

EDUCATIONAL MASTER PLAN 2011-2016  
ENVIRONMENTAL SCAN 2010



# TABLE OF CONTENTS

- 1. Executive Summary..... 1
- 2. Introduction ..... 6
- 3. Demographics ..... 7
- 4. City of Long Beach..... 14
- 5. Long Beach City College Students ..... 17
- 6. Educational Trends ..... 22
- 7. Workforce and Economic Trends ..... 35
- 8. Public Policy ..... 41
- 9. Technology Trends ..... 45
- 10. Social Trends ..... 47

## EXECUTIVE SUMMARY

Long Beach City College's Educational Master Plan 2011-2016 will set the direction of the college for the next five years. To lead the effort of developing the plan, the College Planning Committee created the Educational Master Plan Oversight Task Force (EMP OT) in May 2010. The members of the EMP OT include representatives from the faculty, classified staff and management constituencies. Part of the charge of the EMP OT was to gather information by conducting an internal and external environmental scan. The Environmental Scan 2010 report is a compilation of the information that has been gathered thus far. The scan was designed to paint a comprehensive picture of the important issues and trends that impact the college, the local community it serves and beyond. This Executive Summary provides an overview of the key findings in area demographics and trends in education, the economy and workforce, public policy, technology and social norms.

### **Demographics**

California has more residents and students than any other state. It also has the largest system of higher education in the world, serving more than 2.9 million students. California educates the highest proportion of children who speak a language other than English at home and more than one third of the nation's English learners.

The population of California is aging. Baby boomers born immediately after the end of World War II began to reach the age of 65 in 2010. As this huge population cohort continues to reach this age, this group will swell in the coming years.

After steadily increasing for more than 15 years, enrollment in California schools is leveling off and even declining in some areas. K-12 population will only grow by 0.2% or less through 2013-14 before increasing slightly more rapidly. The 18-24 college age group is projected to increase very modestly through 2013 before beginning to decline thereafter.

The Long Beach City College (LBCC) student body closely mirrors the diversity of the community it serves. LBCC students are predominantly Hispanic and White, with about equal numbers of students who are Asians or Blacks. Enrollment at LBCC had been steadily increasing, but due to decreased funding in the past few years and subsequently fewer sections offered, enrollment has been declining since fall 2009.

Economists declared that the "Great Recession" ended in June 2009; however, as of 2010, many sectors of the economy had not yet recovered. Since 2007, the annual unemployment rate has risen significantly for Long Beach, Lakewood and Signal Hill. Among these cities, Long Beach has suffered the highest unemployment rate, at 13.8 % as of October 2010. Almost 16% of all families in Long Beach had incomes that were below the poverty level in the past 12 months. There is a higher percentage of people in Long Beach (21.3%) who have less than a high school diploma, although data also indicate that almost a quarter of the people in Long Beach have had some college experience, but have not attained a degree.

### **Educational Trends - National**

The United States' dominance in educational participation and attainment continues to decline. The United States' position in college participation has slipped in recent years from 5<sup>th</sup> in 2006 to 7<sup>th</sup> in 2008.

For college completion rates, the U.S. ranks 15<sup>th</sup> among 29 countries compared by the Organisation for Economic Co-operation and Development (OECD). Only 18 students complete a degree or certificate for every 100 U.S. students enrolled.

The high school graduation rate (the percentage of ninth graders who complete a standard high school diploma in four years) has decreased for all racial and ethnic groups over the past two decades, and differences between racial and ethnic groups persist. A growing number of high school students are taking longer to complete or are leaving high school without a standard diploma; some who drop out earn GEDs but are less likely to enroll in any form of postsecondary education and those who do enroll are less likely to complete a certificate or degree. Only 42% of high school freshman are likely to enroll in college by age 19. The enrollment of working-age adults in college-level education or training has been declining since the early 1990s.

Learning outcomes in the form of real skills and knowledge are increasingly acknowledged as essential for a competitive citizenry in today's global economy. An employer survey in 2007 reported that among college graduates, the most striking area of under-preparation was global learning, followed by self-direction, writing, critical thinking, adaptability, self-knowledge, oral communication, quantitative reasoning, social responsibility, intercultural skills, ethical judgment and teamwork.

Demands for data to measure student learning and success continue to increase. A performance framework for annual evaluation of community colleges was developed in 2007 and included measures for the whole system and each individual college on eight distinct indicators, including transfer and degree achievement, vocational, basic skills, and ESL achievement.

Multiple factors contribute to student success for transfer and in associate degree attainment. Behaviors of students during high school and college are regarded as building, maintaining or losing "academic momentum" or the academic skills and knowledge needed to propel further achievement in studies. Some indicators that a student is building "academic momentum" include earning credits in college-level math in the first two years of college, earning 30 quarter credits in each year of college, entering college right after high school rather than delaying enrollment more than a year, and staying continuously enrolled.

Research shows a positive relationship between student engagement and student learning and persistence. "Active and collaborative learning," "student effort" and "support for learning" have been cited as the most consistent predictors of persistence. The strongest predictors for student self-reported learning gains are "active and collaborative learning" and "academic challenge."

There are increasing demands to improve the accountability of vocational, occupational, and technical education programs. Large numbers of students leave vocational and occupational programs without earning a degree or certificate, while substantial numbers of students drop out of courses once they have met their objectives to learn specific skills. Community colleges will need to better identify success markers and program outcomes so that the programs can be monitored and evaluated.

Colleges must also re-evaluate the value and purpose of short-term certificates. These shorter-term awards seem helpful in updating the skills of adult workers, but there is skepticism about their labor market value for young adults, or for those seeking to start a new occupation. Long-term certificates have significantly higher labor market value than short-term certificates because of their greater technical and academic rigor, and because of the wider range of job-related skills they provide. Certificates of one year or more are consistently linked to increased earnings. Field of study is also closely correlated with the labor-market returns of certificates.

## **Educational Trends - California**

Obama's American Graduation Initiative calls upon community colleges to increase degree and certificate completions by 5 million by 2020 as a component of the larger higher education attainment goal. California's share of the goal of the American Graduation Initiative is 1,065,000. Based on LBCC's contribution to the system of 1,468 completions (1.275% of the system-wide total), the college must award an additional 191 completions each year in order to support the state's needed average annual increase. This means that by 2019-2020, LBCC needs to award 3,378 degrees and certificates compared to the 1,468 awards granted in 2009-2010. For all California community colleges, there are many challenges to achieving this goal.

Incoming college students in California are poorly prepared. By most state and national metrics, California's K-12 outcomes are below national standards. California schools rank near the bottom in performance on nationally standardized tests. Although statewide graduation rates have improved slightly in recent years, California still ranks 37th nationally.

Persistence and success rates at California community colleges are mixed. The percentage of first-year community college students returning for their second year has increased substantially over the past two decades, but even with this improvement, only 57% of first-year students return for their second year. Statewide successful course completion rate for fall 2009 was 67.53%; LBCC overall successful course completion rate was 63.56%. Statewide course success rates in basic skills was about 10% lower than that of other courses, although in 2009, the basic skills course success rate (72.6%) was actually higher than that in other courses by 3.2%. Course success in elementary algebra remains particularly poor, with a statewide average of only 52% in 2009 and ethnic minority groups are lower still.

Meanwhile, California community college career and technical education students have high program completion rates, about 75% which exceeds the system-wide goal of 61%. Roughly 80% find employment within a year of leaving the community college and remain employed for at least nine months.

To support student success, there is an increasing demand for professional development of faculty. Teachers are increasingly relied upon to assess student learning, to address diverse learning needs of diverse students, and to use technology in the delivery of teaching (both online and in the classroom). The Commission on the Future suggests that the model provided by the state-funded Basic Skills Initiative should be replicated in addressing the broader issue of student success, with the goal of providing leadership training and inquiry activities for faculty, staff, administrators and trustees.

## **Public Policy**

Recent enrollment growth in the California Community College system has been coupled with severe reductions in state funding. Enrollment projections forecast further demands on capacity. Reduced funding has also greatly affected the ability of community colleges to provide student support services and supplemental learning programs to those who need them most.

A statewide effort for a comprehensive study of the California community college system is underway. California Senate Bill 1143 calls for a task force to study and recommend ways to improve student success in California community colleges and to present a plan to the Legislature by 2012. The task force has been created and began meeting in January 2011.

Segments of the California educational system are collaborating to create more efficient and effective pathways for students. The passage of California Senate Bill 1440 (the Transfer Initiative) will streamline the transfer process between the community colleges and California State Universities (CSUs). This initiative will impact the community colleges that are all required to have Transfer Associate Degrees of no more than 60 units by Fall 2011. The Long Beach College Promise provides a pathway for local students to get a college education. As students from the Long Beach Promise begin enrolling at LBCC, support systems will be enhanced to further improve the success and retention of these students.

### **Workforce and Economic Trends**

U.S. employment growth is polarizing, with job opportunities increasingly concentrated in relatively high-skill, high-wage jobs and low skill, low wage jobs. Employment losses during the recent recession were far more severe in middle-skill white- and blue-collar jobs than in either high-skill, white-collar jobs or in low-skill service occupations. The Bureau of Labor Statistics (BLS) reports that the fastest growing jobs require skills beyond the high school level. The BLS also reports that people with higher educational levels have lower unemployment rates and higher earnings. In 2009, the average unemployment rate for those with an Associate Degree was 6.8% compared to 14.6% for those who had less than a high school diploma. The median weekly earnings in 2009 for Associate Degree holders was \$761 compared to \$454 for those who did not have a high school diploma.

There is a growing demand for colleges to educate students for the industries that are experiencing rapid growth. In the next decade, the projected job growth rate in Los Angeles County for the healthcare industry is 23%. The estimated job growth rate for all other industries combined is 13%. Employment in computer systems design and related services is estimated to grow nearly 40% in the next five years.

The costs of going to college continue to increase. College tuition continues to outpace family income and the price of other necessities, such as food, housing, and medical care. Students who enroll in college are taking on more debt to maintain their college access. Over the last decade, student borrowing has more than doubled. Students who attend for-profit colleges are more likely than other students to borrow, and they typically borrow larger amounts.

More college students are attending private for-profit schools, where levels and rates of borrowing are highest. Over the past decade, the private for-profit sector has expanded more rapidly than either the public or private not-for-profit sectors. In 2008, these institutions granted 18% of all undergraduate awards, up from 14% in 2003.

### **Technology Trends**

Technological advances are occurring in all areas of business, industry, education, and society. Current trends in technology are moving towards development of devices and applications that are increasingly more accessible and mobile. People expect to be able to work, learn, and study whenever and wherever they want to. The use of wireless devices on campus will continue to expand and presents a big challenge in terms of making current web content and applications accessible on the widening variety of mobile platforms.

As technology evolves, there is an increasing need to develop digital media literacy skills. In addition, the abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense-making, coaching, and credentialing. Another

challenge, especially at educational institutions, is to bridge the gaping chasm between the budget available for resources and the speed at which technology changes.

### **Social Trends**

The use of social networking sites has exploded in the past few years and is now the norm in communication. Marketers have identified Generation “C” (Content), which has been defined as people who are not grouped together so much by the time period of their birth, but rather by a common set of characteristics including content creation, gravitation toward social media sites, forming active communities, and customizing their experiences, including services and products. In the U.S., 47% of online adults use social networking sites and 73% of teens and young adults are a member of at least one social network. Social networking is not limited to the U.S.; it is a global phenomenon. Almost 1.97 billion people (28.7% of the world population) used the internet worldwide in June 2010.

People are creating, sharing, and accessing information electronically in larger numbers. Wikipedia (English) alone contains over 3,490,000 articles, while more than 30 billion pieces of content are shared each month through Facebook.

Technology ownership and internet use increases as household income increases. Other factors such as race, gender and educational level did not impact internet or technology use.



## INTRODUCTION

Long Beach City College's Educational Master Plan 2011-2016 will set the direction of the college for the next five years. To lead the effort of developing the plan, the College Planning Committee created the Educational Master Plan Oversight Task Force (EMP OT) in May 2010. The members of the EMP OT include representatives from the faculty, classified staff and management constituencies. Part of the charge of the EMP OT is to "gather information" by:

- Conducting an environmental scan (i.e., demographics, economic and workforce trends, policy and legislative matters, etc.)
- soliciting external input from the community
- soliciting internal input from all constituent groups [including those involved with the Long Beach Promise and the Long Beach Seamless Education Partnership]

The Environmental Scan 2010 report is a compilation of the information that has been gathered thus far. This scan was designed to paint a comprehensive picture of the important issues and trends that impact the college, the local community it serves and beyond. The scan includes several parts:

- demographic information at different levels (college, community, state)
- highlights of the key trends and developments in education, economy, workforce, public policy, technology and society

The majority of the report consists of the external scan and is organized into several components, all of which interact to shape the environment in which Long Beach City College must navigate. For each component, the statements in **bold** print are general descriptions, and supporting facts are listed under them. The information has been gathered from a wide variety of sources which are listed at the end of each component section. Where possible, specific urls that link directly to the source have been included.

## DEMOGRAPHICS

### **The population of California is aging.**

- Baby Boomers in California will swell the over-65 population. Baby boomers born immediately after the end of World War II began to reach the age of 65 in 2010. As this huge population cohort continues to reach this age, this group will swell in the coming years. It is projected the over-65 population generally will grow over 4% per year in California through 2016.
- The total annual population growth in California will be 0.55% in 2010 and projected to be less than 1% annually through 2015. Economic downturn in California has resulted in fewer newcomers. Births increase slowly as women continue to delay childbirth until later ages. Birth and immigration rates have slowed in California, compared with fast-growing states like Texas and Florida.
- There is modest growth for K-12 and college-age population groups. K-12 population will only grow by 0.2% or less through 2013-14 before increasing slightly more rapidly. The 18-24 college age group is projected to increase very modestly through 2013 before beginning to decline thereafter. During the forecast period, this college-aged group largely consists of the offspring of the relatively small “Generation X”—those born in the two decades after the baby boom.

### **California educates more students than any other state.**

- California has far more residents—and students—than any other state. Of the 47,751,099 U.S. students in 2005–06, about 1 in 8 (more than 6.25 million) went to school in California.
- California has nearly 2 million more students than Texas, the next largest state, and 1.4 million more students than New York and Florida combined.
- California has the highest percentage of children who live in a family in which the head of household has not completed high school.
- California has the largest system of higher education in the world, serving more than 2.9 million students.

### **California educates the highest proportion of children who speak a language other than English at home.**

- Nearly half of California’s children ages 5 to 17 speak a language other than English at home. This is the highest concentration of any state—about 10 percentage points above the next highest state, Texas. And it compares to about 20% for the United States as a whole. In terms of total numbers, California’s overall population of children who are not native English speakers dwarfs those in other states. California is home to about 28% of all the Country’s children who speak a language other than English at home.
- California educates more than a third of the nation’s English learners. About 24% of California’s public school students are classified as English learners (ELs), compared with 19% in the next-highest state (New Mexico) and 10% across the United States as a whole. California’s English learners comprise 37% of the total English learner population in the nation.

