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Investment Payoff: The Benefits of a Higher Education in the Midwestern States

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Regardless of race or ethnicity, most young people in the United States are optimistic about their future according to a report prepared by Public Agenda.¹ Most of these young adults also recognize the value of a college degree. But, mainly, they think about a college degree in terms of individual, private benefits; specifically, career advancement, earning potential, respect by others, or overall preparation for “real world” living. The broader, public economic and social benefits associated with a college education may not be as fully understood by these young people—as well as many working-age adults—as the private, individual benefits accrued (i.e. a better paying job).

Policymakers may echo this public sentiment—focusing on individual, private benefits—when developing and adopting postsecondary policies. But, as we continue to examine to what extent government should invest public dollars into postsecondary education, we should be reminded of and talk publicly about the private *and* public benefits accrued when citizens are highly educated. We should have a better understanding of not only the individual benefits associated with a higher level of educational attainment, but also the broader, public good of having an educated citizenry.

Recently, the Institute for Higher Education Policy (IHEP) released the report *The Investment Payoff: A 50-State Analysis of the Public and Private Benefits of Higher Education*.² Significant data trends are presented to help answer an essential policy question in higher education in IHEP’s timely report: *Does college matter?* Throughout the IHEP report, as well as other timely reports by the Educational Policy Institute (EPI) and The College Board, data that get to the heart of the private and public economic and social benefits associated with a higher education are presented.³

¹ Public Agenda. (2005). *Life After High School: Young People Talk About Their Hopes and Prospects*.

² This report can be downloaded at www.ihep.org.

³ Most of these data in the IHEP report are from the U.S. Census Bureau. Visit www.educationalpolicy.org to download EPI’s 2005 report *Is More Better?*, and www.collegeboard.com to download The College Board’s 2004 report *Education Pays: The Benefits of Higher Education for Individuals and Society*.

Understanding these data trends is significant today because of the sizeable public investment made in postsecondary education by both the state and federal governments. This investment is being reconsidered in many states due to challenging fiscal and political circumstances; the Midwestern states are no exception. Thus, because of the current economic and political climate and the need for the Midwestern states to at least maintain, if not surpass, its historical advantage in postsecondary performance in order to be competitive in the knowledge-based, global society, we present these state-level data and explore the trends for the Midwestern region's states in the following brief. We compare the performance of these states on the various measures set forth in the IHEP report (and used by other organizations in their analyses).

Higher Education Benefits

There are a variety of public and private benefits derived from a higher education. A 1998 IHEP report titled *Reaping the Benefits: Defining the Public and Private Value of Going to College* presents a range of these benefits. *Table 1* captures these benefits; however, this brief will focus on only some of these benefits based on the data provided in IHEP's (2005) follow-up 50-state analysis. Other benefits can surely be added to this list as it is, by no means, exhaustive. It is most important for state policymakers and higher education leaders to have open dialogues about these benefits as well as the purposes and priorities of higher education.⁴

Table 1: Higher Education Benefits

<u>TYPE</u>	<u>PUBLIC</u>	<u>PRIVATE</u>
<u>ECONOMIC</u>	<ul style="list-style-type: none"> • Increased Tax Revenues • Greater Productivity • Increased Consumption • Decreased Reliance on Gov't Financial Support 	<ul style="list-style-type: none"> • Higher Salaries and Benefits • Increased Employment • Improved Working Conditions • Personal Mobility
<u>SOCIAL</u>	<ul style="list-style-type: none"> • Reduced Crime Rates • Increased Charitable Giving • Increased Community Service • Increased Appreciation for Diversity 	<ul style="list-style-type: none"> • Improved Health • Improved Quality of Life for Offspring • Better Consumer Decision Making • More Hobbies and Leisure Activities

Source: IHEP 1998; 2005

In addition to these more traditional benefits presented in *Table 1*, a critical public benefit of the 21st century is our nation's as well as the region's and the Midwestern states' global competitiveness, which impacts the quality of life and standard of living for Americans. We live and operate in a world that is connected like never before, or flattened as author and futurist

⁴ The Futures Project, under the leadership of the late Frank Newman, has called for a renewed compact between higher education and the public. Their most recent report, released in February 2005, is: *Correcting the Course: How We Can Restore the Ideals of Public Higher Education in a Market-Driven Era*.

Thomas Friedman would suggest, by digital technology and lowered political and trade barriers.⁵ Given this interconnectedness it is important for states within the region to consider how their citizens and communities benefit from increased competitiveness in the 21st century economy. How does an educated citizenry increase this global competitiveness and then, in turn enhance the quality of life for individuals and their families? Many of the issues and questions raised about this public benefit in the 21st century are difficult to answer because of the lack of data to support focused analyses examining the impact of higher education on a state's or region's global competitiveness, etc.

Thus, this brief will focus on data reported on the following six measures presented in the most recent IHEP report, which serve as more traditional benefits associated with higher education:

Private Benefits

- Personal income (economic);
- Unemployment (economic);
- Health (social); and

Public Benefits

- Reliance on public assistance (economic);
- Volunteerism (social);
- Voting participation (social).

These data are presented by Midwestern state. Because the above measures will include data by educational attainment level, it seems important to first present the overall landscape of the Midwestern region in terms of the proportion of adult population by education attainment levels. It is important to note that this analysis does not examine race/ethnicity and gender within each educational attainment level. Each Midwestern state should consider doing such further analyses with their current demographic data.

