

## EDUCATION TREND STATEMENTS

Trend Statement #1: Between 2004 and 2013, Will County is projected to have a 68% increase in its K-12 enrollment, the second largest percentage growth in the state.

Trend Statement #2: Between 2005 and 2014, the largest projected% change in Illinois K-12 enrollment by ethnicity will be among Latinos (127%) and Asians (38%).

Trend Statement #3: Between 2002 and 2006, community college students both nationally and at JJC were younger and full-time.

Trend Statement #4: State support for higher education in Illinois in the future is uncertain, but will likely be lower than in the past and not likely to be able to keep up with commitments in the future.

Trend Statement #5: Nationally and at JJC, community college students are less likely to apply for and receive financial aid than students at four-year institutions, especially low-income students.

Trend Statement #6: Evidence as to how prepared high school students are for college is mixed. Two trends are evident in this area: 1) There is evidence of an increasing gap between high school and college expectations for learning and curriculum. 2) Many students defined as underprepared have attended community colleges and there is no evidence to suggest this will not continue.

Trend Statement #7: The future community college workforce will be characterized by increasing retirements and more minority and women members.

Trend Statement #8: Between 2003 and 2006, survey research indicated that education was and continues to be a top issue, along with Medicaid , among Illinois residents. Unemployment/jobs and state government issues became issues of higher concern among Illinois residents in 2009 and 2010.

Trend Statement #9: Survey research indicates that first-year college students continue to consider being well off financial an important life objective, but that non-financial objectives like raising a family and helping others are nearly as important.

Trend Statement #10: Learning is increasingly viewed as an active, life long process that is constructed over time. This contrasts with the old view of learning as a passive, episodic, and reductionist exercise. In addition, researchers are predicting that the knowledge and skills required today will increasingly lose their relevancy and be replaced by knowledge and skills more appropriate to the 21st century.

Trend Statement #11: Students are increasingly attending multiple institutions before completing their academic goals, sometimes at more than one institution during the same semester.

Trend Statement #12: More colleges are investing in programs and services that facilitate exposure to globalization, including increasing international student enrollment, encouraging study abroad, and incorporating a globalized perspective into the curriculum and student services.

Trend Statement #13: Due to enormous growth in linguistic minority and non-English speaking populations in the district, there will be a growth in the need for English as a Second Language (ESL) programs.

Trend Statement #14: The gender gap in enrollment and completion rates in community colleges will continue.

**Trend Statement #1: Between 2004 and 2013, Will County is projected to have a 68% increase in its K-12 enrollment, the second largest percentage growth in the state.**

**Rationale:**

The fastest growing counties in K-12 enrollment in Illinois are projected to be (2004 through 2013) (ISBE, 2004):

Rank	County	2004-2013% change
1	Kendall	127%
2	Will	68%
3	Boone	44%
4	McHenry	38%
5	Grundy	35%
--	All Illinois	0.6%

Three of these counties are in JJC's district: Will, Grundy, and Kendall.. Nearly all Illinois counties are projected to witness decreases in K-12 enrollment growth. As a result, nearly all of the K-12 enrollment growth in the state of Illinois over the next three to five years will be in the JJC district.

**Sources:**

Illinois State Board of Education. (2004, February). *Illinois Public School Enrollment Projects: 2004-5 to 2012-13*. Online:

[http://www.isbe.state.il.us/research/pdfs/public\\_school\\_enrollment.pdf](http://www.isbe.state.il.us/research/pdfs/public_school_enrollment.pdf)

**Trend Statement #2: Between 2005 and 2014, the largest projected% change in Illinois K-12 enrollment by ethnicity will be among Latinos (127%) and Asians (38%).**

**Rationale:**

According to the Western Interstate Commission on Higher Education (WICHE, 2003), the projected percent change in Illinois K-12 enrollment by ethnicity between 2005-06 and 2013-14 is projected to be (for public school enrollments only):

Rank	Race	2006-2014 % change
1	Latino	127%
2	Asian	38%
3	African-American	3%
4	All Races	3%
5	White	-10%

*\*Public school enrollment only.*

The Illinois State Board of Education (ISBE, 2004) also notes similar trends in their projections:

Year	% White	% Black	% Asian	% Latino
2006	56.3%	20.6%	3.9%	19.2%
2009	53.8%	19.9%	4.3%	22.0%
2013	51.2%	18.0%	5.1%	25.7%

WICHE (2003) notes the % change in K-12 enrollment in Illinois by income between 2006 and 2013:

Income Category	2006-2013 % change
\$0-\$20,000	3.2%
\$20,001-\$50,000	3.4%
\$50,001-\$100,000	6.2%
\$100,001 and over	8.2%

**Sources:**

Illinois State Board of Education. (2004, February). *Illinois Public School Enrollment Projections: 2004-5 to 2012-13*. Online: [http://www.isbe.net/research/pdfs/public\\_school\\_enrollment.pdf](http://www.isbe.net/research/pdfs/public_school_enrollment.pdf).