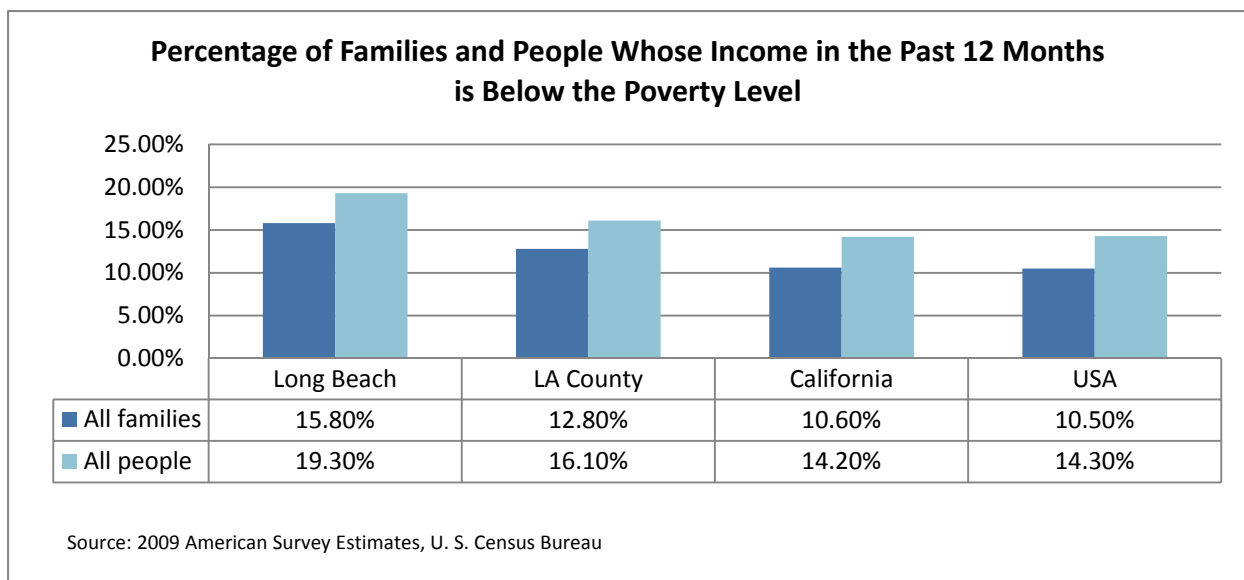
- At 1.6 million, California’s English learner population is about 400,000 more than the number of English learners in Texas, Florida, and New York combined. In comparison with the nation as a whole, California’s ELs are also somewhat more likely to be Spanish-speaking (85% in California compared with 80% in the United States).

**After steadily increasing for more than 15 years, enrollment in California schools is leveling off and even declining in some areas.**

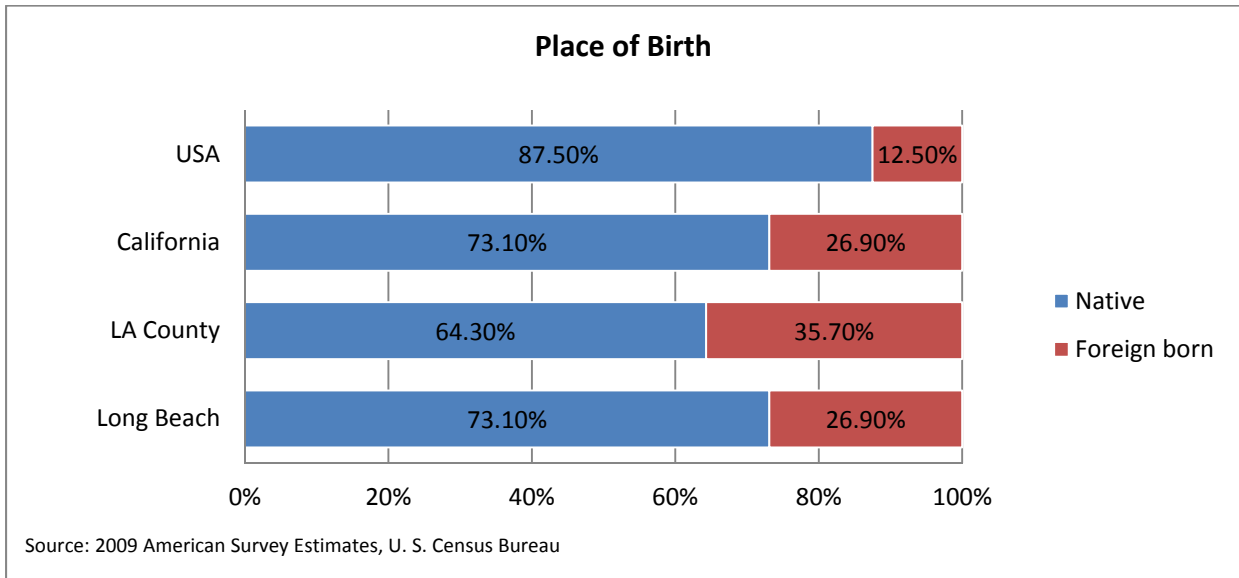
- The percentage of Hispanic students continues to grow while the percentages of African-American and white students have declined. Remaining fairly constant is the percentage of students of Asian, Pacific Islander, and Philippine descent.
- A continuing trend is the increase in the percentage of students with special needs and English learners.
- Enrollment at Long Beach Unified School District has been declining since 2004 at an average of 2% per year to approximately 86,000 in 2009.

**Long Beach has a higher poverty rate than Los Angeles County, California or the nation.**

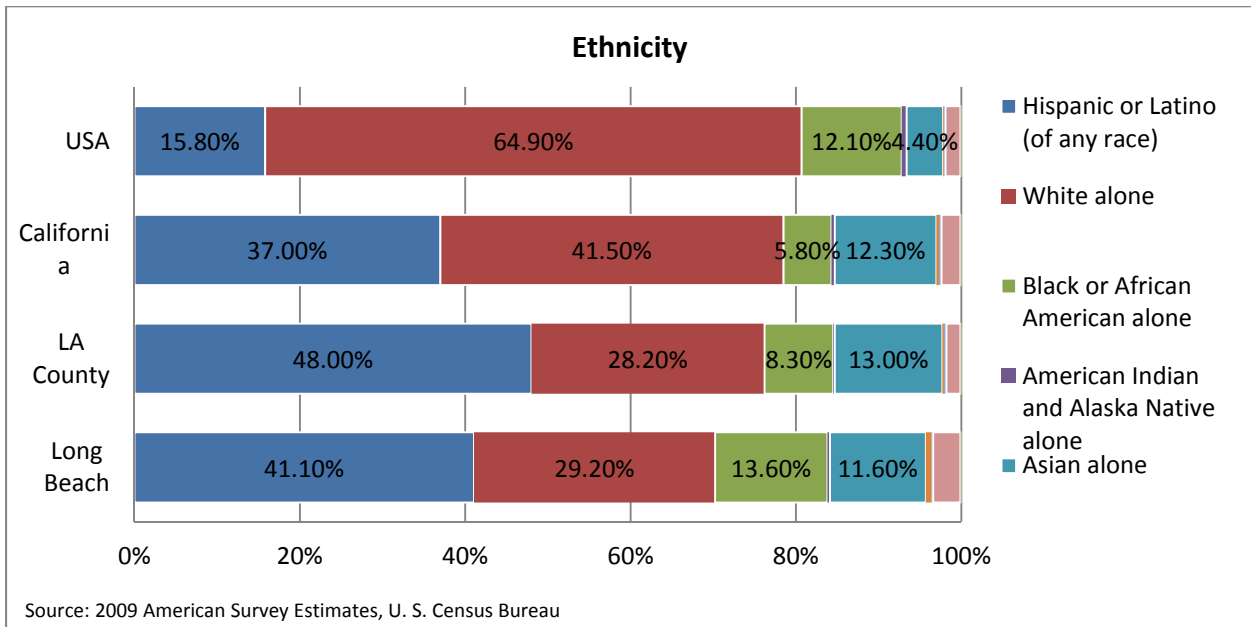
- Almost 16% of all families in Long Beach have incomes that were below the poverty level in the past 12 months. This is higher than the poverty rate for Los Angeles County (12.8%), California (10.6%) and the nationwide (10.5%)
- Nineteen percent of all people in Long Beach have incomes that were below the poverty level in the past 12 months. This is higher than the poverty rate for Los Angeles County (16.1%), California (14.42%) and the nationwide (14.3%)



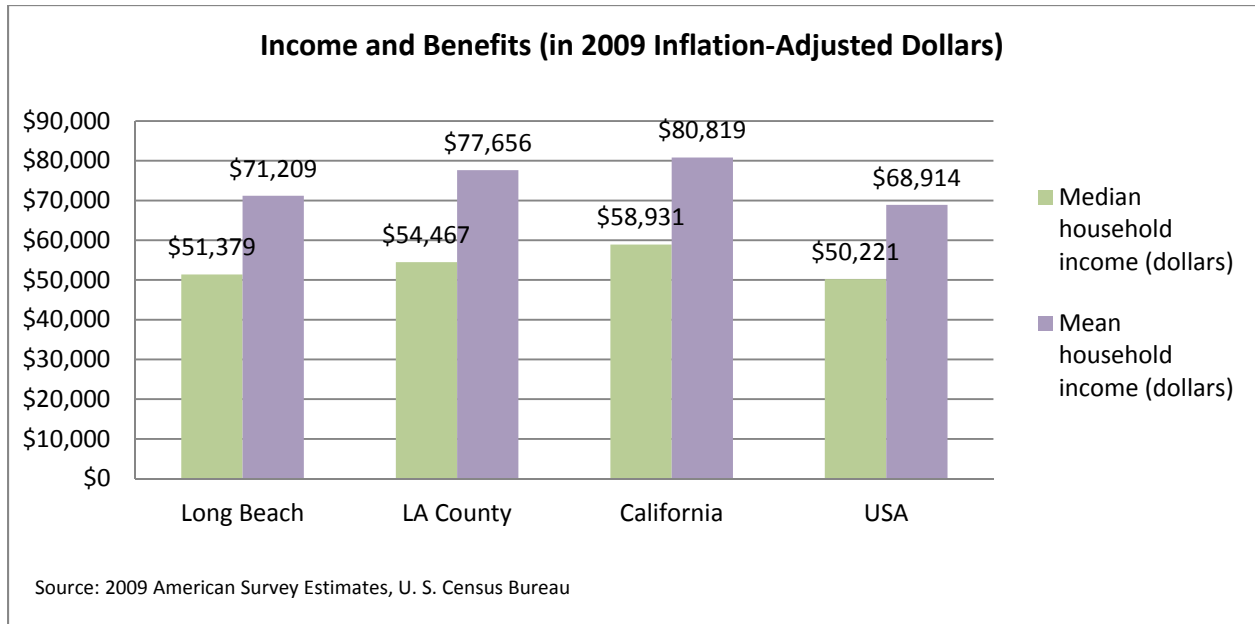
A higher percentage of people in Long Beach are native born compared to Los Angeles County.



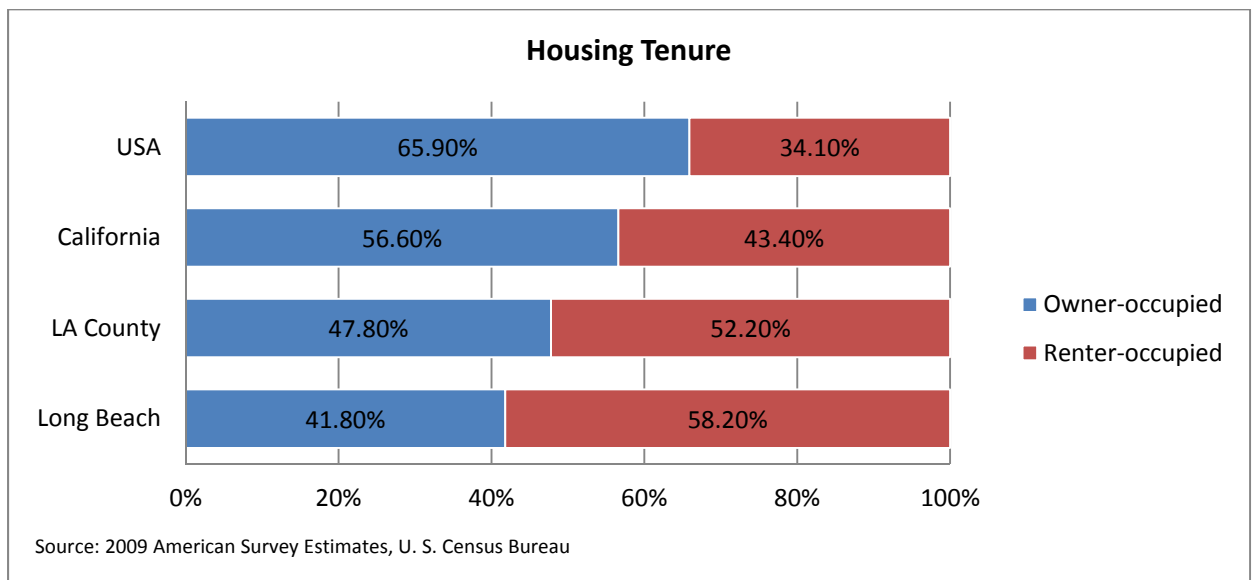
Like Los Angeles County and California, Long Beach has an ethnically diverse community.



