

Nov. 19, 2024

# Stronger Nation

Attainment for a Purpose

Presented by

**Christopher (Chris) Mullin, Ph.D.**

Strategy Director, Data & Measurement



The Nation



States



Racial Equity

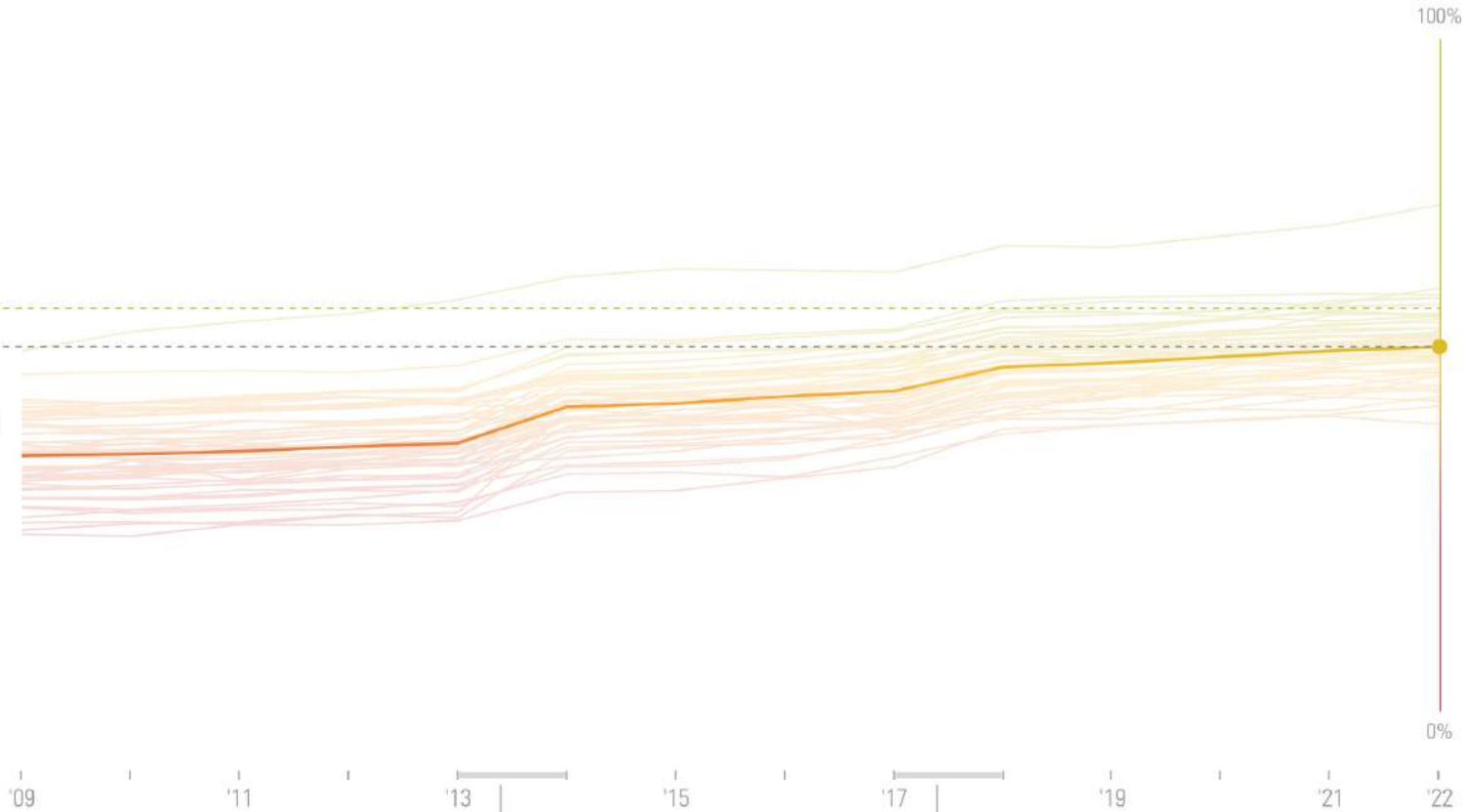
NATION AND STATE ATTAINMENT 2009-2022

60%

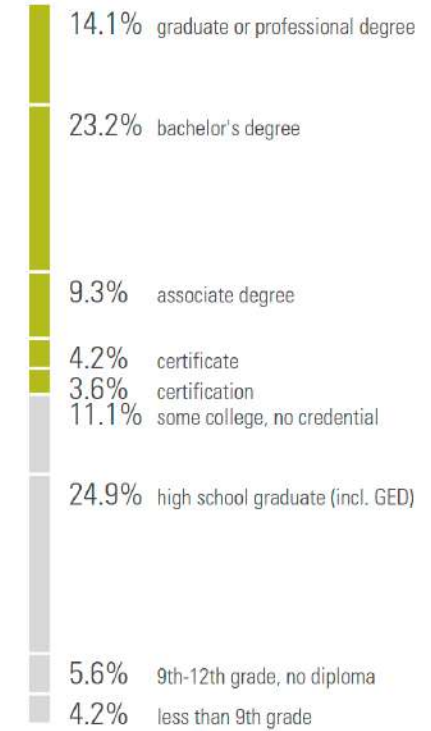
GOAL

CURRENT

54.3%



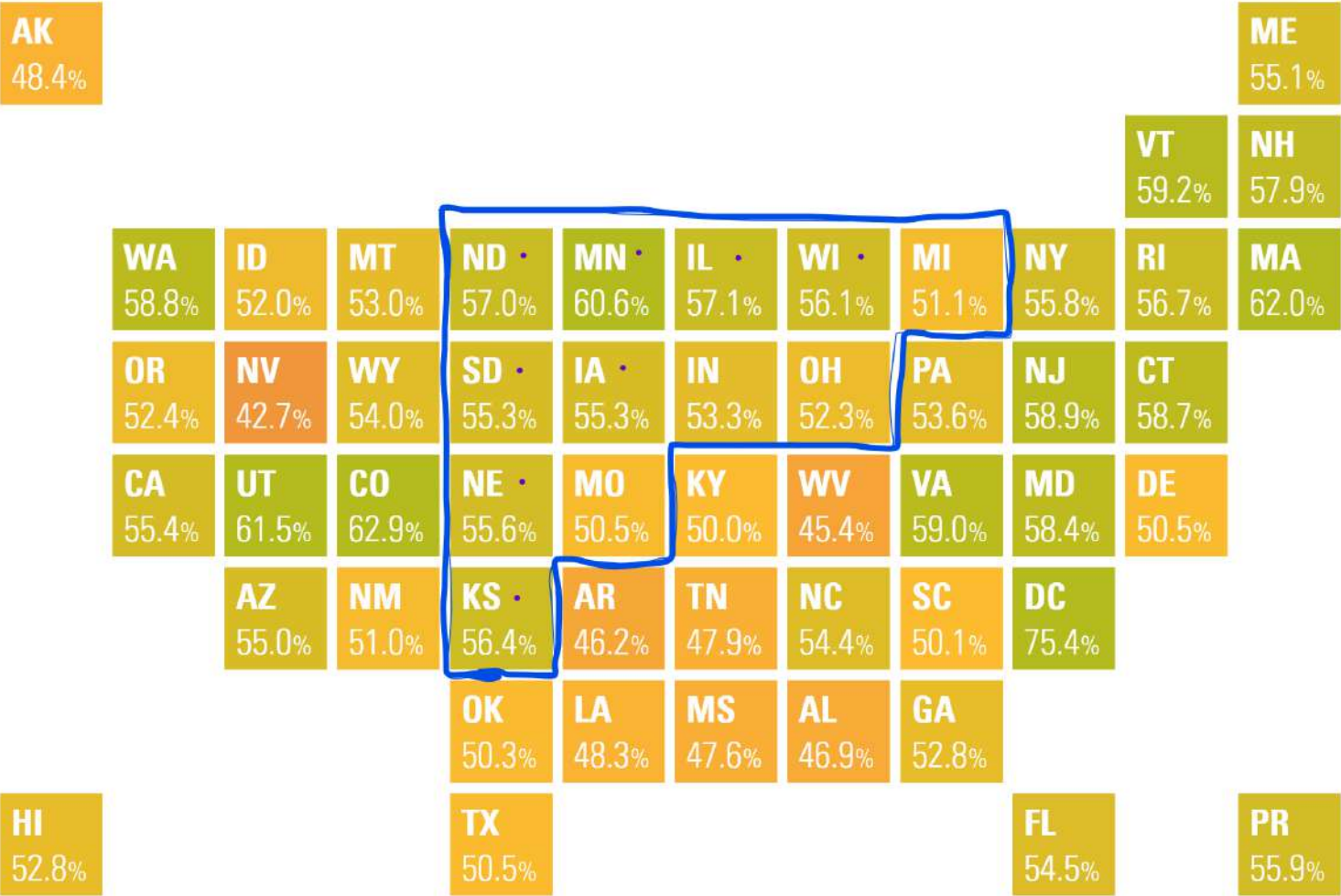
2022 EDUCATION DISTRIBUTION  
AGES 25-64



