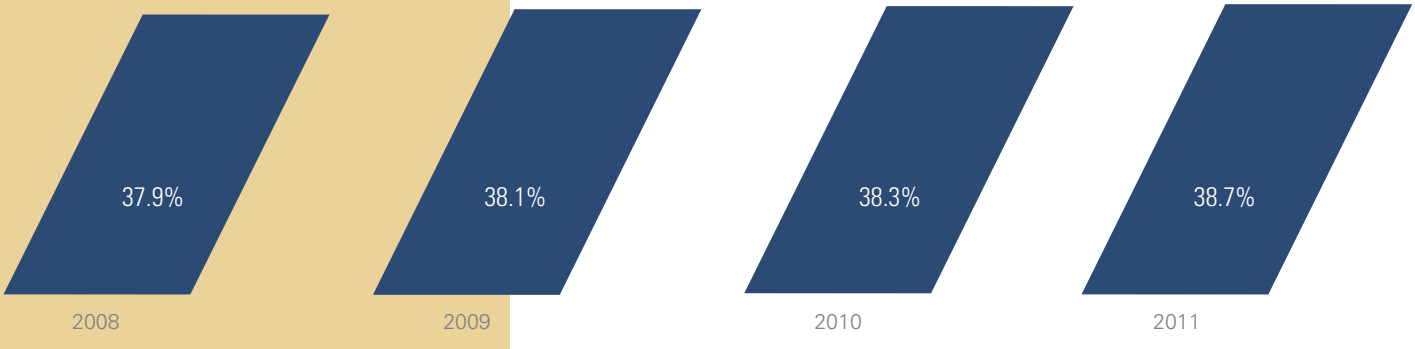
Postsecondary learning builds the talent that helps us rise

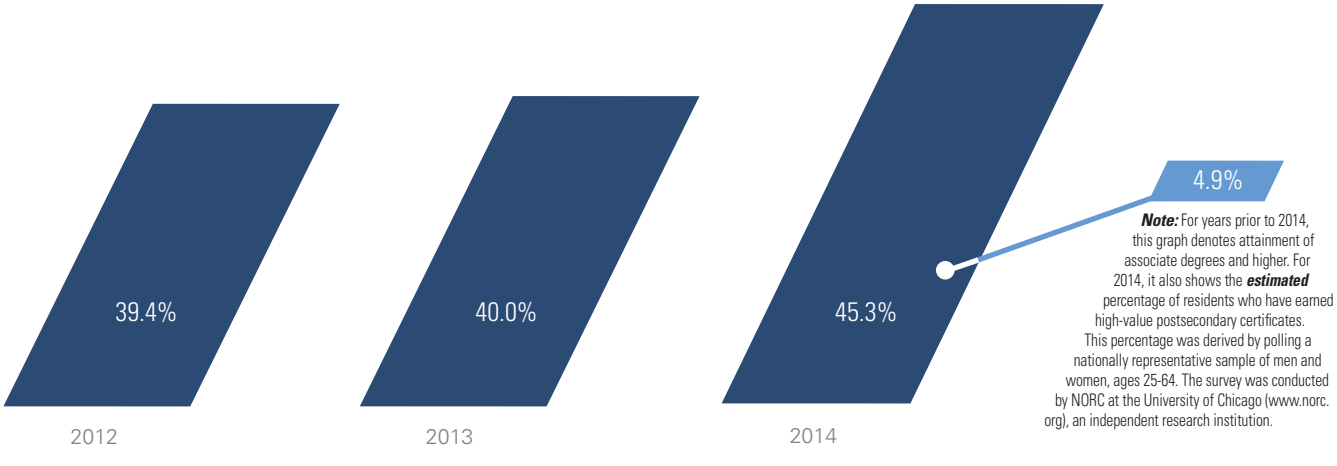
Excerpted from an annual report by Lumina Foundation

This publication's content was excerpted from the introductory section of the 2016 edition of *A Stronger Nation*. The full report — which includes detailed breakdowns of postsecondary attainment data from each state — is available online at www.luminafoundation.org/stronger_nation.

Tracking the trend

Percentage of the country's working-age population (25-64) with a quality postsecondary credential





Note: For years prior to 2014, this graph denotes attainment of associate degrees and higher. For 2014, it also shows the ***estimated*** percentage of residents who have earned high-value postsecondary certificates. This percentage was derived by polling a nationally representative sample of men and women, ages 25-64. The survey was conducted by NORC at the University of Chicago (www.norc.org), an independent research institution.

Goal 2025 can be the key that unlocks a national trove of talent

This nation has arrived at a pivotal point. Economically, though we've finally climbed out of the valley of the Great Recession, we're still far from anything that feels like a peak. For many Americans, the traditional formulas for success no longer seem viable; old rules no longer seem to apply.

In short, our country is changing — economically, socially, culturally, demographically, technologically, politically — and these changes are increasingly rapid, even constant. Facing an uncertain future, many Americans are understandably anxious, even fearful, about how to assure a better life for themselves and their families.

The thing is, the nation's fundamentals really haven't changed. Not in 240 years.

The secret to individual and societal success, the fuel that drives this nation's economy, the powerful atom at the core of the American dream — that has never changed. It is today what it has always been: *talent* — that is, the knowledge, skills and abilities of our citizens.

America's deep reservoir of talent is what has set this country apart and allowed us to thrive for more than two centuries. It's made us the most innovative, prosperous and secure nation in history, the envy of much of the world.

But the competition for talent has never been greater — and the stakes have never been higher. Global competition has soared. Some 2 million jobs are unfilled in this country, lacking qualified applicants. Three-fourths of American CEOs cite major problems in finding qualified people to fill these jobs. And two-thirds of all jobs being created today require some form of post-high school education or training.

Talent is not merely innate ability; rather, it's a collection of knowledge and skills that are continually honed by education and experience to meet the needs of an ever-changing economy and society. In short, the recipe for 21st century success is far more complex than it used to be, and the need for talent — all kinds of talent — is greater than ever. This means we need to find new ways to develop our nation's talent to assure all Americans have the opportunity to create a better future.

The vital step in meeting this exploding demand for talent — the indispensable step, we at Lumina Foundation are convinced — is to significantly increase postsecondary attainment rates, especially among students who represent our future as a nation: non-white students, working adults, first-generation students and low-income students.