Western Interstate Commission on Higher Education. (2003, December). *Knocking at the Door: Projections of High School Graduates by State, Income, and Race/Ethnicity*. Online: <http://www.wiche.edu/Policy/Knocking/1988-2018/>. (data files available in the report).

**Trend Statement #3: Between 2002 and 2009, community college students both nationally and at JJC were younger and full-time.**

**Rationale:**

Between 1991 and 2001, the median age of community college students decreased (Adelman, 2005):

Year	% under 22	Median age
1991	32%	26.5
1993	35%	24.5
1997	39%	24.0
2001	42%	23.5

As the following chart from the U.S. Department of Education (2010) illustrates, enrollment at community colleges has become younger over the last decade:

Age Category	Fall 1999		Fall 2007		1999-2007 % Change
	Number	% of Total	Number	% of Total	
All Students	5,339,449	100.0%	6,324,119	100.0%	18.4%
Under 18 years	238,778	4.5%	438,727	6.9%	83.7%
18-19 years	1,115,026	20.9%	1,420,458	22.5%	27.4%
20-21 years	843,389	15.8%	1,051,120	16.6%	24.6%
22-24 years	682,085	12.8%	849,650	13.4%	24.6%
25-29 years	686,818	12.9%	803,655	12.7%	17.0%
30-34 years	462,108	8.7%	479,153	7.6%	3.7%
35-39 years	407,699	7.6%	375,103	5.9%	-8.0%
40-49 years	546,974	10.2%	526,340	8.3%	-3.8%
50-64 years	229,299	4.3%	287,124	4.5%	25.2%
65 years and over	58,638	1.1%	59,668	0.9%	1.8%
Age unknown	68,635	1.3%	33,121	0.5%	-51.7%

**Sources:**

Adelman, C. (2005, February). *Moving Into Town and Moving On: The Community College in the Lives of Traditional-Age Students*. U.S. Department of Education. Online: <http://www.ed.gov/rschstat/research/pubs/comcollege/index.html>.

U.S. Department of Education National Center for Education Statistics. (2010). *Digest of Education Statistics data files*. Online: <http://nces.ed.gov/programs/digest/>

**Trend Statement #4: State support for higher education in Illinois in the future is uncertain, but will likely be lower than in the past and not likely to be able to keep up with commitments in the future.**

**Rationale:**

Overall, states will be challenged to meet the service demands of the future, particularly in light of current tax structures and expenditure patterns (see Economics Trend #11 for further rationale and sources). Many researchers have highlighted the challenges higher education continues to confront (Boyd, 2002; Hovey, 1999; Jones, 2003; Jones, 2006; Jones, 2007; Katsinas, 2005).

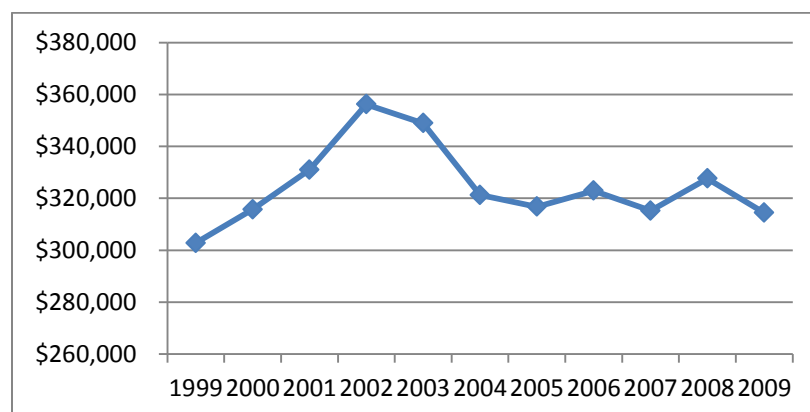
There is a shift in public attitudes about who the main beneficiary of higher education is from society toward individuals. As a result, taxpayer sentiment is increasingly toward putting the costs of higher education (and other public services) on users as opposed to taxpayers (St. John & Parsons, 2005).