DATA NOTES

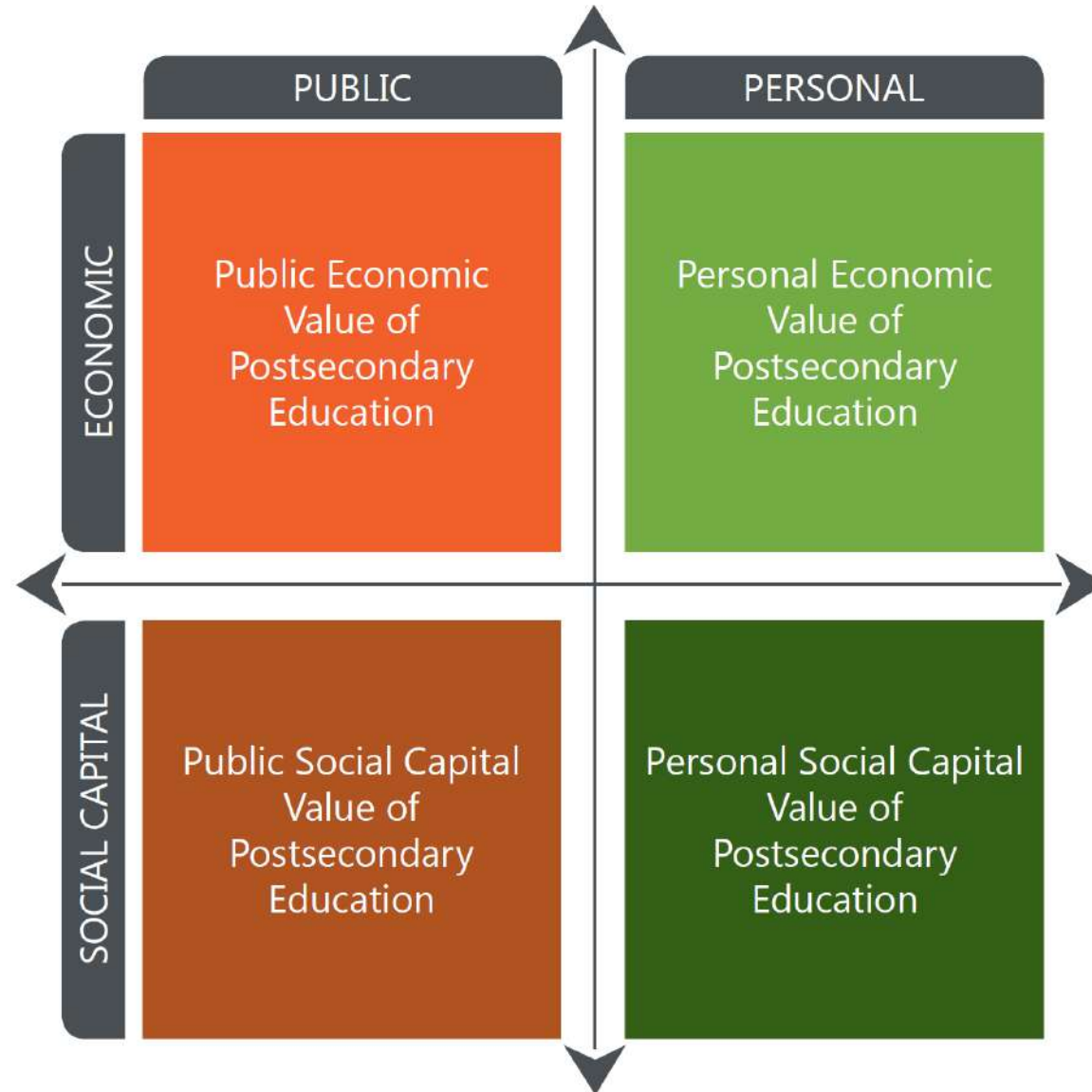


54.3% U.S. ATTAINMENT





# The Ever-present Value Framework





## The State of Higher Education 2024

A valuable, but obstructed path  
to great jobs and lives



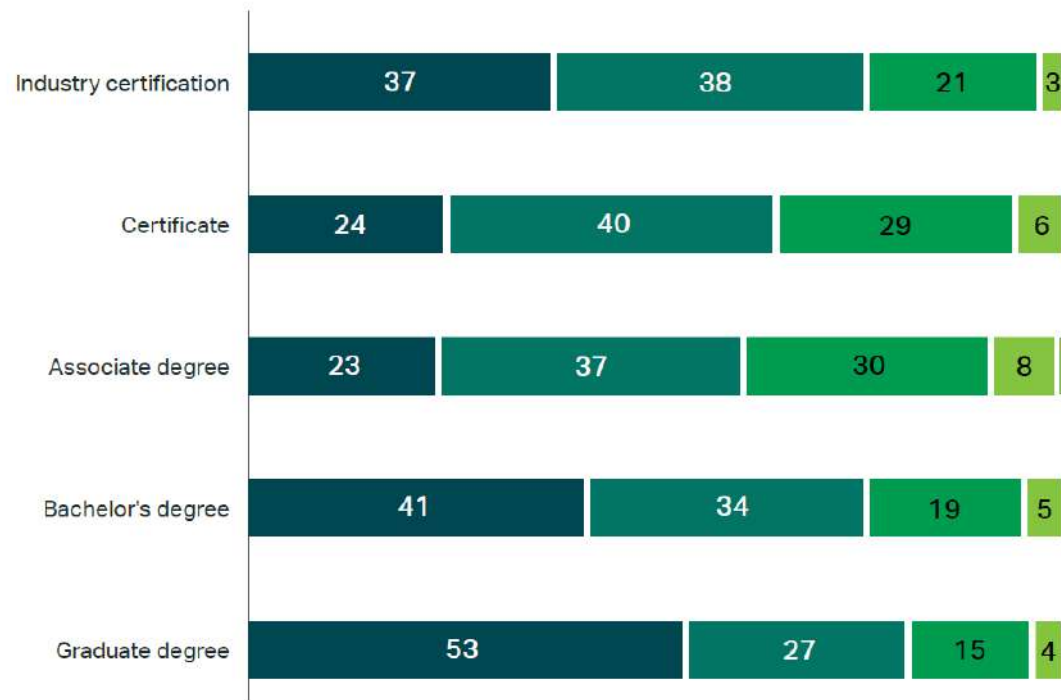
CHART 1

### Americans' Views on the Value of Degrees and Credentials

*Among adults without a college degree*

**In general, how valuable are each of the following types of degrees/credentials?**

■ % Extremely valuable   ■ % Very valuable   ■ % Somewhat valuable  
