

*** The following data is drawn from multiple sources, and includes data and data analysis from multiple years and multiple data sets. Please see the cited sources for more information.


ATTAINMENT OF POSTSECONDARY CREDENTIALS

Sixty-two percent of the U.S. population has some postsecondary education, but not necessarily a credential.

Total population U.S. age 25-64	166.2 million
Graduate or professional degree	18.7 million 11 %
Bachelor's degree	33 million 20 %
Associate's degree	14.7 million 9 %
Some college, but no degree	36.2 million 22%
High school diploma or equivalency	43.8 million 26%
Less than a high school diploma	19.4 million 12%

Numbers do not total because of rounding. Source: *A Stronger Nation Through Higher Education*, Lumina Foundation, 2015, <http://strongernation.luminafoundation.org/report/>.

Postsecondary degree attainment varies among segments of the US population.

	White 	African American	Hispanic	Asian
Masters, doctorate, and professional degree	18.2 million 11 %	1.6 million 7%	1.3 million 4 %	2.2 million 21 %
Bachelor's degree	30.4 million 19 %	2.9 million 12 %	2.7 million 11 %	3.2 million 30 %
Associates degree	13.1 million 8 %	1.8 million 8 %	1.7 million 6 %	724,968 7 %
Some college, but no degree	34.0 million 21%	6.1 million 25 %	5.1 million 18 %	1.3 million 13 %
High school diploma or equivalency	45.6 million 28%	7.6 million 31 %	7.8 million 27 %	1.7 million 15 %
Less than a high	18.7 million	4.1 million	8.4 million	1.5 million

school diploma	12 %	17 %	29 %	14 %
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Source: CLASP calculations based on Census Bureau's *Sex by Educational Attainment for the Population 25 years and over*, American Community Survey 2011-2013, 3 year estimates.

There is substantial variation in literacy, numeracy and problem-solving proficiency within educational education levels and overlap in proficiency among educational levels.

U. S. results of the 2011-2012 Programme for the International Assessment of Adult Competencies (PIACC) suggest that credentials are not reliable indicators of competency. A recent report found that although proficiency levels in numeracy and literacy are highly correlated with educational attainment, there is substantial variation in literacy, numeracy and problem-solving proficiency within educational education levels and overlap in scores between educational levels. Nearly 40 percent of those with only a high school diploma are in the same proficiency levels as the bottom 75 percent of those with a bachelor's degree. A quarter of those with Bachelor's degree tested below proficiency (level 3 on the PIACC scale) in literacy and even greater percentages score below proficiency in numeracy and problem-solving skills. Source: Harry Holzer and Robert Lerman, *Cognitive Skills in the U.S. Labor Market: For Whom Do They Matter?*, February 2015,

https://static1.squarespace.com/static/51bb74b8e4b0139570ddf020/t/54da7582e4b0cb4c49fc0d9d/1423603074704/Holzer_Lerman_PIAAC.pdf.

Further, there are significant racial discrepancies among credential holders. American Black adults (25-64 years of age) have significantly lower literacy and numeracy competencies than White adults even if they have attained the same level of education. White adults with a four-year college degree outscored similarly credentialed Black adults by 44 points. Further, 71 percent of Black adults with a college degree compared to 29 percent of White adult college graduates scored below the minimum standard for numeracy. There also is no statistical difference in the percentage of Black adults that perform below proficiency between those with only a high school credential and those who report having some postsecondary education, but not a baccalaureate credential. Source: America's Skill Challenge: Millennials and the Future, ETS Center for Research on Human Capital and Education, January 2015, <http://www.ets.org/s/research/30079/asc-millennials-and-the-future.pdf>.

In addition to postsecondary degrees, many people have professional certifications, licenses, and educational certificates that attest to their knowledge, skills and abilities. Attainment of such non-degree credentials varies by race/ethnicity, age, sex, and highest educational level attained.

Close to 50 million adults ages 18 and older have a professional certification or license.

Adults age 18 and older with an associate's degree were most likely to also have an educational certificate. Adults with a doctorate degree were most likely to also have a professional certification or license. Adults with less than a high school credential were most likely to not have any non-degree credential.

