

NORCO COLLEGE
PROGRAM REVIEW MEETING MINUTES
November 12, 2015
IT 218

Dr.'s Gray and Fleming co-chaired this meeting.

Members:

Dr. Alexis Gray.....Social & Behavioral Sciences
Dr. Khalil Andacheh.....Social & Behavioral Sciences
Dr. Gail Zwart.....Business, Engineering & Information Technologies
Dr. Diane Dieckmeyer.....Vice President of Academic Affairs
Dr. Laura Adams.....Social & Behavioral Sciences
Dr. Greg Aycock.....Dean, Institutional Effectiveness
Beverly Wimer.....Math and Science
Kris Anderson.....Communications
Dr. Kevin Fleming.....Dean of Instruction, Career and Technical Education
Dr. Sarah Burnett.....Social & Behavioral Sciences
Beth Gomez.....Vice President, Business Services
Quinton Bemiller.....Arts, Humanities, & World Languages
Dr. Carol Farrar.....Dean of Instruction
Dr. Tim Russell.....Social & Behavioral Sciences

Members Absent:

Dr. Koji Uesugi.....Dean of Student Services
Thelma Montiel.....ASNC
Dr. Monica Green.....Vice President of Student Services

Committee Support Administrator:

Nicole C. Ramirez.....Office of the Dean of Instruction

- A. Meeting called to order at 2:05 p.m.**
- B. Agenda Approved – November 12, 2015** (MSC: K. Andacheh/L. Adams) Committee Approved.
- C. Approval of Minutes – October 22, 2015** (MSC: D. Dieckmeyer/L. Adams) Abstained: K. Fleming. Committee Approved.
- D. Discussion Items:**

- i. CTE Two Year Review:** Dr. Fleming provided a memorandum handout to the committee of this two year CTE Program report and spoke in detail on how he gathered his data to create the report. Also provided a draft form Norco College needs to present a review of CTE programs to the Board every two years for their review. The bi-annual review of the CTE programs is a requirement of Title 5 78016, in which all CTE programs must demonstrate to the district governing board every two years that the program is meeting the documented labor market demand, does not represent unnecessary duplication of other manpower training programs in the area, and is of demonstrated effectiveness as measured by the employment and completion success of its students. The conversation of this report is taking place at all three colleges (RCC, MVC and NC) so that this form is the same as well as being on the same cycle when sending this report to the Board.

E. Information Item:

i. Report from District Program Review Committee: Dr. Gray gave an update on the status for the district program review committee. It was decided that they will be rewriting the Mission Statement and not be disbanding. All the comprehensive program reviews were accepted and posted. Economics will be reviewed to be submitted to the district program review committee.

ii. Review of Assignment of Administrative PR's: Dr. Gray spoke about the assignment list of the administrative program reviews and changed the assignment of Tim Russell from reviewing Dean of Instruction to review College Police. Dr. Gray will then review Dean of Instruction's review. Nicole will update the report.

iii. Due Date 11/23: Dr. Gray talked about the importance of the due date and to please not send the report to Dr. Gray, but to please send those reports to Nicole so she can keep track of the reports. Nicole will send out friendly reminders to those reviews that are still pending. It was asked if the committee members to please provide any additional suggestions to the rubric to Dr. Gray.

F. Norco Program Review Action Items:

i. Document revision ratification: Dr. Gray and Dr. Dieckmeyer have reviewed and revised both documents and emailed out to the committee last week to review.

a) Annual Program Review: Dr. Gray and the committee went over each page and made additional revisions as suggested by the committee. Nicole will update the report with the additional revisions and send it to Dr. Gray.

b) Comprehensive Program Review *TABLED* To be discussed next meeting in December.

G. Comprehensive Program Review Submissions: Economics Dr. Gray received hand written rubrics from the committee and will compile them to be given to Peter Boelman.

