

# Preparing Today's Learners For Tomorrow's Work

Presented by

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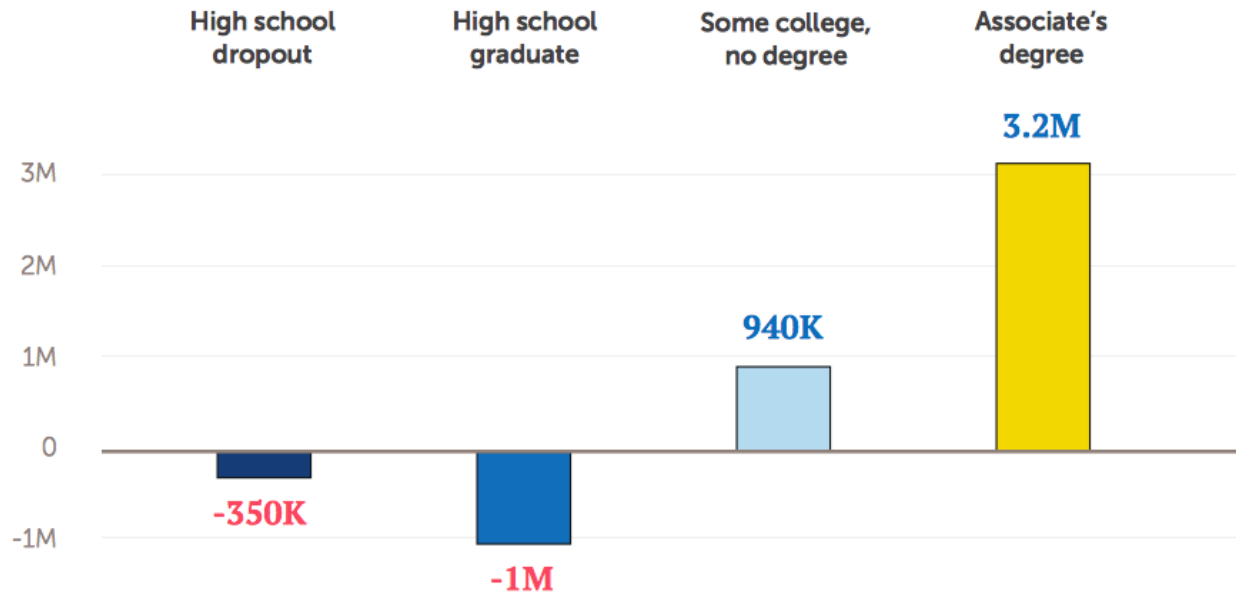
**VP for the Future of Learning and Work**

**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).

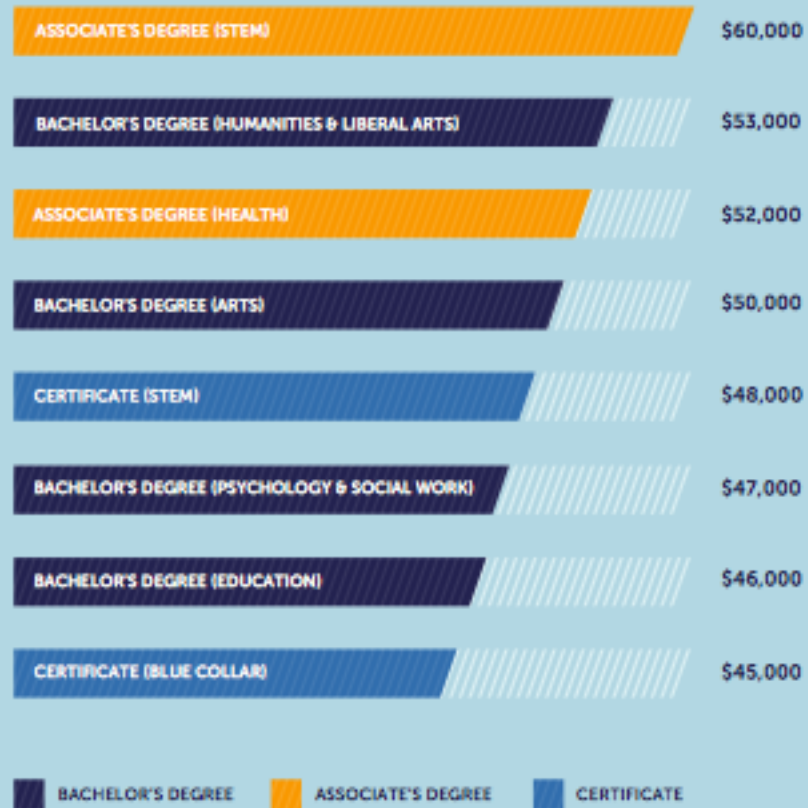


Source: Georgetown University Center on Education and the Workforce analysis of *Current Population Survey Annual Social and Economic Supplement (March)*, 1992-2016.

