

CAÑADA COLLEGE ENVIRONMENTAL SCAN

Version One
October 3, 2006

Population Trends

San Mateo County

San Mateo County's racial and ethnic composition is undergoing marked change. From 1990 to 2004 the proportion of the county's White population decreased from 71.9 percent to 58.8 percent. The county's Black population decreased by half from 5.4 percent to 2.5 percent. Asians increased from 15.5 percent to 22.4 percent of the county's population. Citizens identifying themselves as "some other race" increased from 5.4 percent to 11.0 percent. Persons of Hispanic or Latino ethnicity increased from 17.6 to 21.9 percent over this time.¹

County population will increase statewide by 41.3 percent from the year 2000 to 2030. San Mateo County's predicted growth rate (14.6%) is about one-third of California's forecasted growth. Of Bay Area Counties, only Alameda (40.5%) is expected to keep pace with overall state growth.¹

Fundamental shifts are occurring among age categories in San Mateo County. From 1990 to 2004, the proportion of residents aged 25 to 44 as a share of the county's population decreased from 35.9 percent to 29.8 percent while the proportion of 45 to 64-year-old increased from 20.4 percent to 27.1 percent. The 20 to 24-year-old age range--a prime college-going cohort--decreased from 7.2 percent to 5.2 percent.²

Although San Mateo County's median family income statistic exceeds both the California and United States average, wealth is not distributed evenly throughout the County. According to GIS available as part of this project maps there are pockets of extreme wealth in the area surrounding the college as well as pockets of little wealth.³

Eight percent (8.3%) of persons under 17 live in poverty in San Mateo County. The corresponding statistic for California is 19.6 percent.⁴

In the gap between aging baby boomers and "echo boomers" (those born between 1982 and 1995) will impact San Mateo County in fundamental ways by 2030. Offset by strong growth among Hispanics, these age ranges nonetheless will experience steep declines in overall numbers 34-35 (-13.8%), 35-39 (-14.8%), 40-44 (-13.6%), and 45-49 (-11.9%). Declines are steepest among Whites and somewhat less pronounced for Asians.⁵

San Mateo County is experiencing a drain in young adults. Nationally, two-thirds of the 50 largest metropolitan areas had fewer young adults in 2000 than in 1990. These cities now realize

that they've done little to appeal to the labor force that will shape their economic future: educated 25- to 34-year-olds.⁶

Two-thirds (66%) of the 57,500 immigrants to the United States residing in the Bay Area in 2003-04 were from Asia. Other regions included Europe (9.2%), Mexico (9.3%), Central America (5.8%), Africa (2.6%), Oceania (1.7%), Canada (1.3%), and the Carribean (0.3%). The top five countries were: China, PR (9,074), India (8,755), Phillippines (6,590), Vietnam (4,660), and El Salvador (2,067).⁷

English was the predominant language of 6 of 10 San Mateo households in 2004. Other languages spoken at home include Spanish (17.6%), Asian (14.9%), and other Indo-European (5.0%). By language group, these households reported that they spoke English "less than well": Spanish (46.7%), Asian (38.8%), and other Indo-European (25.6%).⁸

Eight percent of the population of San Mateo County aged 16 to 64 report a disability.⁸ Cañada college will need to continue to provide appropriate assistance to students who enroll with disabilities.

Redwood City

Within a 10-mile radius of Cañada College, the proportion of Hispanics under the age of 14 are roughly double the proportion of Whites and Asians. In contrast, the proportion of Whites aged 50 or more exceed the proportion of Asians and doubles the proportion of Hispanics.⁹

Median household income is highest in a 2-mile radius of Cañada College (2005 = \$184,724) than it is in a 10-mile radius (\$151,955).¹¹ Both figures, however are considerably higher than household incomes typically associated with community college attendance on the national level.