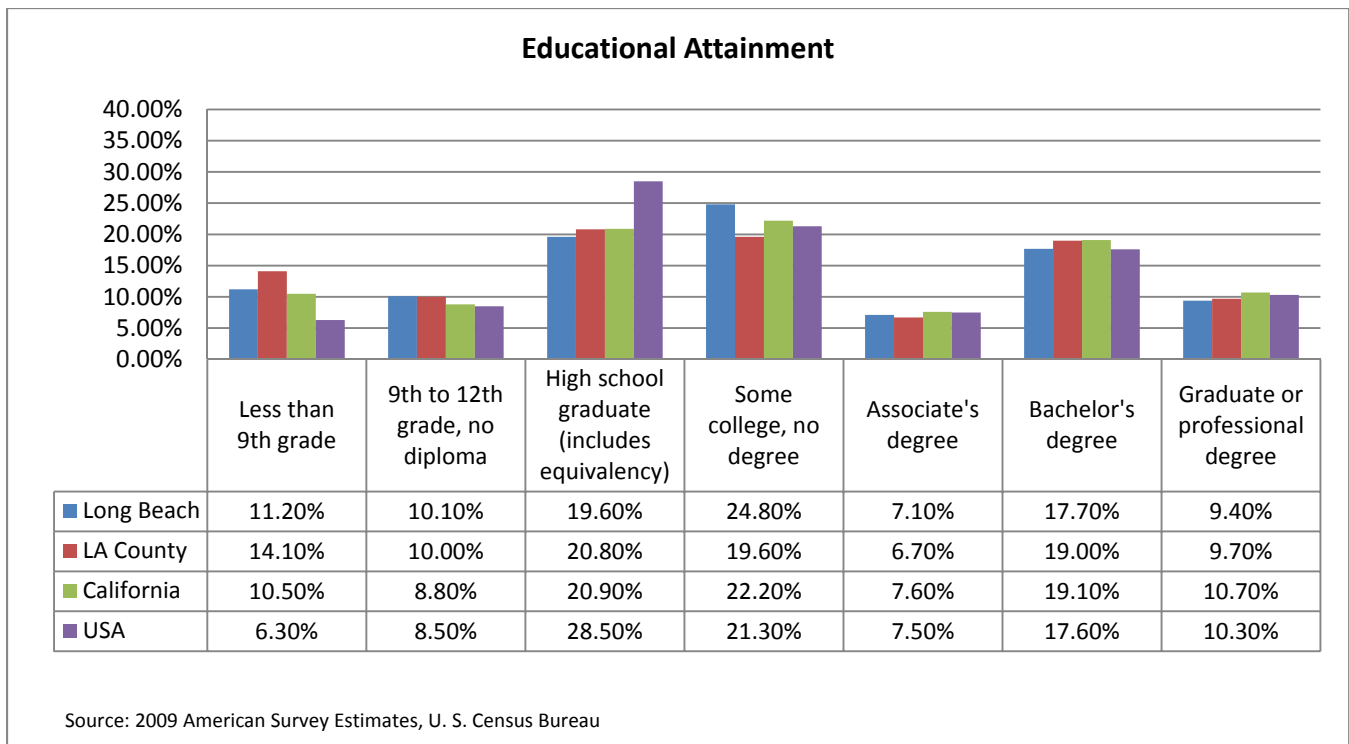
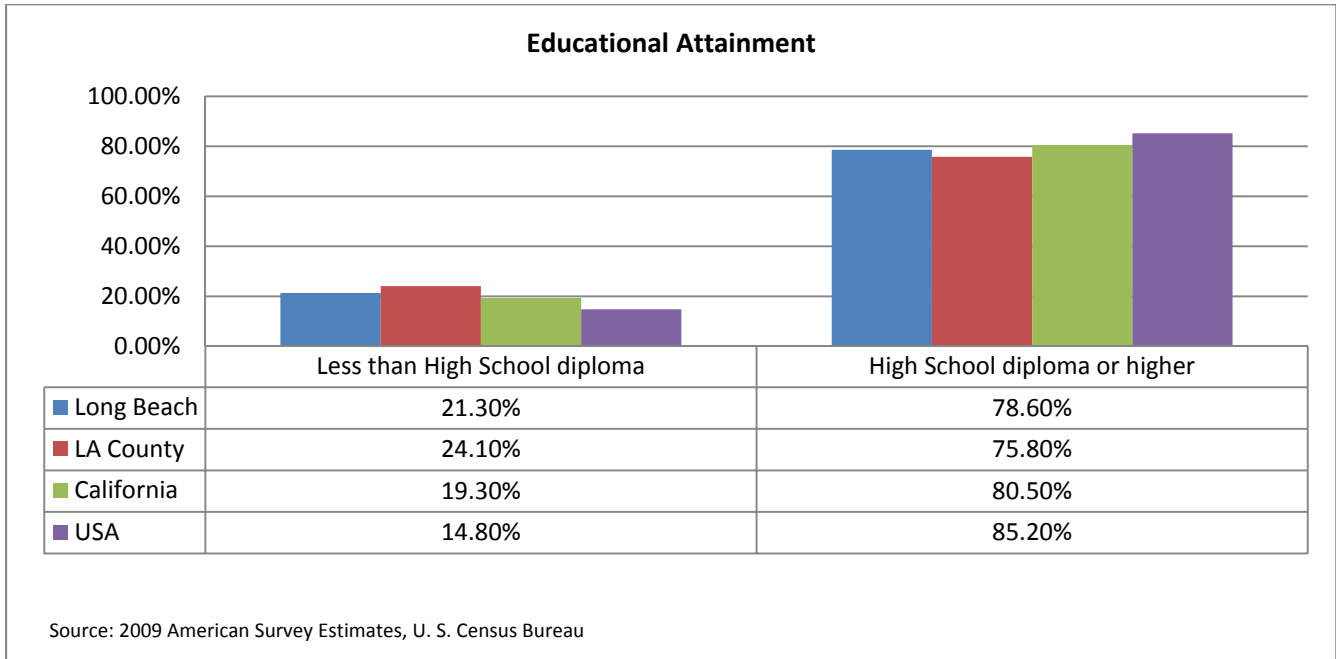
The median household income in Long Beach is lower than Los Angeles County and California, but slightly higher than the median household income nationwide. The mean household income in Long Beach is almost 12% lower than in California, 8% lower than Los Angeles County, but 3% higher than the mean household income nationwide.



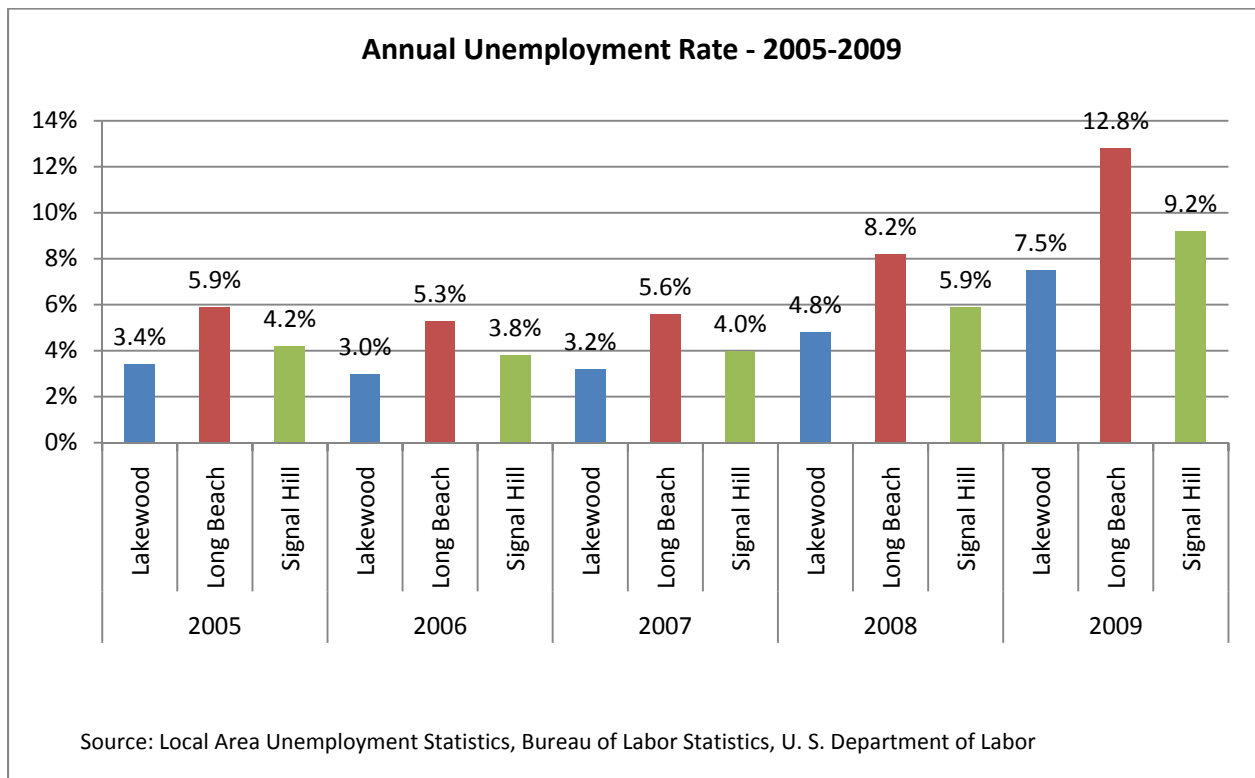
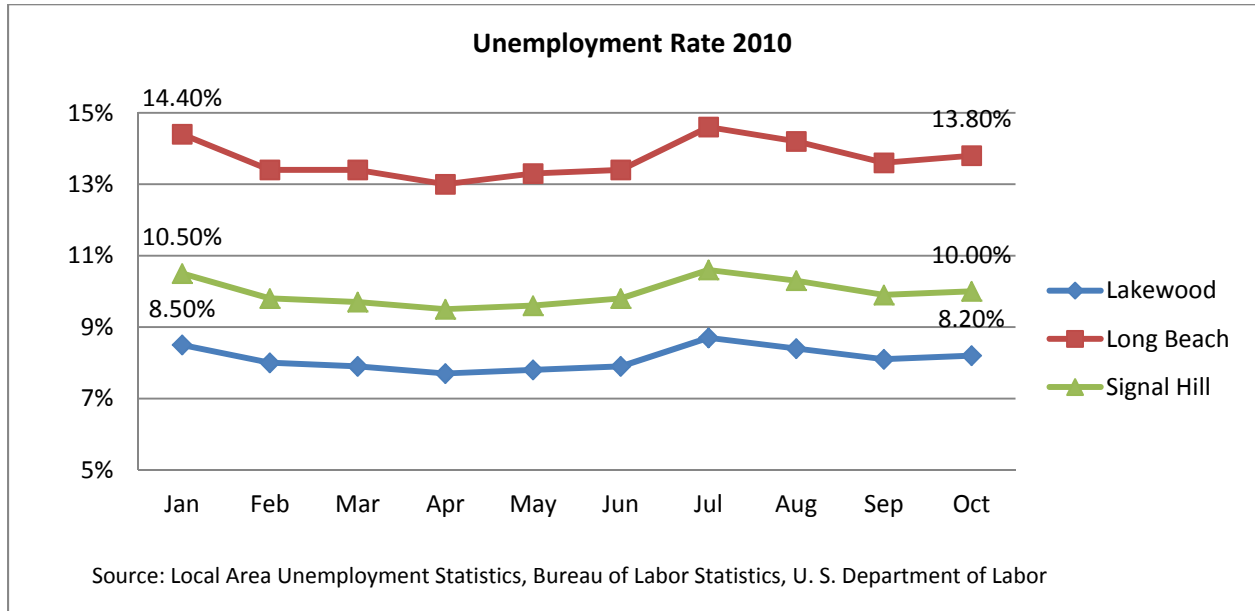
There are more renters in Long Beach than in Los Angeles County, California or nationwide. Fifty-eight percent of housing units are renter-occupied in Long Beach, compared to 52% in Los Angeles County, 43% in California, and 34% in the country.



There is a higher percentage of people in Long Beach (21.3%) who have less than a high school diploma, compared to California (19.3%) or the country (14.8%). Data also indicate that almost a quarter of the people in Long Beach have had some college experience, but have not attained a degree.



Since 2007, the annual unemployment rate has risen significantly for Long Beach, Lakewood and Signal Hill. Among these cities, Long Beach has suffered the highest unemployment rate, at 13.8 percent as of Oct. 2010, compared to 10% for Signal Hill and 8.2% for Lakewood.



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American Community Survey, U.S. Census Bureau:

[http://factfinder.census.gov/servlet/DatasetMainPageServlet?\\_program=ACS&\\_submenuId=&\\_lang=en&\\_ts=](http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=&_lang=en&_ts=)

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Local Area Unemployment Statistics, Bureau of Labor Statistics, U.S. Department of Labor:

<http://www.bls.gov/lau/data.htm>

Taylor, M., (November 2010). *The 2011-2012 Budget: California's Fiscal Outlook*, Legislative Analyst Office

# CITY OF LONG BEACH

- The top ten employers in Long Beach are:
  - Long Beach Unified School District
  - Boeing
  - California State University, Long Beach
  - Long Beach Memorial Medical Center
  - City of Long Beach
  - Veterans Affairs Medical Center
  - Long Beach City College
  - Verizon
  - St. Mary Medical Center
  - United States Postal Service
  
- The Port of Long Beach is the second busiest port in the United States and the 18<sup>th</sup> busiest container cargo port in the world. More than \$5 billion a year in U. S. Customs revenues are generated from the Long Beach and Los Angeles ports. Containerized trade moving through the Ports of Los Angeles and Long Beach increased \$196 billion to \$256 billion, a 31% increase, from 2000 to 2005. The ports have also had a big impact on jobs, creating 1.2 million more jobs from 2000 to 2005.

### Growth in the National Impact of Trade, 1994-2005 For Goods Using Southern California’s Trade Infrastructure Network

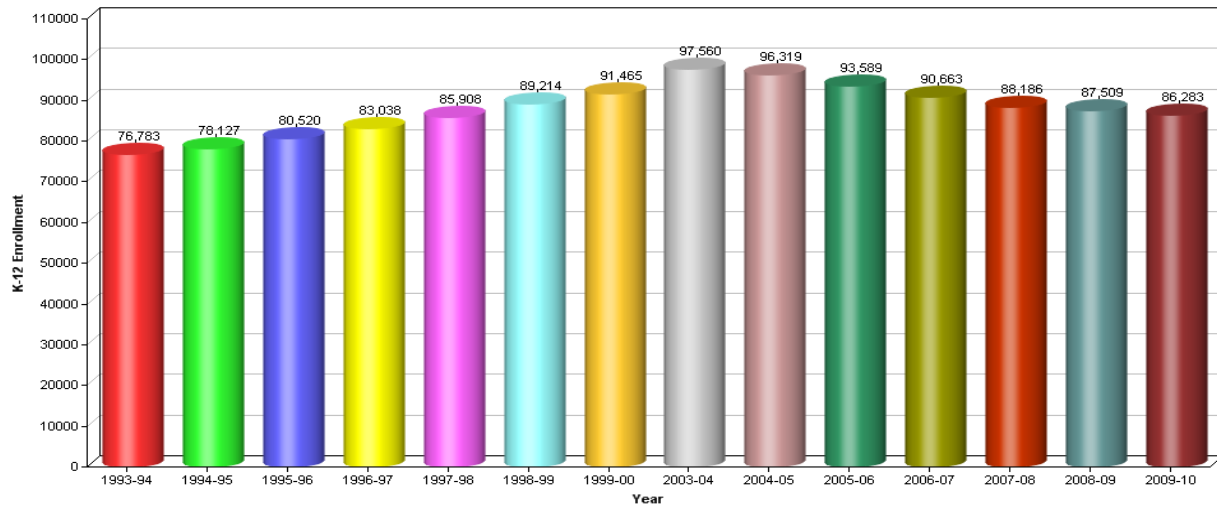
				% Change		
	1994	2000	2005	2000- 2005	1994- 2005	1994-2000
Total Trade	\$74 billion	\$196 billion	\$256 billion	31%	246%	165%
State and Local Taxes	\$16.4 billion	\$28.1 billion	\$6.0 billion	71%	368%	173%
Jobs (Full Time Equivalents)	1.1 million	2.0 million	3.3 million	65%	200%	82%

Source: Trade Impact Study Final Report, March 2007

- There is an active voting population in Long Beach. In the General Election held on November 2, 2010, 52.49% (114,322) of registered voters (217,816) cast their votes.

- After almost a decade of steady growth, enrollment at Long Beach Unified School District reached its peak in 2003-2004 and has been steadily declining ever since. From 2003-2004 to 2009-2010, enrollment decreased by 11,277 students or 11.6%.