H. Good of the Order: NONE

Meeting adjourned at 3:31 p.m. Next regular Program Review Committee Meeting: December 3, 2015 at 2:00 p.m. until 3:30 p.m.

- Bi-Annual Program Review Addendum.

NORCO COLLEGE BIENNIAL CTE PROGRAM REVIEW

Program of Study Name: _____
(as it appears in the catalog)

Program Code(s): _____
(as it appears in the catalog)

TOPs Code: _____
(as it appears on the Chancellor's Office Inventory of Approved Programs)

Regional Duplication:

According to the CCCCO Curriculum Inventory, the number of programs offered in the Inland Empire Desert Region community college region in this TOPs code are:

18 unit 2 above program

Labor Market information and Effectiveness data

Based upon College and/or LaunchBoard data, attach/include the following data:

- Enrollments
- Capacity *Not requirement by law.*
- Persistence
- Success
- Milestones
- Employment
- Regional salaries *not requirement by law*
- Labor market demand

- college
- TOPs code
-

- Curriculum
- TOPs code
- Norco college
-

2015-2016 ADMINISTRATIVE PROGRAM REVIEW STATUS BY DISCIPLINE

No.#	Discipline	Reviewer 1	Reviewer 2	Verified Saved	Reviewer	Comments
1	ACADEMIC AFFAIRS	SB	GZ	YES	Gail Zwart/Sarah Burnett	
2	Career and Technical education	KA	AG	YES	Alexis Gray/Kris Anderson	
3	Dean of Instruction	AG	BG	YES	Alexis Gray/Beth Gomez	
4	Grants and College Support Programs	LA	KA	YES	Laura Adams/Khalil Andacheh	
5	Library and Learning Resources	KA	BG	YES	Beth Gomez/Kris Anderson	
6	Institutional Effectiveness (formally Student Success)	BW	MG	YES	Beverly Wimer/Monica Green	
7	STEM (Title III Grant)	SB	LA	YES	Laura Adams/Sarah Burnett	
8	BUSINESS SERVICES	DD	BW	YES	Diane Dieckmeyer/Beverly Wimer	
9	College Police	TR	MG	YES	Tim Russell/Monica Green	
10	Facilities					
11	> Administrative	KF	GZ	YES	Kevin Fleming/Gail Zwart	
12	> Custodial	QB	GA	YES	Greg Aycock/Quinton Bemiller	
13	> Grounds	BW	GA	YES	Greg Aycock/Beverly Wimer	
14	> Maintenance	TR	DD	YES	Tim Russell/Diane Dieckmeyer	
15	Food Services	LA	CF	YES	Laura Adams/Carol Farrar	
16	STUDENT SERVICES	QB	KF	YES	Kevin Fleming/Quinton Bemiller	

Accreditation Standards Related to Program Review "Reflective" Component
 (Program Review Committee, October 2015)

2002 Standards	New Standards (2014)
<i>Standard I: Institutional Mission and Effectiveness</i>	<i>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</i>
<i>B. Improving Institutional Effectiveness</i>	<i>B. Assuring Academic Quality and Institutional Effectiveness</i>
<p>I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.</p> <p>I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.</p>	<p>I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</p> <p>I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and <u>improvement</u> of institutional effectiveness and academic quality. Institutional planning addresses short-and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (also part of ACCJC Eligibility Requirement 19)</p>
<i>Standard II: Student Learning Programs and Services</i>	<i>Standard II: Student Learning Programs and Support Services</i>
<p>II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.</p> <p>a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</p> <p>b. The institution utilizes delivery systems and modes of instruction compatible with the</p>	<p>II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer. (See also ACCJC Eligibility Requirements 9, 11)</p> <p><i>As a slide from the April 2015 ACCJC conference notes, this standard shows "New emphasis on <u>student attainment and achievement</u>, rather than SLOs existing and programs qualifying for degrees, certifications, employment or transfer."</i></p>

Accreditation Standards Related to Program Review "Reflective" Component
 (Program Review Committee, October 2015)