Increasing student success has been our aim for many years, of course, and Lumina has embraced that mission firmly and formally by adopting an ambitious attainment goal and organizing all of our work around it. That goal, which we call Goal 2025, calls for 60 percent of Americans to hold a degree, certificate or other high-quality postsecondary credential by the year 2025.

"What matters for us — and what is genuinely important in the vital effort to meet the nation's need for talent — isn't so much the credential itself. What matters is the learning inherent in that credential: the knowledge, skills and abilities a student has developed while earning it."

This annual report, *A Stronger Nation*, is perhaps our best-known tool in the Goal 2025 effort. This edition of *Stronger Nation*, our seventh, is like all of its predecessors in that it uses Census data to track progress in degree-attainment rates — on a national scale, in the country's largest metropolitan areas, in all 50 states, even down to the county level. However, this year's report also represents a milestone. For the first time, it contains national data and state-specific estimates showing Americans' attainment, not only of degrees, but of high-quality postsecondary *certificates*.

As Goal 2025 has always stated clearly, Lumina sees all high-quality credentials — not just degrees — as valuable and valid, so long as they lead to further education and employment.

What matters for us — and what is genuinely important in the vital effort to meet the nation's need for talent — isn't so much the credential itself. What matters is the learning inherent in that credential: the knowledge, skills and abilities a student has developed while earning it.

Stronger Nation is all about the evidence of that learning — quantifying it, tracking it, pinpointing the places where it is and isn't happening. As such, it can be immensely helpful as you work in your own state, county or metro area to increase residents' attainment of high-quality credentials.

I urge you to use this report — and the additional tools available online at www.luminafoundation.org/stronger_nation — as you embrace the attainment challenge. We at Lumina hope you'll join us in that effort because it's critical to America's future. In fact, it's the one sure path to a nation that is more talented — and therefore more prosperous, more equitable, more secure … and, we hope, more confident in its future.

Jamie P. Merisotis
President and CEO
Lumina Foundation

A growing need, an ongoing commitment and a sharper focus on boosting postsecondary attainment

In 2009, Lumina Foundation released its first *Stronger Nation* report on our progress as a nation in meeting Goal 2025 — that by 2025, 60 percent of Americans hold degrees, certificates or other high-quality credentials.

Much has changed in America since 2009, but Lumina's commitment to Goal 2025 has not. Indeed, all available evidence points to the fact that increasing the rate of postsecondary attainment in the U.S. is more important today than ever.

Postsecondary learning is the key to meeting the nation's growing need for talent. Lumina's commitment to Goal 2025 is based on the fact that opportunity in America — opportunity to reach the middle class, have a good job and career, and contribute to one's community — depends on success in postsecondary education. Our nation will thrive only to the extent that we provide opportunities for postsecondary success to the millions of Americans who need them.

The bottom line

The good news is that attainment is increasing in the U.S. The degree-attainment rate — the proportion of the U.S. population between the ages of 25 and 64 who hold a two- or four-year college degree — reached 40.4 percent in 2014, the most recent year for which data are available. In 2013 the degree-attainment rate was 40.0 percent, and in 2008 — the first year reported in *Stronger Nation* — was only 37.9 percent. This is real progress; the increase in the attainment rate since 2008 represents more than 4.2 million additional Americans with college degrees.

The degree-attainment rate has increased even faster among those between the ages of 25 and 34. In 2014, their attainment rate was 42.3 percent. The previous year, that rate was 41.6 percent, and in 2008, it was 37.8 percent — below that of the overall adult population. If this rate of increase can be sustained, it bodes well for future increases in the overall rate of attainment. However, this rate of increase is still not enough to get the nation to Goal 2025.

Of course, it is not just degrees that count toward the goal; all high-quality postsecondary credentials are included. Lumina Foundation has made this point consistently since the first *Stronger Nation* report was issued. Until now, however, we have lacked data on the number of Americans who hold high-quality postsecondary certificates, one of the other credentials that count toward Goal 2025. This year, for the first time ever, we have reliable national data showing that 4.9 percent of Americans hold a high-quality certificate as their highest credential.

With the inclusion of these high-quality certificates, we can report that the nation's overall postsecondary attainment rate is 45.3 percent.

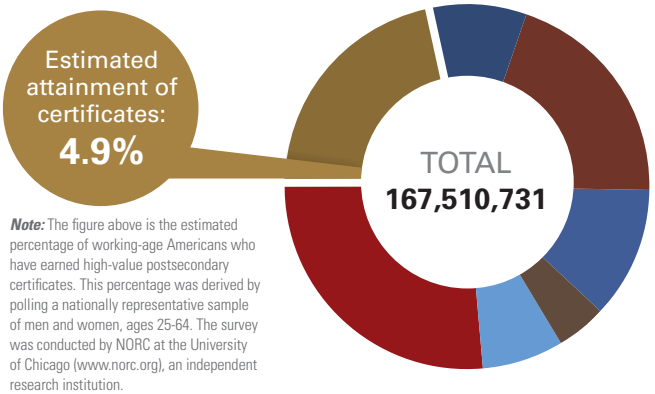
According to Lumina's projection model, about 35.7 million Americans will earn postsecondary credentials that count toward Goal 2025 if current rates of degree and certificate production continue. To reach 60 percent by 2025, 10.9 million more Americans — now between the ages of 15 and 54 — must be added to that total.

Quality postsecondary certificates

Lumina's inclusion of certificates in the *Stronger Nation* report recognizes the key role they play in helping millions of Americans get a leg up in postsecondary learning. Certificates are awarded by postsecondary institutions — most often, community colleges — and many have significant value in the job market. And because they are issued by postsecondary institutions and carry college credit, they offer a pathway to further education — especially to associate degrees.

