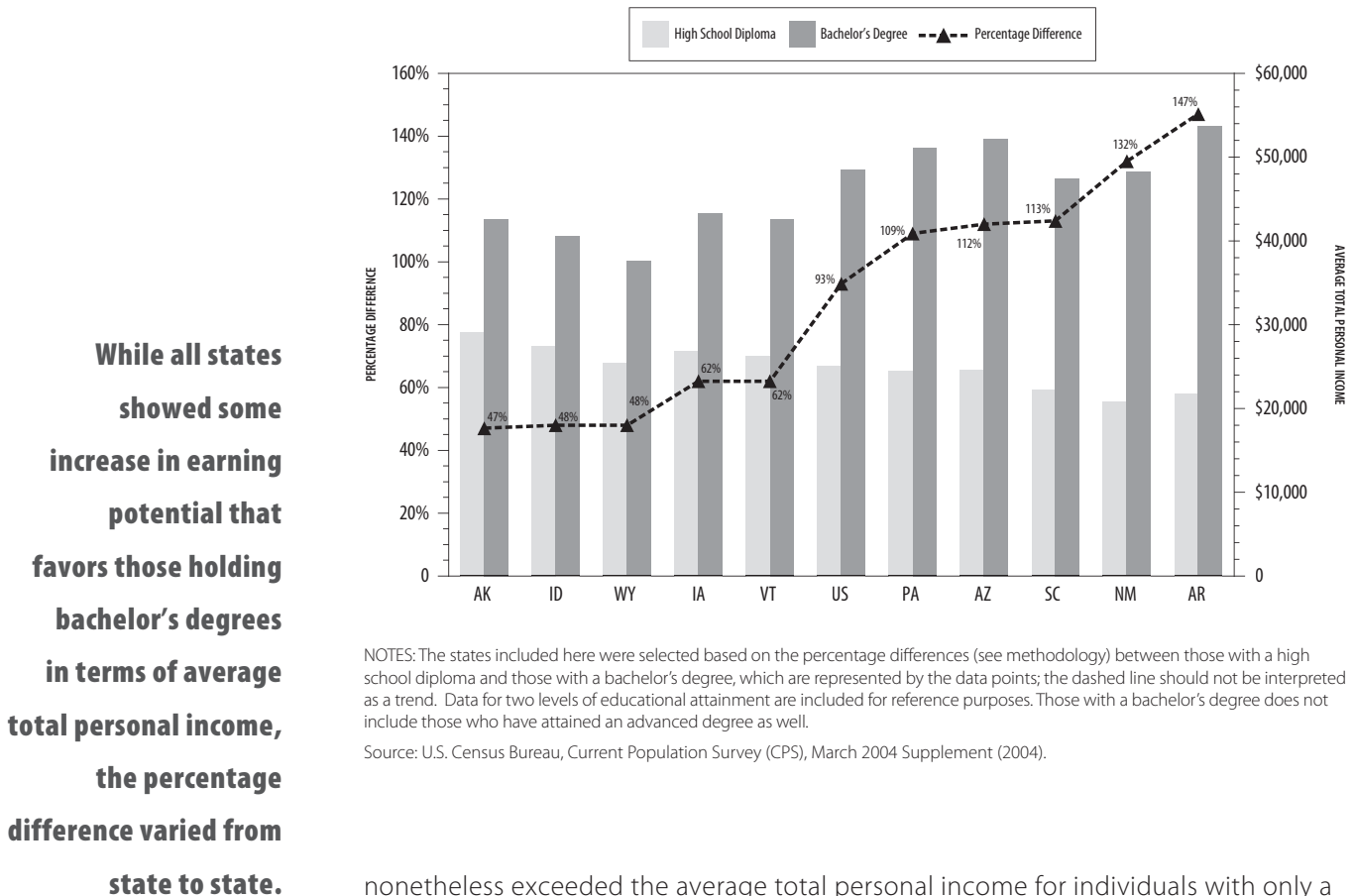


NOTES: States were chosen based on the average income for bachelor’s degree recipients. Income for those with a high school diploma is provided for comparison purposes. Those with a bachelor’s degree does not include those who have attained an advanced degree as well.

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

⁴ In the United States, the difference in average total personal income between those with a high school diploma and those with a bachelor’s degree is \$23,364, a 93 percent increase.

Figure 4. Average total personal income among people age 25 and older in 2003: states with the largest and smallest percentage difference between those with a high school diploma and those with a bachelor's degree.



nonetheless exceeded the average total personal income for individuals with only a high school diploma.

While all states showed some increase in earning potential that favors those holding bachelor's degrees in terms of average total personal income, the percentage difference varied from state to state (Figure 4). For example, in Arkansas the difference in average total personal income between a worker with a high school diploma (\$21,719) and a worker with a bachelor's degree (\$53,646) constituted an increase of 147 percent. Similarly high private economic benefits for residents who obtain a bachelor's degree were found in Pennsylvania (109 percent), Arizona (112 percent), South Carolina (113 percent), and New Mexico (132 percent). Even in those states in which the added benefit (in terms of increases to average total personal income) was the lowest, the data still showed dramatic percentage increases of close to 50 percent.

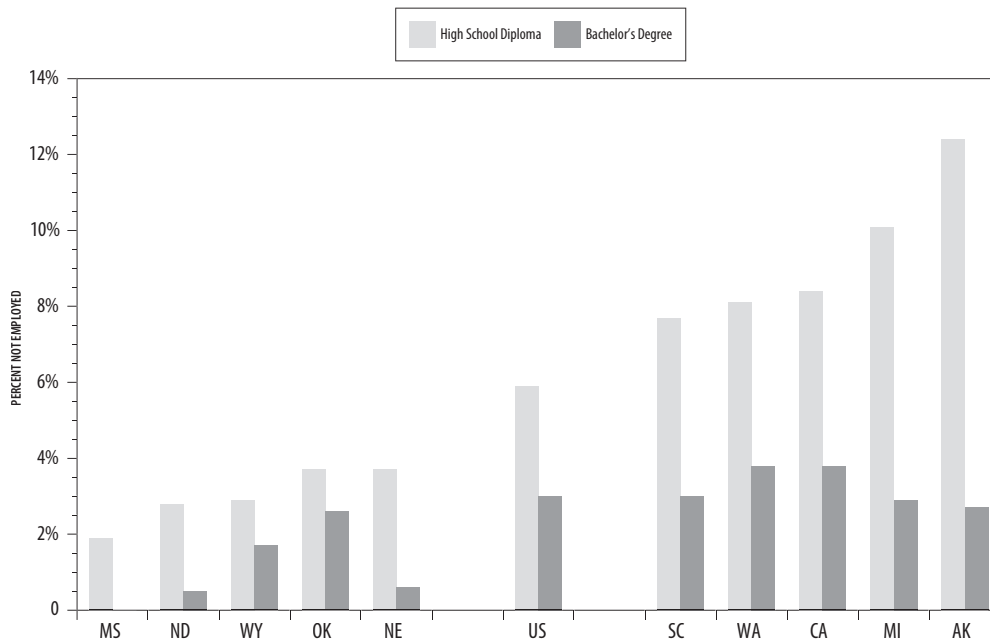
Private Economic Benefits: Labor and Unemployment

As America invests in and develops an educated workforce, productivity increases along with individuals' ability to sustain employment and earn higher income. Subsequently, the nation sees a return in the form of a higher tax base and an increased demand for goods and services. This is also true for state-level investment in an educated workforce.

The percentage of workers age 25 and older who are in the labor force but are not employed is another personal economic indicator that can be correlated with higher levels of educational attainment. In March 2004, 6 percent of the population nationwide age 25 and older with a high school diploma were not employed, compared to 3 percent for those with a bachelor's degree (Figure 5). Among the states, those in which people with a high school diploma in the labor force reported the highest levels of unemployment included South Carolina (8 percent), Washington (8 percent), California (8 percent), Michigan (10 percent), and Alaska (12 percent). Those states with the lowest rates of unemployment reported by those with a high school diploma include Mississippi (2 percent) North Dakota (3 percent), Wyoming (3 percent), Oklahoma (4 percent), and Nebraska (4 percent). In each case, unemployment rates among those with a bachelor's degree were much lower. Indeed, across all the states, individuals with a bachelor's degree reported lower levels of unemployment than individuals with a high school diploma.

The difference between those who hold a high school diploma and those who hold a bachelor's degree is more clearly illustrated by examining the percentage

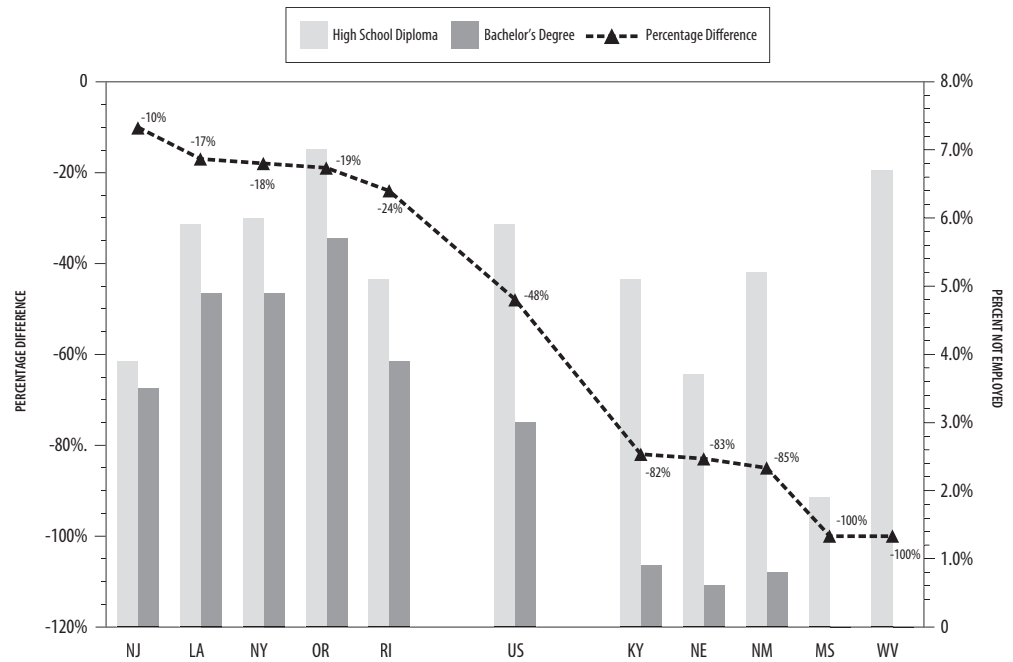
Figure 5. Percentage of people age 25 and older who were in the labor force and not employed: states with the highest and lowest rates among those who had a high school diploma.