<p>objectives of the curriculum and appropriate to the current and future needs of its students.</p> <p>c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.</p> <p>II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.</p> <p>e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.</p>	<p>II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to <u>continuously improve</u> instructional courses, programs and directly related services through systematic evaluation to ensure currency, improve teaching and learning strategies, and promote success.</p> <p><i>A slide from the April 2015 ACCJC conference points out, "New emphasis identifies the actors instead of generally stating "the institution"" and "New emphasis on continuous improvement (rather than episodic activities)."</i></p> <p>II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.</p>
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★ Glossary- Academic Quality: A way of describing how well the learning opportunities, instruction, support, services, environment, resource utilization and operations of a college result in student learning and student achievement of their educational goals. The Accreditation Standards, collectively, are factors in determining academic quality in the context of institutional mission.

Glossary- Student Learning: Competencies in skill and knowledge gained by students who are at the institution. The knowledge and competencies are expressed for segments of study or activity through measurable learning outcomes at the institutional, program, degree, and course levels.

Glossary- Student Achievement: Student attainment that can be measured at defined points of completion, including successful course completion, certificates and degrees, licensure examination passage, post-program employment, and other similar elements.

NOTE: Glossary items are quoted from ACCJC's document titled Accreditation Standards, Annotated (June 2014).

Report from the Program Review Committee

Statement of Purpose:

The purpose of this committee will be to review and accept the Norco College Comprehensive Instructional Program Reviews and the Annual Instructional Reviews and forward them to the District for posting to the web. The information from these Program Reviews will then be forwarded to and integrated into the College's Strategic Planning Processes.

Is the committee satisfied with its statement of purpose?

If not, what plans does the committee have of improving its statement of purpose?

How does the committee align with Norco College's Mission? Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Membership:

The Program Review Committee is comprised representatives from full-time faculty, students and classified staff.

DR. ALEXIS GRAY	SOCIAL AND BEHAVIOR SCIENCES	CO-CHAIR
NICOLE C. RAMIREZ	DEAN OF INSTRUCTION OFFICE	ADMIN.
DR. DIANE DIECKMEYER	VP OF ACADEMIC AFFAIRS	SUPPORT
DR. KHALIL ANDECHEH	SOCIAL AND BEHAVIORAL SCIENCES	
DR. CAROL FARRAR	DEAN OF INSTRUCTION	
DR. GREG AYCOCK	DEAN OF INSTITUTIONAL EFFECTIVENESS	
BETH GOMEZ	VP OF BUSINESS SERVICES	
DR. LAURA ADAMS	SOCIAL AND BEHAVIORAL SCIENCES	
DR. SARAH BURNETT	SOCIAL AND BEHAVIORAL SCIENCES	
DR. MONICA GREEN	VP OF STUDENT SERVICES	
DR. KEVIN FLEMING	DEAN, CAREER & TECHNICAL EDUCATION	CO-CHAIR
DR. KOJI UESUGI	DEAN OF STUDENT SUCCESS	
KRISTINE ANDERSON	COMMUNICATIONS	
BEVERLY WIMER	MATH AND SCIENCES	
THELMA MONTIEL	ASNC	
QUINTON BEMILLER	AWHL	
	BUSINESS, ENGINEERING, INFORMATION	
DR. GAIL ZWART	TECH.	
DR. TIMOTHY RUSSELL	SOCIAL AND BEHAVIORAL SCIENCES	

Is this membership correct?

If not, what corrections need to be made?

Is the committee satisfied with its membership?

If not, what changes does the committee recommend?

Committee's Assignments to Strategic Planning Goals and Objectives-2013-2018:

Goal 5: Strengthen Student Learning

Objective 1: (together with SSPC) 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.

Does the committee feel these assignments reflect its mission?

If not, which Goals/Objectives should be removed?

If not, which Goals/Objectives should be included? (Please see entire list of committee assignments attached at the end.)