To obtain the first-ever nationally representative data on postsecondary certificate attainment, Lumina contracted with NORC at the University of Chicago.[1] NORC administered a survey on certificates that was developed by GEMEnA, the Federal Interagency Working Group on Expanded Measures of Enrollment and Attainment.[2] To be sure we are counting high-quality certificates, we included only those whose holders reported they were employed in the field in which the certificate was awarded. As an additional check of the validity of the data, we compared the results to estimates on certificate attainment derived by the

Levels of education for United States residents, ages 25-64

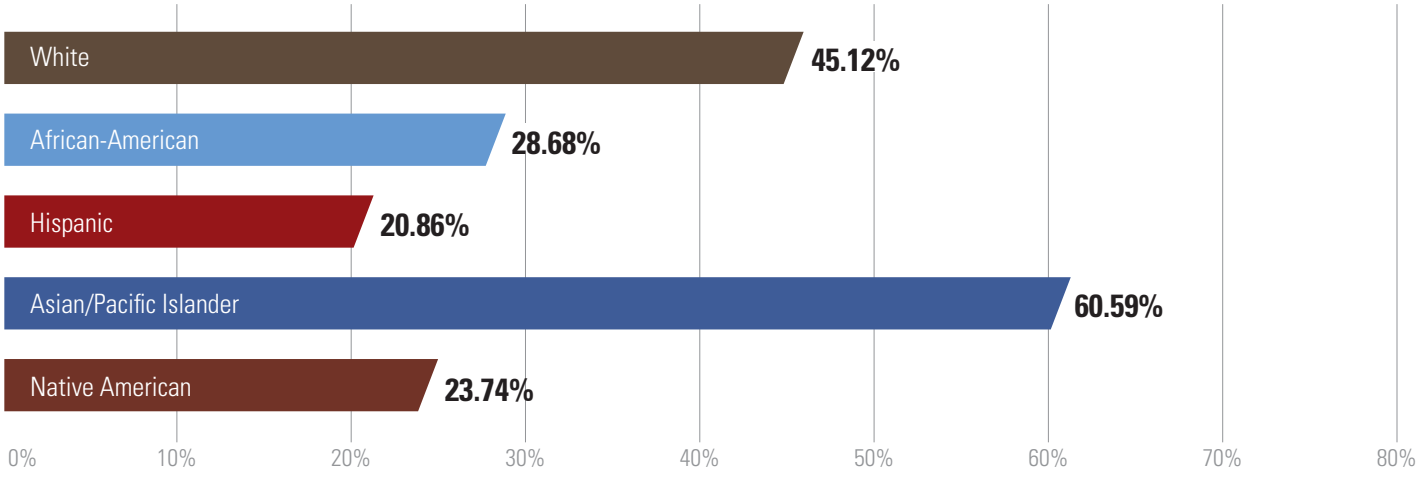


Note: The figure above is the estimated percentage of working-age Americans who have earned high-value postsecondary certificates. This percentage was derived by polling a nationally representative sample of men and women, ages 25-64. The survey was conducted by NORC at the University of Chicago (www.norc.org), an independent research institution.

Less than ninth grade	7,860,755	**4.69%**
Ninth to 12th grade, no diploma	11,782,229	**7.03%**
High school graduate (including equivalency)	44,135,232	**26.35%**
Some college, no degree	**36,011,451**	**21.50%**
Associate degree	14,935,196	**8.92%**
Bachelor's degree	33,565,969	**20.04%**
Graduate or professional degree	19,219,899	**11.47%**

Source: *U.S. Census Bureau, 2014 American Community Survey*

Degree-attainment rates among United States residents (ages 25-64), by population group



Source: *U.S. Census Bureau, 2012-14 American Community Survey PUMS File*

Georgetown University Center on Education and the Workforce (CEW).[3] Because the numbers are very close, we are confident that CEW's state-level estimates of high-quality certificates are accurate, and we have included them in the state-level data reported in this year's *Stronger Nation*.

The recognition of high-quality certificates is long overdue, but it raises important issues for Lumina and for postsecondary education as a whole. We need to better understand certificates — who gets them and issues them, the pathways they offer to further education and employment, and what they represent in terms of learning. In future reports we will track the number of certificate holders who go on to obtain degrees.

Beyond certificates, there are other postsecondary credentials that potentially meet Lumina's definition of high quality. In particular, certifications — industry-recognized credentials usually based on an assessment of skills and knowledge — often represent significant postsecondary learning and have great value in employment markets. However, the pathways to further education for those who hold certifications are not as clear as for those with certificates. Lumina is working to build stronger pathways into and through all forms of postsecondary learning in order to ensure that more Americans have opportunities for postsecondary learning.

It's about jobs ... and equity

When Lumina released its first *Stronger Nation* report, the nation had entered the Great Recession — the worst economic dislocation of the entire postwar period. The Great Recession transformed the nation's job markets in ways that made postsecondary skills essential for millions more Americans. Even though employment markets have since recovered to a large extent and overall employment is approaching pre-recession levels, the transformation of jobs in ways that increase the need for postsecondary skills is continuing; in fact, it seems to be accelerating.

A look at job losses in the Great Recession and job growth since tells the story. According to recent data from CEW, the number of jobs held by workers with a high school diploma or less declined by 6.3 million during the recession, and very few of these jobs — if any — have come back.[4]

Workers with some college or an associate degree also lost jobs during the Great Recession — 1.8 million jobs, to be exact. However, unlike jobs requiring high school and below, these jobs have more than come back. Today, there are 700,000 more jobs requiring some college or an associate degree than existed before the recession.

Contrary to anecdotal — and incorrect — reports throughout the media, the number of jobs requiring at least a bachelor's degree did not decline during the Great Recession and has exploded in the recovery. Today, there are 8.1 million more jobs for Americans with a bachelor's degree or above than existed when the recession began. Virtually all job growth in the U.S. since 2007 is in jobs requiring some form of postsecondary education.

