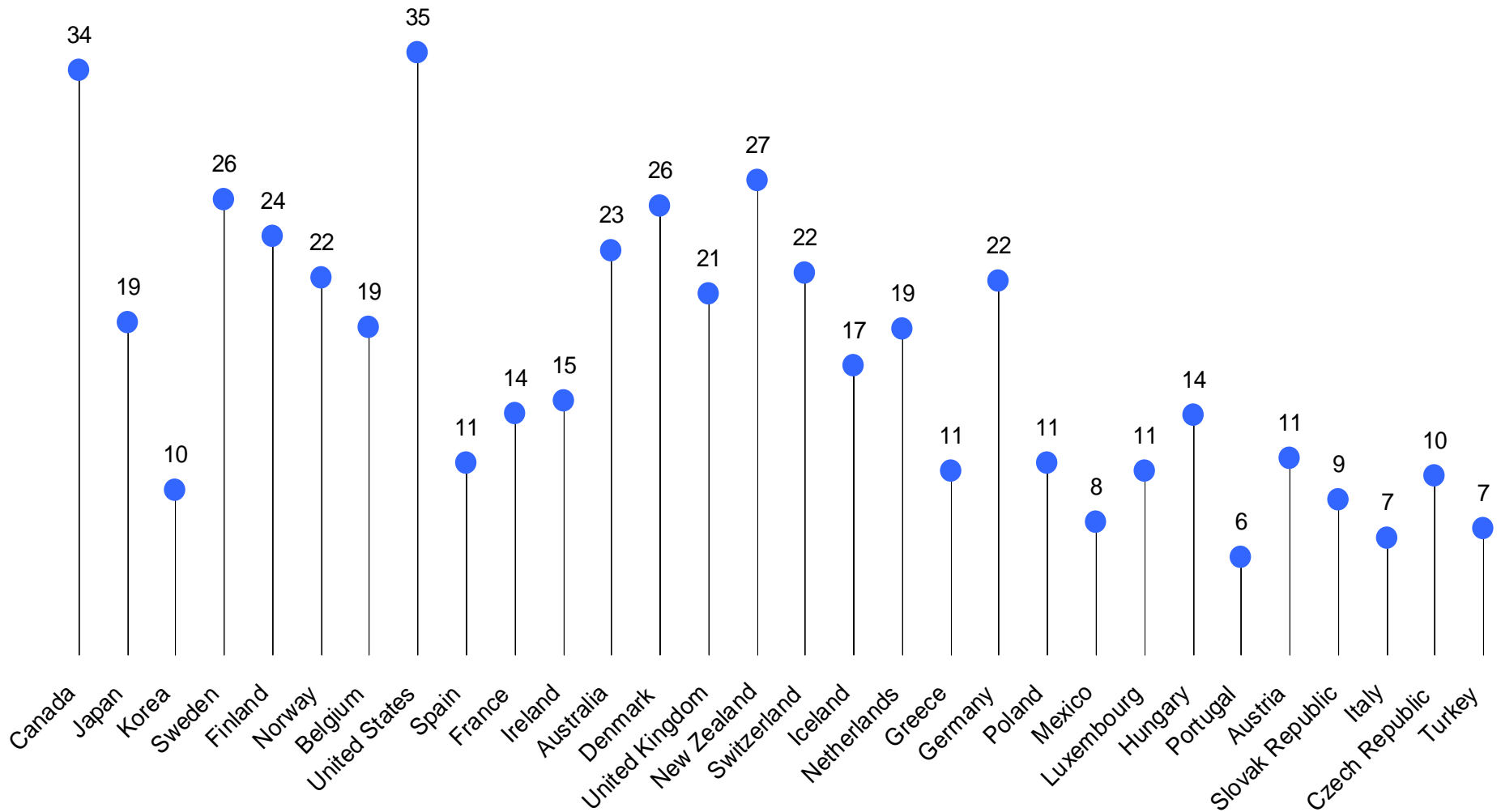


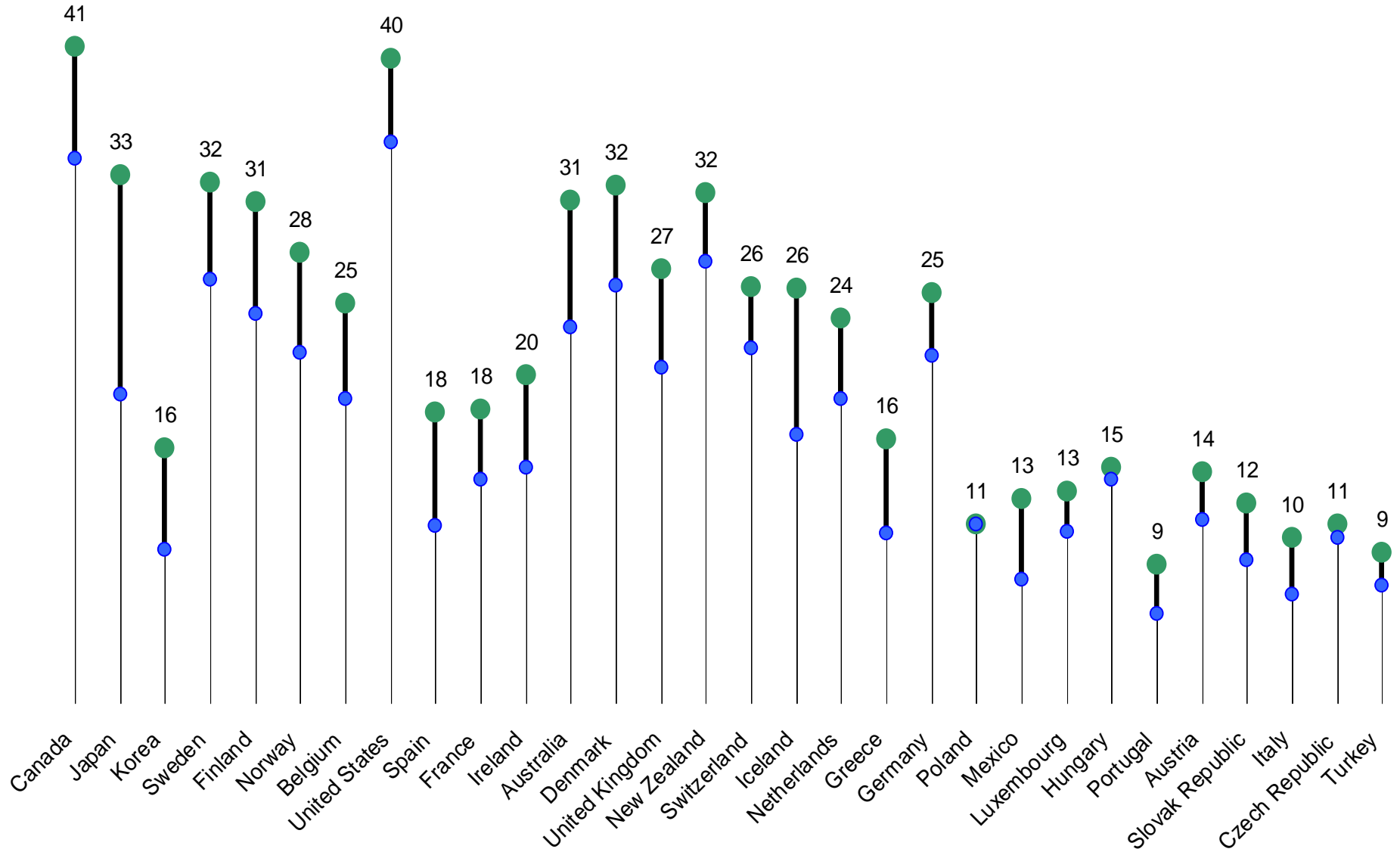
# Percent of adults with postsecondary degree

