Peralta Community College District
Annual Program Update Template 2013-2014
DISTRICT-WIDE DATA by Subject/Discipline Fall Semesters

I.   Overview

BI Download:	10/23/2013 17:41	Dept. Chair:	Paramsothy Thananjeyan
Subject/Discipline:	BUS – ECON - COPED	Dean:	Antonio Barreiro
Campus:	Berkeley City College		
Mission Statement	The mission of the program is to educate students so that they can compete and perform successfully in today's ever-changing global business environment. This requires not only job specific technical skills but also more general skills. Students in this program will acquire the knowledge and skills needed for initial employment, skill upgrades, career advancement, and career changes as well as the undergraduate courses needed to move into four-year business degree programs that have similar goals. The program fully supports the general institutional student learning outcomes of Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills.		

II.   Enrollment – BUS

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	676	452	1,851	458	3,437
Census Enrollment F11	621	381	1,766	315	3,083
Census Enrollment F12	439	373	1,596	388	2,796
Sections F10	17	12	51	10	90
Sections F11	15	10	51	7	83
Sections F12	13	10	50	10	83
Total FTES F10	75.51	47.03	179.16	47.21	348.91
Total FTES F11	69.06	44.24	177.83	32.8	323.93
Total FTES F12	52.93	43.51	161.1	38.55	296.09
Total FTEF F10	4.05	2.52	9.76	2.07	18.4
Total FTEF F11	3.49	2.29	9.59	1.47	16.84
Total FTEF F12	3.07	2.29	8.6	2	15.96
FTES/FTEF F10	18.63	18.66	18.36	22.78	18.963
FTES/FTEF F11	19.77	19.29	18.54	22.36	19.2357
FTES/FTEF F12	17.24	18.97	18.74	19.24	18.552

Enrollment – ECON

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	329	160	279	27	795
Census Enrollment F11	279	141	297	41	758
Census Enrollment F12	306	125	283	25	739
Sections F10	9	5	7	1	22
Sections F11	7	4	8	1	20
Sections F12	8	3	8	1	20
Total FTES F10	32.9	16	27.9	2.88	79.68
Total FTES F11	27.9	14.1	29.7	4.1	75.8
Total FTES F12	30.6	12.5	28.3	2.5	73.9
Total FTEF F10	1.8	0.98	1.4	0.2	4.38
Total FTEF F11	1.4	0.8	1.6	0.2	4
Total FTEF F12	1.6	0.6	1.6	0.2	4
FTES/FTEF F10	18.28	16.33	19.93	14.4	18.1918
FTES/FTEF F11	19.93	17.63	18.56	20.5	18.95
FTES/FTEF F12	19.13	20.83	17.69	12.5	18.48

Enrollment – COPED

	Alameda	Berkeley	Laney	Merritt	District
Census Enrollment F10	74	28	115	86	303
Census Enrollment F11	0	29	51	51	131
Census Enrollment F12	35	43	69	36	183
Sections F10	1	2	10	3	16
Sections F11	1	1	7	4	13
Sections F12	3	2	9	3	17
Total FTES F10	5.73	1.53	9.02	7.67	23.95
Total FTES F11	0	2.26	3.14	3.97	9.37
Total FTES F12	3.02	3.6	5.5	2.81	14.93
Total FTEF F10	0.58	0.17	0.78	0.68	2.21
Total FTEF F11	0	0.2	0.46	0.42	1.08
Total FTEF F12	0.18	0.4	0.53	0.2	1.31
FTES/FTEF F10	9.81	9.11	11.62	11.28	10.8371
FTES/FTEF F11	0	11.3	6.89	9.54	8.6759
FTES/FTEF F12	16.41	9	10.42	14.05	11.3969

