



Slippery Rock University's **SUPPLY/ DEMAND GAP ANALYSIS**

A report for Pennsylvania's
State System of Higher Education

2016



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GLOSSARY OF TERMS

The following descriptions provide a point of reference to understand terminology as well as the types of data and analysis undertaken in this study, reflecting historic and contemporary narratives.

Fastest Growing: A term used to describe the relative growth (percent change) of an industry or occupation in a given time period. Fastest growing industries and occupations in this study are identified by the highest relative change in jobs between 2014 and 2024.

High Demand: A term used to describe the demand for workers in a given occupation. High demand occupations are identified as having the highest number of new and replacement jobs projected between 2014 and 2024.

Industry Change: A measure of the change in employment within an industry, used to identify whether an industry is growing or declining, as well as the rate of change. Projected changes lay out expectations of growth/decline for specific industries.

Job Postings: The number of unique (de-duplicated) online postings for a job in a given occupation.

Location Quotient: A comparative statistic used to calculate the relative employment concentration of a given industry or occupation against the average employment of the industry in a larger geography (for example, countrywide). Industries with a higher location quotient (usually greater than 1.2) indicate that the region has a comparative advantage or specialization in the production of that good or service or has a high degree of specialization within its workforce.

New and Replacement Jobs: A demand-side estimate of the number of job openings in an occupation that result from new job growth as well as replacement demand. Replacement demand comprises occupation job leavers based on separations, retirement, and death.

Occupation Jobs: A measure of employment within an occupation category, used to identify which occupations have been growing or declining, as well as the rate of change. Projected changes lay out expectations of growth/decline for specific occupation categories.

Sub-regions: Geographic areas within Pennsylvania defined for more focused workforce and education gap analyses. Sub-regions were determined primarily on Partnerships for Regional Economic Performance (PREP) boundaries. PREP is Pennsylvania's network of business assistance partners, designed to help companies start, grow, and prosper. Please refer to Appendix A for mapping of the Sub-regions and PREP boundaries.

ACRONYMS USED

ACS: American Community Survey

BLS: Bureau of Labor Statistics

CIP: Classification of Instructional Programs

DOE: United States Department of Education

DOL: United States Department of Labor

EMSI: Economic Modeling Specialists International

CEW: Center on Education and the Workforce (Georgetown University)

IPEDS: Integrated Postsecondary Education Data System

LAUS: Local Area Unemployment Statistics

LEHD: Longitudinal Employment and Housing Dynamics

NAICS: North American Industry Classification System

NCES: National Center for Education Statistics

OES: Occupational Employment Statistics

O*NET: Occupational Network

PUMS: Public Use Microdata Sample

QCEW: Quarterly Census of Employment and Wages

SOC: Standard Occupational Classification

1. INTRODUCTION

Pennsylvania’s State System of Higher Education (State System) comprises 14 universities, four branch campuses, multiple regional centers and the McKeever Environmental Learning Center.¹ The universities are located in rural, suburban, and small-town settings around Pennsylvania. The State System’s two educational hubs (with locations in Harrisburg—the Dixon University Center, and Philadelphia—State System @ Center City) offer academic programs through a consortium of public and private colleges and universities.

Per Act 188 of 1982, the State System’s mission “is the provision of instruction for undergraduate and graduate students to and beyond the master’s degree in the liberal arts and sciences, and in the applied fields, including the teaching profession.” In doing so, the State System’s purpose is “to provide high quality education at the lowest possible cost to students.”² Analysis and understanding of the economy and workforce the State System supports, as well as the alignment between education programs and talent needs, further advances the State System’s mission and philosophy. This is the goal of the State System’s Supply/Demand Gap Analysis Project. It enables effective and targeted strategies and decision-making, grounded in data-driven evidence. Through two earlier reports—‘Pennsylvania’s Workforce Characteristics Report’³ and ‘Degrees of Value: College Majors and the Pennsylvania State System’s Contribution to the Workforce’⁴—foundation was laid for the State System’s Supply/Demand Gap Analysis Project. This supply/demand gap analysis report establishes the framework to ‘crosswalk’ education programs with relevant occupations. This crosswalk establishes the relationship between the workforce

1 One of the State System’s entities, System-wide Functions and Services, is primarily located at the Dixon University Center in Harrisburg and includes: System-wide shared administrative services; System leadership functions of the Chancellor and Board of Governors; some System-wide initiatives and grants managed on behalf of the universities; and the academic, student, and facilities support for the multi-university sites in Harrisburg and Philadelphia.

2 The State System’s Economic and Employment Impact on the Commonwealth of Pennsylvania—released April 15, 2015.

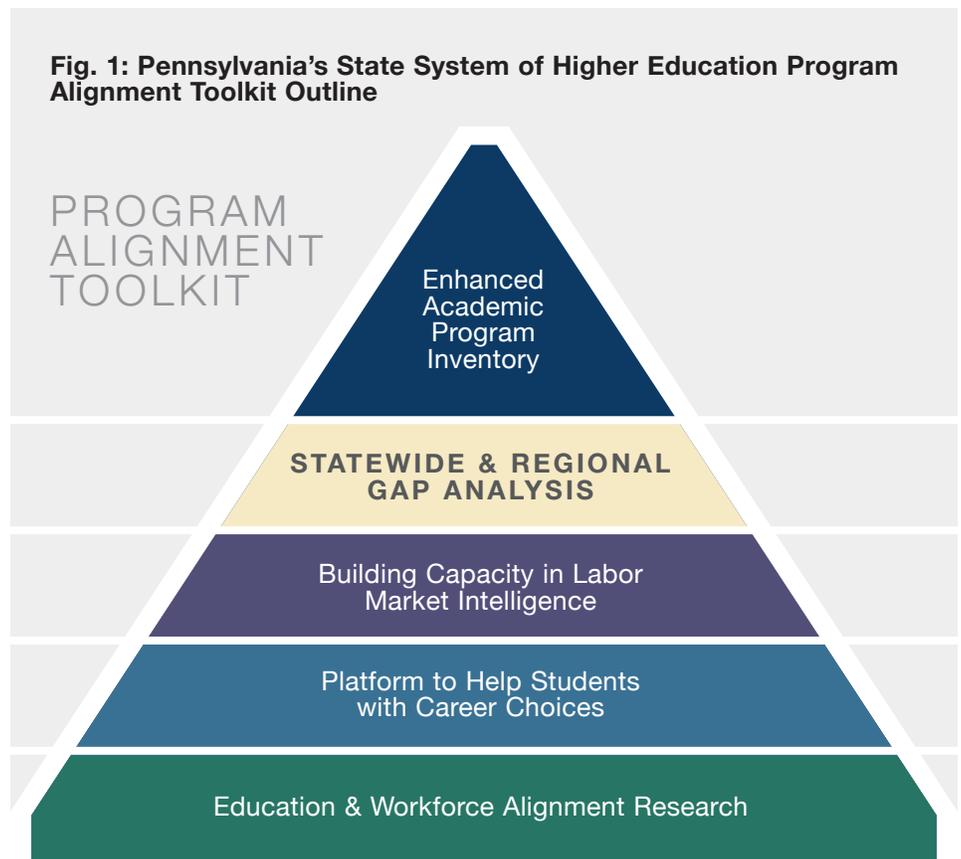
3 Pennsylvania’s Workforce Characteristics Report—a collaboration between the Pennsylvania State System of Higher Education and Oxford Economics with input from Georgetown University’s Center on Education and the Workforce, provides detailed demand-side projections for occupations within Pennsylvania, as well as other labor market intelligence for skilled occupations.

4 *Degrees of Value: College Majors and the Pennsylvania State System’s Contribution to the Workforce* is an education and workforce analysis of the Commonwealth with a particular emphasis on the State System’s Universities’ output produced by Georgetown University’s Center on Education and the Workforce.

employed in specific occupations and the degrees that those workers earned. The goal of this report is to understand this relationship in the context of Pennsylvania’s projected skilled workforce needs and education output.

This study and the broader set of deliverables under the State System’s Supply/Demand Gap Analysis Project will assist universities and education planners by providing an infrastructure of resources for internal planning, as well as external engagement. Understanding key gaps and surpluses within Pennsylvania helps to better align policy and strategic direction in order to continue supporting the talent needs of the Commonwealth.

The results of the State System’s Supply/Demand Gap Analysis project will become part the State System’s Program Alignment Toolkit (see Fig. 1 below)—an infrastructure of resources that are being created to assist the State System’s universities to increase their individual and collective impact on Pennsylvania’s economy. The Program Alignment Toolkit complements the existing Business Intelligence Environment the State System has created to support data driven decision-making. This environment includes forward-thinking, data-rich projects such as the Financial Risk Dashboard, the Data Warehouse project, and the upcoming Student Success Dashboard.



ABOUT PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION

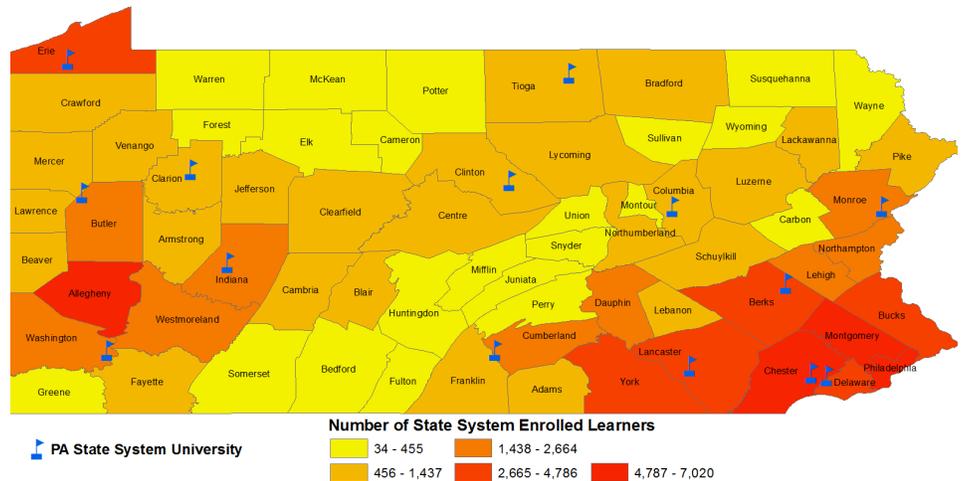
Pennsylvania's State System of Higher Education was established by statute on July 1, 1983, although the 14 universities that comprise the State System have a much longer history dating back to the 19th century.

Today, the State System serves over 110,000 students, with learners coming from every county in Pennsylvania, making it among the largest providers of higher education in Pennsylvania and the United States. It also employs more than 12,000 faculty and staff, making it one of the largest employers in the Commonwealth. Nearly 88% of students enrolled in the State System are from Pennsylvania and the vast majority of students remain after graduation—about 80%.*

The State System generates more than \$6.7 billion in annual economic activity within Pennsylvania. This economic value in turn supports approximately 62,000 jobs through the State System's direct employment, operational expenditures with vendors and suppliers across Pennsylvania, and spending of those who are employed as a result of the State System's operations.

* Pennsylvania's State System of Higher Education – Student Data Fact Center
 ** The State System's Economic and Employment Impact on the Commonwealth of Pennsylvania – Released April 15, 2015

Fig. 2: State System Learner Enrollment by County – Fall 2014



Source: Pennsylvania State System of Higher Education

1.1 Goal of the Supply/Demand Gap Analysis Report

This Supply/Demand Gap Analysis Report is specific to Slippery Rock University's (SRU) workforce region. It builds on information provided in an earlier State System report entitled Slippery Rock University's Workforce Characteristics Technical Report. In the Workforce Characteristics Report, SRU's workforce region was defined to include the following counties: Allegheny, Beaver, Butler, Lawrence, Mercer, and Westmoreland. The report also contains a set of economic, workforce, demographic, and socio-economic information to contextualize the Supply/Demand Gap Analysis.

The Supply/Demand Gap Analysis Report provides a data-driven perspective of employer demand (growing occupations across the region) and postsecondary education supply (degree production by program and level). The report will assist the State System universities with strategic engagement, program development and evaluation, student engagement, and marketing. The Supply/Demand Gap Analysis Report contains research specific to SRU's workforce region in the following areas:

- Industry sector and occupation job changes and projections for new and replacement job demand to 2024;
- Size of education production by broad degree category;
- Links between occupations and education programs; and
- Analysis of gaps at the occupational level (presenting a structure to review occupations that have excess employer demand as well as those that have surplus).

While the State System's Gap Analysis project is critical to understanding the connections between education programs and occupations, it is important to note a few caveats to this Supply/Demand Gap Analysis Report:

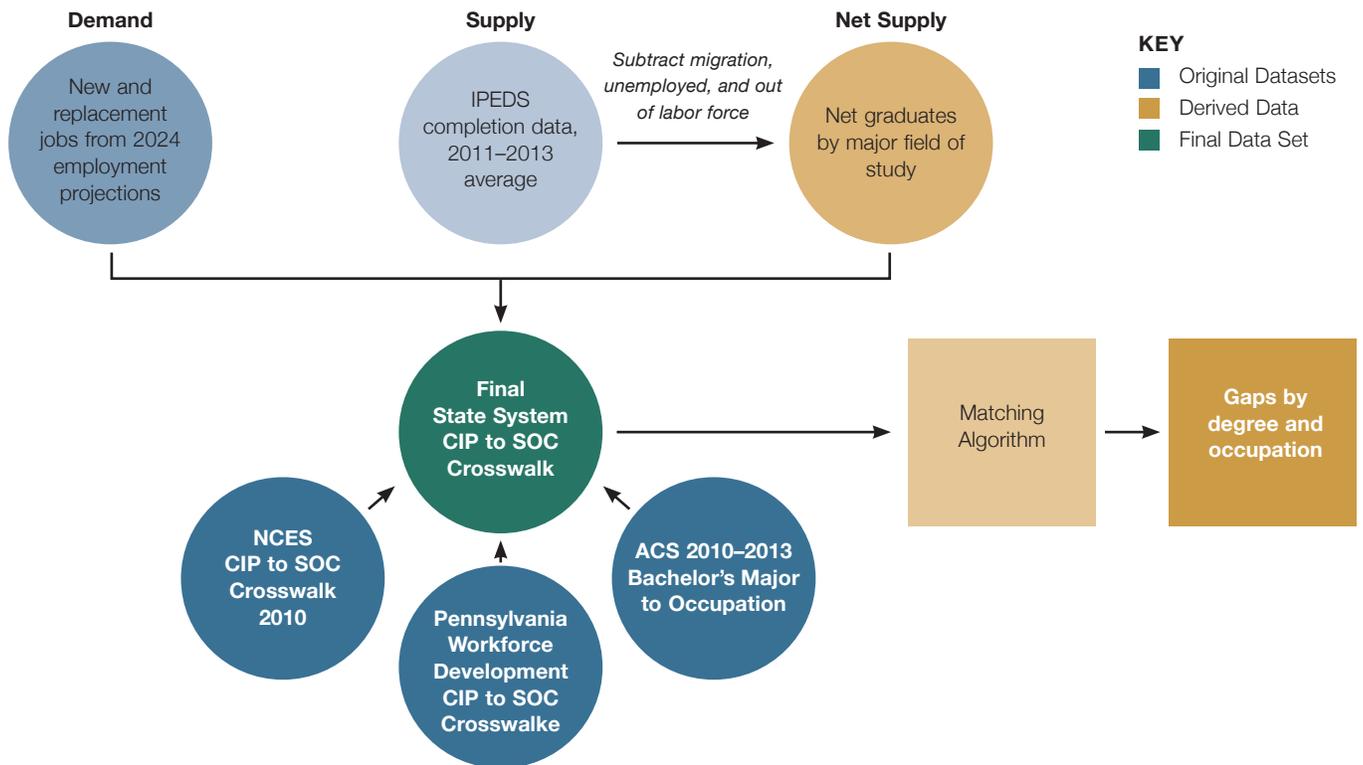
- When considering making adjustments to programs in degree areas related to occupations displaying gaps, further research should be considered to confirm the extent of alignment needed to arrive at equilibrium with the labor market.
- Government data that captures labor market demand lags real-time employer demand as well higher education industry trends. As such, the gap analysis findings may lag these market changes.
- This analysis only focuses on program output as a supply pool (i.e. new graduates). However, regional workforces comprise additional

ABOUT GAP ANALYSIS

A gap analysis comparing educational supply and occupational demand serves as a critical first step in efforts to align education programs with the workforce needs of Pennsylvania employers. A gap analysis provides a data-driven perspective of demand and supply, which can be connected to a larger process of program evaluation and strategic planning, engagement with employers, and student career guidance. The analysis itself is not the solution, but can lend credible insight to guide decision-making at the strategic level.

Fig. 3 provides a high-level flow chart of the process to calculate gaps/surpluses. A methodological description of the supply/demand gap modeling process can be found in Appendix E.

Fig. 3: Overview of the gap analysis methodology for the State System



Source: Oxford Economics

pools of supply—specifically: employed workers, skilled unemployed workers, and skilled underemployed workers. When evaluating gaps, this analysis focuses on new and replacement demand, as opposed to job churn. This helps to mitigate some of the issues involving the employed workforce.

1.2 Structure of the Gap Analysis Report

This Supply/Demand Gap Analysis report for SRU's workforce region is organized as follows:

- Section 1** Introduction and background information.
- Section 2** Overview of changes in SRU's workforce region industry sectors from a historic and projected point of view, as well as fast growing and most competitive industries.
- Section 3** Overview of changes in SRU's workforce region occupations including additional detail on skilled occupations as well as high demand occupations, the fastest growing occupations, and occupations that are highly concentrated in SRU's workforce region.
- Section 4** Evaluation of output of education programs at the associate's, bachelor's, and graduate level, as well as the State System's contribution to the total output of bachelor's degrees.
- Section 5** Comparison of demand for skilled occupations against supply of relevant education program completions.
- Section 6** Conclusion and areas of future research.
- Section 7** Additional information on the Gap Analysis project and contributing organizations.
- Section 8** List of key data sources used in the report.

While the main body of this report provides a high level summary, the Appendices provide an abundance of information for those seeking additional detail.

Appendix A provides a map of the state sub-region boundaries along with economic development and workforce boundaries as defined by PREP and WIA.

Appendix B provides a description of O*NET Job Zone codes.

Appendix C provides further detail about strong, limited and weak connections between education programs and occupations.

Appendix D provides detailed industry employment and projections to 2024.

Appendix E provides a crosswalk and gap analysis methodology.

Appendix F provides gap analysis results for over 500 occupations.

Appendix G provides the crosswalk of programs to occupations.

2. INDUSTRY PROFILE OF SLIPPERY ROCK UNIVERSITY'S WORKFORCE REGION

Industry growth is a key driver of demand for occupations and talent. Hence, understanding the structure of SRU's workforce region industry sectors offers valuable insights into career opportunities that exist. As the State System implements strategies to increase the economic competitiveness of its workforce and ultimately the economic competitiveness of the state, it is important to understand the connection between occupations and industry jobs. The state's workforce changes and labor demand are presented in multiple ways in this section including:

- Major (2-digit) industries;
- Largest 4-digit industries in 2014;
- Largest growth 4-digit industries from 2014 to 2024;
- Fastest growing 4-digit industries from 2014 to 2024; and
- Industries (4-digit) with high location quotient (or concentration) in 2014.

This section explores the current strengths in the economy of SRU's workforce region by industry and examines trends that may affect industry structure in the coming years. A table of all 4-digit North American Industrial Classification System (NAICS) sector employment and projections for the region can be found in Appendix D.

The following sub-section begins the analysis by examining major industry groups in SRU's workforce region in 2010 and 2014 as well as projected growth to 2024.