## 55-64



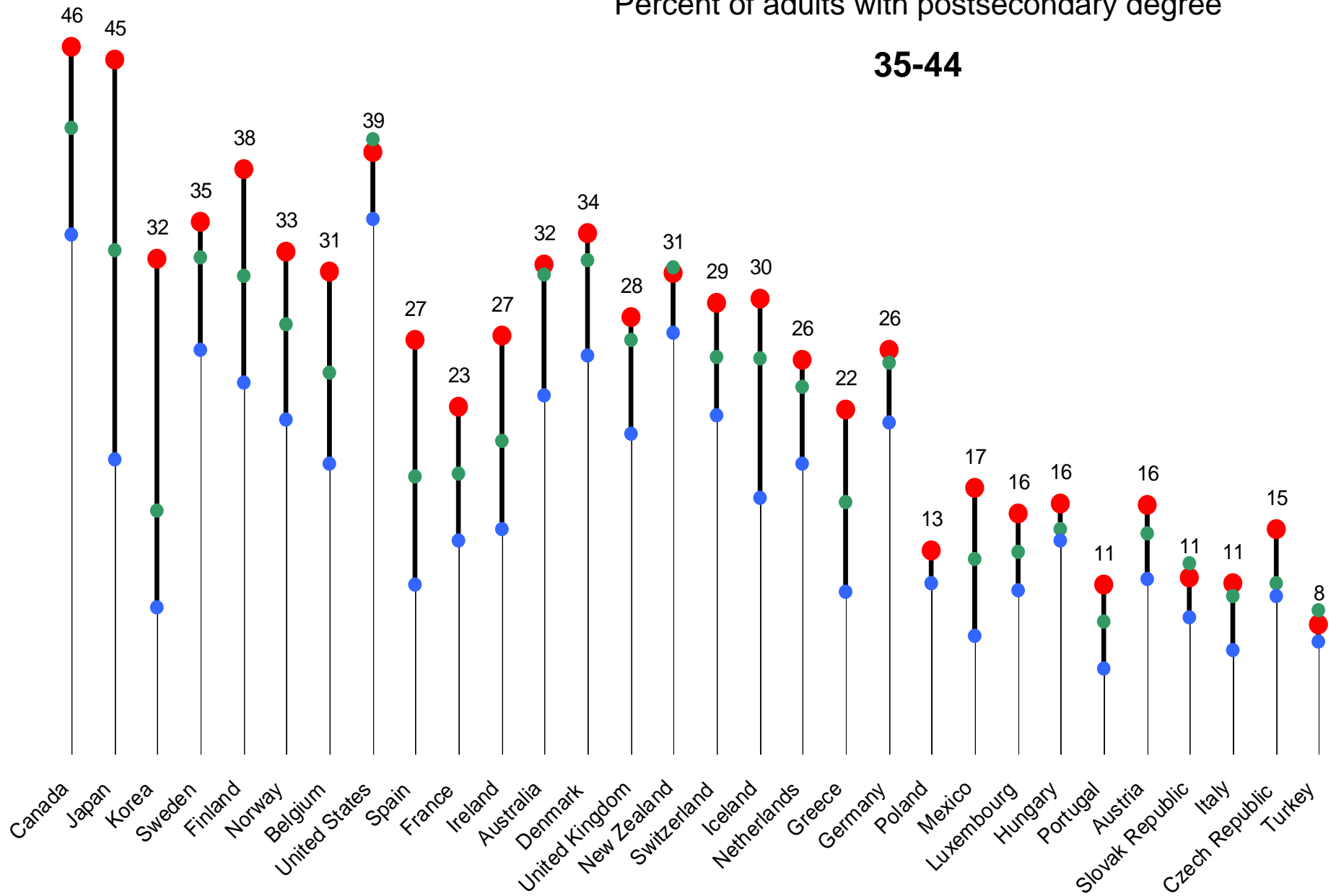
# Percent of adults with postsecondary degree