III.   Student Success – BUS

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	603	421	1653	415	3092
Total Graded F11	570	362	1657	293	2882
Total Graded F12	426	360	1514	371	2671
Success F10	329	287	1071	235	1922
Success F11	284	211	1053	168	1716
Success F12	219	220	988	242	1669
% Success F10	0.55	0.68	0.65	0.57	0.62
% Success F11	0.5	0.58	0.64	0.57	0.6
% Success F12	0.51	0.61	0.65	0.65	0.62
Withdraw F10	139	62	356	108	665
Withdraw F11	140	84	355	74	653
Withdraw F12	115	80	283	57	535
% Withdraw F10	0.23	0.15	0.22	0.26	0.22
% Withdraw F11	0.25	0.23	0.21	0.25	0.23
% Withdraw F12	0.27	0.22	0.19	0.15	0.2

Student Success – ECON

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	290	155	261	27	733
Total Graded F11	261	131	280	40	712
Total Graded F12	293	121	274	25	713
Success F10	203	102	174	15	494
Success F11	172	87	191	20	470
Success F12	191	69	198	17	475
% Success F10	0.7	0.66	0.67	0.56	0.67
% Success F11	0.66	0.66	0.68	0.5	0.66
% Success F12	0.65	0.57	0.72	0.68	0.67
Withdraw F10	37	22	47	4	110
Withdraw F11	47	34	56	15	152
Withdraw F12	45	24	36	3	108
% Withdraw F10	0.13	0.14	0.18	0.15	0.15
% Withdraw F11	0.18	0.26	0.2	0.38	0.21
% Withdraw F12	0.15	0.2	0.13	0.12	0.15

Student Success – COPED

	Alameda	Berkeley	Laney	Merritt	District
Total Graded F10	52	26	108	81	267
Total Graded F11	0	25	48	49	122
Total Graded F12	35	41	68	35	179
Success F10	23	19	62	52	156
Success F11	0	15	31	37	83
Success F12	16	33	54	26	129
% Success F10	0.44	0.73	0.57	0.64	0.58
% Success F11	0	0.6	0.65	0.76	0.68
% Success F12	0.46	0.8	0.79	0.74	0.72
Withdraw F10	20	5	34	11	70
Withdraw F11	0	7	10	3	20
Withdraw F12	9	5	9	3	26
% Withdraw F10	0.38	0.19	0.31	0.14	0.26
% Withdraw F11	0	0.28	0.21	0.06	0.16
% Withdraw F12	0.26	0.12	0.13	0.09	0.15

IV.   Faculty – BUS

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	1.78	0.71	3.3	1.2	6.99
Contract FTEF F11	1.67	1.6	3.6	1	7.87
Contract FTEF F12	1.26	1.69	2.6	1	6.55
TEMP FTEF F10	1.85	1.63	5.51	0.87	9.86
TEMP FTEF F11	1.53	0.6	4.95	0.27	7.35
TEMP FTEF F12	1.05	0.6	4.84	0.8	7.29
Extra Service FTEF F10	0.42	0.19	0.95	0	1.56
Extra Service FTEF F11	0.29	0.09	1.04	0.2	1.62
Extra Service FTEF F12	0.76	0	1.16	0.2	2.12
Total FTEF F10	4.05	2.52	9.76	2.07	18.4
Total FTEF F11	3.5	2.29	9.59	1.47	16.85
Total FTEF F12	3.07	2.29	8.6	2	15.96
% Contract/Total F10	0.44	0.28	0.34	0.58	0.38
% Contract/Total F11	0.48	0.7	0.38	0.68	0.4671
% Contract/Total F12	0.41	0.74	0.3	0.5	0.4104