Psychographic research shows that about 87 percent of the lifestyles within a 10-mile radius of Cañada to be dominated by affluence and upscale tastes. One segment, termed "high society," is active--financially, civically, and physically. They watch little television, participate in public activities, and are active users of the Internet. A second segment, "upscale avenues," are also well educated with above-average earnings, but prefer to live in denser housing developments. The third affluent segment is known as "solo acts," a lifestyle that well-educated, working professionals who either attend college or already hold a degree. This group has considerable discretionary income and few commitments; they travel extensively abroad.¹²

Another important psychographic segment for the College is "global roots," accounting for about 7 percent of lifestyles that are especially marked by diversity. These households are young with modest incomes and tend to rent in multi-unit dwellings. Half of all households have immigrated to the United States within the past 10 years and are dominated by the presence of

children. These households are less likely to have home PCs but just as likely to use cell phones.¹³

A small segment of lifestyles with a 10-mile radius of the College includes “retirement communities,” a group with lower than average median incomes and who tend to watch television more than use the Internet.¹⁴

Employment

National

In the United States, it takes two incomes to provide the standard of living that one income provided 30 years ago.¹⁵ Work time, family time, and traffic congestion all conspires to impact community college attendance by working-age adults.

An impending national labor shortage is predicted for the year 2010 when there will be 167.8 million available jobs in the U.S. economy but only 157.7 million workers to fill them. Most of these jobs will be in the service sector.¹⁵

Nearly 80 percent of all new jobs created to 2012 in the United States require an Associate’s degree or less. The predominate mode of training employees is “on the job training,” suggesting that community colleges need to partner closely with private employers to provide efficient training programs. In the main, 8 of 10 new jobs do not require a bachelor’s degree.¹⁶

The ways in which Americans work are shifting dramatically. Leading this shift is the nearly 38 million Americans in many diverse fields who create for a living, known as the “Creative Class.” The rise of the Creative Class, now thought to number more than 30 percent of the total U.S. workforce, has and will continue to produce fundamental economic change.¹⁷ In 2006, it is also more than likely that the jobs associated with the Creative Class may be outsourced to overseas destinations, thus impacting Cañada College’s interface with the job pipeline.

California

There are marked differences in the California workforce. Among working-age adults, about 52 percent of Hispanics/Latinos do not have a high school credential, compared to 8 percent of whites. At the other end of the spectrum, only 12 percent of working-age Hispanics/Latinos have a college degree, compared with 46 percent of working-age whites.¹⁸

If, as could occur, the average educational level of the California workforce declines, California’s personal income per capita is projected to drop from \$22,728 in 2000 to \$20,252 in 2020—a decline of 11 percent or \$2,476 (in inflation-adjusted dollars), the largest drop in the nation. This projection reverses a trend that saw the state’s per capita income grow by 30 percent from 1980 to 2000.¹⁹

Counting related-service jobs, manufacturing in California accounts for 3.5 million jobs, or over 30 percent of all jobs in the state. However, approximately 1 million California manufacturing jobs are “up for grabs” as employers debate moving their operations to other states or offshore. California’s competitive advantage may lie in it’s location near the point of sale for many products and even more to a high-skilled workforce.²⁰

California, the average manufacturing job paid \$53,700 in 2003, a full 33 percent more than the average service sector job salary of \$40,700.²¹

The Bay Area has a much higher concentration of knowledge-based occupations – especially professional and executive positions – than the nation as a whole. And its percentage of computer, math, and engineering jobs is twice the national average. Some 37% of its adult residents have at least a bachelor’s degree, compared to 24% nationwide, and one in six has a graduate or professional degree. Core skills include building and managing global businesses, innovating in products, services and business models, and creating new industries.²²

San Mateo County

Forty-three percent of Bay Area CEO’s are planning to increase their workforce by the end of 2006 while 48 percent will maintain their current levels. The most activity is occurring in San Mateo County, where 57 percent of respondents will enlarge their work force and only four percent will cut back, the best ratio in the nine counties. At the same time, executives indicate that trouble finding new employees in the nine counties and an even harder time attracting them for outside the region due to the cost of housing.²³

In comparison with California, San Mateo County is home to a significantly higher proportion of managers and professionals (42.2 v 35.3%) and fewer blue collar workers (6.3 to 11.3%).²⁴

Forty-two percent (n=148,003) of San Mateo County’s work-age residents commute to jobs outside the county. Of this number, almost 72 thousand commute to San Francisco County; 55 thousand commute to Santa Clara County; and nearly 15 thousand commute to Alameda County.²⁵

An almost identical number of workers commute to San Mateo County (n=147,283) as commute to work outside the County. Forty-three thousand commute from San Francisco County; 40 thousand commute to Santa Clara County; and 33 thousand commute to Alameda County.