# 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 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.**



# More Diverse

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

 **47%**  
FINANCIALLY INDEPENDENT;  
NOT SUPPORTED BY PARENTS

 **42%**  
LIVE NEAR OR BELOW  
POVERTY

 **25%**  
BACHELOR'S RECIPIENTS  
GRADUATE WITH AT LEAST  
\$24,000 IN DEBT

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**A GROWING NUMBER OF TODAY'S STUDENTS ARE STUDENTS OF COLOR.**

PERCENTAGE INCREASE IN  
ENROLLMENT, 1996-2010

 **11%**  
WHITE

 **240%**  
HISPANIC

 **72%**  
BLACK

# Persistence and Completion

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



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

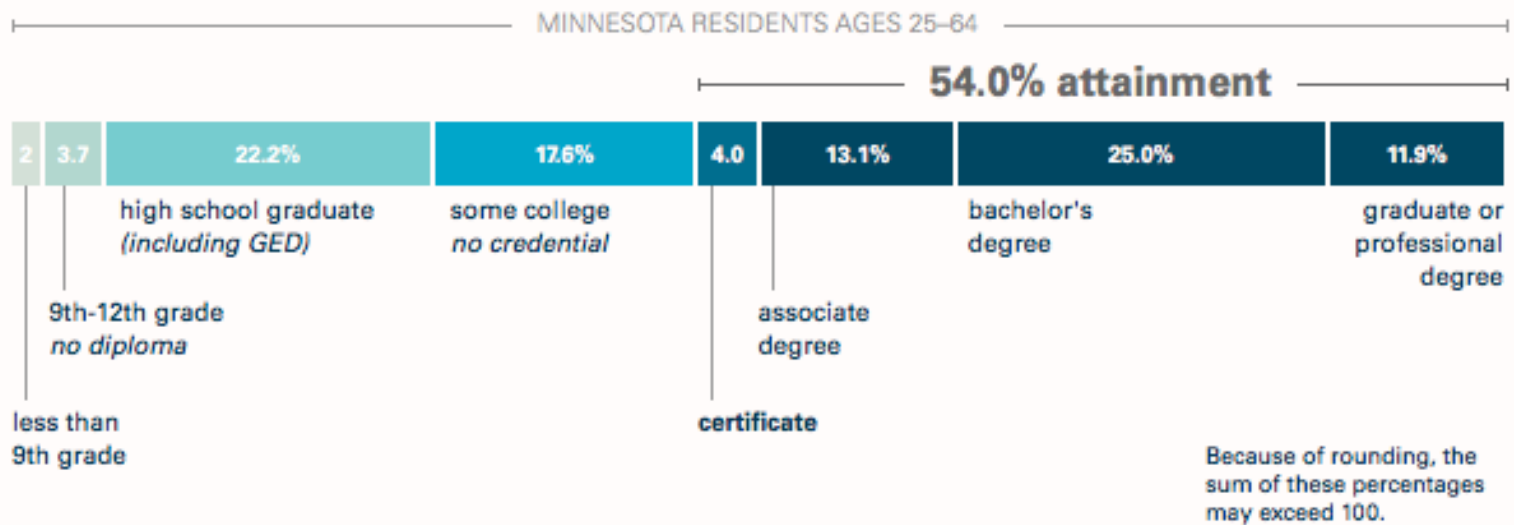
**Adults with No Postsecondary Education  
43.8M**

Adults with no recognized postsecondary education beyond high school



# MN Attainment Gap

## Minnesota education levels

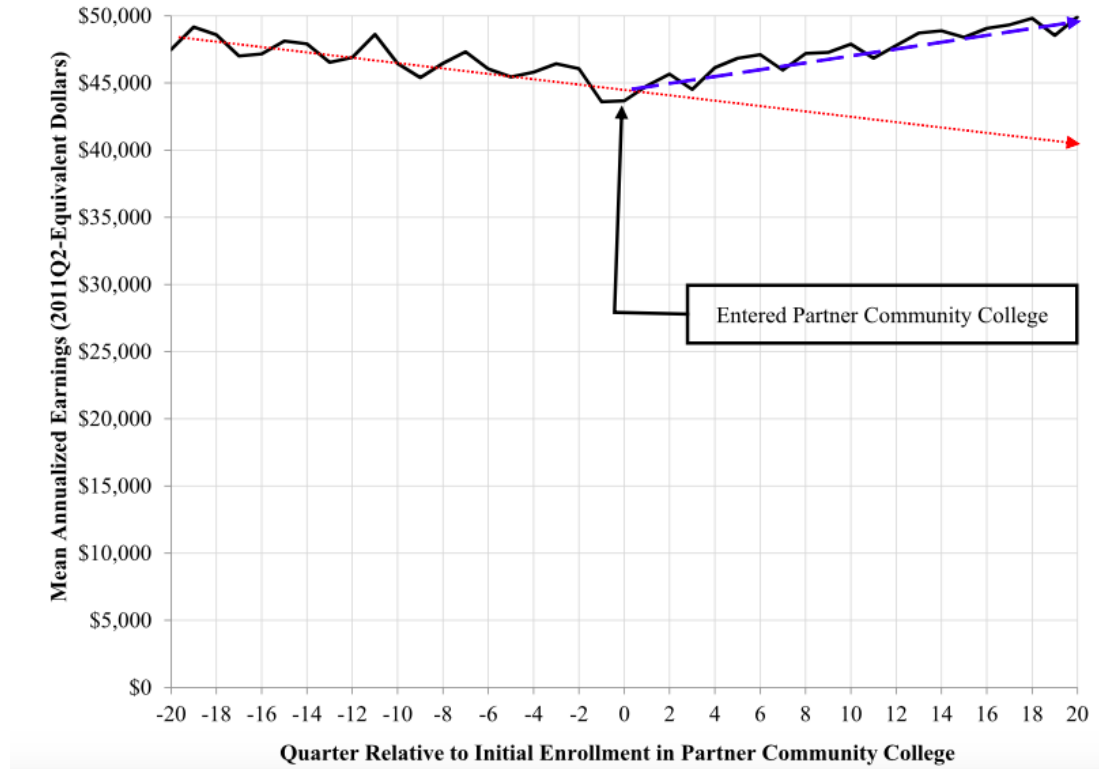


# MN Race and Ethnicity Attainment Gaps

- 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



Bahr, P. R. (2017). *Skills builders in Michigan community colleges*. Ann Arbor, Michigan: Center for the Study of Higher and Postsecondary Education, University of Michigan.

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# 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