2004-2008 Strategic Plan

Community College of Philadelphia

2003 ENVIRONMENTAL SCAN
Current External Issues

The Environmental Scan Taxonomy was developed as a structure to organize external issues for consideration in the College's 2003 Environmental Scan Report.

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Early Draft of Environmental Scan Trends

The following tables provide a first draft of environmental trends that may require consideration in the next Strategic Plan. These trend factors were derived from the Environmental Scan Library, discussions held by the Data Quality Task Force, and October 13, 2003 Planning Roundtable Discussions

1 Current Higher Education Environment

1A Changing instructional technology

- The use of Instructional Technology is changing rapidly, e.g. video conferencing is changing to streaming video.

- Rapidly evolving technology is increasing the variety and choice for instructional delivery models. The requirement to make effective instructional use of new technology is creating growing expectations for faculty development opportunities.

- The increased utilization of technology and web based instruction leads to new and creative instructional models geared toward the new and different learning styles of the student population.

- "Hybrid" instruction, blending traditional classroom-based instruction with online instruction, is growing as an instructional option in higher education.

- With the increase in hybrid courses, all courses (traditional and on-line) may be required to have access to a web-based instructional platform like Blackboard.

- Students are showing a growing preference for asynchronous learning opportunities.

- There is an increased demand for accelerated degrees (non-traditional time-frame), as well as online degree completion capabilities.

- Distance education has become a very useful and efficient way for students to get the education needed to advance in their careers.

- Greater incorporation of technology skills requires that incoming students have or immediately develop computer competencies.

- Maintaining and updating instructional technology will place growing pressures on college budgets.

- Instructional materials sold by textbook manufacturers are increasingly incorporating distance learning resources. This will add to the options faculty members have to deliver courses in alternative formats.

- The growth of distance learning instructional strategies will require a companion effort to develop online academic support services such as online tutoring and online advising.

- Many programs potentially offered by the College will require heavy investments in equipment and specialized faculty. In order for these programs to be successfully offered, collaborations with other colleges, universities and/or private industry will be required.

- Many of the emerging educational programs' needs will be high-cost. Financially feasible delivery these programs will require some form of shared program arrangement with other colleges and universities or private sector firms.

- Technology will continue to change at an accelerated rate. In order to avoid over-investment in non-current technology, better methods of anticipating technology changes will be required.

1B   Increasing competition and change among educational providers

- Private management of portions of the Philadelphia school system is changing the culture of public education in Philadelphia.

- Relocation of the Board of Education to 440 N. Broad St creates greater opportunities for collaboration between CCP and the public school system.

- There will continue to be a high turnover of teachers in the Philadelphia public schools.

- Program delivery strategies will continue to evolve requiring the development of new educational partnerships for the College.

- Colleges that make it possible for students to earn certificates and associate degrees entirely through distance learning will present growing competition to those schools offering degrees through primarily traditional methods.

- The presence of the for-profit colleges and universities will continue to grow and provide increasing competition for traditional higher education institutions.

- For increased cost-effectiveness, convenience, and efficiency, more employers are offering their own in-house training or engaging private providers.

- Four-year colleges will continue to reduce their commitment to providing developmental education.

- The current contraction in the Philadelphia Parochial School system may impact on student recruitment and programmatic relations with CCP.

- Two-year colleges are experiencing a competitive recruitment advantage as the absolute dollar gap between four-year and two-year tuition is growing and State and Federal financial aid is not absorbing the difference.

- Increasingly, students will view themselves as learners not affiliated with a specific education institution, with their educational needs that can be met in a variety of venues.

- The Internet facilitates comparison shopping for educational programs and services.

- The growth of distance learning opportunities will create increased pressures for institutions to establish procedures which ensure that distance learning and traditionally taught classes have the same academic standards and student outcomes.

- The Community College of Philadelphia's traditional competitive advantage, low cost, may be largely offset by the for-profit sector, where flexibility and

convenience will potentially offset the pricing advantage which the College has.

- Financial pressures at other institutions will allow Community College of Philadelphia to remain a comparative bargain for parents and students with respect to tuition and fees, and potentially make it eligible for more funding by the state because of its low average cost per student.