## 45-54



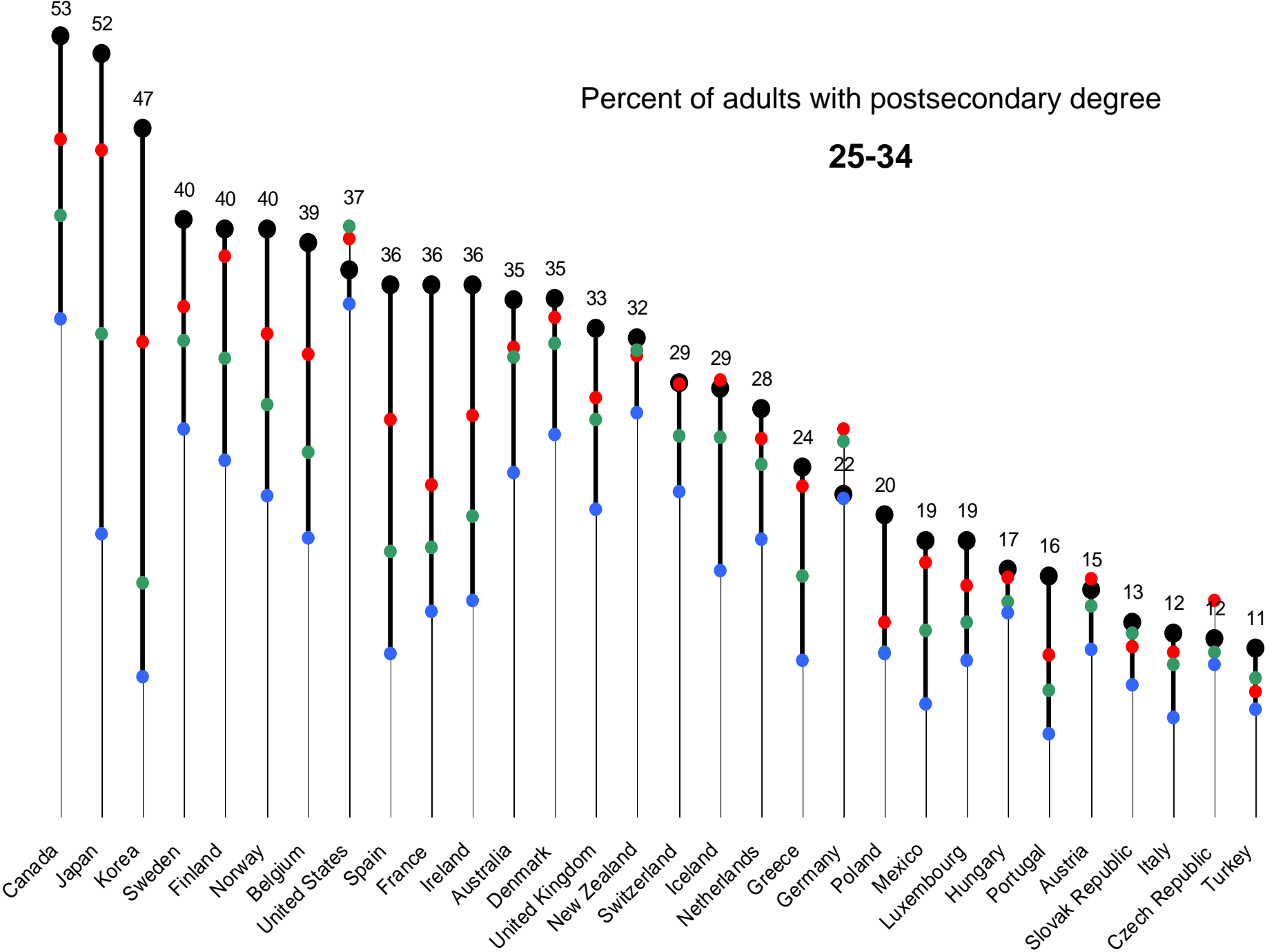
# Percent of adults with postsecondary degree