Eighteen to 29 year olds are more likely to not have any non-degree credential than those aged 30 years of age and over.

Hispanics and African Americans earn more non-degree credentials than degrees, but still lag in non-degree attainment.

Percent of U.S. population age 18 and over with Non-degree Credential	
Credential Type	Percent and number weighted in thousands
Professional Certification or license	22 % (46,326)
Occupational certificate	9% (19,113)

Source: Stephanie Ewert and Robert Kominski, *Measuring Alternative Educational Credentials: 2012*, January 2014, <https://www.census.gov/prod/2014pubs/p70-138.pdf>.

Percent of U.S. population age 18 and over by Race/Ethnicity					
Credential Type	White alone	Black alone	Asian alone	White, non-Hispanic	Hispanic (of any race)
Professional Certification or license	22 %	18%	19 %	24 %	13 %
Occupational certificate	9 %	8 %	9 %	10 %	6 %

Source: Stephanie Ewert and Robert Kominski, *Measuring Alternative Educational Credentials: 2012*, January 2014, <https://www.census.gov/prod/2014pubs/p70-138.pdf>.

Percent of U.S. population age 18 and over by Age			
Credential Type	18 to 29 years	30 to 49 years	50 years and older
Professional Certification or license	14 %	27 %	21 %
Occupational certificate	6 %	10 %	9 %

Source: Stephanie Ewert and Robert Kominski, *Measuring Alternative Educational Credentials: 2012*, January 2014, <https://www.census.gov/prod/2014pubs/p70-138.pdf>.

Percent of U.S. population age 18 and over by Sex		
Credential Type	Male	Female
Professional Certification or license	22 %	21 %
Occupational certificate	8 %	10 %

Source: Stephanie Ewert and Robert Kominski, *Measuring Alternative Educational Credentials: 2012*, January 2014, <https://www.census.gov/prod/2014pubs/p70-138.pdf>.

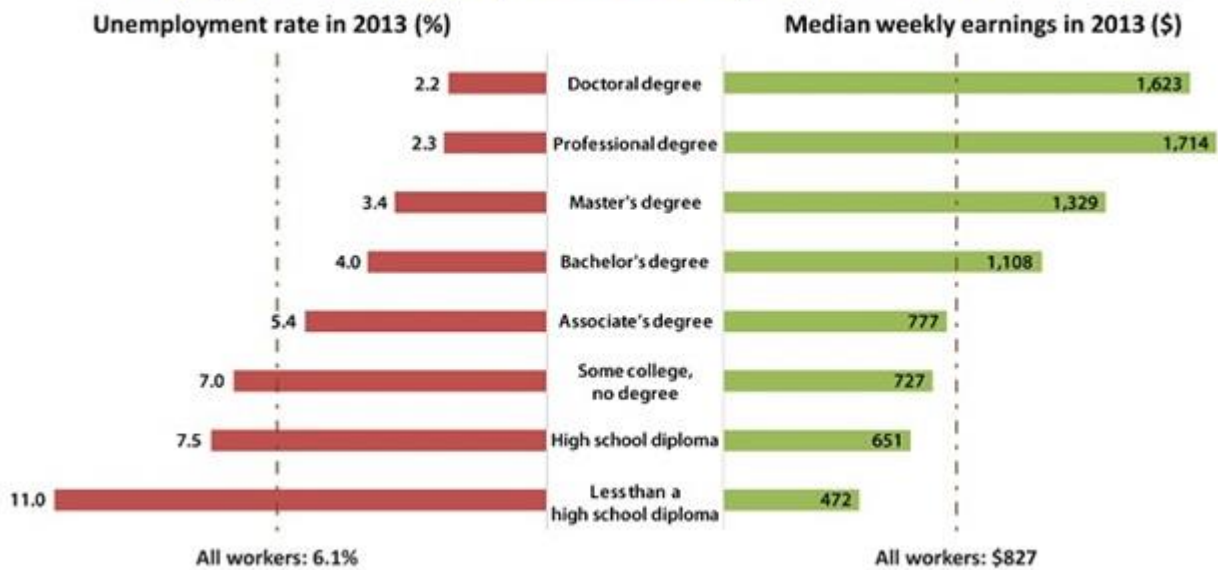
Percent of U.S. population age 18 and over by Education Level (weighted in thousands)								
Credential Type	Less than high school	High school	Some college	Associate's degree	Bachelor's degree	Master's degree	Professional degree	Doctorate degree
Professional Certification or license	6 % (1,315)	14 % (9,891)	19% (8,064)	30 % (5,409)	30 % (11,447)	44 % (7,018)	68 % (2,178)	39% (1,004)
Occupational certificate	2 % (411)	6 % (4,482)	10 % (4,243)	17 % (3,059)	10 % (4,027)	14 % (2,180)	14 % (436)	11 % (274)