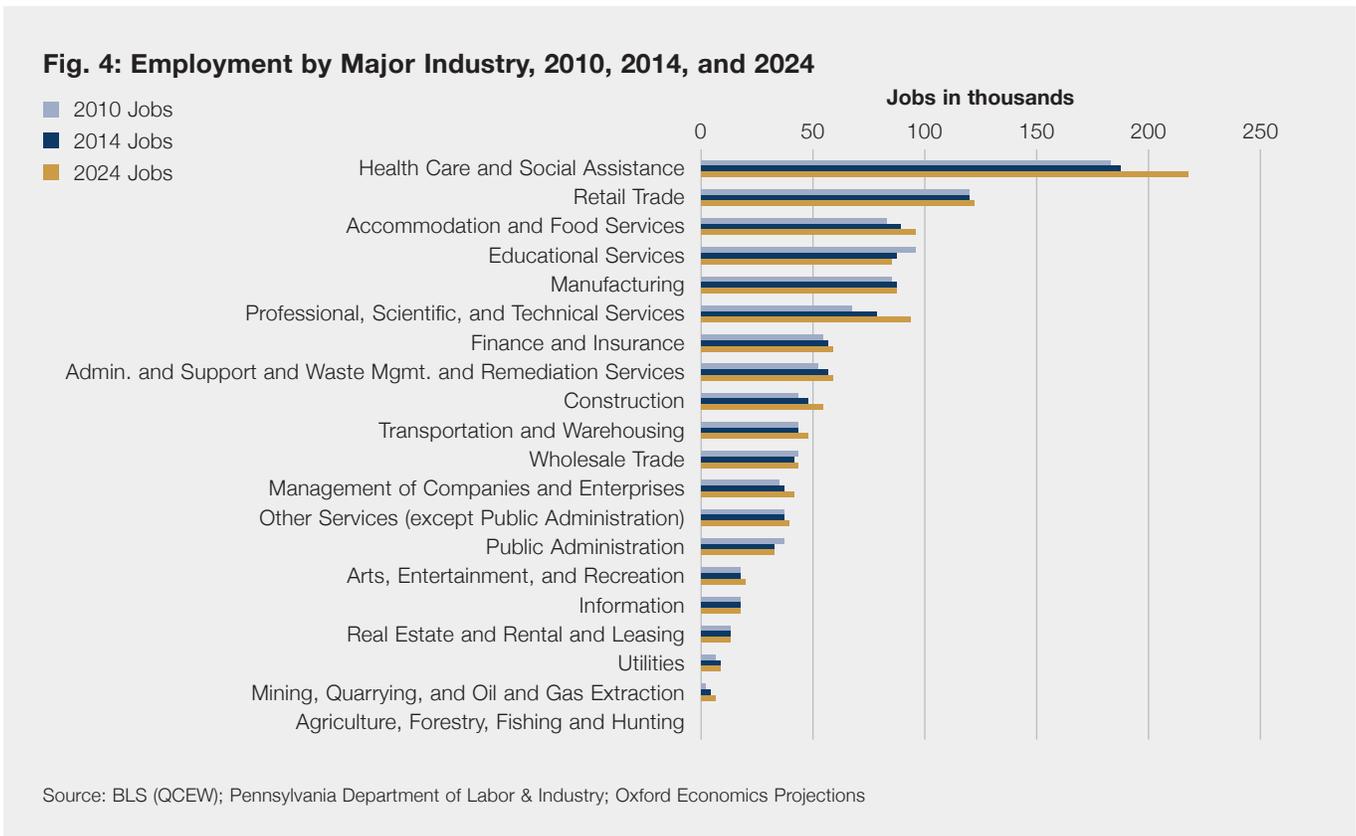
2.1 Major Industry Groups

In 2014 the largest 2-digit industries in SRU's workforce region include education and health services, trade, transportation and utilities, and manufacturing. As can be seen in Fig. 4, healthcare and social assistance account for the most jobs (about 186,700 jobs), followed by retail trade, accommodation and food services, education services, and manufacturing.

Furthermore, each of these industry sectors, except education services, added a significant number of new jobs between 2010 and 2014, reflecting both economic recovery from the recession, as well as continued sector growth. Projections indicate that healthcare and social assistance will add an additional 29,500 new jobs in the region between 2014 and 2024 (16% growth). Professional, scientific, and technical services is projected to add 9,000 new jobs (20% growth)—which will require talent in various disciplines to support this growth.

Substantial economic transformation is taking place across several sectors. While many sectors have experienced moderate or strong growth over the past several years, noted exceptions of job decline include government, education and information. The causes of these reductions may differ. For example, reductions in government employment could reflect changes in legislative priorities and budgets, while reductions in information are largely due to the decline in newspaper and book publishers. This, however, is offset by substantial growth in other sectors discussed earlier.

Fig. 4 depicts the number of jobs in 2010, 2014 and projections out to 2024 for each of the broad industry sectors.



2.2 Largest 4-Digit Industries

The largest 4-digit industries in SRU's workforce region are identified by the volume of 2014 employment. Industry sectors that employ the most workers are critical foundations to a regional economy. In SRU's workforce region, the ten largest 4-digit industry classifications employed 33% of total jobs in 2014 (348,500 jobs out of 1.1 million total jobs in the region). The largest industries include restaurants, elementary and secondary schools, and general medical and surgical hospitals. Fig. 5 displays the region's ten largest 4-digit industry sectors in 2014 and projections to 2024.

Fig. 5: Slippery Rock University's Workforce Region Largest 4-Digit Industries and Projections, 2014-2024

Industry Title	2014 Jobs	2024 Jobs	New Jobs 2014-2024	% Change 2014-2024
Restaurants and Other Eating Places	69,762	75,133	5,371	7.7%
General Medical and Surgical Hospitals	51,854	55,400	3,546	6.8%
Elementary and Secondary Schools	47,582	44,766	-2,816	-5.9%
Management of Companies and Enterprises	37,526	41,202	3,676	9.8%
Colleges, Universities, and Professional Schools	30,737	31,329	592	1.9%
Offices of Physicians	24,329	26,318	1,989	8.2%
Depository Credit Intermediation	24,244	22,516	-1,728	-7.1%
Executive, Legislative, and Other General Government Support	23,689	22,711	-978	-4.1%
Grocery Stores	20,049	17,681	-2,368	-11.8%
Individual and Family Services	18,718	24,624	5,906	31.6%
Total, 10 Largest	348,490	361,680	13,190	3.8%

Source: BLS (QCEW); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

2.3 Largest Growth 4-Digit Industries

The largest sectors are not necessarily generating the most new jobs in SRU's workforce region. Projections indicate that the top ten largest growth industries in the region will add almost 39,100 new jobs between 2014 and 2024. Some industries in the top ten largest growth list employ several occupations that require university-level skill specializations. For example,

- **General medical and surgical hospitals** employ a diverse range of health care professionals at multiple levels of educational attainment. This includes professions from surgeons to medical secretaries, as well as a range of nursing professions such as nursing assistants, licensed practical nurses and registered nurses. Projections indicate the industry will add 3,500 new jobs between 2014 and 2024.
- **Computer systems design and related services** employ many skilled occupations such as software developers, computer system analysts, computer programmers and computer user support specialists. Most people employed in these occupations have at least a bachelor's degree. Projections indicate the industry will grow by nearly 6,300 new jobs between 2014 and 2024.

Industry sectors that are projected to add significant numbers of new jobs to SRU's workforce region over the next ten years will provide opportunities to establish stronger business collaboration and course alignment to these sectors. Furthermore, State System universities currently offer a range of degree programs in business and health fields that align well to opportunities within these high-growth sectors. Fig. 6 below displays the ten largest growth industries projected to 2024.

Fig. 6: Slippery Rock University's Workforce Region Top 10 Largest Growth Sectors and Projections, 2014-2024

Industry Title	2014 Jobs	2024 Jobs	New Jobs 2014-2024	% Change 2014-2024
Computer Systems Design and Related Services	13,748	19,998	6,250	45.5%
Individual and Family Services	18,718	24,624	5,906	31.6%
Restaurants and Other Eating Places	69,762	75,133	5,370	7.7%
Home Health Care Services	9,454	13,661	4,207	44.5%
Management of Companies and Enterprises	37,526	41,202	3,676	9.8%
General Medical and Surgical Hospitals	51,854	55,400	3,546	6.8%
Offices of Other Health Practitioners	10,198	13,423	3,224	31.6%
Other Financial Investment Activities	4,634	7,124	2,490	53.7%
Nursing Care Facilities (Skilled Nursing Facilities)	16,509	18,736	2,227	13.5%
Employment Services	16,966	19,155	2,188	12.9%
Total, 10 Largest Growth	249,369	288,456	39,084	15.7%

Source: BLS (QCEW); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

2.4 Fastest Growing 4-Digit Industries

The fastest growing 4-digit industries are identified by the highest relative change (percent change) projected to occur between 2014 and 2024. The fastest growing industries represent emerging sectors within SRU's workforce region that may present opportunities for collaboration and support from postsecondary education and training institutions. Given the aging population in the U.S. and Pennsylvania, the health care sector is driving demand for workers. The fastest growing industries in SRU's workforce region include other financial investment activities, computer systems design and related services, home health care services, support activities for road transportation, facilities support services, specialized design services, veneer, plywood, and engineered wood product manufacturing, oil and gas extraction, other pipeline transportation, and outpatient care centers.

Fig. 7 depicts the fastest growing industries in SRU's workforce region and the projected growth from 2014 to 2024 and Fig. 8 displays the employment in the fastest growing industries, projected job growth, and 10-year new jobs.

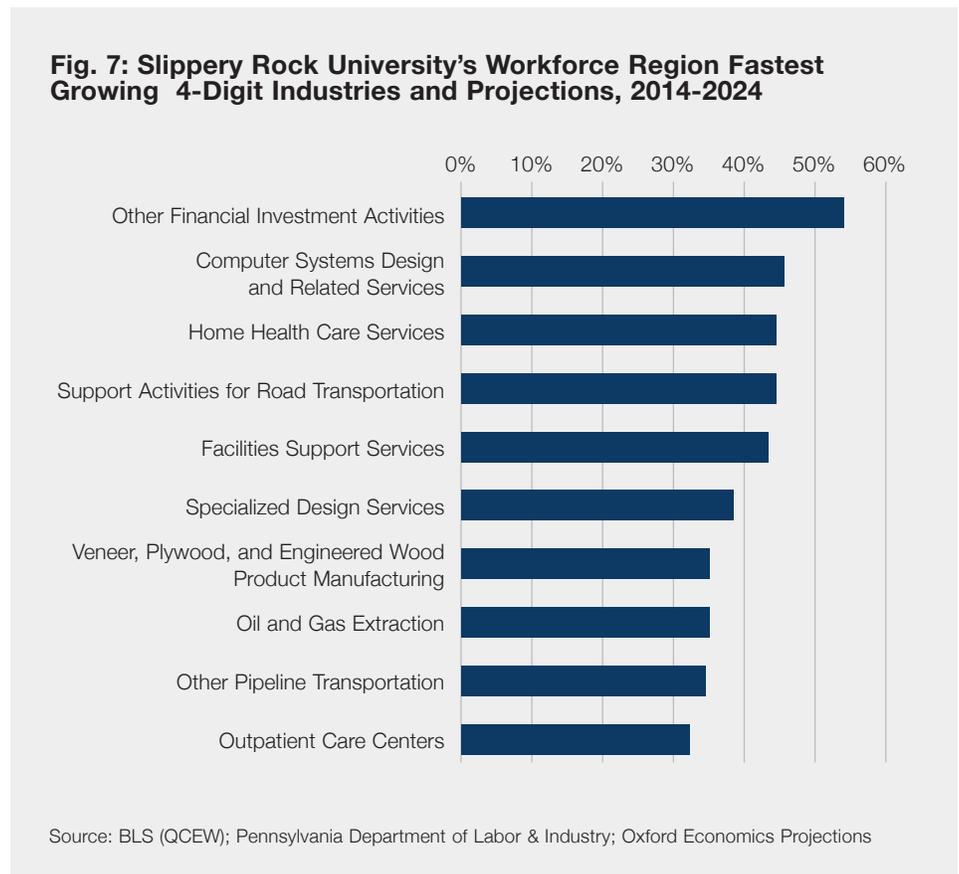


Fig. 8: Slippery Rock University’s Workforce Region Fastest Growing 4-Digit Industries and Projections, 2014-2024

Industry Title	2014 Jobs	2024 Jobs	New Jobs 2014-2024	% Change 2014-2024
Other Financial Investment Activities	4,634	7,124	2,490	53.7%
Computer Systems Design and Related Services	13,748	19,998	6,250	45.5%
Home Health Care Services	9,454	13,661	4,207	44.5%
Support Activities for Road Transportation	925	1,336	411	44.4%
Facilities Support Services	920	1,317	397	43.2%
Specialized Design Services	943	1,307	364	38.6%
Veneer, Plywood, and Engineered Wood Product Manufacturing	325	439	114	35.1%
Oil and Gas Extraction	1,847	2,493	646	35.0%
Other Pipeline Transportation	73	98	25	34.2%
Outpatient Care Centers	6,670	8,821	2,151	32.2%
Total, 10 Fastest Growing	39,539	56,594	17,055	43.1%

Source: BLS (QCEW); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

2.5 Concentration of Industries

Certain industries in SRU’s workforce region have a greater concentration within the region as compared to the nation. A location quotient (LQ) for an industry provides perspective on statewide concentration in industry classifications. When evaluated jointly with the industry employment data, one gains a sense of the industry sectors that might benefit from efforts to align educational opportunities with economic development (i.e. industries that State System universities may consider engaging in larger conversations about aligning employer and educational needs).

Location quotients equal to 1 indicate that the area’s industry concentration is equal to the national concentration of the same industry. Industries with higher location quotients (usually greater than 1.2) indicate that a region has a concentration in the production of that good or service, relative to the rest of the nation. A value of 1.5 indicates that industry employment within the region is 1.5 times more concentrated than the U.S. average. A location quotient below 1 indicates that industry employment within the region is less concentrated compared to the U.S. average. Note: High employment industries do not necessarily result in large location quotients, as this is a relative statistic.

The location quotient chart provides three key pieces of information. The vertical axis indicates the location quotient value. The horizontal axis indicates whether the industry sector is projected to grow or decline over the next 10 years. The size of the bubble indicates the size of employment in the industry.

Industries with high LQ's that are adding new jobs suggest that the comparative regional advantage may be creating further job growth. When viewed together, large employment industries (large bubbles) that have high concentrations (high LQs) and add new jobs (high growth), are significant driving forces for regional growth and advancement.

Industry sectors that are highly concentrated in SRU's workforce region include: iron and steel mills and ferroalloy manufacturing, railroad stock manufacturing, steel product manufacturing from purchased steel, and clay product and refractory manufacturing.

Fig. 9 displays the most concentrated industries (as measured by LQ) for SRU's workforce region at the 4-digit NAICS level in 2014. The figure reflects the comparative advantage SRU's workforce region enjoys in various manufacturing sectors (both advanced and non-advanced). Warehousing and storage also shows high levels of concentration, highlighting those sectors that support the strong manufacturing base.

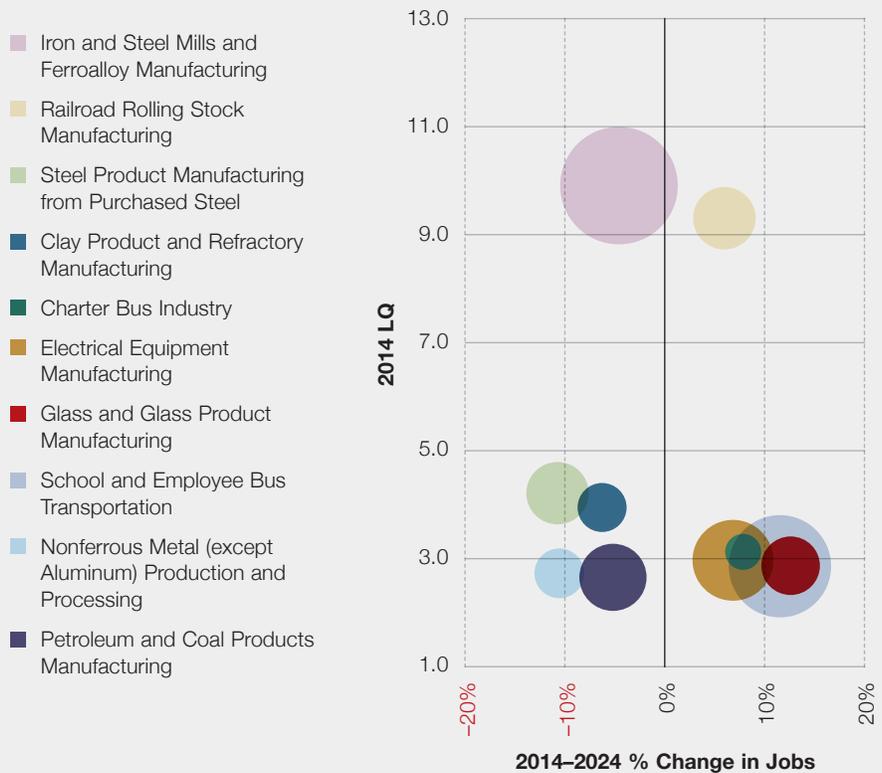
The next section provides information on occupational employment and describes the types of jobs people hold in SRU's workforce region.

How to read a Location Quotient chart

The location quotient (LQ) bubble chart provides three key sources of information: level of concentration, as indicated by the LQ value, the % change in the variable measured—industries and occupations in this report—and the number of jobs employed. The LQ value is located on the vertical chart. As described above, values above the 1 on the vertical axis indicate higher levels of concentration compared to the national average. Bubbles that are situated above zero on the horizontal axis indicate positive job growth. Finally, larger bubbles indicate that the employment within the measured indicate larger levels of employment.

If one were to divide the bubble chart into sections, bubbles with LQ's greater than 1 located in the upper right hand section indicate highly concentrated industries that are projected to grow, whereas bubbles with LQ's greater than 1 in the left side indicate highly concentrated industries that are projected to decline. Similarly, LQ's less than one but on the right side, indicate job growth, but with a low concentration of employment, relative to the US average. Finally, LQ's less than one and on the left side indicate a low level of employment concentration with projected job loss.

Fig. 9: Slippery Rock University's Workforce Region Most Concentrated 4-Digit Industries and Projected Growth, 2014-2024



Source: BLS (QCEW); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

Fig. 10: Slippery Rock University's Workforce Region Most Concentrated 4-Digit Industries and Projected Growth, 2014-2024

Industry Title	2014 LQ	2014 Jobs	% Change 2014-2024
Iron and Steel Mills and Ferroalloy Manufacturing	9.9	7,005	-4.5%
Railroad Rolling Stock Manufacturing	9.3	1,964	6.0%
Steel Product Manufacturing from Purchased Steel	4.2	1,951	-10.6%
Clay Product and Refractory Manufacturing	3.9	1,191	-6.3%
Charter Bus Industry	3.1	722	7.8%
Electrical Equipment Manufacturing	3.0	3,307	6.9%
Glass and Glass Product Manufacturing	2.9	1,831	12.6%
School and Employee Bus Transportation	2.9	5,484	11.6%
Nonferrous Metal (except Aluminum) Production and Processing	2.7	1,313	-10.5%
Petroleum and Coal Products Manufacturing	2.7	2,261	-5.1%

Source: BLS (QCEW); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

3. OCCUPATIONAL PROFILE OF SLIPPERY ROCK UNIVERSITY'S WORKFORCE REGION

Examining occupational employment data reveals the importance of skills, experience and knowledge of workers. It showcases the types of jobs in which SRU's workforce region workforce is currently employed and projected to be employed by 2024. When evaluating occupation employment and demand, it is important to note that an occupation can be found in many different industry sectors. For example, every major industry sector employs accountants and auditors to maintain books, payroll, and ensure reporting compliance. This analysis compiles occupational employment across all industry sectors and reports the total number of jobs, median annual wages, and demand (10-year new and replacement jobs) for each occupation classification. The analysis also considers the educational attainment level that is typically required to gain employment in an occupation.

The region's workforce changes and labor demand are presented in multiple ways in this section including:

- Major occupation groups (2-digit SOC);
- Skilled occupations;
- Largest detailed occupations (6-digit SOC) in 2014;
- Occupations (6-digit SOC) with high location quotient (or concentration) in 2014; and
- Occupations aligning to educational attainment at the associate degree level as well as the bachelor's and graduate degree level, specifically:
 - Top high demand occupations (6-digit SOC) from 2014 to 2024, and
 - Fastest growing occupations (6-digit SOC) from 2014 to 2024.

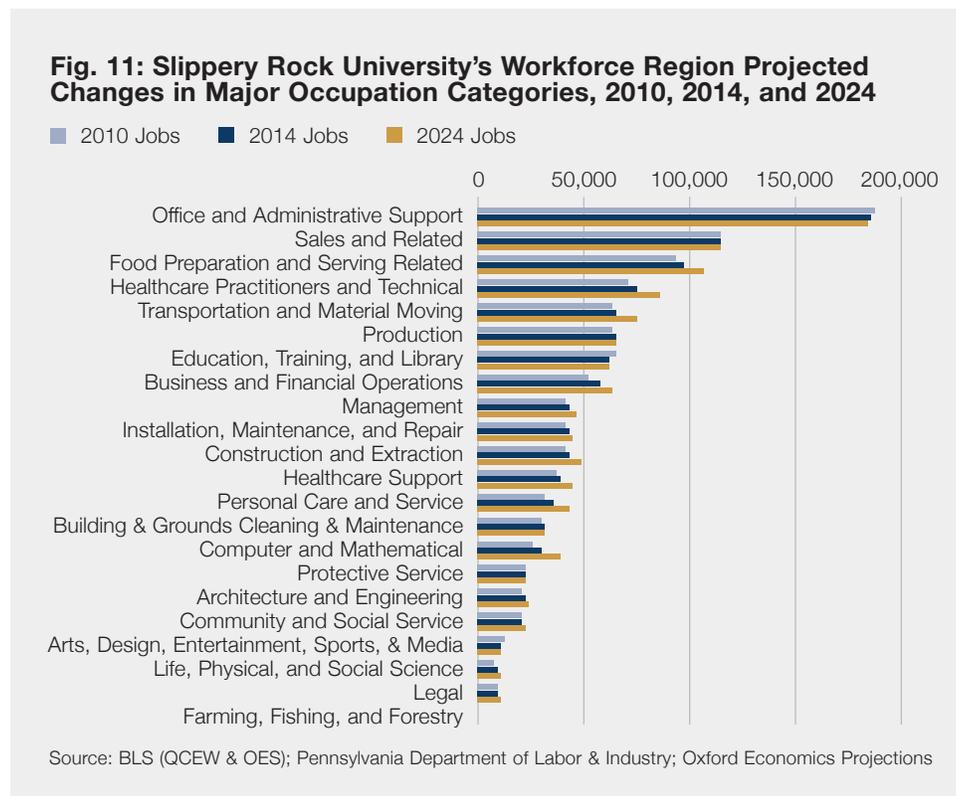
The following sub-section begins the analysis by examining major occupation groups in SRU's workforce region in 2014 and projected growth to 2024.