## 35-44



Percent of adults with postsecondary degree

**25-34**

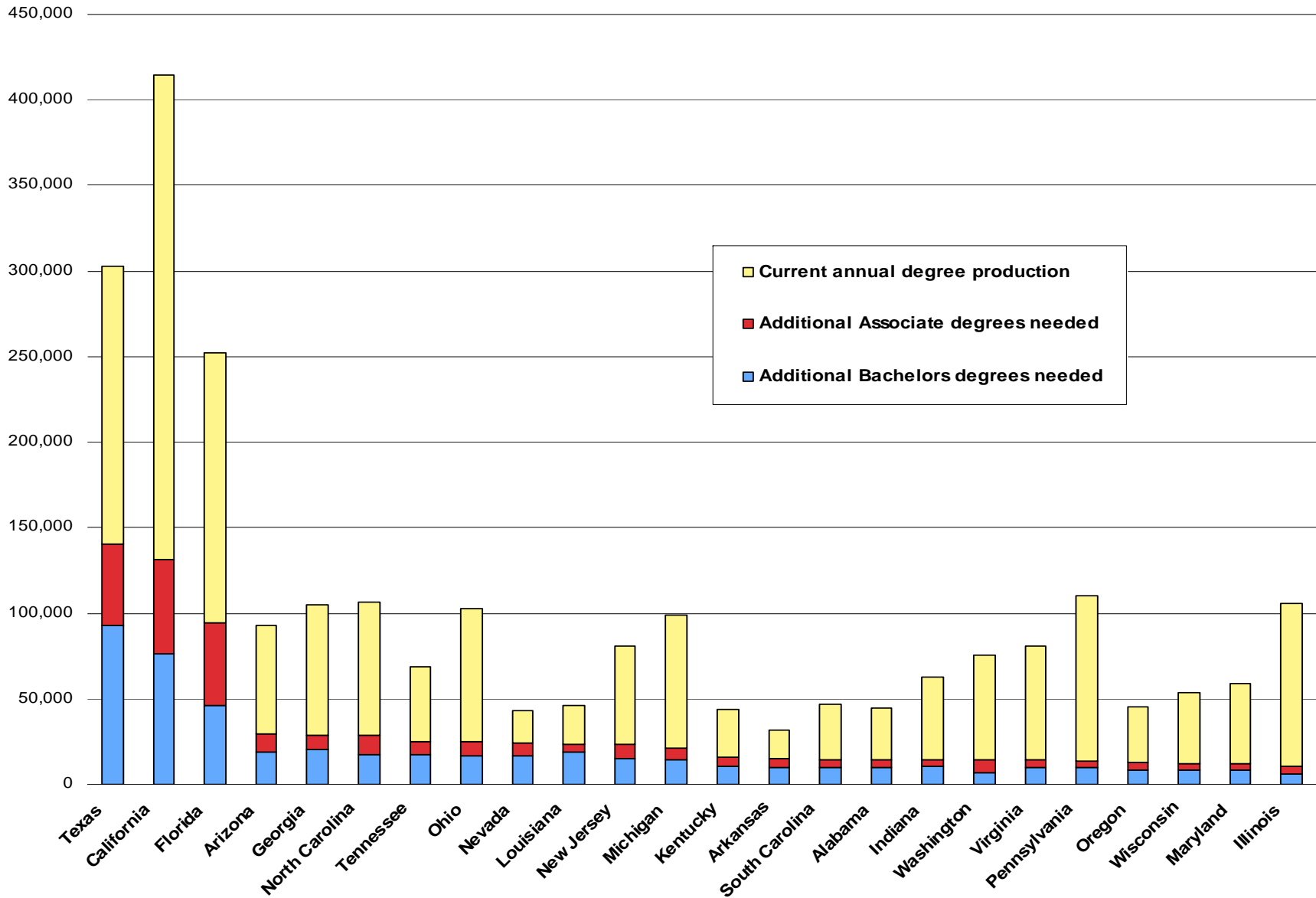


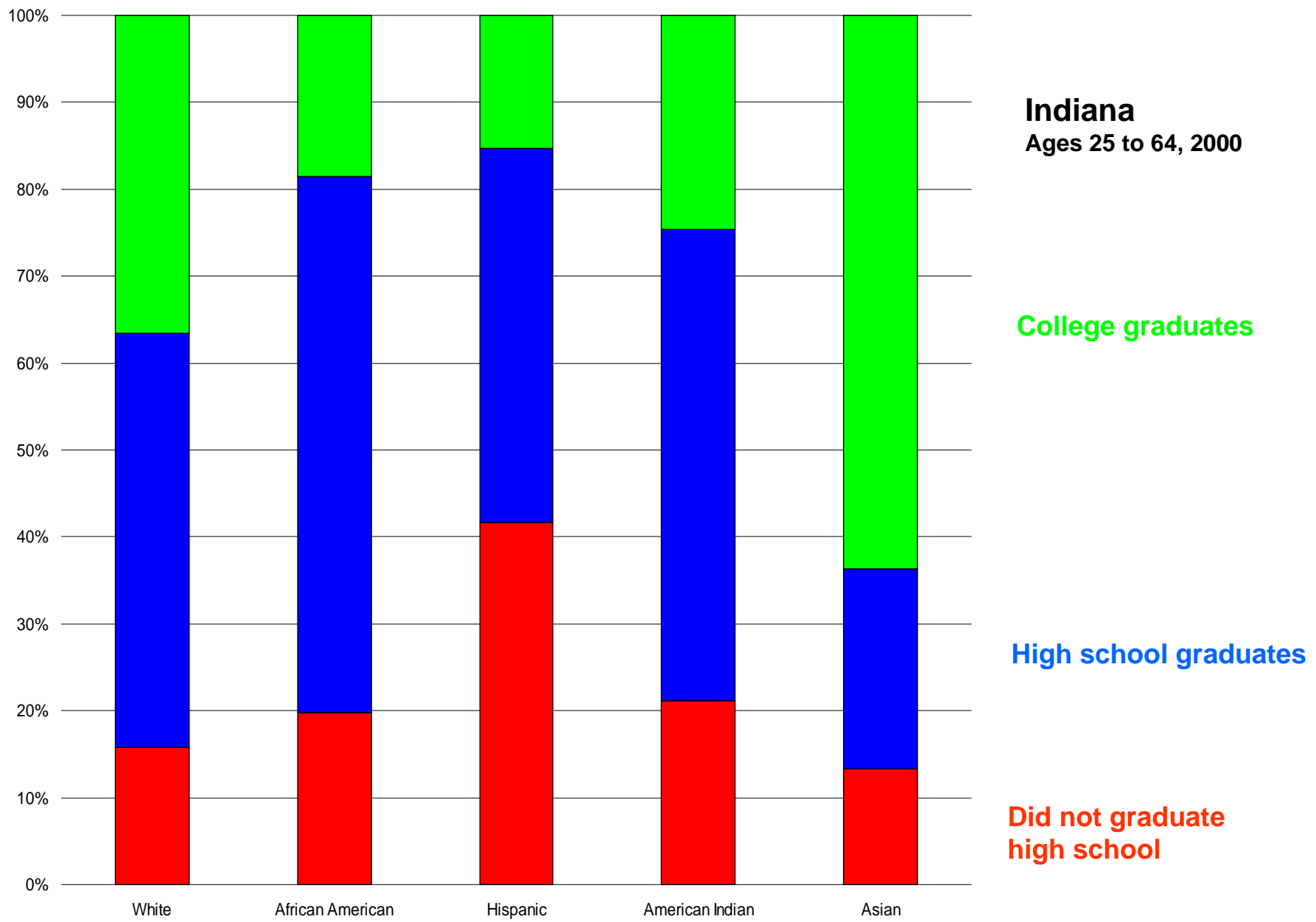
	52	Canada
		Japan
	50	
Massachusetts	48	
	46	Korea
Minnesota	44	
North Dakota	42	
Connecticut/Colorado/New York	40	Sweden/Finland/Norway
New Jersey/Vermont/New Hampshire	38	Belgium
Maryland/Nebraska/Illinois	36	United States
Virginia/Iowa		Spain/France/Ireland
RI/SD/WI/WA	34	
Pennsylvania/Kansas/Delaware	32	Australia/Denmark
Hawaii	30	U.K.
Utah/Montana	28	New Zealand
Michigan/North Carolina/Georgia	26	Switzerland/Iceland
OH/MO/OR/WY/CA/FL/ME	24	Netherlands
Indiana	22	
Idaho/South Carolina/Arizona	20	Greece
Texas/Alabama/Tennessee/Alaska		
Oklahoma		Germany
Kentucky/New Mexico		Poland
Mississippi/Louisiana		Mexico
West Virginia/Arkansas		
Nevada		