Source: Stephanie Ewert and Robert Kominski, *Measuring Alternative Educational Credentials: 2012*, January 2014, <https://www.census.gov/prod/2014pubs/p70-138.pdf>.

ECONOMIC RETURN ON POSTSECONDARY CREDENTIALS

Attaining a postsecondary credential increases a person's lifetime earnings and their chances of being employed.

Earnings and unemployment rates by educational attainment

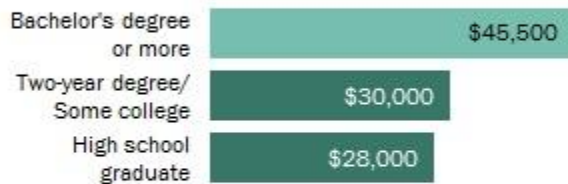


Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

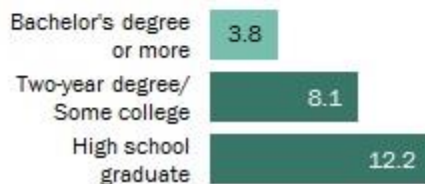
Source: Bureau of Labor Statistics, 2014, http://www.bls.gov/emp/ep_chart_001.htm.

Disparity among Millennials Ages 25-32 By Education Level in Terms of Annual Earnings ...

(median among full-time workers, in 2012 dollars)



Unemployment Rate ...



And Share Living in Poverty ...



Notes: Median annual earnings are based on earnings and work status during the calendar year prior to interview and limited to 25- to 32-year-olds who worked full time during the previous calendar year and reported positive earnings. "Full time" refers to those who usually worked at least 35 hours a week last year. The unemployment rate refers to the share of the labor force (those working or actively seeking work) who are not employed. Poverty is based on the respondent's family income in the calendar year preceding the survey.

Source: Pew Research Center tabulations of the 2013 March Current Population Survey (CPS) Integrated Public Use Micro Sample

PEW RESEARCH CENTER

Source: The Rising Cost of Not Going to College, Pew Research Center, Washington, D.C., 2014, <http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/sdt-higher-education-02-11-2014-0-01/>.

Table 12 on webpage

Figure 5.1: On average, people with higher educational attainment have higher earnings