 ■ % Not too valuable   ■ % Not valuable at all



Note: Due to rounding, percentages may not sum to 100% or may sum to  $\pm 1\%$ .



CHART 6

Wellbeing, by Education Level

	No postsecondary education	Some postsecondary, no degree	Associate degree	Bachelor's degree	Graduate degree
% Rate current life 7-10 on 10-point scale	61	56	59	69	75
% Rate life in five years 8-10 on 10-point scale	69	75	80	88	88

Source: 2020-2022 Gallup COVID-19 tracking survey

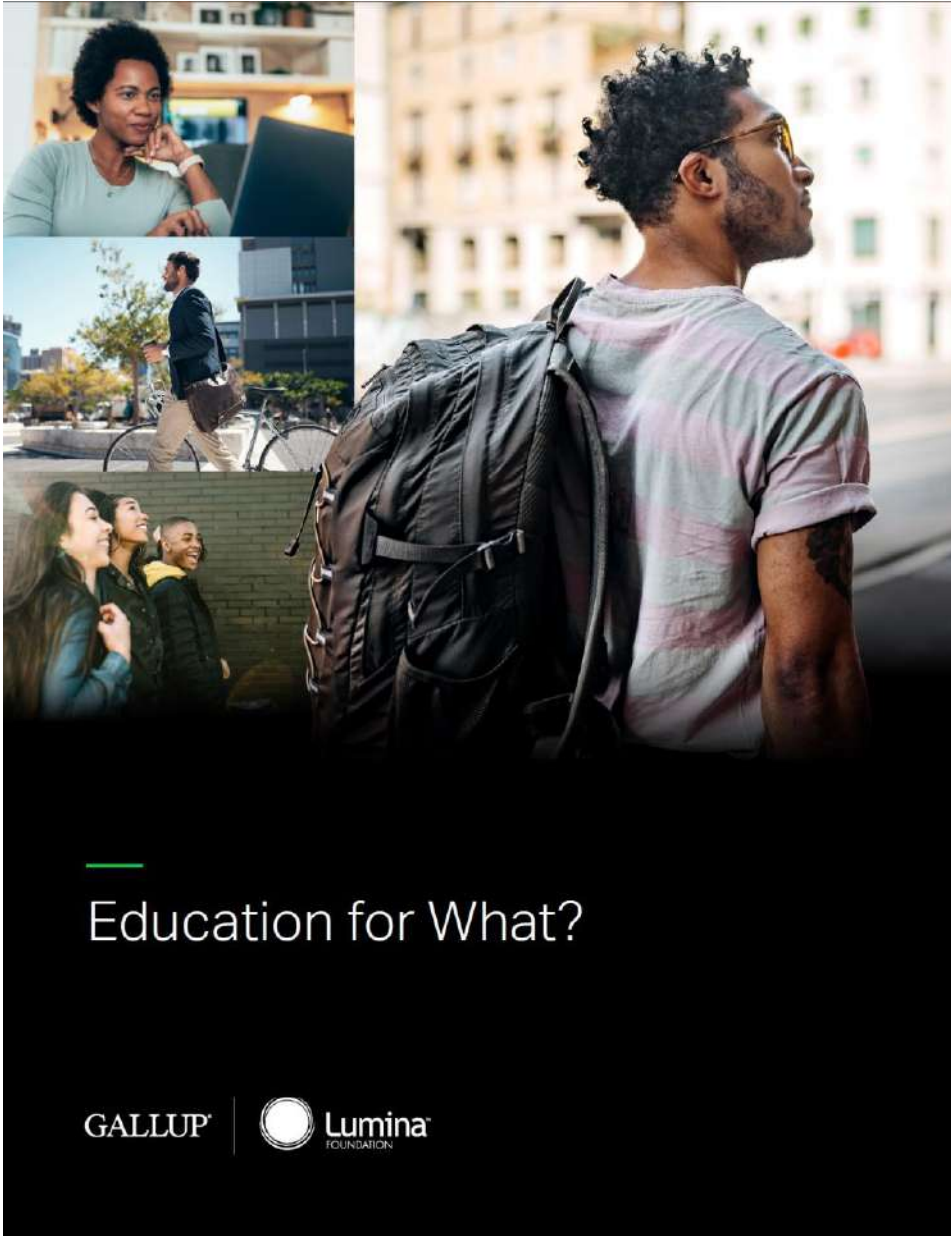
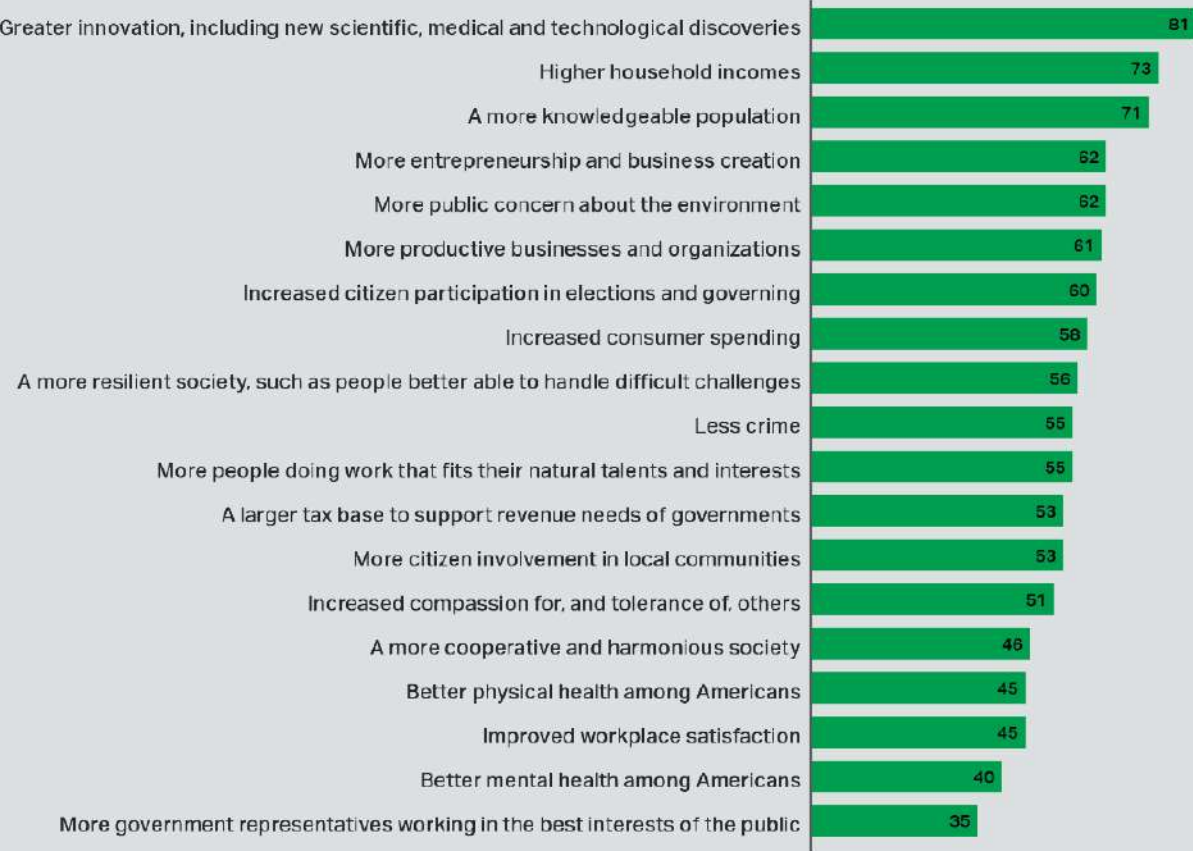