Regional Landscape by Educational Attainment Levels

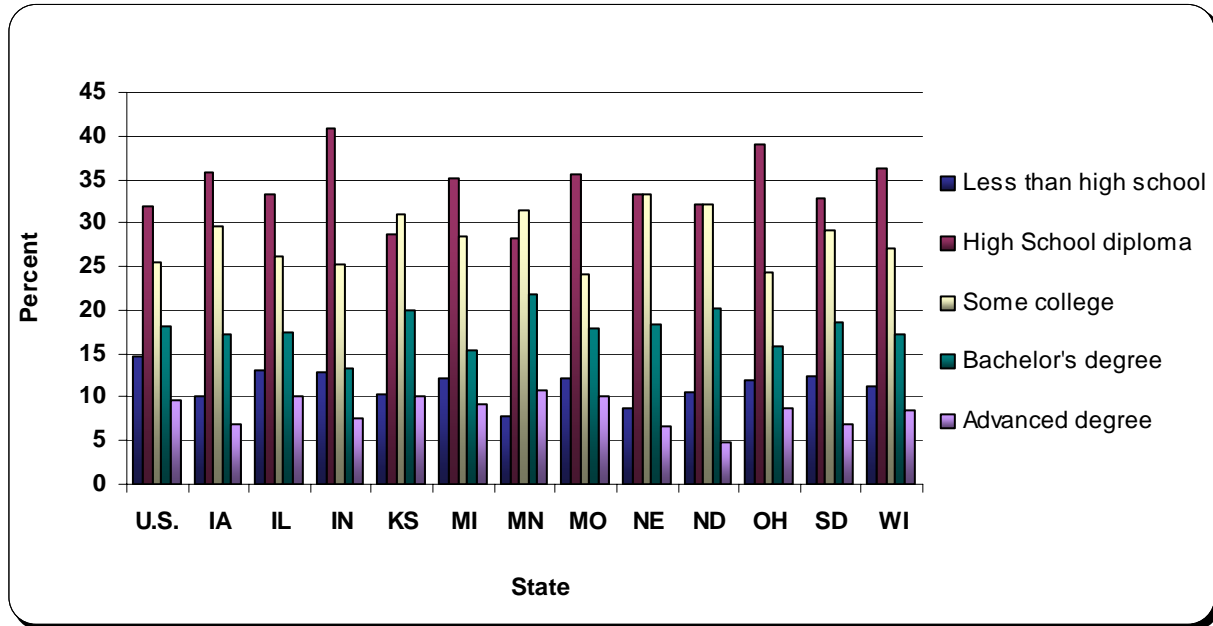
Examining the educational attainment levels of the Midwestern states' residents is important to provide a context for the broader discussion of the state-level benefits of a higher education in the region. These data reveal that the Midwestern states have much work to be done in terms of raising the level of educational attainment of their citizens. Such a large percentage of states' workforce with *less than a college degree* in the knowledge-based economy of the 21st century has a significant impact not only on individuals' lives but also on the economic development of states and, ultimately, the well-being and competitiveness of the region.

Figure 1 shows the percentage of the population age 25 and older by educational attainment and state of residence for the Midwestern states: ***Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin***. The population of each state is presented by highest education level achieved: *less than high school*;

⁵ See Friedman's *The World is Flat* (2005).

a high school degree; some college (including associates degrees and certificates), bachelor's degree; and advanced degree (including masters, doctoral and first professional degree).

Figure 1: Percentage of Population Age 25 and Older by Educational Attainment and by State of Residence (March 2004)



Source: IHEP, 2005; U.S. Census Bureau, Current Population Survey (CPS), 2004

- In the nation and in most Midwestern states, with the *exception* of **Minnesota**, **Nebraska**, and **North Dakota** the largest percentage of adults report a *high school diploma* as their highest educational level attained. (In **Minnesota**, the largest proportion of the adult population reports *some college*. The proportion of adults with a *high school diploma* is the same as the proportion of adults reporting *some college* as their highest education attainment level in both **Nebraska** and **North Dakota**.)
- Half of the Midwestern states (**Minnesota**, **Kansas**, **North Dakota**, **Missouri**, **Nebraska** and **South Dakota**) are *at or above* the national average (18%) in terms of percentage of their adult population (25 years and older) with an earned *bachelor's degree* as their highest education level achieved.
- With the *exception* of **Kansas** and **Minnesota**, all of the Midwestern states have a larger percentage of their adult population with *less than a high school degree* than the proportion of their population with an *advanced degree*.
- **Minnesota**, **Kansas** and **Missouri** lead the region with the largest proportion of adults holding an *advanced degree*.

Private Benefits of a Higher Education

The private benefits afforded to individuals with a college degree are both economic and social. As depicted in *Table 1*, the private, economic benefits are primarily related to an individual's employment status, personal income and personal mobility. The private, social benefits typically are those associated with an individual's quality of life and health status.