Illinois puts forth low tax efforts towards higher education. In 2010, Illinois devoted, in taxes, \$5.56 per \$1,000 in per capita income towards higher education (Mortensen Seminar, 2010). This amount is the lowest in 45 years for Illinois. In 2008, the Illinois effort was \$6.85, compared to a national rate of \$7.40 (NCHEMS, 2010). Overall, however, tax effort levels are either in line with or slightly below other states. However, other states do not have the structural deficit and fiscal issues as Illinois.

There is increasing competition from other state fiscal drivers, including Medicaid, prisons, and K-12 education. For instance:

- State support for prisons in Illinois rose 172% in the 1990s, compared to 72% for higher education (JJC, 2004).
- Tax appropriations for higher education, after adjusting for inflation, only grew by approximately 5% in Illinois between 1997 and 2007, the 12th smallest change in the nation (Mortensen, 2007).
- In 1991, Illinois spent 13% of its budget on higher education. In 2007, that percent was less than 10% (JJC, 2004).
- State appropriations for Illinois public community colleges have been flat over the last decade, as demonstrated by the table below (IBHE, 2010). After adjusting for inflation, Illinois appropriations in 1999 \$386,168 (in thousands) by 2009, much less than was actually awarded.

*State Appropriations for Community Colleges in Illinois, 1999-2009*



**Sources:**

Boyd, D. (2002, October). *State Spending for Higher Education in the Coming Decade*. National Center for Higher Education Management Systems. Online: [http://www.higheredinfo.org/analyses/State\\_Spending.doc](http://www.higheredinfo.org/analyses/State_Spending.doc).

Hovey, H. (1999, July). *State Spending for Higher Education in the Next Decade: The Battle to Sustain Current Support*. National Center for Public Policy and Higher Education. Online: <http://www.highereducation.org/reports/hovey/hovey.shtml>.

Illinois Board of Higher Education. (2010). *Finance Databook Tables*. Online: <http://www.ibhe.org/Data%20Bank/DataBook/default.asp>

Joliet Junior College Office of Institutional Research & Effectiveness. (2004, July). *State Support for Joliet Junior College and Higher Education in Illinois*. Online: [http://www.jjc.edu/admin/ie/information/Finance/State\\_Support\\_JJC\\_Higher\\_Ed.pdf](http://www.jjc.edu/admin/ie/information/Finance/State_Support_JJC_Higher_Ed.pdf).

Jones, D. (2003, February). *State Shortfalls Projected Throughout the Decade: Higher Ed. Budgets Likely to Feel Continued Squeeze*. National Center for Public Policy and Higher Education. Online: [http://www.highereducation.org/pa\\_0203/pa\\_0203.pdf](http://www.highereducation.org/pa_0203/pa_0203.pdf).

Jones, D. (2006, February). *State Shortfalls Projected to Continue Despite Economic Gains: Long-Term Prospects for Higher Education No Brighter*. National Center for Public Policy and Higher Education. Online: [http://www.highereducation.org/reports/pa\\_shortfalls/State\\_Shortfalls.pdf](http://www.highereducation.org/reports/pa_shortfalls/State_Shortfalls.pdf).

Jones, D. (2007). *State Shortfalls Projected to Continue Despite Economic Gains: Long-Term Projections for Higher Education No Brighter*. Issue Paper for the U.S. Department of Education, Secretary of Education's Commission on the Future of Higher Education. Online: <http://www.ed.gov/about/bdscomm/list/hiedfuture/reports/jones.pdf>.

Katsinas, S. G. (2005). Increased Competition for Scarce State Resources. In J. C. Palmer & S. G. Katsinas (Eds.), *Sustaining Financial Support for Community Colleges* (pp. 19-31). San Francisco: Jossey Bass.

Mortensen Seminar on Public Policy Analysis of Opportunity for Postsecondary Education. (2007, January). *State Tax Fund Appropriations for Higher Education: 1961-2007*. *Postsecondary Education Opportunity*, no. 175.

Mortensen Seminar on Public Policy Analysis of Opportunity for Postsecondary Education. (2010). *State Reports*. Online: <http://www.postsecondary.org/peocountry.asp>

National Center for Higher Education Management Systems. (2010). *Higheredinfo.com*. Online: <http://www.higheredinfo.org>

St. John, E.P., & Parsons, M.D. (2005). *Public Funding of Higher Education: Changing Contexts and New Rationales*. Baltimore: Johns Hopkins University.