NOTES: This figure shows the states with the highest and lowest rates reported by those with a high school diploma. Unemployment rates for those with a bachelor's degree are provided for comparison purposes. Those with bachelor's degrees does not include those who have an advanced degree as well.

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

Figure 6. Percentage of people age 25 and older who were in the labor force and not employed: states with the largest and smallest percentage difference between those with a high school diploma and those with bachelor’s degree.



Despite the range of differences, the pattern is consistent: higher unemployment was reported among those with only a high school diploma than among those with a bachelor’s degree.

NOTES: The states included here were selected based on the percentage differences (see methodology) between those with a high school diploma and those with a bachelor’s degree, which are represented by the data points; the dashed line should not be interpreted as a trend. Data for two levels of educational attainment are included for reference purposes. Those with a bachelor’s degree does not include those who have attained an advanced degree as well.

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

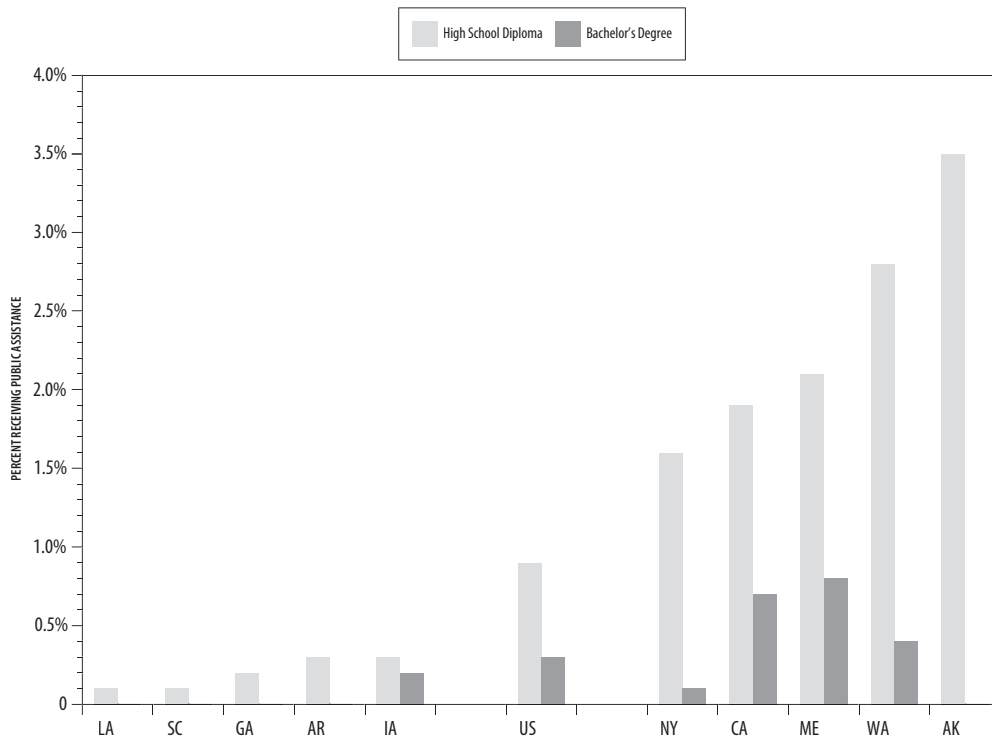
difference (Figure 6). In the United States as a whole, the 2.8 percentage point difference between the unemployment rates of those with a high school diploma and those with a bachelor’s degree constituted a 48 percent decrease. The states showing the largest percentage decrease between those who are unemployed with a high school diploma and those who are unemployed with a bachelor’s degree include Kentucky, Nebraska, New Mexico, Mississippi, and West Virginia. In states reporting relatively small percentage decreases (New Jersey, Louisiana, New York, Oregon, and Rhode Island), it is nonetheless notable that the percentage decrease between those with a high school diploma who were unemployed and those with a bachelor’s degree who were unemployed ranged from 10 percent to 24 percent. Despite the range of differences, the pattern is consistent: higher unemployment was reported among those with only a high school diploma than among those with a bachelor’s degree.

Public Economic Benefits: Reduced Reliance on Public Assistance

An educated workforce with a lower unemployment rate also brings benefits to the nation as a whole and to individual states. For example, improvements in the quality of life can take the form of less dependence on welfare assistance and diminished demand for other government-provided social services.⁵

Nationally, 1 percent of those with a high school diploma, and less than one-half percent of those with a bachelor’s degree, received some form of public assistance in 2003 (Figure 7). Overall, more people with a high school diploma reported receiving public assistance in every state than those with a bachelor’s degree, and in 28 states no one with a bachelor’s degree reported receiving public assistance in the prior year. When examining state-level data, the pattern of public assistance was linked to education attainment and varied across the states. Residents with high school diplomas in Alaska,

Figure 7. Percentage of population age 25 and older who received some form of public assistance in 2003: states with the highest and lowest rates among those with a high school diploma.

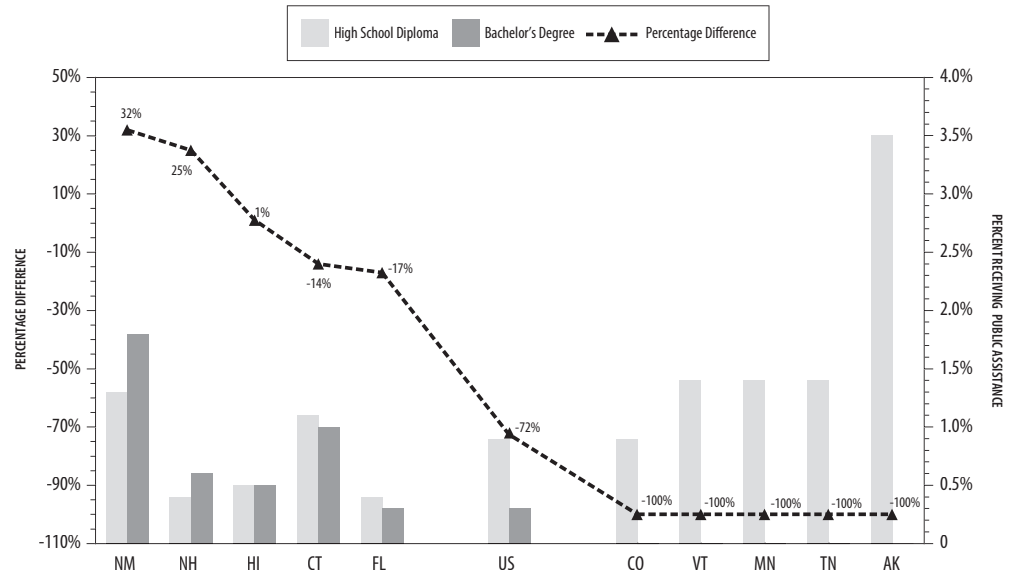


NOTES: This figure shows the states with the highest and lowest rates reported by those with a high school diploma. Rates for those with a bachelor’s degree are provided for comparison purposes. Those with bachelor’s degrees does not include those who have an advanced degree as well. No one with a high school diploma or a bachelor’s degree in Mississippi reported receiving public assistance; therefore Mississippi was excluded from this figure.

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

⁵ The March 2004 Supplement of the Current Population Survey defines public assistance as welfare payments, general assistance program payments, emergency assistance payments, Cuban/Haitian refugee payments, and Indian assistance payments. It specifically does not include Food Stamps or Social Security Insurance payments.

Figure 8. Percentage of the population age 25 or older who received public assistance in 2003: states with the largest and smallest percentage difference between those with a high school diploma and those with a bachelor’s degree.



NOTES: The states included here were selected based on the percentage differences (see methodology) between those with a high school diploma and those with a bachelor’s degree, which are represented by the data points; the dashed line should not be interpreted as a trend. Data for two levels of educational attainment are included for reference purposes. Those with a bachelor’s degree does not include those who have attained an advanced degree as well. Twenty-seven states had a percentage decrease of 100 percent, reflecting the fact that no bachelor’s degree recipient received public assistance in those states. The five included here also had the largest nominal differences.

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

An educated workforce with a lower unemployment rate also brings benefits to the nation as a whole and to individual states.

Washington, Maine, California, and New York reported the highest rates of receipt for public assistance. In Alaska, 3.5 percent of residents with high school diplomas received public assistance. On the other end of the spectrum, the states in which the lowest portion of the population with high school diplomas reported receiving some form of public assistance in 2003 included Louisiana, South Carolina, Georgia, Arkansas, and Iowa.⁶

While the national percentages regarding the receipt of public assistance in 2003 were quite small, a decrease of 0.7 percentage points between the rate of receipt reported by those with a high school diploma and the rate reported by those a bachelor’s degree represented a percentage difference of 72 percent (Figure 8). Twenty-seven states showed a decrease of 100 percent between those with a high school degree and those with a bachelor’s degree (five are reflected in the figure). Only three states—New Mexico, New Hampshire, and Hawaii—demonstrated a positive percentage difference between those with a high school diploma and those with a bachelor’s degree who reported receiving public assistance, although the actual numbers of those with a bachelor’s degree who reported receiving some form of public assistance were lower than the numbers of those with a high school diploma. The data from the other 47 states reinforce the assertion that earning a bachelor’s degree reduces reliance on public assistance programs.