It is estimated that traffic congestion in the San Francisco-Oakland area resulted in 72 hours of extra travel time for peak period travel in 2003, up from 30 hours in 1982. The total annual cost of congestion is calculated at \$2.6 billion or \$631 per person.²⁶ The latter statistic is nearly identical to the cost of tuition and fees to attend Cañada College.

Redwood City

Workers living within a 10-mile radius of Cañada College are predominately white collar: management/business/financial accounts for 22.6 percent of the workforce while professionals (21%), sales (11%), administrative support (11%), and services (12%) account for the remainder of White Collar employment. Blue Collar employment accounts for 12 percent of the total and includes construction (5%), transportation and material moving (3%), and production (3%).²⁷

The area surrounding Cañada College continues to develop as a center for high technology. Recent hiring in Silicon Valley indicates the beginning of a rebound. A survey of CEO's of technology firms indicates that more than half (56%) expect hiring to be better in 2006 than in 2005 (37%).²⁸

Oracle Corporation in Redwood City announced plans in mid-February, 2006, to eliminate 2,000 jobs or about 3.5 percent of its workforce.²⁹

Housing

San Mateo County

Median house prices in San Mateo County continue to increase. In 2000, the median price was \$469,200. By 2004 the median price was \$678,433, an increase of 44.6 percent over four years.³⁰ Signs are, however, that a slowdown in the housing market may be looming; Bay Area home sales plunged in January 2005 to the lowest level in five years.³¹

The median monthly rental price for a 2-bedroom apartment in San Mateo County is \$1,536. Observing the principle of not paying more than 30 percent of gross income for shelter, it would take \$61,440 annual income to afford this apartment.³²

Education Levels

Nationwide

Opportunities in the middle class are shrinking for those without college. In 1967 almost half of families headed by high school dropouts, and 70 percent of those headed by high school graduates, were in the middle class. By 2004, only a third of dropouts' families and half of high school graduates' families were still in the middle class. Virtually all who had left had fallen below \$28,000 mark defining middle class.³³

California

More than a sixth of the young adults (18- to 24-year-olds) in California have less than a high school education. This group, estimated to number 980,000, is larger than the share of new students predicted to enter the state's community college system as a result of Title Wave II.³⁴

Fewer than 18,000 General Education Diplomas (GEDs) were awarded to California 18- to 24-year-olds in 2000. The 3.1 percent ratio of GED awards to those with less than a high school education (18- to 24-year-olds only) places California at 49th of the 50 states on this measure.³⁵

San Mateo County

The education level of the adult population has been on an upward trajectory in San Mateo County since 1990. By 2004 there were fewer proportions of county residents at the lowest levels of education and more at the highest levels. The proportion of adults with bachelor's degrees or higher in 2004 is 43.3 percent compared to 31.3 percent in 1990. Both statistics are significantly higher than corresponding California and national statistics.³⁶

Redwood City

According to 2005 Census estimates, Redwood City adults are less likely to have earned bachelor or professional degrees than adults throughout San Mateo County.³⁷

Secondary Schools

National

At the national level, only 68 percent of ninth graders graduate from high school in four years, and only 18 percent complete an associate's degree within three years after entry into a community college or a bachelor's degree within six years of enrolling in a 4-year college. Baccalaureate degree attainment rates for Latino and African-American young adults—the fastest-growing population groups in our country—are less than half of those for white and Asian-Pacific Islanders.³⁸