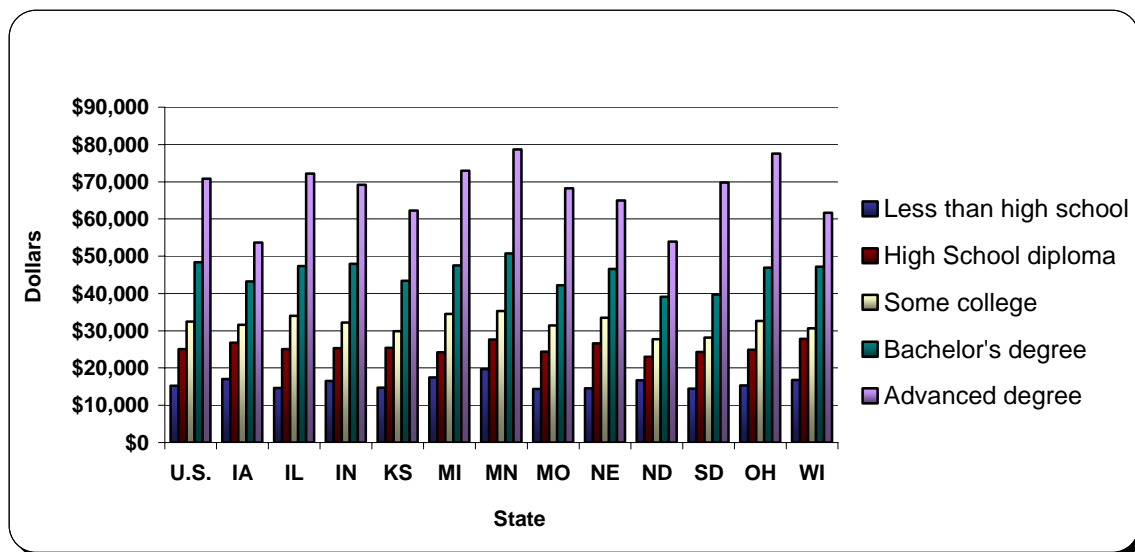
Economic Benefits

Most of the discussions about the value of a higher education in the past decade have focused on the individual (private), economic benefits afforded to individuals who have a college education. Over the years, numerous studies have revealed that increased average annual income and income over a lifetime for an individual positively correlates to higher levels of educational attainment. And, as highly educated individuals earn larger paychecks their contribution to the tax base as well as their ability to purchase more goods and services ultimately benefit the larger society.

The following section presents personal income and unemployment data by educational level and by state of residence for the Midwestern states. There are other private, economic benefits that are not presented including fringe benefits and vacation time, which are considered to be labor market rewards associated with higher educational attainment levels.

Personal Income. In 2003, the national average for personal income of workers 25 years and older with a bachelor's degree was \$48,417, approximately \$23,000 more than those with a high school diploma. *Figure 2* shows the average total personal income of population by educational attainment and state residence for the Midwestern states.

Figure 2: Average Total Personal Income of Population Age 25 and Older, by Educational Attainment and by State of Residence (2003)



Source: IHEP, 2005

- Similar to the national average, there is a stepwise *increase* in the average salary of the 25 year and older population in every Midwestern state as educational attainment increases. (*Table 2* shows the variation in percentage increase by state.)
- **Minnesota** is the only state in the region that pays its adult population, on average, more than the national average across all educational attainment levels.
- In **Illinois, Michigan, Minnesota, Nebraska** and **Ohio** the adult population with *some college* earns, on average, a higher salary than the national average.
- **Minnesota** is the **only** Midwestern state where the adult population with a *bachelor's degree* earns, on average, a higher salary than the national average.
- In **Illinois, Michigan, Minnesota** and **Ohio** the adult population with an *advanced degree* earns, on average, more than the national average.

Table 2 presents the marginal difference in average salary among the 25 year and older *high school degree* completers, those adults who have *some college*, and those who have earned a *bachelor's degree* in the Midwestern states.

Table 2: Average Total Personal Income of and Difference Between Those with a High School Diploma, Some College and a Bachelor's Degree, by State (2003)

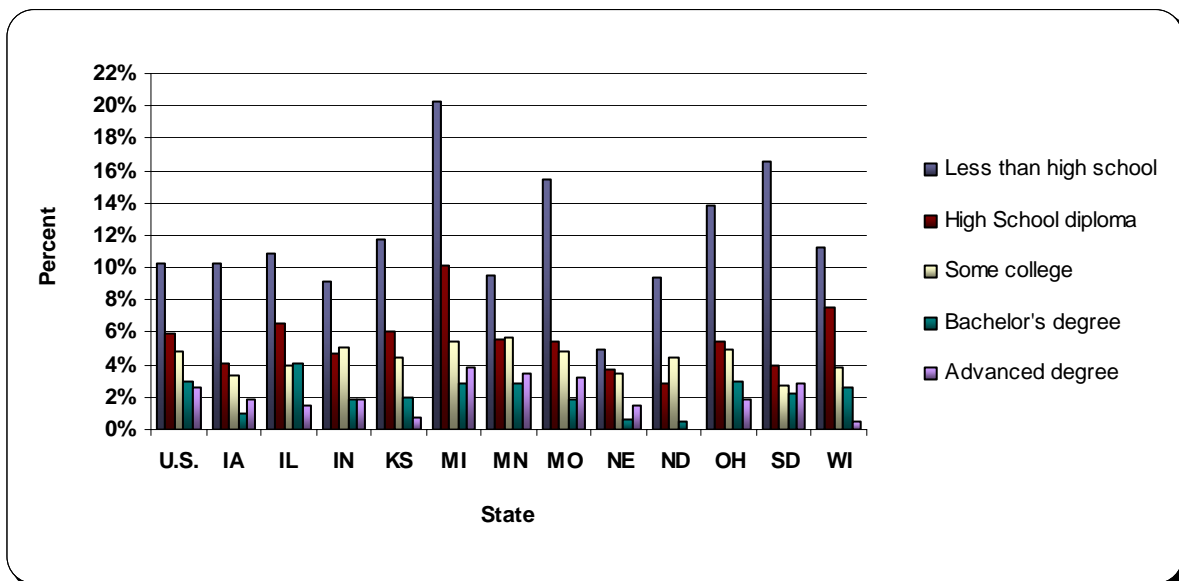
	Average Personal Income			<i>Difference between those with a HS diploma and those with some college</i>	<i>Difference between those with a some college and those with a BA degree</i>	<i>Difference between those with a HS diploma and those with a BA degree</i>
	<i>High School diploma</i>	<i>Some college</i>	<i>Bachelor's degree</i>			
U.S.	\$25,053	\$32,470	\$48,417	29.6%	49.1%	93.3%
IA	\$26,777	\$31,598	\$43,266	18.0%	36.9%	61.6%
IL	\$25,083	\$33,963	\$47,385	35.4%	39.5%	88.9%
IN	\$25,389	\$32,239	\$47,967	27.0%	48.8%	88.9%
KS	\$25,434	\$29,905	\$43,414	17.6%	45.2%	70.7%
MI	\$24,210	\$34,492	\$47,558	42.5%	37.9%	96.4%
MN	\$27,635	\$35,248	\$50,788	27.5%	44.1%	83.8%
MO	\$24,441	\$31,400	\$42,182	28.5%	34.3%	72.6%
NE	\$26,604	\$33,449	\$46,584	25.7%	39.3%	75.1%
ND	\$23,027	\$27,769	\$39,158	20.6%	41.0%	70.1%
OH	\$24,882	\$32,637	\$46,950	31.2%	43.9%	88.7%
SD	\$24,286	\$29,148	\$39,725	20.0%	36.3%	63.6%
WI	\$27,813	\$30,648	\$47,170	10.2%	53.9%	69.6%

