

Laramie County Community College



# The Big “Why”

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Joe Schaffer  
Spring 2017 In-Service  
January 9<sup>th</sup>, 2017

# Why We Do What We Do

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*To transform our students' lives through the power of inspired Learning.*

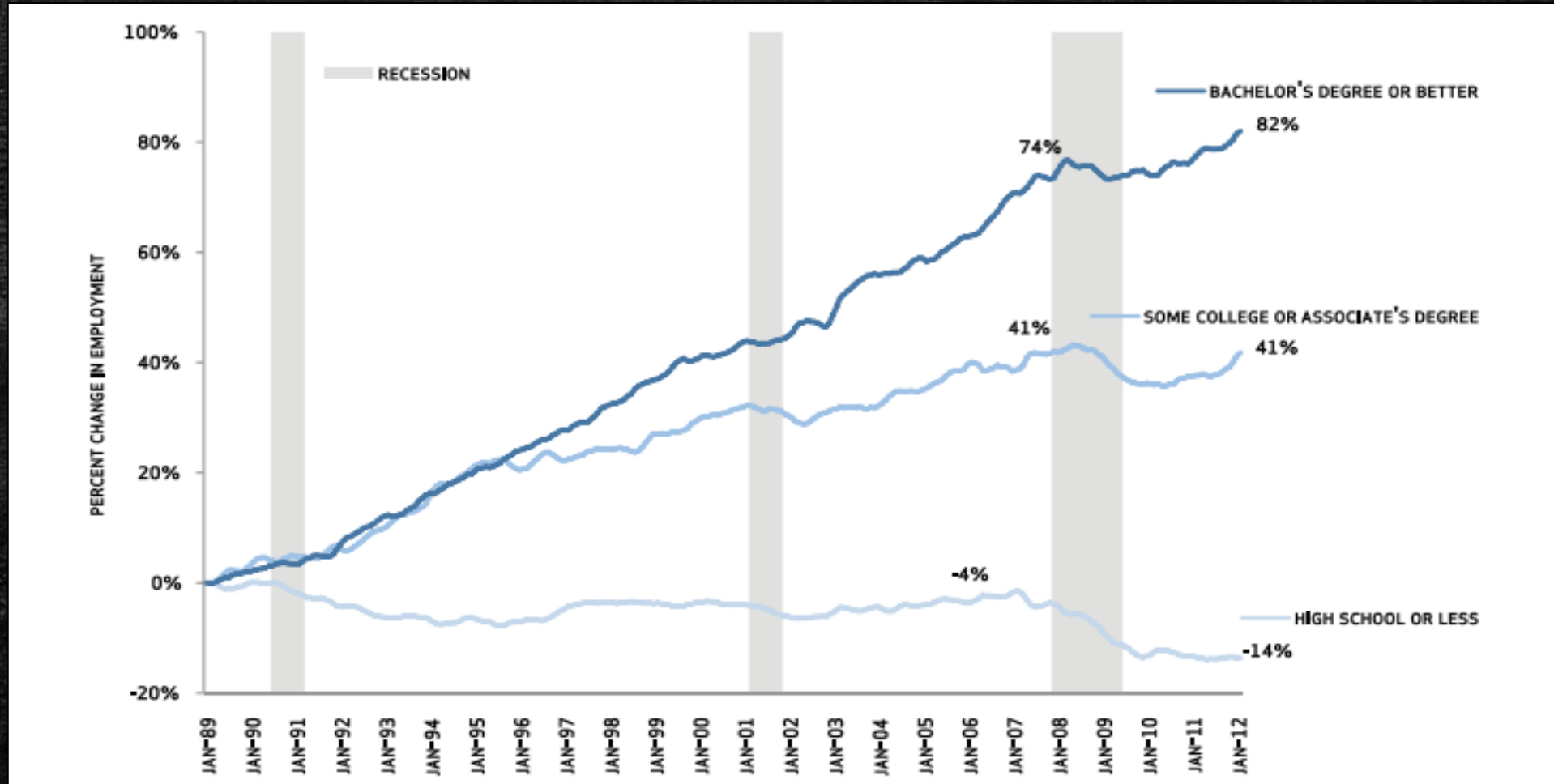
**Economic  
Stability**

**Civically  
Engaged**

**Personally  
Enriched**



# Shift to a College Economy

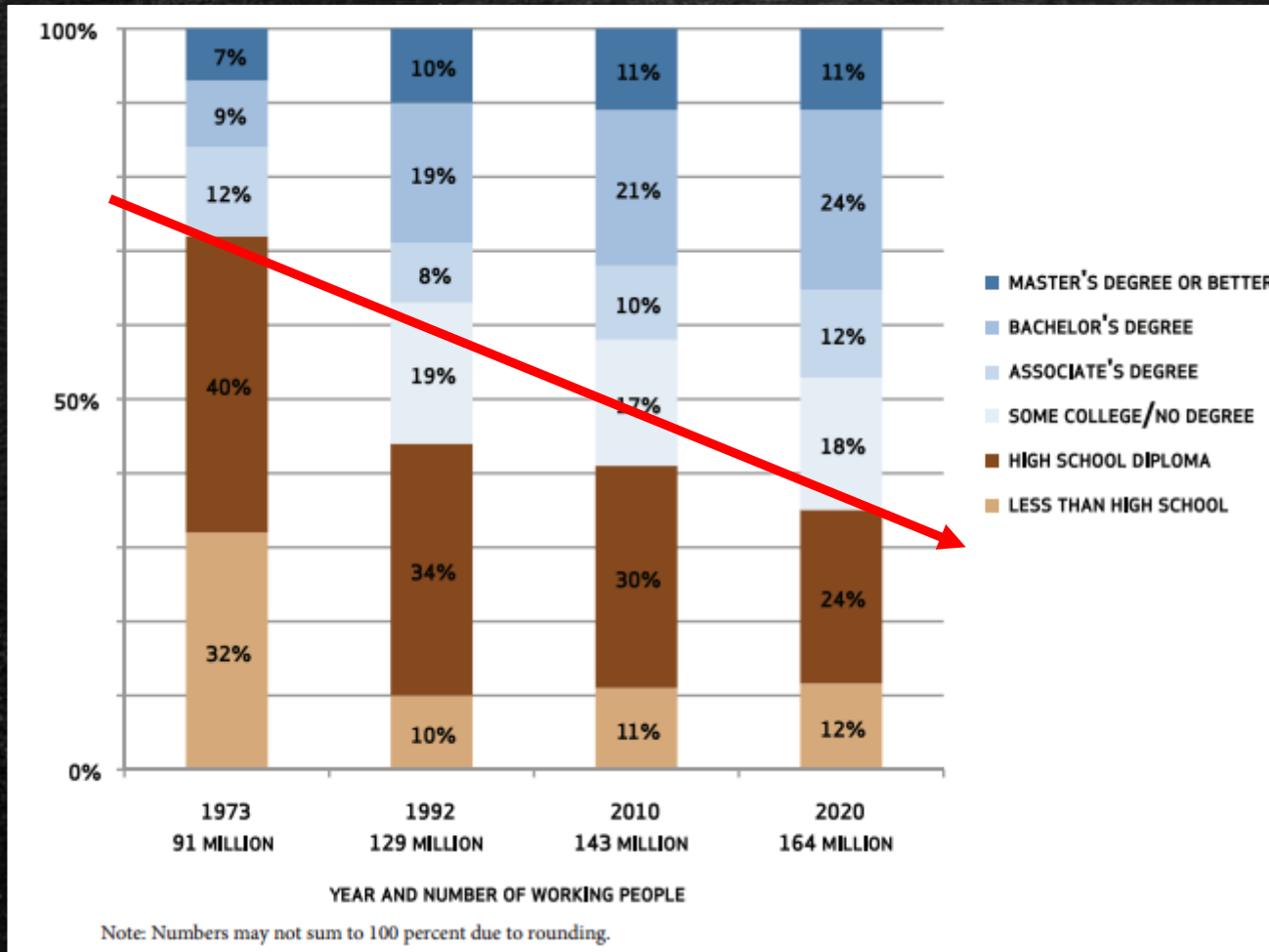


Source: Georgetown Center on Education and the Workforce (2013). *Recovery- Job Growth And Education Requirements Through 2020*

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# Shift to a College Economy



- **1973** – 72% of jobs required a high school diploma or less.
- **2020** – Just 35% of jobs will require a high school diploma or less.
- **2020** – 65% of jobs will require something beyond high school.

Source: Georgetown Center on Education and the Workforce (2013).  
*Recovery- Job Growth And Education Requirements Through 2020*



# College Race: U.S.A. Losing Ground

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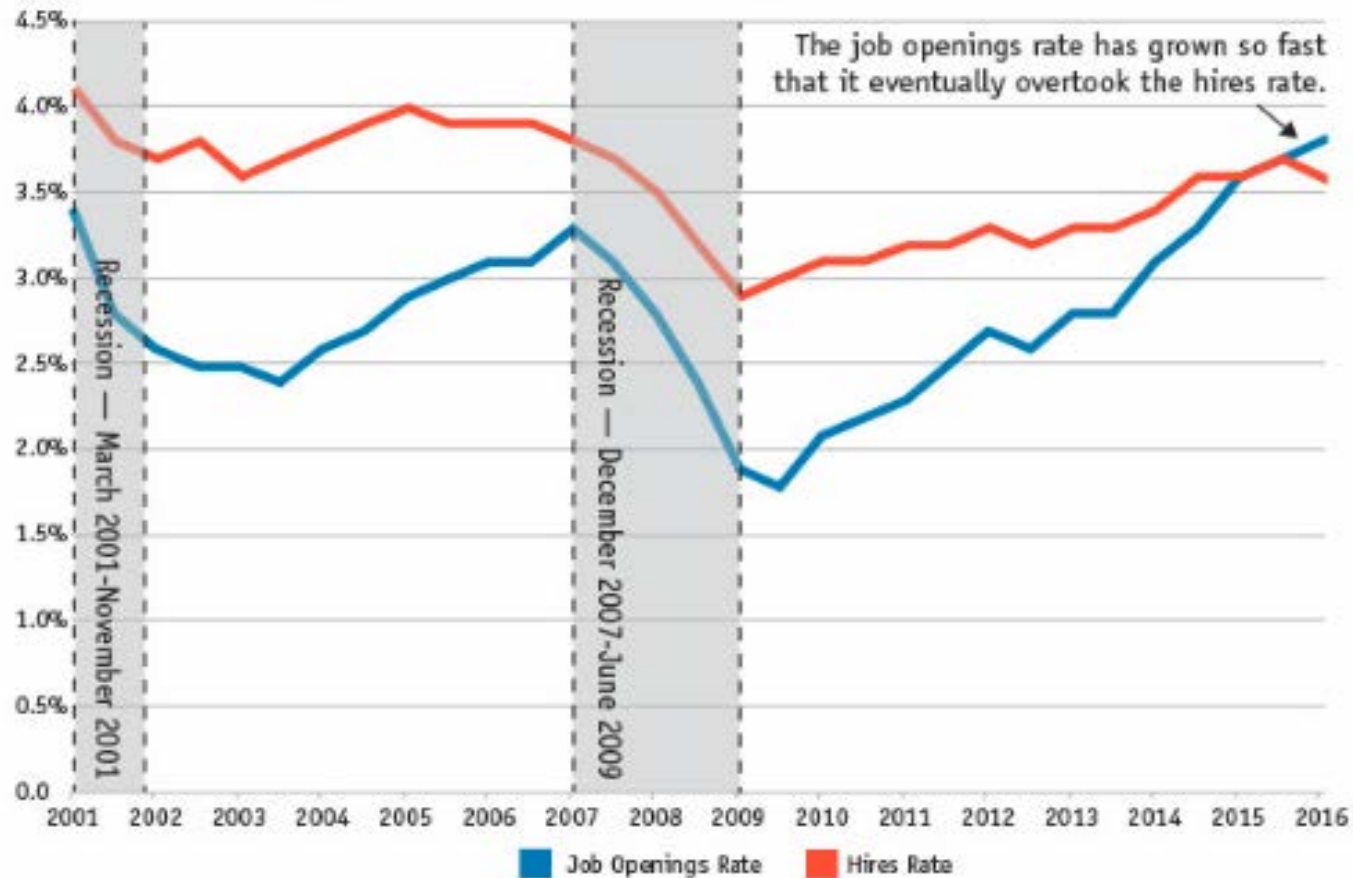
- US ranks 3<sup>rd</sup> in the World for percent of our adults age 55 - 64 with a college education. (41%)
- We slip to 5<sup>th</sup> in the World with 45 - 64 Year Olds. (42%)
- We fall to 12<sup>th</sup> with young adults 25 - 34 years of age. (46%)

Source: OECD (2016), 2014 population with tertiary education (indicator). DOI: 10.1787/0b8f90e9-en (Accessed on 16 August 2016)



# The Skills Gap: There are Jobs.

## Job Openings Rate vs. Hires Rate



## Job Openings (July 2016)

- Prof & Business – 1.27 Million
- Health & Education – 1 Million
- Trade, Transportation and Utilities – 1 Million
- Manufacturing – 400,000
- Cyber Security – 200,000

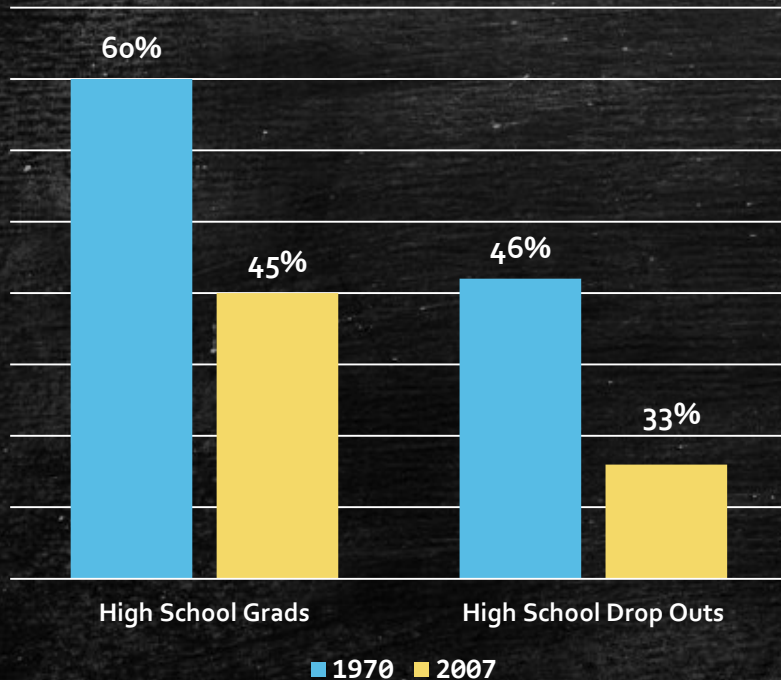
**5.8 Million Job Openings in America (June '16)**

Source: U.S. Bureau of Labor Statistics, Job Openings and Labor Turnover.