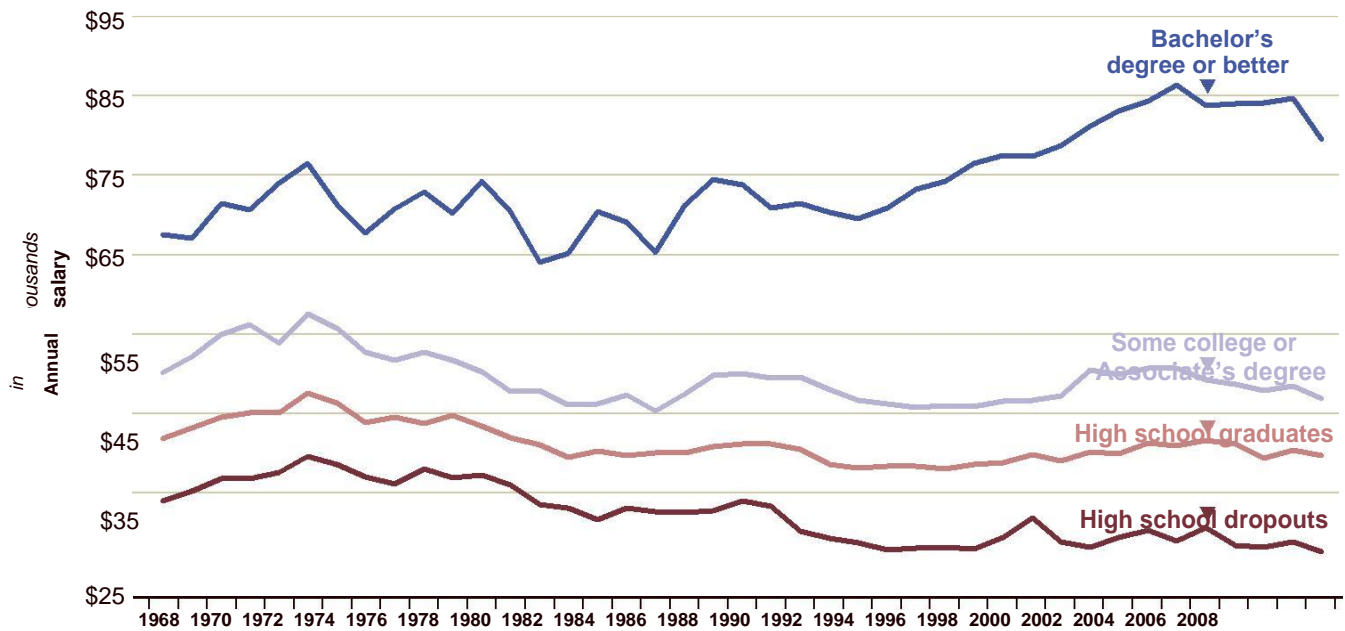
Chart can also be access here:

<http://files.eric.ed.gov/fulltext/ED524310.pdf>

Figure 5.1

On average, people with higher educational attainment have higher earnings.

Source: Authors' analysis of March CPS data, various years



The Georgetown University Center on Education and the Workforce

Table 16 on webpage

Figure 5.12: Earnings not just a function of postsecondary....

Chart can also be access here: <http://files.eric.ed.gov/fulltext/ED524310.pdf>

Figure 5.12

Earnings are not just a function of postsecondary attainment. Occupational choice also influences earnings potential.

Source: National Education Longitudinal Study 2000

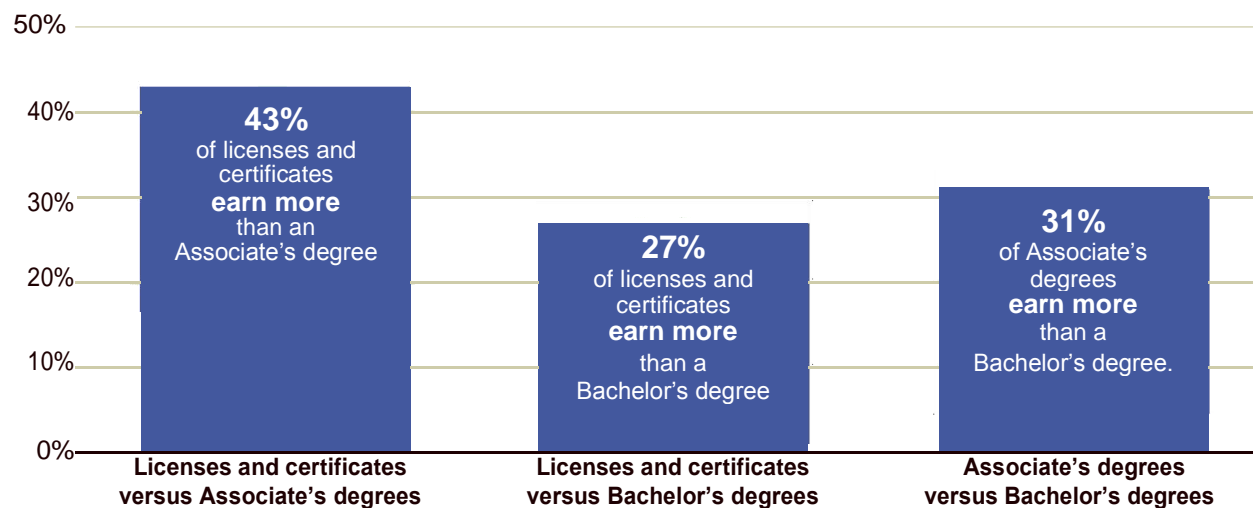


Table 17 on webpage

Figure 5.11: People with the same educational attainment....