3.1 Major Occupation Groups

In SRU’s workforce region, several occupation categories are projected to grow over the next 10 years, from 2014 to 2024, as well as require a significant level of replacement labor.⁵ Certain major occupation categories—at the 2-digit Standard Occupation Classification (SOC) level—have experienced substantial growth in recent years and are expected to continue to lead the pack to 2024. Between 2010 and 2014 SRU’s workforce region experienced growth in several occupation categories, which are typically aligned with postsecondary education. These include:

- Healthcare practitioners and technical occupations;
- Business and financial operations occupations; and
- Computer and mathematical occupations.

Furthermore, these three occupation categories are projected to add 26,700 new jobs between 2014 and 2024 and will account for over one third of the total projected occupation job growth in SRU’s workforce region.



5 This estimate accounts for the need to replace workers who leave an occupation permanently due to retirement, death, or a change in occupation.

Identifying Skilled Occupations

For this analysis a “skilled” occupation is defined as an occupation in O*NET Job Zones* Three, Four or Five. The O*NET program is the nation’s primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation.** Most occupations in Job Zone Three require training in vocational schools, related on-the-job experience, or an associate’s degree. Most occupations in Job Zone Four require a four-year bachelor’s degree, but some do not. Most occupations in Job Zone Five require graduate school. For example, they may require a master’s degree, and some require a Ph.D., M.D., or J.D. (law degree).

For a more detailed description of O*NET Job Zones and training requirements see Appendix B.

* <https://www.onetonline.org/help/online/zones>
 ** <http://www.onetcenter.org/overview.html>

3.2 Skilled Occupations Overview

SRU’s workforce region had 1.06 million jobs in 2014, a number which is projected to grow to 1.14 million in 2024—an increase of about 77,500 jobs or a 7.3 percent change. It is important to note that the share of SRU’s workforce region jobs that will require some postsecondary education will increase from 2014 to 2024, showing the employer demand for skilled workers will continue to grow. The growth in jobs that require some level of postsecondary education in 2024 is projected to be 9.5 percent as compared to 5.0 percent for those that do not require postsecondary education. These are defined as skilled jobs or skilled occupations in the State System’s Gap Analysis Project using terminology from the O*NET program.

Fig. 12 shows the number of jobs in SRU’s workforce region by skilled occupations (Job Zones 3-5) and low skilled occupations (Job Zones 1-2) in 2014 as well as projected growth to 2024 for each set of occupations.

Fig. 12: Slippery Rock University’s Workforce Region Projected Job Growth by Job Zone, 2014-2024

	2014	2024	% Change 2014-2024	Share 2014	Share 2024
SRU workforce region, Total Jobs	1,057,818	1,135,293	7.3%	100%	100%
Job Zones 1-2 (Low Skilled)	520,061	546,207	5.0%	49%	48%
Job Zones 3-5 (Skilled)	537,757	589,086	9.5%	51%	52%

Source: BLS (QCEW); Pennsylvania Department of Labor & Industry, O*NET; Oxford Economics Projections

3.3 Largest Occupations

Top occupations in the state are driven by industry composition. Medical centers employ a cadre of health professionals, while enterprise management companies employ a range of business professionals. Given the dominating presence of health care and social assistance, accommodation and food services, retail trade and manufacturing establishments in SRU’s workforce region, top occupations include: retail salespersons, food preparation and serving workers, cashiers, registered nurses, and office clerks. Fig. 13 highlights the top occupations in the state, 10-year job growth projections, and new and replacement jobs.⁶ The Job Zone is also included to indicate skill level for each occupation.⁷

6 New and replacement job change takes into account demand for occupations based on: industry growth (new jobs), occupation productivity, workforce ageing (retirements and deaths), migration and other factors that would contribute to new and replacement job openings.
 7 Job Zone One and Two represent low-skilled occupations and Job Zone Three, Four and Five represent skilled occupations.

Fig. 13: Largest Occupations in Slippery Rock University's Workforce Region and Projected Growth, 2014-2024

Occupation Title	Job Zone	2014	2024	% Change 2014-2024	10-year New and Replacement Jobs
Retail Salespersons	2	38,632	40,848	5.7%	16,241
Combined Food Preparation and Serving Workers, Including Fast Food	1	26,907	30,385	12.9%	15,036
Cashiers	1	26,302	23,842	-9.4%	9,909
Registered Nurses	3	25,458	29,434	15.6%	9,132
Office Clerks, General	2	24,344	22,913	-5.9%	4,175
Customer Service Representatives	2	21,514	23,128	7.5%	8,114
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3	20,538	22,737	10.7%	4,867
Waiters and Waitresses	1	19,498	21,374	9.6%	12,195
Laborers and Freight, Stock, and Material Movers, Hand	2	16,551	19,431	17.4%	8,844
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	2	15,702	15,761	0.4%	3,659
Nursing Assistants	2	14,021	15,986	14.0%	4,797
Stock Clerks and Order Fillers	2	13,548	12,718	-6.1%	3,903
Bookkeeping, Accounting, and Auditing Clerks	3	12,814	13,626	6.3%	2,080
General and Operations Managers	4	12,422	14,265	14.8%	4,054
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4	11,730	10,844	-7.6%	1,839

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

3.4 Concentration of Occupations

Growth in areas of comparative advantage provides career opportunities that reflect statewide workforce concentration. Just as industry location quotient analysis is used to determine industry concentration, occupation location quotient analysis is used to evaluate specializations that exist within SRU's workforce, which may indicate the presence of key occupation clusters. A classic example of one such cluster would be Silicon Valley's large concentration of IT and computer programming occupations. The presence of occupation concentration (especially skilled occupations) indicates areas of opportunity for postsecondary institutions to support workforce needs for occupations that have strong employment advantages within the region.

Location quotients equal to 1 indicate that the area's occupation concentration is equal to the national concentration of the same occupation. Occupations with higher location quotients (usually greater than 1.2) indicate that a region

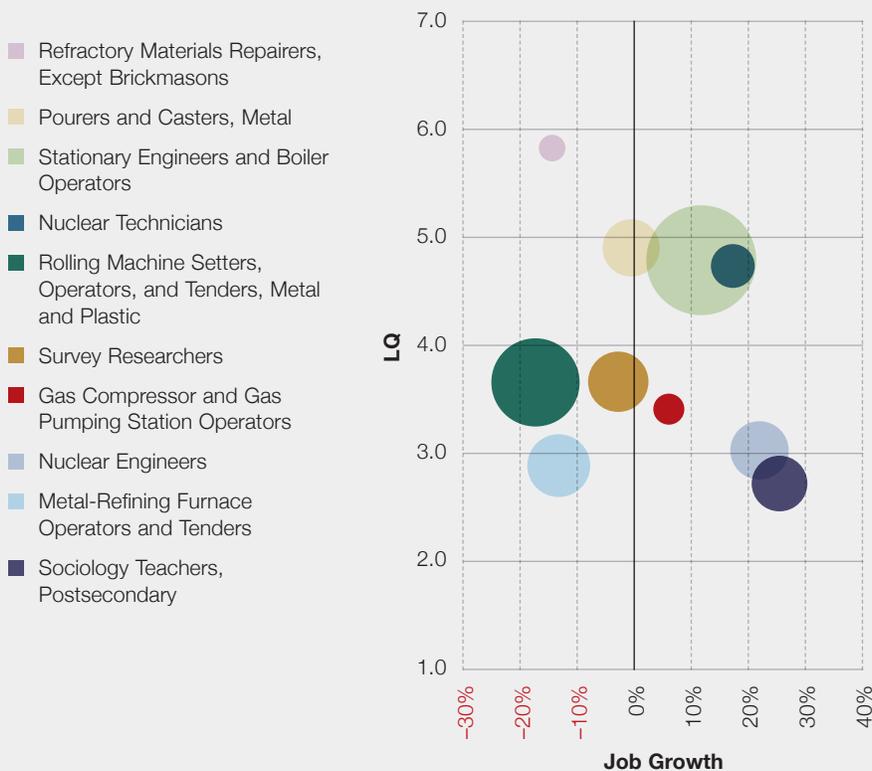
has a concentration or comparative advantage in the occupation, relative to the rest of the nation. A value of 1.5 indicates that occupation employment within the region is 1.5 times more concentrated compared to the U.S. average. A location quotient below 1 indicates that occupation employment within the region is less concentrated compared to the U.S. average. Note: High employment occupations do not necessarily result in large location quotients, as this is a comparative statistic.

The location quotient chart provides three key pieces of information. The vertical axis indicates the location quotient value. A value of 1.5 indicates that employment within the region is 1.5 times more concentrated compared to the average region in the U.S. The horizontal axis indicates whether the occupation is projected to grow or decline over the next 10 years. Occupations with high LQ's that are adding new jobs suggest that the comparative regional advantage may be creating further employment opportunities. The size of the bubble indicates the number of jobs within the occupations. When viewed together skilled occupations with large employment (large bubbles) that have comparative advantages (high LQs) and are adding new jobs (high growth), are likely critical areas of regional workforce needs and warrant closer evaluation of program availability and completion to support statewide workforce demand.

Occupations that are highly concentrated in SRU's workforce region include: refractory materials repairers, except brickmasons; pourers and casters, metal; stationary engineers and boiler operators; and nuclear technicians.

Fig. 14 illustrates the LQ, projected job change and employment size of the top 10 most concentrated occupations (as measured by LQ) in SRU's workforce region in 2014. Fig. 15 below provides detailed data on the occupations, including LQ, 2014 jobs, projected 2024 jobs and projected percent change in jobs.

Fig. 14: Slippery Rock University's Workforce Region Most Concentrated Occupations and Projected Growth, 2014-2024



Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

Fig. 15: Slippery Rock University's Workforce Region Most Concentrated Occupations and Projected Growth, 2014-2024

Occupation Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
Refractory Materials Repairers, Except Brickmasons	5.8	79	68	-13.9%
Pourers and Casters, Metal	4.9	372	370	-0.6%
Stationary Engineers and Boiler Operators	4.8	1,408	1,573	11.7%
Nuclear Technicians	4.7	237	277	16.9%
Rolling Machine Setters, Operators, and Tenders, Metal and Plastic	3.7	959	792	-17.4%
Survey Researchers	3.7	443	429	-3.1%
Gas Compressor and Gas Pumping Station Operators	3.4	126	133	5.6%
Nuclear Engineers	3.0	394	479	21.6%
Metal-Refining Furnace Operators and Tenders	2.9	473	409	-13.4%
Sociology Teachers, Postsecondary	2.7	359	450	25.3%

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

3.5 Occupations Aligning to Associate's Degrees

SRU's workforce region employment projections to 2024 conducted by the State System's Gap Analysis project indicate significant growth in many occupations that align with postsecondary education. Occupations that generally align to associate's degree programs are categorized as Job Zone Three.

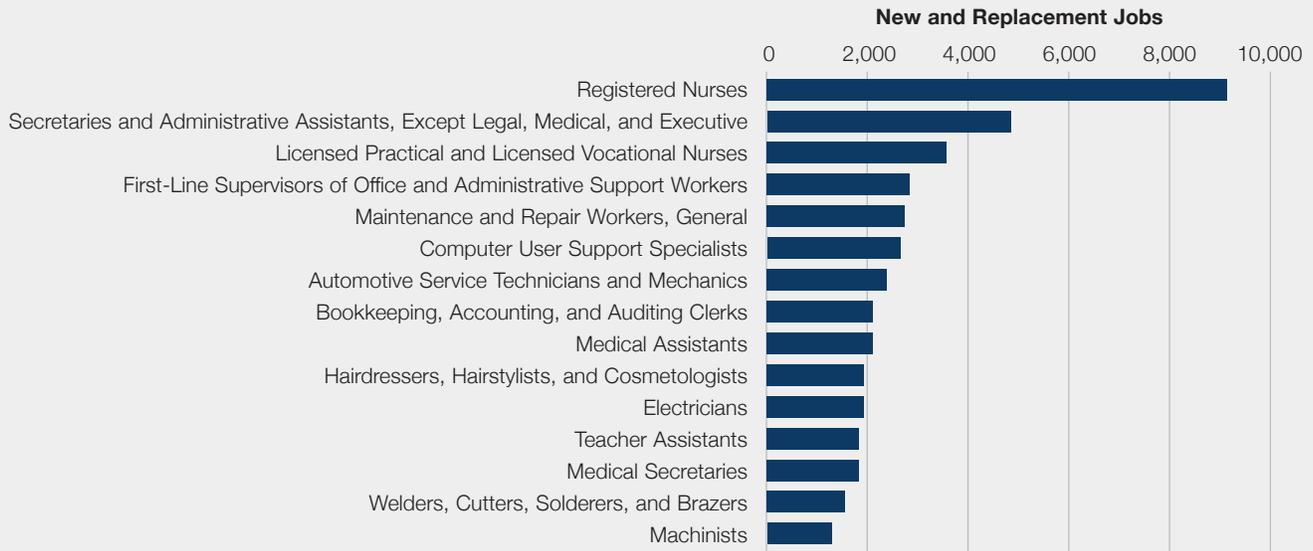
There are over 200 Job Zone Three occupations. Looking ahead, many Job Zone Three occupations show significant growth and demand. In SRU's workforce region, projections indicate 9.0 percent growth in Job Zone Three jobs between 2014 and 2024. Job demand is further emphasized through both new job growth and replacement job openings as workers in the profession retire, relocate, or change jobs. The projected new and replacement demand for Job Zone Three occupations is 86,900 between 2014 and 2024.

3.5.1 Top High Demand Occupations Aligning to Associate's Degrees

High demand occupations are identified as having the largest projected new and replacement demand between 2014 and 2024. The top high demand occupations in the region are largely driven by industry demand for skilled workers and typically the largest occupations in the region. However, career changes and the demographic characteristics of those who are currently employed—specifically age—also influence replacement demand. Occupations that employ an older demographic, specifically those aged 55 and older, will face increasing pressure to replace workers as older workers approach retirement age.

High demand occupations aligned to associate's degrees include: registered nurses, licensed practical and licensed vocational nurses, and secretaries and administrative assistants. Fig. 16 and Fig. 17 highlight SRU's workforce region top high demand occupations aligning to associate's degrees, projected job growth, and 10-year new and replacement jobs.

Fig. 16: Top High Demand Occupations Aligning to Associate's Degrees in Slippery Rock University's Workforce Region, 2014-2024



Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

Fig. 17: Employment Projections for Top High Demand Occupations Aligning to Associate's Degrees in Slippery Rock University's Workforce Region, 2014-2024

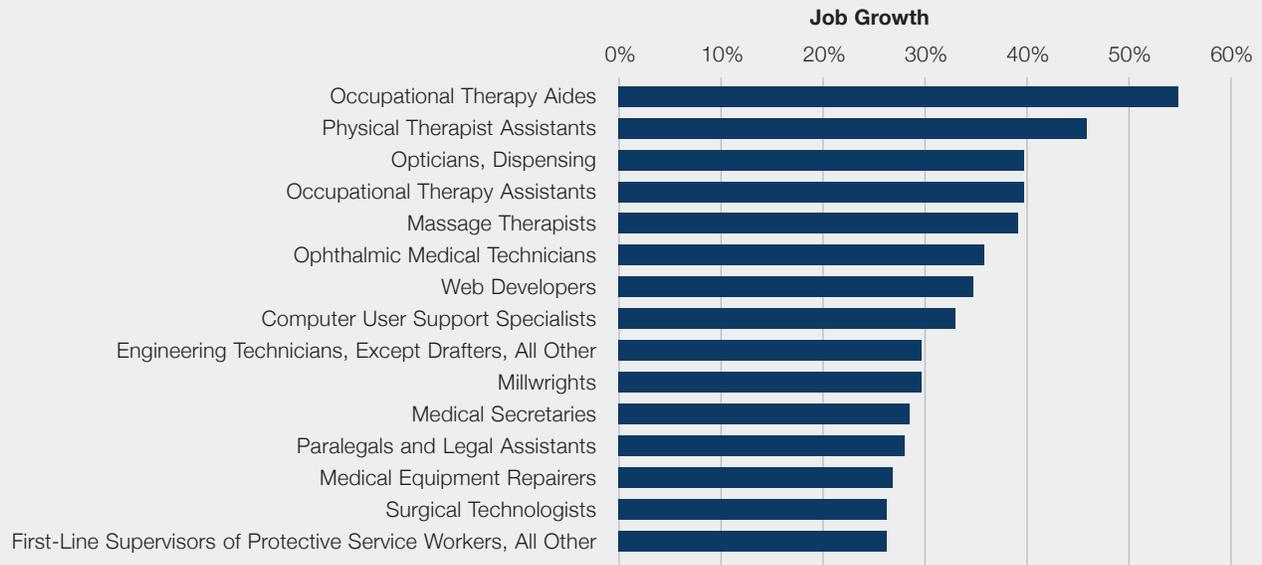
Occupation Title	2014 Jobs	2024 Jobs	% Change 2014-2024	10-year New and Replacement Jobs
Registered Nurses	25,458	29,434	15.6%	9,132
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	20,538	22,737	10.7%	4,867
Licensed Practical and Licensed Vocational Nurses	6,857	8,575	25.1%	3,529
First-Line Supervisors of Office and Administrative Support Workers	11,224	11,312	0.8%	2,777
Maintenance and Repair Workers, General	11,563	11,725	1.4%	2,710
Computer User Support Specialists	5,202	6,908	32.8%	2,638
Automotive Service Technicians and Mechanics	6,287	6,863	9.2%	2,404
Bookkeeping, Accounting, and Auditing Clerks	12,814	13,626	6.3%	2,080
Medical Assistants	5,113	6,159	20.5%	2,073
Hairdressers, Hairstylists, and Cosmetologists	4,832	5,349	10.7%	1,884
Electricians	4,190	4,916	17.3%	1,867
Teacher Assistants	7,327	7,342	0.2%	1,836
Medical Secretaries	4,548	5,840	28.4%	1,823
Welders, Cutters, Solderers, and Brazers	3,263	3,768	15.5%	1,566
Machinists	3,864	4,044	4.7%	1,318

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

3.5.2 Fastest Growing Occupations Aligning to Associate’s Degrees

The fastest growing occupations are identified by the highest relative change (percent change) projected to occur between 2014 and 2024. In SRU’s workforce region, the fastest growing occupations are largely driven by industry growth and demand. Growing industries reflect the needs of the broader economy. Given the aging population in the U.S. and Pennsylvania, the health care sector is driving demand for workers. The fastest growing occupations aligning to associate’s degrees include: occupational therapy aides, physical therapy assistants, opticians, dispensing, occupational therapy assistants, and massage therapists. Fig. 18 and Fig. 19 highlight the fastest growing occupations in the region that align to associate’s degrees, projected job growth, and 10-year new and replacement jobs.

Fig. 18: Fastest Growing Occupations Aligning to Associate’s Degrees in Slippery Rock University’s Workforce Region, 2014-2024



Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

Fig. 19: Employment Projections for Fastest Growing Occupations Aligning to Associate's Degrees in Slippery Rock University's Workforce Region, 2014-2024

Occupation Title	2014	2024	% Change 2014-2024	10-year New and Replacement Jobs
Occupational Therapy Aides	121	187	54.5%	100
Physical Therapist Assistants	1,025	1,489	45.3%	741
Opticians, Dispensing	695	971	39.7%	513
Occupational Therapy Assistants	531	739	39.2%	372
Massage Therapists	479	665	38.8%	233
Ophthalmic Medical Technicians	254	344	35.4%	121
Web Developers	839	1,128	34.4%	426
Computer User Support Specialists	5,202	6,908	32.8%	2,638
Engineering Technicians, Except Drafters, All Other	521	674	29.4%	283
Millwrights	266	344	29.3%	143
Medical Secretaries	4,548	5,840	28.4%	1,823
Paralegals and Legal Assistants	2,189	2,797	27.8%	979
Medical Equipment Repairers	542	687	26.8%	334
Surgical Technologists	700	884	26.3%	251
First-Line Supervisors of Protective Service Workers, All Other	526	664	26.2%	300

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

3.6 Occupations Aligning to Bachelor's and Graduate Degrees

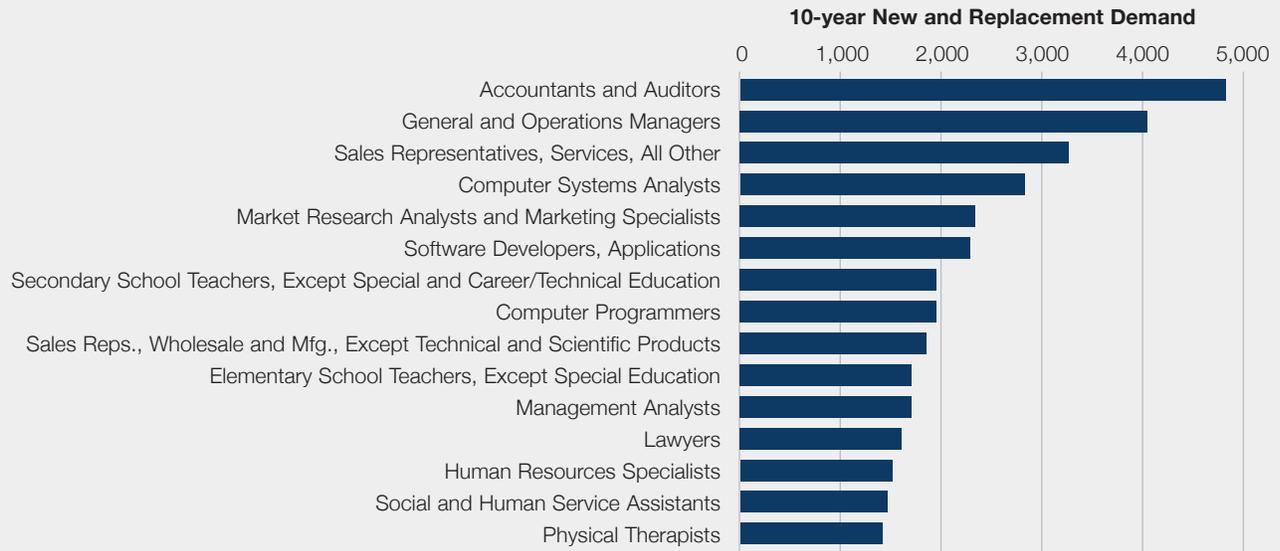
Job Zones Four and Five describe occupations that typically require a bachelor's degree or graduate degree. There are over 250 Job Zone Four and Five occupation classifications. In SRU's workforce region, the employment projections indicate that occupations typically requiring a bachelor's degree or higher will grow 10.1 percent between 2014 and 2024. This growth will result in total demand for new and replacement job openings of nearly 91,300 over the same time period.