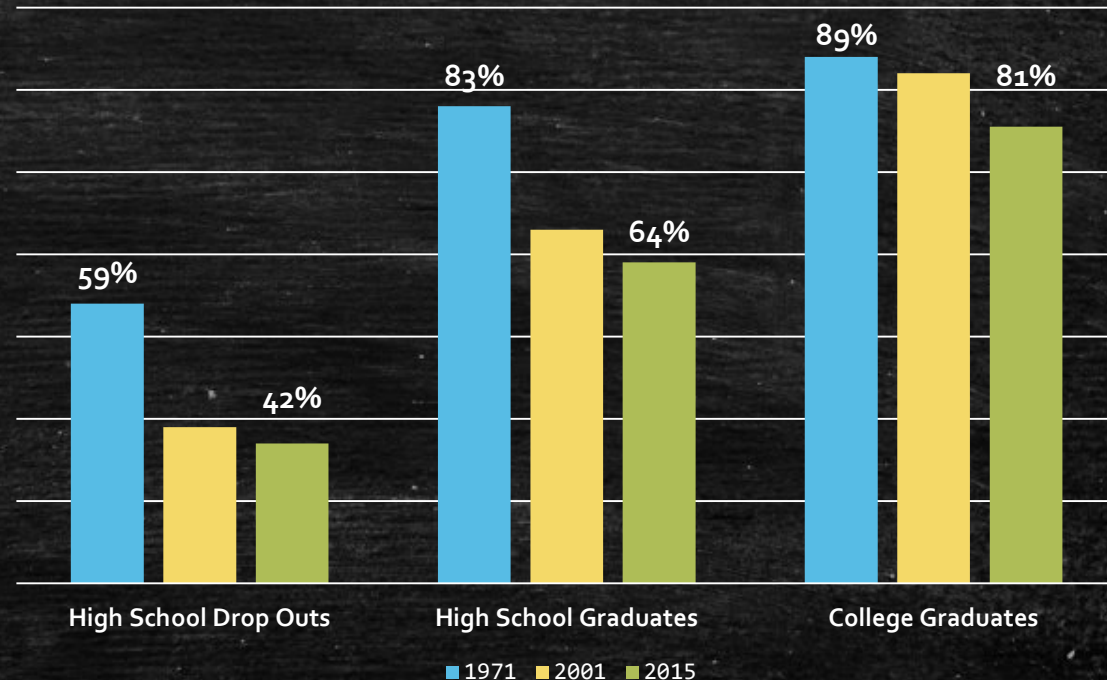


# Are we losing the American dream?

Percent of Adults in the Middle Class by High School Status (1970 & 2007)



Percent of Adults in Middle and Upper Classes by Education Level (1971, 2001, 2015)

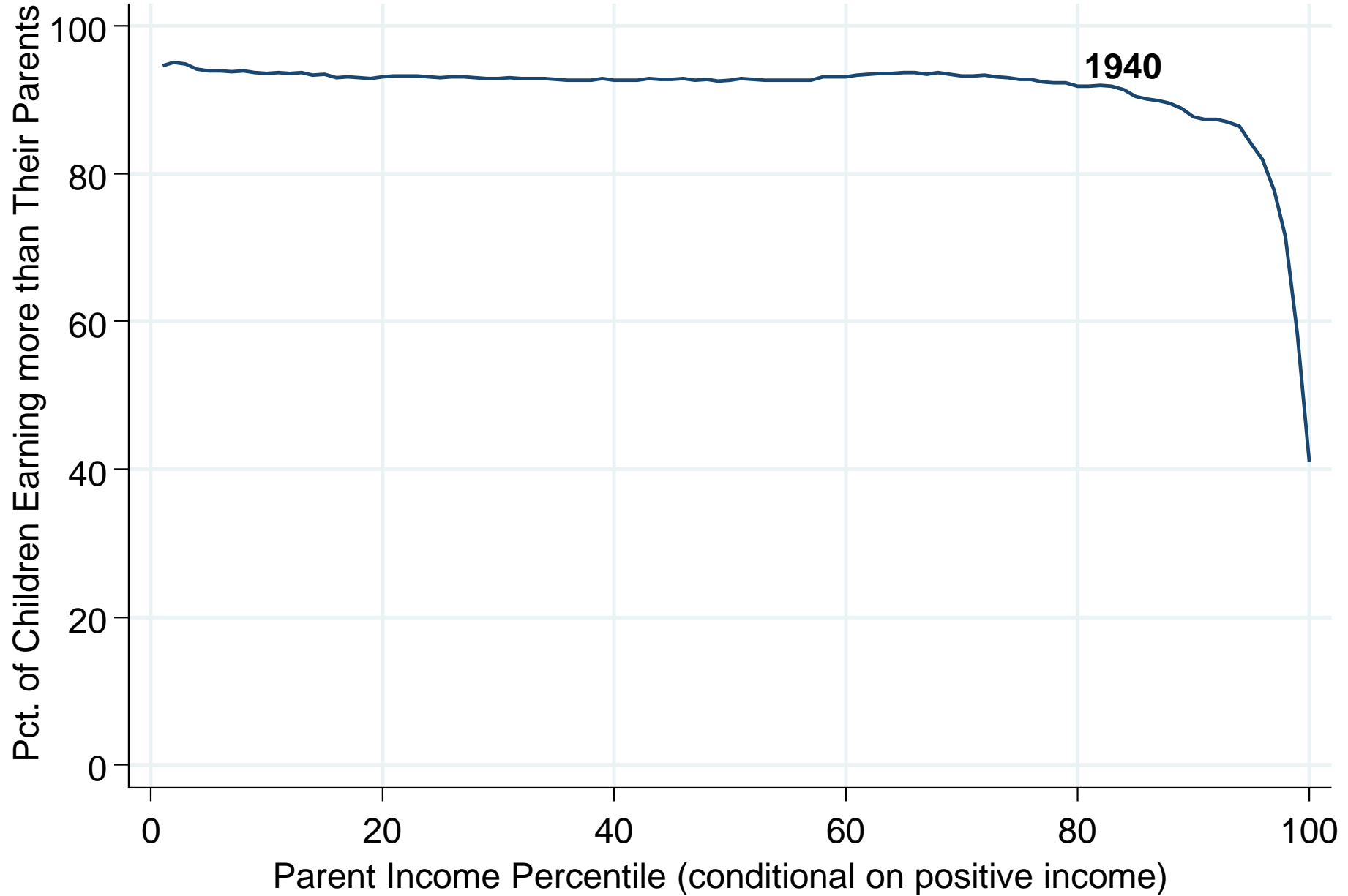


Source: Georgetown Center on Education and the Workforce (2010). *Help Wanted: Projections of Jobs and Education Requirements Through 2018*; Pew Research Center (2015). *The American Middle Class is Losing Ground*.





# Percent of Children Earning More than Their Parents By Parent Income Percentile

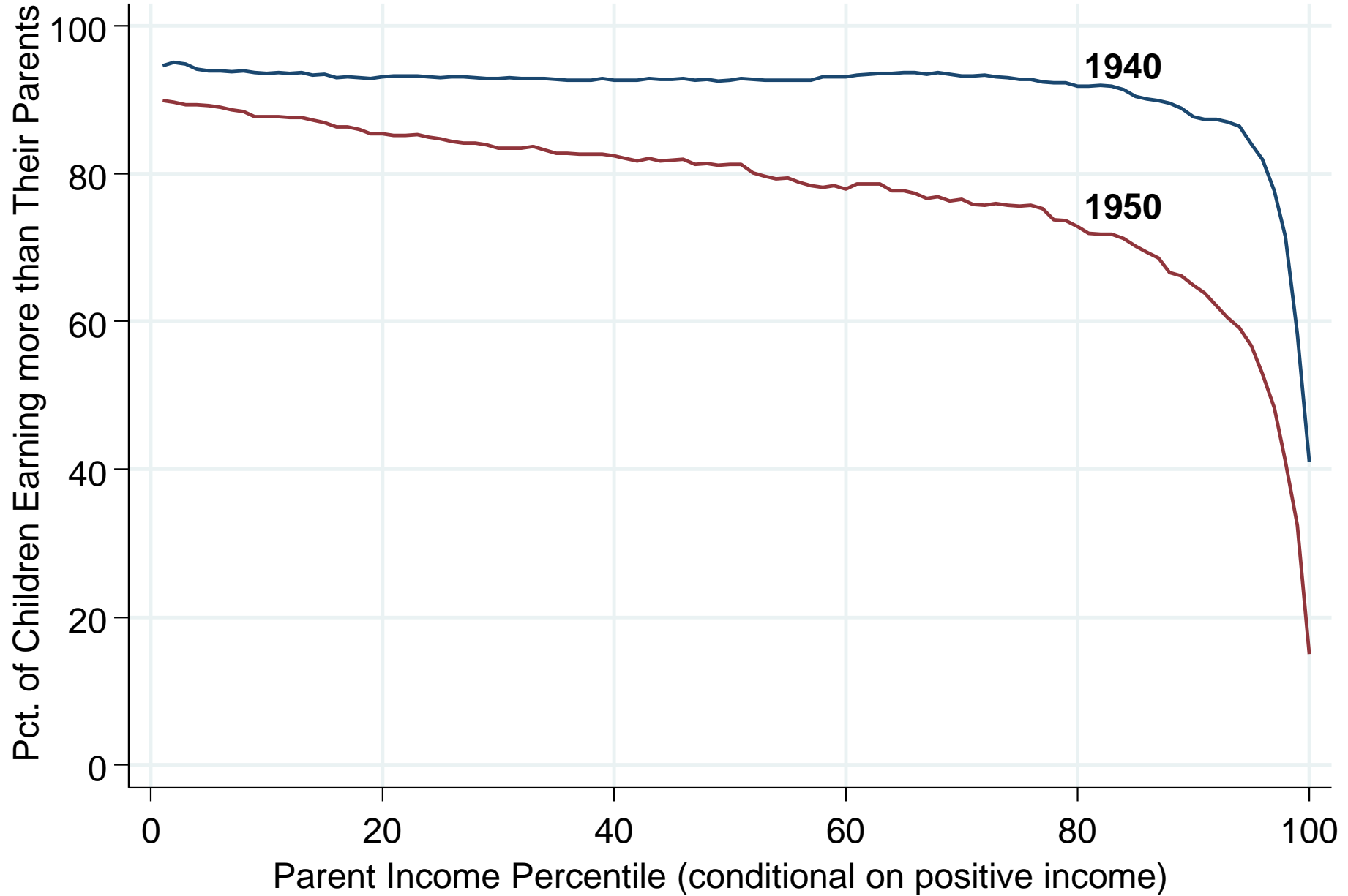


Source: The Fading American Dream: Trends in Absolute Income Mobility Since 1940. [NBER Working Paper No. 22910](#)



