



CRAFTON HILLS COLLEGE

Education Master Plan Outline

1 MESSAGE FROM COLLEGE LEADERSHIP

This one page section provides an opening introductory message from college leadership.



2 PLAN OVERVIEW

This section of the document outlines the Strategic Directions and their subordinate Objectives with colorful graphics, meaningful photographs, and short explanatory narratives to draw readers in and highlight the overall plan from a 30,000 foot level.

Strategic Directions

SD 1: Promote Student Success

CHC students encounter life-changing experiences that promote their academic success, career advancement, and personal development.

- 1.1 Support, guide, and empower every student to achieve their goals.
- 1.2 Use every area on campus to promote student learning

How? Excellent teaching and critical thinking skills lead to high student success rates. Professional development programs geared to best practices will be offered for full and part-time faculty. Instruction and student support activities will support critical thinking, written and oral communication.

Target measures include student satisfaction surveys, employee satisfaction surveys, course success, and student learning outcomes assessments

SD 2: Build Campus Community

College structures, processes and groups are inclusive, celebrating diversity and nurturing relationships.

- 2.1 Promote inclusiveness and community.
- 2.2 Seek, respect and celebrate diversity.

How? With the belief that the feeling of inclusiveness increases engagement and life/job satisfaction, Crafton will undertake activities to ensure students and staff feel included and important, including campus events (Diversity Day, lectures, professional development activities), Safe Space Allies, hiring practices, etc.

Target measures include demographic diversity, student satisfaction surveys, and employee satisfaction surveys.



SD 3: Develop Teaching and Learning Practices

CHC promotes innovative and effective teaching and learning strategies.

- 3.1 Develop a culture of mastery in teaching.
- 3.2 Teach students to be great learners.

How? Excellent teaching and critical thinking skills lead to high student success rates. Professional development programs geared to best practices will be offered for full and part-time faculty. Instruction and student support activities will support critical thinking, written and oral communication.

Target measures include student satisfaction surveys, employee satisfaction surveys, course success, and student learning outcomes assessments.

SD 4: Expand Access

CHC is dedicated to increasing the community's college-going rate and will promote equitable access to higher education.

- 4.1 Promote a college-going culture in our core service area.
- 4.2 Increase college capacity to serve our core service area.

How? We want to increase the education levels in the Inland Empire by sharing the advantages of a college degree through outreach events, high school relations, K-12 and community partnerships. Crafton will also focus on expanding access by providing classes and services in times and ways that are convenient to students (online, evening, weekend, dual enrollment with high schools, etc.).

Target measures include headcount, FTES, demographic diversity, and the number of students choosing CHC as their college

SD 5: Enhance Value to the Surrounding Community

CHC is actively engaged with the surrounding community.

- 5.1 Be recognized as the college of choice in the communities we serve.
- 5.2 Expand the reputation of CHC as an essential partner and valued asset.
- 5.3 Distinguish CHC as a respected resource for local employers and the workplace.



How? Crafton will help promote a culture of educational value throughout the community by highlighting the importance of a higher education in the workforce and beyond. The College will participate in and lead partnerships with area employers and provide valued services to the community. The CHC Foundation will act as ambassadors for the College, promoting education and College resources.

Target measures include demographic diversity, the number of students choosing CHC as their college, and job placement rates.

SD 6: Promote Effective Decision Making

CHC uses decision making processes that are effective, efficient, transparent, and evidence-based.

- 6.1 Value and engage in shared governance.
- 6.2 Promote a culture of evidence-based decision making.
- 6.3 Implement college-wide integrated planning.

How? Crafton relies on data and collegial participation to inform decisions. CHC will continue to encourage participation in committee work at all levels (students, staff, faculty and administrators), and emphasize research and data in college planning.

Target measures include employee satisfaction surveys and committee evaluations

SD 7: Develop Programs and Services

CHC is committed to providing excellent and responsive programs and services.

- 7.1 Improve and expand services.
- 7.2 Improve and expand programs.

How? To meet the needs of the workforce and our community, Crafton will provide educational programs that lead to transfer to a four-year institution or a viable career. Crafton will align program offerings with community needs and provide the appropriate services to our diverse student body.

Target measures include headcount, FTES, number of degrees and certificates awarded, student satisfaction surveys, and the number of employees

SD 8: Support Employee Growth

CHC is committed to developing the full potential of every employee.

- 8.1 Become an organization that embraces a culture of continuous learning.



How? Crafton wants the best employees—people who want to grow professionally and who are happy working here. Steps to achieve that will include professional development activities, mentoring, and developing hiring and evaluation practices that support employee growth.

Target measures include employee satisfaction surveys and committee evaluations.

SD 9: Optimize Resources

CHC develops, sustains, and strengthens its resources.

9.1 Plan for growth and align resources.

9.2 Value the Crafton Hills College environment.

9.3 Support the District's implementation of automated processes. (NEW)

How? Working with the District Office and our sister college, San Bernardino Valley College, Crafton is aiming to become a Comprehensive Community College with 5,000+ FTES. To achieve and sustain that role, Crafton will continue to refine the Resource Allocation Model to meet its budgetary needs, continue to seek special-purpose funding for priority populations and needs, and ensure the College grows without minimizing our beautiful campus.

Target measures include employee satisfaction surveys, student satisfaction surveys, and class fill rates.



3 PLANNING FRAMEWORK

This section provides a succinct description of the purpose of the Education Master Plan; the college's mission, vision, and values; integration with other plans; an overview of the planning process; and assumptions made.

Mission

The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.

Vision

Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community and a beautiful collegiate setting.

Values

Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.

Engage-Learn-Advance

At Crafton Hills College we encourage students and campus personnel to *Engage, Learn and Advance*. These are three essential areas of emphasis for success and through this common nomenclature the college constantly reminds students and employees of the important role we all play in helping each other learn.



Intent of the Educational Master Plan

The Crafton Hills College (CHC) Educational Master Plan (EMP) is a comprehensive document that establishes a clear direction for the College by envisioning the future of academics and student support under changing internal and external conditions. Quantitative and qualitative data indicators are analyzed to guide the planning process. Additionally, the EMP is directed by core values and goals within other College and District-wide plans, such as the San Bernardino Community College District (SBCCD) Strategic Plan.

While the Educational Master Plan is intended to provide a direction for CHC over the next five years (2015-20), it is not a rigid script with little deviation. This document helps to determine the institution's current level of effectiveness and produces key goals to evoke action and dialogue as the College embraces the future. An Educational Master Plan is a living document that should be reviewed and updated regularly. Thus, this document is an evolving description of the College's needs and, although past performance data can greatly inform future growth, emerging regional issues, as well as unforeseen events, can alter a community's path.

The EMP will provide guidance and support for the College's emerging strategic directions and serve as a foundation for other College planning activities.

Purpose of the Educational Master Plan

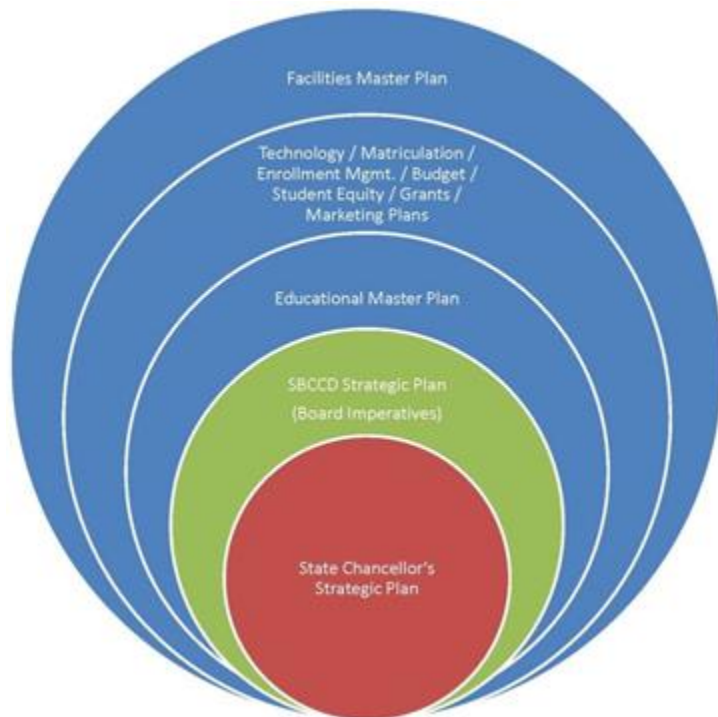
The main purposes of this Educational Master Plan are as follows:

- Provide a framework within which the College can work in coordinated fashion toward long-term goals in support of student learning.
- Integrate planning, not only with the SBCCD and the State Chancellor's Office, but also with other College planning documents and the work of planning and consultation committees.
- Receive input from all stakeholders (faculty, staff, students and the community) to inform the College's current situation and future planning decisions.
- Serve as an instrument to promote the College and communicate its strengths and capabilities to its community and other constituent groups.
- Guide further planning and decision-making at all levels, and remain a living, strategically useful document.

Integrated Planning and Collegial Consultation Process

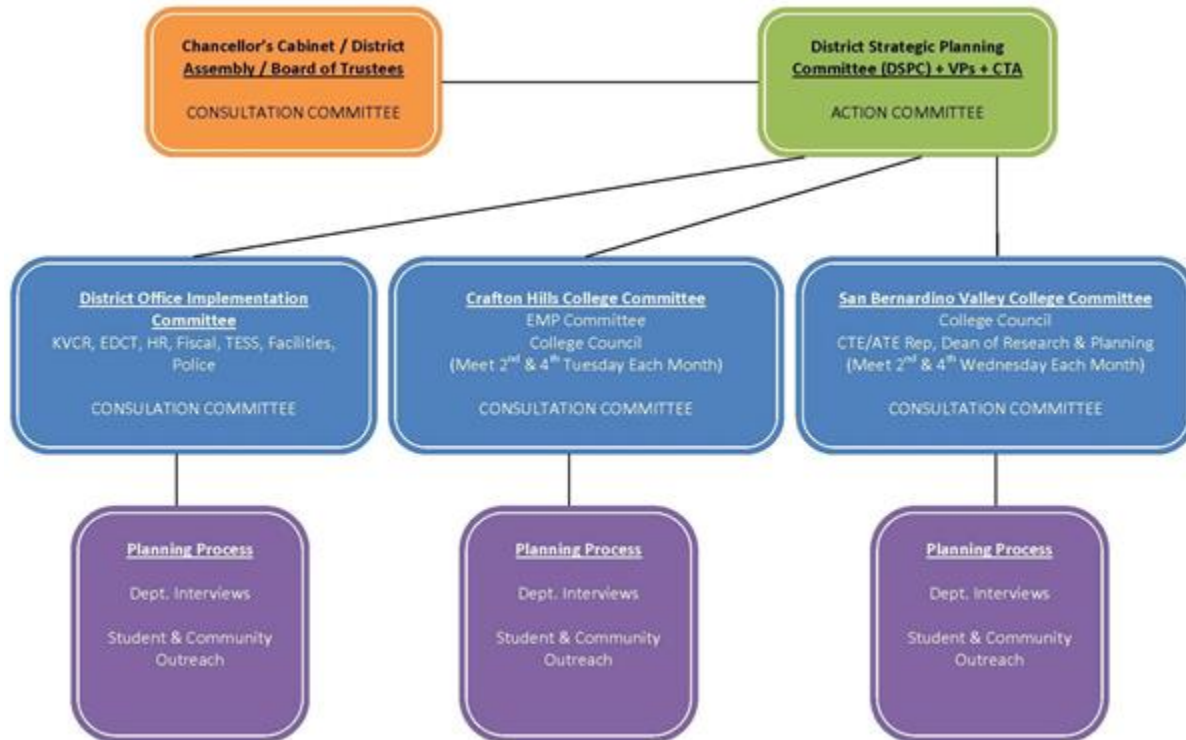
The framework of the College’s educational planning process is guided by an integrated approach. Strategic directions of the CHC Educational Master Plan must align with a number of larger and smaller plans. Larger plans include the State Chancellor’s Office and San Bernardino Community College District Strategic Plans. Smaller College-level plans include the Facilities Master Plan, Technology Plan, Student Success Plan (formerly matriculation), Enrollment Management Plan, Student Equity Plan, and Financial Plan.

Exhibit 1.XX Integrated Planning Relationships



The CHC Collegial Consultation process is guided by its Board of Trustees policy (Board Policy 2225) to establish procedures to ensure faculty, management, classified staff and students the right to participate effectively in planning processes. This EMP document is a result of an inclusive collegial shared governance process with input from administration, faculty, staff, students, and the community.

Exhibit 1.XX EMP Collegial Consultation



Campus Development Process

Add content

Planning Assumptions (DRAFT)

A common model of developing planning assumptions, building strategies to support those assumptions, expecting certain outcomes, and assessing outcomes has been used for this plan and is part of the integrated planning process. The following are the most current assumptions using data received from internal and external sources.

- The economy is unpredictable and the District’s funding cap determined by the state is subject to frequent change
- The FTES targets for the Colleges in the District must be within a flexible range to increase or decrease based on information from the State and the District regarding the budget
- The College will focus on evidence to inform the scheduling of its programs and courses
- Current enrollment patterns and staffing ratios limit near-term program development
- Enrollments are constrained by facility and staff availability. Large numbers of part time instructors constrain program expansion
- The need to replace a substantial number of retiring personnel will be challenging. It will be important to maintain high quality programs and services during the transition



- Legislative Mandates will impact enrollment and college goals.
- While the likelihood of adding new buildings to the inventory in the near future is doubtful, the development of the athletics program, renovation of the performing arts building, and a number of building modifications should remain as priorities.

Revise and add more content

District Plans

District Strategic Plan

The San Bernardino Community College District's mission is to transform lives through the education of our students for the benefit of our diverse communities. The District's vision is to be known for student success.

The District's four strategic goals are:

1. Student Success - Provide the programs and services necessary to enable all students to achieve their educational and career goals.
2. Enrollment and Access - Increase access to higher education for the population in our region.
3. Partnerships of Strategic Importance - Invest in strategic relationships and collaborate with partners in higher education, PK-12 education, business and workforce development, government, and other community organizations.
4. District Operational Systems - Improve the District systems to increase administrative and operational efficiency and effectiveness.

Staffing Plan

Add content

District Technology Strategic Plan

The District Technology Strategic Plan represents a macro view of the District's technology needs. It provides a long range view that anticipates the emerging technological needs of the Colleges and District entities and requires an understanding and accommodation for federal, state, and local requirements.

Goals:

- Develop policies, communication tools, and training requiring all district materials meet accessibility requirements.
- Work closely with the colleges and other district entities to cohesively maintain and support multiple forms and methods of communication.
- Work with collegial consultation groups to ensure broad input on decisions regarding the adoption and implementation of applications and technologies.
- Explore options to fund and sustain instructional technology initiatives.



- Implement mobile technologies that facilitate access and interaction with campus and district resources.
- Ensure updated and robust infrastructure to provide a fully integrated and cohesive computing environment.
- Develop fully integrated resolution oriented technical support services with digitized online customer service.
- Develop and expand face-to-face and online training programs and services to empower and improve employee competence and performance.
- Improve district systems to increase administrative and operational efficiency and effectiveness with an emphasis on student records, human resources, facilities, technology, financial systems, and other workflow operational systems.

Long-Range Financial Plan

The SBCCD Resource Allocation Model provides a comprehensive, annual forecast of college revenues and planned expenditures. The model is based on final budget amounts calculated through the developmental budget process. The Resource Allocation Model (RAM) is compiled utilizing the Board Directives, RAM Guidelines, and RAM Assumptions. These three factors are reviewed each year to ensure applicability to Strategic Plan, Program Review, and Accreditation. In order to create a multi-year Resource Allocation Model, SBCCD takes into account economic conditions and funding projections. Furthermore, SBCCD makes assumptions based on all the information received from the California Community College Chancellor's Office, the Legislative Analyst's Office, and Schools Services of California. SBCCD uses the following assumptions to formulate the multi-year Resource Allocation Model: FTES funding, cost of living adjustments (COLA), projected FTES funded growth, state revenue shortfall, FTES Target Growth, local revenue projections, anticipated District assessments, site budget assumptions (including step and column increases, benefits, and inflation for Object Codes 4000's-6000's).

CHC utilizes the District's long-range, resource allocation model to develop projected college funding and enrollments.

Enrollment Management Plan

The SBCCD Enrollment Management Plan is a three-year plan designed to support and enhance the District's mission, goals and objectives. It is intended to align with the District Strategic Plan and be updated accordingly. The Enrollment Management Plan outlines strategies, based on relevant data, that help the colleges develop enrollment targets, and strategies for reaching those targets. The strategies and targets developed will consider the District's resource allocation model and be focused on student success.



The SBCCD Enrollment Management Plan is designed to support the college plans by providing resources, coordinating efforts, increasing communication, and sharing data in order to help the colleges achieve their goals.

The following goals are included in the SBCCD Enrollment Management Plan:

- Goal 1: Provide the data and information SBCCD and colleges need to inform enrollment management decision-making.
- Goal 2: Develop recommendations to support the achievement of SBCCD and colleges' enrollment management goals.

Campus Plans

Student Success and Support Program Plan

The purpose of the Student Success and Support Program (SSSP) is to outline and document how the college will provide SSSP services to students. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them achieving their educational goals.

Student Equity Plan

The Student Equity Plan outlines the activities and interventions that are aimed at eliminating disproportionate impact among identified groups. Over the past five years, great strides have been made in increasing our enrollment, especially among the traditionally less advantaged groups. The goals are to:

- Serve a higher proportion of veterans, the disabled, 30-34 and 35-39 year olds in the primary service area.
- Improve the course completion rate of CHC foster youth students.
- Increase the English throughput rate of African American and Hispanic students and increase the math throughput rate of African American and economically disadvantaged students.
- Increase the degree/certificate completion rate of males, African American, Hispanic, Native American, and students 20-34 years old.
- Increase the transfer rate of African American, Hispanic, and students 20-24 years old.



Distance Education Plan

Distance Education Vision

Students have access to a dynamic, high-quality and comprehensive education that advances student success in an engaging, student-centered online learning environment.

Distance Education Mission

In support of Crafton Hills College's Mission, Vision and Values, the CHC Distance Education program engages students through quality online instruction and support services as an alternative approach to advancing the educational, career, and personal goals of our students.

The CHC Distance Education plan (DE Plan) represents the institution's commitment to nurturing the Distance Education program, to ensuring the success of all distance education students, to fostering and promoting innovation, excellence, and best practice for Distance Education and providing Crafton Hills College faculty with assistance, leadership, expertise, and training in emerging Distance Education teaching and learning strategies and technologies.

The 2016-2020 Distance Education Student Success Initiatives build on the prior DE successes and focus on deploying best practices including regular and ongoing faculty and student support to ensure student success through continuous quality improvement of the DE program.

The CHC Distance Education Plan 2016-2020 initiatives also support the College's EMP strategic directions and goals. The initiatives and related goals and objectives will be reviewed annually and updated as needed to support emerging state and national standards as well as new technological trends.

The college wide adoption of this revised plan serves as an acknowledgement by the CHC Administrators, faculty and staff that these initiatives will promote student success and quality of instruction in Distance Education.

Enrollment Management Plan

Crafton Hills College Enrollment Management Plan Summary. Crafton is currently working on revising and updating its Enrollment Management Plan. The purpose of Crafton's Enrollment Management Plan is to address the recruitment, admission, retention, and success of students. The overall goal of the committee is to develop processes and strategies to predict and manage enrollment at the campus and program level. To achieve the above referenced purpose, specific goals have been developed that address specific facets of enrollment management, each aligned with the goals of CHC's Educational Master Plan:

- Goal 1: Develop an evidence-based Enrollment Management Plan.
- Goal 2: Develop processes and strategies to attract and retain students from initial contact through goal completion.



- Goal 3: Identify and implement strategies to reach college-wide goals for certificate and degree completion.
- Goal 4: Develop strategies to effectively prepare students for transfer and to increase the CHC transfer rate.
- Goal 5: Develop strategies to ensure effective levels of instructional productivity and efficiency while maintaining high quality instruction.

Planning and Program Review Themes

Add content

Facilities Master Plan

Add content

Foundation Strategic Plan

Crafton Hills College provides quality instruction and support services that allow our students, many of whom face serious obstacles to completion, to pursue and achieve their educational goals. We are extremely proud to be the pathway to social and economic advancement for many who would otherwise not have the opportunity to pursue a college education. The mission of the Foundation is to enhance educational excellence at Crafton Hills College. Funds received provide direct financial support to students through grants and scholarships, improve programs and services at the College, and support the vocational and academic disciplines which best serve the needs of students and the community. The CHC Foundation has been instrumental in providing financial support to students and helping underwrite programs and activities at the College that cannot be funded through other means.

The CHC Foundation Strategic Plan spans three years and includes three major goals; enhance student programs and services, increase financial contributions, and respond to the evolving needs of the college. The Foundation is dedicated to supporting the college by developing strategies to help bolster the college when, where, and how the college needs it most. Through objectives such as recognizing student achievement, supporting student outreach and engagement, and identifying and nurturing individuals who share the college vision, the Foundation will continue to support the dreams of students so they can have meaningful and productive lives in their communities and chosen professions.

4 PLANNING ENVIRONMENT

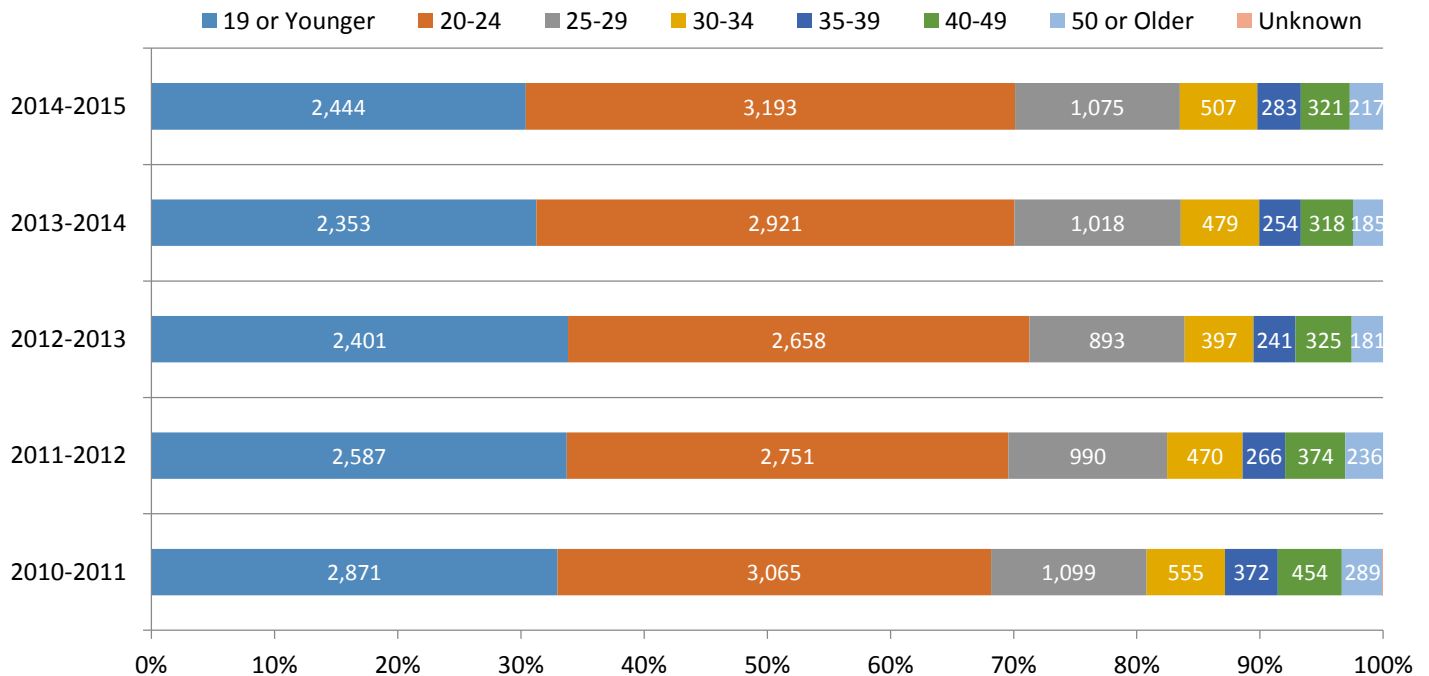
This section provides exhaustive graphical and tabular representations of information from our external and internal environmental scans used in the decision-making processes that led to the identified Strategic Directions and objectives. Section culminates in SWOT analysis and stated implications/trends.

The internal scan of Crafton Hills College (CHC) is an opportunity to assess demographics and other characteristics of the student and employee population based on historical data. The data is utilized to identify and understand patterns and trends within CHC to inform institutional planning decisions. Internal scan data presented in this plan will analyze student and employee data on an overall College level.

Student Demographics

From 2010-11 to 2014-15, students in the 20-24 age group accounted for an average of 37.4% of unduplicated enrollment (2,918 students), while students age 19 and under accounted for an average of 32.43% of unduplicated enrollment (2,531 students), and students 25-29 years old accounted for an average of 13% of unduplicated enrollment (1,015 students). The only age group to increase in enrollment during the five academic years from 2010-11 to 2014-15 was students 20-24 years old (128 students). The age group that experienced the most decline during the same time period was from students age 19 or younger (-427 students).

Exhibit 2.XX Unduplicated Enrollment by Age Group



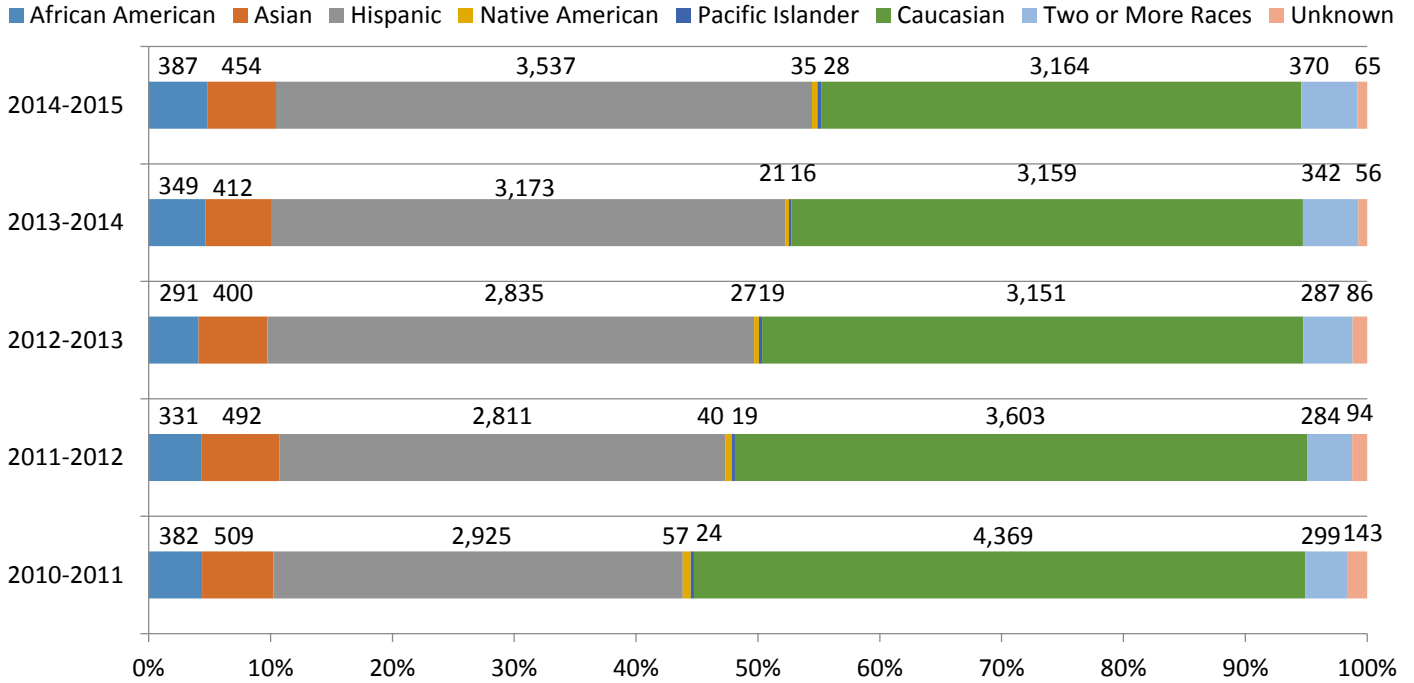
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From 2010-11 to 2014-15, Hispanic students at CHC increased from accounting for 33.6% of unduplicated enrollment to 44% of enrollment, an increase of 612 students. Conversely, Caucasian students decreased from 50.2% of students to 39.4% of unduplicated enrollment, a decrease of 1,205



students. During the same time, Asian students decreased by 55 students, while students identifying themselves of two or more races increased by 71 students.

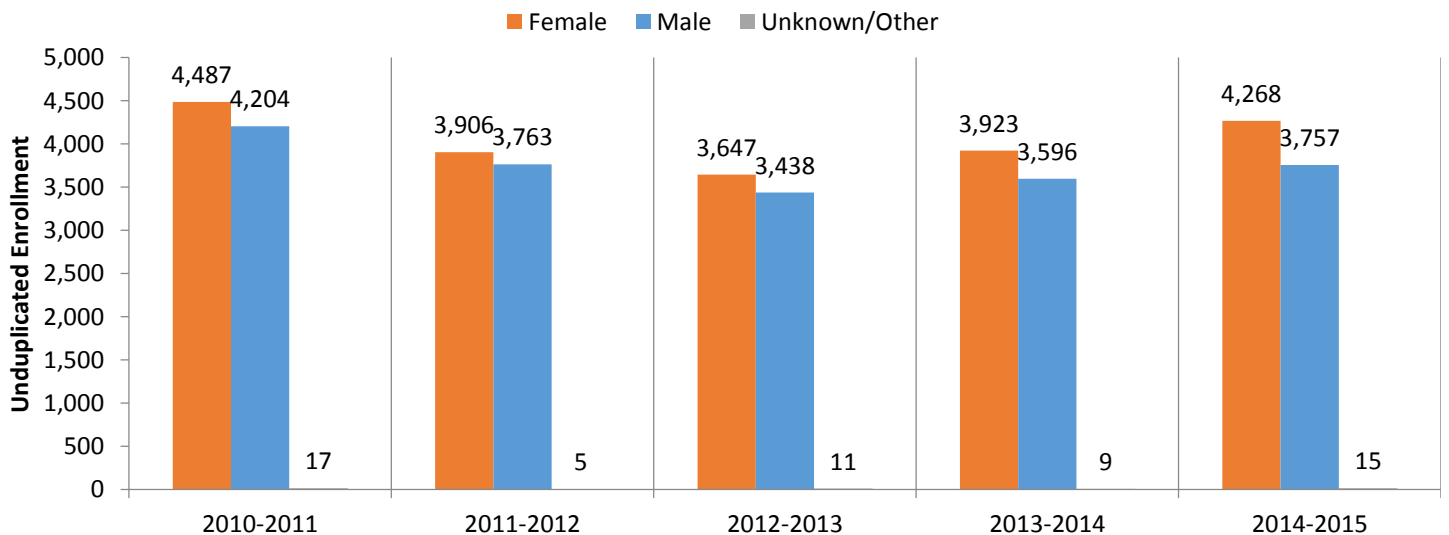
Exhibit 2.XX Unduplicated Enrollment by Race/Ethnicity



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From 2010-11 to 2014-15, females accounted for an average of 51.8% of unduplicated enrollment (4,406 students), while males accounted for an average of 48.1% of unduplicated enrollment (3,752 students). During the same time, females decreased by 219 students (-4.9%) while males decreased by 447 students (-10.6%)

Exhibit 2.XX Unduplicated Enrollment by Gender



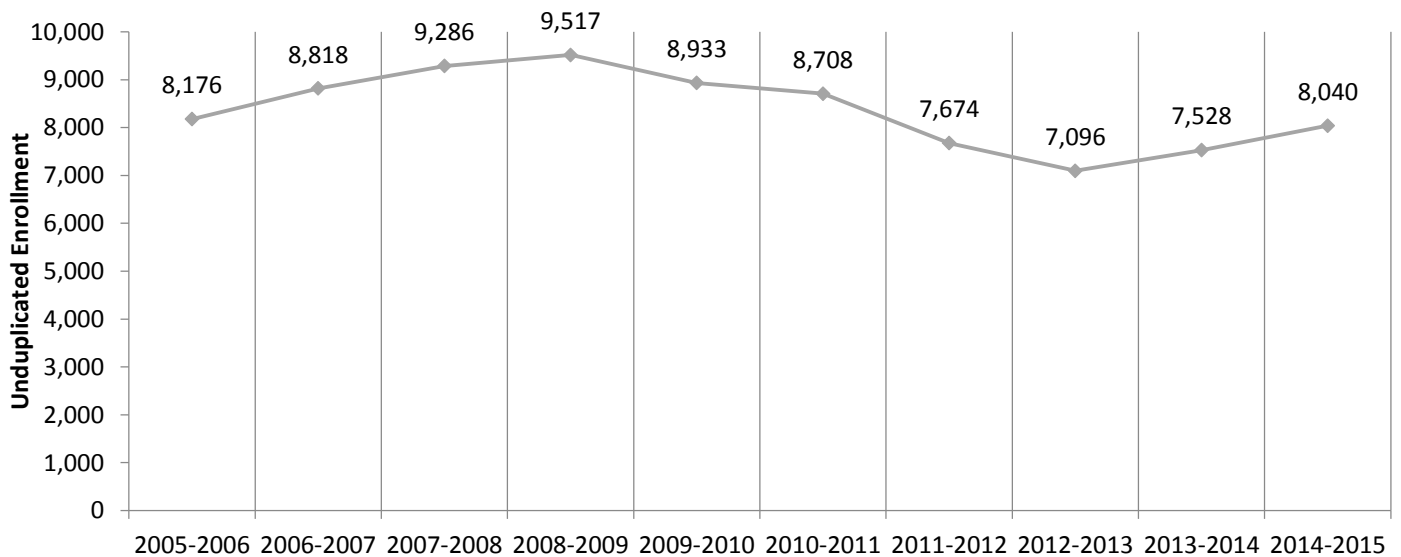
Source: SBCCD Office of Institutional Effectiveness, Research & Planning



Enrollment Trends

The most recent peak enrollment at CHC was during the 2008-09 academic year, when the College enrolled 9,517 students. From 2008-09 to 2012-13 overall College unduplicated enrollment decreased by 2,421 students (-25.44%). The decline equates to a 7.08% average annual decrease in enrollment over four academic years. This decline occurred during a time when the Statewide economy was experiencing the “Great Recession” and California Community Colleges were in the midst of budget cuts and annual budget uncertainty. More recently, the College has been experiencing an increase in enrollment. From 2012-13 to 2014-15, unduplicated enrollment increased by 944 students (13.3%). The increase is equivalent to a 6.44% average annual increase in enrollment over two academic years. Overall, CHC students account for approximately 30% of District-wide unduplicated enrollment.

Exhibit 2.XX Historical Unduplicated Enrollment



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

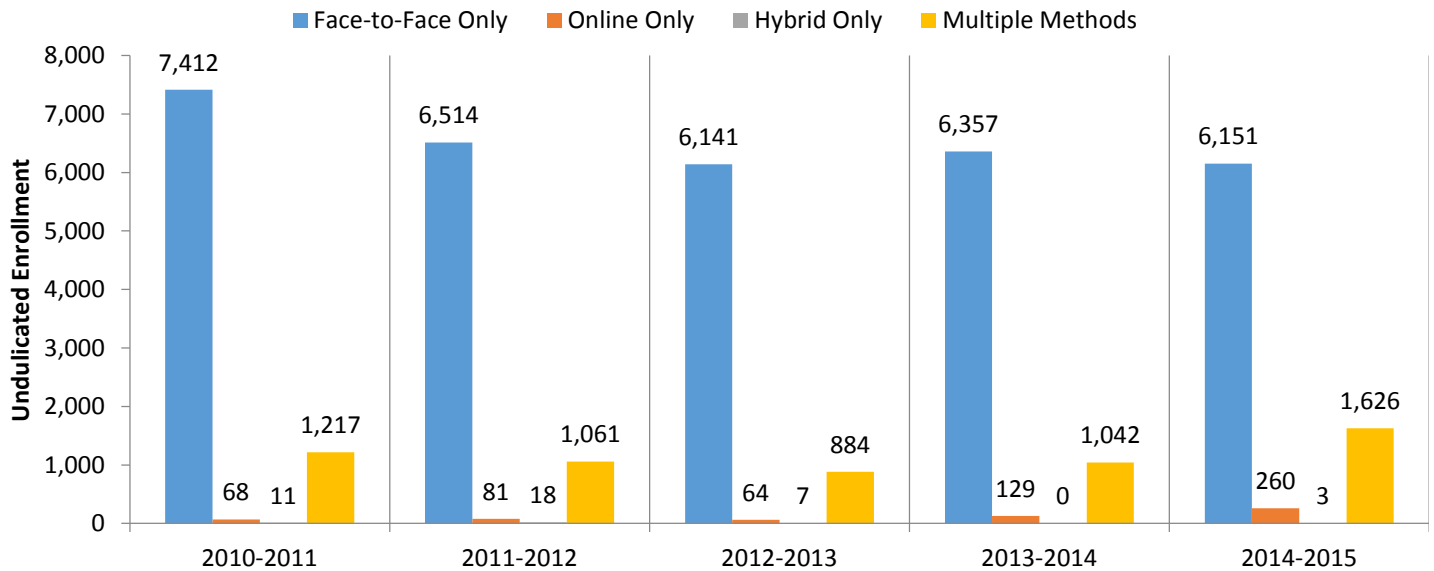
From 2010-11 to 2014-15, students who enrolled in face-to-face courses only at CHC accounted for an average of 83.5% of unduplicated enrollment (6,515 students). During the same years, students who only enrolled in online classes accounted for an average of 1.54% of unduplicated enrollment (120 students) and students who only enrolled in hybrid courses accounted for an average of 0.1% of unduplicated enrollment (8 students). Students who took courses using multiple instructional methods accounted for an average of 14.86% of unduplicated enrollment (1,166 students).

From 2010-11 to 2014-15, enrollment in face-to-face only courses decreased by 1,261 students (-17%) and hybrid only enrollment decreased by 8 students (-72.7%). During the same time period, students who only enrolled in online classes increased by 192 students (282.4%) and enrollment in courses with multiple instructional methods increased by 409 students (33.6%).

The number and proportion of students enrolling in traditional face-to-face instruction only has been declining and shifting to students utilizing multiple instructional methods for their courses.



Exhibit 2.XX Unduplicated Enrollment by Instructional Method



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

California (CA) residents accounted for an average of 96.42% of unduplicated enrollment at CHC between 2010-11 and 2014-15. During the same time, unduplicated enrollment of California residents decreased by 671 students (-7.98%). From 2010-11 to 2014-15, CA non-resident (AB 540) students increased by 33 students (25%) while foreign county resident enrollment at CHC decreased by 13 students (-10.4%). AB 540 allowed students to qualify for an exemption from paying out-of-state tuition if they met certain criteria.

Exhibit 2.XX Unduplicated Enrollment by Residency Status

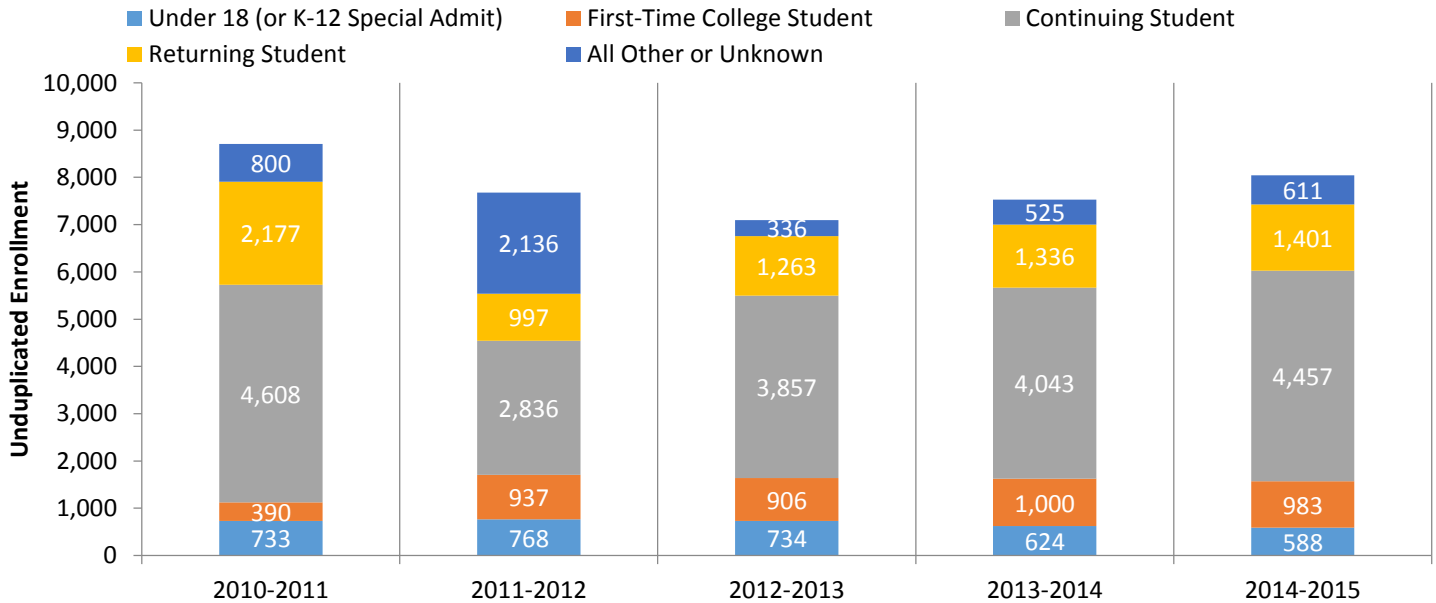
Residency Status	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
CA Resident	18,886	16,019	15,428	15,982	16,745
CA Nonresident	192	242	347	519	643
Out of State	8	4	3	2	0
Foreign Country	140	161	136	206	234
Unknown	87	210	60	50	13
Total Unduplicated Enrollment	19,313	16,636	15,974	16,759	17,635

Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From 2012-13 to 2014-15, continuing students accounted for an average of 54.5% of unduplicated enrollment (4,119 students), while returning college students accounted for an average of 17.66% of unduplicated enrollment (1,333 students), and first-time college students accounted for an average of 12.76% of unduplicated enrollment (963 students). During the same three year period, unduplicated enrollment from continuing students increased by 600 students (15.6%) and by 77 students (8.5%) for first-time college students. However, unduplicated enrollment from under 18 (or K-12 special admit) students decreased by 146 students (-19.9%).



Exhibit 2.XX Unduplicated Enrollment by Enrollment Status



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Yucaipa High School and Redlands East Valley High School have consistently been among to top 3 feeder high schools for CHC, accounting for 181 and 120 first-time students in fall 2014, respectively. The College enrolls a high number of students who are home schooled. In fall 2014, 60 first-time college students at CHC reported that they were home schooled (ranked 5th amongst feeder high schools).

Exhibit 2.XX Enrollment from fall 2014 Top 10 Feeder High Schools

Institution	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014	
	Rank	#	Rank	#	Rank	#	Rank	#	Rank	#
YUCAIPA HIGH	3	100	2	107	1	117	1	146	1	181
REDLANDS EAST VALLEY HIGH	1	147	1	140	2	86	3	92	2	120
CITRUS VALLEY HIGH			68	1	6	33	4	70	3	119
REDLANDS SENIOR HIGH	2	102	3	96	3	78	2	106	4	115
OTHER HOME SCHOOL	5	34	5	41	5	40	6	48	5	60
BEAUMONT SENIOR HIGH	4	70	4	60	4	45	5	55	6	59
SAN GORGONIO HIGH	6	31	6	28	7	26	7	27	7	40
GREEN VALLEY HIGH	10	14	9	15	8	23	9	17	8	28
ORANGEWOOD HIGH CONT	8	17	7	18	9	18	12	14	9	17
RIM WORLD SENIOR HIGH	7	29	14	9	11	15	8	19	10	15

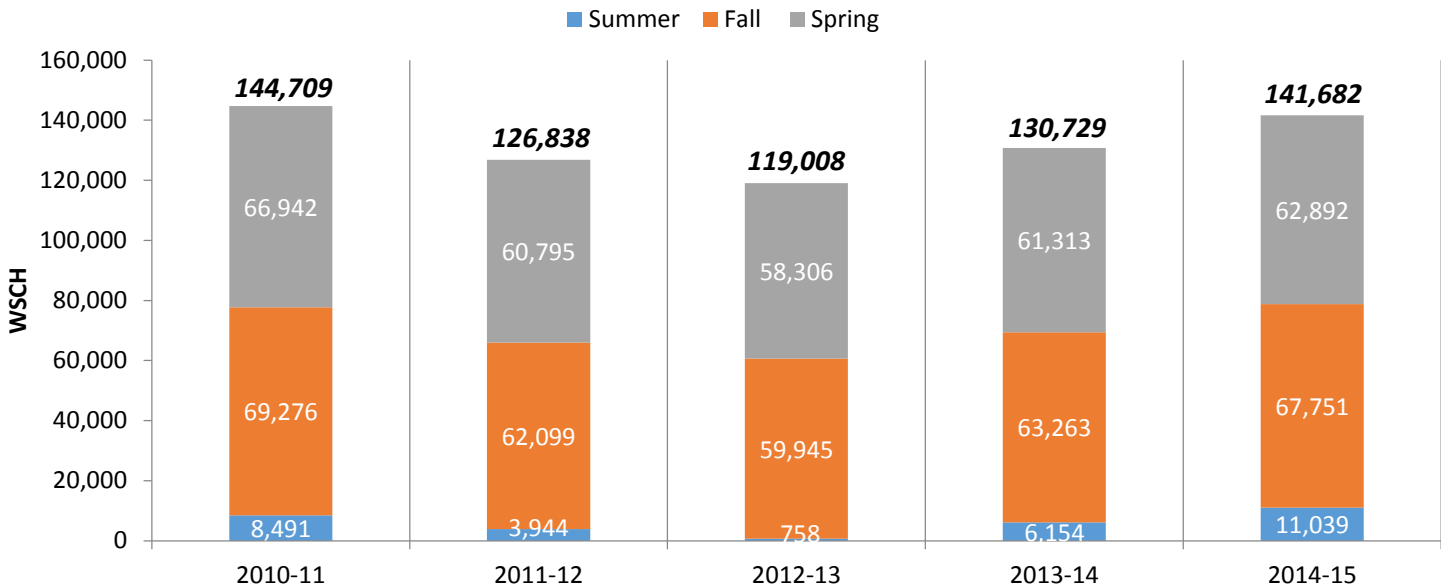
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Weekly Student Contact Hours (WSCH) is calculated by the number of hours courses meet during the semester times the number of student in those courses. WSCH generation is considered a measure of revenue for the College. From 2010-11 to 2014-15, fall term accounted for an average of 48.7% of total WSCH, spring term accounted for an average of 46.9% of total WSCH and summer accounted for an average of 4.4% of WSCH. During this period overall WSCH at CHC decreased by 2.1% (-3,027 WSCH). From 2010-11 to 2014-15, spring term WSCH decreased by 6.1% (-4,050 WSCH) and fall term WSCH



decreased by 2.2% (-1,525 WSCH). However, summer WSCH increased by 30% (2,548 WSCH). Since 2012-13, CHC's WSCH generation has increased by 19.1% (22,674 WSCH) over two academic years (2013-14 and 2014-15).

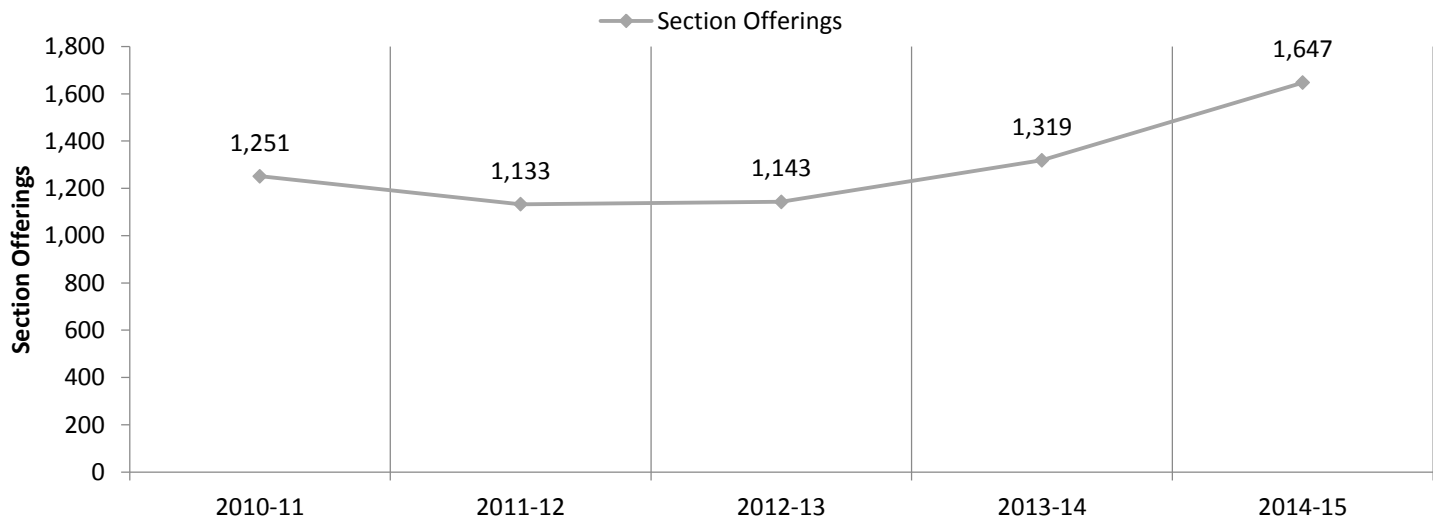
Exhibit 2.XX WSCH Generation



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From 2010-11 to 2014-15, the average annual growth rate of section offerings was 7.12% (equivalent to 99 sections added per year). Section offerings reached their most recent low during the 2011-12 academic year (1,133 sections). However, CHC generated 111.95 WSCH per section in 2011-12. From 2011-12 to 2014-15, course offerings increased by 514 sections (45.37%) while WSCH per sections offered decreased to 86.02 WSCH/section. The most WSCH generation per sections offered was realized in 2010-11 when the College produced 115.67 WSCH/section.