	64	
Hamilton		
	60	
	56	
Monroe		Canada
	52	Japan
Tippecanoe		Korea
	48	
	44	
	40	Sweden/Finland/Norway
		Belgium
Marion/Hendricks/Warrick		<b>United States</b>
Boone	36	Spain/France/Ireland
Allen/St. Joseph/Hancock		Australia/Denmark
	32	U.K.
		New Zealand
	28	Switzerland/Iceland
		Netherlands
	24	Greece
	20	Germany
		Poland
		Mexico
Starke/Noble/Clinton		Hungary
Pike/Owens/Jennings	16	Portugal
Parke		Austria
Switzerland/Fayette		Slovak Republic
Scott	12	Italy/Czech Republic
LaGrange/Crawford		Turkey
	8	

# Degrees needed annually to close gap with top-performing countries by 2025

States with the need for the largest increases, ranked by size of gap

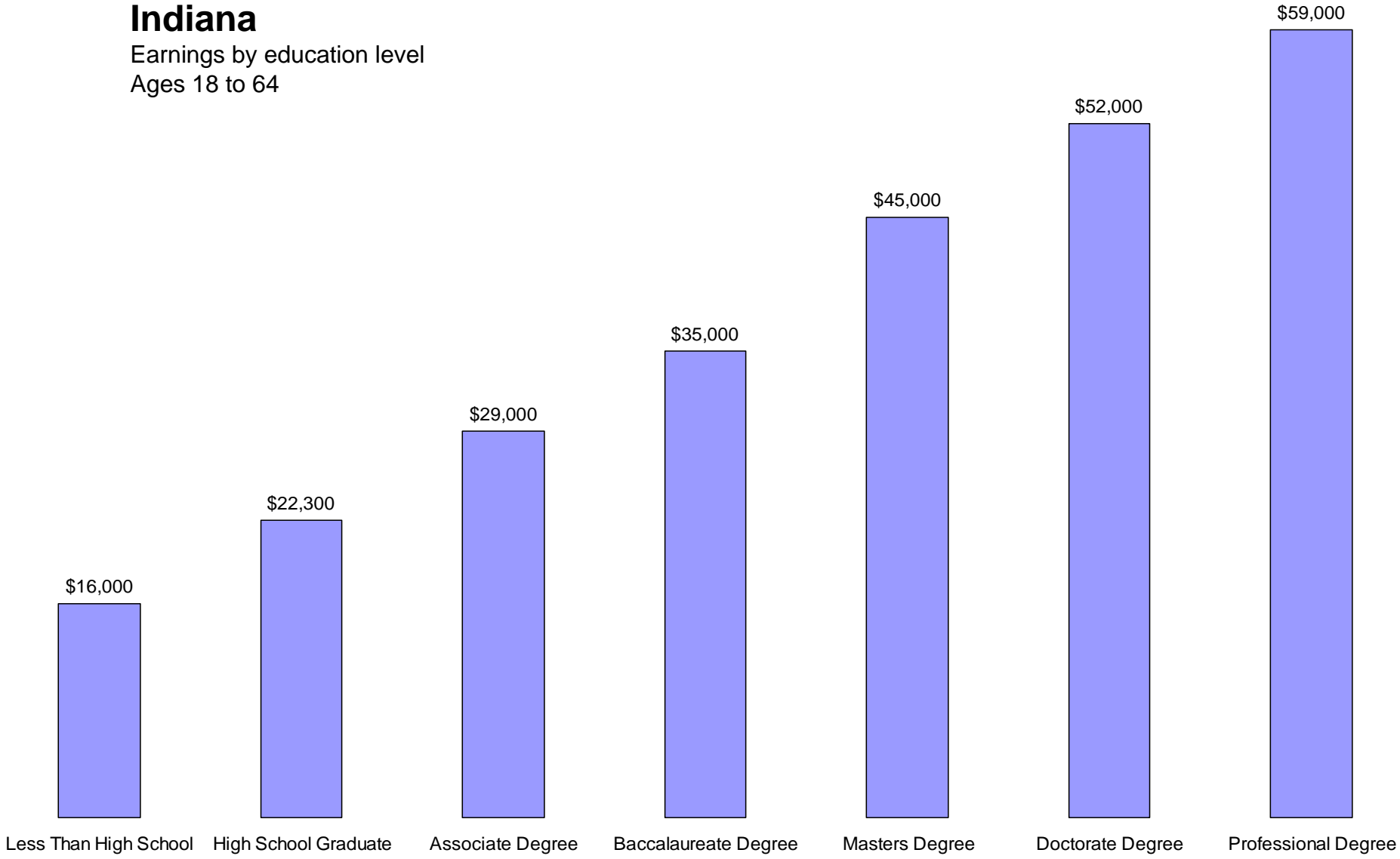






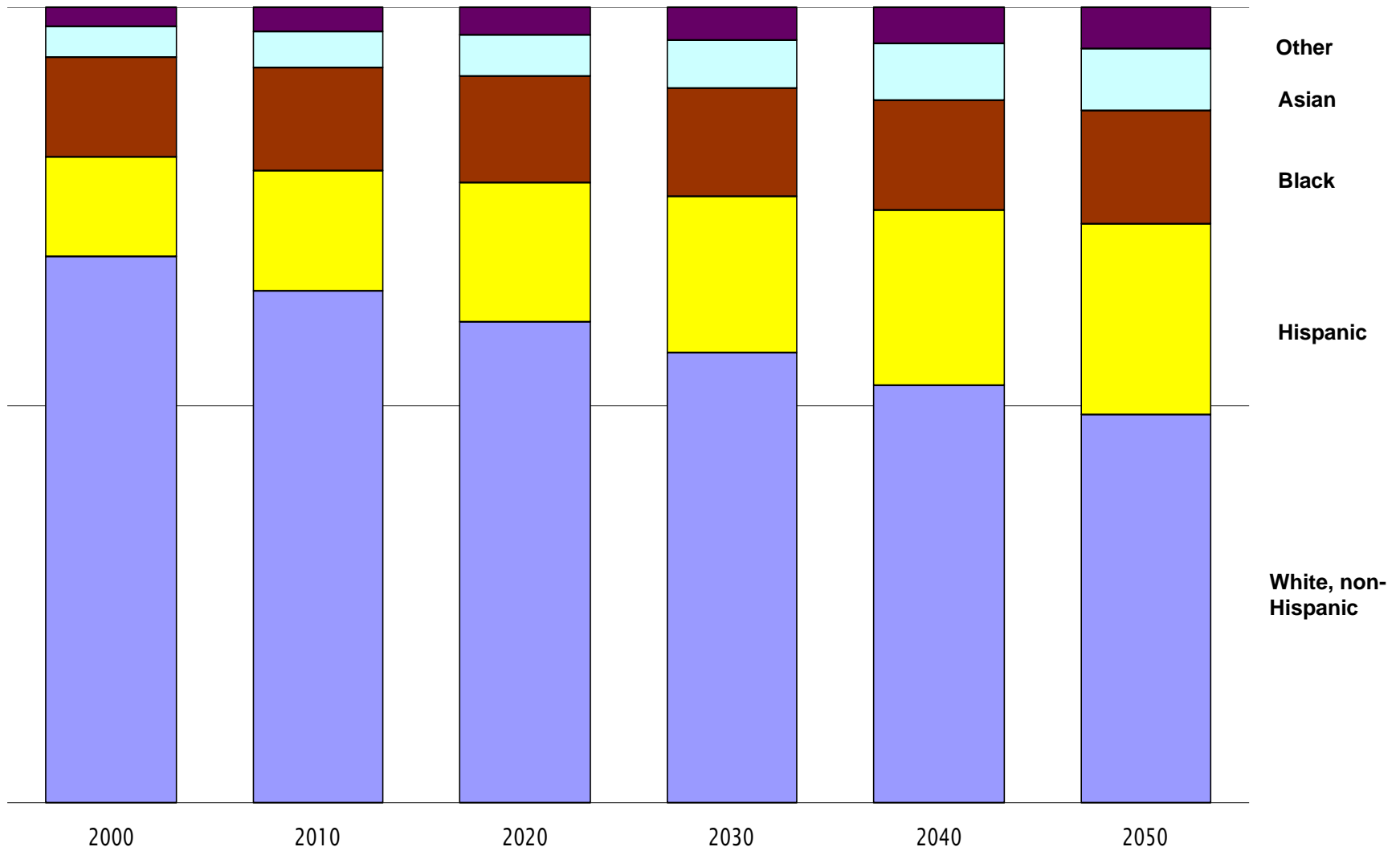
# Indiana

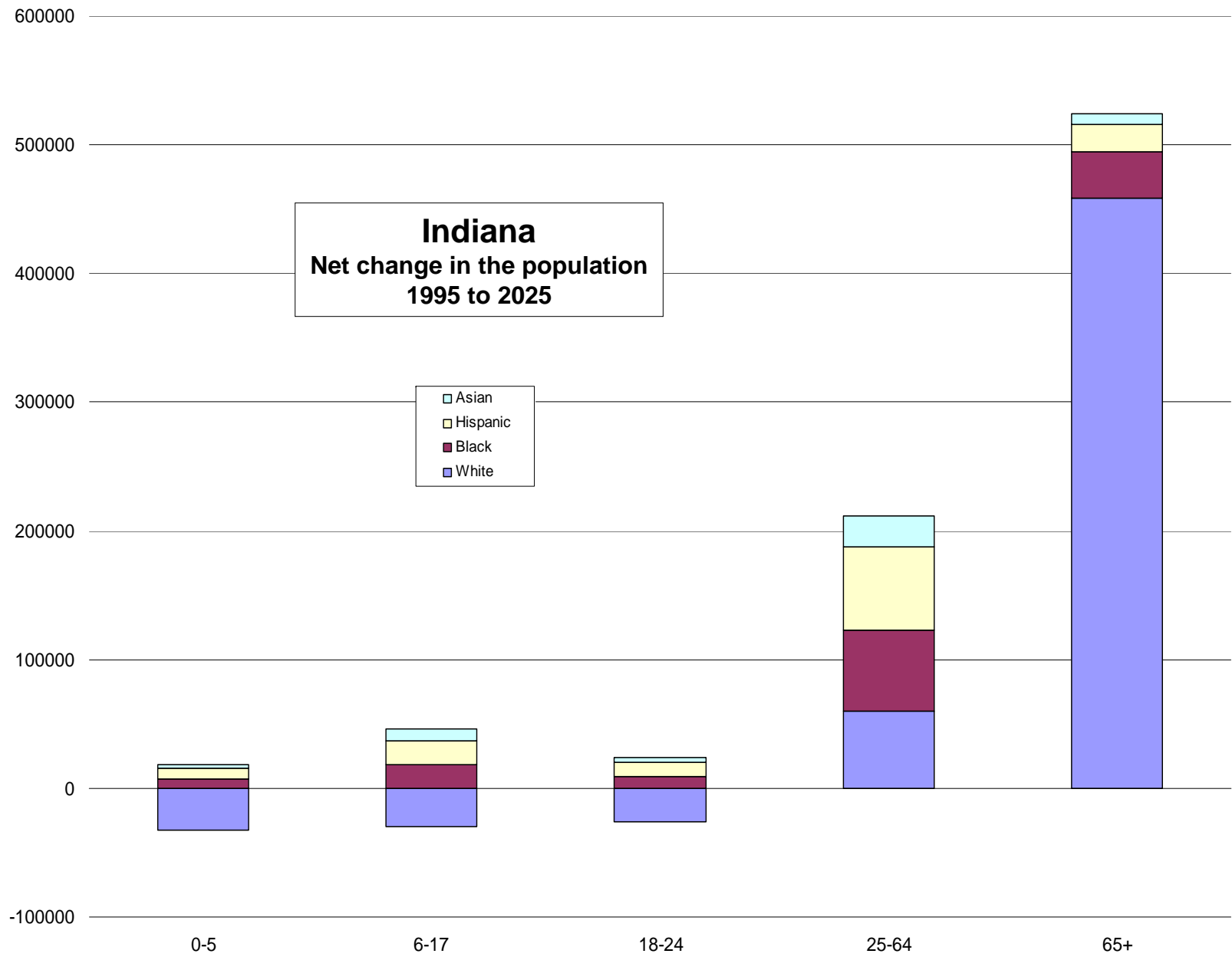
Earnings by education level  
Ages 18 to 64