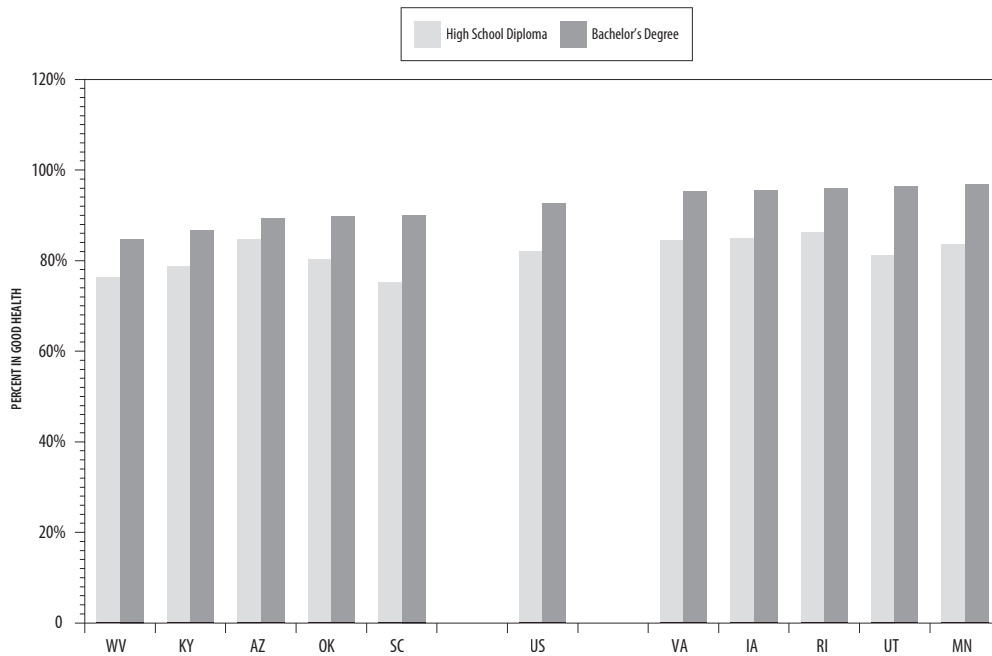
⁶ In Mississippi, no one with a high school diploma or a bachelor’s degree reported receiving public assistance and the state was therefore excluded from this comparison.

Private Social Benefits: Health

Private social benefits accrue to individuals or groups and are not directly related to economic, fiscal, or labor market effects.⁷ One quantifiable indicator in this category is personal health. The health of individuals also clearly has a broader social benefit in that healthier citizens reduce expenses on insurance, unreimbursed medical expenses, and other costs that are often passed on to other consumers.

Across the United States, 82 percent of those with a high school diploma reported being in “excellent, very good, or good” health, compared to 93 percent of those with a bachelor’s degree (Figure 9). Five states, in which the highest proportions of residents with a bachelor’s degree reported good health, stand out—Virginia, Iowa, Rhode Island, Utah, and Minnesota. In these states, 95 to 97 percent of bachelor’s degree holders described their health as good, very good, or excellent. Among those with high school diplomas in these same five states, the percentage reporting positive health status ranged from 81 to 86 percent. While those with a high school diploma in four of these states reported higher than average rates of good health, in all five states fewer respondents with a high school diploma reported good health than those who earned a bachelor’s degree. The states in which the lowest proportions of those with a bachelor’s

Figure 9. Percent of population age 25 or older who reported being in good, very good, or excellent health: states with the highest and lowest rates among those with a bachelor’s degree.

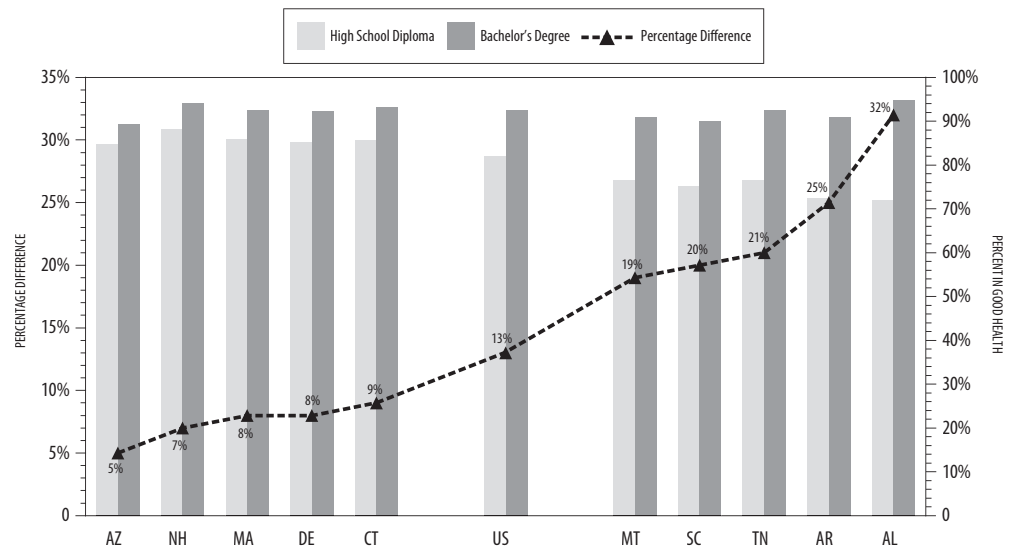


NOTES: This figure shows the states with the highest and lowest rates reported by those with a bachelor’s degree. Rates for those with a high school diploma are provided for comparison purposes. Those with bachelor’s degrees does not include those who have attained an advanced degree as well.

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

⁷ These effects occur within income and age groups; see College Board 2004.

Figure 10. Percent of population age 25 or older who reported being in good, very good, or excellent health: states with the largest and smallest percentage difference between those with a high school diploma and those with a bachelor’s degree.



NOTES: The states included here were selected based on the percentage differences (see methodology) between those with a high school diploma and those with a bachelor’s degree, which are represented by the data points; the dashed line should not be interpreted as a trend. Data for two levels of educational attainment are included for reference purposes. Those with a bachelor’s degree means that the highest level attained was a bachelor’s degree and does not include those who have attained an advanced degree as well.

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

The health of individuals also clearly has a broader social benefit in that healthier citizens reduce expenses on insurance, unreimbursed medical expenses, and other costs that are often passed on to other consumers.

degree who reported good health included West Virginia, Kentucky, Arizona, Oklahoma, and South Carolina and ranged from 85 percent to 90 percent. Nonetheless, respondents with bachelor’s degrees in these states still reported higher rates of good health than those who hold a high school diploma. All the other states not included in this figure exhibit similar trends.

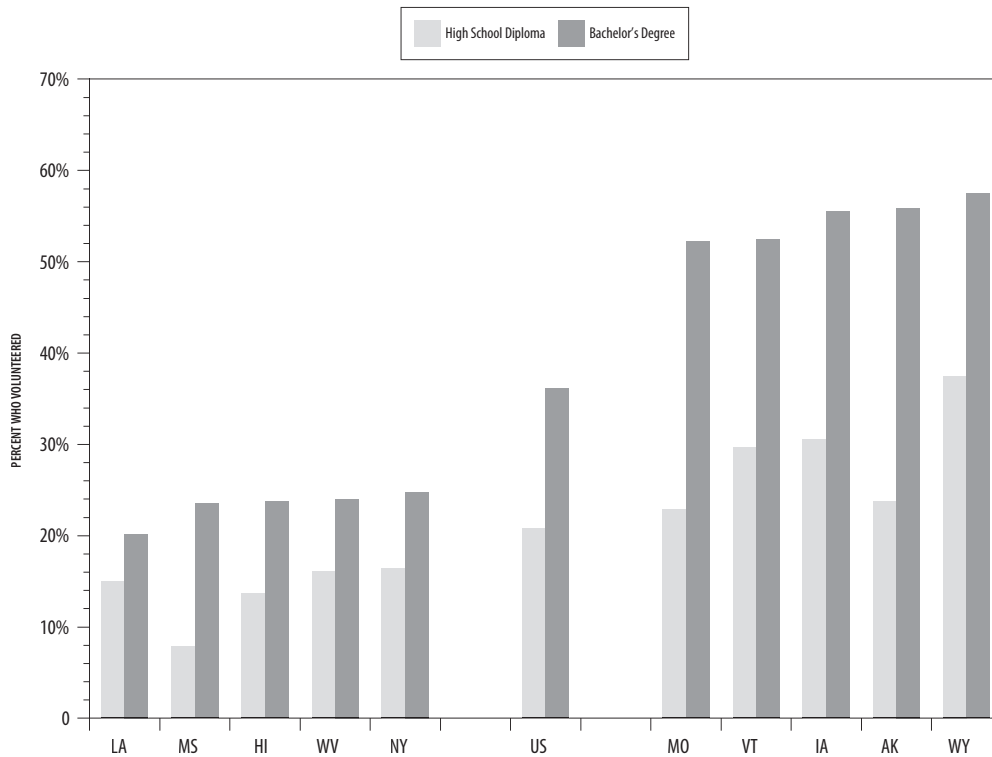
In terms of the percentage difference, five states stand out in terms of the greatest percentage differences between those with a high school diploma and those with a bachelor’s degree in the reporting of good health (Figure 10). For example, in Alabama the proportion of bachelor’s degree recipients indicating “excellent, very good, or good health” was 23 percentage points higher than for those with high school diplomas, a percentage difference of 32 percent. Montana, South Carolina, Tennessee, and Arkansas demonstrated similar trends with percentage differences in reported good health between those who hold high school diplomas and those who hold bachelor’s degrees ranging from 19 to 25 percent. This suggests that in those states, the prospects of good health for those who attained a bachelor’s degree were higher than they are for those holding a high school diploma. Even in the bottom five states (Arizona, New Hampshire, Massachusetts, Delaware and Connecticut), the percentage difference in reported good health between high school graduates and bachelor’s degree recipients constituted increases of roughly 5 to 9 percent.