Exhibit 2.XX Section Offerings

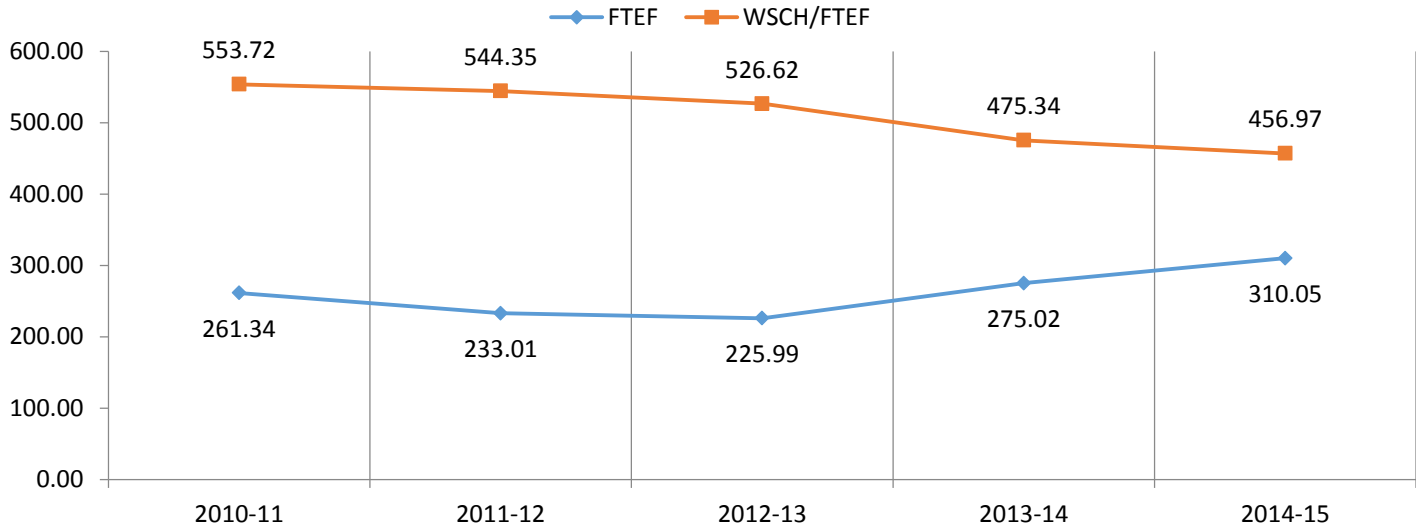


Source: SBCCD Office of Institutional Effectiveness, Research & Planning



From 2010-11 to 2014-15, CHC achieved its highest productivity in 2010-11 when the College had 261.34 full time equivalent faculty (FTEF) and produced 553.72 WSCH/FTEF. From 2012-13 to 2014-15, the College increased faculty by 84.06 FTEF (37.2%); however productivity decreased by 69.65 WSCH/FTEF (-13.2%). The California community college recommended standard for productivity is 525 WSCH/FTEF, which represents the approximate point of financial breakeven for a College.

Exhibit 2.XX Productivity (WSCH/FTEF)



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

In 2014-15, 61.6% of CHC students (4,975 students) stated that their educational goal was to obtain a bachelor’s degree (BA/BS) upon transfer. During the same academic year, 14% of students (1,123 students) had an educational goal of obtaining an associate degree (AA/AS) or certificate without transfer, and 7.5% of students (605 students) identified their goals as related to job skill or maintaining a certification/license.

From 2010-11 to 2014-15, the proportion of students with the goal of obtaining a BA/BS upon transfer increased by 8.2% (303 students). During the same time, the proportion of students with goals related to job skills or maintaining a certification/license decreased by 2.4% (-258 students). It should also be noted that the number of students with an undecided goal decreased by 220 students during the same time period.



Exhibit 2.XX Unduplicated Enrollment by Educational Goal

Current Education Goal	Academic Year									
	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	#	%	#	%	#	%	#	%	#	%
BA/BS Degree after Assoc.	3,677	42.2%	3,524	45.9%	3,484	49.1%	3,751	49.8%	3,928	48.9%
BA/BS degree w/o Assoc.	995	11.4%	992	12.9%	950	13.4%	932	12.4%	1,047	13.0%
Assoc. Degree w/o trans.	929	10.7%	827	10.8%	744	10.5%	815	10.8%	841	10.5%
Voc. Assoc. w/o transfer	101	1.2%	76	1.0%	85	1.2%	105	1.4%	77	1.0%
Voc. Certif. w/o transfer	201	2.3%	176	2.3%	182	2.6%	183	2.4%	205	2.5%
Career Exploration	136	1.6%	113	1.5%	80	1.1%	73	1.0%	100	1.2%
Acquire Job Skills	406	4.7%	321	4.2%	256	3.6%	257	3.4%	278	3.5%
Update Job Skills	198	2.3%	157	2.0%	143	2.0%	123	1.6%	141	1.8%
Maintain Cert/License	123	1.4%	109	1.4%	91	1.3%	90	1.2%	86	1.1%
Basic Skills	123	1.4%	77	1.0%	63	0.9%	70	0.9%	74	0.9%
H.S Diploma/GED	16	0.2%	6	0.1%	3	0.04%	6	0.1%	13	0.2%
Non-credit to credit	7	0.1%	5	0.1%	4	0.1%	6	0.1%	2	0.02%
4-yr student taking classes	469	5.4%	351	4.6%	243	3.4%	294	3.9%	358	4.5%
Educational Development	185	2.1%	135	1.8%	97	1.4%	130	1.7%	164	2.0%
Personal Interest	28	0.3%	10	0.1%	8	0.1%	5	0.1%	2	0.02%
Undecided Goal	782	9.0%	640	8.3%	520	7.3%	542	7.2%	562	7.0%
Uncollected/Unreported	332	3.8%	155	2.0%	143	2.0%	146	1.9%	162	2.0%
Total	8,708	100%	7,674	100%	7,096	100%	7,528	100%	8,040	100%

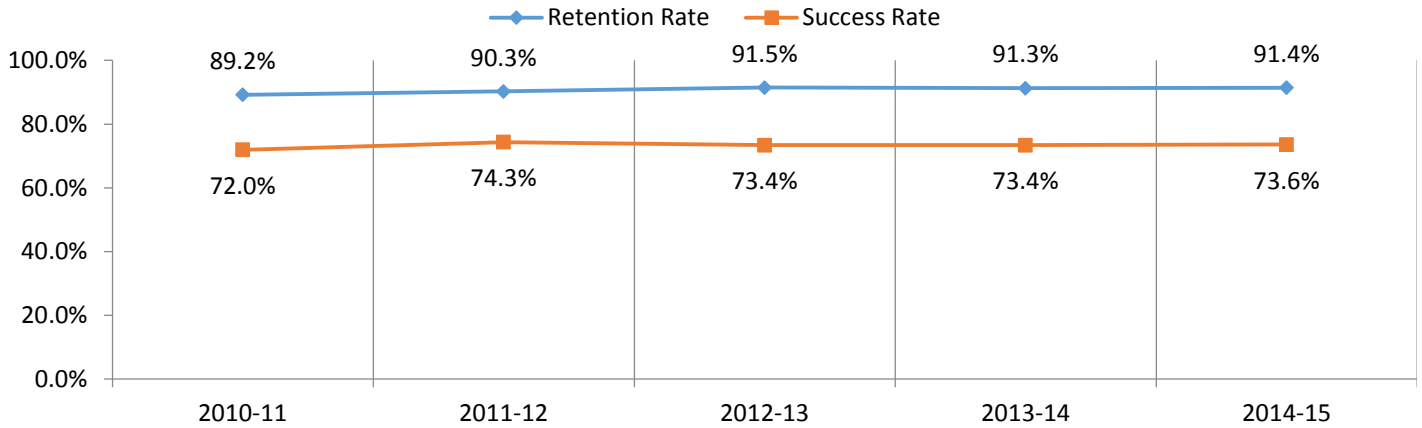
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

Student Success and Completion

From 2010-11 and 2014-15, CHC experienced an average retention rate of 90.7% and an average success rate of 73.3%. The most recent peak retention rate at CHC was 91.5% in 2012-13, while the most recent peak success rate was 74.3% in 2011-12. From 2012-13 to 2014-15, CHC's retention rate declined at an average annual rate of 0.02% while success rate declined at an average annual rate of 0.13%. From 2010-11 to 2014-15, the average gap between success and retention rates was 17.4%. In fall 2014, State-wide averages for success and retention rates were 69.01% and 86.3%, respectively.



Exhibit 2.XX Success and Retention Rates



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

The total number of degrees and certificates awarded at CHC increased by 30.5% (219 awards) from 2010-11 to 2014-15. During the same time period, the number of AS degrees awarded increased by 52.9% (83 degrees), while certificates requiring 60+ semester units decreased by 78% (-32 certificates). From 2012-13 to 2014-15, the number of associate for transfer degrees (AA-T/AS-T) awards increased by 84 awards over just two academic years. In 2014-15, associate for transfer degrees accounted for 24.03% of all associate degrees awarded (149 AA-T/AS-T awards of 620 total AA/AS awards).

Exhibit 2.XX Degrees and Certificates Awarded

Degree / Certificate Type	2010-11	2011-12	2012-13	2013-14	2014-15
Associate in Science for Transfer (A.S.-T) Degree	0	0	34	48	74
Associate in Arts for Transfer (A.A.-T) Degree	0	0	31	69	75
Associate of Science (A.S.) degree	157	141	174	207	240
Associate of Arts (A.A.) degree	201	191	201	184	231
Certificate requiring 60+ semester units	41	12	8	8	9
Certificate requiring 30 to < 60 semester units	39	20	28	34	29
Certificate requiring 18 to < 30 semester units	6	2	4	2	4
Certificate requiring 6 to < 18 semester units	195	268	178	268	275
Other Credit Award, < 6 semester units	79	0	72	3	0
Total Degrees / Certificates Awarded	718	634	730	823	937

Source: California Community Colleges Chancellor's Office – Datamart

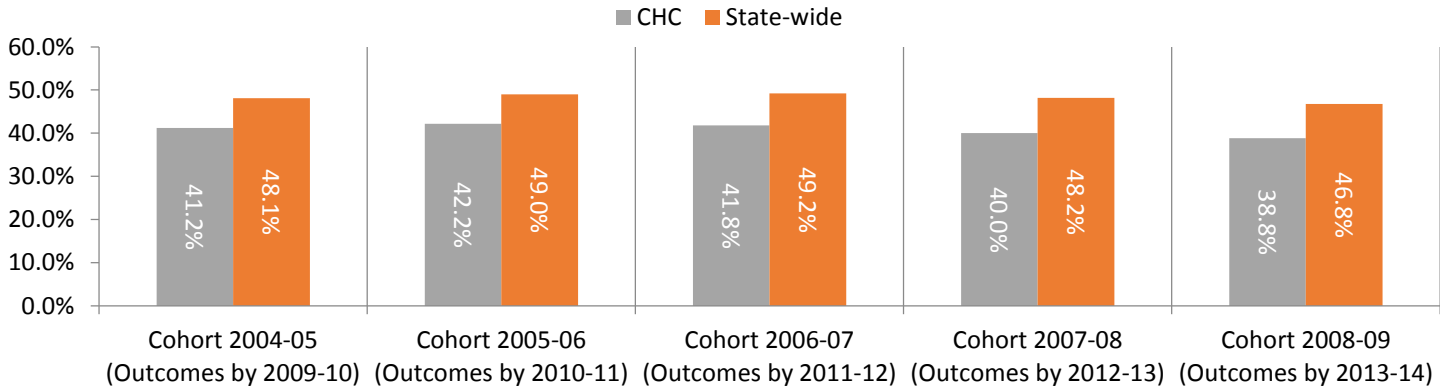
Completion rate or student progress and attainment rate (SPAR) may be defined as the percentage of first-time students with minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes within six years of entry:

- Earned an AA/AS or credit Certificate (Chancellor's Office approved)
- Transfer to a four-year institution
- Achieved "transfer prepared" status (successful completion of 60 UC/CSU transferrable units with a GPA ≥ 2.0)

Student cohorts from 2004-05 to 2008-09, had an average completion rate of 40.8% within 6 years, while the Statewide average completion rate was 48.3%. During the same time period, the average gap between CHC's completion rate and the State-wide average completion rate was 7.5%.



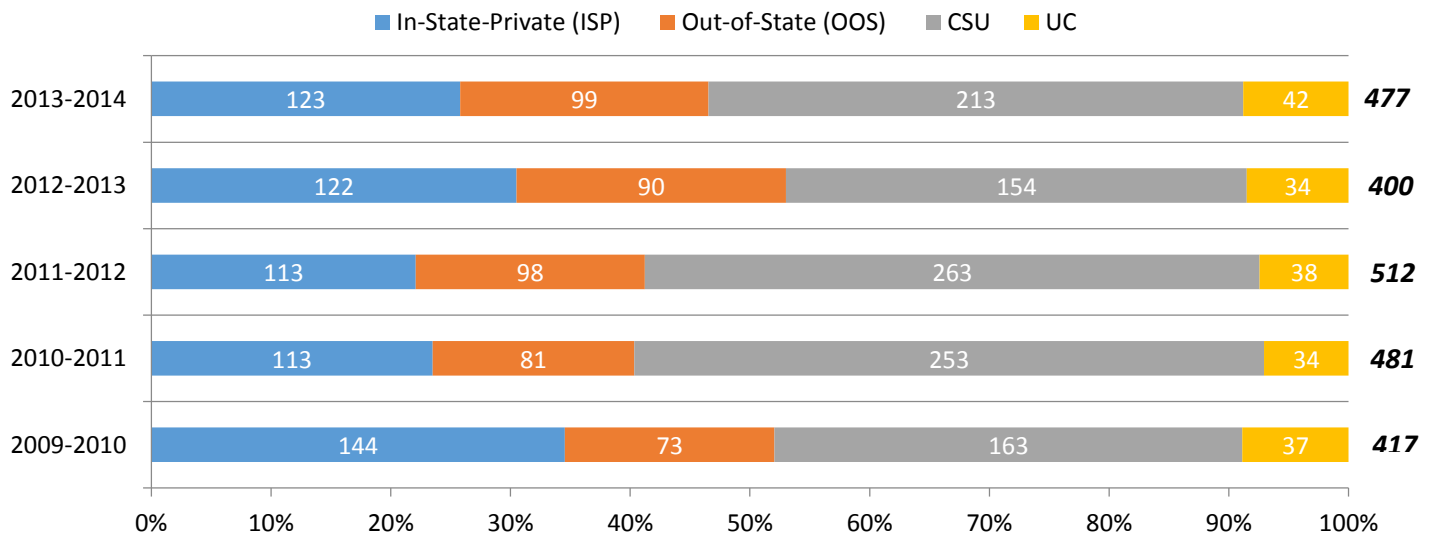
Exhibit 2.XX Completion / Student Progress & Attainment Rate (SPAR)



Source: California Community Colleges Chancellor’s Office – Datamart

CHC transfer volume most recently peaked in 2011-12 with 512 total transfers. From 2009-10 to 2013-14, the average proportion of California State University (CSU) transfers was 45.2%, the average proportion of In-State private school transfers was 27.3%, the average proportion of out-of-State transfers was 19.3% and the average proportion of University of California (UC) transfers was 8.1%. During the same time period, total transfer volume at CHC increased by 60 students (14.4%).

Exhibit 2.XX Transfer Volume

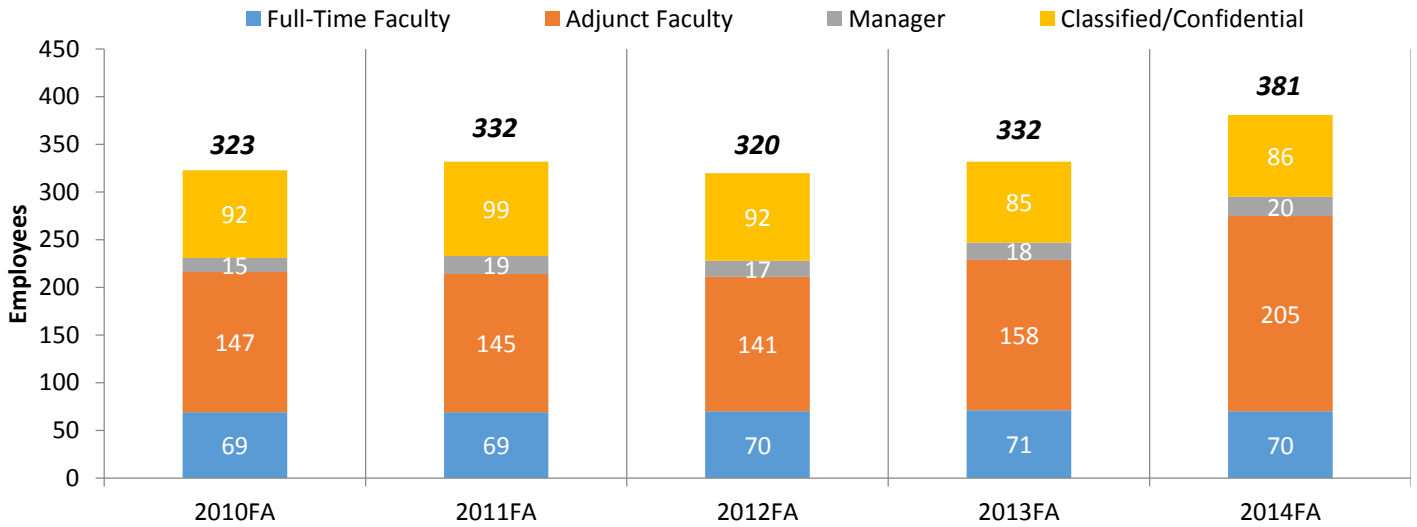


Source: California Community Colleges Chancellor’s Office – Datamart

Employee Demographics

From fall 2010 to fall 2014, the average proportion of adjunct faculty at CHC was 46.9%, classified/confidential employees accounted for an average of 27% of all employees, the average proportion of full-time faculty was 20.8% and managers accounted for an average of 5.3% of all employees. Full-time faculty increased by 1.4% (1 employee) over the same five fall terms, while adjunct faculty increased by 39.5% (58 employees), classified/confidential employees decreased by 6.5% (-6 employees) and managers increased by 33.3% (5 employees). From fall 2010 to fall 2014, the total number of employees at CHC increased by 18% (58 employees). In fall 2014, 25.5% of the College’s faculty were full-time employees (70 full-time faculty of 275 total faculty).

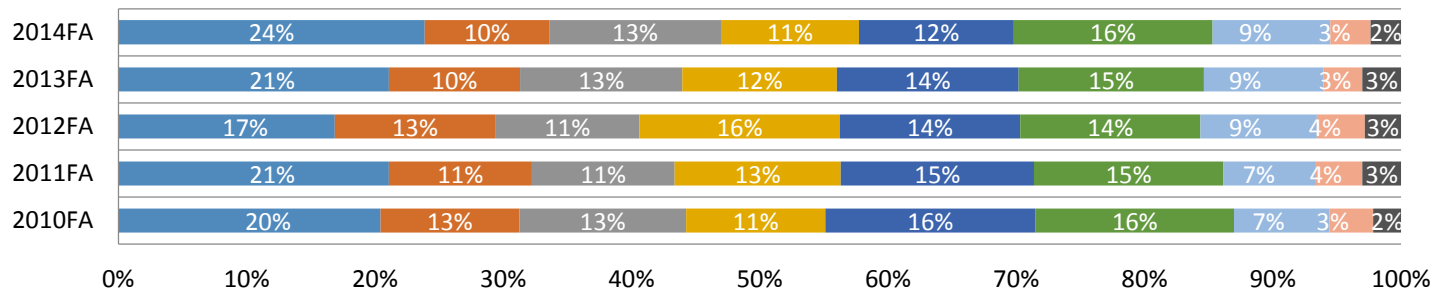
Exhibit 2.XX Unduplicated Employees by Type (Fall Term)



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From fall 2010 to fall 2014, employees age 18-34 years old increased by 37.9% (25 employees) and employees age 60-64 years old increased by 45.8% (11 employees). During the same time, employees age 50-54 decreased by 13.2% (-7 employees). In fall 2014, 105 employees were within the 50-59 age group (27.6%) and 56 employees were age 60 or older (14.7%). Employee data by age group suggests that it may be reasonable to expect approximately 42% of the College's employees to retire within the next 15 years.

Exhibit 2.XX Unduplicated Employees by Age (Start of Fall Term)



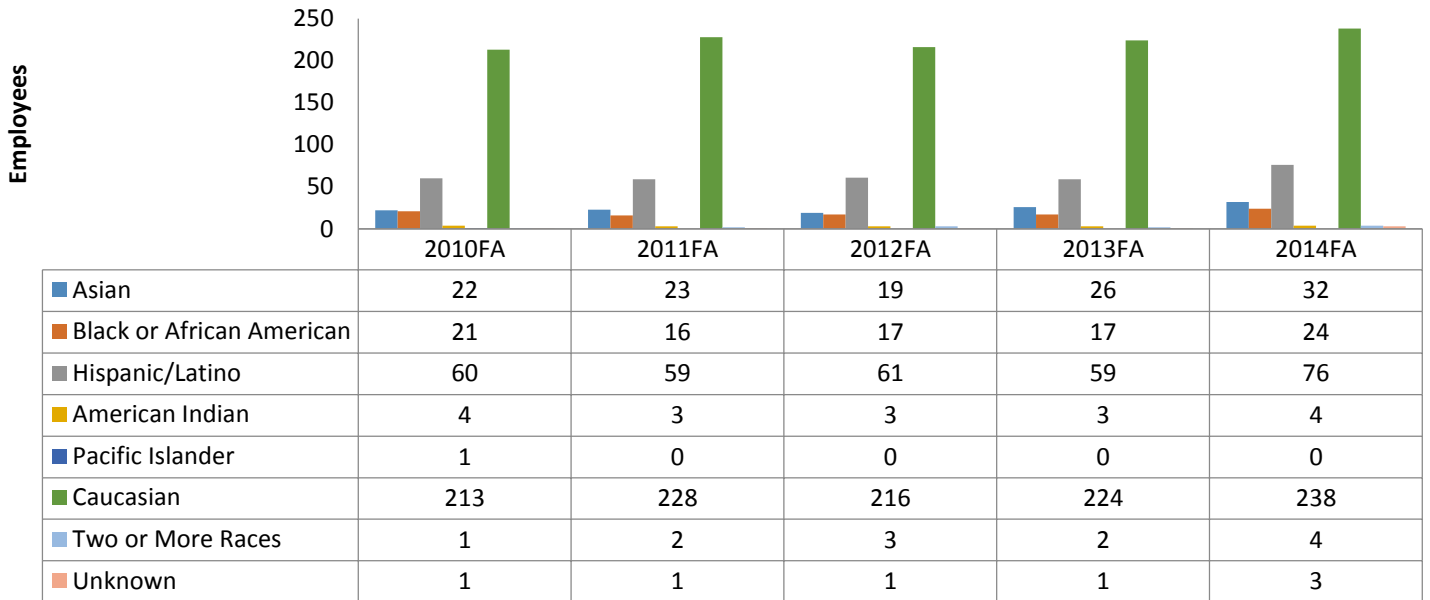
	2010FA	2011FA	2012FA	2013FA	2014FA
18-34	66	70	54	70	91
35-39	35	37	40	34	37
40-44	42	37	36	42	51
45-49	35	43	50	40	41
50-54	53	50	45	47	46
55-59	50	49	45	48	59
60-64	24	24	29	31	35
65-69	11	12	12	10	12
70+	7	10	9	10	9

Source: SBCCD Office of Institutional Effectiveness, Research & Planning



From fall 2010 to fall 2014, the number of Caucasian employees at CHC increased by 11.7% (25 employees), the number of Hispanic employees increased by 26.7% (16 employees) and the number of Asian employees increased by 45.5% (10 employees). During the same time period, Caucasian’s accounted for an average of 66.3% of employees, Hispanics accounted for an average of 18.7% of employees and Asian’s accounted for an average of 7.2% of employees.

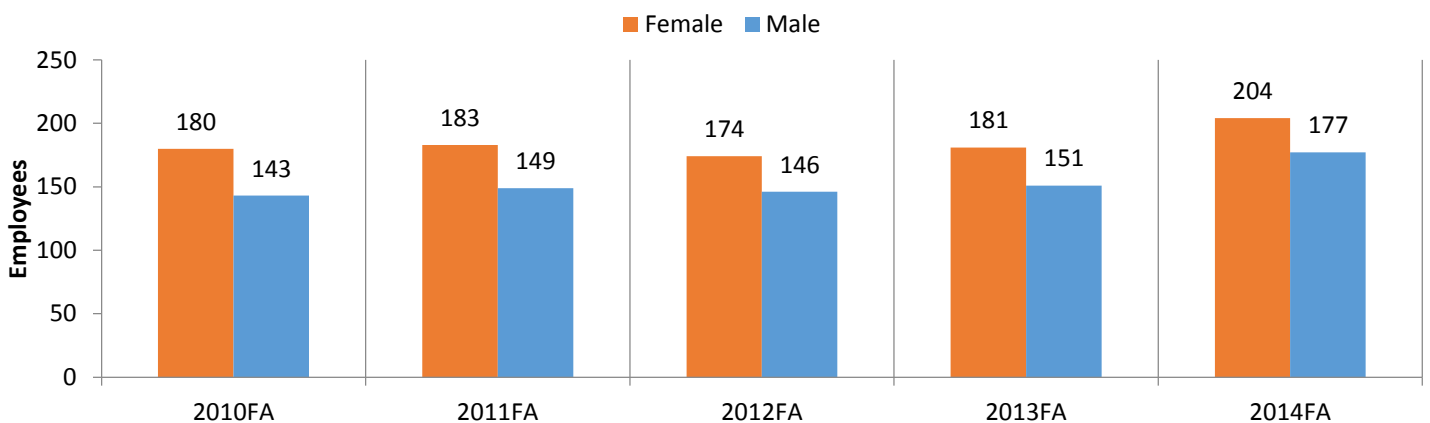
Exhibit 2.XX Unduplicated Employees by Race/Ethnicity (Fall Term)



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From fall 2010 to fall 2014, females accounted for an average of 54.6% of CHC employees, while males accounted for an average of 45.4% of employees. During the same time, female employees increased by 13.3% (24 persons) while males increased by 23.8% (34 employees).

Exhibit 2.XX Unduplicated Employees by Gender (Fall Term)



Source: SBCCD Office of Institutional Effectiveness, Research & Planning



Internal Scan Findings

Analysis of data regarding the internal college profile at CHC provides insight for making informed planning decisions. The following findings are derived from the internal scan data presented in the chapter of the EMP:

Student Demographics

- Student 20-24 years old is the largest age group within the College (3,193 students in 2014-15) and the only student age group to increase in enrollment from 2010-11 to 2014-15. The student age group that experienced the most decline during the same period were those 19 years old and younger (-427 students).
- Hispanic students accounted for 44% of College enrollment in 2014-15 (3,537 students). From 2010-11 to 2014-15, the number of Caucasian student decreased by 1,205 students (-27.6%).
- Female students accounted for 53.1% of College enrollment in 2014-15 (4,268 students). From 2010-11 to 2014-15, the number of female students decreased by 219 students (-4.9%), while the number of male students declined by 447 students (-10.6%).

Enrollment Trends

- From 2008-09 to 2012-13, overall College enrollment decreased by 2,421 students (-25.44%). However, from 2013-14 to 2014-15, CHC's enrollment increased by 944 students (13.3%). In 2014-15, the College was still 1,477 students shy of its most recent peak enrollment (9,517 students in 2008-09 compared to 8,040 students in 2014-15).
- The number and proportion of students enrolling in tradition face-to-face instruction only has been declining and shifting to students utilizing multiple instructional methods. In 2010-11, 85.9% of students at CHC enrolled in only traditional face-to-face courses (7,412 students). By 2014-15, 79.1% of students at CHC enrolled in only traditional face-to-face courses (6,151 students). During the same time, online only course enrollment increased by 192 students (282.4%).
- Although California residents account for over 96% of students, California resident students declined by 671 students (-7.9%) from 2010-11 to 2014-15. During the same time, California non-resident students increased by 33 students (25%) while foreign country residents decreased by 13 students (-10.4%).
- Continuing students account for the majority of CHC enrollment (4,457 students or 55.4% of unduplicated enrollment in 2015-15. First-time college students account for approximately 12% of enrollment, however only increased by 77 students from 2012-13 to 2014-15. During the same time, under age 18 or K-12 special admit students decreased by 146 students (-19.9%).
- Yucaipa High School and Redlands East Valley High School have consistently been among to top 3 feeder high schools for CHC, accounting for 181 and 120 first-time students in fall 2014, respectively. Citrus Valley High School went from the 6th ranked feeder high school for CHC in fall 2012 to the 3rd ranked feeder high school in fall 2014.
- From 2010-11 to 2014-15:
 - Total WSCH generation decreased by 3,027 WSCH (-2.1%)
 - Total unduplicated enrollment decreased by 668 students (-7.7%)
 - Total section offerings increased by 396 sections (7.12%)
 - Total FTEF increased by 48.71 FTEF (18.6%)

- Total productivity decreased by 96.75 WSCH/FTEF (-17.5%)
- In 2011-12, the College generated 111.95 WSCH per section. However, in 2014-15 the College generated 86.02 WSCH per section.
- In 2010-11, the College had 261.34 FTEF that reached a productivity level of 553.72 WSCH/FTEF. However, in 2014-15 the College had 310.05 FTEF that reached a productivity level of 456.97 WSCH/FTEF.
- The majority of students at CHC stated an educational goal of obtaining a BA/BS upon transfer to a four-year institution (4,975 students or 61.6% of unduplicated enrollment in 2014-15). From 2010-11 to 2014-15, the proportion of students with the goal of obtaining a BA/BS upon transfer increased by 8.2% (303 students).

Student Success and Completion

- From 2010-11 to 2014-15, CHC experienced an average retention rate of 90.7% and an average success rate of 73.3%. In 2014-15, the College's retention rate was 91.4% (State-wide retention rate for fall 2014 was 86.3%). In 2014-15, the College's success rate was 73.3% (State-wide success rate for fall 2014 was 69.01%).
- From 2010-11 to 2014-15, total degrees and certificates awarded increased by 219 awards (30.5%). The most significant growth was experienced in AS degrees, which increased by 83 awards (52.9%) during the same time period. Certificates requiring 6 to less than 18 semester units constituted the most awards at CHC in 2014 (275 awards).
- Student cohorts from 2004-05 to 2008-09, had an average completion rate of 40.8% within 6 years, while the State-wide average completion rate was 48.3%.
- From 2009-10 to 2013-14, the average transfer volume at CHC was 457 students. During the same period, the average proportion of CSU transfers was 45.2%, while the average proportion of in-State private school transfers was 27.3%, approximately 19.3% of transfers went to out-of-State schools, and 8.1% of transfer students enrolled in UC schools.

Employee Demographics

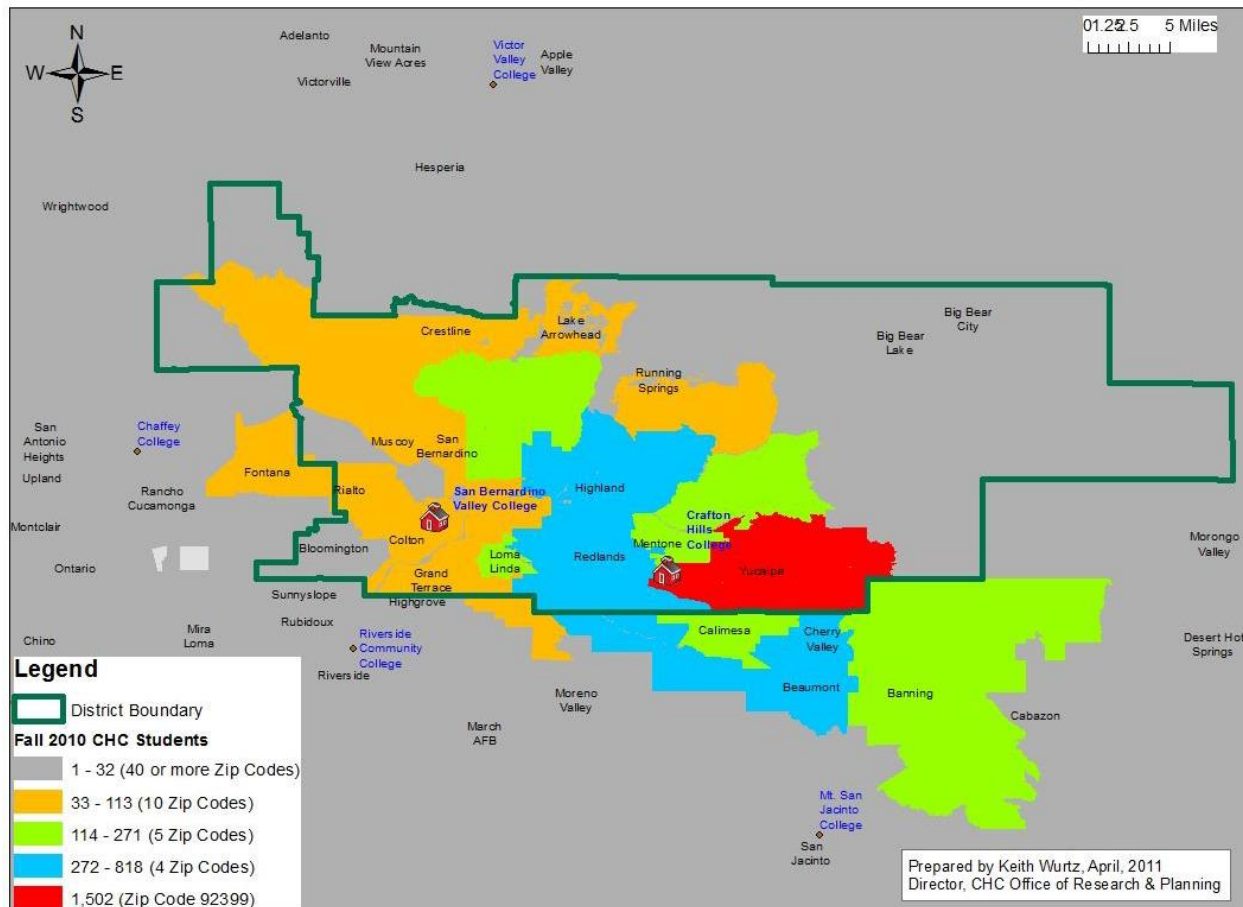
- In fall 2014, adjunct faculty accounted for 53.8% of all employees (205 persons), while full-time faculty accounted for 18.4% of all employees (70 persons). Approximately 25.5% of the College's faculty were full-time employees (70 full-time faculty of 275 total faculty members).
- In fall 2014, 105 employees were within the 50-59 age group (27.6% of all employees) and 56 employees were age 60 or older (14.7% of all employees). Data suggest that it is reasonable to expect up to 42% of the College's employees to retire within the next 15 years.
- In fall 2014, 62.5% of CHC employees were Caucasian (238 persons), 19.9% of employees were Hispanic (76 persons), 8.4% of employees were Asian (32 persons), and 6.3% were African American (24 persons). From fall 2010 to fall 2014, Caucasian employees increased by 25 persons (11.7%), while Hispanic employees increased by 16 persons (26.7%) and Asian employees increased by 10 persons (45.5%).
- In fall 2014, 53.5% of the College's employees were female (204 persons), while 46.5% of employees were male (177 persons). From fall 2010 to fall 2014, the number of male employees increased by 34 persons (23.8%) while females increased by 24 employees (13.3%).

The intent of the external scan for Crafton Hills College (CHC) is to assess demographics and other characteristics of the regional community which the College services. The external scan is used to identify and understand patterns and trends within the area and informs planning directions. The analysis presented in this plan is based on service area (ZIP Codes) and region (Riverside and San Bernardino Counties). Economic Modeling Specialists International (EMSI), Census 2010 American Community Survey 5-Year Estimates (2010-2014) and California Department of Education data was utilized to analyze the community which the College serves.

Crafton Hills College Service Area

The Crafton Hills College service area includes 18 cities/areas: Banning, Beaumont, Grand Terrace, Big Bear, Calimesa, Colton, Crestline, Fontana, Highland, Lake Arrowhead, Loma Linda, Mentone, Redlands, Rialto, Running Springs, Yucaipa, San Bernardino and Moreno Valley. Regionally, CHC serves the counties of Riverside and San Bernardino.

Exhibit 3.XX CHC Service Area Map



Source: CHC Educational Master Plan 2010-11



Population Estimates and Projections

Population data provides an opportunity to understand the make-up of the population CHC primarily serves relative to the region and State. From 2005 to 2015, the service area population grew by 13% (113,686 persons) while the region’s total population grew by 17.3% (669,696 persons). By comparison, the State’s population grew by 9.1%.

The projected population growth of the service area and region is expected to diminish over the next 10 years. From 2015 to 2025, the service area total population is projected to grow by 5.13% (50,687 persons) and the region’s total population is projected to grow by 5.55% (252,316 persons). Both of these increases exceed the State’s projected growth during the same time period, which is expected to grow by 5.08% (1,987,346 persons).

Exhibit 3.XX Total Population Estimates & Projections

Area	2010	2011	2012	2013	2014	2015	2020	2025
Service Area	931,224	943,457	952,304	967,154	976,089	987,862	1,028,052	1,038,549
Region	4,243,556	4,302,146	4,350,609	4,416,590	4,481,004	4,545,323	4,755,883	4,863,981
California	37,335,221	37,687,015	38,047,900	38,395,867	38,757,231	39,090,228	40,251,903	40,856,624

Source: EMSI

In 2015, the proportion of the service area population age 19 and under was 32.49% (303,262 persons). This is more than the regional proportion of 29.8% (1,353,226 persons) and State-wide proportion of 26.2% (10,248,339 persons) during the same year.

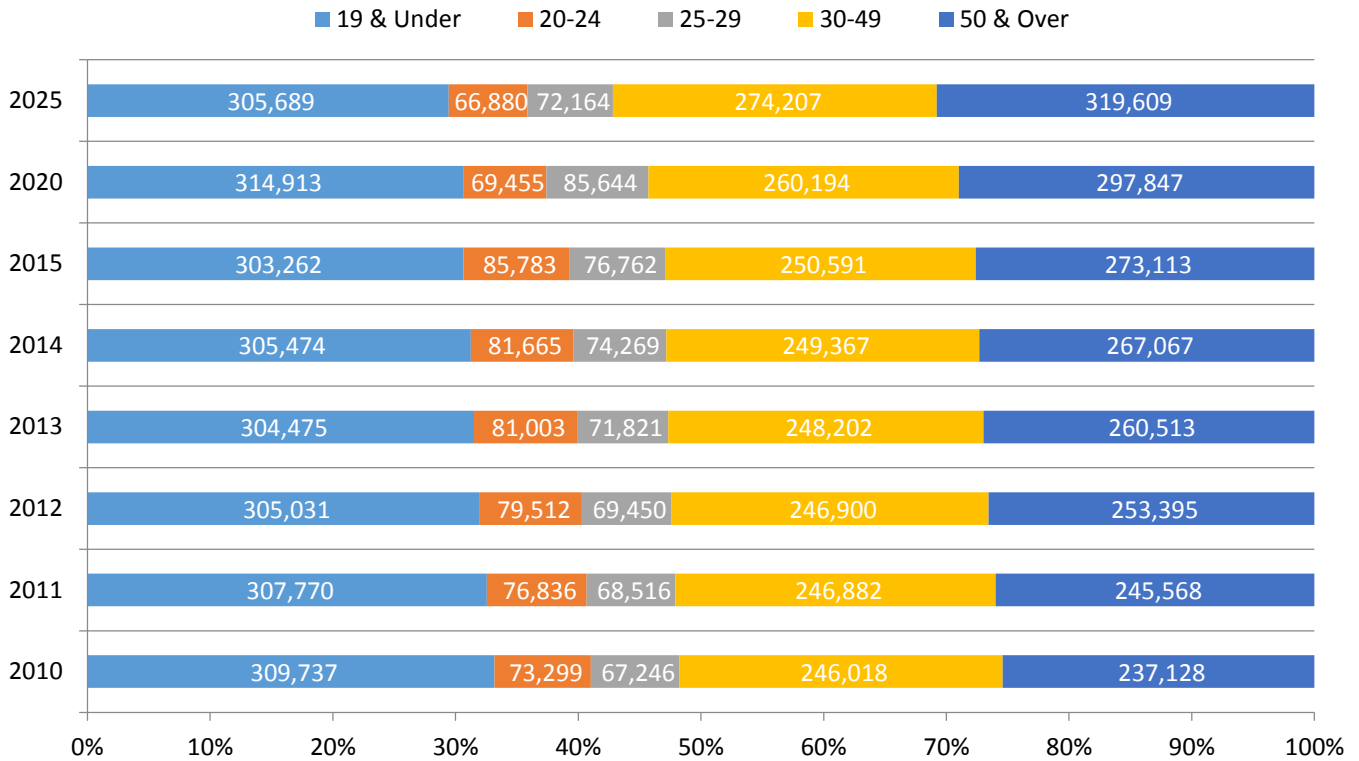
Between 2015 and 2025, population projections suggest that the proportion of those in the 19 and under age group will increase by 0.8% within the service area (2,427 persons) and 1.45% in the region (19,651 persons), which is less than the projected 2.07% increase projected for the proportion of the State-wide population in the same age group (212,632 persons).

The 20-24 age group may be considered CHC’s core age demographic. The 20-24 age group accounted for 9.19% of the service area population in 2015 (85,783 persons). The proportion of the service area population in the 20-24 age group exceeds the regional proportion of 8.3% (376,421 persons) and the State proportion of 8% (3,122,810 persons).

Between 2015 and 2025, population projections suggest that the proportion of those in the 20-24 age group will decrease by 22.04% (-18,903 persons) in the service area population and 20.23% (-76,153 persons) in the regional population. These are larger decreases than the projected 16.75% (-522,916 persons) decrease expected for the proportion of the State-wide population in the same age group.

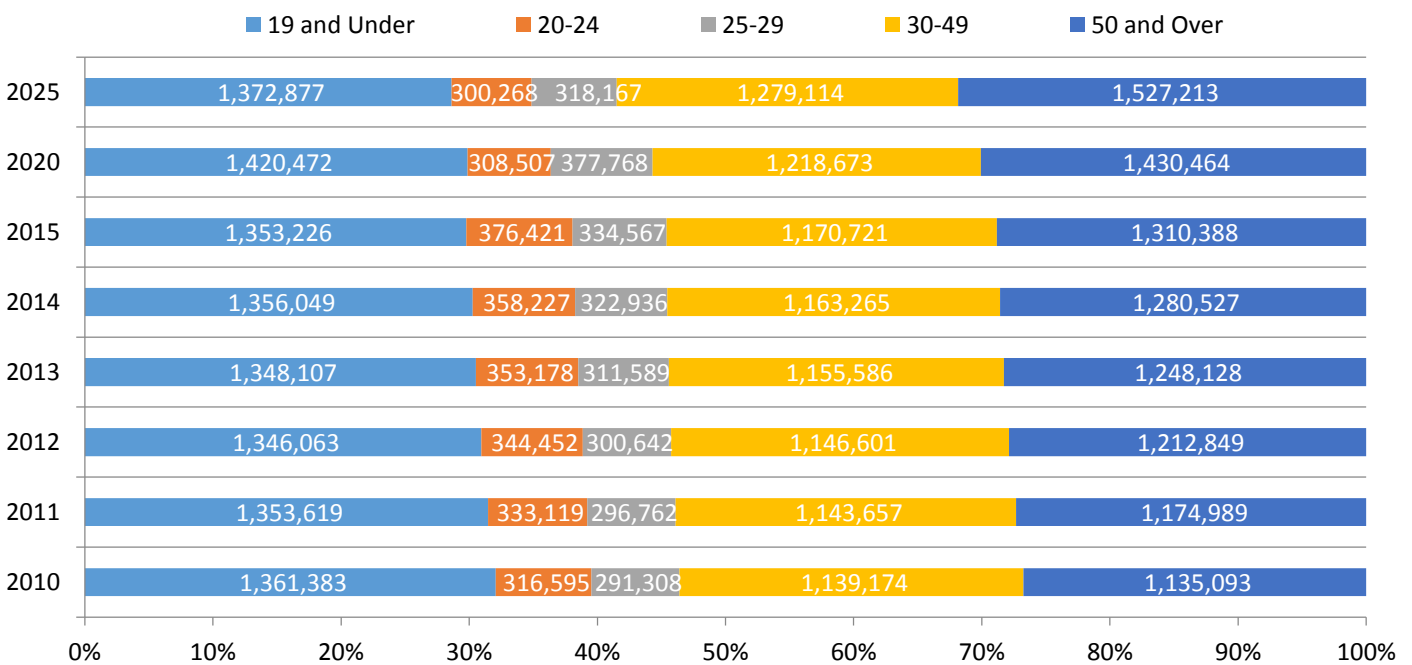
From 2015 to 2025, population projections indicate that the proportion of those in the 50 and over age group will increase by 17.02% (46,496 persons) in the service area and 16.55% (216,825 persons) in the region. The projected increase for that same age group in the State is 15.38% (1,884,696 persons).

Exhibit 3.XX Service Area Population by Age Group



Source: EMSI

Exhibit 3.XX Regional Area Population by Age Group



Source: EMSI



The service area is estimated to have seen an increase in the proportion of Hispanics between 2010 and 2015 by approximately 11.61% (56,550 persons). By 2025, the proportion of Hispanics in the service area is projected to reach 56.79% of the total population (594,718 persons) and 52.51% of the total regional population (2,519,083 persons). Hispanics are projected to make-up 40.3% of the State population by the year 2025 (16,555,395 persons).

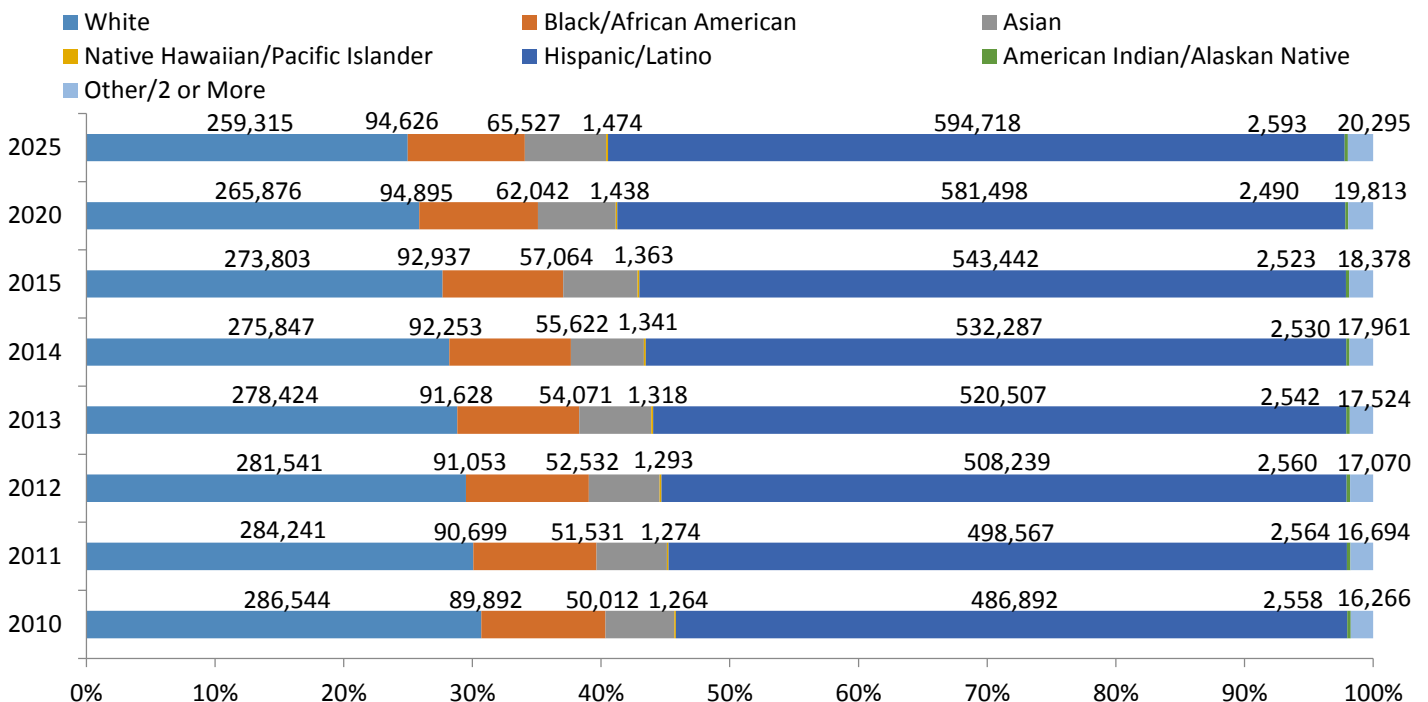
Between 2010 and 2015 the service area is estimated to have seen a decrease of Caucasians by approximately 4.45% (-12,741 persons). Caucasians in the regional population are estimated to have decreased by approximately 2.2% in the same time period (-34,730 persons). Caucasians in the State-wide population are estimated to have decreased by 1.5% between 2010 and 2015 (-231,334 persons).

Between 2015 and 2025, the number of Caucasians in the service area is projected to decrease by 5.29% (-14,488 persons) and 3.77% in the region (-57,336 persons). The number of Caucasians in the State is projected to decrease by 0.77% in the same time period (-113,913 persons).

In 2015, the proportion of African Americans within the service area population was 9.39% (92,937 persons). By 2025 the proportion of African Americans is projected to make up 9.04% of the service area population (94,626 persons) and 6.96% of the regional population (333,696 persons), as compared to the projected 5.5% of the State population (2,259,304 persons).

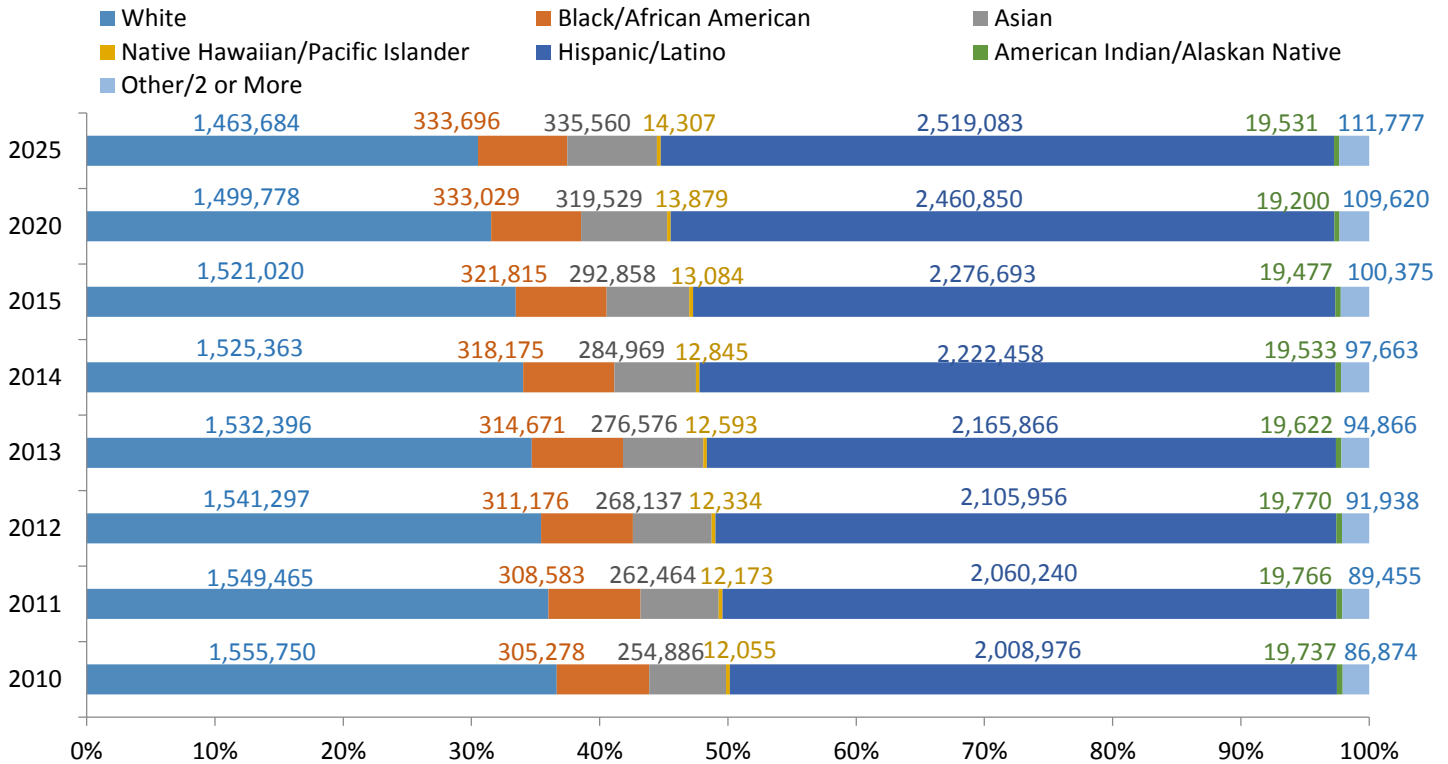
In 2015, the proportion of Asians in the service area population was 5.77% (57,064 persons). By 2025, the proportion of Asians in the service area is projected to be 6.26% (65,527 persons) and 6.99% in the region (335,560 persons), as compared to 14.85% in the State (6,101,547 persons).