**Trend Statement #5: Nationally and at JJC, community college students are less likely to apply for and receive financial aid than students at four-year institutions, especially low-income students.**

**Rationale:**

- The number of students who missed receiving a Pell Grant simply because they did not apply for financial aid increased from 850,000 in 2000 to 1.5 million in 2004 (ACE, 2006).
- With the exception of low-income students (who continued to be less likely to apply for financial aid), the percent of community college students who did not apply for financial aid decreased from 67% in 2000 to 55% in 2004 (Romano & Millard, 2005).
- Despite enrolling many more low-income and first-generation students, 14% of JJC students received a Pell Grant in 2008 – compared to 13% at Harvard University (U.S. Department of Education, 2010). In fact, JJC and other community colleges are much less likely to apply for and receive financial aid than students at four-year private and public universities in Illinois (JJC, 2005).
- Research shows that community college students, in general, lack the social know-how and guidance to navigate complex college structures and processes, and in particular financial aid (Deil-Amen & Rosenbaum, 2005).

**Sources:**

American Council on Education. (2006, February). *Missed Opportunities Revisited: New Information on Students Who Do Not Apply for Financial Aid*. Online: <http://www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm&ContentFileID=1374>

Del-Amen, R., & Rosenbaum, J.E. (2005). The Social Prerequisites of Success: Can College Structure Reduce the Need for Social Know-how? In *The Annals of the American Academy of Political and Social Science* (no. 586).

Joliet Junior College Office of Institutional Research and Effectiveness. (2005). *JJC Students and College Finances*. Online: <http://www.jjc.edu/about/college-info/institutional-research/Documents/tuition-fin-aid/college-finances-jjc-students.pdf>

Romano, R., & Millard, T. (2005, June). *If Community College Students are So Poor, Why Do Only 16.9% of Them Receive Pell Grants?* Cornell Higher Education Research Institute. Online: [http://www.ilr.cornell.edu/cheri/wp/cheri\\_wp72.pdf](http://www.ilr.cornell.edu/cheri/wp/cheri_wp72.pdf).

U.S. Department of Education, Integrated Postsecondary Education Data System. (2010). *Analysis of Finance Data*. Online: <http://nces.ed.gov/ipeds/>

**Trend Statement #6: Evidence as to how prepared high school students are for college is mixed. Two trends are evident in this area: 1) There is evidence of an increasing gap between high school and college expectations for learning and curriculum. 2) Many students defined as underprepared have attended community colleges and there is no evidence to suggest this will not continue.**

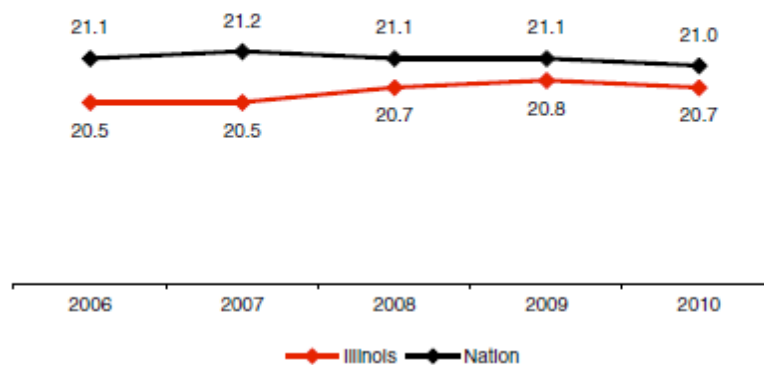
**Rationale:**

1) Increasing gap between high school and college in preparedness:

According to the ACT (2010a) Condition of Career and College Readiness report for Illinois, 23% of Illinois ACT test takers in 2010 met all four benchmarks for college readiness, compared to 24% of test takers nationally. In regard to the four areas, 64% of test takers met the college readiness benchmark for English, 40% for math, 48% for reading, and 27% for science (ACT, 2010a). An ACT (2010c) report found that students who are less prepared for college in terms of meeting the college preparedness curriculum established by ACT are more likely to leave college early and do poorly academically. A 2007 report from ACT (2007) found that no more than 75% of students who completed the core curriculum for college preparedness were still not prepared for college.