Public Social Benefits: Volunteerism

The public social benefits of higher education are probably the most complex and difficult to measure. Individual involvement in the community, concern for the quality of life, and caring for the social well-being of America benefit society as well as the individual. These attributes can be captured to some degree by examining the rate of volunteer participation.

In September 2004, 21 percent of the U.S. population age 25 and older who had a high school diploma reported ever volunteering, compared to 36 percent of those with a bachelor’s degree or higher⁸ (Figure 11). The five states in which those with bachelor’s degrees reported the highest level of volunteering include Missouri, Vermont, Iowa, Alaska, and Wyoming. For example, in Wyoming, 38 percent of the population age 25 and older who hold high school diplomas reported volunteering, compared to 58 percent of bachelor’s degree recipients. States with the lowest volunteering rates for those with a bachelor’s degree include Louisiana, Mississippi, Hawaii, West Virginia, and

Figure 11. Percentage of people age 25 and older who reported ever volunteering: states with the five highest and five lowest rates among those with a bachelor’s degree or higher.

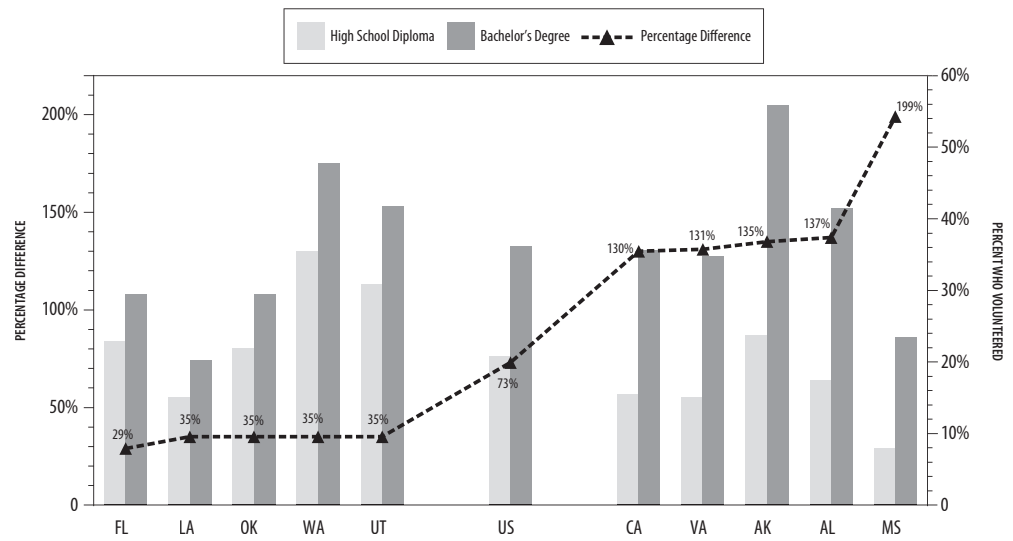


NOTES: This figure shows the states with the highest and lowest rates reported by those with a bachelor’s degree or higher. Rates for those with a high school diploma are provided for comparison purposes.

Source: U.S. Census Bureau, Current Population Survey (CPS), Volunteer Supplement (September 2004).

⁸The September 2004 Supplement of CPS does not allow an exact match of the educational attainment variable; therefore, data for this indicator groups bachelor’s degrees and advanced degrees.

Figure 12. Percentage of people age 25 and older who reported ever volunteering: states with the largest and smallest percentage difference between those with a high school diploma and those with a bachelor’s degree or higher.



NOTES: The states included here were selected based on the percentage differences (see methodology) between those with a high school diploma and those with a bachelor’s degree or higher, which are represented by the data points; the dashed line should not be interpreted as a trend. Data for two levels of educational attainment are included for reference purposes.

Source: U.S. Census Bureau, Current Population Survey (CPS), Volunteer Supplement (September 2004).

New York, ranging from 20 to 25 percent. In Louisiana, 15 percent of those with a high school diploma volunteered, compared to 20 percent of bachelor’s degree recipients. However, in all states, higher levels of education were correlated to the likelihood that an individual would volunteer.

As with other indicators, the data suggest that the added value of a bachelor’s degree in terms of the percentage increase in volunteering rates may show a slightly different pattern (Figure 12). California, Virginia, Alaska, Alabama, and Mississippi experienced the highest percentage increases between those with a high school diploma and those with a bachelor’s degree or higher, ranging up to 199 percent for Mississippi. Other states had relatively lower percentage differences. To return to the previous example, the 5 percentage point difference between those with a high school diploma in Louisiana and those with a bachelor’s degree constituted a 35 percent difference in volunteer rates. This indicates that even in those states with a small difference between volunteering rates, higher education still correlated with additional benefits.

Public Social Benefits: Voting

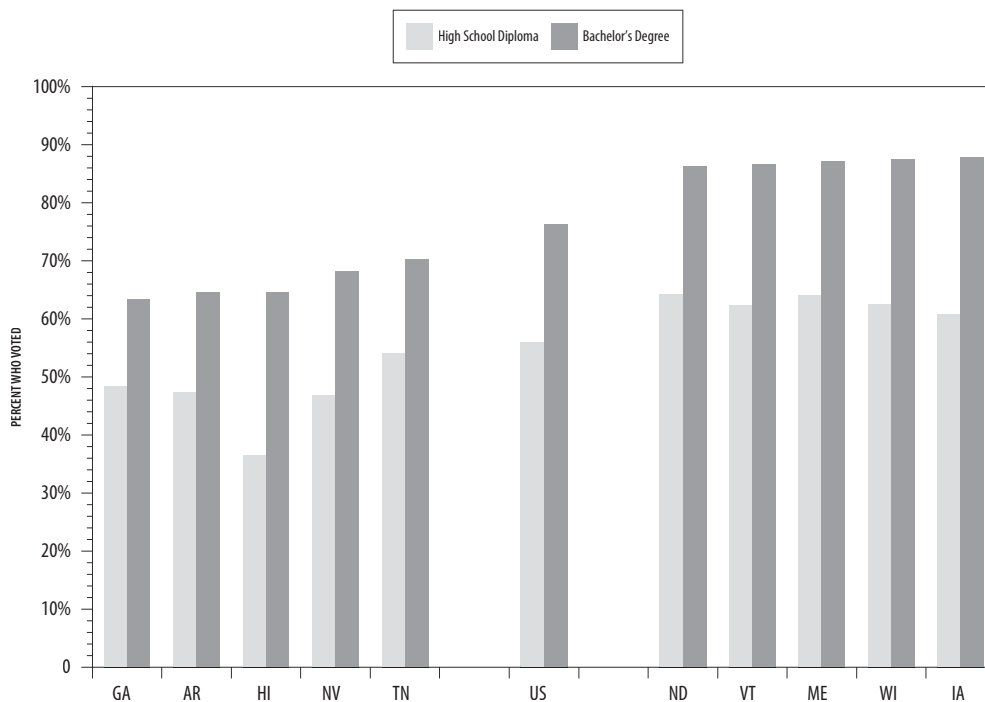
A thriving democratic society also benefits from increased political participation among the people. Voting is one indicator among many that can gauge civic involvement.

In November 2000, 56 percent of U.S. citizens who were age 25 and older and had a high school diploma responded that they had voted in the 2000 presidential election, compared to 76 percent of bachelor’s degree recipients (Figure 13). All of the states also show evidence that higher education increases the likelihood of voting. The five states with the highest voting rates among those with a bachelor’s degree include North Dakota, Vermont, Maine, Wisconsin, and Iowa, where voting rates among those 25 and older with a bachelor’s degree hovered between 86 and 88 percent. On the other hand, Georgia, Arkansas, Hawaii, Nevada, and Tennessee had the lowest voting percentages in the United States among those with a bachelor’s degree (ranging from 63 to 70 percent). For all of these states (as well as states not included in the figure), voting rates were substantially lower for residents with a high school diploma.

The percentage differences in voting rates for those with a high school diploma compared to those with a bachelor’s degree ranged from 12 percent in Massachusetts to 78 percent in Hawaii; nationally, the percentage difference was 36 percent (Figure 14). The five states with the highest percentage increase in voting rates between those with a high school diploma and those with a bachelor’s degree include North Carolina,

A thriving democratic society also benefits from increased political participation among the people. Voting is one indicator among many that can gauge civic involvement.

