

2017

# Comprehensive Master Plan

APPENDIX

**CRAFTON HILLS COLLEGE**

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT



# Internal Scan Data

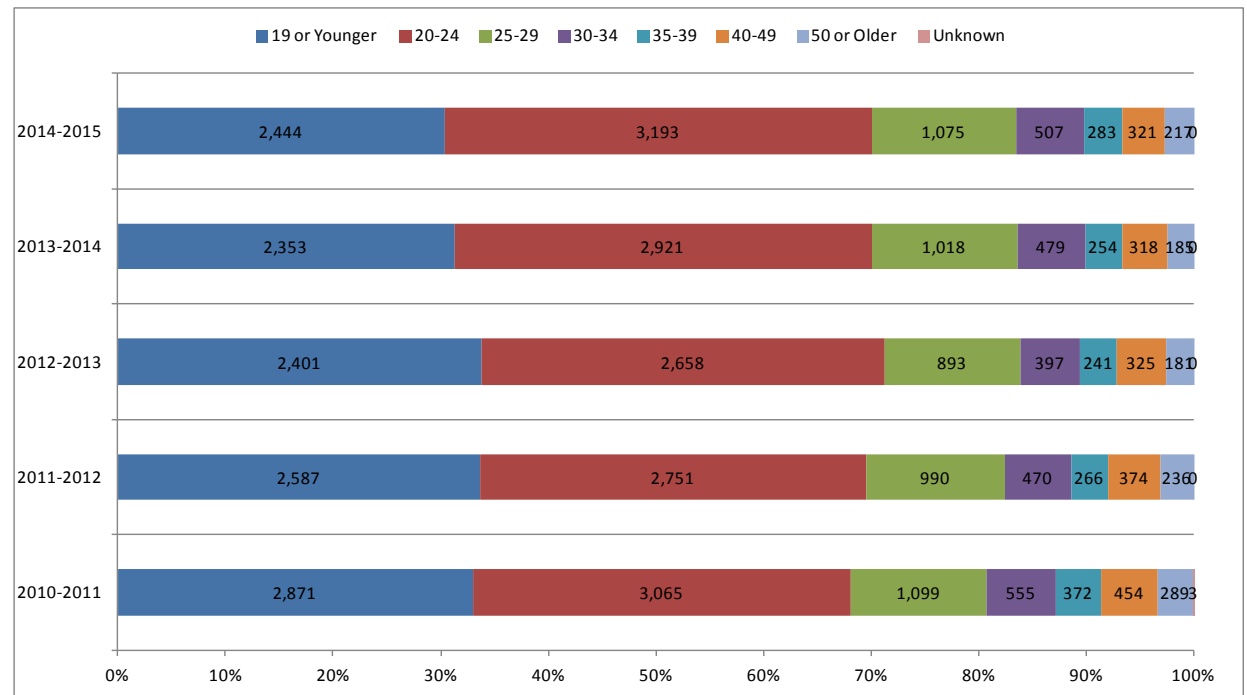
This section includes the supporting data referenced in the *Planning Environment: Internal Scan Findings* section of the *Educational Master Plan*.

# Internal Scan Data

## 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).

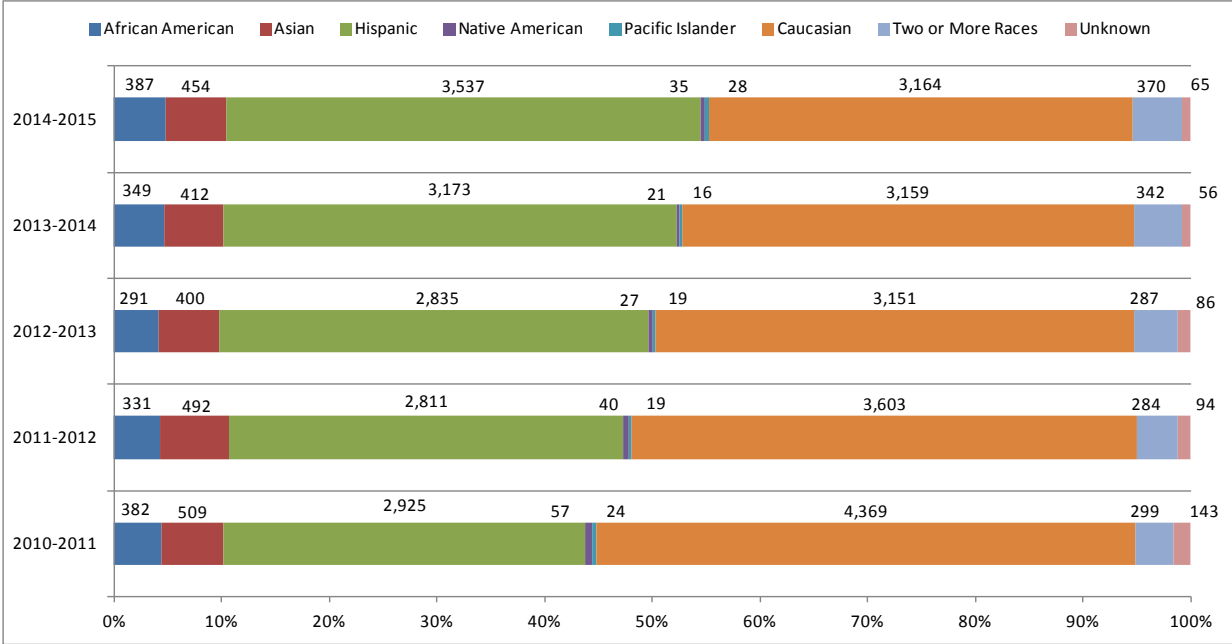
**EXHIBIT A.01: UNDUPLICATED ENROLLMENT BY AGE GROUP**



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From 2010-11 to 2014-15, Hispanic students at Crafton Hills College increased from 33.6% of unduplicated enrollment to 44% of enrollment, an increase of 612 students. Conversely, white 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 A.02: UNDUPLICATED ENROLLMENT BY RACE/ETHNICITY**



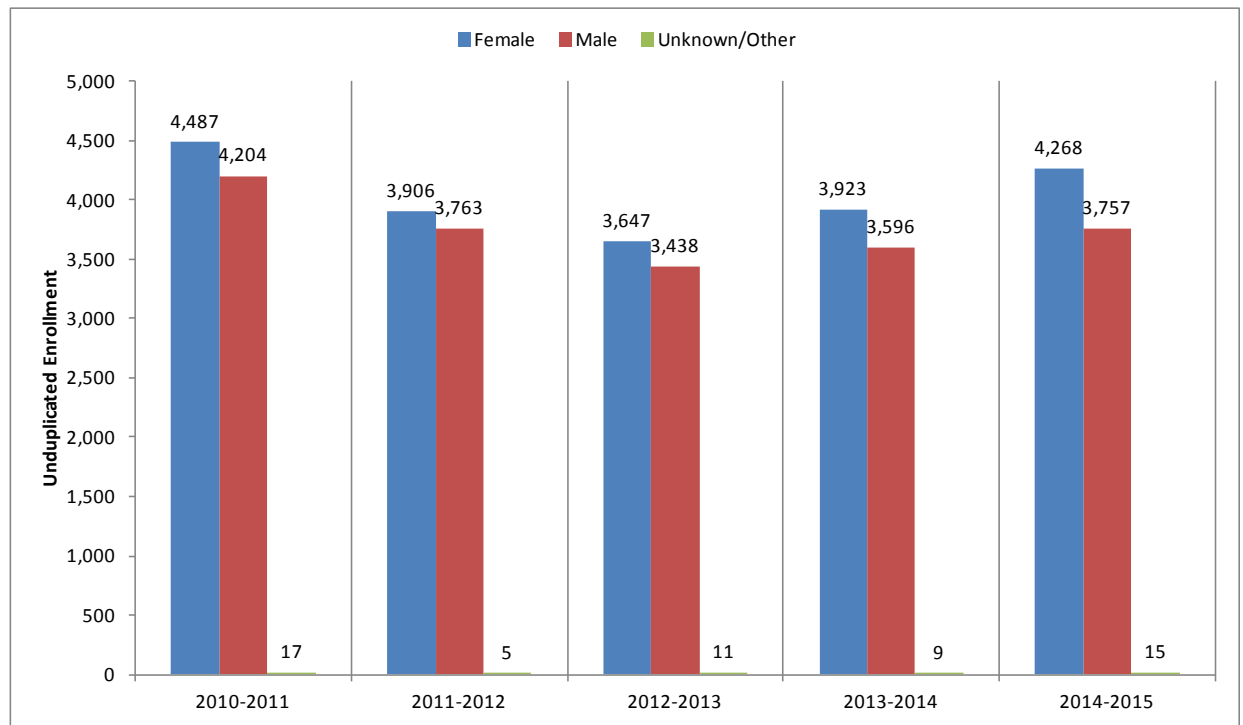
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

## Internal Scan Data

# STUDENT DEMOGRAPHICS *(cont.)*

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%) and males decreased by 447 students (-10.6%)

**EXHIBIT A.03: UNDUPLICATED ENROLLMENT BY GENDER**



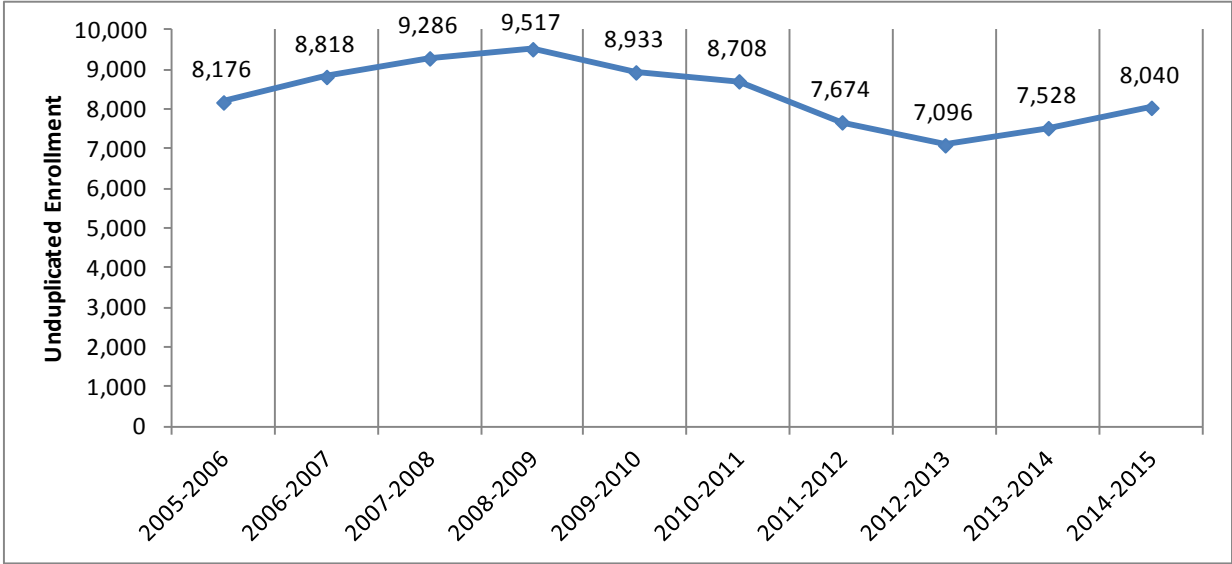
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

# Internal Scan Data

## ENROLLMENT TRENDS

The most recent peak enrollment at Crafton Hills College 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, Crafton Hills College students account for approximately 30% of District-wide unduplicated enrollment.

**EXHIBIT A.04: HISTORICAL UNDUPLICATED ENROLLMENT**



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

## Internal Scan Data

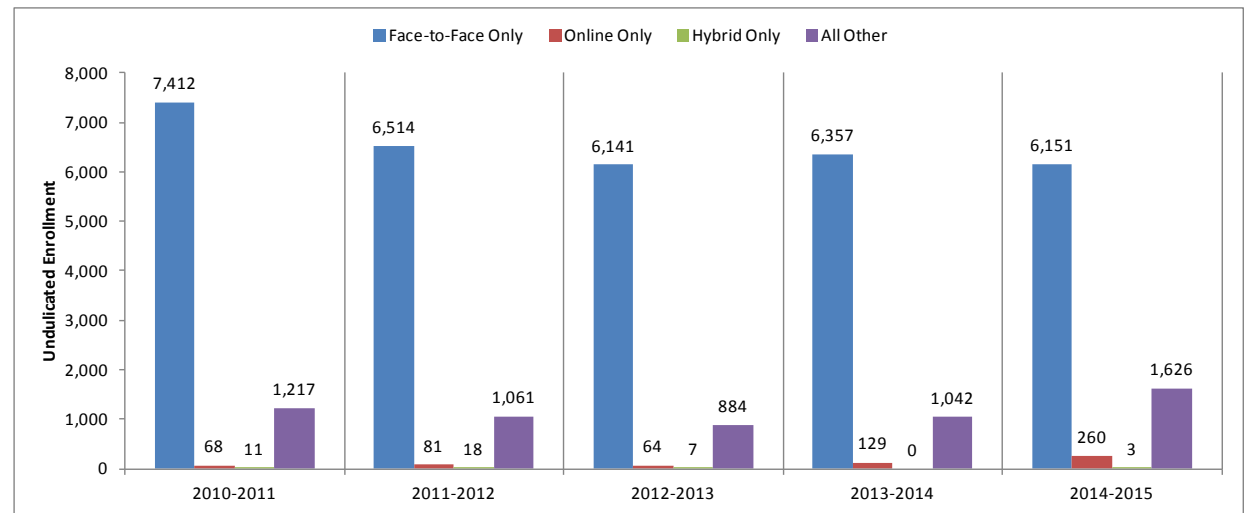
# ENROLLMENT TRENDS *(cont.)*

From 2010-11 to 2014-15, students who enrolled in face-to-face courses only at Crafton Hills College 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 A.05: 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 Crafton Hills College 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 Crafton Hills College 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 A.06: 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
<b>Total Unduplicated Enrollment</b>	<b>19,313</b>	<b>16,636</b>	<b>15,974</b>	<b>16,759</b>	<b>17,635</b>

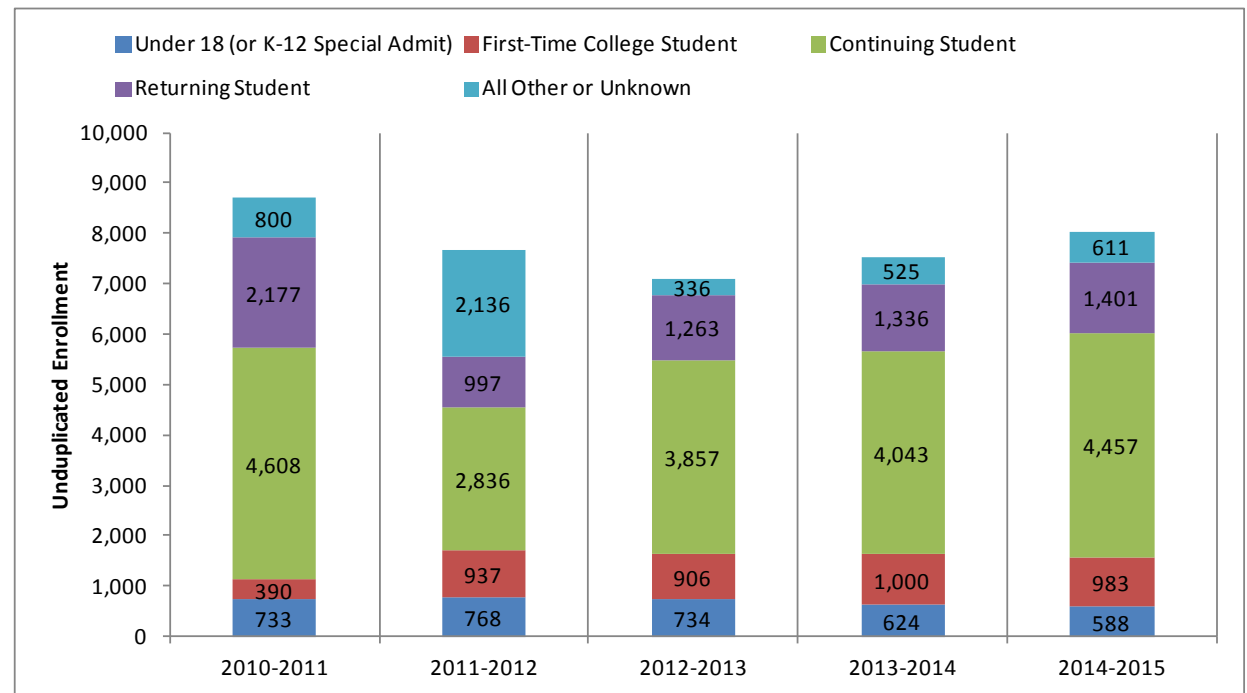
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

## Internal Scan Data

# ENROLLMENT TRENDS *(cont.)*

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 A.07: 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 three feeder high schools for Crafton Hills College, 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 Crafton Hills College reported that they were home schooled (ranked 5th amongst feeder high schools).

**EXHIBIT A.08: 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

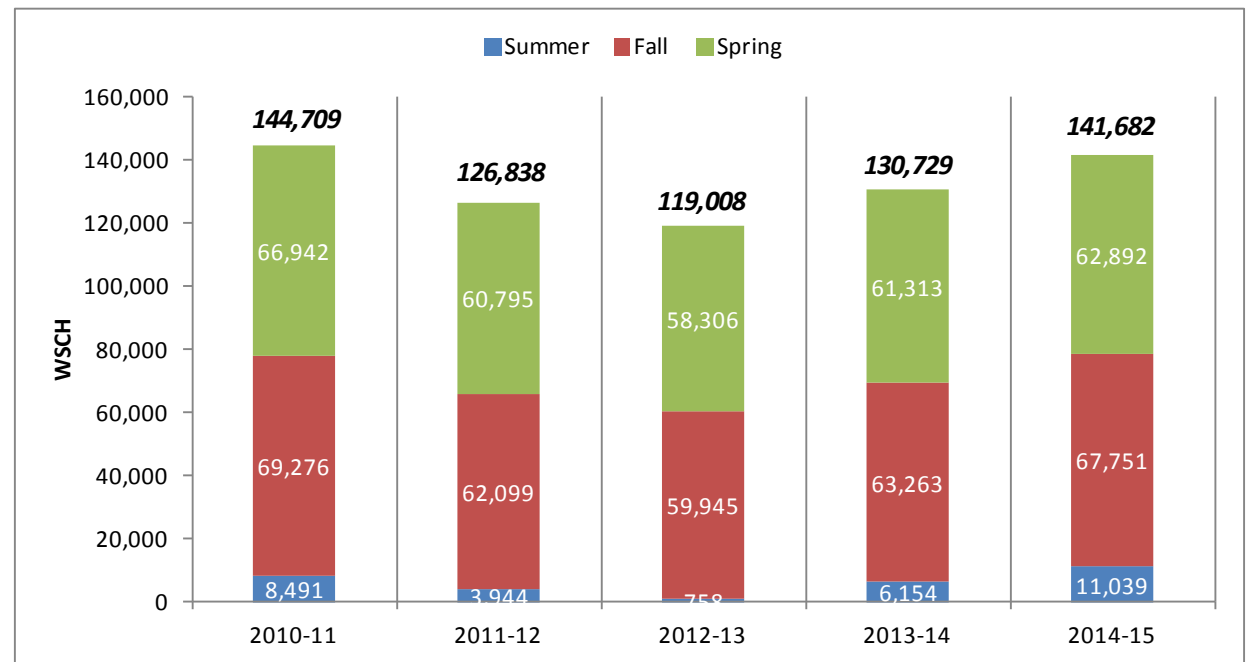
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

## Internal Scan Data

# ENROLLMENT TRENDS *(cont.)*

Weekly Student Contact Hours (WSCH) is calculated by the number of hours courses meet during the semester, times the number of students 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 Crafton Hills College 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, Crafton Hills College's WSCH generation has increased by 19.1% (22,674 WSCH) over two academic years (2013-14 and 2014-15).

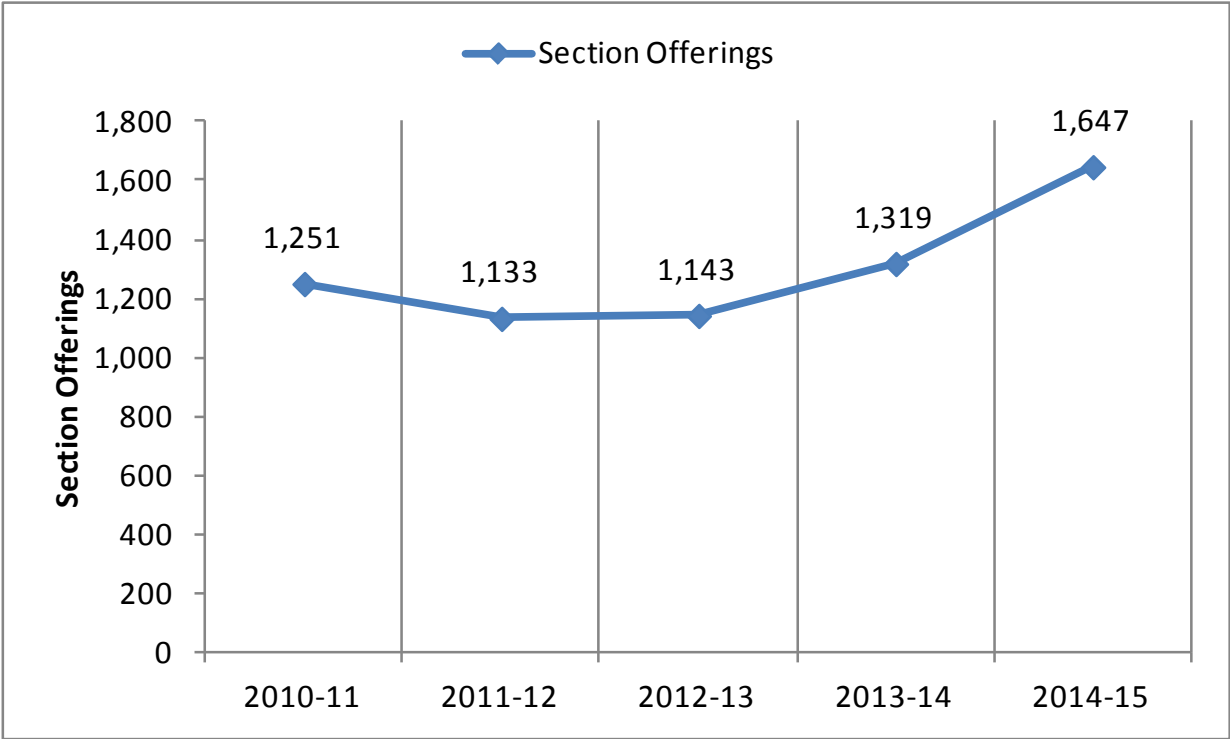
**EXHIBIT A.09: WSCH GENERATION**



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, Crafton Hills College 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 A.10: SECTION OFFERINGS



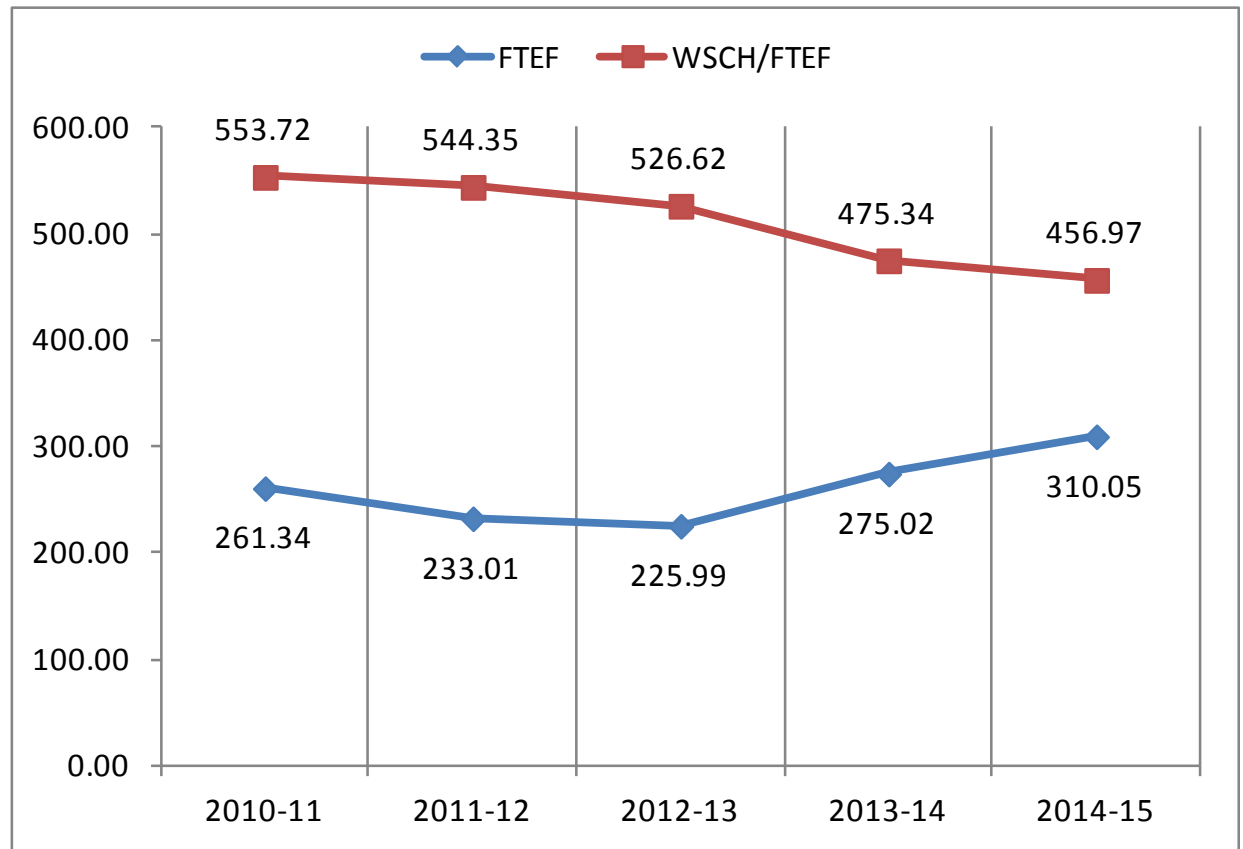
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

## Internal Scan Data

# ENROLLMENT TRENDS *(cont.)*

From 2010-11 to 2014-15, Crafton Hills College 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 break even for a college.

**EXHIBIT A.11: PRODUCTIVITY (WSCH/FTEF)**



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

In 2014-15, 61.6% of Crafton Hills College 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 A.12: 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%
<b>Total</b>	<b>8,708</b>	<b>100%</b>	<b>7,674</b>	<b>100%</b>	<b>7,096</b>	<b>100%</b>	<b>7,528</b>	<b>100%</b>	<b>8,040</b>	<b>100%</b>

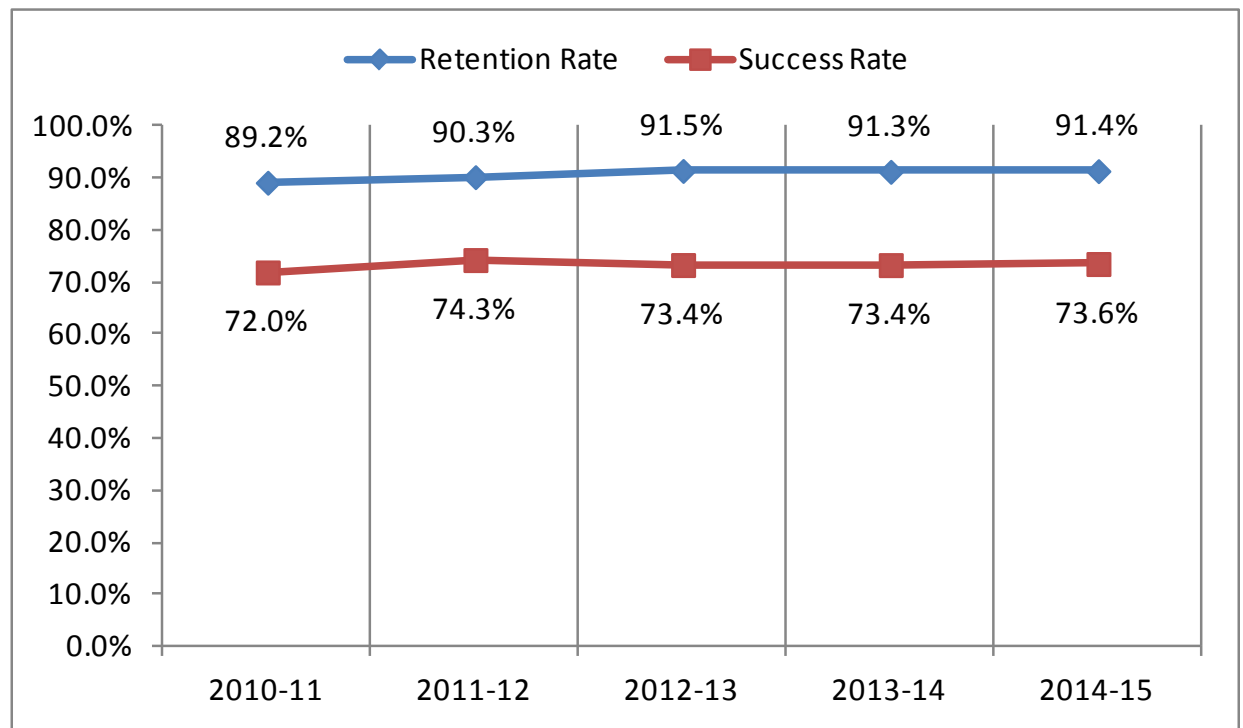
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

## Internal Scan Data

# STUDENT SUCCESS AND COMPLETION

From 2010-11 and 2014-15, Crafton Hills College experienced an average retention rate of 90.7% and an average success rate of 73.3%. The most recent peak retention rate at Crafton Hills College 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, Crafton Hills College'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, statewide averages for success and retention rates were 69.01% and 86.3%, respectively.

**EXHIBIT A.13: SUCCESS + RETENTION RATES**



Source: SBCCD Office of Institutional Effectiveness, Research & Planning



The total number of degrees and certificates awarded at Crafton Hills College 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 degree (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 A.14: DEGREES + 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
<b>Total Degrees / Certificates Awarded</b>	<b>718</b>	<b>634</b>	<b>730</b>	<b>823</b>	<b>937</b>

Source: California Community Colleges Chancellor's Office – Datamart

## Internal Scan Data

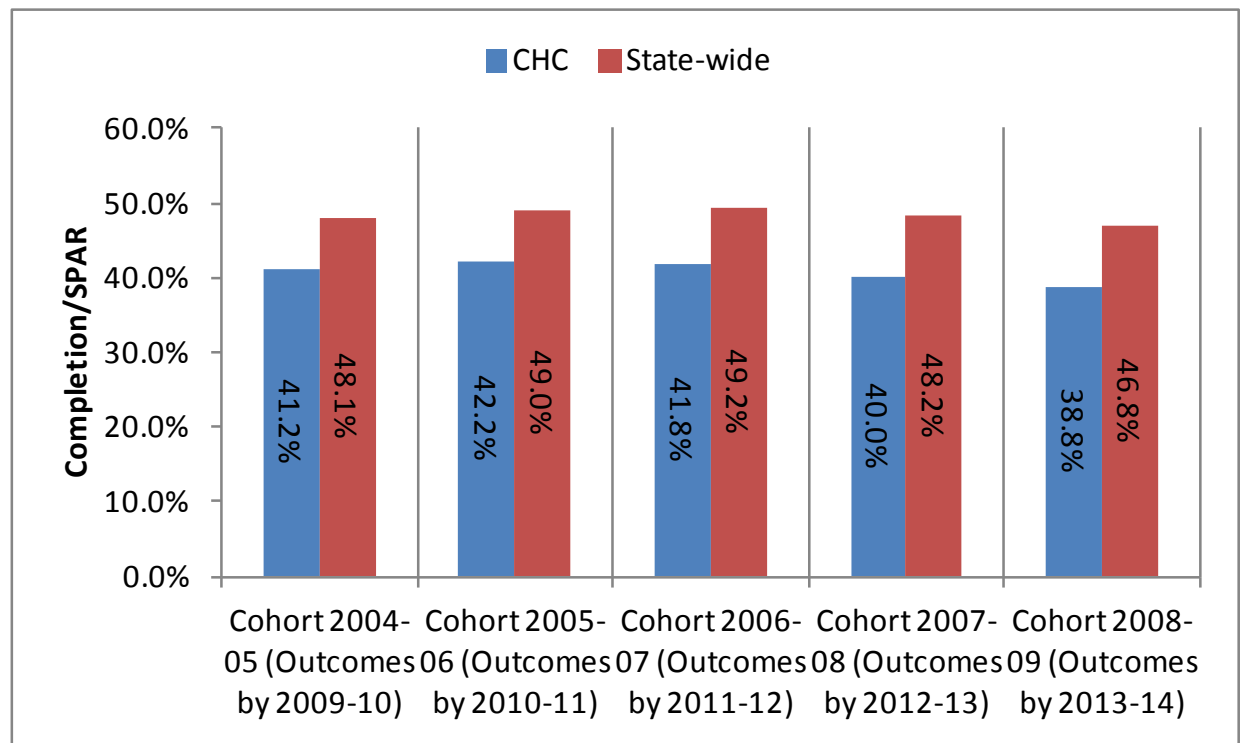
# STUDENT SUCCESS AND COMPLETION *(cont.)*

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  $\geq 2.0$ )

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 Crafton Hills College's completion rate and the statewide average completion rate was 7.5%.

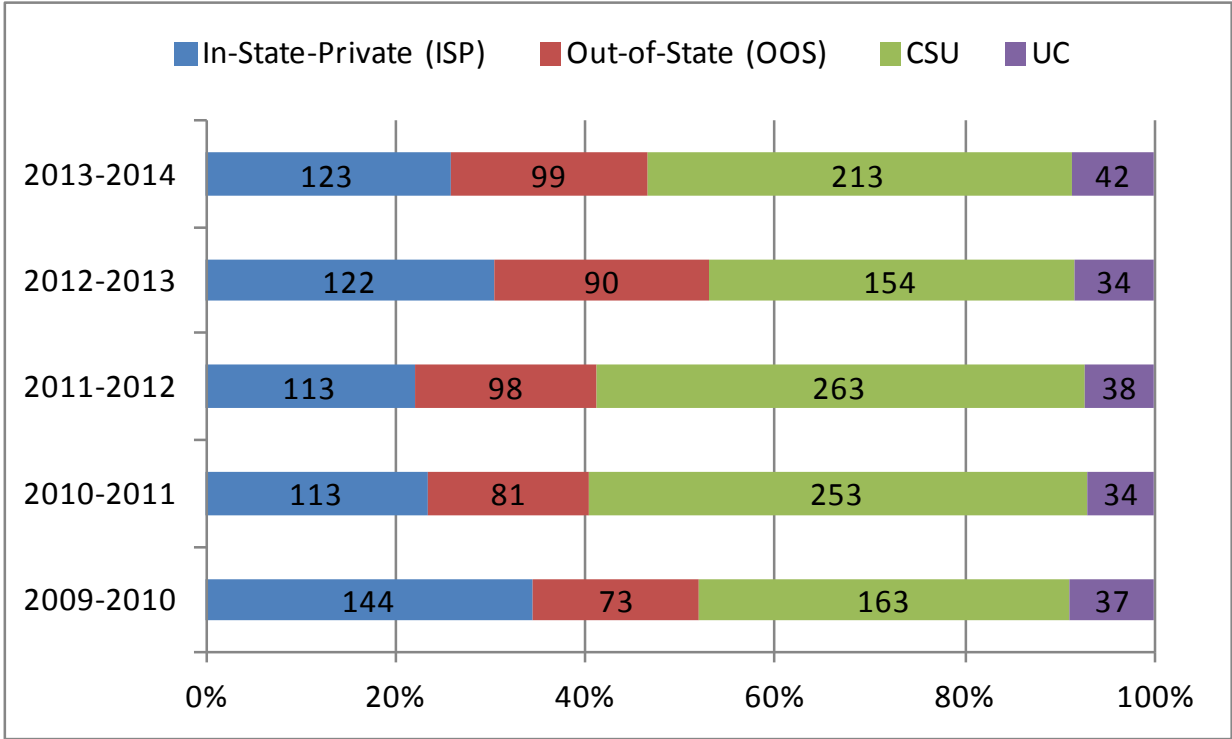
**EXHIBIT A.15: COMPLETION/STUDENT PROGRESS + ATTAINMENT RATE (SPAR)**



Source: California Community Colleges Chancellor's Office – Datamart

Crafton Hills College 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 Crafton Hills College increased by 60 students (14.4%).

EXHIBIT A.16: TRANSFER VOLUME



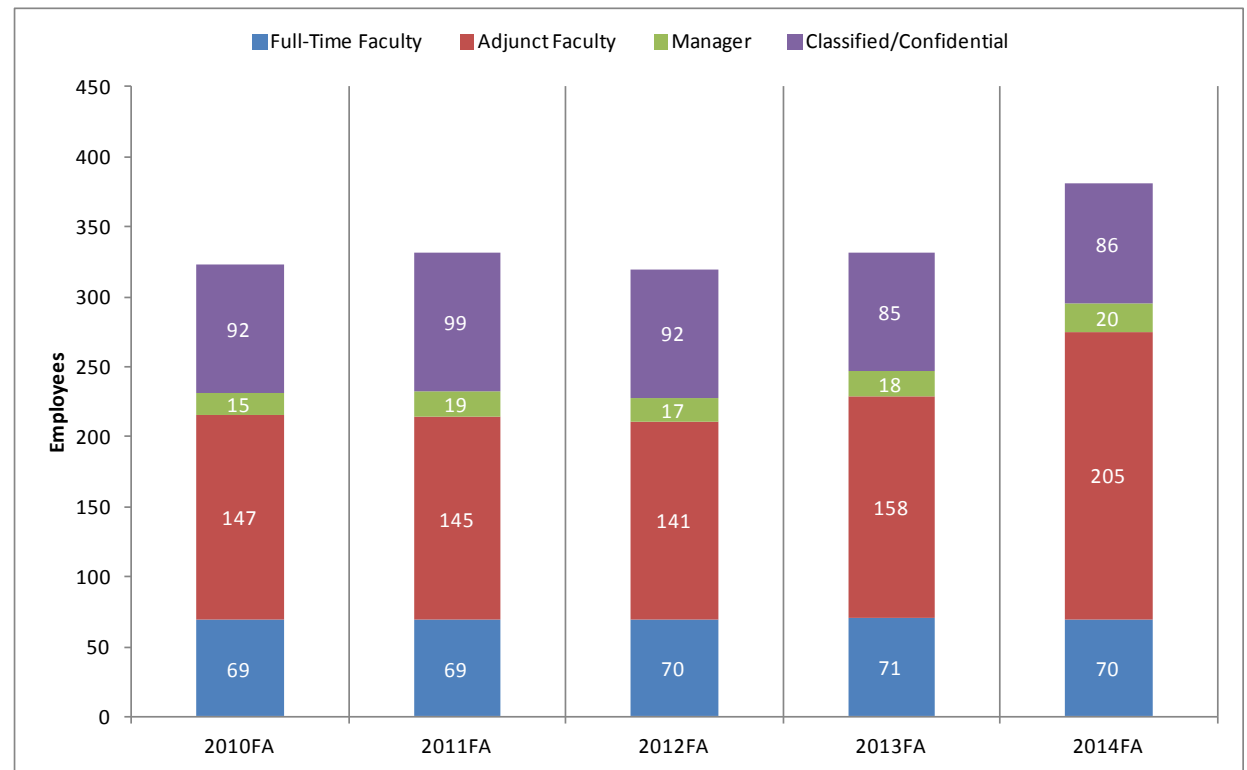
Source: California Community Colleges Chancellor's Office – Datamart

## Internal Scan Data

# EMPLOYEE DEMOGRAPHICS

From fall 2010 to fall 2014, the average proportion of adjunct faculty at Crafton Hills College 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 Crafton Hills College 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).

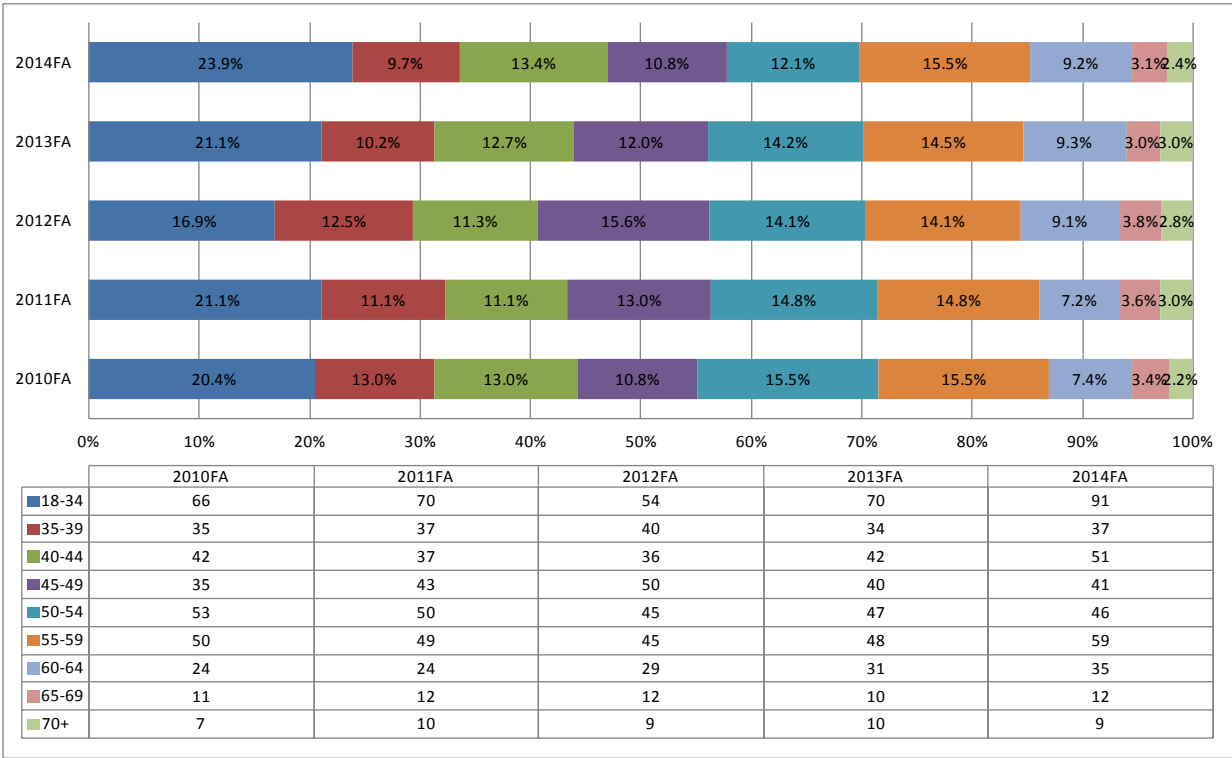
**EXHIBIT A.17: UNDUPLICATED EMPLOYEES BY TYPE (FALL TERM)**



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 A.18: UNDUPLICATED EMPLOYEES BY AGE (START OF FALL TERM)**



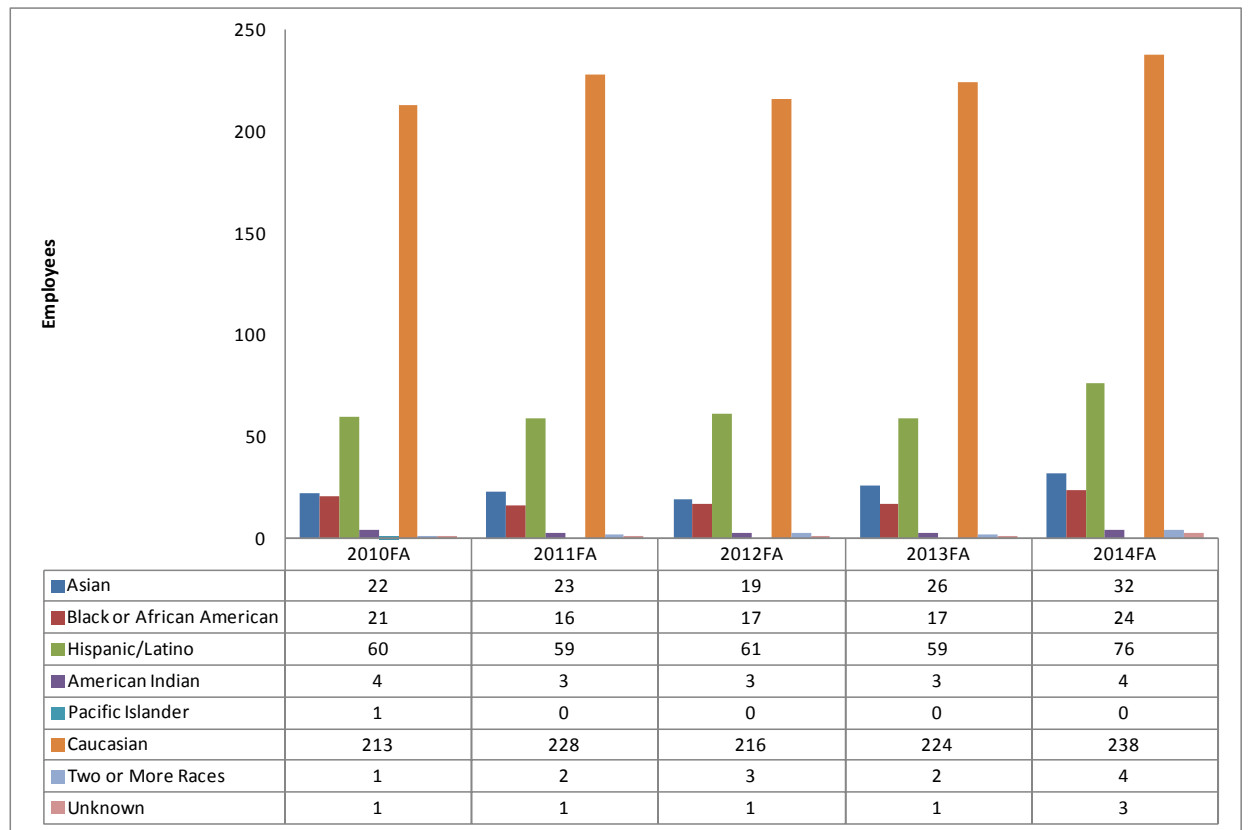
Source: SBCCD Office of Institutional Effectiveness, Research & Planning

## Internal Scan Data

# EMPLOYEE DEMOGRAPHICS *(cont.)*

From fall 2010 to fall 2014, the number of White employees at Crafton Hills College 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, whites accounted for an average of 66.3% of employees, Hispanics accounted for an average of 18.7% of employees and Asians accounted for an average of 7.2% of employees.

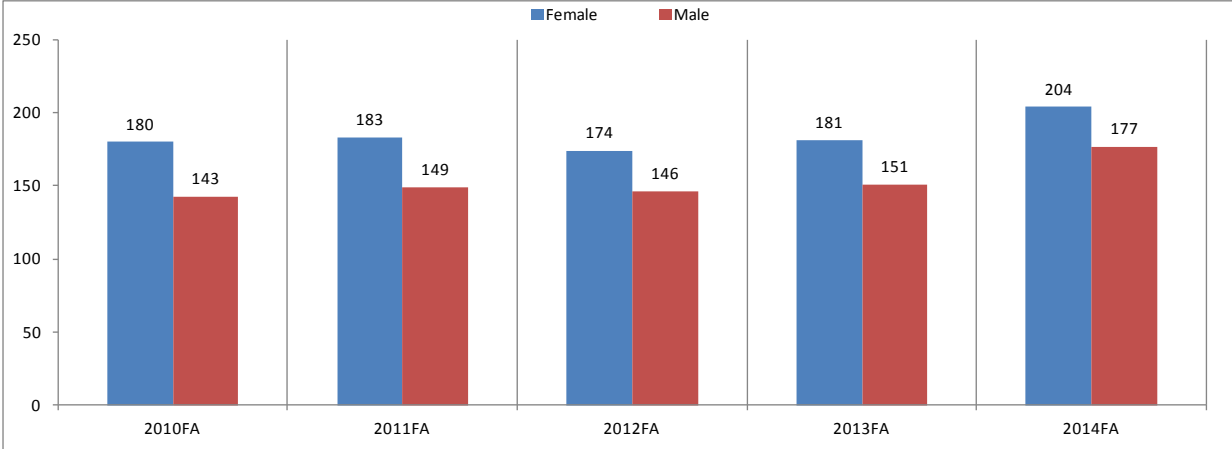
**EXHIBIT A.19: UNDUPLICATED EMPLOYEES BY RACE/ETHNICITY (FALL TERM)**



Source: SBCCD Office of Institutional Effectiveness, Research & Planning

From fall 2010 to fall 2014, females accounted for an average of 54.6% of Crafton Hills College 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 A.20: UNDUPLICATED EMPLOYEES BY GENDER (FALL TERM)**



Source: SBCCD Office of Institutional Effectiveness, Research & Planning





# External Scan Data

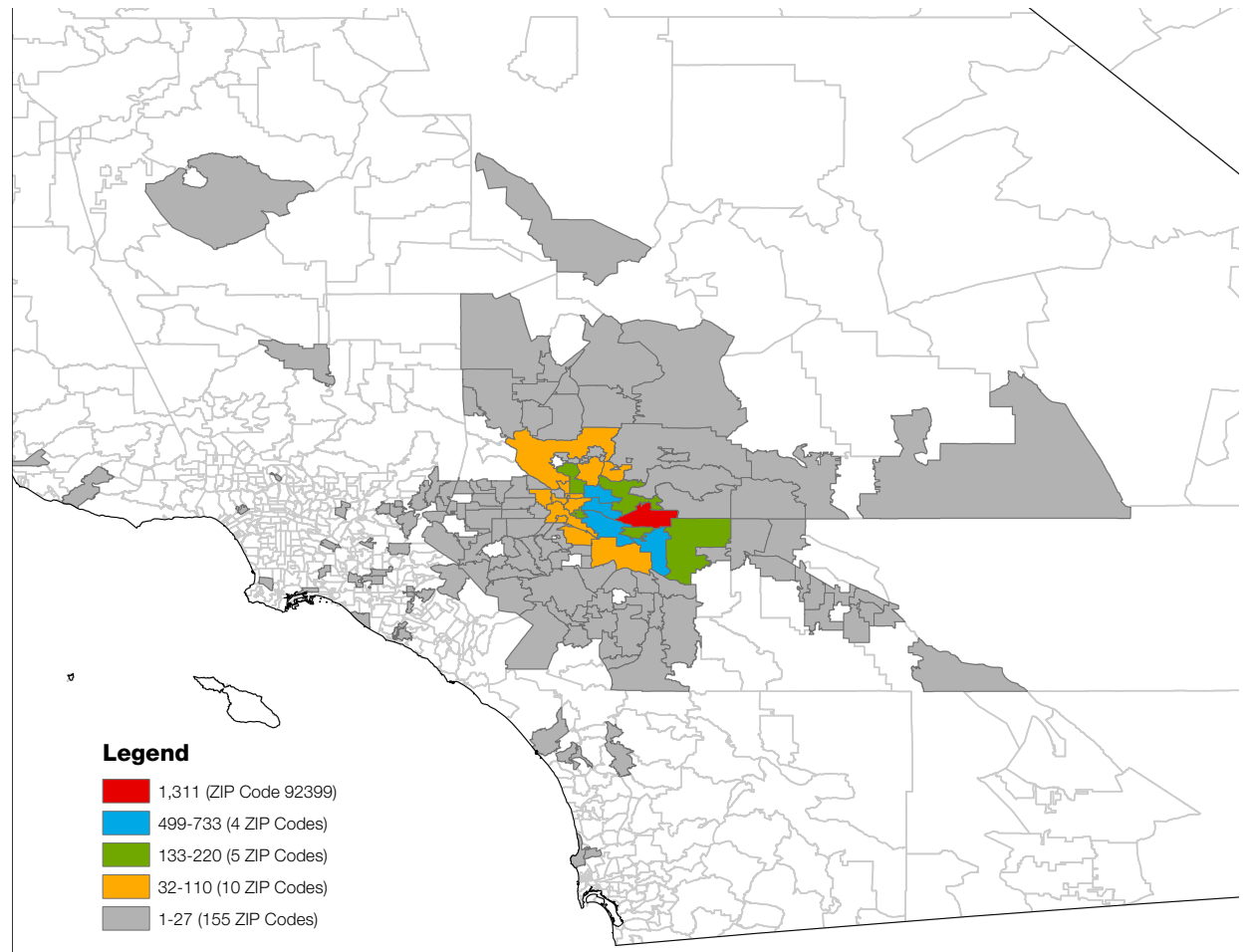
This section includes the supporting data referenced in the *Planning Environment: External Scan Findings* section of the *Educational Master Plan*.

## External Scan Data

# 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, Crafton Hills College serves the counties of Riverside and San Bernardino.

**EXHIBIT A.21: CHC SERVICE AREA MAP**



## External Scan Data

# POPULATION ESTIMATES + PROJECTIONS

Population data provides an opportunity to understand the make-up of the population Crafton Hills College 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 A.22: 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	4,797,639
California	37,335,221	37,687,015	38,047,900	38,395,867	38,757,231	39,090,228	40,251,903	41,077,574

Source: EMSI

## External Scan Data

# POPULATION ESTIMATES + PROJECTIONS *(cont.)*

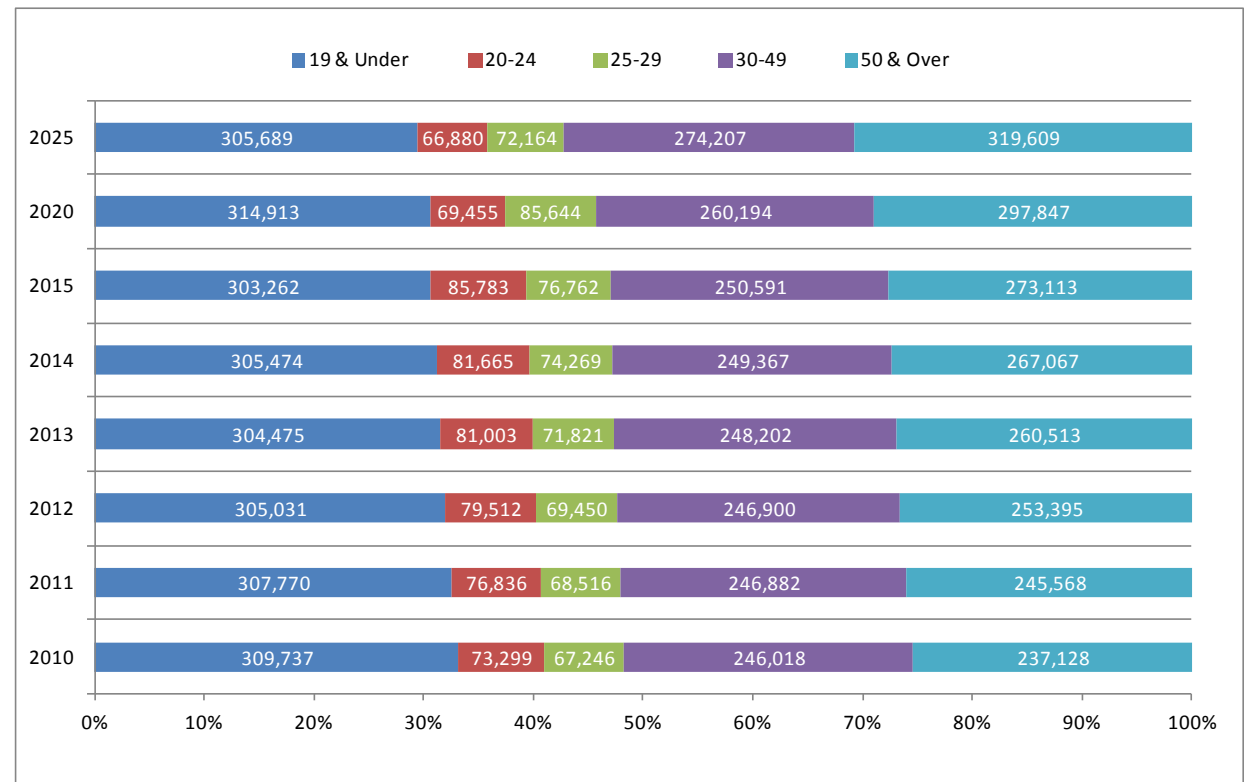
In 2015, the proportion of the service area population age 19 and under was 32.49% (303,262 persons). This is more than the regional proportion of 29.8% (1,353,226 persons) and statewide proportion of 26.2% (10,248,339 persons) during the same year.