- Competition to get into four-year colleges will continue to increase, creating a growing cohort of individuals who may turn to community colleges in order to begin their college education.

- Students will consider a growing number of options in their decisions about the institution in which they will enroll. Achieving student engagement in the education process, i.e., delivering the programs and services in formats that meet the students' needs will become essential for the College to attract and retain students.

- The globalization of the educational market creates multiple opportunities for the Community College of Philadelphia: new markets from which potential students can be recruited; campus enrichment through the infusion of international students; and expanded cultural experience opportunities for students and staff through faculty and student exchange programs and study abroad opportunities.

- Image enhancement in an increasingly competitive higher education market will become a key issue for colleges to address. Image issues will impact on the colleges' abilities to fulfill their roles in such areas as faculty recruitment, employer perception of students as potential employees, and fundraising.

- External pressures for institutional change will require new methods within the institution for thinking about and responding to change in order to ensure that the College remains an effective and dynamic institution over time. Traditional approaches to decision making may render the College non-responsive in a dynamic competitive environment.

- Public institutions are acting more like "For Profits". Programs need to be profitable and meet the needs of their constituencies. Many colleges are modeling the University of Phoenix's R&D approach to developing piloting programs and encouraging innovative thinking

1C   Employers' and transfer institutions' expectations

- There will be an increased selectivity at four-year colleges in admitting community college transfers as four-year institutions reach capacity enrollments, decreasing the incentive for automatic "bridge" programs from a two-year to a four-year school.

- The new SSHE Chancellor will bring changes to the state system that will impact upon transfer relationships between institutions. For example, changes in the General Education requirement at four-year schools will impact CCP's transfer

credit and articulation agreements.

- All students should have proficiency in core technology skills and basic software; both employers and four-year institutions will require them.

- The efforts underway at area four-year colleges to diminish their commitment to remedial and developmental education are expected to continue, pushing CCP to deliver increased services in this area. From an image perspective, this can be either a positive or negative development, depending on how the College's role is described and presented to the general community.

- Growing concerns about terrorism and safety management issues will create multiple new program opportunities for the College in such areas as security and safety management, and foreign language skills development.

- Employers are indicating they value literacy, critical thinking, public speaking, problem-solving, interpersonal skills, and job readiness in addition to specific job related skills.

- The need for short-term accelerated programs to enhance employment skills will continue to grow. Existing course-work may potentially be restructured into packages which meet these needs, e.g., creation of a writing institute.

- Students with meaningful internship experiences, while in college, will continue to be at a significant advantage in entering the workplace after higher education.

1D Students' educational expectations

- There is a growing expectation by adult students that colleges will credential life-experiences and non-credit course work.

- Cost considerations will increasingly influence students' decisions about education. An increasing number of high schools are opting to offer advanced placement programs to reduce the cost of college attendance.

- Reverse-transfer will continue to grow. Growing numbers of students with prior higher education experience will enroll at the College.

- Increasingly students will expect to have access to accelerated programs.

- Older adults are increasingly looking to higher education as an opportunity for new learning as well as cultural and social experiences in their later years.

- The lack of preparation for students coming to the College from Philadelphia high schools will continue to place demands on the college's developmental education services and encourage programs such as the Blue and Gold Program with Drexel University.

- Students are demanding a greater degree of accountability from their educational institutions for the delivery of promised educational services. Nationally, these

demands have been tested in the courts, resulting in several large settlements in favor of the students.

- There are growing expectations by students that faculty will incorporate technology into instruction and be knowledgeable in real world applications of technology.

- Students expect to gain knowledge that will be practical and applicable to their specific job/career goals.

- Students expect convenient services and administrative functions (nights, weekends, Internet), easy access to information, 24/7 support services, and quick response to resolve problems.

- Many students are seeking career oriented educational programs with immediate employment potential.

- There are rapidly changing societal expectations for how higher education courses and programs are delivered. Flexibility in terms of instructional strategies and time formats will become essential for a college to remain competitive.