Source: IHEP, 2005

Michigan is the only Midwestern state whereby the difference between the average earnings of adults with a *high school diploma* and the average earnings of adults with a *college degree* is above the national average. (**Iowa, Kansas, Missouri, Nebraska, North Dakota, South Dakota** and **Wisconsin** fall significantly below this national average.)

Labor and Unemployment. In 2004, the U.S. unemployment rate for workers 25 years and older with a bachelor's degree was 3 percent, approximately 3 percent less than the unemployment rate for adults with a high school diploma and 7.2 percent less than that for adults with less than a high school diploma. *Figure 3* shows the unemployment rate for the Midwestern states' adult population by educational attainment and state residence.

Figure 3: Percentage of Population Age 25 and Older in Labor Force Who Were NOT Employed in March 2004, by Educational Attainment and by State of Residence



Source: IHEP, 2005

- **Michigan** has the highest unemployment rate in the region for both its adult population with *less than a high school* education (20.3%) and with a *high school diploma* (10.1%).
- Two-thirds of the Midwestern states (**Iowa, Illinois, Kansas, Michigan, Missouri, Ohio, South Dakota** and **Wisconsin**) have a higher unemployment rate than the national average (10.2%) for their adult populations with *less than a high school* education.
- One-third of the states in the region (**Illinois, Kansas, Michigan** and **Wisconsin**) have a higher unemployment rate than the national average for their adult populations with a *high school diploma* (5.9%) as their highest educational level attained.

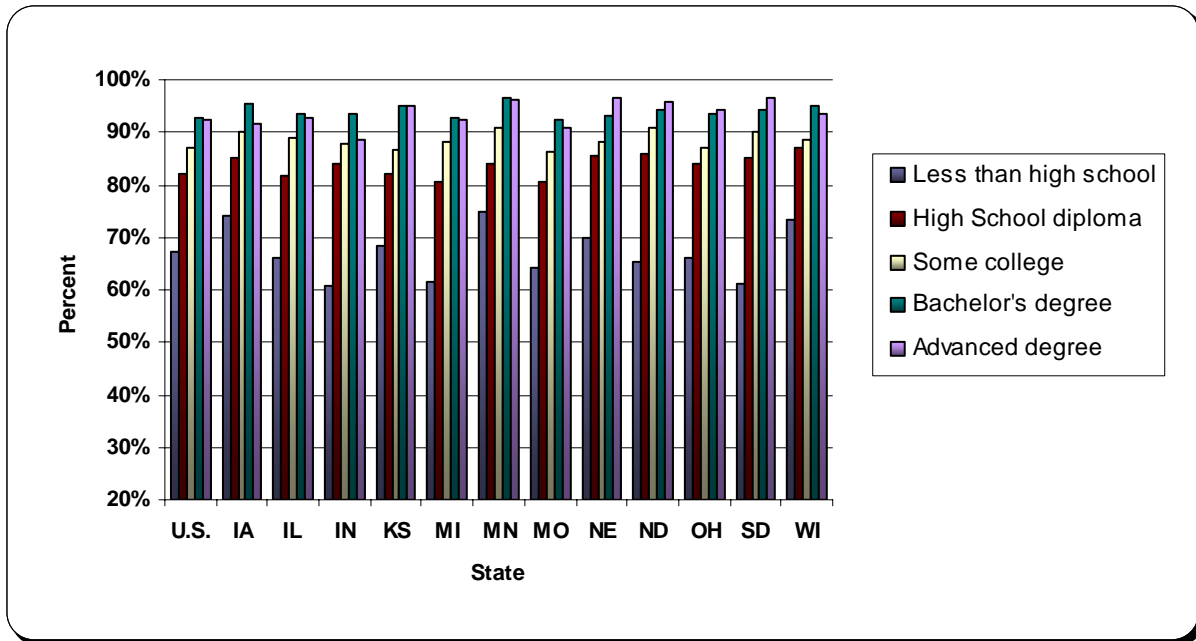
- **Illinois** is the only state in the region that has a higher unemployment rate (4.1%) than the national average (3.0%) for adults with a *bachelor's degree*.
- One-third of the Midwestern states (**Michigan, Minnesota, Missouri and South Dakota**) have a higher unemployment rate than the national average (2.6%) for their adult populations with an *advanced degree*.

Social Benefits

The non-economic, or social, benefits associated with higher levels of educational attainment for individuals are related, primarily, to quality of life. Good personal health, a longer life expectancy and an improved quality of life for offspring are just some of these variables. And, similar to private, economic benefits, private social benefits have broader societal benefits. One such benefit is personal health. The good health and well-being of individuals today is a critical concern not only as a quality of life factor but also as a fiscal matter. The single, largest cost to state governments today is healthcare related. So, as individuals are healthier the fiscal burden is lessened for the public in terms of healthcare-related costs. The following section presents self-reported personal health data by educational level and by state of residence for the Midwestern states.