The implications of this fundamental shift are profound for our society. But this is not just about jobs. Success in postsecondary learning determines whether Americans can buy homes, pay for health care, and save for retirement and their children's education. Just as important, Americans who hold postsecondary credentials are more engaged in their communities — voting and volunteering at higher rates and showing greater appreciation for diverse cultures. When

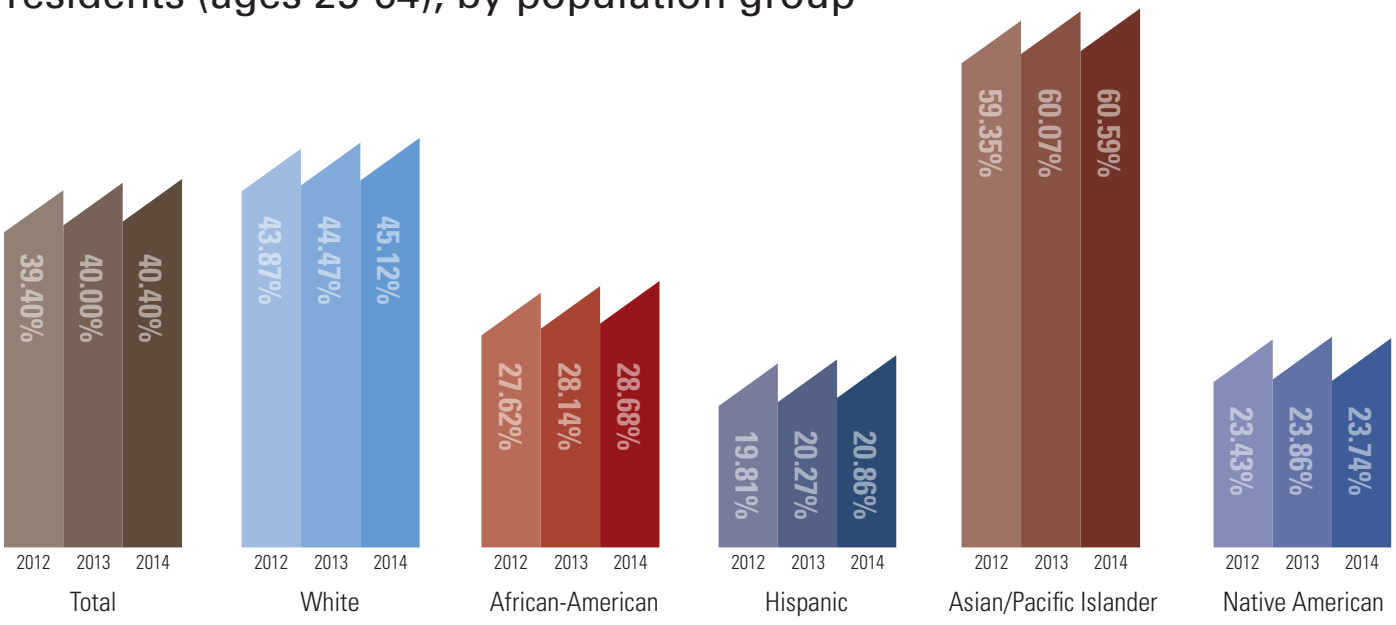
[1] Data and reports are available online from NORC. Visit: www.norc.org

[2] GEMEnA works to develop and validate national measures of the participation in and credentialing of education and training for work. It also seeks to build government-wide consensus for the adoption of these measures in key federal data collections.

[3] For each state, labor market experts at CEW calculated a certificate-attainment percentage by using Survey of Income Program Participation 2008 Wave 12 data (2012) and data from the Integrated Postsecondary Education Data System (IPEDS) 2014. Their calculations update work first published in a June 2012 report from CEW, *Certificates: Gateway to Gainful Employment and College Degrees.*

[4] A more precise way to describe what has happened is that recovery in the high-school-and-below job market has been offset by additional job losses that have continued in the recovery. The less-than-high-school job market has not recovered from the recession.

The trend in degree-attainment rates for United States residents (ages 25-64), by population group



Source: *U.S. Census Bureau, American Community Survey PUMS Files*

opportunities for postsecondary success are not available to all, fundamental inequities develop and spread through our society.

Numerous studies show that opportunities for postsecondary success in the U.S are not available to all. In particular, African-Americans, Hispanics and Native Americans continue to lag in postsecondary attainment. While the overall attainment rate is 45.3 percent, rates are much lower for African-Americans (34.2% percent), Hispanics (26.9 percent), and Native Americans.[5] In contrast, the overall attainment rate for whites is 49.7 percent.

Low-income individuals and working adults also have limited postsecondary opportunities compared to other Americans. This not only adds to a troubling increase in income inequality, it also severely reduces economic and social mobility in the U.S. Indeed, the U.S. has now fallen below the average of other developed countries in the Organisation for Economic Co-operation and Development (OECD) in one widely used measure of mobility. Only 5 percent of American children with parents who have not graduated from high school will graduate from college (the OECD average is 23 percent).[6] The result is that lower-income Americans, including children born into poverty, have limited opportunities to advance since economic mobility is now so dependent on success in postsecondary learning.

The road map to Goal 2025

How do we turn this around and increase attainment to the levels needed by our nation?

According to Lumina's attainment projection model, about 35.7 million Americans will earn postsecondary credentials that count toward Goal 2025 if current rates of degree and certificate production continue until 2025. Adding these graduates to those who have already obtained quality credentials and will still be in the workforce in 2025, the postsecondary attainment rate will reach 53.9 percent in 2025 — well above current rates, but not enough to reach Goal 2025. Again, to reach Goal 2025, 10.9 million more Americans now between 15 and 54 years old must be added to that total.

Where will we find these 10.9 million? What steps must we take as a nation to transform millions of underprepared citizens into those holding high-quality postsecondary credentials?

- **3.7 million** could come from Americans between the ages of 15 and 24 who will not complete postsecondary education with our current approaches. But this can happen only through wide-scale implementation of effective strategies to increase student success and close gaps in attainment for students from underrepresented groups.

- **3.9 million** could come from Americans between the ages of 25 and 54 — especially the roughly 27 million Americans in that age group who have attended college but not obtained a degree or other credential. But this can only happen if a true postsecondary learning system is in place to support the educational success of working adults. Employer-supported education could be instrumental in helping Americans obtain these credentials.

- **3.3 million** could come from Americans who hold a postsecondary certification as their highest credential — but

[5] As the graph atop this page indicates, the degree-attainment rate for Native Americans is 23.74 percent. Unfortunately, we do not yet have an estimate of the percentage of Native Americans who hold high-quality certificates as their highest postsecondary credential.

[6] OECD, *Education at a Glance 2014*, Table 4.2.

only if those certifications meet Lumina's definition of high quality. Since certifications are directly tied to workforce-relevant skills, recognizing employer-provided training and offering pathways from it to degrees and other postsecondary credentials will be a major driver in helping Americans obtain these credentials. But it's important to note that these and other non-degree credentials should count toward Goal 2025 only when they offer genuine pathways to further education, as well as employment.