Between 2015 and 2025, population projections suggest that the number 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 statewide population in the same age group (212,632 persons).

The 20-24 age group may be considered Crafton Hills College's core age demographic. The 20-24 age group accounted for 8.67% 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 number 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)

**EXHIBIT A.23: SERVICE AREA POPULATION BY AGE GROUP**

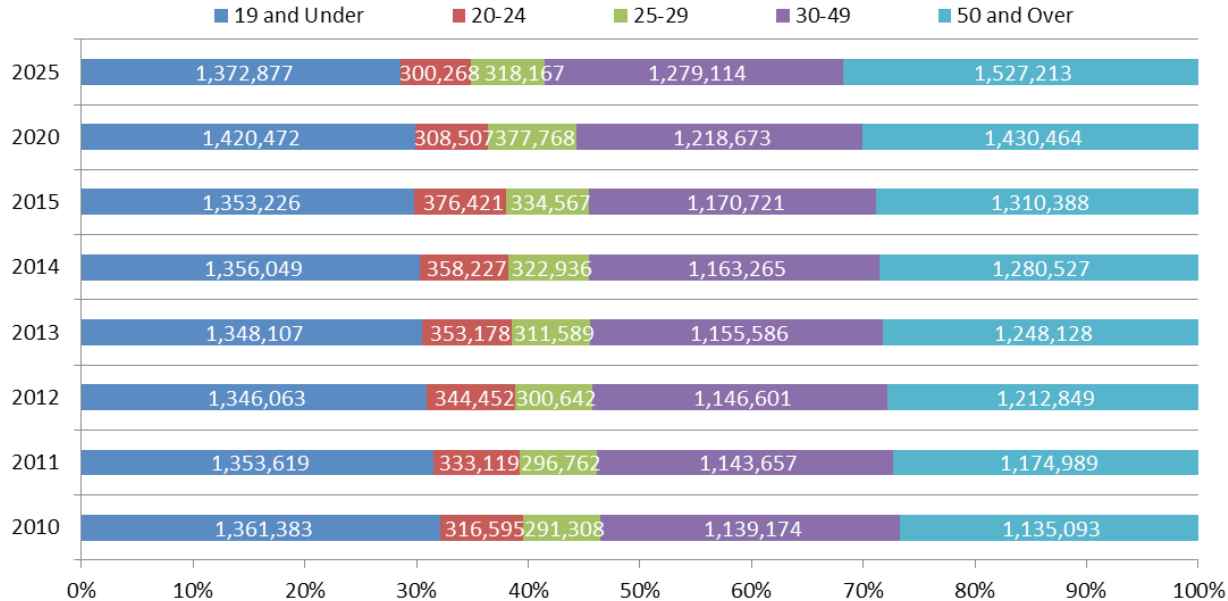


Source: EMSI

in the regional population. These are larger decreases than the projected 16.75% (-522,916 persons) decrease expected for the proportion of the statewide population in the same age group.

From 2015 to 2025, population projections indicate that the number 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 A.24: REGIONAL AREA POPULATION BY AGE GROUP**



Source: EMSI

## External Scan Data

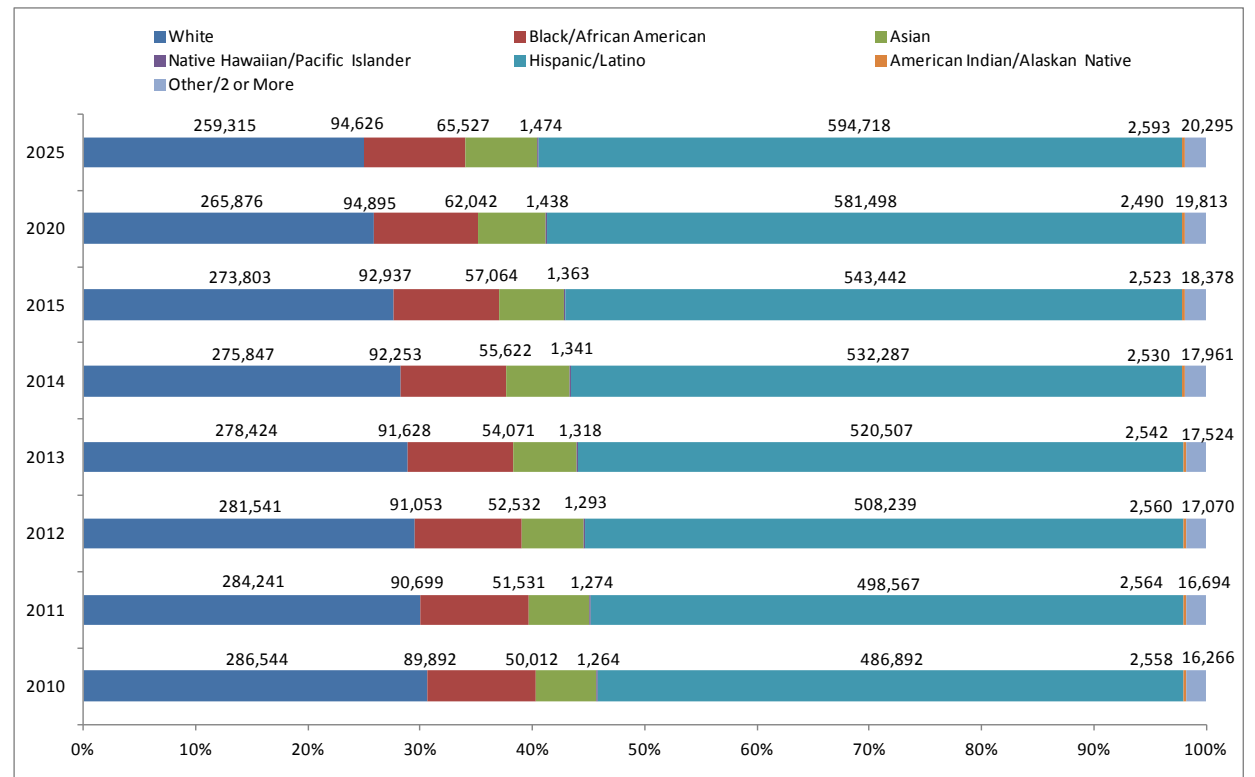
# POPULATION ESTIMATES + PROJECTIONS (cont.)

The service area is estimated to have seen an increase in the number 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 57.26% of the population (594,718 persons) and 52.51% of the 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 whites by approximately 4.45% (-12,741 persons). Whites in the regional population are estimated to have decreased by approximately 2.2% in the same time period (-34,730 persons). Whites in the statewide population are estimated to have decreased by 1.5% between 2010 and 2015 (-231,334 persons).

Between 2015 and 2025, the number of whites 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 whites in the state is projected to decrease by 0.77% in the same time period (-113,913 persons).

**EXHIBIT A.25: SERVICE AREA POPULATION BY RACE/ETHNICITY**

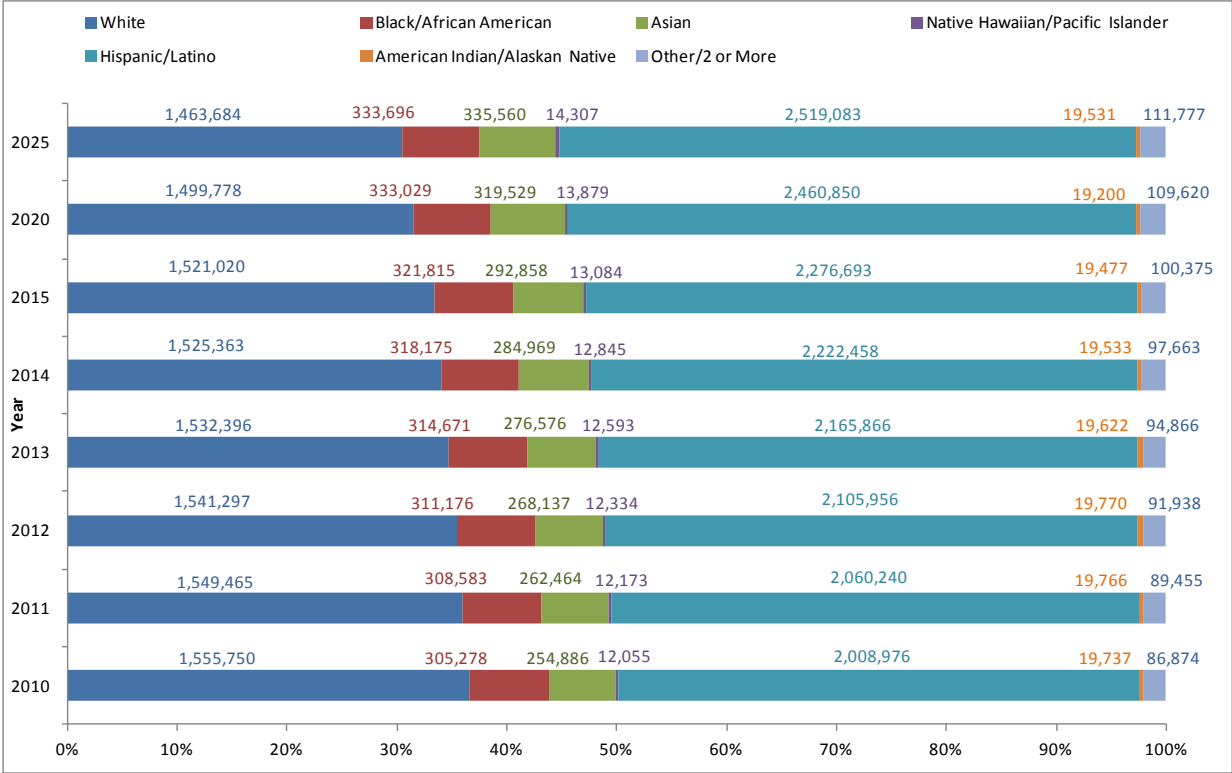


Source: EMSI

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 9.11% 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 6.31% (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 A.26: REGIONAL POPULATION BY RACE/ETHNICITY**



Source: EMSI

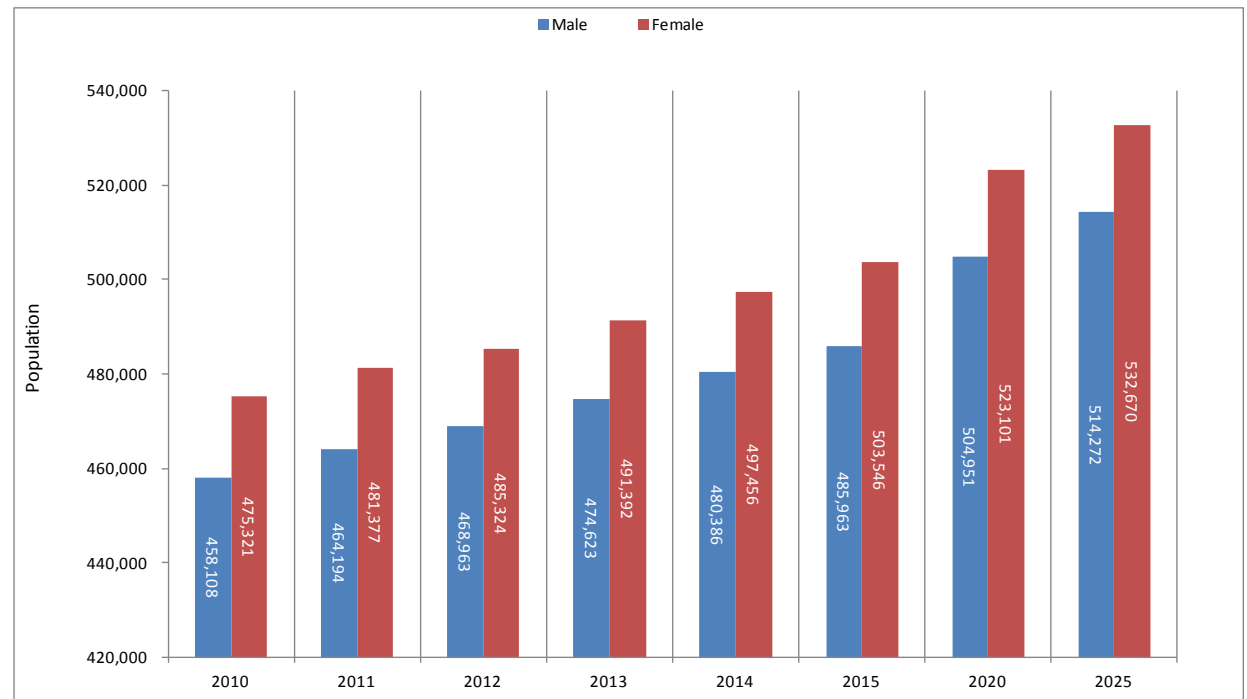
## External Scan Data

# POPULATION ESTIMATES + PROJECTIONS (cont.)

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 statewide 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 statewide 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.

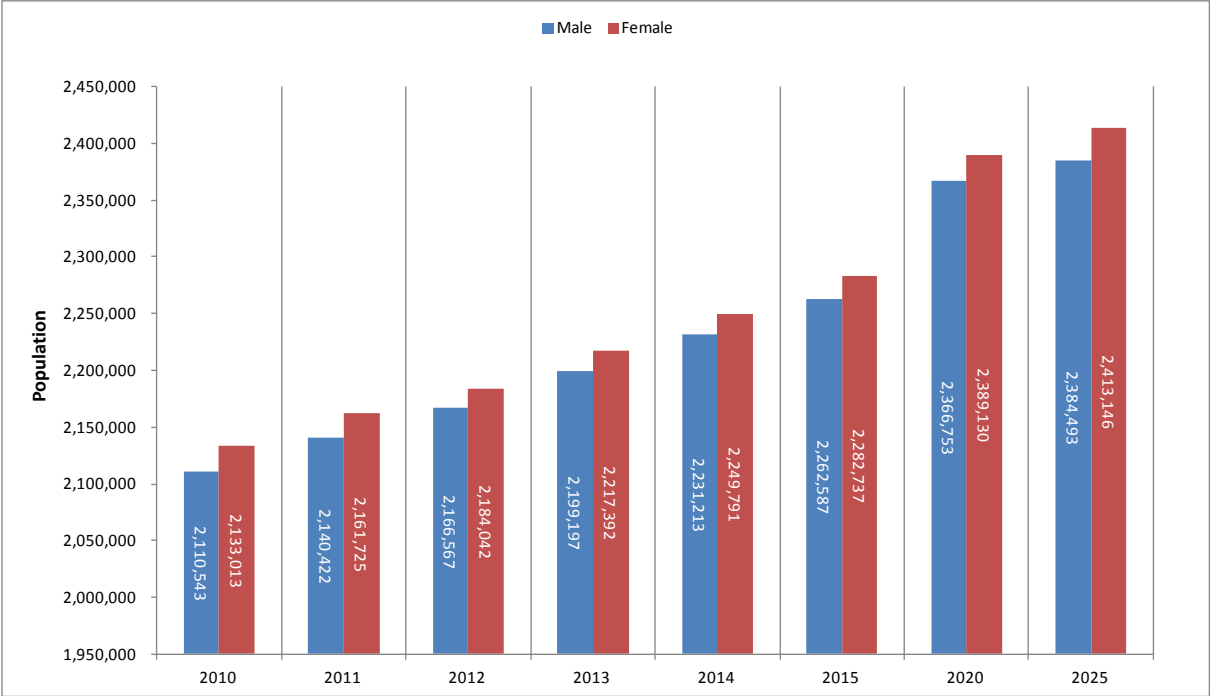
**EXHIBIT A.27: SERVICE AREA POPULATION BY GENDER**



Source: EMSI



EXHIBIT A.28: REGIONAL POPULATION BY GENDER



Source: EMSI

## External Scan Data

# EDUCATIONAL ATTAINMENT

College service area, regional and state data regarding educational attainment provides 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 statewide proportion of 19.28%.

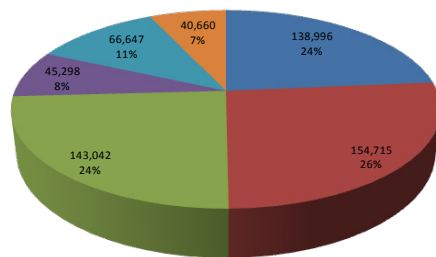
The proportion of service area residents age 25 and over with at most a high school diploma or equivalent is 26.25% (154,715 persons), which is slightly higher than the regional proportion of 25.89% (689,898 persons). The proportion of population with at most a high school diploma or equivalent in the 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 statewide average population age 25 and over without any higher education experience is 40.18%.

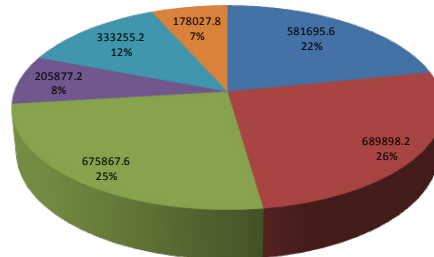
The largest discrepancy between service area and regional residents age 25 and over with college experience compared to state levels of educational attainment, is for those with a Bachelor's degree. The proportion of the service area population with a BA/BS degree is 11.31%, which is approximately 1.7 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 A.29: EDUCATIONAL ATTAINMENT (FIVE-YEAR ESTIMATE)**

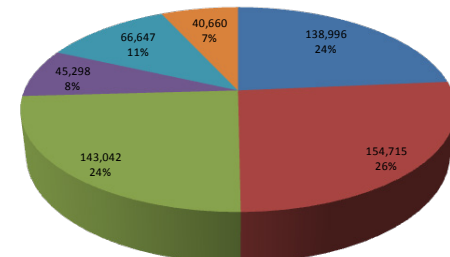
■ No H.S. Diploma ■ H.S. Diploma or Equiv. ■ Some College ■ AA/AS ■ BA/BS ■ Graduate or Prof.



SERVICE AREA



REGION



CALIFORNIA

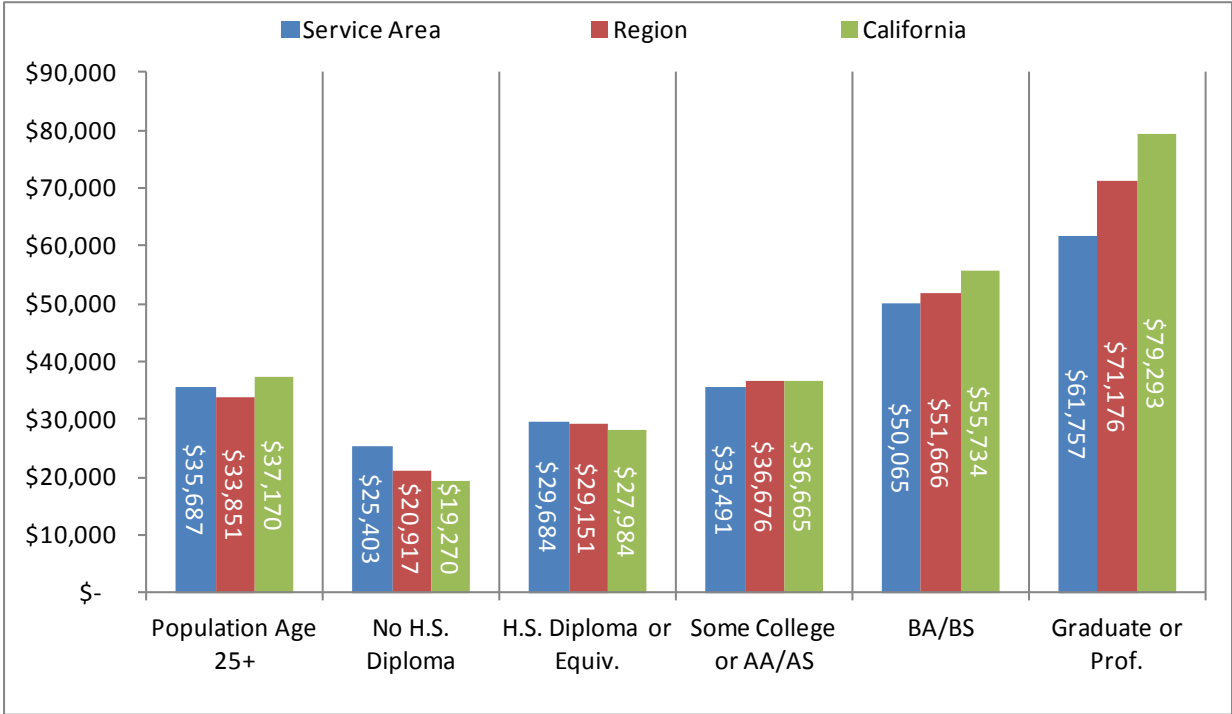
Source: Census 2010, ACS 5-Year Estimates

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 statewide average. Conversely, service area and regional residents with a BA/BS degree or higher have a median income that is less than the statewide average. This dynamic may be correlated to the make-up and availability of blue collar jobs in the area.

**EXHIBIT A.30: MEDIAN INCOME BY EDUCATIONAL ATTAINMENT (FIVE-YEAR ESTIMATES)**



Source: Census 2010, ACS 5-Year Estimates

## External Scan Data

# 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 statewide median household income. Average per capita income in the service area is \$3 more than in the region and \$7,381 less than the statewide 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 A.31: HOUSEHOLD SIZE, INCOME + POVERTY (FIVE-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

## External Scan Data

# 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 A.32: FALL 2014 TOP TEN FEEDER HIGH SCHOOL CAASPP RESULTS (ADMINISTERED IN 11TH GRADE)**

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

Source: Census 2010, ACS 5-Year Estimates

## External Scan Data

# NEIGHBORING HIGHER EDUCATION INSTITUTIONS

Recognizing other higher educational institutions located within a reasonable distance of the Crafton Hills College 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 Crafton Hills College. 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 Crafton Hills College. Among neighboring higher educational institutions, 17 are private four-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 Crafton Hills College belong to the University of California system (UC Riverside and UC Irvine).

**EXHIBIT A.33: 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

Institution	Type	Distance from CHC (mi)	Approx. Drive time from CHC
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





# Labor Market Information

This section includes the supporting data referenced in the *Planning Environment: Labor Market Information Findings* section of the *Educational Master Plan*.

## Labor Market Information

# LABOR FORCE, EMPLOYMENT + 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 Crafton Hills College 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 A.34: 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



## Labor Market Information

# INDUSTRY ESTIMATES + PROJECTIONS

In 2015, the top five employment industries in the service area were the following: Healthcare 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: Healthcare 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: Healthcare 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: Healthcare 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 A.35: 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
<b>Total</b>	<b>199,884</b>	<b>235,407</b>	<b>35,523</b>	<b>274,763</b>	<b>39,356</b>

Source: EMSI

## Labor Market Information

# INDUSTRY ESTIMATES + PROJECTIONS *(cont.)*

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), Healthcare 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), Healthcare 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 5th 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), Healthcare 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: Healthcare 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 A.36: 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
<b>Total</b>	<b>1,145,149</b>	<b>1,327,444</b>	<b>182,294</b>	<b>1,534,418</b>	<b>206,973</b>

## Labor Market Information

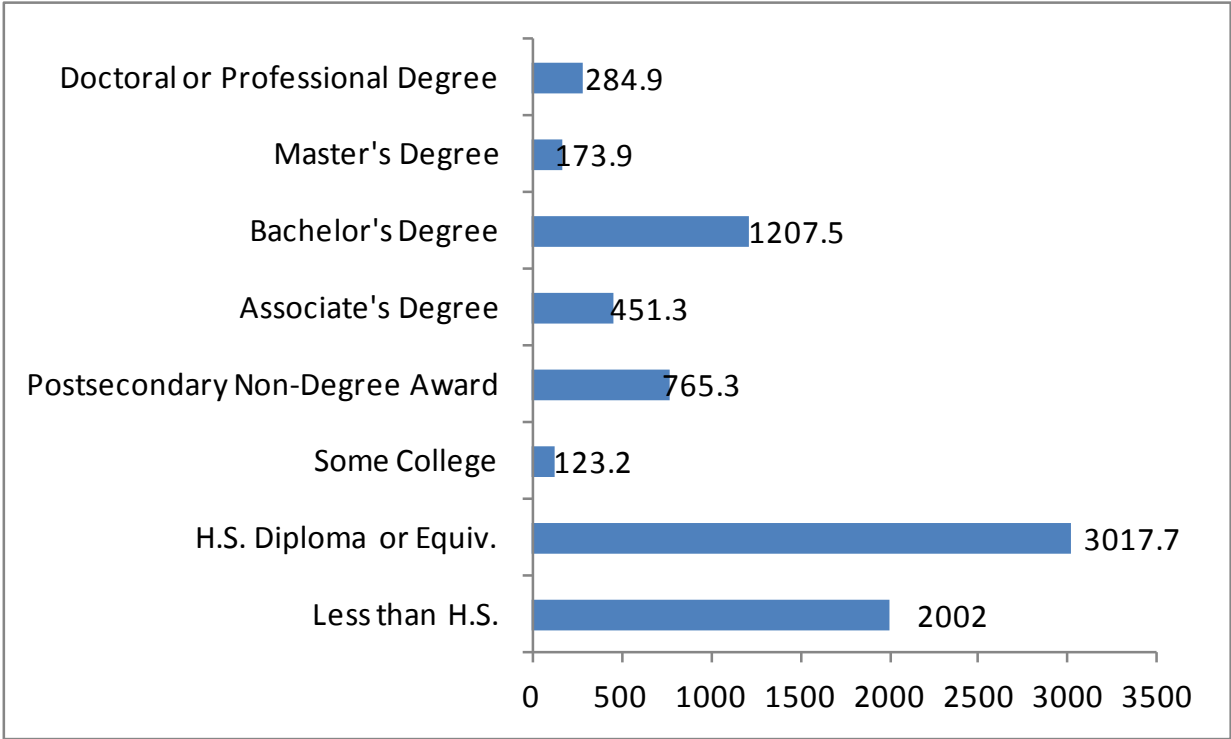
# OCCUPATION PROJECTIONS

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 time frame (2015 – 2025), divided by the number of years in the time frame. 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 in obtaining that particular job.



EXHIBIT A.37: SERVICE AREA AVERAGE ANNUAL JOB OPENINGS BY TYPICAL ENTRY LEVEL EDUCATION (2015-2025)



Source: EMSI

## Labor Market Information

# OCCUPATION PROJECTIONS *(cont.)*

Of the occupations with the most expected annual openings within the service area by the year 2025, Crafton Hills College 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 the *Appendix*.

**EXHIBIT A.38: 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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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 Grounds keeping 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

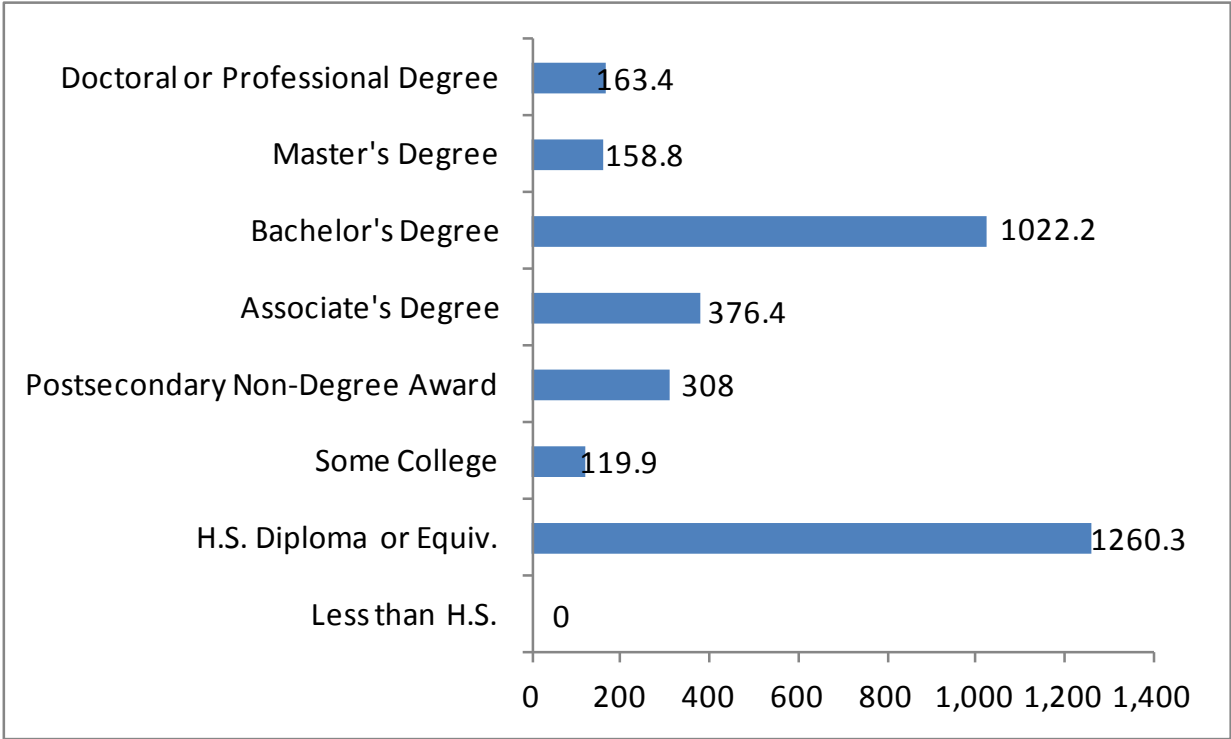
Source: EMSI

## Labor Market Information

# OCCUPATION PROJECTIONS *(cont.)*

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 Crafton Hills College. 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, Crafton Hills College's biology program often feeds into several nursing programs in the area, thus, nursing occupations are considered to be related to Crafton Hills College's biology program). None of the 3,409 openings have a typical entry level education of less than a high school diploma/equivalent. Approximately 1,260 jobs (36.97%) have a typical entry level education of a high school diploma or equivalent, 120 (3.52%) have a typical entry level education of some college, 308 (9.03%) have a typical entry level education of a postsecondary non-degree award, 376 (11.04%) have a typical entry level education of an Associate's degree, 1,022 (29.99%) have a typical entry level education of a Bachelor's degree, 159 (4.66%) have a typical entry level education of a Master's degree and 163 (4.79%) have a typical entry level education of a Doctoral or professional degree.

EXHIBIT A.39: SERVICE AREA ANNUAL JOB OPENINGS RELATED TO CHC PROGRAMS BY TYPICAL ENTRY LEVEL EDUCATION (2015-2025)



Source: EMSI

## Labor Market Information

# OCCUPATION PROJECTIONS *(cont.)*

Crafton Hills College 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 A.40: 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

Program	Annual Openings		Avg. Hourly Wage
	%	#	
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

## Labor Market Information

# OCCUPATION PROJECTIONS *(cont.)*

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 A.41: 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



Program	Annual Openings		Avg. Hourly Wage
	%	#	
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

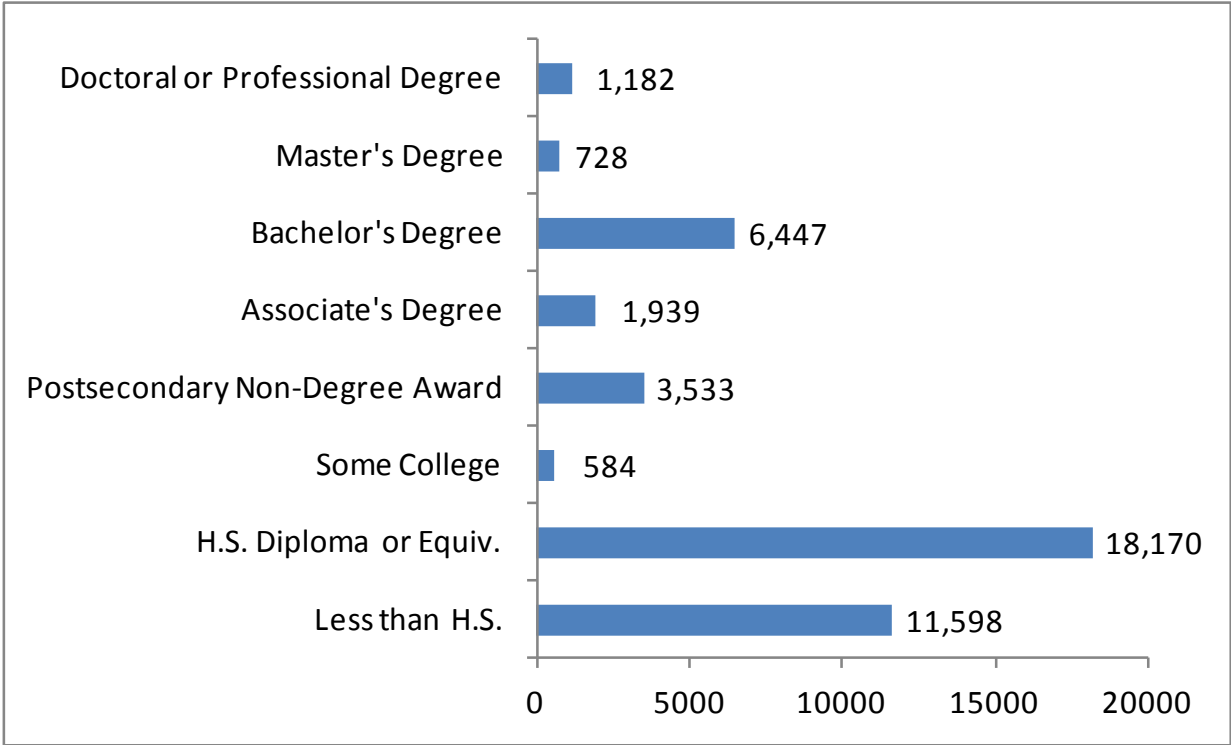
## Labor Market Information

# OCCUPATION PROJECTIONS *(cont.)*

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 A.42: REGIONAL AVERAGE ANNUAL JOB OPENINGS BY ENTRY LEVEL EDUCATION (2015-2025)



Source: EMSI

## Labor Market Information

# OCCUPATION PROJECTIONS *(cont.)*

Of the occupations with the most expected annual openings within the region by the year 2025, Crafton Hills College 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 the *Appendix*.

### EXHIBIT A.43: 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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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 Grounds keeping 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

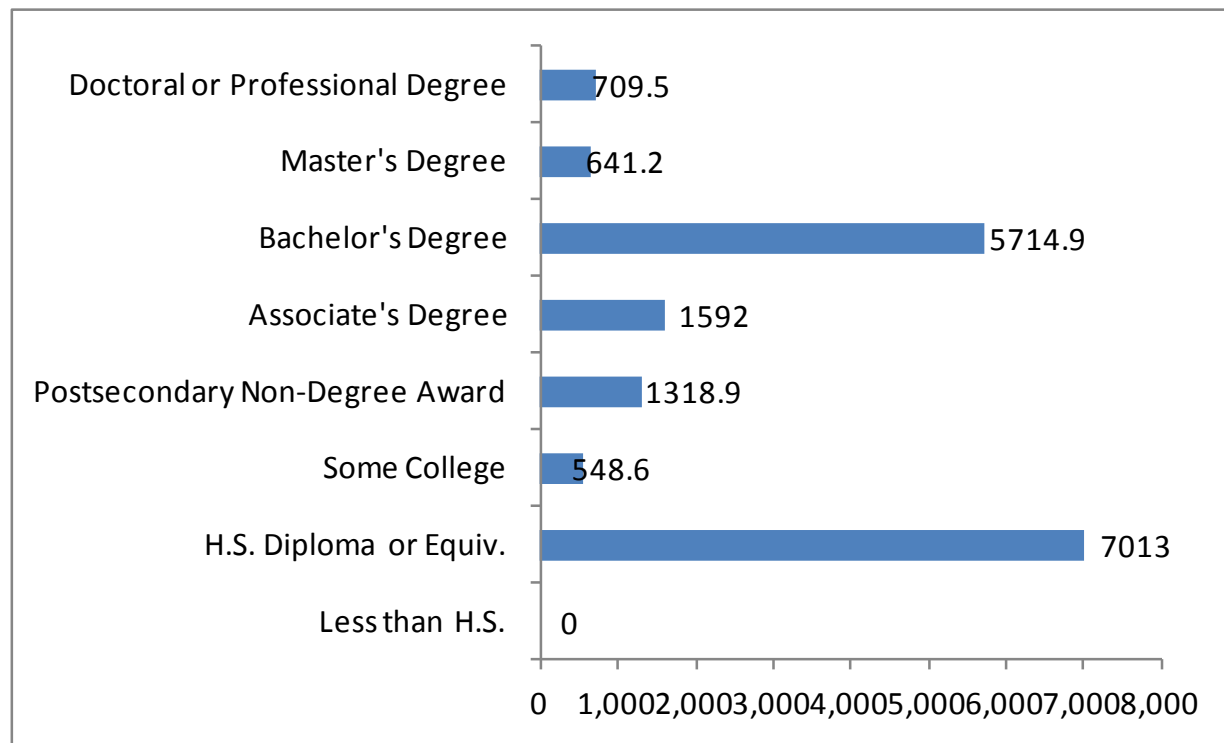
Source: EMSI

## Labor Market Information

# OCCUPATION PROJECTIONS *(cont.)*

Of the 44,181 average annual job openings in the region, approximately 17,538 openings belong to occupations related to programs offered by Crafton Hills College. 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 A.44: REGIONAL AVERAGE ANNUAL JOB OPENINGS RELATED TO OFFERED PROGRAMS BY ENTRY LEVEL EDUCATION (2015-2025)**



Source: EMSI

## Labor Market Information

# OCCUPATION PROJECTIONS *(cont.)*

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 A.45: 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



Program	Annual Openings		Avg. Hourly Wage
	%	#	
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

## Labor Market Information

# OCCUPATION PROJECTIONS *(cont.)*

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 A.46: 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

Program	Annual Openings		Avg. Hourly Wage
	%	#	
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



# 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>.

## Qualitative Effectiveness Indicators

# 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.

**EXHIBIT A.47**

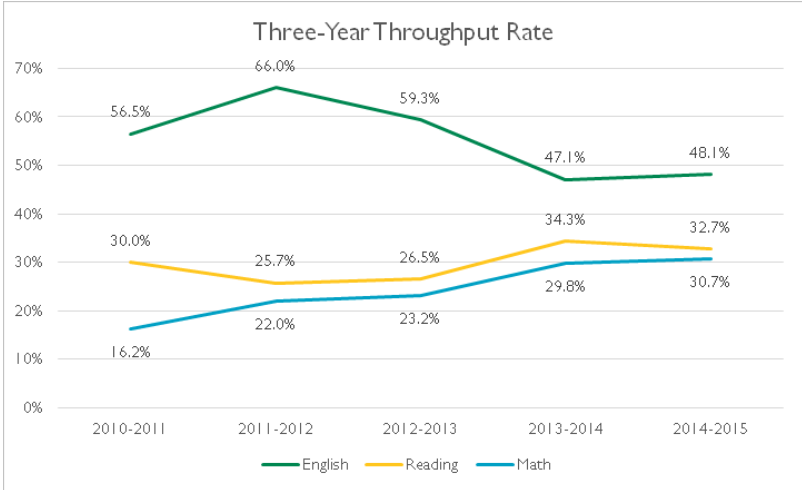
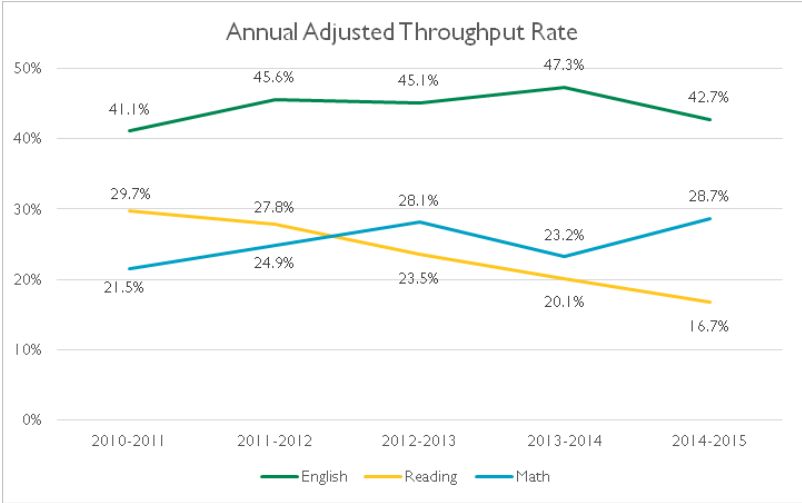


## Qualitative Effectiveness Indicators

# 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.

**EXHIBIT A.48**

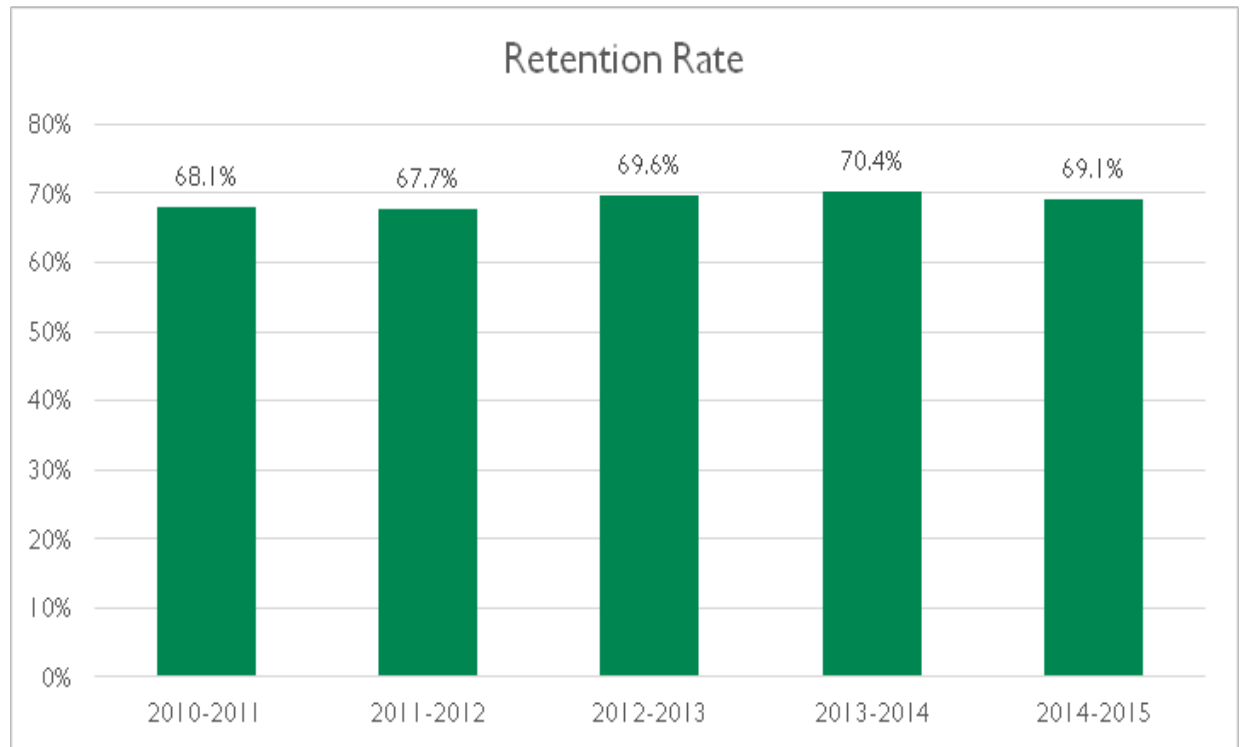


## Qualitative Effectiveness Indicators

# 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.

**EXHIBIT A.49**



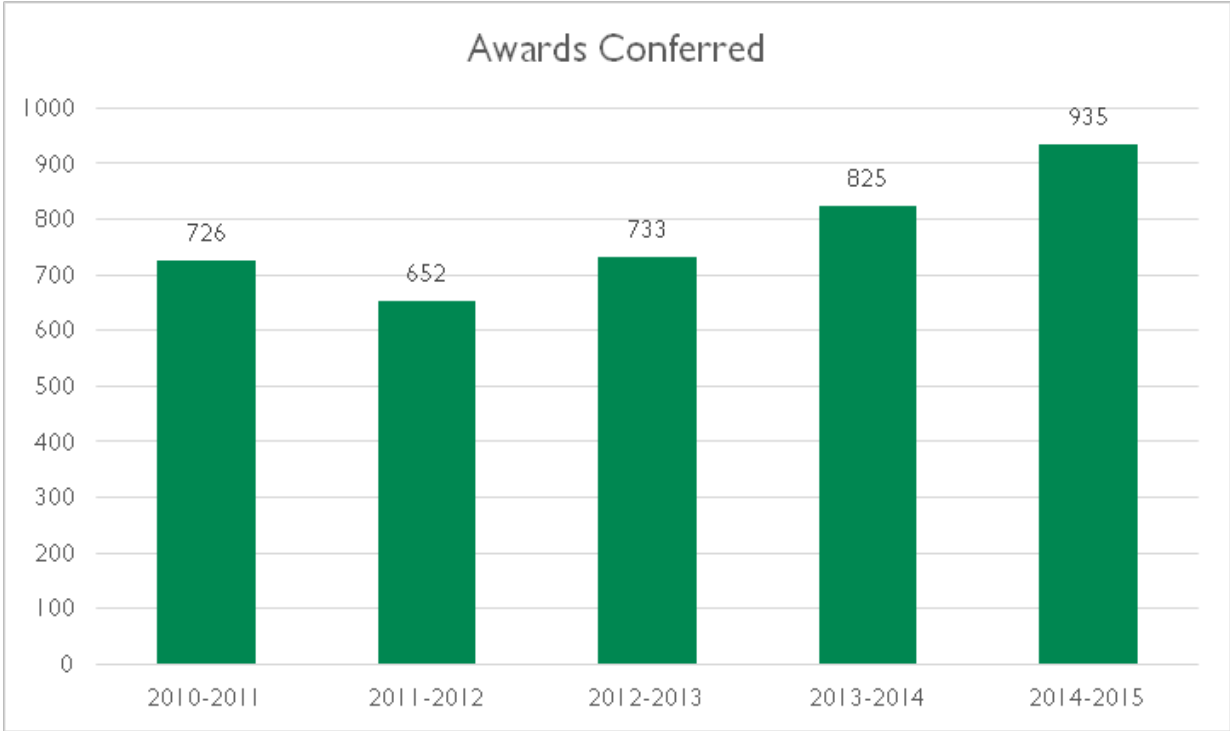


# Qualitative Effectiveness Indicators

## 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.

EXHIBIT A.50

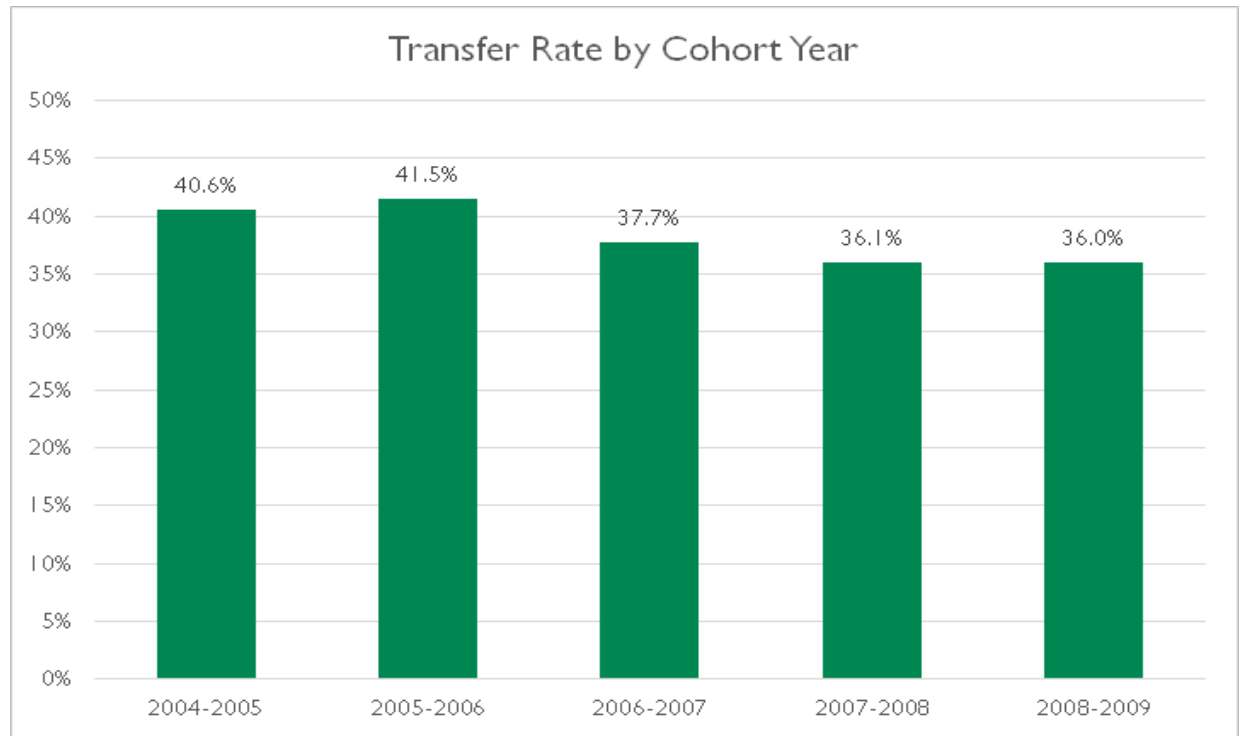


## Qualitative Effectiveness Indicators

# 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.

**EXHIBIT A.51**

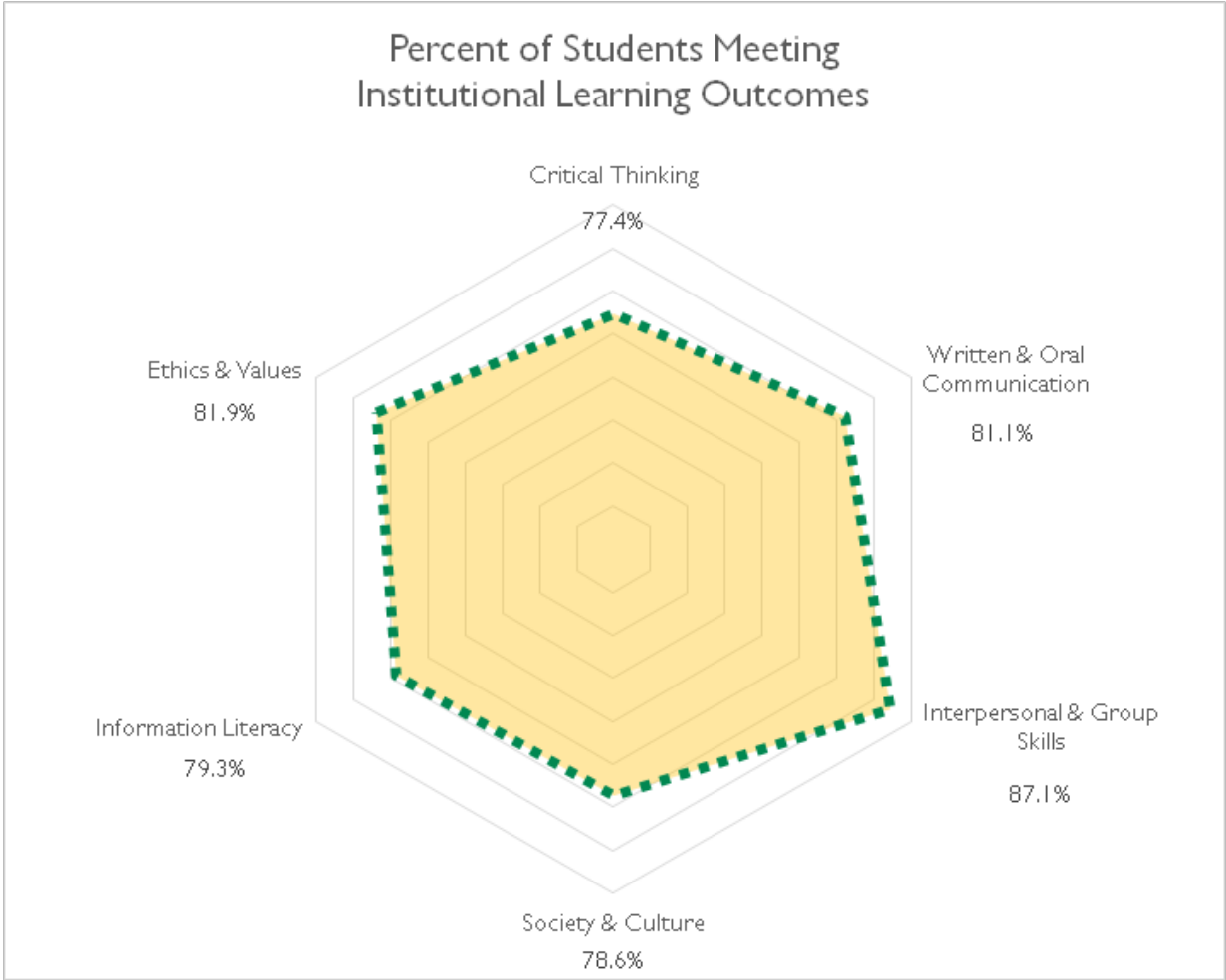


# Qualitative Effectiveness Indicators

## 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.

EXHIBIT A.52



# Qualitative Effectiveness Indicators

## 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.

**EXHIBIT A.53**

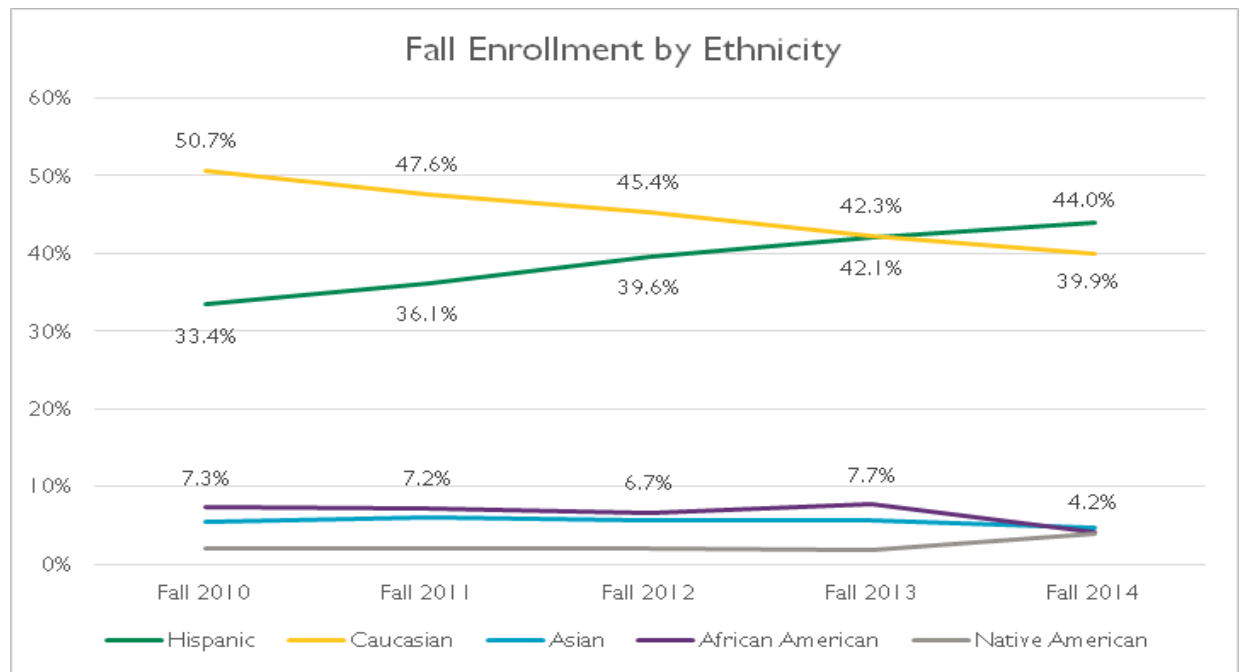


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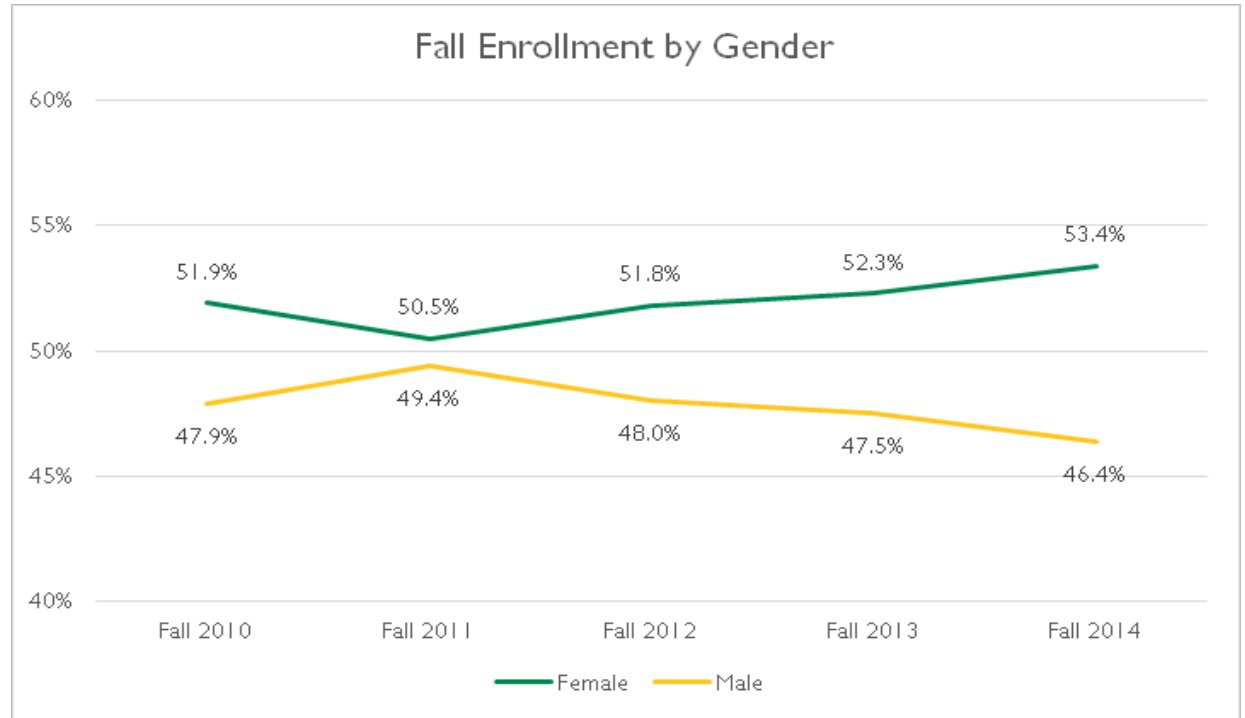
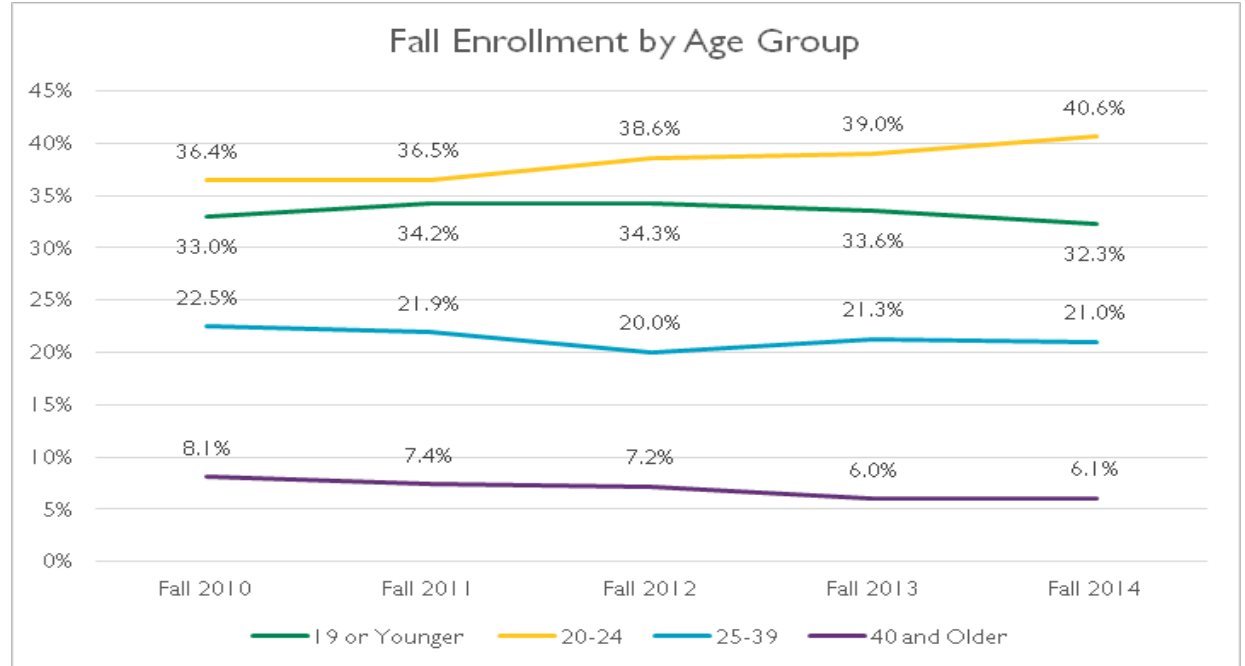