Nationally, ACT scores rose gradually between 2002 and 2007, but have declined every year since then (ACT, 2010b). Average ACT scores in Illinois are generally lower than national averages and slightly decreased between 2009 and 2010, after several years of steady increases, as demonstrated by the chart below from ACT (2010a):

*ACT Composite scores, 2006–10*



There is more activism at policy levels in this trend. The National Governors Association (NGA) and Council of State School Chief Officers recently completed the development of core standards for high school students. The standards “define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs” (NGA, n.d.).

## 2) Underprepared students at community colleges:

Underprepared students are much more likely to attend a community college (Adelman, 2005). This is primarily due to the fact that many students who do not complete a “core curriculum” that prepares one for college are more likely to attend a community college. Adelman (2005), for instance, found that 44% of students whose highest level of math attend a community college, compared to 11% of students who attend a four-year institution. 40% of calculus-completers first attended a four-year institution, compared to only 8% who attended community colleges (Adelman, 2005). Lack of access to academic resources, delay of entry, and lower socio-economic status were also found to be correlated with attendance at a community college (Adelman, 2005).

A report from the Alliance for Excellent Education (2006) wrote “community colleges already bear the greatest share of the remediation burden, and trends indicate that their responsibilities in this arena are likely to grow” (p. 2). In Bailey and Morest’s 2006 book, *Defending the Community College Equity Agenda*, the authors highlight remediation and the community college and note substantial math deficiencies, underpreparedness being expanded to limited-proficiency English speakers, lower levels of academic achievement among community college students, little use of centralized developmental education strategies, and little integration into learning communities or curriculums.

### **Sources:**

ACT. (2007). *Rigor at Risk*. Online: <http://www.act.org/research/policymakers/reports/rigor.html>

ACT. (2010a). *Condition of Career and College Readiness: 2010 Report for Illinois*. Online: [http://act.org/news/data/10/index.html?utm\\_source=homelink&utm\\_medium=web&utm\\_campaign=cccr10](http://act.org/news/data/10/index.html?utm_source=homelink&utm_medium=web&utm_campaign=cccr10)

ACT. (2010b). *National Score Trends*. Online: [http://act.org/news/data/10/trends.html?utm\\_campaign=cccr10&utm\\_source=data10\\_leftnav&utm\\_medium=web](http://act.org/news/data/10/trends.html?utm_campaign=cccr10&utm_source=data10_leftnav&utm_medium=web)

ACT. (2010c). *Minding the Gap: How College Readiness Narrows Achievement Gaps in Student Success*. Online: <http://www.act.org/research/policymakers/reports/mindthegaps.html>

Adelman, C. (2005). *Moving Into Town and Moving On: The Community College in the Lives of Traditional-aged Students*. U.S. Department of Education. Online: <http://www2.ed.gov/rschstat/research/pubs/comcollege/index.html>

Alliance for Excellent Education. (2006, August). *Paying Double: Inadequate High Schools and Community College Remediation*. Online: <http://www.all4ed.org/files/archive/publications/remediation.pdf>

Bailey, T., & Morest, V.(Eds.). (2006). *Defending the Community College Equity Agenda*. Baltimore: Johns Hopkins University.

National Governors Association. (n.d.). *Common Core Standards*. Online: <http://www.corestandards.org/>

**Trend Statement #7: The future community college workforce will be characterized by increasing retirements and more minority and women members.**

**Rationale:**

The labor force in general will be made up of more minority groups and women in the next 10 to 20 years (see Labor Force trend statement #7 for rationale and sources).

Females now make up a majority of executive staff and full-time faculty at community colleges and at higher rates than four-year institutions. Nationally, females make up about 54% of executive/administrative staffing and full-time faculty. This is in contrast to females at four-year public and private institutions, where they make up about 49% and 45% of executive/administrative staff and only 39% and 39% of full-time faculty (U.S. Dept. of Ed., 2009).

Minorities are making progress in full-time faculty and executive/administrative positions in all of higher education, but rates are still relatively low. 20% of executive/administrative staff and 17% of full-time faculty at community colleges come from minority populations. These rates are comparable to public four-year institutions (U.S. Dept. of Ed., 2009).

In 2001, 80% of community college presidents reported they would retire in 7-10 years. In the same year, nearly half of full-time community college faculty stated they would retire in the next five years. In 2001, 75% of community college board members were over the age of 50; only 5% were less than 40 years old. The percent of community college presidents who were male decreased from 85% in 1984 to 57% in 2000. In 2000, about 15% of U.S. community college faculty were from minority groups, compared to about 10% in 1988 (AACC, 2001).