CHART 17

U.S. Adults' Perceptions of Whether Increased Postsecondary Education Leads to Positive Outcomes

% Who strongly, somewhat or slightly agree with the statement





# The NCSL Task Force on Higher Education: Final Report In Brief



## Section III A State-Led Strategy to Enhance the Value of Degrees

The task force was charged with proposing bipartisan recommendations that could make college more affordable for students and taxpayers, improve completion rates and reduce rates of unrepayable student debt. As the task force discussed the performance of our higher education system against those goals, the distinctions between these separate goals began to collapse. Conversations among the task force members about affordability and outcomes challenges frequently found their way back to the notion of value.

The task force observed that there are many expensive degrees that are great values, and others that cost far too much for the outcomes they lead to. So too, there are many affordable programs that provide life-changing education at a price that every American can access, while other low-priced programs may not be worth the cost. Most of the programs that students enroll in fall across a broad spectrum of value.

To point the way forward, the task force has chosen to offer policy guidance on actions that institutions, states and the federal government could take, organized by three outcomes that must be true for every student to receive a degree of value. **The task force believes that for a degree to deliver value to a student's life and career, at least three things must be true:**

- **The degree offerings available to students, and the enrollment decision that students make, must lead to desirable life, career and earning outcomes.**
- **Students must be able to complete the degree program on time and at their pace.**
- **The tuition price that students pay for on-time completion must be reasonable relative to program costs, their income and the earnings outcomes for potential career pathways.**

The value of a degree is diminished, or even nonexistent, unless each of these occurs. Indeed, the most concerning struggles that borrowers have with repaying student loans likely reflects a breakdown in one of these key factors.

The task force believes that a national policy strategy that focuses on these three things that must be true for students to earn degrees of value can marshal the changes to higher education and motivate the policy actions that advance a system of higher education that better serves students. Enhancing the value of a degree isn't wishful thinking towards an aspirational goal; it's an imperative, and one that can be approached in many actionable ways.

The task force anticipates that the cumulative execution of value-focused strategy across states, complemented by federal policy, could be key to restoring public trust in the efficacy of higher education and bolstering enrollment. Given this declining public confidence in higher education, a value-focused strategy is an urgent priority for stakeholders across the postsecondary landscape.

State legislatures are uniquely suited to lead a national strategy. State legislators are critical state and community leaders who can organize and participate in powerful partnerships among key stakeholders, including other legislators, governors, state higher education executive officers, students, educators, community-based organizations and business leaders.

The federal government too has a strong responsibility to enhance the value of degrees. The task force has identified several critical actions that Congress can take on a bipartisan basis to complement efforts from states and higher education to improve the value proposition of higher education. The task force calls on Congress to reauthorize the Higher Education Act on a bipartisan basis and do its part to advance this national strategy.

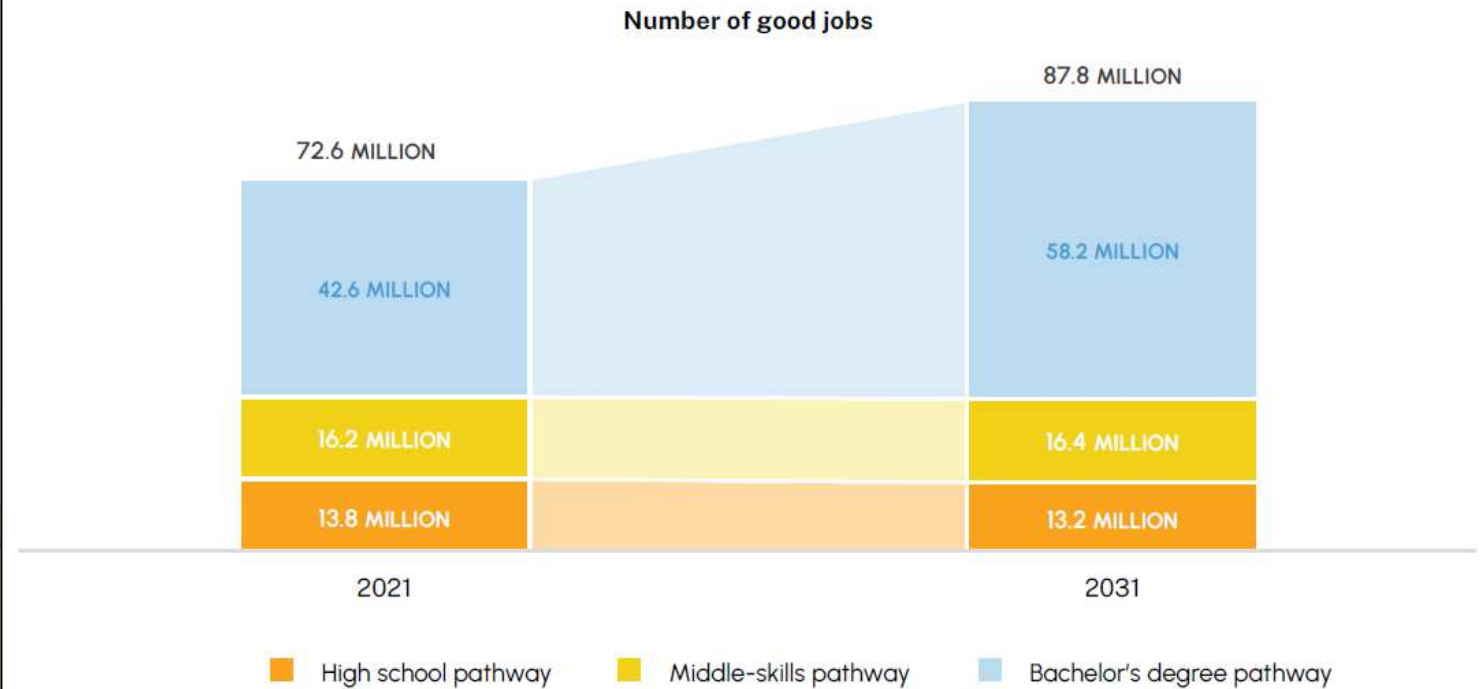
# The Future of Good Jobs

## Projections through 2031

by Jeff Strohl, Artem Gulish, and Catherine Morris



**FIGURE 1.** The number of good jobs for workers on the bachelor's degree pathway will grow by more than 15 million net new jobs, while the number of good jobs on the high school pathway will decline by nearly 600,000.