3.6.1 Top High Demand Occupations Aligning to Bachelor's and Graduate Degrees

High demand occupations are identified as having the largest projected new and replacement demand between 2014 and 2024. The top high demand occupations in the region are largely driven by industry demand for skilled workers and typically the largest occupations in the region. However, career changes and the demographic characteristics of those who are currently employed—specifically age—also influence replacement demand. Occupations that employ an older demographic, specifically those aged 55 and older, will face increasing pressure to replace workers as older workers approach retirement age.

High demand occupations aligning to bachelor's and graduate degree level education include: accountants and auditors, general and operations managers, sales representatives, services, computer systems analysts, and market research analysts and marketing specialists. Fig. 20 and Fig. 21 highlight the top high demand occupations in the region aligning to bachelor's and graduate degrees, projected job growth, and 10-year new and replacement jobs.

Fig. 20: Top High Demand Occupations Aligning to Bachelor's and Graduate Degrees in Slippery Rock University's Workforce Region, 2014-2024



Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

Fig. 21: Employment Projections for Top High Demand Occupations Aligning to Bachelor's and Graduate Degrees in Slippery Rock University's Workforce Region, 2014-2024

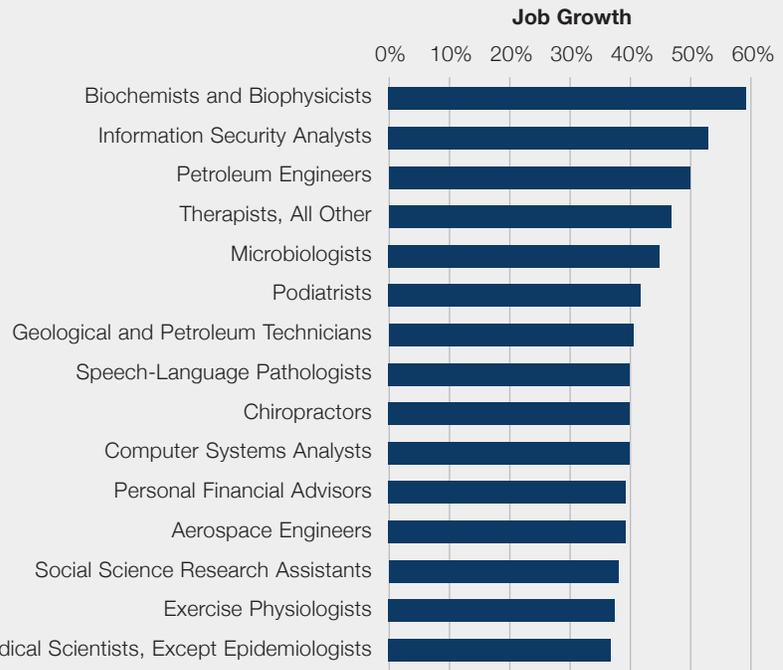
Occupation Title	2014 Jobs	2024 Jobs	% Change 2014-2024	10-year New and Replacement Jobs
Accountants and Auditors	11,333	12,416	9.6%	4,856
General and Operations Managers	12,422	14,265	14.8%	4,054
Sales Representatives, Services, All Other	6,179	7,667	24.1%	3,261
Computer Systems Analysts	4,935	6,892	39.7%	2,830
Market Research Analysts and Marketing Specialists	4,836	6,410	32.5%	2,348
Software Developers, Applications	4,539	6,184	36.2%	2,292
Secondary School Teachers, Except Special and Career/Technical Education	8,249	7,398	-10.3%	1,958
Computer Programmers	3,001	3,971	32.3%	1,953
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	11,730	10,844	-7.6%	1,839
Elementary School Teachers, Except Special Education	8,960	8,414	-6.1%	1,708
Management Analysts	4,392	5,359	22.0%	1,698
Lawyers	5,329	6,045	13.4%	1,625
Human Resources Specialists	3,807	4,525	18.9%	1,531
Social and Human Service Assistants	4,027	4,286	6.4%	1,460
Physical Therapists	2,279	3,047	33.7%	1,412

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

3.6.2 Fastest Growing Occupations Aligning to Bachelor's and Graduate Degrees

The fastest growing occupations are identified by the highest relative change (percent change) projected to occur between 2014 and 2024. In SRU's workforce region, the fastest growing occupations aligning to bachelor's and graduate degrees include: biochemists and biophysicists, information security analysts, petroleum engineers, therapists, all other, and microbiologists. Fig. 22 and Fig. 23 highlight SRU's workforce region fastest growing occupations aligning to bachelor's and graduate degrees, projected job growth, and 10-year new and replacement jobs.

Fig. 22: Fastest Growing Occupations Aligning to Bachelor's and Graduate Degrees in Slippery Rock University's Workforce Region, 2014-2024



Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

The next section provides a high-level overview of SRU's workforce region education program output by broad degree category.

Fig. 23: Employment Projections for Fastest Growing Occupations Aligning to Bachelor's and Graduate Degrees Slippery Rock University's Workforce Region, 2014-2024

Occupation Title	2014	2024	% Change 2014-2024	10-year New and Replacement Jobs
Biochemists and Biophysicists	445	710	59.6%	401
Information Security Analysts	534	818	53.2%	367
Petroleum Engineers	189	283	49.7%	162
Therapists, All Other	83	122	47.0%	49
Microbiologists	264	382	44.7%	206
Podiatrists	121	172	42.1%	100
Geological and Petroleum Technicians	135	190	40.7%	122
Speech-Language Pathologists	915	1,282	40.1%	503
Chiropractors	320	448	40.0%	200
Computer Systems Analysts	4,935	6,892	39.7%	2,830
Personal Financial Advisors	1,498	2,088	39.4%	869
Aerospace Engineers	325	453	39.4%	213
Social Science Research Assistants	158	218	38.0%	132
Exercise Physiologists	72	99	37.5%	36
Medical Scientists, Except Epidemiologists	1,091	1,494	36.9%	664

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

4. POSTSECONDARY PROGRAM COMPLETIONS IN SLIPPERY ROCK UNIVERSITY'S WORKFORCE REGION

Slippery Rock University's workforce region is home to many different postsecondary institutions, offering a range of degree programs. As reported by the National Center for Education Statistics (NCES), there are approximately 60 higher education institutions in the region that awarded an associate's degree or higher between 2011 and 2013.⁸ These institutions graduated, on average, 31,200 students annually from 2011 to 2013 with an associate's degree or higher.⁹ The top major fields of study include education; health professions and related programs; and business, management, marketing, and related support services. Pennsylvania's State System of Higher Education is a large contributor to bachelor's and graduate degree completions. Slippery Rock University produces approximately 9% of the total bachelor's degrees and above in the region.¹⁰

4.1 Associate's Degree Completions

SRU's workforce region is home to approximately 39 different institutions that offer a range of associate's degree programs.¹¹ From 2011 to 2013, these institutions in SRU's workforce region awarded, on average, 7,100 associate's degrees annually. The top three program areas in the region's associate degree production include:

- Health professions and related programs,
- Business, management, marketing, and related support services, and
- Liberal arts and sciences, general studies and humanities.

8 This number includes the location of a physical campus/structure with learner enrolment as reported to NCES. Institutions with extension campuses that report enrollment at their main campus may not be captured within this list.

9 This number is the 3-year average completions from 2011 to 2013 as reported to NCES.

10 This number is based on the 3-year average completions from 2011 to 2013 as reported to NCES.

11 This number includes the location of a physical campus/structure as reported to NCES. Institutions with extension campuses that report to their main campus may not be captured within this list.

Of the 7,100 average annual completions of associate's degrees, these three program areas accounted for 49% of completions in the region.

4.1.1 Slippery Rock University's Associate's Degree Completions

From 2011 to 2013, Slippery Rock University did not award an associate's degree.

Fig. 24 highlights the top 10 program areas for associate's completions in SRU's workforce region.

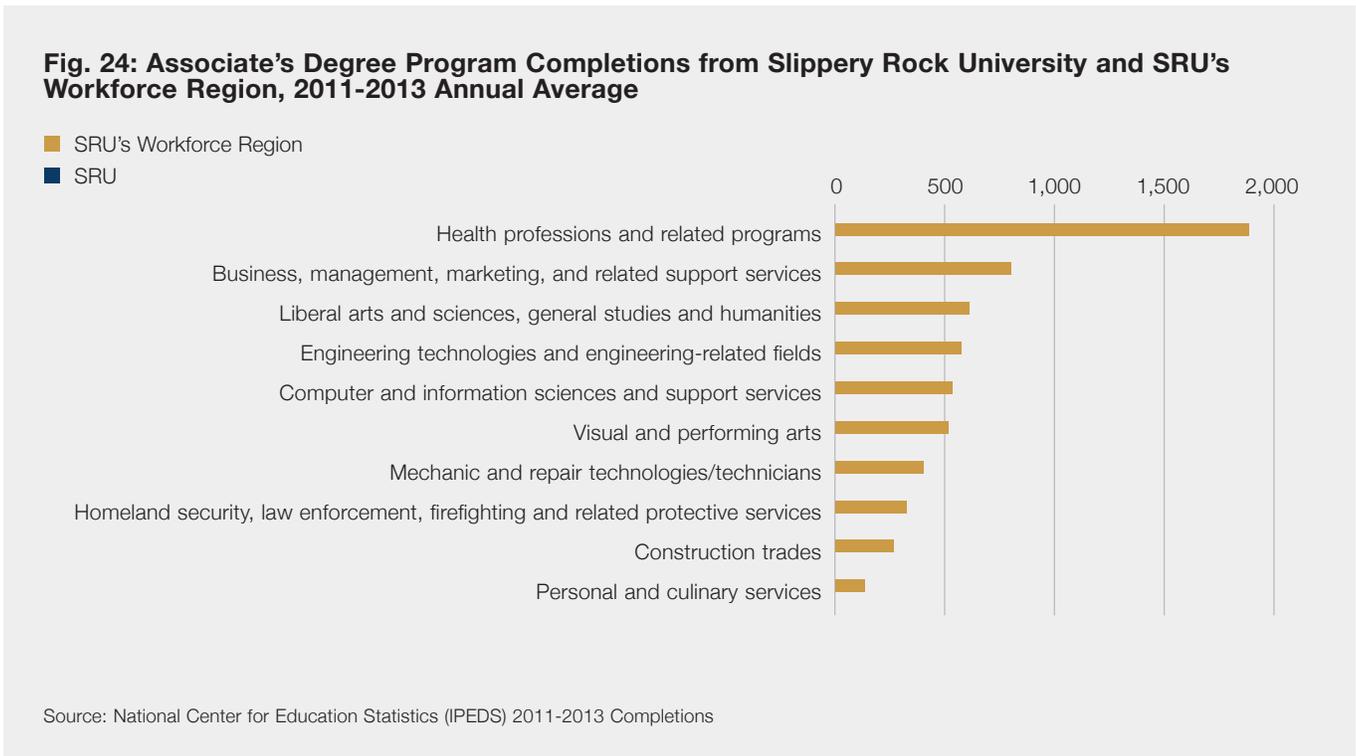


Fig. 25 on the next page provides the total number of associate's degrees awarded in SRU's workforce region by major field of study as well as the total number of associate's degrees awarded by Slippery Rock University.

Fig. 25: Associate's Degree Total Program Completions from Slippery Rock University and SRU's Workforce Region, 2011-2013 Annual Average

Major Category	SRU's Workforce Region 3-year Average Associate Completions	Share of Total SRU's Workforce Region Associate Completions	SRU 3-year Average Associate Completions	Share of Total SRU Associate Completions
Total	7,108	100.0%	0	NA
Health professions and related programs	1,972	27.7%	0	NA
Business, management, marketing, and related support services	846	11.9%	0	NA
Liberal arts and sciences, general studies and humanities	642	9.0%	0	NA
Engineering technologies and engineering-related fields	596	8.4%	0	NA
Computer and information sciences and support services	567	8.0%	0	NA
Visual and performing arts	544	7.7%	0	NA
Mechanic and repair technologies/technicians	425	6.0%	0	NA
Homeland security, law enforcement, firefighting and related protective services	341	4.8%	0	NA
Construction trades	277	3.9%	0	NA
Personal and culinary services	135	1.9%	0	NA
Education	111	1.6%	0	NA
Precision production	111	1.6%	0	NA
Transportation and materials moving	108	1.5%	0	NA
Legal professions and studies	91	1.3%	0	NA
Family and consumer sciences/human sciences	76	1.1%	0	NA
Public administration and social service professions	50	0.7%	0	NA
Psychology	48	0.7%	0	NA
Mathematics and statistics	25	0.3%	0	NA
Social sciences	23	0.3%	0	NA
Science technologies/technicians	18	0.3%	0	NA
Biological and biomedical sciences	17	0.2%	0	NA
Multi/interdisciplinary studies	16	0.2%	0	NA
Parks, recreation, leisure, and fitness studies	14	0.2%	0	NA
Communications technologies/technicians and support services	12	0.2%	0	NA
Theology and religious vocations	10	0.1%	0	NA
Agriculture, agriculture operations, and related sciences	10	0.1%	0	NA
Communication, journalism, and related programs	9	0.1%	0	NA
Engineering	4	0.1%	0	NA
Physical sciences	4	0.1%	0	NA
Foreign languages, literatures, and linguistics	2	0.0%	0	NA
English language and literature/letters	2	0.0%	0	NA

Source: National Center for Education Statistics (IPEDS) 2011-2013 Completions

4.2 Bachelor's Degree Completions

Slippery Rock University's workforce region is home to approximately 23 different institutions that offer a range of bachelor's degree programs.¹² From 2011 to 2013, these institutions in SRU's workforce region awarded, on average, 14,200 bachelor's degrees annually. The top three program areas in the region's bachelor degree production include:

- Business, management, marketing, and related support services,
- Health professions and related programs, and
- Visual and performing arts.

Of the 14,200 average annual completions of bachelor's degrees, these three program areas accounted for 36% of completions in the region.

4.2.1 Slippery Rock University's Bachelor's Degree Completions

From 2011 to 2013, Slippery Rock University awarded, on average, 1,700 bachelor's degrees annually. The top program areas for bachelor degrees from Slippery Rock University include:

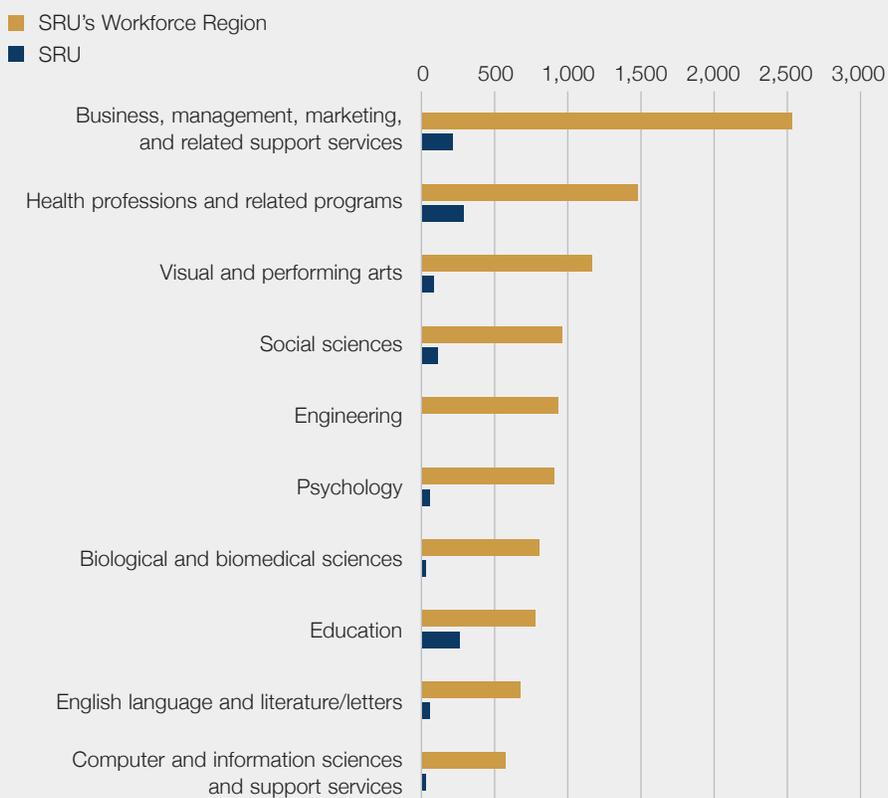
- Health professions and related programs,
- Education, and
- Business, management, marketing, and related support services.

Of the 1,700 average annual completions of bachelor's degrees from Slippery Rock University, these three program areas accounted for 44% of bachelor's degree completions.

Fig. 26 highlights the top program areas for bachelor's completions in SRU's workforce region, along with the corresponding bachelor's completions from Slippery Rock University.

¹² This number includes the location of a physical campus/structure as reported to NCES. Institutions with extension campuses that report to their main campus may not be captured within this list.

Fig. 26: Bachelor's Degree Program Completions from Slippery Rock University and SRU's Workforce Region, 2011-2013 Annual Average



Source: National Center for Education Statistics (IPEDS) 2011-2013 Completions

Fig. 27 on the next page provides the total number of bachelor's degrees awarded in SRU's workforce region by major field of study as well as the total number of bachelor's degrees awarded by Slippery Rock University.

Fig. 27: Bachelor's Degree Total Program Completions from Slippery Rock University and SRU's Workforce Region, 2011-2013 Annual Average

Major Category	SRU's Workforce Region 3-year Average Bachelor Completions	Share of Total SRU's Workforce Region Bachelor Completions	SRU 3-year Average Bachelor Completions	Share of Total SRU Bachelor Completions
Total	14,199	100.0%	1,711	100.0%
Business, management, marketing, and related support services	2,540	17.9%	210	12.3%
Health professions and related programs	1,473	10.4%	279	16.3%
Visual and performing arts	1,158	8.2%	84	4.9%
Social sciences	956	6.7%	95	5.6%
Engineering	926	6.5%	0	0.0%
Psychology	898	6.3%	53	3.1%
Biological and biomedical sciences	793	5.6%	34	2.0%
Education	779	5.5%	263	15.4%
English language and literature/letters	677	4.8%	40	2.3%
Computer and information sciences and support services	567	4.0%	38	2.2%
Communication, journalism, and related programs	562	4.0%	72	4.2%
History	367	2.6%	61	3.6%
Physical sciences	343	2.4%	26	1.5%
Multi/interdisciplinary studies	319	2.2%	102	5.9%
Mathematics and statistics	281	2.0%	16	0.9%
Homeland security, law enforcement, firefighting and related protective services	253	1.8%	23	1.3%
Parks, recreation, leisure, and fitness studies	229	1.6%	177	10.3%
Foreign languages, literatures, and linguistics	196	1.4%	16	0.9%
Public administration and social service professions	192	1.4%	29	1.7%
Liberal arts and sciences, general studies and humanities	149	1.1%	0	0.0%
Engineering technologies and engineering-related fields	119	0.8%	91	5.3%
Philosophy and religious studies	103	0.7%	3	0.2%
Theology and religious vocations	73	0.5%	0	0.0%
Architecture and related services	70	0.5%	0	0.0%
Personal and culinary services	66	0.5%	0	0.0%
Natural resources and conservation	27	0.2%	0	0.0%
Family and consumer sciences/human sciences	26	0.2%	0	0.0%
Communications technologies/technicians and support services	19	0.1%	0	0.0%
Area, ethnic, cultural, gender, and group studies	18	0.1%	0	0.0%
Legal professions and studies	18	0.1%	0	0.0%

Source: National Center for Education Statistics (IPEDS) 2011-2013 Completions

4.3 Graduate Degree Completions

Slippery Rock University's workforce region is home to approximately 19 different institutions that offer a range of graduate degree programs.¹³ From 2011 to 2013, these institutions in SRU's workforce region awarded, on average, 9,900 graduate degrees annually. The top three program areas in the region's graduate degree production include:

- Health professions and related programs,
- Business, management, marketing, and related support services, and
- Education.