# Composition of the U.S. population, 2000 to 2050

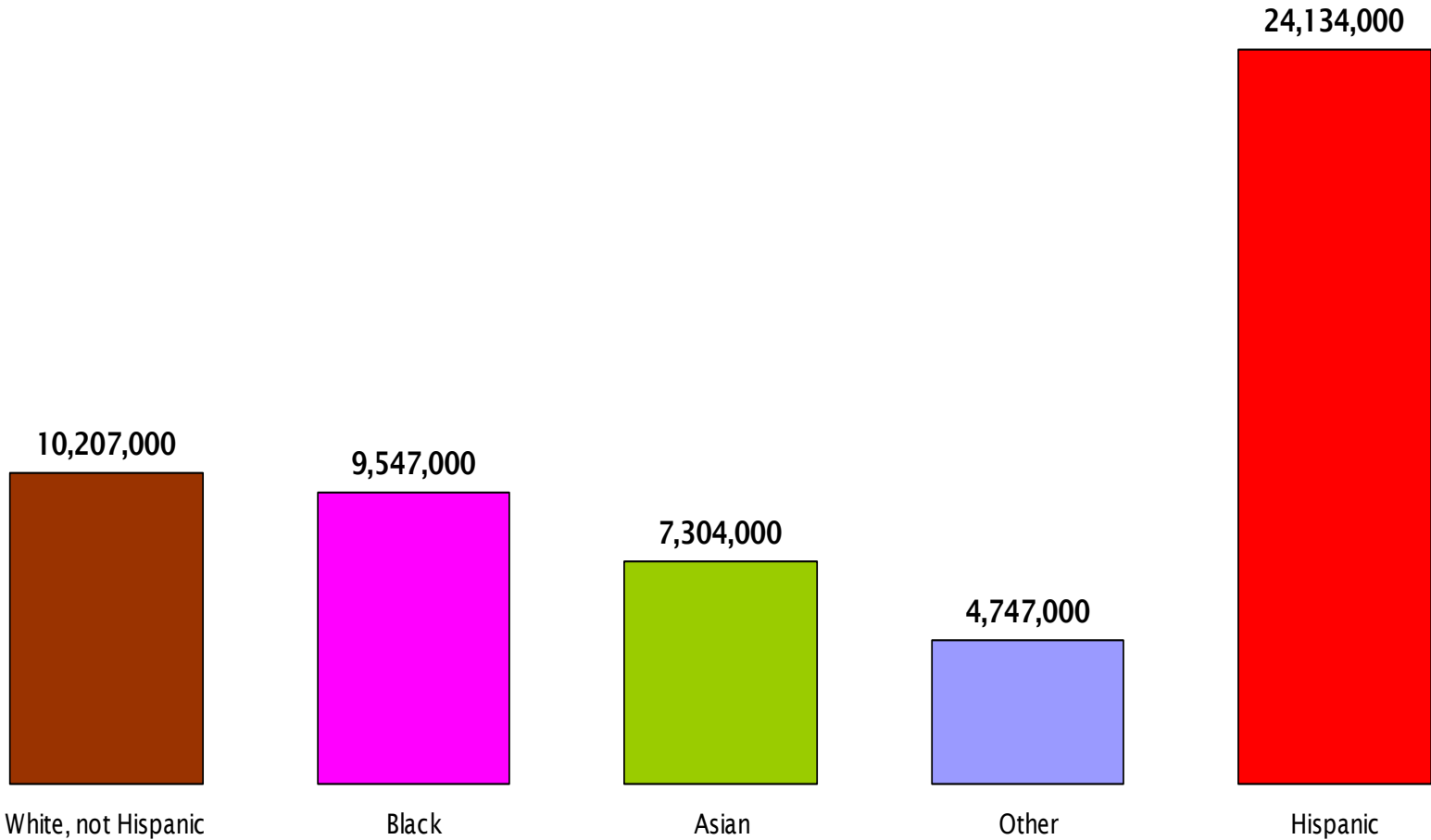
Source: United States Census Bureau

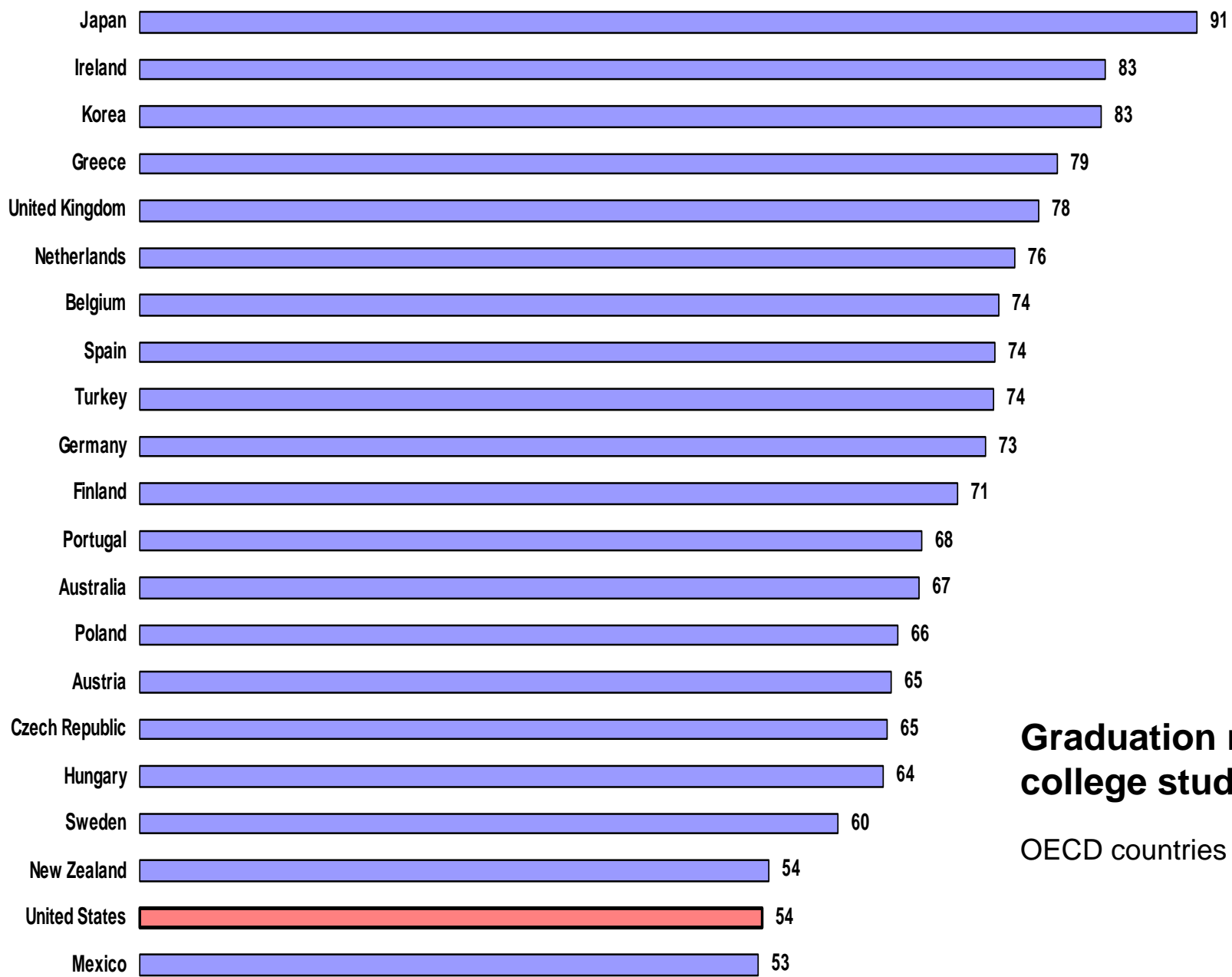




# Growth in the U.S. population, 2000 to 2020

Source: United States Census Bureau





## Graduation rates for college students

OECD countries

## **THE CHANGING AGENDA FOR COLLEGE ACCESS AND SUCCESS**

- 1. Assuring that every child graduates from high school with the necessary preparation and support to be successful in college and the workplace.**
  - Recent research by the Education Trust and others has shown that the preparation students need to be successful in college and the workplace is the same.
  - A significantly larger number of young people should go to and graduate from college.
  - High school curricula and standards must directly align with readiness for college.
  - Every young person should know what it takes to go to and be successful in college. Lumina's KnowHow2Go campaign is addressing this issue.

## **THE CHANGING AGENDA FOR COLLEGE ACCESS AND SUCCESS**

### **2. Assuring that every potential student has access to affordable high quality two- and four-year higher education opportunities.**

- The cost of attending college has risen steadily in recent years, even compared to the rate of inflation.
- Financial aid availability has not kept up with increases in tuition and other costs, and an increasing share of aid is allocated on the basis of merit, and not financial need.
- The current cost structure of higher education makes it difficult to respond to increasing demand.
- Lumina's Making Opportunity Affordable initiative is working with states and higher education institutions to address these issues.

## **THE CHANGING AGENDA FOR COLLEGE ACCESS AND SUCCESS**

### **3. Strengthening community college systems as a major contributor to meeting these goals.**

- Almost half of all college students are in community colleges, including most low-income, minority and first-generation college students.
- Community colleges can be more rapidly expanded and adapted to meet new student needs.