Source: Georgetown University Center on Education and the Workforce projections using Carnevale et al., *After Everything*, 2023; US Census Bureau and Bureau of Labor Statistics, Current Population Survey (CPS), March Supplement, 1992–2020; and US Bureau of Economic Analysis, SARPP Regional Price Parities by State, 2020.

Note: The minimum earnings threshold for good jobs is adjusted for the difference in cost of living by state and for inflation to 2020 dollars using R-CPI-U-RS.



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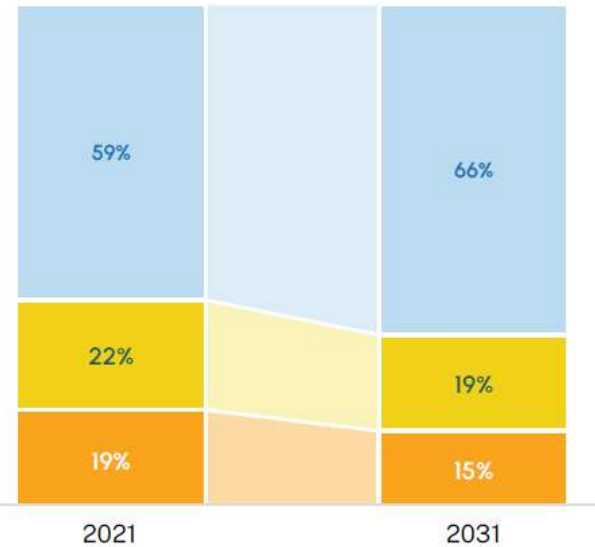
GEORGETOWN UNIVERSITY  
McCourt School of Public Policy  
CENTER ON EDUCATION AND THE WORKFORCE

JPMorganChase

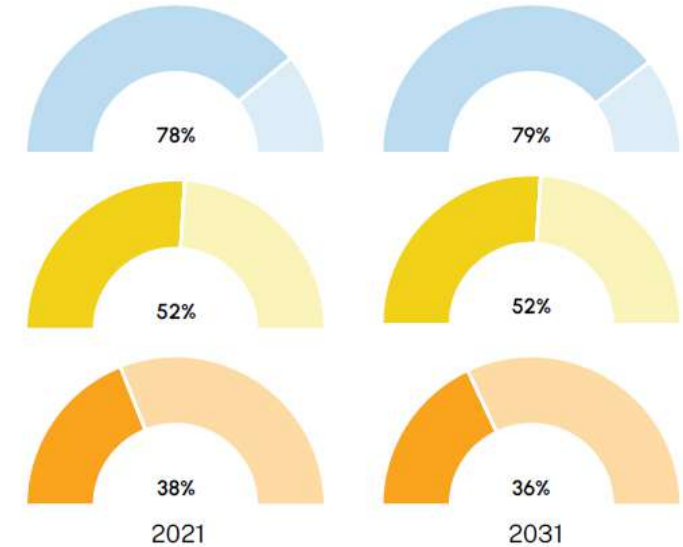
2024

**FIGURE 2.** The bachelor's degree pathway will account for an increasing share of good jobs, reaching 66 percent by 2031, compared to 59 percent in 2021.

Distribution of good jobs by educational pathway



Share of good jobs within each educational pathway



High school pathway Middle-skills pathway Bachelor's degree pathway

Source: Georgetown University Center on Education and the Workforce projections using Carnevale et al., *After Everything*, 2023; US Census Bureau and Bureau of Labor Statistics, Current Population Survey (CPS), March Supplement, 1992–2020; and US Bureau of Economic Analysis, SARPP Regional Price Parities by State, 2020.

Note: Values may not sum to 100 percent due to rounding. The minimum earnings threshold for good jobs is adjusted for the difference in cost of living by state and for inflation to 2020 dollars using R-CPI-U-RS.

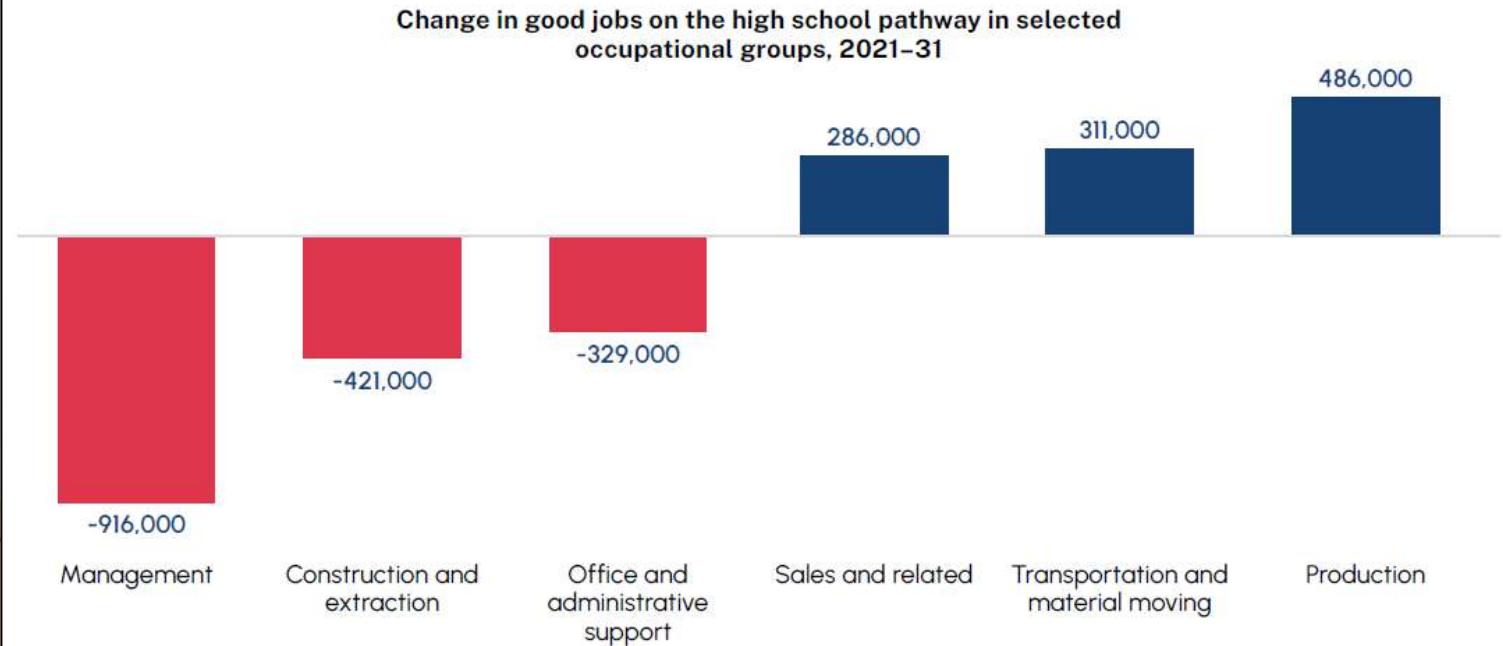
# The Future of Good Jobs

## Projections through 2031

by Jeff Strohl, Artem Gulish, and Catherine Morris



**FIGURE 10.** Workers on the high school pathway will see the largest decline in good jobs in management occupations through 2031, but will gain net new good jobs in production, transportation and material moving, and sales and related occupations.