**Sources:**

American Association of Community Colleges. (2001). *The Critical Impact of Impending Retirements on Community College Leadership*. Online: [http://www.aacc.nche.edu/Content/ContentGroups/Research\\_Briefs2/LeadershipBrief.rev2.pdf](http://www.aacc.nche.edu/Content/ContentGroups/Research_Briefs2/LeadershipBrief.rev2.pdf).

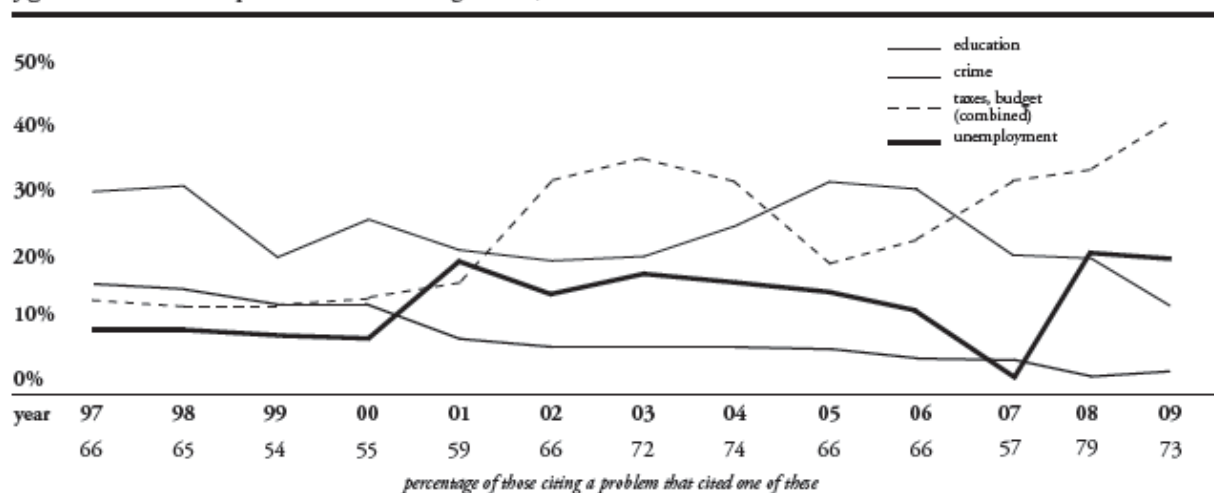
U.S. Department of Education, National Center for Education Statistics. (2009). *Digest of Education Statistics*. Online: <http://nces.ed.gov/programs/digest/>

**Trend Statement #8: Between 2003 and 2006, survey research indicated that education was and continues to be a top issue, along with Medicaid , among Illinois residents. Unemployment/jobs and state government issues became issues of higher concern among Illinois residents in 2009 and 2010.**

**Rationale:**

For most of the 2010's, education and health care were rated as top issues of concern among Illinois residents. According to the annual Northern Illinois University (2010) policy survey of Illinois residents, however, state government issues (budget, taxes, and corruption) and unemployment/jobs have become matters of more concern. The table and chart below from the policy survey report highlight this (p. 1):

*figure 1 The Most Important Problem Facing Illinois, 1997-2008*



*table 1 The Top Issues This Year vs. The Past Seven Years*

	2009	2008	2007	2006	2005	2004	2003
State Budget	32 %	22 %	17 %	13 %	10 %	15 %	28 %
Corruption	19	5	3	13	4	2	N/A
Jobs/Unemployment	18	21	3	10	13	17	12
Taxes	13	12	15	10	9	11	5
Education	11	20	20	30	32	25	17
Health Care	11	9	14	17	11	11	3
Economy	8	19	2	3	4	4	4
Elected Leadership	4	17	9	4	N/A	N/A	N/A

**Sources:**

Northern Illinois University. (2010). *2010 Policy Survey*. Center for Governmental Studies. Online: <http://www.cgsniu.org/>

**Trend Statement #9: Survey research indicates that first-year college students continue to consider being well off financial an important life objective, but that non-financial objectives like raising a family and helping others are nearly as important.**

**Rationale:**

As the table below demonstrates, first-year students rate “being very well off financially” as an objective very important or essential in life. Furthermore, this number has increased in the last five years. However, areas like helping others who are in difficulty, improving one’s understanding of other cultures, developing a meaningful philosophy of life, and environmental activism have also increased. The table below outlines the data and is adapted from The Chronicle of Higher Education (2010) and Pryor, et al. (2009). It should be noted that this particular survey is limited to students at four-year institutions.

