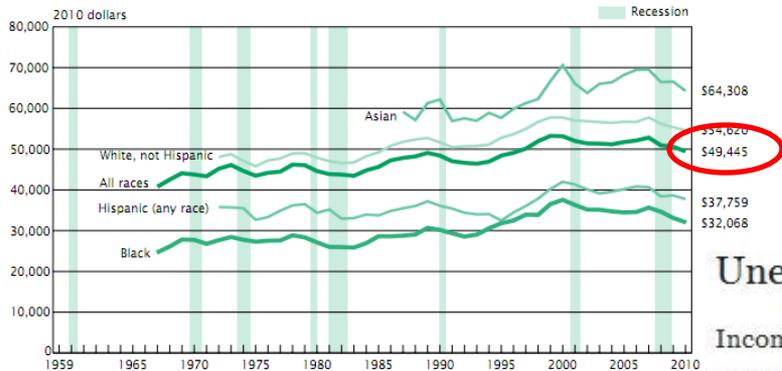


# Problem: Household Income Inequality

Figure 1.  
Real Median Household Income by Race and Hispanic Origin: 1967 to 2010

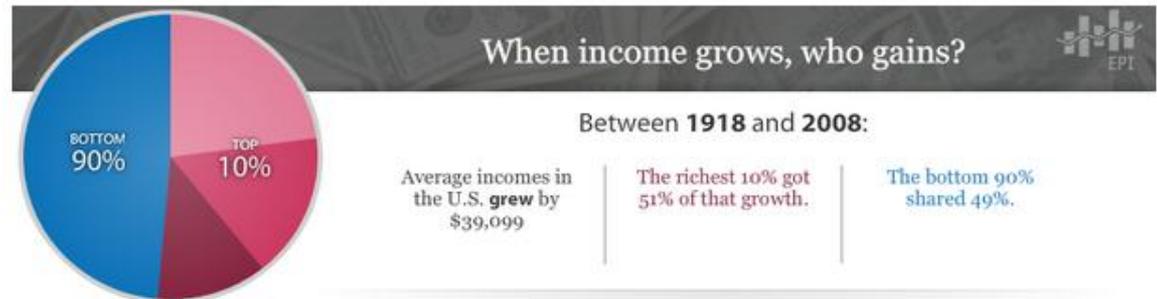


Note: Median household income data are not available prior to 1967. For information on recessions, see Appendix A. Source: U.S. Census Bureau, Current Population Survey, 1968 to 2011 Annual Social and Economic Supplements.

Since 2007, real median household income declined by 6.1 percent and...

## Uneven pie

Incomes have become increasingly unequal over time, with the top 10 percent (and the top 1 percent) taking an outsized slice of the pie.



Source: The data come from this table: <http://www.econ.berkeley.edu/~saez/TabFig2008.xls> on Emmanuel Saez's website at University of California, Berkeley. Methodology

# One Solution: Community Colleges Access

There are 1,167 community colleges in the U.S. enrolling over 8 million students, representing 43% of total U.S. undergraduates and an estimated **50% of enrollment in economics principles courses.**

In comparison with students at four-year institutions, community college students more likely to be older, minority group members, first generation to attend college, working at paid employment, and enrolled part time.

But very little detail is known specifically about economics instruction



## Number and Type of Colleges<sup>1</sup>

Total	1,167
Public	993
Independent	143
Tribal	31

## Headcount Enrollment (fall 2008)

Total	12.4 million <sup>2,3</sup>
Credit	7.4 million <sup>2</sup>
Noncredit	5 million <sup>2</sup>
Enrolled full time	40% <sup>2</sup>
Enrolled part time	60% <sup>2</sup>

Estimated enrollment increase fall 2008–fall 2010: 15%<sup>4</sup>

## Student Demographics

2007–2008:<sup>5</sup>

Average age	28
Median age	23
21 or younger	39%
22–39	45%
40 or older	15%
First generation to attend college	42%
Single parents	13%
Non-U.S. citizens	6%
Veterans	3%
Students with disabilities	12%