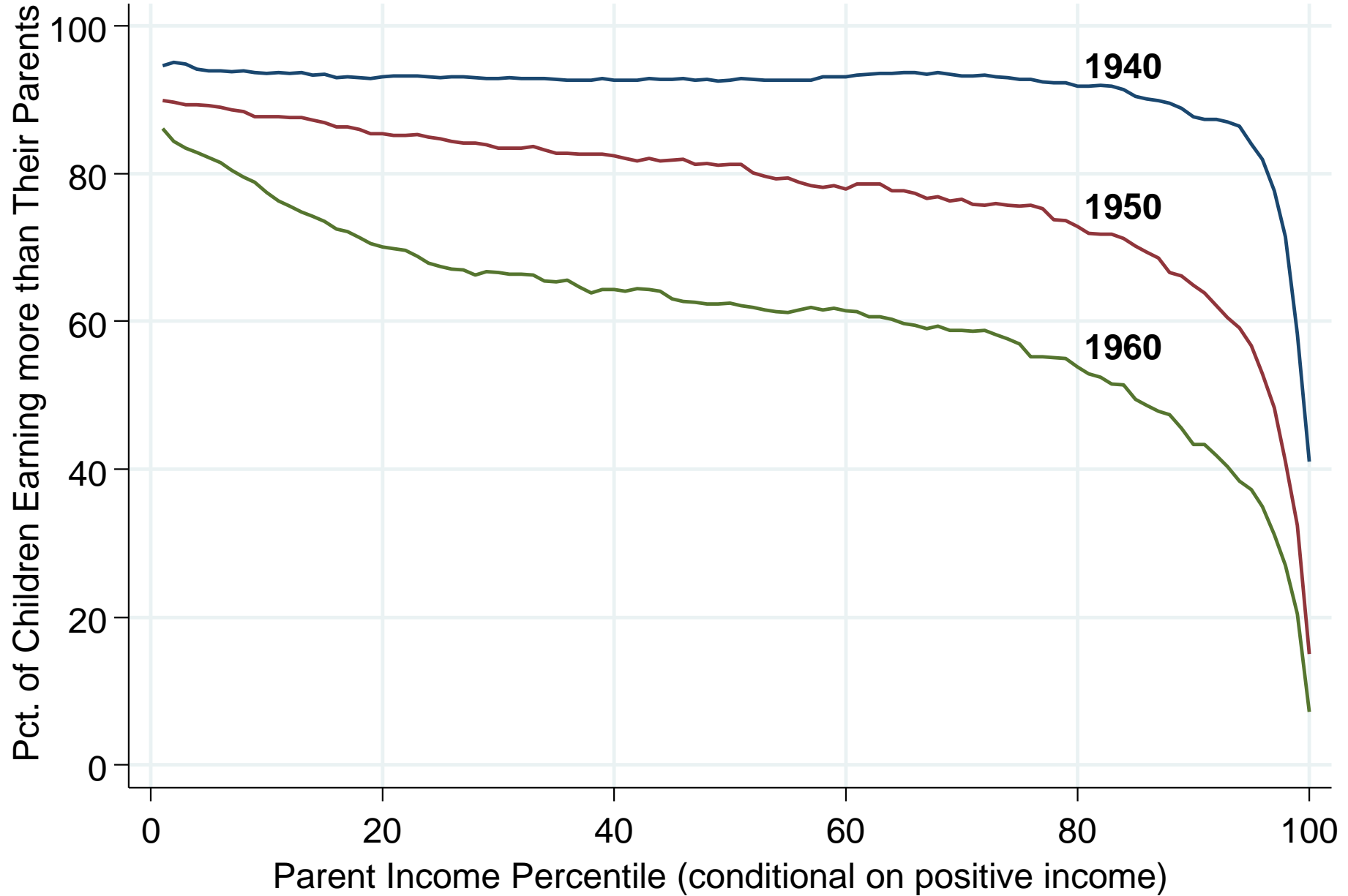


# Percent of Children Earning More than Their Parents By Parent Income Percentile



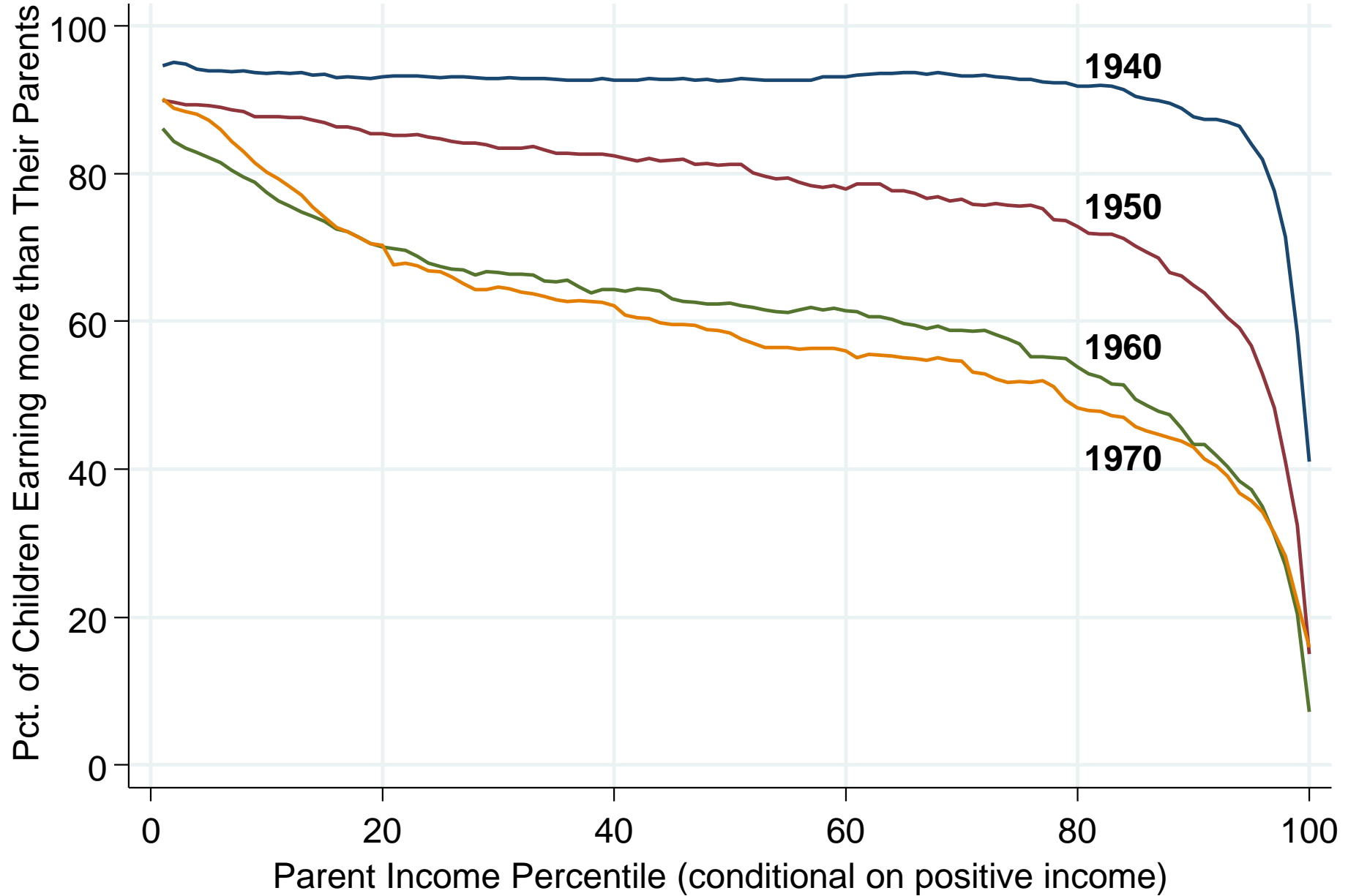


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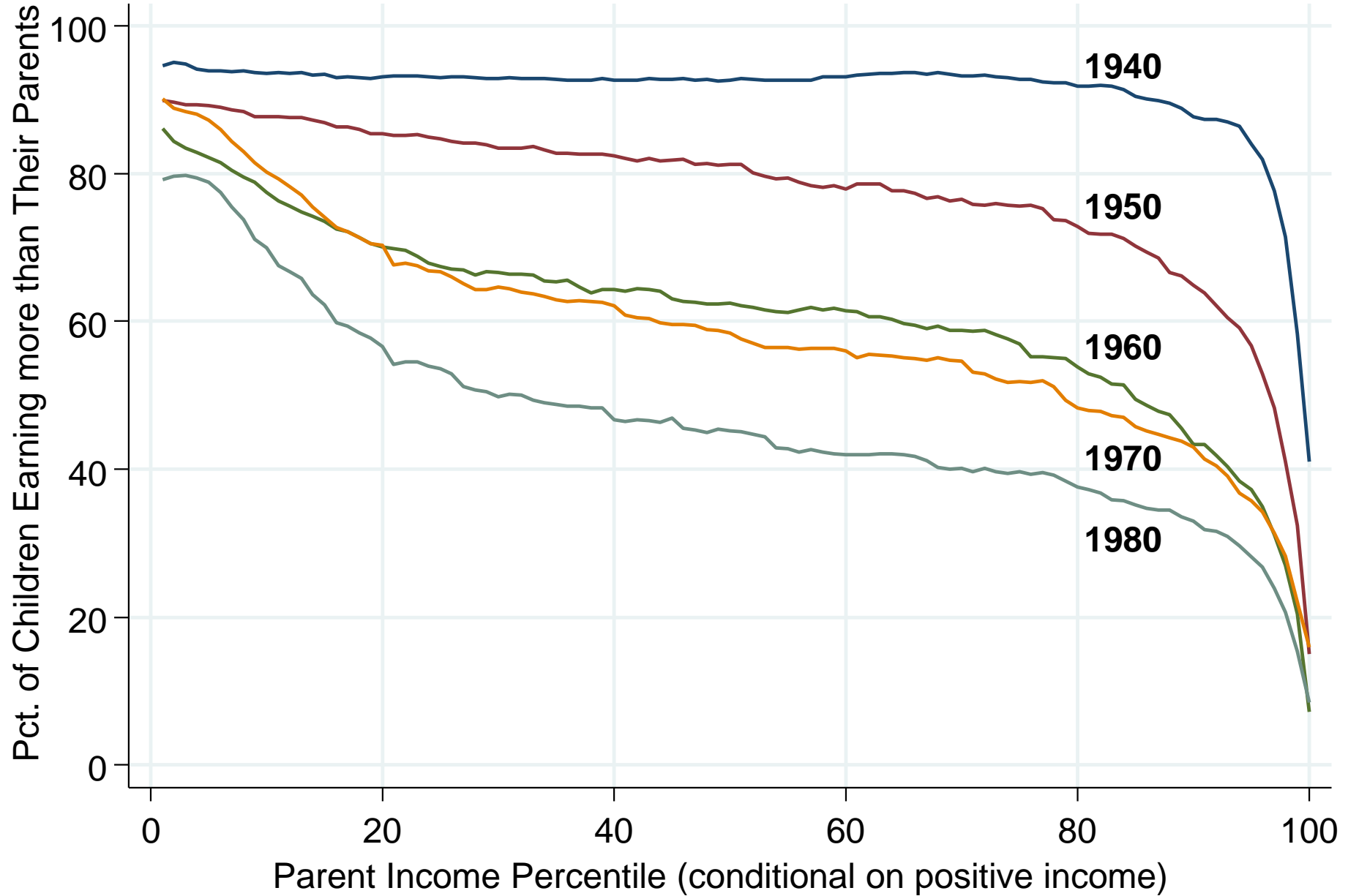


# Percent of Children Earning More than Their Parents By Parent Income Percentile





# Percent of Children Earning More than Their Parents By Parent Income Percentile



# Will younger generations be worse off?

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- From 2000 to 2010 median household income in the US dropped for the first time since WWII.

Source: Leonhardt, D. (2012). *A closer look at middle-class decline*. New York Times

- Millennials entered (or tried to) the workforce during the worst recession since the great depression. Back then, those folks earned nearly \$100K less over the next 20 years than the generations before, or after.

Source: Thompson, D. (2013). *The unluckiest generation: What will become of Millennials?* The Atlantic.

- They took on more debt for a Higher Education that hasn't aligned with economic opportunities: Degree mismatch and lower earnings.

Source: Duke, B. (2016). *When I was your age: Millennials and the generational wage gap*. Center for American Progress.



# The Big Three

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1. We need more individuals to go to college (defined as something beyond high school).
2. We need more people to complete college (defined as something beyond high school).
3. We need to ensure what they complete in college has value (for economic stability, societal health, and personal enrichment).



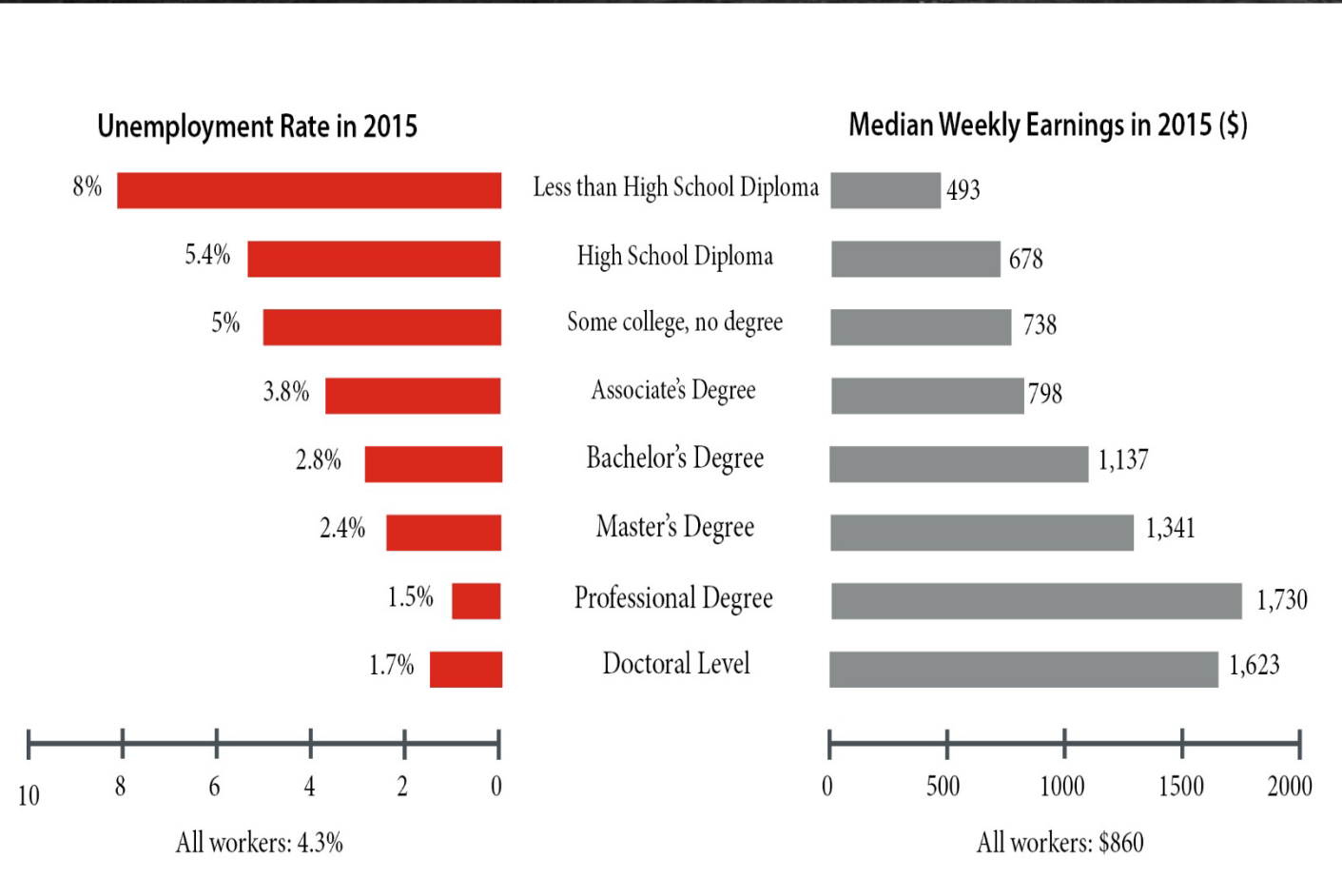
# Why Community Colleges?