Statewide

Nearly 40,000 first-time freshmen admitted to the California State University System—60 percent of the cohort-- require remedial education in English, mathematics or both. The system has set a goal of reducing the proportion of first-time freshmen who need remedial help to 10 percent or less by fall 2007.³⁹

San Mateo County and Redwood City

With few exceptions the number of high school students in San Mateo County is trending upward, especially the southern portion of the County. Sequoia Union High School District experienced 17 percent growth from 1995-96 to 2004-05; during the same time San Mateo Union High School District grew by 5 percent. In rank order those high schools nearest to Cañada College: Carlmont +35 percent, Menlo-Ahteron +18 percent, Sequoia +17 percent, Woodside +6 percent, and Redwood High -20 percent. The overall county growth in secondary enrollments is in pace with statewide growth for this period (16%).

The number of first-time freshmen entering Cañada College from feeder high schools since 2000 has declined slightly.⁴⁰

Few differences in college readiness exist among high school juniors from the two districts adjacent to Redwood City who voluntarily sit for the CSU System's Early Assessment Program. Sixty-six percent of Sequoia Union High juniors qualified as ready for college-level mathematics while 69 percent of San Mateo Union High School were. The gap between readiness for college-level English was consistent; 32 percent of Sequoia District students were qualified

while 34 percent of the San Mateo Union District juniors qualified. Statewide percentages for college mathematics was 56 percent and English was 25 percent.

More than 19,000 public school students in San Mateo County are classified as English Learners, students whose primary home language is not English and who lack a level of listening comprehension, speaking, reading and writing to succeed in the K through 12 curriculum. There are twice as many English learners enrolled in the Sequoia High School District (n=1,604) as in the San Mateo Union High School District.⁴¹

There was a gap between Sequoia Union High School District (721) and San Mateo Union High School District (772) in API (Academic Performance Index) in 2005. Both districts exceed their negotiated target.

Early college models in use by leading community colleges have shown great promise in increasing the number of low-income students who will access higher education. Expansion of this model bears serious consideration by Cañada College and its partner secondary schools.⁴²

Community Colleges

National

Nationwide, community colleges are meeting unprecedented demand for their services in the face of flattened traditional public financial support, forcing them to seek new revenue streams to maintain and expand programs.

Most students whose parents have had high levels of postsecondary education attend community colleges for the purpose of transferring to a 4-year college. In contrast, first-generation community college students tend to attend to improve job skills and obtain an associate degree.⁴³

First-generation community college students are more likely to be women, older than traditional college age, employed full time, and to support dependents living at home.⁴⁴

Private donations to community colleges appear to be on the rise as more two-year institutions develop fund-raising programs. In the 2003-4 fiscal year, 100 public two-year institutions surveyed by the Council for Aid to Education raised \$122.4-million, up from the \$93.3-million raised by 86 community colleges surveyed the year before.⁴⁵

There is a rising demand for a host of services that community colleges can provide. There is already unmet demand for instruction in English as a second language, and it will be further fueled by an expanding immigrant population, which has reached the highest proportion of the U.S. population in three-quarters of a century.

Statewide

The demand for higher education in California is projected to grow by more than 700,000 students in California in this decade. Three-fourths of this growth will occur in the state's community colleges.⁴⁶

Enrollment by first-time freshmen aged 19 and younger is trending upward in California community colleges⁴⁷

It is estimated that California community colleges turned away some 175,000 students in 2003-4 during the state's fiscal crisis -- and resulting budget cuts and tuition increases. Community colleges experienced a 1.7-percent reduction in their state appropriations in 2003-4.⁴⁸

California community colleges received a 12.4 budget percent increase in 2005-06 over the previous year, more than double the public appropriations to the University of California and California State University systems.⁴⁹

Within a 60-mile radius of Redwood City there are 59 postsecondary institutions at the two-year level or less. These include 28 public institutions, 11 not-for-profit schools, and 20 for-profit providers. Community colleges are by far enjoy the largest market share among these institutions by enrolling more than 300,000 students compared to nearly 13,000 for all other providers.⁵⁰

Higher Education and Public Policy

The Western and Southern states, which are experiencing rapid growth in their college-age populations, will have ballooning numbers of qualified students clamoring at the doors of two-year colleges for access to higher education. This has already happened in California.