## Fall 2008:<sup>2</sup>

Women	58%
Men	42%
Minorities	45%
Black	13%
Hispanic	16%
Asian/Pacific Islander	6%
Native American	1%

Community college students constitute the following percentages of undergraduates (fall 2008):<sup>2</sup>

All U.S. undergraduates	44%
First-time freshmen	43%
Native American	55%
Asian/Pacific Islander	45%
Black	44%
Hispanic	52%

## Employment Status (2007–2008)<sup>5</sup>

Full-time students employed full time	21%
Full-time students employed part time	59%
Part-time students employed full time	40%
Part-time students employed part time	47%

## Percentage of Students Applying For/Receiving Financial Aid (2007–2008)<sup>5</sup>

### Applied:

Any aid	59%
Federal aid	42%

### Received:

Any aid	46%
Federal grants	21%
Federal loans	10%
State aid	13%
Institutional aid	11%

## Percentage of Federal Aid Received by Community Colleges (2008–2009)<sup>6</sup>

Pell Grants	31%
Campus based aid	10%
Academic competitiveness grants	15%

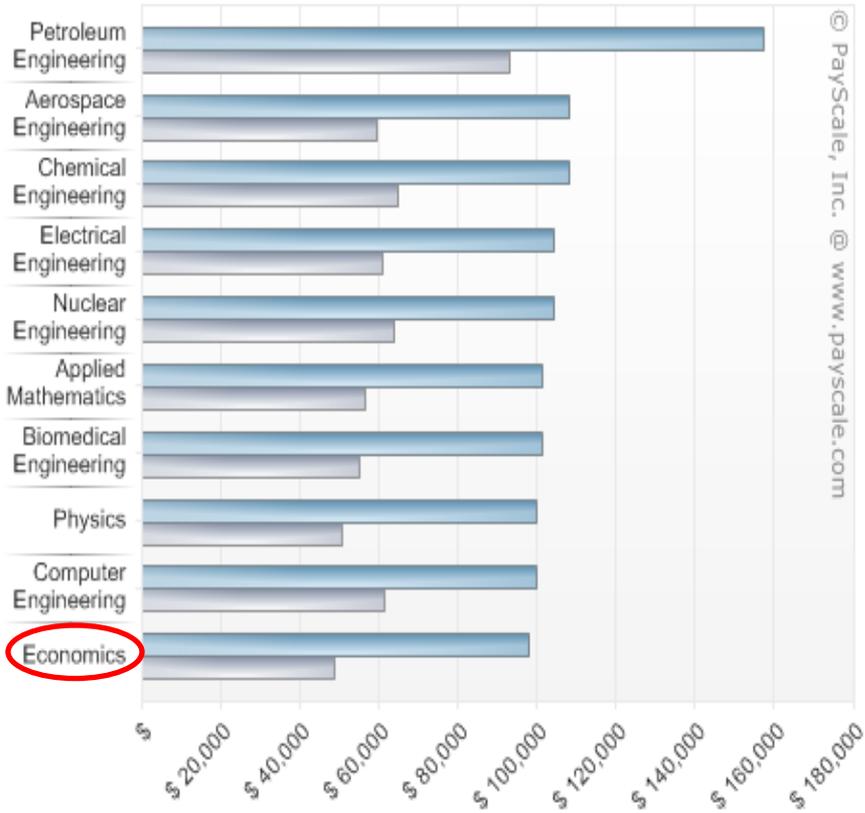


## On-Campus Housing

Available at 254 public and 62 independent colleges

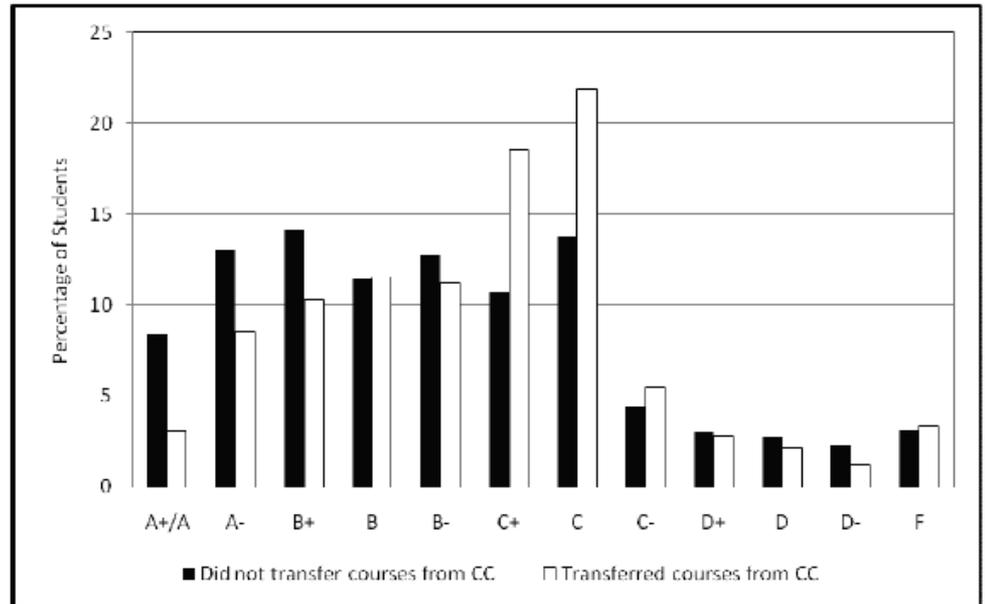
# Obstacle: Economics Major Transfers

Top 10 College Majors That Lead to High Salaries

