

Lane's Future Café Conversations
Developing a 2020 Vision for Lane Community College
May 3, 2008

QUESTION 2:

Responses by Category – Question 2:

What is the profile of Lane's future students?

NOTE: Following are responses to question 2 that have been organized by categories. Some responses could be included in multiple categories (e.g., responses that deal with Lane's curriculum/programs and services (category 5) and technology (category 1)), but the following list has comments reported in one category only. Also, for some categories (e.g., Demographics {category 8}) sub-categories could be created to organize ideas around more specific themes.

1. Technology- related

Overview of responses:

Lane's future students will be mobile, savvy users of technology and they will expect technology to be used to deliver their formal educational experiences on their time, in their homes or wherever they desire. While they will be fully engaged with technology, they will tend to be less interpersonally connected. They won't be location-bound when seeking or involved in their educational experiences.

- "Not teaching individuals," but teaching group of "networked" students
- "Wired"
- 1 -More savvy with technology, less interactive with people, more focused on electronics
- Demand more technology
- Demand quick answers - Google dependency
- Desire alternative delivery of courses
- Digital divide dwindling by 2020 as baby boomers finish schooling
- Digital divide will increase
- Distance learning
- Distance learning, on-line courses (meeting students' needs)
- Don't want to show up to class, want to do at home; not tied to one area
- Enrollment decrease due to technology changes
- Impatient scanners of information
- Less dependent on own brain power
- Lots of higher technology
- Mobile, technologically savvy, and emotionally and socially separated
- More digitally connected, less interpersonally connected
- More distance education/on-line students
- More internet savvy (dependent on age); increasing divide
- More on-line/distance learning students
- More tech savvy: mobile devices; digital divide; haves/have nots; age-comfortable

- More technologically savvy/digital divide
 - Multi-locations/distance learning
 - Not tied to a certain time; do it when they want (12 a.m., for example)
 - On-line learning - expected
 - On-line/distance learners
 - Speed in digital interaction
 - Students across the world distance learning
 - Students looking globally for education
 - Teaching via internet
 - Tech savvy
 - Techno-dependent
 - Technologically savvy
 - Technologically savvy, yet dehumanized
 - Technology is expensive: high speed internet; have vs. have nots
 - They may be "virtual" so we don't see them
 - They're used to being "on" 24/7 (always connected); multiple conversations simultaneously
 - Ubiquitous communications
 - Very dependent on personal contacts through technology contacts - not face-to-face
 - Wanting distance education
 - Wired to the net
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2. Connections with high schools and 4-year institutions

Overview of responses:

We should see more dual enrollment students (still in high school but also enrolled in Lane courses).

- "Cross-overs" - still in high school (i.e., not challenged by their high school studies) and also at Lane
 - Decreased transfers to university (money)
 - Increase collaboration with 4-year
 - More high school students wanting to take college classes during high school
 - More high school students: early starters; simultaneously in high school/community college
 - Reverse transfers from 4-year college
 - Seeking BA/BS at Lane
 - Younger - K-16 initiative
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3. Students connected to Families

Overview of responses:

Lane's future students will have less support from their parents.

- 3 - Conflicts between personal and family life
- Decreased parental commitment/support
- Demands from dependents
- Less family support

- Students today are more dependent on parents for different kinds of support compared to 20 years ago; will their children rebel against this?
 - Women providing for families
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4. Students -- Work and Careers:

Overview of responses:

Lane's future students will expect to make career changes and we will see "repeat" students who return to us for retraining/new programs of study; students will be more focused on career paths and career-technical programs.

- Career changers
 - Economy-driven
 - Expect career changes a lot
 - Increase in "repeat customers" to deal with changes in jobs/economy
 - Increase in number of students with more than one job/plus school
 - Looking for career pathways
 - More focused on better-paying jobs than passions
 - More going out into work forces
 - More work force issues
 - Multi-discipline
 - Retraining for second career
 - Retraining/dislocated workers
 - Seeking practical career path (e.g., people with 4-yr. degrees who come to Lane for employment skills/training)
 - Time factors are more critical, fit with other obligations
 - Vocational focus
 - Will students be even less committed to work (i.e., than we're seeing now)?
 - Working full time and going to class
 - Young people uncertain (checking out areas)
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5. Students' Expectations about their Education at Lane:

Overview of responses:

We should expect to see students who are not prepared for college-level work; we should also expect to see students who desire to pursue high-paying health care professions, fast-track and modularized training and they will expect us to be flexible in bundling and unbundling training programs. They will need more career counseling to prepare for a rapidly changing economy and world of work.