Between 2004 and 2010, California is expected to see demand for higher education rise by more than 700,000 students--roughly comparable to total college enrollments in Illinois. Capacity questions for the state's community colleges, in particular, could worsen because of California State University's decision to cap enrollment, a first for the system.⁵¹

A recent report estimates that 1.5 million students who would probably have been awarded Pell Grants in 2003-04 did not apply for them, up from the estimated 850,000 who missed out on aid in 1999-2000. The number of low-income students who did not file for federal financial aid rose from 1.7 million to 1.8 million, or 28 percent of low-income students.⁵² The potential for Cañada College to recruit students who may not realize that they can receive Pell Grants should not be overlooked as a way to increase enrollment, especially among minority groups.

Just over one-half (52 percent) of all undergraduates are independent students and represent roughly two-thirds of community college students (64 percent) and part-time students (67 percent) in American Higher Education. The needs of these students—who are considered by the

federal government to be financially independent of their parents--frequently take a back seat to those of traditional undergraduates.⁵³

Of the 20 million students enrolled at degree-granting colleges in 2015, one out of 10 now attends a for-profit college. That 10-percent market share is more than double the 4-percent figure of a decade ago.⁵⁴

Abolishment of the federal 50-percent rule which heretofore has prevented any college that enrolls more than 50 percent of its students at a distance or provides more than half of its courses via distance education from participating in federal student-aid programs will spur a boom in online programs at traditional colleges, as well as the creation of for-profit businesses specializing in cybereducation.⁵⁵

Nationwide, the numbers and percentages of community college transfers students are higher at higher at elite 4-year institutions than at their private counterparts. Overall, however, access for community-college transfers is quite limited at public institutions. Data suggest a median enrollment rate of community-college transfer students at elite public institutions of less than 4 percent.⁵⁶

The Bush Administration recently recommended a \$500 million cut in federal funds for vocational education in 2006-7, from \$1.3 billion to \$800 million. Excluded are \$105 million tech-prep education state grants, five million for tech prep demonstration funds and \$23 million for incarcerated youth education.⁵⁷ Lack of tech-prep funds, in particular, will disadvantage community college efforts to reach into secondary schools.

Evolving accreditation standards are aggressive in gearing colleges toward developing clear and measurable learning outcomes. In addition, the emergence of diverse student populations in age, goals, background, and economic status requires colleges to explore a variety of teaching modalities and hiring practices.

The Spellings Commission has recommended standardized testing for college students. The testing would be meant to measure the quality of higher education in the United States.

Technology and Learning

Incoming students to higher education are increasingly computer literate and carry expectations for colleges to enhance their access to new technology. Technology-based course delivery will require increased resources.

It is estimated that five million college students are now taking courses online.⁵⁸

Almost 40% of schools offering face-to-face associate's degree programs also offer them online.⁵⁹

Online enrollments reached a mark of 2.35 million students in 2004, the most recent year for which figures are available.⁶⁰

The overall percent of schools identifying online education as a critical long-term strategy grew from 49% in 2003 to 56% in 2005. The largest increases were seen in Associates degree institutions where 72% now agree that it is part of their institution's long-term strategy, up from 58% in 2003.⁶¹

Institutions that put full programs online are four times as likely to perceive that they've had overwhelming success in eLearning than institutions focused at the individual course level.⁶²

Today's teenagers are unlike any previous generation in their exposure to technology: 100 percent use the internet to seek information, 94 percent use the internet for school research, 41 percent use email and Instant Messaging to contact teachers and schoolmates about school work, 81 percent email friends and relatives, 70 percent use Instant Messaging to keep in touch and 56 percent prefer the internet to the telephone.⁶³

Also known as "Millennials," children born between 1982 and 2002, approach learning in new ways. Their preference is to learn: with technology, with each other, online, in their time, in their place, and by doing things that matter.⁶⁴

The \$100 laptop computer now promised for developing countries will drive down further the cost of wireless educational networking in the United States. Florida is now considering a statewide purchase of these laptops for their community college students.