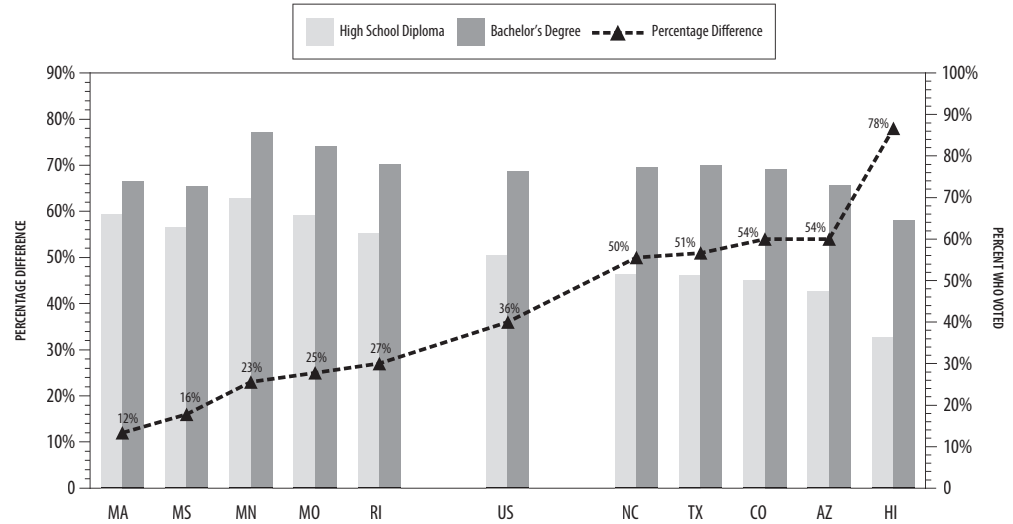
Figure 13. Percentage of the population age 25 and older who voted in the November 2000 election: states with the highest and lowest rates among those with a bachelor’s degree.



NOTES: This figure shows the states with the highest and lowest rates reported by those with a bachelor’s degree. Rates for those with a high school diploma are provided for comparison purposes. Those with bachelor’s degrees does not include those who have attained an advanced degree as well.

Source: U.S. Census Bureau, Current Population Survey (CPS), Voting Supplement (November 2000).

Figure 14. Percentage of the population age 25 and older who voted in the November 2000 election: states with the largest and smallest percentage difference between those with a high school diploma and those with a bachelor’s degree.



NOTES: The states included here were selected based on the percentage differences (see methodology) between those with a high school diploma and those with a bachelor’s degree, which are represented by the data points; the dashed line should not be interpreted as a trend. Data for two levels of educational attainment are included for reference purposes. Those with a bachelor’s degree does not include those who have attained an advanced degree as well.

Source: U.S. Census Bureau, Current Population Survey (CPS), Voting Supplement (November 2000).

Texas, Colorado, Arizona, and Hawaii. In these states, a bachelor’s degree had the highest public benefits in terms of increased voting participation, compared with other states. Nonetheless, even the states with the lowest percentage difference in voting rates between the two populations (Massachusetts, Mississippi, Minnesota, Missouri, and Rhode Island) demonstrated a significant difference in the voting rates. This indicates that all states benefited from higher education with respect to voting rates.

Conclusions

Higher education provides a broad array of benefits to both individuals and society. While such a statement has been a long-held belief in American higher education, only recently has the combination of social and economic benefits that accrue from the investment in higher education received sustained attention. This study attempts to build on recent efforts to better describe the broad national benefits of higher education by calculating state-by-state benefits using readily available data from the U.S. Census. The six indicators chosen for this analysis convincingly show that almost every state benefits from higher education in every indicator, even as some states benefit more than others.

This simple articulation of the benefits of higher education for individual states needs to be more prominently featured in state policy debates regarding the investment of state resources in higher education. Moreover, additional efforts should be undertaken to develop specific and quantifiable indicators of the value of higher education at the state level. Such an expanded understanding of the payoffs that result from the public and private expenditures in higher education could go a long way toward improving the prospects for state economic development, social stability, and individual prosperity.

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APPENDIX

Table 1. Percentage of US population age 25 and older in March 2004, by educational attainment and by state of residence.

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA,AB,BS)	Advanced (includes MA, MS, PhD, First Professional)
United States	14.8%	32.0%	25.5%	18.1%	9.6%
Alabama	17.6%	34.5%	25.6%	15.9%	6.4%
Alaska	9.8%	31.4%	33.3%	17.3%	8.2%
Arizona	15.6%	27.0%	29.4%	17.2%	10.8%
Arkansas	20.8%	36.9%	23.6%	14.2%	4.6%
California	18.7%	21.9%	27.7%	21.2%	10.5%
Colorado	11.7%	26.1%	26.7%	23.3%	12.3%
Connecticut	11.2%	31.2%	23.1%	21.3%	13.2%
Delaware	13.5%	37.5%	22.1%	16.6%	10.3%
District of Columbia	13.6%	23.4%	17.3%	21.5%	24.2%
Florida	14.1%	32.6%	27.3%	17.1%	8.9%
Georgia	14.8%	33.1%	24.4%	18.6%	9.0%
Hawaii	12.0%	31.0%	30.4%	17.8%	8.8%
Idaho	12.1%	31.5%	32.6%	17.4%	6.4%
Illinois	13.2%	33.3%	26.1%	17.4%	10.0%
Indiana	12.8%	40.8%	25.3%	13.4%	7.6%
Iowa	10.2%	35.8%	29.7%	17.3%	7.0%
Kansas	10.4%	28.6%	30.9%	20.0%	10.0%
Kentucky	18.2%	36.3%	24.5%	12.4%	8.6%
Louisiana	21.3%	35.4%	20.8%	15.6%	6.8%
Maine	12.9%	38.0%	24.8%	17.2%	7.1%
Maryland	12.6%	31.5%	20.7%	20.3%	14.9%
Massachusetts	13.1%	29.8%	20.4%	22.7%	14.1%
Michigan	12.1%	35.2%	28.4%	15.3%	9.1%
Minnesota	7.7%	28.3%	31.5%	21.8%	10.7%
Mississippi	17.0%	36.3%	26.6%	12.5%	7.7%
Missouri	12.1%	35.6%	24.2%	17.9%	10.2%
Montana	8.1%	36.6%	29.8%	18.3%	7.2%
Nebraska	8.7%	33.2%	33.2%	18.3%	6.6%
Nevada	13.7%	34.1%	27.7%	16.0%	8.5%
New Hampshire	9.2%	29.6%	25.7%	21.8%	13.6%
New Jersey	12.4%	34.0%	19.0%	23.1%	11.6%
New Mexico	17.1%	28.9%	28.9%	14.9%	10.1%
New York	14.6%	33.6%	21.2%	17.6%	13.0%
North Carolina	19.1%	32.3%	25.2%	16.4%	7.0%

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Table 1—Continued

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA,AB,BS)	Advanced (includes MA, MS, PhD, First Professional)
North Dakota	10.5%	32.2%	32.1%	20.3%	4.8%
Ohio	11.9%	39.1%	24.4%	15.8%	8.8%
Oklahoma	14.8%	34.0%	28.2%	16.0%	6.9%
Oregon	12.6%	28.9%	32.6%	17.6%	8.3%
Pennsylvania	13.5%	42.8%	18.5%	16.2%	9.1%
Rhode Island	18.9%	32.3%	21.6%	17.8%	9.4%
South Carolina	16.4%	32.9%	25.8%	16.4%	8.5%
South Dakota	12.5%	32.8%	29.2%	18.7%	6.8%
Tennessee	17.1%	35.6%	23.0%	17.0%	7.3%
Texas	21.7%	27.8%	25.9%	17.3%	7.2%
Utah	9.0%	28.7%	31.5%	21.2%	9.6%
Vermont	9.2%	34.1%	22.5%	22.8%	11.4%
Virginia	11.6%	31.3%	24.0%	20.6%	12.5%
Washington	10.3%	27.5%	32.4%	20.2%	9.7%
West Virginia	19.1%	44.7%	20.9%	9.8%	5.5%
Wisconsin	11.2%	36.2%	27.0%	17.2%	8.4%
Wyoming	8.1%	34.2%	35.1%	16.3%	6.2%

NOTE: These categories reflect the highest level of education attained and are therefore mutually exclusive.
Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

Table 2. Average total personal income of US population age 25 and older in the year 2003, by educational attainment and by state of residence.

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA,AB,BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	\$15,221	\$25,053	\$32,470	\$48,417	\$70,851	\$23,364	93.3%
Alabama	12,822	23,929	30,138	47,117	67,490	23,187	96.9%
Alaska	17,800	29,069	36,765	42,588	69,003	13,519	46.5%
Arizona	15,085	24,644	33,358	52,179	70,335	27,534	111.7%
Arkansas	12,509	21,719	30,146	53,646	56,909	31,928	147.0%
California	16,044	26,630	35,445	49,657	74,404	23,028	86.5%
Colorado	16,078	27,608	35,117	47,530	68,152	19,922	72.2%
Connecticut	17,380	28,866	38,709	56,211	78,626	27,345	94.7%
Delaware	17,413	28,157	34,272	51,721	64,159	23,565	83.7%
District of Columbia	14,240	23,389	33,177	55,780	87,048	32,391	138.5%
Florida	13,676	23,657	31,789	48,112	61,738	24,455	103.4%
Georgia	17,712	23,979	29,195	44,348	58,771	20,369	84.9%
Hawaii	14,476	24,803	35,433	46,157	65,539	21,353	86.1%
Idaho	16,548	27,440	27,861	40,533	64,058	13,093	47.7%
Illinois	14,644	25,083	33,963	47,385	72,207	22,302	88.9%
Indiana	16,545	25,389	32,239	47,967	69,206	22,578	88.9%
Iowa	17,044	26,777	31,598	43,266	53,650	16,489	61.6%
Kansas	14,760	25,434	29,905	43,414	62,292	17,980	70.7%
Kentucky	13,244	23,822	30,179	40,332	66,748	16,510	69.3%
Louisiana	13,357	24,771	29,065	42,059	52,628	17,287	69.8%
Maine	13,552	23,161	29,399	38,810	55,359	15,650	67.6%
Maryland	20,290	27,406	39,527	55,432	82,519	28,026	102.3%
Massachusetts	13,832	27,872	32,891	55,038	72,343	27,167	97.5%
Michigan	17,495	24,210	34,492	47,558	72,969	23,347	96.4%
Minnesota	19,723	27,635	35,248	50,788	78,715	23,154	83.8%
Mississippi	13,015	21,796	25,704	42,249	58,833	20,453	93.8%
Missouri	14,375	24,441	31,400	42,182	68,230	17,741	72.6%
Montana	17,844	21,111	26,147	35,622	53,756	14,511	68.7%
Nebraska	14,545	26,604	33,449	46,584	65,005	19,981	75.1%
Nevada	16,086	26,504	33,974	52,822	64,027	26,319	99.3%
New Hampshire	20,138	27,585	35,300	53,051	78,645	25,466	92.3%
New Jersey	16,300	29,842	36,406	54,567	85,378	24,725	82.9%
New Mexico	12,203	20,794	24,521	48,231	69,799	27,437	131.9%
New York	15,311	24,984	31,053	48,794	70,662	23,810	95.3%

