**Crafton Hills College**

Education Master Plan Outline

# Message From College Leadership

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

# 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. Support, guide, and empower every student to achieve their goals.
  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.

* 1. Promote a college-going culture in our core service area.
  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 includeheadcount, 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.

* 1. Be recognized as the college of choice in the communities we serve.
  2. Expand the reputation of CHC as an essential partner and valued asset.
  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.

* 1. Value and engage in shared governance.
  2. Promote a culture of evidence-based decision making.
  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.

# 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.

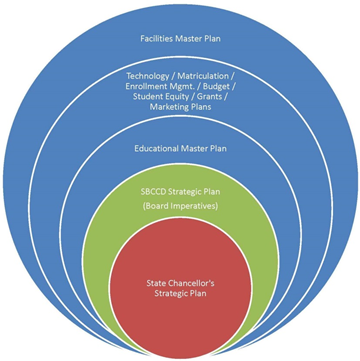
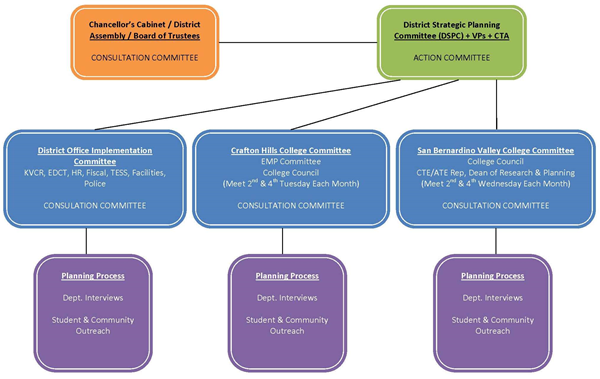
**Engage-Learn-Advance**

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 budge
* 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 is 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 campsu 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 proposition 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.

# 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)**

*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**

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*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).

**Exhibit 3.XX Educational Attainment (5-Year Estimate)**

*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 Gorgonio 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 dimploma/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 Packagers, 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 of 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 Gorgonio, 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

# 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 is 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**

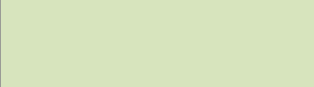
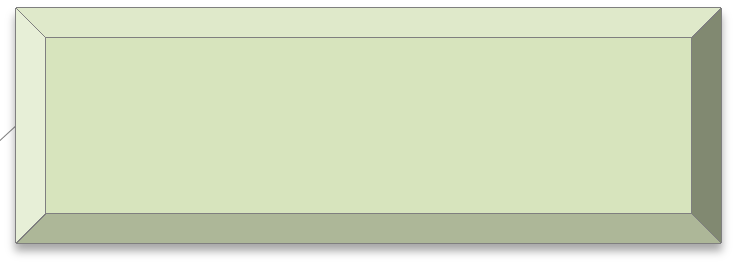
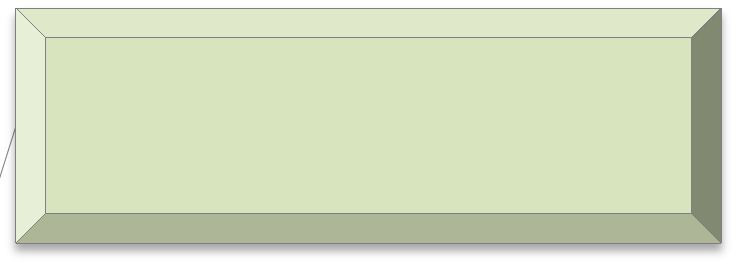
The following departments report directly to the CHC President

* 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**



**SBCCD**

Board of Trustees

**Administrative Services**

*Mike Strong, Vice President*

**Chancellor**

*Bruce Baron*

**Instruction**

*Dr. Bryan Reece,*

*Vice President*

* Arts & Sciences
* Career Education & Human Development
* Math, English, Reading, & Instructional Support

**Student Services**

*Dr. Rebeccah Warren‐Marlatt,*

*Vice President*

* Counseling & Matriculation
* Student Services & Student Development

**President**

*Dr. Cheryl Marshall*

* Facilities, Maintenance & Operations,
* Custodial, Construction
* Campus Business Office, Facilities Use , Communications
* Food Service
* Technology Services
* Aquatics
* Bookstore
* Title V Grant
* Marketing & Public Relations
* Institutional Effectiveness, Research & Planning
* Resource Development & Grants

**Space Utilization**

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

# 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.
* Purse 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

# 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 in 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.

# 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 (QEIs) 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.

90%

50%

70%

**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 | |
| 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 | |
| Biological and Physical Sciences | 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 | |
| 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 | | 556.61 | |
| 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 | |
| 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 | | 444.23 | |
| 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 | |
| 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 |
| 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 | |
| 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 Support** | Learning Resources (LRC) | 20102011 |  | 85.81 | 58.71 | 0 | 13.86 | 415.95 | | 0.56 | | 742.77 | |
| 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 | |
| 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 | |
| **Social Science** | 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 | |
| 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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