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and why they are more important today than ever



# Education Pays



- Lifetime earnings increase substantially with each level of education attained.

**AND**

- The chance of being unemployed decreases substantially with each level of education attained.



# College Participation Paradox

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- So you earn less and are more likely to be unemployed if you are less educated.

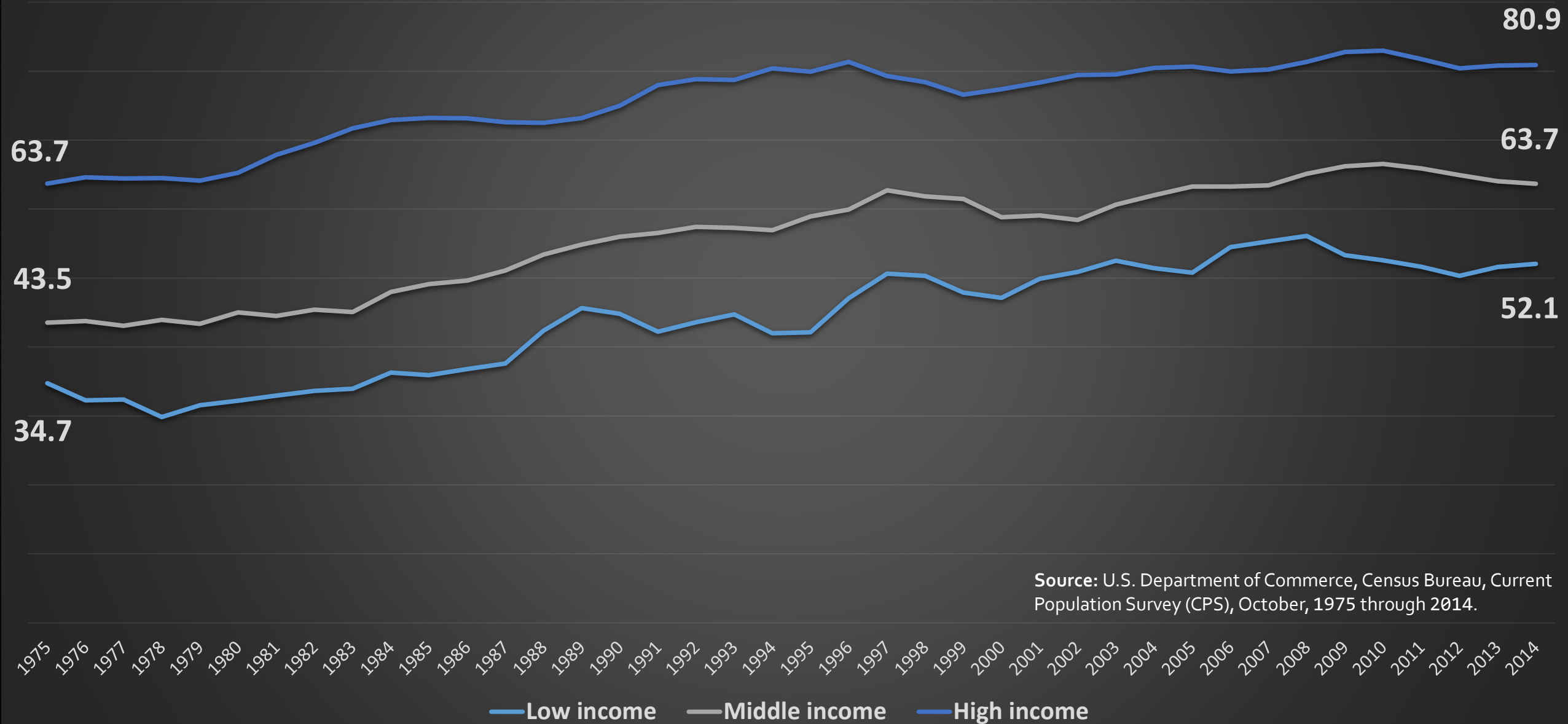
**BUT**

- You are less likely to become better-educated or to be gainfully employed if you come from a low-income family.

**We need to break this cycle.**

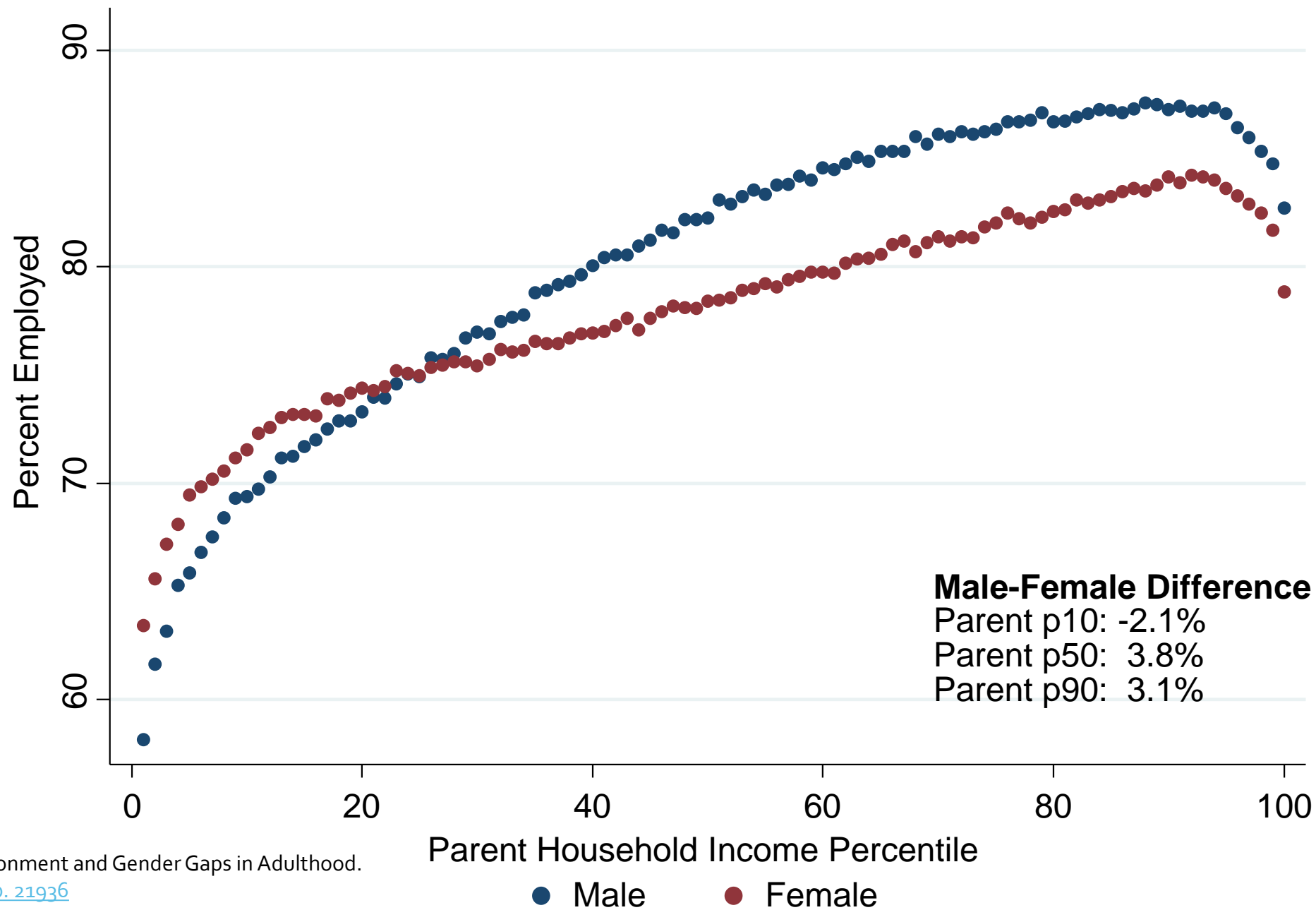


# Percent of Recent High School Completers Enrolled in College (3-year rolling averages)



Source: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), October, 1975 through 2014.

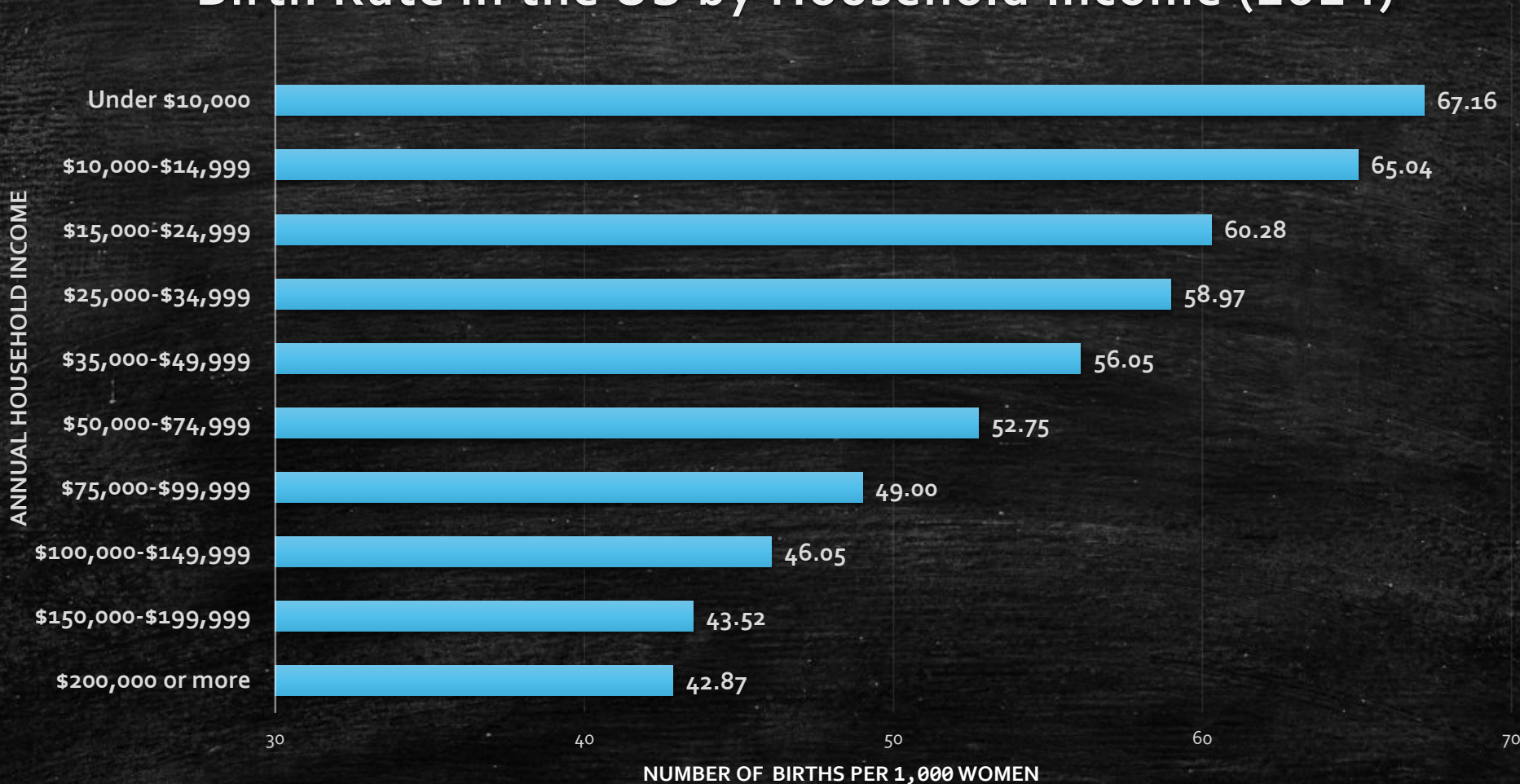
# Children's Employment Rates at Age 30 by Gender and Parent Income Percentile



Source: Childhood Environment and Gender Gaps in Adulthood.  
NBER. [Working Paper No. 21936](#)