Exhibit 3.XX Service Area Population by Race/Ethnicity



Source: EMSI

Exhibit 3.XX Regional Population by Race/Ethnicity

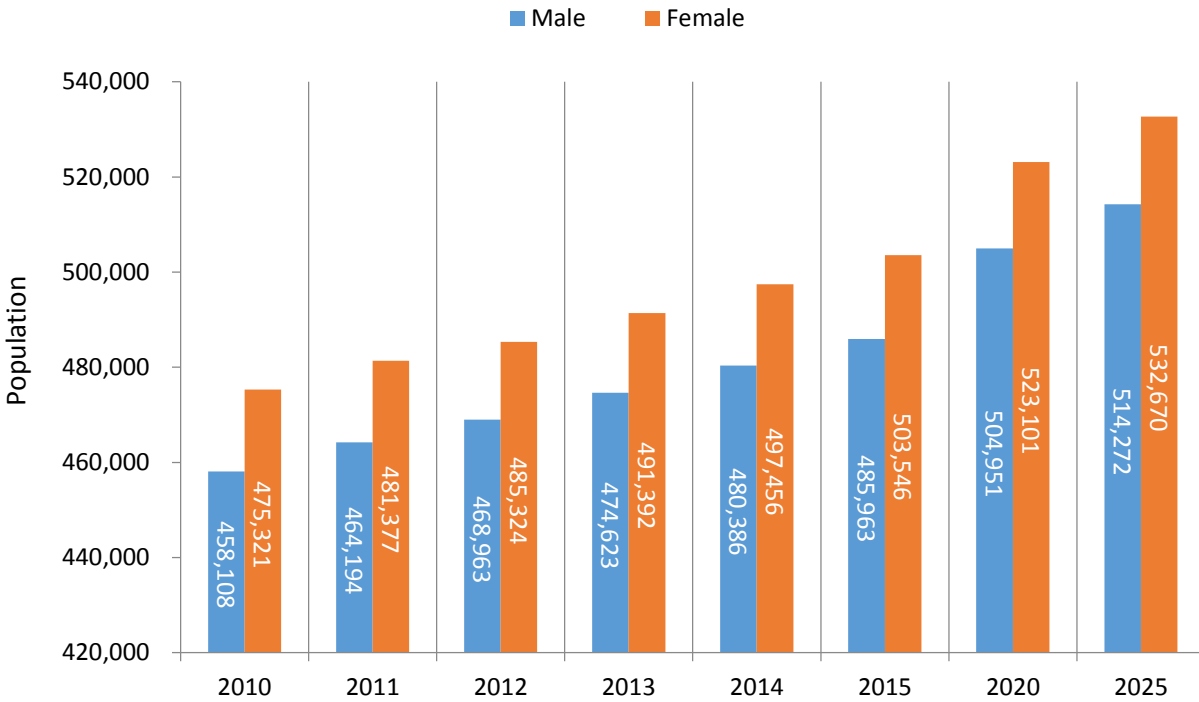


Source: EMSI

Between 2010 and 2015, the service area male population proportion stayed steady at 49.1% of the population. In the same time period, the regional male population proportion increased marginally by 0.1%. The State-wide male population proportion increased by an even smaller amount of 0.01% during the same time period.

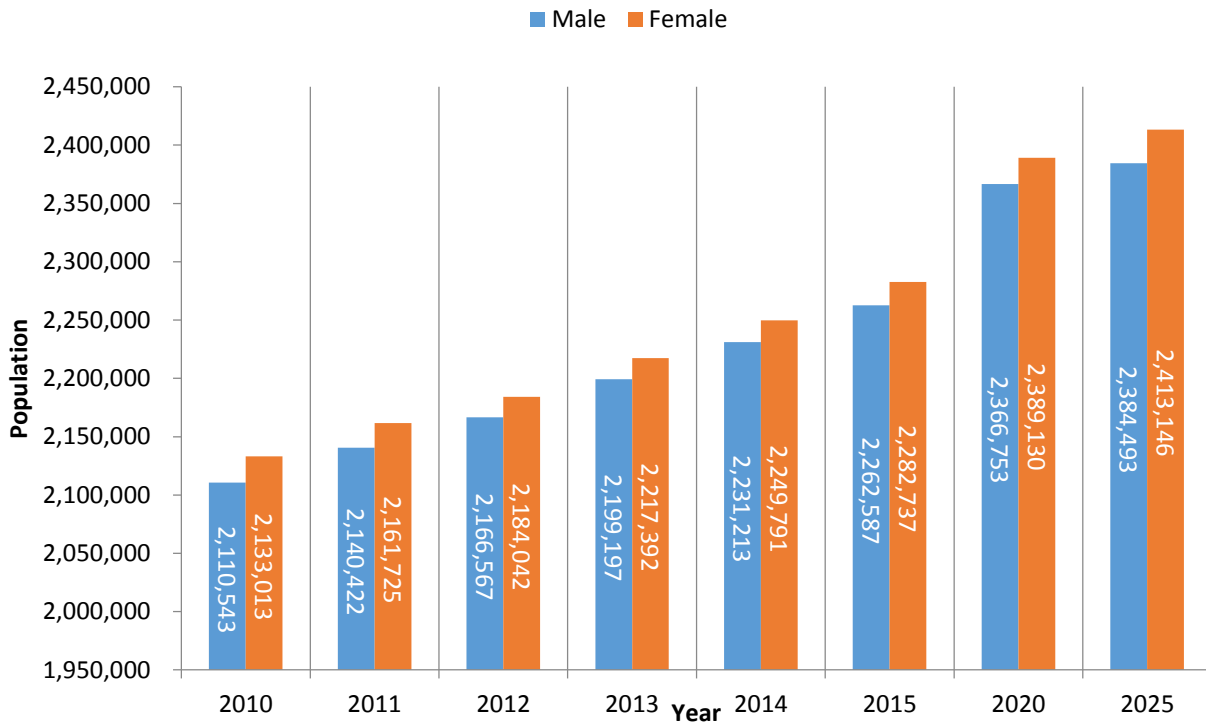
Between 2015 and 2025, the service area male population is projected to increase by 5.83% (28,309 persons) and the female population is projected to increase by 5.78% (29,124 persons). The number of males in the region is projected to increase by 5.39% (121,906 persons) and 5.71% for females (130,409 persons). The number of males within the State-wide population is projected to increase by 4.8% (931,711 persons) and 5.4% for females (1,055,635 persons) during the same time period.

Exhibit 3.XX Service Area Population by Gender



Source: EMSI

Exhibit 3.XX Regional Population by Gender



Source: EMSI

Educational Attainment

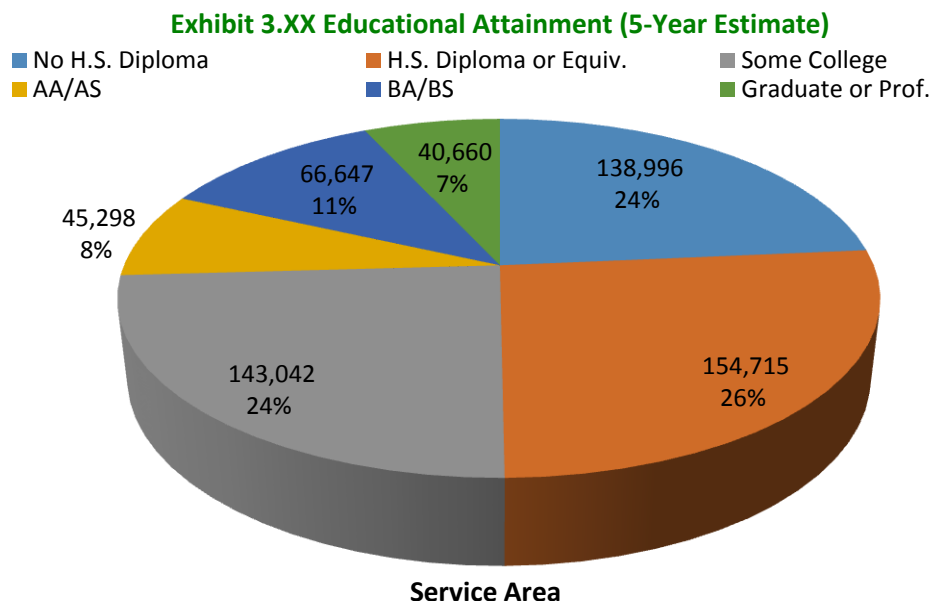
College service area, regional and State data regarding educational attainment provide insight into the academic achievement background of the population and the relationship between income and education levels.

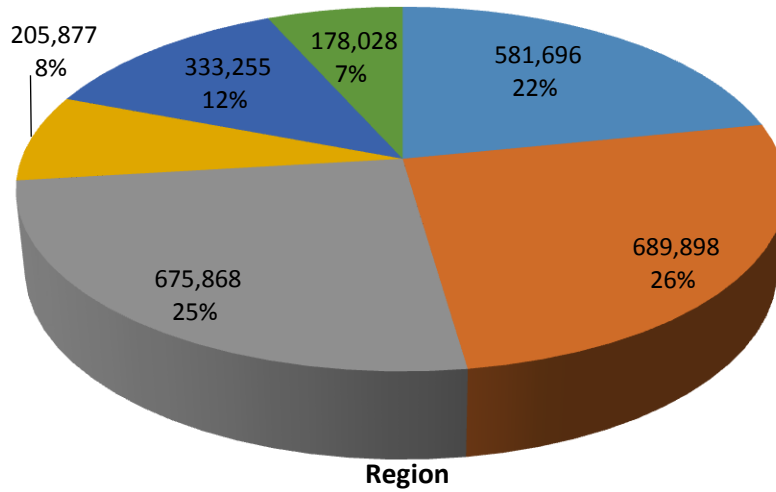
The proportion of service area residents age 25 and over with no high school diploma is 23.58% (138,997 persons), which is slightly higher than the regional proportion of 21.83% (581,696 persons). Both the service area and regional proportion of population with no high school diploma exceeds the State-wide proportion of 19.28%.

The proportion of service area residents age 25 and over with at most a high school diploma or equivalent is 26.25% (154,715 persons), which is slightly higher than the regional proportion of 25.89% (689,898 persons). The proportion of population with at most a high school diploma or equivalent in the service area and region exceeds the State’s proportion of 20.91%.

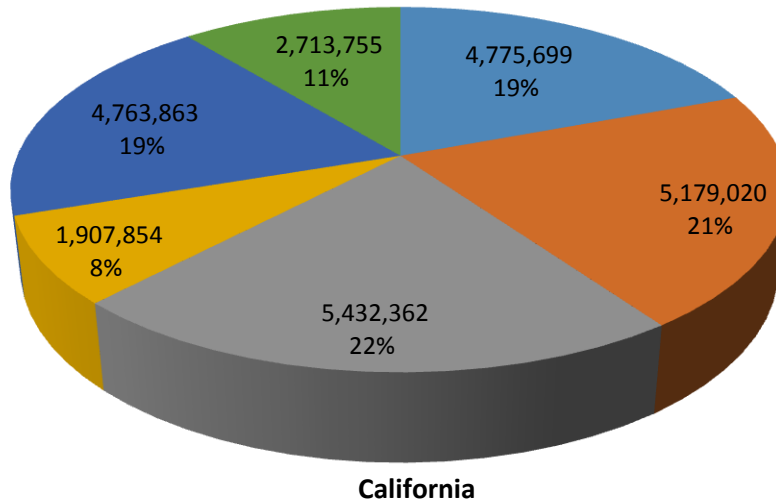
Almost half of the population in the service area (49.84%) and slightly less than half of the regional population (47.72%) age 25 and over do not have any higher education experience. The State-wide average population age 25 and over without any higher education experience is 40.18%.

The largest discrepancy between service area and regional residents age 25 and over with college experience compared to State levels of educational attainment, is for those with a Bachelor’s degree. The proportion of the service area population with a BA/BS degree is 11.31%, which is approximately 1.7 times less than that of the State’s 19.2%. The proportion of the regional population with a BA/BS degree is slightly higher than the service area proportion at 12.51%. Approximately 10.9% of the State population has a Graduate or Professional degree, while the service area proportion is 6.9% (6.68% regionally).





■ No HS ■ HS Diploma or Equivalent ■ Some College ■ AA/AS ■ BA/BS ■ Graduate or Professor



Source: Census 2010, ACS 5-Year Estimates

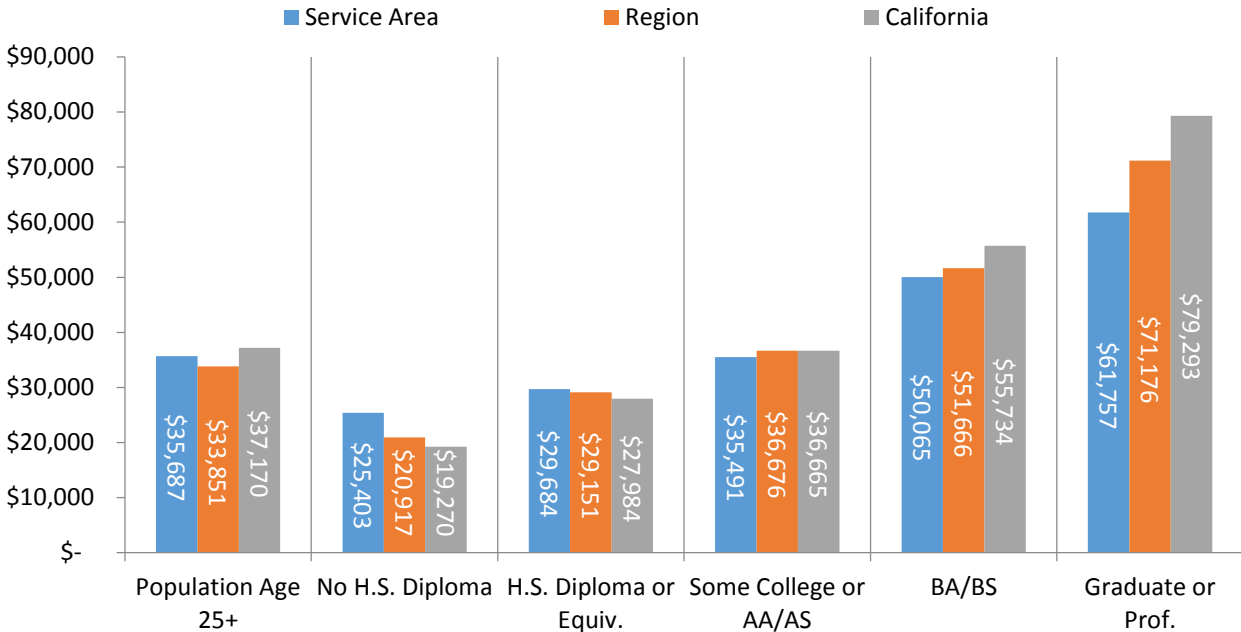
The average median income of the population age 25 and over in the service area (\$35,687) and region (\$33,851) is slightly less than the State median of \$37,170.

For service area residents age 25 and over, the average median income of those with at least some college experience or an AA/AS degree increases by \$5,807 when compared to the income of those with only a high school diploma or equivalent. Moreover, the average median income for service area residents with a BA/BS degree increases by \$14,573 when compared to those with only some college experience or an AA/AS degree, and increases by \$20,380 when compared to those with only a high school diploma or equivalent.

Service area and regional residents with a high school diploma/equivalent or less have a median income that is greater than the State-wide average. Conversely, service area and regional residents with a BA/BS

degree or higher have a median income that is less than the State-wide average. This dynamic may be correlated to the make-up and availability of blue collar jobs in the area.

Exhibit 3.XX Median Income by Educational Attainment (5-Year Estimates)



Source: Census 2010, ACS 5-Year Estimates

Household Size, Income & Poverty

The service area average household size (2.96 persons) is fractionally higher than that of the region (2.92 persons). Both the service area and regional average household size are greater than the State’s average of 2.76 persons. Median household income within the service area is \$1,286.68 less than in the region and \$7,429.68 less than the State-wide median household income. Average per capita income in the service area is \$3 more than in the region and \$7,381 less than the State-wide per capita income.

The poverty rate of families within the service area (15.27%) is 1.08 times greater than within the region (14.14%). However, both the service area and regional poverty rate of families are greater than the State’s rate of 12.3%.

Exhibit 3.XX Household Size, Income & Poverty (5-Year Estimate)

Area	Avg. Household Size	Median Household Income	Per Capita Income	Families Below Poverty (%)
Service Area	2.96	\$54,059.32	\$22,525.00	15.27%
Region	2.92	\$55,346.00	\$22,522.00	14.10%
California	2.76	\$61,489.00	\$29,906.00	12.30%

Source: Census 2010, ACS 5-Year Estimates



Feeder High School Student Proficiency

Student proficiency is measured with the California Assessment of Student Performance and Progress (CAASPP) test administered to students in the 11th grade. In the 2014-15 academic year, Redlands Senior High produced the greatest percentage of proficient students, with 77% of students having either met or exceeded the CAASPP standards for English and 45% of students having either met or exceeded the CAASPP standards for math. Citrus Valley High produced the second largest percentage of proficient students, with 69% and 37% of students having met or exceeded the standards for English and math, respectively. The least proficient feeder high school was Orangewood High Continuation, with 12% and 1% of students having either met or exceeded the standards for English and math, respectively.

In the 2014-15 academic year, the average percentage of students from the top 10 feeder higher schools who either met or exceeded the CAASPP standards for English was 51%, which is 7% higher than the State average of 44%. The average percentage of top 10 feeder high school students who either met or exceeded the CAASPP standards for math was 22%, which is 11% lower than the State average of 33%.

It should be noted that although home schooled students constituted the 5th ranked feeder high school in 2014-15, there are no CAASPP scores available for those students.

Exhibit 3.XX Fall 2014 Top Ten Feeder High School CAASPP Results (Administered in 11th Grade)

School	Percent of Students Who Met or Exceeded Standards	
	English	Math
Yucaipa High	52%	24%
Redlands East Valley High	64%	33%
Citrus Valley High	69%	37%
Redlands Senior High	77%	45%
Other Home School	N/A	N/A
Beaumont Senior High	55%	22%
San Geronio High	45%	18%
Green Valley High	26%	2%
Orangewood High Continuation	12%	1%
Rim of the World Senior High	60%	16%
Feeder Average	51%	22%
California	44%	33%

Source: California Department of Education, DataQuest

Neighboring Higher Education Institutions

Recognizing other higher educational institutions located within a reasonable distance of the CHC service area is an important factor in understanding educational options available to service area residents. For those with vehicular transportation means, an approximate one hour drive-time is considered a reasonable distance for service area residents to travel for higher education needs.



Approximately 47 higher education institutions are within approximately one driving hour away from CHC. Of those institutions, 20 are California Community Colleges (excluding San Bernardino Valley College). There are also two vocational colleges, one private vocational college and a private junior college within one driving hour from CHC. Among neighboring higher educational institutions, 17 are private 4-year colleges and four are California State Universities (Cal Poly Pomona, CSU San Bernardino, CSU Fullerton and CSU Los Angeles). Two of the neighboring higher educational institutions from CHC belong to the University of California system (UC Riverside and UC Irvine).

Exhibit 3.XX Neighboring Higher Education Institutions

Institution	Type	Distance from CHC (mi)	Approx. Drive time from CHC
University of Redlands	Private 4-Year	4.3	9 min
National University	Private 4-Year	12	15 min
Loma Linda University	Private 4-Year	12.3	18 min
Concorde Career College	Vocational College	12.9	17 min
Moreno Valley College	Community College	17.8	28 min
CSU San Bernardino	California State University	20.9	24 min
UC Riverside	University of California	21	25 min
University of Riverside	Private 4-Year	21.8	23 min
Riverside City College	Community College	22	26 min
Mt San Jacinto College	Community College	22.6	27 min
California Baptist University	Private 4-Year	25.9	29 min
San Joaquin Valley College	Private Junior College	28.9	29 min
La Sierra University	Private 4-Year	31.4	33 min
Chaffey College	Community College	33.9	35 min
Claremont-McKenna College	Private 4-Year	38.6	43 min
Norco College	Community College	39.7	41 min
University of La Verne	Private 4-Year	41.5	43 min
Cal Poly Pomona	California State University	43.8	44 min
San Antonio College	Community College	46.7	49 min
Santiago Canyon College	Community College	51.6	52 min
Asuza Pacific University	Private 4-Year	53	50 min
Citrus College	Community College	53.7	51 min
College of the Desert	Community College	54.7	53 min
Chapman University	Private 4-Year	55.6	59 min
CSU Fullerton	California State University	56.9	1 hr 1 min
Anaheim University	Private 4-Year	57.3	1 hr 5 min
Brownson Technical School	Vocational College	57.7	1 hr
Hope International University	Private 4-Year	58.2	56 min
Rio Honda College	Community College	59.1	59 min
Fullerton College	Community College	60.2	59 min
Southern California University of Health Sciences	Private Vocational College	60.3	1 hr 7 min



Santa Ana College	Community College	60.5	1 hr 3 min
UC Irvine	University of California	61.9	1 hr 13 min
Coastline Community College	Community College	62.6	1 hr 7 min
Whittier College	Private 4-Year	63.6	1 hr 9 min
Concordia University Irvine	Private 4-Year	64.1	1 hr 6 min
CSU Los Angeles	California State University	64.9	1 hr 11 min
Cypress College	Community College	65	1 hr 8 min
Vanguard University of Southern California	Private 4-Year	65	1 hr 4 min
Biola University	Private 4-Year	65.1	1 hr 7 min
Orange Coast College	Community College	65.3	1 hr 8 min
California Institute of Technology	Private 4-Year	67.1	1 hr 14 min
Cerritos College	Community College	68	1 hr 10 min
Golden West College	Community College	68.4	1 hr 11 min
Saddleback College	Community College	70.6	1 hr 9 min
Glendale Community College	Community College	74.3	1 hr 10 min
East Los Angeles College	Community College	75.7	1 hr 12 min

External Scan Findings

Analysis of data regarding the external scan provides insight for making informed planning decisions. The following findings are derived from the external scan data presented in this chapter of the EMP:

Population Demographics:

- From 2005 to 2015:
 - Service area total population is estimated to have grown by 13% (113,686 persons)
 - Regional area total population is estimated to have grown by 17.3% (669,696 persons)
 - State total population is estimated to have grown by 9.1% (1,755,007 persons)
- From 2015 to 2025:
 - Service area total population is projected to grow by 5.13% (50,687 persons)
 - Regional area total population is projected to grow by 5.7% (318,658 persons)
 - State total population is projected to grow by 3.7% (604,271 persons)
- Population projections suggest that between 2015 and 2025, the proportion of people in the 19 and under age group will increase by 0.8% within the service area (2,427 persons) and 1.45% in the region (19,651 persons), which is less than the projected 2.07% increase State-wide (212,632 persons).
- Between 2015 and 2025, population projections indicate that the proportion of people in the 20-24 age group will decrease by 22.04% in the service area population (-18,903 persons) and 20.23% in the regional population (-76,153 persons), both of which are larger than the projected 16.75% decrease expected Statewide (-522,916 persons).
- Population projections suggest that the proportion of people in the 50 and over age group will increase by 17.02% in the service area (46,496 persons) and 16.55% in the region (216,825



persons) by the year 2025. The projected increase for the same age group in the State is 15.38% (1,884,696 persons).

- By 2025, Hispanics are expected to account for:
 - 56.79% of the service area population (594,718 persons)
 - 52.51% of the regional population (2,519,083 persons)
 - 40.3% of the State population (16,555,395 persons)
- By 2025, Caucasians are expected to account for:
 - 24.76% of the service area population (259,315 persons)
 - 30.51% of the regional population (1,463,684 persons)
 - 35.71% of the State population (14,670,529 persons)
- By 2025, African Americans are expected to constitute:
 - 9.04% of the service area population (94,626 persons)
 - 6.96% of the regional population (333,696 persons)
 - 5.5% of the State population (2,259,304 persons)
- By 2025, Asians are expected to comprise:
 - 6.26% of the service area population (65,527 persons)
 - 6.99% of the regional population (335,560 persons)
 - 14.85% of the State population (6,101,547 persons)
- By 2025, the service area male population is projected to increase by 5.83% (28,309 persons) and the female population is projected to increase by 5.78% (29,124 persons). The number of males within the State-wide population is projected to increase by 4.8% (931,711 persons) and 5.4% for females (1,055,635 persons) during the same time period.

Educational Attainment

- 49.84% of the service area residents age 25 and older do not have any higher education experience (293,711 persons) while 47.72% of regional residents age 25 and older do not have any higher education experience (1,271,594). The State-wide average of persons without any higher education experience is 40.18% (9,954,719 persons).
- The proportion of service area residents age 25 and older with a BA/BS degree is 11.31%, which is approximately 1.7 times less than that of the State's 19.2%. The proportion of the regional population age 25 and over with a BA/BS degree is 12.51%.
- The average median income of the population age 25 and over in the service area (\$33,687) and region (\$33,851) is slightly less than the State median of \$37,170.
- Service area and regional residents with a high school diploma/equivalent or less have a median income that is greater than the State-wide average. Conversely, service area and regional residents with a BA/BS degree or higher have a median income that is less than the State-wide average. This dynamic may be correlated to the make-up and availability of blue collar jobs in the area.



Household Size, Income & Poverty

- The average household size in the service area is 2.96 persons and 2.92 persons in the region, both of which are slightly higher than the State's average of 2.76 persons.
- Median household income in the service area is \$54,059.32, as compared to \$55,346 in the region, and \$61,489 within the State.
- Per capita income in the service area is \$22,525 and \$22,522 in the region, while per capita income in the State is \$29,906.
- The percentage of families below the poverty line in the service area is 15.27%. The percentage of families below the poverty line in the region is 14.1% and 12.3% in the State.

Service Area High Schools

- In the 2014-15 academic year, Redlands Senior High produced the most proficient students, with 77% and 45% of students having either met or exceeded CAASPP standards for English and math, respectively. The next most proficient students were from Citrus Valley High, with 69% and 37% of students having met or exceeded the standards for English and math, respectively. The least proficient high school was Orangewood High Continuation, with 12% and 1% of students having either met or exceeded the standards for English and math, respectively.
- In the 2014-15 academic year, the average percentage of students from the top ten feeder high schools who either met or exceeded the CAASPP standards for English was 51%, which is 7% higher than the State average of 44%.
- In the 2014-15 academic year, the average percentage of students from the top ten feeder high schools who either met or exceeded the CAASPP standards for math was 22%, which is 11% lower than the State average of 33%.

Neighboring Higher Education Institutions:

- There are 47 higher education institutions that are approximately one driving hour away from CHC. Those 47 neighboring institutions are comprised of:
 - 20 California Community Colleges
 - Two vocational colleges
 - One private vocational college
 - One private junior college
 - 17 private 4-year colleges
 - Four California State Universities (Cal Poly Pomona, CSU San Bernardino, CSU Fullerton and CSU Los Angeles)
 - Two University of California institutions (UC Riverside and UC Irvine)



Crafton Hills Community College (CHC) is committed to providing students with education for transfer to four-year institutions and with career technical and professional education important to the region. In an effort to best understand economic conditions, the following analysis examines labor market information for the region (San Bernardino and Riverside Counties) as well as the service area community directly in the College’s sphere of influence.

Labor Force, Employment and Unemployment

Labor force is defined as the working age population (16 years or older) that is employed (part or full time) or actively seeking employment. The CHC service area labor force is composed of approximately 487,700 residents age 16 or older. Approximately 1,961,800 persons within the regional population age 16 or older made up the regional labor force.

In 2015, the unemployment rate of the service area (6.66%) and region (6.6%) was fractionally higher than the State’s estimated unemployment rate of 6.2%.

Exhibit 4.XX Labor Force, Employment & Unemployment (Annual Average 2015)

Area	Labor Force	Employment	Unemployment	Unemployment Rate
Service Area	487,800	455,600	32,500	6.66%
Region	1,961,800	1,832,300	129,500	6.60%
State	18,981,800	17,798,600	1,183,200	6.20%

Source: California Employment Development Department, LMI Division

Industry Estimates and Projections

In 2015, the top five employment industries in the service area were the following: Health Care and Social Assistance (20.19% or 47,528 jobs), Government (15.16% or 35,679 jobs), Retail Trade (13.68% or 32,193 jobs), Accommodation and Food Services (9.16% or 21,564 jobs), and Transportation and Warehousing (7.5% or 17,659 jobs).

Between 2010 and 2015, the top five employment industries named above grew by the following: Health Care and Social Assistance (46.44% or 15,072 jobs), Government (0.45% or 160 jobs), Retail Trade (10.95% or 3,176 jobs), Accommodation and Food Services (22.16% or 3,912 jobs), and Transportation and Warehousing (45.35% or 5,510 jobs).

By 2025, the top five employment industries in the service area in terms of people employed are projected to be: Health Care and Social Assistance (22.61% or 62,111 jobs), Retail Trade (14% or 38,455 jobs), Government (13.3% or 36,547 jobs), Accommodation and Food Services (9.33% or 25,643 jobs), and Transportation and Warehousing (8.4% or 23,091 jobs).

From 2015 to 2025, the largest numerical job growth for service area employment by industry is expected to be the following: Health Care and Social Assistance (14,583 jobs or 30.68%), Retail Trade (6,262 jobs or 19.45%), Transportation and Warehousing (5,432 jobs or 30.76%), and Accommodation and Food Services (4,079 jobs or 18.92%).



Exhibit 4.XX Service Area Employment Projections by Industry (2010 – 2025)

Description	2010 Jobs	2015 Jobs	2010 - 2015 Change	2025 Jobs	2015 - 2025 Change
Health Care and Social Assistance	32,456	47,528	15,072	62,111	14,583
Retail Trade	29,017	32,193	3,176	38,455	6,262
Government	35,519	35,679	160	36,547	868
Accommodation and Food Services	17,652	21,564	3,912	25,643	4,079
Transportation and Warehousing	12,149	17,659	5,510	23,091	5,432
Administrative and Support and Waste Management and Remediation Services	11,326	13,517	2,191	15,272	1,755
Manufacturing	10,222	12,421	2,199	12,732	311
Construction	7,392	9,839	2,447	9,881	42
Wholesale Trade	6,538	7,752	1,214	9,358	1,606
Other Services (except Public Administration)	10,166	7,101	(3,065)	8,050	949
Professional, Scientific, and Technical Services	5,662	6,464	802	7,902	1,438
Educational Services	4,780	5,324	544	6,744	1,420
Finance and Insurance	4,666	5,153	487	5,824	671
Arts, Entertainment, and Recreation	1,751	2,337	586	2,650	313
Management of Companies and Enterprises	2,622	2,741	119	2,590	(151)
Real Estate and Rental and Leasing	2,279	2,420	141	2,435	15
Utilities	2,389	2,240	(149)	2,290	50
Information	1,631	1,371	(260)	1,349	(22)
Unclassified Industry	331	874	543	984	110
Crop and Animal Production	1,231	1,034	(197)	633	(401)
Mining, Quarrying, and Oil and Gas Extraction	106	197	91	223	26
Total	199,884	235,407	35,523	274,763	39,356

Source: EMSI

In 2015, the top five employment industries in the region were the following: Government (17.62% or 233,853 jobs), Retail Trade (12.91% or 171,405 jobs), Health Care and Social Assistance (12.84% or 170,431 jobs), Accommodation and Food Services (9.97% or 132,410 jobs) and Administrative/Support and Waste Management/Remediation Services (7.11% or 94,319 jobs).

Between 2010 and 2015, the top five industries for employment in the region grew by the following: Government (-0.14% or -330 jobs), Retail Trade (11% or 16,642 jobs), Health Care and Social Assistance (45% or 53,075 jobs), Accommodation and Food Services (23% or 24,840 jobs) and Administrative / Support and Waste Management / Remediation Services (21% or 16,430 jobs). Manufacturing dropped from the fifth ranked employment industry in the region to the 6th ranked employment industry.

By 2025, the top five employment industries are projected to be the following: Government (15.96% or 244,893 jobs), Health Care and Social Assistance (14.48% or 222,162 jobs), Retail Trade (13.28% or 203,840 jobs), Accommodation and Food Services (10.28% or 157,773 jobs) and Administrative/Support and Waste Management/Remediation Services (7.41% or 113,626 jobs).



From 2015 to 2025, the largest numerical job growth for regional employment by industry is expected to be the following: Health Care and Social Assistance (51,731 jobs or 30.35%), Retail Trade (32,435 jobs or 18.92%), Accommodation and Food Services (25,363 jobs or 19.15%), Transportation and Warehousing (23,046 jobs or 28.75%), and Administrative/Support and Waste Management/Remediation Services (19,307 jobs or 20.47%)

Exhibit 4.XX Regional Employment Projections by Industry (2010-2025)

Description	2010 Jobs	2015 Jobs	2010 - 2015 Change	2025 Jobs	2015 - 2025 Change
Government	234,183	233,853	(330)	244,893	11,040
Health Care and Social Assistance	117,356	170,431	53,075	222,162	51,731
Retail Trade	154,763	171,405	16,642	203,840	32,435
Accommodation and Food Services	107,570	132,410	24,840	157,773	25,363
Administrative and Support and Waste Management and Remediation Services	77,889	94,319	16,430	113,626	19,307
Transportation and Warehousing	55,804	80,133	24,329	103,179	23,046
Construction	59,611	84,152	24,541	92,042	7,890
Manufacturing	83,940	93,624	9,684	91,421	(2,203)
Wholesale Trade	48,722	62,436	13,714	77,877	15,441
Professional, Scientific, and Technical Services	34,961	42,551	7,590	52,089	9,538
Other Services (except Public Administration)	51,914	35,982	(15,932)	40,986	5,004
Finance and Insurance	25,569	28,298	2,729	32,091	3,793
Educational Services	13,126	16,109	2,983	20,399	4,290
Arts, Entertainment, and Recreation	15,710	18,009	2,299	19,863	1,854
Real Estate and Rental and Leasing	15,511	16,859	1,348	18,094	1,235
Crop and Animal Production	14,822	14,291	(531)	11,693	(2,598)
Information	16,046	11,260	(4,786)	10,652	(608)
Management of Companies and Enterprises	8,632	9,148	516	8,679	(469)
Unclassified Industry	2,251	5,582	3,331	6,189	607
Utilities	5,754	5,493	(261)	5,668	175
Mining, Quarrying, and Oil and Gas Extraction	1,017	1,100	83	1,202	102
Total	1,145,149	1,327,444	182,294	1,534,418	206,973

Occupation Projections

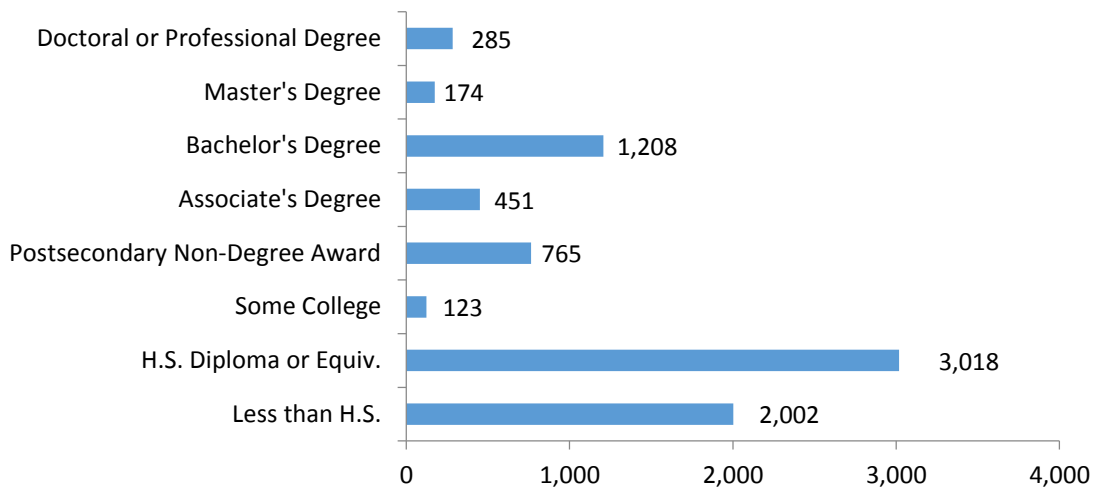
There are projected to be approximately 8,026 average annual job openings in the service area between 2015 and 2025. Annual openings are determined by the sum of new and replacement jobs in an occupation over the selected timeframe (2015 – 2025) divided by the number of years in the timeframe. Of these annual openings, 5,020 (62.54%) have a typical entry level education of a high school diploma/ equivalent or less, 123 (1.54%) have a typical entry level education of some college, 765 (9.54%) have a typical entry level education of a postsecondary non-degree award, 451 (5.62%) have a typical entry



level education of an Associate’s degree, 1,208 (15.05%) have a typical entry level education of a Bachelor’s degree, and 459 (5.72%) have a typical entry level education of a Master’s degree or higher.

It should be noted that occupations with an average hourly wage of less than \$12 were excluded, as were those occupations with insufficient data to determine average hourly wages. Additionally, typical entry level education required is determined by the minimum qualifications identified by the U.S. Department of Labor and Bureau of Labor Statistics. Although a job may be identified as requiring a typical entry level education of high school diploma or equivalent, in many circumstances the Department of Labor and Bureau of Labor Statistics recommends some level of continuing higher education to be competitive for obtaining that particular job.

Exhibit 4.XX Service Area Average Annual Job Openings by Typical Entry Level Education (2015 – 2025)



Source: EMSI

Of the occupations with the most expected annual openings within the service area by the year 2025, CHC may be in a position to provide instruction that would supply workers for the following jobs: registered nurses, nursing assistants, licensed practical/vocational nurses, home health aides, medical assistants, medical secretaries, elementary & postsecondary teachers, teacher assistants, customer service representatives, general and operations managers, first-line supervisors of office/administrative support/retail sales/food prep. workers, sales representatives in wholesale and manufacturing, secretaries/administrative assistants, and accountants/auditors.

For a full listing of average annual job openings by occupation in the service area please refer to **Appendix X.**



Exhibit 4.XX Top 30 Service Area Average Annual Job Openings by Occupation (2015 – 2025)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
Retail Salespersons	502	7,916	9,852	1,936	24%	\$12.49
Laborers and Freight, Stock, and Material Movers, Hand	469	7,866	9,675	1,809	23%	\$13.46
Registered Nurses	281	6,351	7,762	1,411	22%	\$42.89
Stock Clerks and Order Fillers	245	5,050	5,828	778	15%	\$12.84
Heavy and Tractor-Trailer Truck Drivers	219	5,899	7,026	1,127	19%	\$23.17
Office Clerks, General	165	5,171	5,662	491	9%	\$14.59
Nursing Assistants	157	2,818	3,741	923	33%	\$13.57
Customer Service Representatives	139	2,683	3,256	573	21%	\$17.63
Elementary School Teachers, Except Special Education	126	3,699	4,096	397	11%	\$35.22
General and Operations Managers	125	3,439	3,987	548	16%	\$51.27
Home Health Aides	125	1,131	2,047	916	81%	\$13.19
First-Line Supervisors of Office and Admin. Support Workers	119	2,660	3,153	493	19%	\$25.42
Janitors/Cleaners, Except Maids and Housekeeping Cleaners	117	3,598	4,040	442	12%	\$13.57
Postsecondary Teachers	108	2,874	3,461	587	20%	\$41.67
First-Line Supervisors of Retail Sales Workers	107	2,354	2,849	495	21%	\$20.84
Licensed Practical and Licensed Vocational Nurses	104	1,788	2,314	526	29%	\$23.15
Packers and Packagers, Hand	102	2,003	2,406	403	20%	\$12.08
First-Line Supervisors of Food Prep. and Serving Workers	99	1,786	2,200	414	23%	\$14.84
Teacher Assistants	94	3,027	3,248	221	7%	\$14.37
Secretaries & Admin. Assts, Except Legal, Medical,& Executive	93	3,292	3,790	498	15%	\$17.91
Medical Assistants	92	1,956	2,446	490	25%	\$14.11
Receptionists and Information Clerks	92	1,831	2,198	367	20%	\$13.52
Industrial Truck and Tractor Operators	85	1,888	2,234	346	18%	\$15.94
Automotive Service Technicians and Mechanics	75	1,672	1,957	285	17%	\$19.81
Landscaping and Groundskeeping Workers	72	1,885	2,099	214	11%	\$12.36
Maintenance and Repair Workers, General	71	1,921	2,225	304	16%	\$18.74
Sales Reps, Wholesale & Manuf., Except Tech./Sci. Products	70	1,550	1,904	354	23%	\$31.60
Shipping, Receiving, and Traffic Clerks	69	1,560	1,795	235	15%	\$15.35
Accountants and Auditors	67	1,305	1,545	240	18%	\$34.23
Medical Secretaries	66	1,492	1,941	449	30%	\$15.73

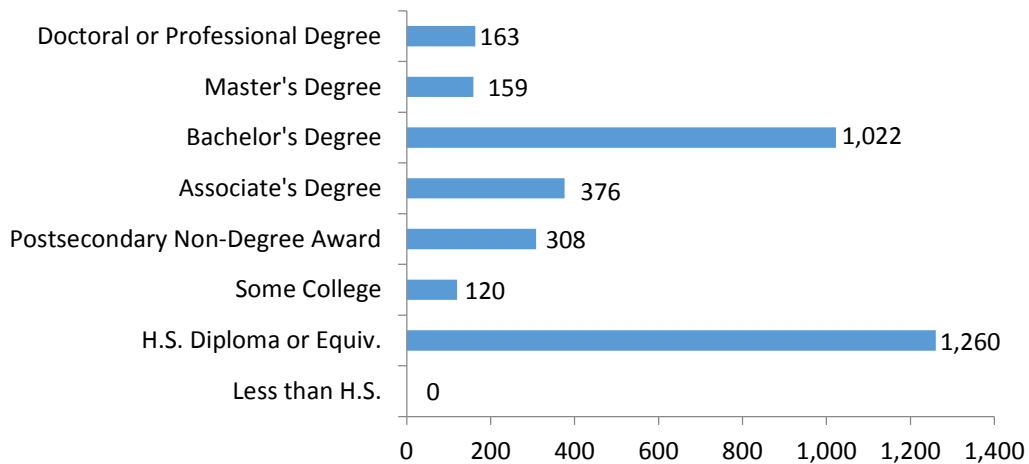
Source: EMSI

Of the projected 8,026 average annual job openings between 2015 and 2025 in the service area, approximately 3,409 openings belong to occupations that are related to programs offered by CHC. An occupation was determined to be related to a program if the program prepared an individual for employment in the occupation or for transfer to another program that would then prepare the individual for employment in the occupation (for example, CHC’s biology program often feeds into several nursing programs in the area, thus, nursing occupations are considered to be related to CHC’s biology program). None of the 3,409 openings have a typical entry level education of less than a high school diploma/equivalent. Approximately 1,260 jobs (36.97%) have a typical entry level education of a high school diploma or equivalent, 120 (3.52%) have a typical entry level education of some college, 308 (9.03%) have a typical entry level education of a postsecondary non-degree award, 376 (11.04%)



have a typical entry level education of an Associate’s degree, 1,022 (29.99%) have a typical entry level education of a Bachelor’s degree, 159 (4.66%) have a typical entry level education of a Master’s degree and 163 (4.79%) have a typical entry level education of a Doctoral or professional degree.

Exhibit 4.XX Service Area Annual Job Openings Related to CHC Programs by Typical Entry Level Education (2015 – 2025)



Source: EMSI

CHC programs with the highest number of related average annual openings in the service area were the following: Business Administration (30.79% or 1,050 openings), Biology (19.92% or 679 openings), Child Development and Education (16.79% or 572 openings), Accounting (10.44% or 356 openings) and Psychology (5.98% or 204 openings).



Exhibit 4.XX Service Area Average Annual Job Openings by Program (2015 – 2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Business Administration	30.79%	1,050	\$31.90
Biology	19.92%	679	\$52.77
Childhood Development/Education	16.79%	572	\$29.39
Accounting	10.44%	356	\$27.02
Psychology	5.98%	204	\$32.20
Communication Studies	5.20%	177	\$25.99
Comp. Info. Tech./Comp. Science	3.08%	105	\$40.39
Kinesiology	1.28%	44	\$24.17
Chemistry	1.10%	38	\$33.81
Emergency Medical Services	0.88%	30	\$18.78
Engineering	0.77%	26	\$41.42
Geology	0.57%	20	\$31.94
Radiology	0.44%	15	\$30.33
Religious Studies	0.40%	14	\$25.07
Philosophy	0.38%	13	\$57.03
History	0.32%	11	\$21.91
Respiratory Care	0.32%	11	\$30.42
Art	0.29%	10	\$27.20
Theatre Arts	0.20%	7	\$29.29
Fire Technology	0.20%	7	\$28.34
Mathematics	0.19%	7	\$36.57
Music	0.16%	6	\$29.24
Modern Languages	0.14%	5	\$19.73
English	0.08%	3	\$30.33
Economics	0.05%	2	\$33.70
Geography	0.04%	1	\$27.90
Anthropology	-	-	\$25.48
Dance	-	-	\$14.22
Physics	-	-	\$46.04
Sociology	-	-	\$35.64

Source: EMSI

Between 2015 and 2025, the service area job openings that have a typical entry level education of a postsecondary non-degree award or higher are expected to primarily be related to the following programs: Biology (31.42% or 675 openings), Child Development and Education (23.13% or 497 openings), Business Administration (14.42% or 310 openings), Psychology (6.95% or 149 openings) and Accounting (6.66% or 143 openings).



Exhibit 4.XX Service Area Average Annual Job Openings by Program, Postsecondary Non-Degree Award or Higher (2015 – 2025)

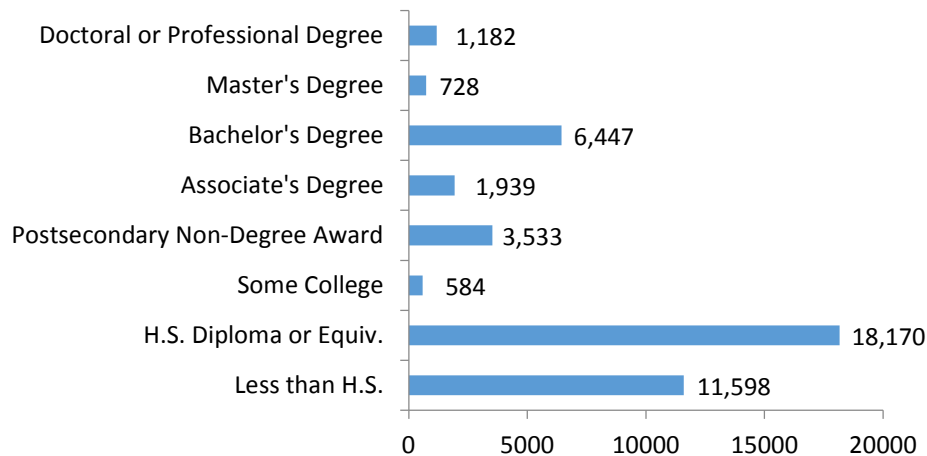
Program	Annual Openings		Avg. Hourly Wage
	%	#	
Biology	31.42%	675	\$54.39
Child Development and Education	23.13%	497	\$31.07
Business Administration	14.42%	310	\$41.92
Psychology	6.95%	149	\$33.85
Accounting	6.66%	143	\$34.90
Comp. Info. Tech./Comp. Science	4.89%	105	\$41.90
Chemistry	1.75%	38	\$33.81
Kinesiology	1.35%	29	\$28.18
Communication Studies	1.33%	29	\$29.49
Emergency Medical Services	1.29%	28	\$15.73
Engineering	1.21%	26	\$41.42
Geology	0.91%	20	\$34.43
Radiology	0.70%	15	\$30.33
Religious Studies	0.63%	14	\$25.07
Philosophy	0.60%	13	\$57.03
History	0.51%	11	\$21.91
Respiratory Care	0.50%	11	\$30.42
Theatre Arts	0.32%	7	\$33.52
Fire Technology	0.31%	7	\$28.34
Mathematics	0.31%	7	\$36.57
Art	0.29%	6	\$29.35
Modern Languages	0.22%	5	\$19.73
English	0.13%	3	\$30.33
Music	0.09%	2	\$25.67
Economics	0.07%	2	\$33.70
Anthropology	-	-	\$25.48
Geography	-	-	\$27.26
Physics	-	-	\$46.04
Sociology	-	-	\$35.64

Source: EMSI

There are projected to be approximately 44,181 average annual job openings between 2015 and 2025 in the region. Of these annual openings, 29,768 (67.38%) typically require an entry level education of a high school diploma/ equivalent or less, 584 (1.32%) typically require some college, 3,533 (8%) typically require an entry level education of a postsecondary non-degree award, 1,939 (4.39%) typically require an Associate’s degree, 6,447 (14.59%) have an entry level education of a Bachelor’s degree, and 1,910 (4.32%) typically require a Master’s degree or higher.

Again, it should be noted that occupations with an average hourly wage of less than \$12 were excluded, as were those occupations with insufficient data to determine average hourly wages. Additionally, typical entry level education required is determined by the minimum qualifications identified by the U.S. Department of Labor and Bureau of Labor Statistics. Although a job may be identified as requiring a typical entry level education of high school diploma or equivalent, in many circumstances the Department of Labor and Bureau of Labor Statistics recommends some level of continuing higher education to be competitive for obtaining that particular job.

Exhibit 4.XX Regional Average Annual Job Openings by Entry Level Education (2015 – 2025)



Source: EMSI

Of the occupations with the most expected annual openings within the region by the year 2025, CHC may be in a position to provide instruction that would supply workers for the following jobs: registered nurses, nursing assistants, licensed practical/vocational nurses, home health aides, , medical secretaries, elementary & postsecondary teachers, teacher assistants, customer service representatives, general and operations managers, first-line supervisors of office/administrative support/retail sales/food prep. workers, sales representatives in wholesale and manufacturing, secretaries/administrative assistants, and accountants/auditors.