- The traditional mission dichotomy between transfer and career education programs in place at most community colleges is becoming increasingly blurred. More and more students seek both employment related educational experiences and the flexibility to transfer. This will create a growing conflict with state funding mechanisms which typically provide a premium for career programs.

- Growing demands for many types of educational services will place potential demands on the College that are greater than the College's current resources are capable of addressing. Higher education institutions in general and the College specifically will need mechanisms to establish priorities to determine which educational needs will be addressed.

- Students' satisfaction with their community college experience as well as the low-cost nature of instructional programs offered by community colleges is creating growing pressures on two-year institutions to deliver four-year programs, either through direct offering of the programs, or on-site collaboration with four-year colleges and universities.

- Highly advertised alternative models of delivery for higher education, such as those used by University of Phoenix, will create awareness on the part of educational consumers about new degrees of freedom available in selecting higher education programs and greater expectations for institutional responsiveness.

- The requirement to respond to the development of new programs and services will inevitably force the institution to diminish efforts in areas that are less relevant to students at the present than they once were.

1E   Accreditation and accountability standards

- Quantitative performance indicators will become more important for accreditation and funding.

- Growing expectations for educational accountability is creating a need for stronger partnerships and consortia arrangements with secondary schools and four-year schools.

- Accreditation standards will continue to evolve as the technologies used in instruction evolve.

- The growth of distance learning opportunities will create increased pressures for institutions to establish procedures which ensure that distance learning and traditionally taught classes have the same academic standards and student outcomes.

- Increasingly, funding sources and accreditors of programs will expect that educational providers be able to demonstrate specific evidence of student performance capabilities.

2   Political and Governmental Policy Areas

2A   Federal, State, and local revenue and tax patterns

- Concerns about high city taxes may create pressures to reduce taxes as well as spending by the city government potentially reducing the College's support from the City.

- In Pennsylvania, community college funding will compete with funds going toward public K-12 education and the elderly. The relative lack of clout held by community colleges will place them at political disadvantage.

- Gambling and other sin taxes may become important sources of revenue.

- State policy makers will become increasingly more deliberate in their decisions about providing additional funds to higher education; and appear to be moving toward a greater expectation for student and family self-pay, increasing student dependency on financial aid.

- Increasing pressure on public revenues caused by limited growth in tax revenues and strong community demands for other types of public goods will increase finance pressures on higher education

2B   Federal, State, and local expenditure priorities

- Welfare to work is completing its first five-year cycle after which recipients will not be eligible to participate in education as fulfillment of an employment related obligation.

- Increased federal expenditures are focused on defense, homeland security and health; higher education as a federal priority appears to be diminishing.

- Federal workforce development programs are expected to continue to provide funds for community college programs.

2C   Federal, State higher education funding policies

- Shrinking financial resources and increasing accountability may necessitate greater programmatic cooperation among Pennsylvania community colleges.

- Increased tuition and other new funding sources will be required to sustain the College's base budget. City and State funding sources will not be adequate.

- The state remains unwilling to make a permanent commitment to funding school youth in college programs, thus impairing long term program planning.

- A national trend is emerging to establish tuition differentials that reflect, for

example: time of delivery, ability to pay, cost of program.

- Private and public foundation spending is decreasing. Foundation support for higher education may be constrained do to the perception that there have been few visible outcomes from social dollars spent in higher education. For example, United Way realigned its focus of spending to infants and children up to age four in the hope of developing a healthier population.

- Funding will be increasingly tied to accountability and performance.

2D   Changing political agenda

- There is growing movement at the Federal level to regulate growth in higher education costs by creating strong institutional disincentives for large tuition and fee increases.

2E   Federal and State financial aid policies

- There is a growing expectation that students will be responsible for a greater portion of the cost of their education.

- The 120 cumulative credit limit in Federal financial aid programs is increasing the pressure at four-year schools for two-year programs to be limited to 60 credits.

- PHEAA is used by students at private institutions more so than public institutions, therefore increases in PHEAA may not help community colleges.

- There is growing pressure at the Federal level to control financial aid expense by controlling tuition and fee increases implemented by higher education.