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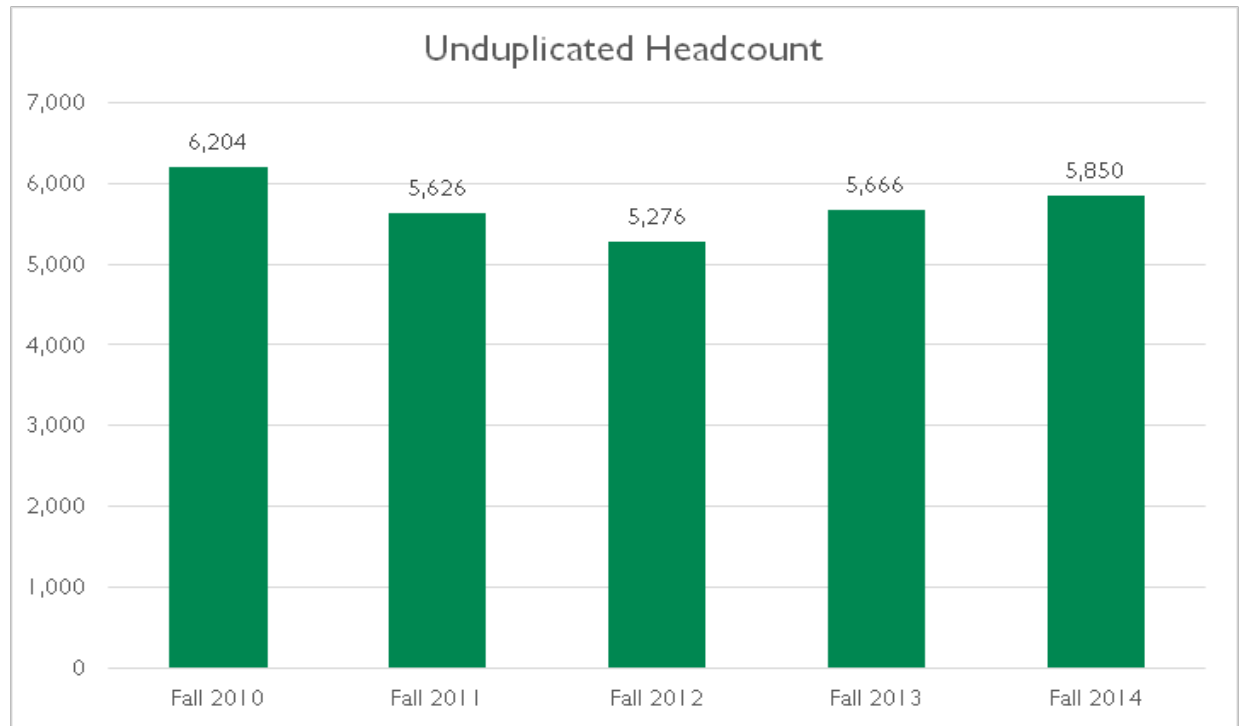


## Qualitative Effectiveness Indicators

# 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.

**EXHIBIT A.56**

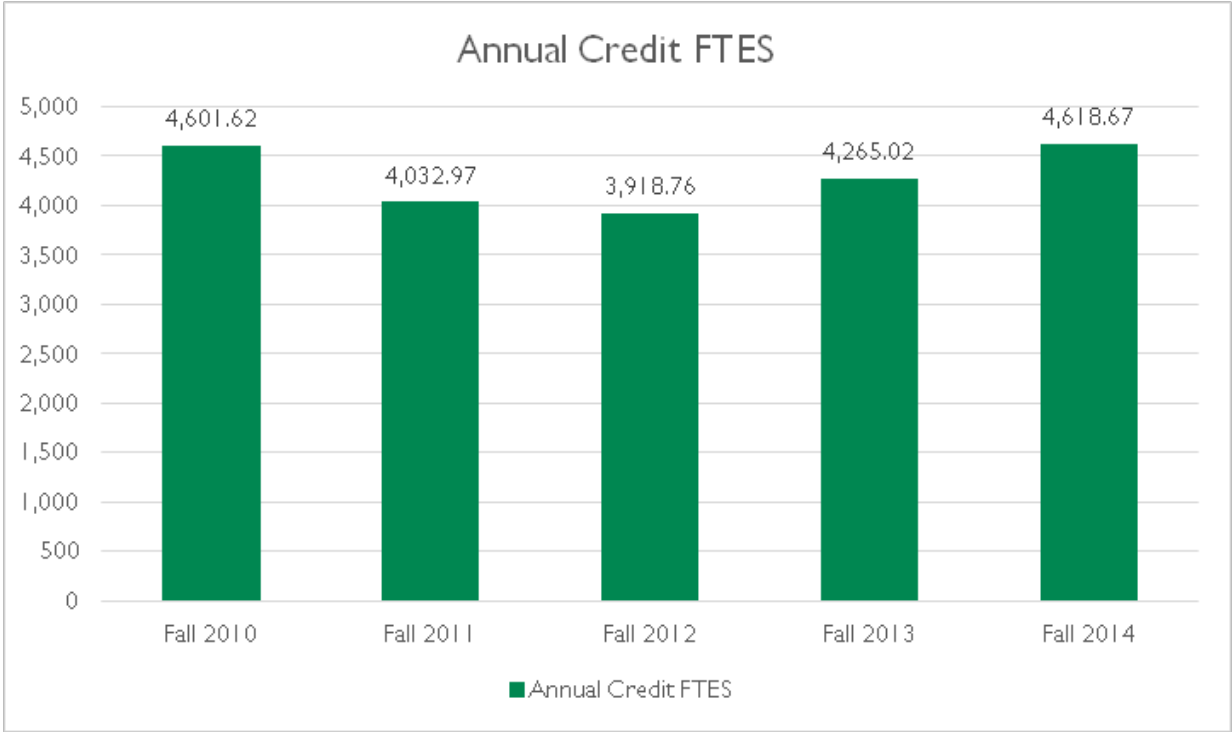


## Qualitative Effectiveness Indicators

# 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.

EXHIBIT A.57

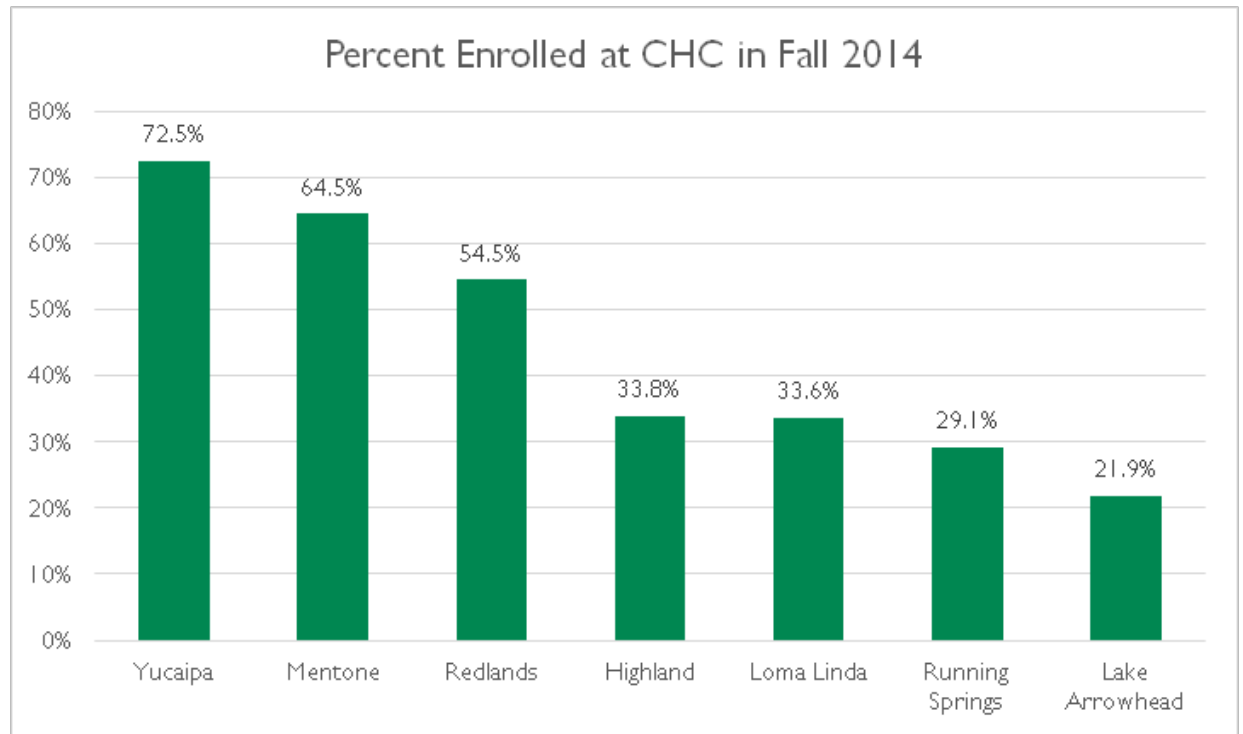


## Qualitative Effectiveness Indicators

# 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.

**EXHIBIT A.58**



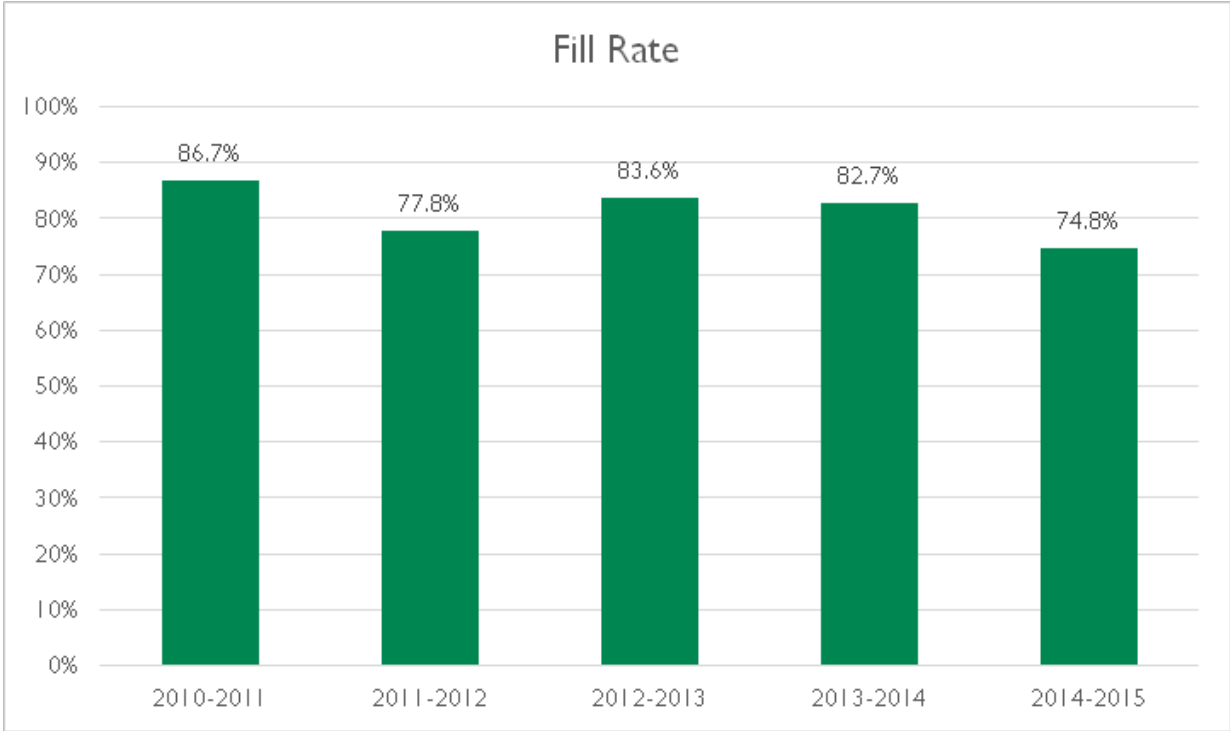


# Qualitative Effectiveness Indicators

## 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.

EXHIBIT A.59

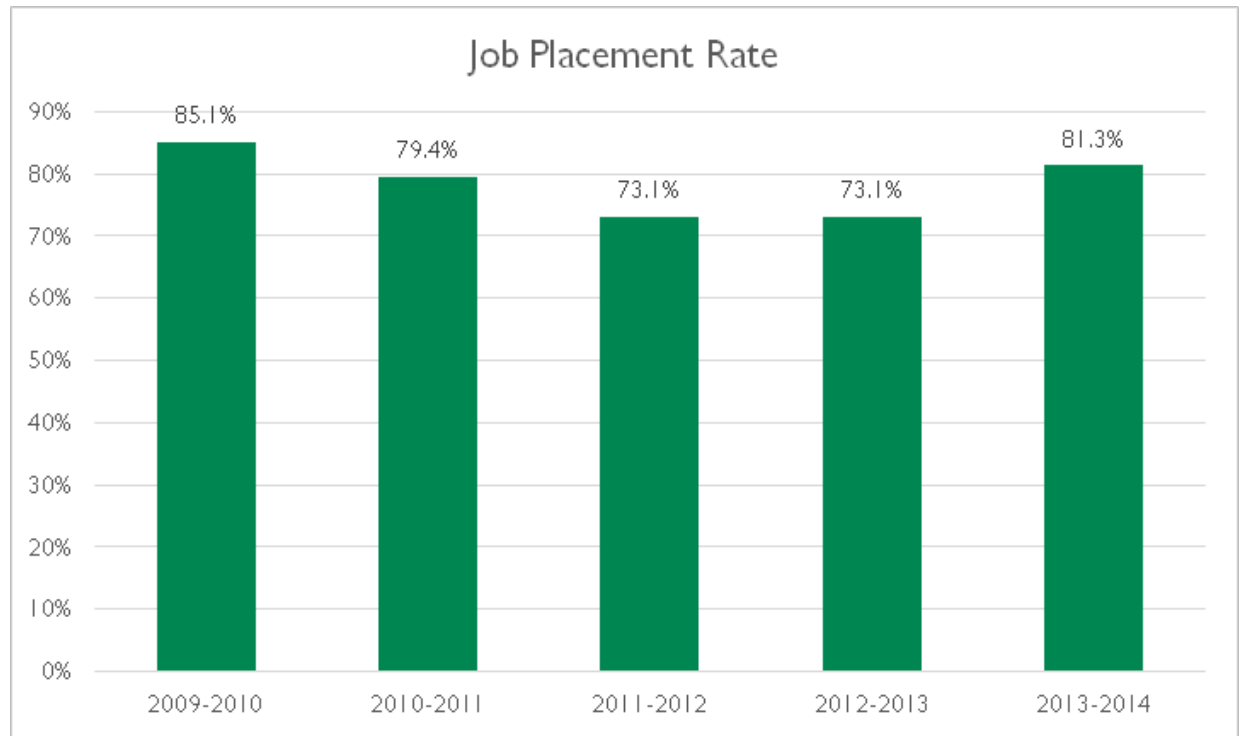


## Qualitative Effectiveness Indicators

# 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.

**EXHIBIT A.60**

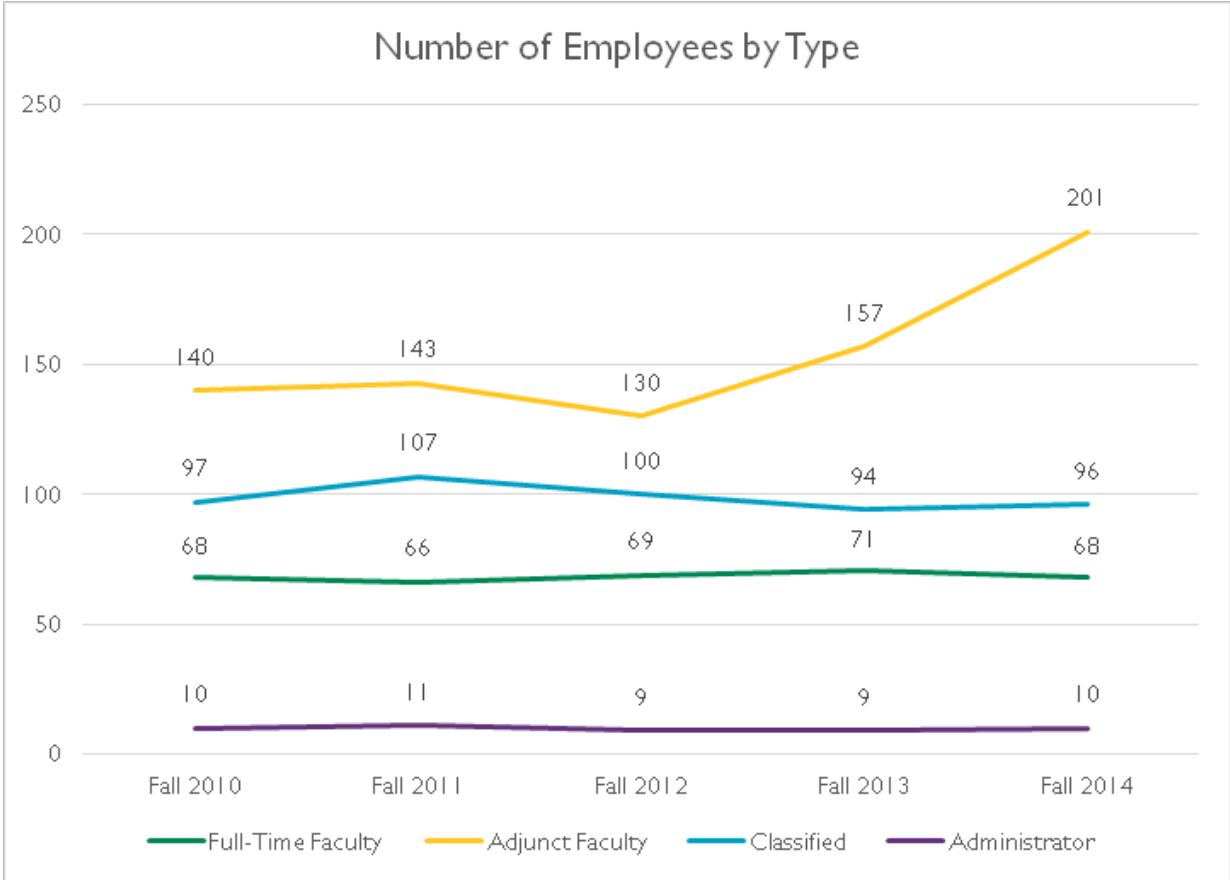


# Qualitative Effectiveness Indicators

## 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.

EXHIBIT A.61

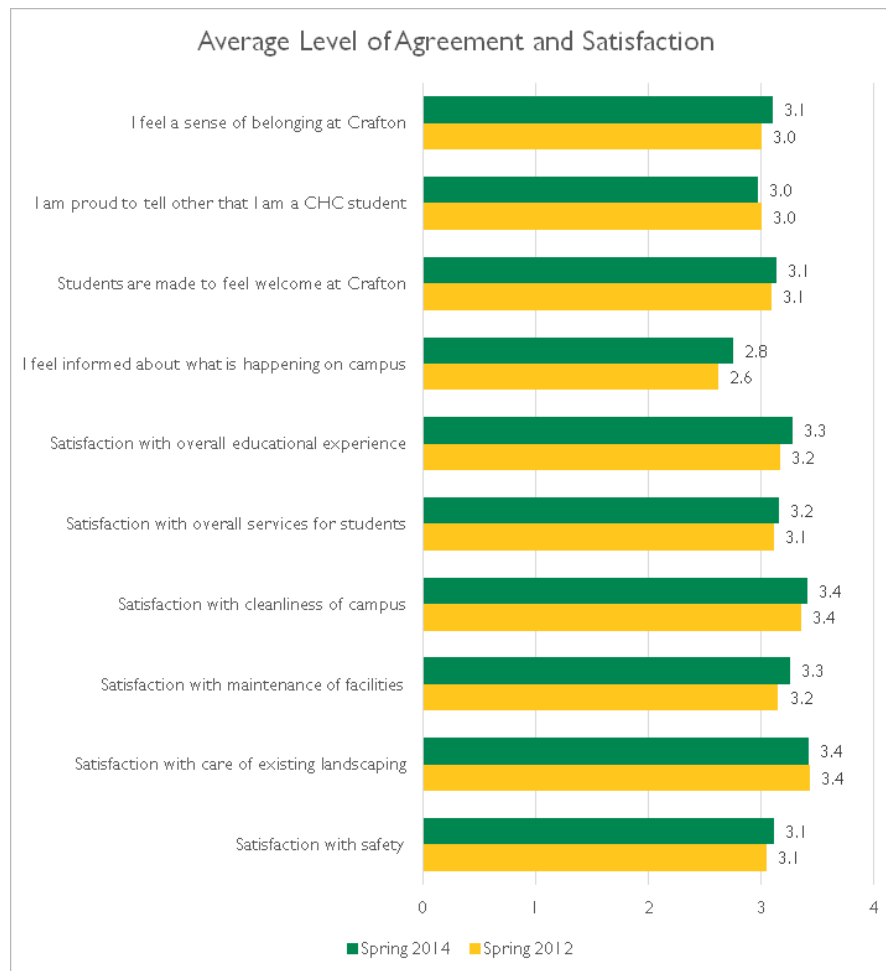


# Qualitative Effectiveness Indicators

## 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.

EXHIBIT A.62

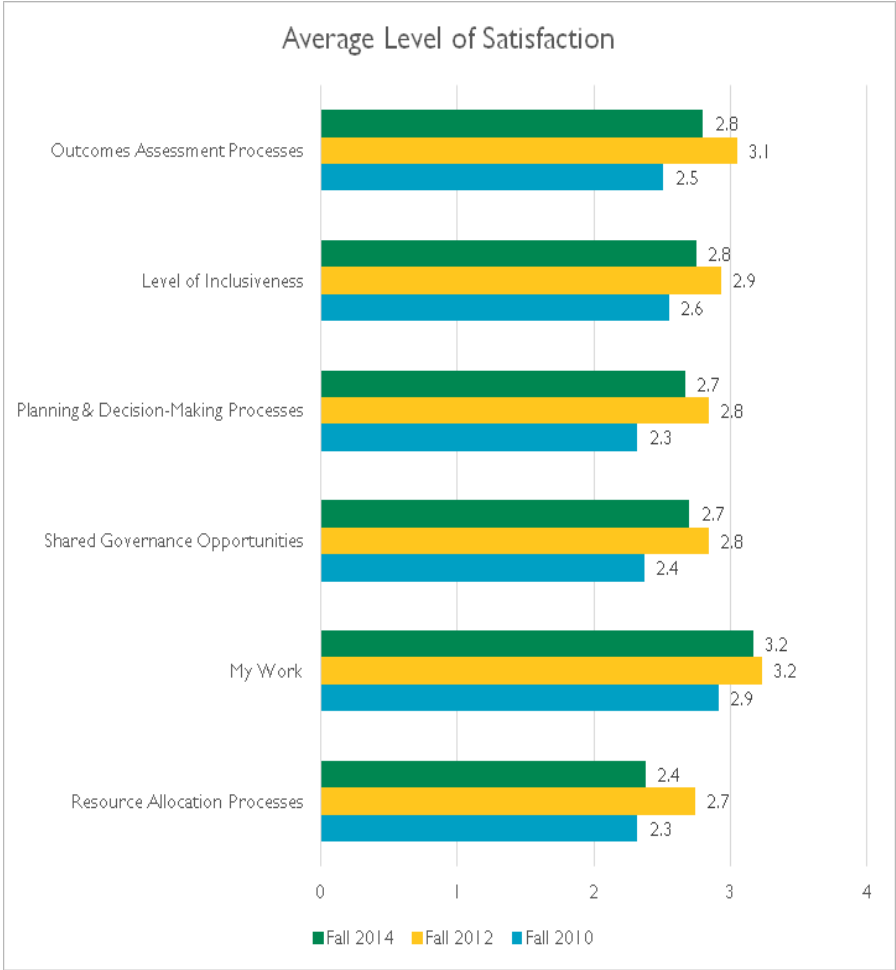


# Qualitative Effectiveness Indicators

## 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.

EXHIBIT A.63

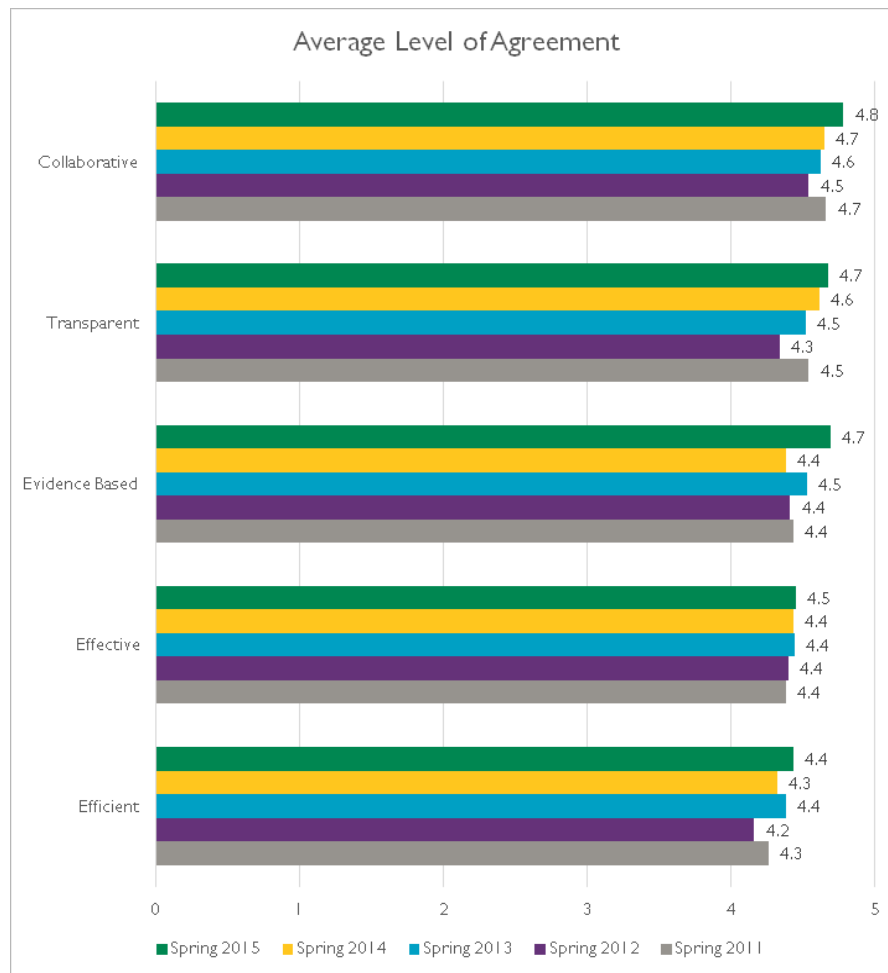


# Qualitative Effectiveness Indicators

## 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.

EXHIBIT A.64



# Instructional Program-Level Data

EXHIBIT A.65: CAPACITY LOAD RATIOS AND SPACE NEEDS/SURPLUS

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



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

EXHIBIT A.65: CAPACITY LOAD RATIOS AND SPACE NEEDS/SURPLUS (cont.)

DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTEF	WSCH	FTEF	WSCH / FTEF
Biological and Physical Sciences	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

DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTES	WSCH	FTEF	WSCH / FTEF
Business, Economics, and IT	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	

EXHIBIT A.65: CAPACITY LOAD RATIOS AND SPACE NEEDS/SURPLUS (cont.)

DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTEs	WSCH	FTEF	WSCH / FTEF	
Communication and Language	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
				91.76	70.76	0	81.57	2,447.09	5.81	421.40	

DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTE\$	WSCH	FTEF	WSCH / FTEF
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
	Theatre 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	

EXHIBIT A.65: CAPACITY LOAD RATIOS AND SPACE NEEDS/SURPLUS (cont.)

DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTEF	WSCH	FTEF	WSCH / FTEF
Health and Kinesiology	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

DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCE ED	FTE\$	WSCH	FTEF	WSCH / FTEF	
Instructional Support	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	
	Public Safety (PBSF)	20142015	74	96.6	82.17	0	106.78	3,203.53	9.41	340.29	
		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	
Social Science	Anthropology (ANTHRO)	20142015	4	93.49	77.2	0	31.35	940.51	1.40	671.80	
		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

EXHIBIT A.65: CAPACITY LOAD RATIOS AND SPACE NEEDS/SURPLUS (cont.)

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



DEPARTMENT	DISCIPLINE	ACADEMIC YEAR	TOTAL AWARDS	COMPLETION RATE	SUCCESS RATE	PERCENT DISTANCED	FTES	WSCH	FTEF	WSCH / FTEF
Social Science	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.



# Individual Data Sheets By Division

## Individual Data Sheets By Division

# ALLIED HEALTH SERVICES

### ALLIED HEALTH — 2014-2015

#### Description:

- › Allied Health classes introduce students to the usage, spelling, pronunciation, and meaning of terminology used to describe the human body, as well as introducing students to the field of radiologic technology.

#### Assessment:

- › Decreases in FTES correspond with decreases in FTEF.
- › WSCH per FTEF has been steadily decreasing over the past five academic years.
- › After seeing an increase in student success and retention rates in the 2011-12 academic year, success and retention rates have been steadily declining since.
- › Online enrollment constituted a quarter of overall enrollment in 2013-14 and nearly half of overall enrollment in 2014-15.

#### Department Goals:

- › None specified.

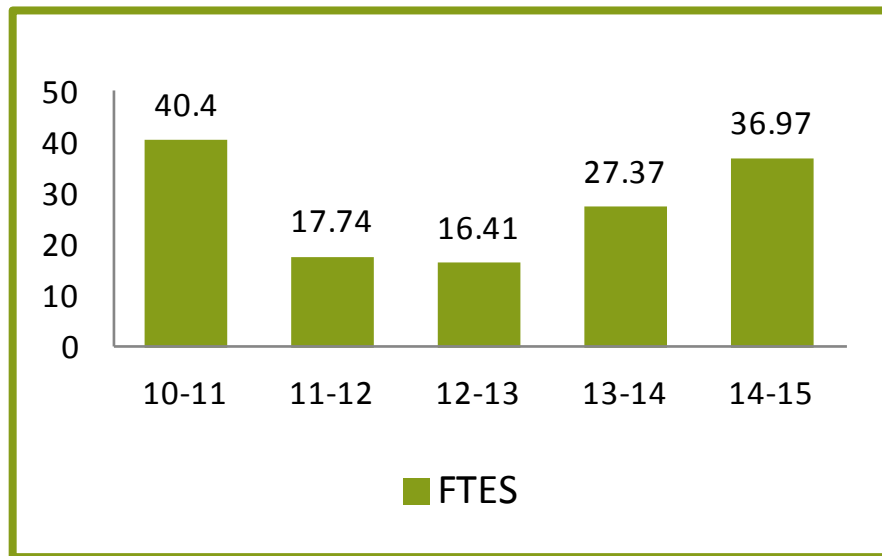
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

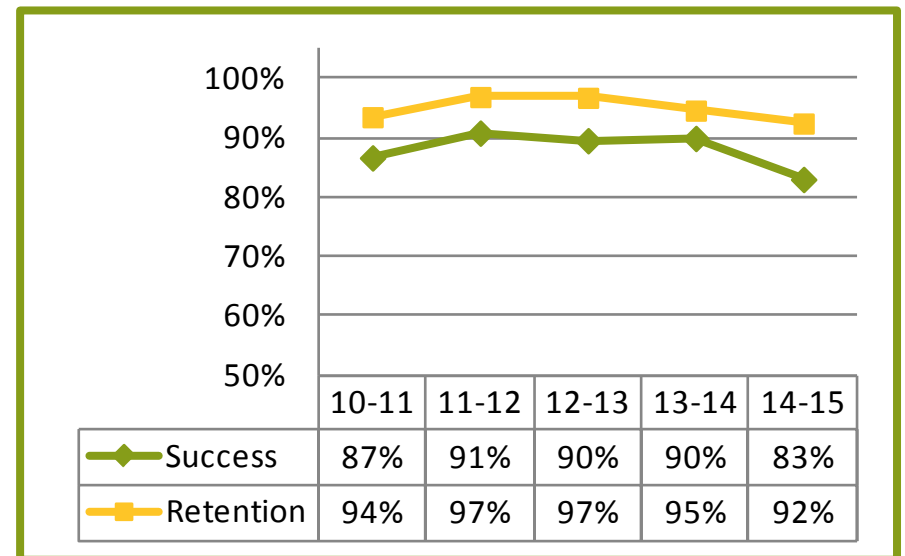
- › None specified.

EXHIBIT A.66



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	299	157	184	278	352
FTEF	1.4	0.7	0.7	1.3	2.1
WSCH per FTEF	866	760	703	632	528

EXHIBIT A.67



	10-11	11-12	12-13	13-14	14-15
Sections	8	4	4	7	11
% of online enrollment	13%	0%	0%	25%	46%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# ALLIED HEALTH SERVICES *(cont.)*

### RADIOLOGIC TECHNOLOGY — 2014-2015

#### Description:

- › The Radiologic Technology program is a fully accredited hospital-based 23-month program operated cooperatively by Crafton Hills College and Arrowhead Regional Medical Center. The program accepts eight students per year. Students who complete the program curriculum will be eligible to take the examinations prepared by the American Registry of Radiologic Technologists and Radiologic Health Section of the California State Department of Health, and for entry-level employment in radiography.

#### Assessment:

- › FTES decreased from 2010-11 but has remained steady for the past three academic years.
- › Decreases in WSCH per FTEF are primarily a function of lower enrollments rather than FTEF.
- › With the exception of the 2012-13 academic year, the number of degrees awarded has been steady. As each cohort is only eight students, the number of degrees awarded in 2013-14 and 2014-15 is impressive.
- › The number of certificates awarded has remained steady.

#### Department Goals:

- › Maintain a 1:1 student to teacher ratio in order to provide hands on education in a clinical environment.
- › Maintain accreditation through the Joint Review Committee on Education in Radiologic Technology – accreditation was reaffirmed in 2015.
- › Research and find new clinical sites in order to grow the program.

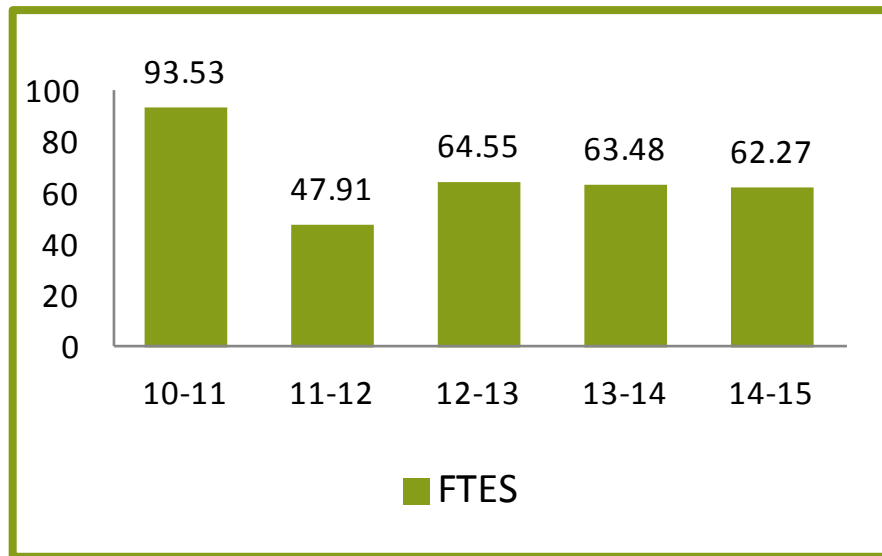
#### Challenges & Opportunities:

- › Current facilities are a challenge in terms of growing the program.
- › The program would like to investigate alternative instructional delivery methods and the utilization of tablets for students.
- › Additional opportunities for professional development have been identified as a future need.
- › Students have opportunities to attend conferences and volunteer at hospital events.
- › The program has been involved in multiple career fairs at local high schools as a recruitment tool.
- › Some students have had difficulty finding full-time work following completion – the program offers additional specialty courses such as mammography and fluoroscopy, which can help those students secure full-time work.

#### Action Plan:

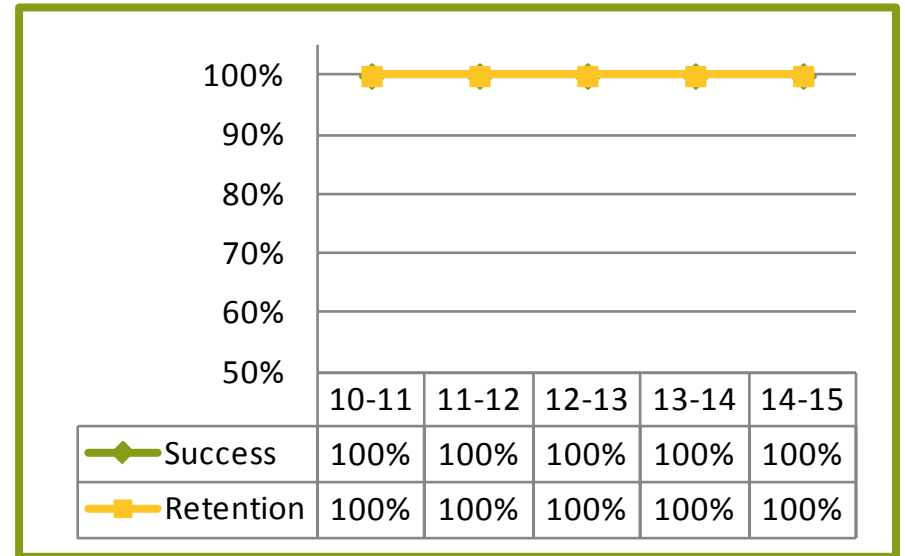
- › Explore and develop partnerships with local institutions to hopefully locate new clinical sites.
- › Consider expanding the offerings of specialty courses in order to help graduating students locate full-time work.
- › Contemplate the use of alternative instructional delivery methods and new technologies.
- › Pursue opportunities for additional professional development.

EXHIBIT A.68



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	451	320	298	269	297
FTEF	6.93	6.93	6.93	6.89	6.89
WSCH per FTEF	405	207	280	277	271

EXHIBIT A.69



	10-11	11-12	12-13	13-14	14-15
Sections	29	29	29	29	29
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	8	7	3	8	8
Certificates Awarded	10	12	8	8	9

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1225XX

## Individual Data Sheets By Division

# ALLIED HEALTH SERVICES *(cont.)*

### RESPIRATORY CARE — 2014-2015

#### Description:

- › Registered respiratory therapists (RRTs) often treat people who have asthma, chronic bronchitis and emphysema, cystic fibrosis and sleep apnea, but also those experiencing a heart attack or suffering a stroke. The associate of science degree in respiratory care can lead to a career as a registered respiratory therapist at a hospital, clinic, doctor's office or nursing homes, or selling respiratory equipment.

#### Assessment:

- › FTES has remained steady with a slight decrease in the past year.
- › Duplicated enrollment has also remained steady, but experienced a decrease in the past year.
- › FTEF has remained steady in the past five academic years.
- › WSCH per FTEF has also remained steady, except for a slight decrease in the past year, which is likely a function of the decrease in FTES.
- › Success and retention rates are high and have remained so for the past five years.

#### Department Goals:

- › None specified.

#### Challenges & Opportunities:

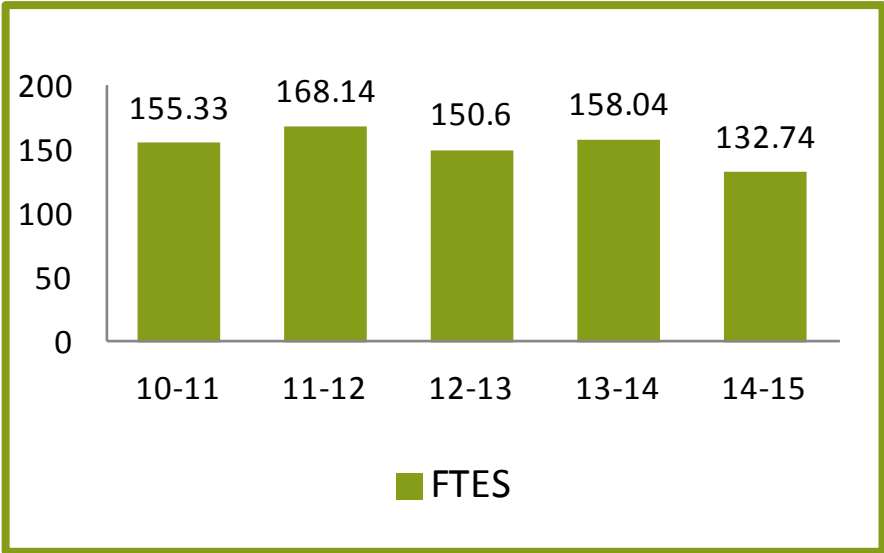
- › None specified.

#### Action Plan:

- › None specified.

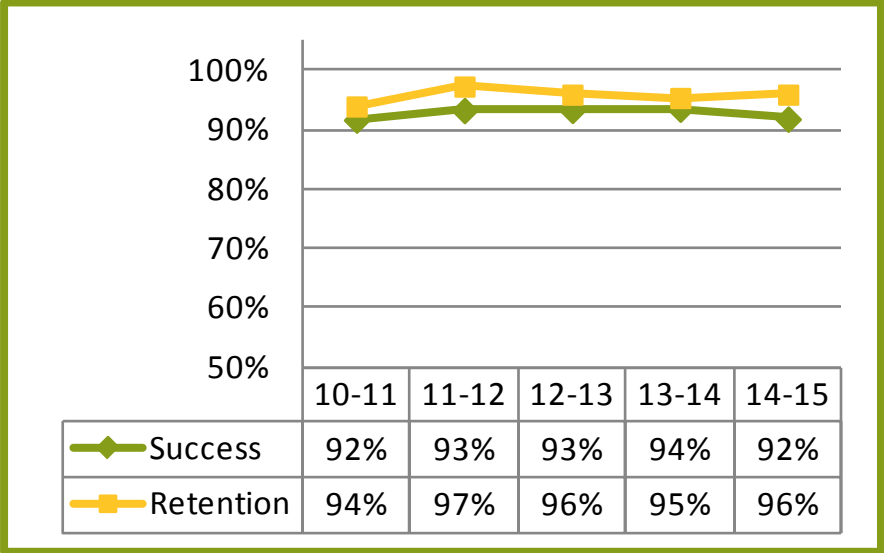


EXHIBIT A.70



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	772	775	794	744	571
FTEF	14.06	15.55	13.7	15.03	14.71
WSCH per FTEF	331	324	330	315	271

EXHIBIT A.71



	10-11	11-12	12-13	13-14	14-15
Sections	29	28	28	29	30
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	31	30	28	34	27
Certificates Awarded	31	N/A	N/A	N/A	N/A

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1210XX

## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES

### ANATOMY — 2014-2015

#### Description:

- › Anatomy is the study of the structures associated with the human body and how the body parts are organized. An associate's degree of science in anatomy and physiology can lead to a range of professions with additional study, from pharmacology and forensic science to scientific writing. Many people go into physiotherapy-related occupations or exercise physiology.

#### Assessment:

- › The program has experienced growth since the 2012-13 academic year in terms of FTES, duplicated enrollment, and FTEF.
- › WSCH per FTEF has grown as well, but not as significantly.
- › While retention rates have remained high and steady, success rates have dropped.
- › Enrollment in the introductory class is growing at a faster rate than enrollments in the advanced classes.
- › Program has one full-time faculty and seven adjunct faculty.

#### Department Goals:

- › Increase the student success rate.
- › Accommodate the increasing enrollment in the introductory classes.
- › Address facilities issues relating to program growth, such as lab space, storage space, and prep rooms.
- › Address staffing issues relating to program growth, such as ensuring the program has an adequate number of faculty and laboratory technicians.

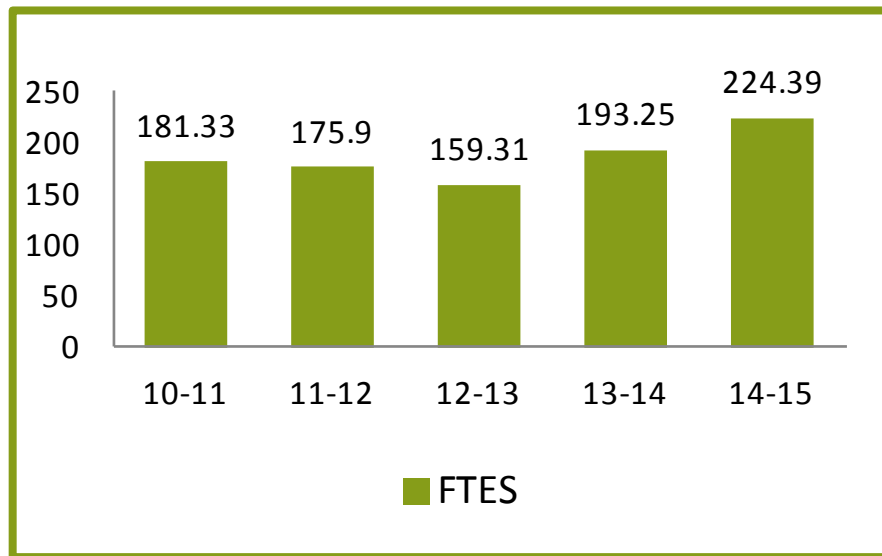
#### Challenges & Opportunities:

- › The program does not have space in the current facilities to accommodate any growth, despite the fact that demand for anatomy courses is growing.
- › The program's budget and staffing has not changed, however, demand for the program has grown significantly.
- › There is an opportunity to explore alternative instructional delivery systems in order to address growing demand – however, challenges exist as all anatomy courses are laboratory courses.

#### Action Plan:

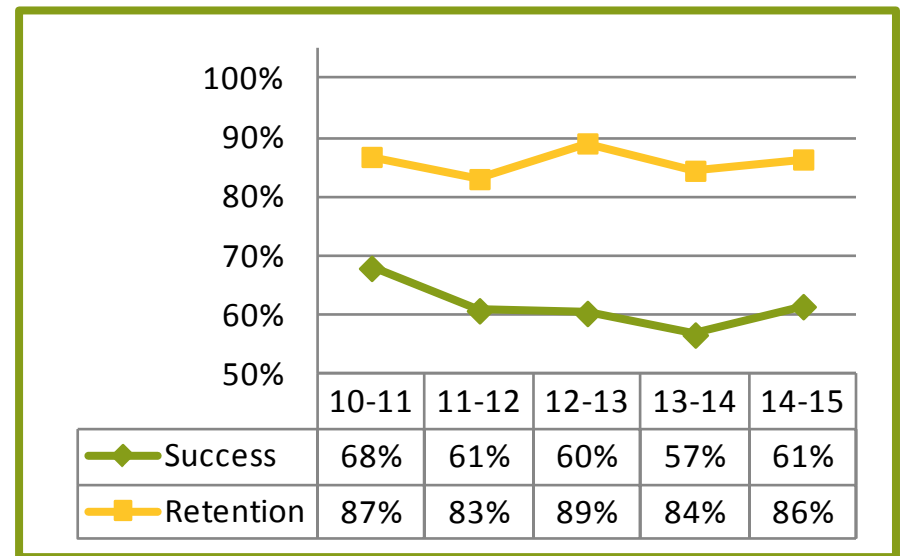
- › Explore opportunities for facilities growth and expansion in order to meet the growing demand.
- › Explore creative strategies for scheduling sections in order to meet the growing demand.