For a full listing of average annual job openings by occupation in the region please refer to **Appendix X.**



Exhibit 4.XX Top 30 Regional Average Annual Job Openings by Occupation (2015 – 2025)

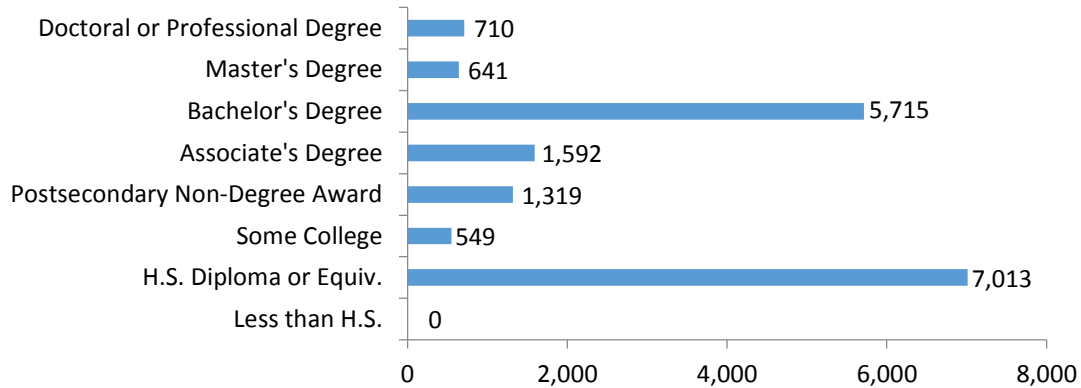
Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
Retail Salespersons	3,052	49,183	60,673	11,490	23%	\$12.46
Laborers and Freight, Stock, and Material Movers, Hand	2,624	47,382	57,228	9,846	21%	\$13.45
Stock Clerks and Order Fillers	1,209	26,373	29,870	3,497	13%	\$12.83
Registered Nurses	1,076	24,849	30,146	5,297	21%	\$43.04
Heavy and Tractor-Trailer Truck Drivers	1,022	26,335	31,860	5,525	21%	\$22.84
Office Clerks, General	926	29,566	32,330	2,764	9%	\$14.57
Customer Service Representatives	833	16,189	19,613	3,424	21%	\$17.62
General and Operations Managers	716	20,281	23,346	3,065	15%	\$51.21
Security Guards	650	15,768	19,495	3,727	24%	\$12.10
Janitors/Cleaners, Except Maids and Housekeeping Cleaners	610	18,992	21,282	2,290	12%	\$13.55
First-Line Supervisors of Retail Sales Workers	608	13,373	16,191	2,818	21%	\$20.79
First-Line Supervisors of Office and Admin. Support Workers	607	14,391	16,735	2,344	16%	\$25.37
Packers and Packers, Hand	584	12,300	14,577	2,277	19%	\$12.09
Landscaping and Groundskeeping Workers	576	14,111	16,053	1,942	14%	\$12.33
Elementary School Teachers, Except Special Education	569	16,400	18,248	1,848	11%	\$35.11
Sales Reps., Wholesale & Manuf., Except Tech./Sci. Products	541	11,759	14,587	2,828	24%	\$31.15
Nursing Assistants	533	9,577	12,714	3,137	33%	\$13.61
First-Line Supervisors of Food Preparation & Serving Workers	528	9,361	11,627	2,266	24%	\$15.07
Secretaries/Admin. Assts., Except Legal, Medical, & Executive	516	17,907	20,732	2,825	16%	\$17.85
Home Health Aides	437	4,029	7,240	3,211	80%	\$13.32
Construction Laborers	418	11,705	12,926	1,221	10%	\$20.01
Maintenance and Repair Workers, General	413	12,074	13,722	1,648	14%	\$18.77
Teacher Assistants	413	13,372	14,340	968	7%	\$14.32
Shipping, Receiving, and Traffic Clerks	409	9,840	11,155	1,315	13%	\$15.24
Receptionists and Information Clerks	401	8,579	10,048	1,469	17%	\$13.51
Industrial Truck and Tractor Operators	398	9,849	11,357	1,508	15%	\$15.89
Accountants and Auditors	393	7,554	9,014	1,460	19%	\$33.59
Postsecondary Teachers	392	10,851	12,959	2,108	19%	\$41.66
Licensed Practical and Licensed Vocational Nurses	359	6,562	8,286	1,724	26%	\$23.06
Bookkeeping, Accounting, and Auditing Clerks	347	13,270	15,416	2,146	16%	\$19.07

Source: EMSI

Of the 44,181 average annual job openings in the region, approximately 17,538 openings belong to occupations related to programs offered by CHC. None of the 17,538 openings have a typical entry level education of less than a high school degree/equivalent. Approximately 7,013 jobs (39.99%) have a typical entry level education of a high school diploma or equivalent, 549 (3.13%) have a typical entry level education of some college, 1,319 (7.52%) have a typical entry level education of a postsecondary non-degree award, 1,592 (9.08%) have a typical entry level education of an Associate’s degree, 5,715 (32.59%) have a typical entry level education of a Bachelor’s degree, 641 (3.66%) have a typical entry level education of a Master’s degree and 710 (4.05%) have a typical entry level education of a Doctoral or professional degree.



Exhibit 4.XX Regional Average Annual Job Openings Related to Offered Programs by Entry Level Education (2015 – 2025)



Source: EMSI

The programs with the highest number of related average annual job openings in the region were the following: Business Administration (34.74% or 6,093 openings), Biology (14.46% or 2,536 openings), Child Development and Education (14.42% or 2,529 openings), Accounting (10.65% or 1,869 openings) and Communication Studies (6.75% or 1,185 openings).

Exhibit 4.XX Regional Average Annual Job Openings by Program (2015 – 2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Business Administration	34.74%	6,093	\$33.23
Biology	14.46%	2,536	\$50.83
Child Development & Education	14.42%	2,529	\$29.14
Accounting	10.65%	1,869	\$28.42
Communication Studies	6.75%	1,185	\$26.99
Psychology	4.89%	857	\$31.39
Comp. Info. Tech./Comp. Science	3.31%	580	\$39.94
Kinesiology	1.58%	277	\$23.67
Engineering	1.25%	220	\$39.39
Emergency Medical Services	1.20%	211	\$24.05
Chemistry	1.16%	203	\$33.90
History	0.87%	153	\$20.55
Fire Technology	0.86%	152	\$37.47
Geology	0.67%	118	\$34.58
Art	0.55%	96	\$25.60
Philosophy	0.52%	92	\$66.33
Radiologic Technology	0.34%	59	\$30.39
Geography	0.26%	46	\$27.94
Respiratory Care	0.26%	45	\$30.65
Mathematics	0.25%	43	\$32.07



Religious Studies	0.22%	39	\$24.11
Theatre Arts	0.22%	38	\$27.58
Modern Languages	0.15%	27	\$20.28
English	0.12%	21	\$28.79
Music	0.09%	16	\$25.99
Economics	0.05%	9	\$34.11
Sociology	0.05%	9	\$27.81
Physics	0.05%	9	\$47.06
Dance	0.02%	4	\$22.09
Anthropology	0.02%	4	\$25.92
Political Science	-	-	\$32.08

Source: EMSI

Between 2015 and 2025, regional job openings with a typical entry level education of at least a postsecondary non-degree award or higher are expected to primarily relate to the following programs: Biology (23.86% or 2,511 openings), Child Development and Education (21.19% or 2,230 openings), Business Administration (18.71% or 1,969 openings), Accounting (7.65% or 805 openings) and Psychology (5.9% or 621 openings).

Exhibit 4.XX Regional Average Annual Job Openings by Program, Postsecondary Non-Degree Award or Higher (2015 – 2025)

Program	Annual Openings		Avg. Hourly Wage
	%	#	
Biology	23.86%	2,511	\$52.10
Child Development & Education	21.19%	2,230	\$30.70
Business Administration	18.71%	1,969	\$42.83
Accounting	7.65%	805	\$36.61
Psychology	5.90%	621	\$34.10
Comp. Info. Tech./Comp. Science	5.47%	576	\$41.23
Engineering	2.09%	220	\$39.39
Kinesiology	1.99%	209	\$26.06
Chemistry	1.93%	203	\$33.90
Emergency Medical Services	1.68%	176	\$23.83
Fire Technology	1.42%	150	\$38.95
Communication Studies	1.41%	148	\$29.74
Geology	1.08%	114	\$37.08
Philosophy	0.87%	92	\$66.33
History	0.87%	91	\$21.98
Art	0.63%	66	\$28.29
Radiologic Technology	0.56%	59	\$30.39
Respiratory Care	0.43%	45	\$30.65
Mathematics	0.41%	43	\$32.07

Religious Studies	0.37%	39	\$24.11
Geography	0.36%	38	\$28.01
Theatre Arts	0.32%	33	\$30.78
Modern Languages	0.26%	27	\$20.28
English	0.20%	21	\$28.79
Economics	0.09%	9	\$34.11
Sociology	0.09%	9	\$27.81
Physics	0.09%	9	\$47.06
Music	0.06%	6	\$25.32
Anthropology	0.03%	4	\$25.92
Political Science	-	-	\$32.08

Source: EMSI

Labor Market Information Findings

Analysis of data regarding the labor market in the service area and region provides insight for making informed planning decisions. The following findings are derived from the labor market information presented in this chapter of the EMP:

Labor Force, Employment and Unemployment

- The labor force in 2015 was:
 - 487,800 in the service area
 - 1,961,800 in the region
 - 18,981,800 in the State

- The number of employed persons in 2015 was:
 - 455,600 in the service area
 - 1,832,300 in the region
 - 17,798,600 in the State

- The unemployment rate for 2015 was:
 - 6.66% in the service area
 - 6.6% in the region
 - 6.2% in the State

Industry Estimates and Projections

- In 2015, the top five industries in the service area in terms of people employed were:
 - Health Care and Social Assistance (47,528 jobs) – 46.44% growth from 2010
 - Government (35,679 jobs) –0.45% growth from 2010
 - Retail Trade (32,193 jobs) –10.95% growth from 2010
 - Accommodation and Food Services (9.16% or 21,564 jobs) – growth 22.16% from 2010
 - Transportation and Warehousing (17,659 jobs) – growth 45.35% from 2010

- By 2025, the top five industries in the service area in terms of people employed are projected to be:
 - Health Care and Social Assistance (62,111 jobs) – 30.68% growth from 2015
 - Retail Trade (38,455 jobs) – 19.45% growth from 2015
 - Government (36,547 jobs) – 2.43% growth from 2015
 - Accommodation and Food Services (25,643 jobs) – 18.92% growth from 2015
 - Transportation and Warehousing (23,091 jobs) – 30.76% growth from 2015

- In 2015, the top five industries in the region in terms of people employed were:
 - Government (233,853 jobs) – 0.14% decline from 2010
 - Retail Trade (171,405 jobs) – 10.75% growth from 2010
 - Health Care and Social Assistance (170,431 jobs) – 45.23% growth from 2010
 - Accommodation and Food Services (132,410 jobs) – 23.09% growth from 2010
 - Administrative/Support and Waste Management/Remediation Services (94,319 jobs) – 21.09% growth from 2010

- By 2025, the top five industries in the region in terms of people employed are projected to be:
 - Government (244,893 jobs) – 4.72% growth from 2015
 - Health Care and Social Assistance (222,162 jobs) – 30.35% growth from 2015
 - Retail Trade (203,840 jobs) – 18.92% growth from 2015
 - Accommodation and Food Services (157,773 jobs) – 19.15% growth from 2015
 - Administrative/Support and Waste Management/Remediation Services (113,626 jobs) – 20.47% growth from 2015

Occupation Estimates and Projections

- There are projected to be approximately 8,026 average annual job openings in the service area between 2015 and 2025, excluding occupations with an average hourly wage of less than \$12 and occupations with insufficient data to determine hourly wages. The 8,026 annual openings can be broken down by typical entry level education as follows:
 - 2,002 (24.94%) openings – less than high school
 - 3,018 (37.6%) openings – high school diploma or equivalent
 - 123 (1.54%) openings – some college, no degree
 - 765 (9.54%) openings – postsecondary non-degree award
 - 451 (5.62%) openings – Associate’s degree
 - 1,208 (15.05%) openings – Bachelor’s degree
 - 174 (2.17%) openings – Master’s degree
 - 285 (3.55%) openings – Doctoral or professional degree

- Of the top thirty annual job openings within the service area between 2015 and 2025, approximately 825 annual openings are related to medical occupations, approximately 819 are related to business professions, and approximately 328 jobs are related to education/teaching.

- Of the projected 8,026 average annual occupation openings in the service area between 2015 and 2025, approximately 3,409 openings belong to occupations that are related to programs currently offered by CHC. The 3,409 openings can be divided by typical entry level education as follows:
 - 1,260 (36.97%) openings – high school diploma or equivalent
 - 120 (3.52%) openings – some college, no degree
 - 308 (9.03%) openings – postsecondary non-degree award
 - 376 (11.04%) openings – Associate’s degree
 - 1,022 (29.99%) openings – Bachelor’s degree
 - 159 (4.66%) openings – Master’s degree
 - 163 (4.79%) openings – Doctoral or professional degree

- The programs with the highest number of related average annual openings in the service area between 2015 and 2025 are the following:
 - Business Administration (30.79% or 1,050 openings)
 - Biology (19.92% or 679 openings)
 - Child Development and Education (16.79% or 572 openings)
 - Accounting (10.44% or 356 openings)
 - Psychology (5.98% or 204 openings)

- The service area job openings that have a typical entry level education of a postsecondary non-degree award or higher between 2015 and 2025 are expected to primarily be related to the following programs:
 - Biology (31.42% or 675 openings)
 - Child Development and Education (23.13% or 497 openings)
 - Business Administration (14.42% or 310 openings)
 - Psychology (6.95% or 149 openings)
 - Accounting (6.66% or 143 openings)

- There are projected to be approximately 44,181 average annual job openings between 2015 and 2025 in the region, excluding occupations with an average hourly wage of less than \$12 and occupations with insufficient data to determine average hourly wages. The 44,181 openings can be broken down by typical entry level education as follows:
 - 11,598 (26.25%) openings – less than high school
 - 18,170 (41.13%) openings – high school diploma or equivalent
 - 584 (1.32%) openings – some college, no degree
 - 3,533 (8%) openings – postsecondary non-degree award
 - 1,939 (4.39%) openings – Associate’s degree
 - 6,447 (14.59%) openings – Bachelor’s degree
 - 728 (1.65%) openings – Master’s degree
 - 1,182 (2.68%) openings – Doctoral or professional degree

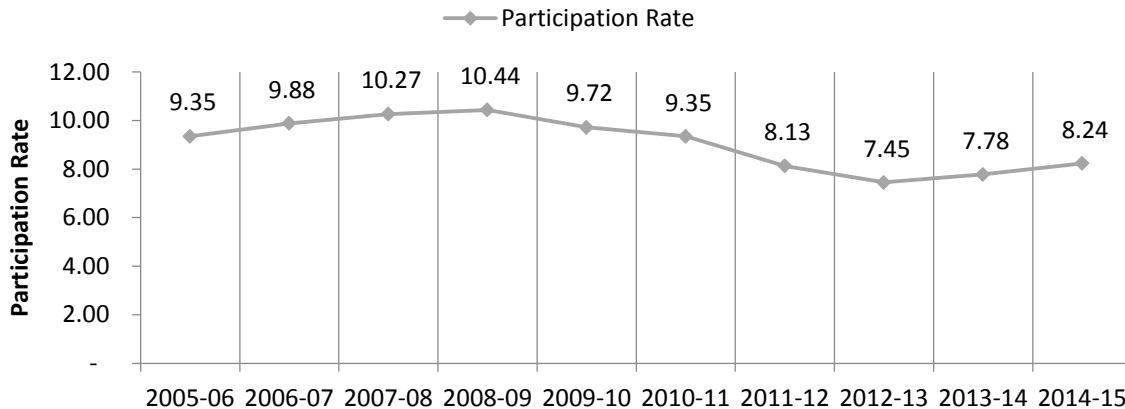
- Of the top thirty annual job openings within the region between 2015 and 2025, approximately 2,404 annual openings are related to medical occupations, approximately 5,090 are related to business professions, and approximately 1,374 jobs are related to education/teaching.
- Of the 44,103 average annual job openings in the region, approximately 17,538 openings belong to occupations related to current programs offered by CHC. The 17,538 openings can be divided by typical entry level education as follows:
 - 7,013 (39.99%) openings – high school diploma or equivalent
 - 549 (3.13%) openings – some college, no degree
 - 1,319 (7.52%) openings – postsecondary non-degree award
 - 1,592 (9.08%) openings – Associate’s degree
 - 5,715 (32.59%) openings – Bachelor’s degree
 - 641 (3.66%) openings – Master’s degree
 - 710 (4.05%) openings – Doctoral or professional degree
- The programs with the highest number of related average annual openings in the region between 2015 and 2025 are the following:
 - Business Administration (34.74% or 6,093 openings)
 - Biology (14.46% or 2,536 openings)
 - Child Development and Education (14.42% or 2,529 openings)
 - Accounting (10.65% or 1,869 openings)
 - Communication Studies (6.75% or 1,185 openings)
- The regional job openings that have a typical entry level education of at least a postsecondary non-degree award or higher between 2015 and 2025 are expected to primarily relate to the following programs:
 - Biology (23.86% or 2,511 openings)
 - Child Development and Education (21.19% or 2,230 openings)
 - Business Administration (18.71% or 1,969 openings)
 - Accounting (7.65% or 805 openings)
 - Psychology (5.9% or 621 openings)

Considerations from Internal and External Scan Data Comparison

Participation rate may be defined as the number of headcount students the College enrolls for every 1,000 persons within the service area population. During the 2014-15 academic year, CHC had a participation rate of 8.24 students per 1,000 persons within the service area. During the most recent enrollment peak (2008-09) the College’s participation rate was 10.44 students per 1,000 persons within the service area. The State-wide California Community College participation rate is approximately 54 students per 1,000 persons within the total population. There is a significant opportunity for CHC to increase its participation rate.



Exhibit 4.XX Participation Rate (Per 1,000 Persons in Total Population)



While the service area population age 20-29 years old increased by 22,000 persons from 2010 to 2015, enrollment from students age 20-29 years old increased by only 104 students from 2010-11 to 2014-15. Between 2015 and 2025, the 20-29 year old age group within the service area is projected to decrease by 23,501 persons (-28.03%). The College cannot rely on population growth as a major contributor to enrollment growth and should focus efforts on attracting a larger proportion of persons within its core College demographic.

The College has made significant progress towards increasing student diversity, particularly with respect to Hispanic students. In 2010-11, Hispanics accounted for 33.6% of unduplicated enrollment (2,925 students). By the 2014-15 academic year, Hispanics accounted for 44% of unduplicated enrollment (3,537 students). In 2015, Hispanics accounted for 54.92% of the service area population (543,442 persons) and by the year 2025 Hispanics are expected to make-up 56.79% of the service area population (594,718 persons). Additionally, Asians are the second most growing population within the service area with an increase of 8,463 persons expected between 2015 and 2025 (14.83% growth). The College has an opportunity to continue increasing student diversity, particularly with respect to Hispanic and Asian students.

During the fall 2014 term CHC enrolled 181 first-time college students from Yucaipa High School. During the 2013-14 academic year Yucaipa High School produced 559 graduates. It is reasonable to expect that some of the fall 2014 enrollment from Yucaipa High School graduates were not from the high school class of 2013-14. However, assuming that a great majority of those enrolled at CHC from Yucaipa High School in fall 2014 were from the high school class of 2013-14, then approximately 32.4% of Yucaipa High School graduates enrolled at CHC. During the fall 2014 term CHC captured approximately 20% of 2013-14 graduates from Redlands East Valley, Citrus Valley and Redlands Senior high schools. The College captured less than 12% of graduates from Beaumont Senior, San Geronio, Green Valley, Orangewood Continuation, and Rim of the World Senior high schools. The College has an opportunity to capture a larger proportion of feeder high school graduates.

During the fall 2014 term CHC produced 8,900 WSCH from English courses, however, 3,428 WSCH was attributable to below college level English (38.5% of total English WSCH). Reading courses accounted for 1,396 WSCH of which 100% are considered below college level courses. Combined, English and reading accounted for 10,296 WSCH during fall 2014, of which 4,824 WSCH (47%) was attributable to below college level courses. During the fall 2014 term CHC produced 9,964 WSCH from mathematics courses, however 6,359 WSCH was generated from below college level math (64% of total mathematics WSCH).



The high demand for below college level courses, particularly for mathematics, is also supported by CAASPP scores for students within the top feeder high schools. The average percentage of students from the top ten feeder high schools (fall 2014) that tested below standards in English was 49%, while 78% tested below standards in mathematics. The College has an opportunity to address needs of unprepared/underprepared students, particularly in mathematics.

SWOT Analysis

STRENGTHS:

- Spirit of innovation
- A dedication to and focus on students
- Culture of evidence and reliable data
- New Facilities (we have the additional capacity we need to grow)
- Course success and program completion rates
- Collegial community
- Outstanding public safety and allied health programs
- Strong student support programs including DSPS, Transfer Center, Tutoring Center, Honors Institute, etc.
- Existing relationships with 4-year partners
- Great leadership for all constituencies
- Students like CHC
- Beautiful campus with a park-like setting
- Safe, quiet, inviting campus

OPPORTUNITIES:

- K-12 partnerships (e.g., dual enrollment, Middle College)
- International Student Program
- Adult Education
- Non-Credit Courses including ESL
- College Village
- City Partnerships
- Regional Fire Training Center
- Grant Funding
- Foundation Support
- Statewide initiatives (e.g., OEI, CAI, OER) are bringing new resources and clarified standards
- Athletics programs can attract new students, especially from those demographics that have been previously underserved, and can create additional ties to those students to increase their retention and success rates
- Baccalaureate programs
- Increasing number of jobs that require certificates
- Large need for community colleges in the area



- Some 4 year college students still need lower division coursework and could take those classes at CHC

WEAKNESSES:

- Turnover of senior administrators
 - Some morale issues due to uncertainty
- High turnover of full-time faculty (due to upcoming retirements)
- High turnover of part-time faculty (due to being hired for full-time positions elsewhere)
- The low proportion of full-time faculty (compared to adjunct) reduces our ability to expand programs
- Small departments and “orphan disciplines” (without any full-time faculty) are widespread (e.g., anthropology)
- Too few faculty serving on too many committees resulting in burnout
- GF Budget (not sufficient to sustain new expansion of facilities)
- Bureaucracy
- Most students are not completely college ready, lacking adequate college level skills in at least one area (e.g, English, reading, math)
 - Students who enroll in math and English first receive a good foundation, but they may find it difficult to get excited about new courses and programs
- Disproportionate impact on student groups as identified in the Equity Plan
- Weak integrated planning between district office and campus with competition for resources
- Follow up with students who drop out is needed to determine causes
- More office space for adjuncts is needed and ability to hold office hours
-

THREATS:

- Unclear relationship with regional accrediting agency (e.g., sanction from ACCJC)
- State budget fluctuations
- Competition from neighboring, private and for-profit colleges
- Increasing number of State mandates and control over classes and programs
- Decreasing enrollment due to economic upturn and job availability



5 COLLEGE SNAPSHOT

This section outlines and briefly describes the culture at Crafton Hills College; the instructional, student services, and administrative services departments; delivery of services; staffing information; and space utilization.

Overview of CHC

Crafton Hills College was established in 1972 as one of two colleges in the San Bernardino Community College District. The college currently serves nearly 8,000 students each year, many of whom attend part-time while working. This translates to a full time equivalent number of approximately 4,600. Twenty-one percent of students at CHC are the first in their family to attend college. The college offers over 50 different programs and in 2014-2015, the college awarded over 900 degrees and certificates.

The college strives to give every student the opportunity to succeed providing research-based support services such as intensive tutoring and counseling, mentoring, and accelerated courses. The recently expanded Honors Program, STEM Programs, and Transfer Center have contributed to a dramatic increase in the number of successful transfer students. Work is currently underway to develop streamlined pathways from K-12 to CHC to 4-Year institutions and the workforce. An athletics program is scheduled to begin in fall 2016 with golf and will grow to include swimming, water polo, and tennis.

Two construction bond programs supported by local taxpayers have helped to physically transform the campus with five new buildings and numerous renovation projects. These include the Learning Resource Center; the Kinesiology, Health and Aquatics Center; the Public Safety and Allied Health building; a new Science building; and the Crafton Center.

Crafton Hills College most recently conducted a comprehensive Self-Evaluation Report for the Accrediting Commission for Community and Junior Colleges (ACCJC) in October 2014. The College is in the process of addressing recommendations outlined by the ACCJC and will submit a follow-up Self-Evaluation Report in March 2016. CHC continues to embrace a culture of institutional improvement and refinement. The CHC Educational Master Plan is a testament to the College's determination to sustain a culture of accountability and integrated planning.

The CHC Foundation plays a vital role in supporting the College. Established in 1972, the Foundation has been instrumental in providing financial support to students and helping to underwrite items or activities at the College that cannot be funded through other means. The Foundation Board is also instrumental in building relationships in the community.

Crafton Hills College Organizational Structure

Instruction



The Instructional Area at Crafton Hills College values best practices and innovative strategies aimed at enhancing student success. Specific strategies already implemented include learning communities, integration with support services, student learning outcomes assessment, improved classroom technology, and identification of teaching best practices.

As the state's budget has returned to healthier levels, the instructional area has shifted to placing significant emphasis on enrollment growth. In coordination with the District, we have are developing a comprehensive enrollment plan that seeks to grow Crafton toward 5,000+ FTES. The growth effort has place some strains on hiring, enrollment efficiencies and space utilization.

The following clusters are the focal points for the Instruction Area:

Transfer Math, English, and Reading--Faculty in these programs not only serve developmental needs, but have provided rich opportunities for advanced students as well. The College will continue to support and enhance upper-level classes and activities in these areas.

Public Safety and Health Career--The College has an excellent reputation in the business community, with these programs training hundreds of qualified first responders and allied health professionals each year. The high-quality instruction in this area will continue. Faculty in these programs have excellent relationships with employers and strive to keep their curriculum current.

Developmental Education and Support Service--The College's Basic Skills Plan concentrates on creating a cohesive and integrated developmental education program. Pre-collegiate courses in math, English, reading, library science, and college life are designed to prepare students for success in higher-level courses and provide foundational skills necessary for lifelong success. Progress continues with the integration of learning resource services such as tutoring with classroom experiences

Science--Courses in the natural sciences are in high demand at the College. These disciplines are essential for transfer preparation and for entrance into health programs such as nursing and allied health. Efforts will continue to expand the number of sections and resources available to the sciences.

Fine Arts--These disciplines provide students the opportunity to be involved in the arts at every level, from creative inception to performance and production. The courses are focused primarily on transfer preparation and provide rich co-curricular experiences for students, whether they are taking the courses to satisfy general education requirements or desire a career in the field.

Child Development and Education--These courses prepare students to become educators whether their desire is to work with young children or to become teachers in a K-12 setting.



Human Development theories are the underpinning of the program, and faculty collaborate with the psychology and sociology disciplines.

Business and Information Technology--Courses in this cluster include both transfer and workforce development opportunities for students. Instruction will strengthen the transfer components and determine how to use limited resources for workforce development classes

Communication and Language--Coursework in communication and language prepares students to succeed in an increasingly multicultural world. The languages have been expanded to offer a variety of transfer options and to expose students to different cultures. Clubs and co-curricular activities enhance the classroom experience.

Health and Kinesiology--The mission in this area is to provide students with knowledge and skills for lifelong healthful living. Many of the courses transfer; others will be reviewed for relevance as budget problems continue or if funding levels change. Expansion into sports related clubs (including aquatics, tennis, and golf) is being explored, particularly in light of the activation of new facilities.

Humanities, Social Science, and Behavioral Science--These programs offer students tremendous opportunities for transfer preparation and a variety of ways to meet general education requirements. Faculty in many of these areas provide leadership to clubs and service organizations.

More broadly, Instructional Area program directions include the following:

- Identify and meet student needs related to the College vision and mission.
- Implement best practices for managing and teaching, including experimentation and innovation.
- Model and reinforce collaborative approaches to meeting student needs.
- Seek out additional revenue streams, including grants and private donations.
- Encourage co-curricular activities such as clubs, participation in professional organizations, and internships.
- Expand Student Learning Outcomes assessment and continuous improvement until it becomes an integral part of the culture.
- Strengthen developmental education and support services.
- Expand honors curriculum and activities.

Student Services (DRAFT - Revise this section)

Student Services is responsible for all student services matters including counseling and matriculation, student development and success, and special services. The area's strategic directions include:

- Integrated and mandatory key intake programs, placement in appropriate programs of study, careful monitoring of student success, and creation of student success
- Promoting equity, access, and inclusion, valuing diversity, and supporting student connection
- Promotion of deep learning through experiences and courses
- Inclusion, development, and empowerment of staff
- Continuous quality improvement and effective resource utilization

CHC currently offers the following student services:

- Admissions & Records – Provides enrollment services, including registration, transcripts and graduation.
- California Work Opportunity and Responsibility to Kids (CalWORKs) – Administers this program designed for students who receive public assistance. The program provides education, training and supportive services to eligible students.
- Career Services – Provides specialized services and information to assist students with career planning, including, career assessment/exploration, labor market statistics, and career education/training requirements.
- Child Development Center – Provides a preschool program with extended care hours, for those children ages 3-5 of students, staff and the community. The Center also serves as a facility for the College's early education program.
- Cooperative Agencies Resources for Education (CARE) – Provides supplemental financial support and services to qualified students who are single heads of household.
- Counseling – Provides students counseling and career services.
- Disabled Student Programs & Services (DSPS) – Ensures access to educational opportunities for students with visual, hearing, physical, learning, and mental disabilities.
- Extended Opportunities Programs and Services (EOPS) – Provides supplemental services and financial aid for academically and financial at-risk students.
- Financial Aid – Oversees application for and disbursement of federal and state financial aid.
- Health and Wellness – Provides first aid, urgent care, and mental health services.
- International Students – The College is approved by the Immigration and Naturalization Service to admit non-immigrant F-1 Visa international students.
- Resources, Encouragement, and Advocacy for Crafton's Homeless (REACH) – Provides access, advocacy, resources, and support for homeless and at-risk students.
- Scholarships – Provides internal and external scholarships to qualified students.
- Student Life – Promotes student engagement in clubs and co-curricular activities, and supports and guides the Associated Student Government.



- Student Success and Support Program – Provides assistance for students to obtain the resources and support they need to be successful in college.
- Technical Preparation Articulation – Allows students to earn college credit for articulated career-technical courses they have successfully completed at their high school or local Regional Occupational Program (ROP)
- University Transfer Center – Provides transfer assistance to CSU, UC, private and out-of-state universities.
- Veterans – Provides veteran students with referral, certification, and liaison support services.

Administrative Services

Administrative Services consists of the Campus Business Office, the Facilities Use office, the Communications Office, Aquatics, Technology Services, Maintenance, Grounds, Custodial, Warehouse, Bookstore, and the Cafeteria. The mission of the Administrative Services is to support the various departments, programs, students, and services of Crafton Hills College and provide a quality learning environment.

Administrative Services is responsible for budget development, budget management, safety compliance, physical facility scheduling, financial support services, parking services, construction coordination, campus operator functions, food services, bookstore services, aquatics center management, and technology support services.

Facilities (Maintenance, Grounds, Custodial)--The Crafton Hills College Facilities Department is a combination of the four facilities service centers (facilities use, custodial, grounds, maintenance) that provide the physical support services to all of the campus facilities, programs, and occupants. The mission of the Facilities Department is "As an integral part of Crafton Hills College, we pledge to help provide a welcoming, safe, clean, comfortable, and efficient environment for the students, faculty, and staff. We value the diverse campus community and will treat everyone with respect and courtesy."

Aquatics--Aquatics management is a responsibility of Administrative Services. The purpose of this service is to increase opportunities for instructional course offerings, maintain the health and safety of the pool, and increase revenues to offset the operational cost. In addition, Aquatics management enhances community partnerships.

Technology Services--Technology Services supports the delivery and dissemination of information through the following units: Network/Desktop support, Audio/Visual support and Computer Lab support. These areas provide all the constituencies of Crafton Hills College with a number of vital resources, such as, a stable and dependable data infrastructure, a current and purposeful desktop computing environment, technology equipped "Smart" classrooms, as well as instructional support for audio/visual needs e.g. classroom support, media conversion/duplication. Campus Technology Services also works in conjunction with District



Technology and Educational Support Services (TESS) ensure that district managed systems utilized by campus constituents are readily available through the campus network.

Bookstore/Cafeteria--The Bookstore/Cafeteria provides course materials and supplies, convenience foods, programs and services to support the quality of education to a diverse community of learners. The bookstore/cafeteria supports the campus community by partnering with programs such as EOPS/CARE, Scholarships, and Foundation to provide course materials to students. Food services completes the campus store services by providing food to meet student's and employee's needs.

Departments Reporting to the President

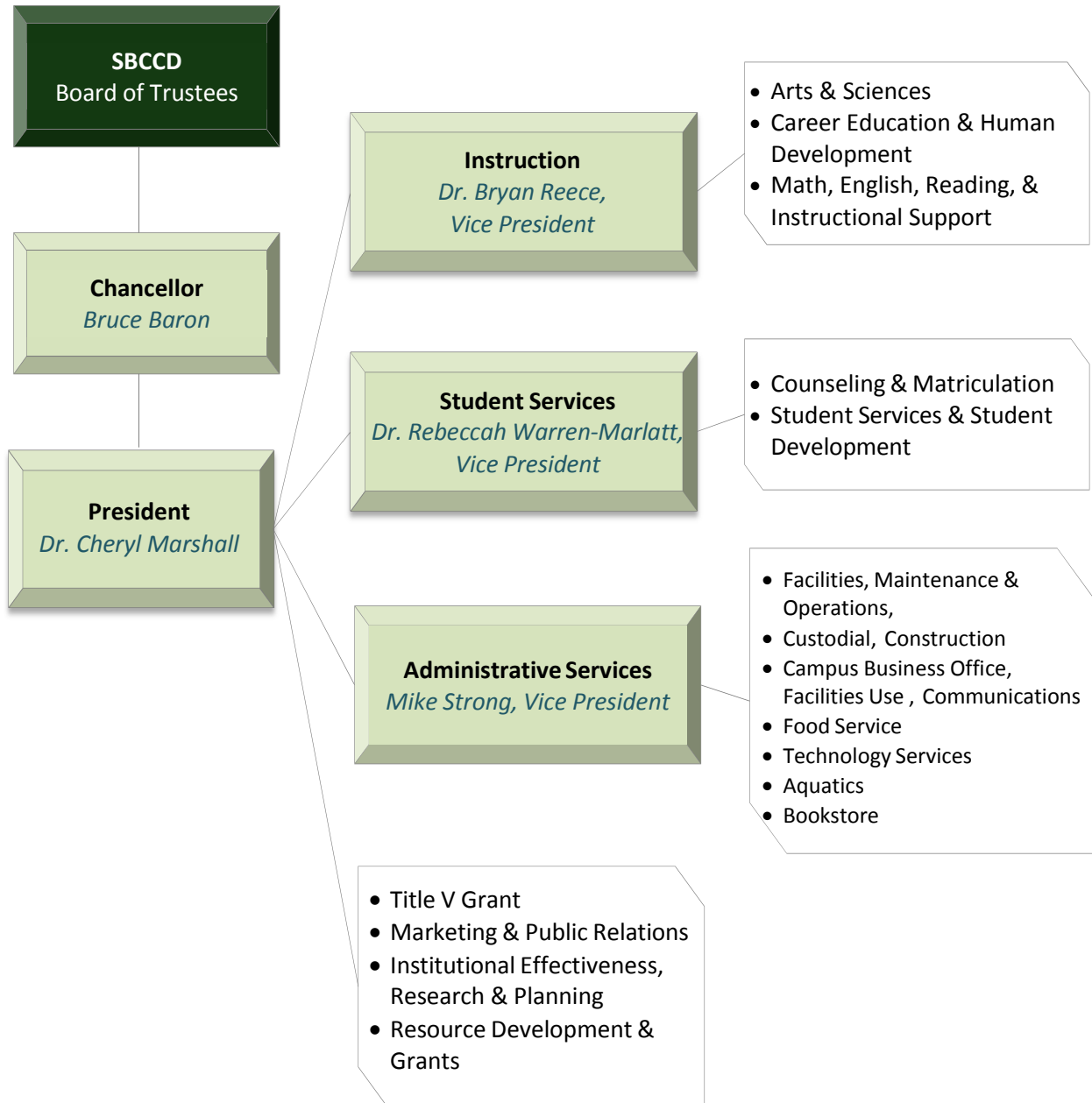
The following departments report directly to the CHC President

- Marketing and Public Relations – Responsible for all college media relations, advertising, publications, website, and social media.
- Research, Planning and Institutional Effectiveness – Responsible for collecting, analyzing and reporting data, coordinating campus planning, and grants.
- Resource Development – Responsible for raising private donations and administering Foundation funds.

Staffing Information

[Add content](#)

Exhibit X.XX College Organizational Chart





Space Utilization

Propose to include "Key Findings" section of 2014 Space Utilization Study. See Space Utilization Report for details.

6 GROWTH OF A COMPREHENSIVE COMMUNITY COLLEGE

This section provides the narrative and graphical/tabular representations that illustrate and project growth for the college's instructional programs, services, space needs. The discussion ties together the plan document by concluding:

1. *Where we are now (Chapter 5),*
2. *Where we need to be (Chapter 4), and*
3. *How we get there (Chapter 2).*

Introduction

The themes identified and discussed in the section were drawn from a number of sources: interviews with personnel at the College during spring semester 2016, review of college, and other relevant documents, and discussion with College committees. The Crafton Council, chaired by President Cheryl Marshall and the CHC Education Master Plan Committee were the primary consultation bodies for the Education Master Plan. The themes and actions related to them (identified by bullets) specify activities and conditions needed to realize the desired goals. The Major Strategies, Strategic Directions and Supporting Actions listed support the themes and are consistent with them.

Major Themes

Expansion of Existing Programs & Development of New Programs

The desire of the college community to expand the curriculum at CHC was prominent in discussions with faculty and administrators and in goals stated in program review documents during the development of the EMP. Enthusiasm for expanded and new programs comes from the awareness that the College has the capacity to grow and a need to better serve a community with a low participation rate compared to other areas in the state. More importantly, interviewees expressed the desire to serve their students more fully.

Enrollment decline and limited staffing in recent years has been a problem for program expansion and development. As many as 11 programs are staffed by one full-time faculty member and supported by a varying population of adjunct faculty who are hired from term to term. Campus-wide, there are 68 full-time faculty and 201 adjuncts (Fall 2014). The employment of large numbers of part-time faculty is common practice in California's community colleges, and creates a system-wide challenge, but it is a problem that has greater impact at small colleges, such as CHC, a campus seeking to provide a comprehensive program of instruction and services. Under these circumstances, it is important that the programs currently offered are responsive to community needs and support the College's need for growth.

Enrollment growth is a primary objective of CHC in its desire to expand its academic offerings and services to students. Hard hit by the recession at the end of the last decade, enrollment dropped to 7,095 students by 2012-13. The slow economic recovery that followed the



economic crisis continues to the present. The College 8,040 students enrolled at the College in 2014-15 is more than 1,500 students lower than the enrollment peak of 2008-09. With improved State funding currently, resources have grown, but the effect of cutting classes and limiting services as well the economic and social disruption in the region has harmed enrollment.

The recent augmentations to district budgets from State funds awarded through competitive grant awards have been of benefit to CHC. A Hispanic-serving institution award, a Basic-Skills Grant and a STEM Grant, have been a benefit to targeted groups of students. Additional sources of funding, such as private gifts, partnerships and Foundation grants will be important in the future development of the college.

Relief from regulatory constraints on community college effectiveness is a District and community college system matter, but it is an important issue for the success of individual campuses. Barriers that limit growth is one of a number of constraints on efficacy.

- A necessary component of expansion and development of programs is growth in the college.
- We need to address and mitigate regulatory barriers to grow faster than California is allowing us.
- Develop and advocate legislation that allows Crafton Hills to grow beyond California Community Chancellor's Office statewide growth allowances.
- Develop schedule and facility use to better utilize Fridays, weekends, and weeknight courses, increasing WSCH creation within current and projected instructional space.
- Develop campus-based activities, festivals, and events such as outdoor concerts to increase awareness of campus within the community and access to otherwise underserved populations.
- Use workforce data and program data to inform which courses and programs need to be expanded, updated, realigned, or are no longer needed.
- Development or expansion of new or existing programs that prepare students for emerging job sectors, such as a digital communications certificate, logistics certificate, etc.

Flexible Learning Environments and Alternative Delivery Systems

New concepts about teaching, learning and the availability of technology for classroom practice are in productive harmony in teaching spaces today. To a surprising degree, faculty, even those whose skills in technology lag, see the benefit of teaching in a "smart" or flexible classroom and in incorporating online instruction as a source of information and expertise.



As with any comprehensive change, the transformation of classrooms to accommodate new approaches in teaching and learning styles is challenging. Not only are there facility challenges, but also the technology required and the adaptations to specific uses require extensive planning and resources. Collaboration with other colleges, including university partners, with regard to resource-sharing and innovative approaches to expand access to underserved populations is particularly important for students in remote areas.

- To connect with contemporary students, we need contemporary learning environments and delivery systems.
- Join online education initiative course exchange in order to increase access to underserved student populations.
- Streamline training and development of instructors to effectively teach in online and hybrid environments increasing student success and completion.
- Develop and include interview questions about online teaching in faculty hiring interviews to hire a diverse, talented pool of faculty and expand professional development offerings as needed.
- Prototype and pilot shortened and overlapping coterminous schedules (e.g. 5 week, 9 week, 13 week, and 18 week) as part of the academic calendar to increase access to non-traditional student populations and improve the efficient use of college facilities.
- Develop non-credit courses and programs to better address student needs in ESL and basic skills expanding access to underserved populations in our service area and improving success and completion rates.
- Develop articulation with university partners, so students may enjoy a “degree with a guarantee” transfer agreements with other four-year institutions in addition to the California State University.
- Create a cohort program to help re-entry and other non-traditional student populations earn associates degrees in a structured format that is linked to transfer to university partners, such as Brandman University.

Building Partnerships

Building partnerships during the upcoming years will be a major component of CHC’s quest to establish itself as a comprehensive college. Partnership development will be essential to public relations and to extending services in the service area. In addition, private sector relationships, especially those with the service area employer community, are direct steps to internships, job training, and employment for students. Long-term steps and benefits of partnerships with



business and industry will result in up-to-date and innovative education and training programs, new teaching methods, stronger support for the College, and fundraising success.

Stronger ties with educational partners in K-12, including Adult Schools, and four-year institutions are high priorities of policy-makers in public education in the State. The current concern for the economy of the State calls for more and better workforce preparation and greater productivity in moving students from high schools through the tiers of higher education. Educators in the public sector are frustrated by under-preparation of students in their classes. Students themselves find the complexity of institutional processes and the challenge of enrolling in the appropriate classes when they need them. Curriculum alignment from high school and beyond will be a major step toward in addressing student readiness and success. The progress that has been made between community colleges and their 4-year education partners with course articulation and guaranteed transfer agreements is evidence that curriculum alignment can be successful. The recently developed Transfer Pathways of popular UC majors, with the promise of more majors to be identified is good news for students and community college educators.

Careful planning in how to allocate the limited resources of CHC toward this effort will be important. Priorities and timelines will clarify the focus. Formative evaluation of progress toward reasonable, long-term goals is important.

- As Crafton Hills College improves its external facing identity and attempts to grow, we need more, better developed partnerships. We need to methodically and systematically partner with K-16 education, civic, business and political partners in a manner that moves our strategic goals forward.
- Develop a flexible and user-friendly internship program to link our students with local employers in order to increase success and completion.
- Develop partnership with local employers for internships, apprenticeships, and similar pedagogical approaches.
- Develop a contract education partnership with Amazon and similar companies for logistics and distribution center training of staff & future employees. Further the partnership for development of a logistics certificate and degree pathway.
- Build business and community partnerships with local leaders and institutions toward areas of future expansion of programs. For example, Crafton Hills College can develop a partnership with ESRI, University of Redlands, and local high schools in further developing a geographic information systems program and pathway.
- Create new advisory groups for our programs to ensure alignment with local business needs.

- Create and expand partnerships with local public safety agencies by exploring a fire training facility & command center.
- Work closely with K-12 districts for curriculum alignment, pathway projects, outreach efforts target under-represented groups, and counselor advisory group.
- Maintain regular content alignment and mutual advice with academic department of receiving institution (e.g.: LLU, U of R, CSULB, UCR) when setting our curriculum.
- Expand partnerships with four-year institutions for a university center to increase access for non-traditional students.
- Construct a college village with accessible retail and affordable student housing for international students, veterans, athletes, single parents, and traditional students.
- Build stronger ties to community for public relations and fundraising efforts where businesses and employers see the success of the college and its students as central to the success of the businesses and the community.
- Design a space on campus where community members, businesses, and donors can engage with students.

Improved Pathways from High School to College

While this theme focuses on high schools and the transition of students to college, it has implications for student access, success, outreach to the community, and the creation of new programs. Collaborative engagement of community college personnel with high school administrators, faculty and counselors has the potential to dramatically improve success at the college as well as high school levels. Articulation of curriculum between feeder high schools and community colleges is a direct way of addressing student readiness and delineating levels of competence.

Engagement in learning is a major challenge from middle through high school. A number of the activities identified below address the need for engagement in learning, with establishing a clear path to success as a major motivating factor for students. Dual enrollment is an option that promises a shorter timeline to completion. In CTE, for example, dual enrollment brings together high school, college and employers together to provide CTE pathways. Students who see a payoff in a reasonable amount of time are more likely to persist. Middle school is an option based on the finding that public school students make choices in middle school that are likely to determine their later success or failure in college courses, particularly in math. Students and families who are unfamiliar with college requirements and/or college culture need opportunities for early awareness of curriculum choices. Middle College and other early awareness actions address this need. Middle College is an initiative that has been considered at CHC. Work with service area public schools is a key strategy to advance student success.



- Align math, English and Basic Skills curriculum with local high schools for better placement of students into college-level courses.
- Develop meta-majors to empower exploration and guide students on their journey in selecting a college major.
- We must build deep and meaningful relationships with every high school in our region using dual enrollment partnerships that serve the needs of students.
- Develop a culture of connection and deep-rooted relationships with high school counselors, so Crafton Hills College is seen as a viable, important, and select choice for students within our service area, especially those from traditionally underserved populations.
- Enlist alumni to return to their local high schools and pitch Crafton Hills College as a viable, important, and select choice.
- Expand outreach to local middle and elementary school students to provide positive first impressions of Crafton Hills College and build a college-going culture to traditionally underserved populations.
- Invite more elementary school students to campus to explore academic programs and life on a college campus.
- Pursue the feasibility of implementing a Middle College program.

Student Readiness & Preparedness

Through its Strategic Plan, the College shows that it is keenly aware of the desired academic improvements it wishes to undertake. What the College proposes is in line with State-wide and District goals and priorities as well as national studies. Scans of the internal and external environments of the College and interviews with College personnel support the choices of actions to address student preparation. A number of the items for action address course placement and alignment. Others address the need for classroom support. A third category addresses issues of cultural sensitivity of students whose backgrounds require active efforts to make potential students and entering students at home at CHC. Many Hispanic students and students who are entering college as first generation enrollees in higher education are in particular need of support. Progress can be monitored through college evaluation procedures and will be reflected in QEIs.

- Equitize Crafton Hills College by building an institutional mindfulness around student equity in access and opportunity for success.
- Purposefully serve more Latino/a students to keep pace with growth of Latino/a populations in our service area.

- Expand SOA³R to reach students in our service area who may otherwise not consider going to college.
- Develop early outreach programs to high school, middle school, and elementary students and their parents to increase college-going culture to traditionally underserved populations.
- Implement common assessment and multiple measures, and use additional multiple measures to place students into higher-level math & English courses.
- Alignment of math & English with local high school for better placement of students into college-level courses
- Examine basic skills pathways in math & English to potentially redesign remedial pathways, reduce levels of courses below transfer, develop non-credit offerings, and/or develop accelerated pathways.
- Explore adding and refining prerequisites for transfer courses.
- Continue exploring and implementing online tutoring and other distance education support
- Offer additional instructional support, such as supplemental instruction and structured learning activities, directly to developmental courses
- Offer additional counseling support to students with developmental, remedial, and basic skills needs. Consider embedding counseling support in classroom
- Use embedded counseling model to enhance students' affective skills-build/develop their ability to persevere, especially in gateway courses.
- Expand concurrent and dual enrollment to better serve students and improve knowledge of academic programs offered at Crafton Hills College.
- Support, expand, and learn from local programs that have demonstrated positive impacts on student success.

Revise and add content to each



Major Strategies

Strategic Direction 1: Promote Student Success

Goal 1: Support, Guide and Empower Every Student to Achieve Goals

Supporting Actions:

- Work towards aligning the College's curriculum with high school curriculum to effect smooth transitions and better prepared incoming students
- Pilot and implement high impact practices in basic skills courses and programs to improve throughput rate to college level courses.
- Ensure student placement that is systematic, consistent with emerging standards, and appropriate for our courses
- Achieve the applicable goals in the Distance Education (DE) Plan
 - Develop a Quality DE Program
 - Promote Student Success in DE courses
 - DE Students will have the same access to both academic and student services resources as traditional students - Continue implementation of online support for students through tutoring and counseling services
 - CHC will monitor and evaluate student achievement in DE courses
 - CHC will develop a Plan for DE program growth
- Achieve the applicable goals in the Student Equity Plan. Specifically, we shall focus on the traditionally disadvantaged groups that have been identified in our Equity Plan: economically disadvantaged, Hispanic, African-American, Foster Youth, Disabled, and Veteran populations. This will require targeted outreach, counseling and tutoring programs.
- Encourage the majority of students to access instructional support services and ensure high service levels to under-represented or disproportionately impacted groups
- 80% of CHC students will develop and follow a comprehensive education plan
- Provide up-to-date assistive technology to increase the access, success and independence of students with disabilities and learning differences
- Provide increased access to low cost / no cost educational materials (e.g., software, textbooks, tutoring) which will greatly assist economically disadvantaged students

Goal 2: Use Every Area on Campus to Promote Student Learning

Supporting Actions:

- Foster community on the campus by encouraging the use of gathering places for study and socializing
- Maintain and improve the technology infrastructure to support the ongoing and expanding use of technology (e.g. Bring Your Own Device classes)
- Utilize technology to reach out to and engage students



SD 2: Build Campus Community

College structures, processes and groups are inclusive, celebrating diversity and nurturing relationships.

Goal 1: Promote inclusiveness and community

Supporting Actions:

- Provide professional development to increase cultural competency
- Create and enhance programs and services for disproportionately impacted groups.
- Increase the number of CHC students and employees who indicate they feel included in our campus community as measured by surveys
- Achieve interpersonal and Group Skills outcomes as defined by IL03
- Increase student engagement activities
- Improve ADA accessibility throughout campus

Goal 2: Seek, respect and celebrate diversity

Objectives:

- Increase collaboration between instruction programs and student services to improve learning for all students through universal design concepts
- Increase number of students who demonstrate competency in social and cultural awareness as defined by IL04
- Increase number of students who demonstrate competency in ethical and values appreciation as defined by IL03



SD 3: Develop Teaching and Learning Practices

CHC promotes innovative and effective teaching and learning strategies.

Goal 1: Develop a culture of mastery in teaching.

Supporting Actions:

- Encourage and support classroom innovation
 - Flipped classrooms
 - Integration of electronic equipment (e.g., the Bring Your Own Device Initiative)
 - Flexibly arranged classrooms
 - Identification and sharing of best practices and other topics of professional interest among colleagues will continue to be important means of professional development
- Increase full time faculty who participate in PD programming focused on pedagogy
- Increase part-time faculty who participate in PD programming focused on pedagogy
- Make sure all new faculty participate in a comprehensive orientation with emphasis on pedagogy (or andragogy)

Goal 2: Teach students to be great learners

Supporting Actions:

- Develop positive mentoring relationships between faculty and students
- Increase the number of students who achieve the “Critical Thinking” outcomes as defined by IL01
- Increase the number of students who achieve Written and Oral Communication outcomes as defined by IL02
- Increase the number of students who achieve Information Literacy outcomes as defined by IL05



SD 4: Expand Access

CHC is dedicated to increasing the community's college-going rate and will promote equitable access to higher education.

Goal 1: Promote a college-going culture in our core service area

Supporting Actions:

- Participate actively in the Regional Adult Education Consortium
- Make working with feeder high schools a high priority
- Take advantage of state initiatives to address workforce training for high-end jobs
- Increase number of community members who attend CHC
- Increase the number of residents who see college as vital to a successful future
- Increase the use of the Transfer Center by underrepresented students

Goal 2: Increase college capacity to serve our core service area

Supporting Actions:

- Increase courses and programs to accommodate growth
- Increase services to accommodate growth
- Expand alternative modes of delivery and
 - Increase online course offerings to serve more students in remote areas and those with scheduling limitations



SD 5: Enhance Value to the Surrounding Community

CHC is actively engaged with the surrounding community.

Goal 1: Be recognized as the college of choice in the communities we serve

Supporting Actions:

- Use public school connections to make the college visible to parents and community members
- Enhance the CHC image through community outreach and marketing
- Develop and implement a comprehensive marketing plan to increase market share
- Expand the number of student ambassadors to represent the college at schools and civic organizations to develop productive partnerships

Goal 2: Expand the reputation of CHC as an essential partner and valued asset

Supporting Actions:

- Invite the community to use campus facilities during down time
- Enlist the help of the college foundation in building networks of support in the community
- Pursue the feasibility of developing College Village as a multi-purpose location for education
- Increase the number of community, civic and business leaders who see CHC as a valued asset

Goal 3: Distinguish CHC as a respected resource for local employers and the workplace

Supporting Actions:

- Increase the number of businesses who look to CHC for new employees
- Increase the number of businesses who look to CHC for employee training
- Work with business and community partners to provide internship opportunities for our students



SD 6: Promote Effective Decision Making

CHC uses decision making processes that are effective, efficient, transparent, and evidence-based.