Source: Georgetown University Center on Education and the Workforce projections using Carnevale et al., *After Everything*, 2023; US Census Bureau and Bureau of Labor Statistics, Current Population Survey (CPS), March Supplement, 1992–2020; and US Bureau of Economic Analysis, SARPP Regional Price Parities by State, 2020.

Note: This figure only shows a selected subset of occupational groups. For a full list of changes in good jobs across all 22 occupational groups on the high school pathway, see Table 3. The minimum earnings threshold for good jobs is adjusted for the difference in cost of living by state and for inflation to 2020 dollars using R-CPI-U-RS.



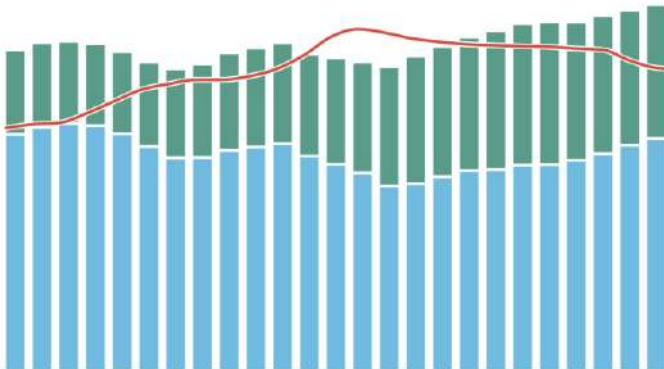
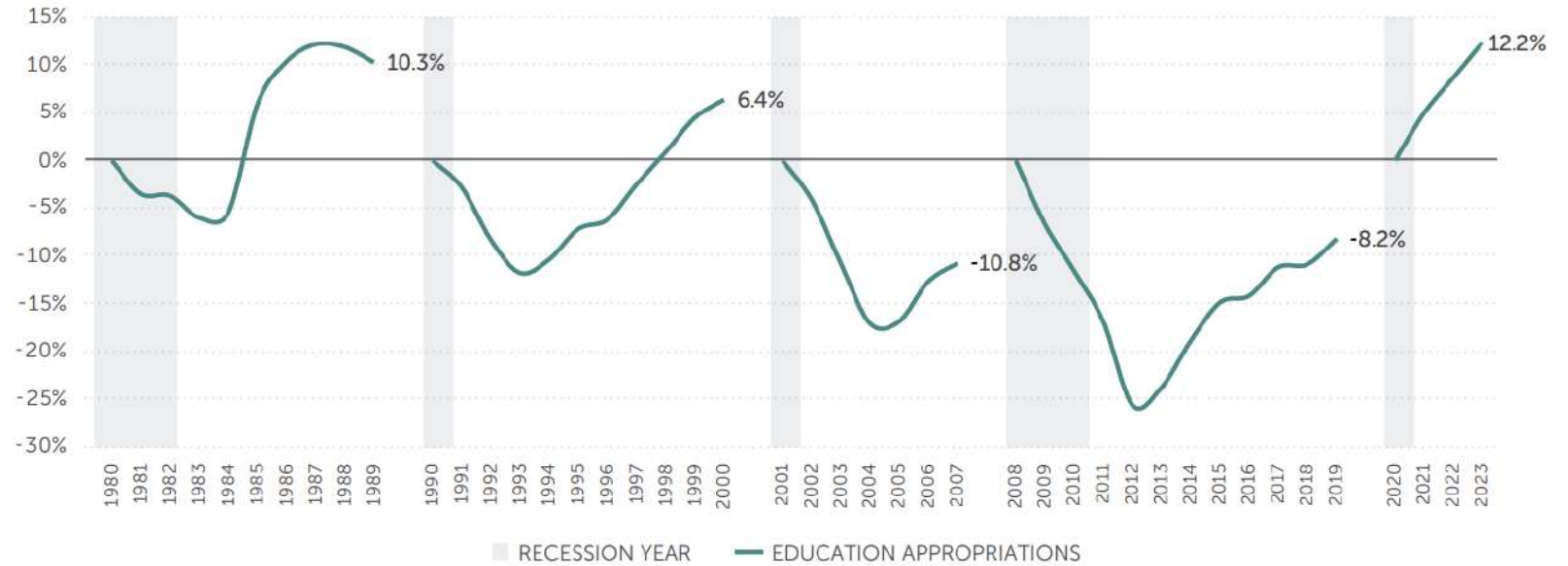


FIGURE 2.2

CUMULATIVE ANNUAL PERCENT CHANGE IN PUBLIC EDUCATION APPROPRIATIONS PER FTE FOLLOWING ECONOMIC RECESSIONS, U.S., FY 1980-2023 (CONSTANT DOLLARS)



# Billions in Funding for Short-term Credentials as State Investments Soar



**\$5.6 Billion**

**69 Short-term Credentials Initiatives**

Across 31 states

As of October 2024, states have invested at least \$5.6 Billion in short-term credential initiatives

## Types of State Funding for Short-term Credentials Initiatives

- Student – Financial Aid
- Institution – For Capacity-building
- Institution – For Student Supports/Aid
- Part of State Outcomes-based Funding Formula
- Private Provider
- Other



Over the last year alone, 10 new state-funded short-term credential initiatives in 8 states have launched, increasing total investments by roughly \$1.7 billion — from \$3.8 billion to \$5.6 billion.