EXHIBIT A.72



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	873	801	870	986	991
FTEF	6.8	6.48	6	8.41	9.05
WSCH per FTEF	800	814	797	690	744

EXHIBIT A.73



	10-11	11-12	12-13	13-14	14-15
Sections	29	29	27	37	39
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	3	2	N/A	N/A
Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 0410XX

## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES *(cont.)*

### ASTRONOMY — 2014-2015

#### Description:

- › The Astronomy program introduces students to the ideas, concepts, and theories of astronomy including celestial motion, properties and evolutions of the solar system, stars, galaxies, and cosmology.

#### Assessment:

- › FTES and duplicated enrollment have not achieved 2010-11 levels.
- › FTEF has declined since 2010-11.
- › WSCH per FTEF has increased since 2010-11.
- › Success rates, while low, have been improving since the 2010-11 academic year.
- › Retention rates have remained relatively steady.
- › Section offerings are down since 2010-11.

#### Department Goals:

- › Hire more full-time faculty.
- › Increase student success rates.
- › Increase the number of degrees awarded.
- › Increase enrollment in the program.
- › Address basic skills needs among students.

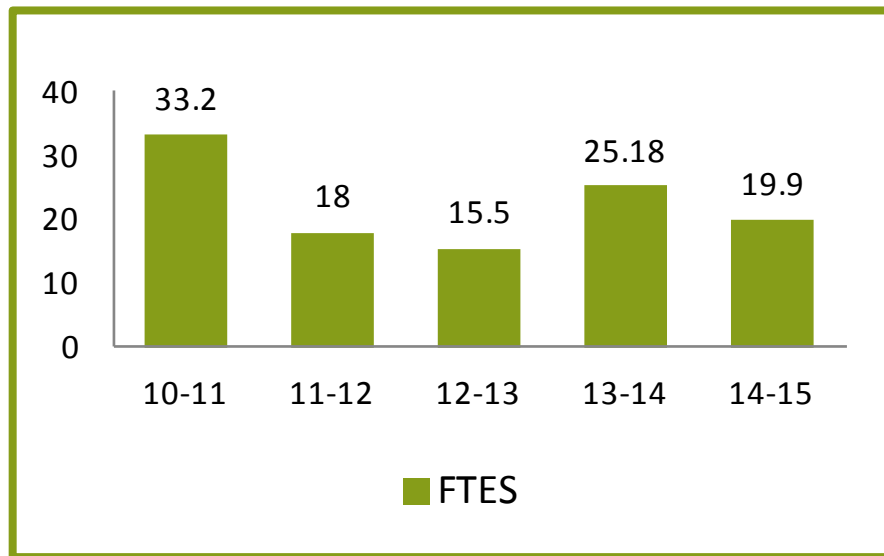
#### Challenges & Opportunities:

- › Students often lack reading and critical thinking skills due to the lack of prerequisites.
- › The number of dedicated full-time and part-time faculty is a challenge in terms of growing the program and addressing the needs of incoming students, as well as maintaining the College's 75/25 split between full-time and part-time instructors.

#### Action Plan:

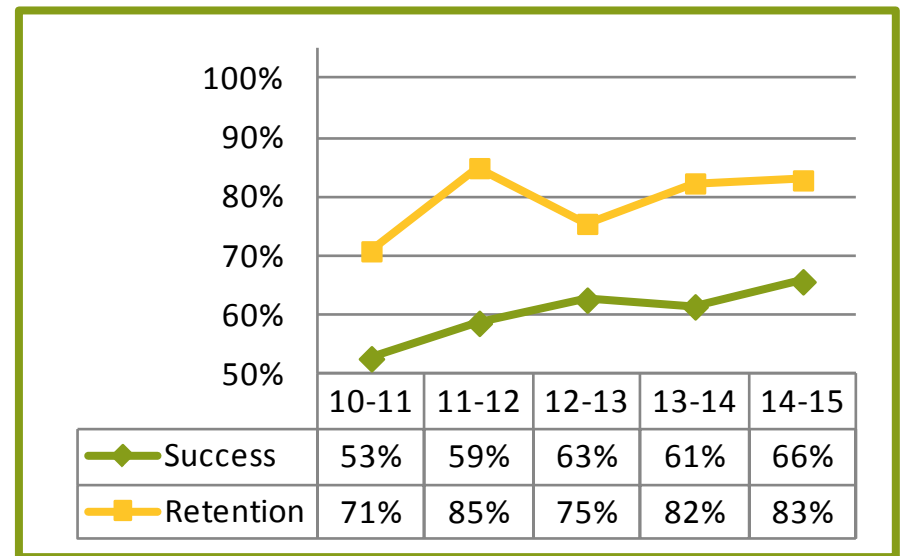
- › Address the need for more full-time instructors through program review.

EXHIBIT A.74



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	287	179	155	247	200
FTEF	2.2	1.38	0.68	1.37	1.23
WSCH per FTEF	453	391	684	551	486

EXHIBIT A.75



	10-11	11-12	12-13	13-14	14-15
Sections	15	10	4	9	7
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	0	0	0	1
Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

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## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES *(cont.)*

### BIOLOGY — 2014-2015

#### Description:

- › Our curriculum covers anatomy and physiology, microbiology, ecology and the environment, cellular and molecular biology and more. An associate of science degree in biology can lead to an eventual career in fields such as research, health care, applied/field biology, education, business and consulting, technology and communication. Courses can be the foundation for four-year college studies in various biology fields.

#### Assessment:

- › Enrollment and demand for biology classes have been increasing.
- › The majority of students feed into healthcare programs rather than transfer to four-year institutions.
- › A significant number of students are older students who are trying to change careers.
- › Program has two full-time faculty and four adjunct faculty.

#### Department Goals:

- › Focus on close association with industry representatives in a continuing effort to meet the needs of a changing workforce.
- › Update instructional technology and teaching aids to meet these industry needs.
- › Adapt and implement new regulatory and environmental requirements.
- › Hire full-time faculty so program can grow.
- › Fill the vacant laboratory assistant position.

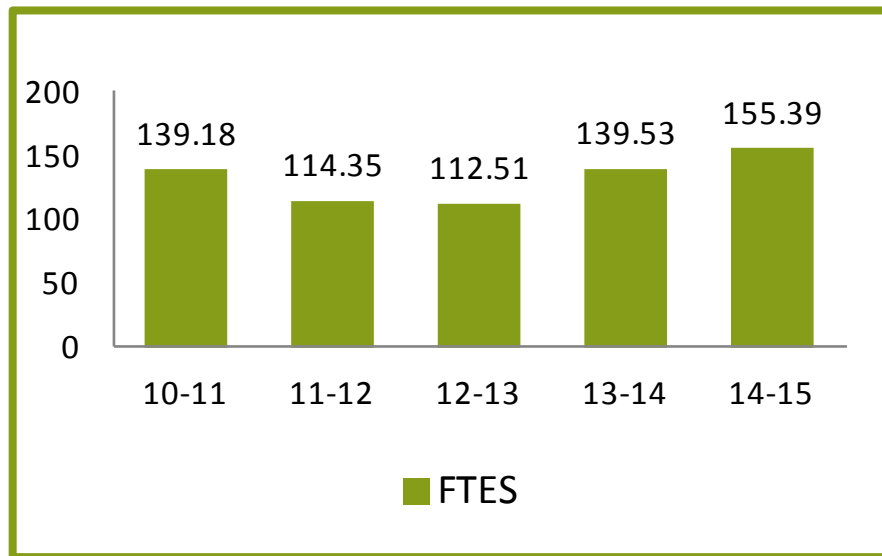
#### Challenges & Opportunities:

- › Program does not have enough dedicated labs in the new building – biology has one dedicated lab and must share two labs with anatomy and microbiology.
- › There is no room in the current facilities to accommodate growth. Instructional space and office space are both already at maximum capacity.

#### Action Plan:

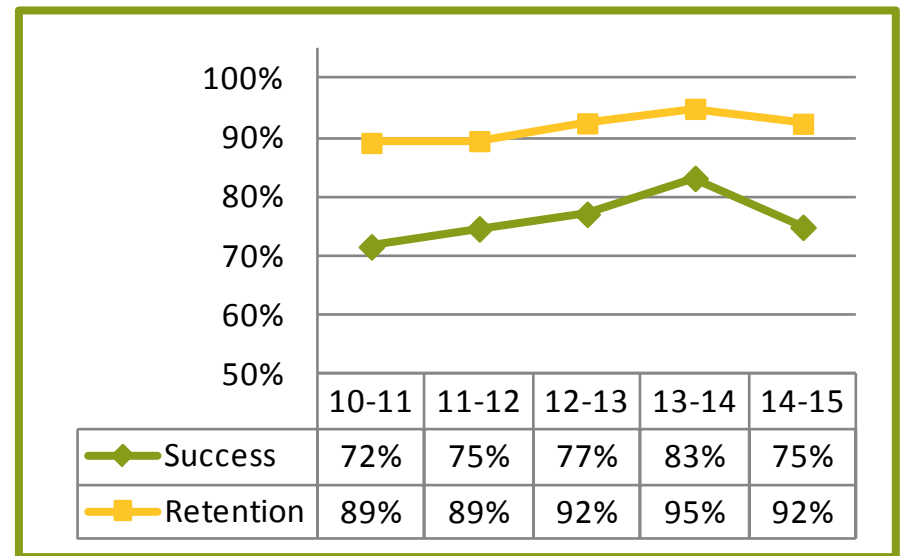
- › None specified.

EXHIBIT A.76



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	591	554	545	593	764
FTEF	5.34	4.52	4.52	5.34	6.32
WSCH per FTEF	782	759	747	784	738

EXHIBIT A.77



	10-11	11-12	12-13	13-14	14-15
Sections	24	18	18	24	28
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	59	62	92	109	136
Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 0401XX

## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES *(cont.)*

### CHEMISTRY — 2014-2015

#### Description:

The associate of science degree in chemistry prepares students for entry-level positions in the biochemistry and industrial chemical industries. Because it is a versatile science, chemistry can be applied to almost any industrial, educational, scientific or government field.

#### Assessment:

- › Demand for the program is increasing, as evidenced by the increases in FTES, duplicated enrollment, and sections offered.
- › Success and retention rates have been falling in recent years.
- › FTEF has increased in recent years, due to new hires.
- › More classes are being offered online or hybrid-online.
- › Approximately twice as many students in the Chemistry program are feeding into Allied Health programs as students who transfer to four-year institutions.

#### Department Goals:

- › Hire six more adjunct faculty.
- › Secure a tutor for Organic Chemistry.
- › Hire another laboratory technician that can work past 1:30pm and service evening classes.
- › Expand the number of course offerings to accommodate increasing demand.
- › Address the basic skills needs of incoming students.

#### Challenges & Opportunities:

- › Organic Chemistry is only offered in the fall, so that students who are out of sequence have to wait a semester or go to another college to take the class.
- › Access to classes is a challenge as classes are filled during Priority B registration.
- › Program is beginning to reach maximum capacity in the current facility.
- › Current minimum qualifications make hiring faculty very difficult.
- › Students are coming in with inadequate math, reading, writing, and study skills.
- › There is an opportunity to further utilize the tutoring center and distance education.
- › Safety issues are a challenge as Chemistry classes are one of the last classes held at night on campus,

and there is often only one faculty running those labs.

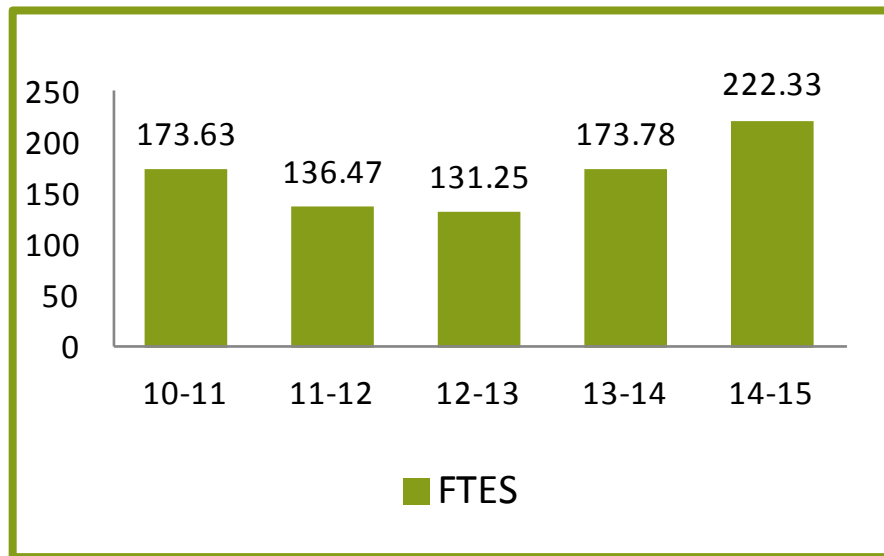
- › Tutors for Organic Chemistry are hard to find as the class is often taken by students immediately prior to graduating.

#### Action Plan:

- › Hire more adjunct faculty.
- › Hire more laboratory technicians.
- › Expand the number of courses offered and the time they are offered.
- › Explore opportunities in distance education and online tutoring.

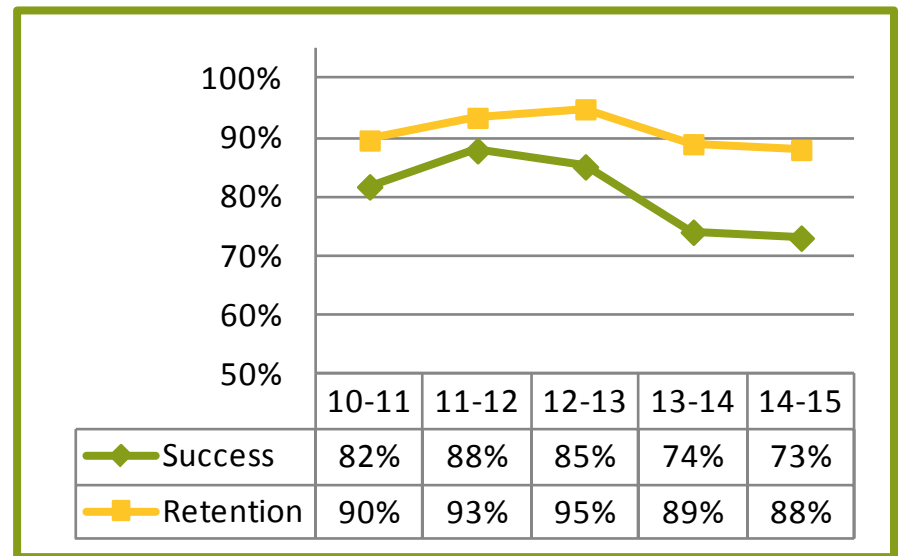


EXHIBIT A.78



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	700	577	652	782	942
FTEF	8	7.12	6.44	9.37	12.89
WSCH per FTEF	651	575	611	557	517

EXHIBIT A.79



	10-11	11-12	12-13	13-14	14-15
Sections	33	25	23	33	43
% of online enrollment	6.1%	0%	0%	6.1%	14%
Degrees awarded	1	0	2	4	9
Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1905XX

## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES *(cont.)*

### ENGINEERING — 2014-2015

#### Description:

- › Engineering is one of the most popular and potentially profitable college academic programs. Add to that, engineers are frequently in high demand. An engineering-based education provides exposure to various technical subjects and skill sets and can lead to further study and a career in the field of engineering. It is also an excellent foundation for transfer to a four-year university as an engineering major.

#### Assessment:

- › Engineering classes were only offered during the 2012-13 academic year. Only one section was offered. Engineering classes are no longer offered.

#### Department Goals:

- › There is no longer an engineering department on campus.

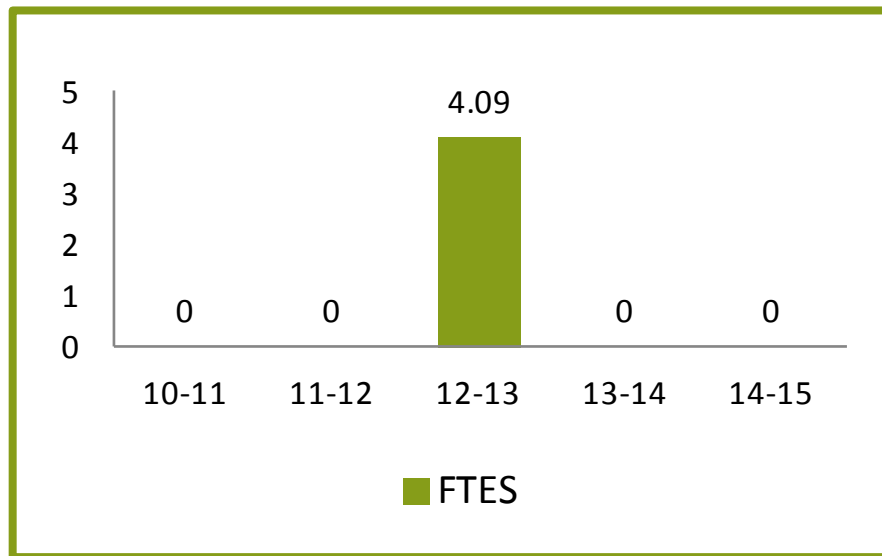
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

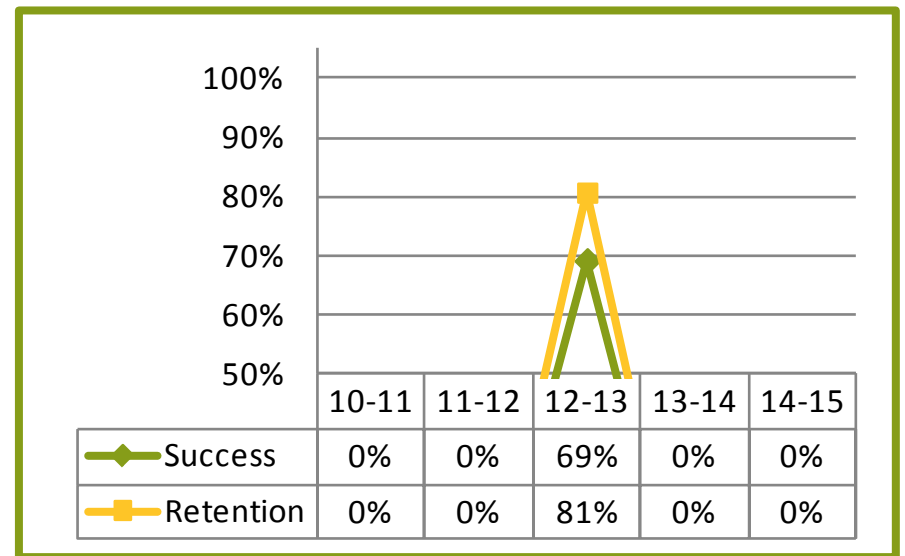
- › None specified

EXHIBIT A.80



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	0	0	26	0	0
FTEF	0	0	0.24	0	0
WSCH per FTEF	0	0	511	0	0

EXHIBIT A.81



	10-11	11-12	12-13	13-14	14-15
Sections	0	0	1	0	0
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES *(cont.)*

### GEOGRAPHY — 2014-2015

#### Description:

- › Geography is much more than the location of places on a map. It's a multifaceted discipline that bridges the social sciences, humanities and physical sciences in a study of place and space. It provides a holistic look at land, sea and air and the distribution of plant, animal and human life. An associate of science degree in geography can lead to employment opportunities in a wide range of professions that require computer, research and analytical skills. It is also the foundation for four-year college studies in geography or geology.

#### Assessment:

- › FTES has increased in the past year, and is slightly higher than what it was in 2010-11.
- › Duplicated enrollment has increased in the past year, and is at approximately the same level as in 2010-11.
- › FTEF has increased in the last year.
- › WSCH per FTEF has decreased since 2010-11.
- › Success rates have remained steady except for an increase in 2012-13.
- › Retention rates have increased slightly in the past year and since 2010-11.

#### Department Goals:

- › Explore the usefulness of certificates.
- › Address the basic skills needs of students.
- › Would like to have earth science programs collocated in a central facility.
- › Align curriculum with those of transfer universities.

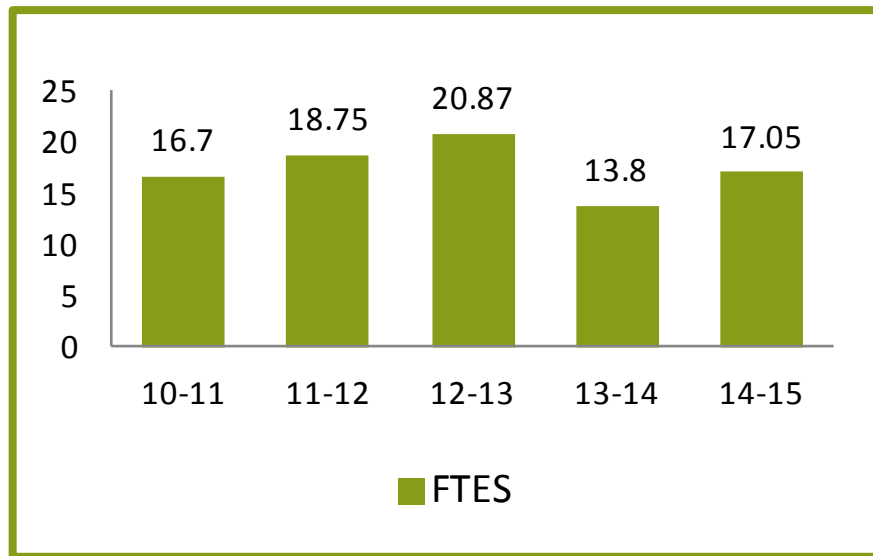
#### Challenges & Opportunities:

- › The nature of courses in program makes distance education difficult.
- › Under-preparedness of students is a problem. Lots of class time is spent playing catch up.

#### Action Plan:

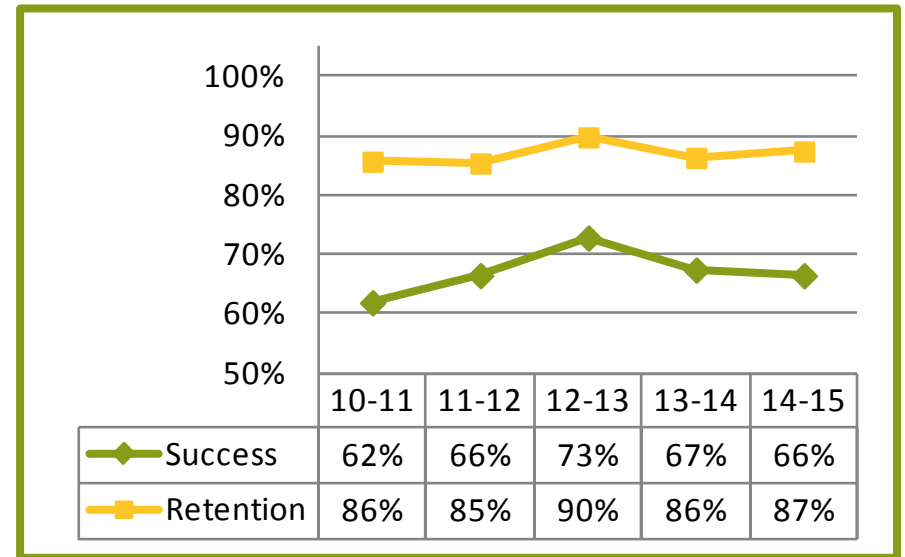
- › Address the basic skills needs of incoming students.
- › Align curriculum with those of transfer universities.
- › Explore the usefulness of establishing certificates.

EXHIBIT A.82



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	168	186	208	133	167
FTEF	0.88	0.88	0.88	0.89	1.09
WSCH per FTEF	569	639	712	467	471

EXHIBIT A.83



	10-11	11-12	12-13	13-14	14-15
Sections	7	8	10	9	8
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	1	2	0	1
Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 2206XX

## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES *(cont.)*

### GEOLOGY — 2014-2015

#### Description:

- › Geology is the study of the earth, its structure, the materials from which it is made, and its physical, chemical and biological forces – and its 4.5 billion-year history. An associate of science degree in geology is the foundation for four-year college studies in geography or geology. Advanced degrees often qualify for a career with natural resource companies, environmental companies, government agencies and universities, either doing field work or in laboratories, classrooms or offices.

#### Assessment:

- › FTES increased since the last year, but has decreased overall since 2010-11.
- › Duplicated enrollment increased since the last year, and has increased overall since 2010-11.
- › FTEF has increased since the last year and overall since 2010-11.
- › WSCH per FTEF has been decreasing steadily since 2010-11.
- › Success rates have decreased since the last year but have increased overall since 2010-11.
- › Retention rates have decreased in the last year but have increased overall since 2010-11.

- › The number of sections offered has been increasing.
- › The number of degrees awarded has been increasing.

#### Department Goals:

- › Address the basic skills needs of incoming students.
- › Explore the usefulness of certificates.
- › Align curriculum with those of transfer universities.
- › Locate the earth science programs together in a central facility.

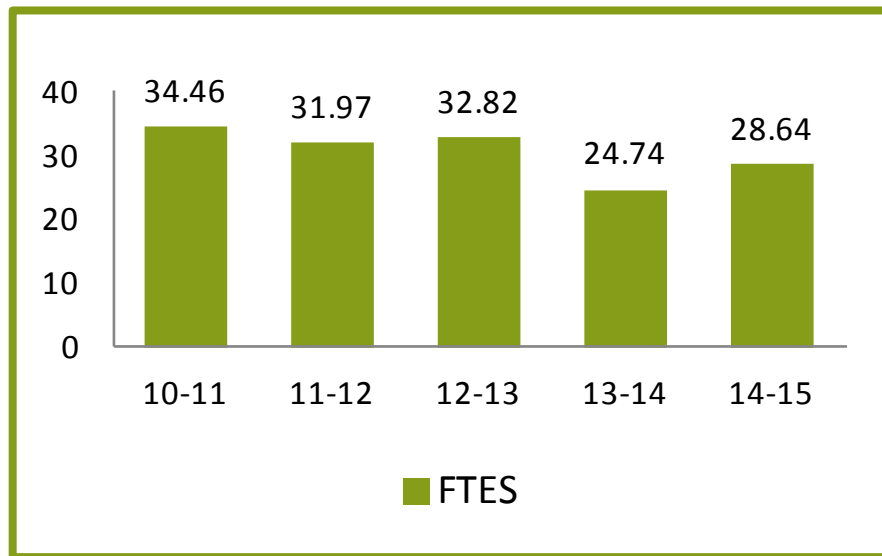
#### Challenges & Opportunities:

- › The nature of the program makes distance and online education difficult to conduct effectively.
- › A significant portion of valuable class time is dedicated to remediation due to the under-preparedness of students.

#### Action Plan:

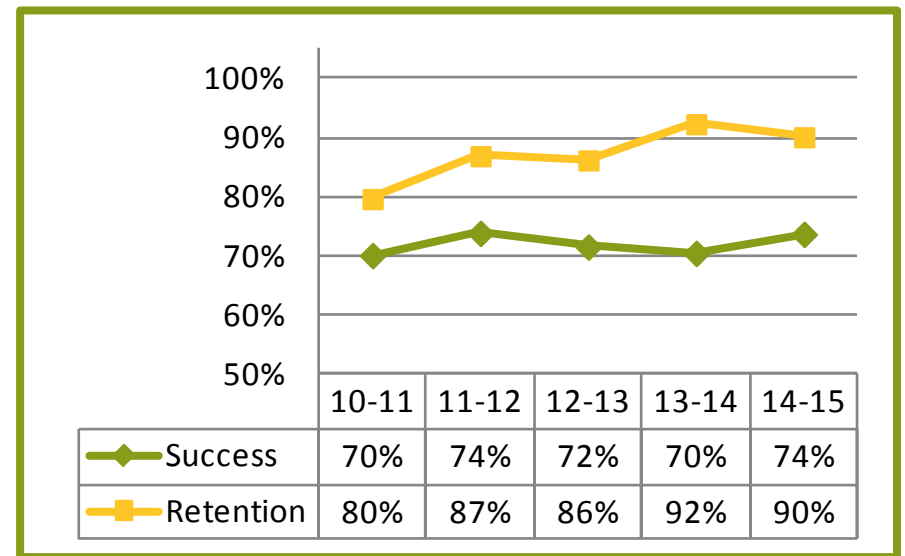
- › Address the basic skills needs of incoming students.
- › Work with transfer universities to align the program's curriculum.
- › Investigate the usefulness of different certificates in the workforce.

EXHIBIT A.84



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	168	213	205	162	188
FTEF	1.93	1.82	1.96	1.88	2.39
WSCH per FTEF	536	527	502	396	360

EXHIBIT A.85



	10-11	11-12	12-13	13-14	14-15
Sections	22	16	18	21	36
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	1	1	3
Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1914XX

## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES *(cont.)*

### MICROBIOLOGY— 2014-2015

#### Description:

- › The world we live in is filled with microscopic organisms too small to be seen by the unaided eye. Discover the roles and effects – both good and bad – of bacteria, protozoa, viruses, and certain algae and fungi, and how microbiology has helped us to control or kill the bad microbes and make maximum use of good microbes. An associate of science degree in microbiology can lead to a variety of employment opportunities in education, government, medicine, and research. It is also the foundation for four-year college studies in the biological sciences.

#### Assessment:

- › FTES has decreased slightly since the last year and overall since 2010-11.
- › Duplicated enrollment has remained steady in the past few years with a slight decrease since 2010-11.
- › FTEF has increased in the past year and overall since 2010-11.
- › WSCH per FTEF has been steadily decreasing.

- › Success rates are low and have increased slightly since the last year, but have decreased overall since 2010-11.
- › Retention rates have decreased steadily since 2010-11.
- › The number of sections offered has increased by 72% since 2010-11.
- › Majority of students feed into Allied Health programs.
- › Declining enrollment may be a function of the chemistry pre-requisite, as chemistry classes are some of the most heavily impacted at the College.

#### Department Goals:

- › Hire more laboratory technicians so as to have lab support for evening classes.
- › Maintain and replace equipment on a timely schedule so as to not negatively impact instruction.

#### Challenges & Opportunities:

- › There is no space in the current building to accommodate growth in enrollment or growth in staffing.
- › There is no running water in the current building.
- › There are no laboratory technicians that can work during evenings.

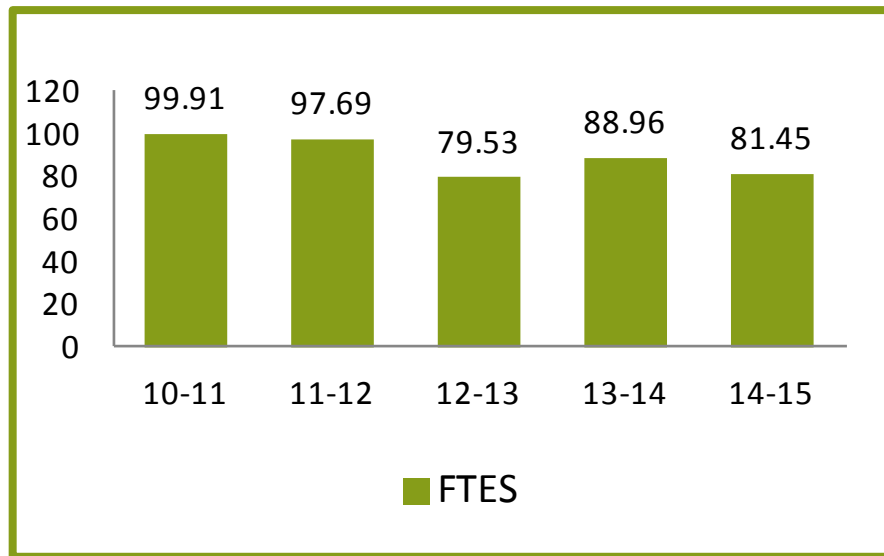
- › There is only one entrance/exit to the second floor of the current building – is a security concern.
- › There are opportunities to explore alternative instructional delivery systems.
- › There is a lack of storage space in the current building, and preparation rooms are inadequate.

#### Action Plan:

- › Hire more laboratory technicians.
- › Develop an equipment maintenance plan.

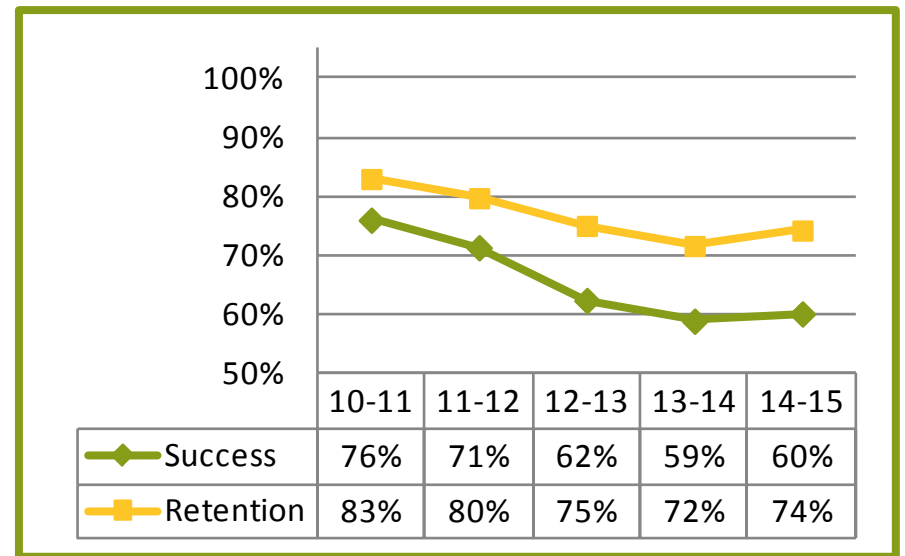


EXHIBIT A.86



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	367	326	308	332	332
FTEF	4.86	4.86	4.08	4.96	5.35
WSCH per FTEF	617	603	585	539	457

EXHIBIT A.87



	10-11	11-12	12-13	13-14	14-15
Sections	18	21	20	25	31
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES *(cont.)*

### OCEANOGRAPHY — 2014-2015

#### Description:

- › Students taking Oceanography courses will study the basic principles of oceanography, including the structure of the Earth and sea floor, the physics and chemistry of the ocean, atmospheric and ocean circulation, waves, currents, tides, marine plants and animals, ecosystems, and environmental concerns. Students will work with the tools of oceanographic inquiry including maps, remote sensing, Geographic Information Systems (GIS), Global Positioning Systems (GPS), and other data collection analysis and display methods.

#### Assessment:

- › FTES has decreased in the last year and is approximately 50% of what it was in 2010-11.
- › Duplicated enrollment has decreased in the last year and is less than half of what it was in 2010-11.
- › FTEF has increased in the last year.
- › WSCH per FTEF has decreased since the last year and has dropped by more than half since 2010-11.
- › Success rates have increased since last year but have declined overall since 2010-11.
- › Retention rates have increased since the last year

and are the same as in 2010-11.

- › The number of sections offered has increased by one since the last year.

#### Department Goals:

- › Address the basic skills needs of incoming students.
- › Explore the usefulness of certificates.
- › Align curriculum with those of transfer universities.
- › Locate the earth science programs together in a central facility.

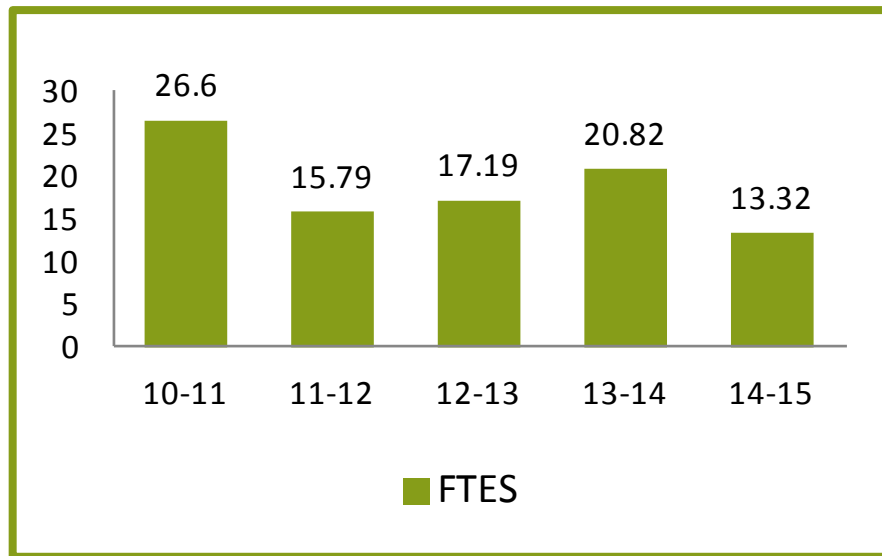
#### Challenges & Opportunities:

- › The nature of the program makes distance and online education difficult to conduct effectively.
- › A significant portion of valuable class time is dedicated to remediation due to the under-preparedness of students.

#### Action Plan:

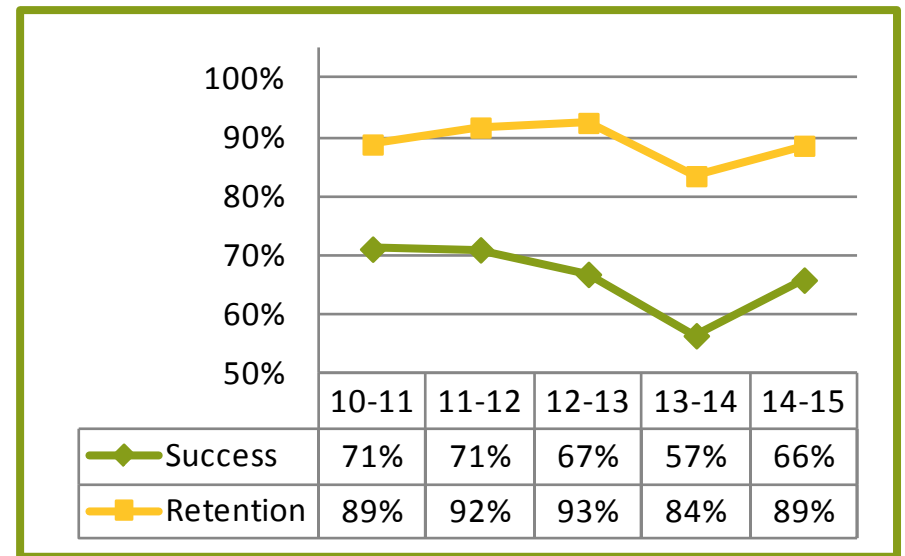
- › Address the basic skills needs of incoming students.
- › Work with transfer universities to align the program's curriculum.
- › Investigate the usefulness of different certificates in the workforce.

EXHIBIT A.88



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	261	148	160	225	124
FTEF	0.8	0.4	0.3	0.8	1
WSCH per FTEF	998	1184	859	781	400

EXHIBIT A.89



	10-11	11-12	12-13	13-14	14-15
Sections	4	2	3	4	5
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# BIOLOGICAL + PHYSICAL SCIENCES *(cont.)*

### PHYSICS — 2014-2015

#### Description:

- › The Physics Program offers three series. Physics 100 is a one semester series that is mostly conceptual physics with little to no math. The Physics 110/111 series incorporates algebra and trigonometry, and is mostly intended for those going into the Allied Health programs. The Physics 250/251/252 series is a three semester series utilizing calculus that is intended for transfer students looking for careers as scientists or engineers.

#### Assessment:

- › The decline in enrollment seen in 2013-14 is a result of transitions from way lectures and labs are run.
- › The Physics Program has one full time faculty and four adjunct faculty.
- › Success rates have improved since the previous year and overall since 2010-11.
- › Retention rates have improved since the last year and overall since 2010-11.
- › The number of course offerings has increased from the previous year, but has declined overall since 2010-11.

#### Department Goals:

- › Hire another full time instructor.
- › Grow the Physics Club.
- › Increase success and retention rates.

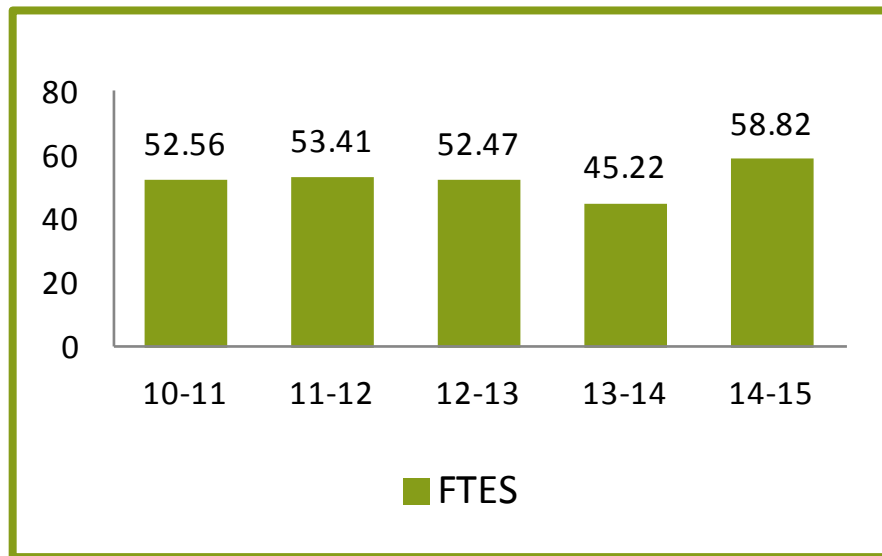
#### Challenges & Opportunities:

- › Students are generally prepared for classes due to prerequisites. However, many lack experience turning word problems into math problems.
- › The Physics 250 series is the only one that utilizes Supplemental Instruction – there is an opportunity to utilize Supplemental Instruction for the other series as well.
- › The program has needed more full time instructors for the past four years, and will definitely need more if the program is to grow.

#### Action Plan:

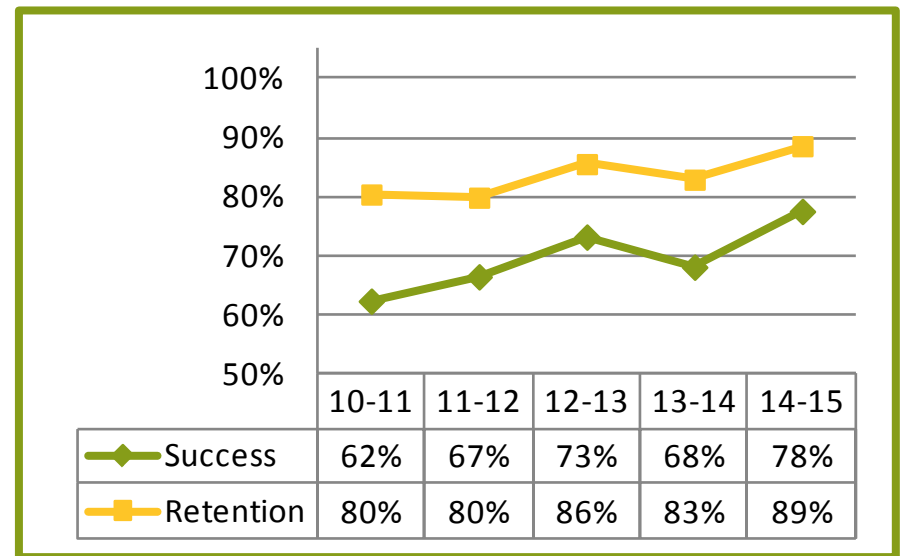
- › Demonstrate the need for more full time instructors through program review.

EXHIBIT A.90



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	291	198	259	263	308
FTEF	1.88	2.34	2.66	3.32	5.12
WSCH per FTEF	839	685	592	409	345

EXHIBIT A.91



	10-11	11-12	12-13	13-14	14-15
Sections	31	28	27	12	19
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	6	2	0	7	11
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1902XX

## Individual Data Sheets By Division

# BUSINESS, ECONOMICS, + IT

### ACCOUNTING — 2014-2015

#### Description:

- › An education in accounting can lead to a position preparing financial statements, balance sheets and tax returns at an accounting/CPA firm, small business, large corporation, financial institution, government agency or any number of organizations. This is also the foundation for four-year college studies in accounting.

#### Assessment:

- › FTES has remained relatively steady since 2010-11 except for an increase in the most recent year.
- › Duplicated enrollment has remained steady with a slight increase in the most recent year.
- › FTEF has steadily increased since 2010-11.
- › WSCH per FTEF has declined in the last year.
- › Success rates have decreased in the last year and overall since 2010-11.
- › Retention rates have remained steady since 2010-11 with the exception of an increase in 2013-14.
- › The number of sections offered ahs almost doubled since 2010-11.
- › The number of degrees and certificates awarded has decreased since 2010-11.

#### Department Goals:

- › Hire full-time faculty members.
- › Increase outreach to local business partners.
- › Increase the visibility and reputation of program in surrounding community.

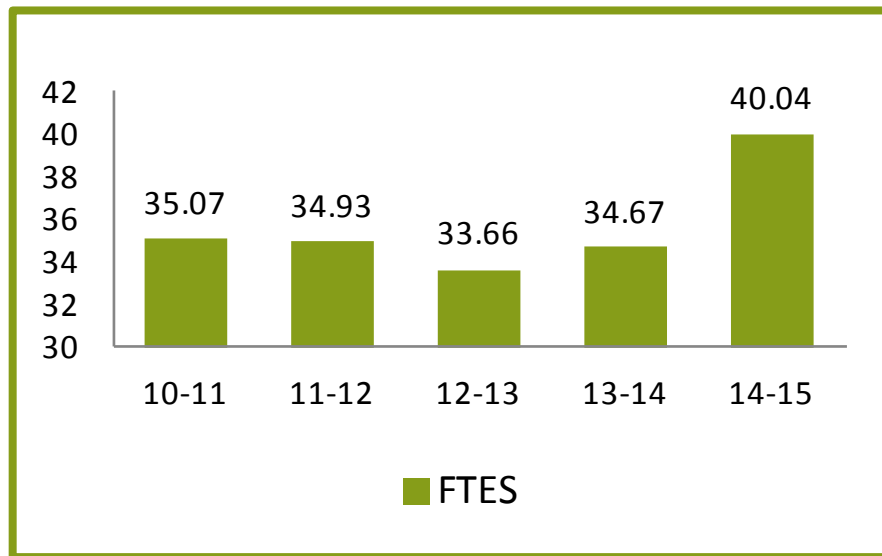
#### Challenges & Opportunities:

- › The lack of full-time faculty in the program is a challenge.
- › There are opportunities to increase outreach to the local community.
- › The reliance on temporary facilities is a challenge to the program.
- › Reliance on adjuncts is contributing to high burn out rates.

#### Action Plan:

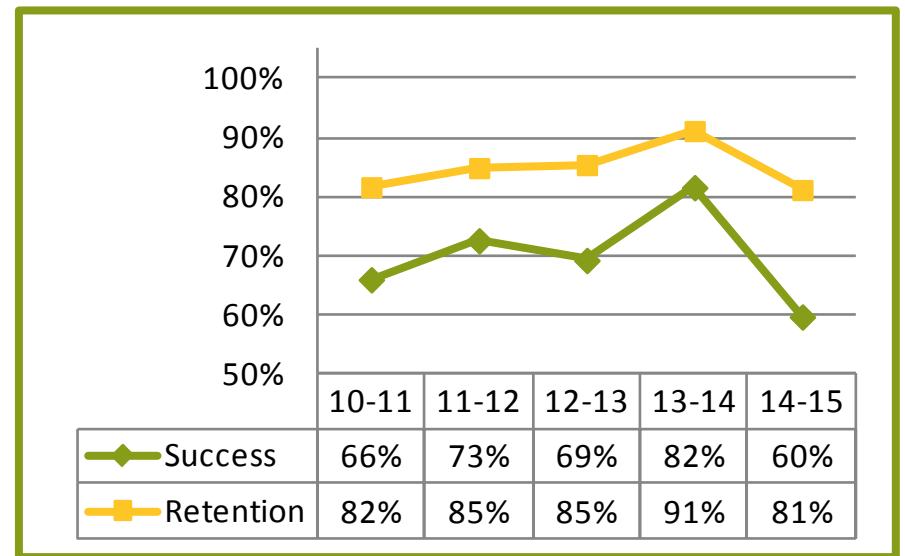
- › Demonstrate the need for full-time faculty through program review.

EXHIBIT A.92



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	262	256	237	271	288
FTEF	1.89	1.62	1.97	1.95	3.28
WSCH per FTEF	557	647	514	534	366

EXHIBIT A.93



	10-11	11-12	12-13	13-14	14-15
Sections	7	6	7	8	13
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	3	0	0	0	1
Certificates Awarded	3	1	1	1	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 0502XX

## Individual Data Sheets By Division

# BUSINESS, ECONOMICS, + IT *(cont.)*

### BUSINESS ADMINISTRATION — 2014-2015

#### Description:

- › Learn what it takes to manage a company, whether it's a major corporation or a small private business. No matter your management role, the size of the business or whether it's public or private, all businesses and government agencies need skilled leaders and administrators to succeed. The AA in business administration can lead to a position requiring leadership skills and knowledge of organizational principles, financial management, and office management and information technology.

#### Assessment:

- › FTES has remained steady over the past few years, with a slight decrease since the last year.
- › Duplicated enrollment has declined in the past year.
- › FTEF has increased in the past two years.
- › WSCH per FTEF has decreased significantly since the last year.
- › Success rates have remained steady over the last few years, and improved in 2014-15.
- › Retention rates have improved slightly since 2010-2011.

- › The number of sections has declined by approximately 50% since last year.

#### Department Goals:

- › Develop a strategic business plan to outreach and form partnerships with local businesses and surrounding community.
- › Explore opportunities related to developing a logistics program.
- › Hire more full-time faculty.
- › Promote distance education training opportunities.

#### Challenges & Opportunities:

- › The number of full-time faculty in the program is a challenge in terms of managing and growing the program.
- › There are opportunities to develop strategic partnerships and relationships with local businesses in the community.
- › Outdated facilities and equipment are a challenge.
- › There is an opportunity to explore alternative instructional delivery systems.

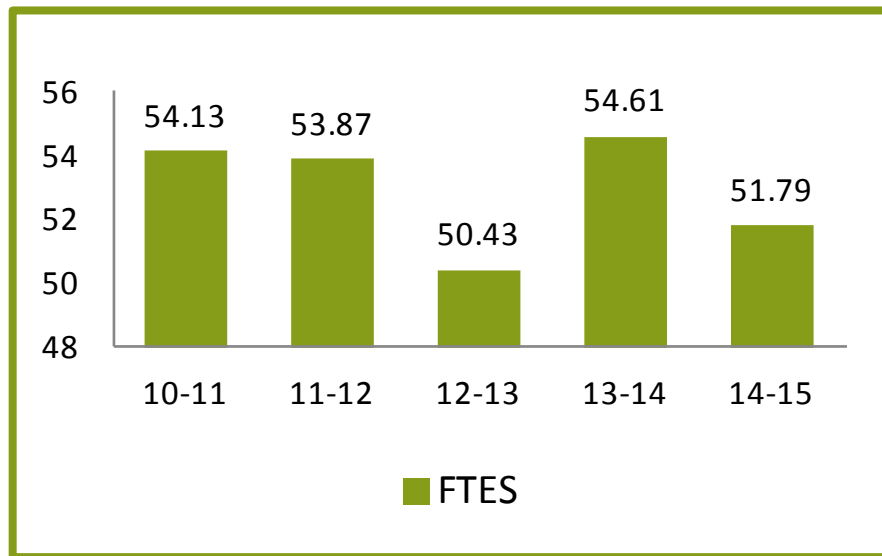
#### Action Plan:

- › Explore opportunities related to developing a logistics program.

- › Demonstrate the need for more full-time faculty and updated equipment through program review.
- › Develop a strategic business plan to outreach with local businesses.

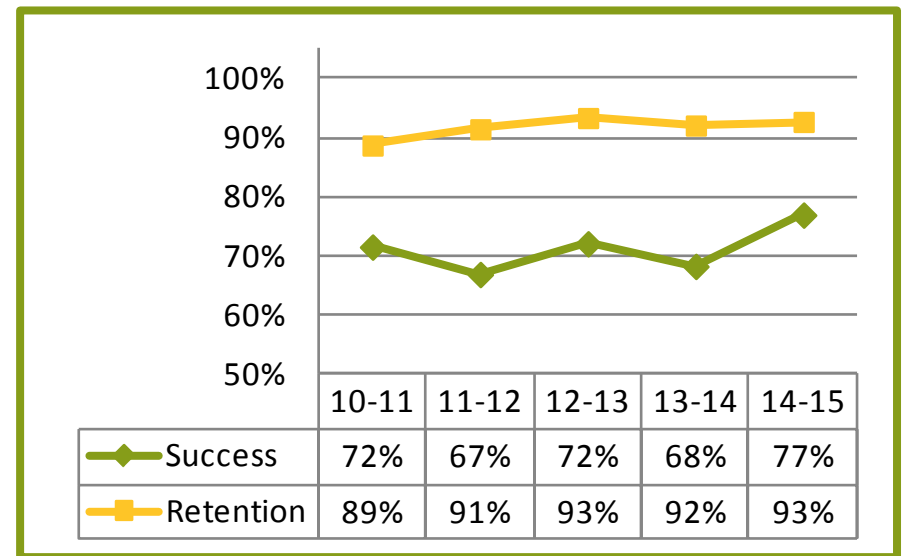


EXHIBIT A.94



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	518	519	492	548	488
FTEF	2.27	1.8	1.6	2	2.8
WSCH per FTEF	715	898	946	819	555

EXHIBIT A.95



	10-11	11-12	12-13	13-14	14-15
Sections	30	27	27	31	15
% of online enrollment	13%	0%	0%	0%	0%
Degrees awarded	21	25	51	42	57
Certificates Awarded	1	0	4	1	1

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 0505XX & 0506XX

## Individual Data Sheets By Division

# BUSINESS, ECONOMICS, + IT *(cont.)*

### COMPUTER INFORMATION SYSTEMS — 2014-2015

#### Description:

- › Whether your career goal is to develop software or hardware, design or support information networks, analyze existing computer systems or discover new ways to improve their performance, our program will help prepare you to become a valuable job-ready IT communicator in the rapidly expanding fields of information systems and computer science. An associate of science in computer information systems can lead to a career working with information systems, data communications and networking, or information management, in jobs ranging from software designer or application developer to network administrator or systems developer.

#### Assessment:

- › FTES has been steadily decreasing since 2010-11.
- › Duplicated enrollment has remained relatively stable.
- › FTEF has decreased slightly since 2010-11.
- › WSCH per FTEF has decreased in the last year.
- › Success rates remain steady in the upper 60% range.
- › Retention rates have remained steady.

- › The number of sections has decreased slightly since 2010-11.
- › The number of degrees awarded has increased since 2010-11.
- › The number of certificates awarded has decreased in the last year and overall since 2010-11.

#### Department Goals:

- › Hire more full-time faculty to grow the program.
- › Increase enrollment in digital media and networking classes.
- › Update current technology equipment to match industry standards.
- › Hire a full-time instructor with a specialization in digital media.
- › Increase the number of online course offerings.