Faculty – ECON

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0.8	0	1.2	0	2
Contract FTEF F11	0.25	0	1	0	1.25
Contract FTEF F12	0	0	0.6	0	0.6
TEMP FTEF F10	1	0.98	0.2	0.2	2.38
TEMP FTEF F11	0.6	0.8	0.4	0.2	2
TEMP FTEF F12	1.07	0.6	1	0.2	2.87
Extra Service FTEF F10	0	0	0	0	0
Extra Service FTEF F11	0.55	0	0.2	0	0.75
Extra Service FTEF F12	0.53	0	0	0	0.53
Total FTEF F10	1.8	0.98	1.4	0.2	4.38
Total FTEF F11	1.4	0.8	1.6	0.2	4
Total FTEF F12	1.6	0.6	1.6	0.2	4
% Contract/Total F10	0.44	0	0.86	0	0.46
% Contract/Total F11	0.18	0	0.63	0	0.31
% Contract/Total F12	0	0	0.38	0	0.15

Faculty – COPED

	Alameda	Berkeley	Laney	Merritt	District
Contract FTEF F10	0	0.17	0.07	0.18	0.42
Contract FTEF F11	0	0.2	0.14	0.42	0.76
Contract FTEF F12	0	0.2	0	0.2	0.4
TEMP FTEF F10	0.58	0	0.34	0.31	1.23
TEMP FTEF F11	0	0	0.13	0	0.13
TEMP FTEF F12	0.18	0.2	0.27	0	0.65
Extra Service FTEF F10	0	0	0.37	0.19	0.56
Extra Service FTEF F11	0	0	0.19	0	0.19
Extra Service FTEF F12	0	0	0.26	0	0.26
Total FTEF F10	0.58	0.17	0.78	0.68	2.21
Total FTEF F11	0	0.2	0.46	0.42	1.08
Total FTEF F12	0.18	0.4	0.53	0.2	1.31
% Contract/Total F10	0	1	0.09	0.26	0.19
% Contract/Total F11	0	1	0.3	1	0.7037
% Contract/Total F12	0	0.5	0	1	0.305

V. Qualitative Assessments

CTE and Vocational: Community and labor market relevance. Present evidence of community need based on Advisory Committee input, industry need data, McIntyre Environmental Scan, McKinsey Economic Report, licensure and job placement rates, etc.	Labor Market Data attached at end of document. Relevant sections highlighted. The McIntyre Environmental Scan and US Depeartment of Labor have identified BUS as a growth area. Faculty are working closely with the Advisory Committee to match program offerings to community needs. Advisory Committee meetings will be scheduled on a yearly basis. Despite the reduction in courses, BUS still appears to be one of the skills in high demand in the Bay Area. As shown in the EDD labor market reports attached, ==financial and administrative areas will continue to need workers.==
Transfer and Basic Skills: Describe how your course offerings address transfer, basic skills, and program completion.	The business curriculum meets the needs of students who are transferring to a four year school, as well as the needs of the students who are pursuing a terminal degree or certificate to join the work force or improve their positions in their current jobs. It also fulfills the needs of students who need one or two classes to upgrade their skills or meet requirements in their current organizations. Unfortunately, students seeking immediate employment are not tracked due to limited department resources. Our transfer courses are well received by four-year universities in the vicinity. The Business department has a very high success rate of program completion and very high productivity. We strive to offer a full sequence of degree requirements by mixing daytime and evening sections and also offer some online sections. Virtually all class sections fill, limited only by the capacity of the classroom. In a rational world, we would be ==adding class sections.== However, because of the current budget crisis we have not been allowed to add sections.

VI. Program Outcomes and Assessments: For each one, cite Institutional Learning Outcomes (Appendix I)

Note: If program assessment has not been completed, describe assessment plan, including date, under "Assessment Findings" and put "NA" under "Action Plan."