Of the 9,900 average annual completions of graduate degrees in SRU's workforce region, these three program areas accounted for 47% of graduate completions.

4.3.1 Slippery Rock University Graduate Degree Completions

From 2011 to 2013, Slippery Rock University awarded, on average, 340 graduate degrees annually. The top program areas for graduate degrees from Slippery Rock University include:

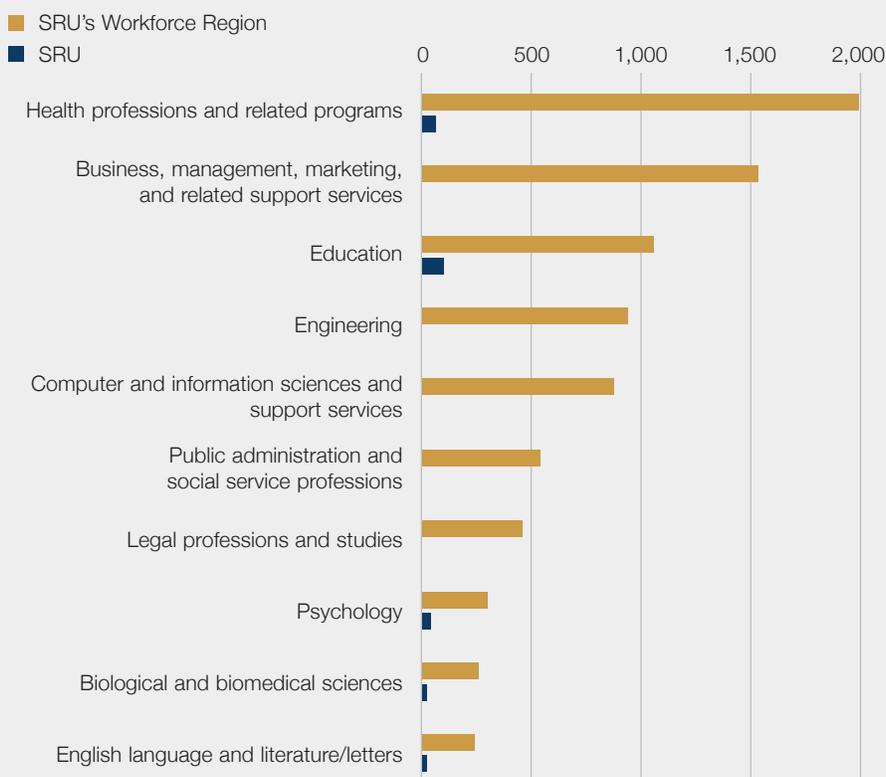
- Education,
- Health professions and related programs, and
- Parks, recreation, leisure, and fitness studies.

Of the 340 average annual completions of graduate degrees from Slippery Rock University, these three program areas accounted for 63% of graduate degree completions.

Fig. 28 highlights the top program areas for graduate completions in SRU's workforce region, along with the corresponding graduate completions from Slippery Rock University.

¹³ This number includes the location of a physical campus/structure as reported to NCES. Institutions with extension campuses that report to their main campus may not be captured within this list.

Fig. 28: Graduate Degree Program Completions from Slippery Rock University and SRU's Workforce Region, 2011-2013 Annual Average



Source: National Center for Education Statistics (IPEDS) 2011-2013 Completions

Fig. 29 on the next page provides the total number of graduate degrees awarded in SRU's workforce region by major category as well as the total number of graduate degrees awarded by Slippery Rock University.

The next section evaluates the combination of completions by degree type (education supply) against the demand for skilled labor by occupation to determine whether potential gaps (excess demand or supply surplus) exist within the region's postsecondary education system.

Fig. 29: Graduate Degree Total Program Completions from Slippery Rock University and SRU's Workforce Region, 2011-2013 Annual Average

Major Category	SRU's Workforce Region 3-year Average Graduate Completions	Share of Total SRU's Workforce Region Graduate Completions	SRU 3-year Average Graduate Completions	Share of Total SRU Graduate Completions
Total	9,861	100.0%	339	100.0%
Health professions and related programs	1,994	20.2%	68	19.9%
Business, management, marketing, and related support services	1,542	15.6%	0	0.0%
Education	1,056	10.7%	103	30.4%
Engineering	940	9.5%	0	0.0%
Computer and information sciences and support services	888	9.0%	0	0.0%
Public administration and social service professions	534	5.4%	0	0.0%
Legal professions and studies	465	4.7%	0	0.0%
Psychology	298	3.0%	42	12.3%
Biological and biomedical sciences	266	2.7%	13	3.7%
English language and literature/letters	239	2.4%	14	4.1%
Library science	209	2.1%	0	0.0%
Visual and performing arts	208	2.1%	0	0.0%
Theology and religious vocations	191	1.9%	0	0.0%
Physical sciences	165	1.7%	0	0.0%
Social sciences	153	1.6%	0	0.0%
Liberal arts and sciences, general studies and humanities	145	1.5%	0	0.0%
Mathematics and statistics	115	1.2%	27	8.1%
History	62	0.6%	19	5.7%
Engineering technologies and engineering-related fields	56	0.6%	0	0.0%
Philosophy and religious studies	55	0.6%	0	0.0%
Homeland security, law enforcement, firefighting and related protective services	53	0.5%	4	1.2%
Architecture and related services	51	0.5%	0	0.0%
Communication, journalism, and related programs	49	0.5%	0	0.0%
Parks, recreation, leisure, and fitness studies	43	0.4%	43	12.8%
Foreign languages, literatures, and linguistics	31	0.3%	0	0.0%
Natural resources and conservation	26	0.3%	6	1.9%
Multi/interdisciplinary studies	14	0.1%	0	0.0%
Family and consumer sciences/human sciences	6	0.1%	0	0.0%
Area, ethnic, cultural, gender, and group studies	3	0.0%	0	0.0%
Agriculture, agriculture operations, and related sciences	3	0.0%	0	0.0%

Source: National Center for Education Statistics (IPEDS) 2011-2013 Completions

5. OVERVIEW OF GAP ANALYSIS

A gap analysis comparing educational supply and occupational demand serves as a critical first step in efforts to align education programs with the workforce needs of Pennsylvania employers. It provides a data-driven perspective of employer demand (growing occupations across the state) and postsecondary education supply (degree production by program and level). This section focuses on the demand gaps and supply surpluses for skilled occupations in SRU's workforce region.¹⁴

To make the connection between employer demand and education supply a crosswalk between the taxonomy of occupation codes (Standard Occupation Codes, or SOC) and major programs (Classification of Instructional Program or CIP) is required. The State System's Gap Analysis project conducted original research to enhance the traditional taxonomy of major program to occupation crosswalk using American Community Survey data that demonstrate a broader spectrum of connections between education programs and occupations.¹⁵ This hybrid crosswalk connected the CIP and SOC using both the NCES and Pennsylvania standard crosswalks and the additional real-world connections using the American Community Survey.

¹⁴ Skilled occupations are occupations in Job Zones 3, 4, and 5.

¹⁵ The existing crosswalks available include a national NCES crosswalk and a state crosswalk specific to Pennsylvania. Additional connections were made using data available in the ACS.

EDUCATION TO OCCUPATION CROSSWALKS AND WHAT SETS THIS GAP ANALYSIS APART FROM PREVIOUS STUDIES

Typical gap analysis will use one of two approaches when building a crosswalk: The Department of Education (DOE) crosswalk or the American Community Survey (ACS) crosswalk.

The DOE crosswalk, completed through collaboration with the Bureau of Labor Statistics and the National Center for Education Statistics (NCES), attempts to link occupation classifications (SOC code) to their related educational programs (CIP code). The drawback is that there is often not a one-to-one connection between education programs and occupations and in even some extreme cases, education programs related to occupations do not match the reality of careers people enter. Another drawback is that occupations often employ a range of degree and non-degree completers, which reflects the reality of the labor market. For example a customer representative for a technology company may have a bachelor's degree in computer programming, whereas a customer service representative for a retail company may only have a high school diploma.

The ACS crosswalk is built on a large survey sample consisting of 160 education program codes and 261 occupation classifications (note: these are not as detailed as CIP and SOC codes), reflecting the careers individuals take after they complete their education programs. Whereas DOE's crosswalk seeks to state what should be, the ACS crosswalk states what is. This approach is very practical when dealing with education programs that don't match closely to a specific occupation (e.g. liberal arts degrees, history degrees, etc.). Additionally, ACS data provide a measure that estimates the demand for workers with various levels of postsecondary education in a given occupation. For example if 21% of customer service representatives have a bachelor's degree, then only 21% of the annual demand for customer service representatives will be counted against the supply of matching education programs.

The methodology developed for this gap analysis bridges the two approaches above. Occupations that

are linked through DOE are not discounted, even if ACS suggests that there are relatively few degree completions entering the occupation field. Additionally, the use of ACS more closely captures the reality of where degree holders have found employment in Pennsylvania and surrounding states—note the geography for measuring gaps was restricted to Pennsylvania only, however occupation to education linkages were built on a multi-state region. While there are certainly exceptions to the rule, which were ultimately reviewed on a case-by-case basis as described in detail in Appendix E, the approach does capture the vast majority of relevant and compelling connections between education programs and occupations. Lastly, the methodology takes into account the labor market behavior of both employers and employees in the following ways:

- It provides a measure of education distribution by degree level demonstrating that a range of skill levels can exist within occupation classification.
- It captures the demand and range for bachelor's degree field of study within an occupation classification.*
- It provides a reality-driven process to connect bachelor's degree field of study to occupations, especially in the liberal arts programs.
- It provides a regionalized crosswalk that better reflects the competition for jobs in Pennsylvania and the surrounding region.

By modeling these features, this gap analysis accounts for issues that were not accounted for in previous gap analysis studies.

* The ACS reports two separate pieces of information: highest level of educational attainment for an individual and major field of study for an individual's bachelor degree. The major field of study is not reported for associate's degrees or graduate degrees.

5.1 How to use the Gap Analysis

The gap analysis results are presented as two main sets of findings: demand gaps (excess employer demand) and supply surpluses. Each outcome has a different set of implications for area stakeholders, postsecondary education institutions, and learners. These outcomes are summarized briefly below and then described further in each relevant section.

The uses of a gap analysis are many and varied and include:

- **Strategic engagement:** Increased collaboration and alignment between regional employers and education programs helps ensure a competitive, vibrant regional economy. The gap analysis enables this process by helping postsecondary institutions identify areas of employer need. The analysis provides a data-driven starting point to begin conversations with employers on how postsecondary institutions can help meet education/training needs in the regional economy.
- **Enhanced program development/evaluation:** The gap analysis serves as an additional tool for decision-making in academic program planning by addressing one aspect of the external eco-system—alignment of academic programs to the regional labor market.
- **Student engagement/career guidance:** The analysis provides information that can be used for career guidance and job search. The gap analysis results can inform learners about the alignment of education programs to careers, as well as the market demand for jobs.
- **Marketing:** By highlighting information about high demand occupations that are linked to education programs, postsecondary education institutions can demonstrate how learners will succeed after program completion. Where compelling information exists, this can be used in student recruitment efforts.

While the State System's Gap Analysis project is critical to understanding the connections between education programs and occupations, it is important to recall the caveats of this Gap Analysis report:

- When considering making adjustments to programs in degree areas related to occupations displaying gaps, further research should be considered to confirm the extent of alignment needed to arrive at equilibrium with the labor market.
- Government data that capture labor market demand lag real-time employer demand as well as higher education industry trends. As such, the gap analysis findings may lag these market changes.

- This analysis only focuses on program output as a supply pool (i.e. new graduates). However, regional workforces comprise additional pools of supply—specifically: employed workers, skilled unemployed workers, and skilled underemployed workers. When evaluating gaps, this analysis focuses on new and replacement demand, as opposed to job churn.¹⁶ This helps to mitigate some of the issues involving the employed workforce.

Excess Employer Demand (Demand Gap)

A demand gap exists where the regional supply of talent is insufficient to support the workforce needs of businesses located there. Where such gaps exist businesses will likely seek talent from outside the area, which can become costly from an HR perspective. This especially affects small and medium sized businesses that usually do not have well-developed HR functions. Additionally,

ABSOLUTE DEMAND GAP VS. RELATIVE DEMAND GAP

Results for demand gaps in this analysis are calculated in two different ways. An absolute demand gap is a nominal comparison, wherein the supply of program completions which align to an occupation is subtracted from the demand for those aligned occupations. This produces a “headcount” of the additional number of program completions needed to meet the demand within an occupation.

A relative demand gap is a ratio of program supply to occupation demand, which is expressed as a percentage. A percentage below 100% indicates excess employer demand relatively (e.g. the number of program completers is less than the occupation demand), whereas a value over 100% indicates that there are more program completions relative to occupation demand.

This analysis factors in both the absolute measure and relative measure to enable a broader perspective for interpretation. For example, an occupation that may indicate an average annual demand for 40 jobs per year with 30 annual completers would require 25% more completions to bridge the gap ($30 / 40 = 0.75$). However, this absolute gap would suggest that the increased amount of program output—10 additional completers—is relatively small. Therefore for program planning purposes, both perspectives are helpful to set the context of the demand gap.

¹⁶ Replacement jobs include retirements, deaths, and other workers who permanently leave an occupation. Job churn occurs when a worker leaves one job for another, but continues working in the same occupation.

employers—especially those in more rural areas—may face higher costs as they attempt to draw in workers from more populated areas.

This creates an opportunity to expand output or develop programs. For education institutions, gaps present an opportunity for program expansion (where current programs align, but are not creating enough output). The strategy for increasing output may differ—whether capacity or learner recruitment is a constraining factors. If a program does not exist, a gap may present an opportunity for new program development.

Learners may gain a competitive employment edge when excess employer demand exists. For learners, when demand exceeds supply, graduates in relevant disciplines usually benefit—providing opportunities for career progression and higher earnings in both the short and long term.

Supply Surplus (Supply Gap)

A supply surplus for an occupation exists when the number of program completions within a region exceeds the employer demand. This presents some key implications to consider.

ABSOLUTE SUPPLY SURPLUS VS. RELATIVE SUPPLY SURPLUS

Results for supply surpluses are calculated in two different ways. An absolute supply surplus is a nominal comparison, wherein the supply of program completions which align to an occupation is subtracted from the demand for those aligned occupations. This produces a “headcount” of the number of program completions that exceed the projected demand for a given occupation.

A relative supply surplus is a ratio of program supply to occupation demand, which is expressed as a percentage. A percent above 100% indicates a relative supply surplus (e.g. the number of program completers is more than the occupation demand).

This analysis factors both ways to enable a broader perspective for interpretation. For example, an occupation that may indicate an average annual demand for 40 jobs per year with 50 annual completers would suggest that there are about 25% more completions than the workforce demands for occupations that tie to that program ($50 / 40 = 1.25$). However, this absolute gap would suggest that the increased amount of program output—10 additional completers—is relatively small. Furthermore, this may indeed fall within “tolerable levels” of program supply surplus. Therefore for programming planning and evaluation purposes, both perspectives are helpful to set the context of the supply surplus.

If employer demand is less than education production in relevant occupations, learners are likely to leave the region after graduation causing learner attrition and out-migration. Surpluses in talent supply can also suppress wages for graduates in certain careers. Classic labor market economic theory suggests that increased competition for jobs will put downward pressure on wages—i.e. the more people competing for the same job gives an employer a better bargaining position for wage/salary. While a college degree in and of itself has a measured wage premium, specific programs areas may have a range of wage premiums based on the supply of new talent competing for jobs and the conditions of the labor market.

5.2 Excess Demand Gaps for Skilled Occupations

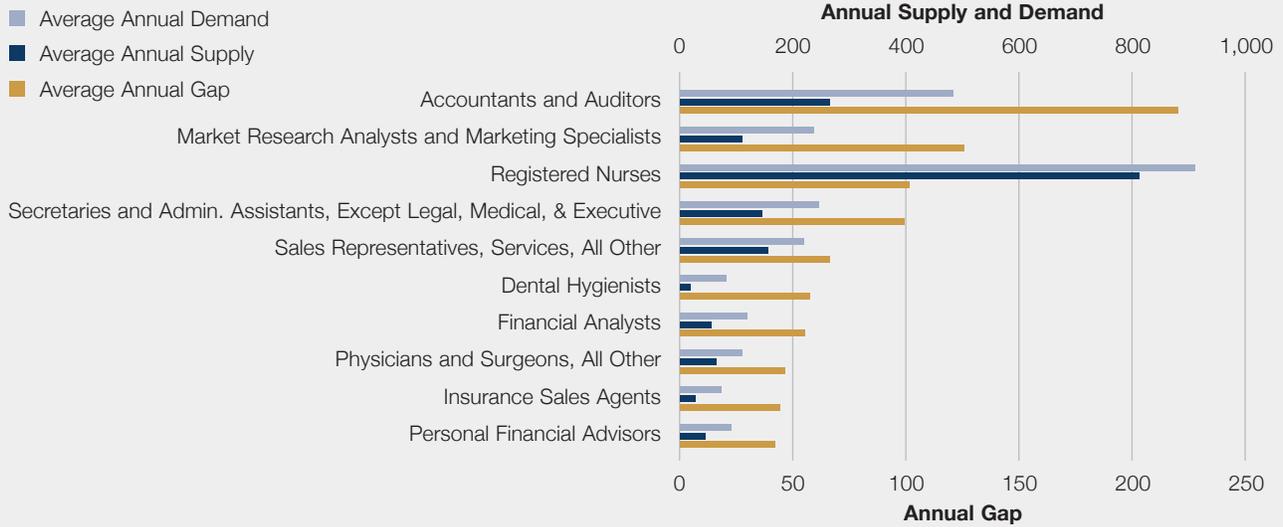
Excess demand gaps exist for many skilled occupations (occupations in Job Zones Three, Four and Five) within SRU's workforce region. The degree programs that align to these occupations span associate's degrees through graduate degrees. Recall that a demand gap exists where the regional supply of talent is insufficient to support the workforce needs of businesses located there. The top excess demand gaps are identified by the size of the annual gap.

In SRU's workforce region, growth in the finance and insurance sector has increased demand for business and sales occupations. Twelve out of the top twenty demand gaps are occupations related to sales and business occupations, combining for an average annual demand gap of 738. The largest demand gap exists for accountants and auditors with an average annual gap of 221.

Additionally, growth in the health care and social assistance industry has increased demand for healthcare practitioners and technical occupations. These occupations represent four out of the top twenty demand gaps and combine for an average annual demand gap of 227.

Fig. 30 and Fig. 31 provide further detail about the top occupation gaps that reveal excess employer demand. The table includes the occupation title, occupation job zone, projected annual employer demand (for associate's degrees and higher), the annual supply of program completions (allocated to the occupation), the average annual gap, and a ratio of supply to demand (S/D Ratio).