Goal 1: Value and engage in shared governance

Supporting Actions:

- Maintain/achieve a high level of employee and student engagement in local and regional shared governance committees

Goal 2: Promote a culture of evidence-based decision making

Supporting Actions:

- Incorporate outcomes data throughout college decision-making processes
- Develop additional dashboards to support evidence-based decision making
- Identify and implement procedures to gather data and evaluate SSSP processes and services on an annual basis

Goal 3: Implement college-wide integrated planning

Objectives:

- Continue to align all college plans with EMP
- Strengthen connections between annual plan/program review and EMP



SD 7: Develop Programs and Services

CHC is committed to providing excellent and responsive programs and services.

Goal 1: Improve and expand services

Supporting Actions:

- Maintain a high level of satisfaction with CHC services
- Expand and maintain the variety and quality of online and automated student services
- Streamline enrollment verification process

Goal 2: Improve and expand programs

Supporting Actions:

- Align course offerings with student need/demand
- Maintain a high level of satisfaction with CHC programs
- Explore offering, or affiliating with, adult education to address basic skills and ESL needs of the region
- Develop and implement the athletics program
 - Engage the community as participants and boosters
- Expand and strengthen the College's online program
 - Increase online course offerings to serve more students in remote areas and those with scheduling limitations
 - Implement the DE Plan and continue the DE Coordinator role
- Expand access to programs
 - Develop a comprehensive international student program
 - Expand transfer model curriculum
 - Expand dual enrollment with K-12 partners

SD 8: Support Employee Growth

CHC is committed to developing the full potential of every employee.

Goal 1: Become an organization that embraces a culture of continuous learning

Supporting Actions:

- Increase knowledge, skills and expertise among CHC employees
- Enlist employees in the selection of training of replacement and new staff
- Leverage the talents and strengths of all CHC employees
- Develop hiring and evaluation practices that support employee growth



SD 9: Optimize Resources

CHC develops, sustains, and strengthens its resources.

Goal 1: Plan for growth and align resources

Supporting Actions:

- Achieve 5400 FTES
- Continue to seek special-purpose funding for priority populations and needs
- Refine and revise the Resource Allocation Model (RAM) to meet campus needs
- Develop an enrollment management strategy that addresses the needs and demands of the service area
- Ensure institutional planning informs the allocation of resources

Goal 2: Value the Crafton Hills College environment

Supporting Actions:

- Maintain a safe and secure environment
- Maintain and leverage Crafton's beautiful environment

Goal 3: Support District's implementation of automated processes

Supporting Actions:

- Provide input and support to the development of the District's Enterprise Resource Planning (ERP) software



7 PROGRAM OF INSTRUCTION & SPACE NEEDS

This section provides the narrative and graphical/tabular representations that illustrate enrollment & WSCH projections based on State Chancellor's Office projections for the District. WSCH projections are also provided on a departmental level and analyzed with Title V space standards to estimate lecture and lab space needs by department.

Overview

The 2015 State Chancellor's Office Long Range WSCH Projections for SBCCD were utilized to establish projected enrollment and WSCH growth. From 2015-16 to 2021-22, the State anticipates that District-wide WSCH will increase by 1.7% and growth will decrease to 1.4% annually thereafter. Historical data from 10 consecutive terms (fall 2005 to fall 2014) suggest that Crafton Hills College is responsible for 31.65% of District-wide WSCH. Fall 2014 data established baseline program of instruction data for the College. Future program of instruction projections were developed and analyzed with Title V space standards to estimate instructional space needs for the College.

The following considerations are accounted for within enrollment and WSCH projections:

- Historical data regarding enrollment and WSCH generation
- Projected population growth within the College service area and region
- Historical participation rate of the population's enrollment at CHC
- Conditions within the external and internal environment

Program of Instruction

The primary metric for determining the total student demand on facilities space needs is WSCH. This measurement is representative of the student contact hours within instructional space on campus during the semester. Fall 2014 data was utilized to determine a baseline for WSCH generation by department and establish a baseline program of instruction.

Math and English comprise the largest WSCH generating subjects for the College, constituting 14.7% and 13.1% of WSCH during the fall 2014 semester, respectively. The next highest group of WSCH generating subjects at the College generated between 4.4% and 4.7% of total WSCH during the fall 2014 semester, which include Anatomy, Emergency Medical Services and Chemistry.

Future program of instruction projections anticipate that the College may see a fractional decrease in WSCH generation by the fall 2016 term, from 67,571 WSCH during fall 2014 to 67,106 WSCH during fall 2016 (0.95% decline over 2 years). From fall 2016 to fall 2021, the College is expected to increase its WSCH generation to 72,969 WSCH (8.74% growth over 5 years). From fall 2021 to fall 2026, the College is expected to increase its WSCH generation to 78,274 WSCH (7.27% growth over 5 years). From fall 2026 to fall 2031, the College is expected to grow to generating 83,909 WSCH (7.2% growth over 5 years).



Exhibit X.XX Program of Instruction (Fall 2014 – Fall 2031)

Department	CHC - FALL WSCH BY COURSE TYPE					
	Subject	2014	2016	2021	2026	2031
Accounting (ACCT)	ACCT	572	567	616	661	708
Allied Health (AH)	AH	422	418	454	487	522
Anatomy (ANAT)	ANAT	3,192	3,161	3,437	3,687	3,953
Anthropology (ANTHRO)	ANTHRO	415	411	447	480	514
Arabic (ARAB/ARABIC)	ARABIC	88	88	95	102	109
Art (ART)	ART	1,314	1,302	1,416	1,519	1,628
American Sign Language (ASL)	ASL	960	951	1,034	1,109	1,189
Astronomy (ASTRON)	ASTRON	300	297	323	347	372
Biology (BIOL)	BIOL	2,177	2,156	2,345	2,515	2,696
Business Administration (BUSAD)	BUSAD	758	751	817	876	939
Child Development (CD)	CD	885	876	953	1,022	1,096
College Life (CHC)	CHC	572	567	616	661	709
Chemistry (CHEM)	CHEM	3,014	2,985	3,246	3,482	3,733
Computer Information Systems (CIS)	CIS	1,514	1,499	1,630	1,749	1,875
Communication Studies (COMMST)	COMMST	1,745	1,728	1,879	2,016	2,161
Computer Science (CSCI)	CSCI	320	317	344	369	396
Dance (DANCE)	DANCE	166	165	179	192	206
Economics (ECON)	ECON	667	660	718	770	826
Education (EDU)	EDU	90	89	97	104	111
Emergency Medical Services (EMS)	EMS	3,124	3,094	3,364	3,609	3,869
Public Safety & Services (PBSF)	PBSF	75	74	81	87	93
English (ENGL)	ENGL	8,900	8,815	9,585	10,282	11,022
Fire Technology (FIRET)	FIRET	1,511	1,497	1,628	1,746	1,872
Geography (GEOG)	GEOG	302	299	325	348	374
Geology (GEOL)	GEOL	407	403	438	470	504
Health Education (HEALTH)	HEALTH	1,627	1,611	1,752	1,879	2,015
History (HIST)	HIST	2,167	2,147	2,334	2,504	2,684
Humanities (HUM)	HUM	188	186	202	217	233
Japanese (JAPN)	JAPN	510	505	549	589	631
Journalism (JOUR)	JOUR	52	52	56	60	65
Kinesiology(KIN)	KIN	297	294	320	343	368
Kinesiology Dance (KIN/D)	KIN/D	68	67	73	79	84
Kinesiology Fitness (KINF)	KIN/F	1,796	1,779	1,934	2,075	2,224
Kinesiology Team/Sport & Skill (KINS)	KIN/S	255	253	275	295	316
Learning Resources (LRC)	LRC	1,162	1,151	1,251	1,342	1,439
Mathematics (MATH)	MATH	9,964	9,869	10,731	11,511	12,340
Microbiology (MICRO)	MICRO	1,046	1,036	1,126	1,208	1,295
Music (MUS/MUSIC)	MUSIC	1,390	1,377	1,497	1,606	1,721
Oceanography (OCEAN)	OCEAN	162	160	174	187	201
Philosophy/Religious Studies (PHIL)	PHIL	759	752	818	877	941
Physics (PHYSIC)	PHYSIC	840	832	905	970	1,040
Political Science (POLIT)	POLIT	1,077	1,067	1,160	1,245	1,334
Psychology (PSYCH)	PSYCH	1,885	1,867	2,030	2,178	2,334



Radiologic Technology (RADIOL)	RADIOL	987	978	1,063	1,140	1,223
Reading & Skills Study (READ)	READ	1,396	1,383	1,504	1,613	1,729
Religious Studies (RELIG)	RELIG	338	335	364	390	419
Respiratory Care (RESP)	RESP	2,186	2,165	2,355	2,526	2,708
Sociology (SOC)	SOC	1,714	1,698	1,846	1,981	2,123
Spanish (SPAN)	SPAN	1,394	1,380	1,501	1,610	1,726
Theater Arts (THART)	THART	1,002	992	1,079	1,157	1,240
TOTAL		67,751	67,106	72,969	78,274	83,909

Current and Future Instructional Space Needs

The amount of assignable square footage (ASF) required at CHC to accommodate current and projected growth is based on the College’s WSCH projections, fall 2014 baseline program of instruction and Title V space standards. By utilizing the 2015 State Chancellor’s Office Long Range WSCH projection growth estimates and Title V space standards, a college may estimate instructional space needs based on projected capacity load ratios that are consistent with how overbuilt or underbuilt the State considers a college to be. Capacity load ratios are a measurement of how much instructional space is required for the amount of WSCH a college is anticipated to generate and are used to determine eligibility for State funding. Therefore, recommended lecture and lab space needs presented in this Plan are consistent with what the State would consider needed to adequately serve the projected WSCH load. It is immaterial what year the College actually reaches the designated amount of projected WSCH. The most important factor is that whenever the College actually reaches a projected level of WSCH generation, the correlated amount of lecture and lab space indicated within this Plan will be minimally required.

Exhibit X.XX Title V Recommendations for Instructional Space (Fall 2014 – Fall 2031)

Subject	Lecture:Lab WSCH Ratio	TITLE V SPACE RECOMMENDATIONS: LECTURE & LAB									
		2014		2016		2021		2026		2031	
		Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF	Lect. ASF	Lab ASF
ACCT	100:0	271	0	268	0	291	0	313	0	335	0
AH	100:0	199	0	198	0	215	0	230	0	247	0
ANAT	40:60	604	4,500	598	4,457	650	4,847	698	5,199	748	5,573
ANTHRO	100:0	196	0	195	0	212	0	227	0	243	0
ARABIC	100:0	42	0	41	0	45	0	48	0	52	0
ART	30:70	187	2,365	185	2,342	201	2,547	215	2,732	231	2,929
ASL	100:0	454	0	450	0	489	0	525	0	562	0
ASTRON	80:20	114	154	112	153	122	166	131	178	141	191
BIOL	40:60	412	3,070	408	3,041	444	3,306	476	3,547	510	3,802
BUSAD	100:0	359	0	355	0	386	0	414	0	444	0
CD	100:0	419	0	415	0	451	0	484	0	518	0
CHC	100:0	271	0	268	0	292	0	313	0	335	0
CHEM	40:60	570	4,648	565	4,604	614	5,006	659	5,370	706	5,756
CIS	80:20	573	518	567	513	617	558	662	598	709	641
COMMST	100:0	825	0	818	0	889	0	954	0	1,022	0
CSCI	40:60	60	328	60	325	65	353	70	379	75	406



DANCE	10:90	8	384	8	381	8	414	9	444	10	476
ECON	100:0	315	0	312	0	340	0	364	0	391	0
EDU	100:0	43	0	42	0	46	0	49	0	53	0
EMS	30:70	443	4,679	439	4,635	477	5,040	512	5,406	549	5,795
PBSF	100:0	35	0	35	0	38	0	41	0	44	0
ENGL	100:0	4,210	0	4,169	0	4,534	0	4,863	0	5,213	0
FIRET	100:0	715	0	708	0	770	0	826	0	885	0
GEOG	80:20	114	155	113	154	123	167	132	179	141	192
GEOL	80:20	154	209	152	207	166	225	178	241	191	259
HEALTH	100:0	769	0	762	0	829	0	889	0	953	0
HIST	100:0	1,025	0	1,015	0	1,104	0	1,184	0	1,270	0
HUM	100:0	89	0	88	0	96	0	103	0	110	0
JAPN	100:0	241	0	239	0	260	0	278	0	299	0
JOUR	100:0	25	0	24	0	27	0	28	0	31	0
KIN	55:45	77	429	77	425	83	462	89	496	96	532
KIN/D	0:100	0	218	0	216	0	235	0	252	0	270
KIN/F	0:100	0	5,765	0	5,710	0	6,209	0	6,661	0	7,140
KIN/S	0:100	0	819	0	812	0	883	0	947	0	1,015
LRC	10:90	55	1,568	54	1,553	59	1,689	63	1,812	68	1,942
MATH	90:10	4,242	1,495	4,201	1,480	4,568	1,610	4,900	1,727	5,253	1,851
MICRO	40:60	198	1,474	196	1,460	213	1,588	229	1,703	245	1,826
MUSIC	40:60	263	2,143	260	2,123	283	2,308	304	2,476	326	2,654
OCEAN	100:0	77	0	76	0	83	0	89	0	95	0
PHIL	100:0	359	0	356	0	387	0	415	0	445	0
PHYSIC	100:0	397	0	394	0	428	0	459	0	492	0
POLIT	100:0	510	0	505	0	549	0	589	0	631	0
PSYCH	100:0	891	0	883	0	960	0	1,030	0	1,104	0
RADIOL	30:70	140	1,479	139	1,465	151	1,593	162	1,708	173	1,831
READ	100:0	660	0	654	0	711	0	763	0	818	0
RELIG	100:0	160	0	158	0	172	0	185	0	198	0
RESP	40:60	414	2,807	410	2,780	445	3,023	478	3,243	512	3,477
SOC	100:0	811	0	803	0	873	0	937	0	1,004	0
SPAN	100:0	659	0	653	0	710	0	762	0	816	0
THART	40:60	190	1,544	188	1,530	204	1,663	219	1,784	235	1,913
TOTAL ASF NEED		23,843	40,753	23,616	40,365	25,680	43,891	27,547	47,082	29,530	50,472

Overall Current and Future Space Needs

Projected space needs for all facility needs (instructional and other support spaces) may also be determined based on enrollment and WSCH projections, Title V space standards and a college's current/projected space inventory.



The State Chancellor’s Office monitors five space categories by capacity load ratio for funding consideration and support. These five categories are: classroom (lecture), laboratory, office, library and audio visual/television/radio (AV/TV). An analysis of CHC’s capacity load ratios determines that the College currently requires space in only one of the five capacity load categories: AV/TV.

When accounting for future construction projects on campus, such as the Central Complex 1 renovation, Crafton Hall renovation, Clock Tower Building renovation and removal of various temporary portables, the College is anticipated to have a need for 2,547 ASF in laboratory space by the year 2021. The need for laboratory space is anticipated to grow to 10,345 ASF by the year 2031. However, the College is significantly overbuilt in classroom, library and office space for the amount of lecture WSCH it is projected to generate and projected FTEF. It is important to understand that even though a college may perceive that they are efficiently utilizing existing classrooms and there is a need for additional classroom space, State standards for space needs are based on the amount of lecture WSCH a campus should be generating based on the amount of classroom ASF. Thus, although classrooms may be efficiently utilized by hours during a semester, they are not efficiently generating the amount of WSCH that they should be. Overall, the College should work towards reducing its classroom capacity load ratio by converting existing classroom space to laboratories and/or generating more lecture WSCH.

Exhibit X.XX Capacity Load Ratios and Space Needs/Surplus

CHC Capacity Load	F2015	F2016	F2017	F2017 ADJ*	F2021	F2026	F2031
Classroom Capacity	75,930	75,930	100,190	94,368	94,368	94,368	94,368
Classroom WSCH Load	41,479	42,180	42,893	42,893	45,864	49,199	52,741
Classroom Capacity Load	183%	180%	234%	220%	206%	192%	179%
Space Need/Surplus	-16,295	-15,964	-27,102	-24,348	-22,942	-21,365	-19,690
Laboratory Capacity	20,379	20,379	23,007	21,138	21,138	21,138	21,138
Laboratory WSCH Load	20,102	20,441	20,786	20,786	22,227	23,843	25,559
Laboratory Capacity Load	101%	100%	111%	102%	95%	89%	83%
Space Need/Surplus	-649	145	-5,197	-823	2,547	6,329	10,345
Office Capacity	263	262	297	295	295	295	295
Office Load	178	181	184	184	199	207	213
Office Capacity Load	148%	145%	161%	160%	148%	143%	139%
Space Need/Surplus	-11,891	-11,398	-15,770	-15,558	-13,458	-12,338	-11,498
Library Capacity	28,825	28,825	30,284	30,284	30,284	30,284	30,284
Library Load	18,872	18,989	19,241	19,241	19,980	21,223	22,062
Library Capacity Load	153%	152%	157%	157%	152%	143%	137%
Space Need/Surplus	-9,953	-9,836	-11,043	-11,043	-10,304	-9,061	-8,222
AV/TV Capacity	2,745	2,745	2,745	2,745	2,745	2,745	2,745
AV/TV Load	5,853	5,866	5,877	5,877	5,944	6,051	6,152
AV/TV Capacity Load	47%	47%	47%	47%	46%	45%	45%
Space Need/Surplus	3,108	3,121	3,132	3,132	3,199	3,306	3,407

* 2017 ADJ estimates capacity load ratios following space inventory changes due to existing capital construction projects.



8 APPENDICES

Recommended appendices might include:

1. Qualitative Effectiveness Indicators,
2. Instructional program-level data,
3. Survey instruments, if necessary,
4. Space standards,
5. Glossary of terms (Cabrillo)
6. Full listing of Service area and Regional job openings by occupation (2015-2025)

Add content to each

7 APPENDICES

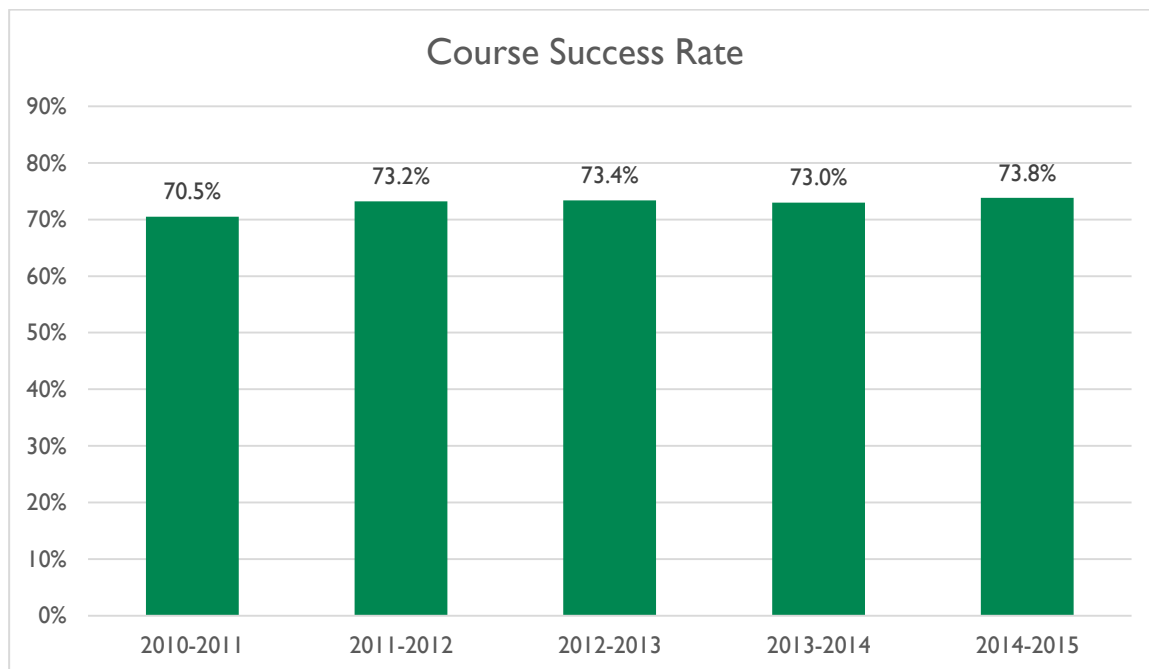
Recommended appendices might include:

7.1 QUALITATIVE EFFECTIVENESS INDICATORS

Quantitative Effectiveness Indicators (QEI) assess progress Crafton Hills College is making in its efforts to meet the nine Strategic Directions. The QEIs are listed below with data available through 2014-2015. Complete data are also updated and maintained with more recent years through Crafton Hills College's Office of Institutional Effectiveness, Research, and Planning website at <http://www.craftonhills.edu/research>.

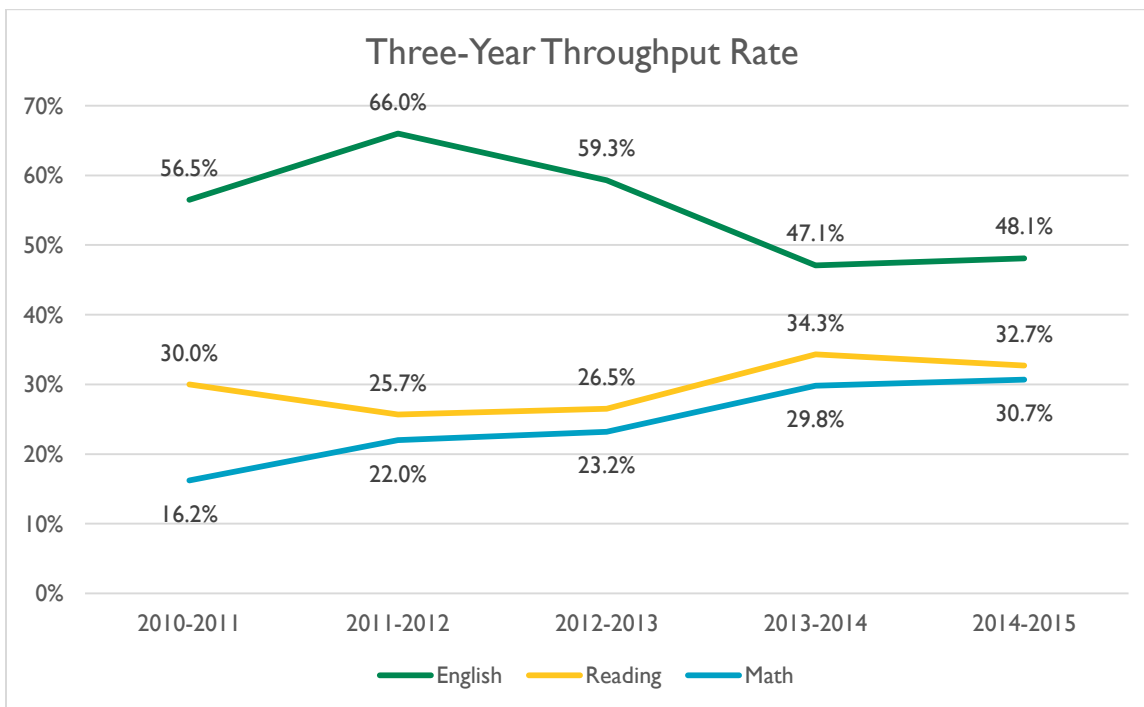
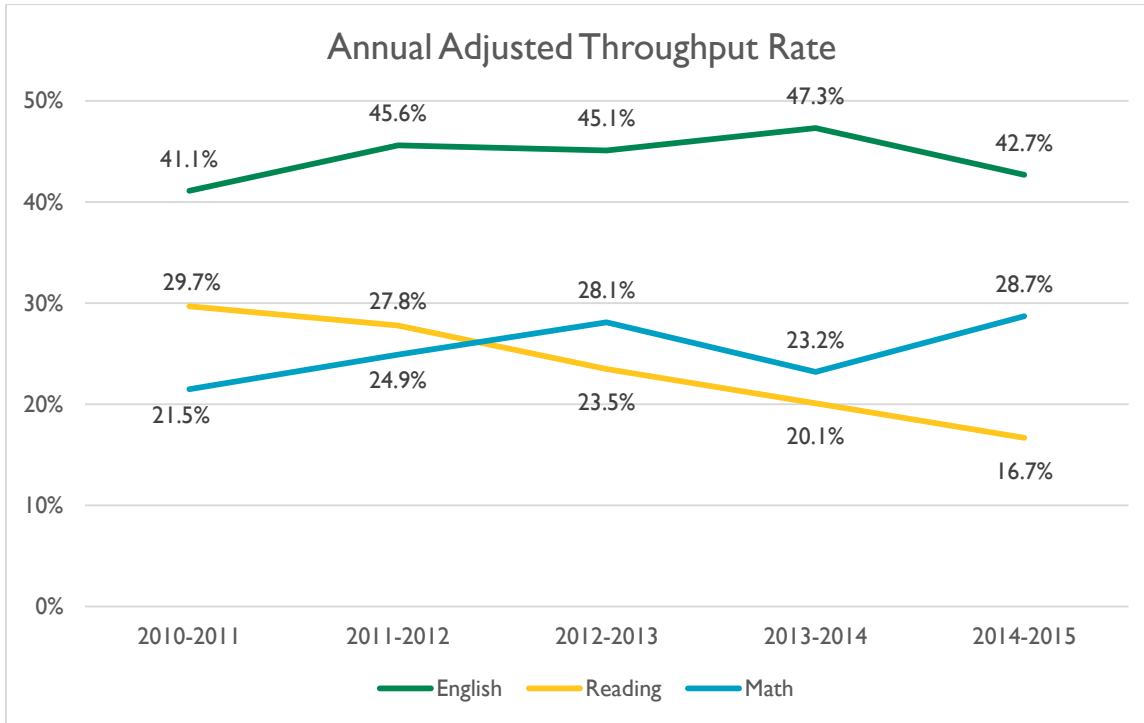
7.1.1 Course Success Rate

The Course Success Rate indicator assesses how well Crafton Hills College is meeting its Strategic Directions to Promote Student Success and Develop Teaching and Learning Practices as measured by the percentage of students earning a grade on record of A, B, C, or CR/P in a credit course.



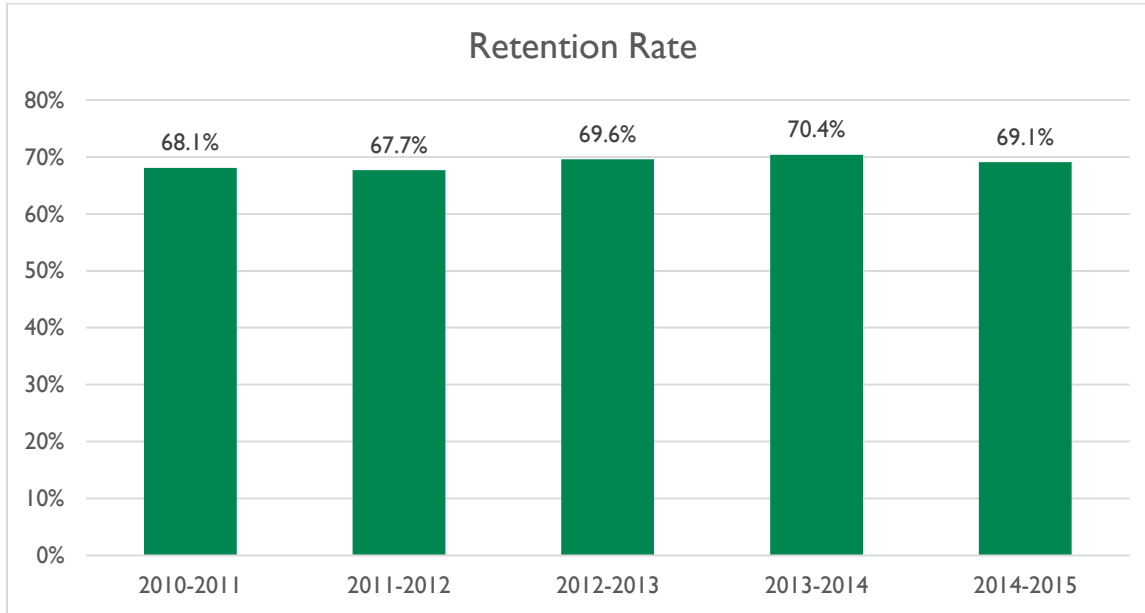
7.1.2 English, Reading, & Math Throughput Rates

The English, Reading, and Math Throughput Rates indicator assesses how well Crafton Hills College is meeting its Strategic Direction to Promote Student Success as measured by the percentage of students successfully completing the basic skills and developmental course pathway to transfer-level math or English.



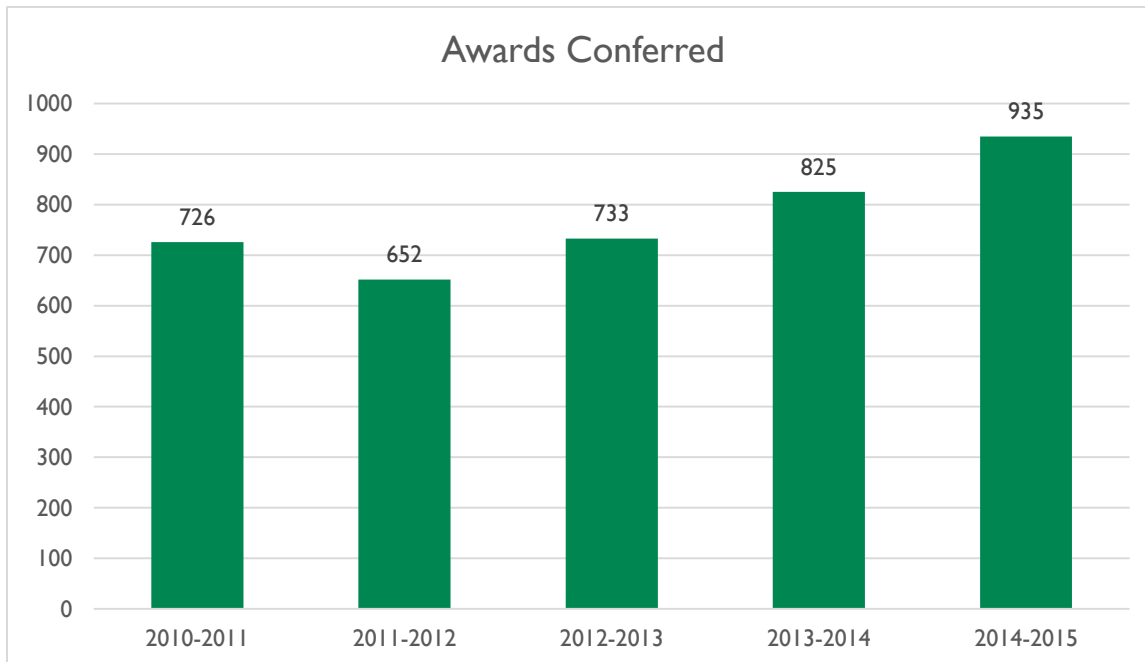
7.1.3 Retention (Persistence) Rate

The Retention (Persistence) Rate indicator assesses how well Crafton Hills College is meeting its Strategic Direction to Promote Student Success as measured by the percentage of students earning a grade on record in the Spring term after earning a grade on record in the preceding Fall term.



7.1.4 Degrees & Certificates

The Degrees & Certificates indicator assesses how well Crafton Hills College is meeting its Strategic Direction to Promote Student Success as measured by the number of awards conferred annually.

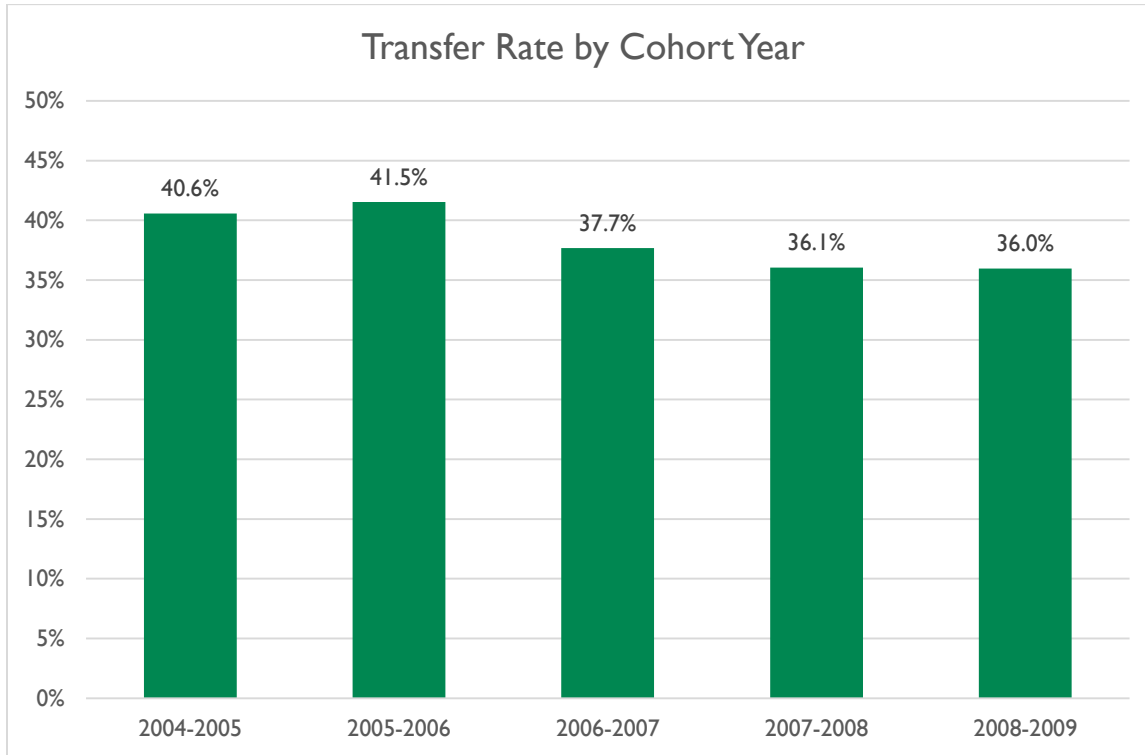






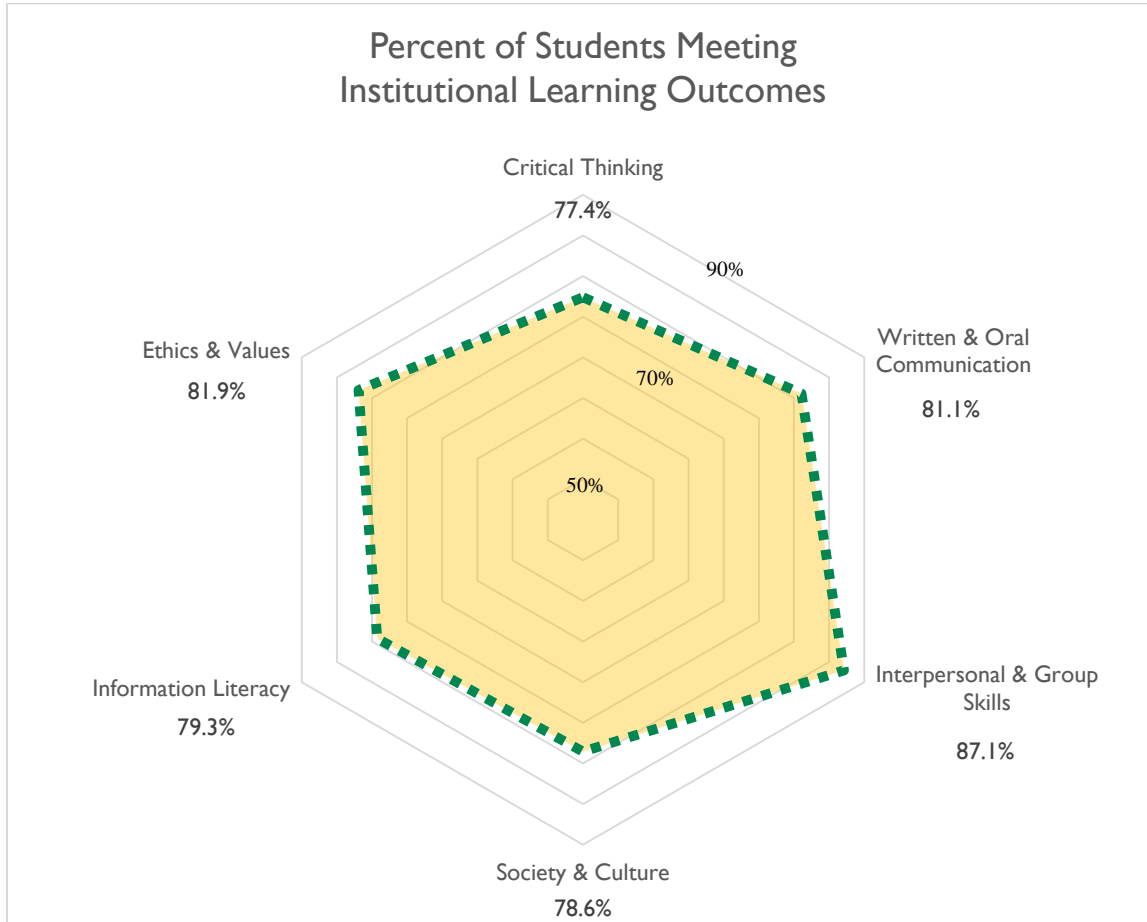
Transfer Rate

The Transfer Rate indicator assesses how well Crafton Hills College is meeting its Strategic Direction to Promote Student Success as measured by the percentage students who transfer within a cohort of first-time college students who earn 12 or more units and attempted transfer-level math or English within six years of first enrolling at Crafton Hills College.



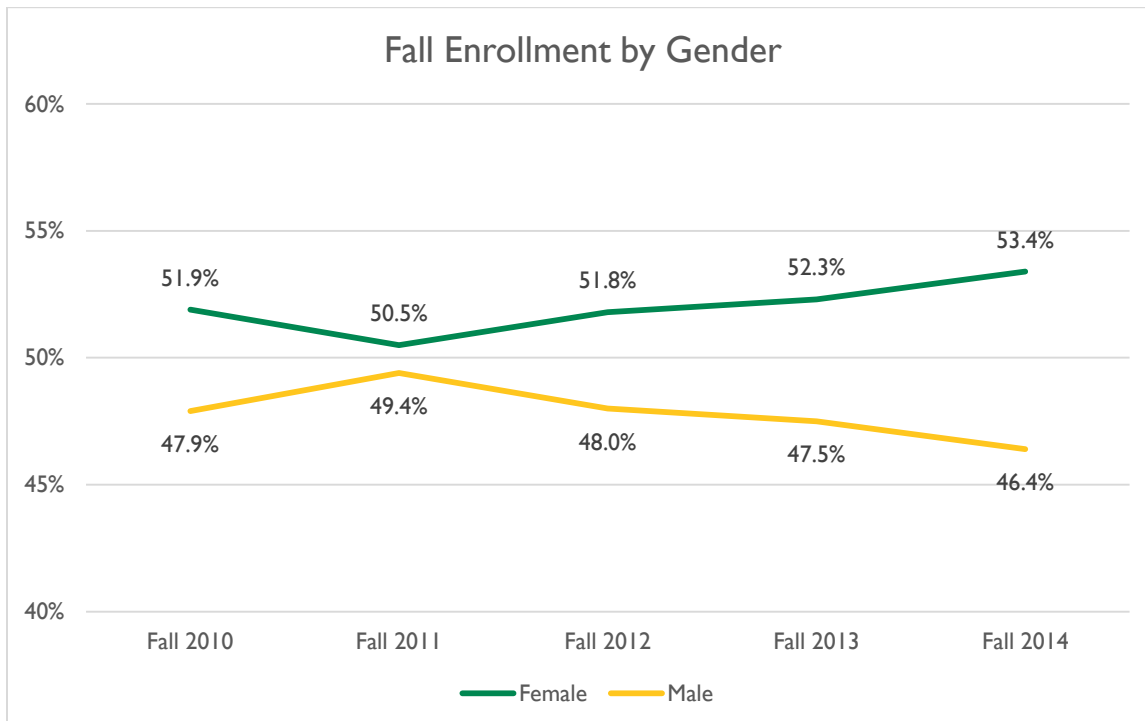
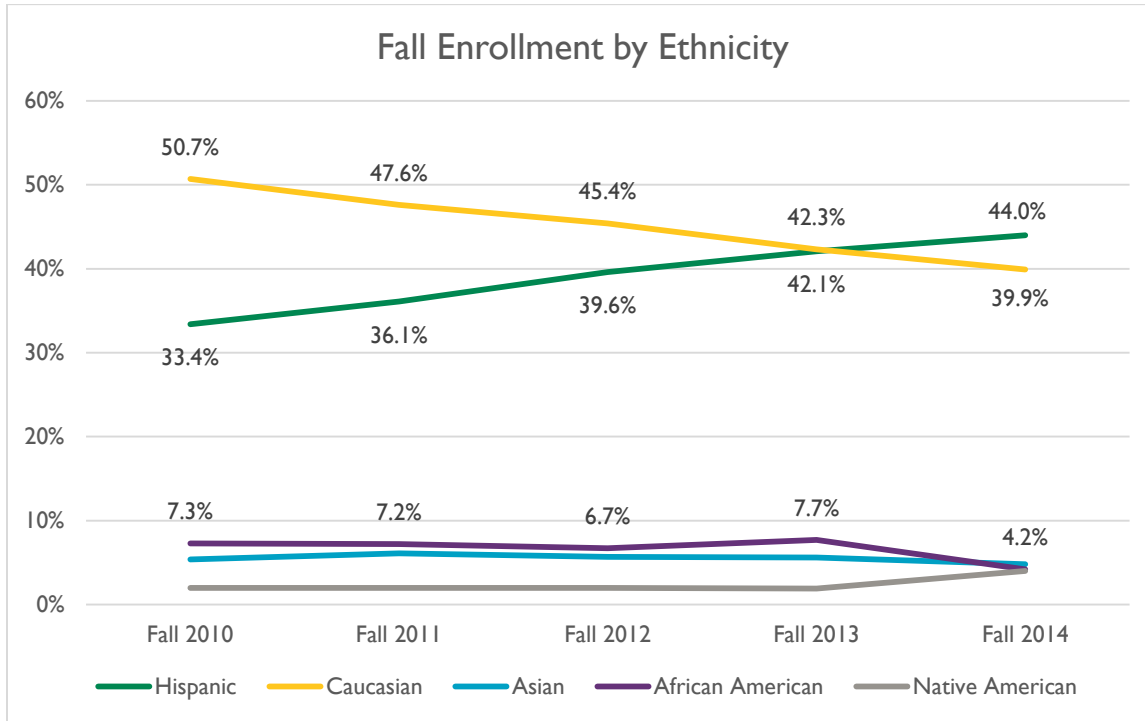
7.1.5 Outcomes Assessment

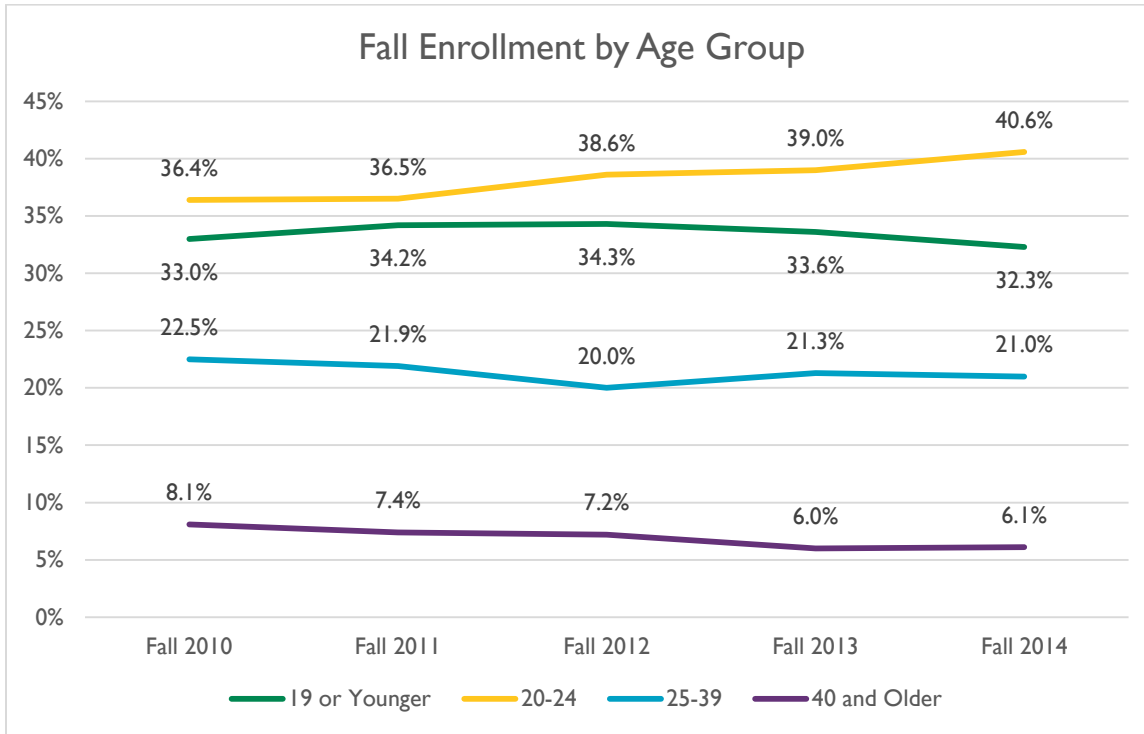
The Outcomes Assessment indicator assess how well Crafton Hills College is meeting its Strategic Direction to Develop Teaching & Learning Practices as measured by the percentage of students who are meeting the Institutional Learning Outcomes.



7.1.6 Demographic Diversity

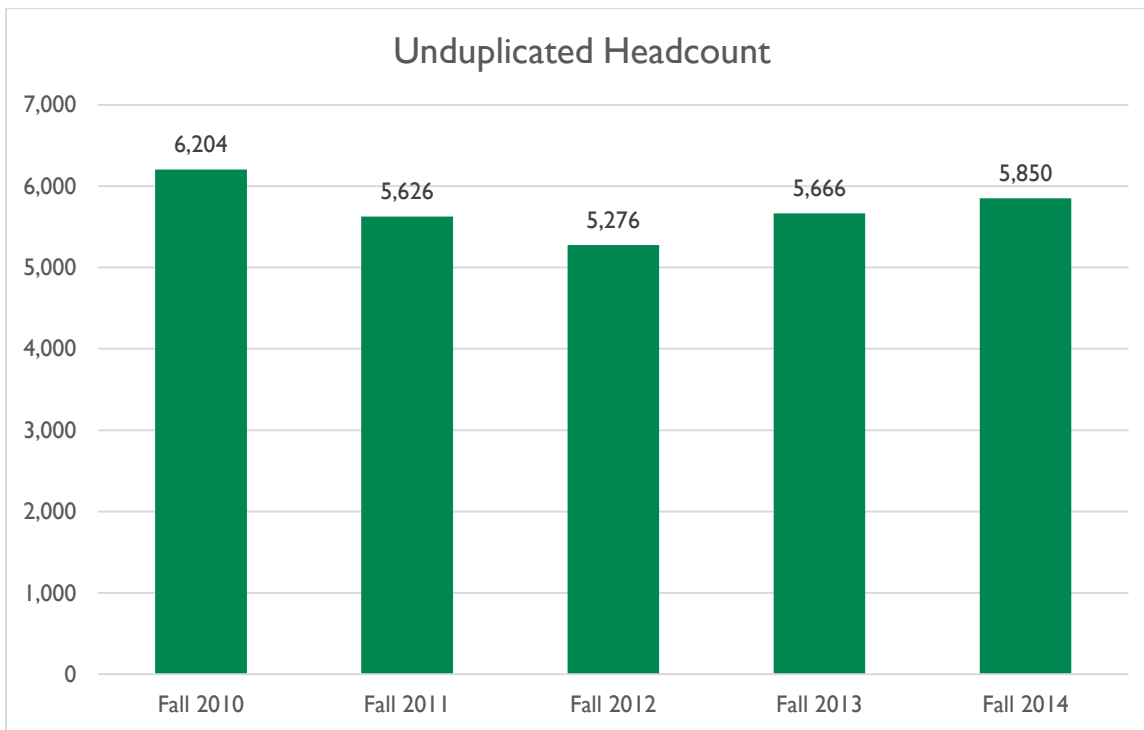
The Demographics Diversity indicator assesses how well Crafton Hills College is meeting its Strategic Directions to Build Campus Community, Expand Access, and Enhance Value to the Surrounding Community as measured by the percentage of students enrolling in the Fall term by ethnicity, gender, and age.





7.1.7 Headcount

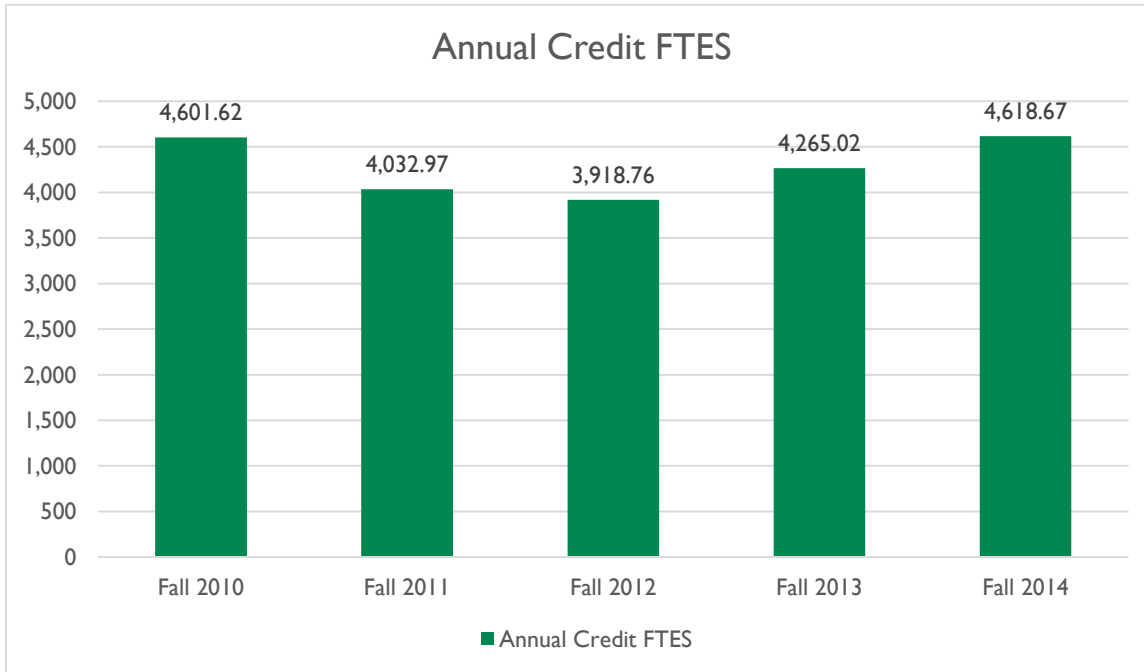
The Headcount indicator assesses how well Crafton Hills College is meeting its Strategic Direction to Expand Access as measured by the number of students enrolling in the Fall term.