Program	Outcomes	Assessment Findings	Action Plan
Program 1: Business	Analyze a business situation and recommend a solution or plan for improvement, applying legal and ethical principles in business decision making. (Ethics and Personal Responsibility, Critical Thinking) Obtain information related to the profession using traditional and electronic sources. Synthesize the information into a business report. (Communication, Information Competency) Analyze data and prepare common business and personal financial reports. (Computational Skills, Critical Thinking) Analyze impact of globalization on culture, politics, and economics (Critical Thinking, Global Awareness/Valuing Diversity) Analyze current interpersonal skills and developing plans for improvement (Self-Awareness & Interpersonal Skills)		
Program 2: Accounting	Analyze data and prepare common business and personal financial reports (Computational Skills, Critical Thinking) Analyze a business situation and recommend a solution or plan for improvement, applying legal and ethical principles in business decision making. (Ethics and Personal Responsibility, Critical Thinking)		

	Obtain information related to the profession using traditional and electronic sources. Synthesize the information into a written or oral business report. (Communication, Information Competency) Analyze current interpersonal skills and developing plans for improvement (Self-Awareness & Interpersonal Skills)		
Program 3: Office Technology	Analyze a business situation and recommend a solution or plan for improvement, applying legal and ethical principles in business decision making. (Ethics and Personal Responsibility, Critical Thinking) Obtain information related to the profession using traditional and electronic sources. Synthesize the information into a business report. (Communication, Information Competency) Analyze data and prepare common business and personal financial reports. (Computational Skills, Critical Thinking) Analyze impact of globalization on culture, politics, and economics (Critical Thinking, Global Awareness/Valuing Diversity) Analyze current interpersonal skills and developing plans for improvement (Self-Awareness & Interpersonal Skills)		
Any general education components:			
Any basic skills components:			

Describe assessment methods you are using:

A large proportion of the course outlines have been updated within the last three years. The remainder is being updated now and the goal is to have them completed by end of Spring Semester 2014. As part of the outline update, all areas of the curriculum within them are evaluated for currency and relevancy, including, but not limited to all requisites. In particular, all courses that have C-ID outlines available are being matched and submitted to CSU for certification. There are also a number of courses being evaluated for deactivation.

A major project was completed during Spring and Fall 2013 to update existing outlines, deactivate courses we were not teaching, and to update and modify existing degrees and certificates. All Business degree and certificate programs have been updated and processed through Curriculum Committee.

All Business courses have student learning outcomes. We will develop a schedule for assessing the rest of the courses over the next few semesters and use that data to develop the assessment for all the programs.

The FTEF/FTES retention and success rates are listed in the data elements and are comparable to the rest of the college. It should be noted that many students have left the programs in the middle because the courses have not been offered in a timely manner. Or they take courses at other colleges, both within and outside the Peralta District.

Student support services are critical to student success. As with other disciplines/programs in the college, primary needs include counselors, tutoring, and financial aid. With adequate funding and additional staffing, the accounting program could manage a successful accounting tutoring center that would further increase student success in that area

Many students have received employment offers based on the course work completed and have not finished their program. There have been requests from employers and job placements companies requesting students from our department. Unfortunately, students seeking immediate employment are not tracked due to limited departments resources

Describe how assessment of program-level student learning outcomes led to certificate/degree program improvements:

Every Business Program has Program Learning Outcomes. There is clear alignment with all of our institutional outcomes. None of the programs have been assessed as of now. However given the nature of the courses offered here and the student composition (in and out or a few classes and then transfer or get a job), we would be wiser to plan the program assessment based on the individual course assessments, as opposed to a portfolio system. We will develop a schedule for assessing the rest of the courses over the next few semesters and use that data to develop the assessment for all the programs

It is also essential that we develop programs to meet the growing industry and transfer needs. The AS-T in Business Administration. The new Accounting Certificate of Proficiency has been popular. The other updated programs and certificates will be effective when the new catalog supplement is produced and will be marketed and assessed at that time.

Action Plans:
- Ongoing Review and update course outlines, degrees, and certificates and create certificates of proficiency to meet employment and transfer requirements.
- Create 2 or 3 year course sequence and increase budget for courses so that students can complete certificate and degree programs in a timely manner.
- Create and implement plan for assessing all courses every three years.