#### Challenges & Opportunities:

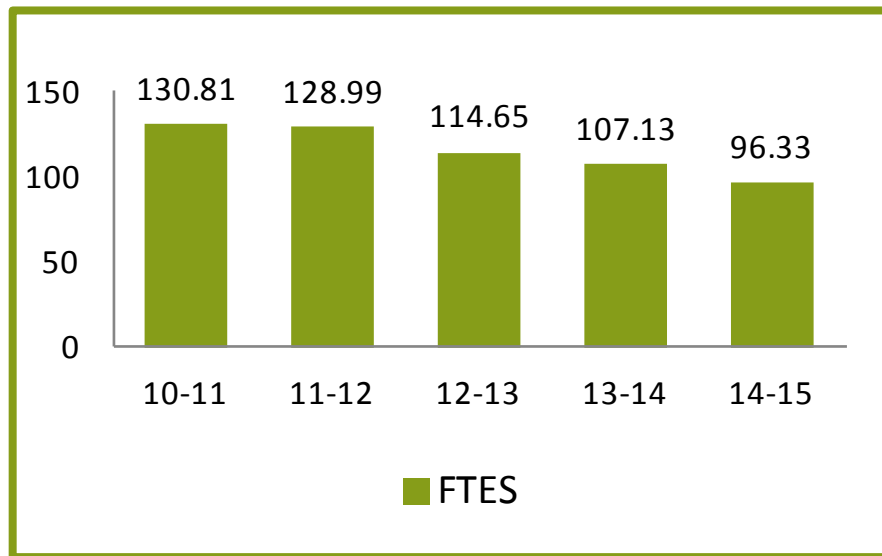
- › Computer equipment that does not match what is used in the industry is a challenge to preparing students for careers in the industry.
- › The number of full-time faculty and the lack of full-time faculty with experience in digital media is a challenge to growing the program.
- › There is an opportunity to expand distance education offerings.

- › Server strength is a challenge in terms of allowing students to fully utilize virtual technology.

#### Action Plan:

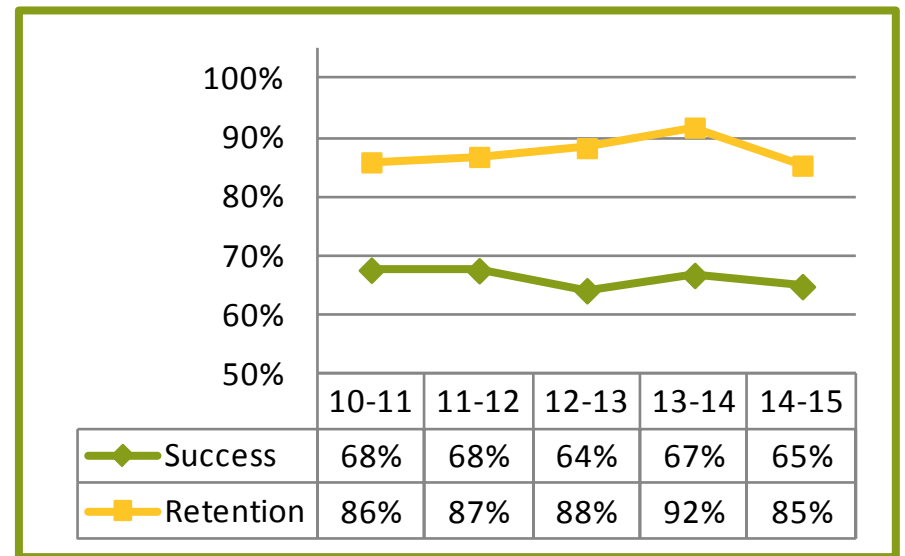
- › Demonstrate the need for more full-time faculty and updated computer equipment through the program review process.

EXHIBIT A.96



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,152	1,134	1,121	1,129	1,059
FTEF	9.81	8.06	7.95	8.18	8.17
WSCH per FTEF	400	480	433	393	354

EXHIBIT A.97



	10-11	11-12	12-13	13-14	14-15
Sections	50	42	44	44	44
% of online enrollment	8.5%	20%	10%	11.6%	14.6%
Degrees awarded	5	3	5	3	10
Certificates Awarded	17	11	15	14	11

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 0702XX

## Individual Data Sheets By Division

# BUSINESS, ECONOMICS, + IT *(cont.)*

### COMPUTER SCIENCE — 2014-2015

#### Description:

- › Today's world is dependent on computer technology, and studying computer science will help you develop problem solving skills and analytical abilities that can be used in every aspect of your life. Computer science college graduates are among the most sought-after new employees upon earning a bachelor's degree. An associate of science in computer science can prepare you for entry-level employment within the Information Technology field or for further study to pursue a bachelor's degree. There are many growing fields related to computer science, including information security analysis, bioinformatics, game programming, medicine, communications, forensics and law.

#### Assessment:

- › The program was established in the 2013-14 academic year.
- › FTES has more than doubled in the past year.
- › Duplicated enrollment has more than doubled in the past year.
- › FTEF has more than doubled in the past year.

- › WSCH per FTEF has increased slightly in the past year.
- › Success rates have dropped slightly in the past year.
- › Retention rates have dropped slightly in the past year.
- › The number of sections has more than doubled since the past year.

#### Department Goals:

- › Hire more full-time faculty to grow the program.
- › Update current technology equipment to match industry standards.
- › Hire a full-time instructor with a specialization in digital media.
- › Increase the number of online course offerings.

#### Challenges & Opportunities:

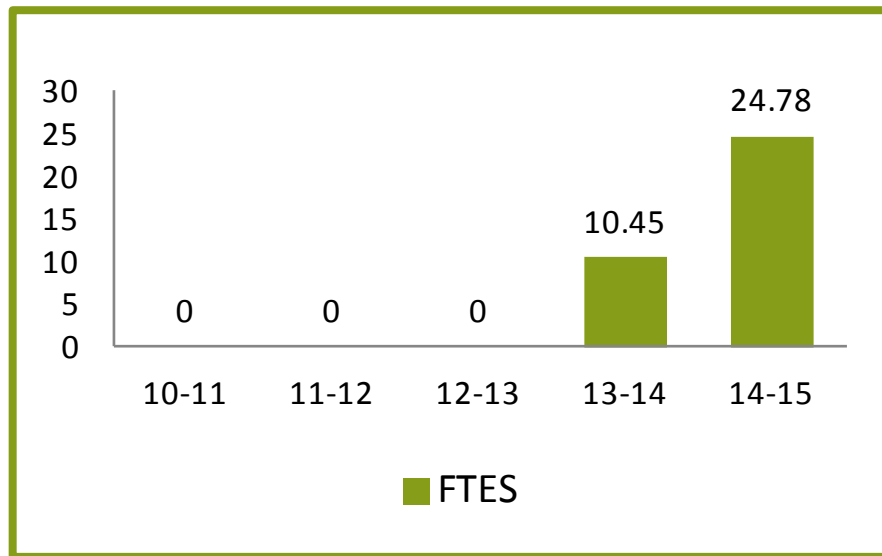
- › Computer equipment that does not match what is used in the industry is a challenge to preparing students for careers in the industry.
- › The number of full-time faculty and the lack of full-time faculty with experience in digital media is a challenge to growing the program.
- › There is an opportunity to expand distance education offerings.

- › Server strength is a challenge in terms of allowing students to fully utilize virtual technology.

#### Action Plan:

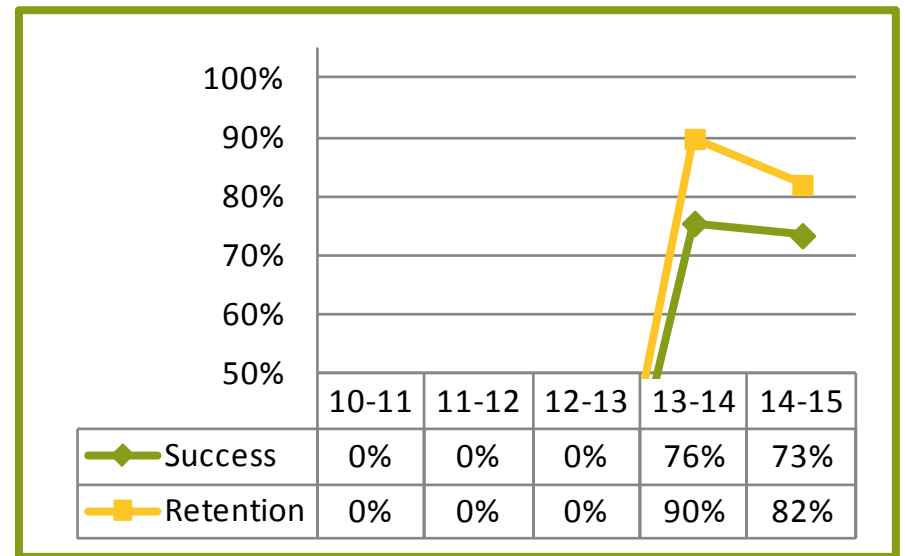
- › Demonstrate the need for more full-time faculty and updated computer equipment through the program review process.

EXHIBIT A.98



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	0	0	0	59	134
FTEF	0	0	0	1.03	2.26
WSCH per FTEF	0	0	0	305	329

EXHIBIT A.99



	10-11	11-12	12-13	13-14	14-15
Sections	0	0	0	3	7
% of online enrollment	0%	0%	0%	0%	14.3%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# BUSINESS, ECONOMICS, + IT *(cont.)*

### ECONOMICS — 2014-2015

#### Description:

- › Learn what it takes to succeed in our increasingly knowledge-based and interdependent global economy by understanding the logical, social and economic impacts of the choices individuals, families, companies and governments make every day. A degree in economics can lead to employment opportunities in such diverse fields as financial services, banking, real estate, insurance, health care or manufacturing. CHC courses can be the foundation for four-year college studies in various economic fields.

#### Assessment:

- › FTES has decreased since the last year and overall since 2010-11.
- › Duplicated enrollment has decreased in the last year and overall since 2010-11.
- › FTEF has increased slightly in the last two years.
- › WSCH per FTEF has decreased in the last year and overall since 2010-11.
- › Success rates have been increasing since 2010-11.
- › Retention rates have been increasing since 2010-11.

- › The number of sections offered has increased since 2010-11.
- › The number of degrees awarded has declined since 2010-11.

#### Department Goals:

- › None specified.

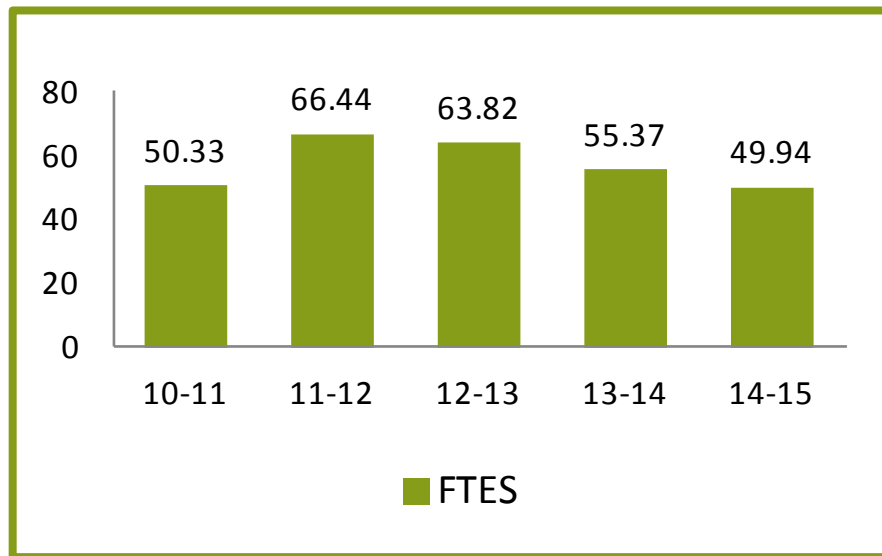
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

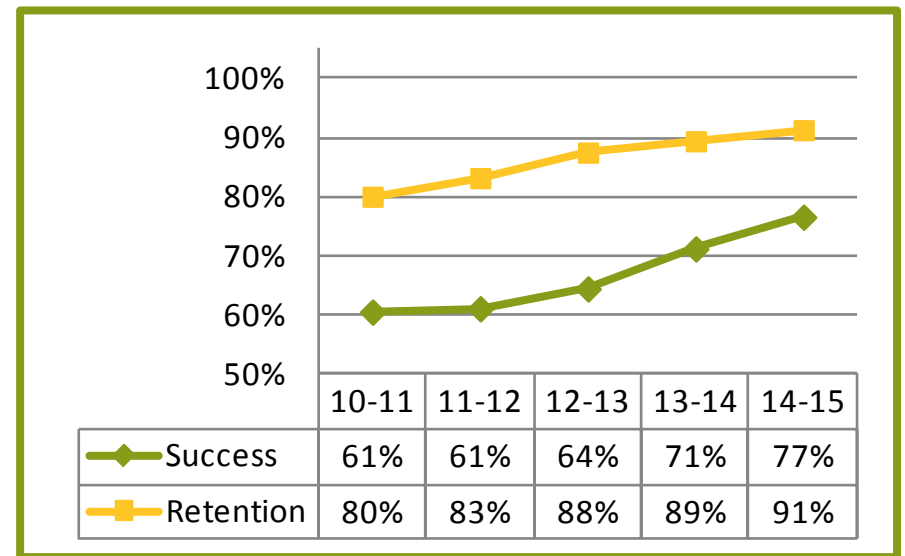
- › None specified.

EXHIBIT A.100



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	507	665	698	550	485
FTEF	2	2	2	2.2	2.8
WSCH per FTEF	755	997	957	755	535

EXHIBIT A.101



	10-11	11-12	12-13	13-14	14-15
Sections	10	10	10	11	16
% of online enrollment	10%	0%	0%	0%	13.3%
Degrees awarded	2	2	8	1	1
Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 2204XX

## Individual Data Sheets By Division

# BUSINESS, ECONOMICS, + IT *(cont.)*

### MARKETING — 2014-2015

#### Description:

- › No matter where your career takes you, nearly every type of business and industry utilizes some form of marketing – the process of promoting and selling goods and services. Learn the basic skills, concepts, functions, terminology and procedures of creating, communicating, pricing and delivering your products and services. The Marketing Management Certificate will prepare you for entry-level employment in a variety of related occupations, including retail sales clerk, outside sales representative, advertising, merchandiser, distribution or customer service representative. It is also the foundation for four-year college studies in marketing or related fields.

#### Assessment:

- › FTES has decreased in the last year and overall since 2010-11.
- › Duplicated enrollment has been decreasing.
- › FTEF has been decreasing.
- › WSCH per FTEF has decreased in the last year and overall since 2010-11.
- › Success rates have stayed relatively steady.
- › Retention rates have remained relatively steady.

#### Department Goals:

- › Develop a strategic business plan to outreach and form partnerships with local businesses and surrounding community.
- › Hire more full-time faculty.
- › Promote distance education training opportunities.

#### Challenges & Opportunities:

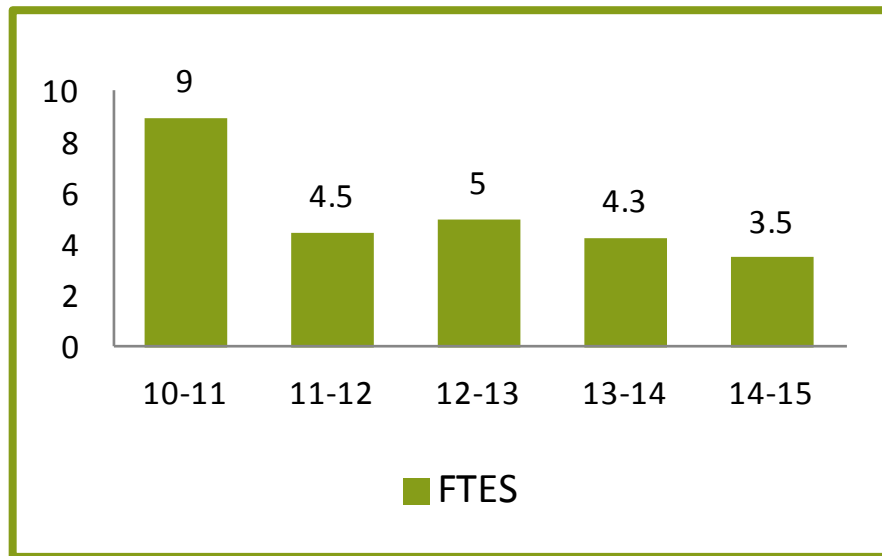
- › The number of full-time faculty in the program is a challenge in terms of managing and growing the program.
- › There are opportunities to develop strategic partnerships and relationships with local businesses in the community.
- › Outdated facilities and equipment are a challenge.
- › There is an opportunity to explore alternative instructional delivery systems.

#### Action Plan:

- › Demonstrate the need for more full-time faculty and updated equipment through program review.
- › Develop a strategic business plan to outreach with local businesses.

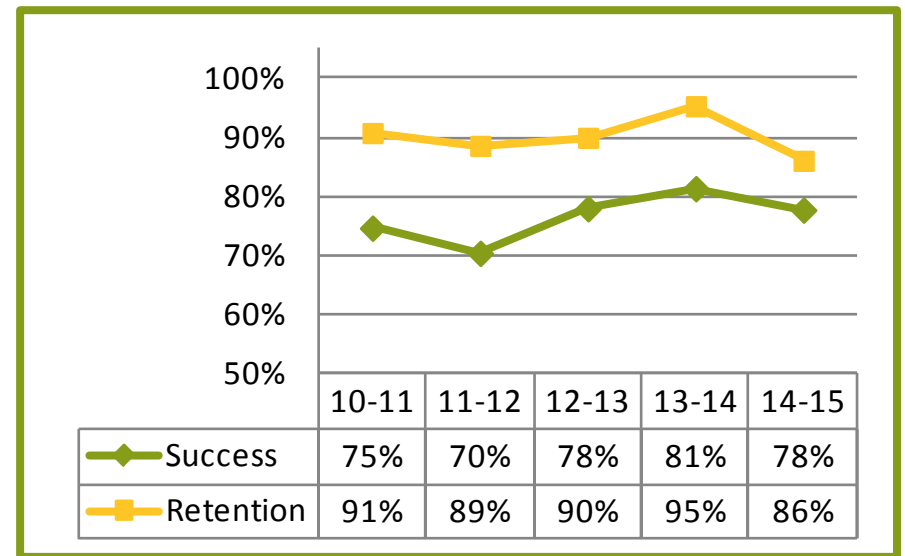


EXHIBIT A.102



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	87	45	50	43	35
FTEF	0.4	0.2	0.2	0.2	0.2
WSCH per FTEF	675	675	750	645	525

EXHIBIT A.103



	10-11	11-12	12-13	13-14	14-15
Sections	2	1	1	1	1
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# COLLEGE LIFE

### COLLEGE LIFE — 2014-2015

#### Description:

- › College Life courses are designed to introduce students to skills and strategies for success in an academic setting. Students will explore and apply theories of physical, social and psychological development towards the goal of success in college. Students will survey the tools necessary to excel academically, socially, physically, and emotionally. Introductory courses to online learning and community service and leadership are included.

#### Assessment:

- › FTES has increased in the past year and overall since 2010-11.
- › Duplicated enrollment has increased since the last year, but has decreased overall since 2010-11.
- › FTEF has increased.
- › WSCH per FTEF has decreased in the last year and overall since 2010-11.
- › Success rates have been declining since 2010-11.
- › Retention rates have remained relatively steady.
- › The number of sections has more than doubled in the last year.

#### Department Goals:

- › None specified.

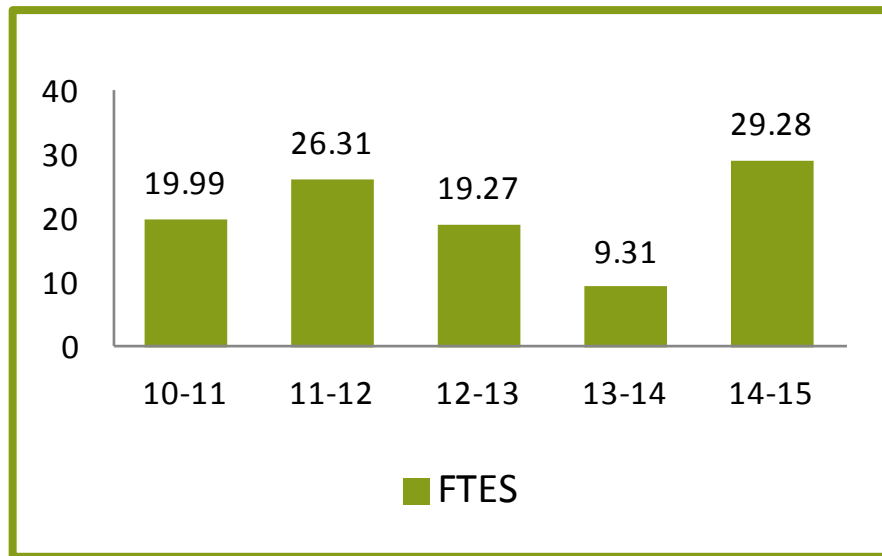
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

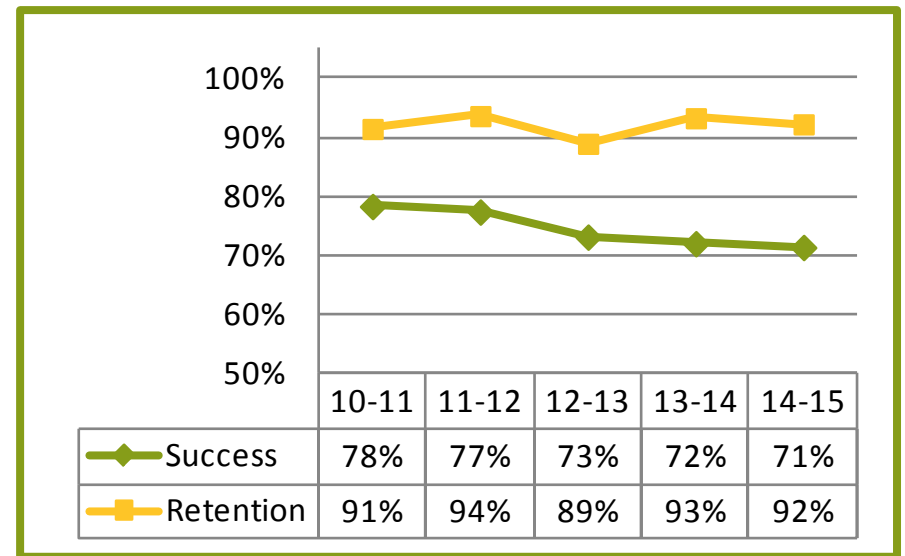
- › None specified.

EXHIBIT A.104



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	334	461	413	78	231
FTEF	1.35	1.84	1.52	0.88	2.14
WSCH per FTEF	444	429	382	317	411

EXHIBIT A.105



	10-11	11-12	12-13	13-14	14-15
Sections	11	18	17	8	20
% of online enrollment	0%	0%	0%	37.5%	25%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# COMMUNICATION + LANGUAGE

### AMERICAN SIGN LANGUAGE — 2014-2015

#### Description:

- › The American Sign Language program at Crafton Hills College provides student an opportunity to communicate in American Sign Language as well as gain an understanding of Deaf culture.

#### Assessment:

- › After declining in 2011-12, FTES and duplicated enrollment have been steadily increasing.
- › FTEF has grown in recent years.
- › WSCH per FTEF has declined in recent years.
- › Success rates have been slowly declining since 2011-12.
- › Retention rates have remained steady with a slight decrease in the last year.
- › The number of sections offered has recently increased.
- › The number of degrees and certificates awarded has increased since last year.
- › The program currently does not offer enough classes to prepare students for employment – but the program does prepare students for transfer to certificate programs or four-year institutions.
- › There is an annual conference hosted by CHC and

SBVC for ASL educators in its fourth year that is growing in popularity.

#### Department Goals:

- › Hire another full-time instructor to meet growing demand.
- › Would like to create an ASL for medical personnel class.
- › Would like to grow the interpretation course.
- › Would like deaf-friendly spaces – natural, indirect lighting that is easier on the eyes and a furniture layout that allows for all occupants to see each other simultaneously.

#### Challenges & Opportunities:

- › The program lacks lab space to do hands on activities in.
- › Coursework requires lots of video recording, and the majority of computers on campus lack the processing power needed for video recording and streaming.
- › There are only two computer labs on campus that have machines with the right software for test taking. These computer labs are shared with the entire campus so scheduling is difficult.
- › The strict focus on academic credentials by the

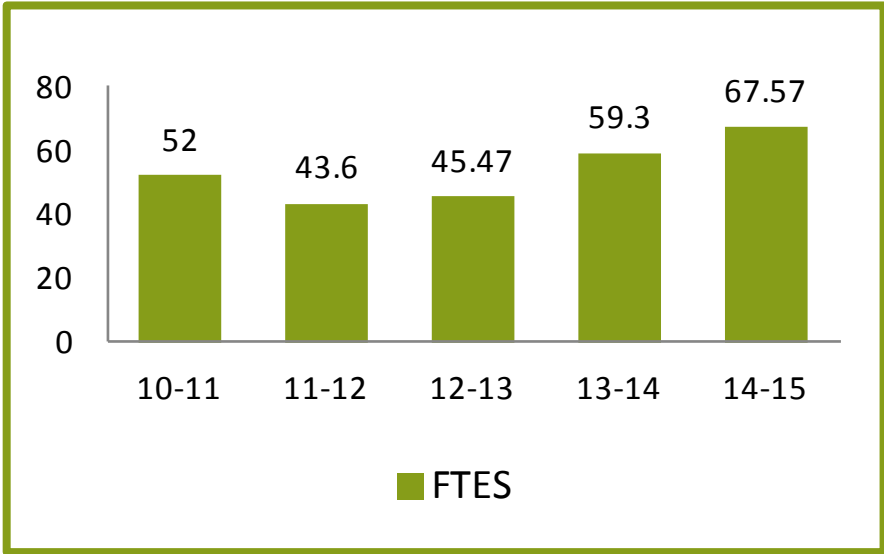
equivalency committee makes hiring full-time instructors difficult.

- › There are opportunities for designing new curriculums.

#### Action Plan:

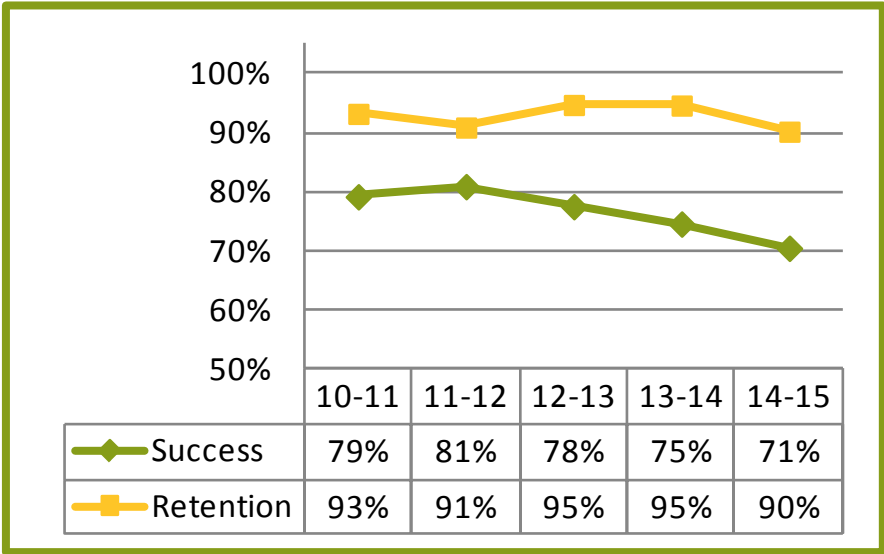
- › Demonstrate the need for more full-time faculty through the program review process.
- › Demonstrate the need for greater access to higher quality computer equipment through the program review process.
- › Continue designing new curriculum with employment in mind.

EXHIBIT A.106



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	384	325	378	450	521
FTEF	2.97	2.7	2.7	4.01	5.61
WSCH per FTEF	525	484	505	444	362

EXHIBIT A.107



	10-11	11-12	12-13	13-14	14-15
Sections	11	10	10	15	21
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	6	9	4	14
Certificates Awarded	0	3	11	3	8

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 0850XX

## Individual Data Sheets By Division

# COMMUNICATION + LANGUAGE *(cont.)*

### ARABIC — 2014-2015

#### Description:

- › With the growing presence and importance of the Middle East in the global economy, the need for Western workers who are versed in Arabic language and culture has never been greater. One of the world's oldest languages, Arabic is one of the most commonly spoken native languages in the world and the official language of more than 20 countries. An associate of arts in Arabic degree can lead to a career in a wide variety of fields, including journalism, business, education, finance and banking, translation and interpretation, consulting, foreign service, intelligence and more.

#### Assessment:

- › The program existed from 2012-13 to 2014-15 before being cancelled for the 2015-16 academic year due to low enrollments.

#### Department Goals:

- › The program is no longer offered.

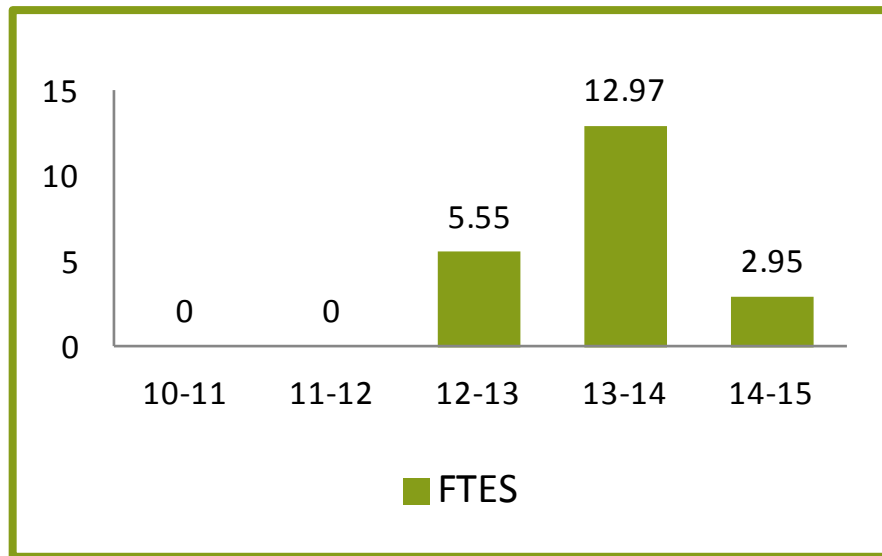
#### Challenges & Opportunities:

- › The program is no longer offered.

#### Action Plan:

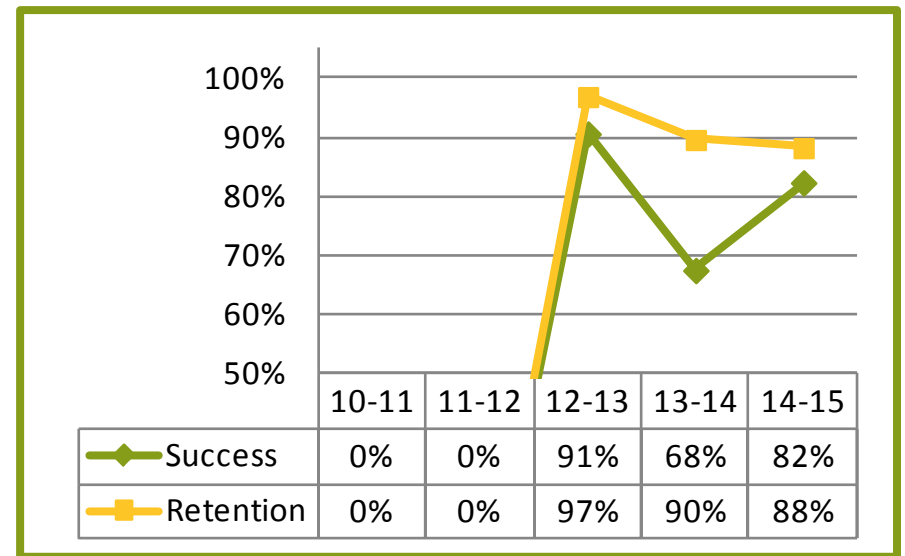
- › The program is no longer offered.

EXHIBIT A.108



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	N/A	N/A	46	61	17
FTEF	N/A	N/A	0.33	1.33	0.33
WSCH per FTEF	N/A	N/A	504	293	265

EXHIBIT A.109



	10-11	11-12	12-13	13-14	14-15
Sections	0	0	1	4	1
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# COMMUNICATION + LANGUAGE *(cont.)*

### COMMUNICATION STUDIES — 2014-2015

#### Description:

- › Effective face-to-face, interpersonal, group and mass communication skills help us better understand a person or situation, resolve differences and build trust and respect. An associate of arts in communication studies degree can lead to a variety of positions in journalism, public relations, broadcasting, social media, teaching, sales, law, politics, advertising, marketing, business and more.

#### Assessment:

- › FTES declined from 2010-11 to 2013-14, but has begun to increase since then.
- › Duplicated enrollment declined from 2010-11 to 2012-13, but has been increasing since.
- › FTEF decreased from 2010-11 to 2012-13, but has been increasing since.
- › WSCH per FTEF has remained steady with a slight overall downward trend.
- › Success and retention rates have been steadily increasing.
- › The number of sections offered has increased.
- › Enrollment has declined slightly due to new English prerequisites.

#### Department Goals:

- › Hire more full-time faculty.
- › Improve relationship with counseling department.
- › Continue to offer a diverse array of course offerings – intercultural communication, communication in a technological world, business communication etc.
- › Place a communication studies tutor in the tutoring center.

#### Challenges & Opportunities:

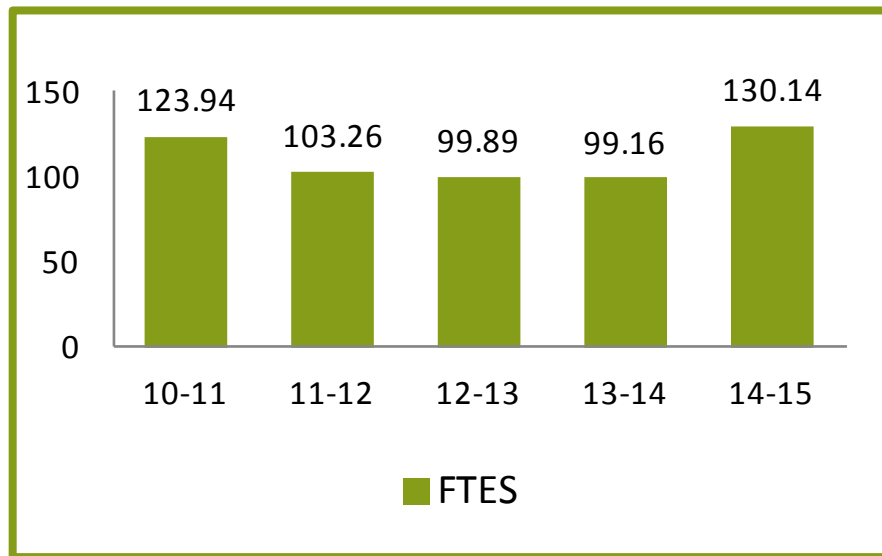
- › The current number of full-time faculty is a challenge to the day-to-day operations of the program and to efforts at growing the program.
- › There are opportunities to expand the distance education course offerings, either online or hybrid.

#### Action Plan:

- › Demonstrate the need for more full-time faculty through the program review process.
- › Work with the tutoring center to try and place a communication studies tutor.
- › Continue to develop new curriculums to meet the emerging needs of a rapidly changing society.

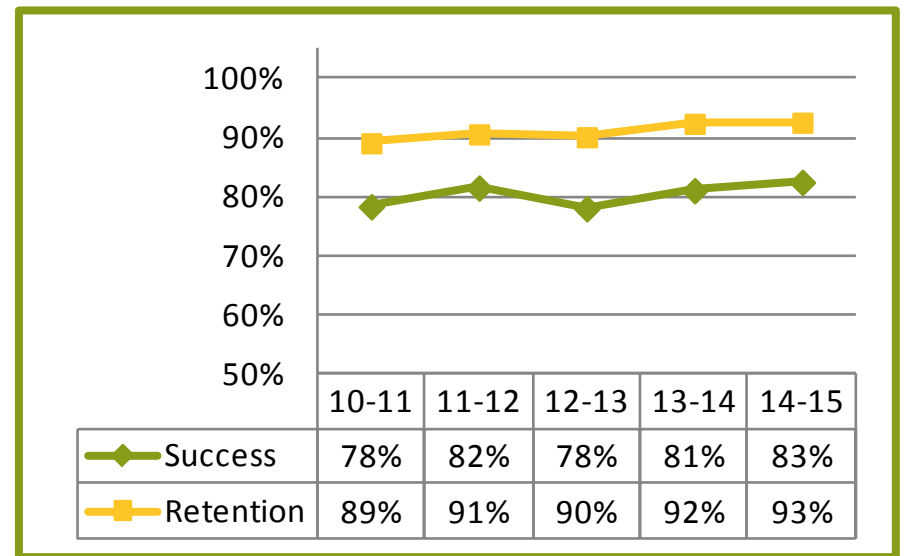


EXHIBIT A.110



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,212	1,007	1,050	1,110	1,286
FTEF	7.8	6.6	6.27	6.8	8.67
WSCH per FTEF	477	469	478	437	450

EXHIBIT A.111



	10-11	11-12	12-13	13-14	14-15
Sections	48	41	45	42	55
% of online enrollment	17%	19%	17%	0%	11%
Degrees awarded	4	0	4	16	11
Certificates Awarded	N/A	N/A	N/A	N/A	N/A

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1506XX

## Individual Data Sheets By Division

# COMMUNICATION + LANGUAGE *(cont.)*

### FRENCH — 2014-2015

#### Action Plan:

- › The program is not currently offered.

#### Description:

- › The beautiful, rich melodious French language is spoken by more than 200 million people around the world. It is the international language of diplomacy, cooking, fashion, theatre, the visual arts, dance and architecture, and is often called the language of love. Learn to communicate in French and understand the French culture. An associate of arts in French degree can lead to a career in a wide variety of fields where translating and interpreting are essential. It is also the foundation for four-year college studies in French language and culture.

#### Assessment:

- › The program was offered up to the 2012-13 academic year, after which it was no longer offered due to low enrollment and staffing issues.

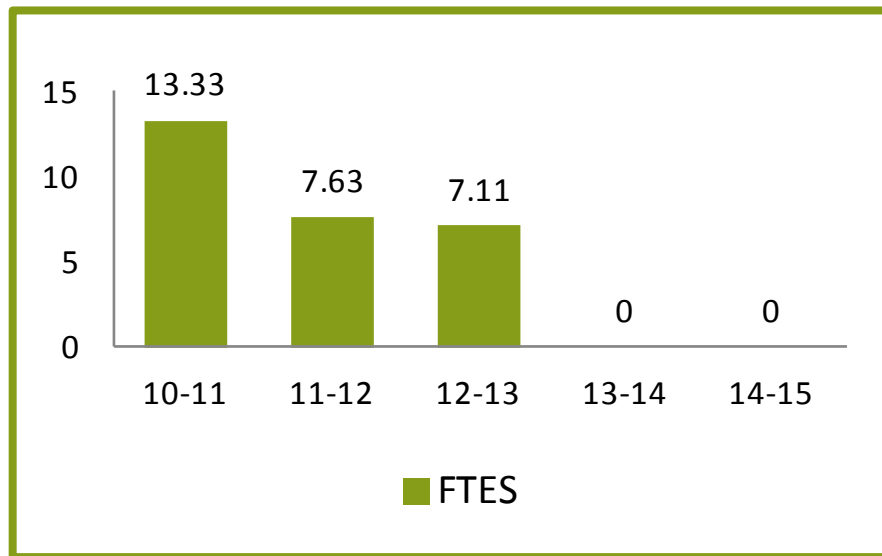
#### Department Goals:

- › The program is not currently offered.

#### Challenges & Opportunities:

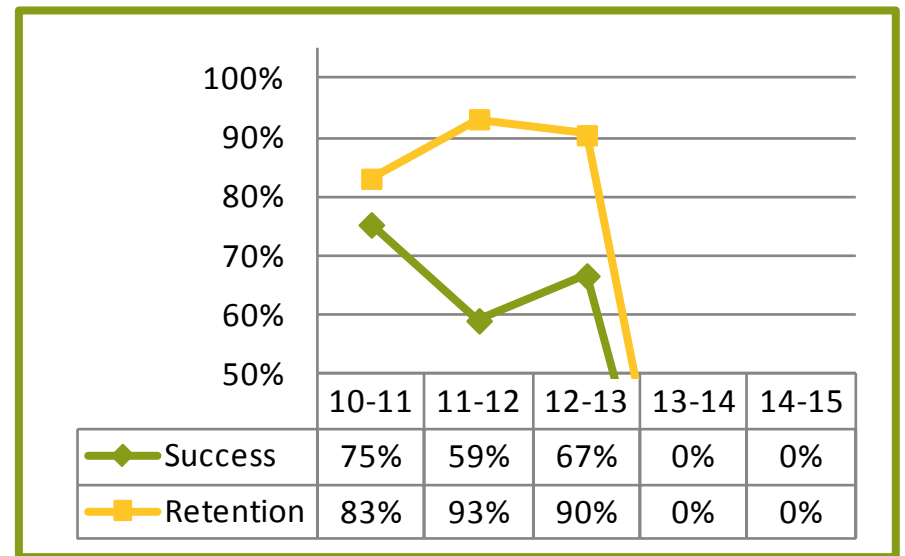
- › The program is not currently offered.

EXHIBIT A.112



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	78	44	42	N/A	N/A
FTEF	0.99	0.66	0.66	N/A	N/A
WSCH per FTEF	404	347	323	N/A	N/A

EXHIBIT A.113



	10-11	11-12	12-13	13-14	14-15
Sections	3	2	2	0	0
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# COMMUNICATION + LANGUAGE *(cont.)*

### JAPANESE — 2014-2015

#### Description:

- › Many of the world's largest and most efficient companies are from Japan. Even if your interest is only in Japanese pop culture, politics, art, music, history or literature, Japanese language and culture are a part of business, engineering, manufacturing, research, economics and politics. An associate of arts in Japanese degree can lead to a career in international business or a variety of fields requiring translating and interpreting. It is also a stepping-stone to learning other Asian languages and the foundation for four-year college studies in Japanese language and culture.

#### Assessment:

- › FTES declined from 2010-11 to 2012-13 and has increased since.
- › Duplicated enrollment has followed a similar trend to FTES.
- › FTEF has been increasing since 2013-14.
- › WSCH per FTEF has been decreasing since 2011-12.
- › Success rates have decreased since 2012-13.
- › Retention rates have been increasing overall except for a slight decline in 2013-14.

- › The number of sections offered has been growing.

#### Department Goals:

- › Hire a full-time faculty to replace the only full-time instructor that left previously.
- › Grow the program and increase outreach and recruitment efforts.

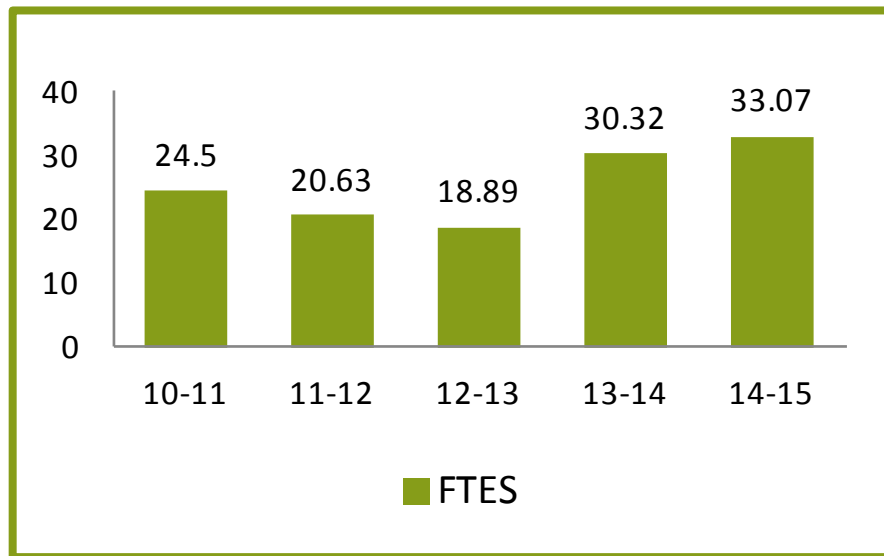
#### Challenges & Opportunities:

- › The lack of a full-time faculty member to take charge of the program is a challenge to the day-to-day operations of the program and to efforts at growing the program.
- › There is an opportunity to hire a full-time instructor and grow the program.

#### Action Plan:

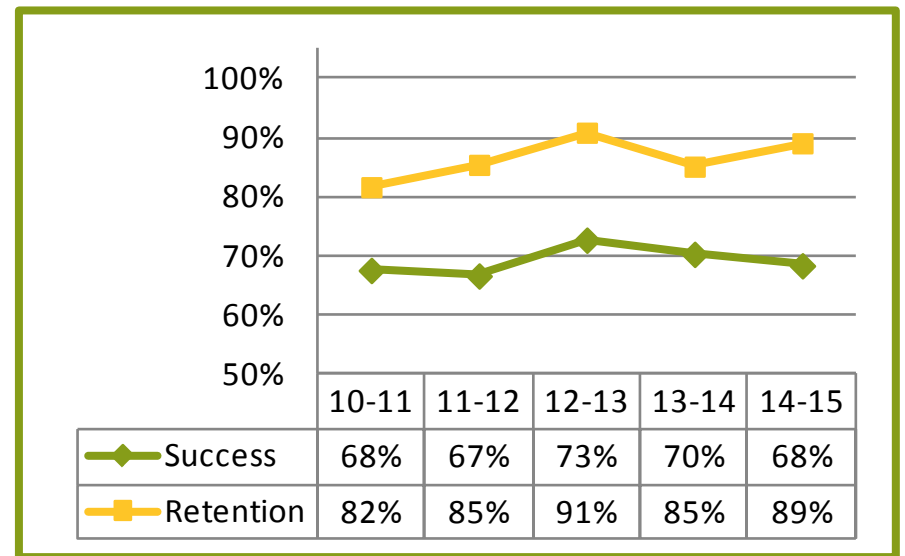
- › Demonstrate the need for a full-time instructor through the program review process.

EXHIBIT A.114



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	144	117	109	178	192
FTEF	1.32	0.99	0.99	2	3
WSCH per FTEF	557	625	573	455	331

EXHIBIT A.115



	10-11	11-12	12-13	13-14	14-15
Sections	4	3	3	6	9
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	5	1
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1108XX

## Individual Data Sheets By Division

# COMMUNICATION + LANGUAGE *(cont.)*

### JOURNALISM — 2014-2015

#### Description:

- › Courses in the Journalism department introduce students to the basic principles of journalism and contemporary mass media while developing the skills associated with evaluating, gathering and writing news in accepted journalistic style.

#### Assessment:

- › FTES has remained relatively low and has seen a decrease in the past year.
- › Success rates have improved in the last year.
- › Retention rates had been declining since 2011-12.
- › The number of sections offered has remained at one except for the 2013-14 academic year.

#### Department Goals:

- › None specified.

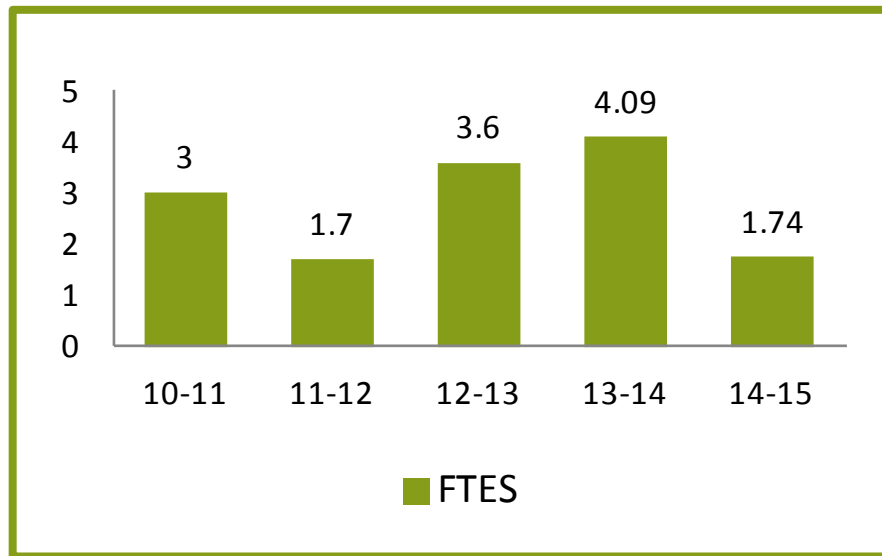
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

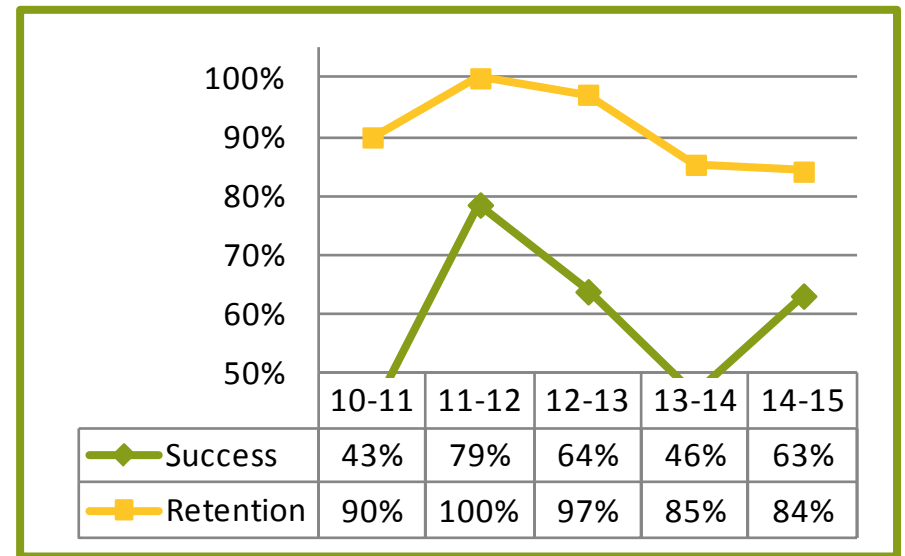
- › None specified.

EXHIBIT A.116



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	0	0	0	14	0
FTEF	0	0	0.2	0.2	0
WSCH per FTEF	0	0	540	613	0

EXHIBIT A.117



	10-11	11-12	12-13	13-14	14-15
Sections	1	1	1	2	1
% of online enrollment	100%	100%	100%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# COMMUNICATION + LANGUAGE *(cont.)*

### SPANISH — 2014-2015

#### Description:

- › Given the continued growth of the Hispanic population in California and the nation, we will soon be the largest Spanish-speaking country in the world. Learning Spanish will help you in business and your career, and it will enable you to keep pace with Hispanic influence on culture. An associate of arts in Spanish degree can lead to a career in a variety of fields where translating and interpreting are essential. There is a huge demand in the U.S. for Spanish-speakers in nursing, construction, management and media, among other positions. It is also the foundation for four-year college studies in Spanish language and culture.

#### Assessment:

- › After steadily declining from 2010-11 to 2013-14, FTES is nearing 2010-11 levels.
- › Duplicated enrollment has remained relatively steady, with a slight increase seen in the past few years.
- › FTEF has been steadily increasing since a decline in 2011-12.
- › WSCH per FTEF has slowly declined since 2011-12.

- › Success and retention rates have both remained steady.
- › The number of sections offered have increased after a low period from 2011-12 to 2013-14.
- › The number of degrees awarded has increased in the past two years.
- › Spanish is currently operating at capacity and has room for growth.

#### Department Goals:

- › Hire more full-time faculty.
- › Grow the Spanish for Native-Spanish Speakers course.
- › Continue building relationships with the tutoring center.
- › Expand outreach efforts.
- › Improve student success and retention rates.

#### Challenges & Opportunities:

- › Scheduling is a challenge for increasing enrollment in the Spanish for Native-Spanish Speakers course.
- › Current furniture in classrooms is a challenge – ideally, the program would have multiple whiteboards, flexible furniture, and secure storage spaces in classrooms.
- › SBVC recently eliminated its 2nd year Spanish program, and so there is an opportunity for CHC's

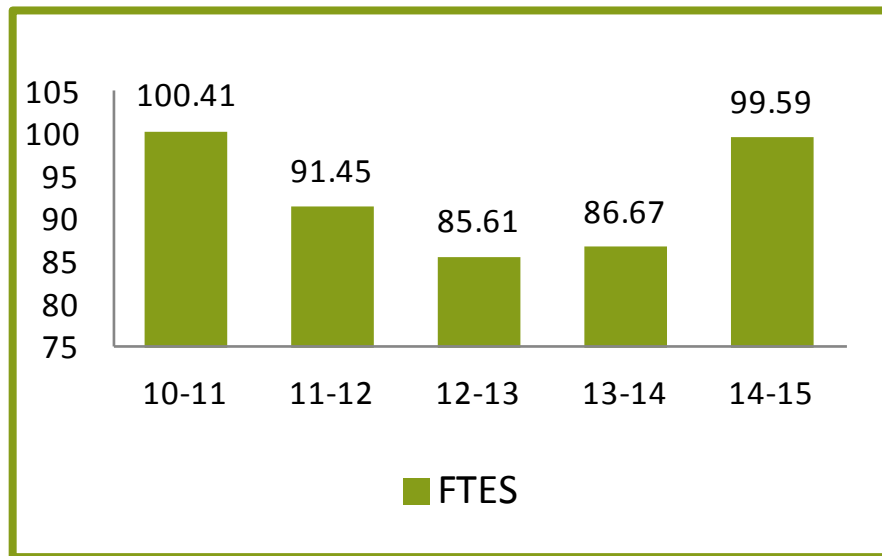
Spanish program to serve those students who would normally have enrolled in SBVC's Spanish program.

#### Action Plan:

- › Explore different times to offer courses.
- › Continue building relationships with the tutoring center.
- › Demonstrate the need for more full-time instructors and specialized equipment and furniture through the program review process.

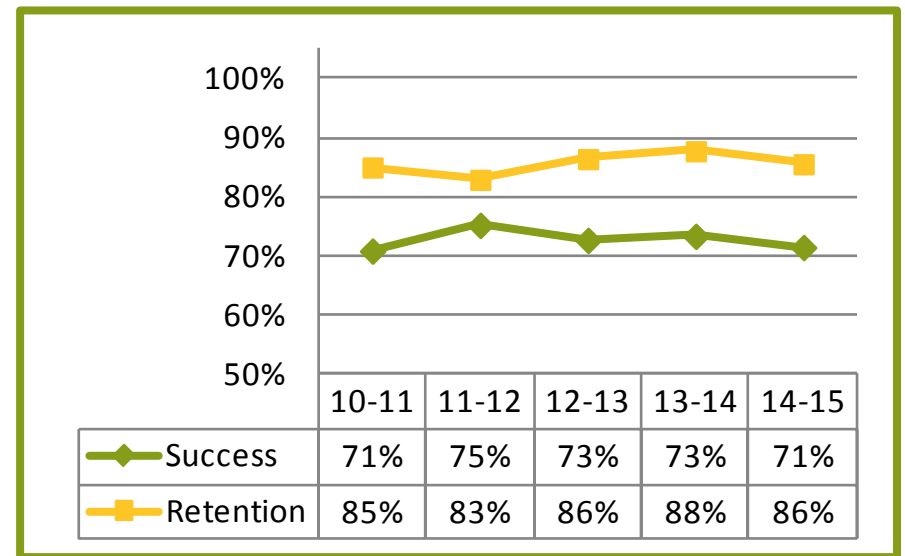


EXHIBIT A.118



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	563	536	506	530	582
FTEF	6.75	5.43	5.44	5.99	7.33
WSCH per FTEF	446	505	472	434	408

EXHIBIT A.119



	10-11	11-12	12-13	13-14	14-15
Sections	21	17	17	18	22
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	5	2	5	10	10
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1105XX

## Individual Data Sheets By Division

# ENGLISH + READING

### ENGLISH — 2014-2015

#### Description:

- › The English program's curriculum offers opportunities to experience courses in writing for business and the professions, composition, creative writing, literary magazine production and an extensive array of literature options. An associate of arts in English degree can lead to teaching and professional positions in traditional and non-traditional settings. It is also the foundation for four-year college studies in English, literature, journalism, communication, film and theatre.