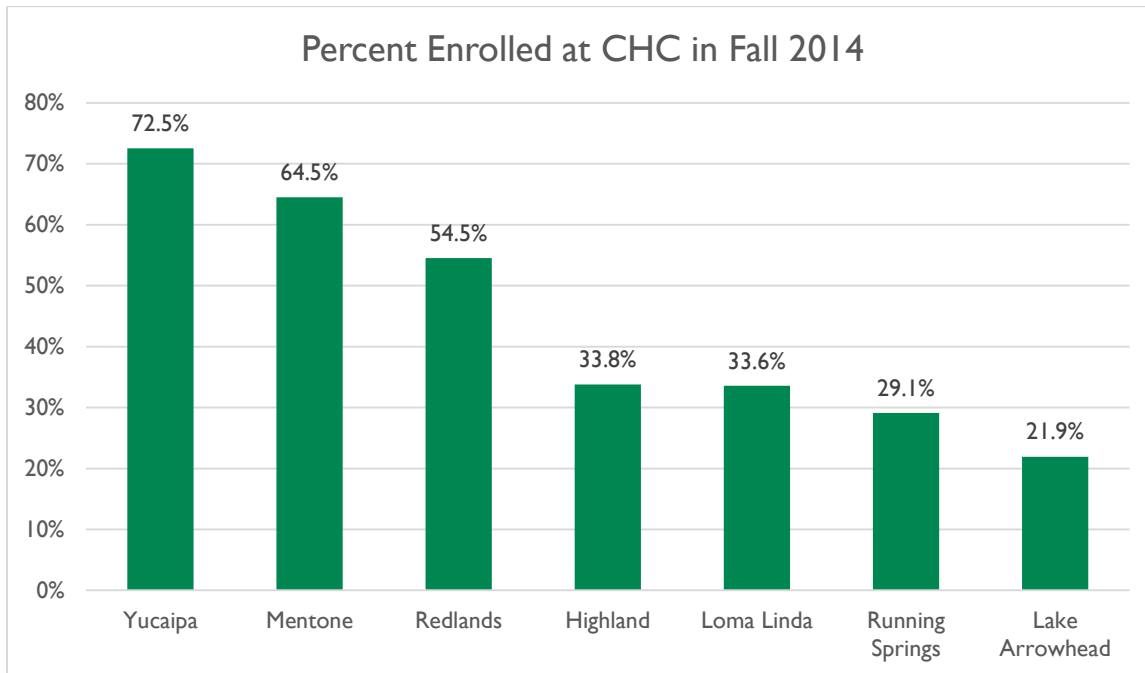
7.1.8 Full-Time Equivalent Students (FTES)

The FTES indicator assess how well Crafton Hills College is meeting its Strategic Direction to Expand Access as measured by the number of annual credit FTES.



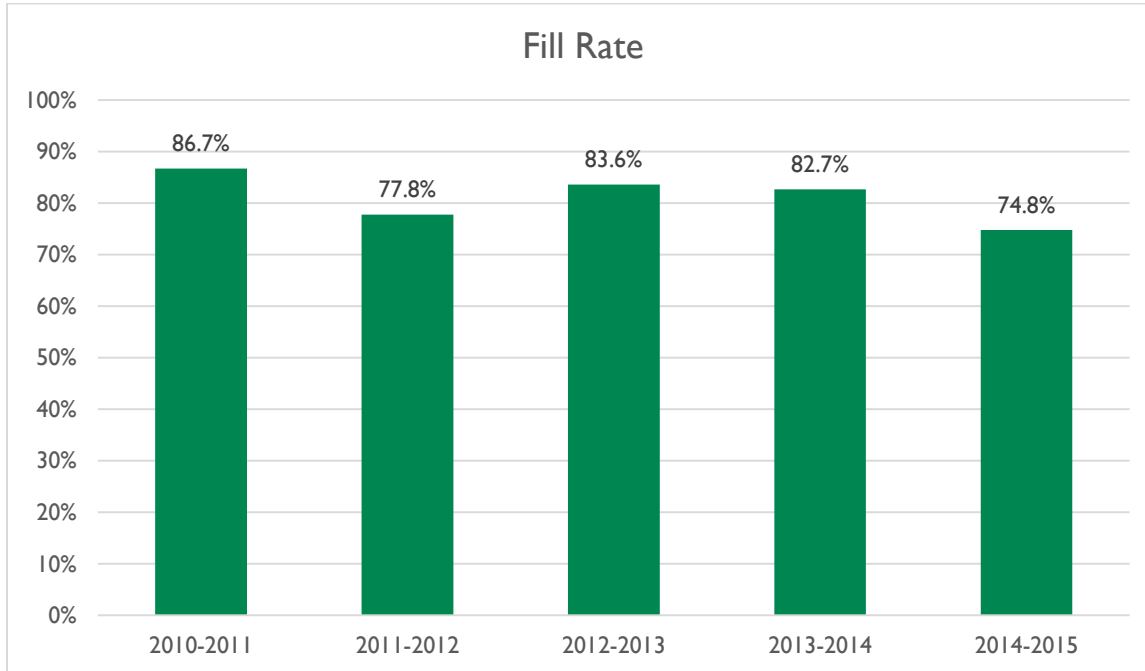
7.1.9 Capture Rate

The Capture Rate indicator assesses how well Crafton Hills College is meeting its Strategic Directions to Expand Access and Enhance Value to the Surrounding Community as measured by the percentage of community college students living in cities within Crafton Hills College’s service area who choose to enroll at Crafton Hills College.



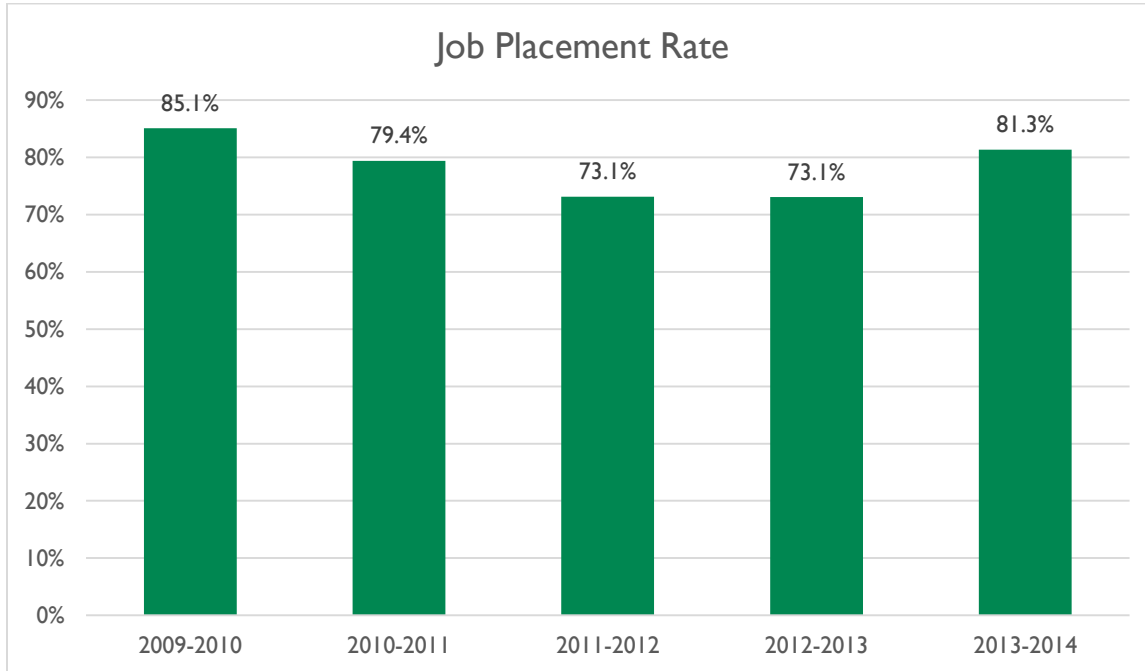
7.1.10 Fill Rate

The Fill Rate indicator assesses how well Crafton Hills College is meeting its Strategic Direction to Optimize Resources as measured by the proportion of seats filled at census to the total number of seats available.



7.1.11 Job Placement Rate

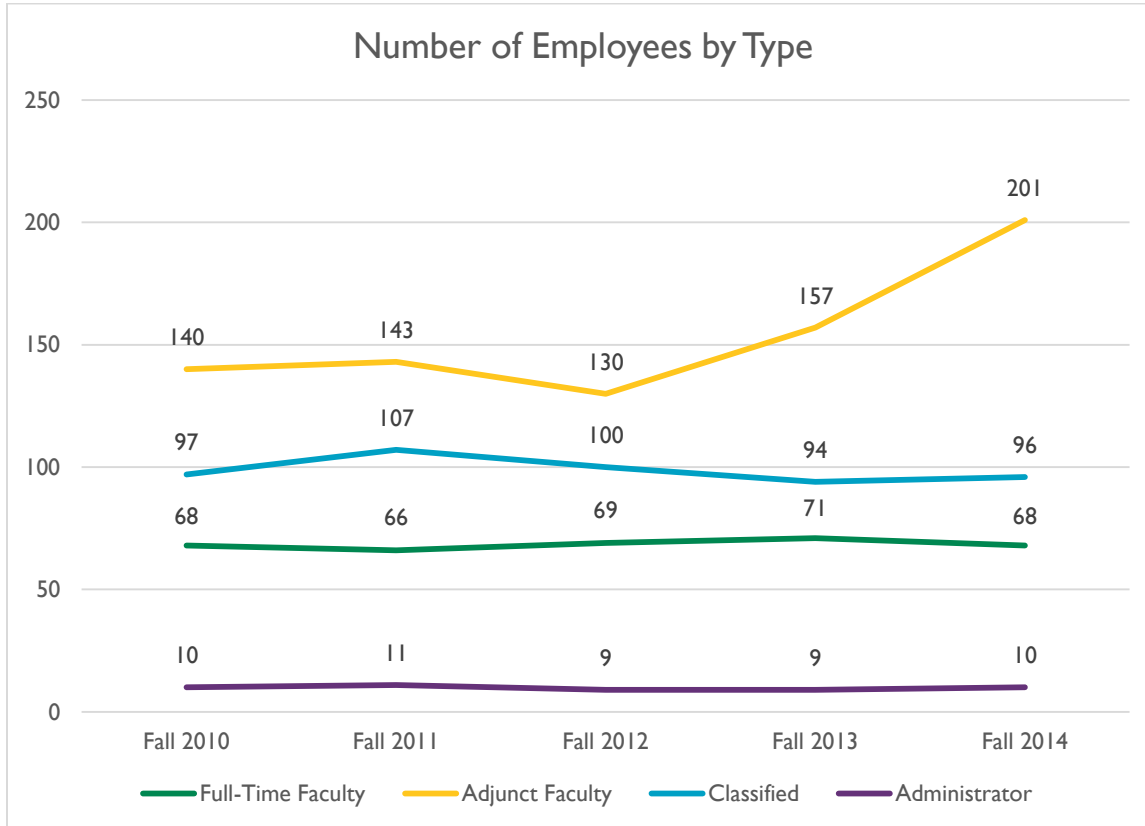
The Job Placement Rate indicator assesses how well Crafton Hills College is meeting its Strategic Direction to Enhance Value to the Surrounding Community as measured by the percentage of students who are employed after earning a grade on record in an occupational course.





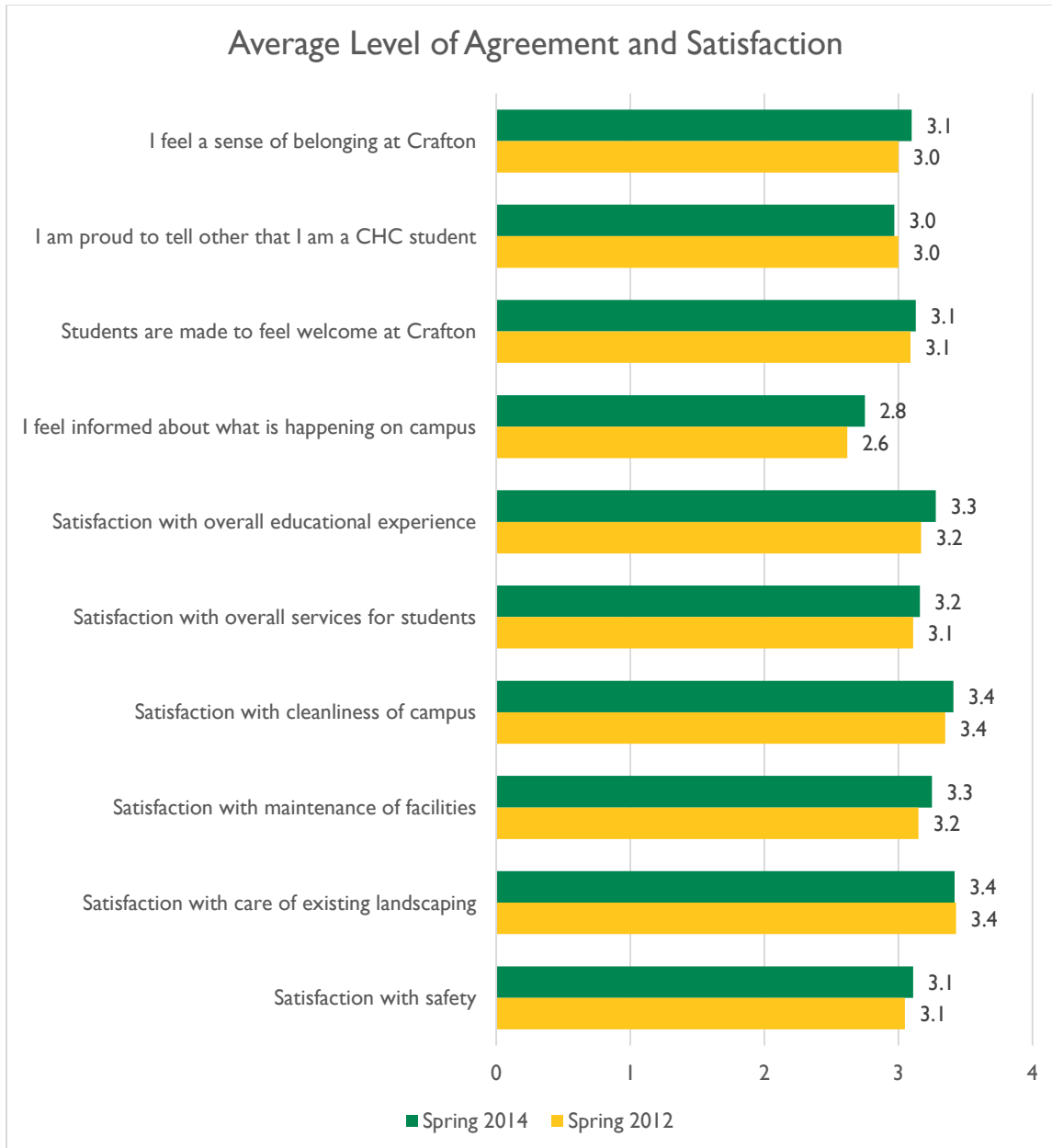
7.1.12 Number of Employees

The Number of Employees indicator assesses how well Crafton Hills College is meeting its Strategic Direction to Develop Programs and Services as measured by the number of employees at Crafton Hills College each Fall term by employee type.



7.1.13 Student Satisfaction

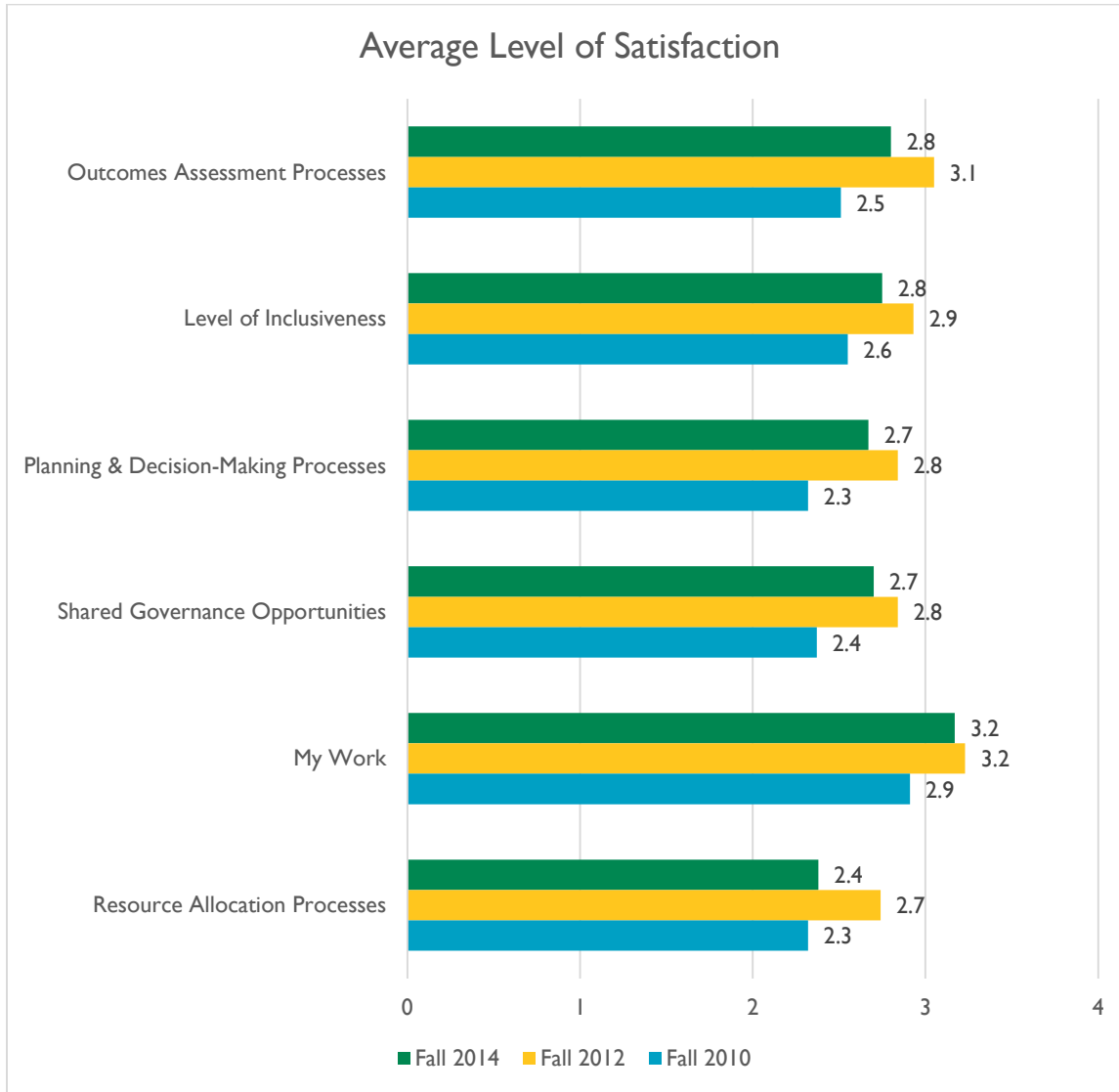
The Student Satisfaction indicator assesses how well Crafton Hills College is meeting its Strategic Directions to Promote Student Success, Build Campus Community, Develop Teaching and Learning Practices, Develop Programs and Services, and Optimize Resources as measured by students' average level of agreement and satisfaction on a four-level scale on the Crafton Hills College Student Satisfaction Survey.



7.1.14 Employee Satisfaction

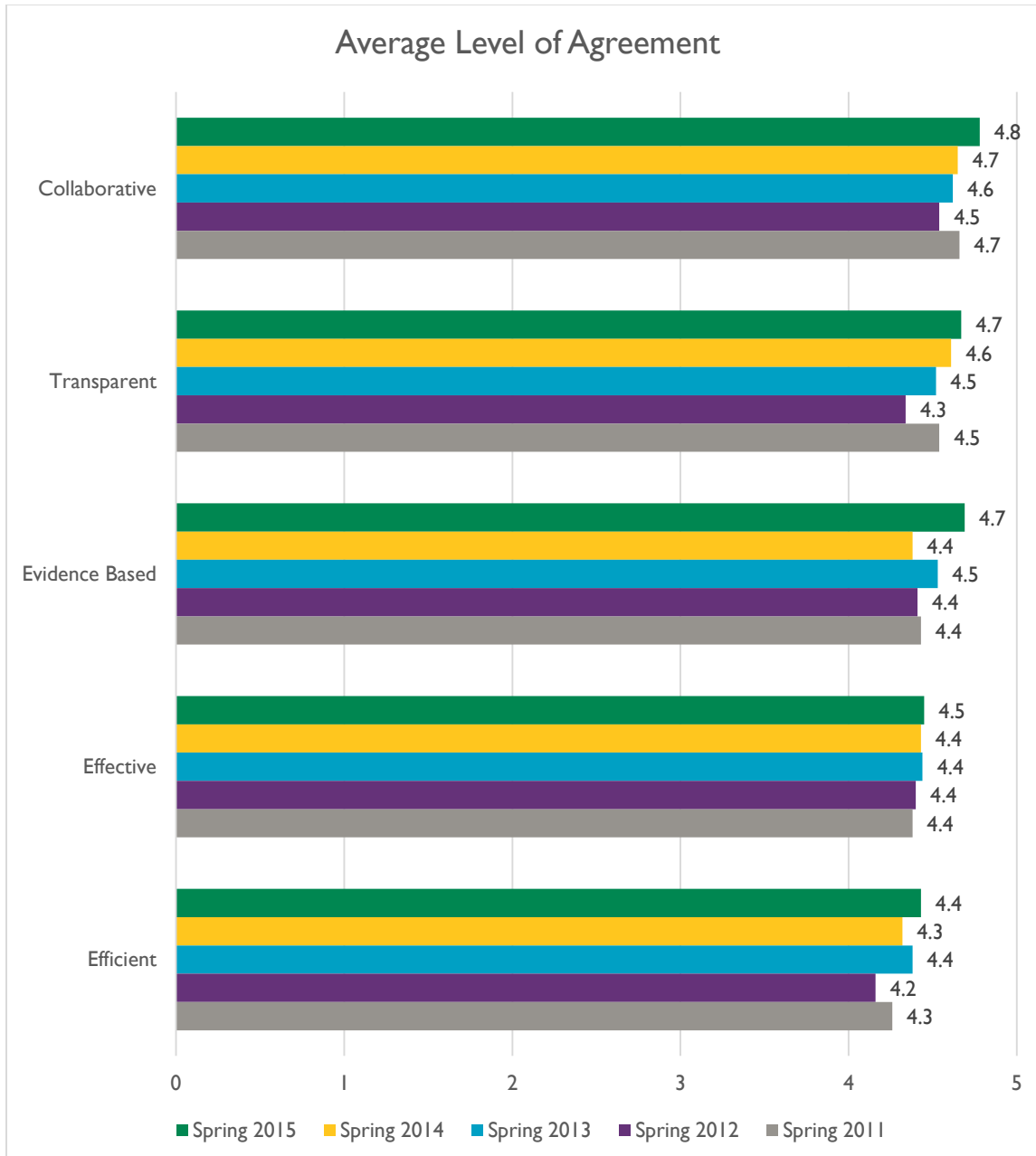
The Employee Satisfaction indicator assesses how well Crafton Hills College is meeting its Strategic Directions to Build Campus Community, Develop Teaching and Learning Practices, Promote Effective Decision Making, Support Employee Growth, and Optimize Resources as measured by employees'

average level of satisfaction on a four-level scale on the Crafton Hills College Employee Campus Climate Survey.



7.1.15 Committee Self-Evaluation

The Committee Self-Evaluation indicator assesses how well Crafton Hills College is meeting its Strategic Directions to Promote Effective Decision Making and Support Employee Growth as measured on the Crafton Hills College Annual Committee Self-Evaluation by employees' average level of agreement on a five-level scale of how often Crafton Hills College's committees are collaborative, transparent, evidence-based, effective, and efficient.





7.2 INSTRUCTIONAL PROGRAM-LEVEL DATA

DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTES	WSCH	FTEF	WSCH / FTEF
Allied Health Services	Allied Health (AH)	20102011		93.56	86.69	12.5	40.40	1,212.09	1.40	865.78
		20112012		96.96	90.87	0	17.74	532.11	0.70	760.16
		20122013		96.83	89.59	0	16.41	492.34	0.70	703.35
		20132014		94.67	89.97	25.0	27.37	821.17	1.30	631.67
		20142015		92.49	83.05	45.6	36.97	1,108.97	2.10	528.08
	Radiologic Technology (RADIOL)	20102011	18	100	100	0	93.53	2,805.89	6.93	404.89
		20112012	19	100	100	0	47.91	1,437.15	6.93	207.38
		20122013	11	100	100	0	64.55	1,936.60	6.93	279.45
		20132014	16	100	100	0	63.48	1,904.39	6.89	276.48
		20142015	17	100	100	0	62.27	1,868.21	6.89	271.15
	Respiratory (RESP)	20102011	62	94.02	91.73	0	155.33	4,659.93	14.06	331.43
		20112012	30	97.38	93.33	0	168.14	5,044.30	15.55	324.39
		20122013	28	96.02	93.36	0	150.60	4,518.12	13.70	329.86
		20132014	34	95.45	93.56	0	158.04	4,741.15	15.03	315.36
		20142015	27	96.02	91.88	0	132.74	3,982.19	14.71	270.69
Biological and Physical Sciences	Anatomy (ANAT)	20102011	39	86.81	67.96	0	181.33	5,439.94	6.80	799.99
		20112012	50	83.06	60.78	0	175.90	5,277.09	6.48	814.37
		20122013	50	89.1	60.33	0	159.31	4,779.40	6.00	796.57
		20132014	50	84.47	56.68	0	193.25	5,797.63	8.41	689.54
		20142015	50	86.38	61.48	0	224.39	6,731.66	9.05	743.50
	Astronomy (ASTRON)	20102011	1	70.85	52.66	0	33.20	996.00	2.20	452.73
		20112012		84.92	58.66	0	18.00	540.00	1.38	391.30
		20122013		75.48	62.58	0	15.50	465.00	0.68	683.82
		20132014		82.33	61.45	0	25.18	755.31	1.37	550.52
		20142015	1	82.84	65.69	0	19.90	597.00	1.23	485.76



DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTEs	WSCH	FTEF	WSCH / FTEF
Biological and Physical Sciences	Biology (BIOL)	20102011		89.17	71.6	0	139.18	4,175.34	5.34	781.90
		20112012		89.49	74.64	0	114.35	3,430.60	4.52	758.98
		20122013	1	92.49	77.11	0	112.51	3,375.20	4.52	746.73
		20132014	7	94.95	83.18	0	139.53	4,185.92	5.34	783.88
		20142015	4	92.42	74.9	0	155.39	4,661.77	6.32	737.86
	Chemistry (CHEM)	20102011	1	89.59	81.75	6.1	173.63	5,208.75	8.00	651.09
		20112012		93.42	87.86	0	136.47	4,093.99	7.12	575.00
		20122013	2	94.87	85.13	0	131.25	3,937.40	6.44	611.40
		20132014	4	88.96	74.07	6.1	173.78	5,213.51	9.37	556.52
		20142015	9	87.98	73.07	14.0	222.33	6,669.86	12.89	517.32
	Engineering (ENGR)	20122013		80.77	69.23	0	4.09	122.72	0.24	511.33
	Geography (GEOG)	20102011		85.71	61.9	0	16.70	501.00	0.88	569.32
		20112012	1	85.41	66.49	0	18.75	562.40	0.88	639.09
		20122013	2	89.81	72.82	0	20.87	626.20	0.88	711.59
		20132014		86.36	67.42	0	13.80	414.00	0.89	467.27
		20142015	1	87.43	66.47	0	17.05	511.60	1.09	471.09
	Geology (GEOL)	20102011	1	79.68	70.12	0	34.46	1,033.93	1.93	535.72
		20112012	2	86.94	73.88	0	31.97	958.97	1.82	526.91
		20122013	1	86.22	71.56	0	32.82	984.63	1.96	502.36
		20132014	1	92.35	70.49	0	24.74	742.26	1.88	395.66
		20142015	3	90.14	73.71	0	28.64	859.25	2.39	359.82
	Microbiology (MICRO)	20102011		83.01	76.04	0	99.91	2,997.40	4.86	616.75
		20112012		79.77	71.39	0	97.69	2,930.60	4.86	603.00
		20122013		75.08	62.46	0	79.53	2,385.80	4.08	584.75
		20132014		71.68	58.96	0	88.96	2,668.91	4.96	538.63
		20142015		74.29	60.19	0	81.45	2,443.63	5.35	457.01
	Oceanography (OCEAN)	20102011		88.85	71.15	0	26.60	798.00	0.80	997.50



DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTEs	WSCH	FTEF	WSCH / FTEF
		20112012		91.72	71.03	0	15.79	473.60	0.40	1,184.00
		20122013		92.5	66.88	0	17.19	515.66	0.60	859.43
		20132014		83.5	56.5	0	20.82	624.60	0.80	780.75
		20142015		88.64	65.91	0	13.32	399.51	1.00	399.51
	Physics (PHYSIC)	20102011	6	80.45	62.41	0	52.56	1,576.70	1.88	838.67
		20112012	2	79.92	66.53	0	53.41	1,602.17	2.34	684.69
		20122013		85.6	73.25	0	52.47	1,574.20	2.66	591.80
		20132014	7	82.96	68.16	0	45.22	1,356.60	3.32	409.11
		20142015	11	88.63	77.59	0	58.82	1,764.71	5.12	344.87
	Business, Economics, and IT	Accounting (ACCT)	20102011	6	81.68	66.03	0	35.07	1,052.00	1.89
20112012			1	84.92	72.62	0	34.93	1,048.00	1.62	646.91
20122013			1	85.43	69.29	0	33.66	1,009.71	1.97	513.59
20132014			1	91.19	81.61	0	34.67	1,040.03	1.95	534.17
20142015			1	81.21	59.73	0	40.04	1,201.14	3.28	366.20
Business Administration (BUSAD)		20102011	22	88.74	71.56	13.0	54.13	1,623.83	2.27	715.34
		20112012	25	91.49	66.92	0	53.87	1,616.00	1.80	897.78
		20122013	55	93.39	72.11	0	50.43	1,512.80	1.60	945.50
		20132014	43	92.12	68.29	0	54.61	1,638.40	2.00	819.20
		20142015	57	92.73	76.97	0	51.79	1,553.69	2.80	554.89
Computer Information Systems (CIS)		20102011	22	85.9	67.65	8.5	130.81	3,924.30	9.81	400.03
		20112012	14	86.81	67.56	20.0	128.99	3,869.80	8.06	480.12
		20122013	20	88.31	64.17	10.0	114.65	3,439.49	7.95	432.64
		20132014	17	91.76	66.76	11.6	107.13	3,213.90	8.18	392.71
		20142015	20	85.34	64.87	14.6	96.33	2,889.76	8.17	353.79
Computer Science (CSCI)		20132014		89.8	75.51	0	10.45	313.60	1.03	304.76
		20142015		82.03	73.44	14.3	24.78	743.38	2.26	329.22
Economics (ECON)		20102011	2	80.08	60.56	10.0	50.33	1,509.89	2.00	754.94



DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTEs	WSCH	FTEF	WSCH / FTEF	
		20112012	2	83.23	61.13	0	66.44	1,993.11	2.00	996.56	
		20122013	8	87.54	64.49	0	63.82	1,914.49	2.00	957.24	
		20132014	1	89.46	71.25	0	55.37	1,661.21	2.20	755.09	
		20142015	1	91.33	76.61	13.3	49.94	1,498.29	2.80	535.10	
	Marketing (MARKET)	20102011			90.8	74.71	0	9.00	270.00	0.40	675.00
		20112012			88.64	70.45	0	4.50	135.00	0.20	675.00
		20122013			90	78	0	5.00	150.00	0.20	750.00
		20132014			95.35	81.4	0	4.30	129.00	0.20	645.00
		20142015			86.11	77.78	0	3.50	105.00	0.20	525.00
	College Life	College Life (CHC)	20102011			91.48	78.36	0	19.99	599.71	1.35
20112012					93.66	77.43	0	26.31	789.31	1.84	428.98
20122013					88.97	73.18	0	19.27	578.00	1.52	381.52
20132014					93.3	72.07	37.5	9.31	279.31	0.88	316.68
20142015					92.26	71.43	25.0	29.28	878.37	2.14	410.84
Communication and Language	American Sign Language (ASL)	20102011			93.25	79.22	0	52.00	1,560.00	2.97	525.25
		20112012	9	90.94	80.94	0	43.60	1,308.00	2.70	484.44	
		20122013	20	94.75	77.55	0	45.47	1,364.00	2.70	505.00	
		20132014	8	94.65	74.61	0	59.30	1,779.09	4.01	443.88	
		20142015	24	90.23	70.51	0	67.57	2,027.09	5.61	361.53	
	Arabic (ARABIC)	20122013			96.88	90.63	0	5.55	166.40	0.33	504.24
		20132014			89.61	67.53	0	12.97	389.12	1.33	292.79
		20142015			88.24	82.35	0	2.95	88.40	0.33	265.47
	Communication Studies (COMMST)	20102011	4	89.23	78.38	16.7	123.94	3,718.14	7.80	476.68	
		20112012			90.62	81.54	18.9	103.26	3,097.80	6.60	469.36
		20122013	5	90.14	78.05	16.7	99.89	2,996.57	6.27	477.92	
		20132014	16	92.4	81.15	0	99.16	2,974.80	6.80	437.47	
		20142015	11	92.6	82.52	11.1	130.14	3,904.09	8.67	450.45	



DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTE\$	WSCH	FTEF	WSCH / FTEF	
	French (FRENCH)	20102011		83.12	75.32	0	13.33	400.00	0.99	404.04	
		20112012		93.18	59.09	0	7.63	228.80	0.66	346.67	
		20122013		90.48	66.67	0	7.11	213.20	0.66	323.03	
	Japanese (JAPN)	20102011			81.69	67.61	0	24.50	735.00	1.32	556.82
		20112012			85.47	66.67	0	20.63	618.80	0.99	625.05
		20122013			90.91	72.73	0	18.89	566.80	0.99	572.53
		20132014	5		85.16	70.33	0	30.32	909.60	2.00	455.26
		20142015	1		89.12	68.39	0	33.07	992.00	3.00	331.00
	Journalism (JOUR)	20102011			90	43.33	100.0	3.00	90.00	0.00	
		20112012			100	78.57	100.0	1.70	51.00	0.00	
		20122013			97.22	63.89	100.0	3.60	108.00	0.20	540.00
		20132014			85.37	46.34	0	4.09	122.59	0.20	612.94
		20142015			84.21	63.16	0	1.74	52.11	0.00	
	Spanish (SPAN)	20102011	5		85.02	70.88	0	100.41	3,012.36	6.75	446.28
		20112012	2		82.93	75.23	0	91.45	2,743.60	5.43	505.27
		20122013	5		86.44	72.69	0	85.61	2,568.40	5.44	472.31
		20132014	10		87.77	73.37	0	86.67	2,600.00	5.99	433.77
20142015		10		85.57	71.48	0	99.59	2,987.60	7.33	407.81	
English and Reading	English (ENGL)	20102011	3		86.37	71.27	5.5	503.69	15,110.83	37.87	399.02
		20112012	5		88.31	74.52	4.9	477.08	14,312.47	36.39	393.31
		20122013	7		89.81	74.74	3.9	447.30	13,418.92	36.59	366.73
		20132014	12		90.01	71.67	5.1	565.75	16,972.46	47.37	358.31
		20142015	16		89.88	71.12	10.4	607.29	18,218.66	51.56	353.38
	Reading (READ)	20102011			85.84	72.28	0	104.34	3,130.05	6.64	471.39
		20112012			93.27	79.37	0	93.39	2,801.61	4.96	564.84
		20122013			94.78	72.43	0	92.99	2,789.56	4.96	562.41
		20132014			90.36	68.7	0	77.09	2,312.80	5.47	422.58



DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTE\$	WSCH	FTEF	WSCH / FTEF
		20142015		91.76	70.76	0	81.57	2,447.09	5.81	421.40
Fine Arts	Art (ART)	20102011	6	88.82	72.87	6.9	131.70	3,950.91	6.59	599.53
		20112012	7	88.57	76	16.7	97.21	2,916.23	5.00	583.25
		20122013	3	91.14	78.38	17.4	90.64	2,719.11	5.00	543.82
		20132014	11	91.98	77.1	19.4	105.17	3,155.20	6.28	502.74
		20142015	15	89.63	79.4	11.9	103.64	3,109.29	7.13	435.90
	Dance (DANCE)	20132014		98.18	90.91	0	5.92	177.49	0.35	502.79
		20142015		94.32	81.82	0	9.86	295.67	0.42	703.99
	Music (MUSIC)	20102011	2	90.74	74.51	13.6	125.90	3,776.95	6.79	556.25
		20112012	1	90.04	77.4	10.5	111.70	3,350.89	6.05	553.87
		20122013	3	92.62	79.93	3.1	101.87	3,056.04	5.49	556.66
		20132014	4	93.46	81.19	9.8	102.58	3,077.52	6.58	467.35
		20142015	1	91.48	77.02	14.3	102.41	3,072.24	7.39	415.95
	Theater Arts (THART)	20102011	1	89.24	68.46	0	76.72	2,301.60	4.27	539.02
		20112012	5	91.49	74.96	0	72.54	2,176.12	3.94	552.31
		20122013	3	93.9	68.8	0	72.43	2,172.83	4.46	487.18
20132014		7	93.24	76.6	0	57.59	1,727.79	4.51	383.19	
20142015		3	94	80.14	0	58.73	1,761.86	4.42	398.34	
Health and Kinesiology	Health (HEALTH)	20102011		94.31	73.14	0	139.02	4,170.63	4.60	906.66
		20112012		95.26	79.01	0	136.58	4,097.37	4.00	1,024.34
		20122013		95.13	78.41	0	106.55	3,196.57	4.00	799.14
		20132014		95.83	78.76	20.8	109.45	3,283.49	4.80	684.06
		20142015		95.41	78.04	28.1	112.22	3,366.69	6.00	561.11
	Kinesiology – Dance (KIN/D)	20142015		91.84	83.67	0	4.95	148.40	0.57	259.44
	Kinesiology – Fitness (KIN/F) - Formally PE/I	20102011		89.53	76.93	0	211.67	6,349.96	8.56	741.82
		20112012		90.9	83.43	0	173.74	5,212.29	7.02	742.49
20122013			93.19	82.27	0	161.09	4,832.75	6.68	723.68	

DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTEs	WSCH	FTEF	WSCH / FTEF
		20132014		92.03	80.8	0	143.50	4,305.06	8.31	518.24
		20142015		91.92	78.68	0	117.95	3,538.69	7.69	460.17
	Kinesiology – Sports (KIN/S) - Formally PE/T	20102011		94.64	91.07	0	4.79	143.61	0.25	574.43
		20112012		96.72	86.89	0	6.29	188.80	0.28	674.29
		20122013		90.91	85.45	0	5.57	167.09	0.21	795.65
		20132014		100	91.67	0	3.84	115.20	0.29	402.80
		20142015		93.26	81.87	0	19.24	577.09	2.00	288.25
	Kinesiology (KIN) – Formally PE	20102011		91.37	68.35	0	14.01	420.21	0.20	2,101.07
		20112012		94.16	69.34	0	14.30	429.00	0.40	1,072.50
		20132014		95.59	75	0	6.48	194.29	0.40	485.71
Kinesiology (KIN)	20142015		96.79	84.97	0	25.03	751.03	1.62	463.88	
Human Development	Child Development (CD)	20102011	27	92.07	58.96	9.1	81.45	2,443.49	4.69	521.00
		20112012	30	89.34	63.66	10.0	78.10	2,342.93	4.29	546.14
		20122013	13	89.63	64.44	10.0	76.97	2,309.16	4.29	538.27
		20132014	11	92.47	67.43	9.5	65.21	1,956.39	4.49	435.82
		20142015	17	92.86	68.88	8.7	68.81	2,064.20	4.83	427.46
	Education (EDU)	20102011		68.42	55.26	0	3.80	114.00	0.20	570.00
		20112012		90	73.33	0	3.00	90.00	0.20	450.00
		20122013		70.27	48.65	0	3.60	108.00	0.20	540.00
		20132014		88.24	58.82	0	1.70	51.00	0.20	255.00
		20142015		86.67	80	0	3.00	90.00	0.20	450.00
	Psychology (PSYCH)	20102011	8	91.54	73.26	9.8	158.02	4,740.51	6.88	689.03
		20112012	11	89.95	72.65	11.1	130.67	3,920.23	5.75	681.78
		20122013	26	93.84	76.09	14.3	132.27	3,967.97	5.68	698.59
		20132014	43	93.49	77.38	10.0	138.98	4,169.31	7.01	595.11
		20142015	54	93.02	75.59	15.1	152.69	4,580.60	8.87	516.47
Instructional	Learning Resources (LRC)	20102011		85.81	58.71	0	13.86	415.95	0.56	742.77



DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTEs	WSCH	FTEF	WSCH / FTEF
Support		20112012		94.76	76.42	0	32.10	963.05	0.89	1,082.07
		20122013		95.61	75.44	0	55.07	1,651.96	1.03	1,603.85
		20132014		90.66	68.68	0	18.15	544.57	1.82	299.87
		20142015		93.86	83.33	0	65.65	1,969.51	1.13	1,750.68
	Library (LIBR)	20102011		94.44	66.67	0	1.20	36.00	0.07	514.29
		20142015		94.74	78.95	100.0	1.80	54.00	0.20	270.00
Mathematics	Mathematics (MATH)	20102011	7	84.53	62.9	0	689.07	20,672.00	37.59	549.93
		20112012	5	85.12	63.51	0	568.19	17,045.74	31.48	541.48
		20122013	10	87.8	58.3	0	531.06	15,931.70	31.49	505.96
		20132014	18	89.8	62.04	0	638.91	19,167.19	40.15	477.39
		20142015	26	90.62	64.75	1.6	687.21	20,616.43	44.95	458.63
Public Safety and Services	Emergency Medical Services (EMS)	20102011	255	91.56	84.62	0	228.19	6,845.82	12.91	530.27
		20112012	251	94.58	86.57	0	203.43	6,102.85	13.48	452.73
		20122013	214	94.25	88.51	0	184.94	5,548.20	11.98	463.01
		20132014	257	94.4	90.32	0	198.83	5,964.86	13.19	452.29
		20142015	234	94.44	88.67	0	202.78	6,083.35	12.83	474.22
	Fire Technology (FIRET)	20102011	81	90.49	70.52	0	136.60	4,097.98	11.26	363.94
		20112012	55	87.41	63.58	0	101.41	3,042.30	9.04	336.54
		20122013	67	88.71	64.52	0	91.72	2,751.65	8.96	307.10
		20132014	60	88.67	60.88	0	94.10	2,823.04	8.50	332.08
		20142015	74	96.6	82.17	0	106.78	3,203.53	9.41	340.29
	Public Safety (PBSF)	20102011		94.65	89.3	0	8.83	265.01	1.06	250.01
		20112012		100	86.67	0	0.90	27.00	0.20	135.00
		20122013		92.31	84.62	0	1.30	39.00	0.20	195.00
		20132014		94.12	90.2	0	5.10	153.00	0.40	382.50
		20142015		86.96	76.09	0	4.60	138.00	0.40	345.00
Social Science	Anthropology (ANTHRO)	20102011	1	94.93	71.43	0	21.02	630.57	0.60	1,050.95



DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTE\$	WSCH	FTEF	WSCH / FTEF
Social Science		20112012	1	94.39	81.31	0	22.83	684.80	0.60	1,141.33
		20122013	1	96.02	76.12	0	21.44	643.20	0.60	1,072.00
		20132014		93.2	71.6	0	25.43	762.97	1.00	762.97
		20142015	4	93.49	77.2	0	31.35	940.51	1.40	671.80
	History (HIST)	20102011	1	88.52	69.61	7.2	173.65	5,209.46	4.80	1,085.30
		20112012	3	89.41	70.25	0	126.80	3,803.92	3.60	1,056.64
		20122013	12	93.99	73.2	2.9	121.32	3,639.74	3.40	1,070.51
		20132014	12	92.81	75.71	12.8	152.96	4,588.89	5.20	882.48
		20142015	13	92.28	69.84	30.2	155.25	4,657.60	7.60	612.84
	Humanities (HUM)	20132014		61.54	42.31	0	5.33	159.80	0.40	399.50
		20142015		88.89	79.63	0	10.80	323.89	0.80	404.86
	Multicultural Studies (MCS)	20112012		94.87	89.74	0	4.16	124.80	0.20	624.00
		20122013		91.67	83.33	0	3.84	115.20	0.20	576.00
		20132014		91.67	86.11	0	3.84	115.20	0.20	576.00
		20142015		92.86	78.57	0	2.99	89.60	0.20	448.00
	Philosophy (PHIL)	20102011		87.43	68.71	11.8	68.95	2,068.41	3.40	608.36
		20112012		88.27	78.21	14.3	56.44	1,693.11	2.60	651.20
		20122013		89.82	75.54	14.3	52.46	1,573.94	2.40	655.81
		20132014	1	88.36	74.22	7.1	49.75	1,492.54	2.60	574.05
		20142015	1	90.5	73.84	31.6	57.09	1,712.63	3.40	503.71
	Political Science (POLIT)	20102011	1	88.06	66.09	0	100.22	3,006.57	3.40	884.29
		20112012	2	91.84	72.28	0	99.82	2,994.49	3.20	935.78
		20122013	3	91.4	72.06	0	81.13	2,433.94	2.80	869.27
20132014		12	91.05	74.29	0	91.96	2,758.89	3.40	811.44	
20142015		5	91.67	79.67	0	82.50	2,474.93	3.80	651.30	
Religion (RELIG)	20102011		88.71	66.45	40.0	31.86	955.80	1.40	682.71	
	20112012		92.38	71.3	0	23.75	712.40	0.80	890.50	



DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTEF	WSCH	FTEF	WSCH / FTEF
		20122013		91.71	70.47	16.7	19.52	585.49	0.80	731.86
		20132014	1	91.6	74.05	20.0	26.13	783.91	1.60	489.95
		20142015		90.51	70.89	41.7	32.61	978.20	2.00	489.10
	Sociology (SOC)	20102011	15	91.13	76.54	0	129.93	3,897.91	4.00	974.48
		20112012	14	92.77	81.23	0	112.35	3,370.37	3.60	936.21
		20122013	26	94.48	82.64	0	100.48	3,014.43	3.20	942.01
		20132014	37	95.34	80.58	11.5	121.34	3,640.06	4.20	866.68
		20142015	35	93.07	74.88	26.7	129.97	3,898.97	5.60	696.24

Note: Total awards include both degrees and certificates. The environmental science award was included with Geology because most of the units to earn the award were in Geology. In addition, the Health Sciences Degree was included with Anatomy because most of the units to earn the award were in Anatomy. The Liberal Studies awards were included with Child Development. The awards in Liberal Arts, Multiple Sciences, and Social Sciences are not illustrated here because they are too diverse to match with anyone discipline.



7.3 SURVEY INSTRUMENTS, IF NECESSARY

Add content

7.4 SPACE STANDARDS

Add Title V Space Standards?



7.5 GLOSSARY OF TERMS

Assignable Square Footage (ASF)

A measure of “usable” square footage in a given facility that is typically measured by the area from within interior walls of a space. Excludes circulation, custodial, mechanical, electrical and restroom areas.

Capacity Load Ratio

The relationship between the assignable space available for utilization and the efficiency level at which the space is being utilized. There are five space categories for which the State measures capacity load ratios: classroom (lecture), laboratory, office, library and audio visual/television/radio (AV/TV).

Economic Modeling Specialists International (EMSI)

An online database that utilizes multiple sources to provide data regarding population demographics and various economic market trends by geographic locations.

Education Master Plan (EMP)

A College-wide plan that defines the educational goals of an institution. The plan precedes and guides other institutional planning documents.

Enrollment (Unduplicated)

A student enrollment count (also referred to as “headcount”) based on an individual student that identified a student only once in the system.

Environmental Scan

An analysis that considers present and future factors that may influence the direction and goals of an institution. May include external and internal elements that are evaluated for their potential impact on an institutions ability to serve its constituents.

Full Time Equivalent Faculty (FTEF)

A measure used to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of “teaching time”.

Full Time Equivalent Student (FTES)

A measure used to calculate attendance accounting and student workload that represents 525 instructional contact hours in a full academic year (fall and spring terms).

Participation Rate

The number of headcount students’ a college enrolls for every 1,000 persons within the service area population.

Regional Area

The geographic boundary which an institution may consider the primary area of influence regarding student participation and employment opportunities for service area residents. Usually identified on a County level.



Retention

The number of student who received a grade within a course divided by the total number of student initially enrolled within the course.

Service Area

The geographic boundary from which an institution draws 90% or more of its enrollment. Usually identified by zip codes, cities, and/or census tract.

Space Inventory

A record of buildings and space at an institution. Key components include buildings, room numbers, room use types, assignable square footage, gross square footage, taxonomy of program (TOP) codes and number of stations.

State Chancellor's Office

The State agency responsible for leadership, funding and technical assistance for the California Community College system.

Strategic Plan

An organizational plan which defines its overall strategy or direction and process for making decisions regarding resource allocation. Typically, a strategic plan is used to guide divisional plans.

Weekly Student Contact Hours (WSCH)

A measure of the number of students enrolled in a course multiplied by the number of hours the course meets per week. A class that meets 3 hours per week and has 30 students generates 90 WSCH. WSCH is utilized to report apportionment attendance.

WSCH/FTEF

A calculation, often referred to as "productivity", is a ratio between a faculty's hours of instruction per week (load) and the weekly contact hours (WSCH) of students enrolled in a course. The State productivity standard is 525 WSCH/FTEF.