VII. Action Plans

Please describe your plan for responding based on the preceding data: BI Tool (see II., III., IV. above), program learning outcomes action plans (see VI. above), Berkeley City College (BCC) and Peralta (PCCD) institutional goals (see Appendix II), and/or external evidence (see V. above) if appropriate. Also, please reference any cross district collaboration with the same discipline at other Peralta colleges. Include overall plans/goals and specific action steps. Please add rows as needed.

Action Item	Steps/Timeline	Person(s) Responsible	Supporting Data Source (check all that apply)
Action Plan Item 1 Continue to review and update course outlines, degrees, and certificates and create certificates of proficiency to meet employment and transfer requirements.	**Fall and Spring**	**BUS Faculty**	_____P.O. Assessment Action Plans _____BI Data **x**_____BCC Institutional Goals _____PCCD Institutional Goals _____Other
Action Plan Item 2 Create 2 or 3 year course sequence and increase budget for courses so that students can complete certificate and degree programs in a timely manner.	**Fall and Spring**	**BUS Faculty**	_____P.O. Assessment Action Plans _____BI Data **x**_____BCC Institutional Goals _____PCCD Institutional Goals _____Other
Action Plan Item 3 Create and implement plan for assessing all courses every three years.	**Fall and Spring**	**BUS Faculty**	_____P.O. Assessment Action Plans _____BI Data **x**_____BCC Institutional Goals _____PCCD Institutional Goals _____Other
Action Plan Item 4 Develop a larger pool of part time faculty to ensure qualified instructors are available as sections are added.	**Fall and Spring**	**BUS Faculty**	_____P.O. Assessment Action Plans _____BI Data **x**_____BCC Institutional Goals _____PCCD Institutional Goals _____Other
Action Plan Item 5 Revitalize the Business/CIS advisory board.	**Fall and Spring**	**BUS Faculty**	_____P.O. Assessment Action Plans _____BI Data _____BCC Institutional Goals **x**_____PCCD Institutional Goals _____Other

VIII. Narrative: For disciplines that support interdisciplinary programs provide additional qualitative data if appropriate.

IX. College Strategic Plan Relevance

Check all that apply

☐New program under development
☒Program that is integral to your college's overall strategy
☒Program that is essential for transfer
☒Program that serves a community niche
☐ Programs where student enrollment or success has been demonstrably affected by extraordinary external factors, such as barriers due to housing, employment, childcare etc.
☐Other

X. Resource Needs: Please use the Excel template to estimate the cost of your needs, which will be used to support budget planning efforts.	Link to Action Plans (Refer to # of item in section VI)	Estimated Cost: Please use Excel template to estimate costs.
Please describe and prioritize any **faculty, classified, and student assistant** needs. • Need to increase FTEF to be able to offer courses in a timely manner so that students can complete certificate programs in a timely manner. Need PT faculty who can teach BUS courses • Need tutors to help students outside of class, specifically in an accounting tutoring center. • Need financial assistance/reassignment time to update courses outlines, certificate programs, develop online courses, etc. described in action plan. • Need budget allocations for staffing to allow for job development activities in the community and for tracking job placements. • Currently we have no fulltime faculty in the ECON or COPED programs. We will need a fulltime faculty to expand the ECON program.	These are needed to support action plans item 1 through 5 in section VI, and as noted in the narrative of the review. Additional faculty and student support will be needed to expand the BUS/ECON/COPED courses and program. .	Fulltime Instructor (ECON): $97,812 Clerical Assistant/ Release time: $27,150 Instructional Assistant: $11,373 Teachers Aide: $13,000
Please describe and prioritize any **equipment, material, and supply** needs. • Computer lab for business and accounting to facilitate the accounting tutorial program being developed at BCC. • Software need to be replaced as it becomes outdated.	These are needed to support action plans item 1 through 5 in section VI, and as noted in the narrative of the review. All BUS students need upgraded labs to support course work. .	Software need: $5,000 (Estimated)
Please describe and prioritize any **facilities** needs. • BUS, ECON, and COPED courses require smart classrooms of sufficient size to meet enrollment needs. In addition, accounting courses require computer access and a tutoring facility. Students require access to computer equipment for homework and research. • Computer lab for business and accounting to facilitate the accounting tutorial program being developed at BCC.	These are needed to support action plans item 1 through 5 in section VI, and as noted in the narrative of the review.	No estimate available