Health. The health and well-being of state residents has a broader social benefit to the states. Clearly, the healthier individuals are the less likely they are to need medical expense reimbursements or other insurance and healthcare-related costs that are often, then, passed on to the public. In 2004, the national average for working adults with a *college degree* who described their health as “good,” “very good,” or “excellent” was 92.6 percent compared to 82 percent with a *high school degree* as their highest educational level attained and 67.3 percent with *less than a high school degree*. *Figure 4* presents the personal health of the region’s working adult population by educational attainment and state residence.

Figure 4: Percentage of Population Age 25 and Older Who Describe Their Health as “Good,” “Very Good,” or “Excellent” in March 2004, by Educational Attainment and by State of Residence



Source: IHEP, 2005

- As their educational attainment increases up through the *bachelor's degree*, a larger percentage of residents in **all** of the Midwestern states are more likely to self-report that their health is “good,” “very good” or “excellent”
- Only three states in the region – **Minnesota, Nebraska and Wisconsin** – have a larger percentage of residents, across all educational attainment levels, responding that their health is “good,” “very good,” or “excellent” than the national average.
- In terms of percentage differences, the five states in the region that have the greatest difference between their residents who have a *high school diploma* and their residents who have earned a *bachelor's degree* reporting “good,” “very good” or “excellent” health are **Kansas, Minnesota, Michigan, Illinois and Missouri**.

Public Benefits of a Higher Education

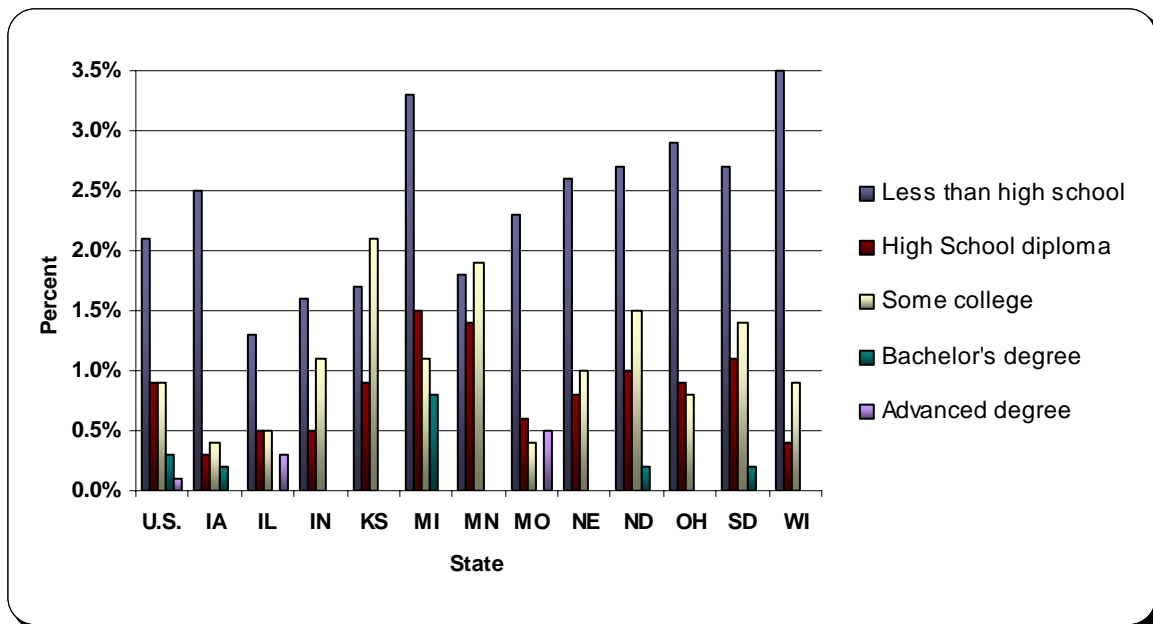
The public benefits associated with highly educated citizenry are also economic and social. As *Table 1* depicts, the public economic benefits are related to an individual’s contribution to society through contributions to a state’s tax base, reliance on public assistance programs and level of consumerism. Public, social benefits are those associated with, but not limited to, an individual’s voting behavior, contributions to charities and volunteerism.

Economic Benefits

Less discussion occurs today over the public benefits of higher education and what a highly educated citizenry means for a state's economic, social and cultural well-being. The following section presents data related to a critical public, economic benefit: residents' reliance on public assistance by educational level and by state.

Reliance on Public Assistance. If individuals are employed and earning a decent wage, there will be less of a chance that they need to rely on some form of government-sponsored public assistance. If fewer individuals in society need to rely on public assistance this should translate into a savings to taxpayers. In 2003, the national average for the percentage of working adults who have a *college or higher degree* and who received some form of public assistance was 0.3 percent as compared to 0.9 percent for those who have a *high school degree* and 2.1 percent for those individuals with *less than a high school degree*. Figure 5 shows the percentage of the adult population, by educational attainment and state residence, who received some form of public assistance in 2003.