The use of cellphones by students is widespread. Students use them to check voice mail, send text messages, and generally to stay in touch with friends and family. Cellphones have the capacity to do much more in an educational environment, however. Cutting edge colleges and universities provide interfaces so that students can check grades, check the availability of study rooms, and see transportation and event schedules.⁶⁵

There is clear evidence of a digital divide based on education. Twenty-nine percent of American adults who have not graduated from high school have access to the Internet, compared with 61 percent of high school graduates and 89 of college graduates.⁶⁶

The digital divide is also reinforced by age. Twenty-six percent of Americans aged 65 and older go online, compared with 67 percent of those of those aged 50-64, 80 percent of those aged 30-49, and 84 percent of those aged 18-29.⁶⁷

Race is also influences the digital divide. Fifty-seven percent of African-Americans go online, compared with 70 percent of whites.⁶⁸

Redwood City

Estimates of technology use by households in a 10-mile radius of Redwood City include: 84 percent of households have access to the Internet, 72 percent have access in their homes, and 78 percent of all households own a personal computer.⁶⁹

Sources Environmental Scan

1. U.S. Census Bureau data from 1990, 2000, and 2004.
2. U.S. Census Bureau data from 1990, 2000, and 2004.
3. Laura Jensen, GIS maps produced for Voorhees Group LLC, February 2006.
4. U.S. Census Bureau. Small Area Income & Poverty Estimates. Retrieved February 16, 2006, at <http://www.census.gov/cgi-bin/saipe>
5. California Department of Finance. Population Projections by Race/Ethnicity for California and Its Counties 2000-2050. Retrieved February 16, 2006, at http://www.dof.ca.gov/HTML/DEMOGRAP/DRU_Publications/Projections/P1.htm
6. USA Today, October 10, 2003. <http://www.usatoday.com/educate/et/ET10.10.2003.pdf>.
7. U.S. Immigration Service, 2004 Yearbook of Immigration Statistics. Table 3. Retrieved February 16, 2006, at <http://uscis.gov/graphics/shared/statistics/yearbook/YrBk04Im.htm>
8. U.S. Census Bureau. American Community Survey, 2004.
9. ERSI market research prepared for Cañada College
10. Ibid.
11. Ibid.
12. Ibid.
13. Ibid.
14. Ibid.
15. Warren, E. & Warren, A. (2003). The Two-Income Trap: Why Middle-Class Mothers and Fathers Are Going Broke. Cambridge, MA: Basic Books.
15. Toosi, M. (2002, May). A century of change: the U.S. labor force, 1950 to 2050. Monthly Labor Review. Bureau of Labor Statistics, U.S. Department of Labor: Washington, D.C. Retrieved November 4, 2005 at <http://www.bls.gov/opub/mlr/2002/05/art2full.pdf>
16. U.S. Department of Labor, Bureau of Labor Statistics (February, 2004). Occupations with the largest job growth, in Occupational employment projections to 2012. Retrieved November 3, 2005 at <http://www.bls.gov/emp/emptab4.htm>.