### Long Beach Unified School District Enrollment 1993-2010



Source: [Educational Demographics Office, California Department of Education](#)

- As part of the development of Long Beach 2030 Plan, the city solicited community input at various events and meetings. The top five responses below indicate what is important to Long Beach residents and how they would improve Long Beach:
  1. Cleaner city and environment
  2. Economic development and more jobs
  3. Maintain diversity and increase equity
  4. Make it safer, with more police and less gangs
  5. Maintain neighborhood character and scale/density
- Several themes also emerged which describe the vision of the Long Beach community:
  - Embrace and protect the bay and beaches.
  - Provide a clean environment everywhere.
  - Make neighborhoods into places where residents can thrive.
  - Provide a balanced transportation system.
  - Celebrate what makes Long Beach a unique and special place.
  - Bring opportunity to all of Long Beach.
  - Improve the sense of safety and security in Long Beach.

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Facts at a Glance, Port of Long Beach: <http://www.polb.com/about/facts.asp>

Long Beach 2030, LB Planning, City of Long Beach:

[http://www.lbds.info/planning/advance\\_planning/lb\\_2030/default.asp](http://www.lbds.info/planning/advance_planning/lb_2030/default.asp)

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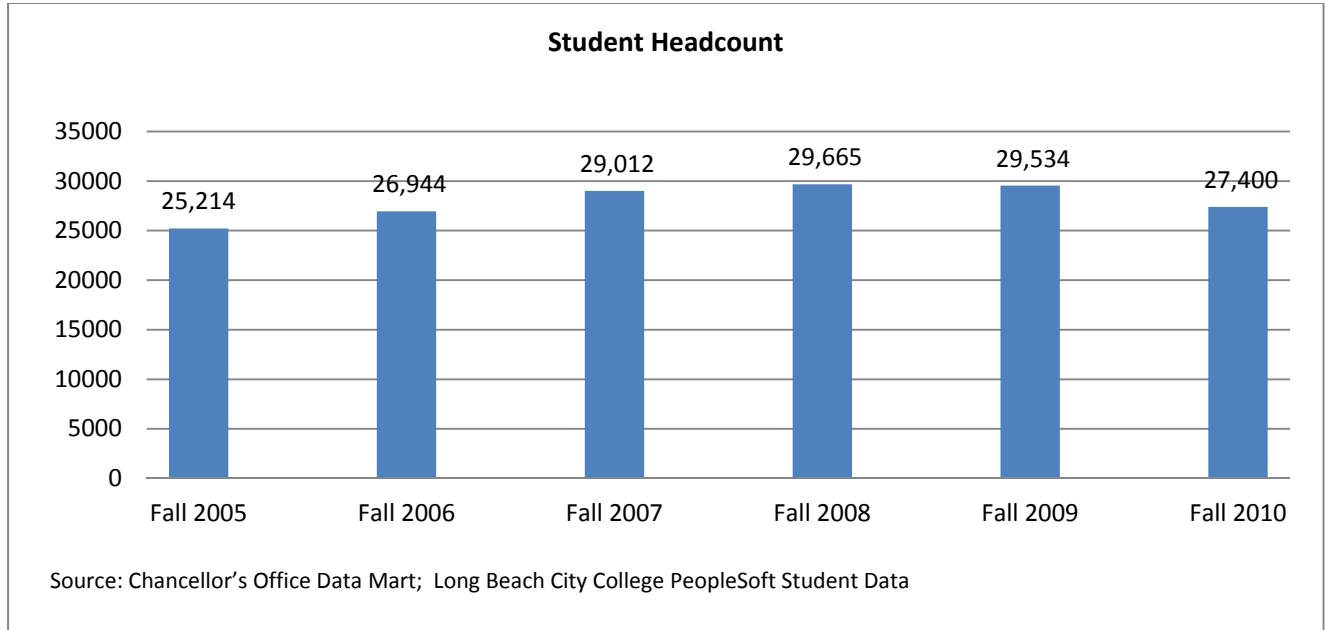
*Trade Impact Study Final Report*, March 2007, Prepared by BST Associates

Votes Cast by Community, November 2, 2010 General Election, Statement of Votes Cast Election Results, Los Angeles County Registrar-Recorder/ County Clerk:

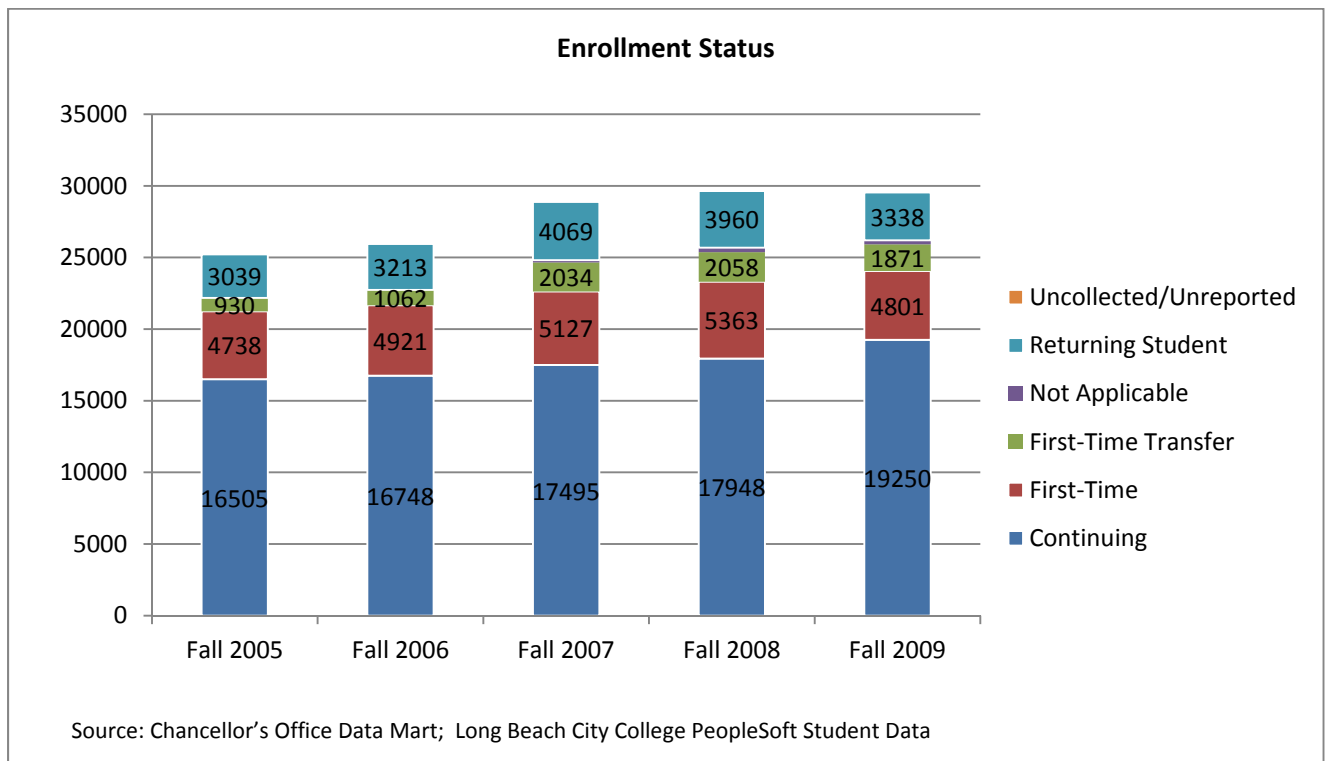
[http://www.lavote.net/Voter/Statement\\_Vote\\_Cast.cfm](http://www.lavote.net/Voter/Statement_Vote_Cast.cfm)

# LONG BEACH CITY COLLEGE STUDENTS

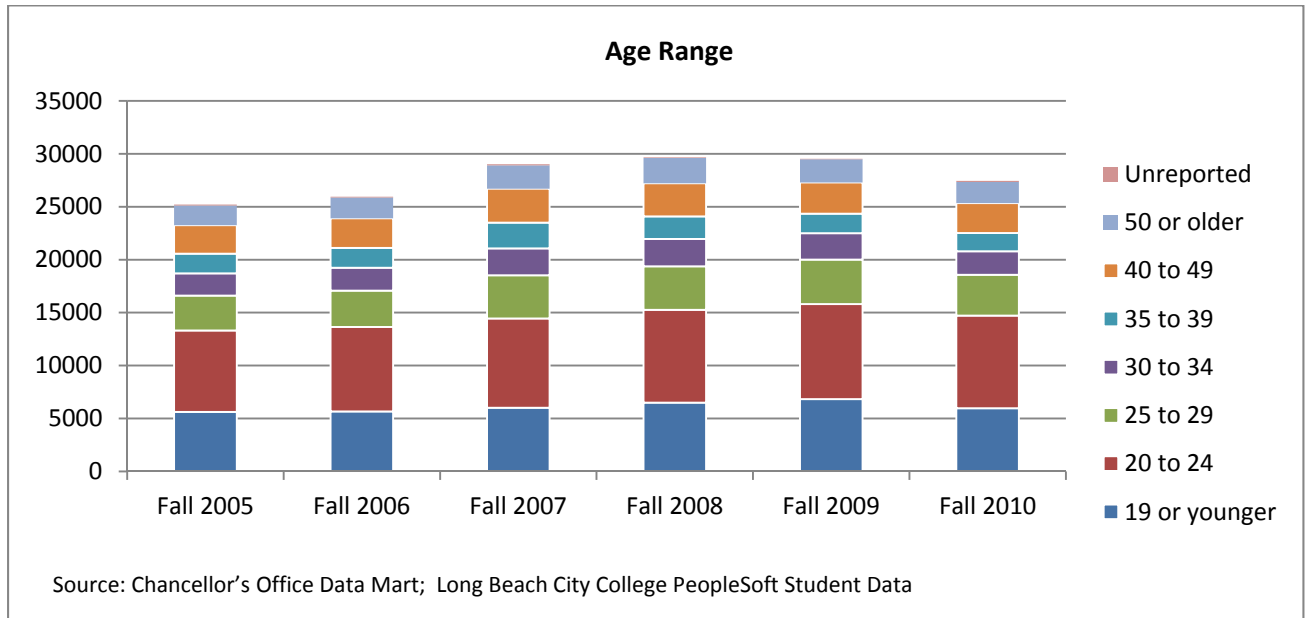
Enrollment at LBCC had been steadily increasing but has been declining since Fall 2009.



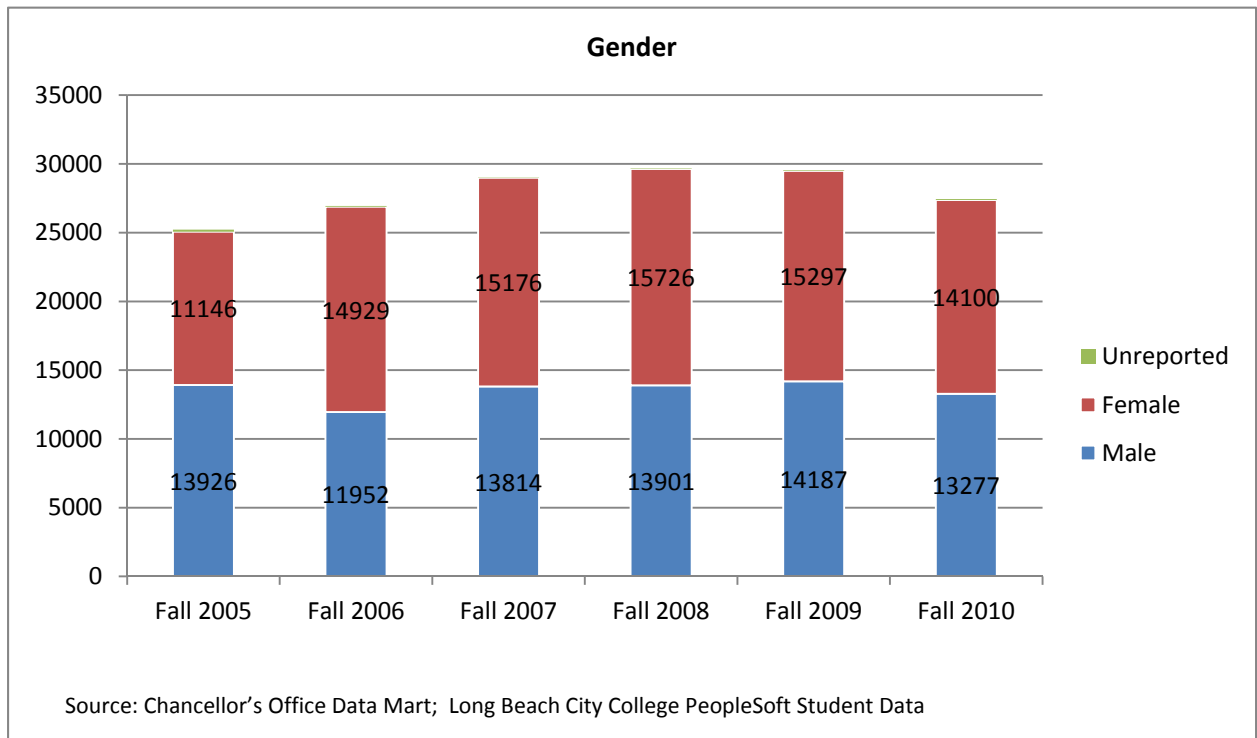
The number and percentage of continuing students has increased annually since 2007.



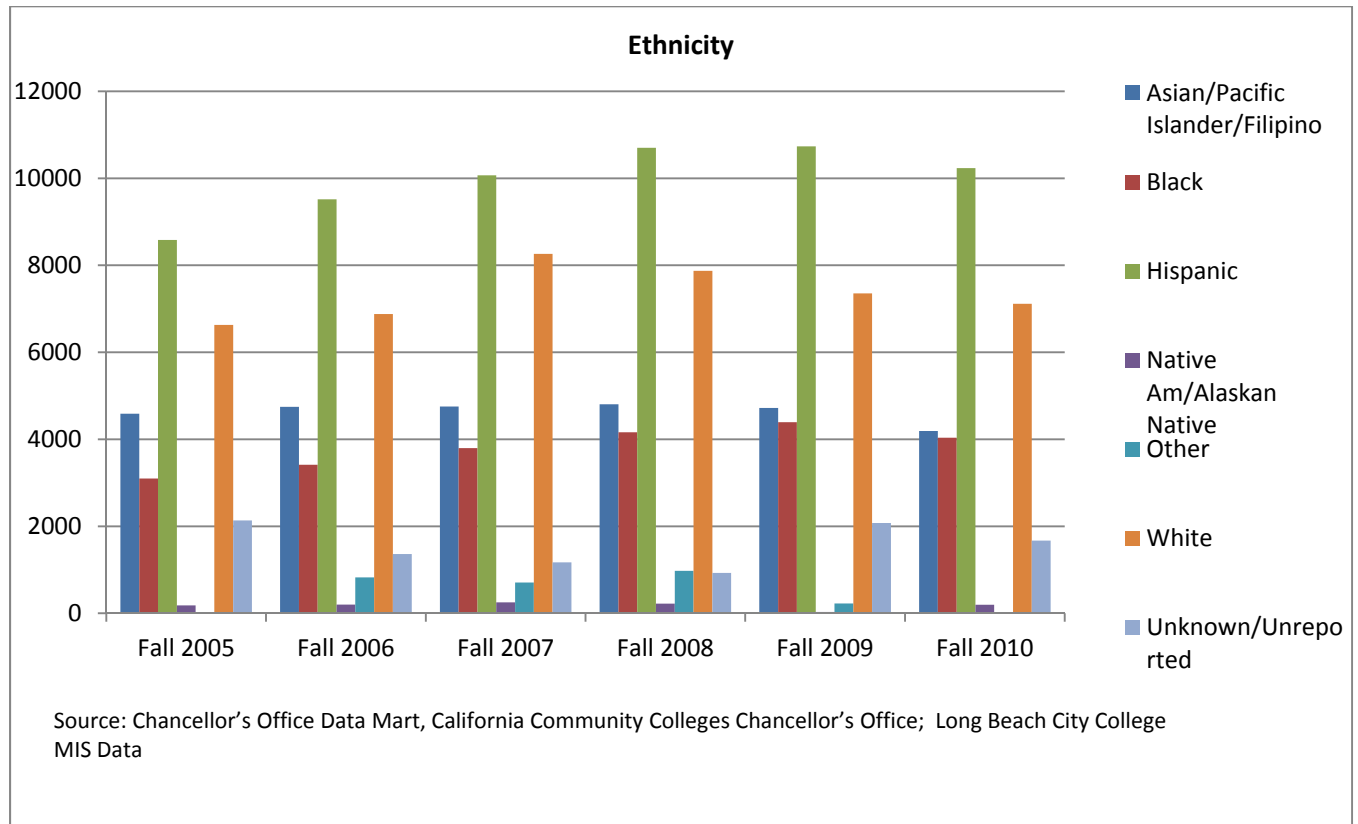
The age distribution among the student population has remained relatively constant since 2005, however, the percentage of students aged 20 to 24 has been slowly increasing since 2007.