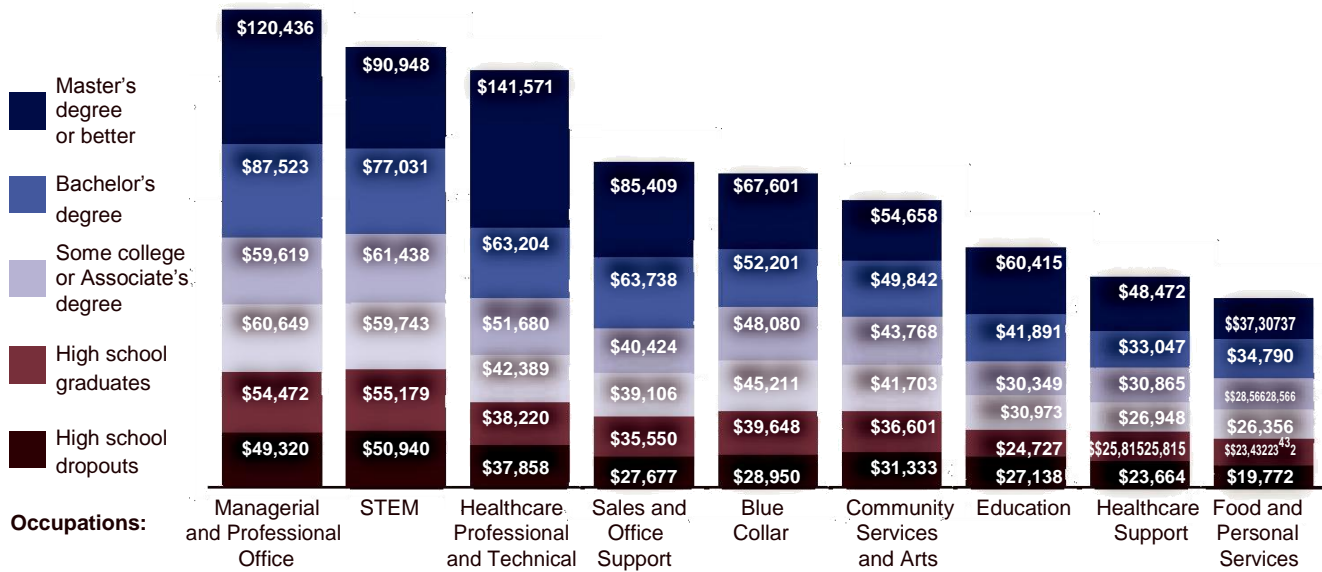
Chart can also be access here: <http://files.eric.ed.gov/fulltext/ED524310.pdf>

Figure 5.11

People with the same educational attainment levels can have different wages depending on their occupation. (in 2008 dollars)