17. Florida, Richard (2002). *The Rise of the Creative Class and How It's Transforming Work, Leisure, Community, and Everyday Life*. New York: Basic Books.
18. National Center for Public Policy and Higher Education (2005, November). *Policy Alert Supplement*. Retrieved February 12, 2006, at www.highereducation.org/reports/pa_decline/states/CA.pdf
19. National Center for Public Policy and Higher Education (2005, November). *Policy Alert Supplement*. Retrieved February 12, 2006, at www.highereducation.org/reports/pa_decline/states/CA.pdf
20. Bay Area Economic Forum (2005, March). *One Million Jobs at Risk: The Future of Manufacturing In California*. Retrieved September 9, 2006 at <http://www.bayeconfor.org/keypub.htm>
21. Bureau of Labor Statistics; *Quarterly Census of Employment and Wages*
22. Bay Area Economic Forum (2006, February). *The Innovation Economy: Protecting The Talent Advantage*. Bay Area Economic Profile. Retrieved September 7, 2006 at <http://www.bayeconfor.org/keypub.htm>
23. Bay Area Council (2006, May). *Bay Area CEOs' Report Biggest Hiring Plans Since Dot-Com Bust, According To New Bay Area Council Survey*. Retrieved September 18, 2006 at <http://www.bayareacouncil.org>
24. U.S. Census Bureau data from 2004.
25. U.S. Census Bureau. *County-To-County Worker Flow Files*. Retrieved February 16, 2006, at <http://www.census.gov/population/www/cen2000/commuting.html#CA>
26. Texas Transportation Institute. *2005 Urban Mobility Report*. Retrieved February 16 at http://mobility.tamu.edu/ums/congestion_data/tables/san_francisco.pdf
27. ESRI op. cit.
28. O'Brien, C. Valley CEOs 'bullish' on hiring for 2006. More jobs were added in '05 than expected. February 17, 2006, Mercury News. Retrieved at <http://www.siliconvalley.com/mld/siliconvalley/13897472.htm>
29. San Francisco Examiner (2006). Oracle says job cuts could cost \$800 million, http://www.sfexaminer.com/articles/2006/02/16/business/20060216_bu01_oracle.txt
30. U.S. Census Bureau. *American Fact Finder*. Retrieved February 15, 2006, at <http://factfinder.census.gov>

31. McAllister, S. Home sales hit 5-year low, but Bay Area Median Prices Rise in January. February 17, 2006, Mercury News. Retrieved at <http://www.siliconvalley.com/mld/siliconvalley/13897470.htm>
32. Housing Leadership Council of San Mateo County Fact Sheet. Retrieved February 16, 2006, at <http://www.hlcsmc.org/site/hlcsmc/section.php?id=67>
33. Carnevale, A. P. (2006, September 22). Discounting Education's Value. *Chronicle of Higher Education*, B7-B9.
34. Hayward, G.C., Jones, D. P., McGuinness, A.C., Jr. & Timar, A. (2004, May). Ensuring Access with Quality to California's Community Colleges. National Center for Public Policy and Higher Education.
35. Hayward, G.C., Jones, D. P., McGuinness, A.C., Jr. & Timar, A. (2004, May). Ensuring Access with Quality to California's Community Colleges. National Center for Public Policy and Higher Education.
36. U.S. Census Bureau data from 1990, 2000, and 2004.
37. U.S. Census Bureau. American Fact Finder. Retrieved September 28, 2006 at <http://factfinder.census.gov>
38. National Center for Public Policy and Higher Education (2005, July). The Need for State Policy Leadership. Retrieved February 12, 2006, at <http://www.highereducation.org>
39. California State University System (September, 2006). Early Assessment Program. Retrieved September 21, 2006 at <http://www.calstate.edu/eap/>
40. California Postsecondary Education Commission. Retrieved February 15, 2006, at <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>
41. California Department of Education Educational Demographics Unit (September, 2006). Number of English Learners by Language. Retrieved September 21, 2006 at <http://dq.cde.ca.gov/dataquest/>
42. See, for example, Early College High School Initiative. <http://www.earlycolleges.org>
43. American Association of Community Colleges (2005). Faces of the Future: A Portrait of First-Generation Community College Students. Retrieved September 19, 2006 at http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/FacesoftheFuture/FacesoftheFuture.htm
44. American Association of Community Colleges (2005). Faces of the Future: A Portrait of First-Generation Community College Students. Retrieved September 19, 2006 at

http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/FacesoftheFuture/FacesoftheFuture.htm

45. Strout, E. Community Colleges Struggle When It Comes to Soliciting Private Donations. Volume 52, Issue 23, Page A25. Retrieved February 17, 2006, at <http://chronicle.com/weekly/v52/i23/23a02501.htm>

46. Hayward, G. C., Jones, D. P., McGuinness, A.C., Jr. & Timar, A. (2004, May). Ensuring Access with Quality to California's Community Colleges. National Center for Public Policy and Higher Education

47. California Postsecondary Education Commission. Retrieved February 15, 2006, at <http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

48. Chronicle of Higher Education (June, 2004). In Some State Budgets, Community Colleges Fare Better Than 4-Year Institutions. Volume 50, Issue 42, Page A30.