There are slightly more female students than male students enrolled at LBCC. This distribution has not significantly changed in the last five years.



**The Long Beach City College student body is very diverse. It is predominantly Hispanic and White, with about equal numbers of students who are Asians (including Pacific Islanders and Filipinos) or Blacks.**



**There is increased demand for Veterans' services at LBCC.**

- Enrollment of Veterans at LBCC increased 122% from Spring 2009 to Fall 2009 (232 vs. 516) due to the introduction of the Post 9/11 GI Bill which provided more benefits for students. Most of the personnel that enlisted after 9/11 completed their four year contracts and are now separating from the military.
- Enrollment increase is also documented when comparing semesters: Spring 2009 & Spring 2010 – 148% increase (232 vs. 575); Fall 2009 & Fall 2010 – almost 11% increase (516 vs. 571); Summer 2009 & Summer 2010 – 29% increase (189 vs. 244). Since Fall 2009 (not including Summer), the average enrollment by semester is about 550.

In April of 2008, Long Beach City College administered *The Profile of the American College Student* (PACS) survey from the National Student Affairs Administrators in Higher Education (NASPA). The PACS was administered to a random sample of 843 LBCC students, selected from a random sample of courses representing a broad cross-section of the diversity of courses offered at the college. The survey was administered to students during regular class time and faculty members had the option not to administer it. Following are some highlights of the survey results.

**The LBCC student population is diverse. Of those 843 students who responded to the PACS:**

- 53% had parents who were born outside of the United States.
- 47% speak two or more languages fluently.
- 24% were born outside of the United States.

**Most students work and go to school at the same time.**

- 66% work during the academic year and half (50%) work 20-40 hours per week.
- 47% work to support themselves or their family or to cover personal or college expenses.
- 62% have at least one credit card in their name.
- 50% have a family income of \$50,000 or less.

**Most students plan to transfer.**

- 84% plan to transfer (60% reported plans to transfer to a CSU, 15% to a UC, 5% to a private college or university in California, and 4% to an out-of-state institution.)
- 26% are the first in the family to attend college.
- 22% of students' parents have only high school diplomas. 19% of students' parents have not completed high school.

**The majority of students are technologically equipped.**

- 89% own a cell phone.
- 85% own a PDA
- 71% own a desktop computer.
- 57% own a laptop

**Most students are technologically connected.**

- 85% have internet access where they live.
- 62% have a profile on a social network (i.e., Facebook, MySpace, etc.).
- 51% reported that they primarily use a personal email account.
- 49% text-message a few times per day.
- 48% reported that they actively use multiple email accounts.
- 36% use a website to rate a professor.
- 34% use the internet 1-2 hours per day.
- 20% have used an electronic course management system

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<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

Long Beach City College PeopleSoft Student Data

*Long Beach City College Survey Results Report 2009, Profile of the American College Student, National Student Affairs Administrators in Higher Education (NASPA)*

Office of Financial Aid, Long Beach City College

# EDUCATIONAL TRENDS

## Educational Trends at the National Level

- **The United States' dominance in educational participation and attainment continues to decline.**
  - Although the United States remains among the leaders in college participation, its position has slipped in recent years. In 2006 it ranked 5<sup>th</sup> among 29 nations compared by the National Center for Public Policy and Higher Education with 35% of young adults (ages 18-24) who were enrolled in college. The most recent report from 2008 shows that the U.S. ranks 7<sup>th</sup> among other nations.
  - For college completion, which has never been a strength of American higher education, the U.S. ranks 15th among 29 countries compared by the Organisation for Economic Co-operation and Development (OECD). (Only 18 students complete a degree or certificate for every 100 U.S. students enrolled).
  - The U.S. adult population ages 35 and older still ranks among the world leaders in the percentage who have college degrees — reflecting the educational progress of earlier times. Among 25- to 34-year-olds, however, the U.S. population has slipped to 10th in the percentage who have an associate degree or higher.
- **The lack of significant improvement in the rates of college participation and completion in recent years is characterized by The National Center for Public Policy and Higher Education as an “erosion in the nation’s educational capital.”**

### College preparation

- The high school graduation rate (the percentage of ninth graders who complete a standard high school diploma in four years) has decreased for all racial and ethnic groups over the past two decades, and differences between racial and ethnic groups persist. By the middle of this decade the national on-time high school graduation rate was 77.5%, the rate for African Americans was 69.1%, and the rate for Hispanics was 72.3%.
- A growing number of high school students are taking longer to complete or are leaving high school without a standard diploma; some who drop out earn GEDs but are less likely to enroll in any form of postsecondary education and those who do enroll are less likely to complete a certificate or degree.

### Participation in college

- The likelihood that a high school freshman will enroll in college by age 19 has improved modestly in this decade, from 39% to 42%, and the proportion of 18- to 24-year-olds enrolled in college has grown even more modestly.
- The enrollment of working-age adults in college-level education or training has been declining since the early 1990s.

## College completions

- The National Center for Higher Education Management Systems (NCHEMS) reports that in order for the nation to reclaim its lead in adults earning associates or bachelor's degrees among nations in the Organization for Economic Cooperation and Development, the percentage of adults with associate degrees would need to increase from 40.4% to 60% in 2020. That is, an additional 1,044,231 baccalaureate and associate degrees, or 15,822 more each year, are needed to achieve this goal by 2020.
  - As community college associate degrees account for 32.1% of existing associate and baccalaureate degree production, the community college share of the NCHEMS goal would be 335,198.
- **Ethnic and income disparities continue to persist in college access, preparation and completions.**
    - For high school graduates, 73% of whites, 56% of blacks, and 58% of Hispanics enroll in college the next fall. In terms of family income, 91% of high school students from families in the highest income group (above \$100,000) enroll in college. The enrollment rate for student from middle-income families (from \$50,001 to \$100,000) is 78% and for those in the lowest income group (\$20,000 and below) the rate is 52%.
    - Bachelor's degree completion rates within a six-year period are 59% for White students compared to 47% for Hispanic students, 40% for African Americans, and 39% for Native American students.
  - **Variation across the states in educational performance represents another source of disparity and inequity for Americans.**
    - High school freshmen in California, compared with their peers in Massachusetts, are 17% less likely to enroll in college by age 19.
    - According to the Public Policy Institute of California, in 2006, California ranked 23rd among states in its share of 25-34 year olds holding at least a bachelor's degree, down from eighth position in 1960. California colleges and universities, both public and private, award relatively few baccalaureates, given the size of the state's youth population. California ranked 43rd among states in the ratio of bachelor's degrees awarded in 2006 to high school diplomas awarded five years earlier.
  - **College affordability continues to dramatically decline.**
    - College tuition continues to outpace family income and the price of other necessities, such as medical care, food, and housing.
    - The burden of paying for college has increased for all families, but has increased more for middle- and low-income families.

- Students who do enroll in college are taking on more debt to maintain their college access. More students are borrowing, and they are borrowing more. Over the last decade, student borrowing has more than doubled.
- **Expectations for learning opportunities continue to change.**
  - There is an increasing demand for more experiential, outside-the-classroom learning opportunities.
  - As hybrid pedagogy evolves, significantly less space per student needs to be devoted to classrooms, while well-planned "mixed-use" space for informal, active and collaborative learning should be developed or added to.
  - Inter-disciplinary learning will become increasingly common and popular.
  - Students will take much greater control of their own learning, as proactive producers and managers of their learning solutions, materials, and portfolios.
- **Learning outcomes in the form of real skills and knowledge are increasingly acknowledged as essential for a competitive citizenry in today's global economy.**
  - According to the National Center for Public Policy and Higher Education, although education and training beyond high school is widely acknowledged as necessary for individuals and states to be players in the global economy, certificates and degrees are increasingly seen as inadequate proxies for educational capital. It is the skills and knowledge behind the degrees that matter.
  - Employers surveyed in 2007 by the Association of American Colleges and Universities reported that too many college graduates lack the skills they need to succeed in the global economy. The most striking area of underpreparation, according to employers, was global learning.
    - Using a 10-point rating scale, employers rated graduates preparation on a dozen learning outcomes. Ratings in ascending order are as follows: global knowledge (5.7), self-direction (5.9), writing (6.1), critical thinking (6.3), adaptability (6.3), self-knowledge (6.5), oral communication (6.6), quantitative reasoning (6.7), social responsibility (6.7), intercultural skills (6.9), ethical judgment (6.9), and teamwork (7.0).
  - In 2009, Hart Research conducted a survey of members of American Colleges and Universities and reported that
    - Virtually all (98%) member institutions have specified field-specific learning outcomes in at least some of their departments, including 65% that have defined outcomes in all departments.
    - 69% thought completion of a supervised and evaluated internship or community-based project that requires students to apply their college learning in real-world settings would be very effective in ensuring that recent college graduates possess the skills and knowledge needed for success.

- Faculty-evaluated internships or community-based learning experiences ranked highest among a list of potential practices that business leaders would recommend for colleges and universities to assess student learning.
- **Demands for data to measure student learning and success continue to increase.**
    - Succinct and comparable data on student learning across states is sparse but increasingly in demand.
    - 2012 marks the year when ACCJC expects member institutions to have achieved a level of proficiency in student learning outcomes assessment, which means that assessment data is being used to systematically improve student learning.
    - In 2007, AB1417 required the Board of Governors of the California Community Colleges to recommend to the Legislature and Governor a framework for annual evaluation of community college performance in meeting statewide educational outcome priorities. The performance framework developed measures for the whole system and each individual college on eight distinct indicators, including transfer and degree achievement, vocational, basic skills, and ESL achievement. Annual reporting to the state legislature and to local Boards of Trustees continues to be required.
    - The Commission on the Future recommends that
      - The California system of community colleges “regularly gather, report, and use disaggregated student access and achievement data to monitor student progress across achievement milestones to evaluate institutional and program effectiveness.”
      - “System and institutional research should focus more directly on core issues of teaching, learning and student success; and the creation of new reporting and accountability requirements should directly correlate with student success.”
    - To address the challenges inherent in moving from an enrollment- based accountability to an outcome-based accountability, colleges must adapt the strategic planning process in ways that will link effective practice, student outcomes, and the actual costs of implementing successful strategies.
  - **Research shows that multiple factors contribute to student success for transfer and in associate degree attainment.**
    - Transcript studies of students attending community and technical colleges nationwide have led to the development of a perspective referred to as an “academic momentum” perspective. Behaviors of students during high school and college are regarded as building, maintaining or losing “academic momentum” or the academic skills and knowledge needed to propel further achievement in studies. Findings from these studies show that:
      - The academic momentum students bring forward from high school has a greater influence on degree completion than any other pre-collegiate or

demographic factor. Additionally, momentum goes back even further than high school. If students do not attain grade level proficiencies – particularly in math and reading – by the eighth grade, they are much less likely to acquire the needed skills in high school.

- Academic momentum builds when students:
  - Earn credits in college-level math in the first two years of college
  - Earn 30 quarter credits in each year of college
  - Earn 12 quarter credits through a dual enrollment program
  - Enter college right after high school rather than delaying enrollment more than a year
  - Stay continuously enrolled (exclusive of summer)
  - Earn grades that rise over time
  - Do not withdraw or repeat courses (repeating 20 percent of courses cuts degree chances in half)
- A large body of theory and research underlies the conclusion that there is a positive relationship between student engagement and student learning and persistence.
  - Broad measures of student engagement are predictive of persistence and success at community and technical colleges.
    - “Active and Collaborative Learning,” “Student Effort” and “Support for Learning” have been cited as the most consistent predictors of first to second term and first to second year persistence.
    - The strongest predictors for student self-reported learning gains are “Active and Collaborative Learning” and “Academic Challenge.”
  - Being academically under-prepared for college-level work is one of the commonly identified “risk” factors in the research literature. Yet recent rigorous studies of remedial education found that taking such course work does not have a causal negative impact on progress to the degree.
- Student characteristics identified as impacting persistence include being first generation college student, socioeconomic status, prior education (especially high school grade point) and scores on college placement test.
  - Being academically under-prepared for college-level work is one of the commonly identified “risk” factors in the research literature. Yet recent rigorous studies of remedial education found that taking such course work does not have a causal negative impact on progress to the degree.
- **For certificates to make a decisive contribution to U.S. postsecondary preparedness, states and institutions must ensure that certificate programs are of high quality, rigorous enough to have real value, tailored to the job market, widely available, and designed for timely completion.**
  - The most popular programs, making up some 43 percent of all certificates, are in healthcare. Fields like business and technology also attract large numbers of students.
  - Just over half of all certificates are awarded by public sector institutions, mostly community colleges. About four in ten are granted by for-profit institutions.