# Population growth is in low-income families.

## Birth Rate in the US by Household Income (2014)



Source: US Census Bureau, 2014

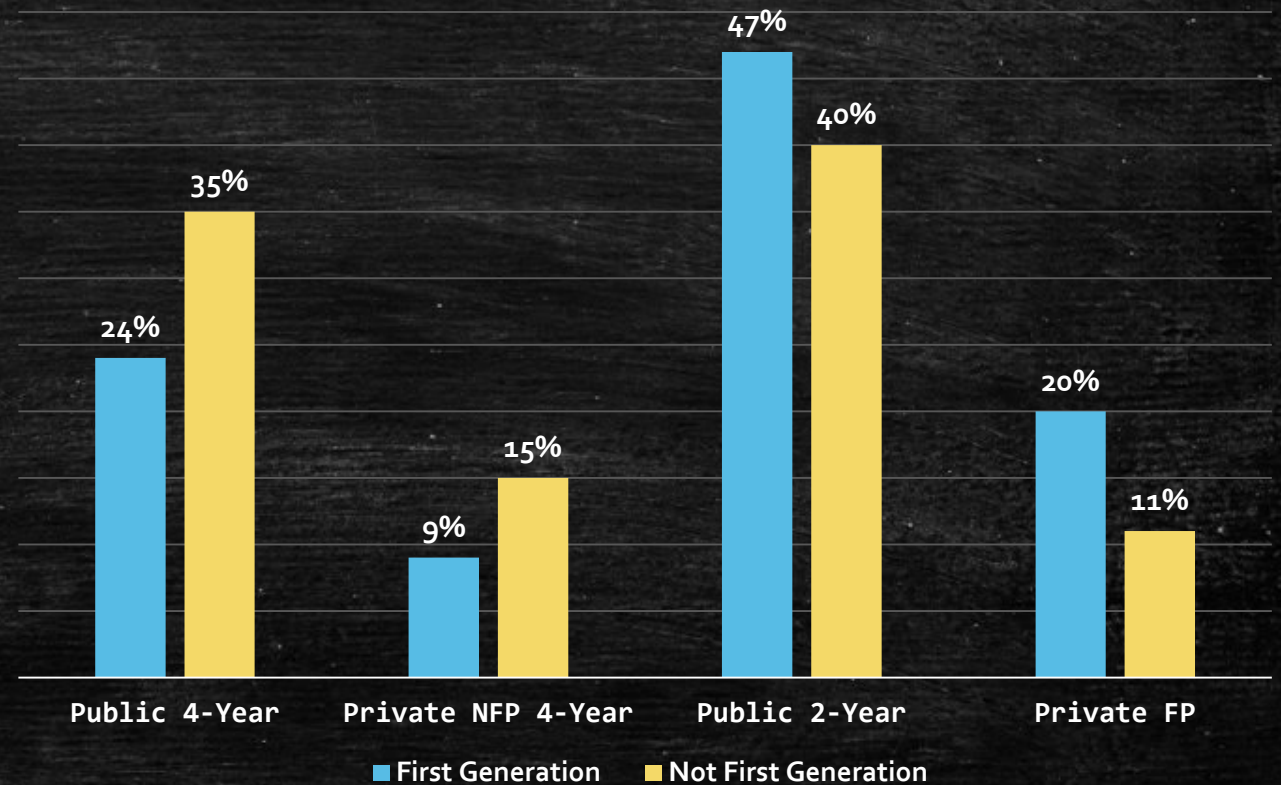
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# Community Colleges: Serving Those in Need

- Single Parents
- Working Adults
- Veterans
- Students with Disabilities
- Students of Color
- Low-Income
- First-Generation

First-Generation College Enrollment by Institution Type (FAFSA Applicants)



# LCCC's First-Generation Students

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## Financial Aid Applicants (2015-16)

- 4,450 applicants filed FAFSAs
- 2,056 of them are first in their family to go to College.

**46% of all students filed for financial aid!**

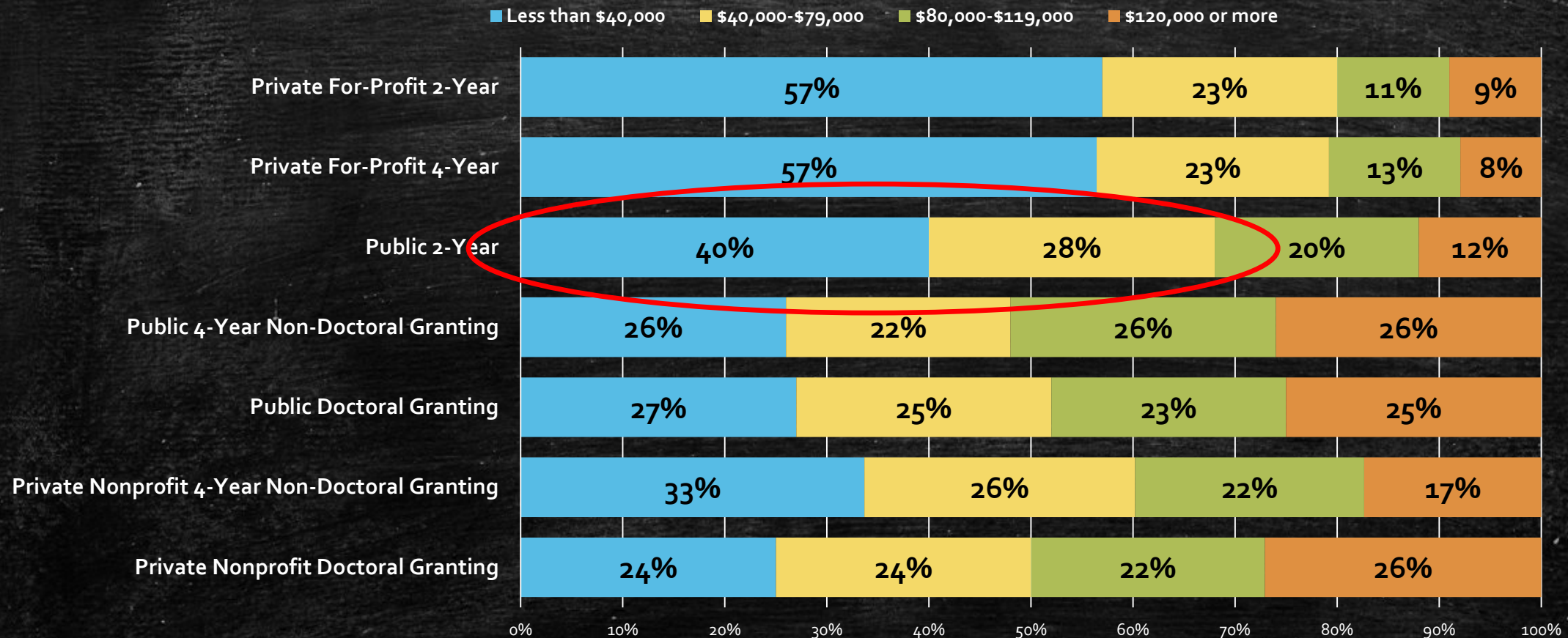
## Financial Aid Applicants (2016-17)

- 2,440 enrolled students filed FAFSAs in Fall 2016
- 1,035 of them are First Generation Students.

**42% of enrolled students filed for financial aid!**

# Except For-Profits, Low-Income Come to Us

## Distribution of Enrollment by Family Income Quartile



Source: U.S. Department of Education, National Postsecondary Student Aid Study (NPSAS), 2012. Tabulation prepared by Pell Institute, August 2014



# Community Colleges: Why Else?

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- Serving the very demographics that can help us most with increasing college attainment in the US.
- The democracy of higher education.
  - Higher education cannot merely be “an instrument for producing an intellectual elite.” It must be “the means by which every citizen, youth, and adult, is enabled and encouraged” to pursue higher learning . (Truman Commission, 1947)
- The most in tune with the needs of their communities and states and are also nimble enough to respond quickly.
- We open the doors to many different successful paths without negative stigma.



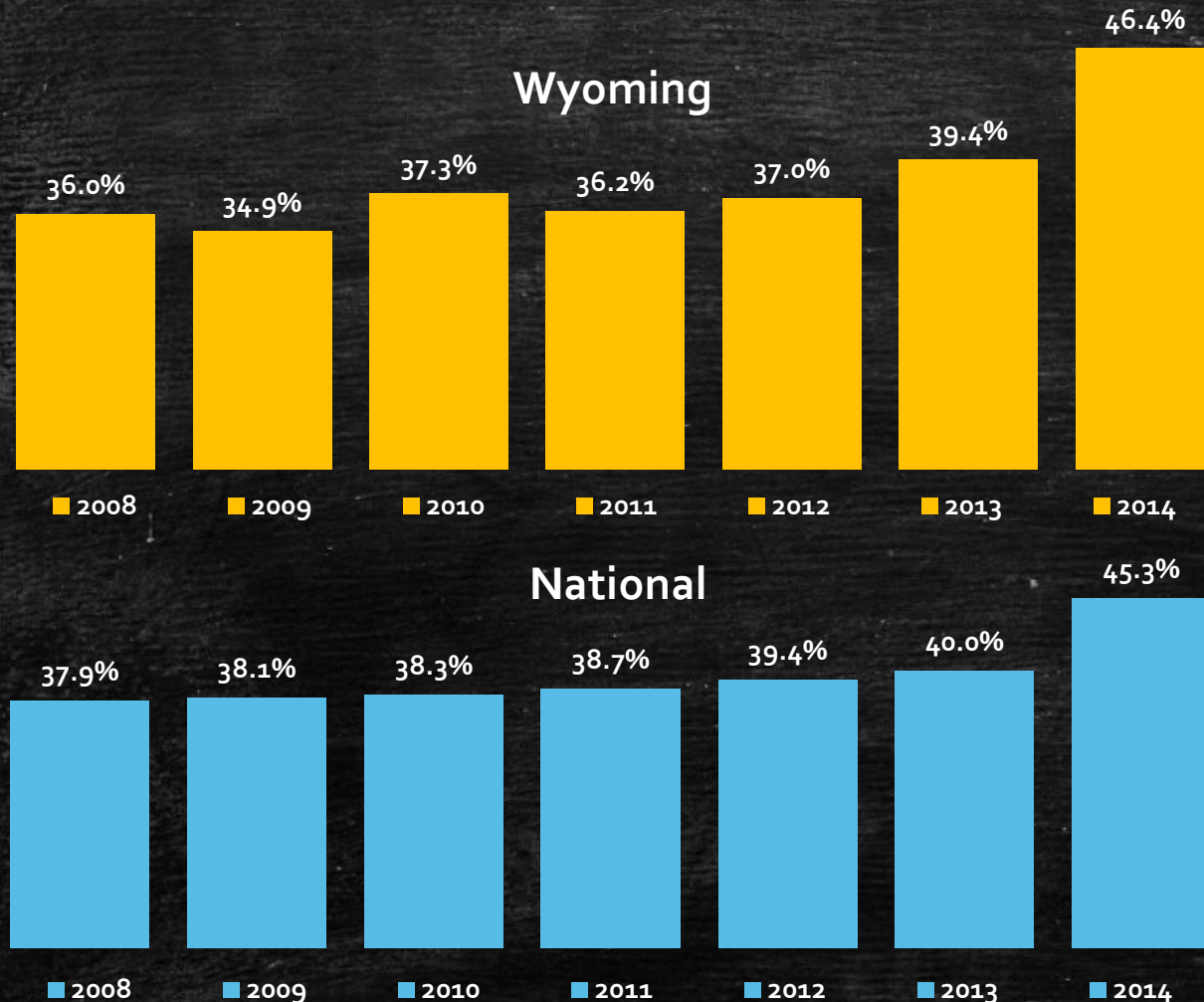


How are we doing in Wyoming?

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# Wyoming is making some progress.



## Educational Attainment Rates: WY vs. US

Percent of working-age population (25 - 64) with a quality postsecondary credential.

Source: U.S. Census Bureau, American Community Survey, Lumina Foundation, Center on Education and the Workforce at Georgetown University.