Figure 5: Percentage of Population Age 25 and Older Who Received Public Assistance in 2003, by Educational Attainment and by State of Residence



Source: IHEP, 2005

- Two-thirds of the Midwestern states (**Iowa, Michigan, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin**) have a larger proportion of their adult population with *less than a high school education* receiving some form of public assistance compared to the national average.
- Two-thirds of the Midwestern states (**Iowa, Indiana, Kansas, Michigan, Minnesota, Nebraska, North Dakota, South Dakota and Wisconsin**) have a slightly larger proportion of their adult population with *some college* receiving some form of public

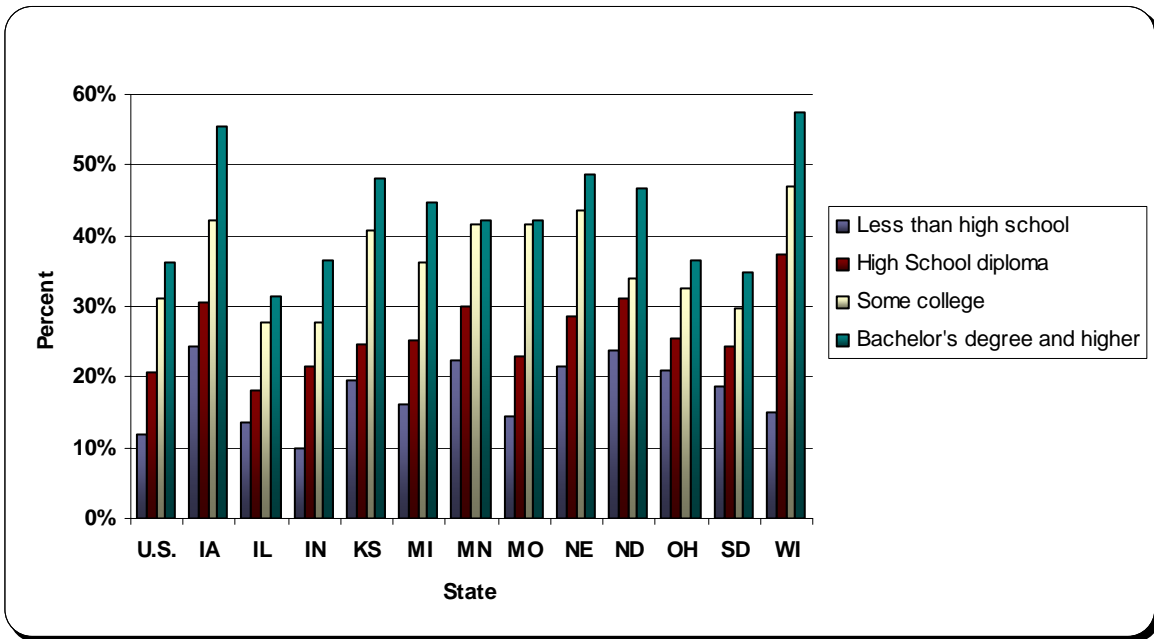
assistance compared to their adult population with a *high school degree* as their highest educational attainment level.

Social Benefits

Even less discussion occurs today over the public, social benefits of higher education primarily because they are so complex and often it is challenging to quantify these benefits. The following section presents data related to two of these benefits: volunteerism and voting by educational level and by state.

Volunteerism. In 2004, the national average for the percentage of working adults who have a *college or higher degree* and who have ever volunteered was approximately 36 percent as compared to 20.8 percent for those who have a *high school degree* and 11.8 percent for those individuals with *less than a high school degree*. *Figure 6* shows the percentage of the adult population, by educational attainment and state residence, who report volunteering for or through an organization as of 2004.

Figure 6: Percentage of Population 25 Years and Older Who Reported Ever Volunteering for or Through an Organization (2004), by Educational Attainment and MHEC State



Source: IHEP, 2005

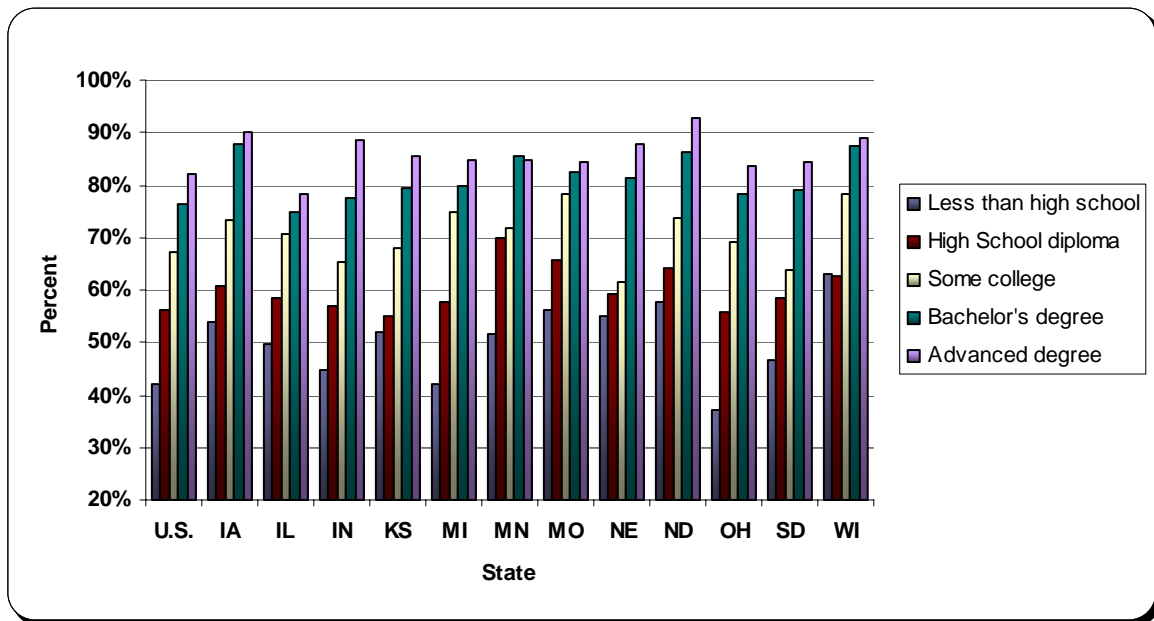
- In **all** of the Midwestern states, as educational attainment increases so does the percentage of working adults who report having volunteered.
- The majority of Midwestern states have a larger proportion of adults who have volunteered, at all educational attainment levels, compared to the national average with

the following *exceptions*: **Indiana** (*less than high school degree level*); **Illinois** (*high school degree level*); **Illinois, Indiana and South Dakota** (*some college level*); and **Illinois and South Dakota** (*bachelor's degree and higher level*).