Appendix I: BCC Institutional Learning Outcomes (ILOs)

Berkeley City College Institutional Learning Outcomes

Berkeley City College's Institutional Learning Outcomes, as described below, are the skills and knowledge that students are expected to attain as a result of completing an instructional program at BCC. Students completing an A.A. or A.S. at BCC will be able to demonstrate all of the BCC Institutional Learning Outcomes. All BCC courses and certificates are designed to teach some or all of the ILO's. In addition, students achieve these ILO's throughout their experiences at BCC, for example, with student services and student clubs.

Communication
Students show that they communicate well when they
- *Critically read, write, and communicate interpersonally, with audience awareness; and*
- *analyze communications for meaning, purpose, effectiveness, and logic.*

Critical Thinking
Students demonstrate critical thinking skills when they
- *identify problems or arguments and isolate facts related to arguments;*
- *use evidence and sound reasoning to justify well-informed positions; and*
- *generate multiple solutions to problems and predict consequences.*

Computational Skills (Quantitative Reasoning*)
Students demonstrate computational skills when they
- *master computational concepts and apply them to concrete problems; and*
- *demonstrate algorithmic competence.*

Ethics and Personal Responsibility
Students show the ability to behave ethically and assume personal responsibility when they
- *analyze the consequences of their actions and the impact of these actions on society and the self; and*
- *demonstrate collaborative involvement in community interests.*

Global Awareness & Valuing Diversity (Intercultural Competency*)
Students demonstrate global awareness and show that they value diversity when they
- *identify and explain diverse customs, beliefs, and lifestyles; and*
- *analyze how cultural, historical, and geographical issues shape perceptions.*

Information Competency
Students demonstrate information competency when they
- *find, evaluate, use, and communicate information in all its various formats;*
- *use library and online resources and research methodology effectively; and*
- *use technology effectively.*

Self-Awareness & Interpersonal Skills
Students demonstrate self-awareness and interpersonal skills when they
- *analyze their own actions and the perspectives of other persons; and*
- *work effectively with others in groups.*

*Proposed changes as of November 2013

Appendix II: Goals

Berkeley City College
Institutional Goals 2013 - 2014

1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)
3. Ensure BCC programs and services reach sustainable, continuous improvement level
4. Collaborate to ensure Fiscal Stability
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources

Peralta Community College District
Strategic Goals 2013 - 2014

A. Advance Student Access, Equity, and Success

B. Engage and Leverage Partners

C. Build Programs of Distinction

D. Create a Culture of Innovation and Collaboration

E. Develop and Manage Resources to Advance Our Mission

BCC Goals	Alignment with PCCD Goals Below
1. Increase certificate/degree completion and transfers to 4-year colleges or universities by inspiring and supporting students	A. Advance Student Access, Equity, and Success B. Engage and Leverage Partners C. Build Programs of Distinction
2. Improve career and college preparation progress and success rate (successfully transition from basic skills to college-level, CTE to career)	A. Advance Student Access, Equity, and Success C. Build Programs of Distinction
3. Ensure BCC programs and services reach sustainable, continuous improvement level	B. Engage and Leverage Partners C. Build Programs of Distinction D. Create a Culture of Innovation and Collaboration
4. Collaborate to ensure Fiscal Stability	D. Create a Culture of Innovation and Collaboration E. Develop and Manage Resources to Advance Our Mission
5. Meet BCC resident FTES target (3,691) by preserving and nourishing resources	E. Develop and Manage Resources to Advance Our Mission