# Educational Attainment (2015)

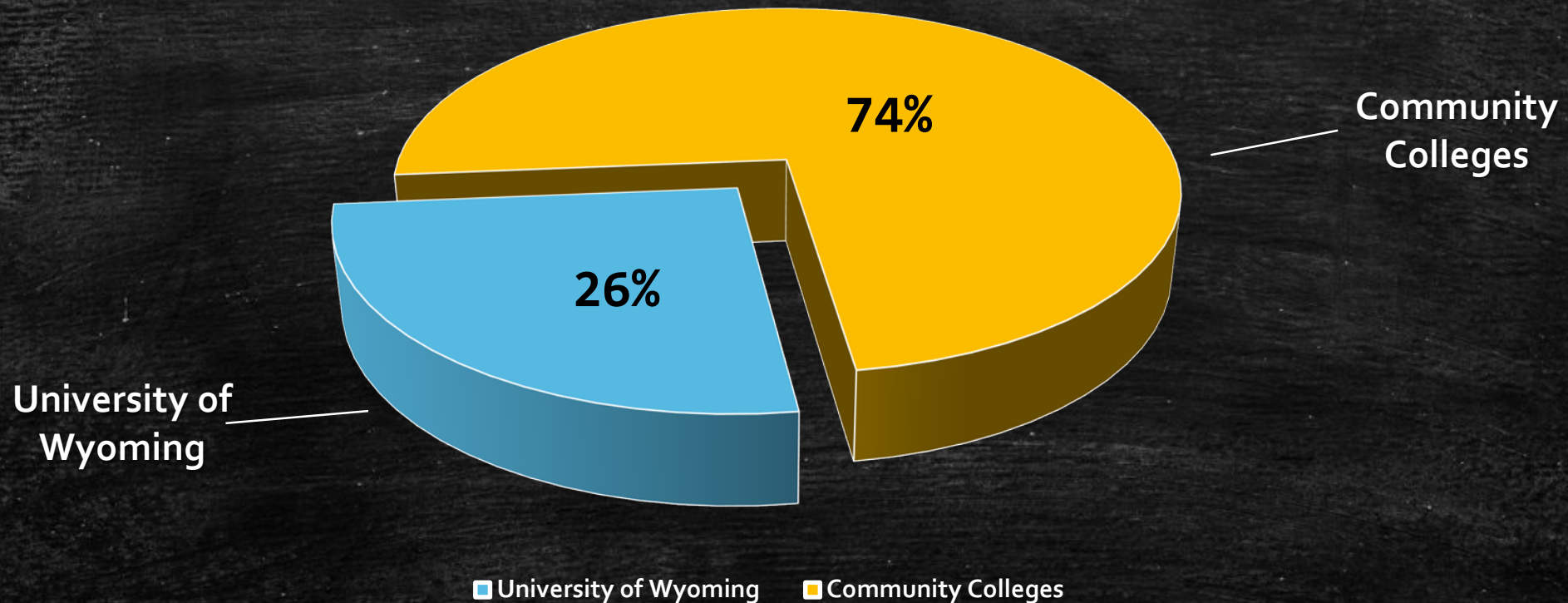
<u>Education Level</u>	<u>USA</u>	<u>Wyoming</u>	
High school graduate or higher	87.1%	92.2%	★
High school graduates	27.6%	28.8%	★
Associate's or some college	28.9%	37.2%	★
Bachelor's degree or higher	30.6%	26.2%	✘

Source: US Census Bureau American Community Survey, 2015



# WY Community Colleges: Serving the Majority of Students

2014-2015 12-Month Unduplicated Headcount

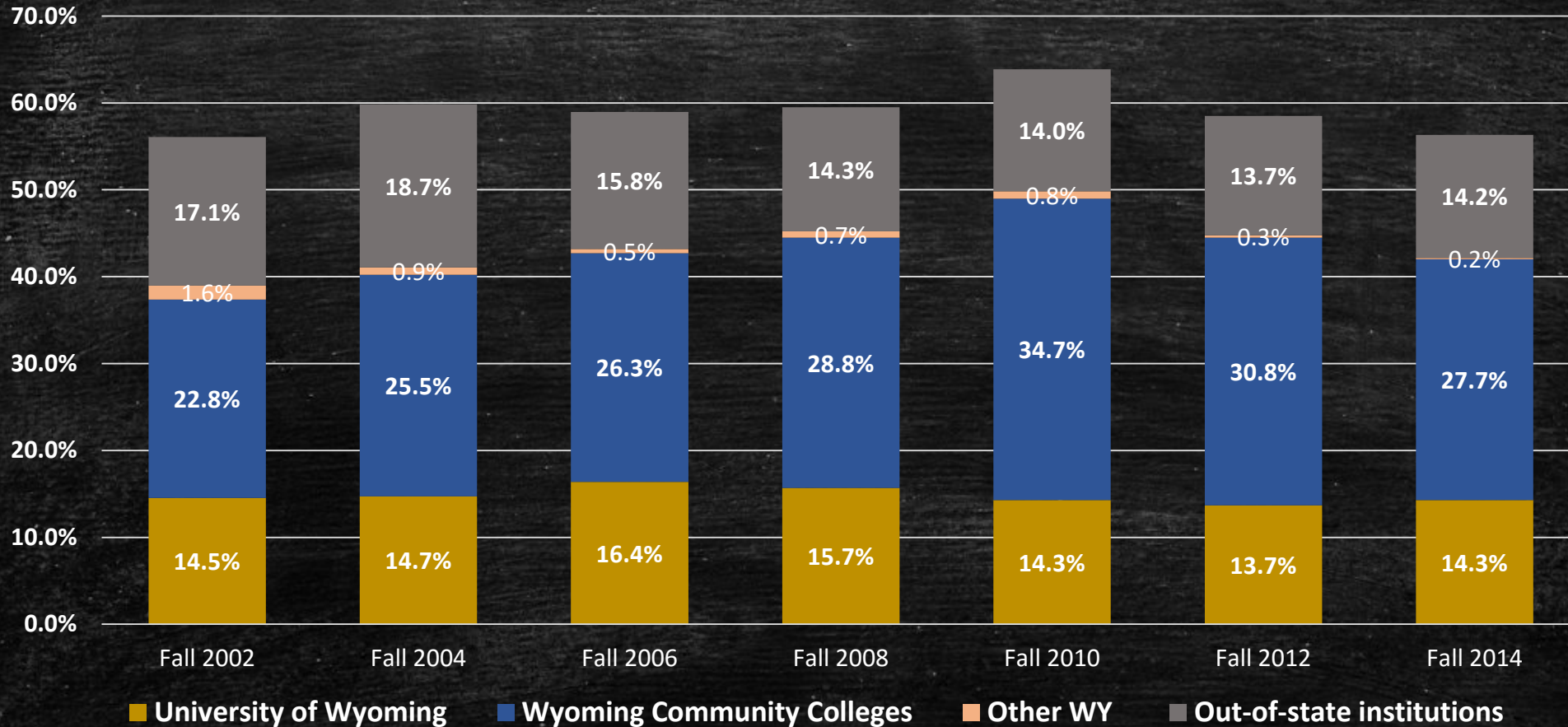


Source: National Center for Education Statistics Integrated Postsecondary Education Data System



# But it's still not enough.

## New Wyoming High School Graduates Enrolled in Higher Education



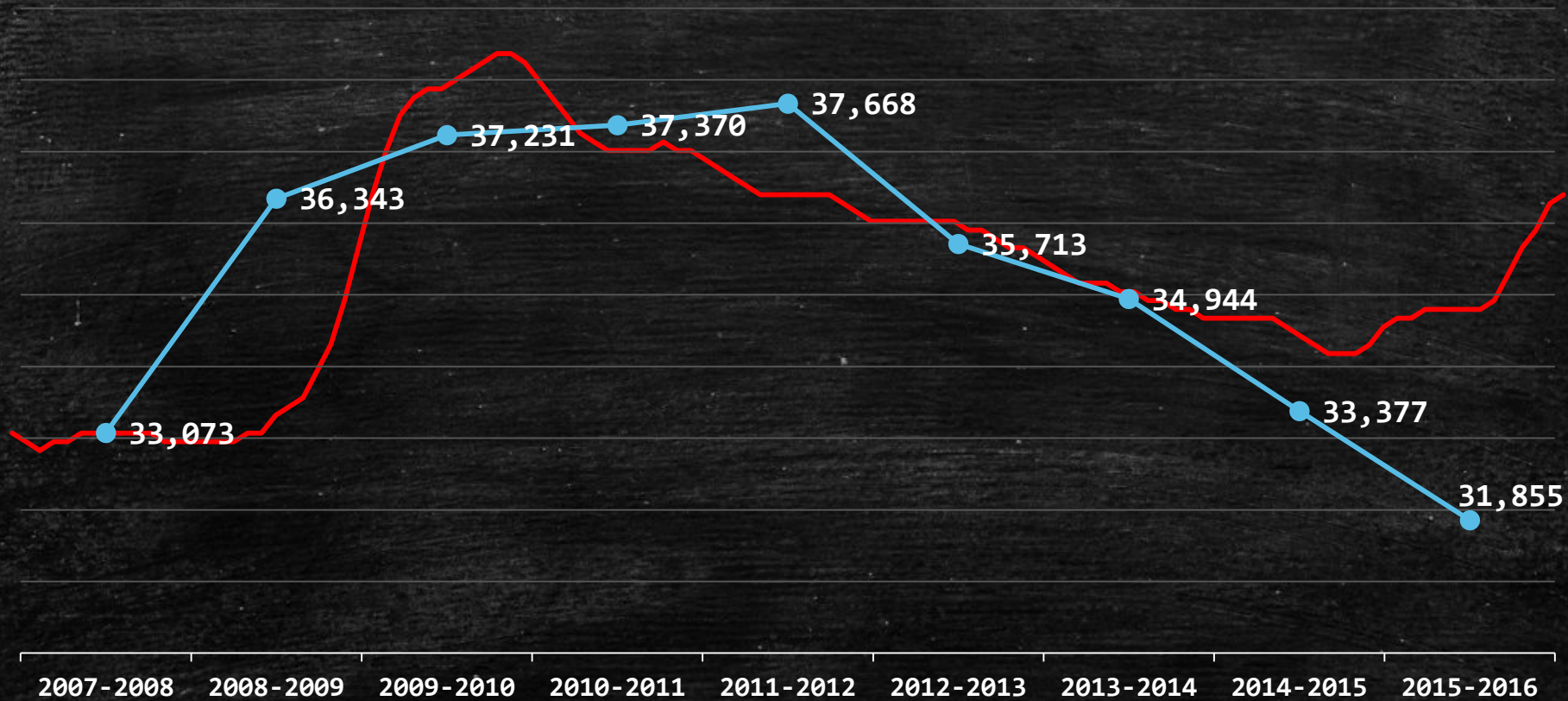
Source: National Center for Education Statistics Integrated Postsecondary Education Data System; Wyoming Dept. of Education

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# We need to engage more students.

## Wyoming Community College Enrollment 2007-2016 12-Month Unduplicated Headcount



Source: LCCC IR Office, SES, WCCC Central Station. Last Refreshed: 12/21/16



Wyoming's community colleges are producing graduates.

## 2014-2015 Degrees/Certificates Awarded



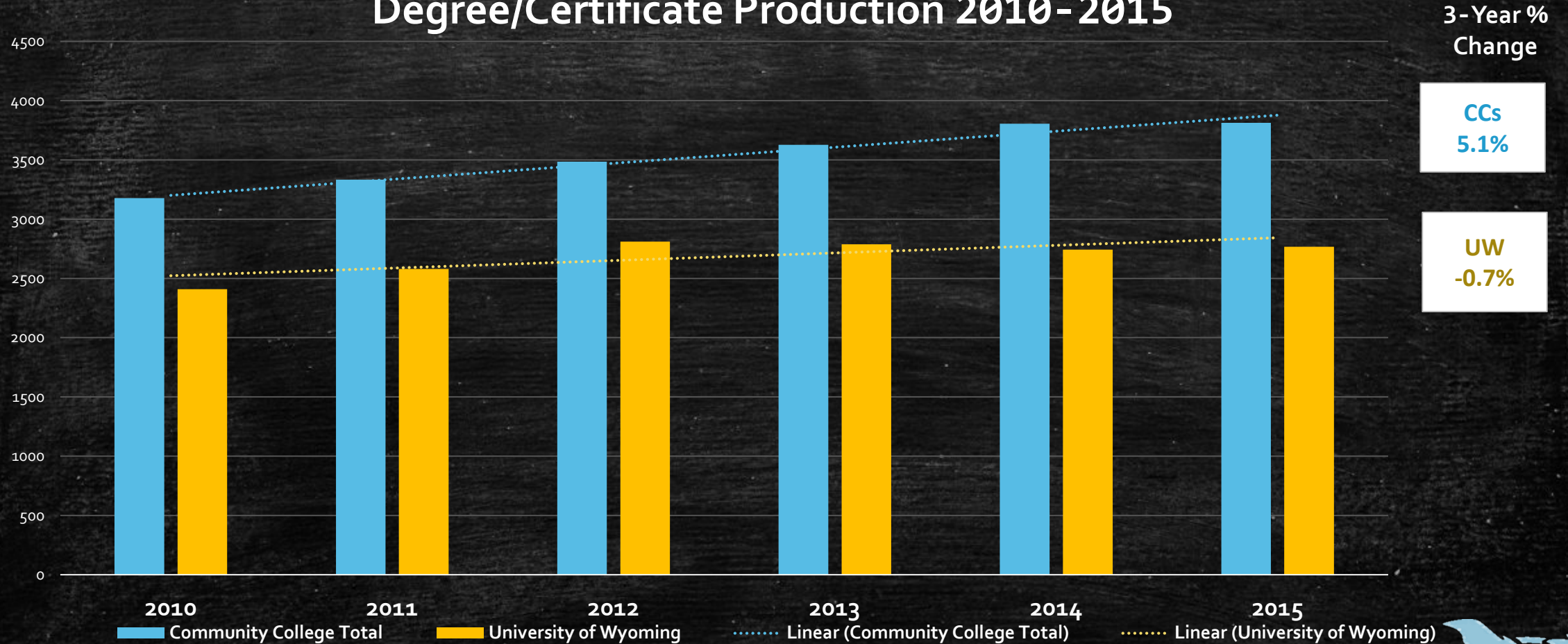
Source: National Center for Education Statistics Integrated Postsecondary Education Data System

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# Wyoming's Community Colleges: Improving Outcomes

## Degree/Certificate Production 2010-2015



Source: National Center for Education Statistics Integrated Postsecondary Education Data System