#### Assessment:

- › FTES has been increasing after a steady decline from 2010-11 to 2012-13.
- › Duplicated enrollment has been increasing since 2012-13.
- › FTEF has been increasing since 2011-12.
- › WSCH per FTEF has remained steady with a slight decline.
- › Retention rates have been slowly increasing.
- › Success rates have been slowly declining.
- › The number of sections offered has increased significantly since 2010-11.

- › The number of degrees awarded has been increasing since 2010-11.

#### Department Goals:

- › Improve student success rates.
- › Hire more full-time instructors.
- › Hire more clerical support for the department.
- › Offer more professional development opportunities, especially in regards to cultural sensitivity and understanding student demographics and backgrounds better in order to more effectively relate to and instruct students.

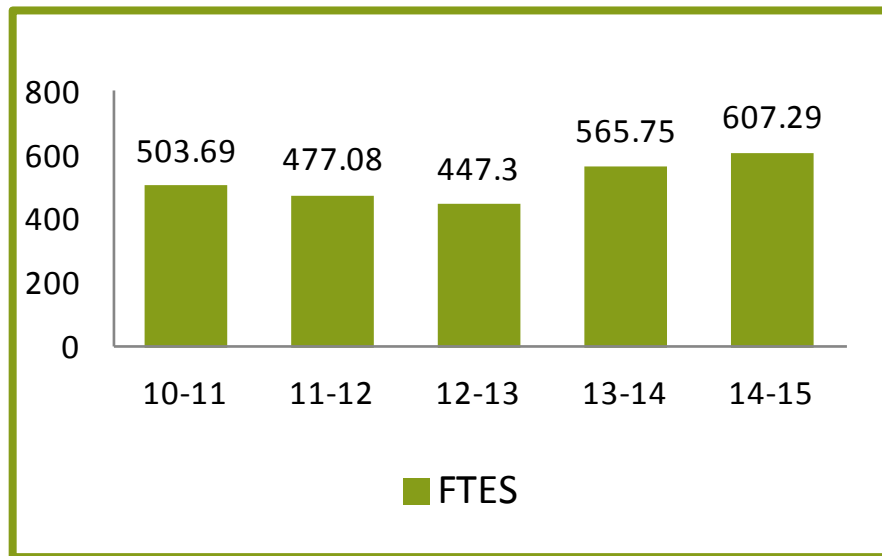
#### Challenges & Opportunities:

- › The number of full-time faculty is a challenge to the day-to-day operations of the program.
- › The difficulty in finding qualified applicants for full-time and adjunct positions is a challenge to providing adequate staffing to the department.
- › The lack of uniformity in classroom equipment is a challenge to delivering quality instruction in a timely fashion.
- › The high percentage of non-transfer level courses is of concern to the program.
- › There is an opportunity to provide the staff with more professional development opportunities.

#### Action Plan:

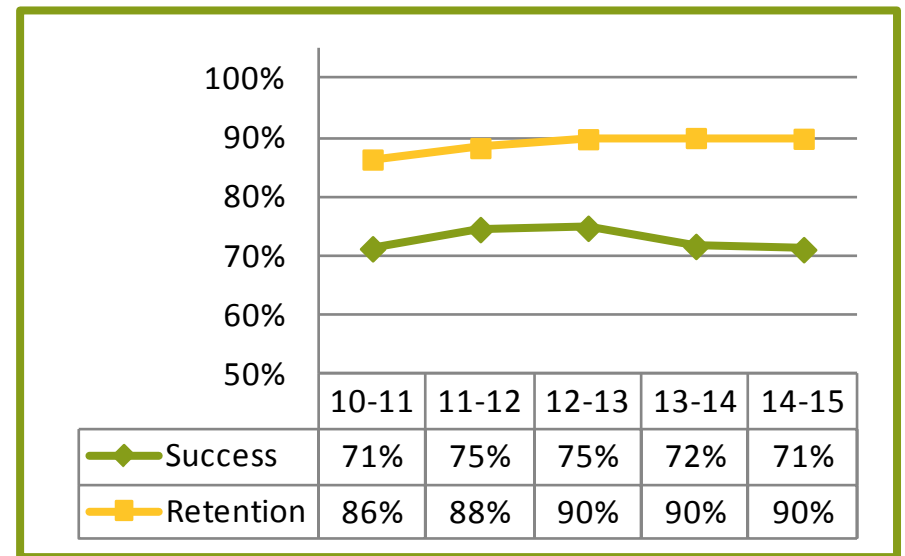
- › Address the staffing needs and lack of uniformity in classroom equipment through the program review process.
- › Develop more opportunities for professional development.

EXHIBIT A.120



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	3,616	3,501	3,556	4,467	4,611
FTEF	37.87	36.39	36.59	47.37	51.56
WSCH per FTEF	399	393	367	358	353

EXHIBIT A.121



	10-11	11-12	12-13	13-14	14-15
Sections	146	146	156	202	220
% of online enrollment	6%	5%	4%	5%	10%
Degrees awarded	3	5	7	12	16
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1501XX

## Individual Data Sheets By Division

# ENGLISH + READING *(cont.)*

### READING & STUDY SKILLS — 2014-2015

#### Description:

- › Reading and Study Skills courses are designed to introduce students to the fundamentals of reading comprehension, vocabulary development, phonemic awareness and usage, and to develop academic reading, critical thinking, and corresponding writing skills expected in associate degree and transfer-level courses.

#### Assessment:

- › FTES and duplicated enrollment have been steadily declining since 2010-11 with the exception of an increase in 2014-15.
- › FTEF has remained relatively steady.
- › WSCH per FTEF increased during 2011-12 to 2012-13 but has since fallen to 2010-11 levels.
- › After declining during 2011-12 to 2013-14, success rates have begun to increase.
- › Retention rates have remained relatively steady.
- › The number of sections offered have remained steady after dropping from 2010-11 levels.

#### Department Goals:

- › None specified.

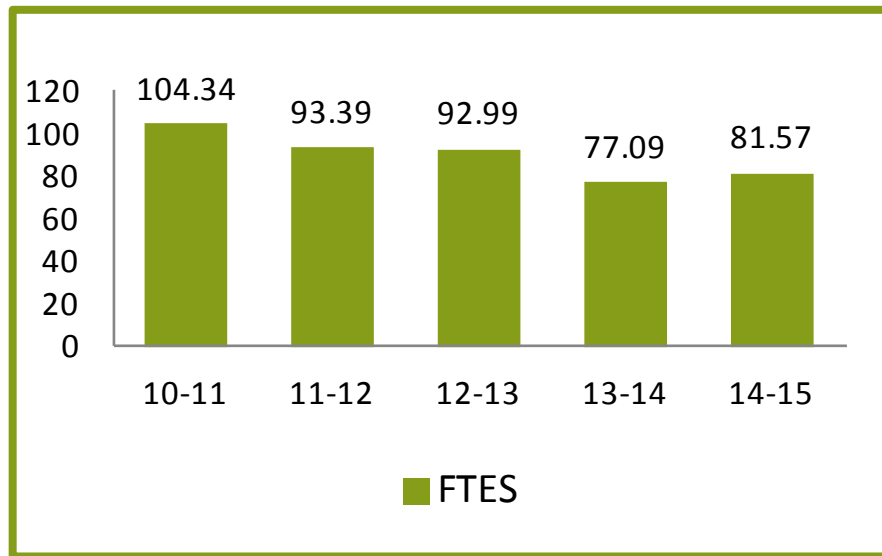
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

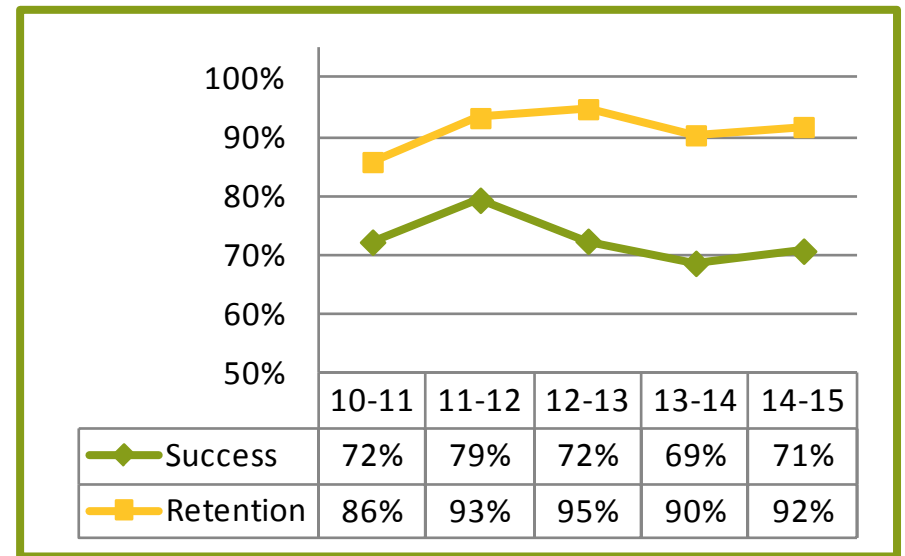
- › None specified.

EXHIBIT A.122



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,133	1,132	1,084	695	846
FTEF	6.64	4.96	4.96	5.47	5.81
WSCH per FTEF	471	565	562	423	421

EXHIBIT A.123



	10-11	11-12	12-13	13-14	14-15
Sections	29	22	22	21	22
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# FINE ARTS

### ART — 2014-2015

#### Description:

- › The Art program provides training in art fundamentals to prepare students for transfer or to pursue a career in the arts. The core program provides an introduction to various aspects of studio art and art history, from traditional to the contemporary. Students can create their own emphasis in graphic design, 3D design, sculpture, printmaking, digital video production or studies in a contemporary media such as installation art or/and performance art.

#### Assessment:

- › FTES has declined since 2010-11.
- › Duplicated enrollment declined in 2011-12 and remained steady until 2014-15, when it declined again.
- › FTEF declined from 2010-11 to 2012-13, and has been increasing since.
- › WSCH per FTEF has been decreasing since 2010-11.
- › Success rates have increased every year since 2010-11, with the exception of the 2013-14 academic year.

- › Retention rates have been steadily increasing since 2010-11, with the exception of 2014-15, in which there was a slight decline.
- › The number of sections offered has increased by 65% since 2010-11.

#### Department Goals:

- › Hire more full-time faculty.
- › Develop a collaborative arts degree or certificate.

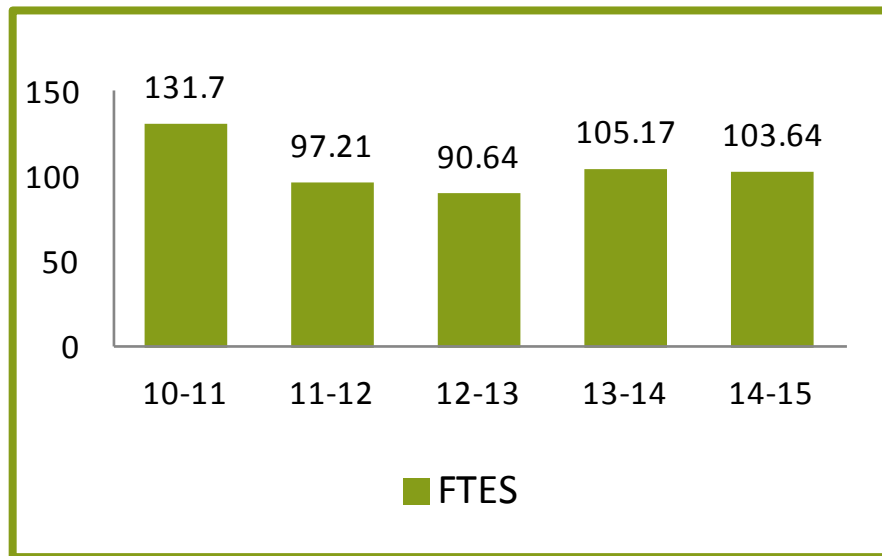
#### Challenges & Opportunities:

- › Current facilities and equipment are a big challenge to delivering quality instruction. Studios do not have adequate ventilation, have asbestos in the walls, and hazmat storage is a big problem.
- › There are no dedicated lecture halls to hold art history courses – last semester art history classes were held in a weight room and a chemistry lab.
- › Students do not have access to the technology necessary for digital painting classes on campus or at home.
- › Competing art programs are drawing enrollment away from the program by offering a wider selection of diverse and interesting classes than CHC does.
- › The lack of lab technicians is a challenge in preparing rooms for instruction in a timely fashion.

#### Action Plan:

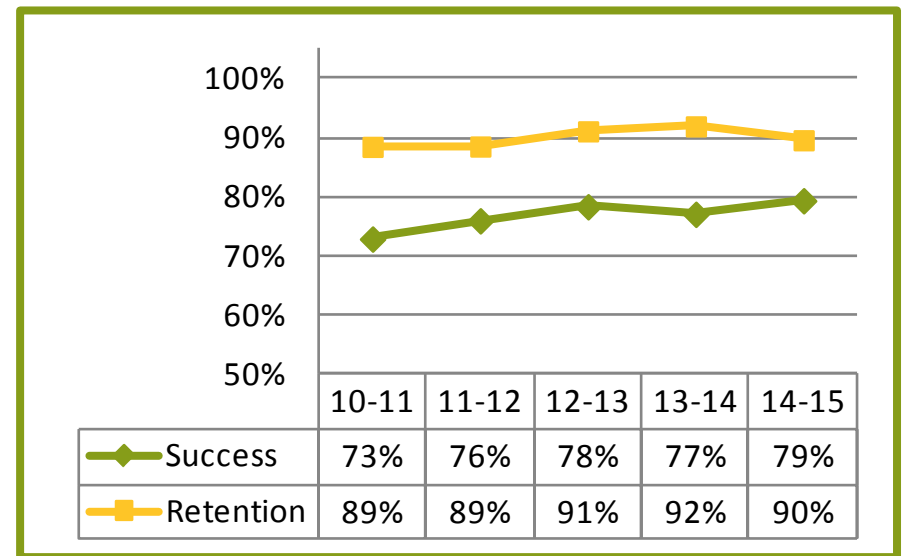
- › Demonstrate the need for more full-time faculty and updated facilities and equipment through the program review process.

EXHIBIT A.124



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,298	1,074	1,076	1,073	943
FTEF	6.59	5	5	6.28	7.13
WSCH per FTEF	600	583	544	503	436

EXHIBIT A.125



	10-11	11-12	12-13	13-14	14-15
Sections	29	24	23	35	48
% of online enrollment	7%	17%	17%	19%	12%
Degrees awarded	6	7	3	11	15
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1002XX

## Individual Data Sheets By Division

# FINE ARTS *(cont.)*

### DANCE — 2014-2015

#### Description:

- › Dance has been an expression of human activity as long as there have been humans. Throughout history, cultures have communicated their emotions, beliefs, ideas, hopes and customs through the series of expressions, gestures and motions that make up dance. Experience how art, exercise, social activity, spiritual actions, movement, creativity, relationships, music, culture, expression and communication all work together as one. An education in dance can lead to a career as a dancer, choreographer or dance instructor. It is also the foundation for four-year college studies in dance-related fields.

#### Assessment:

- › FTES has increased by nearly 67% in the past year.
- › Duplicated enrollment increased by nearly 39% in the past year.
- › FTEF has increased in the past year.
- › WSCH per FTEF has increased significantly in the past year.
- › Success and retention rates have fallen in the past year.

- › The number of sections offered has increased significantly in the past year.

#### Department Goals:

- › Hire instructors within the theatre department.
- › Find spaces to accommodate more classes.

#### Challenges & Opportunities:

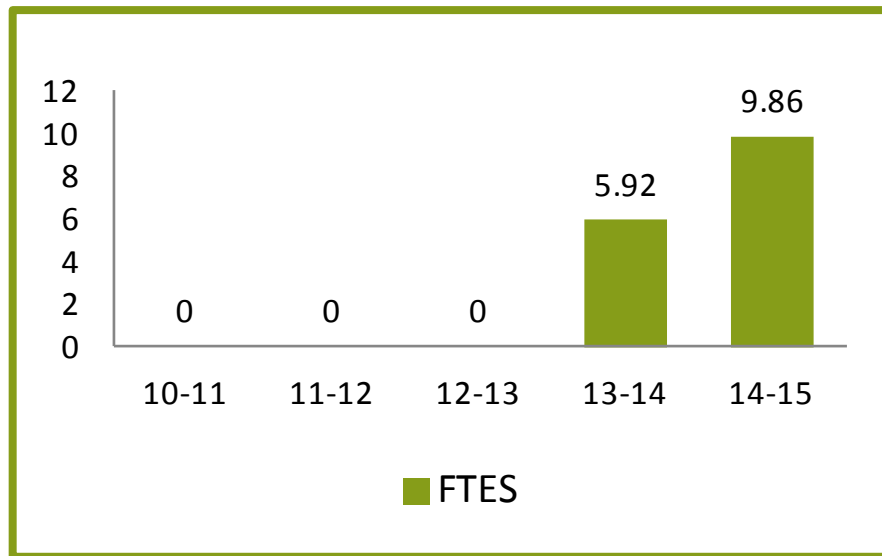
- › The loss of the gymnasium floor is a huge challenge to running the dance program, as that space was used to hold a number of large dance classes that now have difficulty locating spaces to hold classes in.

#### Action Plan:

- › Work with the administration to design and advocate for a new performing arts center.

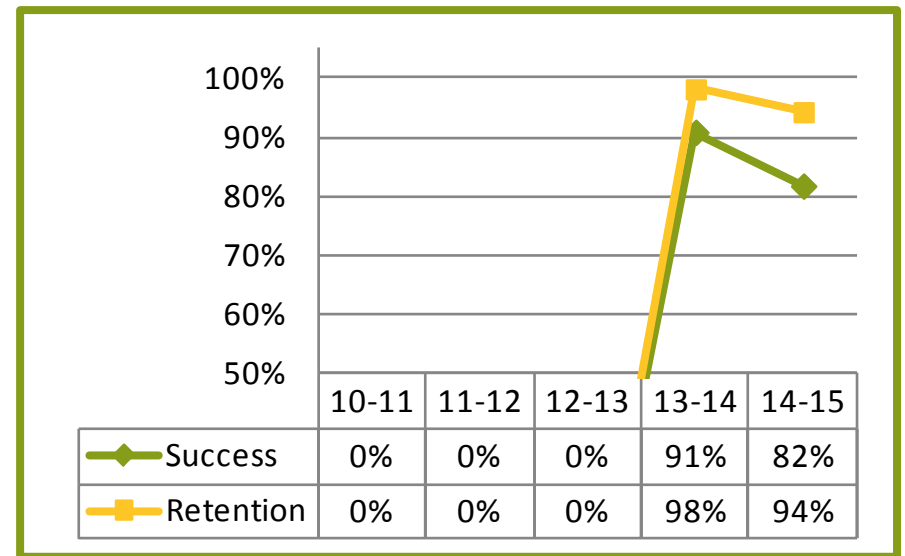


EXHIBIT A.126



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	40	0	0	61	85
FTEF	0	0	0	0.35	0.42
WSCH per FTEF	0	0	0	503	704

EXHIBIT A.127



	10-11	11-12	12-13	13-14	14-15
Sections	0	0	0	3	13
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# FINE ARTS *(cont.)*

### MUSIC — 2014-2015

#### Description:

- › Expand your creativity and artistry through our basic training courses in Classical theory, Western history, and practice and performance techniques. Our jazz and choir ensembles perform throughout the year and there are recitals each semester. An associate of arts degree in music can lead to a career as a professional musician, conductor, concert artist, studio musician, arranger, composer, accompanist, music teacher, private instructor or church related music such as minister of music, organist or choir director. These courses can be the foundation for four-year college studies in music.

#### Assessment:

- › FTES decreased from 2010-11 to 2012-13, and has remained steady since.
- › Duplicated enrollment decreased from 2010-11 to 2011-12, and has since been increasing.
- › FTEF has increased in the past year.
- › WSCH per FTEF has remained steady except for a decrease in the 2014-15 academic year.
- › Success rates increased from 2010-11 to 2013-14 before falling in 2014-15.
- › Retention rates have remained stable.

- › The number of sections offered in 2014-15 is approximately 35% more than the number of sections offered in 2010-11.

#### Department Goals:

- › Help students reach situations where they can transfer or find employment in the music industry.
- › Hire more full-time faculty.
- › Renovate or relocate the performing arts center.
- › Develop a multidisciplinary or collaborative arts degree or certificate.

#### Challenges & Opportunities:

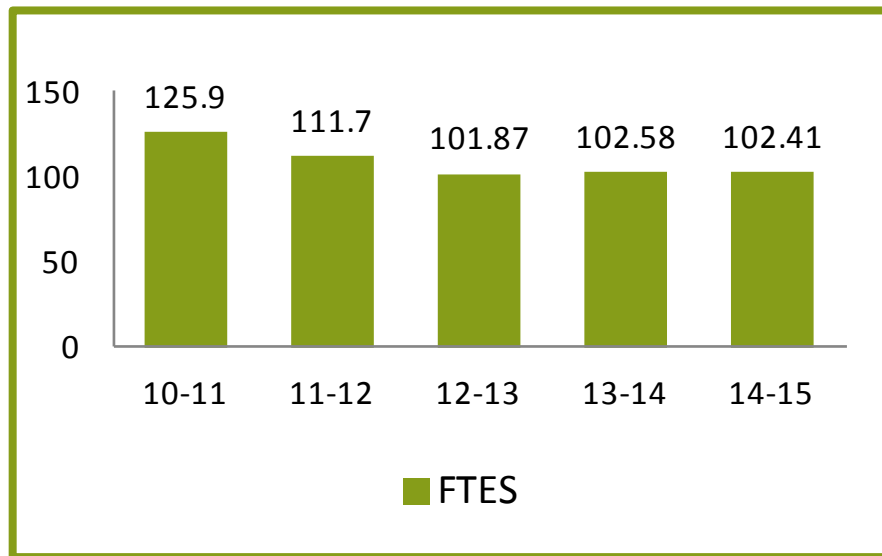
- › Current facilities pose a challenge in providing quality instruction to students.
- › The number of full-time instructors in the program makes the day-to-day operations of running the program difficult.
- › As universities tend to ignore popular music, which is a large part of the music industry, there exists at CHC an opportunity to provide education and training in popular music to students.

#### Action Plan:

- › Work with the administration to develop a plan to either renovate or replace the performing arts center.

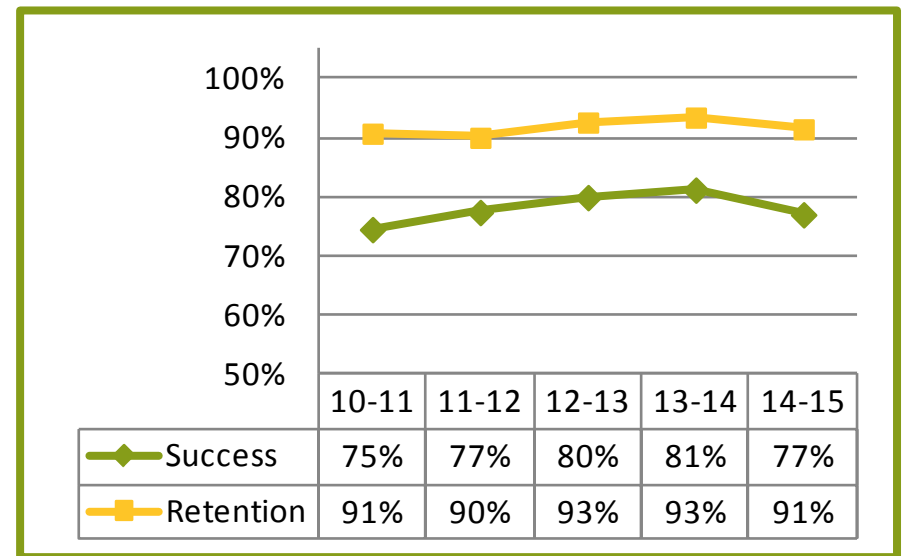
- › Demonstrate the need for more full-time faculty through the program review process.

EXHIBIT A.128



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,106	858	868	933	922
FTEF	6.79	6.05	5.49	6.58	7.39
WSCH per FTEF	556	554	557	567	416

EXHIBIT A.129



	10-11	11-12	12-13	13-14	14-15
Sections	51	45	37	48	69
% of online enrollment	14%	11%	3%	10%	14%
Degrees awarded	2	1	3	2	1
Certificates Awarded	0	0	0	2	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1004XX

## Individual Data Sheets By Division

# FINE ARTS *(cont.)*

### THEATRE ARTS — 2014-2015

#### Description:

- › Step into the spotlight by playing a part in a stage, television, radio, video or motion picture production. Whether it's a serious or comic role, or something behind the scenes, there are countless opportunities to act, sing, dance, produce, direct, operate a camera or simply read. An associate of arts in theatre arts degree can develop your skills and knowledge in the different aspects of theatre performance and technical skills. It also is the foundation for four-year college studies in theatre arts.

#### Assessment:

- › FTES remained steady during 2010-11 to 2012-13, after which it decreased from 2013-14 to 2014-15.
- › Duplicated enrollment increased from 2010-11 to 2012-13 before dropping in 2013-14 and beginning to increase in 2014-15.
- › FTEF has remained relatively steady.
- › WSCH per FTEF has decreased.
- › Success rates have been increasing since a decline in 2012-13.
- › Retention rates have been steadily increasing.

- › The number of sections offered has increased overall since 2010-11.

#### Department Goals:

- › Build up student resumes with stage productions.
- › Hire more full-time instructors for both theatre and dance.
- › Increase recruitment and outreach efforts.
- › Hire more theatre technicians.
- › Renovate or reconstruct the performing arts center.

#### Challenges & Opportunities:

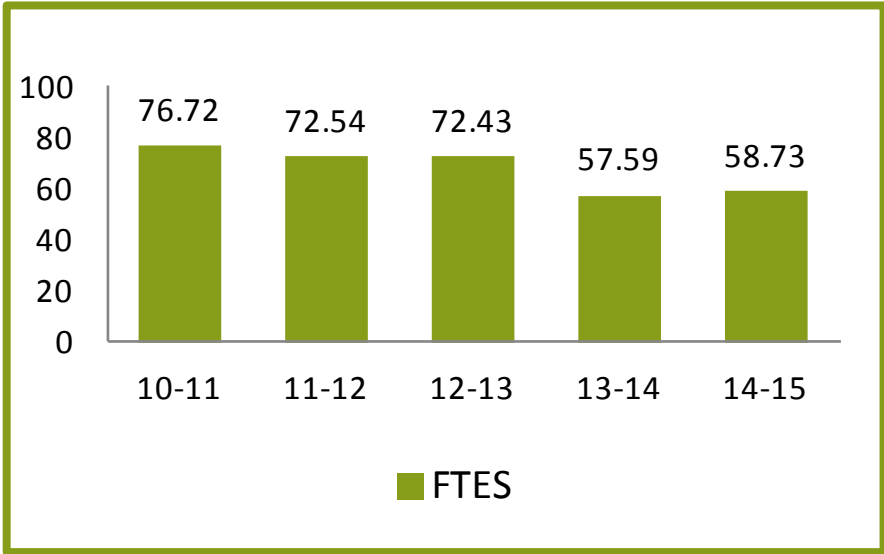
- › Staffing is a large challenge in running the program, as instructors and technical support are both understaffed.
- › The condition of the performing arts center is a challenge as there are sewage and ventilation issues and multiple leaks, one of which leaks onto the student lighting booth.
- › The location of the performing arts center is a challenge in that it is not very visible, accessible, or easily found.
- › The spaces within the performing arts center are a challenge as they are small and over-utilized – two rooms are used for lecture, lab, recital, and storage.

- › The program lacks adequate equipment to teach students drafting in the stagecraft class.
- › As there will be a large amount of MFA's retiring in the near future, there exists an opportunity to help produce graduates to fill the anticipated vacancies.

#### Action Plan:

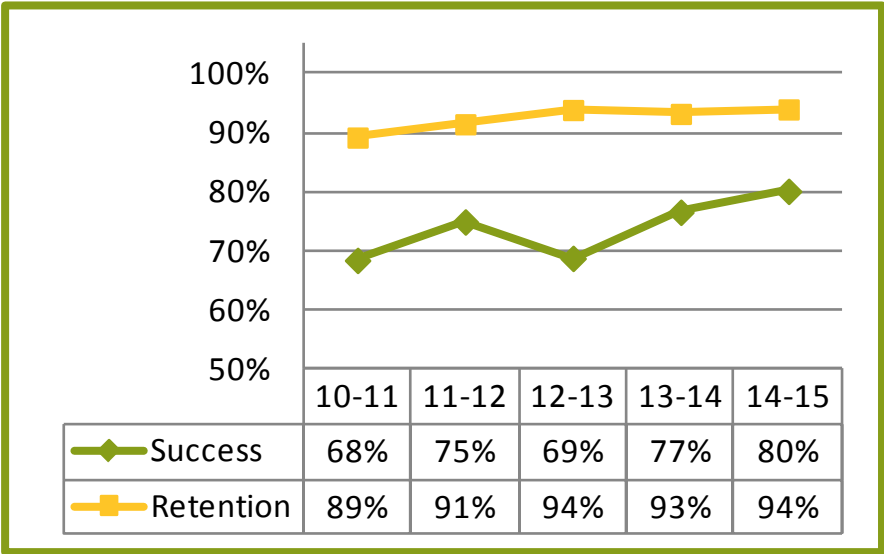
- › Work with the administration to develop a plan to either renovate or reconstruct the performing arts center.
- › Demonstrate the need for more staff through the program review process.

EXHIBIT A.130



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	148	180	277	167	207
FTEF	4.27	3.94	4.46	4.51	4.42
WSCH per FTEF	539	552	487	383	398

EXHIBIT A.131



	10-11	11-12	12-13	13-14	14-15
Sections	31	24	39	38	42
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	5	3	7	3
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)  
 TOP Code: 1007XX

## Individual Data Sheets By Division

# HEALTH + KINESIOLOGY

### HEALTH SCIENCES — 2014-2015

#### Description:

- › Explore the many aspects of science and health-related fields through this multi-disciplinary program that opens your eyes to the worlds of chemistry, anatomy, physiology, microbiology, psychology, sociology, anthropology and more. The associate of science in health sciences degree prepares students for health care professional programs, including nursing, dental hygiene and other health fields. It is also the foundation for four-year college studies in these areas.

#### Assessment:

- › FTES decreased in 2012-13 and has been increasing since.
- › Duplicated enrollment decreased in 2011-12 and has been increasing since.
- › FTEF has remained steady until an increase in 2014-15.
- › WSCH per FTEF has been decreasing since 2011-12.
- › Success and retention rates have remained relatively steady.
- › The number of sections offered has increased in 2014-15.

- › The program began to offer online classes starting in 2013-14 and they have proved to be quite popular.

#### Department Goals:

- › Add a practical cooking class or aspect to existing classes, with a community service and outreach aspect, and a commercial kitchen.
- › Make the food bank more visible and easily accessible on campus.
- › Equip the food bank with refrigerators.

#### Challenges & Opportunities:

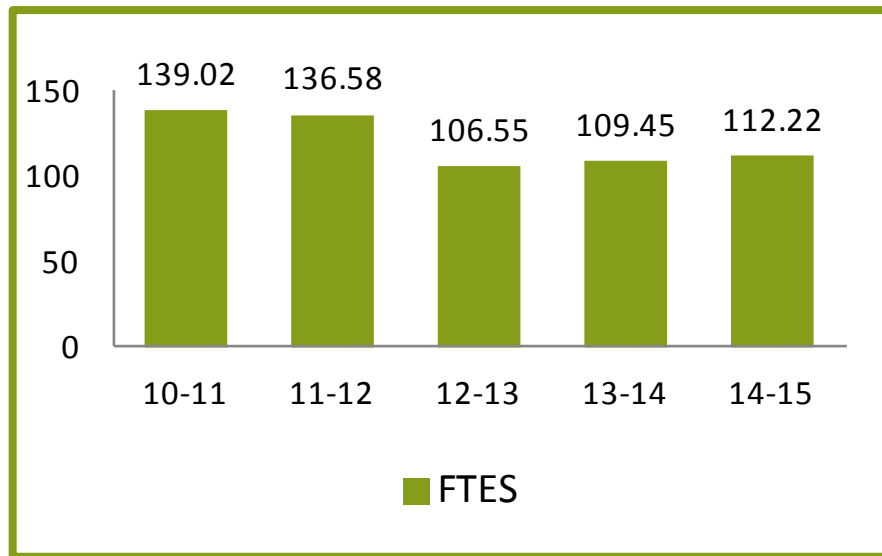
- › There is an opportunity to outreach to the community with the development of a practical cooking class.
- › There is an opportunity to better service impoverished students by relocating the food bank to a more central location and increasing visibility of and access to the food bank.

#### Action Plan:

- › Explore the possibility of installing a commercial kitchen and creating a practical cooking class.
- › Work with administration to relocate the food bank and increase its visibility.

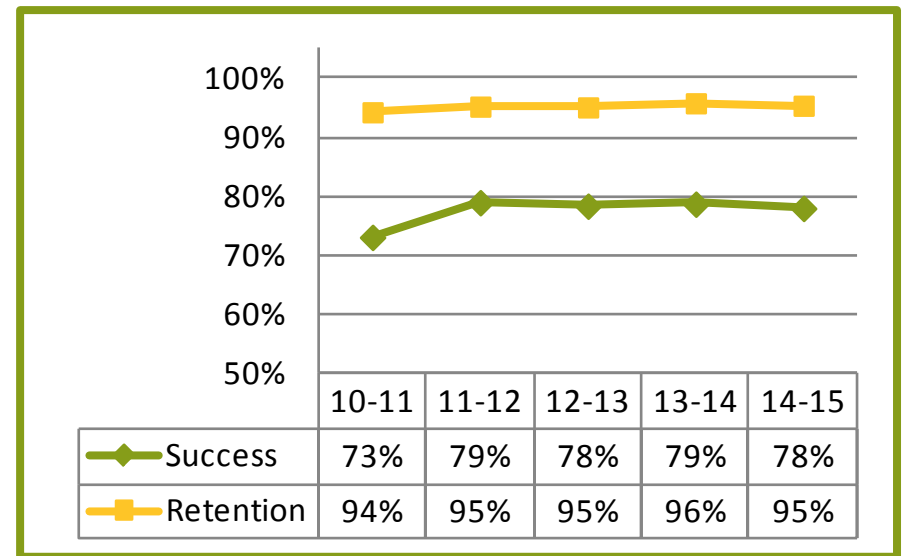
- › Explore the viability of installing refrigerators in the food bank.

EXHIBIT A.132



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,388	1,405	1,077	1,195	1,133
FTEF	4.6	4	4	4.8	6
WSCH per FTEF	907	1,024	799	684	561

EXHIBIT A.133



	10-11	11-12	12-13	13-14	14-15
Sections	24	22	20	24	32
% of online enrollment	0%	0%	0%	21%	28%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# HEALTH + KINESIOLOGY *(cont.)*

### KINESIOLOGY – DANCE — 2014-2015

#### Description:

- › The science of kinesiology is the foundation for understanding human movement – which muscles are involved, how they move and how they interact. The study of how our body moves – from psychological, biological, and physiological perspectives – is not only appropriate for athletes, but also for students pursuing a career as a sports therapist or doctor, coach, physical education teacher, sports scientist or fitness consultant. Dance courses in the Kinesiology department include Hip Hop and Funk, Ballroom, Swing, and Salsa, and Jazz.

#### Assessment:

- › The Kinesiology department was restructured and began to offer Dance classes starting in the 2014-15 academic year.

#### Department Goals:

- › Locate facilities that are able to accommodate large class sizes.
- › Make it easier for community members to sign up for the free Zumba class held on Tuesdays and Thursdays.

#### Challenges & Opportunities:

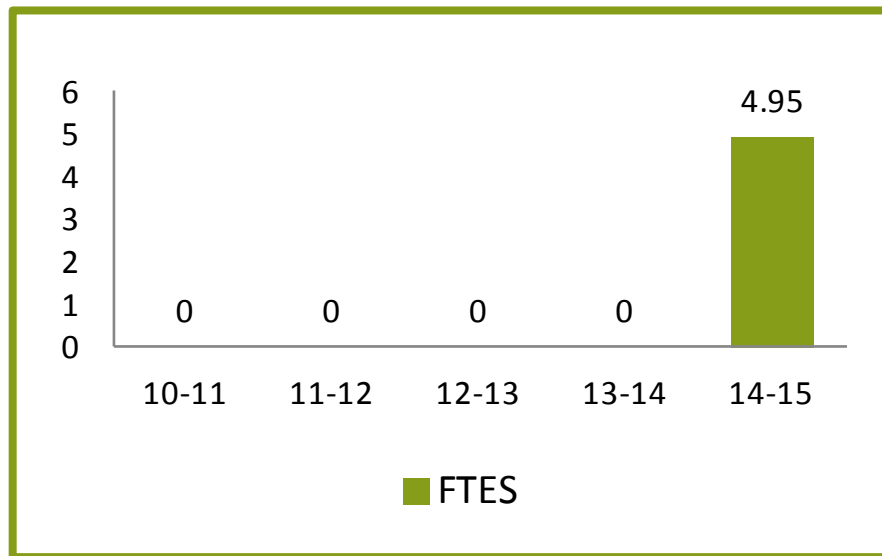
- › The department does not have access to many facilities that can accommodate a large dance class. For example, Ballroom Dance classes used to be taught using 2/3 of a gym floor, which could hold approximately 60 people. Now, Ballroom Dance classes are taught in the same space that yoga classes are taught in, and the space reaches capacity at around 30 people.

#### Action Plan:

- › Demonstrate the need for larger spaces through the program review process.



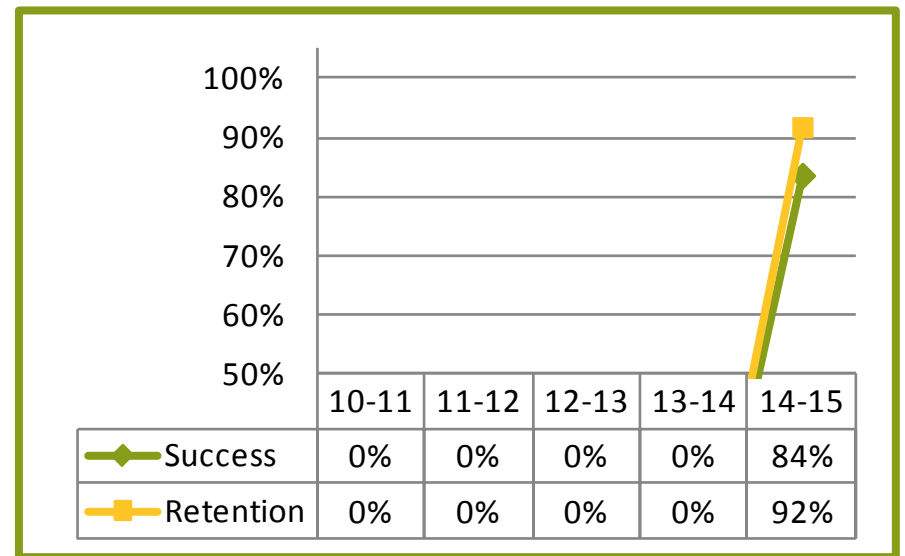
EXHIBIT A.134



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment*	0	0	0	0	1,924
FTEF	0	0	0	0	0.57
WSCH per FTEF	0	0	0	0	259

\*The source data does not differentiate between the different programs within the Kinesiology department, thus, the total duplicated enrollment of the Kinesiology department is used.

EXHIBIT A.135



	10-11	11-12	12-13	13-14	14-15
Sections	0	0	0	0	10
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# HEALTH + KINESIOLOGY *(cont.)*

### KINESIOLOGY – FITNESS – 2014-2015

#### Description:

- › The science of kinesiology is the foundation for understanding human movement – which muscles are involved, how they move and how they interact. The study of how our body moves – from psychological, biological, and physiological perspectives – is not only appropriate for athletes, but also for students pursuing a career as a sports therapist or doctor, coach, physical education teacher, sports scientist or fitness consultant. Fitness courses in the Kinesiology department are designed to improve overall physical fitness and well being.

#### Assessment:

- › FTES has been steadily decreasing since 2010-11.
- › FTEF has decreased by approximately 10% since 2010-11.
- › WSCH per FTEF has been declining since 2011-12.
- › Success rates have been remained steady with a very slight downward trend.
- › Retention rates have remained steady.
- › The large increase in the number of sections offered in 2014-15 is due to the restructuring of

classes in response to students no longer being able to repeat classes.

#### Department Goals:

- › Maintain flexibility in course offerings in order to meet students' interests in fitness.
- › Locate spaces in which to hold larger fitness classes.
- › Impart students with the necessary knowledge so that they may safely and enjoyably engage in a variety of fitness activities with the improvement of health and performance in mind.

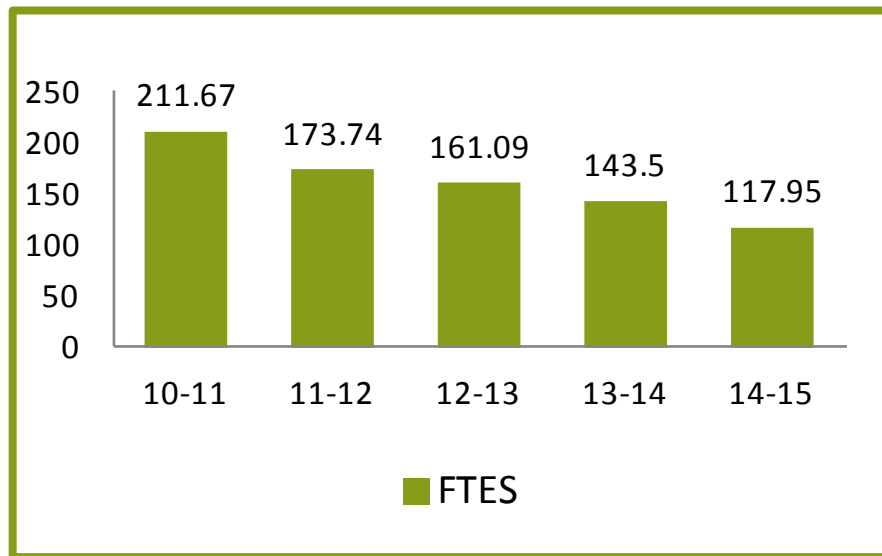
#### Challenges & Opportunities:

- › The flexibility of part-time faculty is actually an advantage in fitness and kinesiology as they can more easily adapt to the changing interests of the students.
- › Facilities limit the kinds of classes that can be offered, as well as the size of the classes.

#### Action Plan:

- › Demonstrate the need for improved facilities through the program review process.

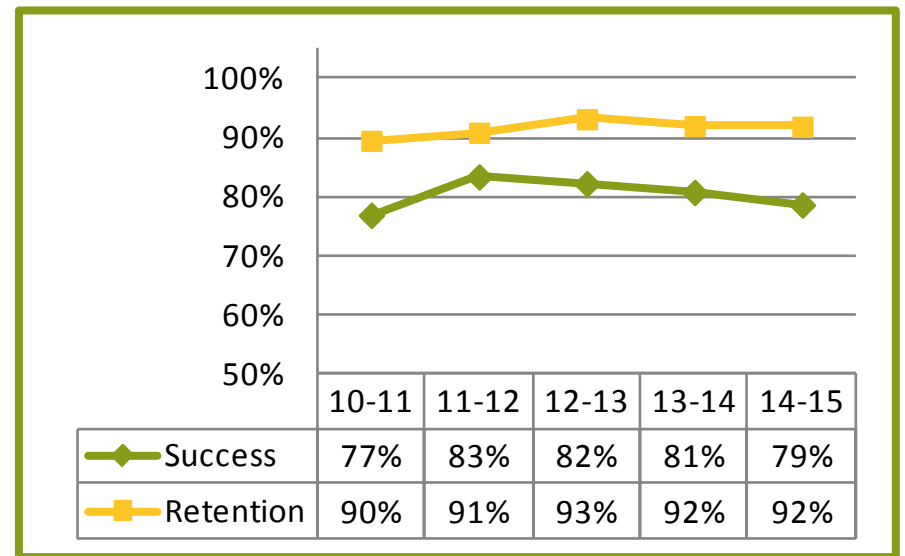
EXHIBIT A.136



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment*	2,361	2,029	1,912	1,630	1,924
FTEF	8.56	7.02	6.68	8.31	7.69
WSCH per FTEF	742	742	724	518	460

\*The source data does not differentiate between the different programs within the Kinesiology department, thus, the total duplicated enrollment of the Kinesiology department is used.

EXHIBIT A.137



	10-11	11-12	12-13	13-14	14-15
Sections	60	48	48	57	107
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# HEALTH + KINESIOLOGY *(cont.)*

### KINESIOLOGY – SPORTS – 2014-2015

#### Description:

The science of kinesiology is the foundation for understanding human movement – which muscles are involved, how they move and how they interact. The study of how our body moves – from psychological, biological, and physiological perspectives – is not only appropriate for athletes, but also for students pursuing a career as a sports therapist or doctor, coach, physical education teacher, sports scientist or fitness consultant. Sports classes in the Kinesiology department are for players of all levels wanting to improve their performance and knowledge.

#### Assessment:

- › FTES remained low until 2014-15, in which it increased significantly.
- › FTEF remained low until 2014-15.
- › WSCH per FTEF has declined in the past two years.
- › Success rates have remained steady, with a decline in the last year.
- › Retention rates have remained high.
- › The large increase in the number of sections offered in 2014-15 is due to the restructuring of

classes in response to students no longer being able to repeat classes.

#### Department Goals:

- › Maintain flexibility in course offerings in order to meet students' interests in fitness.
- › Locate spaces in which to hold larger sports classes.
- › Locate spaces in which to offer new sports classes.
- › Impart students with the knowledge necessary to safely, enjoyably, and intelligently engage in their sport or activity of choice with respect to the tradition of the sport or activity, as well to increase their own personal performance.

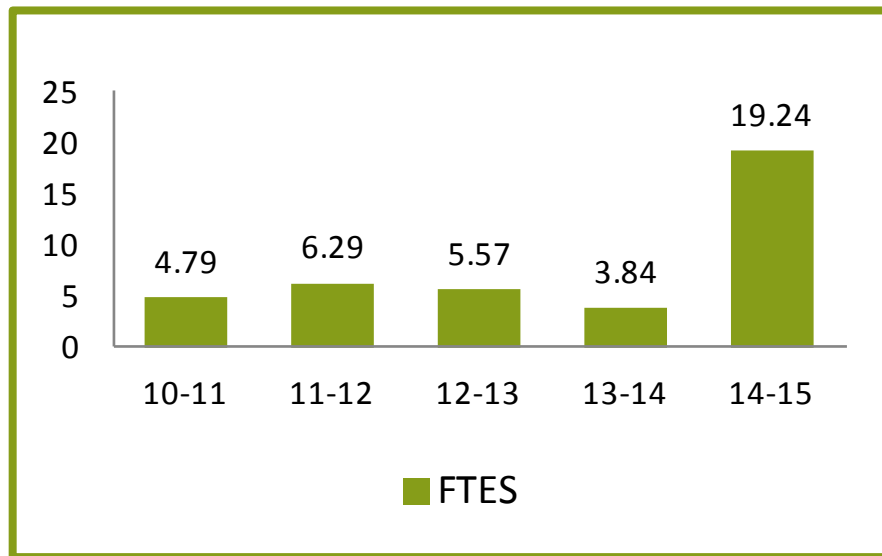
#### Challenges & Opportunities:

- › The flexibility of part-time faculty is actually an advantage in fitness and kinesiology as they can more easily adapt to the changing interests of the students.
- › Facilities limit the kinds of classes that can be offered, as well as the size of the classes.

#### Action Plan:

- › Demonstrate the need for improved facilities through the program review process.

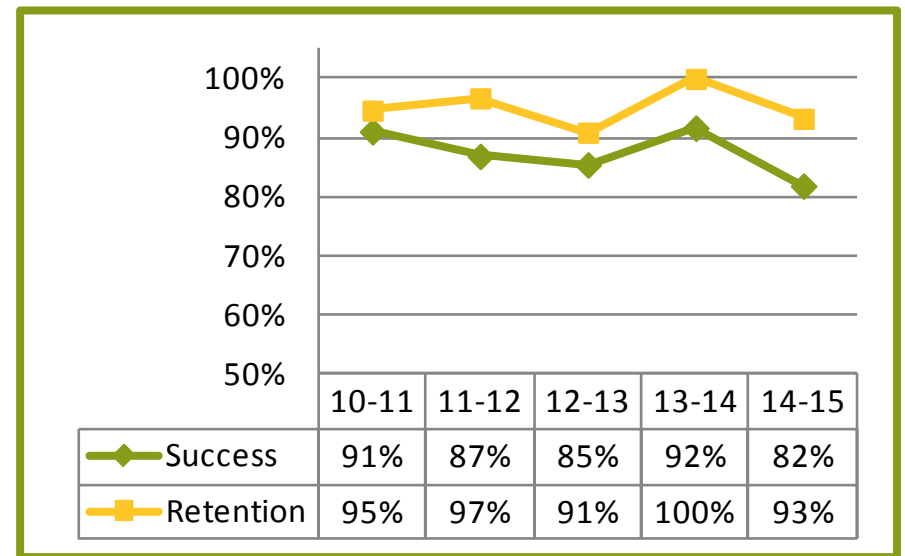
EXHIBIT A.138



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment*	2,361	2,029	1,912	1,630	1,924
FTEF	0.25	0.28	0.21	0.29	2
WSCH per FTEF	574	674	796	403	288

\*The source data does not differentiate between the different programs within the Kinesiology department, thus, the total duplicated enrollment of the Kinesiology department is used.

EXHIBIT A.139



	10-11	11-12	12-13	13-14	14-15
Sections	2	2	2	2	32
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# HEALTH + KINESIOLOGY *(cont.)*

### KINESIOLOGY — 2014-2015

#### Description:

- › The science of kinesiology is the foundation for understanding human movement – which muscles are involved, how they move and how they interact. The study of how our body moves – from psychological, biological, and physiological perspectives – is not only appropriate for athletes, but also for students pursuing a career as a sports therapist or doctor, coach, physical education teacher, sports scientist or fitness consultant. An education in kinesiology can lead to a career as a physical therapist, coach, fitness trainer or dance instructor.

#### Assessment:

- › Kinesiology, formerly PE, was not offered during the 2012-13 academic year.
- › FTES dropped during the 2013-14 academic year as a result, but increased significantly in the 2014-15 academic year.
- › FTEF remained steady until an increase in 2014-15.
- › WSCH per FTEF declined significantly from 2010-11 to 2011-12, and again from 2011-12 to 2013-14, after which it remained steady.
- › Success rates have been increasing.

- › Retention rates have been slightly increasing.
- › The number of sections offered in 2013-14 was low as a result of 2012-13, but by 2014-15 the number of sections offered had risen again to 2010-11 levels.

#### Department Goals:

- › Introduce students to the interdisciplinary study of human movement.
- › Continue to operate the fitness assessment lab on a low cost basis.
- › Locate spaces in which to offer different types and larger fitness and activity classes.
- › Find a way to safely store more equipment.

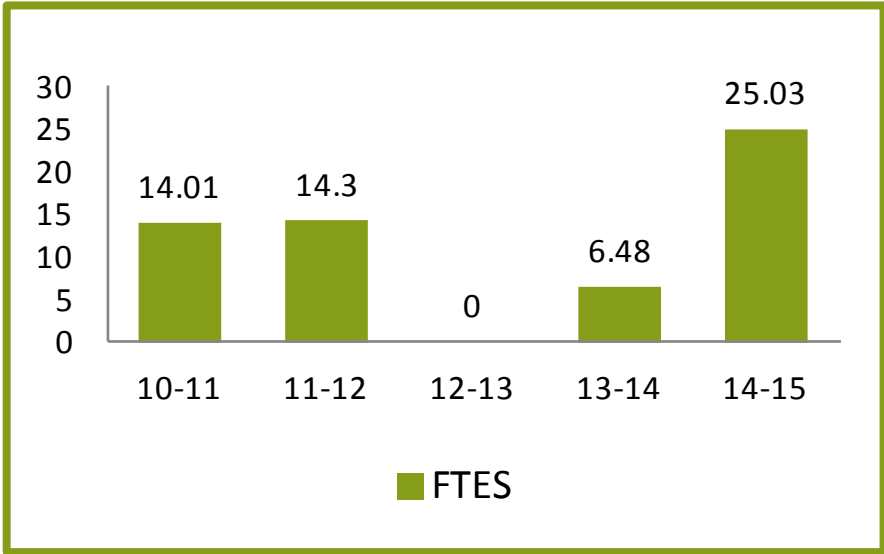
#### Challenges & Opportunities:

- › The number of and kinds of spaces available to the department to use limits the kinds of classes the department can offer as well as the sizes of those classes.
- › Secure storage space is inadequate.
- › The loss of the gymnasium is a challenge to offering large classes.

#### Action Plan:

- › Demonstrate the need for facilities through the program review process.

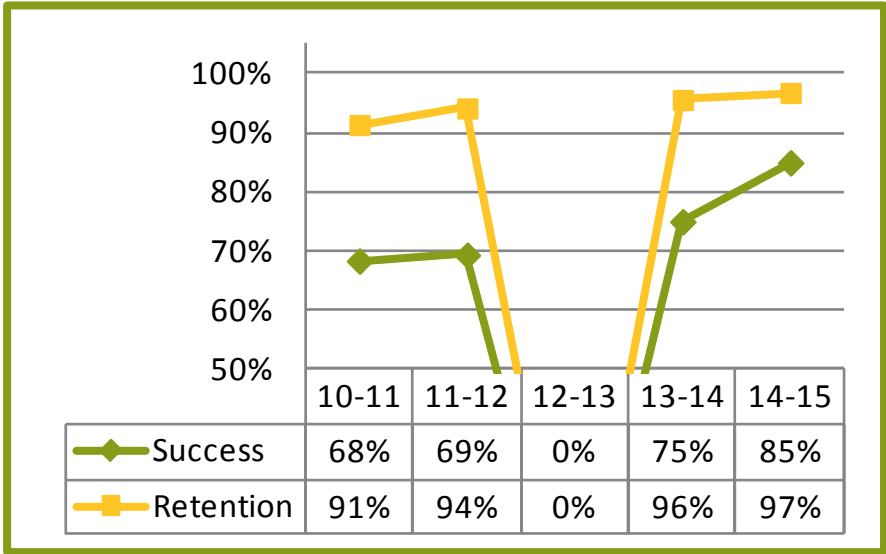
EXHIBIT A.140



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment*	2,361	2,029	0	1,630	1,924
FTEF	0.2	0.4	0	0.4	1.62
WSCH per FTEF	2,101	1,073	0	486	464

\*The source data does not differentiate between the different programs within the Kinesiology department, thus, the total duplicated enrollment of the Kinesiology department is used.