- Students, especially middle class students, will become increasingly more dependant on loans as a source of funding to pay for their educational experience. Increasingly, students and their parents will require detailed assistance with financial planning to pay for education. Timely and complete information about federal and state financial aid programs will be essential to successful student recruitment efforts.

2F   Federal and State regulations

- Data integrity and security issues will place growing technical and financial demands on higher education.

- Student Right to Know reporting issues will continue to grow and place increasing burdens on institutions of higher education.

- Dollars will increasingly be associated with 1) data collection, 2) accountability, 3) assessment, and 4) tangible and quantifiable outcomes.

- External accountability pressures will continue to grow. Deficiencies in such areas

as the management of the financial aid program can potentially have highly adverse impacts on the College's future funding.

3   Labor and Economic Trend Areas

3A   Employment opportunities

- Many of the job opportunities for which the College provides educational programs will be located outside the city.

- The growth of service industry employment opportunities in the Philadelphia region will continue to expand and influence the nature of career programs that should be offered by the College.

- Health care will remain a major growth industry in Philadelphia. There are conflicting views regarding whether the Philadelphia region will continue to sustain its health care prominence (number of hospital beds) or if hospitals will be forced to merge/downsize. Expansion will not be in hospital care but in home care and geriatric care.

- A growing number of hospital beds are in surplus but the number of medical procedures is increasing, and the direction of expansion is out-patient care. Out-patient facilities require large numbers of highly-trained, technical, non-medical personal, e.g. Medical Imaging.

- Employment opportunities in temporary positions will grow.

- There are growing employment opportunities in paralegal professions, tourism, technology (software, nano-technology, entertainment industry), security service, and healthcare.

- Individuals with multiple skill sets will have a distinct advantage in finding employment.

- Workers increasingly require educational preparation that allows them to move easily from one employment situation to another.

- There are more new employment opportunities in small to medium size companies than large companies. Many start-up firms are prospering and growing.

- Laid-off workers require retraining to acquire higher levels of skill sets e.g. Education, Allied Health, para-technical fields, tourism.

3B   National economic patterns

- Jobs in the health-care market will continue to change. There will be a growing need for multi-skilled workers. This may necessitate a cross training approach in the Allied Health programs.

- Labor market conditions are blurring the traditional role of transfer and career associate degree programs.

- Economic improvement is evidenced in the gradual rise on in the stock market. As wealth grows, philanthropy is expected to improve

- Many jobs traditionally located in the United States are moving overseas, causing

employment opportunities in the United States to be redirected to new areas where the United States has a competitive advantage.

3C   Regional economic patterns

- Health care, pharmaceuticals, science-related, and technology businesses are likely to maintain a strong hold in the Philadelphia region.

- New employment opportunities in the Philadelphia region will exceed those in the City of Philadelphia.

- Cut backs in public transportation could affect the ability of City residents to get to jobs in the larger metropolitan area.

- The specific regional strengths and employment trends as outlined by Bendis, in his October 13, 2003 presentation to the College, will directly influence the nature of programs that the College will need to develop and/or strengthen over the next decade.

3D   Employer skill expectations for new and continuing employees

- The continued internationalization of business will increase emphasis on the need for students to develop international business and multicultural skills.

- To meet employer expectations with respect to higher education, there is a growing need for the college to revise, update, and/or develop programs more quickly.

- Development of a more educated work force in Philadelphia will become essential in order to meet employer needs and to attract new business and industry to the Philadelphia area.

- Employers consistently indicate that they value literacy, critical thinking, and job readiness in addition to specific job related skills.

- Many of the skills expected by employers are not routinely taught by colleges and universities; e.g. work ethics, punctuality, and professionalism.

- There is a growing expectation that students' skills will be validated by such means as program accreditation and certification exams.

- Many employers value employees who are trained not only in their specific job duties, but who are cross-trained to work in other areas.

- Many employers expect a high degree of technical competency in a specific area.

- Many employers will require that all new employees are proficient in core technology skills and basic software.

- The uncertainty on the part of many employers with respect to the nature and quality of the programs and the services that are available from the College will remain a continuing problem impeding the College's ability to service the business and industry sector well.