Fig. 30: Top Demand Gaps for Skilled Occupations in Slippery Rock University's Workforce Region



Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections; NCES (IPEDS 2011-2013 Completions)

Fig. 31: Top Demand Gaps for Skilled Occupations in Slippery Rock University's Workforce Region

Occupation Title	Job Zone	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio
Accountants and Auditors	4	485	264	221	0.54
Market Research Analysts and Marketing Specialists	4	234	109	125	0.47
Registered Nurses	3	913	811	102	0.89
Secretaries and Admin. Assistants, Except Legal, Medical, and Executive	3	242	142	100	0.59
Sales Representatives, Services, All Other	4	216	151	65	0.70
Dental Hygienists	3	78	21	57	0.27
Financial Analysts	4	114	59	55	0.52
Physicians and Surgeons, All Other	5	108	62	46	0.57
Insurance Sales Agents	4	75	31	44	0.41
Personal Financial Advisors	4	89	48	41	0.54
Claims Adjusters, Examiners, and Investigators	4	65	30	35	0.46
Loan Officers	3	67	33	34	0.49
Cost Estimators	4	58	26	32	0.45
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4	115	83	32	0.72
Securities, Commodities, and Financial Services Sales Agents	4	62	33	29	0.53
Maintenance and Repair Workers, General	3	35	6	29	0.17
Compliance Officers	4	47	22	25	0.47
Production, Planning, and Expediting Clerks	3	49	26	23	0.53
Stationary Engineers and Boiler Operators	3	32	9	23	0.28
Family and General Practitioners	5	50	28	22	0.56

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections; NCES (IPEDS 2011-2013 Completions)

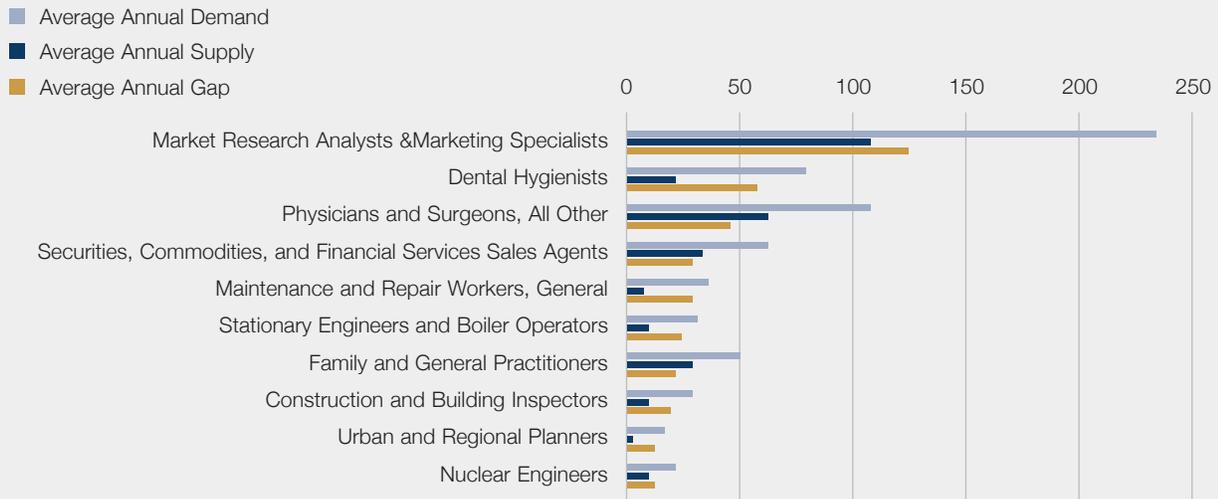
5.3 Excess Demand Gaps for Occupations Without a Slippery Rock University Match

The breadth of programs offered at Slippery Rock University indicates a number of strong linkages to occupations. However, many occupations within SRU's workforce region show excess demand for which Slippery Rock University did not produce completers in a matching program area. Furthermore, analysis indicates continued demand for these occupations over the next decade. Recall that a demand gap exists where the regional supply of talent is insufficient to support the workforce needs of businesses located there.

Fig. 32 displays the top excess demand gaps for occupations that did not have matching program completers at Slippery Rock University. Market research analysts and marketing specialists show the largest excess annual demand gap at 125. This is followed by: dental hygienists; physicians and surgeons, all other; securities, commodities, and financial services sales agents; and maintenance and repair workers, general.

Fig. 33 provides detailed information for each occupation the occupation title, occupation job zone, projected annual employer demand (for associate's degrees and higher), the annual supply of program completions (allocated to the occupation), the average annual gap, and a ratio of supply to demand (S/D Ratio).

Fig. 32: Top Demand Gaps for Skilled Occupations in Slippery Rock University's Workforce Region Without a State System Match



Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections; NCES (IPEDS 2011-2013 Completions)

Fig. 33: Top Demand Gaps for Skilled Occupations in Slippery Rock University's Workforce Region Without a State System Match

Occupation Title	Job Zone	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio
Market Research Analysts and Marketing Specialists	4	234	109	125	0.47
Dental Hygienists	3	78	21	57	0.27
Physicians and Surgeons, All Other	5	108	62	46	0.57
Securities, Commodities, and Financial Services Sales Agents	4	62	33	29	0.53
Maintenance and Repair Workers, General	3	35	6	29	0.17
Stationary Engineers and Boiler Operators	3	32	9	23	0.28
Family and General Practitioners	5	50	28	22	0.56
Construction and Building Inspectors	3	29	10	19	0.34
Urban and Regional Planners	5	16	3	13	0.19
Nuclear Engineers	4	22	10	12	0.45
Surgeons	5	24	14	10	0.58
Real Estate Sales Agents	3	22	12	10	0.55
Computer-Controlled Machine Tool Operators, Metal and Plastic	3	22	13	9	0.59
Machinists	3	21	12	9	0.57
Environmental Engineers	5	41	33	8	0.80
Industrial Engineers	4	59	52	7	0.88
Petroleum Engineers	4	17	10	7	0.59
Sales Engineers	4	14	7	7	0.50
Brokerage Clerks	3	14	7	7	0.50
Anesthesiologists	5	11	6	5	0.55

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections; NCES (IPEDS 2011-2013 Completions)

5.4 Supply Surplus Gaps

Supply surplus gaps for skilled occupations cover occupations in Job Zones Three, Four and Five. The degree programs that align to these occupations span associate's degrees through graduate degrees. Recall that a supply surplus for an occupation exists where the number of program completions within a region exceeds the employer demand. The top supply surplus gaps are identified by the size of the annual gap.

The top supply surpluses within SRU's workforce region cover a broad range of both technical and non-technical occupations. When considering program changes in degree areas related to occupations displaying a supply surplus, further research should be considered to confirm the extent of alignment needed to arrive at equilibrium with the labor market.

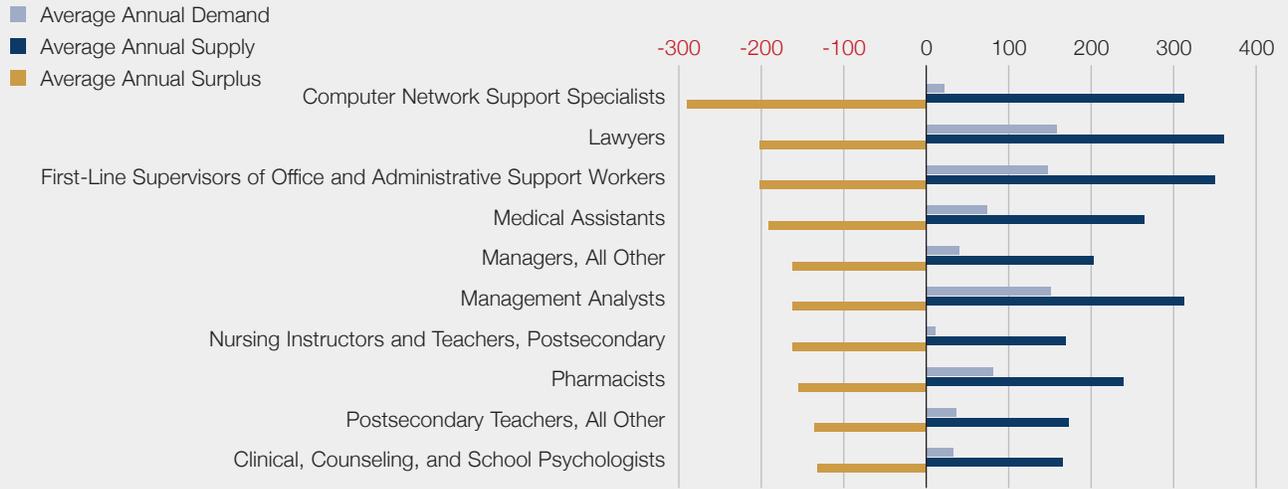
In SRU's workforce region, the data reveal the number of graduates that are aligned to education, training, and library occupations greatly exceed the annual demand for workers by an annual average of 657 completions. These occupations account for five out of the top twenty supply surplus gaps in the region. Other occupations that indicate a supply surplus in SRU's workforce region are concentrated in healthcare practitioner and technical occupations. Pharmacists and veterinary technologists and technicians combine for an average annual supply surplus of 297.

The largest supply surplus gap in the region exists for computer network support specialists with an average annual gap of 293. Program completers in the top supply surplus occupations may face increased competition for occupations related to their field of study within the region.

Fig. 34 illustrates the top supply surpluses for skilled occupations in SRU's workforce region. Fig. 35 provides the occupation title, occupation job zone, projected annual employer demand (for associate's degrees and higher), the annual supply of program completions (allocated to the occupation), the average annual gap, and a ratio of supply to demand (S/D Ratio).

This section provided an overview of gaps from the perspective of excess demand and supply surpluses. It is intended to set the data-driven foundation for understanding current alignment of education production in SRU's workforce region compared to the region's employer demand for graduates in specific program areas. Results for the gaps are largely driven by industry employment growth. As market conditions change, the resulting demand for skilled workers will also change. Therefore, results of this analysis should be taken in the context of changing industry sector employment and occupational demand.

Fig. 34: Top Supply Surplus Gaps for Skilled Occupations in Slippery Rock University's Workforce Region



Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections; NCES (IPEDS 2011-2013 Completions)

Fig. 35: Top Supply Surplus Gaps for Skilled Occupations in Slippery Rock University's Workforce Region

Occupation Title	Job Zone	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio
Computer Network Support Specialists	4	21	314	-293	14.95
Lawyers	5	160	364	-204	2.28
First-Line Supervisors of Office and Administrative Support Workers	3	148	351	-203	2.37
Medical Assistants	3	75	267	-192	3.56
Managers, All Other	4	39	203	-164	5.21
Management Analysts	4	151	313	-162	2.07
Nursing Instructors and Teachers, Postsecondary	5	10	172	-162	17.20
Pharmacists	5	83	239	-156	2.88
Postsecondary Teachers, All Other	5	37	173	-136	4.68
Clinical, Counseling, and School Psychologists	5	34	168	-134	4.94
Graphic Designers	4	65	199	-134	3.06
Librarians	5	29	162	-133	5.59
Police and Sheriff's Patrol Officers	3	68	198	-130	2.91
Secondary School Teachers, Except Special and Career/Technical Ed.	4	198	323	-125	1.63
Veterinary Technologists and Technicians	3	6	121	-115	20.17
Electricians	3	49	151	-102	3.08
Art, Drama, and Music Teachers, Postsecondary	5	42	143	-101	3.40
Architectural and Civil Drafters	4	28	126	-98	4.50
Electrical Engineers	4	70	167	-97	2.39
Clergy	5	14	109	-95	7.79

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections; NCES (IPEDS 2011-2013 Completions)

6. CONCLUSION

The State System Gap Analysis report provides a data-driven foundation for program planning and alignment in order to drive economic value and career success within the state and its regions. The analysis itself is not the solution, but can lend credible insight to guide decision-making at the strategic level. The content is designed to be a starting point and resource for program evaluation and planning.

It is important to remember that the results for the gaps are largely driven by industry employment growth. As labor market conditions change, the resulting demand for skilled workers will also change. Therefore, the results of this analysis should be taken in a context of changing industry sector employment and occupational demand.

Additionally, areas of future research should be considered when considering program evaluation and planning. These areas include (but are not limited to):

- Strong vs. weak occupation to education alignment,
- Wage trend research and supply/demand effects on wages,
- Career pathways, outcomes, and lifetime earnings,
- Issues of mal-employment¹⁷ and underemployment,¹⁸ and
- Program alignment best practices.

As more insights into the connections between education programs and labor market outcomes are gained, students, universities, workers, and employers will all benefit significantly.

17 Mal-employment is a specific type of underemployment that exists in the labor market. This occurs when college-educated workers choose to work in occupations that do not utilize the skills and abilities gained in college. An example of this would include a person who has a bachelor's degree in political science but works as bartender. For more on mal-employment see Harrington and Fogg (2011) "Rising Mal-Employment and the Great Recession: The Growing Disconnection between Recent College Graduates and the College Labor Market."

18 Underemployment occurs in the labor market when workers' skills, experience, and willingness to work are not fully utilized. An example of this would include a person who is employed part-time but wants to work full-time.

7. ABOUT THE STATE SYSTEM'S GAP ANALYSIS PROJECT

The gap analysis methodology and report was produced through a multi-organization collaboration that consisted of Pennsylvania's State System of Higher Education Office of the Chancellor and Oxford Economics USA Inc.—the team. Throughout the project and research process, the team sought feedback and insight from senior administration and representatives from each of the 14 State System Universities. The team also drew on insight and feedback from Georgetown University's Center on Education and the Workforce as well as subject matter experts involved in labor market intelligence and education program alignment.

The modeling and results presented here are based on information provided by third parties, upon which Oxford Economics has relied in producing its report and forecasts in good faith. Any subsequent revision or update of those data will affect the assessments and projections shown.

Oxford Economics is a key adviser to corporate, financial, government and education decision-makers and thought leaders. Oxford Economics' worldwide client base now comprises over 1000 international organizations, including leading multinational companies and financial institutions; key government bodies and trade associations; and top universities, consultancies, and think tanks.

This report is confidential to stakeholders of Pennsylvania's State System of Higher Education and may not be published or distributed without their prior written permission. Contact information for such request is provided below:

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8. DATA SOURCES KEY

Bureau of Labor Statistics (BLS):

- QCEW - Quarterly Census of Employment & Wages - <http://www.bls.gov/cew/>
- OES – Occupational Employment Statistics - <http://www.bls.gov/oes/>
- LAUS – Local Area Unemployment Statistics - <http://www.bls.gov/lau/>

U.S. Census Bureau (Census):

- LEHD – Longitudinal Employer-Household Dynamics - <http://lehd.census.gov/>
- ACS – American Community Survey - <http://www.census.gov/acs/www/>
- SAIPe – Small Area Income and Poverty Estimates - <http://www.census.gov/did/www/saipe/>

National Center for Education Statistics (NCES):

- IPEDS – Integrated Postsecondary Education Data System (National Center for Education Statistics) - <https://nces.ed.gov/ipeds/>

Pennsylvania Department of Labor and Industry (PADLI):

- www.paworkstats.pa.gov

O*NET Resource Center (O*NET)

- Job Zones – www.onetonline.org/help/online/zones

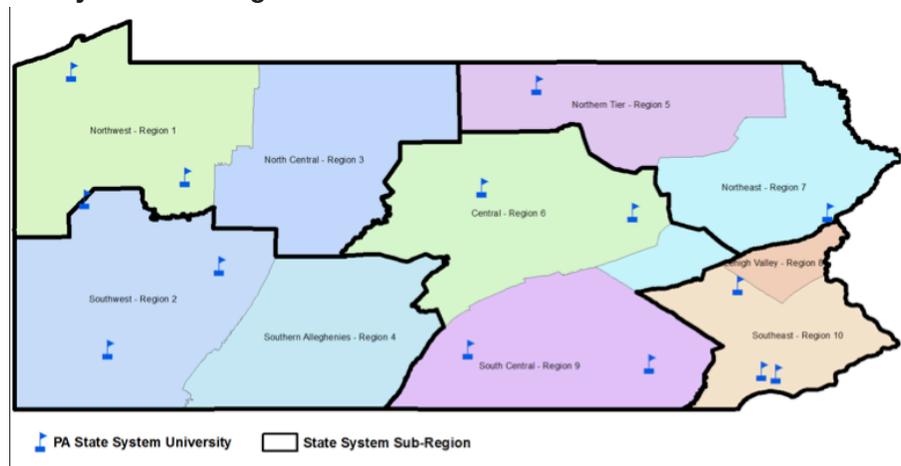
Economic Modeling Specialists International (EMSI)

APPENDIX A: STATE SYSTEM SUB-REGIONS WITH PREP REGIONS AND WIA REGIONS

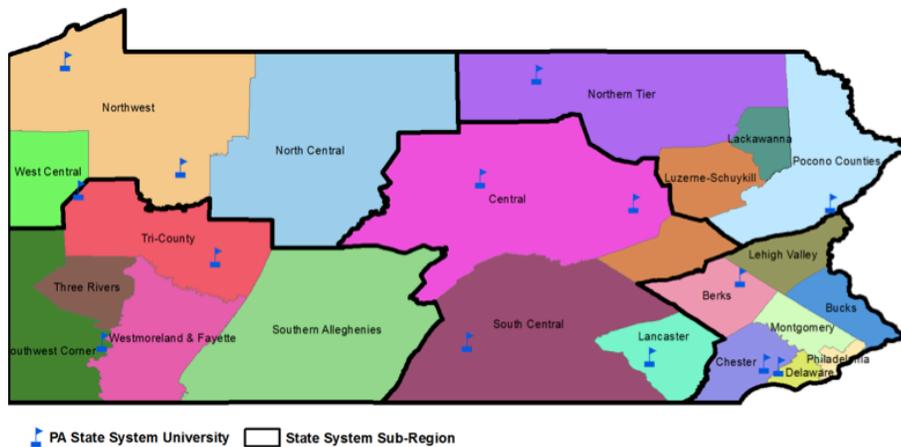
Partnerships for Regional Economic Performance (PREP) regions provide geographic context of how the Pennsylvania Department of Community & Economic Development divides resources and services to support business development, start-ups, investment and other economic development initiatives. To define sub-regions for this project, PREP regions served as the starting point. The following figures outline the sub-regions in relation to PREP regions.

An additional map of Pennsylvania's Workforce Investment Act (WIA) regional boundaries is also provided.

State System Sub-regions and PREP Boundaries



State System Sub-regions and WIA Boundaries



APPENDIX B:

O*NET JOB ZONE CODES

The O*NET program is the nation's primary source of occupational information. Central to the project is the O*NET database, containing information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation.¹⁹

JOB ZONE ONE: Little or No Preparation Needed

- *Education* – Some of these occupations may require a high school diploma or GED certificate.
- *Related Experience* – Little or no previous work-related skill, knowledge, or experience is needed for these occupations. For example, a person can become a waiter or waitress even if he/she has never worked before.
- *Job Training* – Employees in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker could show you how to do the job.
- *Job Zone Examples* – These occupations involve following instructions and helping others. Examples include taxi drivers, amusement and recreation attendants, counter and rental clerks, nonfarm animal caretakers, continuous mining machine operators, and waiters/waitresses.

JOB ZONE TWO: Some Preparation Needed

- *Education* – These occupations usually require a high school diploma.
- *Related Experience* – Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.
- *Job Training* – Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.

¹⁹ <http://www.onetcenter.org/overview.html>

- *Job Zone Examples* – These occupations often involve using your knowledge and skills to help others. Examples include sheet metal workers, forest fire fighters, customer service representatives, physical therapist aides, salespersons (retail), and tellers.

JOB ZONE THREE: Medium Preparation Needed

- *Education* – Most occupations in this zone require training in vocational schools, related on-the-job experience, or an associate's degree.
- *Related Experience* – Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job.
- *Job Training* – Employees in these occupations usually need one or two years of training involving both on-the-job experience and informal training with experienced workers. A recognized apprenticeship program may be associated with these occupations.
- *Job Zone Examples* – These occupations usually involve using communication and organizational skills to coordinate, supervise, manage, or train others to accomplish goals. Examples include food service managers, electricians, agricultural technicians, legal secretaries, occupational therapy assistants, and medical assistants.

JOB ZONE FOUR: Considerable Preparation Needed

- *Education* – Most of these occupations require a four-year bachelor's degree, but some do not.
- *Related Experience* – A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.
- *Job Training* – Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.
- *Job Zone Examples* – Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, sales managers, database administrators, teachers, chemists, art directors, and cost estimators.

JOB ZONE FIVE: Extensive Preparation Needed

- *Education* – Most of these occupations require graduate school. For example, they may require a master’s degree, and some require a Ph.D., M.D., or J.D. (law degree).
- *Related Experience* – Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.
- *Job Training* – Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.
- *Job Zone Examples* – These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include librarians, lawyers, sports medicine physicians, wildlife biologists, school psychologists, surgeons, treasurers, and controllers.

APPENDIX C: STRONG, LIMITED AND WEAK EDUCATION PROGRAM TO OCCUPATION CONNECTIONS²⁰

	Direct Connection	Limited Connection	Weak Connection
Surplus	Definitive surplus of graduates to projected demand; indicates strong market relationship between CIP and SOC(s) suggesting limited need for additional investments in program.	Apparent surplus of graduates in most related occupations. Likely intense competition for limited job opportunities. Moderate occupation ties require identification of special market links prior to added program investments.	Data indicates surplus of graduates likely, however the weak connection of the education program to specific occupations does not conform to traditional supply/demand data analysis.
Balanced	Balanced supply of graduates relative to demand. Job competition for newly minted graduates will be competitive, but opportunities in related occupations exist.	Apparent balanced supply of graduates relative to job demand in most related occupations. Data may be indeterminate relative to labor surplus or shortage situation. Added program review required to determine if greater labor market opportunities are present due to emerging or evolving occupations.	Data indicates balanced supply of graduates likely, but the weak connection to specific occupations does not conform to traditional supply/demand data analysis. Review occupational connections in CIP to SOC crosswalk to determine possible job market opportunities.
Gap	Definitive gap of completers relative to occupation demand. Data indicates likely shortages. Program is a strong candidate for additional resources and targeted recruitment efforts increase supply.	Apparent gap of graduates relative to job demand in at least one closely related occupation. Job opportunities may exist in at least one other related occupation. More research worthwhile to determine possible added occupation connections.	Data indicates gap of graduates likely, but weak connection to specific occupations does not conform to traditional supply/demand data analysis. Related jobs may exist but are not directly connected to the program. Review crosswalk for possible occupation links.

²⁰ The relationship matrix is drawn from: Labor Supply/Demand Analysis: Approaches and Concerns (2010) by Richard Froeschle formerly of the Texas Workforce Commission's Labor Market and Career Information (LMCI). While this context is important to know, Oxford Economics' methodology sought to minimize these issues by developing a crosswalk that uses real world education program to occupation matches through U.S. Census ACS data to more closely reflect the careers program completers actually enter into after graduation.