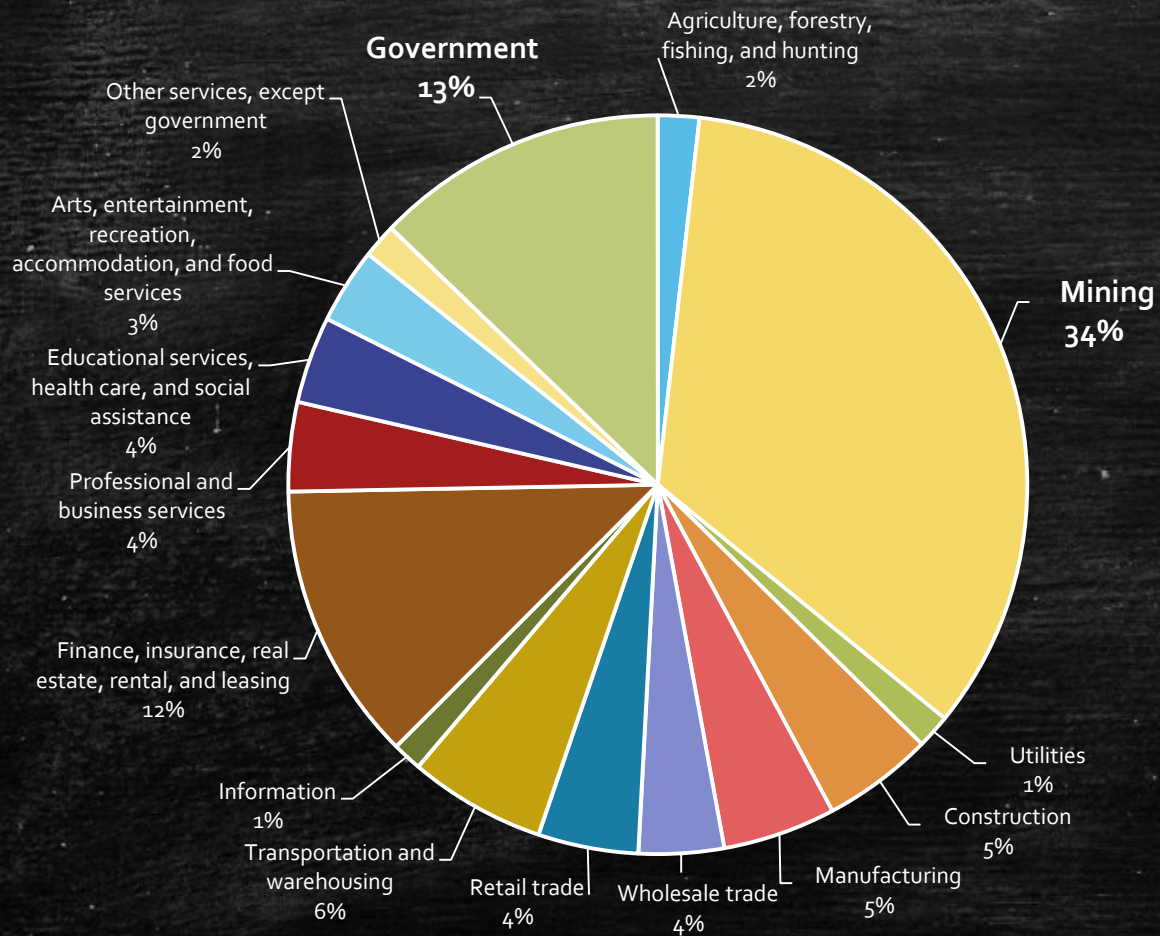
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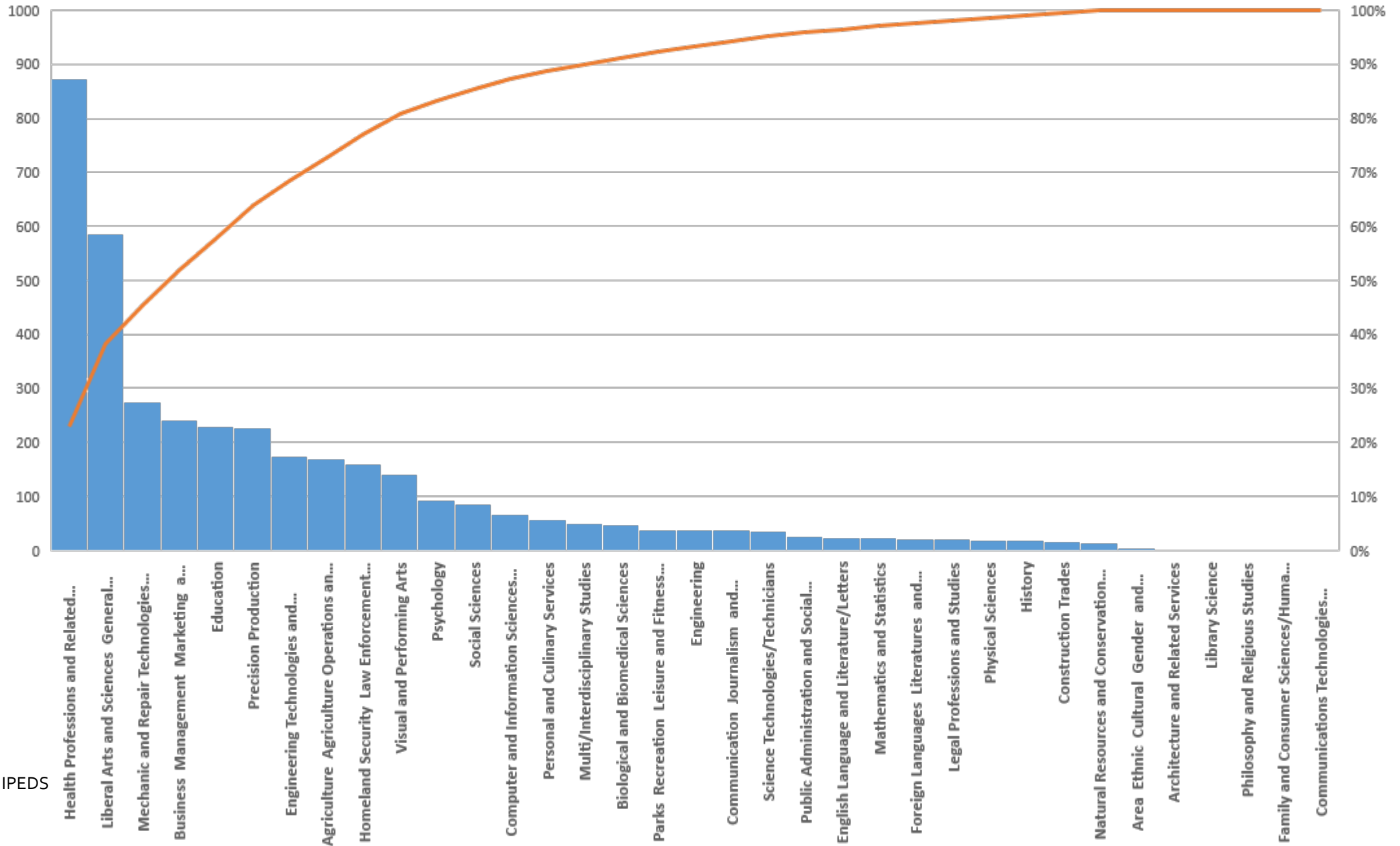
# Wyoming Challenges

Wyoming GDP (Gross Domestic Product) by Industry (2014)



- Wyoming lacks economic diversity.
- Wage differential for HS Grads to Associates Degree Grads is not significant enough.
- Fair horizontal mobility; limited upward mobility.
- Population declines (although HS Grads should increase some).
- College has to have tangible value that may not be apparent.

# WY CC Degree Production (2015)



Source: NCES IPEDS

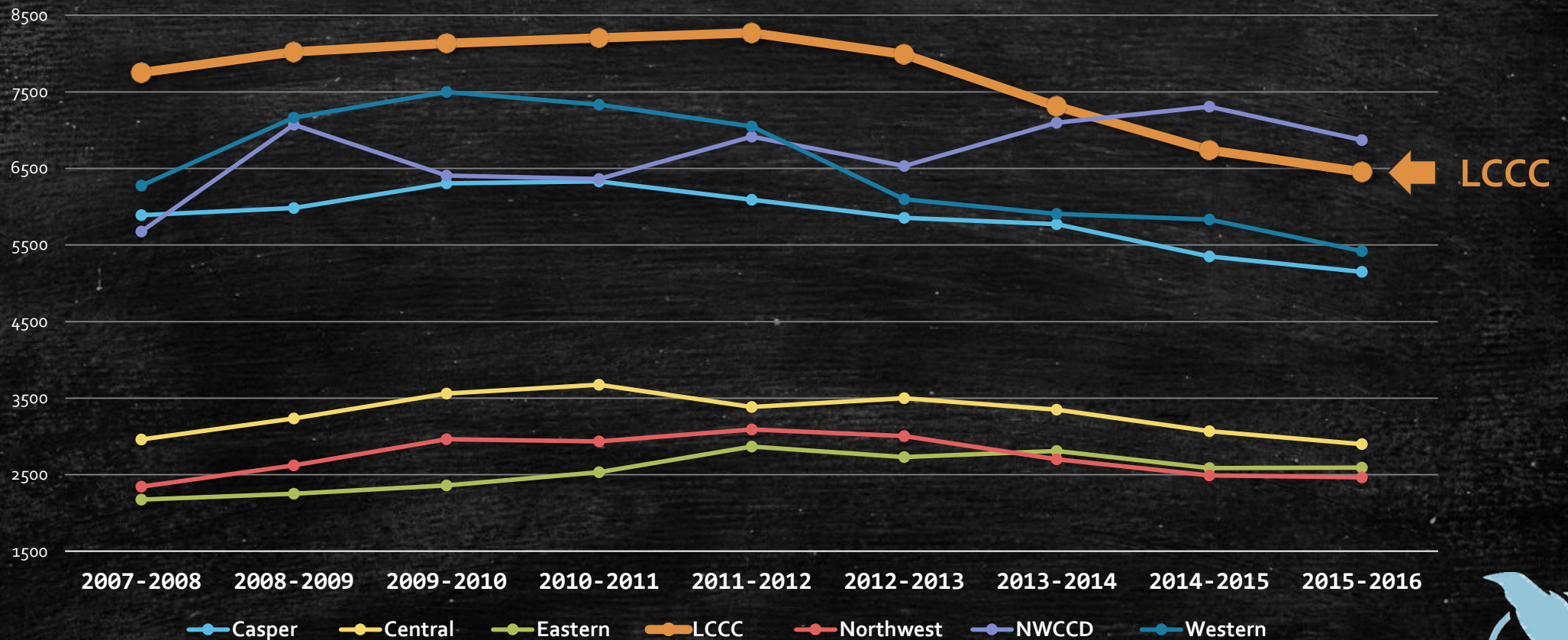
How is LCCC doing?

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# Enrollment is down but leveling off.

## Wyoming Community College Enrollment 2007-2016 12-Month Unduplicated Headcount



Source: WCCC Central Station

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Teaser #1

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**Increasing Enrollment:  
The Who, Why and How**