- Women account for close to two-thirds of certificate-holders. Certificates are also particularly appealing to black and Hispanic students, who earn about one-third of all certificates, compared to 20 percent of all bachelor's degrees.
  - There is a substantial gender imbalance among minorities, with black and Hispanic men earning less than half the number of certificates received by minority women.
  - Long-term certificates have significantly higher labor market value than short-term certificates because of their greater technical and academic rigor, and because of the wider range of job-related skills they provide graduates.
  - Certificates of one year or more are consistently linked to increased earnings.
  - Field of study is closely correlated with the labor-market returns of certificates. Nursing and allied healthcare produce the strongest returns; those in technology, construction trades, and mechanic and repair trades also produce positive returns. By contrast, certificates in service occupations and the humanities do not yield consistently positive returns.
  - Since the late 1990's, there has been a rapid growth in the awarding of short-term certificates; a 40% increase. These shorter-term awards seem helpful in updating the skills of adult workers who are well launched in their occupations, but there is skepticism about their labor market value for young adults, or for older and dislocated workers seeking to start a new occupation.
- **There are increasing demands to improve the accountability of vocational, occupational, and technical education programs**
    - Colleges will need to clearly determine who counts as a “completer.” The standard measure of success is the completion of an associate degree or a 30- to 60-credit vocational certificate.
    - A key challenge is that large numbers of students leave vocational and occupational programs without these types of credentials, and substantial numbers of students simply enroll in vocational and technical classes in order to learn specific skills and then drop out of courses once they have met their objectives.
    - 56% of community college non-completers left their programs while enrolled in trade courses and an additional 25% left after completing trade courses.
    - The majority of students who left their programs before completing a certificate or degree did so because of trade-related factors—the needed skills were acquired—suggesting that large numbers of students never intended to receive a credential in the first place.
    - Students are employed as quickly as they acquire the skills expected by the local industry.
    - Community colleges will need to better conceptualize and communicate the success markers and program outcomes they are working toward so that the programs can be monitored and evaluated. These programs can be complex systems, and accountability measures should be similarly nuanced.

- **There is a recognized need for more individualized support for students in vocational, occupational, and technical education programs**
  - Students in short-term certificate programs such as plumbing and pipefitting or welding and fashion merchandising are substantially different from health sciences degree students in academic backgrounds and other characteristics; specialized support in these certificate programs are needed to help students persist.

### **Educational Trends in California**

- **The state of California figures prominently in the Obama’s American Graduation Initiative which calls upon community colleges to increase degree and certificate completions by 5 million by 2020 as a component of the larger higher education attainment goal.**
  - The Public Policy Institute of California estimates that California’s share of the national goal is about *one million more completions*, as California enrolled 21.3% of the nation’s full-time equivalent public community college students in 2007.
  - According to the Community College League of California’s 2020 Vision, California’s public higher education system will need to increase completions by an average increase of 29,316 (13%) each year. With this annual progress, the system can triple the number of annual degree and certificate completions than otherwise would be awarded. On a per college basis, on average each of the 112 colleges will need to increase annual completions from 1,200 to 3,500.
  - For 2009-10 year, the California system produced 115,136 degrees and California Community Colleges Chancellor’s Office approved certificates.
  - Long Beach City College produced 1.275% of the system-wide total, or 1,468 completions. Based on LBCC’s contribution to the system, the college must award *an additional 191 completions each year* in order to support the state’s needed average annual increase of 29,316 completions. This means that by 2019-2020, LBCC needs to award 3,378 degrees and certificates compared to the 1,468 awards granted in 2009-2010.
- **Recent enrollment growth in the California Community College system has been coupled with severe reductions in state funding.**
  - In 2008–09, the student headcount in the California Community College system increased 4.9% over the previous year. Data from fall 2009–10 indicate a 3.1% increase, which amounts to a historically high total of more than 2.9 million students. (However, the system’s 112 campuses vary greatly in their annual growth rates: one college reported a decline of 31%, while a small rural college grew by 40 %.)

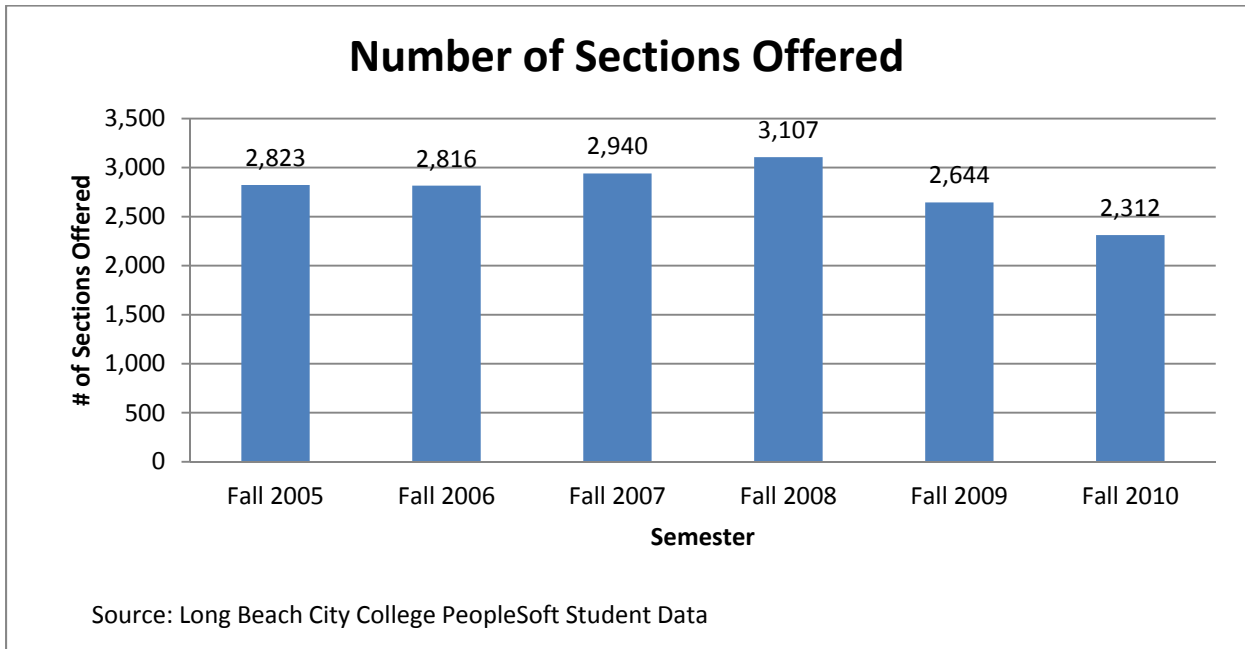
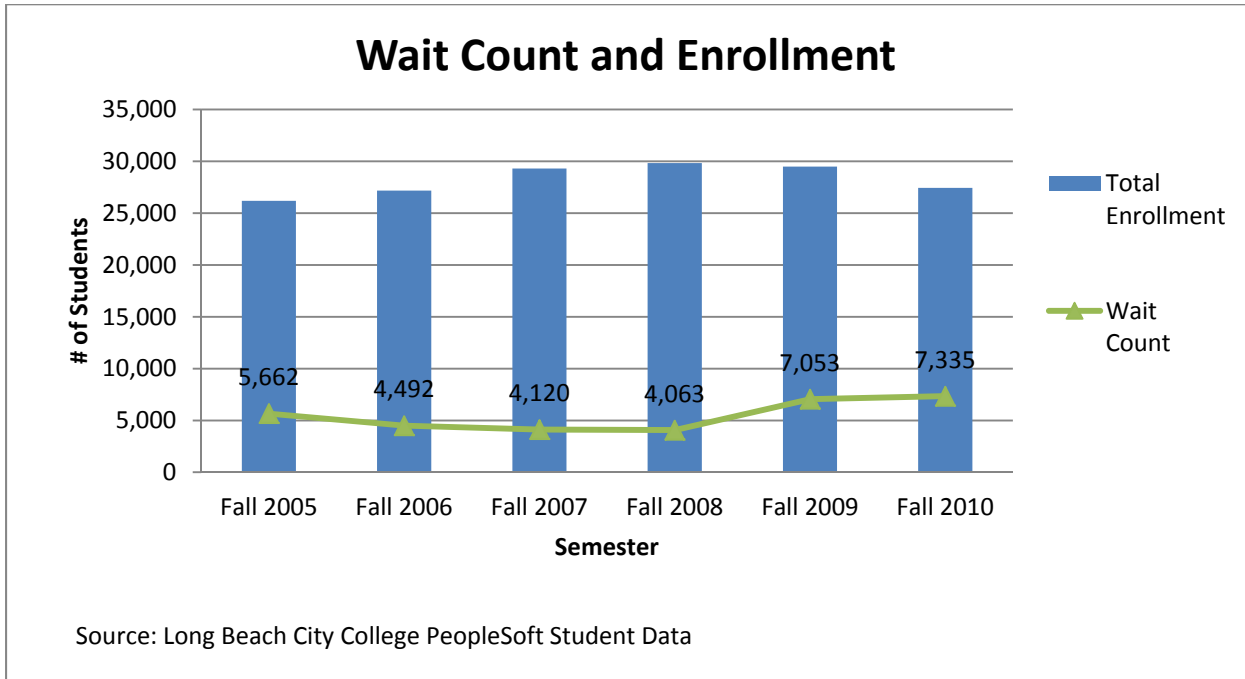
- Statewide total headcount in the California Community College system has increased by 13.9% from fall 2004 to fall 2009 (from 1,577,437 to 1,797,285). At LBCC, enrollment has increased by 12.2% over the same time period (from 25,880 to 29,040).

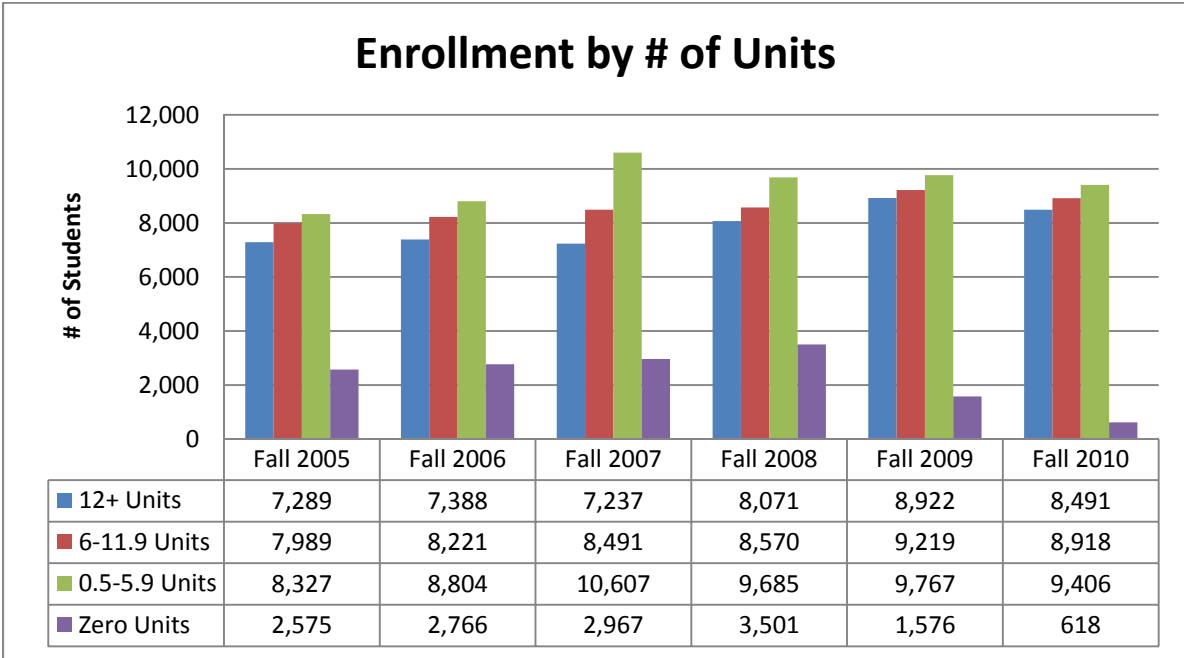
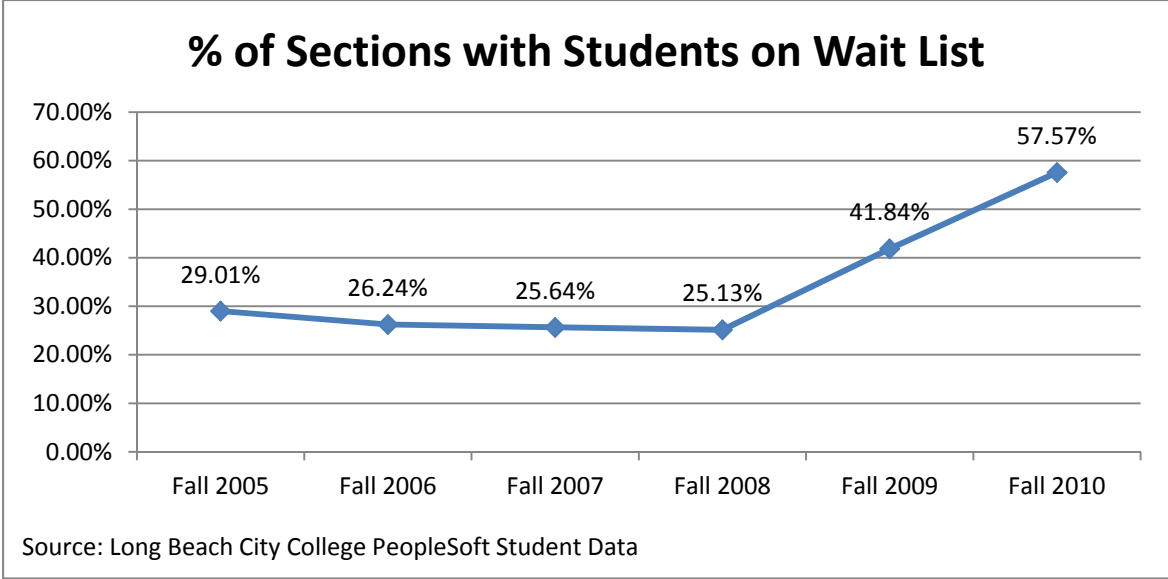
- **Enrollment projections forecast further demands on capacity.**

- According to the California Postsecondary Education Commission, community college enrollment demand is expected to increase from 1.82 million in 2008 to 2.14 million in 2019. The state should prepare for a minimum 17.2% increase in community college enrollment demand above the peak fall 2008 enrollment level, or 313,000 additional students. Community colleges serve nearly 3 million students annually (fall, winter and spring terms combined). Beginning in fall 2011, the system will be asked for the first time to serve more than 2 million students during each fall term.
- The 2009–10 State budget does not provide enrollment growth funding, which is likely to result in significant pent-up demand. If the system finds it necessary to reduce enrollments by 4%, consistent with the 3.39% decline in overall funding, the number of prospective students not served could top 365,000 by fall 2010. This latter figure is referred to in this report as net loss in college opportunity. To catch up, community colleges will need at least 3.8% enrollment growth funding annually until college opportunity is restored.
- 57 of the 72 (79%) community college districts are facing capacity pressures, in that they are serving more full-time equivalent students (FTES) than recommended by state classroom utilization standards. The current capacity deficit on a statewide basis is 192,347 FTES, which could grow to 425,163 FTES.
- CPEC suggests that the System’s capacity problem could be addressed best through a combination of new capital projects, improved efficiencies, shared facility use, expanded distributed learning arrangements, including online courses, and expanded evening and weekend course offerings.
- Many residents are returning to community colleges in greater numbers to train for new careers and occupations as a result of significant job losses occurring in the state, which suggests a continuation of increased enrollment demand. The number of returning community college students has increased by nearly 40%, from 227,139 in fall 2002 to 316,580 in fall 2008.
- UC and CSU are finding it necessary to increase fees, furlough faculty, and limit future enrollments, which suggests that many students may have to complete their first two years of instruction at community colleges before transferring to four-year institutions.