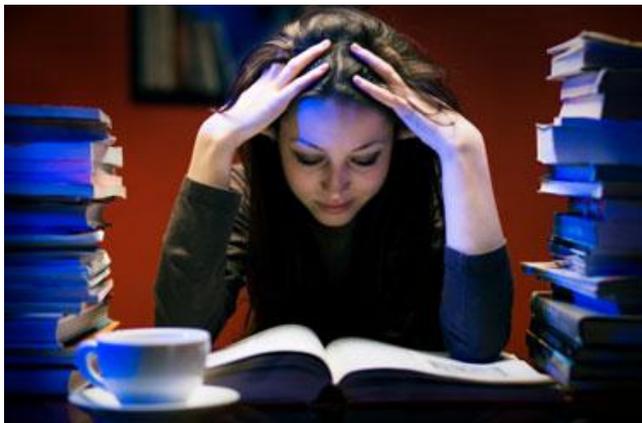


Community college transfers do poorly when majoring in economics at a 4 year institution... Why?

**Figure 2.** Grade Distribution in ECON 311: Transferring from a Community College (Other than Principles of Macroeconomics)



How do Transfer Students Perform in Economics? Evidence from Intermediate Macroeconomics, with C.J. Asarta and S.M. Fuess, Jr. (Under review, Journal of Economic Education)



## Research: How Does Economic Instruction Vary In Community Colleges



This poster reports on findings of one of four regional surveys conducted for an NSF-funded project, *Adapting Effective Outreach and Workshop Practices to Improve Community College Economic Instruction* [AwardNumber=1043245](#)



A phone/email survey was conducted Q3 2011 covering VA, DC and MD community colleges. The survey shows:

- Most colleges/campuses have one economics instructor
  - A limited number Ph.Ds
  - Many cases taught by a business/social science faculty
- No discipline specific professional development opportunities
- No consistent curriculum standard (e.g. “Up to an instructor!”)
- No effectiveness measurement
- Offer **best practice teaching resources & workshops** (more to come... )