- Evolving employer expectations for entering capabilities of new employees may force a reconsideration of the College's general education goals for students.

- Effective advisory committees and better use of regional man-power data will become essential for the College to anticipate future programmatic needs. Current approaches to development of programs and services may be too reactive and based upon incomplete information to be effective in the future.

3E   Employer strategies for skills development of employees' skills

- Continuing education continues to be important for employees to stay current in their specific career fields.

- For increased cost-effectiveness, convenience, and efficiency, more employers are offering their own in-house training or engaging private providers.

3F   Impacts of technology in the work place

- There is a growing need for more educational programs that enable employees to upgrade skills and advance to higher levels in their current occupations.

- Some level of computer skills have become a minimum requirement for most jobs.

- Technology makes the work place transient and interchangeable. Life-long job mobility will characterize future employment. People will work in a variety of settings throughout their lifetime.

- Evolving technology in the work place increasingly requires employee retraining.

- The technology focused workplace is vulnerable to privacy issues, security issues, and dependency issues (electricity, power supply).

- Technology based workplace increases opportunities for employees working off-site via telecommuting.

The 15 Occupations Generally Requiring an Associate's Degree
with the Largest Projected Job Growth between 1998–2008
U.S. Department of Labor

1	Registered Nurses
2	Computer Support Specialists
3	All Other Health Professionals and Paraprofessionals
4	Paralegals and Legal Assistant
5	All Other Engineering Technicians and Technologists
6	Dental Hygienists
7	Electrical and electronic Technicians and Technologists
8	Medical Records and Health Information Technicians
9	Respiratory Therapists
10	Physical Therapy Assistants and Aides
11	Radiologic Technologists and Technicians
12	Science and Mathematics Technicians
13	All Other Legal Assistants, Including Law Clerks
14	Cardiovascular Technologists and Technicians
15	Occupational Therapy Assistants and Aides

The Projected 15 Fastest Growing Occupations between 1998–2008
that Generally Require an Associate's Degree
U.S. Department of Labor

1	Computer Support Specialists
2	Paralegals and Legal Assistant
3	Medical Records and Health Information Technicians
4	Physical Therapy Assistants and Aides
5	Respiratory Therapists
6	Dental Hygienists
7	Occupational Therapy Assistants and Aides
8	Cardiovascular Technologists and Technicians
9	All Other Health Professionals and Paraprofessionals
10	Registered Nurses
11	Radiologic Technologists and Technicians
12	Electrical and electronic Technicians and Technologists
13	Radiation therapists
14	Veterinary Technologists and Technicians
15	Funeral Directors and Morticians

4 Social and Demographic Change Areas

4A Population Demographics

- The demographics of the city shifted dramatically between the 1990 and 2000 census. (See appended Tables)

- As the city population decreases, it is also experiencing changes in the population distribution and profile, e.g., empty nesters are moving into the city, and the city is increasingly more culturally and ethnically diverse.

- The growing Hispanic / Latino population is increasing the need for bilingual (Spanish) services.

- The characteristics of students potentially enrolling at the College are projected to change dramatically over the next decade. Areas where major changes may develop include: growing numbers with remedial education needs, students who are more sophisticated with respect to the use of technology as a learning tool, and growing diversity of students with respect to first language, race, ethnicity, age, and prior educational achievement.

- Male participation in higher education is declining.

- The demand for educational market services by senior citizens will grow.

- The growing number of older adults will potentially impact on the programs that the College should offer, e.g. Geriatric Health, nursing, home support staff, second career opportunities for retirees.

- Regionally, older workers will become increasingly more important in maintaining a productive workforce.

- The number of high school dropouts returning to CCP to gain employment skills is increasing.

- As baby boomers are retiring the marginally educated population is becoming a more important component of the potential workforce.

4B International politics and immigration patterns

- Changes in international travel and safety may affect international study-abroad program opportunities in higher education.

- As a result of immigration patterns, growing numbers of Philadelphia residents will require ESL services.

- There is a difference in educational services required for Spanish speaking immigrants and residents from Spanish speaking homes.

- There is growing international demand for distance learning classes offered by U.S. colleges.