Source: Authors' analysis of March CPS data, various years

2005–2008 pooled data



1983–1986 pooled data

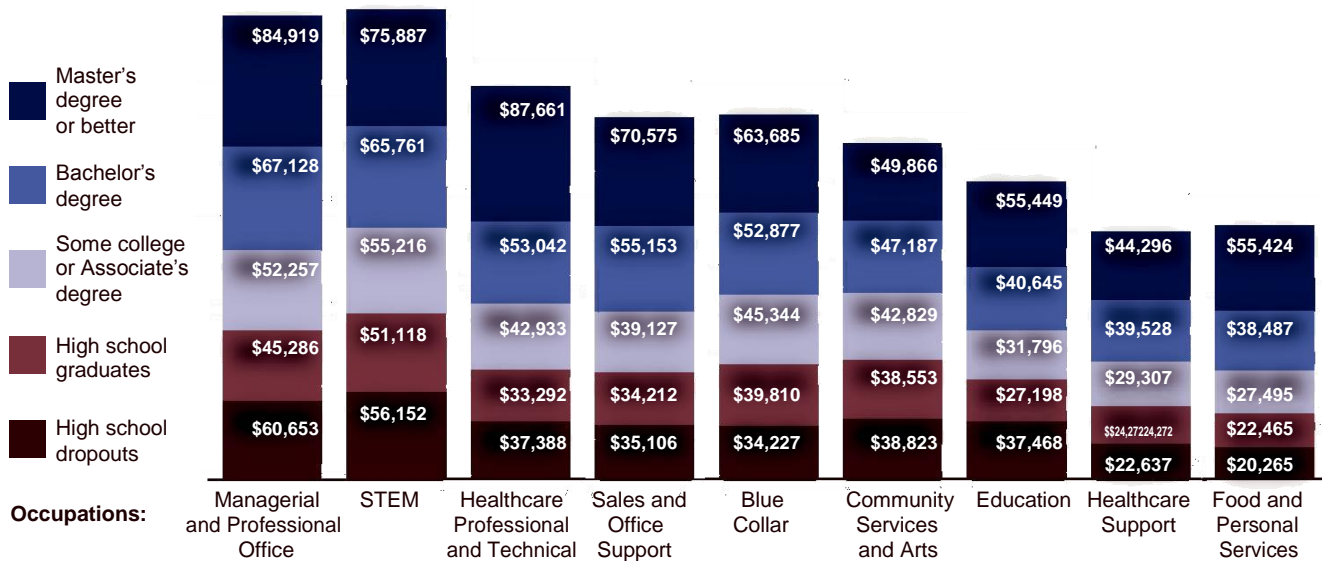


Table 19 on webpage

Carnevale Figure 2.1

Chart can also be access here: <http://files.eric.ed.gov/fulltext/ED524310.pdf>

Figure 2.1

By 2018, 63 percent of job openings will require workers with at least some college education.

Source: Center on Education and the Workforce forecasts of educational demand to 2018