The 10.9 million additional credentials needed to reach Goal 2025 must go to Americans who, by definition, will be *post-traditional* learners — students who are not well served by current systems. Compared with current students, these post-traditional learners will be older, and more will be African-American, Hispanic and Native American. More will have lower incomes and be first-generation students. Serving these students better — and thereby closing gaps in attainment — is essential to increasing attainment rates overall.

Lumina's Goal 2025 metrics

Lumina's national metrics track progress on a set of interim measures that must increase for the nation to reach Goal 2025; these metrics include enrollment, persistence and graduation. There is good and bad news in the metrics information in this report. The number of graduates is arguably the most important metric because increasing it is the only way to increase attainment. Fortunately, it is at record levels. However, enrollment is down, which suggests that it may be difficult to maintain current levels of degree production into the future — much less increase them to the levels needed to reach Goal 2025.

Likewise, completion rates are not increasing — something Lumina considers essential to increase degree production and attainment to the necessary levels. We are guardedly optimistic that these downturns reflect improved employment prospects in a recovering economy and are therefore temporary. Since retention is up, we have some evidence to suggest that completion rates and degree production will increase in the near future. However, these numbers bear close attention from Lumina and all others focused on increasing attainment.

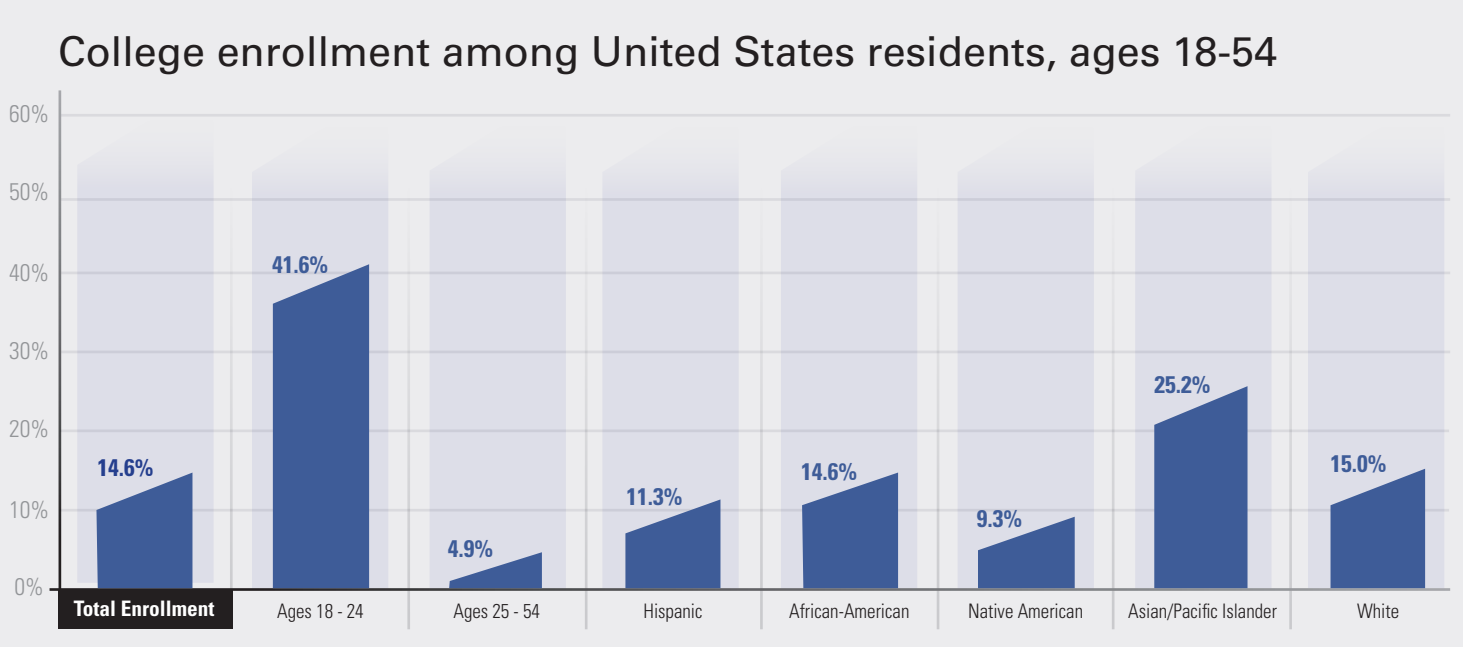
The agenda for action

Increasing attainment and reaching Goal 2025 is everyone's job, and Lumina is working with individuals and groups across the nation to make it a reality. For example, we have helped established Community Partnerships for Attainment in 75 metropolitan regions across the U.S. In these communities, leaders from government, business, youth-serving organizations, K-12 education, colleges and universities, and many others are all focused on improving the performance of their local education systems so more local residents can find success in postsecondary learning.

Lumina is also working with state policy leaders across the nation to set attainment goals and develop and implement strong state plans to reach them. So far, 26 states have set rigorous and challenging attainment goals — 15 in the last year alone. Most of these states are taking concrete steps — such as implementing outcomes-based funding, improving developmental education, and making higher education more affordable — to increase attainment and reach their goals.

It doesn't end there. Lumina is working with colleges and universities to implement a strong student success agenda, and with employer and industry groups to align their practices with the national postsecondary attainment agenda. Through all of these efforts and many others, real progress is being made.

Still, much work remains, and the nation is not yet on track to reach Goal 2025. In short, we have reached the point where urgent action is required to create the transformative change needed to reach Goal 2025. Lumina will continue to focus national attention on this urgent need, call attention to progress, and develop and implement solutions.



Source: *U.S. Census Bureau, 2014 American Community Survey One-Year Public Use Microdata Sample*
Note: *These percentages reflect the enrollment of non-degree-holding students, ages 18-54, at public and private, two-year and four-year postsecondary institutions*

Lumina Foundation's metrics

As an organization focused on results, Lumina Foundation uses a set of national metrics to guide our work, measure our impact and monitor the nation's progress toward Goal 2025. These national metrics focus on the factors that we believe are critical to increasing attainment and are the target of our work.

These metrics include awareness, enrollment, persistence and completion. Each was designed with a numerical benchmark and a target date (i.e., the end of Lumina's current 2013-2016 strategic plan).