- Allowances needed for different family settings: ex.: leave for pregnancy - return to complete program
- At your own speed
- Basic fundamental classes: not prepared for college level
- Desire for faster fast-track education
- Different generations with different learning styles
- Emphasize quality of life may be changing (i.e., simplify) and what can Lane offer in accordance to this

- ESL - more
 - Expect more choices
 - Expecting nontraditional methods to support their interests and learning
 - Future student may want to know how to live sustainably rather than how to get into law school
 - Greater divide/relevancies, staff expectations different from students
 - Hobby "continuing education" classes ("I wanna do fun stuff")
 - Increase in entrepreneurship, therefore occupational and professional skills programs in increased demand
 - Increased need for alternative hours of education: evenings and weekends
 - Increased need for developmental education
 - Increased need for remedial programs (reading, math, etc.)
 - Increased number of students wanting health care training
 - Job skills? or education?
 - Meet individual student needs
 - Modular career paths
 - More advising and more help needed
 - More career counseling to prepare for realistic jobs
 - More enrichment offerings needed
 - More personal development
 - More students for shorter-term training
 - More students needing developmental education
 - Nationwide grade inflation: pressure to grade higher; student expectations that average work gets increased grade
 - Need for retraining/specific continuing education
 - Outdoor programming experience
 - Overseas
 - Overwhelmed by bureaucracy
 - Potential for low levels of homework
 - Resurgence of liberal arts
 - Retraining instead of whole
 - Student general life services
 - Students asking "What can Lane give me?" - happiness, quality of life (what will students come here looking for?)
 - Students getting more aware of their learning styles - we'll need to use more universal design: in particular, students with physical, emotional, learning differences
 - Students used to shorter, smaller chunks of learning
 - Unprepared for college classroom
 - Want an education - more in-depth
 - Wanting more flexibility in bundling and unbundling of our offerings
 - We'll need people less and less
 - Will need to increase pace, more hands-on
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6. Financial/Funding issues

Overview of responses:

Lane's future students will be financially challenged – they will have difficulty paying for their education, many of them will leave Lane burdened with debt, and some will even come to Lane already hampered by debt.

- 18 years old and in debt already: more starting in the red, coming to college
 - As our economy shrinks in comparison to rest of world, people become more desperate to get education: In India, people may be choosing school over food
 - As people return to school, they will be more financially challenged (more working students)
 - Can't afford a broad education
 - Continued differential in resource (\$) distribution (i.e., unequal distribution of wealth in our society)
 - Decreased societal value/funding
 - Economically disadvantaged
 - Economically distressed, burden of debt after schooling
 - Financially challenged
 - Highly motivated (for some) with affordability issues
 - Homeless
 - Increase in students with full-time jobs, decreased money
 - Increased need for alternative funding sources (FAFSA does not offer grants for bachelor degrees)
 - Lack of reimbursement for personal enrichment classes
 - Less government support
 - Looking for temporary relief from economic distress
 - Money limitations, stay focused on goal
 - Narrowing of the differential cost of a 2-year and 4-year education
 - Students will have different views of how to earn money; get in now, work to pay it off
→ less money for school
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7. Access

- Delayed enrollment
 - Increase in nontraditional hours
 - People want to go to school (college) in 12 years, learn on-line, never leave home, work from home
 - Will need to be more resourceful to go to school
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8. Demographics

Overview of responses:

Diversity in our students will increase – ethnically, culturally, economically – and there will be many languages spoken on campus. We will see more older students and also more students who are creative activists intent on solving complex social and environmental problems. We should also expect to see more students who are challenged with criminal histories, have served in the military in war zones, and who live with disabilities and challenging medical conditions

(physical and mental). Despite greater diversity, we will see more students with limited life skills and academic skills.