- Colleges are competing to bring more foreign students into the country even while it is more difficult for foreign students to enter the country.

- Because of cost, location and a commitment to comprehensive academic and student services, community colleges are a good place for foreign students to get their educational start in the US.

- SEVIS regulations are tightening but foreign students seem to be determined and adapting. Recent data indicates that foreign student enrollments have remained stable.

- Decrease in value of the dollar on the international market makes US education a good value.

- Philadelphia's location between New York and Washington DC is attractive to foreign students.

- In some respects, colleges are serving as refugee processing centers.

- Support services must be delivered in a way that is both consistent with the expectations of students and meaningful to the students from a broad range of backgrounds in terms of language and culture. There will be a growing expectation that the delivery of service be customized to meet the specific issues and needs of a wide range of student sub-populations.

- The growth of non-native students at the College will create a growing need for the College to play a major role in helping students to become effective U.S. citizens and productive members of their local communities.

4C Security and personal safety concerns

- There is a strong perception that Philadelphia is not safe and that CCP's main campus is in an unsafe place.

- Growing concern about personal safety has implications for how educational programs are delivered.

- Identity theft concerns will have a growing impact on how the college manages records.

- Public buildings are increasingly restricting or excluding entry to people without proper identification or legitimate business on the premises.

- Public buildings are increasing security personnel and maintaining a more visible security presence.

- Growing concerns about terrorism and safety management issues will create multiple

new program opportunities for the College in such areas as security and safety management, and foreign language skills development.

- Growing societal concerns about safety will require a continuing reexamination of approaches to managing student and staff safety at the regional centers as well as the main campus.

4D Family and lifestyle changes

- Education is becoming more consumer focused. Increasingly, students will shop for education to locate the 'best deal' for them.

- Family and lifestyle changes are mandating modifications in the delivery of education, e.g. increased demand for alternatives in time, place, and mode of delivery as-well-as acceleration of the traditional course/semester/program educational model.

- There is growing demand for flexible time and place delivery to meet students' schedule and demands. This will include courses offered over shorter time periods and at alternative times.

- The societal image of community colleges remains unfocused. Strategies will need to be developed to sharpen that image

- Single parent head of households are a growing population and household caring for elderly parents are also increasing. Accommodations for students caring for elderly relatives are a growing consideration. Expanded day care facilities are a necessary service for these populations. Care of children and care of elderly parents are are key issues impacting student persistence.

- The number and percentage of women in college and in the workplace is increasing. The percentage of men in college is decreasing.

- The national decline in male student participation in higher education will continue to be a societal problem, and create both a challenge and an enrollment opportunity for the College, if addressed appropriately.

4E Health care

- Students are looking for more information on wellness and health care issues, health care classes, nutrition, STD's, exercise etc.

- The nature of the demand for health care is changing. Health care and wellness are two different issues. How baby-boomers spend their health care dollars will affect the industry. Their dollars may be spent on traditional doctor visits but a growing trend is toward alternative health care, e.g. meditation, vitamins, herbal therapies, and alternative medicine.

- There will continue to be growth in the numbers of students with mental health issues.

The College may be required to restructure some aspects of student services in order to respond effectively to these students and eliminate any potential security and safety issues on campus.

4F   Leisure-time use

- Middle-age adults' children are reaching teen and young adulthood leaving the parents with time to incorporate learning that would benefit or expand their lives.

- Absolute "leisure-time" is a scarce and valuable resource.

- Demographic changes in Philadelphia indicate an increase in "empty-nesters" moving into the city. This population is interested in learning that will enhance their lives but is very time and place dependent, more interested in delivery formats that model seminars rather than traditional program course work. Topics of interest to this population may include long-term care research opportunities, financial planning, retirement planning, and budgeting.

- Growing numbers of older residents in the Philadelphia region will create demand for cultural and leisure courses such as education study tours, and for educational opportunities which will allow older adults to enter the labor market on a part-time basis.