EXHIBIT A.141



	10-11	11-12	12-13	13-14	14-15
Sections	9	9	0	2	10
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# HUMAN DEVELOPMENT

### CHILD DEVELOPMENT — 2014-2015

#### Description:

- › The building blocks for a child's health, emotional well being and intellectual growth are formed during the first years of their lives. The need for quality child development programs continues to grow. The associate of arts in child development degree is a preparatory program to teach in an early learning environment such as preschool. This degree can also assist elementary school teachers preparing for work in primary and intermediate grades, or in settings such as day care centers, nursery schools, and Head Start programs.

#### Assessment:

- › FTES has been declining every year except for 2014-15, in which it increased.
- › Duplicated enrollment has remained steady with a slight overall decline.
- › FTEF has remained steady.
- › WSCH per FTEF has slowly declined.
- › Success rates have been slowly improving.
- › Retention rates have remained steady.
- › The number of sections offered remains steady.
- › The program matches with statewide curriculum for

Child Development, so that degrees and certificates match across the state.

#### Department Goals:

- › Continue working with other departments such as Fire Technology and EMS to provide them with training in working with children.
- › Replace the portable facility with a permanent structure.

#### Challenges & Opportunities:

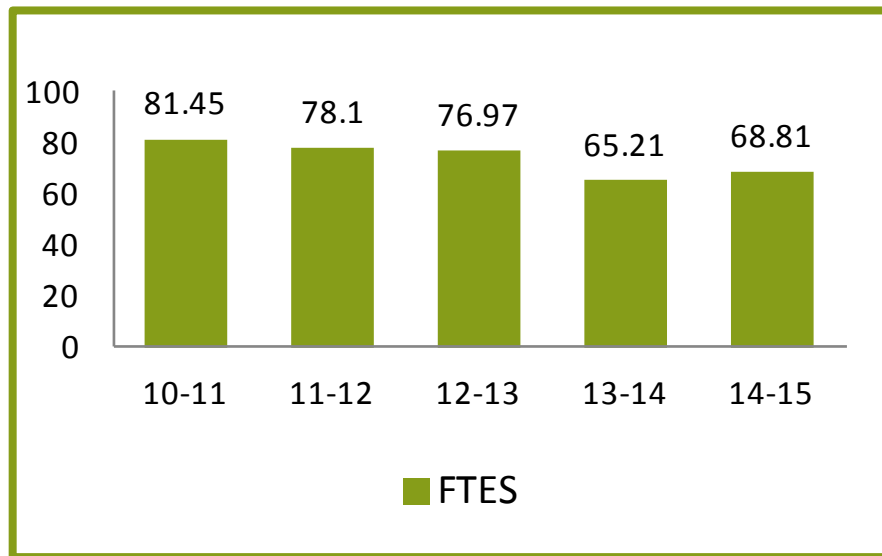
- › Parking and parent drop off at the Child Development Center is not designed to accommodate the amount of traffic they receive.
- › Security at the Child Development Center is a concern, as classes from various disciplines are held in the classrooms located there, and there is no security entrance.

#### Action Plan:

- › Demonstrate the need for better facilities through the program review process.

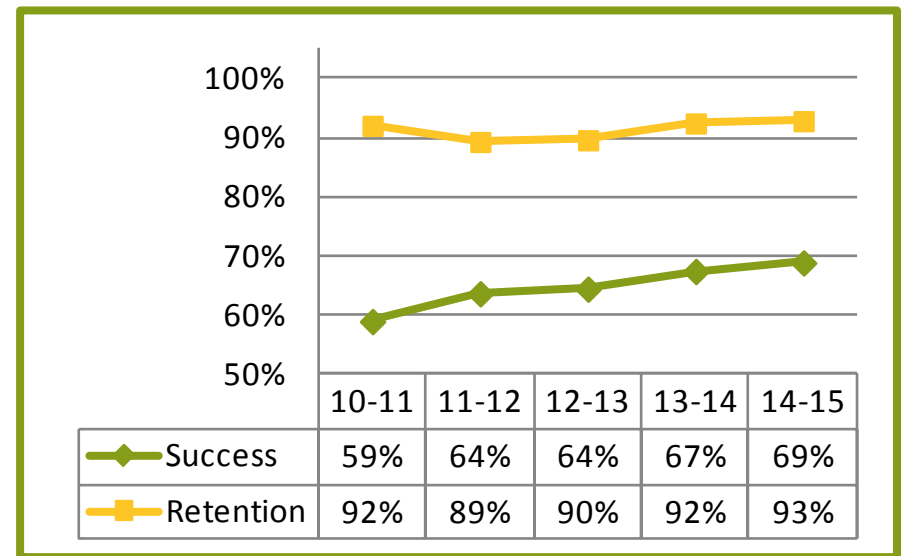


EXHIBIT A.142



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	634	672	674	586	587
FTEF	4.69	4.23	4.23	4.49	4.83
WSCH per FTEF	521	546	538	436	427

EXHIBIT A.143



	10-11	11-12	12-13	13-14	14-15
Sections	22	20	20	21	22
% of online enrollment	9%	10%	10%	10%	9%
Degrees awarded	3	5	5	5	8
Certificates Awarded	3	10	5	3	4

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1305XX

## Individual Data Sheets By Division

# HUMAN DEVELOPMENT *(cont.)*

### EDUCATION — 2014-2015

#### Description:

- › Education courses will introduce students to the field of education and are designed to familiarize students with the broad aspects of the profession, philosophy, and principles of teaching school age children.

#### Assessment:

- › FTES and duplicated enrollment have remained steady except for a decrease in the 2013-14 academic year.
- › FTEF has stayed the same at 0.2.
- › WSCH per FTEF has stayed relatively steady except for a decline in the 2013-14 academic year.
- › Success and retention rates dropped sharply in 2012-13 before increasing.
- › The program has continued to offer one section since 2010-11.
- › Education 290, the only class offered by this program, is required for all students transferring to California State University San Bernardino seeking a multiple subject credential.

#### Department Goals:

- › Provide students hoping to receive a multiple subject credential from California State University San Bernardino with the education necessary to transfer.

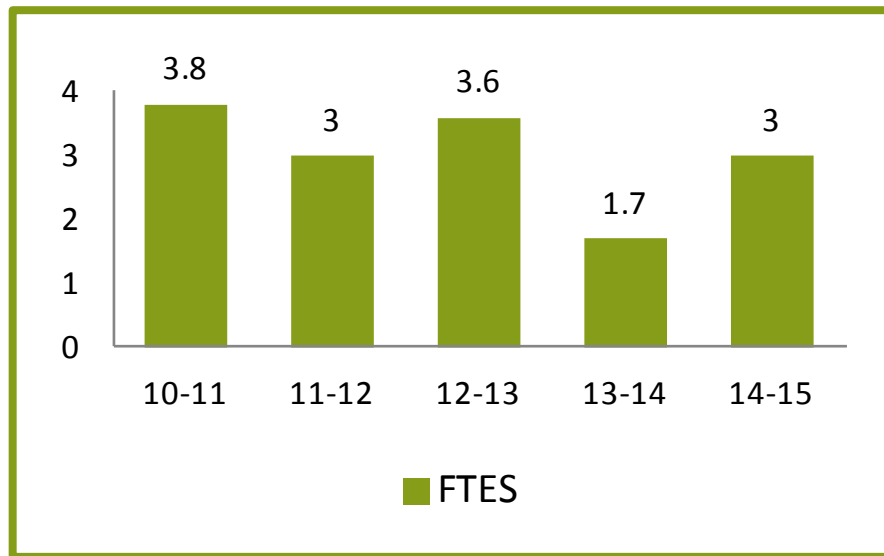
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

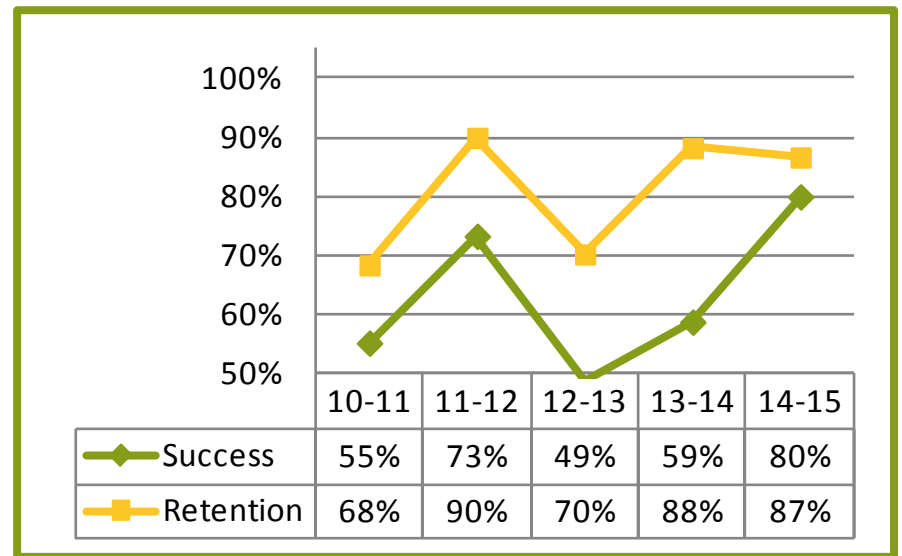
- › None specified.

EXHIBIT A.144



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	38	30	36	17	30
FTEF	0.2	0.2	0.2	0.2	0.2
WSCH per FTEF	570	450	540	255	450

EXHIBIT A.145



	10-11	11-12	12-13	13-14	14-15
Sections	1	1	1	1	1
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# HUMAN DEVELOPMENT *(cont.)*

### PSYCHOLOGY — 2014-2015

#### Description:

- › A background studying psychology is useful in almost all aspects of your life and career by helping you to better understand yourself and other people. An associate in arts in psychology degree can lead to a career working in research, teaching, counseling, human services, marketing, management, emergency services and law, among others. It is also the foundation for four-year college studies in psychology.

#### Assessment:

- › After a decline in 2011-12, FTES and duplicated enrollment have been increasing each year.
- › FTEF declined from 2010-11 to 2012-13, after which it began to increase.
- › WSCH per FTEF remained steady from 2010-11 to 2012-13, after which it began to decrease.
- › Success and retention rates have remained steady.
- › The number of sections offered has growing in the past two academic years.
- › The number of degrees awarded has been increasing.
- › Online classes are popular in the program.

#### Department Goals:

- › Continue to be adaptive to changing styles of instructional delivery that are conducive to flexible learning environments, such as flipped classrooms, spaces with flexible equipment for layout changes, media rich spaces, and online classes.
- › The department sees a future where psychology converges with more traditional science such as anatomy, child development, behavioral sciences, anthropology, and biological sciences.
- › Hire two more full-time faculty to replace the two that are close to retirement in time for a smooth transition of institutional knowledge.

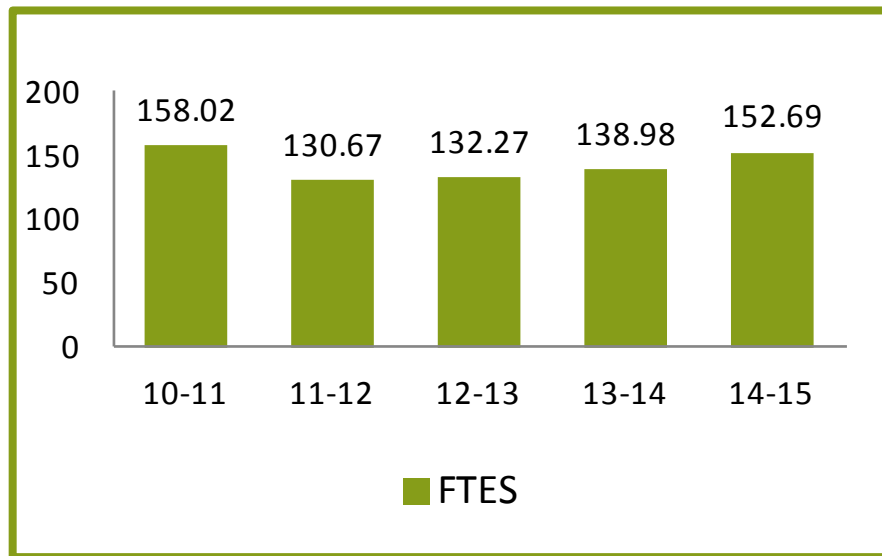
#### Challenges & Opportunities:

- › There is an opportunity for wet laboratory space with specialized equipment, for example, integrating cognitive/neuroscience with psychology using EMI scanners could be taught in a laboratory environment.
- › The under-preparedness of students is a challenge to the program. Increasing prerequisites and starting more learning communities could be options for addressing this, as well as increasing the amount of supplemental instruction and student tutor support.

#### Action Plan:

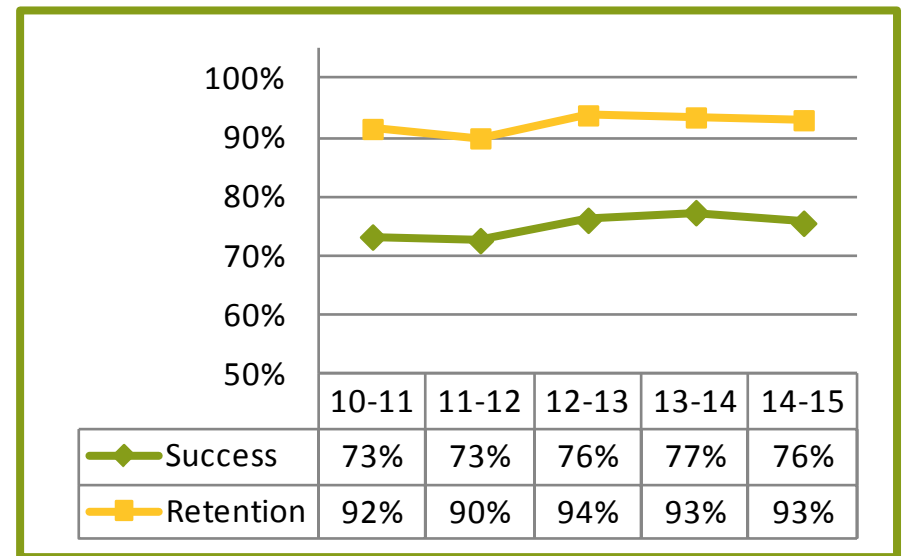
- › Demonstrate the need for replacement full-time faculty through the program review process.
- › Explore options in developing new curriculum.

EXHIBIT A.146



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,428	1,160	1,245	1,257	1,329
FTEF	6.88	5.75	5.68	7.01	8.87
WSCH per FTEF	689	682	699	595	516

EXHIBIT A.147



	10-11	11-12	12-13	13-14	14-15
Sections	41	36	35	41	53
% of online enrollment	10%	11%	14%	10%	15%
Degrees awarded	8	11	26	43	54
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 2001XX

## Individual Data Sheets By Division

# INSTRUCTIONAL SUPPORT

### LEARNING RESOURCES — 2014-2015

#### Description:

- › Learning Resources courses provide academic and administrative support services to students enabling them to succeed in various content area classes, such as English, math, foreign language, and vocational courses. Learning Resource courses are designed to meet the needs of students from various levels of educational preparedness, ethnic backgrounds, cultures, socioeconomic levels, and of various physical and learning disabilities.

#### Assessment:

- › FTES spiked in 2012-13 and 2014-15.
- › Duplicated enrollment increased from 2011-12 to 2012-13, dropped sharply in 2013-14, and increased again in 2014-15.
- › FTEF increased from 2010-11 to 2013-14 before leveling out.
- › WSCH per FTEF spiked in 2012-13 and 2014-15, and experienced a significant drop in 2013-14.
- › Success rates dropped in 2010-11 and 2013-14.
- › Retention rates have remained relatively steady.
- › The number of sections offered increased dramatically from 2010-11 to 2011-12.

#### Department Goals:

- › Provide administrative and academic support to students from various levels of educational preparedness, ethnic backgrounds, cultures, socioeconomic levels, and of various physical and learning disabilities.
- › Equip students with various challenges with the skills and knowledge to advocate for themselves and succeed in an academic setting.

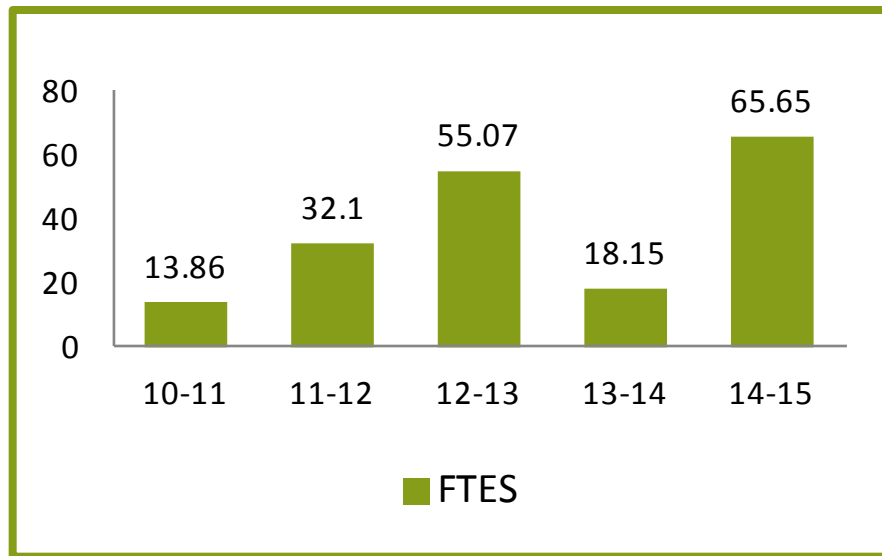
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

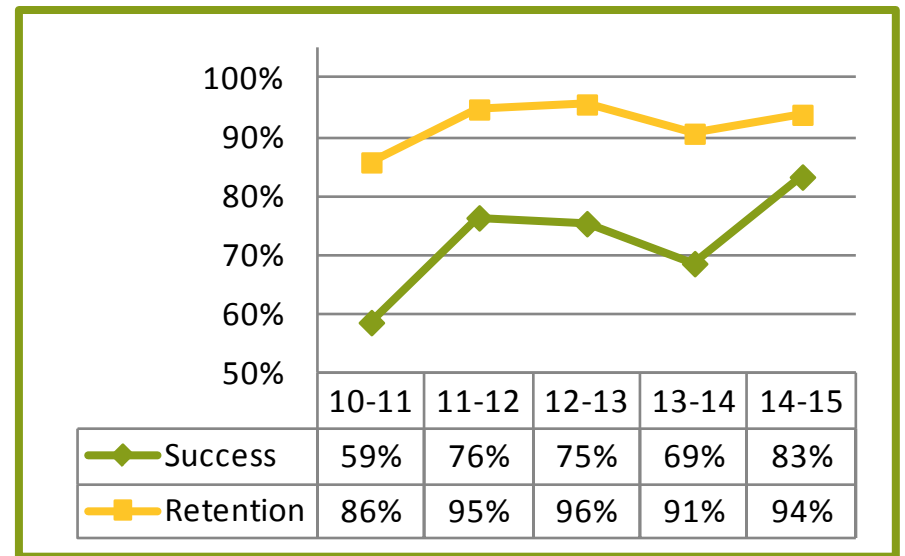
- › None specified.

EXHIBIT A.148



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	470	651	705	169	493
FTEF	0.56	0.89	1.03	1.82	1.13
WSCH per FTEF	743	1,082	1,604	300	1,751

EXHIBIT A.149



	10-11	11-12	12-13	13-14	14-15
Sections	6	26	35	32	23
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# INSTRUCTIONAL SUPPORT *(cont.)*

### LIBRARY SCIENCE — 2014-2015

cite various information sources.

#### Description:

- › Library Science courses provide students with an introduction to information competency and the development of skills necessary to perform academic and personal research using library resources, electronic databases, and the Internet. Students will receive guidance through the process of selecting, analyzing and citing various information sources and the application of the research process to a variety of information needs. Library Science courses prepare students for college-level research in all disciplines.

#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

- › None specified.

#### Assessment:

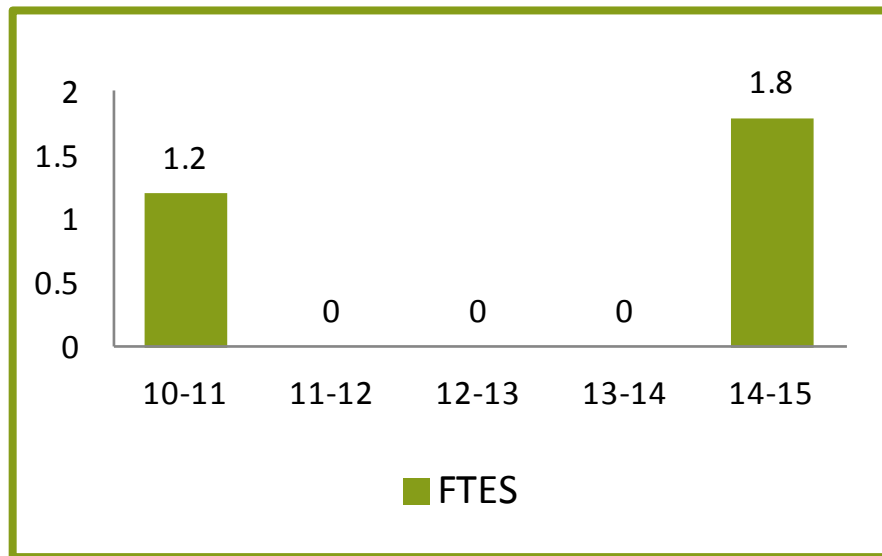
- › Library Science courses were only offered in the 2010-11 and 2014-15 academic years.
- › The most recent offering of the Library Science course was 100% online.

#### Department Goals:

- › Provide students with the skills necessary to perform academic and personal research using library resources, electronic databases, and the internet, as well as the tools to critically analyze and

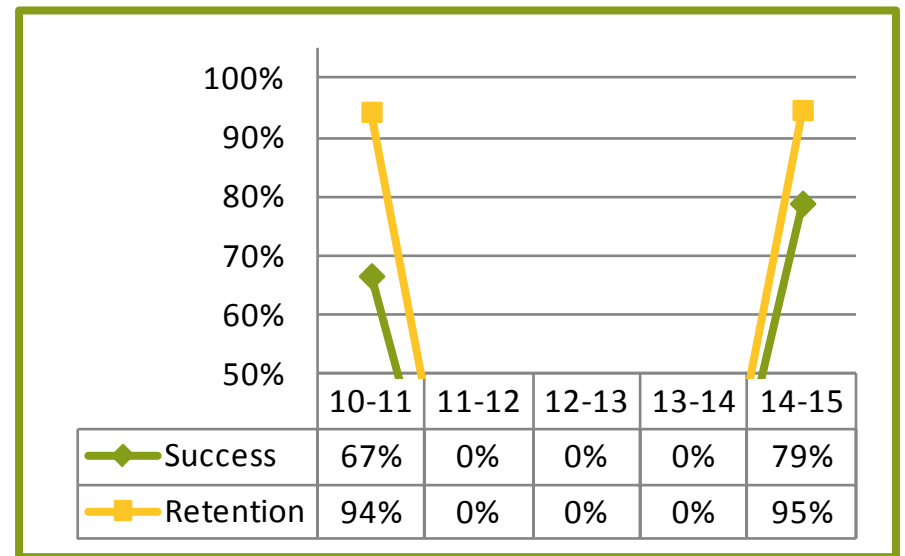


EXHIBIT A.150



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	36	0	0	0	19
FTEF	0.07	0	0	0	0.2
WSCH per FTEF	514	0	0	0	270

EXHIBIT A.151



	10-11	11-12	12-13	13-14	14-15
Sections	1	0	0	0	1
% of online enrollment	0%	0%	0%	0%	100%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# MATHEMATICS

### MATHEMATICS — 2014-2015

#### Description:

- › Math is a universal part of our everyday lives. It is the tool and language of commerce, engineering and sciences. An associate of arts in mathematics degree can lead to a variety of different jobs in basic research, engineering, finance, business, government service, information technology, energy resources, data analysis and much more.

#### Assessment:

- › FTES declined from 2010-11 to 2012-13 at which point it began to rise again to 2010-11 levels.
- › Duplicated enrollment declined from 2010-11 to 2011-12 and then rose to exceed 2010-11 levels by 2014-15.
- › FTEF declined from 2010-11 to 2011-12 and then started rising.
- › WSCH per FTEF has been steadily declining.
- › Success rates have remained steady except for a decline in 2012-13.
- › Retention rates have been steadily increasing.
- › The number of sections offered declined in 2011-12 and 2012-13, but rose again the following two years.

#### Department Goals:

- › Continue offering quality math instruction while adapting to changing technologies and instructional delivery methods.
- › Enhance student-to-student and student-to-teacher interaction within the classroom. For example, students upload homework assignments onto projectors and talk through the process of the problem, or instructor guided practice.
- › Ensure accurate placement of students into the appropriate courses.
- › The department needs unrestricted access to three more classrooms in order to grow the program and incorporate labs.

#### Challenges & Opportunities:

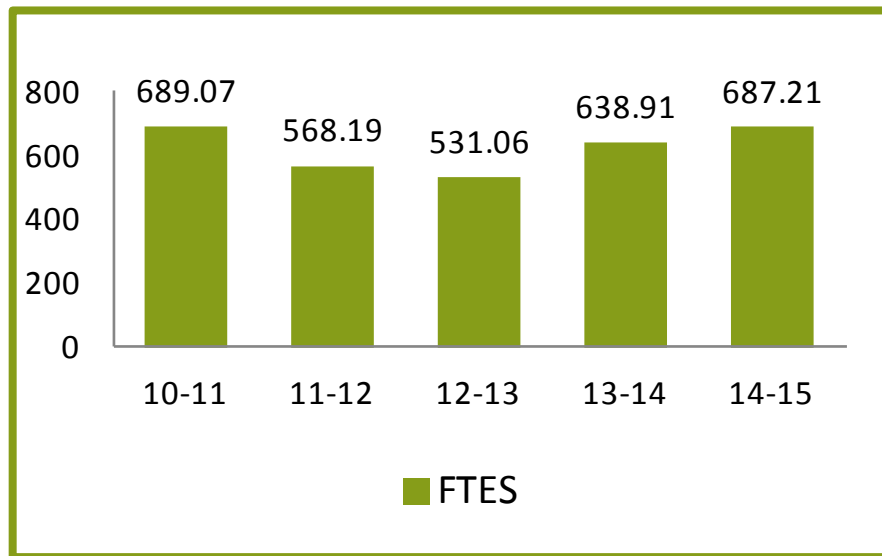
- › Scheduling conflicts are a challenge due to the distances some instructors and students must walk between classes.
- › The number of computers the department has access to is a challenge in terms of teaching certain classes, such as statistics or courses with lab components.
- › If the department is to move towards online education, they would need a testing center on campus as UC campuses will not accept online courses unless the testing is done on campus.

- › Assessment and placement is not always accurate.

#### Action Plan:

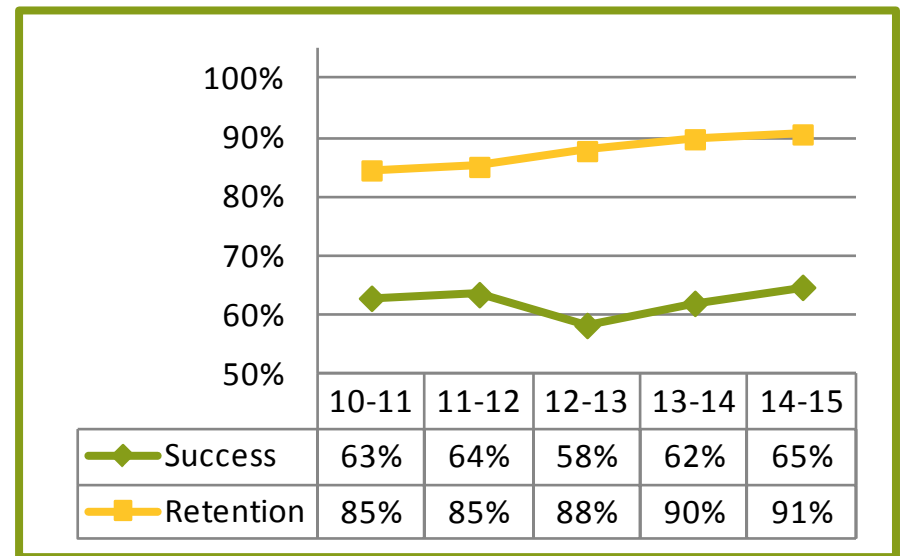
- › Demonstrate the need for more facilities and computer access through the program planning and review process.
- › Develop a method to quickly address misplaced students.

EXHIBIT A.152



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	5,015	3,985	4,420	4,944	5,639
FTEF	37.59	31.48	31.49	40.15	44.95
WSCH per FTEF	550	541	506	477	459

EXHIBIT A.153



	10-11	11-12	12-13	13-14	14-15
Sections	158	136	131	160	192
% of online enrollment	0%	0%	0%	0%	2%
Degrees awarded	7	5	9	19	26
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1701XX

## Individual Data Sheets By Division

# PUBLIC SAFETY + SERVICES

### EMERGENCY MEDICAL SERVICES — 2014-2015

#### Description:

- › People's lives often depend on the quick reaction and competent care of Emergency Medical Technicians, Paramedics and Mobile Intensive Care Nurses. We are accredited by the Commission on Accreditation of Allied Health Education Programs. The associate of science in emergency medical services degree can lead to an eventual career as an Emergency Medical Technician. Those who successfully earn the degree will be eligible to take the National Registry of Emergency Medical Technician-Paramedic written and practical examinations, which could lead to employment in a profession requiring emergency life-saving skills. State certification is required for employment as an EMT.

#### Assessment:

- › FTES has remained steady except for a decline in 2012-13.
- › Duplicated enrollment has been steadily increasing.
- › FTEF has remained steady except for a low in 2012-13.
- › WSCH per FTEF has remained steady except for a decline in 2014-15.

- › Success rates have been steadily rising each year except for 2014-15, in which it fell one percentage point.
- › Retention rates have stayed steady.
- › The number of sections offered has remained high.
- › The number of certificates awarded nearly doubled beginning in 2012-13.

#### Department Goals:

- › To provide students either a pathway into the paramedic program or fire academy or a job as an EMT.
- › Stay on top of changes within the industry, especially in regards to technology and electronics.
- › Continue building relationships with external industries and local institutions.

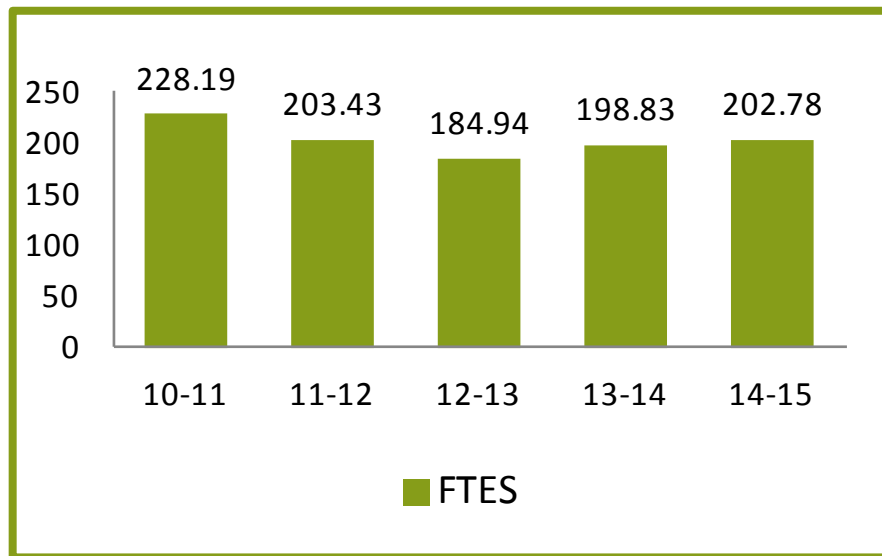
#### Challenges & Opportunities:

- › The program lacks the ability to hire enough staff to maintain the current facilities.
- › There is not enough parking on campus.
- › There is an opportunity to partner with outside industries to generate the revenue needed to maintain facility hours.
- › An expanded simulation center would be very helpful to the program.

#### Action Plan:

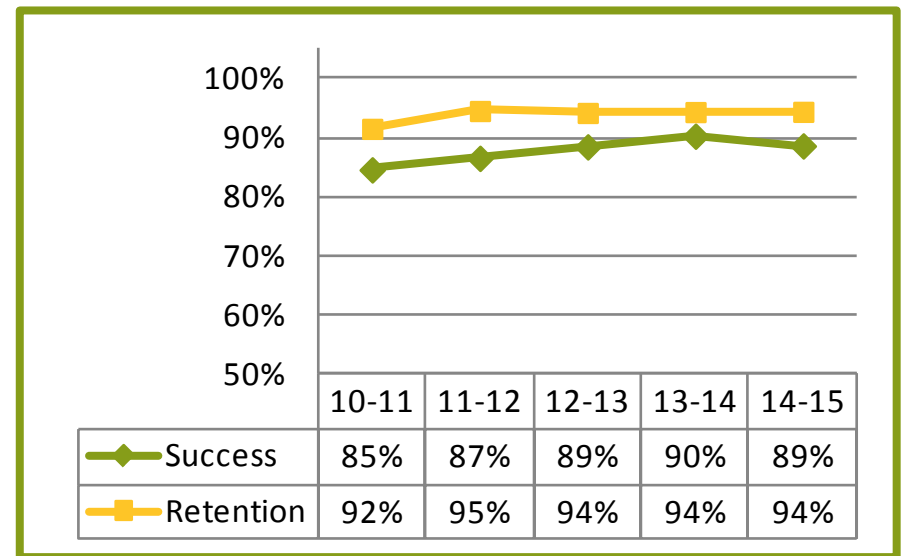
- › Continue offering quality education and tracking student data regarding national registry exam.
- › Continue outreach efforts to local industries and educational institutions.

EXHIBIT A.154



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	617	802	1,097	968	1,371
FTEF	12.91	13.48	11.98	13.19	12.83
WSCH per FTEF	530	543	563	542	474

EXHIBIT A.155



	10-11	11-12	12-13	13-14	14-15
Sections	47	50	48	57	54
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	12	8	7	14	6
Certificates Awarded	236	225	432	450	471

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1250XX & 1251XX

## Individual Data Sheets By Division

# PUBLIC SAFETY + SERVICES *(cont.)*

### FIRE TECHNOLOGY — 2014-2015

#### Description:

- › Do you have a passion for teamwork and a commitment to public service in the control and prevention of fire, the handling of hazardous materials, investigation, rescue operations, security and safety? If so, the CHC Fire Academy is the program for you. The associate of science in fire technology degree may lead to entry-level employment as a firefighter in the public or private sectors.

#### Assessment:

- › FTEF and duplicated enrollment declined slightly in 2011-12 and has remained relatively steady since.
- › FTEF declined slightly in 2011-12 and has remained steady since.
- › WSCH per FTEF has remained steady.
- › Success rates increased significantly in 2014-15.
- › Retention rates rose significantly in 2014-15.
- › The number of sections offered declined in 2010-11 and began to rise again in 2014-15.
- › The number of degrees and certificates awarded has remained high since 2010-11.

#### Department Goals:

- › Continue offering nationally renowned fire technology education and training.
- › Adapt to changes coming from State Fire Marshall's Office – specifically, the mandate that only regional academies can sign off on Firefighter 1 certificates.

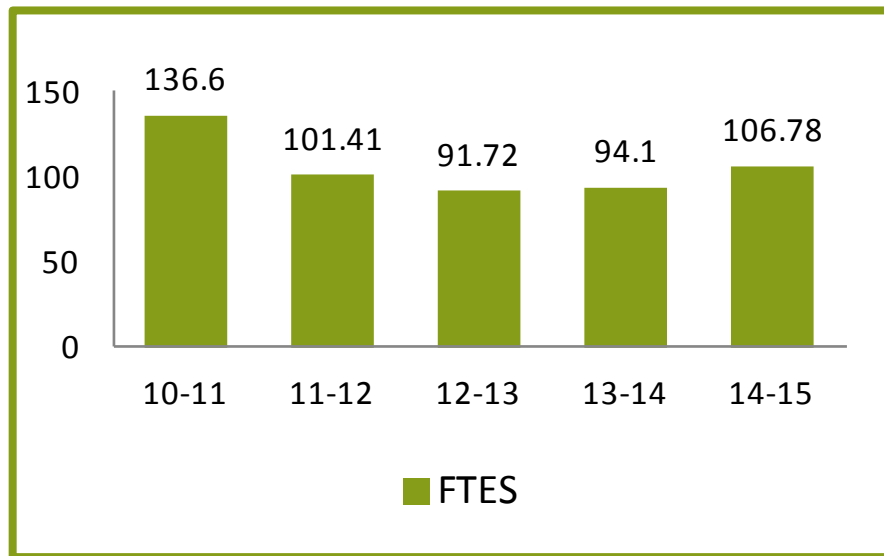
#### Challenges & Opportunities:

- › As one of the only regional academies in the state, the State Fire Marshall's Office's mandate is both a challenge and an opportunity for CHC. A large number of firefighters will come to CHC to certify or recertify their Firefighter 1 certificate. The challenge is that CHC lacks the facilities to offer a comprehensive evaluation. However, CHC has the opportunity to gain even greater recognition by constructing new facilities that can accommodate a comprehensive evaluation, as well as by offering a refresher course for firefighters looking to recertify.

#### Action Plan:

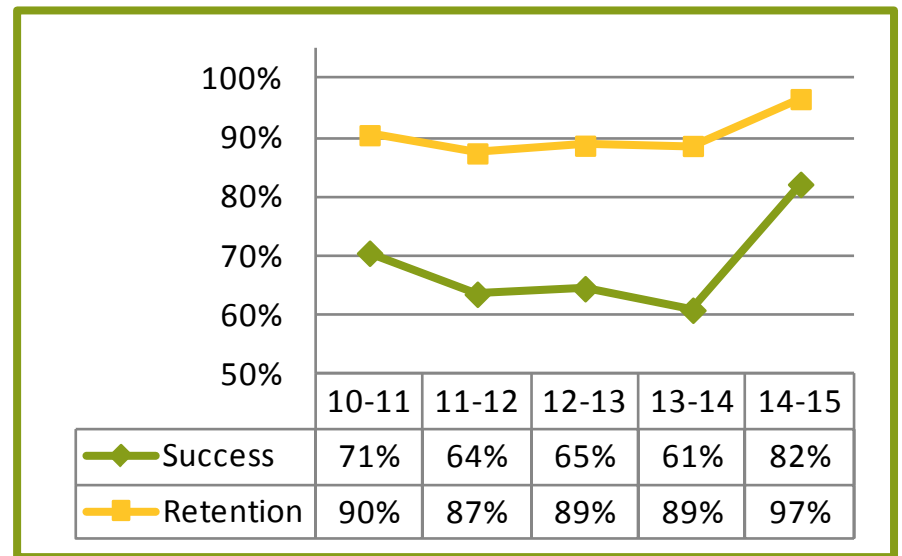
- › Several plans and designs for various training facilities have been done, and the department will be working with the administration, State legislators, and local fire chiefs to help realize the new facilities.

EXHIBIT A.156



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	765	639	557	635	602
FTEF	11.26	9.04	8.96	8.5	9.41
WSCH per FTEF	364	337	307	332	340

EXHIBIT A.157



	10-11	11-12	12-13	13-14	14-15
Sections	31	24	24	22	27
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	23	16	28	20	18
Certificates Awarded	58	39	39	40	56

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 2133XX

## Individual Data Sheets By Division

# PUBLIC SAFETY + SERVICES *(cont.)*

### **PUBLIC SAFETY & SERVICES— 2014-2015**

#### Description:

- › Public Safety and Services courses will provide students with the leadership and communication skills to effectively manage public safety emergencies. Students will be introduced to hazard mitigation, hazardous material management, disaster basics, and the roles and responsibilities of an emergency manager and various volunteer agencies.

#### Assessment:

- › FTES and duplicated enrollment declined sharply in 2011-12 and 2012-13 before rising again.
- › FTEF dropped after 2010-11 and has remained steady since.
- › WSCH per FTEF declined in 2011-12 before rising again.
- › Success rates remained steady until a sharp decline in 2014-15.
- › Retention rates remained relatively steady except for a decline in 2014-15.
- › The number of sections offered decreased significantly after 2010-11.

#### Department Goals:

- › Provide students with the proper education and leadership and communication skills to manage public safety emergencies, as well as provide them with an education in hazardous materials, hazard mitigation, and the roles and responsibilities of emergency managers and various volunteer agencies.

#### Challenges & Opportunities:

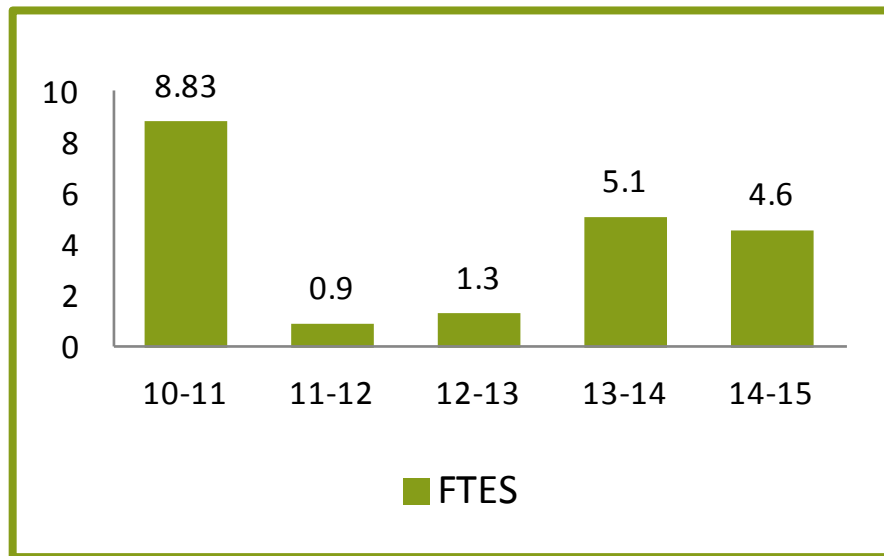
- › None specified.

#### Action Plan:

- › None specified.

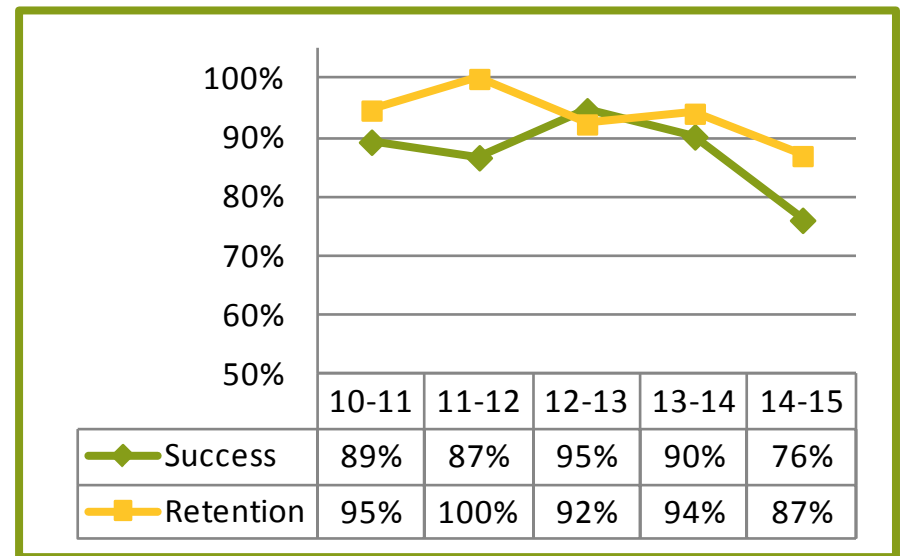


EXHIBIT A.158



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	33	9	13	51	46
FTEF	1.06	0.2	0.2	0.4	0.4
WSCH per FTEF	250	135	195	383	345

EXHIBIT A.159



	10-11	11-12	12-13	13-14	14-15
Sections	13	1	1	2	2
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# SOCIAL SCIENCE

### ANTHROPOLOGY — 2014-2015

#### Description:

- › Anthropology is the study of humans, past and present, including human culture, societies, social relations, biology and evolution. You'll delve into languages, music, art, architecture and evidence of where and how people lived and how people have changed over time. Unearth clues about where your ancestors came from. An associate of arts in anthropology degree can lead to work doing ground-level research and writing surveys, and it also provides the foundation for further studies in anthropology, which can lead to careers in teaching, research or applied anthropology.

#### Assessment:

- › FTES has been slowly increasing since 2012-13.
- › Duplicated enrollment increased in 2013-14 and fell slightly the following year.
- › FTEF began to increase in 2013-14.
- › WSCH per FTEF has been slowly decreasing.
- › Success rates have remained relatively steady.
- › Retention rates have remained steady with a slight decrease over time.
- › The number of sections offered has increased in the past two academic years.

#### Department Goals:

- › The department currently does not have any full-time faculty. The hiring of a full-time faculty is a hire priority goal for the department.
- › Secure places to display student work would be helpful to have.
- › Faculty offices often do not have windows or bookshelves.

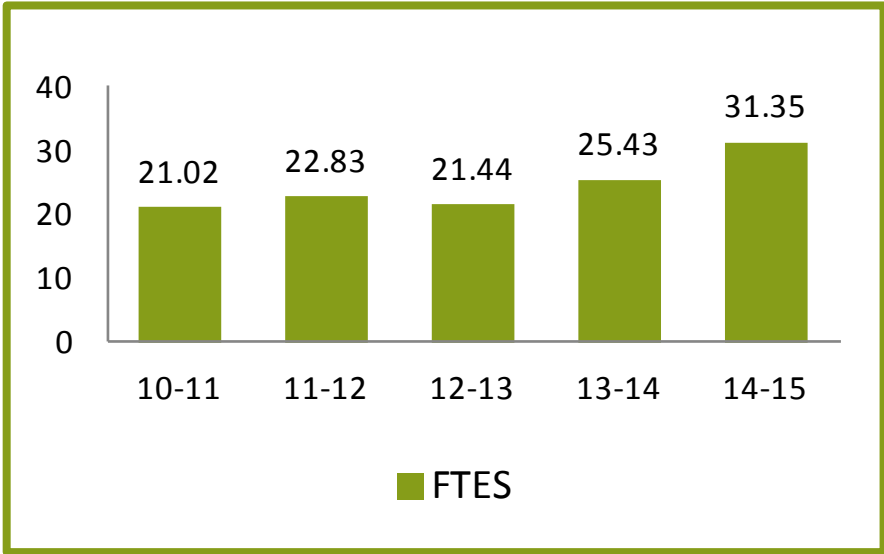
#### Challenges & Opportunities:

- › The lack of a full-time faculty in the department is a challenge to growing and maintaining the program.
- › After dropping archaeology from the curriculum, there is an opportunity to bring it back.

#### Action Plan:

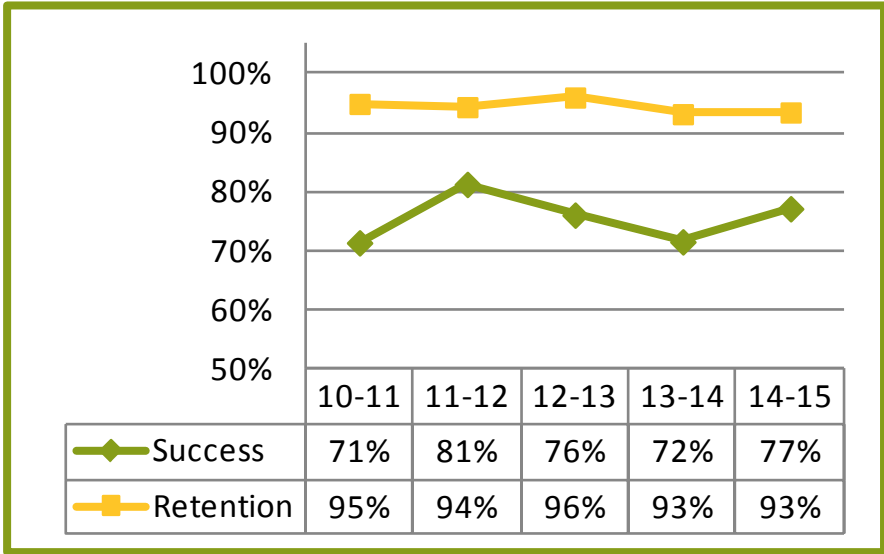
- › Demonstrate the need for a full-time faculty member in the Anthropology program through the program planning and review process.

EXHIBIT A.160



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	218	214	201	301	272
FTEF	0.6	0.6	0.6	1	1.4
WSCH per FTEF	1,051	1,141	1,072	763	672

EXHIBIT A.161



	10-11	11-12	12-13	13-14	14-15
Sections	3	3	3	7	12
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	1	1	0	4
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)  
 TOP Code: 2202XX

## Individual Data Sheets By Division

# SOCIAL SCIENCE *(cont.)*

### HISTORY — 2014-2015

#### Description:

- › To know where we are and where we are yet to go, we look back at where we have already been. Our curriculum examines the history of the world, U.S., California, religion, culture, art, economics, literature, politics and a variety of other topics and developments that have shaped our world and lives. An associate of arts in history degree prepares you for jobs in research and analysis working in government, education, the media, public relations, film and publishing, or at a variety of institutions, including libraries. It is also the foundation for four-year college studies in history or a related field.

#### Assessment:

- › FTES declined from 2010-11 to 2012-13 before rising again the following two years.
- › Duplicated enrollment hit a low in 2011-12 and began rising again.
- › FTEF decreased from 2010-11 to 2012-13 before rising again.
- › WSCH per FTEF has been decreasing since 2010-11.

- › Success rates increased in 2012-13 and 2013-14 but fell again in 2014-15.
- › Retention rates have remained steady.
- › The number of sections offered has been increasing.
- › Online enrollment has been increasingly popular, and nearly a third of students enrolled online in 2014-15.
- › The number of degrees awarded has been increasing.

#### Department Goals:

- › Hire another full-time faculty member to replace the one that retired.

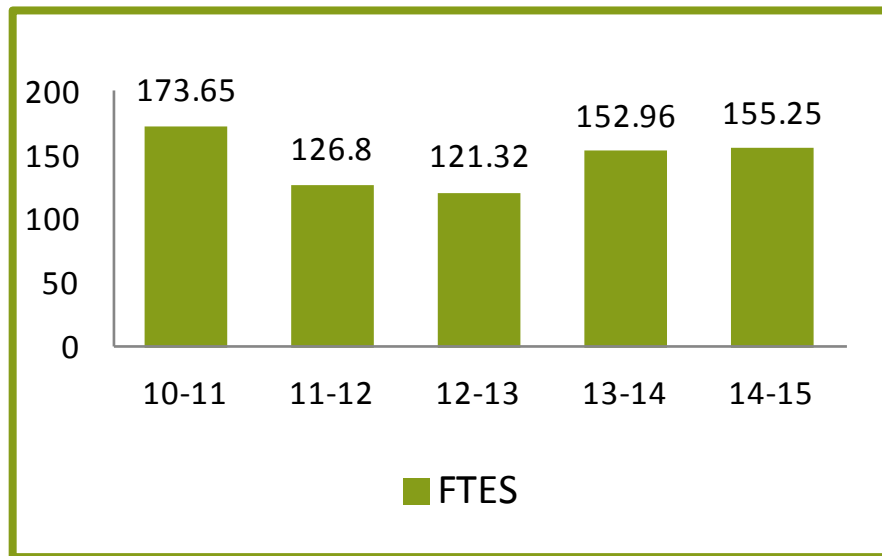
#### Challenges & Opportunities:

- › Student preparedness can be a challenge; however, prerequisites seem to help ensure that students are prepared by the time they take courses within the program.

#### Action Plan:

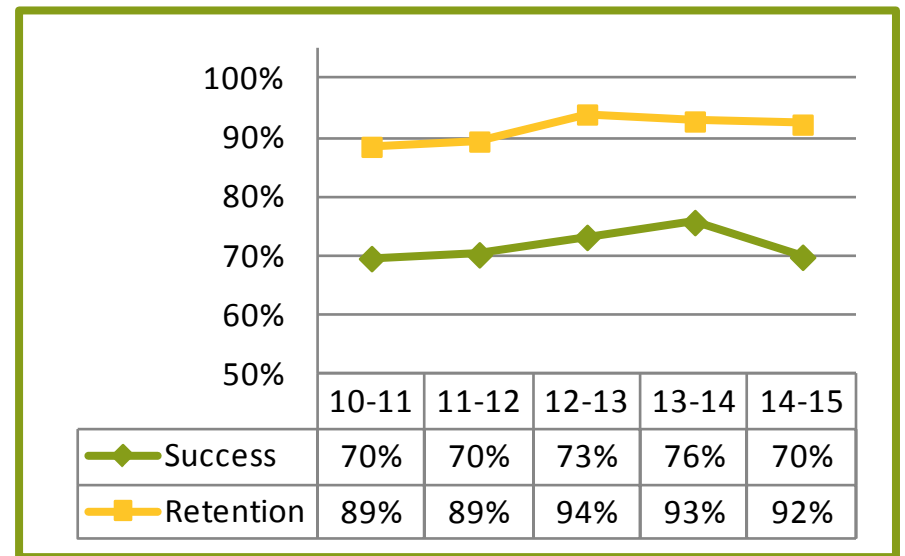
- › Demonstrate the need for another full-time faculty member through the program planning and review process.

EXHIBIT A.162



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,713	1,141	1,295	1,525	1,473
FTEF	4.8	3.6	3.4	5.2	7.6
WSCH per FTEF	1,085	1,057	1,071	882	613

EXHIBIT A.163



	10-11	11-12	12-13	13-14	14-15
Sections	28	32	36	41	53
% of online enrollment	7%	0%	3%	13%	30%
Degrees awarded	1	3	12	12	13
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 2205XX

## Individual Data Sheets By Division

# SOCIAL SCIENCE *(cont.)*

### HUMANITIES — 2014-2015

#### Description:

- › It's been said that the study of humanities provides a well-rounded look at the world to make us "capable and cultivated human beings." Our program offers insights into the creativity and artistic expression of cultural, literary and other activities within the context of the human experience. The associate of arts in humanities degree is the foundation for four-year college studies in history, English, philosophy, and other fields of the humanities.

#### Assessment:

- › The program was first introduced in 2013-14. Since then, FTES has more than doubled.
- › FTEF has doubled from 2013-14 to 2014-15.
- › WSCH per FTEF has increased slightly.
- › Success rates have improved significantly since the program's beginning in 2013-14.
- › Retention rates have increased as well in that time period.
- › The number of sections offered has doubled since 2013-14.

#### Department Goals:

- › None specified.