49. Chronicle of Higher Education (January, 2006). State Appropriations for Higher Education, 2005-6. Volume 52, Issue 19, Page A27

50. National Center for Education Statistics. IPEDS College Opportunities On-Line. Retrieved February 16, 2006, at <http://nces.ed.gov/ipeds/cool/>

51. Chronicle of Higher Education (February, 2005). In some states, enrollments will just keep growing. Volume 51, Issue 25, Page B10

52. American Council on Education. Missed Opportunities revisited: New information on students who do not apply for financial aid. Issue Brief, February 2006. Retrieved February 14, 2006, at <http://www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm&ContentFileID=1374>

53. Wei, C.C., Nevill, S., and Berkner, L. (2005). Independent Undergraduates: 1999–2000 (NCES 2005-151). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved February 11, 2006, at <http://nces.ed.gov/das/epubs/2005151/executive2.asp>

54. Blumenstyk, G. Higher education 2015: For-profit outlook. Chronicle of Higher Education. Volume 52, Issue 14, Page A14. Retrieved February 17, 2006, at <http://chronicle.com/weekly/v52/i14/14a01401.htm>

55. Carnevale, D. Rule change may spark online boom for colleges. Chronicle of Higher Education, Volume 52, Issue 22, Page A1

56. Wyner, J. (2006, February). Educational equity and the transfer student. Chronicle of Higher Education, Volume 52, Issue 23, Page B6
57. Office of Management and Budget. Budget of the United States Government Fiscal Year 2007. Retrieved February 9, 2006, at <http://www.whitehouse.gov/omb/budget/fy2007/>
58. Brown, J. Online degrees slowly losing academic stigma. Denver Post, Monday, January 16, 2006, 1B & 5B.
Title of article. Title of periodical, volume number, pages.
59. Sloan Foundation. Growing by Degrees: Online Education in the United States, 2005. Retrieved February 2, 2006, at <http://www.sloan-c.org/resources/survey.asp>
60. Sloan Consortium (2005). Growing by Degrees: Online Education in the United States, 2005. Retrieved September 18, 2006 at <http://www.sloan-c.org/publications/survey/index.asp>
61. Sloan Foundation, Growing by Degrees: Online Education in the United States, 2005. Retrieved September 6, 2006 at <http://www.sloan-c.org/publications/survey/survey05.asp>
62. Alliance for Higher Education Competitiveness (2005). Achieving Success in Internet-Supporting Learning n Higher Education. Retrieved September 18, 2006 at http://www.a-hec.org/IsL_orig_study.html
63. Lenhart, A., Madden, M. & Hitlin, P. (2005, July). Teens and technology: Youth are leading the transition to a fully wired and mobile nation. Retrieved February 17, 2006, at http://www.pewinternet.org/pdfs/PIP_Teens_Tech_July2005web.pdf.
64. Casey, S. 21st Century Learners. Apple Computers. Retrieved February 17, 2006, at <http://www.coe.uh.edu/courses/practicum-sum04/longhorn/21stCenturyLearner.ppt>.
65. Chronicle of Higher Education (2006, September). The Wired Campus. p. A33
66. Pew Internet and American Life Project (2005, October). Digital Divisions. Retrieved February 9, 2006, at http://www.pewinternet.org/PPF/r/165/report_display.asp
67. Pew Internet and American Life Project (2005, October). Digital Divisions. Retrieved February 9, 2006, at http://www.pewinternet.org/PPF/r/165/report_display.asp
68. Pew Internet and American Life Project (2005, October). Digital Divisions. Retrieved February 9, 2006, at http://www.pewinternet.org/PPF/r/165/report_display.asp
69. Market Research, ESRI.