Citywide Demographic Data – 2000 U.S. Census

Citywide Demographic Data

	1990		2000		Change '90 - '00	
	#		#		#	%
Population count	1,585,577		1,517,550		-68,027	-4.3
Gender	#	%	#	%	#	%
Male	736,776	46.5	705,267	46.5	-31,509	-4.3
Female	848,801	53.5	812,283	53.5	-36,518	-4.3
Ethnicity	#	%	#	%	#	%
White	827,703	52.2	645,973	43.3	-181,730	-22.0
Black	626,782	39.5	644,409	43.2	17,627	2.8
American Indian, Eskimo, or Aleut	3,095	0.2	3,397	0.2	302	9.8
Asian or Pacific Islander	42,225	2.7	67,207	4.5	24,982	59.2
Hispanic	84,186	5.3	128,300	8.6	44,114	52.4
Other Race	1,586	0.1	2,554	0.2	968	61.0
Age	#	%	#	%	#	%
14 and under	320,151	20.2	322,583	21.3	2,432	0.8
15 to 19 years	107,322	6.8	109,085	7.2	1,763	1.6
20 to 24 years	133,271	8.4	119,685	7.9	-13,586	-10.2
25 to 34 years	276,654	17.4	221,700	14.6	-54,954	-19.9
35 to 44 years	211,934	13.4	224,791	14.8	12,857	6.1
45 to 54 years	150,948	9.5	181,579	12.0	30,631	20.3
55 to 64 years	144,091	9.1	123,983	8.2	-20,108	-14.0
65 to 74 years	138,425	8.7	108,049	7.1	-30,376	-21.9
75 years and over	102,781	6.5	106,095	7.0	3,314	3.2
	#		#		#	%
Non-Engl. Speaking Home	22,473		29,515		7,042	31.3

Socio-Economic Data – 2000 U.S. Census

Socio-Economic Data

	1990		2000		Change '90 - '00	
Transportation to Work	#	%	#	%	#	%
Drove Alone	286,068	44.7	280,315	49.2	-5,753	-2.0
Carpooled	84,422	13.2	73,156	12.8	-11,266	-13.3
Public Transportation	183,715	28.7	144,936	25.4	-38,779	-21.1
Worked at Home	11,703	1.8	10,752	1.9	-951	-8.1
	#		#		#	%
Mean Travel Time to Work (In Minutes)	27		32		5	16.8
Education	#	%	#	%	#	%
No High School Diploma	365,713	35.7	278,090	28.8	-87,623	-24.0
High School Graduate (Includes Equivalency)	337,638	32.9	322,059	33.3	-15,579	-4.6
Some College, No Degree	126,485	12.3	150,413	15.6	23,928	18.9
Associate Degree	38,970	3.8	42,994	4.4	4,024	10.3
Bachelor's Degree	91,309	8.9	99,936	10.3	8,627	9.4
Graduate or Professional Degree	64,718	6.3	72,705	7.5	7,987	12.3
Occupation	#	%	#	%	#	%
Mngt, Profess'l, etc.	183,161	28.1	184,361	31.5	1,200	0.7
Service	109,555	16.8	115,218	19.7	5,663	5.2
Sales and Office	208,870	32.1	173,270	29.6	-35,600	-17.0
Farming, etc.	1,321	0.2	652	0.1	-669	-50.6
Construction	50,761	7.8	38,309	6.5	-12,452	-24.5
Transportation	97,953	15.0	73,147	12.5	-24,806	-25.3
Income	#	%	#	%	#	%
Median Family Income	$30,140		$37,036		6,896	22.9
Per Capita Income	$12,091		$16,509		4,418	36.5
Persons Below Poverty Level	313,374	20.3	336,177	22.9	22,803	7.3
Households Below Poverty Level	114,936	19.1	128,486	21.8	13,550	11.8
Employment	#	%	#	%	#	%
Armed Forces	5,768	0.5	396	0.0	-5,372	-93.1
Employed	651,621	52.3	584,957	49.8	-66,664	-10.2
Unemployed	70,000	5.6	71,582	6.1	1,582	2.3
Not in Labor Force	518,293	41.6	517,863	44.1	-430	-0.1
	#		#		#	%
Median Housing Unit Value	$48,400		$59,700		11,300	23.3