- **Wisconsin** and **Iowa** lead the region (and are among the top performing states in the nation) with the largest proportion of adults with a *bachelor's degree or higher* having volunteered (approximately 58 percent and 56 percent respectively).

Voting. The national average for the percentage of working adults who have a *college degree* and who voted in the 2000 election is 76.3 percent as compared to 56 percent of adults with a *high school degree* as their highest educational level attained and 42.1 percent of those with *less than a high school education*. The percentage of the adult population who voted in November 2000 by educational attainment and state of residence is presented in *Figure 7*.

Figure 7: Percentage of Population 25 Years and Older Who Voted in the November 2000 Election, by Educational Attainment and by MHEC State



Source: IHEP, 2005

- In the Midwestern states, with the exception of **Minnesota** and **Wisconsin**, as educational attainment increases so does the percentage of adults who voted in the 2000 election. (In **Minnesota**, the proportion of adults with an *advanced degree* who voted is less than those with a *bachelor's degree*; and in **Wisconsin**, the proportion of adults with a *high school degree* who voted is less than those who have *less than a high school education*.)

- The majority of Midwestern states have a larger proportion of adults who vote, at all educational attainment levels, compared to the national average with the following *exceptions*: **Michigan** and **Ohio** (*less than high school degree* level); **Kansas** and **Ohio** (*high school degree* level); **Indiana, Nebraska** and **South Dakota** (*some college* level); and **Illinois** (*bachelor's degree* and *advanced degree* levels).
- **Iowa, Minnesota, North Dakota** and **Wisconsin** lead the region (and are above the national average by 10 percent) with the largest proportion of adults with a *bachelor's degree* who voted in 2000.

Conclusion

Other benefits of a higher education have become overshadowed by an intense focus on the private, economic benefits—primarily personal income—by students and their families, policy makers and higher education leaders. The descriptive statistical data presented in the IHEP (2005) 50-state analysis, other recent reports and in the following brief focusing on the Midwestern states, specifically, illustrate that there are a number of additional benefits that come from having a highly educated citizenry.

Overall, the Midwestern states tend to perform at better rates, compared to the national averages, in terms of social benefits. In terms of private, economic benefits, college degree holders do not fair well in the Midwestern states when compared to the national average for personal income, with the exception of Minnesotans. This may be the result of the economic challenges facing many of these states as they move from a traditional manufacturing and/or agricultural economy to a technological, knowledge-based and global economy of the 21st century.

In the Midwestern states, an articulation of these economic and social benefits—both the private **and** the public aspects—should be more prominent in state-level debates about higher education policy. State and higher education leaders should have a greater understanding of *who* is reaping the benefits of the states' investment in higher education, and should consider what is necessary and sufficient for their particular state's "investment payoff" in terms of efficiency, quality and equity. Additional research is needed on the effect of higher education on state-level economic growth, the well-being of the region and on global competitiveness to better inform this debate and ultimately, public policy makers' decisions related to educational investments with public resources.

The following questions can serve to guide further discussion among state and higher education leaders in the region:

- 1) What is the most compelling argument(s) to be made from these data trends? Which stakeholder(s) should make the argument(s)?;
- 2) How do we balance equity and efficiency in the "investment payoff" discussions when resources are scarce?;

- 3) To what extent have we lost sight of the public good and the public benefits accrued through a higher education in the U.S.?
- 4) What kind of information do we need to speak persuasively about higher education's public benefits in a global context?
- 5) What needs to happen to change the current focus on the private, individual benefits of a higher education? Is there a role for the Compact to play?; and
- 6) Are there additional data or conceptual frameworks that we can develop to enhance our understanding of and dialogue about the benefits of a higher education?

Appendix Data Tables

Percentage of Population Age 25 and Older by Educational Attainment and by State of Residence (March 2004)

	Less than high school	High School diploma	Some college	Bachelor's degree	Advanced degree
U.S.	14.8	32.0	25.5	18.1	9.6
IA	10.2	35.8	29.7	17.3	7.0
IL	13.2	33.3	26.1	17.4	10.0
IN	12.8	40.8	25.3	13.4	7.6
KS	10.4	28.6	30.9	20.0	10.0
MI	12.1	35.2	28.4	15.3	9.1
MN	7.7	28.3	31.5	21.8	10.7
MO	12.1	35.6	24.2	17.9	10.2
NE	8.7	33.2	33.2	18.3	6.6
ND	10.5	32.2	32.1	20.3	4.8
OH	11.9	39.1	24.4	15.8	8.8
SD	12.5	32.8	29.2	18.7	6.8
WI	11.2	36.2	27.0	17.2	8.4

Average Total Personal Income of Population Age 25 and Older, by Educational Attainment and by State of Residence (2003)

	Less than high school	High School diploma	Some college	Bachelor's degree	Advanced degree
U.S.	\$15,221	\$25,053	\$32,470	\$48,417	\$70,851
IA	\$17,044	\$26,777	\$31,598	\$43,266	\$53,650
IL	\$14,644	\$25,083	\$33,963	\$47,385	\$72,207
IN	\$16,545	\$25,389	\$32,239	\$47,967	\$69,206
KS	\$14,760	\$25,434	\$29,905	\$43,414	\$62,292
MI	\$17,495	\$24,210	\$34,492	\$47,558	\$72,969
MN	\$19,723	\$27,635	\$35,248	\$50,788	\$78,715
MO	\$14,375	\$24,441	\$31,400	\$42,182	\$68,230
NE	\$14,545	\$26,604	\$33,449	\$46,584	\$65,005
ND	\$16,694	\$23,027	\$27,769	\$39,158	\$53,931
SD	\$14,458	\$24,286	\$28,148	\$39,725	\$69,830
OH	\$15,369	\$24,882	\$32,637	\$46,950	\$77,553
WI	\$16,820	\$27,813	\$30,648	\$47,170	\$61,640

