Preparing Today’s Learners For Tomorrow’s Work

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Lumina Foundation
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Good Jobs that don’t require a BA

**Figure 9.** The increase in good jobs for Associate’s degree holders (3.2 million) more than offset the job losses suffered by high school graduates (1 million).

Minnesota

- Workers with associate’s degrees increased their share of good jobs by 31 percentage points from 1991 to 2015
MEDIAN EARNINGS COMPARISON BY EDUCATION LEVEL & FIELD OF STUDY

- **ASSOCIATE’S DEGREE (STEM)**: $60,000
- **BACHELOR’S DEGREE (HUMANITIES & LIBERAL ARTS)**: $53,000
- **ASSOCIATE’S DEGREE (HEALTH)**: $52,000
- **BACHELOR’S DEGREE (ARTS)**: $50,000
- **CERTIFICATE (STEM)**: $48,000
- **BACHELOR’S DEGREE (PSYCHOLOGY & SOCIAL WORK)**: $47,000
- **BACHELOR’S DEGREE (EDUCATION)**: $46,000
- **CERTIFICATE (BLUE COLLAR)**: $45,000

**Associate’s degree** holders who studied STEM earn **$60,000** annually. This is **more than** bachelor’s degree holders who majored in the **humanities and liberal arts**.
Older, Worker-Learners

Many college students are older than 25, and most are balancing school with work and families.

38% of undergraduates are older than 25.

58% work while enrolled in college.

26% are raising children.
More Diverse

NEARLY HALF OF FIRST-YEAR STUDENTS LIVE AT OR BELOW POVERTY, MAKING FINANCES A HUGE CONCERN.

FINANCIALLY INDEPENDENT; NOT SUPPORTED BY PARENTS: 47%
LIVE NEAR OR BELOW POVERTY: 42%
BACHELOR’S RECIPIENTS GRADUATE WITH AT LEAST $24,000 IN DEBT: 25%

A GROWING NUMBER OF TODAY’S STUDENTS ARE STUDENTS OF COLOR.

PERCENTAGE INCREASE IN ENROLLMENT, 1996-2010:

WHITE: 11%
HISPANIC: 240%
BLACK: 72%
Persistence and Completion

BECAUSE OF FINANCIAL PRESSURES AND COMPETING OBLIGATIONS, TODAY’S STUDENTS ARE LESS LIKELY TO FINISH HIGHER EDUCATION.

38% OF STUDENTS WITH ADDITIONAL FINANCIAL, WORK AND FAMILY OBLIGATIONS LEAVE SCHOOL IN THEIR FIRST YEAR

11% OF STUDENTS LIVING BELOW POVERTY GRADUATE WITHIN SIX YEARS

53% OF STUDENT-PARENTS LEAVE COLLEGE WITH NO DEGREE
Attainment Gap: 
The 86.7 Million Opportunity

Traditional-Aged Students
24.2M
Students between the ages of 16 and 24

Returning Adult Students
18.6M
Adults who have attended college but not obtained a degree or other credential

Adults with No Postsecondary Education
43.8M
Adults with no recognized postsecondary education beyond high school
**MN Attainment Gap**

### Minnesota Education Levels

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school graduate (including GED)</td>
<td>22.2%</td>
<td></td>
</tr>
<tr>
<td>Some college with no credential</td>
<td>17.6%</td>
<td></td>
</tr>
<tr>
<td>9th-12th grade with no diploma</td>
<td>3.7%</td>
<td></td>
</tr>
<tr>
<td>Less than 9th grade</td>
<td>3.7%</td>
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<tr>
<td>Associate degree</td>
<td>13.1%</td>
<td></td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>25.0%</td>
<td></td>
</tr>
<tr>
<td>Graduate or professional degree</td>
<td>11.9%</td>
<td></td>
</tr>
</tbody>
</table>

*Because of rounding, the sum of these percentages may exceed 100.*
MN Race and Ethnicity Attainment Gaps

- Hispanic Attainment: 23% (Nat. average: 21.9%)
- American Indian: 19.4% (Nat. average: 24%)
- African American Attainment: 29.1% (Nat. average: 30%)
- White Attainment: 52.4% (Nat. average: 46.4%)
- Asian and Pacific Islanders Attainment: 53.7% (Nat: 61.7%)
Skill Builders

Figure 1: Mean annualized earnings of employed skills builder students in the period of time before and after first enrolling in a Michigan community college.

Quick Jobs at LCC! Find not only a job, but a life-long career!

Quick Jobs can provide training to be working in less than six months. Tuition assistance may be available. Nationally recognized credentials are available. Learn more about Quick Jobs at LCC >>
Scale Affordable Pathways

THE RULE OF 10—THE NEW MODEL

The Rule of 10 considers three major components to provide a general guideline for how affordable college SHOULD be.

**TIME: 10 YEARS**
Along with an expectation of modest student work, students should have to pay no more for college than what they or their families can reasonably save in 10 years.

**10% OF INCOME**
Individuals can reasonably afford to contribute 10% of their discretionary income to postsecondary education, for a limited amount of time.

**10 HOURS OF WORK**
College affordability should include an expectation of student work at an average 10 hours per week, or 500 hours per year.
Credential Transparency

- Over 300,000 unique credentials
- Growing size and complexity
- Varying descriptors
- Increasingly inefficient and expensive
- Post-sec needs to partner in solutions
Competency Based Learning

- Well-designed, high-quality competency-based programs—along with other innovative delivery models such as completion colleges and open-source online programs—can help students obtain high-quality postsecondary credentials
Quality Assurance

• New and existing accreditors would play critical roles in ensuring clarity about what’s being learned and the ability of students to build on academic credentials and find meaningful work, including among people with no recognized learning beyond high school.