Figure 1: Components of IVM

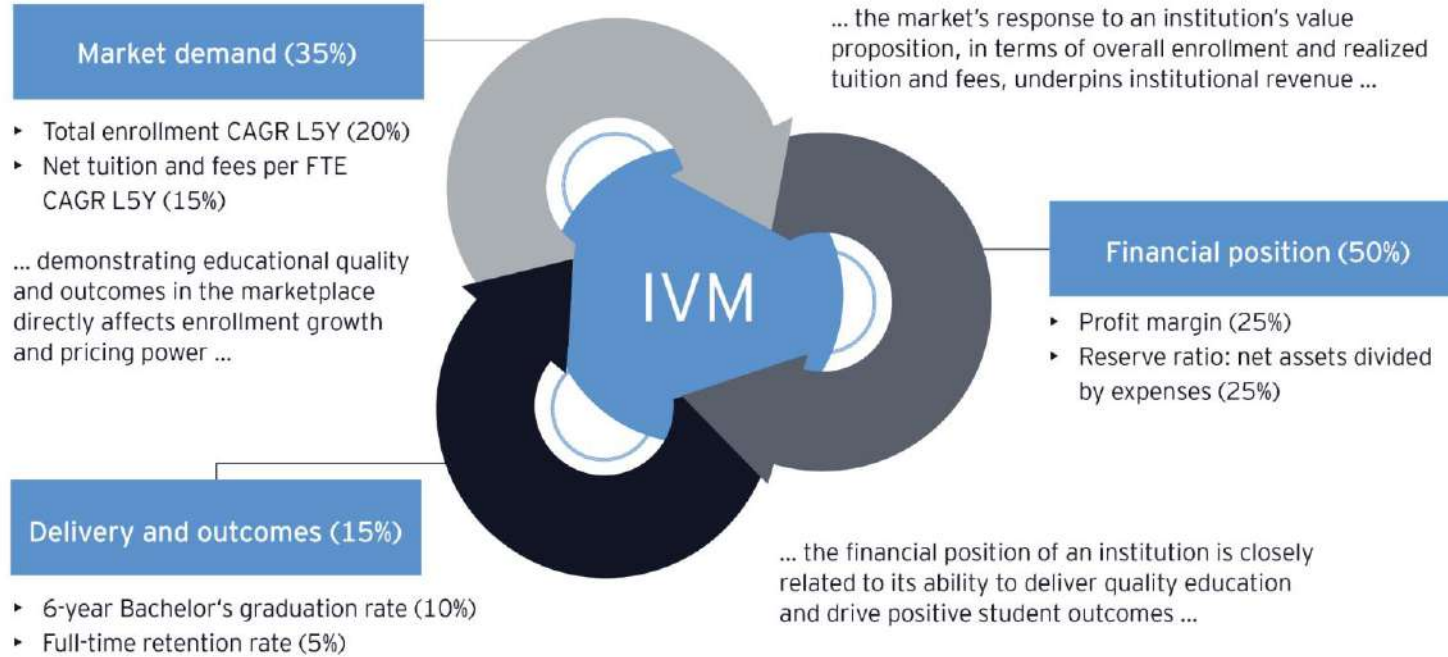
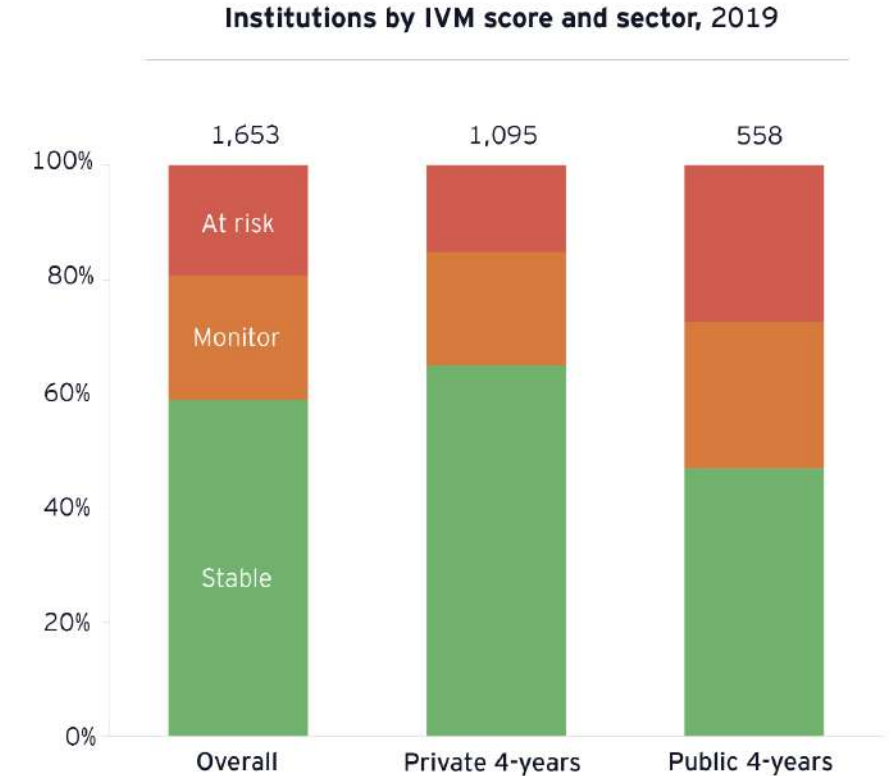


Figure 2: Institutions by IVM score and sector, 2019





July 2024

# Varying Degrees 2024

New America's Eighth Annual Survey on Higher Education

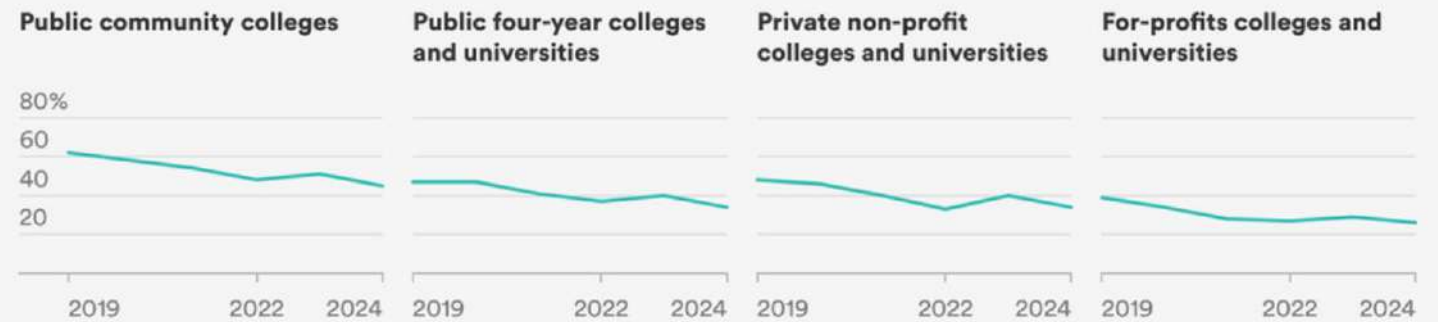
Sophie Nguyen, Rachel Fishman, & Olivia Cheche

Education Policy & Higher Education

Last edited on July 24, 2024 at 4:39 p.m. EDT

**Figure 37 | How much do you agree or disagree that these following institutions spend money wisely?**

(% agree)