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Table 2—Continued

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
North Carolina	13,903	23,463	28,950	46,720	76,198	23,258	99.1%
North Dakota	16,694	23,027	27,769	39,158	53,931	16,132	70.1%
Ohio	15,369	24,882	32,637	46,950	77,553	22,068	88.7%
Oklahoma	12,427	22,190	28,696	44,816	54,456	22,626	102.0%
Oregon	15,799	25,125	31,200	41,941	61,739	16,816	66.9%
Pennsylvania	14,845	24,422	33,545	51,162	70,546	26,740	109.5%
Rhode Island	14,622	26,620	35,320	49,086	67,586	22,465	84.4%
South Carolina	14,784	22,224	29,449	47,422	59,056	25,199	113.4%
South Dakota	14,458	24,286	29,148	39,725	69,830	15,439	63.6%
Tennessee	13,844	21,815	27,106	43,644	67,986	21,830	100.1%
Texas	13,919	23,712	32,212	49,167	76,746	25,455	107.3%
Utah	16,488	22,437	30,356	45,776	65,301	23,339	104.0%
Vermont	16,357	26,281	29,998	42,606	60,988	16,326	62.1%
Virginia	17,134	26,979	32,863	49,274	76,642	22,295	82.6%
Washington	18,913	25,968	32,318	48,325	64,190	22,358	86.1%
West Virginia	12,922	20,865	28,444	37,616	56,953	16,751	80.3%
Wisconsin	16,820	27,813	30,648	47,170	61,640	19,357	69.6%
Wyoming	25,092	25,407	29,272	37,599	61,572	12,192	48.0%

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

Table 3. Percentage of US population age 25 and older in the labor force who were not employed in March 2004, by educational attainment and by state of residence.

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	10.2%	5.9%	4.8%	3.0%	2.6%	-2.8	-48.1%
Alabama	8.8%	4.5%	5.0%	1.7%	0.0%	-2.8	-62.3%
Alaska	17.3%	12.4%	5.3%	2.7%	1.4%	-9.7	-78.3%
Arizona	7.0%	4.4%	3.8%	1.8%	2.9%	-2.6	-58.6%
Arkansas	6.5%	5.3%	2.6%	1.9%	7.9%	-3.4	-64.7%
California	12.0%	8.4%	5.3%	3.8%	3.9%	-4.7	-55.3%
Colorado	6.9%	5.1%	4.2%	2.0%	2.0%	-3.2	-61.2%
Connecticut	14.6%	5.2%	5.8%	3.1%	2.7%	-2.1	-39.9%
Delaware	8.4%	5.3%	2.5%	3.2%	0.9%	-2.1	-40.1%
District of Columbia	14.6%	9.7%	9.1%	2.3%	5.0%	-7.4	-76.4%
Florida	6.9%	4.8%	4.8%	2.3%	2.7%	-2.6	-53.3%
Georgia	4.5%	5.5%	2.6%	1.9%	0.5%	-3.6	-65.9%
Hawaii	5.1%	4.5%	2.1%	1.5%	6.9%	-3.1	-67.7%
Idaho	13.8%	5.6%	2.3%	3.3%	0.0%	-2.3	-40.8%
Illinois	10.9%	6.6%	4.0%	4.1%	1.5%	-2.5	-37.4%
Indiana	9.1%	4.7%	5.1%	1.9%	1.8%	-2.8	-60.6%
Iowa	10.3%	4.1%	3.3%	1.0%	1.8%	-3.1	-75.6%
Kansas	11.7%	6.1%	4.5%	2.0%	0.8%	-4.1	-67.8%
Kentucky	4.3%	5.1%	6.2%	0.9%	0.7%	-4.2	-82.2%
Louisiana	7.3%	5.9%	4.2%	4.9%	1.8%	-1.0	-17.3%
Maine	11.5%	5.9%	3.0%	2.5%	1.1%	-3.5	-58.6%
Maryland	8.4%	5.0%	2.9%	2.8%	2.3%	-2.2	-44.0%
Massachusetts	6.8%	6.9%	5.5%	2.7%	3.1%	-4.2	-61.2%
Michigan	20.3%	10.1%	5.5%	2.9%	3.8%	-7.2	-71.4%
Minnesota	9.5%	5.6%	5.7%	2.9%	3.5%	-2.6	-47.2%
Mississippi	6.0%	1.9%	3.8%	0.0%	0.0%	-1.9	-100.0%
Missouri	15.4%	5.5%	4.8%	1.9%	3.2%	-3.6	-65.3%
Montana	8.9%	7.3%	2.9%	3.4%	1.3%	-3.9	-53.0%
Nebraska	4.9%	3.7%	3.4%	0.6%	1.5%	-3.1	-82.6%
Nevada	6.6%	5.3%	3.6%	3.6%	2.8%	-1.8	-33.3%
New Hampshire	6.1%	4.1%	3.9%	1.8%	3.0%	-2.3	-55.5%
New Jersey	15.5%	3.9%	6.6%	3.5%	3.1%	-0.4	-10.0%
New Mexico	9.2%	5.2%	5.3%	0.8%	0.8%	-4.4	-84.7%
New York	12.2%	6.0%	7.0%	4.9%	3.8%	-1.1	-18.0%
North Carolina	10.6%	4.8%	3.4%	2.3%	3.3%	-2.6	-53.1%
North Dakota	9.4%	2.8%	4.5%	0.5%	0.0%	-2.2	-80.2%
Ohio	13.8%	5.4%	4.9%	3.0%	1.8%	-2.4	-44.4%
Oklahoma	5.3%	3.7%	3.4%	2.6%	2.5%	-1.1	-30.5%
Oregon	18.0%	7.0%	6.5%	5.7%	4.0%	-1.3	-18.6%
Pennsylvania	12.2%	6.4%	5.2%	3.3%	2.4%	-3.1	-48.6%

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Table 3—Continued

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
Rhode Island	11.5%	5.1%	3.8%	3.9%	5.4%	-1.2	-23.9%
South Carolina	10.5%	7.7%	4.3%	3.0%	0.0%	-4.7	-60.7%
South Dakota	16.6%	3.9%	2.7%	2.2%	2.8%	-1.7	-44.6%
Tennessee	6.9%	4.3%	4.5%	1.4%	2.9%	-2.9	-67.4%
Texas	8.2%	5.4%	5.0%	4.0%	1.8%	-1.5	-27.1%
Utah	9.3%	4.0%	4.8%	1.9%	3.2%	-2.2	-53.7%
Vermont	9.8%	4.8%	4.8%	1.7%	1.0%	-3.2	-65.4%
Virginia	8.7%	4.4%	3.9%	3.2%	1.3%	-1.2	-26.8%
Washington	12.5%	8.1%	6.2%	3.8%	2.1%	-4.3	-53.1%
West Virginia	13.3%	6.7%	4.4%	0.0%	0.7%	-6.7	-100.0%
Wisconsin	11.3%	7.6%	3.8%	2.6%	0.5%	-5.1	-66.6%
Wyoming	10.8%	2.9%	3.8%	1.7%	0.0%	-1.1	-39.1%

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

Table 4. Percentage of US population age 25 and older who received public assistance in the year 2003, by educational attainment and by state of residence.