- **Awareness:** Increase the percentage of Americans who believe it is important to increase the proportion of Americans with a degree or credential beyond high school to 62 percent by 2015.
- **Enrollment:** Increase total higher education enrollment to 18.77 million by 2015.
- **Persistence:** Increase the persistence rate of current students from first year to second year to 70 percent by 2015.
- **Completion:** Increase the overall annual higher education completion rate for students to 57 percent and the degrees awarded to 3 million by 2015.

To focus attention on attainment gaps, each metric is broken down, where possible, by age and race/ethnicity. Performance on each metric is reported for the most recent year that data are available and for the three preceding years in our current four-year strategic plan.

AWARENESS	2012	2013	2014	2015
Overall	**43%**	**51%**	**61%**	***58%***
Hispanic	N/A	N/A	72%	***71%***
African-American	N/A	N/A	74%	***70%***
White	N/A	N/A	56%	***54%***
Ages 18-34	N/A	N/A	63%	***55%***
Ages 35-64	N/A	N/A	59%	***59%***

Source: *2015 Gallup/Lumina Poll*

ENROLLMENT	2011	2012	2013	2014
Overall	**16.2M**	**16M**	**15.4M**	***15.2M***
Ages 18-24	11.5M	11.5M	11.2M	***11.1M***
Ages 25-54	4.3M	4.1M	3.8M	***3.7M***
Hispanic	2.6M	2.7M	2.7M	***2.8M***
African-American	2.5M	2.5M	2.4M	***2.3M***
Native American	104K	100K	90K	***84K***

Source: *U.S. Census Bureau, American Community Survey One-Year Public Use Microdata Samples*

PERSISTENCE	2012	2013	2014	2015
Overall	**69.2%**	**68.8%**	**68.7%**	***69.6%***
Age 20 or younger	77%	76.5%	76%	***76.3%***
Age 24 or older	50.6%	49.4%	48.6%	***49.3%***

Source: *National Student Clearinghouse 2015*

COMPLETION	2012	2013	2014	2015
Overall	**54%**	**56.1%**	**55.0%**	***52.9%***
Ages 20 or younger*	56.8%	59.8%	59.3%	***58.6%***
Ages 24 or older*	42.1%	43.5%	42.1%	***39.2%***
Associate/bachelor's degrees awarded**	2.7M	2.8M	2.9M	***2.9M***

****Source:*** *National Student Clearinghouse 2015*
*****Source:*** *National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Completion Survey, 2013-14 from applying published standards to Census Bureau data.*