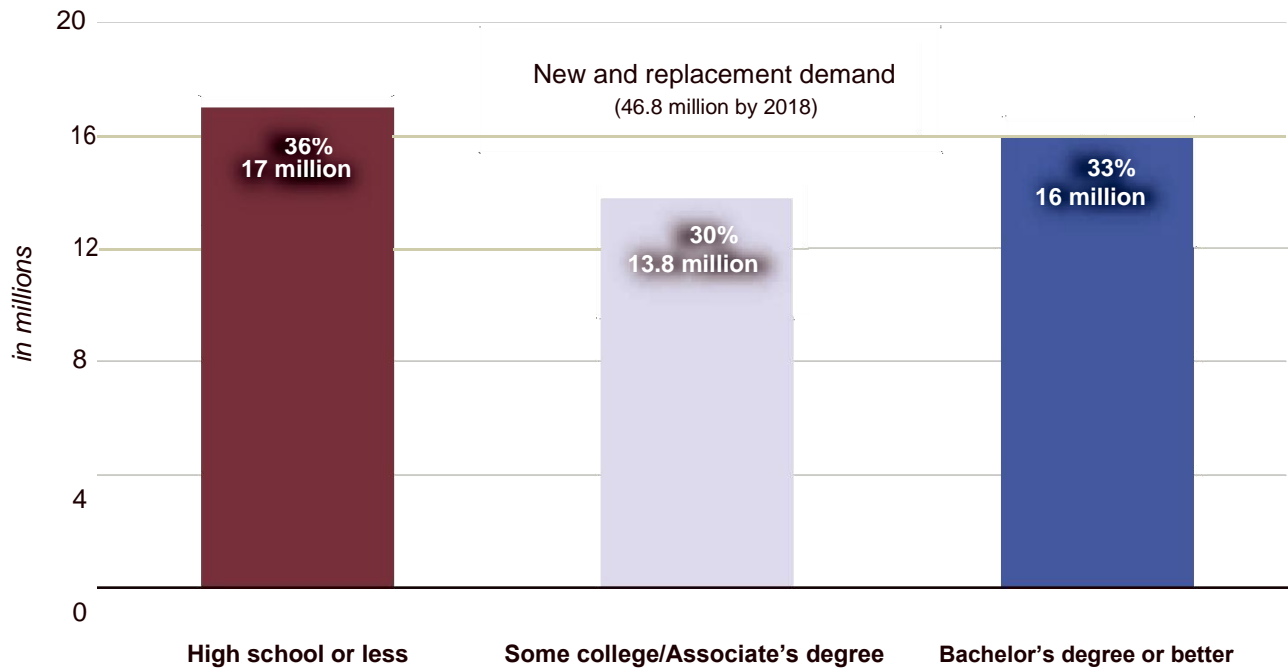


Table 20 on webpage

Carnevale Figure 3.2

Chart can also be access here: <http://files.eric.ed.gov/fulltext/ED524310.pdf>

Figure 3.2

With the exception of Healthcare Support, the fastest-growing occupations have the highest concentration of postsecondary attainment.

Source: Authors' analysis of March CPS data, 2008; Center on Education and the Workforce forecast of educational demand through 2018

OCCUPATIONS:	2008		2018		Difference 2008–2018		Ranking	
	Total employment (thousands)	Rank	Total employment (thousands)	Rank	Change in employment (thousands)	Rate of growth: Percent change in employment	Largest growth	Fastest rate of growth
Sales and Office Support	40,503	1	43,543	1	3,040	8%	2	8
Blue Collar	33,800	2	34,641	2	842	2%	8	9
Food and Personal Services	24,552	3	27,996	3	3,443	14%	1	6
Managerial and Professional Office	16,186	4	17,684	4	1,498	9%	3	7
Education	8,956	5	10,234	5	1,278	14%	5	5
Healthcare Professional and Technical	7,352	6	8,813	6	1,461	20%	4	2
STEM	7,320	7	8,553	7	1,233	17%	6	3
Community Services and Arts	4,552	8	5,209	8	657	14%	9	4
Healthcare Support	3,879	9	4,826	9	947	24%	7	1
TOTAL	147,100		161,500		14,400	10%		

Help Wanted: Projections of Jobs and Education Requirements Through 2018, Georgetown Center for Education and the Workforce, June 2010, authors' analysis of March CPS data, 2008, <http://files.eric.ed.gov/fulltext/ED524310.pdf>.

According to a 2014 Business Roundtable Survey, nearly 98% of CEOs say that the skills gap is a problem for their companies. Source: *Business Roundtable / Change the Equation Survey on U.S. Workforce Skills Summary of findings*, Business Roundtable, Change the Equation, 2014, <http://changetheequation.org/sites/default/files/2014%20BRT-CTEq%20Skills%20Survey%20Slides.pdf>.

INCREASED PRODUCTION AND DIVERSIFICATION OF POSTSECONDARY CREDENTIALS

Between 2000 and 2010, the number of less than one year short-term certificates awarded increased by 151 percent nationally, increasing the share of non-degree credentials that are short-term certificates by almost 10 percent. Source: Mina Dagar and Madeline Joy Trimble, *Labor Market Returns to Sub-Baccalaureate Credentials: How Much Does a Community College Degree or Certificate Pay?*, Educational Evaluation and Policy Analysis, 2014.

The number of occupational certificates awarded has skyrocketed more than 800% over the past 30 years, according to the CEW – but not enough to satisfy employer demand. Source: James T. Austin et.al., *Portable, Stackable Credentials: A New Education Model for Industry-Specific Career Pathways*, McGraw Hill Research Foundation, 2012, https://www.michigan.gov/documents/mde/PortableStackableCreds-112812_0_461312_7.pdf.

In 2007-2008, Title IV approved institutions awarded 749,883 certificates of all lengths. Source: *Certificates Count: An Analysis of Sub-baccalaureate certificates*, Complete College America, 2010, <http://www.completecollege.org/docs/Certificates%20Count%20FINAL%2012-05.pdf>.