Please state what the committee has done or will do during the Fall 2015 semester to address each Goal and Objective mentioned above. It is not expected that the committee address all goals and objectives each semester, this is just to ensure that in the strategic planning cycle (2013-2018) all objectives have been addressed somehow. Please include which goal and objective each activity listed addresses.

Is there anything else the committee would like to report to the senate?

What assistance does the committee need from senate?

Additional comments?

GOAL 1: INCREASE STUDENT ACHIEVEMENT AND SUCCESS

GOAL OBJECTIVES	COMMITTEE(S) LEADING
Objective 1: Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).	SSC/AS
Objective 2: Improve transfer rate by 10% over 5 years.	SSC
Objective 3: Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.	SSC/AS
Objective 4: Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).	SSC
Objective 5: Increase completion rate of degrees and certificates over 6 years.	SSC
Objective 6: Increase success and retention rates.	SSC
Objective 7: Increase percentage of students who complete 15 units, 30 units, 60 units.	SSC
Objective 8: Increase the percentage of students who begin addressing basic skills needs in their first year.	SSC/AS
Objective 9: Decrease the success gap of students in online courses as compared to face-to-face instruction.	DE/AS
Objective 10: Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.	SSC

GOAL 2: IMPROVE THE QUALITY OF STUDENT LIFE

GOAL OBJECTIVES	COMMITTEE(S) LEADING
Objective 1: Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).	SSC
Objective 2: Increase frequency of student participation in co-curricular activities.	ASNC
Objective 3: Increase student satisfaction and importance ratings for student support services.	SSPC
Objective 4: Increase the percentage of students who consider the college environment to be inclusive.	ASNC/Legacy
Objective 5: Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.	Legacy
Objective 6: Increase current students' awareness about college resources dedicated to student success.	SSC/ASNC

GOAL 3: INCREASE STUDENT ACCESS

GOAL OBJECTIVES	COMMITTEE(S)) LEADING
Objective 1: Increase percentage of students who declare an educational goal.	SSC
Objective 2: Increase percentage of new students who develop an educational plan.	SSC

Objective 3: Increase percentage of continuing students who develop an educational plan.	SSC
Objective 4: Ensure the distribution of our student population is reflective of the communities we serve.	SSC
Objective 5: Reduce scheduling conflicts that negatively impact student completion of degrees and programs.	APC

GOAL 4: CREATE EFFECTIVE COMMUNITY PARTNERSHIPS

GOAL OBJECTIVES	COMMITTEE(S) LEADING
Objective 1: Increase the number of students who participate in summer bridge programs or boot camps.	SSC
Objective 2: Increase the number of industry partners who participate in industry advisory council activities.	APC
Objective 3: Increase the number of dollars available through scholarships for Norco College students.	ASNC
Objective 4: Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.	ASNC/APC
Objective 5: Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).	NC-JFK WKGRP (SSPC)
Objective 6: Increase community partnerships.	Pres. Cab
Objective 7: Increase institutional awareness of community partnerships.	Pres. Cab
Objective 8: Increase external funding sources which support college programs and initiatives.	GC

GOAL 5: STRENGTHEN STUDENT LEARNING

GOAL OBJECTIVES	COMMITTEE(S) LEADING
Objective 1: 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.	PRC/SSPC
Objective 2: Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.	NAC/SSPC
Objective 3: Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.	NAC/SSPC
Objective 4: Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.	NAC/DE
Objective 5: Increase the number of faculty development workshops focusing on pedagogy each academic year.	PDC/TC

GOAL 6: DEMONSTRATE EFFECTIVE PLANNING PROCESSES

GOAL OBJECTIVES	COMMITTEE(S)
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	LEADING
Objective 1: Increase the use of data to enhance effective enrollment management strategies.	APC/ISPC
Objective 2: Systematically assess the effectiveness of strategic planning committees and councils.	ISPC
Objective 3: Ensure that resource allocation is tied to planning	APC/BFPC/ISPC/ SSPC
Objective 4: Institutionalize the current Technology Plan.	TC
Objective 5: Revise the Facilities Master Plan.	BFPC