7.6 FULL LISTING OF SERVICE AREA AND REGIONAL JOB OPENINGS BY OCCUPATION (2015 – 2025)

Service Area Job Openings by Occupation (2015 – 2025) – Related to Existing Programs (Grouped by Department)

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
ACCT	Accountants and Auditors	67	1,305	1,545	240	18%	\$34.23
ACCT	Budget Analysts	4	93	97	4	4%	\$31.02
ACCT	Credit Analysts	2	43	52	9	21%	\$35.26
ACCT	Credit Counselors	3	101	114	13	13%	\$22.69
ACCT	Financial Analysts	6	102	130	28	27%	\$41.07
ACCT	Financial Managers	23	724	814	90	12%	\$55.26
ACCT	Financial Specialists, All Other	4	209	222	13	6%	\$24.79
ACCT	Loan Officers	14	340	407	67	20%	\$37.55
ACCT	Personal Financial Advisors	5	120	144	24	20%	\$39.64
ACCT	Securities, Commodities, and Financial Services Sales Agents	14	372	417	45	12%	\$28.20
ACCT	Tax Examiners and Collectors, and Revenue Agents	2	53	50	(3)	(6%)	\$34.20
ACCT	Bill and Account Collectors	30	639	740	101	16%	\$16.65
ACCT	Billing and Posting Clerks	44	991	1,223	232	23%	\$17.24
ACCT	Bookkeeping, Accounting, and Auditing Clerks	62	2,301	2,689	388	17%	\$19.16
ACCT	Brokerage Clerks	Insf. Data	26	27	1	4%	\$22.03
ACCT	Financial Clerks, All Other	2	44	50	6	14%	\$18.91
ACCT	Loan Interviewers and Clerks	6	233	278	45	19%	\$19.56
ACCT	New Accounts Clerks	1	41	42	1	2%	\$16.99
ACCT	Payroll and Timekeeping Clerks	15	406	462	56	14%	\$19.71
ACCT	Tax Preparers	4	114	126	12	11%	\$19.52
ACCT	Tellers	48	774	857	83	11%	\$13.86
ANTHRO	Anthropologists and Archeologists	Insf. Data	22	27	5	23%	\$25.48
ART	Art Directors	Insf. Data	13	14	1	8%	\$38.91
ART	Fashion Designers	Insf. Data	12	14	2	17%	\$27.53



ART	Graphic Designers	6	165	177	12	7%	\$21.61
ART	Artists and Related Workers, All Other	Insf. Data	13	13	0	0%	\$28.03
ART	Fine Artists, Including Painters, Sculptors, and Illustrators	Insf. Data	31	32	1	3%	\$38.23
ART	Photographers	2	62	73	11	18%	\$21.81
ART	Photographic Process Workers and Processing Machine Operators	2	34	39	5	15%	\$14.25
BIOL	Life, Physical, and Social Science Technicians, All Other	3	57	65	8	14%	\$24.91
BIOL	Registered Nurses	281	6,351	7,762	1,411	22%	\$42.89
BIOL	Biological Scientists, All Other	2	64	59	(5)	(8%)	\$32.14
BIOL	Biological Technicians	3	56	65	9	16%	\$19.55
BIOL	Biomedical Engineers	1	26	29	3	12%	\$45.28
BIOL	Microbiologists	Insf. Data	13	14	1	8%	\$35.30
BIOL	Zoologists and Wildlife Biologists	Insf. Data	17	17	0	0%	\$32.53
BIOL	Anesthesiologists	5	77	101	24	31%	\$112.61
BIOL	Chiropractors	2	42	48	6	14%	\$43.66
BIOL	Family and General Practitioners	18	384	453	69	18%	\$101.48
BIOL	Internists, General	4	56	78	22	39%	\$85.37
BIOL	Medical Scientists, Except Epidemiologists	7	169	195	26	15%	\$43.06
BIOL	Obstetricians and Gynecologists	3	51	63	12	24%	\$114.76
BIOL	Pediatricians, General	4	70	86	16	23%	\$89.70
BIOL	Physicians and Surgeons, All Other	39	718	896	178	25%	\$59.34
BIOL	Surgeons	7	115	148	33	29%	\$103.78
BIOL	Veterinarians	3	66	74	8	12%	\$45.14
BIOL	Veterinary Assistants and Laboratory Animal Caretakers	4	163	171	8	5%	\$13.93
BIOL	Genetic Counselors	Insf. Data	11	14	3	27%	\$31.43
BIOL	Health Diagnosing and Treating Practitioners, All Other	4	123	130	7	6%	\$32.16
BIOL	Physician Assistants	12	176	258	82	47%	\$49.48
BIOL	Nurse Anesthetists	3	29	47	18	62%	\$68.89
BIOL	Nurse Practitioners	17	276	377	101	37%	\$55.16
BIOL	Licensed Practical and Licensed Vocational Nurses	104	1,788	2,314	526	29%	\$23.15
BIOL	Nursing Assistants	157	2,818	3,741	923	33%	\$13.57
BUSAD	Paralegals and Legal Assistants	11	314	363	49	16%	\$24.15
BUSAD	Administrative Services Managers	15	439	513	74	17%	\$39.84



BUSAD	Advertising and Promotions Managers	1	30	30	0	0%	\$38.79
BUSAD	Chief Executives	11	328	364	36	11%	\$87.85
BUSAD	Compensation and Benefits Managers	Insf. Data	15	17	2	13%	\$57.20
BUSAD	Compensation, Benefits, and Job Analysis Specialists	3	86	97	11	13%	\$29.94
BUSAD	Compliance Officers	9	338	359	21	6%	\$33.94
BUSAD	Cost Estimators	14	334	343	9	3%	\$32.00
BUSAD	General and Operations Managers	125	3,439	3,987	548	16%	\$51.27
BUSAD	Human Resources Managers	7	140	169	29	21%	\$48.36
BUSAD	Human Resources Specialists	21	628	708	80	13%	\$28.26
BUSAD	Industrial Production Managers	5	190	192	2	1%	\$47.14
BUSAD	Insurance Underwriters	2	60	57	(3)	(5%)	\$28.34
BUSAD	Labor Relations Specialists	2	132	122	(10)	(8%)	\$32.48
BUSAD	Management Analysts	24	633	761	128	20%	\$39.21
BUSAD	Market Research Analysts and Marketing Specialists	23	455	612	157	35%	\$27.64
BUSAD	Marketing Managers	7	157	188	31	20%	\$58.83
BUSAD	Operations Research Analysts	2	31	43	12	39%	\$41.45
BUSAD	Purchasing Managers	3	76	83	7	9%	\$46.42
BUSAD	Training and Development Managers	1	28	34	6	21%	\$49.76
BUSAD	Training and Development Specialists	12	294	353	59	20%	\$27.14
BUSAD	Business Operations Specialists, All Other	31	1,270	1,391	121	10%	\$31.04
BUSAD	Buyers and Purchasing Agents, Farm Products	Insf. Data	14	16	2	14%	\$37.68
BUSAD	Claims Adjusters, Examiners, and Investigators	10	440	402	(38)	(9%)	\$29.04
BUSAD	Correspondence Clerks	Insf. Data	12	14	2	17%	\$12.60
BUSAD	Court, Municipal, and License Clerks	2	55	61	6	11%	\$20.98
BUSAD	Executive Secretaries and Executive Administrative Assistants	17	891	943	52	6%	\$25.90
BUSAD	File Clerks	10	367	381	14	4%	\$15.03
BUSAD	First-Line Supervisors of Office and Administrative Support Workers	119	2,660	3,153	493	19%	\$25.42
BUSAD	Human Resources Assistants, Except Payroll and Timekeeping	10	271	296	25	9%	\$18.38
BUSAD	Information and Record Clerks, All Other	6	247	248	1	0%	\$18.61
BUSAD	Insurance Claims and Policy Processing Clerks	15	398	430	32	8%	\$16.46
BUSAD	Legal Secretaries	3	108	116	8	7%	\$17.52
BUSAD	Legal Support Workers, All Other	1	68	66	(2)	(3%)	\$21.80



BUSAD	Managers, All Other	11	333	366	33	10%	\$50.40
BUSAD	Office and Administrative Support Workers, All Other	30	940	968	28	3%	\$13.19
BUSAD	Office Clerks, General	165	5,171	5,662	491	9%	\$14.59
BUSAD	Order Clerks	17	454	497	43	9%	\$16.58
BUSAD	Procurement Clerks	6	132	142	10	8%	\$20.14
BUSAD	Production, Planning, and Expediting Clerks	20	481	550	69	14%	\$19.92
BUSAD	Receptionists and Information Clerks	92	1,831	2,198	367	20%	\$13.52
BUSAD	Secretaries and Admin. Assistants, Except Legal, Medical, and Executive	93	3,292	3,790	498	15%	\$17.91
BUSAD	Shipping, Receiving, and Traffic Clerks	69	1,560	1,795	235	15%	\$15.35
BUSAD	Transportation, Storage, and Distribution Managers	14	280	349	69	25%	\$41.14
BUSAD	Education Administrators, Postsecondary	12	251	296	45	18%	\$52.24
CD	Preschool Teachers, Except Special Education	26	618	691	73	12%	\$15.29
CD	Career/Technical Education Teachers, Secondary School	3	79	87	8	10%	\$32.82
CD	Education Administrators, All Other	4	92	100	8	9%	\$44.40
CD	Education Administrators, Preschool and Childcare Center/Program	3	72	82	10	14%	\$25.58
CD	Elementary School Teachers, Except Special Education	126	3,699	4,096	397	11%	\$35.22
CD	Kindergarten Teachers, Except Special Education	25	629	690	61	10%	\$31.37
CD	Middle School Teachers, Except Special and Career/Technical Education	38	1,043	1,178	135	13%	\$35.01
CD	Secondary School Teachers, Except Special and Career/Technical Education	57	1,584	1,703	119	8%	\$33.50
CD	Special Education Teachers, All Other	3	81	92	11	14%	\$37.61
CD	Special Education Teachers, Kindergarten and Elementary School	12	472	506	34	7%	\$36.54
CD	Special Education Teachers, Middle School	4	168	179	11	7%	\$31.84
CD	Special Education Teachers, Preschool	2	42	56	14	33%	\$24.20
CD	Special Education Teachers, Secondary School	5	205	221	16	8%	\$33.53
CD	Substitute Teachers	62	2,914	3,023	109	4%	\$18.59
CD	Teachers and Instructors, All Other	19	677	744	67	10%	\$27.43
CD	Childcare Workers	62	1,487	1,633	146	10%	\$12.71
CD	Self-Enrichment Education Teachers	13	297	372	75	25%	\$17.57
CD	Education Administrators, Elementary and Secondary School	15	433	464	31	7%	\$50.82
CD	Teacher Assistants	94	3,027	3,248	221	7%	\$14.37
CHEM	Agricultural and Food Science Technicians	2	45	47	2	4%	\$14.22
CHEM	Chemical Technicians	2	28	35	7	25%	\$20.81



CHEM	Chemical Engineers	Insf. Data	12	13	1	8%	\$47.25
CHEM	Chemists	2	48	55	7	15%	\$31.04
CHEM	Food Scientists and Technologists	1	23	25	2	9%	\$28.26
CHEM	Forensic Science Technicians	Insf. Data	17	19	2	12%	\$31.69
CHEM	Pharmacists	31	618	758	140	23%	\$63.36
COMMST	Fundraisers	3	56	72	16	29%	\$26.58
COMMST	Public Relations and Fundraising Managers	2	47	58	11	23%	\$45.68
COMMST	Public Relations Specialists	6	161	192	31	19%	\$25.74
COMMST	Radio and Television Announcers	4	114	128	14	12%	\$14.55
COMMST	Reporters and Correspondents	Insf. Data	23	<10	Insf. Data	Insf. Data	\$18.80
COMMST	Sales Reps., Wholesale and Manuf., Technical and Scientific Products	14	252	332	80	32%	\$34.33
COMMST	Advertising Sales Agents	4	122	101	(21)	(17%)	\$20.00
COMMST	Media and Communication Workers, All Other	Insf. Data	37	40	3	8%	\$18.77
COMMST	Public Address System and Other Announcers	Insf. Data	28	28	0	0%	\$15.46
COMMST	Purchasing Agents, Except Wholesale, Retail, and Farm Products	9	318	343	25	8%	\$26.53
COMMST	Sales and Related Workers, All Other	8	180	215	35	19%	\$13.94
COMMST	Sales Representatives, Services, All Other	52	1,118	1,300	182	16%	\$27.30
COMMST	Sales Reps., Wholesale and Manuf., Except Technical and Scientific Products	70	1,550	1,904	354	23%	\$31.60
COMMST	Wholesale and Retail Buyers, Except Farm Products	7	154	185	31	20%	\$29.82
COMMST	Court Reporters	Insf. Data	13	14	1	8%	\$40.78
CS/CIT	Computer Network Support Specialists	4	144	160	16	11%	\$31.90
CS/CIT	Web Developers	4	105	122	17	16%	\$31.05
CS/CIT	Computer and Information Systems Managers	9	275	324	49	18%	\$56.51
CS/CIT	Computer Network Architects	2	44	58	14	32%	\$50.81
CS/CIT	Computer Occupations, All Other	4	185	196	11	6%	\$37.05
CS/CIT	Computer Programmers	6	128	153	25	20%	\$37.51
CS/CIT	Computer Systems Analysts	15	317	406	89	28%	\$37.39
CS/CIT	Database Administrators	3	70	85	15	21%	\$40.61
CS/CIT	Information Security Analysts	2	29	41	12	41%	\$46.32
CS/CIT	Network and Computer Systems Administrators	12	336	394	58	17%	\$42.04
CS/CIT	Software Developers, Applications	18	467	579	112	24%	\$48.90
CS/CIT	Software Developers, Systems Software	6	91	131	40	44%	\$50.40



CS/CIT	Computer and Information Research Scientists	Insf. Data	26	30	4	15%	\$50.37
CS/CIT	Computer Operators	Insf. Data	75	75	0	0%	\$19.30
CS/CIT	Computer User Support Specialists	21	547	661	114	21%	\$25.70
DANCE	Dancers	Insf. Data	17	15	(2)	(12%)	\$14.22
ECON	Economists	2	33	39	6	18%	\$33.70
EMS	Police, Fire, and Ambulance Dispatchers	2	52	57	5	10%	\$24.90
EMS	Emergency Medical Technicians and Paramedics	12	283	321	38	13%	\$14.83
EMS	Phlebotomists	16	339	421	82	24%	\$16.62
ENGL	Editors	1	34	27	(7)	(21%)	\$21.84
ENGL	Technical Writers	2	30	36	6	20%	\$38.10
ENGL	Writers and Authors	Insf. Data	25	26	1	4%	\$31.04
ENGR	Mechanical Engineering Technicians	Insf. Data	19	21	2	11%	\$22.04
ENGR	Civil Engineers	10	307	324	17	6%	\$46.13
ENGR	Electrical Engineers	3	81	94	13	16%	\$46.27
ENGR	Electronics Engineers, Except Computer	4	141	147	6	4%	\$45.90
ENGR	Engineers, All Other	3	115	117	2	2%	\$45.78
ENGR	Materials Engineers	Insf. Data	14	14	0	0%	\$42.80
ENGR	Mechanical Engineers	6	138	148	10	7%	\$41.04
FIRE	Firefighters	7	192	203	11	6%	\$28.34
GEOG	Cartographers and Photogrammetrists	Insf. Data	21	25	4	19%	\$27.26
GEOG	Surveying and Mapping Technicians	1	29	35	6	21%	\$28.53
GEOL	Environmental Engineering Technicians	Insf. Data	22	26	4	18%	\$24.59
GEOL	Environmental Science and Protection Technicians, Including Health	2	24	32	8	33%	\$24.53
GEOL	Forest and Conservation Technicians	6	151	138	(13)	(9%)	\$19.59
GEOL	Conservation Scientists	Insf. Data	13	13	0	0%	\$37.34
GEOL	Environmental Engineers	2	43	48	5	12%	\$42.95
GEOL	Environmental Scientists and Specialists, Including Health	8	168	190	22	13%	\$38.30
GEOL	Geoscientists, Except Hydrologists and Geographers	1	30	34	4	13%	\$37.18
GEOL	Natural Sciences Managers	1	44	46	2	5%	\$50.94
GEOL	Forest and Conservation Workers	Insf. Data	14	16	2	14%	\$12.02
HIST	Audio-Visual and Multimedia Collections Specialists	Insf. Data	31	31	0	0%	\$18.66
HIST	Librarians	4	82	96	14	17%	\$28.66



HIST	Library Technicians	7	114	124	10	9%	\$18.41
KIN	Physical Therapist Assistants	7	115	150	35	30%	\$29.93
KIN	Athletic Trainers	1	21	26	5	24%	\$20.90
KIN	Physical Therapists	16	293	372	79	27%	\$41.70
KIN	Fitness Trainers and Aerobics Instructors	11	360	425	65	18%	\$18.58
KIN	Physical Therapist Aides	3	73	89	16	22%	\$13.69
KIN	Massage Therapists	5	142	174	32	23%	\$20.21
MATH	Logisticians	7	169	213	44	26%	\$36.57
MODLANG	Interpreters and Translators	5	104	135	31	30%	\$19.73
MUSIC	Music Directors and Composers	2	51	55	4	8%	\$25.67
MUSIC	Musicians and Singers	4	82	83	1	1%	\$32.81
PHIL	Lawyers	13	358	418	60	17%	\$57.03
PHYSICS	Aerospace Engineers	Insf. Data	21	22	1	5%	\$44.98
PHYSICS	Physical Scientists, All Other	Insf. Data	20	20	0	0%	\$47.10
PSYCH	Occupational Therapy Assistants	3	51	66	15	29%	\$30.96
PSYCH	Child, Family, and School Social Workers	11	263	307	44	17%	\$24.74
PSYCH	Mental Health and Substance Abuse Social Workers	7	147	179	32	22%	\$22.82
PSYCH	Recreational Therapists	2	42	51	9	21%	\$33.96
PSYCH	Social and Community Service Managers	13	217	291	74	34%	\$38.02
PSYCH	Social Workers, All Other	7	210	229	19	9%	\$28.79
PSYCH	Therapists, All Other	Insf. Data	21	26	5	24%	\$36.23
PSYCH	Clinical, Counseling, and School Psychologists	12	307	336	29	9%	\$41.40
PSYCH	Psychiatrists	3	55	66	11	20%	\$111.95
PSYCH	Social and Human Service Assistants	47	744	977	233	31%	\$15.63
PSYCH	Substance Abuse and Behavioral Disorder Counselors	7	194	219	25	13%	\$19.03
PSYCH	Community and Social Service Specialists, All Other	11	184	232	48	26%	\$19.74
PSYCH	Counselors, All Other	2	42	49	7	17%	\$14.63
PSYCH	Educational, Guidance, School, and Vocational Counselors	18	544	594	50	9%	\$30.87
PSYCH	Healthcare Social Workers	25	390	534	144	37%	\$31.05
PSYCH	Marriage and Family Therapists	2	65	72	7	11%	\$24.91
PSYCH	Mental Health Counselors	11	258	300	42	16%	\$20.37
PSYCH	Occupational Therapists	7	163	205	42	26%	\$43.39



PSYCH	Psychologists, All Other	Insf. Data	20	21	1	5%	\$38.99
PSYCH	Rehabilitation Counselors	18	350	435	85	24%	\$16.50
RADIOL	Radiologic Technologists	15	341	435	94	28%	\$30.33
RELIG	Clergy	7	130	165	35	27%	\$28.91
RELIG	Directors, Religious Activities and Education	6	97	117	20	21%	\$22.34
RELIG	Religious Workers, All Other	1	20	27	7	35%	\$23.97
RESP	Respiratory Therapists	11	324	380	56	17%	\$32.00
RESP	Respiratory Therapy Technicians	Insf. Data	16	20	4	25%	\$28.84
SOC	Social Scientists and Related Workers, All Other	Insf. Data	41	42	1	2%	\$35.64
THART	Producers and Directors	2	36	40	4	11%	\$32.93
THART	Costume Attendants	Insf. Data	16	16	0	0%	\$20.84
THART	Actors	5	125	128	3	2%	\$34.10



Regional Job Openings by Occupation (2015 – 2025) – Related to Existing Programs (Grouped by Department)

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
ACCT	Accountants and Auditors	393	7,554	9,014	1,460	19%	\$33.59
ACCT	Actuaries	3	29	45	16	55%	\$47.57
ACCT	Budget Analysts	26	561	591	30	5%	\$31.37
ACCT	Credit Analysts	12	252	305	53	21%	\$35.82
ACCT	Credit Counselors	17	450	530	80	18%	\$23.03
ACCT	Financial Analysts	31	564	719	155	27%	\$41.84
ACCT	Financial Examiners	2	41	49	8	20%	\$36.53
ACCT	Financial Managers	124	3,970	4,426	456	11%	\$55.56
ACCT	Financial Specialists, All Other	20	1,066	1,145	79	7%	\$25.26
ACCT	Loan Officers	70	1,990	2,302	312	16%	\$38.47
ACCT	Personal Financial Advisors	29	705	863	158	22%	\$42.63
ACCT	Securities, Commodities, and Financial Services Sales Agents	64	2,009	2,163	154	8%	\$29.56
ACCT	Tax Examiners and Collectors, and Revenue Agents	13	369	370	1	0%	\$34.70
ACCT	Bill and Account Collectors	164	3,586	4,136	550	15%	\$16.64
ACCT	Billing and Posting Clerks	193	4,507	5,495	988	22%	\$17.05
ACCT	Bookkeeping, Accounting, and Auditing Clerks	347	13,270	15,416	2,146	16%	\$19.07
ACCT	Credit Authorizers, Checkers, and Clerks	5	195	224	29	15%	\$15.84
ACCT	Financial Clerks, All Other	10	238	269	31	13%	\$19.26
ACCT	Loan Interviewers and Clerks	35	1,444	1,690	246	17%	\$20.04
ACCT	New Accounts Clerks	5	200	197	(3)	(2%)	\$17.47
ACCT	Payroll and Timekeeping Clerks	80	2,173	2,463	290	13%	\$19.63
ACCT	Tax Preparers	26	663	774	111	17%	\$18.58
ACCT	Tellers	199	3,782	3,963	181	5%	\$14.22
ANTHRO	Anthropologists and Archeologists	4	101	118	17	17%	\$25.92



ART	Camera and Photographic Equipment Repairers	1	18	23	5	28%	\$22.70
ART	Art Directors	4	98	110	12	12%	\$41.39
ART	Designers, All Other	2	47	55	8	17%	\$24.51
ART	Fashion Designers	8	127	167	40	31%	\$27.04
ART	Film and Video Editors	1	54	57	3	6%	\$30.09
ART	Graphic Designers	48	1,294	1,417	123	10%	\$21.91
ART	Multimedia Artists and Animators	2	58	65	7	12%	\$30.38
ART	Artists and Related Workers, All Other	2	63	66	3	5%	\$29.46
ART	Craft Artists	Insf. Data	22	21	(1)	(5%)	\$17.72
ART	Etchers and Engravers	2	69	74	5	7%	\$12.34
ART	Fine Artists, Including Painters, Sculptors, and Illustrators	5	166	176	10	6%	\$38.63
ART	Photographers	12	470	529	59	13%	\$22.26
ART	Photographic Process Workers and Processing Machine Operators	9	203	226	23	11%	\$14.32
BIOL	Epidemiologists	1	31	35	4	13%	\$27.71
BIOL	Genetic Counselors	3	42	55	13	31%	\$31.19
BIOL	Health Diagnosing and Treating Practitioners, All Other	14	504	532	28	6%	\$32.72
BIOL	Physician Assistants	44	661	947	286	43%	\$48.53
BIOL	Nurse Anesthetists	9	110	172	62	56%	\$67.97
BIOL	Nurse Midwives	2	37	49	12	32%	\$47.61
BIOL	Nurse Practitioners	60	1,059	1,415	356	34%	\$54.25
BIOL	Licensed Practical and Licensed Vocational Nurses	359	6,562	8,286	1,724	26%	\$23.06
BIOL	Nursing Assistants	533	9,577	12,714	3,137	33%	\$13.61
BIOL	Life, Physical, and Social Science Technicians, All Other	17	297	343	46	15%	\$25.24
BIOL	Veterinary Technologists and Technicians	23	612	769	157	26%	\$15.55
BIOL	Registered Nurses	1,076	24,849	30,146	5,297	21%	\$43.04
BIOL	Biological Scientists, All Other	8	274	259	(15)	(5%)	\$33.76
BIOL	Biological Technicians	12	284	307	23	8%	\$20.05
BIOL	Biomedical Engineers	7	222	210	(12)	(5%)	\$49.33
BIOL	Life Scientists, All Other	2	52	62	10	19%	\$44.98



BIOL	Microbiologists	4	94	99	5	5%	\$36.57
BIOL	Zoologists and Wildlife Biologists	4	118	127	9	8%	\$32.75
BIOL	Anesthesiologists	16	280	361	81	29%	\$109.78
BIOL	Biochemists and Biophysicists	2	40	47	7	18%	\$74.00
BIOL	Chiropractors	9	222	263	41	18%	\$46.94
BIOL	Family and General Practitioners	63	1,452	1,684	232	16%	\$99.35
BIOL	Internists, General	14	207	283	76	37%	\$83.69
BIOL	Medical Scientists, Except Epidemiologists	26	825	903	78	9%	\$44.06
BIOL	Obstetricians and Gynecologists	9	186	225	39	21%	\$112.08
BIOL	Pediatricians, General	13	255	309	54	21%	\$87.60
BIOL	Physicians and Surgeons, All Other	140	2,740	3,364	624	23%	\$59.06
BIOL	Surgeons	23	423	534	111	26%	\$101.48
BIOL	Veterinarians	20	416	472	56	13%	\$45.01
BIOL	Veterinary Assistants and Laboratory Animal Caretakers	25	1,020	1,067	47	5%	\$13.86
BUSAD	Education Administrators, Postsecondary	39	847	993	146	17%	\$51.87
BUSAD	Paralegals and Legal Assistants	70	2,106	2,434	328	16%	\$24.16
BUSAD	Administrative Services Managers	77	2,343	2,698	355	15%	\$39.81
BUSAD	Advertising and Promotions Managers	8	199	213	14	7%	\$40.36
BUSAD	Agents and Business Managers of Artists, Performers, and Athletes	Insf. Data	21	24	3	14%	\$44.79
BUSAD	Chief Executives	62	1,919	2,114	195	10%	\$87.60
BUSAD	Compensation and Benefits Managers	3	77	86	9	12%	\$57.47
BUSAD	Compensation, Benefits, and Job Analysis Specialists	16	501	565	64	13%	\$29.89
BUSAD	Compliance Officers	53	1,995	2,136	141	7%	\$34.45
BUSAD	Cost Estimators	118	2,486	2,763	277	11%	\$31.63
BUSAD	General and Operations Managers	716	20,281	23,346	3,065	15%	\$51.21
BUSAD	Human Resources Managers	36	784	921	137	17%	\$48.48
BUSAD	Human Resources Specialists	121	3,486	4,010	524	15%	\$28.35
BUSAD	Industrial Production Managers	31	1,387	1,390	3	0%	\$47.19
BUSAD	Insurance Underwriters	14	351	384	33	9%	\$29.06



BUSAD	Labor Relations Specialists	9	419	415	(4)	(1%)	\$33.06
BUSAD	Management Analysts	151	3,747	4,600	853	23%	\$39.81
BUSAD	Market Research Analysts and Marketing Specialists	142	2,795	3,754	959	34%	\$27.93
BUSAD	Marketing Managers	37	903	1,065	162	18%	\$59.22
BUSAD	Operations Research Analysts	12	169	239	70	41%	\$41.77
BUSAD	Purchasing Managers	15	468	514	46	10%	\$46.77
BUSAD	Sales Engineers	13	338	407	69	20%	\$45.37
BUSAD	Sales Managers	157	4,351	4,930	579	13%	\$53.83
BUSAD	Training and Development Managers	7	140	169	29	21%	\$49.66
BUSAD	Training and Development Specialists	62	1,526	1,831	305	20%	\$27.13
BUSAD	Business Operations Specialists, All Other	164	6,672	7,344	672	10%	\$31.48
BUSAD	Claims Adjusters, Examiners, and Investigators	68	2,283	2,373	90	4%	\$29.91
BUSAD	Court, Municipal, and License Clerks	32	1,048	1,195	147	14%	\$20.66
BUSAD	Executive Secretaries and Executive Administrative Assistants	85	5,113	5,337	224	4%	\$25.80
BUSAD	File Clerks	49	1,955	1,992	37	2%	\$14.90
BUSAD	First-Line Supervisors of Office and Administrative Support Workers	607	14,391	16,735	2,344	16%	\$25.37
BUSAD	Human Resources Assistants, Except Payroll and Timekeeping	46	1,363	1,464	101	7%	\$18.40
BUSAD	Information and Record Clerks, All Other	28	1,178	1,189	11	1%	\$19.03
BUSAD	Insurance Claims and Policy Processing Clerks	88	2,051	2,344	293	14%	\$16.83
BUSAD	Insurance Sales Agents	112	2,752	3,171	419	15%	\$25.79
BUSAD	Legal Secretaries	16	769	834	65	8%	\$17.35
BUSAD	Legal Support Workers, All Other	8	427	435	8	2%	\$22.23
BUSAD	Managers, All Other	63	1,891	2,089	198	10%	\$51.19
BUSAD	Office and Administrative Support Workers, All Other	170	5,245	5,446	201	4%	\$13.21
BUSAD	Office Clerks, General	926	29,566	32,330	2,764	9%	\$14.57
BUSAD	Order Clerks	112	3,146	3,396	250	8%	\$16.23
BUSAD	Procurement Clerks	34	718	782	64	9%	\$20.41
BUSAD	Production, Planning, and Expediting Clerks	117	3,049	3,417	368	12%	\$19.91
BUSAD	Receptionists and Information Clerks	401	8,579	10,048	1,469	17%	\$13.51



BUSAD	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	516	17,907	20,732	2,825	16%	\$17.85
BUSAD	Shipping, Receiving, and Traffic Clerks	409	9,840	11,155	1,315	13%	\$15.24
BUSAD	Transportation, Storage, and Distribution Managers	73	1,479	1,819	340	23%	\$41.14
CD	Education Administrators, Elementary and Secondary School	68	1,929	2,071	142	7%	\$50.61
CD	Teacher Assistants	413	13,372	14,340	968	7%	\$14.32
CD	Preschool Teachers, Except Special Education	109	2,851	3,096	245	9%	\$14.84
CD	Career/Technical Education Teachers, Middle School	1	17	23	6	35%	\$26.31
CD	Career/Technical Education Teachers, Secondary School	14	352	392	40	11%	\$32.73
CD	Education Administrators, All Other	16	411	453	42	10%	\$44.21
CD	Education Administrators, Preschool and Childcare Center/Program	12	322	355	33	10%	\$24.86
CD	Elementary School Teachers, Except Special Education	569	16,400	18,248	1,848	11%	\$35.11
CD	Kindergarten Teachers, Except Special Education	111	2,791	3,073	282	10%	\$31.23
CD	Middle School Teachers, Except Special and Career/Technical Education	172	4,628	5,256	628	14%	\$34.91
CD	Secondary School Teachers, Except Special and Career/Technical Education	255	7,032	7,592	560	8%	\$33.39
CD	Special Education Teachers, All Other	11	347	389	42	12%	\$37.83
CD	Special Education Teachers, Kindergarten and Elementary School	52	2,075	2,230	155	7%	\$36.49
CD	Special Education Teachers, Middle School	19	744	797	53	7%	\$31.77
CD	Special Education Teachers, Preschool	8	166	215	49	30%	\$24.60
CD	Special Education Teachers, Secondary School	23	908	980	72	8%	\$33.48
CD	Substitute Teachers	295	13,120	13,766	646	5%	\$18.55
CD	Teachers and Instructors, All Other	83	3,035	3,319	284	9%	\$27.38
CD	Childcare Workers	245	6,327	6,822	495	8%	\$12.69
CD	Self-Enrichment Education Teachers	53	1,286	1,569	283	22%	\$17.57
CHEM	Agricultural and Food Science Technicians	14	316	333	17	5%	\$14.20
CHEM	Chemical Technicians	10	219	259	40	18%	\$20.57
CHEM	Chemical Engineers	3	101	104	3	3%	\$48.16
CHEM	Chemists	14	372	404	32	9%	\$31.57
CHEM	Food Scientists and Technologists	9	181	205	24	13%	\$28.22



CHEM	Forensic Science Technicians	15	300	324	24	8%	\$31.15
CHEM	Pharmacists	139	2,777	3,411	634	23%	\$63.40
COMMST	Court Reporters	5	209	225	16	8%	\$39.87
COMMST	Fundraisers	9	212	259	47	22%	\$27.41
COMMST	Public Relations and Fundraising Managers	9	218	259	41	19%	\$46.38
COMMST	Public Relations Specialists	28	867	1,016	149	17%	\$26.17
COMMST	Radio and Television Announcers	8	282	282	0	0%	\$14.29
COMMST	Reporters and Correspondents	3	123	75	(48)	(39%)	\$20.00
COMMST	Sales Reps, Wholesale and Manuf., Technical and Scientific Products	86	1,811	2,267	456	25%	\$34.07
COMMST	Advertising Sales Agents	21	699	634	(65)	(9%)	\$21.56
COMMST	Buyers and Purchasing Agents, Farm Products	4	103	119	16	16%	\$38.30
COMMST	Media and Communication Workers, All Other	4	202	213	11	5%	\$19.52
COMMST	Public Address System and Other Announcers	3	127	129	2	2%	\$15.72
COMMST	Purchasing Agents, Except Wholesale, Retail, and Farm Products	54	2,016	2,176	160	8%	\$26.83
COMMST	Sales and Related Workers, All Other	40	1,016	1,200	184	18%	\$13.90
COMMST	Sales Representatives, Services, All Other	321	7,053	8,187	1,134	16%	\$27.17
COMMST	Sales Reps., Wholesale and Manuf., Except Technical and Scientific Products	541	11,759	14,587	2,828	24%	\$31.15
COMMST	Wholesale and Retail Buyers, Except Farm Products	49	932	1,154	222	24%	\$29.48
CS/CIT	Computer User Support Specialists	113	3,031	3,633	602	20%	\$25.42
CS/CIT	Computer Network Support Specialists	23	866	952	86	10%	\$31.60
CS/CIT	Desktop Publishers	Insf. Data	39	40	1	3%	\$22.22
CS/CIT	Web Developers	22	613	723	110	18%	\$30.68
CS/CIT	Computer and Information Systems Managers	48	1,562	1,810	248	16%	\$56.21
CS/CIT	Computer Hardware Engineers	4	70	95	25	36%	\$53.75
CS/CIT	Computer Network Architects	13	279	358	79	28%	\$50.26
CS/CIT	Computer Occupations, All Other	22	891	966	75	8%	\$38.03
CS/CIT	Computer Programmers	33	739	862	123	17%	\$36.77
CS/CIT	Computer Systems Analysts	83	1,841	2,337	496	27%	\$36.96
CS/CIT	Database Administrators	15	387	460	73	19%	\$40.40



CS/CIT	Information Security Analysts	10	160	229	69	43%	\$46.05
CS/CIT	Network and Computer Systems Administrators	63	1,937	2,232	295	15%	\$41.72
CS/CIT	Software Developers, Applications	93	2,706	3,248	542	20%	\$48.03
CS/CIT	Software Developers, Systems Software	31	584	808	224	38%	\$49.71
CS/CIT	Computer and Information Research Scientists	3	117	128	11	9%	\$51.88
CS/CIT	Computer Operators	4	409	405	(4)	(1%)	\$19.28
DANCE	Choreographers	2	43	52	9	21%	\$28.95
DANCE	Dancers	2	70	69	(1)	(1%)	\$15.23
ECON	Economists	9	197	226	29	15%	\$34.11
EMS	Emergency Medical Technicians and Paramedics	117	2,027	2,550	523	26%	\$14.45
EMS	Phlebotomists	58	1,261	1,566	305	24%	\$16.74
EMS	Emergency Management Directors	2	53	61	8	15%	\$40.31
EMS	Police, Fire, and Ambulance Dispatchers	35	819	914	95	12%	\$24.71
ENGL	Editors	6	235	226	(9)	(4%)	\$22.09
ENGL	Proofreaders and Copy Markers	Insf. Data	38	38	0	0%	\$23.17
ENGL	Technical Writers	10	190	229	39	21%	\$38.17
ENGL	Writers and Authors	4	132	144	12	9%	\$31.75
ENGR	Civil Engineering Technicians	7	330	326	(4)	(1%)	\$29.56
ENGR	Engineering Technicians, Except Drafters, All Other	17	682	706	24	4%	\$31.77
ENGR	Mechanical Engineering Technicians	5	160	172	12	8%	\$22.17
ENGR	Civil Engineers	80	2,557	2,717	160	6%	\$45.79
ENGR	Electrical Engineers	18	477	543	66	14%	\$47.01
ENGR	Electronics Engineers, Except Computer	28	1,081	1,115	34	3%	\$46.89
ENGR	Engineers, All Other	16	675	712	37	5%	\$46.74
ENGR	Materials Engineers	3	79	83	4	5%	\$43.10
ENGR	Mechanical Engineers	46	1,077	1,147	70	6%	\$41.45
FIRE	Firefighters	133	3,534	3,852	318	9%	\$28.28
FIRE	First-Line Supervisors of Fire Fighting and Prevention Workers	17	265	309	44	17%	\$49.62
FIRE	Fire Inspectors and Investigators	2	45	53	8	18%	\$34.51



GEOG	Forest and Conservation Technicians	27	676	634	(42)	(6%)	\$20.42
GEOG	Cartographers and Photogrammetrists	7	179	205	26	15%	\$26.98
GEOG	Foresters	2	41	47	6	15%	\$32.74
GEOG	Soil and Plant Scientists	3	54	65	11	20%	\$31.92
GEOG	Surveying and Mapping Technicians	8	227	263	36	16%	\$27.63
GEOL	Environmental Engineering Technicians	6	158	186	28	18%	\$24.64
GEOL	Environmental Science and Protection Technicians, Including Health	14	186	239	53	28%	\$24.43
GEOL	Geological and Petroleum Technicians	2	40	47	7	18%	\$25.15
GEOL	Conservation Scientists	3	80	83	3	4%	\$38.06
GEOL	Environmental Engineers	13	307	354	47	15%	\$43.20
GEOL	Environmental Scientists and Specialists, Including Health	59	1,334	1,499	165	12%	\$38.28
GEOL	Geoscientists, Except Hydrologists and Geographers	9	190	217	27	14%	\$37.51
GEOL	Mining and Geological Engineers, Including Mining Safety Engineers	2	45	53	8	18%	\$49.68
GEOL	Natural Sciences Managers	6	256	263	7	3%	\$52.77
GEOL	Forest and Conservation Workers	4	149	151	2	1%	\$12.03
HIST	Curators	2	30	39	9	30%	\$24.77
HIST	Librarians	20	501	580	79	16%	\$28.58
HIST	Library Technicians	66	1,010	1,098	88	9%	\$18.37
HIST	Audio-Visual and Multimedia Collections Specialists	1	134	134	0	0%	\$18.64
HIST	Museum Technicians and Conservators	2	60	68	8	13%	\$19.52
HIST	Library Assistants, Clerical	61	968	1,121	153	16%	\$13.43
KIN	Massage Therapists	32	923	1,134	211	23%	\$20.61
KIN	Physical Therapist Assistants	29	487	645	158	32%	\$29.92
KIN	Athletic Trainers	5	88	111	23	26%	\$21.14
KIN	Coaches and Scouts	69	1,528	1,731	203	13%	\$17.64
KIN	Exercise Physiologists	1	31	39	8	26%	\$25.35
KIN	Physical Therapists	73	1,254	1,619	365	29%	\$41.69
KIN	Fitness Trainers and Aerobics Instructors	50	1,962	2,211	249	13%	\$19.34
KIN	Physical Therapist Aides	18	327	417	90	28%	\$13.68



MATH	Mathematicians	Insf. Data	19	22	3	16%	\$37.90
MATH	Statisticians	4	57	78	21	37%	\$32.10
MATH	Logisticians	37	929	1,172	243	26%	\$37.27
MATH	Statistical Assistants	2	45	54	9	20%	\$21.00
MODLANG	Interpreters and Translators	27	533	716	183	34%	\$20.28
MUSIC	Music Directors and Composers	6	190	200	10	5%	\$25.32
MUSIC	Musical Instrument Repairers and Tuners	3	50	62	12	24%	\$19.15
MUSIC	Musicians and Singers	7	216	224	8	4%	\$33.49
PHIL	Judges, Magistrate Judges, and Magistrates	4	163	176	13	8%	\$99.89
PHIL	Judicial Law Clerks	1	38	44	6	16%	\$42.19
PHIL	Lawyers	87	2,597	3,008	411	16%	\$56.90
PHYSICS	Aerospace Engineers	6	176	187	11	6%	\$46.42
PHYSICS	Atmospheric and Space Scientists	Insf. Data	20	24	4	20%	\$40.35
PHYSICS	Materials Scientists	Insf. Data	22	22	0	0%	\$40.79
PHYSICS	Physical Scientists, All Other	2	97	96	(1)	(1%)	\$49.15
PHYSICS	Physicists	1	27	33	6	22%	\$58.60
POLIT	Political Scientists	Insf. Data	15	19	4	27%	\$36.67
POLIT	Broadcast News Analysts	Insf. Data	12	11	(1)	(8%)	\$27.50
PSYCH	Community and Social Service Specialists, All Other	44	895	1,071	176	20%	\$19.78
PSYCH	Counselors, All Other	8	203	232	29	14%	\$14.50
PSYCH	Educational, Guidance, School, and Vocational Counselors	72	2,281	2,488	207	9%	\$30.89
PSYCH	Healthcare Social Workers	88	1,458	1,957	499	34%	\$31.49
PSYCH	Marriage and Family Therapists	11	314	351	37	12%	\$24.36
PSYCH	Mental Health Counselors	44	1,151	1,324	173	15%	\$20.57
PSYCH	Occupational Therapists	29	684	867	183	27%	\$43.48
PSYCH	Psychologists, All Other	3	79	86	7	9%	\$40.64
PSYCH	Rehabilitation Counselors	62	1,318	1,615	297	23%	\$16.79
PSYCH	Occupational Therapy Assistants	13	205	274	69	34%	\$31.02
PSYCH	Arbitrators, Mediators, and Conciliators	2	79	87	8	10%	\$35.67



PSYCH	Child, Family, and School Social Workers	54	1,436	1,641	205	14%	\$24.18
PSYCH	Mental Health and Substance Abuse Social Workers	31	732	866	134	18%	\$23.19
PSYCH	Recreational Therapists	7	174	204	30	17%	\$34.31
PSYCH	Social and Community Service Managers	47	855	1,111	256	30%	\$38.66
PSYCH	Social Workers, All Other	38	1,278	1,369	91	7%	\$29.13
PSYCH	Therapists, All Other	3	92	113	21	23%	\$36.26
PSYCH	Clinical, Counseling, and School Psychologists	55	1,371	1,522	151	11%	\$41.33
PSYCH	Psychiatrists	11	259	297	38	15%	\$111.56
PSYCH	Community Health Workers	24	389	509	120	31%	\$21.44
PSYCH	Occupational Therapy Aides	2	25	37	12	48%	\$17.40
PSYCH	Social and Human Service Assistants	172	2,942	3,749	807	27%	\$15.89
PSYCH	Substance Abuse and Behavioral Disorder Counselors	38	1,003	1,149	146	15%	\$19.41
RADIOL	Radiologic Technologists	59	1,345	1,715	370	28%	\$30.39
RELIG	Clergy	20	418	519	101	24%	\$28.04
RELIG	Directors, Religious Activities and Education	16	286	336	50	17%	\$21.39
RELIG	Religious Workers, All Other	3	60	77	17	28%	\$22.90
RESP	Respiratory Therapists	43	1,247	1,478	231	19%	\$32.18
RESP	Respiratory Therapy Technicians	2	62	77	15	24%	\$29.12
SOC	Survey Researchers	2	28	43	15	54%	\$24.15
SOC	Social Science Research Assistants	4	45	62	17	38%	\$22.21
SOC	Social Scientists and Related Workers, All Other	3	172	175	3	2%	\$37.08
THART	Makeup Artists, Theatrical and Performance	Insf. Data	10	11	1	10%	\$31.42
THART	Actors	23	614	609	(5)	(1%)	\$35.70
THART	Producers and Directors	9	204	212	8	4%	\$33.09
THART	Set and Exhibit Designers	2	46	51	5	11%	\$22.92
THART	Costume Attendants	4	66	64	(2)	(3%)	\$22.63
THART	Entertainers and Performers, Sports and Related Workers, All Other	1	43	50	7	16%	\$19.71



Service Area Job Openings by Occupation (2015 – 2025) – Unrelated to Existing Programs

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
Adhesive Bonding Machine Operators and Tenders	1	28	30	2	7%	\$17.16
Administrative Law Judges, Adjudicators, and Hearing Officers	Insf. Data	12	12	0	0%	\$59.61
Adult Basic and Secondary Education and Literacy Teachers and Instructors	3	119	130	11	9%	\$39.57
Agricultural Equipment Operators	1	50	36	(14)	(28%)	\$12.07
Agricultural Inspectors	Insf. Data	20	19	(1)	(5%)	\$24.61
Agricultural Workers, All Other	Insf. Data	12	<10	Insf. Data	Insf. Data	\$14.37
Aircraft Mechanics and Service Technicians	3	71	79	8	11%	\$27.29
Airline Pilots, Copilots, and Flight Engineers	1	36	36	0	0%	\$54.30
Animal Control Workers	Insf. Data	12	13	1	8%	\$22.15
Appraisers and Assessors of Real Estate	Insf. Data	27	32	5	19%	\$34.10
Architects, Except Landscape and Naval	3	38	55	17	45%	\$44.68
Architectural and Civil Drafters	2	92	94	2	2%	\$28.33
Architectural and Engineering Managers	5	152	163	11	7%	\$63.69
Assemblers and Fabricators, All Other	9	245	273	28	11%	\$13.42
Audio and Video Equipment Technicians	3	105	118	13	12%	\$17.54
Automotive and Watercraft Service Attendants	12	215	267	52	24%	\$12.84
Automotive Body and Related Repairers	4	196	170	(26)	(13%)	\$21.19
Automotive Glass Installers and Repairers	Insf. Data	22	14	(8)	(36%)	\$14.46
Automotive Service Technicians and Mechanics	75	1,672	1,957	285	17%	\$19.81
Bakers	19	406	481	75	18%	\$12.43
Barbers	Insf. Data	15	18	3	20%	\$12.85
Boilermakers	Insf. Data	11	11	0	0%	\$36.36
Brickmasons and Blockmasons	Insf. Data	115	31	(84)	(73%)	\$25.60
Building Cleaning Workers, All Other	Insf. Data	31	33	2	6%	\$12.76



Bus and Truck Mechanics and Diesel Engine Specialists	27	764	855	91	12%	\$21.84
Bus Drivers, School or Special Client	35	1,045	1,178	133	13%	\$16.39
Bus Drivers, Transit and Intercity	2	73	78	5	7%	\$18.94
Butchers and Meat Cutters	15	344	399	55	16%	\$14.68
Cabinetmakers and Bench Carpenters	14	337	409	72	21%	\$14.39
Cardiovascular Technologists and Technicians	6	140	181	41	29%	\$25.17
Cargo and Freight Agents	6	84	117	33	39%	\$18.67
Carpenters	31	1,371	1,335	(36)	(3%)	\$23.12
Carpet Installers	1	41	46	5	12%	\$20.52
Cement Masons and Concrete Finishers	6	317	296	(21)	(7%)	\$22.73
Chefs and Head Cooks	7	240	270	30	13%	\$17.36
Chemical Plant and System Operators	Insf. Data	13	<10	Insf. Data	Insf. Data	\$28.11
Civil Engineering Technicians	Insf. Data	31	31	0	0%	\$30.31
Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	Insf. Data	17	17	0	0%	\$12.36
Coaches and Scouts	16	328	384	56	17%	\$17.45
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	4	153	149	(4)	(3%)	\$16.79
Coin, Vending, and Amusement Machine Servicers and Repairers	2	54	63	9	17%	\$17.41
Commercial and Industrial Designers	1	32	36	4	13%	\$30.01
Commercial Pilots	2	29	40	11	38%	\$36.71
Community Health Workers	6	94	127	33	35%	\$21.18
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	2	26	34	8	31%	\$24.66
Computer, Automated Teller, and Office Machine Repairers	3	73	89	16	22%	\$17.69
Computer-Controlled Machine Tool Operators, Metal and Plastic	5	102	121	19	19%	\$17.40
Concierges	2	29	39	10	34%	\$13.54
Construction and Building Inspectors	3	81	90	9	11%	\$38.25
Construction and Related Workers, All Other	2	65	65	0	0%	\$21.39
Construction Laborers	44	1,409	1,401	(8)	(1%)	\$20.11
Construction Managers	9	272	304	32	12%	\$52.92
Continuous Mining Machine Operators	Insf. Data	16	18	2	13%	\$21.32



Control and Valve Installers and Repairers, Except Mechanical Door	6	154	149	(5)	(3%)	\$31.43
Conveyor Operators and Tenders	4	67	81	14	21%	\$17.39
Cooks, All Other	1	24	32	8	33%	\$12.85
Cooks, Institution and Cafeteria	28	573	718	145	25%	\$13.91
Cooks, Private Household	Insf. Data	12	13	1	8%	\$21.09
Correctional Officers and Jailers	9	284	297	13	5%	\$34.54
Counter and Rental Clerks	36	1,074	1,135	61	6%	\$14.77
Couriers and Messengers	3	148	154	6	4%	\$12.75
Crane and Tower Operators	2	31	38	7	23%	\$26.34
Credit Authorizers, Checkers, and Clerks	Insf. Data	32	36	4	13%	\$15.76
Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	Insf. Data	31	24	(7)	(23%)	\$17.90
Customer Service Representatives	139	2,683	3,256	573	21%	\$17.63
Cutting and Slicing Machine Setters, Operators, and Tenders	Insf. Data	30	21	(9)	(30%)	\$17.40
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	3	243	227	(16)	(7%)	\$16.50
Data Entry Keyers	3	295	257	(38)	(13%)	\$13.89
Demonstrators and Product Promoters	12	255	289	34	13%	\$13.23
Dental Assistants	38	985	1,143	158	16%	\$15.04
Dental Hygienists	17	291	371	80	27%	\$41.96
Dental Laboratory Technicians	Insf. Data	24	23	(1)	(4%)	\$14.95
Dentists, General	11	240	283	43	18%	\$54.14
Detectives and Criminal Investigators	3	132	130	(2)	(2%)	\$44.92
Diagnostic Medical Sonographers	8	120	175	55	46%	\$34.01
Dietetic Technicians	3	109	131	22	20%	\$14.50
Dietitians and Nutritionists	5	129	163	34	26%	\$33.01
Dispatchers, Except Police, Fire, and Ambulance	27	539	632	93	17%	\$19.33
Drafters, All Other	Insf. Data	12	14	2	17%	\$25.11
Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	Insf. Data	27	23	(4)	(15%)	\$13.70
Driver/Sales Workers	21	406	535	129	32%	\$16.08
Drywall and Ceiling Tile Installers	2	183	106	(77)	(42%)	\$27.15



Earth Drillers, Except Oil and Gas	Insf. Data	26	27	1	4%	\$35.36
Education, Training, and Library Workers, All Other	5	424	435	11	3%	\$18.70
Electrical and Electronic Equipment Assemblers	4	97	114	17	18%	\$15.43
Electrical and Electronics Drafters	Insf. Data	35	37	2	6%	\$29.01
Electrical and Electronics Engineering Technicians	4	137	144	7	5%	\$29.08
Electrical and Electronics Repairers, Commercial and Industrial Equipment	2	76	81	5	7%	\$28.12
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	1	23	27	4	17%	\$38.71
Electrical Power-Line Installers and Repairers	16	266	308	42	16%	\$44.53
Electricians	20	582	660	78	13%	\$30.26
Electromechanical Equipment Assemblers	Insf. Data	16	19	3	19%	\$14.13
Electronic Equipment Installers and Repairers, Motor Vehicles	Insf. Data	33	31	(2)	(6%)	\$16.40
Electronic Home Entertainment Equipment Installers and Repairers	2	40	42	2	5%	\$22.27
Eligibility Interviewers, Government Programs	8	312	324	12	4%	\$20.10
Embalmers	Insf. Data	13	<10	Insf. Data	Insf. Data	\$24.06
Engine and Other Machine Assemblers	Insf. Data	20	22	2	10%	\$20.27
Engineering Technicians, Except Drafters, All Other	3	114	114	0	0%	\$31.20
Excavating and Loading Machine and Dragline Operators	Insf. Data	32	35	3	9%	\$26.95
Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	1	46	49	3	7%	\$14.04
Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	Insf. Data	16	15	(1)	(6%)	\$14.71
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	2	55	52	(3)	(5%)	\$13.04
Farmers, Ranchers, and Other Agricultural Managers	Insf. Data	86	48	(38)	(44%)	\$35.12
Farmworkers, Farm, Ranch, and Aquacultural Animals	2	81	55	(26)	(32%)	\$13.14
Fence Erectors	2	72	74	2	3%	\$18.86
Fiberglass Laminators and Fabricators	Insf. Data	36	33	(3)	(8%)	\$15.73
First-Line Supervisors of Construction Trades and Extraction Workers	13	587	612	25	4%	\$34.51
First-Line Supervisors of Correctional Officers	1	36	37	1	3%	\$45.64
First-Line Supervisors of Farming, Fishing, and Forestry Workers	Insf. Data	40	29	(11)	(28%)	\$19.18
First-Line Supervisors of Fire Fighting and Prevention Workers	Insf. Data	14	16	2	14%	\$49.71
First-Line Supervisors of Food Preparation and Serving Workers	99	1,786	2,200	414	23%	\$14.84