Between 2015 and 2019, undergraduate demand is likely to remain virtually unchanged, due in part to projected declines in the number of public high school graduates, which will impact freshman enrollments at CSU, and slower community college growth during this period, which will slow the growth in CSU annual transfers. Transfer demand increases 23.4%, from 49,658 in 2008 to 61,267 by 2019. Because the community college forecast shows high demand over the first half of the projection period, the number of transfers to CSU will increase as community college enrollments increase, even when transfer rates improve only modestly.

- Enrollment at LBCC has declined since Fall 2008 due to the number of course offerings being cut, but the demand has continued to increase. The number of sections offered decreased almost 26% from Fall 2008 to Fall 2010, causing the percentage of courses with students on a waitlist to rise 32% during that same period.





- **There is uneven participation and completions in education among California communities.**
  - Over the next ten years, the California Postsecondary Education Commission projects that Latino enrollment in community colleges will increase by 40%, while the number of white students will remain essentially the same. Enrollment of black students is projected to increase by 7%. The overall increase in enrollment is projected to be at 17%.
  - Unless the participation rate gap is reduced or eliminated, it will be very difficult for California to maintain, let alone increase, higher education completions. Meanwhile,

political instability will be created as the fastest growing portion of the population will be least likely to participate in the economic promise of the state.

- A cohort of California Community College degree-seeking<sup>1</sup> students who were tracked over a 6-year period, from entry to college in 2003-04 through 2008-09, demonstrated the following completion pattern. More than one-third of white (37%) and Asian / Pacific Islander (35%) students completed something (certificate, degree, or transfer), compared to 26% of black students and 22% of Latinos.

- **Incoming college students are poorly prepared.**

- In California, only about 9% of community college students place into transfer level math and about 27% of students place into transfer level English.
- By most state and national metrics, California's K-12 outcomes are below national standards. California schools rank near the bottom in performance on nationally standardized tests. Although statewide graduation rates have improved slightly in recent years, California still ranks 37<sup>th</sup> nationally.
- Research shows that many high school students wrongly assume that community colleges have no curricular requirements. They are often unaware that they will have to take placement tests before enrolling in community college classes. They do not realize that in California the minimum skills and knowledge required to graduate from many high schools are not enough to qualify to take community college classes, including career/technical courses.

- **California community college performance is mixed.**

- The percentage of first-year community college students returning for their second year has increased substantially over the past two decades, placing California among the top-performing states in improvement on this measure. Although California has improved, only 57% of first-year students return for their second year.
- In 2007, the Research and Planning Group of California reported that statewide course success rates in basic skills was about 10% lower than that of other courses. This pattern has reversed in 2009 when the basic skills course success rate (72.6%) was actually higher than that in other courses by 3.2%.
- Statewide successful course completion rate for fall 2009 was 67.53%. For LBCC, the overall successful course completion rate was 63.56% for the same term.
- Course success in elementary algebra remains particularly poor, with a statewide average of only 52% in 2009 and ethnic minority groups are lower still.

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<sup>1</sup> The 2010 Institute for Higher Education and Leadership & Policy study from which this data is reported defined "degree seeking" (a term used by the researchers to include degrees and certificates) as having been enrolled in more than six units during their first year. This definition was proposed by the higher education researcher Clifford Adelman as one element of improving the federal methodology for calculating community college graduation rates. Using Adelman's criterion, about two-thirds of students (255, 253) in the cohort was identified as degree seekers.

- California community college career and technical education students are successful. About 75% of these students each year are classified as program completers, exceeding the systemwide goal of 61%. Roughly 80% find employment within a year of leaving the community college and remain employed for at least nine months.
  - The transfer rate<sup>2</sup> for California community colleges (41% of those intending to transfer do so within six years) is slightly above the national average. The most recent transfer rate for LBCC is 36%. The average transfer rate for LBCC during the past master plan cycle has been 35%.
- **There is an increasing demand for professional development of faculty**
    - According to the National Center for Public Policy and Higher Education, teachers are increasingly relied upon to assess student learning, to address diverse learning needs of diverse students, and to use technology in the delivery of teaching (both online and in the classroom).
    - The expectation of an institution and system-wide focus on student success cannot be made without addressing the declining investment in professional development in the system. Through several cycles of budget reductions, much of the state and local investment in professional development that was one of the cornerstones of AB 1725 (1988) has been eroded. The last year the state provided professional development funds was 2001-02, when \$5.2 million was provided for faculty and staff development.
    - The state-funded Basic Skills Initiative provided a model, albeit limited, effort to engage faculty in best practices for student success. The Commission on the Future suggests that this model should be replicated in addressing the broader issue of student success, with the goal of providing leadership training and inquiry activities for faculty, staff, administrators and trustees. The focus should be clearly on evidence-based decision-making.

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<sup>2</sup> Transfer rate here is consistent with that used by the Chancellor's Office. It includes all first-time freshmen who have completed twelve credit units and attempted a transfer level math or English course and who transferred within 6 years of initial enrollment. <http://webprod.cccco.edu/datamarttrans/dmtrnsstucsel.aspx>.

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# WORKFORCE AND ECONOMIC TRENDS

## Workforce Trends

**The fastest growing jobs require skills beyond the high school level. There is a growing demand for colleges to educate students for the industries that are experiencing rapid growth.**

“Occupations that have grown require a greater intensity of non-routine analytic and interactive tasks, such as frequent use of mathematics and high executive functioning, than do occupations that have been in decline, which are more reliant on manual and routine tasks. This is also reflected in industrial shifts: physicists and registered nurses are prevalent in the fast-growing higher education, science, and health care industries, while textile workers are in declining industries.” (*Preparing Today’s Students for Tomorrow’s Careers*)

- In the next decade, the projected job growth rate in Los Angeles County for the healthcare industry is 23%. The estimated job growth rate for all other industries combined is 13%.
- The top six allied health applications with the highest projected growth and replacement rates (shown in parentheses) in Los Angeles County are:
  1. Physical Therapist Assistants (43%)
  2. Medical and Clinical Laboratory Technicians (34%)
  3. Diagnostic Medical Sonographers (34%)
  4. Cardiovascular Technologists and Technicians (32%)
  5. Pharmacy Technicians (31%)
  6. Surgical Technologists (30%)
- Employment in computer systems design and related services is estimated to grow nearly 40% in the next five years.
- A 2009 survey of Los Angeles Area firms who employ Energy Efficiency workers revealed that employers are projected to add over 6,500 new jobs over the next three years in eight demand occupations. The growth rates to 2012 are listed below:
  1. Building performance or retrofitting specialists – 69%
  2. Energy auditors or home energy raters – 39%
  3. HVAC mechanics, technicians or installers – 34%
  4. Building operators or building engineers – 29%
  5. Resource conservation or retrofitting specialists – 26%
  6. Compliance analyst or energy regulation specialists – 23%
  7. Building controls systems technician – 21%
  8. Project managers for construction or design work – 19%

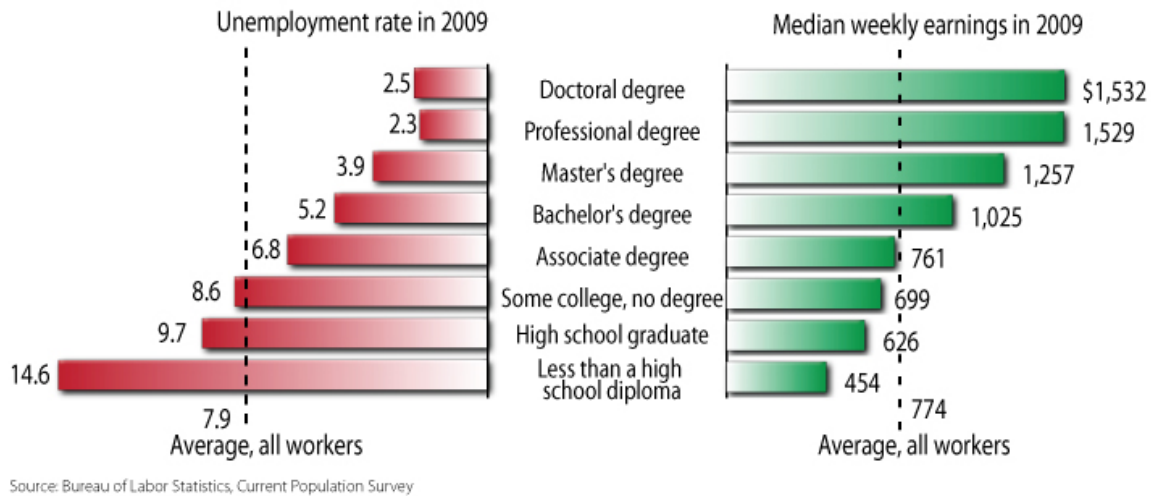
**U.S. employment growth is polarizing, with job opportunities increasingly concentrated in relatively high-skill, high-wage jobs and low skill, low wage jobs. Employment losses during the recent recession were far more severe in middle-skill white- and blue-collar jobs than in either high-skill, white-collar jobs or in low-skill service occupations.**

- The top five industries that is projected to show the most job growth in Los Angeles County in 2010 are
  1. Information services (including the movie industry; +21,300 jobs)
  2. Leisure and Hospitality (+3,600 jobs)
  3. Educational Services (+2,500 jobs)
  4. Health Services (+1,600 jobs)
  5. Administration and support services (+600 jobs)
- Nine out of the ten top occupations identified by the California Employment Development Department with the fastest job growth in Los Angeles County are in health services. The following list includes the projected change in number of jobs and percent of change, and the projected growth rate (projection period is from 2008 – 2018):
  1. Biomedical Engineers – 140; 82.4%; 6.2%
  2. Medical Scientists, except Epidemiologists - 2,650; 48.4%; 4%
  3. Biochemists and Biophysicists - 190; 47.5%; 4%
  4. Network Systems and Data Communications Analysts - 3,570; 46.7%; 3.9%
  5. Physical Therapist Aide - 740; 45.4%; 3.8%
  6. Occupational Therapist Aides - 130; 44.8%; 3.8%
  7. Home Health Aides - 5,590; 44.4%; 3.7%
  8. Personal and Home Care Aides - 59,040; 41.2%; 3.5%
  9. Occupational/ Physical Therapist Assistants/ Aides - 1,130; 40.8%; 3.5%
  10. Medical Equipment Repairers – 280; 40.6%; 3.5%

**The industries that projected to have the highest job losses in Los Angeles County in 2010 are Manufacturing (-19,100 jobs) and Construction (-14,500 jobs).**

The Bureau of Labor Statistics reports that higher educational levels have lower unemployment rates.

## Education pays



**There is some recovery in the economic situation of San Pedro/ Long Beach/ Lakewood.**

- Total employment is expected to decline -0.8% in 2010, compared to -3.2% (-7,400 jobs) in 2009.
- The top employment sectors in the area are government, professional and business services and leisure and hospitality.
- Prospects for the tourism industry are improving, and the international trade sector is slowly recovering from its economic downturn.

**The U.S. labor force will continue to be more diverse in age and ethnicity.**

- By 2018, persons aged 55 years and older are projected to make up nearly one-quarter of the labor force. Those in ages 16-24 are expected to account for almost 13%, while those aged 25-54 will make up about 63% of the labor force.
- Higher population growth among minorities will contribute to a greater diversity in the labor force. Hispanics, compared to non-Hispanics, will have the largest increase from 14.3% in 2008 to 17.6% in 2018. This represents a growth of 7.3 million (33.1%) within ten years. The growth of non-Hispanics in the labor market is expected to grow only by 4%.

The labor force in 2018 will be more diverse. As a result of higher population growth among minorities—due to higher birth rates and increased immigration, along with higher labor force participation rates by Hispanics and Asians—the share of the labor force held by minorities is projected to increase significantly. Whites will remain the largest race group in the labor force in 2018 (79.4 percent) despite

growing by just 5.5 percent between 2008 and 2018. The number of Asians in the labor force is projected to increase by 29.8 percent and the number of blacks by 14.1 percent. In 2018, Asians are projected to comprise 5.6 percent of the labor force and blacks to make up 12.1 percent. Hispanics (who can be of any race) will join the labor force in greater numbers than non-Hispanics. The number of Hispanics in the labor force is projected to grow by 7.3 million or 33.1 percent. Their share of the labor force will expand from 14.3 percent in 2008 to 17.6 percent in 2018. In contrast, the number of persons in the labor force not of Hispanic origin is expected to grow by 4.0 percent, and their share of the labor force to decline to 82.4 percent. (See chart 2.)

#### **Small businesses play an important role in California's economy.**

- Small businesses with fewer than 100 employees comprise 97% of all businesses in California and employ more than 37% of all employees in the state.
- Small business as a whole employs more than 50% of the state's workforce.
- Small businesses generate more than half of the state's gross domestic product.
- From 1999-2003, microenterprises (those with fewer than 5 employees) created over 318,000 jobs in the U.S. while larger businesses with 50 employees or more lost 444,000 jobs.
- Microenterprises accounted for 77% of all employment growth from 1999-2003.

#### **Economic Trends**

**The continuing deficits in the California state budget will significantly impact all services in the state and make it difficult for the state to address fundamental public sector goals such as rebuilding aging infrastructure, addressing massive retirement liabilities, maintaining service levels of high-priority government programs, and improving the state's tax system.**

- The projected year-end deficit for 2010-2011 is \$6 billion.
- There is a projected \$19 billion operating deficit for 2011-2012, with a projected year-end deficit of more than \$25 billion.
- An annual budget problem of \$20 billion is forecasted through 2015-16.
- Due to the passage of Proposition 22, which prohibits the State from redistributing tax revenues allocated for transportation, redevelopment, or local government projects and services, the state can no longer use \$800 million in previously budgeted 2010-11 solutions.

#### **Forecasters believe that California's economic outlook is slowly improving.**

- The unemployment rate appears to have hit its high point and is expected to decline, albeit slowly, in the next several years. Unemployment in the state has been over 12% since September 2009 (12.4% in October 2010). In the Los Angeles, Long Beach and Santa Ana region, the unemployment rate hit a high of 12.4% in July 2010 but has declined slightly in the

subsequent months (11.8% in September 2010). Statewide unemployment is forecasted to remain above 9% until 2012 and slow down to about 6.5% in 2016.

- Employment in California has declined 9% (1.4 million jobs) since 2007. In 2010, however, the level of job losses in the state has been subsiding and this trend is expected to continue. It is forecasted that California will begin to experience a net increase in employment again in early 2011, causing unemployment to creep below 12% later in the calendar year.
- Although personal income in California dropped 2.4% in 2009, it is expected to rise as unemployment rates slowly rebound. By 2014, it is expected that annual personal income growth for California will be in the 5.7 to 5.9% range.
- Real GDP growth is expected to be 2.6% in 2010, 2.2% in 2011, and no higher than 3.1% in any of the years between now and 2016.
- The residential housing market is showing signs of initial recovery.