GOAL 7: STRENGTHEN OUR COMMITMENT TO OUR EMPLOYEES

GOAL OBJECTIVES	COMMITTEE(S) LEADING
Objective 1: Provide professional development activities for all employees.	PDC/TC
Objective 2: Increase the percentage of employees who consider the college environment to be inclusive.	Legacy
Objective 3: Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.	Legacy
Objective 4: Increase participation in events and celebrations related to inclusiveness.	Legacy/LAC
Objective 5: Implement programs that support the safety, health, and wellness of our college community.	Safety

MEMORANDUM

TO: Program Review Committee

FROM: Kevin Fleming
Dean of Instruction, CTE

DATE: Nov 12, 2015

SUBJECT: TWO-YEAR CTE PROGRAM REPORT

Norco College needs to present a review of CTE Programs to the Board every two years for their review. Bi-annual review of CTE Programs is a requirement of Title 5 78016, which states, in part, all CTE programs must demonstrate to the district governing board every two years that the program:

-
- Meets a documented labor market demand
 - Does not represent unnecessary duplication of other manpower training programs in the area
 - Is of demonstrated effectiveness as measured by the employment and completion success of its students

Attached is a DRAFT program review template I propose is completed in odd numbered years as part of the annual instructional program review template.

NORCO COLLEGE BIENNIAL CTE PROGRAM REVIEW

Program of Study Name: Business Administration: Management Concentration
(as it appears in the catalog)

Program Code(s): NAS521/NAS521B/NAS521C/NCE521
(as it appears in the catalog)

TOPs Code: Business Management 0506.00
(as it appears on the Chancellor's Office Inventory of Approved Programs)

Regional Duplication:

According to the CCCCO Curriculum Inventory, the number of programs offered in the Inland Empire Desert Region community college region in this TOPs code are:

College Title	Program Title	Program Award
BARSTOW	Management	A.S. Degree
BARSTOW	Management	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
CHAFFEY	Management	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
CHAFFEY	Management	A.S. Degree
CRAFTON HILLS	Business Administration	A.A. Degree
CRAFTON HILLS	Business Administration	A.S. Degree
CRAFTON HILLS	Business Management	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
MORENO VALLEY	Business Administration: Management	A.S. Degree
MORENO VALLEY	Business Administration: Management	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
NORCO	Business Administration: Human Resources	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units

NORCO	Business Administration: Human Resources	A.S. Degree
NORCO	Business Administration: Management	A.S. Degree
NORCO	Business Administration: Management	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
PALO VERDE	Business Management	A.S. Degree
PALO VERDE	Business Management	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
RIVERSIDE CITY	Business Administration: Human Resources	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
RIVERSIDE CITY	Business Administration: Human Resources	A.S. Degree
RIVERSIDE CITY	Business Administration: Management	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units
RIVERSIDE CITY	Business Administration: Management	A.S. Degree
VICTOR VALLEY	Management	Certificate of Achievement: 18 or greater semester (or 27 or greater quarter) units

Labor Market information and Effectiveness data

Based upon College and/or LaunchBoard data, attach/include the following data:

- Enrollments
- Capacity
- Persistence
- Success
- Milestones
- Employment,
- Regional salaries
- Labor market demand