		Annual Average Employment		Employment Change	

2010-2020 Industry Employment Projections

Oakland-Fremont-Hayward Metropolitan Division
(Alameda and Contra Costa Counties)

NAICS Code	Industry Title	Annual Average Employment		Employment Change	
		2010	2020	Numerical	Percent
	Total Employment	**1,047,600**	**1,206,200**	**158,600**	**15.1**
	Self Employment (A)	**78,600**	**85,100**	**6,500**	**8.3**
	Unpaid Family Workers (B)	**700**	**700**	**0**	**0.0**
	Private Household Workers (C)	**18,600**	**21,000**	**2,400**	**12.9**
	Total Farm	**1,400**	**1,600**	**200**	**14.3**
	Total Nonfarm	**948,300**	**1,097,800**	**149,500**	**15.8**
1133,21	**Mining and Logging**	**1,200**	**1,300**	**100**	**8.3**
23	**Construction**	**47,400**	**61,100**	**13,700**	**28.9**
236	Construction of Buildings	11,400	14,900	3,500	30.7
2361	Residential Building Construction	7,100	9,400	2,300	32.4
237	Heavy and Civil Engineering Construction	5,900	7,700	1,800	30.5
238	Specialty Trade Contractors	30,200	38,500	8,300	27.5
2381	Foundation, Structure, and Building Exterior Contractors	6,400	7,900	1,500	23.4
2382	Building Equipment Contractors	12,500	16,000	3,500	28.0
31-33	**Manufacturing**	**79,700**	**83,400**	**3,700**	**4.6**
	Durable Goods Manufacturing (321,327,331-339)	**47,700**	**53,100**	**5,400**	**11.3**
334	Computer and Electronic Product Manufacturing	17,800	20,000	2,200	12.4
336	Transportation Equipment Manufacturing	3,300	2,400	-900	-27.3
	Nondurable Goods Manufacturing (311-316,322-326)	**32,000**	**30,300**	**-1,700**	**-5.3**
324	Petroleum and Coal Products Manufacturing	7,800	7,000	-800	-10.3

325	Chemical Manufacturing	5,800	5,100	-700	-12.1
22,42-49	**Trade, Transportation, and Utilities**	**173,600**	**198,900**	**25,300**	**14.6**
42	**Wholesale Trade**	**41,800**	**45,300**	**3,500**	**8.4**
423	Merchant Wholesalers, Durable Goods	20,400	19,300	-1,100	-5.4
424	Merchant Wholesalers, Nondurable Goods	16,600	20,100	3,500	21.1
44-45	**Retail Trade**	**100,300**	**116,900**	**16,600**	**16.6**
441	Motor Vehicle and Parts Dealers	10,000	12,500	2,500	25.0
445	Food and Beverage Stores	22,900	27,300	4,400	19.2
446	Health and Personal Care Stores	6,900	7,800	900	13.0
448	Clothing and Clothing Accessories Stores	8,400	10,700	2,300	27.4
451	Sporting Goods, Hobby, Book, and Music Stores	5,100	4,400	-700	-13.7
452	General Merchandise Stores	19,400	23,500	4,100	21.1
22,48-49	**Transportation, Warehousing, and Utilities**	**31,500**	**36,700**	**5,200**	**16.5**
48-49	**Transportation and Warehousing**	**27,800**	**32,700**	**4,900**	**17.6**
484	Truck Transportation	6,000	7,300	1,300	21.7
492	Couriers and Messengers	6,300	7,000	700	11.1
493	Warehousing and Storage	3,900	4,400	500	12.8
51	**Information**	**23,600**	**24,300**	**700**	**3.0**
511	Publishing Industries (except Internet)	5,300	5,600	300	5.7
517	Telecommunications	10,100	9,000	-1,100	-10.9
52-53	**Financial Activities**	**48,200**	**56,300**	**8,100**	**16.8**
52	**Finance and Insurance**	**33,000**	**39,700**	**6,700**	**20.3**
522	Credit Intermediation and Related Activities	17,500	21,200	3,700	21.1
524	Insurance Carriers and Related Activities	11,300	13,700	2,400	21.2
53	**Real Estate and Rental and Leasing**	**15,200**	**16,600**	**1,400**	**9.2**
531	Real Estate	10,900	12,300	1,400	12.8
54-56	**Professional and Business Services**	**152,100**	**192,000**	**39,900**	**26.2**
54	**Professional, Scientific, and Technical Services**	**80,100**	**105,600**	**25,500**	**31.8**