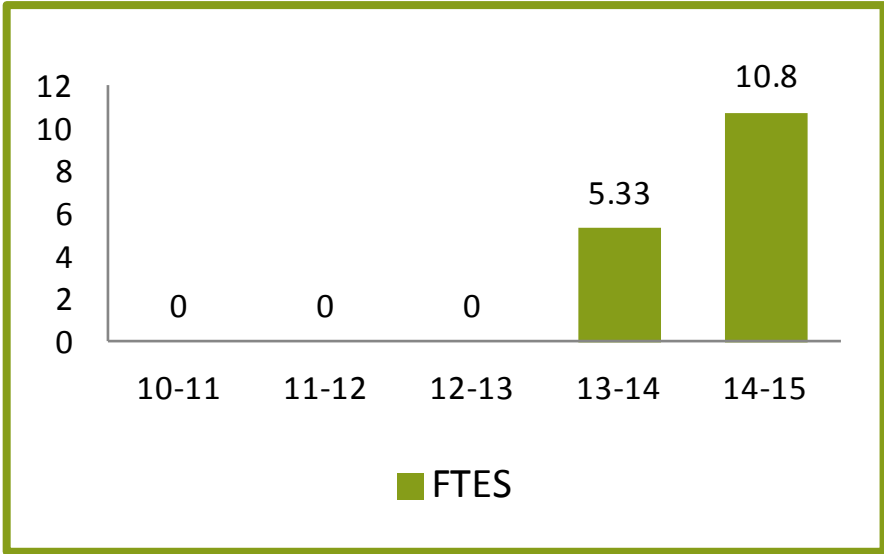
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

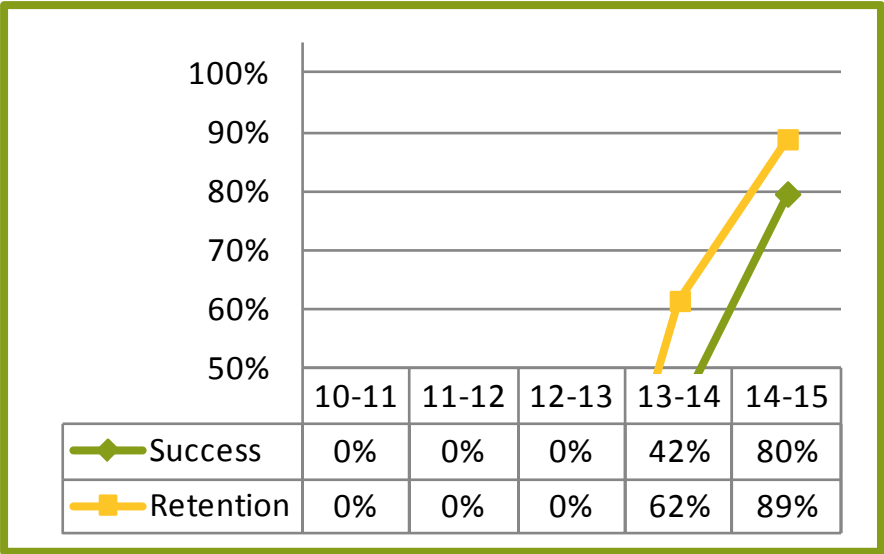
- › None specified.

EXHIBIT A.164



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	0	0	0	0	65
FTEF	0	0	0	0.4	0.8
WSCH per FTEF	0	0	0	400	405

EXHIBIT A.165



	10-11	11-12	12-13	13-14	14-15
Sections	0	0	0	2	4
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# SOCIAL SCIENCE *(cont.)*

### MULTICULTURAL STUDIES — 2014-2015

#### Description:

- › The concept of a global society has never been more spot-on than it is today. Organizations are looking for employees who can comprehend the differences that have historically set social groups apart from one another, and those who can develop a strong capacity for intellectual open-mindedness, tolerance and multicultural relationships. Our program can prepare you for greater cultural awareness and diverse employment opportunities. An education in multicultural studies can lead to a career in a variety of fields where teaching, translating or interpreting are essential. Coursework in this area is also an excellent foundation for transfer to a four-year university in multicultural studies, ethnic studies and related fields such as liberal studies, education and the humanities.

#### Assessment:

- › FTES and duplicated enrollment have remained steady from 2011-12 to 2013-14 and declined slightly in 2014-15.
- › FTEF has remained at 0.2 since 2011-12.

- › WSCH per FTEF has been decreasing since 2011-12.
- › Success rates have been slowly falling.
- › Retention rates have remained steady.
- › The number of sections offered has remained at one.

#### Department Goals:

- › None specified.

#### Challenges & Opportunities:

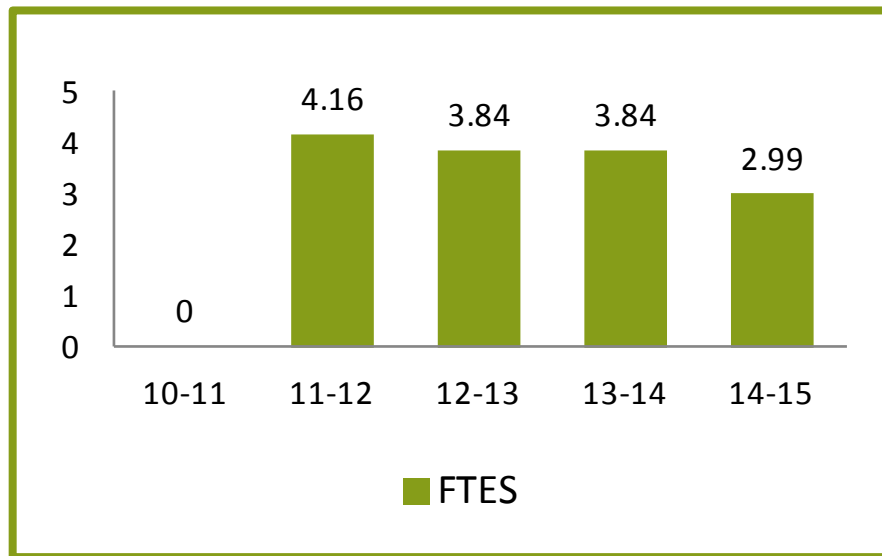
- › None specified.

#### Action Plan:

- › None specified.

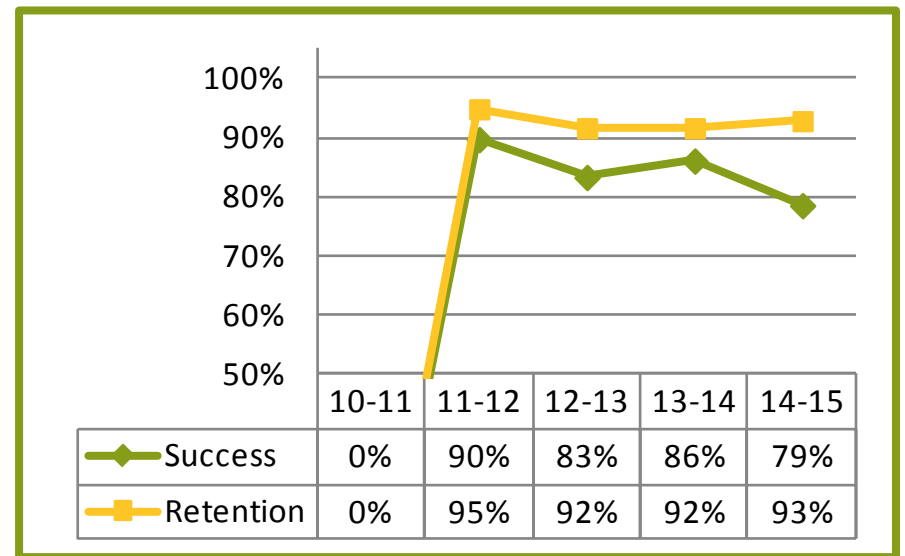


EXHIBIT A.166



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	0	39	36	36	28
FTEF	0	0.2	0.2	0.2	0.2
WSCH per FTEF	0	624	576	576	448

EXHIBIT A.167



	10-11	11-12	12-13	13-14	14-15
Sections	0	1	1	1	1
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	0	0	0	0	0
Certificates Awarded	0	0	0	0	0

## Individual Data Sheets By Division

# SOCIAL SCIENCE *(cont.)*

### PHILOSOPHY – 2014-2015

#### Description:

- › Philosophy asks some of the biggest questions that have ever been asked – covering everything from ethical behavior and politics to metaphysics and science. Join us as we explore the topics that have puzzled mankind forever. An associate of arts in philosophy degree can prepare you with highly marketable, highly transferable skills that are a stepping stone toward most career paths. It is also the foundation for four-year college studies in philosophy and a variety of liberal arts fields.

#### Assessment:

- › FTES declined from 2010-11 to 2013-14, and began to rise again in 2014-15.
- › Duplicated enrollment dropped in 2011-12 and 2013-14.
- › FTEF declined between 2011-12 and 2013-14 and rose to 2010-11 levels in 2014-15.
- › WSCH per FTEF increased from 2010-11 to 2012-13 and has been decreasing since.
- › Success rates hit a high in 2011-12 and have been dropping slightly since.
- › Retention rates have remained steady with a slight increase overall.

- › The number of sections offered has remained steady.
- › Online enrollment is popular, especially so in 2014-15.

#### Department Goals:

- › More display cases, maps, and bulletin boards in classrooms.
- › More private offices for faculty.

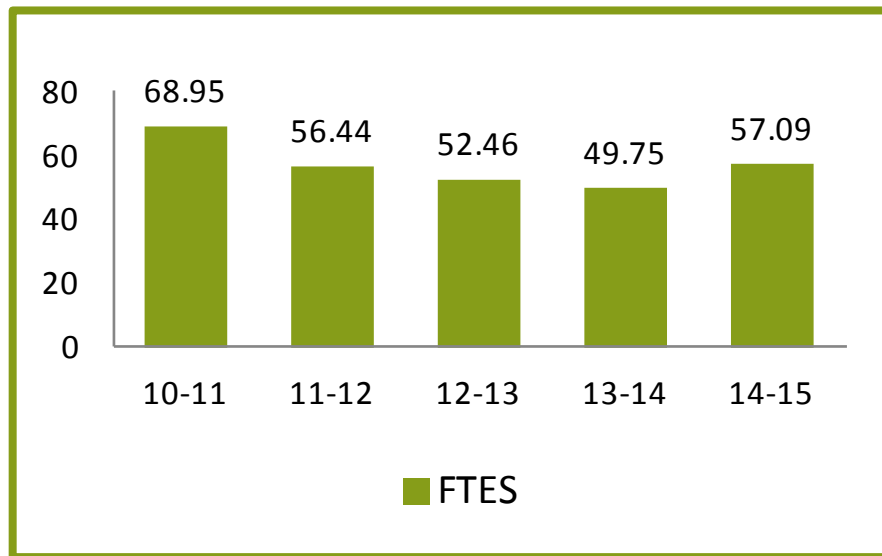
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

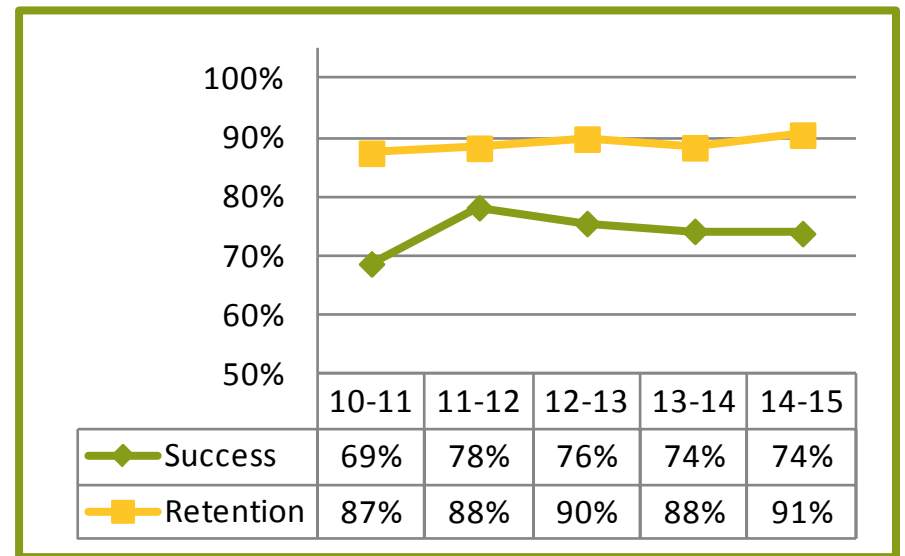
- › None specified.

EXHIBIT A.168



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	673	514	540	502	576
FTEF	3.4	2.6	2.4	2.6	3.4
WSCH per FTEF	608	651	656	574	504

EXHIBIT A.169



	10-11	11-12	12-13	13-14	14-15
Sections	17	14	14	15	19
% of online enrollment	12%	14%	14%	7%	32%
Degrees awarded	0	0	0	1	1
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1509XX

## Individual Data Sheets By Division

# SOCIAL SCIENCE *(cont.)*

### POLITICAL SCIENCE — 2014-2015

#### Description:

- › If you've ever voted in a public election or have been curious about how the nation's power and resources are allocated or how governmental decisions are made, then consider studying political science. Explore the intricacies of American politics, international affairs and political issues that impact human health, the environment or civil rights. An associate of arts in political science degree can lead to a career working in federal, state and local governments; law; business; international organizations; nonprofit associations; campaign management; polling; journalism; research and teaching. It is also the foundation for four-year college studies in political science or a related field.

#### Assessment:

- › FTES declined in 2012-13 and 2014-15.
- › Duplicated enrollment has remained relatively steady except for a decline in 2014-15.
- › FTEF dropped in 2012-13.
- › WSCH per FTEF dropped in 2014-15.
- › Success rates have been steadily increasing.
- › Retention rates have largely remained the same.
- › The number of sections offered grew in 2014-15.

#### Department Goals:

- › None specified.

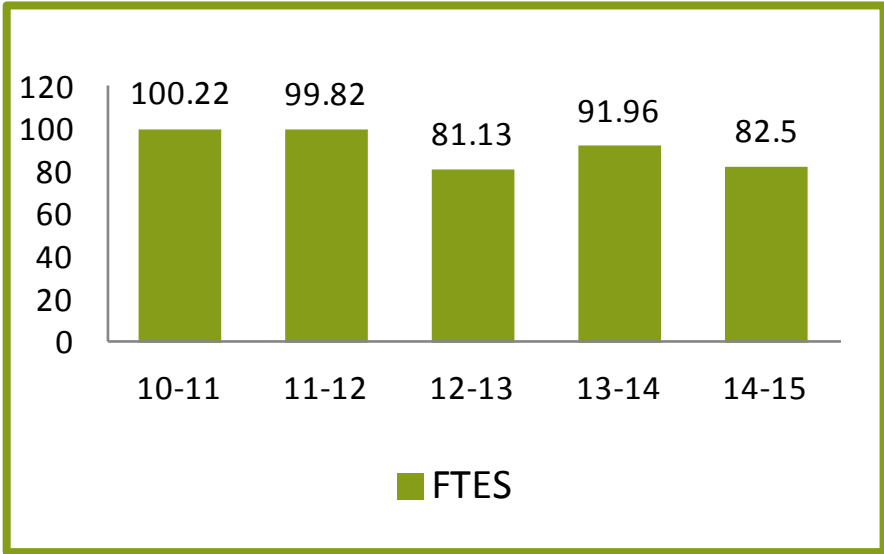
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

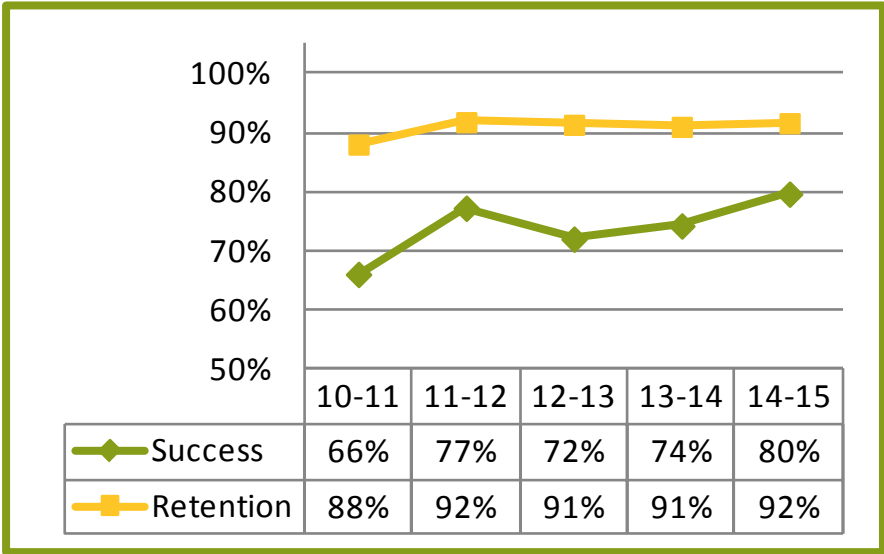
- › None specified.

EXHIBIT A.170



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	996	891	852	957	752
FTEF	3.4	3.2	2.8	3.4	3.8
WSCH per FTEF	884	936	869	811	651

EXHIBIT A.171



	10-11	11-12	12-13	13-14	14-15
Sections	17	16	14	17	22
% of online enrollment	0%	0%	0%	0%	0%
Degrees awarded	1	2	3	12	5
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)  
 TOP Code: 2207XX

## Individual Data Sheets By Division

# SOCIAL SCIENCE *(cont.)*

### RELIGIOUS STUDIES — 2014-2015

#### Description:

- › Religion has been a part of virtually all civilizations and cultures forever. It is everywhere, and is the foundation for belief systems around the world from the dawn of time. Our religious studies curriculum explores classical mythology, as well as religions in America and around the world. The associate of arts in religious studies degree can be the foundation for four-year college studies in religion. The program also provides excellent preparation for additional studies in for a variety of fields, including religion, law, education, counseling, business, journalism, politics, medicine and the arts.

#### Assessment:

- › FTES and duplicated enrollment decreased from 2010-11 to 2012-13, and rose back to 2010-11 levels by 2014-15.
- › FTEF decreased in 2011-12 and 2012-13, and has been increasing since.
- › WSCH per FTEF decreased in 2013-14 and 2014-15.
- › Success rates have risen since 2010-11.
- › Retention rates remain steady.

- › The number of sections offered has increased after declining in 2011-12 and 2012-13.
- › Online enrollment is very popular, with almost half of enrollment coming from online classes in 2014-15.

#### Department Goals:

- › Stay adaptable to changing technologies.
- › Place flexible furniture in classrooms to facilitate group work and discussion.
- › More all display cases, maps, and bulletin boards in classrooms.
- › More private offices for faculty.

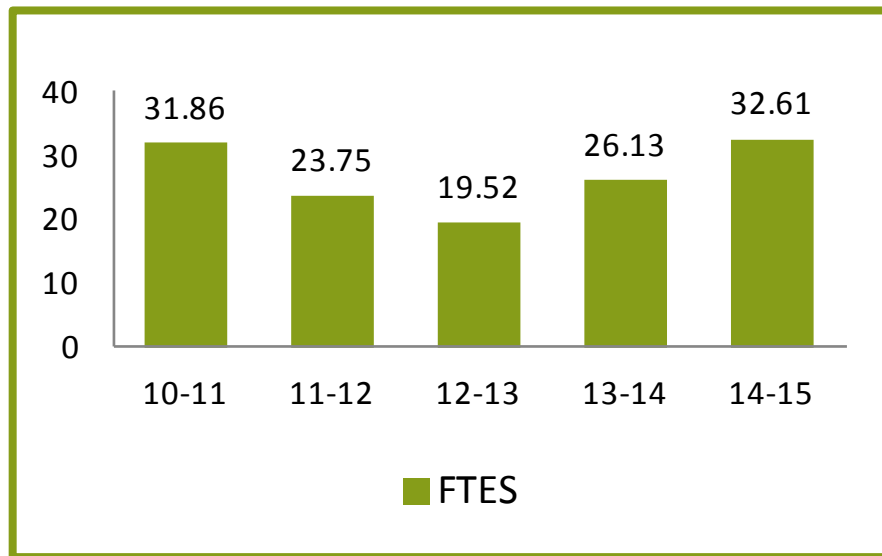
#### Challenges & Opportunities:

- › None specified.

#### Action Plan:

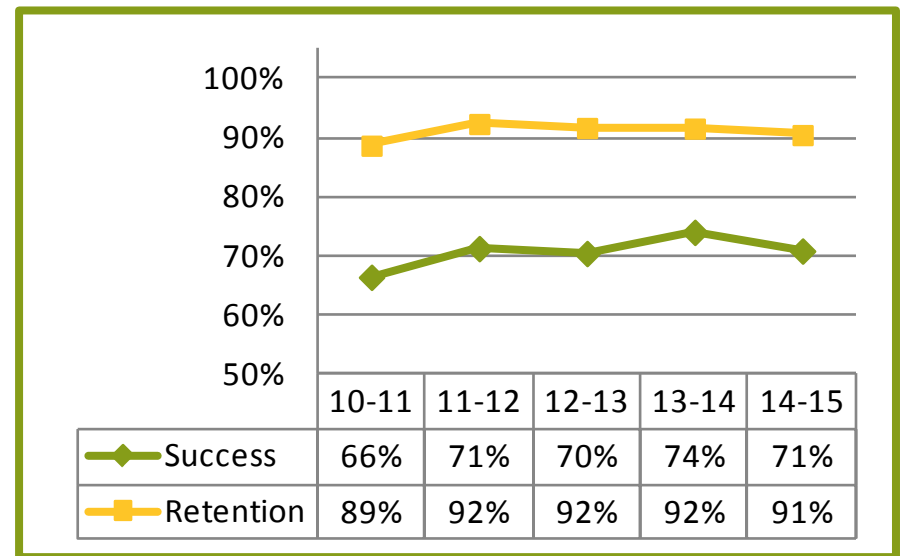
- › None specified.

EXHIBIT A.172



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	314	227	193	286	319
FTEF	1.4	0.8	0.8	1.6	2
WSCH per FTEF	683	891	732	490	489

EXHIBIT A.173



	10-11	11-12	12-13	13-14	14-15
Sections	10	6	6	10	12
% of online enrollment	40%	0%	17%	20%	42%
Degrees awarded	0	0	0	1	0
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 1510XX

## Individual Data Sheets By Division

# SOCIAL SCIENCE *(cont.)*

### **SOCIOLOGY — 2014-2015**

#### Description:

- › From personal and family relationships to international corporation activities, few disciplines have such broad scope and relevance as sociology. The study of social relationships and institutions, the field of sociology is broad, exploring everything from crime to religion, to family relationships to the divisions of race and social classes and much more. An associate of arts in sociology degree can prepare you for four-year college studies in sociology or related fields such as social work, criminology or social science education. It can lead to a career path in education, social work or criminal justice, among others.

#### Assessment:

- › FTES and duplicated enrollment declined in 2011-12 and 2012-13, but had risen back to 2010-11 levels by 2014-15.
- › FTEF declined in 2011-12 and 2012-13 and rose in 2013-14 and 2014-15.
- › WSCH per FTEF declined in 2014-15.
- › Success rates declined in 2014-15 after increasing in 2011-12 and 2012-13.

- › Retention rates have remained steady.
- › The number of sections offered has been increasing.
- › The program started to offer classes online in 2013-14 and online enrollment accounted for over a quarter of overall enrollment in 2014-15.
- › The number of degrees awarded has been increasing.

#### Department Goals:

- › None specified.

#### Challenges & Opportunities:

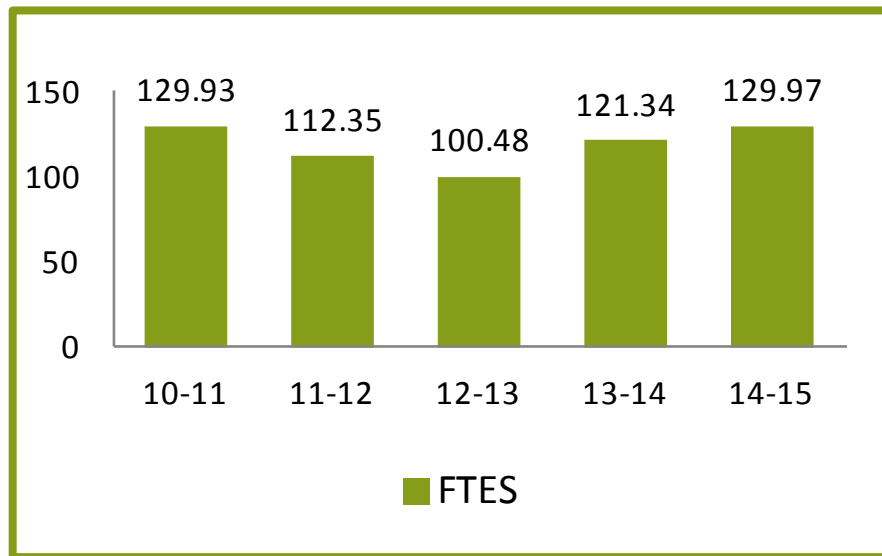
- › None specified.

#### Action Plan:

- › None specified.

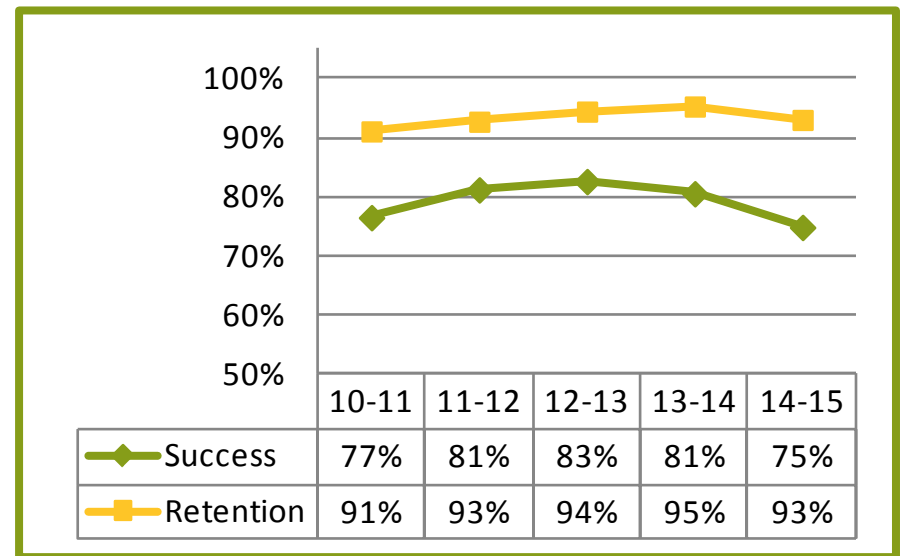


EXHIBIT A.174



	10-11	11-12	12-13	13-14	14-15
Duplicated Enrollment	1,229	1,097	1,047	1,269	1,234
FTEF	4	3.6	3.2	4.2	5.6
WSCH per FTEF	974	936	942	867	696

EXHIBIT A.175



	10-11	11-12	12-13	13-14	14-15
Sections	22	21	22	26	33
% of online enrollment	0%	0%	0%	12%	27%
Degrees awarded	15	14	26	35	35
Certificates Awarded	0	0	0	0	0

Award Source: [http://datamart.cccco.edu/Outcomes/Program\\_Awards.aspx](http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

TOP Code: 2208XX

## Individual Data Sheets By Division

# ADMINISTRATIVE SERVICES

### AQUATICS CENTER

#### Description:

- › The Crafton Hills Aquatics Center features a 50 meter by 25 yard Olympic Swimming Pool kept at 80 degrees year round. The pool is 7 feet deep from end to end. It can be configured to accommodate long course and short course training, though not both at the same time. The pool totals 19 short course lanes and eight long course lanes.

#### Assessment:

- › The use of solar heating and smart pump controllers results in very efficient pool heating.
- › The City of Yucaipa Aquatics Club uses the pool for their swim team, water polo and masters programs.
- › Yucaipa High School swimmers use the pool for both water polo and swimming.

#### Department Goals:

- › The Center would like to install a shallow water wellness pool for use by the Kinesiology Department. The project was shelved due to the Colleges inability to sell bonds in 2011.

- › The Center would like to expand the Athletics offerings that include use of the pool.
- › Would like to hire an Athletics Director.
- › The Center would like to increase community involvement and use of the pool facilities.

#### Challenges & Opportunities:

- › Maintenance of facilities is a challenge. The boilers will have to be replaced soon, as they have a ten-year life-cycle.
- › Staffing for swim classes, water exercises, and lifeguard duties is a challenge. There is no fulltime pool attendant.
- › There is an opportunity to expand the number of Athletic offerings that use the pool.
- › There is an opportunity to begin offering non-credit classes.
- › There is a need to hire a fulltime pool attendant.

#### Action Plan:

- › None specified.

## BOOKSTORE

### Description:

- › The bookstore seeks to continually and consistently provide an assortment of products and services selected specifically to meet the needs of students, faculty and staff as well as the surrounding community. Bookstore proceeds stay on campus to benefit and support the mission of the College.

### Assessment:

- › Starting to offer more electronic paraphernalia – bookstore is becoming more like a Staples/ electronics store on campus.
- › The Bookstore provides program specific services.
- › The Queen Bee (snack bar within the Bookstore space) hires students.

### Department Goals:

- › Would like to move towards open source textbooks in order to save on costs.
- › Would like to partner with outside companies such as Amazon.
- › Would like to broaden the range of services and products offered, for example, the Bookstore would like to be able to offer copy services to students.

### Challenges & Opportunities:

- › The biggest challenge is to be self-sustaining. The bookstore is meant to be an enterprise, not a service.
- › Union restrictions are a challenge to flexible operations.
- › There is an opportunity to partner with companies to create a shopping service, as well as begin offering postal and copy services.

### Action Plan:

- › None specified.

## Individual Data Sheets By Division

# ADMINISTRATIVE SERVICES *(cont.)*

### CAFETERIA & SNACK BAR

#### Description:

- › The cafeteria and snack bar provide meals and food service to students, staff and faculty.

#### Challenges & Opportunities:

- › N/A

#### Action Plan:

- › N/A

#### Assessment:

- › In spring of 2015, the College administered a Point of Service evaluation to gain “customer satisfaction” feedback. The evaluation found that:
  - › 88% of respondents felt that services provided by the cafeteria were excellent or good.
  - › 93% of respondents agreed or strongly agreed that the people who helped them were courteous.
  - › Respondents commented on the lack of diverse food choices (especially hot and/or healthy meals), the hours of operation (the cafeteria closes at 3:30pm), the low number of power outlets, the size of the facility, the friendliness of the staff, and the price of products.

#### Department Goals:

- › N/A

## **CAMPUS BUSINESS OFFICE**

### Description:

- › The campus business office is responsible for the management of citations, parking decals, and the handling of college funds.

### Assessment:

- › N/A

### Department Goals:

- › N/A

### Challenges & Opportunities:

- › N/A

### Action Plan:

- › N/A

## Individual Data Sheets By Division

# ADMINISTRATIVE SERVICES *(cont.)*

### CAMPUS TECHNOLOGY SERVICES

#### Description:

- › Campus Technology Services is responsible for researching, specifying, acquiring, approving, installing, maintaining and replacing all campus owned computer and instructional technology resources.

#### Assessment:

- › According to the 2009-2013 Technology Services CCSSE Results, on average 56.03% of students responded that computer labs at the College were very important to them, and 57.83% of students responded that they were very satisfied with computer labs at the College. An average of 6.5% of students responded that they were not at all satisfied with the computer labs at the College.
- › Staffing consists of two fulltime tech support specialists, two part time computer specialists, one secretary, one full time AV specialist and one part time AV specialist.

#### Department Goals:

- › Expand wifi access on campus.

#### Challenges & Opportunities:

- › Staffing is a challenge. The department should have seven full time computer technicians for the number of computers on campus.

#### Action Plan:

- › None specified.

**CAPITAL PROJECTS**

Description:

- › Oversees and manages capital improvements, consultation and modernization.

Assessment:

- › N/A

Department Goals:

- › N/A

Challenges & Opportunities:

- › N/A

Action Plan:

- › N/A

## Individual Data Sheets By Division

# ADMINISTRATIVE SERVICES *(cont.)*

### COMMUNITY RELATIONS

#### Description:

- › The Community Relations Office is an office within the Crafton Hills Foundation. The Foundation is a nonprofit corporation devoted exclusively to raising funds for scholarships, grants, and other types of assistance for CHC students and faculty. The office is responsible for the management of all scholarships and grants, as well as the budget of the Foundation, which is funded through the General Fund.

#### Assessment:

- › In August of 2014, the San Manuel Band of Mission Indians awarded the Foundation with a \$100,000 ISEEK (Increasing Student Engagement, Employment & Knowledge) grant to increase student employment. \$10,000 of the grant was earmarked for scholarships.
- › In the 2014-15 school year, CHC accepted a check for \$15,000 from Edison International for scholarships and instruction.
- › CHC awarded \$102,000 in scholarships to continuing and graduating students on Friday, May 15 2015.

- › The Community Relations Office has one full time staff and one secretary.
- › The Office collaborates with the City of Yucaipa.

#### Department Goals:

- › The Office is working with the Yucaipa City Performing Arts Center to fundraise for a new \$14 million 300 seat facility.

#### Challenges & Opportunities:

- › The Foundation and the Office are somewhat disconnected from the College. There exists an opportunity to further integrate with the College.

#### Action Plan:

- › None specified.



## MAINTENANCE & OPERATIONS

### Description:

- › Maintenance and Operations is responsible for the maintenance and operation of campus facilities and grounds.

### Assessment:

- › Campus space has grown by 40%, however, staffing has not grown to meet the added demand placed on the department.
- › The golf green consumes approximately 10% of the Grounds' budget, and is used by approximately 10-18 students per semester.

### Department Goals:

- › Advocate for the implementation of a Total Cost of Ownership model for the campus and the District.
- › The Grounds Department would like to shift towards electric vehicles (golf carts) to reduce the campus' dependence on fossil fuels.

### Challenges & Opportunities:

- › The lack of a supervisor position in the department is a challenge to efficient operations.
- › The limited number of staff is a challenge to operations.

### Action Plan:

- › None specified.

## Individual Data Sheets By Division

# STUDENT SERVICES

### ADMISSIONS & RECORDS

#### Description:

- › Provides enrollment services, including registration, transcripts, and graduation.

#### Assessment:

- › The Admission & Records Office currently has 7 staff members – one coordinator, one specialist, one lead evaluator, one evaluator, and three technicians.
- › The new space in the Crafton Center is very accommodating and the Office has room for growth.
- › Admissions is mostly online – not 100% paperless but the majority of processes have been moved online.
- › The Office coordinates with its counterpart at SBVC to try and match processes. However, Academic Senate dictates policy, so processes are not completely aligned.
- › The Office currently does not have a director.
- › Queuing is not a problem in the new space, as it has space to accommodate lines.

#### Department Goals:

- › The Office would like to align its processes with SBVC.
- › The Office would like to hire a director.

#### Challenges & Opportunities:

- › Staffing is a challenge, especially the lack of a director. However, the District believes that CHC has too many directors already, and so they are not allowed to hire another.
- › There is an opportunity to greater align the Admissions & Records processes at CHC and SBVC.

#### Action Plan:

- › None specified.

## CAREER SERVICES

### Description:

- › The Career Services department provides specialized services and information to assist students with career planning, including career assessment/exploration, labor market statistics and career education/training requirements.

### Assessment:

- › Three FTES are shared between this department and the Transfer Center.

### Department Goals:

- › The department would like to offer internships and work experiences, with the possibility of earning credit.

### Challenges & Opportunities:

- › Programs at Crafton Hills are not set up with career ladders, with the exception of Child Development. Crafton Hills does not offer any entry level Career Technical Education programs. Respiratory Therapy is a two-year fulltime commitment. This is a challenge to fulfilling the need amongst the community and students for career services.

### Action Plan:

- › None specified.

## Individual Data Sheets By Division

# STUDENT SERVICES *(cont.)*

### CHILD DEVELOPMENT CENTER

#### Description:

- › The Childhood 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.

#### Assessment:

- › Less than 10% of children served are the children of students, due to student schedules and Center's hours of operation. Also, the Center's fees are competitively priced and are often unaffordable for students.
- › Center loses 3-5 families per year due to the families having other children whose ages fall outside the age group serviced.
- › Contracted with the county superintendent of schools as well as the CDE.
- › Partnered with Loma Linda University's communication studies program for speech and language screenings.
- › Partnered with Families First in 2014-15 to allow screenings for children on autism spectrum.
- › Partnered with California Childcare Resource Center.

- › Three full time staff and four part time staff.
- › Center is rare in that it is not in the red – the Center is successful at fundraising and securing grant funds.
- › The Center partners with the Fire Technology and Emergency Medical Services programs to provide opportunities for their students to work with children.

#### Department Goals:

- › The Center strives to be the community's first choice for an early education program. The Center provides both a laboratory setting to CHC students enrolled in child development courses and as a preschool program with extended care hours.

#### Challenges & Opportunities:

- › Facilities limit the range of ages the Center can serve. A separate classroom would allow the Center to service more ages.
- › Staffing is a challenge. The Center would like to hire two additional teachers in order to grow.
- › The Center would like to be able to offer a second parent fee (community based) program.
- › The portable facility at the Center is too small, and is unable to serve 24 students, which is the cap.

The classes held within the portable are limited to 20 students due to its size.

- › Parking is a challenge, as there are five parking spots for 40 families.
- › Security is a concern at the Center, due to the use of classrooms within the Center for other programs, resulting in non-child development students coming into close proximity with young children. There are also concerns about wildlife, especially mountain lions and snakes.
- › There is no shade structure over the play equipment, which is quite challenging as summer temperatures often reach the triple digits.
- › Professional development has been a challenge, and it is difficult for the Center to get its teachers into good workshops and trainings.

#### Action Plan:

- › None specified.

**COUNSELING**

Description:

- › Counseling and advising services assist students in establishing educational goals and identifying support services to help meet those goals. Specifically, the counseling department provides educational counseling, career counseling, and personal counseling services. The counseling department is also responsible for the development of Student Educational Plans, orientations, and the administration of assessment tests.

Assessment:

- › According to the Crafton Hills College (CHC) Student Placement Results: 2014-2015, which studied students who completed the CHC Accuplacer assessment test from July 1, 2014 to June 30, 2015 and students who completed a grade on record in the 2014-2015 academic year:
  - › 38% of Crafton students placed into a basic skills English course
  - › 70% of students placed into a basic skills or college level English course (i.e. developmental)
  - › 58% of students placed into a basic skills math course

- › 94% of students placed into a basic skills or college level math course (i.e. developmental)
- › According to the New Student Orientation Evaluations: Fall 2012 to Spring 2013, produced July 2013:
  - › 97% of respondents received the student orientation online
  - › 3% of respondents received the student orientation on-campus
  - › 93% or more of the respondents strongly agreed or agreed that the orientation was useful.
  - › Comments received indicate that students felt that a portion of the material was self-explanatory and that the online orientation process was too long and did not provide an adequate virtual tour of the campus.

Department Goals:

- › N/A

Challenges & Opportunities:

- › N/A

Action Plan:

- › N/A

## Individual Data Sheets By Division

# STUDENT SERVICES *(cont.)*

### DISABLED STUDENT PROGRAMS & SERVICES

#### Description:

- › The Disabled Student Programs and Services (DSPS) department provides support services, specialized equipment and educational accommodation to students with disabilities so they can participate fully in the college experience.

#### Assessment:

- › Must comply with Federal mandates and State regulations in order to receive funding.
- › Roughly 350 students qualify for services at any given time.
- › The department has two trams to help move students around campus.
- › The largest percentage of students serviced is learning disabled.
- › The department utilizes a lot of technology to help students (books on tape, text to voice, voice to text, live scribe pen, etc.)
- › By July 2016, the department will have all new staff.

#### Department Goals:

- › The department would like to work with faculty to design curriculum so as to minimize the impact on differently-abled students.
- › The department would like to hire another counselor and technology specialist.

#### Challenges & Opportunities:

- › The lack of confidential counseling space is a big challenge to providing adequate service.
- › Getting the new staff up to speed will be a huge challenge.
- › There is expected to be an increase in the population of autistic students at Crafton Hills in the near future, as large numbers of children were identified as placing on the autistic spectrum in the 1990's now reach college-age. There is an opportunity to help serve that population.
- › As there is a large deaf population in the surrounding communities, there is an opportunity to build upon the services offered for deaf people at Crafton Hills.

#### Action Plan:

- › None specified.

**EOPS/CARE/CalWORKS/FOSTER YOUTH**

Description:

- › Extended Opportunity Programs and Services (EOPS) offers special services to educationally disadvantaged students, including counseling services, financial assistance, tutoring, orientation, and priority registration assistance. The Cooperative Agencies Resource for Education (CARE) provides educational support services designed for the academically under-prepared, low income, single parent population. California Work Opportunities & Responsibilities to Kids (CalWORKS) helps students who are receiving cash aid from the counties to become independent by providing education, training and supportive services to students. Foster Youth

- › They are currently sharing workshop space with other student services departments.

Department Goals:

- › None specified.

Challenges & Opportunities:

- › None specified.

Action Plan:

- › None specified.

Assessment:

- › The department consists of one office and five staff, one of which is the director.
- › The department is located near the counseling department, and the staff are seen as counselors.
- › There is no more room in the facilities for growth.
- › The department services 450 foster youth with an 81% success rate.

## Individual Data Sheets By Division

# STUDENT SERVICES *(cont.)*

### FINANCIAL AID

#### Description:

- › The Financial Aid Office oversees applications for and disbursement of federal and state financial aid.

#### Assessment:

- › A large number of students depend on financial aid.
- › Staffing is inadequate.
- › Students have long wait times. Lines are very long, and it can take 20-45 minutes for the office to open a student's file.
- › Students are currently required to physically come into the office for service. Additionally, all records are physical records.

#### Department Goals:

- › The Office would very much like to go paper-less and offer its services online.
- › The Office would like to be able to send out a cell-phone blast to students via text.
- › The Office would like to implement queue management software.

#### Challenges & Opportunities:

- › Paper records are a big challenge. Locating paper files can be challenging and time-consuming, paper files require large amounts of storage space, and paper files require students to come into the office.
- › There is a large opportunity to offer services digitally and online.

#### Action Plan:

- › None specified.



## HEALTH & WELLNESS CENTER

### Description:

- › The Health & Wellness Center provides students with wellness, illness and injury care. Services include nursing assessment and care, medication and supplies, screening tests, immunizations, women's health clinic, mental health services, and referrals.

### Assessment:

- › N/A

### Department Goals:

- › N/A

### Challenges & Opportunities:

- › N/A

### Action Plan:

- › N/A

## Individual Data Sheets By Division

# STUDENT SERVICES *(cont.)*

### HOMELESS STUDENT SERVICES

#### Description:

- › The REACH (Resources, Encouragement, and Advocacy for Crafton's Homeless) Project is dedicated to providing access, advocacy, resources, and support for homeless and at-risk students within the College. Services include referral for housing and social services, fast-tracked referral to EOPS, Counseling, Health and Wellness Center, Mental Health Services, and other college services, survival kits, financial aid and admissions assistance, access to a phone, and referral to the CHC COACH Cupboard.

#### Assessment:

- › The cupboard currently stores dry, non-perishable goods, and is not well-known or highly visible on campus.

#### Department Goals:

- › N/A

#### Challenges & Opportunities:

- › The lack of refrigeration in the cupboard limits the types of food that can be stored.

- › There is an opportunity to partner with other academic programs, such as Health (specifically, Nutrition and Health) students, in stocking the cupboard.

#### Action Plan:

- › N/A

## **INTERNATIONAL STUDENTS**

### Description:

- › The College is approved by the Immigration and Naturalization Service to admit non-immigration F-1 Visa international students. The international students program is under the purview of the counseling department.

### Assessment:

- › N/A

### Department Goals:

- › N/A

### Challenges & Opportunities:

- › N/A

### Action Plan:

- › N/A

## Individual Data Sheets By Division

# STUDENT SERVICES *(cont.)*

### LEFT LANE PROGRAM

#### Description:

- › The Left Lane Program helps first-year students to Crafton Hills College who test into pre-college level Math, English, or Reading courses transition into college life. Participants in the Left Lane Program receive priority registration. The purpose of the Left Lane Program is to reduce the average amount of time it takes students to earn an AA/AS Degree at Crafton from 5.3 years to four years.

#### Assessment:

- › According to the Relationship of the Fall 2012 and Fall 2013 Left Lane Cohorts to Student Success research brief prepared by the CHC Office of Institutional Effectiveness, Research & Planning:
  - › Both cohorts were more likely to enroll in English and math courses, successfully complete those courses, and be retained from fall to spring in English and math.
  - › Both cohorts struggle to successfully complete transfer level English courses in the following spring semester.
  - › Data, while limited, suggests that the Left Lane Program needs to develop a strategy for helping students in the second year.

#### Department Goals:

- › The Program would like to reduce the average amount of time it takes students to earn an AA/AS Degree at Crafton from 5.3 years to four years.

#### Challenges & Opportunities:

- › N/A

#### Action Plan:

- › N/A

## LIBRARY

### Description:

- › The Library offers library services to students and staff, as well as facilities for study sessions, meetings, and instruction.

### Assessment:

- › The library staff consists of a librarian, a classified staff, and two faculty, one of which will retire soon.
- › The library has shifted more towards tutoring services and less towards traditional library services due to recent changes.

### Department Goals:

- › The library would like to be able to have textbook reserves for every course offered on campus.
- › The library would like to have more open computers, and faster computers.
- › The library would like to implement library classes to instruct students on how to use the library and the services it offers.

### Challenges & Opportunities:

- › The limited amount of study spaces, individual tables, instructional space, collaborative space,

and meeting spaces are a challenge.

- › Additionally, study spaces do not have any technology in them, which is a challenge for students.
- › As the library is becoming more of a tutoring center, there is an opportunity to partner with the tutoring and technology centers.
- › The library has a budget of \$10,000 to purchase books, which is a challenge.
- › The high qualifications for hiring staff at the library is a challenge as well.
- › The lack of a functioning fire door on the second floor is a major security challenge.

### Action Plan:

- › None specified.

## Individual Data Sheets By Division

# STUDENT SERVICES *(cont.)*

### MARKETING & PUBLIC RELATIONS

#### Description:

- › The Office of Marketing and Public Relations includes in its areas of responsibility enrollment marketing, internet social media, emails and external reach out, direct mail, board reports for the president, photography, web development, and branding.

technologically skilled staffers.

- › There exists an opportunity to hire more technologically skilled people (videographers, typographic designers, photo editors, etc.) in order to more effectively connect with potential students.

#### Action Plan:

- › None specified.

#### Assessment:

- › The staff consists of one person who is responsible for both marketing and clerical work.
- › The Office interacts with the Student Senate, but not on a day-to-day basis.

#### Department Goals:

- › The Office would like to develop more efficient ways to reach out and connect with students.
- › The Office would like to devote more time towards developing the Enrollment Management Committee.

#### Challenges & Opportunities:

- › The lack of staffing is a challenge.
- › Technology is a challenge – specifically, the lack of

**OFFICE OF RESEARCH, PLANNING & INSTITUTIONAL EFFECTIVENESS**

Description:

- › The Office of Research, Planning and Institutional Effectiveness is responsible for program review, the development of qualitative effectiveness indicators (QEI), student learning outcomes (SLO), integrated planning, supporting enrollment growth, and identifying student demographics in need of help. Additionally, the Office is responsible for gathering data, designing and administering surveys, and embarking on research projects.

Assessment:

- › Staff consists of three fulltime employees.
- › The Office has developed a culture of evidence-based decision-making at the campus.
- › Funding for the Office is split 50/50 between the STEM Grant and the General Fund.
- › In the past year the Office fielded 245 research requests with a staff of three.
- › The Office has begun to meet with TESS & its counterpart at SBVC to work together and eliminate duplication of efforts.

Department Goals:

- › The Office would like to turn Crafton Hills into a learning organization, where data is trusted and all engage in a dialogue to improve themselves, each other, and the institution.

Challenges & Opportunities:

- › It is a challenge to deliver quality results with the amount of resources available, specifically, the amount of staff within the Office.
- › There is an opportunity to equip faculty with the tools and skills to do their own research, as a way to manage the incredible amount of research requests – this would require giving faculty and staff direct access to databases, etc.
- › The Offices at CHC and SBVC each have their own respective strengths and weaknesses, so there is an opportunity to cross-train each other.

Action Plan:

- › None specified.

## Individual Data Sheets By Division

# STUDENT SERVICES *(cont.)*

### SCHOLARSHIPS

#### Description:

- › Provides qualified students with internal and external scholarships.

#### Assessment:

- › N/A

#### Department Goals:

- › N/A

#### Challenges & Opportunities:

- › N/A

#### Action Plan:

- › N/A



## STUDENT LIFE

### Description:

- › Student Life promotes student engagement in clubs and co-curricular activities, and supports and guides the Associated Student Government.

### Assessment:

- › There are approximately 30 or more clubs on campus.
- › There are approximately 20 students involved in Associated Student Government.
- › There are approximately 20-40 students in the Interclub Council, which handles club rush and recruitment.
- › Student Life provides leadership opportunities to students, as well as event facilitation, fundraising, and community, state, and business outreach.
- › Student Life has two staff members.

### Department Goals:

- › None specified.

### Challenges & Opportunities:

- › District policies require a 60-day lead time for event planning and funding, which makes it challenging to fund events and hold spontaneous student initiatives.

### Action Plan:

- › None specified.

## Individual Data Sheets By Division

# STUDENT SERVICES *(cont.)*

### STUDENT SUCCESS PROGRAM

#### Description:

- › The Student Success Program is designed to help students hook up with the resources and support they need to be successful in college. Student Success Advisors are individuals who have successfully completed their goals at Crafton and San Bernardino Valley College, and they understand the demands of being a college student and are eager to help others avoid some of the pitfalls of college life.

#### Assessment:

- › N/A

#### Department Goals:

- › N/A

#### Challenges & Opportunities:

- › N/A

#### Action Plan:

- › N/A

## **TECHNICAL PREPARATION ARTICULATION**

### Description:

- › Technical preparation articulation allows Crafton Hills College students to earn college credit for articulated career-technical courses they have successfully completed at their high school or local Regional Occupational Program (ROP).

### Assessment:

- › N/A

### Department Goals:

- › The department focuses on helping students avoid course-work duplication and allows students to move towards advanced classes in a more efficient and streamlined manner.

### Challenges & Opportunities:

- › N/A

### Action Plan:

- › N/A

## Individual Data Sheets By Division

# STUDENT SERVICES *(cont.)*

### UNIVERSITY TRANSFER CENTER

#### Description:

- › Services include transfer assistance to CSU, UC, private and out-of-state universities, on-site university representatives and recruiters, university fieldtrips, college/university fairs and events, transfer workshops, transfer agreements, transfer admission guarantee, university application and personal statement assistance, computer workstations, and university catalogs and college search resources. Additionally, the University Transfer Center is responsible for college/university research.

#### Assessment:

- › Title 5 mandates that the Center focus its efforts on underserved students (non-traditional students, returning students, students on probation, single-parent students, 1st generation students, etc.)
- › 80% of students have a transfer goal.
- › The Center hosts two fairs per year (fall and spring) and over 30 universities attend.
- › There are three FTE shared between the Transfer Center and Career Services.

#### Department Goals:

- › The Center would like to increase outreach into classes with high numbers of underserved populations.
- › The Center would like to expand its services to be more accessible for older and working students.
- › The Center would like to have a dedicated fulltime counselor.

#### Challenges & Opportunities:

- › The Student Services Center closes at 6pm, which is a challenge to offering services to working students.
- › There is an opportunity to build on the interaction between Career Services and the Transfer Center.
- › The space in the new Crafton Center is smaller than was requested – the Center is hiring two positions, after which there will be no more space for growth.
- › The limited amount of staff is a significant challenge to adequately serving the student population.
- › There is an opportunity for greater coordination with the Counseling department.
- › There is an opportunity to increase the dissemination of information. Several students have problems with understanding their transcripts.

#### Action Plan:

- › None specified.

**VETERANS SERVICES**

Description:

- › The Veterans Services Office provides assistance to veterans and their dependents that may be eligible for various educational benefits by serving as a liaison between veteran students/dependents and the Department of Veteran Affairs. The office is equipped to assist veteran students and dependents with the appropriate forms to process claims for educational benefits. The office is also an information center to assist with any questions concerning veteran educational benefits or educational experiences at Crafton Hills College.

Assessment:

- › According to the Veterans Planning & Program Review Survey, administered to students Spring through Fall 2015:
  - › 48% of respondents served in the Army, 24% served in the Marine Corps, and 27% served in the Navy
  - › 52% of respondents served in Afghanistan, and 42% of respondents served in Iraq.
  - › 74% of respondents are utilizing the Post-9/11 GI Bill to assist in obtaining an education at CHC.

- › 62% of respondents are currently working in addition to going to school.

Department Goals:

- › According to the Veterans Planning & Program Review Survey, administered to students Spring through Fall 2015:
  - › 82% of respondents would like a Veterans Resource Center
  - › 76% of respondents would like a Student veterans Club and VA Informational Workshops

Challenges & Opportunities:

- › Ten of the 18 respondents who made recommendations to improve CHC Veteran services stated that additional dedicated and increased availability of personnel would improve services to students.
- › From the comments received in the survey, it appears that certain students encounter difficulties reaching the right personnel in the office.

Action Plan:

- › N/A



# Full Listing Of Service Area + Regional Job Openings by Occupation (2015–2025)

## EXHIBIT A.176 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



Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 SERVICE AREA JOB OPENINGS BY OCCUPATION (2015-2025) - RELATED TO EXISTING PROGRAMS (GROUPED BY DEPARTMENT) (cont.)

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 SERVICE AREA JOB OPENINGS BY OCCUPATION (2015-2025) - RELATED TO EXISTING PROGRAMS (GROUPED BY DEPARTMENT) (cont.)

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

**EXHIBIT A.176 SERVICE AREA JOB OPENINGS BY OCCUPATION (2015-2025) - RELATED TO EXISTING PROGRAMS (GROUPED BY DEPARTMENT) (cont.)**

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 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



Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - RELATED TO EXISTING PROGRAMS (GROUPED BY DEPARTMENT) (cont.)

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - RELATED TO EXISTING PROGRAMS (GROUPED BY DEPARTMENT) (cont.)

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - RELATED TO EXISTING PROGRAMS (GROUPED BY DEPARTMENT) (cont.)

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

**EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - RELATED TO EXISTING PROGRAMS (GROUPED BY DEPARTMENT) (cont.)**

Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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



Related Program	Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

**EXHIBIT A.176 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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 SERVICE AREA JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 SERVICE AREA JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

**EXHIBIT A.176 SERVICE AREA JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)**

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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



Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

**EXHIBIT A.176 SERVICE AREA JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)**

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 SERVICE AREA JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

**EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)**

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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



Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

**EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)**

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

## EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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



Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

**EXHIBIT A.176 REGIONAL JOB OPENINGS BY OCCUPATION (2015-2025) - UNRELATED TO EXISTING PROGRAMS (cont.)**

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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

Description	Annual Openings	2015 Jobs	2025 Jobs	2015 - 2025 Change	2015 - 2025 % Change	Avg. Hourly Earnings
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