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	2.1%	0.9%	0.9%	0.3%	0.1%	-0.7	-72.0%
Alabama	1.5%	0.6%	0.6%	0.0%	0.0%	-0.6	-100.0%
Alaska	5.3%	3.5%	3.4%	0.0%	0.0%	-3.5	-100.0%
Arizona	3.2%	1.3%	0.1%	0.9%	0.0%	-0.5	-34.6%
Arkansas	1.0%	0.3%	0.2%	0.0%	0.0%	-0.3	-100.0%
California	3.6%	1.9%	1.1%	0.7%	0.2%	-1.2	-61.6%
Colorado	2.4%	0.9%	0.8%	0.0%	0.0%	-0.9	-100.0%
Connecticut	1.2%	1.1%	0.8%	1.0%	0.0%	-0.2	-13.6%
Delaware	2.0%	0.5%	0.6%	0.0%	0.0%	-0.5	-100.0%
District of Columbia	8.6%	2.6%	2.0%	0.0%	0.0%	-2.6	-100.0%
Florida	1.0%	0.4%	0.3%	0.3%	0.0%	-0.1	-16.7%
Georgia	0.4%	0.2%	0.5%	0.0%	0.8%	-0.2	-100.0%
Hawaii	1.5%	0.5%	0.7%	0.5%	0.3%	0.0	1.5%
Idaho	1.7%	0.9%	1.1%	0.0%	0.9%	-0.9	-100.0%
Illinois	1.3%	0.5%	0.5%	0.0%	0.3%	-0.5	-100.0%
Indiana	1.6%	0.5%	1.1%	0.0%	0.0%	-0.5	-100.0%
Iowa	2.5%	0.3%	0.4%	0.2%	0.0%	-0.2	-53.6%
Kansas	1.7%	0.9%	2.1%	0.0%	0.0%	-0.9	-100.0%
Kentucky	1.6%	0.5%	1.6%	0.0%	0.4%	-0.5	-100.0%
Louisiana	0.9%	0.1%	0.2%	0.0%	0.0%	-0.1	-100.0%
Maine	5.2%	2.1%	2.1%	0.8%	0.0%	-1.4	-64.0%
Maryland	1.2%	0.7%	0.6%	0.3%	0.0%	-0.4	-60.1%
Massachusetts	2.8%	0.7%	0.5%	0.3%	0.0%	-0.4	-57.1%
Michigan	3.3%	1.5%	1.1%	0.8%	0.0%	-0.7	-45.6%
Minnesota	1.8%	1.4%	1.9%	0.0%	0.0%	-1.4	-100.0%
Mississippi	1.7%	0.0%	0.7%	0.0%	0.0%	0.0	0.0%
Missouri	2.3%	0.6%	0.4%	0.0%	0.5%	-0.6	-100.0%
Montana	3.0%	0.8%	0.7%	0.0%	0.0%	-0.8	-100.0%
Nebraska	2.6%	0.8%	1.0%	0.0%	0.0%	-0.8	-100.0%
Nevada	0.2%	0.8%	0.2%	0.0%	0.0%	-0.8	-100.0%
New Hampshire	2.6%	0.4%	0.8%	0.6%	0.0%	0.1	24.9%
New Jersey	1.2%	0.7%	0.5%	0.1%	0.0%	-0.6	-82.9%
New Mexico	1.6%	1.3%	1.5%	1.8%	0.0%	0.4	32.0%
New York	3.7%	1.6%	1.3%	0.1%	0.2%	-1.4	-90.9%
North Carolina	0.5%	0.7%	0.5%	0.3%	0.0%	-0.4	-53.3%
North Dakota	2.7%	1.0%	1.5%	0.2%	0.0%	-0.8	-80.1%
Ohio	2.9%	0.9%	0.8%	0.0%	0.0%	-0.9	-100.0%
Oklahoma	3.7%	0.7%	1.1%	0.0%	0.0%	-0.7	-100.0%
Oregon	0.8%	1.0%	0.7%	0.2%	0.0%	-0.8	-78.4%
Pennsylvania	2.8%	0.8%	0.9%	0.3%	0.0%	-0.5	-61.5%

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Table 4—Continued

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
Rhode Island	2.4%	1.6%	1.8%	0.6%	0.0%	-1.0	-62.9%
South Carolina	0.9%	0.1%	0.6%	0.0%	0.0%	-0.1	-100.0%
South Dakota	2.7%	1.1%	1.4%	0.2%	0.0%	-0.9	-83.6%
Tennessee	2.4%	1.4%	2.0%	0.0%	0.0%	-1.4	-100.0%
Texas	1.3%	0.7%	0.5%	0.0%	0.1%	-0.7	-100.0%
Utah	1.4%	0.7%	0.8%	0.5%	0.0%	-0.3	-36.9%
Vermont	3.7%	1.4%	1.4%	0.0%	0.0%	-1.4	-100.0%
Virginia	0.2%	0.8%	0.7%	0.0%	0.0%	-0.8	-100.0%
Washington	2.6%	2.8%	1.6%	0.4%	0.0%	-2.4	-85.1%
West Virginia	1.4%	1.3%	1.4%	0.4%	0.0%	-0.9	-71.9%
Wisconsin	3.5%	0.4%	0.9%	0.0%	0.0%	-0.4	-100.0%
Wyoming	1.4%	0.7%	0.3%	0.0%	0.0%	-0.7	-100.0%

NOTE: Percentage differences of -100 percent reflect the fact that no bachelor's degree recipient received public assistance in those states.

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

Table 5. Percentage of US population age 25 and older who described their health as good, very good or excellent in March 2004, by educational attainment and by state of residence.

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	67.3%	82.0%	87.2%	92.6%	92.5%	10.6	12.9%
Alabama	49.4%	71.9%	87.3%	94.8%	93.0%	22.9	31.8%
Alaska	69.8%	84.0%	86.4%	91.7%	91.2%	7.7	9.1%
Arizona	78.9%	84.8%	86.5%	89.3%	91.6%	4.5	5.3%
Arkansas	49.3%	72.5%	77.9%	91.0%	83.5%	18.5	25.5%
California	75.2%	82.7%	87.2%	91.6%	93.4%	8.9	11%
Colorado	80.4%	86.3%	89.0%	94.9%	94.8%	8.6	9.9%
Connecticut	65.8%	85.7%	89.4%	93.2%	92.8%	7.4	8.7%
Delaware	66.1%	85.1%	82.4%	92.2%	92.0%	7.1	8.3%
District of Columbia	65.4%	78.1%	86.3%	94.7%	94.0%	16.6	21.2%
Florida	69.4%	80.9%	87.1%	91.6%	91.2%	10.8	13.3%
Georgia	65.9%	81.8%	87.3%	92.2%	95.2%	10.4	12.7%
Hawaii	64.3%	82.1%	90.1%	90.2%	88.6%	8.1	9.9%
Idaho	71.8%	84.1%	87.5%	91.4%	97.4%	7.3	8.7%
Illinois	66.0%	81.9%	89.0%	93.7%	92.8%	11.7	14.3%
Indiana	60.6%	84.0%	87.9%	93.6%	88.7%	9.5	11.4%
Iowa	74.0%	85.0%	90.1%	95.5%	91.6%	10.6	12.5%
Kansas	68.2%	82.0%	86.8%	95.2%	95.1%	13.2	16.1%
Kentucky	50.1%	78.6%	82.1%	86.6%	93.0%	8.0	10%
Louisiana	65.0%	79.5%	86.8%	90.9%	87.1%	11.4	14.4%
Maine	58.0%	80.5%	85.6%	94.9%	92.3%	14.4	17.9%
Maryland	66.7%	84.3%	88.5%	92.8%	90.9%	8.4	10.0%
Massachusetts	69.4%	85.8%	90.0%	92.6%	95.3%	6.8	7.9%
Michigan	61.6%	80.6%	88.2%	92.7%	92.5%	12.1	15.0%
Minnesota	74.9%	84.0%	90.7%	96.7%	96.1%	13.1	15.7%
Mississippi	48.8%	79.7%	81.5%	93.2%	92.0%	13.5	16.9%
Missouri	64.3%	80.6%	86.2%	92.4%	91.0%	11.8	14.6%
Montana	57.9%	76.4%	89.8%	90.9%	91.4%	14.4	18.9%
Nebraska	69.9%	85.7%	88.2%	93.1%	96.7%	7.5	8.7%
Nevada	83.7%	83.8%	87.8%	93.9%	89.4%	10.1	12.1%
New Hampshire	75.6%	88.2%	88.5%	94.2%	93.4%	6.0	6.8%
New Jersey	74.5%	86.5%	90.5%	94.6%	94.0%	8.1	9.3%
New Mexico	66.2%	82.2%	85.0%	91.1%	90.7%	8.9	11%
New York	67.9%	82.1%	87.2%	91.0%	91.7%	8.9	10.8%
North Carolina	60.0%	81.7%	85.9%	94.0%	94.1%	12.3	15.1%
North Dakota	65.2%	86.0%	91.0%	94.3%	95.9%	8.3	9.6%
Ohio	66.1%	84.0%	87.2%	93.4%	94.4%	9.5	11.3%
Oklahoma	55.7%	80.3%	87.0%	89.8%	88.1%	9.5	11.8%
Oregon	71.2%	82.5%	89.8%	93.8%	89.4%	11.2	13.6%
Pennsylvania	63.6%	82.7%	87.7%	93.0%	93.6%	10.3	12.5%
Rhode Island	71.0%	86.0%	88.2%	96.0%	93.8%	9.7	11.2%

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Table 5—Continued

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
South Carolina	52.2%	75.3%	85.8%	90.1%	92.3%	14.8	19.6%
South Dakota	61.2%	85.0%	90.1%	94.2%	96.6%	9.2	11%
Tennessee	62.0%	76.6%	81.9%	92.6%	89.7%	16.0	20.9%
Texas	71.6%	81.0%	85.9%	91.3%	91.7%	10.3	12.8%
Utah	74.8%	81.0%	89.6%	96.3%	96.3%	15.1	18.6%
Vermont	62.4%	84.8%	89.6%	93.1%	94.8%	8.3	9.8%
Virginia	63.5%	84.0%	85.7%	95.3%	91.2%	10.9	12.9%
Washington	68.8%	79.8%	87.4%	92.9%	87.7%	13.1	16.4%
West Virginia	45.3%	76.3%	83.6%	84.8%	82.6%	8.4	11.1%
Wisconsin	73.2%	87.1%	88.6%	94.9%	93.7%	7.8	8.9%
Wyoming	68.7%	84.1%	88.1%	92.8%	92.6%	8.7	10%

Source: U.S. Census Bureau, Current Population Survey (CPS), March 2004 Supplement (2004).

Table 6. Percentage of US population age 25 and older who reported ever volunteering for or through an organization in September 2004, by educational attainment and state.