#### **More college students are taking out larger loans to finance their education.**

- In 2008, 60% of all graduates had borrowed, compared with about half (52%) in 1996.
- Among 2008 graduates who borrowed, the average loan for bachelor's degree recipients was more than \$23,000, compared with slightly more than \$17,000 in 1996. For associate's degree and certificate recipients, the average loan increased to more than \$12,600 from about \$7,600.
- More college students are attending private for-profit schools, where levels and rates of borrowing are highest. Over the past decade, the private for-profit sector has expanded more rapidly than either the public or private not-for-profit sectors. In 2008, these institutions granted 18% of all undergraduate awards, up from 14% in 2003. Students who attend for-profit colleges are more likely than other students to borrow, and they typically borrow larger amounts.

#### **Although economists declared that the "Great Recession" ended June 2009, many aspects of the economy did not recover even in 2010.**

- One in seven Americans lives in poverty, and a record number of people, more than 41 million, are on food stamps. This has risen from 2009, when it was about 35 million.
- One out of every five children in the United States is now living in poverty.
- Not counting Social Security, one in six Americans now receives some form of government assistance, including food stamps, Medicaid and extended unemployment benefits.
- More than 70% of Americans still think the country is in a recession.
- 528,000 homes were foreclosed in the first six months of 2010.
- Nationwide unemployment rate in November 2010 is 9.8%.

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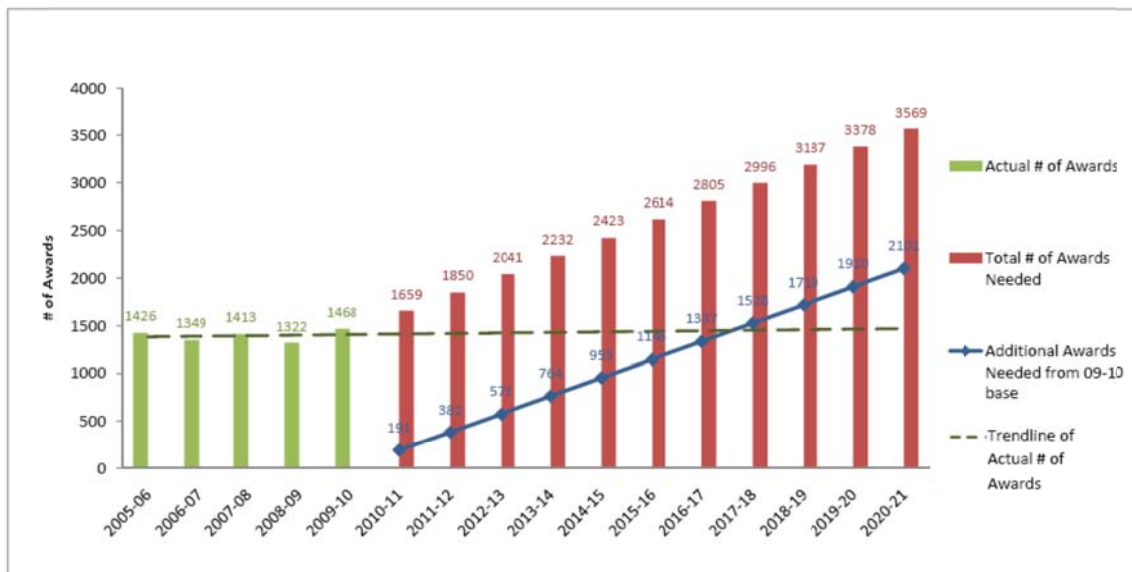
# PUBLIC POLICY

**Community colleges have become the focus of major nationwide and statewide initiatives. Increased visibility for community colleges also brings increased accountability. There will be more scrutiny and more pressure to show success.**

- The White House Initiatives and public focus on community colleges [i.e., The American Graduation Initiative, Skills for America’s Future, American Recovery and Reinvestment Act (ARRA)] bring opportunities for additional resources and competition for those resources.
  - The American Graduation Initiative calls for an increase of community college completions (degrees and certificates) by 5 million nationally by 2020.
  - Skills for America’s Future aims to forge partnerships between industries and community colleges.
  - Long Beach City College’s share of ARRA funds for 2009-10 was \$73,970; for 2010-11, it was \$58,787. These funds are not on-going.
- California’s share of the goal of the American Graduation Initiative is 1,065,000. Based on this, the California Community College system would need to increase its completion at an average of 29,316 per year. Each college would then have to increase completions annually from 1,200 to 3,500. For LBCC, this translates to 191 more completions each year until 2020. The chart below shows Long Beach City College’s share of the increase.



**Degrees and Certificates  
Awarded vs. Needed**



**A statewide effort for a comprehensive study of the California community college system is underway.**

- California Senate Bill 1143 calls for a task force to study and recommend ways to improve student success in California community colleges and to present a plan to the Legislature by 2012. The task force has been created and will begin meeting in January 2011.
- The Community College League of California's Commission on the Future has put forth numerous recommendations in the areas of Leadership and Accountability, Intensive Student Support, Teaching and Learning, and Finance and Affordability.

**Segments of the California educational system are collaborating to create more efficient and effective pathways for students.**

- The passage of California Senate Bill 1440 (the Transfer Initiative) will streamline the transfer process between the community colleges and California State Universities (CSUs). This initiative will impact the community colleges that are all required to have Transfer Associate Degrees of no more than 60 units by Fall 2011. CSUs are to guarantee junior class standing to community college graduates who have earned the Transfer Associate Degree, possibly causing more strain on their impacted majors.
- The Long Beach College Promise provides a pathway for local students to get a college education. As students from the Long Beach Promise begin enrolling at LBCC, support systems will be enhanced to further improve the success and retention of these students.

**Changes in the California political landscape add uncertainty to the direction of educational policy and future funding.**

- Jerry Brown, prior to being elected governor of California, developed an education plan that proposed many different changes including focusing on community colleges, overhauling the state testing program, and changing the school funding formulas. At the start of his term in January 2011, Governor Brown proposed a budget for 2011-2012 that includes, among other things, \$400 million cut for "Apportionment Reductions and Reforms" for community colleges and a \$10 per unit increase in student fees for community college students.
- The passage of three budget-related measures, Propositions 22, 25 and 26 will impact how the Legislature develops and balances the budget. Prop 25 changes the vote threshold needed to send a budget bill to the Governor from two-thirds to a simple majority of each house of the Legislature. Voters also approved Props 22 and 26, which restrict the Legislature's ability to use certain local funds to help balance the budget and raise the vote threshold for passing certain fees from a simple majority to two-thirds, respectively.

**Long Beach City College recently revised its administrative regulations regarding assessment and orientation for all new nonexempt students. The Long Beach City College Board of Trustees adopted a Board Goal to monitor the effectiveness of the assessment process.**

- LBCC Administrative Regulation 5017.3 - Student Responsibilities
  - A. All new nonexempt students must complete assessment and orientation before they enroll in their first term. If the student has not completed assessment and orientation processes at that

time, he/she will not be able to register until assessment and orientation are completed. A temporary waiver may be granted to students who cannot complete assessment and orientation process for reasons beyond their control. If a waiver is granted, the student must still complete assessment and orientation processes within the first 9 weeks of their first term of enrollment.

- Board of Trustees Goals 2009-2011

1. Measure and Improve Student Success

- F. By October 2010, review the effectiveness of the LBCC assessment process. Develop strategies and time lines to increase the number percentage of non- exempt transfer and degree-seeking students who complete the assessment process to 100%by September 2011.

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# TECHNOLOGY

**Current trends in technology listed in the 2010 Horizon Report indicate that technology is increasingly becoming more accessible and mobile.**

- The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense-making, coaching, and credentialing.
- People expect to be able to work, learn, and study whenever and wherever they want to.
- The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.
- The work of students is increasingly seen as collaborative by nature, and there is more cross-campus collaboration between departments.

**One of the challenges related to technology is the need to develop digital media literacy skills. The 2010 Horizon Report states the following challenges:**

- Digital media literacy continues its rise in importance as a key skill in every discipline and profession.
- The role of the academy — and the way we prepare students for their future lives — is changing.
- New scholarly forms of authoring, publishing, and researching continue to emerge but appropriate metrics for evaluating them increasingly and far too often lag behind.
- Institutions increasingly focus more narrowly on key goals, as a result of shrinking budgets in the present economic climate.

**The use of wireless computing continues to increase.**

- 47% of all adults surveyed by the Pew Internet Project in April 2010 reported that they go online with a laptop using a Wi-Fi connection or mobile broadband card (increased from 39% in April 2009).
- 40% of all adults surveyed by the Pew Internet Project in April 2010 access the internet, email or instant messaging on a mobile phone (up from 32% in April 2009).
- As of January 2011, 1,446 wireless devices are on the Long Beach City College wireless network daily. The use of wireless devices on campus will continue to expand and presents a big challenge in terms of converting current web content and applications to be accessible to a wide variety of mobile platforms.

**The gap widens between the budget available for resources and the speed of technology changing.**

- The 2010 annual Campus Computing Survey indicated that 41.6% of the colleges and universities who participated in the survey reported a budget cut in central information technology services

for the current academic year, down from fully half (50.0%) in fall 2009. However, among the community colleges who participated in the survey, 46.2% reported budget reductions affecting central IT services, compared to 38% in 2009.

**As computer access and usage increase, threats against security and internet crime also increase.**

- The annual reports from the Internet Crime Complaint Center, a partnership between the Federal Bureau of Investigation and the National White Collar Crime Center, reveal annual increases in number of complaints received. In California, 25,094 complaints were received in 2007 and increase significantly in 2008 (34,851) and 2009 (39,758).

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## SOCIAL TRENDS

**The use of social networking sites has exploded in the past few years and is now the norm in communication.**

- 47% of online adults use social networking sites. 73% of teens and young adults are a member of at least one social network.
- Facebook has 500 million active users. Users average 130 friends and spend over 700 billion minutes per month on Facebook.
- There are more than 200 million active users currently accessing Facebook through their mobile devices.
- More than 1.5 million local businesses have active Pages on Facebook
- 11% of US online adults use Twitter. Twitter has 24+ million unique visitors per month, with 500 million tweets per day, an average of 600 tweets per second. This is a tremendous increase of 1,400% from last year when tweets were at 35 million per day (2009, 2.5 million; 2008, 300,000; 2007, 5,000).

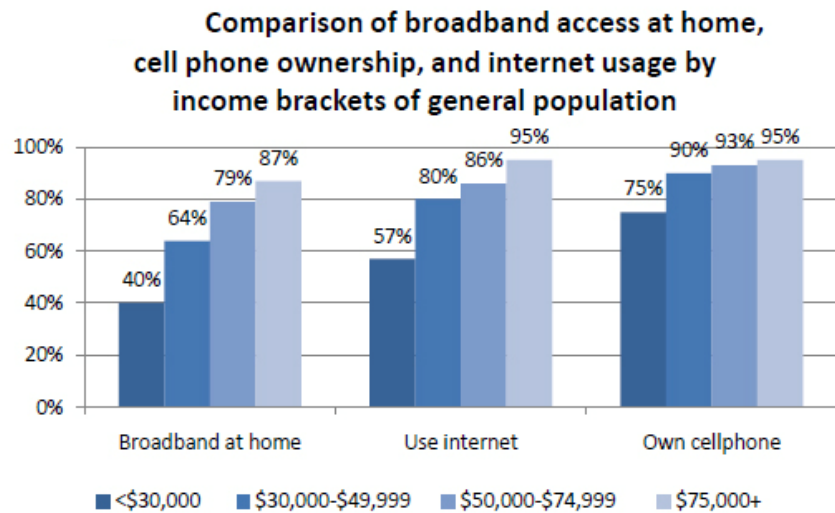
**Social networking is a global phenomenon.**

- On average, global web users across 10 countries spent roughly five and a half hours on social networks in February 2010. While the U.S. boasts the largest unique social networking audience, Italian and Australian web surfers led the way for average time on site with more than six hours each in February.
- About 70% of Facebook users are outside the United States. There are more than 70 translations available on the site.
- As of November 2010, there were over 85 million LinkedIn members worldwide, including all Fortune 500 companies.
- About 70% of the traffic on YouTube is outside the United States. YouTube is localized in 24 different languages.
- Almost 1.97 billion people (28.7% of the world population) used the internet worldwide in June 2010. Less than ten years ago, that number was only 3.6 million. The largest growth in internet use is in Africa (2,357% increase). The most number of users are in Asia (42%; 8.3 million) followed by Europe (24%; 4.8 million).
- Marketers have identified Generation “C” (Content), which has been defined as people who are not grouped together so much by the time period of their birth, but rather by a common set of characteristics including content creation, gravitation toward social media sites, forming active communities, and customizing their experiences, including services and products.

**People are creating, sharing, and accessing information electronically in larger numbers.**

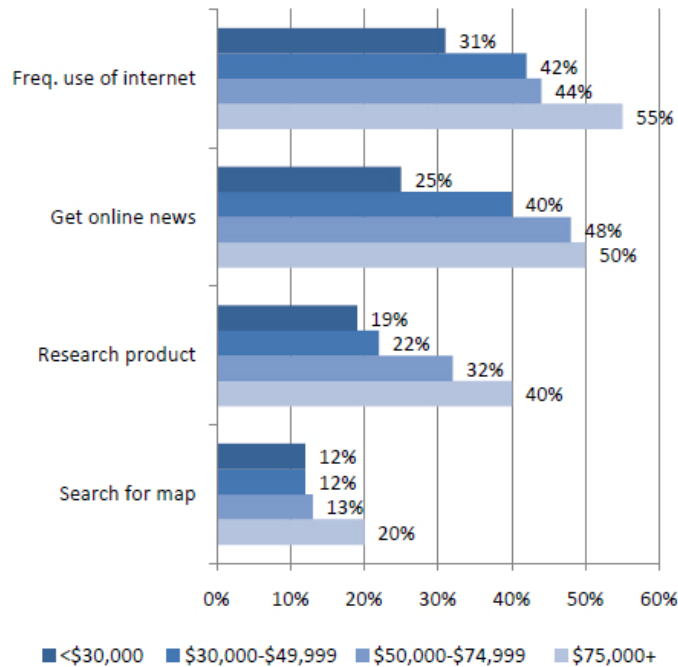
- More than 35 hours of video are uploaded to YouTube every minute, and it would take about 1,700 years to watch all the videos posted on the site. There are approximately 2 billion views on YouTube each day.
- More than 30 billion pieces of content are shared each month through Facebook.
- Wikipedia (English) contains 3,492,779 articles. This equates to approximately 1,473 volumes of Encyclopedia Britannica.
- In August 2010, 15.7 million internet searches were conducted (Google – 10.3 million; Yahoo – 2.7 million; Bing – 1.7 million; Ask – 598,000; AOL – 366,000)

**Technology ownership and internet use increases as household income increases. Other factors such as race, gender and educational level did not impact internet or technology use.**



Source: Pew Research Center's Internet & American Life Project, August 9-September 13, 2010 Tracking Survey. N=3,001 adults and the margin of error is +/- 2.5 percentage points.

**Comparison of internet users by income groups for online activities on any given day: seeking maps, products research, online news, and frequent use of internet**



Source: Pew Research Center's Internet & American Life Project, August 9-September 13, 2010 Tracking Survey. N=3,001 adults and the margin of error is +/- 2.5 percentage points.

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