Area (considered very important or essential in life)	2004	2009
Being very well off financially	73.60%	78.10%
Raising a family	75.10%	74.70%
Helping others who are in difficulty	62.40%	69.10%
Becoming an authority in my field	58.30%	58.50%
Improving my understanding of other countries/cultures	42.70%	49.40%
Developing a meaningful philosophy of life	42.10%	48.00%
Influencing social values	38.30%	42.10%
Becoming successful in a business of my own	41.00%	41.90%
Keeping up to date with political affairs	34.30%	36.00%
Becoming a community leader	30.70%	35.80%
Helping to promote racial understanding	29.70%	33.10%
Participating in a community-action program	21.50%	29.80%
Becoming involved in programs to clean up the environment	17.50%	26.90%
Making a theoretical contribution to science	17.80%	21.60%
Influencing the political structure	19.70%	20.80%
Creating artistic work (painting, sculpture, decorating, etc.)	15.60%	16.20%
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	15.10%	16.10%
Writing original works (poems, novels, short stories, etc.)	15.1	16.00%

**Sources:**

Chronicle of Higher Education. (2010, January). *This Year’s Freshman at Four-year Colleges*. Online: <http://chronicle.com/article/This-Years-Freshmen-at-4-Year/63672/>

Pryor, J., Hurtado, S., DeAngelo, L., Blake, L., & Tran, S. (2009). *The American Freshman: National Norms for 2009*. University of California at Los Angeles, Higher Education Research Institute.

**Trend Statement #10: Learning is increasingly viewed as an active, life long process that is constructed over time. This contrasts with the old view of learning as a passive, episodic, and reductionist exercise. In addition, researchers are predicting that the knowledge and skills required today will increasingly lose their relevancy and be replaced by knowledge and skills more appropriate to the 21st century.**

**Rationale:**

Research has documented how historical notions of learning have shifted. These notions are outlined in the table below and from the sources listed below.

Old Notions of Learning	New Notions of Learning
Learning is organized around calendars, courses, and degrees. Curriculum is delivered through discrete courses that emphasize seat time and credits.	Learning is organized around the learner's needs, not the institution's. Learning is based on stated learning goals.
Credentials verify learning.	Learning is verified through multiple methods and means.
Technology is pushed into learning environments.	Technology is pulled into learning environments.
Technology leads learning efforts.	Technology follows learning goals.
Technology provides a competitive advantage.	Technology is a commodity.
The goal of technology is to manage systems and processes (planning).	The goal of technology is to develop intellectual capital (learning).
Learning takes place in the midst of a loose collection of programs and services that may or may not lead to learning.	Learning takes place in an environment that is more intentional - programs are linked together by open and integrated systems.
Knowledge is transferred from the faculty to students.	Knowledge is jointly constructed in multiple ways.
Primary mode of learning is knowledge and comprehension, primarily through memorization.	Primary mode of learning is analysis, synthesis, and evaluation, and is constructed over time.
Student goals centered on obtaining grades and credentials.	Students goals centered on learning goals.
Assessment is norm-referenced.	Assessment is criterion-referenced.
Competitive and individualistic learning context (working together is equated with cheating).	Collaborative and cooperative learning context (students who work together learn more).
Students are taught that time matters in the world of work (9-5).	Students are taught that competency and productivity matters; seat time is increasingly irrelevant.
Learning is geographically fixed.	Geographically is increasingly irrelevant.
Knowledge is objective.	Knowledge has subjective and value-laden aspects.
The instructor is the authoritative deliverer of content. Learners receive what is given.	The instructor creates an environment that facilitates learning and shared responsibility.
Learning is solely individually constructed.	Learning is socially constructed.
Learning occurs through memorization and repetition of facts.	Learning integrates information in a deeply embedded manner.
Learning is hard-work, dull, and closed from other life experiences.	Learning is fun, exciting, engaging, and integrated into other life experiences.
Intelligence is the preview of quantitative analysis, objectivity, value-neutrality, and rationality. It is tapped through the cerebral nature of the mind and as individuals.	There are multiple forms of intelligence and multiple ways of evaluating it. It can be tapped through the emotional and social forms of the world.

**Sources:**

Carr, N. (2004). *Does IT Matter?* Boston: Harvard University.

Carr, N. (2010). *The Shallows: What the Internet is Doing to Our Brains*. New York: W.W. Norton.