**Today**

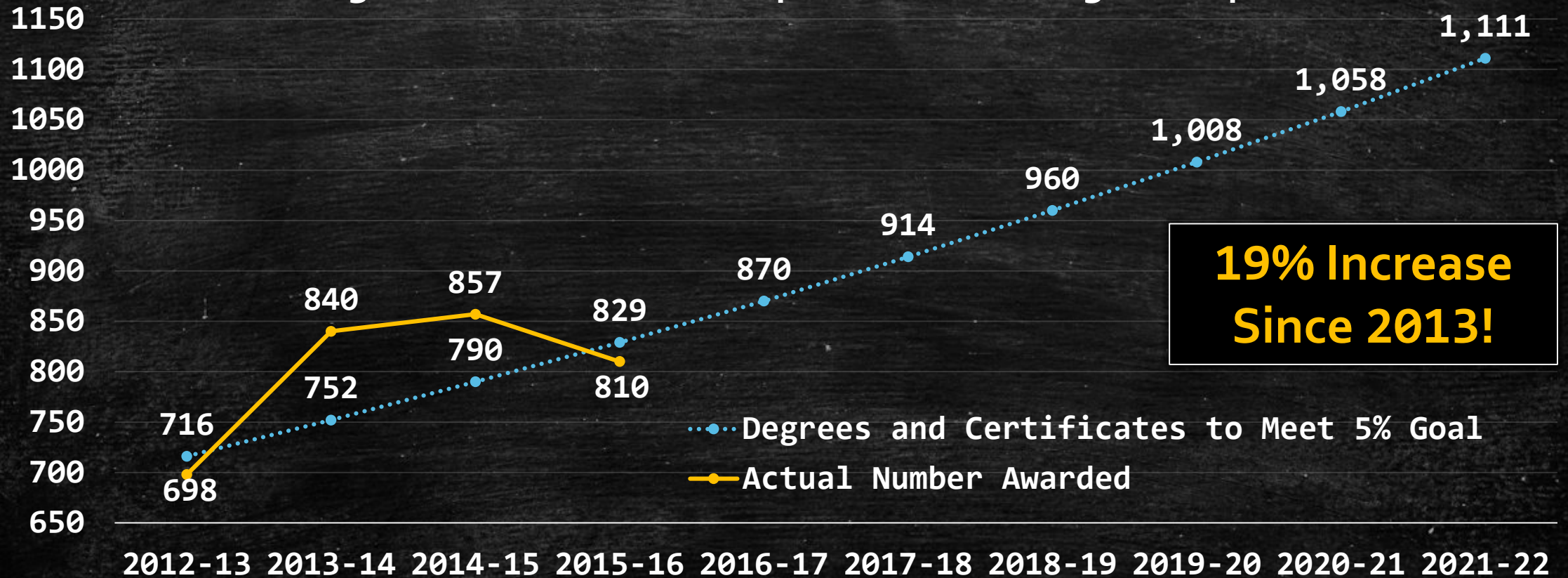
**(3:00 - 4:00 pm)**

**Room: SC121**



# Our Big Goal: Increasing Completions

## Degree and Certificate Completions' Goal Progress Report



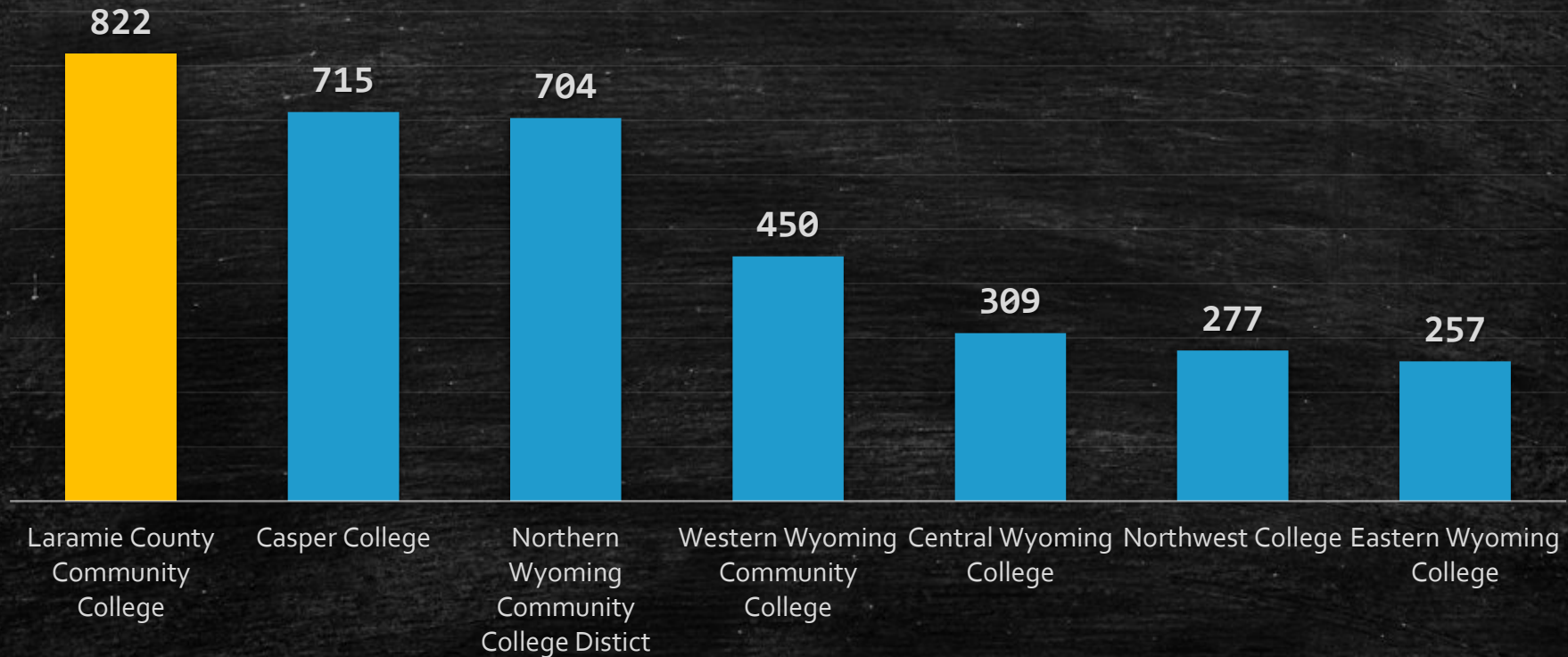
Source: LCCC IR Office

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LCCC is leading the way.

Total Degrees/Certificates Awarded by College  
2015-2016



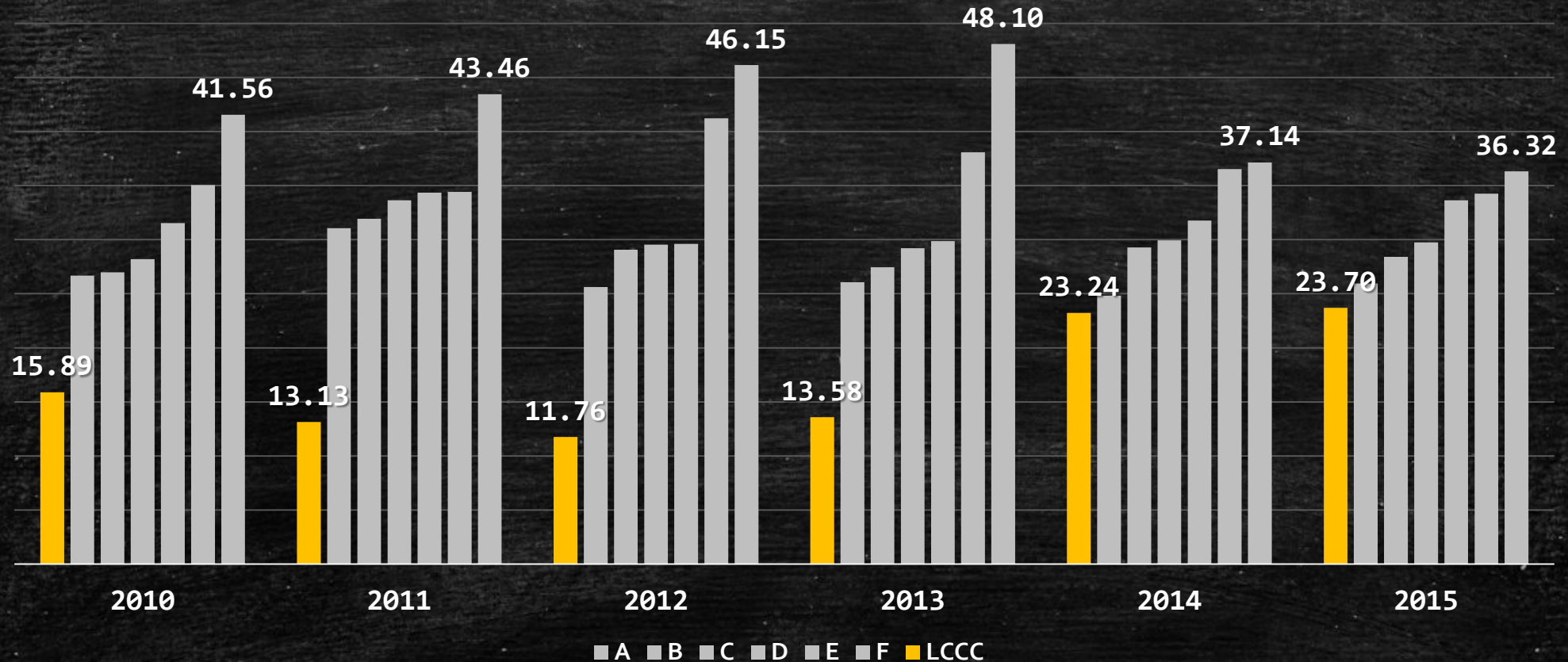
Source: US Dept. of Education Integrated Postsecondary Education Data System (IPEDS)

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# Making Progress but Still Far to Go

Three-Year Graduation Rates  
First-Time, Full-Time Students Entering Three Years Prior



Source: National Community College Benchmarking Project (NCCBP)

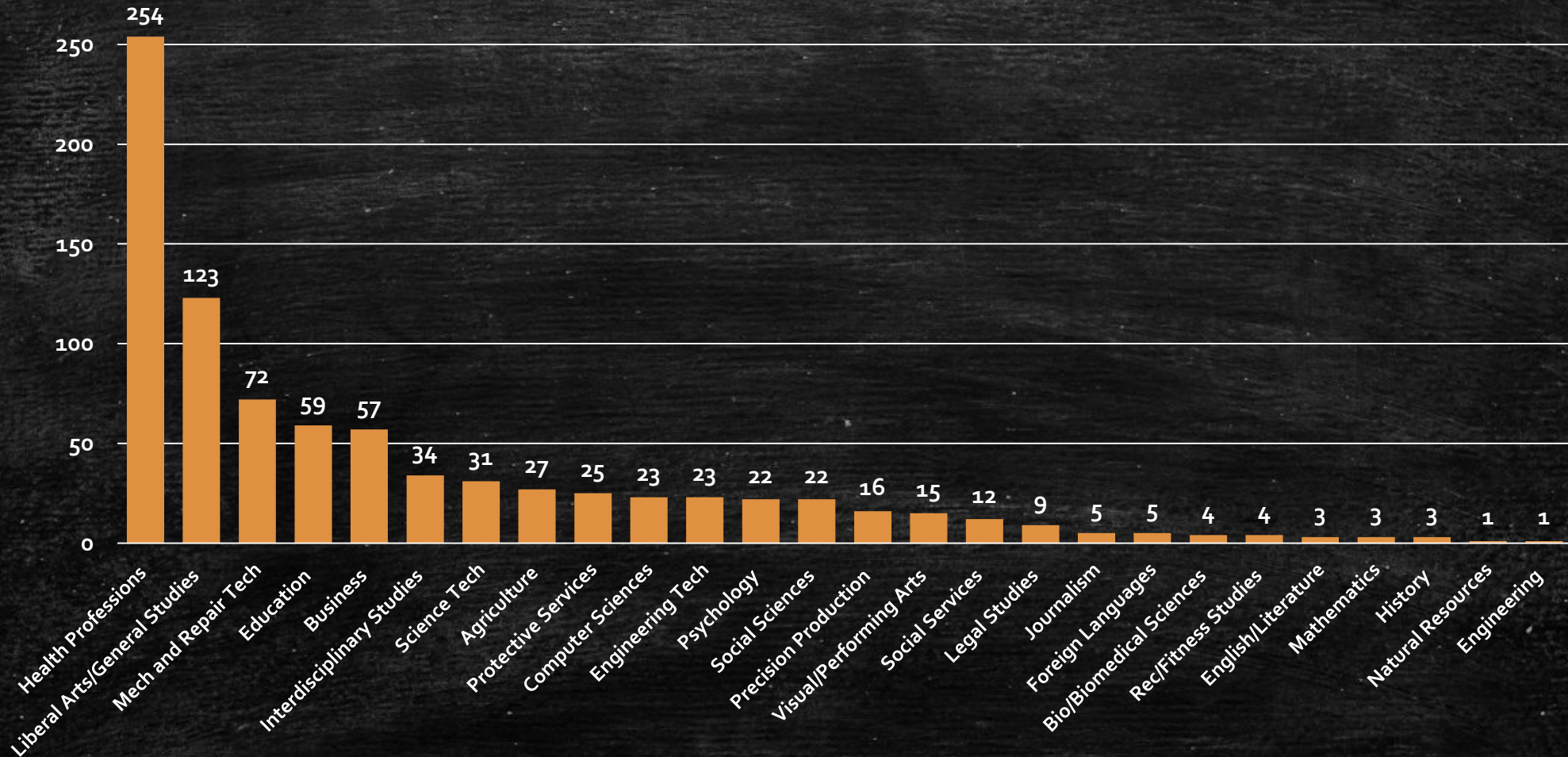
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# Program-Economy Match

LCCC Degree/Certificate Production by Discipline (2015)



Teaser #2

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**Academic Master Planning:  
Pathways to What?**

**Wednesday, January 11<sup>th</sup>  
(1:00 - 2:00 pm)**

**Room: SC121**



# More Than Training

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# Why We Do What We Do

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*To transform our students'  
Lives through the power of  
inspired Learning.*

**Economic  
Stability**

**Civically  
Engaged**

**Personally  
Enriched**



# Why Youth Are Less Civically Minded, Active on the Environment

Over a year ago by MATTHEW C. NISBET



A new study in the *Journal of Personality and Social Psychology* finds that in comparison to young Baby Boomers and Gen Xers, today's high school seniors and college freshmen are less interested in government, spend less time thinking about social problems, and are less likely to be involved in

Free speech  
Survey finds a dis  
expression

Just In

lity

46

PLUS ONE

EMOTI

Laramie Count





# Rethinking the Entire Student Experience

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- More than simply taking general education courses
  - How does it intersect with current, relevant social issues?
  - How does it intersect with career/vocation?
  - How does it intersect with student lives?
  - How does it intersect across disciplines?
- As much outside of the classroom as it is inside the classroom
- Must include purposefully designed experiences
  - Understanding of and engagement in civil discourse
  - Application of knowledge, individually and as a team, to help resolve social issues
  - Exposure to the unfamiliar to expand perspectives and push comfort zones
- Goals: Build Relationships, Immersion, Synthesis and Application



Teaser #3

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**The LCCC Student Experience:  
What's Unique About It?**

**Friday, January 13<sup>th</sup>  
(3:00 – 4:00 pm)**

**Room: SC121**





# Modeling It First

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How We Behave: Core and Aspirational Values



# Core Values

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We believe these values are inherent in the cultural fabric of the College.

- **Passion** – We are dedicated to engaging in our work, sharing our beliefs, and debating the merits of any course of action as we strive to transform our students' lives through inspired learning.
- **Authenticity** – True to our Western heritage, we are genuine to a fault, without pretense, and steadfast in our dedication to delivering on a promise, product, or need.
- **Desire to Make a Difference** – We engage in and pursue our goals for the opportunity to create better lives, better communities, and a better world for those who are here today and the generations that follow.



# Aspirational Values

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Our strong commitment to these ideals will shape the actions we take to ensure their universal presence at LCCC into the future.

- **Commitment to Quality** – Quality is found at the intersection of hard work and high standards that are consistently met. We are committed to promoting a culture of evidence that compels us to continuously strive for greater competence and productivity while always seeking to transform students' lives through inspired learning.
- **Entrepreneurship** – In an uncertain era, endless opportunities await those institutions willing to take risks. Grabbing these opportunities requires informed risk-taking and innovation fostered in a safe, yet demanding, environment.
- **Tolerance** – As an institution, we must engage in wide-ranging, open-minded discourse with civility and objectivity grounded in what is best for our students as well as ourselves.