First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	36	593	762	169	28%	\$24.57
First-Line Supervisors of Housekeeping and Janitorial Workers	11	263	302	39	15%	\$17.96
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	5	186	209	23	12%	\$20.25
First-Line Supervisors of Mechanics, Installers, and Repairers	26	648	726	78	12%	\$34.59
First-Line Supervisors of Non-Retail Sales Workers	8	283	326	43	15%	\$29.98
First-Line Supervisors of Personal Service Workers	19	342	458	116	34%	\$19.10
First-Line Supervisors of Police and Detectives	Insf. Data	19	22	3	16%	\$59.82
First-Line Supervisors of Production and Operating Workers	17	747	782	35	5%	\$25.92
First-Line Supervisors of Protective Service Workers, All Other	4	98	112	14	14%	\$25.80
First-Line Supervisors of Retail Sales Workers	107	2,354	2,849	495	21%	\$20.84
First-Line Supervisors of Transportation and Material-Moving Machine/Vehicle Operators	25	450	553	103	23%	\$27.41
Floor Layers, Except Carpet, Wood, and Hard Tiles	Insf. Data	23	26	3	13%	\$16.20
Floral Designers	2	59	43	(16)	(27%)	\$15.75
Food Batchmakers	5	123	128	5	4%	\$13.49
Food Cooking Machine Operators and Tenders	1	27	29	2	7%	\$14.23
Food Processing Workers, All Other	2	44	52	8	18%	\$14.19
Food Service Managers	17	571	636	65	11%	\$23.72
Forging Machine Setters, Operators, and Tenders, Metal and Plastic	1	51	48	(3)	(6%)	\$16.93
Foundry Mold and Coremakers	Insf. Data	12	10	(2)	(17%)	\$13.12
Funeral Attendants	2	70	62	(8)	(11%)	\$14.34
Funeral Service Managers	Insf. Data	17	16	(1)	(6%)	\$30.57
Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	Insf. Data	17	16	(1)	(6%)	\$15.07
Furniture Finishers	3	39	56	17	44%	\$12.40
Gaming Cage Workers	Insf. Data	32	32	0	0%	\$12.58
Gaming Change Persons and Booth Cashiers	3	52	54	2	4%	\$12.18
Gaming Dealers	4	178	185	7	4%	\$12.23
Gaming Service Workers, All Other	2	67	71	4	6%	\$13.93
Gaming Supervisors	Insf. Data	18	19	1	6%	\$23.74
Gaming Surveillance Officers and Gaming Investigators	Insf. Data	17	18	1	6%	\$16.56



Gas Plant Operators	2	48	43	(5)	(10%)	\$35.53
Glaziers	2	41	39	(2)	(5%)	\$29.99
Grinding and Polishing Workers, Hand	2	59	52	(7)	(12%)	\$13.82
Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	2	88	76	(12)	(14%)	\$14.32
Grounds Maintenance Workers, All Other	Insf. Data	11	15	4	36%	\$18.90
Hairdressers, Hairstylists, and Cosmetologists	14	292	349	57	20%	\$12.07
Hazardous Materials Removal Workers	1	26	30	4	15%	\$18.39
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	Insf. Data	14	15	1	7%	\$40.79
Health Educators	5	98	119	21	21%	\$24.92
Health Technologists and Technicians, All Other	14	451	538	87	19%	\$21.03
Healthcare Practitioners and Technical Workers, All Other	10	259	286	27	10%	\$29.39
Healthcare Support Workers, All Other	10	282	321	39	14%	\$16.80
Hearing Aid Specialists	Insf. Data	14	17	3	21%	\$21.13
Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	Insf. Data	17	18	1	6%	\$17.04
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	17	409	467	58	14%	\$24.61
Heavy and Tractor-Trailer Truck Drivers	219	5,899	7,026	1,127	19%	\$23.17
Helpers, Construction Trades, All Other	Insf. Data	36	32	(4)	(11%)	\$17.48
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	Insf. Data	71	20	(51)	(72%)	\$17.46
Helpers--Carpenters	1	34	39	5	15%	\$13.39
Helpers--Electricians	2	46	59	13	28%	\$14.23
Helpers--Installation, Maintenance, and Repair Workers	9	203	225	22	11%	\$14.90
Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	3	92	103	11	12%	\$15.30
Helpers--Roofers	1	26	32	6	23%	\$12.70
Highway Maintenance Workers	Insf. Data	23	27	4	17%	\$23.63
Home Appliance Repairers	8	157	180	23	15%	\$23.35
Home Health Aides	125	1,131	2,047	916	81%	\$13.19
Industrial Engineering Technicians	1	37	39	2	5%	\$24.32
Industrial Engineers	5	103	117	14	14%	\$37.12



Industrial Machinery Mechanics	18	360	427	67	19%	\$26.04
Industrial Truck and Tractor Operators	85	1,888	2,234	346	18%	\$15.94
Inspectors, Testers, Sorters, Samplers, and Weighers	22	545	624	79	14%	\$17.46
Installation, Maintenance, and Repair Workers, All Other	6	246	261	15	6%	\$18.22
Instructional Coordinators	7	370	409	39	11%	\$36.52
Insulation Workers, Floor, Ceiling, and Wall	Insf. Data	21	14	(7)	(33%)	\$30.86
Insurance Appraisers, Auto Damage	Insf. Data	17	13	(4)	(24%)	\$25.02
Insurance Sales Agents	21	580	647	67	12%	\$24.81
Interior Designers	2	43	54	11	26%	\$24.95
Interviewers, Except Eligibility and Loan	11	315	360	45	14%	\$18.78
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	117	3,598	4,040	442	12%	\$13.57
Jewelers and Precious Stone and Metal Workers	Insf. Data	22	23	1	5%	\$16.82
Laborers and Freight, Stock, and Material Movers, Hand	469	7,866	9,675	1,809	23%	\$13.46
Landscape Architects	1	22	27	5	23%	\$37.61
Landscaping and Groundskeeping Workers	72	1,885	2,099	214	11%	\$12.36
Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	2	63	62	(1)	(2%)	\$16.95
Laundry and Dry-Cleaning Workers	12	246	281	35	14%	\$12.18
Legislators	Insf. Data	18	20	2	11%	\$25.02
Library Assistants, Clerical	6	96	108	12	13%	\$13.45
Light Truck or Delivery Services Drivers	53	1,564	1,820	256	16%	\$19.24
Locksmiths and Safe Repairers	Insf. Data	15	17	2	13%	\$25.13
Lodging Managers	2	33	40	7	21%	\$23.45
Machine Feeders and Offbearers	22	350	476	126	36%	\$14.96
Machinists	18	437	499	62	14%	\$17.21
Magnetic Resonance Imaging Technologists	2	39	52	13	33%	\$36.78
Mail Clerks and Mail Machine Operators, Except Postal Service	1	52	49	(3)	(6%)	\$13.68
Maintenance and Repair Workers, General	71	1,921	2,225	304	16%	\$18.74
Maintenance Workers, Machinery	4	151	168	17	11%	\$21.64
Material Moving Workers, All Other	6	137	156	19	14%	\$19.19



Mechanical Door Repairers	1	18	22	4	22%	\$21.77
Mechanical Drafters	1	60	58	(2)	(3%)	\$25.72
Media and Communication Workers, All Other	Insf. Data	37	40	3	8%	\$18.77
Medical and Clinical Laboratory Technicians	16	249	334	85	34%	\$19.56
Medical and Clinical Laboratory Technologists	9	129	175	46	36%	\$33.06
Medical and Health Services Managers	33	605	765	160	26%	\$57.93
Medical Appliance Technicians	Insf. Data	11	13	2	18%	\$20.99
Medical Assistants	92	1,956	2,446	490	25%	\$14.11
Medical Equipment Preparers	7	179	210	31	17%	\$19.97
Medical Equipment Repairers	4	45	66	21	47%	\$26.80
Medical Records and Health Information Technicians	23	417	519	102	24%	\$21.76
Medical Secretaries	66	1,492	1,941	449	30%	\$15.73
Medical Transcriptionists	2	50	62	12	24%	\$23.08
Meeting, Convention, and Event Planners	5	109	141	32	29%	\$19.94
Merchandise Displayers and Window Trimmers	6	83	112	29	35%	\$16.56
Metal Workers and Plastic Workers, All Other	Insf. Data	41	43	2	5%	\$13.25
Metal-Refining Furnace Operators and Tenders	Insf. Data	21	24	3	14%	\$17.71
Meter Readers, Utilities	2	87	73	(14)	(16%)	\$22.69
Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	2	67	63	(4)	(6%)	\$16.54
Millwrights	Insf. Data	19	21	2	11%	\$21.87
Mixing and Blending Machine Setters, Operators, and Tenders	5	128	131	3	2%	\$15.14
Mobile Heavy Equipment Mechanics, Except Engines	6	162	169	7	4%	\$26.22
Molders, Shapers, and Casters, Except Metal and Plastic	5	109	106	(3)	(3%)	\$16.15
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	3	165	164	(1)	(1%)	\$14.90
Morticians, Undertakers, and Funeral Directors	Insf. Data	25	23	(2)	(8%)	\$38.06
Motor Vehicle Operators, All Other	12	275	312	37	13%	\$15.35
Motorboat Mechanics and Service Technicians	2	30	38	8	27%	\$18.13
Motorcycle Mechanics	2	43	49	6	14%	\$24.26



Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	1	43	45	2	5%	\$15.70
Nuclear Medicine Technologists	2	47	58	11	23%	\$46.27
Occupational Health and Safety Specialists	3	68	77	9	13%	\$34.87
Office Machine Operators, Except Computer	3	110	103	(7)	(6%)	\$17.06
Operating Engineers and Other Construction Equipment Operators	11	329	341	12	4%	\$31.28
Ophthalmic Laboratory Technicians	1	13	19	6	46%	\$13.53
Ophthalmic Medical Technicians	3	60	82	22	37%	\$18.84
Opticians, Dispensing	8	143	176	33	23%	\$16.95
Optometrists	3	50	62	12	24%	\$52.35
Orderlies	5	96	120	24	25%	\$17.25
Outdoor Power Equipment and Other Small Engine Mechanics	1	27	30	3	11%	\$16.11
Packaging and Filling Machine Operators and Tenders	23	593	654	61	10%	\$13.62
Packers and Packagers, Hand	102	2,003	2,406	403	20%	\$12.08
Painters, Construction and Maintenance	7	310	288	(22)	(7%)	\$21.46
Painters, Transportation Equipment	2	86	65	(21)	(24%)	\$18.85
Painting, Coating, and Decorating Workers	2	61	60	(1)	(2%)	\$13.43
Paper Goods Machine Setters, Operators, and Tenders	Insf. Data	50	43	(7)	(14%)	\$18.64
Parts Salespersons	24	607	684	77	13%	\$18.16
Paving, Surfacing, and Tamping Equipment Operators	1	69	61	(8)	(12%)	\$30.67
Pest Control Workers	6	193	199	6	3%	\$14.00
Petroleum Pump System Operators, Refinery Operators, and Gaugers	1	23	22	(1)	(4%)	\$33.78
Pharmacy Aides	6	181	206	25	14%	\$14.74
Pharmacy Technicians	28	707	900	193	27%	\$17.98
Pipelayers	Insf. Data	28	31	3	11%	\$25.70
Plant and System Operators, All Other	Insf. Data	12	12	0	0%	\$25.20
Plasterers and Stucco Masons	Insf. Data	94	41	(53)	(56%)	\$19.03
Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	Insf. Data	30	28	(2)	(7%)	\$15.36
Plumbers, Pipefitters, and Steamfitters	12	460	520	60	13%	\$23.72
Podiatrists	Insf. Data	12	13	1	8%	\$71.57



Police and Sheriff's Patrol Officers	14	321	351	30	9%	\$42.28
Postal Service Clerks	2	152	115	(37)	(24%)	\$25.38
Postal Service Mail Carriers	21	678	538	(140)	(21%)	\$25.62
Postal Service Mail Sorters, Processors, and Processing Machine Operators	1	186	147	(39)	(21%)	\$23.00
Postmasters and Mail Superintendents	Insf. Data	17	15	(2)	(12%)	\$37.62
Postsecondary Teachers	108	2,874	3,461	587	20%	\$41.67
Pourers and Casters, Metal	Insf. Data	47	41	(6)	(13%)	\$14.60
Power Distributors and Dispatchers	1	28	32	4	14%	\$41.38
Power Plant Operators	7	166	172	6	4%	\$31.37
Precision Instrument and Equipment Repairers, All Other	Insf. Data	16	17	1	6%	\$25.75
Prepress Technicians and Workers	Insf. Data	24	18	(6)	(25%)	\$17.42
Print Binding and Finishing Workers	Insf. Data	21	17	(4)	(19%)	\$16.53
Printing Press Operators	2	89	76	(13)	(15%)	\$17.04
Private Detectives and Investigators	Insf. Data	12	17	5	42%	\$28.40
Probation Officers and Correctional Treatment Specialists	2	59	60	1	2%	\$40.10
Production Workers, All Other	10	227	254	27	12%	\$13.88
Property, Real Estate, and Community Association Managers	12	252	303	51	20%	\$29.81
Protective Service Workers, All Other	38	443	497	54	12%	\$15.40
Psychiatric Aides	2	77	84	7	9%	\$13.30
Psychiatric Technicians	3	185	194	9	5%	\$27.32
Radiation Therapists	2	54	64	10	19%	\$49.25
Radio, Cellular, and Tower Equipment Installers and Repairs	Insf. Data	16	18	2	13%	\$23.59
Rail Car Repairers	Insf. Data	15	18	3	20%	\$16.96
Real Estate Brokers	2	63	67	4	6%	\$30.84
Real Estate Sales Agents	4	125	150	25	20%	\$25.57
Recreation Workers	30	747	943	196	26%	\$12.18
Recreational Vehicle Service Technicians	2	49	53	4	8%	\$20.24
Refuse and Recyclable Material Collectors	7	142	171	29	20%	\$18.88
Reinforcing Iron and Rebar Workers	2	117	80	(37)	(32%)	\$28.47



Reservation and Transportation Ticket Agents and Travel Clerks	Insf. Data	32	34	2	6%	\$15.40
Residential Advisors	7	61	96	35	57%	\$16.72
Retail Salespersons	502	7,916	9,852	1,936	24%	\$12.49
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	3	142	137	(5)	(4%)	\$16.62
Roofers	9	223	257	34	15%	\$20.56
Roustabouts, Oil and Gas	Insf. Data	15	16	1	7%	\$20.44
Sales Engineers	2	47	58	11	23%	\$46.20
Sales Managers	27	708	813	105	15%	\$54.19
Sawing Machine Setters, Operators, and Tenders, Wood	7	141	156	15	11%	\$14.02
Security and Fire Alarm Systems Installers	1	39	44	5	13%	\$24.38
Security Guards	52	1,848	2,058	210	11%	\$12.66
Semiconductor Processors	Insf. Data	<10	<10	Insf. Data	Insf. Data	\$16.68
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	5	63	82	19	30%	\$15.44
Septic Tank Servicers and Sewer Pipe Cleaners	1	31	37	6	19%	\$24.10
Sheet Metal Workers	5	178	175	(3)	(2%)	\$23.19
Skincare Specialists	3	67	93	26	39%	\$14.42
Slot Supervisors	Insf. Data	12	12	0	0%	\$22.00
Solar Photovoltaic Installers	Insf. Data	25	27	2	8%	\$24.15
Speech-Language Pathologists	6	163	196	33	20%	\$38.58
Stationary Engineers and Boiler Operators	3	74	76	2	3%	\$29.89
Stock Clerks and Order Fillers	245	5,050	5,828	778	15%	\$12.84
Stonemasons	Insf. Data	49	19	(30)	(61%)	\$18.43
Structural Iron and Steel Workers	3	92	72	(20)	(22%)	\$33.40
Structural Metal Fabricators and Fitters	5	112	95	(17)	(15%)	\$16.22
Surgical Technologists	9	213	279	66	31%	\$23.48
Surveyors	2	47	53	6	13%	\$34.73
Switchboard Operators, Including Answering Service	4	236	228	(8)	(3%)	\$13.54
Tailors, Dressmakers, and Custom Sewers	1	38	46	8	21%	\$14.57



Tapers	Insf. Data	45	24	(21)	(47%)	\$24.19
Taxi Drivers and Chauffeurs	11	178	265	87	49%	\$12.28
Team Assemblers	37	1,296	1,341	45	3%	\$12.90
Telecommunications Equipment Installers and Repairers, Except Line Installers	6	185	217	32	17%	\$29.25
Telecommunications Line Installers and Repairers	4	108	122	14	13%	\$26.51
Telemarketers	4	86	108	22	26%	\$12.05
Telephone Operators	Insf. Data	14	15	1	7%	\$20.09
Terrazzo Workers and Finishers	Insf. Data	12	13	1	8%	\$22.62
Tile and Marble Setters	3	126	115	(11)	(9%)	\$21.59
Tire Repairers and Changers	19	429	466	37	9%	\$12.98
Title Examiners, Abstractors, and Searchers	2	88	90	2	2%	\$27.39
Tool and Die Makers	Insf. Data	42	46	4	10%	\$23.68
Tour Guides and Escorts	1	22	24	2	9%	\$12.63
Transportation Inspectors	2	36	41	5	14%	\$23.59
Transportation Security Screeners	2	72	74	2	3%	\$19.36
Transportation Workers, All Other	3	54	61	7	13%	\$14.75
Travel Agents	Insf. Data	33	26	(7)	(21%)	\$14.77
Tree Trimmers and Pruners	4	77	93	16	21%	\$14.85
Umpires, Referees, and Other Sports Officials	Insf. Data	17	19	2	12%	\$13.80
Upholsterers	10	115	170	55	48%	\$15.64
Urban and Regional Planners	2	27	30	3	11%	\$38.29
Veterinary Technologists and Technicians	4	96	120	24	25%	\$15.61
Water and Wastewater Treatment Plant and System Operators	4	78	86	8	10%	\$31.21
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	11	236	281	45	19%	\$13.57
Welders, Cutters, Solderers, and Brazers	13	486	426	(60)	(12%)	\$17.54
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	2	34	38	4	12%	\$15.38
Wind Turbine Service Technicians	Insf. Data	16	21	5	31%	\$25.22
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	6	186	217	31	17%	\$12.88
Word Processors and Typists	Insf. Data	148	118	(30)	(20%)	\$18.88



Regional Job Openings by Occupation (2015 – 2025) – Unrelated to Existing Programs

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
Adhesive Bonding Machine Operators and Tenders	8	289	279	(10)	(3%)	\$16.68
Administrative Law Judges, Adjudicators, and Hearing Officers	2	109	111	2	2%	\$59.02
Adult Basic and Secondary Education and Literacy Teachers and Instructors	15	552	604	52	9%	\$39.62
Aerospace Engineering and Operations Technicians	Insf. Data	25	27	2	8%	\$32.45
Agricultural Engineers	Insf. Data	12	14	2	17%	\$37.49
Agricultural Equipment Operators	17	610	551	(59)	(10%)	\$12.23
Agricultural Inspectors	4	133	133	0	0%	\$24.98
Agricultural Workers, All Other	3	112	100	(12)	(11%)	\$14.54
Air Traffic Controllers	3	43	49	6	14%	\$51.39
Aircraft Cargo Handling Supervisors	3	52	61	9	17%	\$18.22
Aircraft Mechanics and Service Technicians	43	862	1,032	170	20%	\$28.49
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	5	168	186	18	11%	\$23.86
Airfield Operations Specialists	1	11	16	5	45%	\$23.56
Airline Pilots, Copilots, and Flight Engineers	10	436	289	(147)	(34%)	\$54.61
Animal Breeders	Insf. Data	19	16	(3)	(16%)	\$20.23
Animal Control Workers	7	211	226	15	7%	\$22.04
Appraisers and Assessors of Real Estate	9	314	369	55	18%	\$33.99
Architects, Except Landscape and Naval	17	284	376	92	32%	\$41.65
Architectural and Civil Drafters	12	680	667	(13)	(2%)	\$27.24
Architectural and Engineering Managers	34	1,114	1,173	59	5%	\$64.21
Assemblers and Fabricators, All Other	61	1,803	2,101	298	17%	\$13.37
Athletes and Sports Competitors	1	36	37	1	3%	\$40.93
Audio and Video Equipment Technicians	17	583	642	59	10%	\$18.05
Audiologists	4	44	68	24	55%	\$38.21



Automotive and Watercraft Service Attendants	76	1,253	1,594	341	27%	\$12.63
Automotive Body and Related Repairers	31	1,050	1,058	8	1%	\$21.96
Automotive Glass Installers and Repairers	4	125	112	(13)	(10%)	\$15.02
Automotive Service Technicians and Mechanics	326	7,882	9,010	1,128	14%	\$19.46
Avionics Technicians	3	56	72	16	29%	\$31.90
Bailiffs	1	14	23	9	64%	\$24.91
Bakers	112	2,640	3,059	419	16%	\$12.47
Barbers	5	104	127	23	22%	\$13.40
Bicycle Repairers	5	54	79	25	46%	\$12.09
Boilermakers	5	85	89	4	5%	\$36.04
Brickmasons and Blockmasons	13	612	524	(88)	(14%)	\$26.56
Broadcast Technicians	1	55	54	(1)	(2%)	\$24.77
Brokerage Clerks	5	160	158	(2)	(1%)	\$24.00
Building Cleaning Workers, All Other	5	180	197	17	9%	\$12.41
Bus and Truck Mechanics and Diesel Engine Specialists	144	3,917	4,458	541	14%	\$21.40
Bus Drivers, School or Special Client	135	4,850	5,256	406	8%	\$16.39
Bus Drivers, Transit and Intercity	34	1,124	1,245	121	11%	\$18.57
Butchers and Meat Cutters	75	1,631	1,931	300	18%	\$14.92
Cabinetmakers and Bench Carpenters	18	1,528	1,179	(349)	(23%)	\$14.46
Camera Operators, Television, Video, and Motion Picture	Insf. Data	41	44	3	7%	\$33.13
Captains, Mates, and Pilots of Water Vessels	1	19	22	3	16%	\$31.64
Cardiovascular Technologists and Technicians	24	522	677	155	30%	\$25.28
Cargo and Freight Agents	41	572	789	217	38%	\$19.04
Carpenters	257	10,463	10,793	330	3%	\$23.01
Carpet Installers	15	423	477	54	13%	\$20.24
Cement Masons and Concrete Finishers	71	2,687	2,885	198	7%	\$22.55
Chefs and Head Cooks	47	1,645	1,832	187	11%	\$17.77
Chemical Equipment Operators and Tenders	5	131	133	2	2%	\$18.47
Chemical Plant and System Operators	8	204	179	(25)	(12%)	\$28.50



Cleaning, Washing, and Metal Pickling Equipment Operators and Tenders	4	130	132	2	2%	\$12.40
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	24	1,146	1,083	(63)	(5%)	\$16.72
Coil Winders, Tapers, and Finishers	3	133	146	13	10%	\$14.97
Coin, Vending, and Amusement Machine Servicers and Repairers	10	434	483	49	11%	\$17.23
Commercial and Industrial Designers	10	272	291	19	7%	\$29.86
Commercial Pilots	17	246	331	85	35%	\$35.63
Communications Equipment Operators, All Other	Insf. Data	33	34	1	3%	\$16.88
Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	13	211	271	60	28%	\$24.91
Computer, Automated Teller, and Office Machine Repairers	31	535	710	175	33%	\$17.04
Computer-Controlled Machine Tool Operators, Metal and Plastic	45	890	1,065	175	20%	\$17.47
Concierges	12	200	258	58	29%	\$14.09
Construction and Building Inspectors	32	918	1,010	92	10%	\$37.83
Construction and Related Workers, All Other	16	577	613	36	6%	\$21.11
Construction Laborers	418	11,705	12,926	1,221	10%	\$20.01
Construction Managers	71	2,220	2,517	297	13%	\$52.43
Continuous Mining Machine Operators	4	92	106	14	15%	\$21.15
Control and Valve Installers and Repairers, Except Mechanical Door	27	646	692	46	7%	\$31.19
Conveyor Operators and Tenders	24	481	569	88	18%	\$17.22
Cooks, All Other	6	117	149	32	27%	\$12.90
Cooks, Institution and Cafeteria	108	2,382	2,926	544	23%	\$14.02
Cooks, Private Household	1	39	42	3	8%	\$20.33
Cooling and Freezing Equipment Operators and Tenders	2	40	48	8	20%	\$15.06
Correctional Officers and Jailers	178	4,801	5,237	436	9%	\$33.49
Correspondence Clerks	3	58	71	13	22%	\$12.52
Counter and Rental Clerks	231	6,342	6,905	563	9%	\$14.68
Couriers and Messengers	13	839	860	21	3%	\$12.74
Crane and Tower Operators	12	161	218	57	35%	\$25.65
Crushing, Grinding, and Polishing Machine Setters, Operators, and Tenders	7	228	219	(9)	(4%)	\$17.83
Customer Service Representatives	833	16,189	19,613	3,424	21%	\$17.62



Cutting and Slicing Machine Setters, Operators, and Tenders	5	263	241	(22)	(8%)	\$17.15
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	22	1,759	1,713	(46)	(3%)	\$16.43
Data Entry Keyers	19	1,740	1,543	(197)	(11%)	\$13.81
Demonstrators and Product Promoters	75	1,601	1,858	257	16%	\$13.58
Dental Assistants	190	4,713	5,520	807	17%	\$15.56
Dental Hygienists	83	1,400	1,803	403	29%	\$43.50
Dental Laboratory Technicians	11	429	262	(167)	(39%)	\$16.79
Dentists, All Other Specialists	1	30	33	3	10%	\$62.86
Dentists, General	53	1,149	1,364	215	19%	\$55.86
Derrick Operators, Oil and Gas	Insf. Data	15	15	0	0%	\$23.28
Detectives and Criminal Investigators	30	1,127	1,173	46	4%	\$45.64
Diagnostic Medical Sonographers	30	468	684	216	46%	\$34.06
Dietetic Technicians	12	414	491	77	19%	\$14.55
Dietitians and Nutritionists	20	552	680	128	23%	\$32.95
Dispatchers, Except Police, Fire, and Ambulance	132	2,766	3,217	451	16%	\$19.06
Drafters, All Other	2	84	94	10	12%	\$24.89
Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic	4	215	191	(24)	(11%)	\$13.87
Driver/Sales Workers	136	2,430	3,321	891	37%	\$16.17
Drywall and Ceiling Tile Installers	130	2,915	3,578	663	23%	\$24.70
Earth Drillers, Except Oil and Gas	10	239	268	29	12%	\$36.88
Education, Training, and Library Workers, All Other	23	1,887	1,948	61	3%	\$18.74
Electric Motor, Power Tool, and Related Repairers	3	82	92	10	12%	\$23.82
Electrical and Electronic Equipment Assemblers	27	1,285	1,392	107	8%	\$15.83
Electrical and Electronics Drafters	5	254	263	9	4%	\$28.95
Electrical and Electronics Engineering Technicians	25	967	1,003	36	4%	\$29.61
Electrical and Electronics Installers and Repairers, Transportation Equipment	2	62	70	8	13%	\$25.59
Electrical and Electronics Repairers, Commercial and Industrial Equipment	19	581	649	68	12%	\$28.21
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	3	75	87	12	16%	\$39.30
Electrical Power-Line Installers and Repairers	65	1,184	1,386	202	17%	\$43.38



Electricians	169	5,155	5,717	562	11%	\$28.91
Electromechanical Equipment Assemblers	5	214	233	19	9%	\$14.60
Electro-Mechanical Technicians	2	50	56	6	12%	\$27.71
Electronic Equipment Installers and Repairers, Motor Vehicles	2	178	180	2	1%	\$16.08
Electronic Home Entertainment Equipment Installers and Repairers	18	384	417	33	9%	\$21.69
Elevator Installers and Repairers	3	71	90	19	27%	\$44.61
Eligibility Interviewers, Government Programs	88	3,114	3,342	228	7%	\$19.94
Embalmers	Insf. Data	41	34	(7)	(17%)	\$22.59
Engine and Other Machine Assemblers	5	209	219	10	5%	\$20.25
Entertainment Attendants and Related Workers, All Other	6	55	79	24	44%	\$12.97
Excavating and Loading Machine and Dragline Operators	7	240	283	43	18%	\$26.57
Explosives Workers, Ordnance Handling Experts, and Blasters	Insf. Data	19	22	3	16%	\$28.24
Extraction Workers, All Other	Insf. Data	42	44	2	5%	\$17.53
Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	8	315	316	1	0%	\$13.95
Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	5	191	210	19	10%	\$14.72
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	15	533	488	(45)	(8%)	\$12.83
Fabric and Apparel Patternmakers	Insf. Data	37	37	0	0%	\$19.90
Farm and Home Management Advisors	Insf. Data	11	14	3	27%	\$29.60
Farm Equipment Mechanics and Service Technicians	3	116	105	(11)	(9%)	\$20.60
Farmers, Ranchers, and Other Agricultural Managers	10	716	545	(171)	(24%)	\$36.37
Farmworkers, Farm, Ranch, and Aquacultural Animals	18	677	553	(124)	(18%)	\$13.24
Fence Erectors	24	601	677	76	13%	\$18.02
Fiberglass Laminators and Fabricators	6	300	276	(24)	(8%)	\$15.10
First-Line Supervisors of Construction Trades and Extraction Workers	128	4,868	5,470	602	12%	\$34.10
First-Line Supervisors of Correctional Officers	26	588	633	45	8%	\$43.87
First-Line Supervisors of Farming, Fishing, and Forestry Workers	8	413	348	(65)	(16%)	\$19.78
First-Line Supervisors of Food Preparation and Serving Workers	528	9,361	11,627	2,266	24%	\$15.07
First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	196	3,477	4,338	861	25%	\$24.45
First-Line Supervisors of Housekeeping and Janitorial Workers	56	1,459	1,648	189	13%	\$18.11



First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	38	1,401	1,612	211	15%	\$20.08
First-Line Supervisors of Mechanics, Installers, and Repairers	158	3,831	4,311	480	13%	\$34.30
First-Line Supervisors of Non-Retail Sales Workers	60	1,982	2,306	324	16%	\$29.84
First-Line Supervisors of Personal Service Workers	72	1,397	1,804	407	29%	\$19.77
First-Line Supervisors of Police and Detectives	17	314	377	63	20%	\$59.61
First-Line Supervisors of Production and Operating Workers	104	5,164	5,314	150	3%	\$25.90
First-Line Supervisors of Protective Service Workers, All Other	36	745	913	168	23%	\$24.05
First-Line Supervisors of Retail Sales Workers	608	13,373	16,191	2,818	21%	\$20.79
First-Line Supervisors of Transportation and Material-Moving Machine/Vehicle Operators	129	2,423	2,964	541	22%	\$27.23
Fish and Game Wardens	Insf. Data	27	29	2	7%	\$26.94
Fishers and Related Fishing Workers	Insf. Data	11	<10	Insf. Data	Insf. Data	\$16.98
Flight Attendants	1	39	36	(3)	(8%)	\$19.79
Floor Layers, Except Carpet, Wood, and Hard Tiles	8	238	268	30	13%	\$15.85
Floor Sanders and Finishers	3	91	104	13	14%	\$19.77
Floral Designers	7	313	255	(58)	(19%)	\$17.11
Food and Tobacco Roasting, Baking, and Drying Machine Operators and Tenders	4	81	94	13	16%	\$16.90
Food Batchmakers	49	1,126	1,222	96	9%	\$13.49
Food Cooking Machine Operators and Tenders	9	225	251	26	12%	\$14.23
Food Processing Workers, All Other	13	269	322	53	20%	\$14.16
Food Service Managers	97	3,140	3,507	367	12%	\$24.23
Forging Machine Setters, Operators, and Tenders, Metal and Plastic	7	332	321	(11)	(3%)	\$16.80
Foundry Mold and Coremakers	1	115	93	(22)	(19%)	\$13.22
Funeral Attendants	6	223	214	(9)	(4%)	\$13.53
Funeral Service Managers	2	53	55	2	4%	\$28.71
Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	3	111	105	(6)	(5%)	\$15.07
Furniture Finishers	4	153	157	4	3%	\$12.40
Gaming Cage Workers	13	503	531	28	6%	\$12.65
Gaming Change Persons and Booth Cashiers	42	841	887	46	5%	\$12.21
Gaming Dealers	70	3,027	3,192	165	5%	\$12.24



Gaming Managers	3	105	112	7	7%	\$37.54
Gaming Service Workers, All Other	18	614	676	62	10%	\$13.96
Gaming Supervisors	8	304	321	17	6%	\$23.87
Gaming Surveillance Officers and Gaming Investigators	7	314	332	18	6%	\$16.47
Gas Plant Operators	7	148	146	(2)	(1%)	\$34.97
Glaziers	10	239	227	(12)	(5%)	\$29.42
Grinding and Polishing Workers, Hand	12	412	376	(36)	(9%)	\$13.82
Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	14	686	613	(73)	(11%)	\$14.36
Grounds Maintenance Workers, All Other	5	80	105	25	31%	\$18.90
Hairdressers, Hairstylists, and Cosmetologists	92	2,033	2,414	381	19%	\$12.21
Hazardous Materials Removal Workers	7	135	176	41	30%	\$18.23
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	5	107	122	15	14%	\$41.00
Health Educators	21	454	532	78	17%	\$24.94
Health Technologists and Technicians, All Other	53	1,753	2,090	337	19%	\$20.70
Healthcare Practitioners and Technical Workers, All Other	41	1,006	1,119	113	11%	\$29.54
Healthcare Support Workers, All Other	39	1,125	1,280	155	14%	\$17.02
Hearing Aid Specialists	3	73	90	17	23%	\$21.49
Heat Treating Equipment Setters, Operators, and Tenders, Metal and Plastic	2	89	95	6	7%	\$16.78
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	115	2,929	3,299	370	13%	\$24.11
Heavy and Tractor-Trailer Truck Drivers	1,022	26,335	31,860	5,525	21%	\$22.84
Helpers, Construction Trades, All Other	9	299	318	19	6%	\$17.06
Helpers--Brickmasons, Blockmasons, Stonemasons, and Tile and Marble Setters	11	404	354	(50)	(12%)	\$17.87
Helpers--Carpenters	11	262	303	41	16%	\$13.46
Helpers--Electricians	19	467	570	103	22%	\$13.81
Helpers--Extraction Workers	3	59	70	11	19%	\$16.72
Helpers--Installation, Maintenance, and Repair Workers	57	1,304	1,465	161	12%	\$14.79
Helpers--Painters, Paperhangers, Plasterers, and Stucco Masons	3	132	127	(5)	(4%)	\$13.42
Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	20	718	797	79	11%	\$15.05



Helpers--Roofers	5	130	161	31	24%	\$12.74
Highway Maintenance Workers	15	428	506	78	18%	\$23.29
Home Appliance Repairers	40	776	912	136	18%	\$21.84
Home Health Aides	437	4,029	7,240	3,211	80%	\$13.32
Hydrologists	2	40	44	4	10%	\$45.24
Industrial Engineering Technicians	8	335	337	2	1%	\$24.88
Industrial Engineers	36	862	950	88	10%	\$37.65
Industrial Machinery Mechanics	116	2,163	2,627	464	21%	\$26.08
Industrial Truck and Tractor Operators	398	9,849	11,357	1,508	15%	\$15.89
Inspectors, Testers, Sorters, Samplers, and Weighers	143	4,095	4,583	488	12%	\$17.44
Installation, Maintenance, and Repair Workers, All Other	49	1,659	1,856	197	12%	\$18.14
Instructional Coordinators	33	1,694	1,872	178	11%	\$36.28
Insulation Workers, Floor, Ceiling, and Wall	23	311	462	151	49%	\$28.20
Insulation Workers, Mechanical	10	104	182	78	75%	\$27.02
Insurance Appraisers, Auto Damage	4	112	116	4	4%	\$25.60
Interior Designers	18	372	439	67	18%	\$25.20
Interviewers, Except Eligibility and Loan	51	1,361	1,582	221	16%	\$19.02
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	610	18,992	21,282	2,290	12%	\$13.55
Jewelers and Precious Stone and Metal Workers	13	215	289	74	34%	\$16.95
Laborers and Freight, Stock, and Material Movers, Hand	2,624	47,382	57,228	9,846	21%	\$13.45
Landscape Architects	7	163	191	28	17%	\$35.64
Landscaping and Groundskeeping Workers	576	14,111	16,053	1,942	14%	\$12.33
Lathe and Turning Machine Tool Setters, Operators, and Tenders, Metal and Plastic	9	450	441	(9)	(2%)	\$17.23
Laundry and Dry-Cleaning Workers	59	1,322	1,490	168	13%	\$12.13
Layout Workers, Metal and Plastic	1	49	48	(1)	(2%)	\$21.31
Legislators	13	353	400	47	13%	\$24.93
Light Truck or Delivery Services Drivers	323	9,684	11,232	1,548	16%	\$19.14
Locksmiths and Safe Repairers	8	177	198	21	12%	\$24.59
Locomotive Engineers	Insf. Data	21	19	(2)	(10%)	\$28.23



Lodging Managers	15	328	367	39	12%	\$25.67
Logging Equipment Operators	Insf. Data	14	14	0	0%	\$19.28
Machine Feeders and Offbearers	92	1,853	2,344	491	26%	\$14.98
Machinists	138	3,564	4,068	504	14%	\$17.34
Magnetic Resonance Imaging Technologists	9	161	218	57	35%	\$37.03
Mail Clerks and Mail Machine Operators, Except Postal Service	8	311	312	1	0%	\$13.90
Maintenance and Repair Workers, General	413	12,074	13,722	1,648	14%	\$18.77
Maintenance Workers, Machinery	25	1,023	1,136	113	11%	\$21.54
Manufactured Building and Mobile Home Installers	Insf. Data	28	25	(3)	(11%)	\$12.06
Material Moving Workers, All Other	35	784	903	119	15%	\$19.15
Mechanical Door Repairers	10	171	211	40	23%	\$21.42
Mechanical Drafters	8	453	441	(12)	(3%)	\$25.77
Media and Communication Equipment Workers, All Other	1	114	104	(10)	(9%)	\$32.42
Medical and Clinical Laboratory Technicians	67	1,013	1,362	349	34%	\$19.63
Medical and Clinical Laboratory Technologists	36	531	724	193	36%	\$33.37
Medical and Health Services Managers	126	2,385	2,979	594	25%	\$58.00
Medical Appliance Technicians	4	132	107	(25)	(19%)	\$23.42
Medical Assistants	331	7,415	9,118	1,703	23%	\$13.80
Medical Equipment Preparers	28	700	828	128	18%	\$20.03
Medical Equipment Repairers	27	295	457	162	55%	\$26.40
Medical Records and Health Information Technicians	85	1,612	1,977	365	23%	\$21.70
Medical Secretaries	256	5,911	7,631	1,720	29%	\$15.64
Medical Transcriptionists	10	223	276	53	24%	\$23.09
Meeting, Convention, and Event Planners	29	685	870	185	27%	\$20.34
Merchandise Displayers and Window Trimmers	35	538	721	183	34%	\$16.53
Metal Workers and Plastic Workers, All Other	6	296	324	28	9%	\$13.27
Metal-Refining Furnace Operators and Tenders	2	53	63	10	19%	\$17.57
Meter Readers, Utilities	11	488	438	(50)	(10%)	\$22.30
Milling and Planing Machine Setters, Operators, and Tenders, Metal and Plastic	8	423	399	(24)	(6%)	\$16.47



Millwrights	5	143	172	29	20%	\$21.80
Mine Cutting and Channeling Machine Operators	1	25	30	5	20%	\$22.68
Mixing and Blending Machine Setters, Operators, and Tenders	38	1,158	1,174	16	1%	\$15.14
Mobile Heavy Equipment Mechanics, Except Engines	45	1,157	1,262	105	9%	\$26.09
Model Makers, Metal and Plastic	Insf. Data	21	23	2	10%	\$19.65
Model Makers, Wood	Insf. Data	14	13	(1)	(7%)	\$16.83
Models	3	52	68	16	31%	\$15.28
Molders, Shapers, and Casters, Except Metal and Plastic	27	736	694	(42)	(6%)	\$15.62
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	19	1,419	1,320	(99)	(7%)	\$14.56
Morticians, Undertakers, and Funeral Directors	3	79	82	3	4%	\$35.81
Motor Vehicle Operators, All Other	58	1,322	1,500	178	13%	\$15.24
Motorboat Mechanics and Service Technicians	6	130	156	26	20%	\$17.43
Motorboat Operators	Insf. Data	13	16	3	23%	\$23.69
Motorcycle Mechanics	5	145	155	10	7%	\$22.82
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	10	366	371	5	1%	\$15.65
Nuclear Engineers	1	26	31	5	19%	\$55.97
Nuclear Medicine Technologists	7	179	221	42	23%	\$46.42
Nuclear Power Reactor Operators	Insf. Data	20	23	3	15%	\$43.62
Nuclear Technicians	Insf. Data	13	17	4	31%	\$41.12
Occupational Health and Safety Specialists	17	406	460	54	13%	\$35.09
Occupational Health and Safety Technicians	3	69	83	14	20%	\$28.19
Office Machine Operators, Except Computer	16	649	629	(20)	(3%)	\$16.91
Operating Engineers and Other Construction Equipment Operators	114	3,032	3,444	412	14%	\$31.03
Ophthalmic Laboratory Technicians	8	104	138	34	33%	\$14.33
Ophthalmic Medical Technicians	11	236	317	81	34%	\$18.20
Opticians, Dispensing	47	800	1,003	203	25%	\$16.66
Optometrists	16	263	332	69	26%	\$50.33
Oral and Maxillofacial Surgeons	2	38	47	9	24%	\$107.07



Orderlies	17	351	440	89	25%	\$17.33
Orthodontists	1	21	28	7	33%	\$94.80
Orthotists and Prosthetists	1	32	43	11	34%	\$39.41
Outdoor Power Equipment and Other Small Engine Mechanics	6	173	196	23	13%	\$16.01
Packaging and Filling Machine Operators and Tenders	151	4,434	4,843	409	9%	\$13.60
Packers and Packagers, Hand	584	12,300	14,577	2,277	19%	\$12.09
Painters, Construction and Maintenance	82	3,244	3,280	36	1%	\$21.10
Painters, Transportation Equipment	12	509	482	(27)	(5%)	\$19.40
Painting, Coating, and Decorating Workers	8	459	417	(42)	(9%)	\$13.45
Paper Goods Machine Setters, Operators, and Tenders	8	736	708	(28)	(4%)	\$17.87
Paperhangers	1	56	49	(7)	(13%)	\$17.18
Parking Enforcement Workers	4	115	116	1	1%	\$19.86
Parts Salespersons	111	2,784	3,148	364	13%	\$17.86
Patternmakers, Metal and Plastic	2	80	76	(4)	(5%)	\$15.16
Paving, Surfacing, and Tamping Equipment Operators	17	692	728	36	5%	\$30.48
Pest Control Workers	58	1,258	1,456	198	16%	\$13.97
Pesticide Handlers, Sprayers, and Applicators, Vegetation	5	61	89	28	46%	\$14.51
Petroleum Engineers	1	24	28	4	17%	\$54.26
Petroleum Pump System Operators, Refinery Operators, and Gaugers	7	154	155	1	1%	\$34.20
Pharmacy Aides	31	834	966	132	16%	\$14.71
Pharmacy Technicians	131	3,256	4,185	929	29%	\$17.97
Pile-Driver Operators	2	56	63	7	13%	\$27.30
Pipelayers	9	293	339	46	16%	\$26.56
Plant and System Operators, All Other	3	64	69	5	8%	\$25.38
Plasterers and Stucco Masons	20	974	992	18	2%	\$17.70
Plating and Coating Machine Setters, Operators, and Tenders, Metal and Plastic	5	267	231	(36)	(13%)	\$15.14
Plumbers, Pipefitters, and Steamfitters	90	3,440	3,881	441	13%	\$23.29
Podiatrists	2	52	57	5	10%	\$67.98
Police and Sheriff's Patrol Officers	253	5,832	6,428	596	10%	\$42.09



Postal Service Clerks	9	668	507	(161)	(24%)	\$25.47
Postal Service Mail Carriers	92	2,983	2,379	(604)	(20%)	\$25.72
Postal Service Mail Sorters, Processors, and Processing Machine Operators	5	817	650	(167)	(20%)	\$23.09
Postmasters and Mail Superintendents	2	77	68	(9)	(12%)	\$37.79
Postsecondary Teachers	392	10,851	12,959	2,108	19%	\$41.66
Pourers and Casters, Metal	2	132	115	(17)	(13%)	\$14.46
Power Distributors and Dispatchers	4	86	92	6	7%	\$42.07
Power Plant Operators	16	473	478	5	1%	\$31.90
Precision Instrument and Equipment Repairers, All Other	6	107	130	23	21%	\$25.62
Prepress Technicians and Workers	6	241	207	(34)	(14%)	\$17.58
Print Binding and Finishing Workers	5	227	215	(12)	(5%)	\$16.66
Printing Press Operators	18	894	852	(42)	(5%)	\$17.12
Private Detectives and Investigators	9	104	158	54	52%	\$26.20
Probation Officers and Correctional Treatment Specialists	29	995	1,021	26	3%	\$38.62
Production Workers, All Other	72	1,663	1,923	260	16%	\$13.92
Property, Real Estate, and Community Association Managers	65	1,713	1,948	235	14%	\$29.71
Protective Service Workers, All Other	202	2,457	2,692	235	10%	\$15.37
Psychiatric Aides	10	451	448	(3)	(1%)	\$13.46
Psychiatric Technicians	12	1,221	1,185	(36)	(3%)	\$27.61
Pump Operators, Except Wellhead Pumpers	1	17	23	6	35%	\$17.94
Radiation Therapists	9	201	242	41	20%	\$49.06
Radio, Cellular, and Tower Equipment Installers and Repairs	4	155	164	9	6%	\$22.95
Rail Car Repairers	4	50	68	18	36%	\$18.83
Railroad Brake, Signal, and Switch Operators	Insf. Data	12	13	1	8%	\$27.57
Railroad Conductors and Yardmasters	Insf. Data	24	23	(1)	(4%)	\$26.83
Rail-Track Laying and Maintenance Equipment Operators	1	21	29	8	38%	\$28.25
Real Estate Brokers	14	612	667	55	9%	\$31.22
Real Estate Sales Agents	26	1,025	1,177	152	15%	\$25.99
Recreation Workers	127	3,957	4,701	744	19%	\$12.24



Recreational Vehicle Service Technicians	7	177	179	2	1%	\$19.21
Refractory Materials Repairers, Except Brickmasons	Insf. Data	15	14	(1)	(7%)	\$20.46
Refuse and Recyclable Material Collectors	60	1,369	1,649	280	20%	\$19.02
Reinforcing Iron and Rebar Workers	11	719	515	(204)	(28%)	\$27.89
Reservation and Transportation Ticket Agents and Travel Clerks	6	500	410	(90)	(18%)	\$16.42
Residential Advisors	23	208	319	111	53%	\$16.85
Retail Salespersons	3,052	49,183	60,673	11,490	23%	\$12.46
Riggers	3	69	80	11	16%	\$26.56
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	9	382	385	3	1%	\$16.22
Roofers	47	1,123	1,331	208	19%	\$20.74
Rotary Drill Operators, Oil and Gas	1	22	23	1	5%	\$32.50
Roustabouts, Oil and Gas	4	115	126	11	10%	\$21.20
Sailors and Marine Oilers	1	16	19	3	19%	\$16.72
Sawing Machine Setters, Operators, and Tenders, Wood	21	618	563	(55)	(9%)	\$14.16
Security and Fire Alarm Systems Installers	18	482	552	70	15%	\$23.58
Security Guards	650	15,768	19,495	3,727	24%	\$12.10
Semiconductor Processors	3	160	123	(37)	(23%)	\$18.13
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	17	298	356	58	19%	\$15.15
Septic Tank Servicers and Sewer Pipe Cleaners	9	204	250	46	23%	\$23.87
Service Unit Operators, Oil, Gas, and Mining	Insf. Data	15	17	2	13%	\$22.96
Sheet Metal Workers	35	1,168	1,223	55	5%	\$22.91
Shoe and Leather Workers and Repairers	1	52	51	(1)	(2%)	\$13.28
Shoe Machine Operators and Tenders	Insf. Data	20	17	(3)	(15%)	\$12.94
Signal and Track Switch Repairers	Insf. Data	16	18	2	13%	\$32.16
Skincare Specialists	20	422	579	157	37%	\$14.63
Slot Supervisors	6	207	220	13	6%	\$22.07
Solar Photovoltaic Installers	6	226	249	23	10%	\$23.09
Sound Engineering Technicians	1	55	57	2	4%	\$20.99



Speech-Language Pathologists	27	705	857	152	22%	\$38.66
Stationary Engineers and Boiler Operators	12	309	327	18	6%	\$29.50
Stock Clerks and Order Fillers	1,209	26,373	29,870	3,497	13%	\$12.83
Stonemasons	6	294	270	(24)	(8%)	\$18.67
Structural Iron and Steel Workers	18	579	475	(104)	(18%)	\$32.71
Structural Metal Fabricators and Fitters	33	715	699	(16)	(2%)	\$16.28
Surgical Technologists	35	804	1,055	251	31%	\$23.45
Surveyors	11	368	393	25	7%	\$33.44
Switchboard Operators, Including Answering Service	21	1,198	1,138	(60)	(5%)	\$13.56
Tailors, Dressmakers, and Custom Sewers	9	267	321	54	20%	\$14.37
Tank Car, Truck, and Ship Loaders	4	23	48	25	109%	\$22.25
Tapers	31	733	876	143	20%	\$21.99
Taxi Drivers and Chauffeurs	44	816	1,138	322	39%	\$12.39
Team Assemblers	243	10,003	10,484	481	5%	\$12.87
Telecommunications Equipment Installers and Repairers, Except Line Installers	63	2,146	2,459	313	15%	\$28.59
Telecommunications Line Installers and Repairers	68	1,519	1,788	269	18%	\$25.21
Telemarketers	36	820	996	176	21%	\$12.14
Telephone Operators	3	109	105	(4)	(4%)	\$20.50
Terrazzo Workers and Finishers	3	125	137	12	10%	\$21.69
Textile Bleaching and Dyeing Machine Operators and Tenders	1	45	44	(1)	(2%)	\$14.86
Textile Knitting and Weaving Machine Setters, Operators, and Tenders	12	24	126	102	425%	\$12.80
Textile, Apparel, and Furnishings Workers, All Other	2	45	62	17	38%	\$12.62
Tile and Marble Setters	36	1,206	1,293	87	7%	\$20.94
Tire Builders	Insf. Data	26	23	(3)	(12%)	\$15.93
Tire Repairers and Changers	90	1,984	2,157	173	9%	\$12.99
Title Examiners, Abstractors, and Searchers	18	586	659	73	12%	\$27.56
Tool and Die Makers	6	417	451	34	8%	\$23.53
Tool Grinders, Filers, and Sharpeners	2	79	82	3	4%	\$17.03
Tour Guides and Escorts	14	226	248	22	10%	\$13.13



Transit and Railroad Police	Insf. Data	10	12	2	20%	\$22.57
Transportation Attendants, Except Flight Attendants	2	53	65	12	23%	\$16.47
Transportation Inspectors	13	242	283	41	17%	\$23.85
Transportation Security Screeners	8	281	290	9	3%	\$20.11
Transportation Workers, All Other	28	485	554	69	14%	\$15.13
Travel Agents	5	345	275	(70)	(20%)	\$16.72
Travel Guides	3	61	61	0	0%	\$16.56
Tree Trimmers and Pruners	29	547	684	137	25%	\$14.26
Umpires, Referees, and Other Sports Officials	6	139	153	14	10%	\$14.01
Upholsterers	17	426	455	29	7%	\$15.61
Urban and Regional Planners	24	414	456	42	10%	\$38.04
Watch Repairers	2	23	34	11	48%	\$22.07
Water and Wastewater Treatment Plant and System Operators	49	1,017	1,127	110	11%	\$30.57
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	58	1,432	1,669	237	17%	\$13.45
Welders, Cutters, Solderers, and Brazers	98	3,159	3,149	(10)	(0%)	\$17.50
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	11	246	290	44	18%	\$15.46
Wind Turbine Service Technicians	4	100	126	26	26%	\$24.76
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	12	789	717	(72)	(9%)	\$12.95
Word Processors and Typists	4	1,260	1,032	(228)	(18%)	\$18.71



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