APPENDIX D: 4-DIGIT INDUSTRY EMPLOYMENT PROJECTIONS

The table below displays the employment numbers for industries at the four-digit NAICS level in SRU's workforce region in 2010, 2014, and 2024. It also provides the detailed NAICS code, industry title, 2014 industry LQ, and projected job growth to 2024.

NAICS Code	Industry Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
Total	All Industries	1.0	1,057,818	1,135,293	7.3%
1111	Oilseed and Grain Farming	0.1	47	54	14.9%
1112	Vegetable and Melon Farming	0.2	119	122	2.5%
1113	Fruit and Tree Nut Farming	0.0	34	38	11.8%
1114	Greenhouse, Nursery, and Floriculture Production	0.2	185	170	-8.1%
1119	Other Crop Farming	0.1	30	34	13.3%
1121	Cattle Ranching and Farming	0.1	145	168	15.9%
1122	Hog and Pig Farming	0.0	2	2	0.0%
1123	Poultry and Egg Production	0.2	52	57	9.6%
1124	Sheep and Goat Farming	1.1	13	15	15.4%
1129	Other Animal Production	0.3	40	36	-10.0%
1131	Timber Tract Operations	0.3	16	19	18.8%
1132	Forest Nurseries and Gathering of Forest Products	0.1	2	3	50.0%
1133	Logging	0.0	11	14	27.3%
1141	Fishing	0.1	3	4	33.3%
1142	Hunting and Trapping	0.4	5	6	20.0%
1151	Support Activities for Crop Production	0.0	109	120	10.1%
1152	Support Activities for Animal Production	0.4	83	71	-14.5%
1153	Support Activities for Forestry	0.2	27	33	22.2%
2111	Oil and Gas Extraction	1.2	1,847	2,493	35.0%
2121	Coal Mining	0.8	432	473	9.5%
2122	Metal Ore Mining	0.0	0	0	0.0%
2123	Nonmetallic Mineral Mining and Quarrying	0.9	599	578	-3.5%
2131	Support Activities for Mining	0.6	2,193	2,373	8.2%
2211	Electric Power Generation, Transmission and Distribution	0.8	3,138	2,956	-5.8%

NAICS Code	Industry Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
2212	Natural Gas Distribution	1.7	1,554	1,606	3.3%
2213	Water, Sewage and Other Systems	1.9	3,145	3,498	11.2%
2361	Residential Building Construction	1.0	4,945	6,249	26.4%
2362	Nonresidential Building Construction	1.0	5,443	6,380	17.2%
2371	Utility System Construction	1.0	3,758	4,621	23.0%
2372	Land Subdivision	1.1	356	411	15.4%
2373	Highway, Street, and Bridge Construction	1.4	4,399	5,335	21.3%
2379	Other Heavy and Civil Engineering Construction	0.9	754	988	31.0%
2381	Foundation, Structure, and Building Exterior Contractors	0.8	4,637	4,795	3.4%
2382	Building Equipment Contractors	0.9	12,935	14,597	12.8%
2383	Building Finishing Contractors	0.9	4,729	4,922	4.1%
2389	Other Specialty Trade Contractors	1.2	5,237	6,566	25.4%
3111	Animal Food Manufacturing	0.2	105	104	-1.0%
3112	Grain and Oilseed Milling	0.2	96	70	-27.1%
3113	Sugar and Confectionery Product Manufacturing	1.4	780	870	11.5%
3114	Fruit and Vegetable Preserving and Specialty Food Manufacturing	0.8	1,098	1,213	10.5%
3115	Dairy Product Manufacturing	0.7	705	672	-4.7%
3116	Animal Slaughtering and Processing	0.1	439	426	-3.0%
3118	Bakeries and Tortilla Manufacturing	0.9	2,038	2,088	2.5%
3119	Other Food Manufacturing	0.3	446	509	14.1%
3121	Beverage Manufacturing	0.6	847	907	7.1%
3122	Tobacco Manufacturing	0.9	93	109	17.2%
3131	Fiber, Yarn, and Thread Mills	0.0	5	4	-20.0%
3132	Fabric Mills	0.4	164	117	-28.7%
3133	Textile and Fabric Finishing and Fabric Coating Mills	0.1	25	26	4.0%
3141	Textile Furnishings Mills	0.2	92	99	7.6%
3149	Other Textile Product Mills	0.9	433	454	4.8%
3152	Cut and Sew Apparel Manufacturing	0.1	79	73	-7.6%
3159	Apparel Accessories and Other Apparel Manufacturing	1.1	95	72	-24.2%
3161	Leather and Hide Tanning and Finishing	0.0	0	0	0.0%
3162	Footwear Manufacturing	0.1	11	9	-18.2%
3169	Other Leather and Allied Product Manufacturing	0.1	5	6	20.0%
3211	Sawmills and Wood Preservation	0.4	284	359	26.4%
3212	Veneer, Plywood, and Engineered Wood Product Manufacturing	0.6	325	439	35.1%
3219	Other Wood Product Manufacturing	0.6	986	1,247	26.5%
3222	Converted Paper Product Manufacturing	0.4	787	692	-12.1%
3231	Printing and Related Support Activities	0.9	3,198	2,685	-16.0%
3241	Petroleum and Coal Products Manufacturing	2.7	2,261	2,146	-5.1%

NAICS Code	Industry Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
3251	Basic Chemical Manufacturing	1.0	1,078	968	-10.2%
3252	Resin, Synthetic Rubber, and Artificial Synthetic Fibers and Filaments Manufacturing	1.1	807	684	-15.2%
3253	Pesticide, Fertilizer, and Other Agricultural Chemical Manufacturing	0.0	12	11	-8.3%
3254	Pharmaceutical and Medicine Manufacturing	0.1	257	210	-18.3%
3255	Paint, Coating, and Adhesive Manufacturing	1.6	731	662	-9.4%
3256	Soap, Cleaning Compound, and Toilet Preparation Manufacturing	0.6	500	497	-0.6%
3259	Other Chemical Product and Preparation Manufacturing	1.2	748	811	8.4%
3261	Plastics Product Manufacturing	0.8	3,365	3,386	0.6%
3262	Rubber Product Manufacturing	0.6	574	568	-1.0%
3271	Clay Product and Refractory Manufacturing	3.9	1,191	1,116	-6.3%
3272	Glass and Glass Product Manufacturing	2.9	1,831	2,062	12.6%
3273	Cement and Concrete Product Manufacturing	0.8	1,057	1,115	5.5%
3274	Lime and Gypsum Product Manufacturing	2.5	273	292	7.0%
3279	Other Nonmetallic Mineral Product Manufacturing	0.7	387	441	14.0%
3311	Iron and Steel Mills and Ferroalloy Manufacturing	9.9	7,005	6,689	-4.5%
3312	Steel Product Manufacturing from Purchased Steel	4.2	1,951	1,744	-10.6%
3313	Alumina and Aluminum Production and Processing	1.3	580	672	15.9%
3314	Nonferrous Metal (except Aluminum) Production and Processing	2.7	1,313	1,175	-10.5%
3315	Foundries	2.2	2,193	2,326	6.1%
3321	Forging and Stamping	2.2	1,717	1,875	9.2%
3322	Cutlery and Handtool Manufacturing	1.1	337	302	-10.4%
3323	Architectural and Structural Metals Manufacturing	1.5	4,198	4,586	9.2%
3324	Boiler, Tank, and Shipping Container Manufacturing	1.1	863	916	6.1%
3325	Hardware Manufacturing	0.5	94	94	0.0%
3326	Spring and Wire Product Manufacturing	0.9	309	321	3.9%
3327	Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	1.6	4,628	4,729	2.2%
3328	Coating, Engraving, Heat Treating, and Allied Activities	1.6	1,706	1,727	1.2%
3329	Other Fabricated Metal Product Manufacturing	0.7	1,490	1,422	-4.6%
3331	Agriculture, Construction, and Mining Machinery Manufacturing	0.4	786	717	-8.8%
3332	Industrial Machinery Manufacturing	0.8	660	685	3.8%
3333	Commercial and Service Industry Machinery Manufacturing	0.8	566	422	-25.4%
3334	Ventilation, Heating, Air-Conditioning, and Commercial Refrigeration Equipment Manufacturing	0.7	673	675	0.3%
3335	Metalworking Machinery Manufacturing	2.6	3,605	3,352	-7.0%
3336	Engine, Turbine, and Power Transmission Equipment Manufacturing	0.7	547	475	-13.2%
3339	Other General Purpose Machinery Manufacturing	1.6	3,163	3,469	9.7%
3341	Computer and Peripheral Equipment Manufacturing	0.4	447	418	-6.5%
3342	Communications Equipment Manufacturing	1.5	1,121	833	-25.7%

NAICS Code	Industry Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
3343	Audio and Video Equipment Manufacturing	0.1	14	11	-21.4%
3344	Semiconductor and Other Electronic Component Manufacturing	0.5	1,362	1,112	-18.4%
3345	Navigational, Measuring, Electromedical, and Control Instruments Manufacturing	1.5	4,388	4,639	5.7%
3346	Manufacturing and Reproducing Magnetic and Optical Media	0.1	8	5	-37.5%
3351	Electric Lighting Equipment Manufacturing	0.7	243	262	7.8%
3352	Household Appliance Manufacturing	0.0	0	0	0.0%
3353	Electrical Equipment Manufacturing	3.0	3,307	3,534	6.9%
3359	Other Electrical Equipment and Component Manufacturing	0.7	667	698	4.6%
3361	Motor Vehicle Manufacturing	0.0	0	0	0.0%
3362	Motor Vehicle Body and Trailer Manufacturing	0.5	513	550	7.2%
3363	Motor Vehicle Parts Manufacturing	0.1	257	208	-19.1%
3364	Aerospace Product and Parts Manufacturing	0.0	126	113	-10.3%
3365	Railroad Rolling Stock Manufacturing	9.3	1,964	2,082	6.0%
3366	Ship and Boat Building	0.1	97	110	13.4%
3369	Other Transportation Equipment Manufacturing	0.1	30	37	23.3%
3371	Household and Institutional Furniture and Kitchen Cabinet Manufacturing	0.3	482	496	2.9%
3372	Office Furniture (including Fixtures) Manufacturing	0.4	327	347	6.1%
3379	Other Furniture Related Product Manufacturing	0.0	13	13	0.0%
3391	Medical Equipment and Supplies Manufacturing	1.1	2,677	2,525	-5.7%
3399	Other Miscellaneous Manufacturing	0.6	1,261	1,309	3.8%
4231	Motor Vehicle and Motor Vehicle Parts and Supplies Merchant Wholesalers	1.2	3,138	3,495	11.4%
4232	Furniture and Home Furnishing Merchant Wholesalers	0.7	585	647	10.6%
4233	Lumber and Other Construction Materials Merchant Wholesalers	1.2	1,885	1,980	5.0%
4234	Professional and Commercial Equipment and Supplies Merchant Wholesalers	0.9	4,411	4,492	1.8%
4235	Metal and Mineral (except Petroleum) Merchant Wholesalers	1.6	1,594	1,706	7.0%
4236	Household Appliances and Electrical and Electronic Goods Merchant Wholesalers	0.8	2,024	1,997	-1.3%
4237	Hardware, and Plumbing and Heating Equipment and Supplies Merchant Wholesalers	1.0	1,754	2,025	15.5%
4238	Machinery, Equipment, and Supplies Merchant Wholesalers	0.9	4,515	4,801	6.3%
4239	Miscellaneous Durable Goods Merchant Wholesalers	1.2	2,737	3,061	11.8%
4241	Paper and Paper Product Merchant Wholesalers	0.6	598	592	-1.0%
4242	Drugs and Druggists' Sundries Merchant Wholesalers	0.2	317	267	-15.8%
4243	Apparel, Piece Goods, and Notions Merchant Wholesalers	0.2	199	223	12.1%
4244	Grocery and Related Product Merchant Wholesalers	0.8	4,482	4,904	9.4%
4245	Farm Product Raw Material Merchant Wholesalers	0.0	19	23	21.1%
4246	Chemical and Allied Products Merchant Wholesalers	1.1	1,094	1,074	-1.8%
4247	Petroleum and Petroleum Products Merchant Wholesalers	0.7	549	583	6.2%

NAICS Code	Industry Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
4248	Beer, Wine, and Distilled Alcoholic Beverage Merchant Wholesalers	0.6	863	1,085	25.7%
4249	Miscellaneous Nondurable Goods Merchant Wholesalers	0.5	1,277	1,197	-6.3%
4251	Wholesale Electronic Markets and Agents and Brokers	1.4	9,684	9,529	-1.6%
4411	Automobile Dealers	1.2	10,706	12,065	12.7%
4412	Other Motor Vehicle Dealers	0.6	630	682	8.3%
4413	Automotive Parts, Accessories, and Tire Stores	0.9	3,522	3,655	3.8%
4421	Furniture Stores	0.9	1,430	1,485	3.8%
4422	Home Furnishings Stores	0.9	1,684	1,734	3.0%
4431	Electronics and Appliance Stores	0.9	3,247	2,937	-9.5%
4441	Building Material and Supplies Dealers	0.9	7,514	7,806	3.9%
4442	Lawn and Garden Equipment and Supplies Stores	1.0	1,109	1,125	1.4%
4451	Grocery Stores	1.0	20,049	17,681	-11.8%
4452	Specialty Food Stores	0.7	1,279	1,116	-12.7%
4453	Beer, Wine, and Liquor Stores	1.1	1,304	1,484	13.8%
4461	Health and Personal Care Stores	1.2	9,080	9,098	0.2%
4471	Gasoline Stations	1.0	6,774	7,318	8.0%
4481	Clothing Stores	1.1	9,034	8,558	-5.3%
4482	Shoe Stores	1.0	1,521	1,577	3.7%
4483	Jewelry, Luggage, and Leather Goods Stores	1.1	1,142	1,056	-7.5%
4511	Sporting Goods, Hobby, and Musical Instrument Stores	1.1	4,451	4,835	8.6%
4512	Book Stores and News Dealers	1.0	720	698	-3.1%
4521	Department Stores	1.0	11,168	10,684	-4.3%
4529	Other General Merchandise Stores	0.8	11,512	11,831	2.8%
4531	Florists	1.4	662	447	-32.5%
4532	Office Supplies, Stationery, and Gift Stores	1.0	2,166	1,946	-10.2%
4533	Used Merchandise Stores	1.2	1,483	1,884	27.0%
4539	Other Miscellaneous Store Retailers	1.0	2,350	2,323	-1.1%
4541	Electronic Shopping and Mail-Order Houses	1.7	4,273	5,409	26.6%
4542	Vending Machine Operators	1.1	324	312	-3.7%
4543	Direct Selling Establishments	0.5	485	455	-6.2%
4811	Scheduled Air Transportation	0.7	2,208	2,338	5.9%
4812	Nonscheduled Air Transportation	1.1	329	366	11.2%
4832	Inland Water Transportation	1.2	256	243	-5.1%
4841	General Freight Trucking	0.8	5,929	6,708	13.1%
4842	Specialized Freight Trucking	1.1	3,737	4,582	22.6%
4851	Urban Transit Systems	1.3	2,403	2,641	9.9%
4852	Interurban and Rural Bus Transportation	1.1	182	183	0.5%
4853	Taxi and Limousine Service	0.5	337	343	1.8%

NAICS Code	Industry Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
4854	School and Employee Bus Transportation	2.9	5,484	6,119	11.6%
4855	Charter Bus Industry	3.1	722	778	7.8%
4859	Other Transit and Ground Passenger Transportation	1.1	825	963	16.7%
4862	Pipeline Transportation of Natural Gas	0.8	185	196	5.9%
4869	Other Pipeline Transportation	1.2	73	98	34.2%
4871	Scenic and Sightseeing Transportation, Land	1.9	205	257	25.4%
4872	Scenic and Sightseeing Transportation, Water	0.7	82	71	-13.4%
4879	Scenic and Sightseeing Transportation, Other	0.1	2	2	0.0%
4881	Support Activities for Air Transportation	0.6	1,093	1,150	5.2%
4882	Support Activities for Rail Transportation	1.5	366	447	22.1%
4883	Support Activities for Water Transportation	0.4	313	325	3.8%
4884	Support Activities for Road Transportation	1.1	925	1,336	44.4%
4885	Freight Transportation Arrangement	0.5	797	965	21.1%
4889	Other Support Activities for Transportation	1.0	247	319	29.1%
4911	Postal Service	1.3	5,960	4,100	-31.2%
4921	Couriers and Express Delivery Services	1.3	5,109	5,720	12.0%
4922	Local Messengers and Local Delivery	0.4	184	174	-5.4%
4931	Warehousing and Storage	0.9	5,175	6,174	19.3%
5111	Newspaper, Periodical, Book, and Directory Publishers	0.9	3,022	2,630	-13.0%
5112	Software Publishers	0.6	1,450	1,671	15.2%
5121	Motion Picture and Video Industries	0.6	1,763	1,780	1.0%
5122	Sound Recording Industries	0.6	72	69	-4.2%
5151	Radio and Television Broadcasting	0.9	1,570	1,827	16.4%
5152	Cable and Other Subscription Programming	0.1	60	54	-10.0%
5171	Wired Telecommunications Carriers	1.1	5,236	4,579	-12.5%
5172	Wireless Telecommunications Carriers (except Satellite)	0.4	485	322	-33.6%
5174	Satellite Telecommunications	0.2	17	15	-11.8%
5179	Other Telecommunications	0.5	302	224	-25.8%
5182	Data Processing, Hosting, and Related Services	0.4	828	622	-24.9%
5191	Other Information Services	0.9	2,384	2,985	25.2%
5211	Monetary Authorities-Central Bank	0.0	5	4	-20.0%
5221	Depository Credit Intermediation	1.8	24,244	22,516	-7.1%
5222	Nondepository Credit Intermediation	0.5	2,426	2,015	-16.9%
5223	Activities Related to Credit Intermediation	0.4	972	768	-21.0%
5231	Securities and Commodity Contracts Intermediation and Brokerage	0.5	1,726	1,812	5.0%
5232	Securities and Commodity Exchanges	0.1	4	6	50.0%
5239	Other Financial Investment Activities	1.4	4,634	7,124	53.7%
5241	Insurance Carriers	1.6	14,996	15,800	5.4%

NAICS Code	Industry Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
5242	Agencies, Brokerages, and Other Insurance Related Activities	1.0	7,814	9,040	15.7%
5251	Insurance and Employee Benefit Funds	0.3	6	5	-16.7%
5259	Other Investment Pools and Funds	0.0	0	0	0.0%
5311	Lessors of Real Estate	0.9	4,313	4,712	9.3%
5312	Offices of Real Estate Agents and Brokers	0.6	1,277	1,301	1.9%
5313	Activities Related to Real Estate	0.6	2,903	2,841	-2.1%
5321	Automotive Equipment Rental and Leasing	1.0	1,415	1,652	16.7%
5322	Consumer Goods Rental	0.7	871	984	13.0%
5323	General Rental Centers	0.6	167	173	3.6%
5324	Commercial and Industrial Machinery and Equipment Rental and Leasing	1.1	1,243	1,478	18.9%
5331	Lessors of Nonfinancial Intangible Assets (except Copyrighted Works)	0.6	106	98	-7.5%
5411	Legal Services	1.3	11,073	12,237	10.5%
5412	Accounting, Tax Preparation, Bookkeeping, and Payroll Services	1.0	7,804	8,473	8.6%
5413	Architectural, Engineering, and Related Services	1.7	18,432	20,477	11.1%
5414	Specialized Design Services	1.0	943	1,307	38.6%
5415	Computer Systems Design and Related Services	1.0	13,748	19,998	45.5%
5416	Management, Scientific, and Technical Consulting Services	1.1	10,182	12,284	20.6%
5417	Scientific Research and Development Services	1.4	7,038	9,119	29.6%
5418	Advertising, Public Relations, and Related Services	0.9	3,407	3,812	11.9%
5419	Other Professional, Scientific, and Technical Services	0.8	4,218	4,781	13.3%
5511	Management of Companies and Enterprises	2.2	37,526	41,202	9.8%
5611	Office Administrative Services	0.2	777	665	-14.4%
5612	Facilities Support Services	0.9	920	1,317	43.2%
5613	Employment Services	0.6	16,966	19,155	12.9%
5614	Business Support Services	0.9	6,313	5,719	-9.4%
5615	Travel Arrangement and Reservation Services	0.7	1,002	894	-10.8%
5616	Investigation and Security Services	1.5	9,990	10,406	4.2%
5617	Services to Buildings and Dwellings	0.9	13,841	14,632	5.7%
5619	Other Support Services	0.9	2,090	2,608	24.8%
5621	Waste Collection	1.1	1,444	1,842	27.6%
5622	Waste Treatment and Disposal	0.7	684	788	15.2%
5629	Remediation and Other Waste Management Services	1.2	1,233	1,374	11.4%
6111	Elementary and Secondary Schools	0.8	47,582	44,766	-5.9%
6112	Junior Colleges	0.9	5,224	4,865	-6.9%
6113	Colleges, Universities, and Professional Schools	1.4	30,737	31,329	1.9%
6114	Business Schools and Computer and Management Training	0.3	175	201	14.9%
6115	Technical and Trade Schools	0.9	1,018	1,105	8.5%
6116	Other Schools and Instruction	0.7	1,947	2,132	9.5%