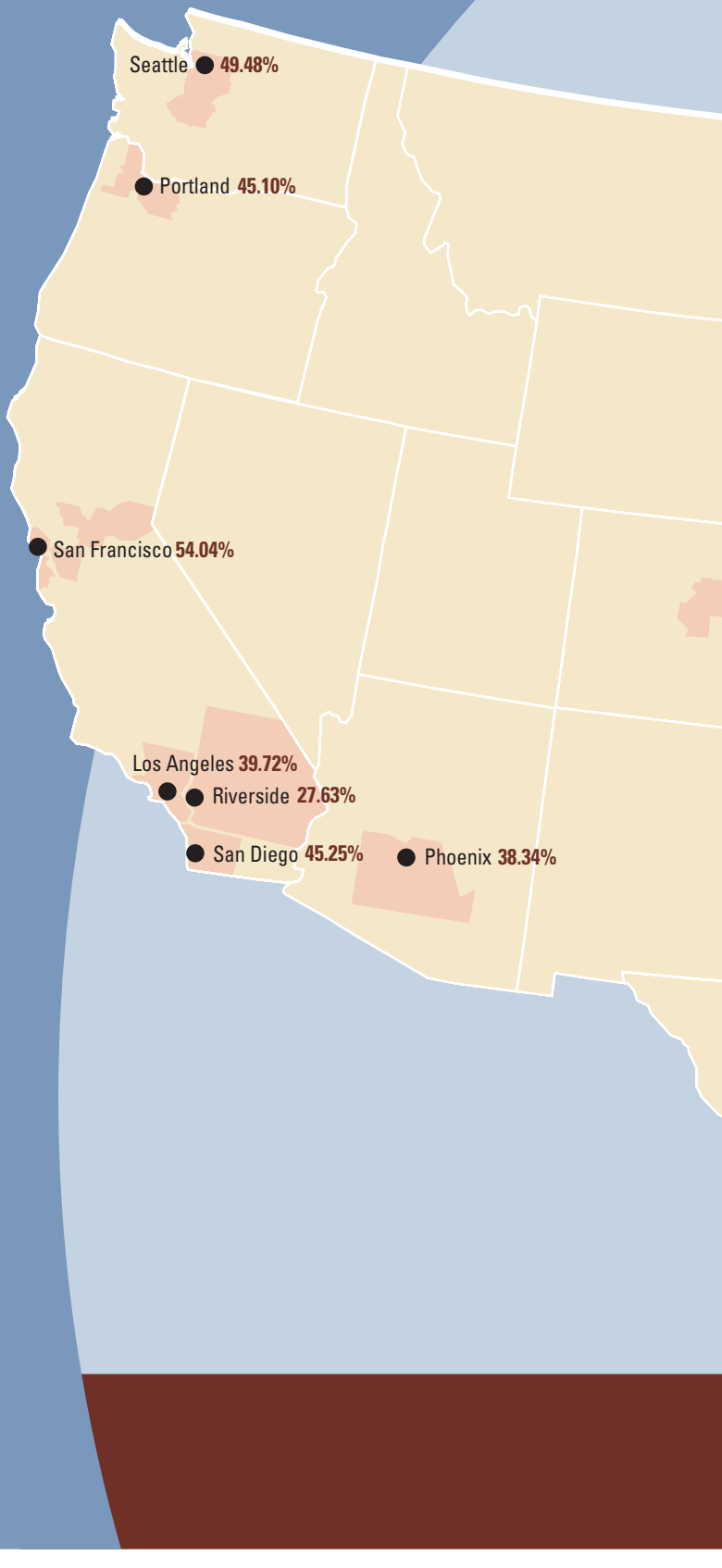
METRO-AREA DATA

Rank by population

1	New York, N.Y./Newark-Jersey City, N.J.	20.1 million
2	Los Angeles-Long Beach-Anaheim, Calif.	13.3 million
3	Chicago-Naperville-Elgin, Ill.	9.6 million
4	Dallas-Fort Worth-Arlington, Texas	7.0 million
5	Houston-The Woodlands-Sugar Land, Texas	6.5 million
6	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	6.1 million
7	Washington, D.C./Arlington-Alexandria, Va.	6.0 million
8	Miami-Fort Lauderdale-West Palm Beach, Fla.	5.9 million
9	Atlanta-Sandy Springs-Roswell, Ga.	5.6 million
10	Boston-Cambridge-Newton, Mass.	4.7 million
11	San Francisco-Oakland-Hayward, Calif.	4.6 million
12	Phoenix-Mesa-Scottsdale, Ariz.	4.5 million
13	Riverside-San Bernardino-Ontario, Calif.	4.4 million
14	Detroit-Warren-Dearborn, Mich.	4.3 million
15	Seattle-Tacoma-Bellevue, Wash.	3.7 million
16	Minneapolis-St. Paul-Bloomington, Minn.	3.5 million
17	San Diego-Carlsbad, Calif.	3.3 million
18	Tampa-St. Petersburg-Clearwater, Fla.	2.9 million
19	St. Louis, Mo.	2.8 million
20	Baltimore-Columbia-Towson, Md.	2.8 million
21	Denver-Aurora-Lakewood, Colo.	2.8 million
22	Charlotte-Concord-Gastonia, N.C.	2.4 million
23	Pittsburgh, Pa.	2.4 million
24	Portland-Hillsboro, Ore./Vancouver, Wash.	2.3 million
25	San Antonio-New Braunfels, Texas	2.3 million

Rank by degree attainment

1	Washington, D.C./Arlington-Alexandria, Va.	55.71%
2	Boston-Cambridge-Newton, Mass.	55.14%
3	San Francisco-Oakland-Hayward, Calif.	54.04%
4	Minneapolis-St. Paul-Bloomington, Minn.	51.96%
5	Seattle-Tacoma-Bellevue, Wash.	49.48%
6	Denver-Aurora-Lakewood, Colo.	49.01%
7	New York, N.Y./Newark-Jersey City, N.J.	46.98%
8	Pittsburgh, Pa.	46.06%
9	Baltimore-Columbia-Towson, Md.	46.01%
10	San Diego-Carlsbad, Calif.	45.25%
11	Portland-Hillsboro, Ore./Vancouver, Wash.	45.10%
12	Chicago-Naperville-Elgin, Ill.	44.92%
13	Atlanta-Sandy Springs-Roswell, Ga.	44.50%
14	Philadelphia, Pa./Camden, N.J./Wilmington, Del.	44.05%
15	St. Louis, Mo.	43.37%
16	Charlotte-Concord-Gastonia, N.C.	42.63%
17	Miami-Fort Lauderdale-West Palm Beach, Fla.	40.43%
18	Dallas-Fort Worth-Arlington, Texas	39.83%
19	Detroit-Warren-Dearborn, Mich.	39.75%
20	Los Angeles-Long Beach-Anaheim, Calif.	39.72%
21	Tampa-St. Petersburg-Clearwater, Fla.	39.51%
22	Phoenix-Mesa-Scottsdale, Ariz.	38.34%
23	Houston-The Woodlands-Sugar Land, Texas	37.18%
24	San Antonio-New Braunfels, Texas	35.27%
25	Riverside-San Bernardino-Ontario, Calif.	27.63%



Degree attainment in the 25 most populous metropolitan regions in the continental U.S.

Note: This map denotes Metropolitan Statistical Areas (MSAs). The term MSA refers to a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core. MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs for purposes of collecting, tabulating and publishing federal data. These definitions result from applying published standards to Census Bureau data.