Fink, L. D. (2003). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. San Francisco: Jossey Bass (p. 12; 19).

Gardner, H. (2007). *Five Minds for the Future*. Boston, MA: Harvard Business School.

Johnstone, S. (2006). *Advancing Campus Efficiencies*. San Francisco: Anker.

Kezar, A. (2005). What Do We Mean by Learning in the Context of Higher Education? In A. Kezar (Ed.), *Organizational Learning in Higher Education* (pp. 49-59). San Francisco: Jossey Bass.

Miles, C. L., & Wilson, C. (2004). Learning Outcomes for the Twenty-First Century. In A. M.

Serban & J. Friedlander (Eds.), *Assessing Student Learning Outcomes* (pp. 87-100). San Francisco: Jossey Bass.

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**Trend Statement #11: Students are increasingly attending multiple institutions before completing their academic goals, sometimes at more than one institution during the same semester.**

**Rationale:**

Research has documented that students are increasingly attending multiple institutions. One author described this situation as “swirling and double-dipping.” There are also differences by sectors and student types (McCormick, 2003; Peter, Cataldi, & Carroll, 2005):

- 47% of community college students have attended more than one institution, compared to 37% of four-year college students. There are no differences in co-enrolling (or double-dipping) between community college and four-year students.
- Younger students are more likely to attend multiple institutions.
- Students with more risk factors are less likely to attend multiple institutions or be co-enrolled.

**Sources:**

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**Trend Statement #12: More colleges are investing in programs and services that facilitate exposure to globalization, including increasing international student enrollment, encouraging study abroad, and incorporating a globalized perspective into the curriculum and student services.**

**Rationale:**

- Community colleges have seen growth in international student enrollment (Chen, 2009). Between 2005 and 2010, the number of international students at U.S. community colleges increased from 81,869 to 94,175 (Institute of International Education, 2010).
- The last decades of interdependency among nations have broadened to definition of community. The successful worker of the present and future is a global citizen, cognizant and respectful of other cultures, knowledgeable of various world languages, interested in experiencing cultures outside the home country, and committed to peaceful transformation. Colleges and universities have been revitalized in part by aggressively recruiting and retaining international students (ACE, 2002).
- Undergraduate study abroad is considered by higher education experts to be the next step in the evolution of U.S. higher education (ACE, 2002).
- International students and faculty help to bring global perspectives and understanding to the campus and surrounding communities (CED, 2006).
- College budgets increase revenues through international students' tuitions and fees (ACE, 2002).

**Sources:**

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Committee for Economic Development, (2006). *Education for Global Leadership: The Importance of International Studies & Foreign Language Education for U.S. Economic & National Security*.

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**Trend Statement #13: Due to enormous growth in linguistic minority and non-English speaking populations in the district, there will be a growth in the need for English as a Second Language (ESL) programs.**

**Rationale:**

In 2000, the percent of Will County residents (502,266) born in a country outside the U.S. was 7.1% (35,715). By 2008, those numbers has increased to 660,482 Will County residents and 76,232 born outside the U.S., for a percentage of 11.5%. While the county population grew by 32% during this period, the foreign born population grew by 113% (U.S. Census Bureau, 2010).

The number of people who speak a language other than English at home also grew during the same time period. In 2000, 55,124 people spoke a language other than English at home. That number increased to 116,805 by 2008 – an increase of 112%. Spanish witnessed the most growth, growing from 32,352 in 2000 to 70,333 in 2008 – an increase of 117% (U.S. Census Bureau, 2010).

**Source:**

U.S. Census Bureau. (2010). *American Fact Finder*, data tables.  
<http://factfinder.census.gov/home/saff/main.html? lang=en>

**Trend Statement #14: The gender gap in enrollment and completion rates in community colleges will continue.**

**Rationale:**

Females are projected to continue to dominate enrollments in higher education. Males in higher education are projected to grow by about 10% between 2007 and 2018. Females are projected to grow by about 20% and make up 60% of all higher education enrollment (U.S. Dept. of Ed., 2009).

Females are projected to continue to dominate the number of awarded credentials in higher education. In 2008, females earned about 62% of associate degrees, 57% of bachelor's degrees, 61% of master's degrees, about half of doctorate degrees, and 51% of doctorate degrees (U.S. Dept. of Ed., 2009).

**Sources:**

U.S. Department of Education, National Center for Education Statistics. (2009). Digest of Education Statistics. Online: <http://nces.ed.gov/programs/digest/>