5413	Architectural, Engineering, and Related Services	14,800	18,100	3,300	22.3
5415	Computer Systems Design and Related Services	18,700	27,200	8,500	45.5
55	**Management of Companies and Enterprises**	**25,000**	**28,200**	**3,200**	**12.8**
56	**Administrative and Support and Waste Management and Remediation Services**	**47,000**	**58,200**	**11,200**	**23.8**
561	Administrative and Support Services	42,100	52,200	10,100	24.0
5613	Employment Services	15,100	20,400	5,300	35.1
5616	Investigation and Security Services	7,700	9,200	1,500	19.5
5617	Services to Buildings and Dwellings	11,300	13,500	2,200	19.5
61-62	**Educational Services, Health Care and Social Assistance**	**136,400**	**159,000**	**22,600**	**16.6**
61	**Educational Services (Private)**	**20,200**	**25,800**	**5,600**	**27.7**
62	**Health Care and Social Assistance**	**116,200**	**133,200**	**17,000**	**14.6**
621	Ambulatory Health Care Services	52,200	58,800	6,600	12.6
622	Hospitals (Private)	27,400	30,900	3,500	12.8
623	Nursing and Residential Care Facilities	19,400	22,600	3,200	16.5
624	Social Assistance	17,300	20,900	3,600	20.8
71-72	**Leisure and Hospitality**	**85,800**	**104,400**	**18,600**	**21.7**
71	**Arts, Entertainment, and Recreation**	**14,500**	**16,900**	**2,400**	**16.6**
72	**Accommodation and Food Services**	**71,300**	**87,500**	**16,200**	**22.7**
721	Accommodation	6,600	8,100	1,500	22.7
722	Food Services and Drinking Places	64,700	79,400	14,700	22.7
81	**Other Services (excludes 814-Private Household Workers)**	**35,000**	**38,900**	**3,900**	**11.1**
811	Repair and Maintenance	10,300	10,900	600	5.8
812	Personal and Laundry Services	8,900	10,400	1,500	16.9
	Government	**165,300**	**178,200**	**12,900**	**7.8**
	Federal Government (D)	**15,700**	**13,800**	**-1,900**	**-12.1**

State and Local Government		**149,600**	**164,400**	**14,800**	**9.9**
State Government		**38,100**	**41,000**	**2,900**	**7.6**
State Government Education		25,500	28,700	3,200	12.5
Other State Government		12,600	12,300	-300	-2.4
Local Government		**111,500**	**123,400**	**11,900**	**10.7**
Local Government Education		54,900	61,400	6,500	11.8
Other Local Government		56,600	62,000	5,400	9.5

Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2011 benchmark and Quarterly Census of Employment and Wages (QCEW) industry employment.

Industry detail may not add up to totals due to independent rounding.

(A) Self-Employed persons work for profit or fees in their own business, profession, trade, or farm. Only the unincorporated self-employed are included in this category. The estimated and projected employment numbers include all workers who are primarily self-employed and wage and salary workers who hold a secondary job as a self-employed worker.

(B) Unpaid family workers are those persons who work without pay for 15 or more hours per week on a farm or in a business operated by a member of the household to whom they are related by birth or marriage.

(C) Private Household Workers are employed as domestic workers whose primary activities are to maintain the household. Industry employment is based on QCEW.

(D) Temporary U.S. Census workers are included in the base and projected year employment numbers.