Percentage of residents (25-64) with at least an associate degree, by metro area

	Percent with at least an associate degree	Population Estimate	Population Rank		Percent with at least an associate degree	Population Estimate	Population Rank
Akron, Ohio	40.01	703,825	78	Madison, Wis.	55.38	633,787	86
Albany-Schenectady-Troy, N.Y.	49.93	880,167	61	McAllen-Edinburg-Mission, Texas	22.58	831,073	68
Albuquerque, N.M.	38.84	904,587	59	**Memphis, Tenn.**	34.97	1,343,230	41
Allentown-Bethlehem-Easton, Pa.-N.J.	39.57	829,835	69	Miami-Fort Lauderdale-West Palm Beach, Fla.	40.43	5,929,819	8
Atlanta-Sandy Springs-Roswell, Ga.	44.50	5,614,323	9	**Milwaukee-Waukesha-West Allis, Wis**.	44.40	1,572,245	39
Augusta-Richmond County, Ga.-S.C.	33.92	583,632	92	**Minneapolis-St. Paul-Bloomington, Minn.**	51.96	3,495,176	16
Austin-Round Rock, Texas	48.52	1,943,299	35	**Nashville-Davidson-Murfreesboro-Franklin, Tenn.**	40.56	1,792,649	36
Bakersfield, Calif.	22.40	874,589	62	New Haven-Milford, Conn.	43.68	861,277	64
Baltimore-Columbia-Towson, Md.	46.01	2,785,874	20	New Orleans-Metairie, La.	34.69	1,251,849	45
Baton Rouge, La.	33.72	825,478	70	**New York, N.Y./Newark-Jersey City, N.J.**	46.98	20,092,883	1
Birmingham-Hoover, Ala.	38.17	1,143,772	49	North Port-Sarasota-Bradenton, Fla.	38.30	748,708	73
Boise City, Idaho	40.14	664,422	81	Ogden-Clearfield, Utah	40.42	632,293	87
Boston-Cambridge-Newton, Mass.	55.14	4,732,161	10	Oklahoma City, Okla.	36.98	1,336,767	42
Bridgeport-Stamford-Norwalk, Conn.	54.18	945,438	57	Omaha, Neb./Council Bluffs, Iowa	45.18	904,421	60
Buffalo-Cheektowaga-Niagara Falls, N.Y.	45.99	1,136,360	50	**Orlando-Kissimmee-Sanford, Fla.**	41.02	2,321,418	26
Cape Coral-Fort Myers, Fla.	33.48	679,513	80	Oxnard-Thousand Oaks-Ventura, Calif.	41.14	846,178	66
Charleston-North Charleston, S.C.	42.73	727,689	76	Palm Bay-Melbourne-Titusville, Fla.	40.56	556,885	97
Charlotte-Concord-Gastonia, N.C.	42.63	2,380,314	22	**Philadelphia, Pa./Camden, N.J./Wilmington, Del.**	44.05	6,051,170	6
Chattanooga, Tenn.	33.45	544,559	99	**Phoenix-Mesa-Scottsdale, Ariz.**	38.34	4,489,109	12
Chicago-Naperville-Elgin, Ill.	44.92	9,554,598	3	**Pittsburgh, Pa.**	46.06	2,355,968	23
Cincinnati, Ohio	41.38	2,149,449	28	**Portland-Hillsboro, Ore./Vancouver, Wash.**	45.10	2,348,247	24
Cleveland-Elyria, Ohio	40.28	2,063,598	31	**Providence-Warwick, R.I.**	41.15	1,609,367	38
Colorado Springs, Colo.	47.30	686,908	79	Provo-Orem, Utah	48.32	571,460	94
Columbia, S.C.	41.34	800,495	72	Raleigh, N.C.	54.04	1,242,974	46
Columbus, Ohio	43.53	1,994,536	32	**Richmond, Va.**	42.43	1,260,029	44
Dallas-Fort Worth-Arlington, Texas	39.83	6,954,330	4	Riverside-San Bernardino-Ontario, Calif.	27.63	4,441,890	13
Dayton, Ohio	38.51	800,836	71	Rochester, N.Y.	47.76	1,083,393	51
Deltona-Daytona Beach-Ormond Beach, Fla.	32.52	609,939	90	Sacramento/Roseville/Arden-Arcade, Calif.	41.43	2,244,397	27
Denver-Aurora-Lakewood, Colo.	49.01	2,754,258	21	**Salt Lake City, Utah**	40.41	1,153,340	48
Des Moines-West Des Moines, Iowa	48.97	611,549	89	**San Antonio-New Braunfels, Texas**	35.27	2,328,652	25
Detroit-Warren-Dearborn, Mich.	39.75	4,296,611	14	San Diego-Carlsbad, Calif.	45.25	3,263,431	17
Durham-Chapel Hill, N.C.	52.91	542,710	100	San Francisco-Oakland-Hayward, Calif.	54.04	4,594,060	11
El Paso, Texas	30.11	836,698	67	San Jose-Sunnyvale-Santa Clara, Calif.	55.72	1,952,872	34
Fresno, Calif.	27.84	965,974	56	Scranton/Wilkes-Barre/Hazleton, Pa.	36.25	559,679	96
Grand Rapids-Wyoming, Mich.	41.42	1,027,703	52	**Seattle-Tacoma-Bellevue, Wash.**	49.48	3,671,478	15
Greensboro-High Point, N.C.	37.51	746,593	74	Springfield, Mass.	41.84	629,100	88
Greenville-Anderson-Mauldin, S.C.	37.39	862,463	63	**St. Louis, Mo.**	43.37	2,806,207	19
Harrisburg-Carlisle, Pa.	40.74	560,849	95	Stockton-Lodi, Calif.	27.58	715,597	77
Hartford-West Hartford-East Hartford, Conn.	47.77	1,214,295	47	**Syracuse, N.Y.**	45.35	661,478	82
Houston-The Woodlands-Sugar Land, Texas	37.18	6,490,180	5	**Tampa-St. Petersburg-Clearwater, Fla.**	39.51	2,915,582	18
Indianapolis-Carmel-Anderson, Ind.	41.41	1,971,274	33	Toledo, Ohio	37.07	607,456	91
Jackson, Miss.	39.19	577,564	93	Tucson, Ariz.	38.64	1,004,516	53
Jacksonville, Fla.	38.69	1,419,127	40	**Tulsa, Okla.**	36.64	969,224	55
Kansas City, Mo.	43.82	2,071,133	29	Urban Honolulu, Hawaii	45.65	991,788	54
Knoxville, Tenn.	36.98	857,585	65	Virginia Beach-Norfolk-Newport News, Va.	39.87	1,716,624	37
Lakeland-Winter Haven, Fla.	28.34	634,638	85	**Washington, D.C./Arlington-Alexandria, Va.**	55.71	6,033,737	7
Las Vegas-Henderson-Paradise, Nev.	29.99	2,069,681	30	Wichita, Kan.	38.38	641,076	84
Little Rock-North Little Rock-Conway, Ark.	36.70	729,135	75	**Winston-Salem, N.C.**	36.60	655,015	83
Los Angeles-Long Beach-Anaheim, Calif.	39.72	13,262,220	2	Worcester, Mass.	45.00	930,473	58
Louisville/Jefferson County, Ky.	37.18	1,269,702	43	Youngstown-Warren-Boardman, Ohio	30.81	553,263	98

Source: *U.S. Census Bureau, 2010-14 American Community Survey Five-Year Estimates. (U.S. Census Bureau, Population Division;* Annual Estimates of the Resident Population April 1, 2010 to July 1, 2014)
Highlighted Cities: The metropolitan areas displayed in **boldface** are communities in which Lumina supports a Community Partnership for Attainment (CPA), a partnership of organizations across the community focused on postsecondary attainment. Many CPA sites focus on geographic areas other than the entire MSA.
Note: This chart lists Metropolitan Statistical Areas (MSAs). The term MSA refers to a large population nucleus, together with adjacent communities having a high degree of social and economic integration with that core. MSAs comprise one or more entire counties, except in New England, where cities and towns are the basic geographic units. The federal Office of Management and Budget defines MSAs for purposes of collecting, tabulating and publishing federal data. These definitions result from applying published standards to Census Bureau data.

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About Lumina Foundation

Lumina Foundation is an independent, private foundation committed to increasing the proportion of Americans with degrees, certificates and other high-quality credentials to 60 percent by 2025. Lumina's outcomes-based approach focuses on helping to design and build an equitable, accessible, responsive and accountable higher education system while fostering a national sense of urgency for action to achieve Goal 2025.

Online access: This report and all of its elements are available at **www.luminafoundation.org/stronger_nation**. From there, you can:

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