Source: Varying Degrees 2019-2024

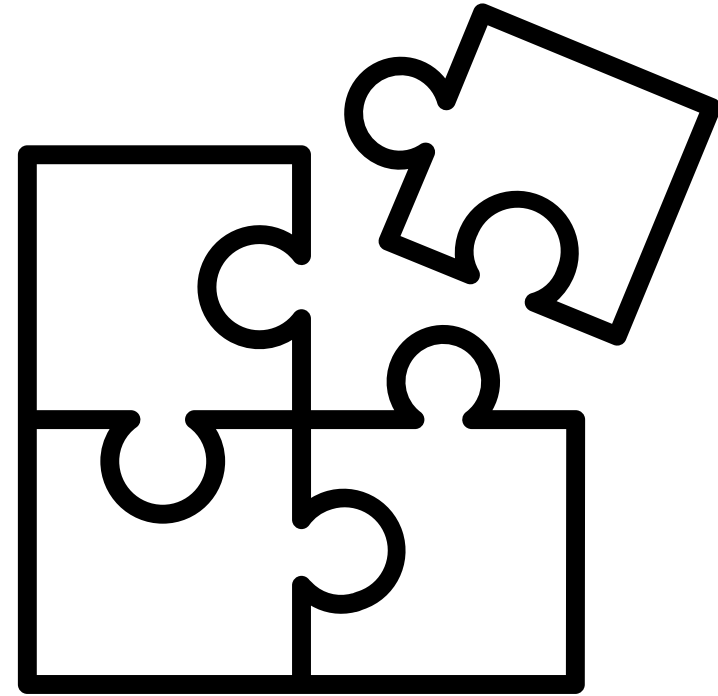
NEW AMERICA



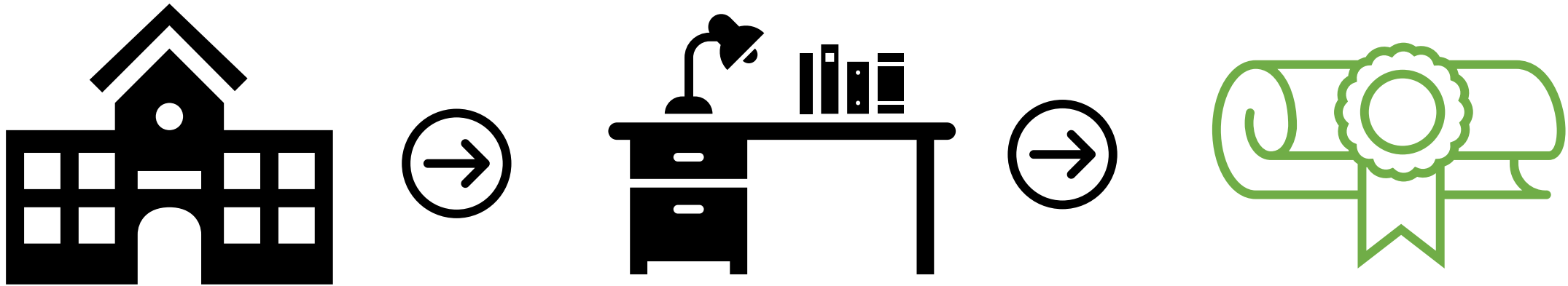
# Being Future-Ready

A Storyteller's Point of View

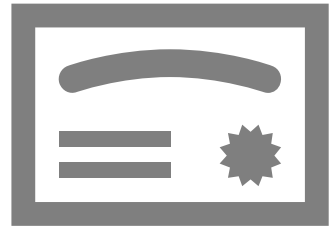
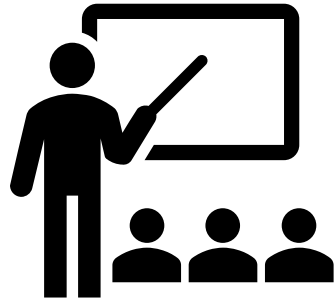
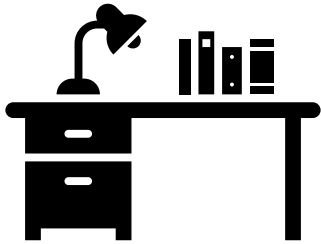
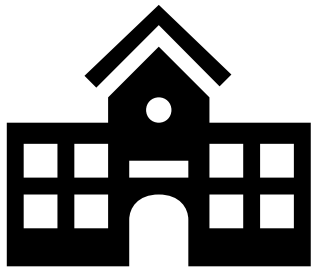
1) Understanding of  
how the Degree is being  
atomized



# The Traditional Path to a Degree

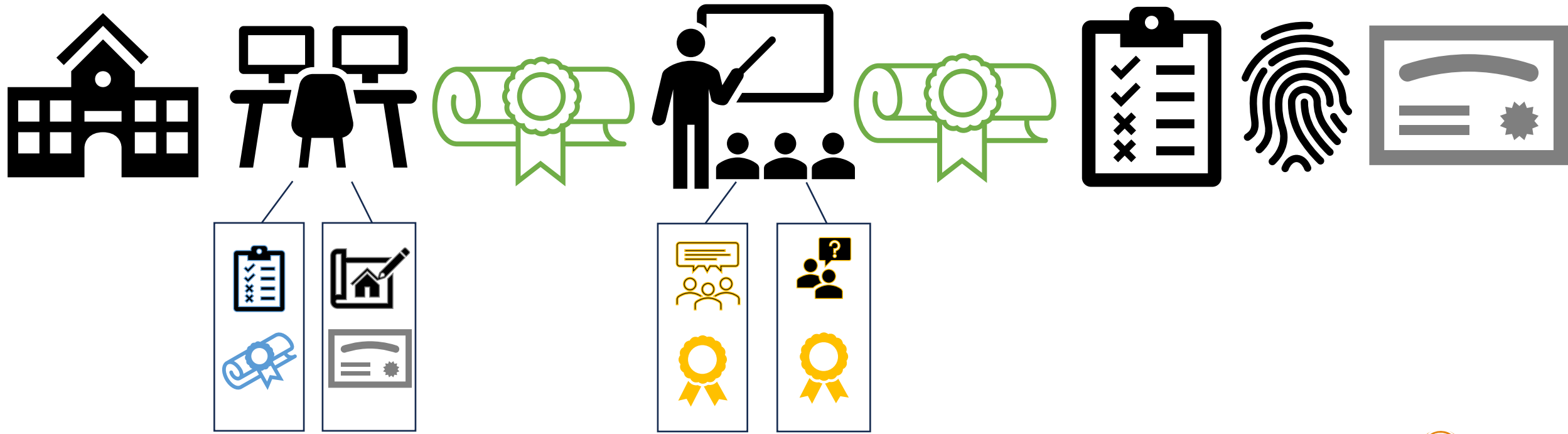


# The Traditional Path to a Teaching License

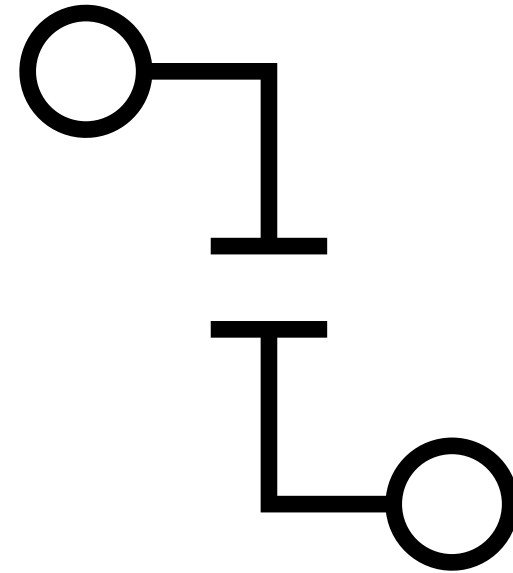




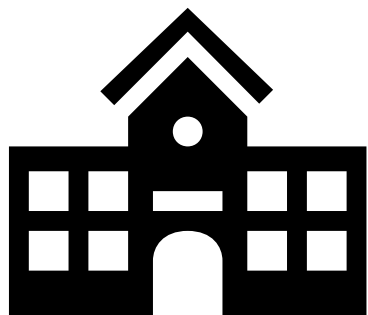
# The Augmented Path to a Teaching License



2) Understanding of  
what is being held  
accountable



# Accountability Approaches



3) Understanding that this work doesn't happen in solo