- Age variation - training; retraining; certification
- Americans following behind Chinese
- At-risk
- Average age will increase upwards
- Awareness of rights
- Baby boomers (who once said, "Never trust anyone over 30") and senior citizens
- Collaboration
- College students wanting more say and coming in with power of activism
- Creative problem-solvers - collaborators
- Creativity
- Criminal background
- Demographic shifts - cultural, health care, and predictions
- Desensitized, disconnected, loss of humanity, more vulnerable and dangerous
- Different demographics and different educational needs
- Disabled
- Dislocated workers
- Diverse - ethnicity - religion - age - socioeconomic
- Diversity/ethnic style/specific needs
- Elderly
- ESL
- ESL students
- ESL students - "Gen. 1.5" (graduated from U.S. high schools, yet lower reading/writing skills)
- Great deficit in communication and life skills
- Higher age of returning students
- Homeless
- Homeschool
- If trends continue, 80% women
- Illiterate students
- Increase in Asian students (Chinese immersion program): Japanese/Chinese
- Increased diversity: cultural; socioeconomic; age
- Increased expectations of self, increased pressure
- Increased international students with limited English skills
- Instant gratification (quick degrees/programs)
- International students
- Lack of preparation - reading, writing
- Lack of time
- Language and cultural differences
- Latino
- Less focus on diversity as divisional
- Less preparation/competency
- Limited "life skills"
- Limits on time
- Linguistic demands of students
- Many different levels of students

- Minorities
- Minorities, single moms (parents), working students
- More displaced workers
- More diverse student population even within various groups: eg.: language proficiency; eg.: 1st, 2nd generation immigrants
- More diversity
- More economic diversity
- More ethnically diverse
- More life-long learning for aging baby boomers - learning "swirl"
- More minorities
- More multicultural/multi-ethnic students
- More multitasking skills
- More part-time students getting education in multiple places
- More stressed vets, violent temperament
- More traditional students
- More veterans, students raised in "war" atmosphere
- More worldly
- Multi-languages of students/multicultural backgrounds
- Multiple language and nationality
- Multiple languages
- Multi-taskers
- Needing alternative formats: incarcerated folks
- Obama's message affecting people - trends in student activism
- Occupational, supplemental and small business owners
- Offenders – released: how to educate; reintegrate; financial aid?
- Older
- Older, second career
- Parents
- Poorer
- Prison population
- Refugees, language differences
- Second language
- Self-responsibility
- Sense of entitlement: they deserve an education and faculty should give them more
- Single parent families
- Special needs population is increasing: boomers retiring; younger students - again
- Students returning to retrain decades after starting their first time: shock for them; divide with younger students
- Sustainability - locally employed people with skills
- Teen life is so "noisy" - all the time
- Transfer students
- Under-prepared
- Under-prepared students
- Unhealthy students with learning disorders, out of recovery
- Used to distraction
- Very full lives/little time
- Veterans
- Veterans - Iraq, Vietnam, et al

- Veterans - retraining and families
 - Veterans with disabilities
 - Veterans/disabilities
 - Want choices
 - War veterans, drug/alcohol "babies"
 - War/veterans returning to school
 - We think there will be a greater divide between prepared and unprepared high school students when they enter college
 - Wider range of students' ages
 - Women in transition (forced to find a job)
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9. Health/Medical Issues

- Autism
 - Broken psyches: Socio-economic/war vets; At risk for more reasons
 - Drug/health issues
 - Drugs and mental health increase - students
 - General health care needs
 - Health issues/disabilities
 - Mental health issues
 - National health plan - will affect how young people decide
 - PTSD - mental disorders/veterans
 - Shorter attention span/ADD
 - Student mental health needs
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10. General/other

- Dependent on transportation for many daily functions
- Great variety; impatient youth
- Highly competitive youth
- Increased need for public transportation and close location; decreased travel
- Risk factors to college campus will increase
- Social/political/societal/economic factors