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS) and higher (MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree or higher	Percentage difference between those with a high school diploma and a bachelor's degree or higher
United States	11.8%	20.8%	31.0%	36.1%	15.3	73.3%
Alabama	9.1%	17.4%	27.5%	41.4%	24.0	137.5%
Alaska	14.7%	23.7%	42.1%	55.9%	32.1	135.4%
Arizona	13.6%	23.8%	37.1%	41.2%	17.3	72.8%
Arkansas	5.7%	18.3%	27.4%	30.2%	11.9	65.2%
California	9.6%	15.5%	31.2%	35.6%	20.1	129.9%
Colorado	7.1%	24.3%	35.7%	42.6%	18.3	75.3%
Connecticut	8.4%	27.4%	37.2%	40.2%	12.8	46.9%
Delaware	16.9%	22.2%	28.1%	30.2%	7.9	35.7%
District of Columbia	11.0%	15.9%	20.5%	49.8%	33.9	212.7%
Florida	13.4%	22.9%	29.9%	29.4%	6.5	28.6%
Georgia	12.0%	14.6%	19.2%	27.8%	13.2	90.3%
Hawaii	12.4%	13.7%	24.0%	23.7%	10.0	73.0%
Idaho	11.5%	24.9%	32.5%	48.2%	23.3	93.4%
Illinois	13.5%	18.2%	27.6%	31.5%	13.3	73.4%
Indiana	9.8%	21.6%	27.8%	36.5%	14.9	69.2%
Iowa	24.3%	30.5%	42.3%	55.5%	24.9	81.8%
Kansas	19.4%	24.5%	40.7%	48.2%	23.8	97.2%
Kentucky	13.1%	19.7%	32.1%	45.2%	25.5	129.1%
Louisiana	9.4%	15.0%	24.7%	20.2%	5.2	34.6%
Maine	16.9%	24.5%	43.7%	46.7%	22.2	90.7%
Maryland	11.5%	24.4%	35.6%	38.5%	14.1	57.9%
Massachusetts	11.2%	20.9%	30.4%	35.6%	14.7	70.5%
Michigan	16.1%	25.2%	36.3%	44.6%	19.4	76.9%
Minnesota	22.4%	29.9%	41.6%	42.2%	12.3	41.3%
Mississippi	8.0%	7.9%	15.8%	23.5%	15.6	199.1%
Missouri	14.4%	22.9%	33.0%	52.2%	29.4	128.5%
Montana	33.7%	28.3%	42.1%	44.7%	16.5	58.2%
Nebraska	21.6%	28.5%	43.7%	48.7%	20.2	70.8%
Nevada	9.6%	18.5%	30.7%	33.9%	15.4	83.0%
New Hampshire	25.1%	32.4%	44.6%	45.9%	13.5	41.8%
New Jersey	10.4%	16.8%	24.2%	35.7%	18.9	112.2%
New Mexico	15.4%	24.9%	32.1%	38.7%	13.8	55.5%
New York	7.3%	16.4%	22.2%	24.8%	8.4	50.8%
North Carolina	12.4%	20.0%	34.2%	40.8%	20.7	103.3%
North Dakota	23.9%	31.0%	34.0%	46.7%	15.8	50.9%
Ohio	21.0%	25.5%	32.6%	36.5%	11.0	42.9%
Oklahoma	14.1%	21.8%	23.5%	29.4%	7.6	34.9%
Oregon	14.1%	25.9%	43.0%	47.8%	21.9	84.4%
Pennsylvania	18.2%	22.7%	36.5%	41.2%	18.6	81.9%
Rhode Island	10.7%	17.7%	31.5%	35.9%	18.2	103.1%

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Table 6—Continued

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS) and higher (MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree or higher	Percentage difference between those with a high school diploma and a bachelor's degree or higher
South Carolina	13.9%	18.4%	26.7%	38.0%	19.6	106.3%
South Dakota	18.7%	24.4%	29.8%	34.7%	10.3	42.2%
Tennessee	7.4%	15.5%	19.7%	26.0%	10.5	67.7%
Texas	8.7%	21.6%	32.6%	38.0%	16.4	76.0%
Utah	16.2%	30.8%	38.0%	41.7%	10.9	35.4%
Vermont	14.7%	29.7%	42.9%	52.4%	22.7	76.4%
Virginia	7.4%	15.1%	23.5%	34.8%	19.7	130.8%
Washington	19.5%	35.4%	40.7%	47.8%	12.4	35.1%
West Virginia	7.7%	16.1%	20.4%	24.0%	7.9	49.3%
Wisconsin	15.0%	26.0%	32.7%	46.5%	20.4	78.5%
Wyoming	29.3%	37.5%	47.1%	57.5%	20.0	53.4%

NOTE: As the CPS supplement does not provide a comparable educational attainment variable, bachelor's degrees and advanced degrees are grouped.

Source: U.S. Census Bureau, Current Population Survey (CPS), Volunteer Supplement (September 2004).

Table 7. Percentage of US population age 25 and older who voted in the November 2000 election, by educational attainment and by state of residence.

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
United States	42.1%	56.0%	67.3%	76.3%	82.1%	20.2	36.1%
Alabama	43.2%	59.2%	69.4%	81.7%	90.9%	22.5	38.1%
Alaska	51.8%	61.3%	75.4%	82.3%	86.0%	21.0	34.2%
Arizona	32.5%	47.3%	59.3%	72.9%	79.4%	25.7	54.3%
Arkansas	34.6%	47.3%	63.7%	64.5%	75.8%	17.1	36.2%
California	40.9%	51.5%	64.0%	71.7%	80.1%	20.2	39.2%
Colorado	20.7%	50.0%	62.8%	76.9%	87.2%	26.9	53.9%
Connecticut	50.1%	50.2%	64.5%	70.6%	81.3%	20.4	40.7%
Delaware	43.3%	59.9%	72.5%	83.0%	87.1%	23.1	38.7%
District of Columbia	66.0%	65.3%	83.8%	82.3%	81.0%	17.1	26.2%
Florida	41.0%	57.3%	66.5%	76.9%	79.3%	19.6	34.2%
Georgia	38.6%	48.4%	61.2%	63.4%	66.2%	15.0	31.0%
Hawaii	29.7%	36.4%	50.2%	64.6%	71.2%	28.2	77.7%
Idaho	38.4%	51.8%	65.2%	72.4%	81.0%	20.7	39.9%
Illinois	49.8%	58.3%	70.8%	74.9%	78.3%	16.6	28.5%
Indiana	44.8%	56.8%	65.2%	77.7%	88.6%	20.9	36.7%
Iowa	53.8%	60.8%	73.2%	87.8%	90.1%	27.0	44.3%
Kansas	52.1%	54.9%	67.9%	79.3%	85.6%	24.4	44.3%
Kentucky	31.4%	56.6%	68.0%	76.4%	83.7%	19.8	34.9%
Louisiana	52.9%	63.7%	75.5%	84.9%	85.4%	21.3	33.4%
Maine	56.1%	64.1%	79.1%	87.2%	93.0%	23.1	36.0%
Maryland	42.0%	54.0%	67.6%	80.1%	83.3%	26.0	48.2%
Massachusetts	47.9%	65.9%	71.9%	74.0%	78.2%	8.1	12.3%
Michigan	42.0%	57.6%	75.0%	79.7%	84.9%	22.1	38.4%
Minnesota	51.5%	69.9%	71.8%	85.7%	84.6%	15.8	22.6%
Mississippi	51.6%	62.8%	67.5%	72.6%	71.1%	9.8	15.6%
Missouri	56.0%	65.8%	78.1%	82.4%	84.2%	16.7	25.4%
Montana	45.7%	58.3%	70.9%	81.7%	78.6%	23.4	40.2%
Nebraska	54.9%	59.3%	61.7%	81.5%	87.8%	22.2	37.4%
Nevada	40.3%	46.9%	57.8%	68.2%	71.2%	21.3	45.4%
New Hampshire	37.6%	62.9%	75.5%	85.4%	88.5%	22.5	35.8%
New Jersey	48.6%	57.4%	69.7%	75.1%	81.6%	17.8	31.0%
New Mexico	44.8%	51.8%	62.0%	76.4%	77.2%	24.6	47.4%
New York	46.2%	55.4%	64.9%	74.7%	80.5%	19.3	34.9%
North Carolina	35.5%	51.5%	70.8%	77.3%	84.3%	25.8	50.2%
North Dakota	57.6%	64.3%	73.8%	86.2%	92.6%	21.9	34.1%
Ohio	37.3%	55.8%	69.1%	78.3%	83.6%	22.5	40.3%
Oklahoma	37.9%	56.3%	69.4%	75.4%	86.3%	19.0	33.8%
Oregon	43.5%	60.4%	72.5%	82.1%	87.8%	21.7	35.8%
Pennsylvania	38.8%	55.9%	66.7%	74.6%	84.8%	18.8	33.6%
Rhode Island	45.3%	61.4%	66.6%	78.0%	84.7%	16.6	27.1%

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Table 7—Continued

	Less than high school	High school diploma	Some college (includes AS, AA, Certificates)	Bachelor's degree (BA, AB, BS)	Advanced (includes MA, MS, PhD, First Professional)	Difference between those with a high school diploma and a bachelor's degree	Percentage difference between those with a high school diploma and a bachelor's degree
South Carolina	44.6%	60.1%	63.8%	79.0%	84.4%	19.0	31.6%
South Dakota	46.5%	58.3%	71.2%	77.8%	76.4%	19.6	33.5%
Tennessee	41.8%	54.0%	66.8%	70.3%	79.4%	16.3	30.3%
Texas	35.7%	51.4%	61.0%	77.7%	81.6%	26.3	51.2%
Utah	39.1%	51.7%	69.4%	76.3%	80.2%	24.6	47.6%
Vermont	37.2%	62.3%	70.0%	86.6%	92.1%	24.3	39.0%
Virginia	29.7%	53.4%	67.5%	75.6%	86.0%	22.3	41.7%
Washington	44.1%	59.6%	64.1%	77.8%	89.3%	18.3	30.6%
West Virginia	34.3%	50.7%	65.2%	75.8%	87.5%	25.1	49.5%
Wisconsin	63.2%	62.6%	78.3%	87.5%	89.0%	25.0	39.9%
Wyoming	38.7%	57.6%	72.7%	83.5%	86.3%	26.0	45.1%

Source: U.S. Census Bureau, Current Population Survey (CPS), Voting and Registration Supplement (November 2000).

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