Percentage of Population Age 25 and Older in 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	Bachelor's degree	Advanced degree
U.S.	10.2%	5.9%	4.8%	3.0%	2.6%
IA	10.3%	4.1%	3.3%	1.0%	1.8%
IL	10.9%	6.6%	4.0%	4.1%	1.5%
IN	9.1%	4.7%	5.1%	1.9%	1.8%
KS	11.7%	6.1%	4.5%	2.0%	0.8%
MI	20.3%	10.1%	5.5%	2.9%	3.8%
MN	9.5%	5.6%	5.7%	2.9%	3.5%
MO	15.4%	5.5%	4.8%	1.9%	3.2%
NE	4.9%	3.7%	3.4%	0.6%	1.5%
ND	9.4%	2.8%	4.5%	0.5%	0.0%
OH	13.8%	5.4%	4.9%	3.0%	1.8%
SD	16.6%	3.9%	2.7%	2.2%	2.8%
WI	11.3%	7.6%	3.8%	2.6%	0.5%

Percentage of Population Age 25 and Older Who Describe 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	Bachelor's degree	Advanced degree
U.S.	67.3%	82.0%	87.2%	92.6%	92.5%
IA	74.0%	85.0%	90.1%	95.5%	91.6%
IL	66.0%	81.9%	89.0%	93.7%	92.8%
IN	60.6%	84.0%	87.9%	93.6%	88.7%
KS	68.2%	82.0%	86.8%	95.2%	95.1%
MI	61.6%	80.6%	88.2%	92.7%	92.5%
MN	74.9%	84.0%	90.7%	96.7%	96.1%
MO	64.3%	80.6%	86.2%	92.4%	91.0%
NE	69.9%	85.7%	88.2%	93.1%	96.7%
ND	65.2%	86.0%	91.0%	94.3%	95.9%
OH	66.1%	84.0%	87.2%	93.4%	94.4%
SD	61.2%	85.0%	90.1%	94.2%	96.6%
WI	73.2%	87.1%	88.6%	94.9%	93.7%

Percentage of Population Age 25 and Older Who Received Public Assistance in 2003, by Educational Attainment and by State of Residence

	Less than high school	High School diploma	Some college	Bachelor's degree	Advanced degree
U.S.	2.1%	0.9%	0.9%	0.3%	0.1%
IA	2.5%	0.3%	0.4%	0.2%	0.0%
IL	1.3%	0.5%	0.5%	0.0%	0.3%
IN	1.6%	0.5%	1.1%	0.0%	0.0%
KS	1.7%	0.9%	2.1%	0.0%	0.0%
MI	3.3%	1.5%	1.1%	0.8%	0.0%
MN	1.8%	1.4%	1.9%	0.0%	0.0%
MO	2.3%	0.6%	0.4%	0.0%	0.5%
NE	2.6%	0.8%	1.0%	0.0%	0.0%
ND	2.7%	1.0%	1.5%	0.2%	0.0%
OH	2.9%	0.9%	0.8%	0.0%	0.0%
SD	2.7%	1.1%	1.4%	0.2%	0.0%
WI	3.5%	0.4%	0.9%	0.0%	0.0%

Percentage of Population 25 Years and Older Who Reported Ever Volunteering for or Through an Organization (2004), by Educational Attainment and MHEC State

	Less than high school	High School diploma	Some college	Bachelor's degree and higher
U.S.	11.8%	20.8%	31.0%	36.1%
IA	24.3%	30.5%	42.3%	55.5%
IL	13.5%	18.2%	27.6%	31.5%
IN	9.8%	21.6%	27.8%	36.5%
KS	19.4%	24.5%	40.7%	48.2%
MI	16.1%	25.2%	36.3%	44.6%
MN	22.4%	29.9%	41.6%	42.2%
MO	14.4%	22.9%	41.6%	42.2%
NE	21.6%	28.5%	43.7%	48.7%
ND	23.9%	31.0%	34.0%	46.7%
OH	21.0%	25.5%	32.6%	36.5%
SD	18.7%	24.4%	29.8%	34.7%
WI	15.0%	37.5%	47.1%	57.5%

**Percentage of Population 25 Years and Older Who Voted in the November 2000 Election,
by Educational Attainment and by MHEC State**

	Less than high school	High School diploma	Some college	Bachelor's degree	Advanced degree
U.S.	42.1%	56.0%	67.3%	76.3%	82.1%
IA	53.8%	60.8%	73.2%	87.8%	90.1%
IL	49.8%	58.3%	70.8%	74.9%	78.3%
IN	44.8%	56.8%	65.2%	77.7%	88.6%
KS	52.1%	54.9%	67.9%	79.3%	85.6%
MI	42.0%	57.6%	75.0%	79.7%	84.9%
MN	51.5%	69.9%	71.8%	85.7%	84.9%
MO	56.0%	65.8%	78.1%	82.4%	84.2%
NE	54.9%	59.3%	61.7%	81.5%	87.8%
ND	57.6%	64.3%	73.8%	86.2%	92.6%
OH	37.3%	55.8%	69.1%	78.3%	83.6%
SD	46.5%	58.3%	63.8%	79.0%	84.4%
WI	63.2%	62.6%	78.3%	87.5%	89.0%