- The transfer of students from community colleges to four-year institutions is still limited, due to poor articulation of programs, concerns over quality of learning, and other barriers.
- However, the success rates of community college students are relatively low. This issue is the focus of Lumina's Achieving the Dream initiative.



## **THE CHANGING AGENDA FOR COLLEGE ACCESS AND SUCCESS**

### **4. Improving accountability systems, particularly through the development of state-of-the-art student performance data systems.**

- Without better data on college students, programs, and outcomes, it is difficult or impossible to make good decisions on reallocation of resources, strengthening academic programs, and improving student services.
- New comprehensive K-16 student unit record data systems are being developed in Florida and other states.
- Lumina supports the development of improved data systems in Indiana and other states, national efforts to improve data, the development of new indicators of the performance of education systems, and learning how data can be used by policymakers and education professionals to make better decisions.

## **THE CHANGING AGENDA FOR COLLEGE ACCESS AND SUCCESS**

### **5. Improving student learning outcomes from higher education.**

- Very little is currently known about what students learn in college.
- In the absence of knowledge about learning outcomes, colleges are evaluated based on input measures, such as those used in the U.S. News and World Report rankings.
- Better measures of college learning outcomes are being developed by the Collegiate Learning Assessment and others.

## **THE CHANGING POLICY AGENDA FOR COLLEGE ACCESS AND SUCCESS**

### **6. Improving opportunities for adult learners and workforce development.**

- More and more people need to return to higher education multiple times in their lives.
- Higher education plays an increasingly important role in state workforce development.
- Systems that support adult learners (assessment of prior learning and credentials, accelerated schedules, on-line or “hybrid” courses, student services) are not well developed.
- Learning opportunities for vulnerable adult populations (immigrants and second language learners, the working poor) are especially limited.