	Selected Year	5 Year Average	5 Year Change	5 Year Trend
GPA			*	*
Explain Methodology				
	Selected Year	5 Year Average	5 Year Change	5 Year Trend
Attained more than 8 higher-level CTE units	70 %	58 %	12 %	
Explain Methodology				
	Selected Year	5 Year Average	5 Year Change	5 Year Trend
Took a basic skills course	19 %	12 %	7 %	
Explain Methodology				
Alignment				
Credentials				
Employment				
	Selected Year	5 Year Average	5 Year Change	5 Year Trend
Employment (EDD)	14 %	15 %	-1 %	
Explain Methodology				
	Selected Year	5 Year Average	5 Year Change	5 Year Trend
Employment retention (EDD)				
Explain Methodology Explain Missing Data				
	Selected Year	5 Year Average	5 Year Change	5 Year Trend
Employed in the same or similar field (CTE Employment Outcomes Survey)				
Explain Methodology Explain Missing Data				
	Selected Year	5 Year Average	5 Year Change	5 Year Trend
Wage gain in field (CTE Employment Outcomes Survey)				
Explain Methodology Explain Missing Data				
	Selected Year	5 Year Average	5 Year Change	5 Year Trend
Average annual salary in the same or similar field (CTE Employment Outcomes Survey)				
Explain Methodology Explain Missing Data				
	Salary Surfer 2y before	Salary Surfer 2y after	Salary Surfer 5y after	
Statewide median annual salary for degree holders (Salary Surfer)				
Explain Methodology				
	Salary Surfer 2y before	Salary Surfer 2y after	Salary Surfer 5y after	
Programs (Salary Surfer)				
Business Administration - Human Resources (050500)	\$26,917	\$34,257	\$15,241	
Business Administration - Management (050600)	\$26,817	\$34,257	\$14,241	
	Salary Surfer 2y before	Salary Surfer 2y after	Salary Surfer 5y after	
Statewide median annual salary for certificate holders (Salary Surfer)				
Explain Methodology				
	Salary Surfer 2y before	Salary Surfer 2y after	Salary Surfer 5y after	
Programs (Salary Surfer)				
Business Administration - Human Resources (050500)	\$29,113	\$34,752	\$34,752	
Business Administration - Management (050600)	\$26,113	\$34,752	\$18,752	

Regional Labor Market Information

	Current Year (2013)	5 Years Ago (2008)	5 Year Change (2008-2013)	5 Year Trend
Total people employed (EMSI)				
Click Here To Collapse				
Occupation	Current Year (2013)	5 Years Ago (2008)	5 Year Change (2008-2013)	5 Year Trend
Cashiers (41-2011)	37,272	37,620	-348	
Demonstrators and Product Promoters (41-9010)	1,012	1,132	-110	
Driver/Sales Workers (53-3030)	2,465	2,498	-33	
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	13,908	13,641	267	
Gaming Change Persons and Booth Cashiers (41-2012)	580	610	-24	
Sales and Related Workers - All Other (41-9099)	1,342	1,333	9	
Sales Representatives, Services, All Other (41-3099)	6,635	7,511	-876	
Stock Clerks and Order Fillers (41-5081)	23,330	23,604	-274	

Projected 5 Year Openings (2013-2018) Projected Average Annual Openings (2013-2018)

	Projected 5 Year Openings (2013-2018)	Projected Average Annual Openings (2013-2018)
Click Here To Collapse		
Occupation	Projected 5 Year Openings (2013-2018)	Projected Average Annual Openings (2013-2018)
Cashiers - (41-2011)	11,561	2,332
Demonstrators and Product Promoters (41-9010)	290	58
Driver/Sales Workers (53-3030)	822	164
First-Line Supervisors - all Office and Administrative Support (43-1011)	7,919	1,584
Gaming Change Persons and Booth Cashiers (41-2012)	148	30
Sales and Related Workers - All Other (41-9099)	284	57
Sales-Related Workers - Service - All Other (41-3099)	1,614	323
Stock Clerks and Order Fillers (41-5081)	5,910	1,182

Entire Lower Salary Median Salary

	Entire Lower Salary	Median Salary
Click Here To Collapse		
Occupation	Entire Lower Salary	Median Salary
Cashiers - (41-2011)	\$17,471	\$19,852
Demonstrators and Product Promoters (41-9010)	\$19,760	\$14,839