NAICS Code	Industry Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
6117	Educational Support Services	0.4	484	557	15.1%
6211	Offices of Physicians	1.2	24,329	26,318	8.2%
6212	Offices of Dentists	0.9	6,051	6,601	9.1%
6213	Offices of Other Health Practitioners	1.7	10,198	13,423	31.6%
6214	Outpatient Care Centers	1.1	6,670	8,821	32.2%
6215	Medical and Diagnostic Laboratories	1.1	2,212	2,404	8.7%
6216	Home Health Care Services	1.0	9,454	13,661	44.5%
6219	Other Ambulatory Health Care Services	2.0	4,572	4,920	7.6%
6221	General Medical and Surgical Hospitals	1.2	51,854	55,400	6.8%
6222	Psychiatric and Substance Abuse Hospitals	1.1	2,001	2,013	0.6%
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals	2.1	4,034	5,129	27.1%
6231	Nursing Care Facilities (Skilled Nursing Facilities)	1.2	16,509	18,736	13.5%
6232	Residential Intellectual and Developmental Disability, Mental Health, and Substance Abuse Facilities	1.8	10,108	10,355	2.4%
6233	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	1.4	9,180	11,227	22.3%
6239	Other Residential Care Facilities	1.5	1,989	2,488	25.1%
6241	Individual and Family Services	1.1	18,718	24,624	31.6%
6242	Community Food and Housing, and Emergency and Other Relief Services	0.7	874	939	7.4%
6243	Vocational Rehabilitation Services	0.7	1,849	2,185	18.2%
6244	Child Day Care Services	1.0	6,116	7,014	14.7%
7111	Performing Arts Companies	0.9	847	876	3.4%
7112	Spectator Sports	1.4	1,470	1,659	12.9%
7113	Promoters of Performing Arts, Sports, and Similar Events	1.6	1,531	1,665	8.8%
7114	Agents and Managers for Artists, Athletes, Entertainers, and Other Public Figures	0.4	67	79	17.9%
7115	Independent Artists, Writers, and Performers	0.2	101	132	30.7%
7121	Museums, Historical Sites, and Similar Institutions	1.2	2,165	2,468	14.0%
7131	Amusement Parks and Arcades	1.5	2,182	2,737	25.4%
7132	Gambling Industries	0.4	850	732	-13.9%
7139	Other Amusement and Recreation Industries	0.9	8,936	9,732	8.9%
7211	Traveler Accommodation	0.5	7,002	7,228	3.2%
7212	RV (Recreational Vehicle) Parks and Recreational Camps	0.6	285	330	15.8%
7213	Rooming and Boarding Houses	0.3	32	38	18.8%
7223	Special Food Services	1.5	7,244	8,439	16.5%
7224	Drinking Places (Alcoholic Beverages)	1.3	3,774	3,920	3.9%
7225	Restaurants and Other Eating Places	0.9	69,762	75,133	7.7%
8111	Automotive Repair and Maintenance	1.0	6,560	7,016	7.0%
8112	Electronic and Precision Equipment Repair and Maintenance	1.2	914	931	1.9%
8113	Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	0.8	1,195	1,324	10.8%

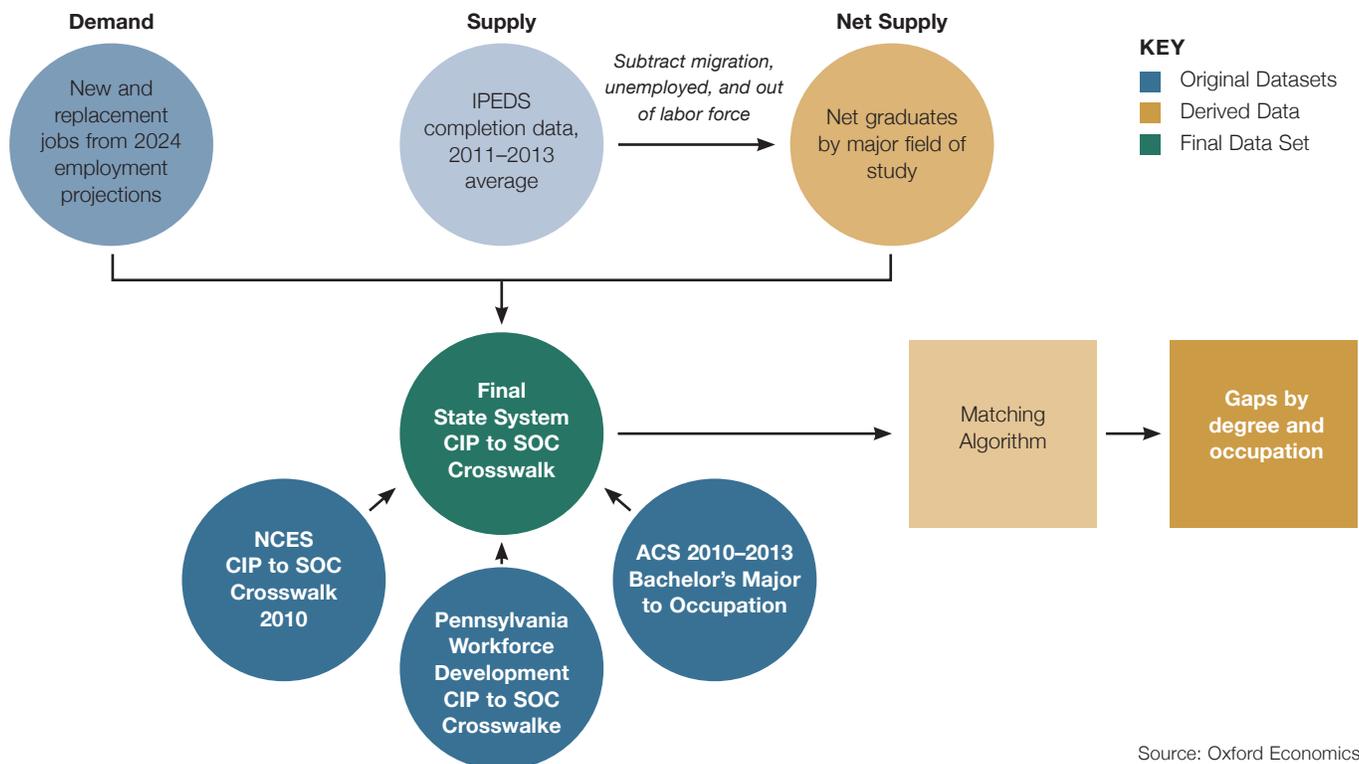
NAICS Code	Industry Title	2014 LQ	2014 Jobs	2024 Jobs	% Change 2014-2024
8114	Personal and Household Goods Repair and Maintenance	0.9	484	535	10.5%
8121	Personal Care Services	1.4	7,269	8,046	10.7%
8122	Death Care Services	1.5	1,645	1,649	0.2%
8123	Drycleaning and Laundry Services	0.9	2,154	2,037	-5.4%
8129	Other Personal Services	1.0	2,214	2,627	18.7%
8131	Religious Organizations	1.2	1,706	1,760	3.2%
8132	Grantmaking and Giving Services	1.0	1,093	1,072	-1.9%
8133	Social Advocacy Organizations	0.9	1,475	1,540	4.4%
8134	Civic and Social Organizations	1.9	5,920	6,193	4.6%
8139	Business, Professional, Labor, Political, and Similar Organizations	1.1	3,584	3,684	2.8%
8141	Private Households	0.4	837	701	-16.2%
9211	Executive, Legislative, and Other General Government Support	1.0	23,689	22,711	-4.1%
9221	Justice, Public Order, and Safety Activities	0.3	4,063	3,549	-12.7%
9231	Administration of Human Resource Programs	0.2	1,268	1,183	-6.7%
9241	Administration of Environmental Quality Programs	0.3	816	772	-5.4%
9251	Administration of Housing Programs, Urban Planning, and Community Development	1.5	930	841	-9.6%
9261	Administration of Economic Programs	0.4	1,648	1,523	-7.6%
9281	National Security and International Affairs	0.2	883	834	-5.5%

Source: BLS (QCEW and OES); Pennsylvania Department of Labor & Industry; Oxford Economics Projections

APPENDIX E: METHODOLOGY

The data-driven process involved in developing this gap analysis required multiple steps including compiling education output and forecasting occupation demand. Broadly speaking, supply-side educational completion data were assembled at the program level for State System Universities as well as other institutions within Pennsylvania. A three-year average was used to mitigate year-to-year variability in completions. A mapping analysis, known as a crosswalk, was developed looking at education programs and occupations and using a combination of the National Center for Education Statistics' (NCES) and US Census American Community Survey (ACS) data. The crosswalk was applied to occupation demand projections, which were produced by Oxford Economics and updated to 2014-2024, to calculate both new and replacement jobs. Linking annual program completions (supply) and annual occupation

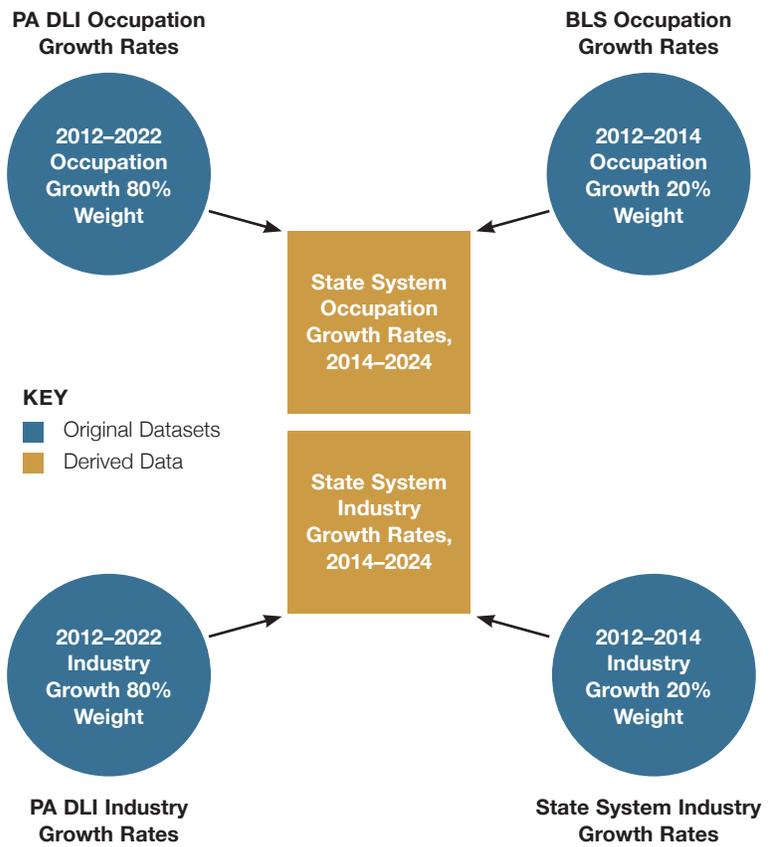
Fig. 36: Summary of Gap Analysis Methodology



projections (demand) enabled the calculation of the difference between the two, providing an insight into potential workforce gaps and surpluses for educational institutions to consider. Fig. 36 provides a high-level flow chart of the process to calculate gaps/surpluses.

A primary goal of the research was to produce updated forecasts for industries and occupations at the county level for Pennsylvania. Fig. 37 provides a summary of the growth rate calculations used in the forecasts.

Fig. 37: Summary of Growth Rate Calculations



APPENDIX F: GAP ANALYSIS RESULTS

The following table provides the results of the gap analysis for all detailed occupations in SRU's workforce region. The following information is provided in the table below:

- A description of the occupation – SOC Code and occupation title.
- A description of the level of the occupation – Job Zone.
- Gap indicator with the following color codes:
 - Green = Projected excess employer demand
 - Purple = Projected excess demand at specific degree level
 - Yellow = Projected balance
 - Blue = Projected supply surplus
- Average annual supply, demand, and gap number for each occupation and the detailed degree level supply, demand, and gap number for each occupation.
- The ratio of average annual supply to average annual demand (S/D Ratio).

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual		S/D Ratio	Associate		Bachelor		Graduate	
				Demand	Supply		Demand	Supply	Demand	Supply	Demand	Supply
11-1011	Chief Executives	5		33	100	3.03	0	0	28	14	5	-81
11-1021	General and Operations Managers	4		275	349	1.27	0	0	208	98	66	-185
11-2011	Advertising and Promotions Managers	4		2	3	1.50	0	0	2	3	-1	0
11-2021	Marketing Managers	4		33	51	1.55	0	0	28	34	-6	-12
11-2022	Sales Managers	4		37	58	1.57	0	0	32	38	-6	-15
11-2031	Public Relations and Fundraising Managers	4		5	13	2.60	0	0	3	5	-2	-6
11-3011	Administrative Services Managers	3		10	5	0.50	0	0	10	5	5	0
11-3021	Computer and Information Systems Managers	4		94	156	1.66	0	0	57	24	33	-95
11-3031	Financial Managers	4		41	69	1.68	0	0	26	14	12	-40
11-3051	Industrial Production Managers	4		18	19	1.06	0	0	15	7	8	-9
11-3061	Purchasing Managers	4		4	2	0.50	0	0	4	2	2	0
11-3071	Transportation, Storage, and Distribution Managers	4		9	4	0.44	0	0	9	4	5	0
11-3111	Compensation and Benefits Managers	4		2	1	0.50	0	0	2	1	1	0
11-3121	Human Resources Managers	4		25	51	2.04	0	0	13	6	7	-33
11-3131	Training and Development Managers	4		8	15	1.88	0	0	5	2	3	-10
11-9021	Construction Managers	4		28	11	0.39	0	0	28	11	17	0
11-9031	Education Administrators, Preschool and Childcare Center/Program	4		10	28	2.80	0	0	3	1	2	-20
11-9032	Education Administrators, Elementary and Secondary School	5		29	112	3.86	0	0	0	0	29	-83
11-9033	Education Administrators, Postsecondary	5		25	96	3.84	0	0	0	0	25	-71
11-9039	Education Administrators, All Other	5		7	25	3.57	0	0	2	1	1	-19
11-9041	Architectural and Engineering Managers	5		43	105	2.44	0	0	24	18	6	-69
11-9051	Food Service Managers	3		14	82	5.86	5	58	9	24	-15	0
11-9061	Funeral Service Managers	3		2	1	0.50	0	0	2	1	1	0
11-9081	Lodging Managers	3		4	8	2.00	0	0	4	8	-4	0
11-9111	Medical and Health Services Managers	5		64	139	2.17	0	0	38	28	10	-86

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio	Associate Demand	Associate Supply	Associate Gap	Bachelor Demand	Bachelor Supply	Bachelor Gap	Graduate Demand	Graduate Supply	Graduate Gap
11-9121	Natural Sciences Managers	5		17	44	-27	2.59	0	0	0	5	25	-20	12	19	-7
11-9141	Property, Real Estate, and Community Association Managers	4		16	7	9	0.44	0	0	0	16	7	9	0	0	0
11-9151	Social and Community Service Managers	4		31	81	-50	2.61	0	0	0	17	26	-9	15	55	-40
11-9199	Managers, All Other	4		39	203	-164	5.21	0	0	0	30	110	-80	9	93	-84
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	4		1	2	-1	2.00	0	0	0	1	2	-1	0	0	0
13-1022	Wholesale and Retail Buyers, Except Farm Products	3		13	9	4	0.69	0	0	0	13	9	4	0	0	0
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	4		35	16	19	0.46	0	0	0	35	16	19	0	0	0
13-1031	Claims Adjusters, Examiners, and Investigators	4		65	30	35	0.46	0	0	0	65	30	35	0	0	0
13-1032	Insurance Appraisers, Auto Damage	3		6	3	3	0.50	0	0	0	6	3	3	0	0	0
13-1041	Compliance Officers	4		47	22	25	0.47	0	0	0	47	22	25	0	0	0
13-1051	Cost Estimators	4		58	26	32	0.45	0	0	0	58	26	32	0	0	0
13-1071	Human Resources Specialists	4		119	109	10	0.92	0	0	0	84	39	45	35	71	-36
13-1075	Labor Relations Specialists	4		2	1	1	0.50	0	0	0	2	1	1	0	0	0
13-1081	Logisticians	4		24	21	3	0.88	0	0	0	19	10	9	4	11	-7
13-1111	Management Analysts	4		151	313	-162	2.07	0	0	0	78	36	42	73	277	-204
13-1121	Meeting, Convention, and Event Planners	4		19	35	-16	1.84	0	0	0	19	35	-16	0	0	0
13-1131	Fundraisers	4		24	11	13	0.46	0	0	0	12	7	5	12	4	8
13-1141	Compensation, Benefits, and Job Analysis Specialists	4		9	5	4	0.56	0	0	0	7	3	4	1	2	-1
13-1151	Training and Development Specialists	4		54	41	13	0.76	0	0	0	40	18	22	14	23	-9
13-1161	Market Research Analysts and Marketing Specialists	4		234	109	125	0.47	0	0	0	134	101	33	100	8	92
13-1199	Business Operations Specialists, All Other	4		28	19	9	0.68	0	0	0	20	11	9	9	8	1
13-2011	Accountants and Auditors	4		485	264	221	0.54	0	0	0	389	213	176	97	50	47
13-2031	Budget Analysts	4		17	9	8	0.53	0	0	0	10	5	5	7	4	3
13-2041	Credit Analysts	4		22	11	11	0.50	0	0	0	14	7	7	8	4	4
13-2051	Financial Analysts	4		114	59	55	0.52	0	0	0	81	42	39	33	17	16

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio	Associate Demand	Associate Supply	Associate Gap	Bachelor Demand	Bachelor Supply	Bachelor Gap	Graduate Demand	Graduate Supply	Graduate Gap
13-2052	Personal Financial Advisors	4		89	48	41	0.54	0	0	0	76	41	35	12	6	6
13-2053	Insurance Underwriters	4		41	20	21	0.49	0	0	0	41	20	21	0	0	0
13-2061	Financial Examiners	4		14	7	7	0.50	0	0	0	9	5	4	5	3	2
13-2071	Credit Counselors	4		12	6	6	0.50	0	0	0	10	5	5	2	1	1
13-2072	Loan Officers	3		67	33	34	0.49	0	0	0	67	33	34	0	0	0
13-2081	Tax Examiners and Collectors, and Revenue Agents	3		7	4	3	0.57	0	0	0	7	4	3	0	0	0
13-2082	Tax Preparers	3		5	6	-1	1.20	1	5	-4	3	2	1	0	0	0
13-2099	Financial Specialists, All Other	4		5	2	3	0.40	0	0	0	3	2	1	1	1	0
15-1121	Computer Systems Analysts	4		255	284	-29	1.11	0	0	0	193	75	118	62	208	-146
15-1122	Information Security Analysts	4		29	39	-10	1.34	0	0	0	20	8	12	9	31	-22
15-1131	Computer Programmers	4		196	195	1	0.99	0	0	0	151	58	93	45	137	-92
15-1132	Software Developers, Applications	4		231	300	-69	1.30	0	0	0	163	72	91	68	229	-161
15-1133	Software Developers, Systems Software	4		15	19	-4	1.27	0	0	0	10	5	5	4	15	-11
15-1134	Web Developers	3		32	12	20	0.38	0	0	0	32	12	20	0	0	0
15-1141	Database Administrators	4		51	62	-11	1.22	0	0	0	37	14	23	14	48	-34
15-1142	Network and Computer Systems Administrators	4		24	26	-2	1.08	0	0	0	19	7	12	5	19	-14
15-1143	Computer Network Architects	4		21	26	-5	1.24	0	0	0	15	6	9	6	21	-15
15-1151	Computer User Support Specialists	3		147	201	-54	1.37	39	158	-119	108	43	65	0	0	0
15-1152	Computer Network Support Specialists	4		21	314	-293	14.95	4	296	-292	12	5	7	4	13	-9
15-1199	Computer Occupations, All Other	4		39	44	-5	1.13	0	0	0	31	12	19	9	31	-22
15-2011	Actuaries	4		20	43	-23	2.15	0	0	0	11	15	-4	8	28	-20
15-2031	Operations Research Analysts	5		22	16	6	0.73	0	0	0	15	7	8	7	9	-2
15-2041	Statisticians	5		28	46	-18	1.64	0	0	0	0	0	0	28	46	-18
17-1011	Architects, Except Landscape and Naval	4		46	44	2	0.96	0	0	0	26	17	9	20	27	-7
17-1012	Landscape Architects	4		14	14	0	1.00	0	0	0	8	5	3	6	9	-3
17-1021	Cartographers and Photogrammetrists	4		1	0	1	0.00	0	0	0	1	0	1	0	0	0
17-1022	Surveyors	4		12	4	8	0.33	0	0	0	12	4	8	0	0	0
17-2011	Aerospace Engineers	4		21	44	-23	2.10	0	0	0	13	7	6	8	37	-29

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio	Associate Demand	Associate Supply	Associate Gap	Bachelor Demand	Bachelor Supply	Bachelor Gap	Graduate Demand	Graduate Supply	Graduate Gap
17-2031	Biomedical Engineers	4		6	12	-6	2.00	0	0	0	4	3	1	2	9	-7
17-2041	Chemical Engineers	4		8	17	-9	2.13	0	0	0	6	5	1	2	12	-10
17-2051	Civil Engineers	4		135	135	0	1.00	0	0	0	88	30	58	47	105	-58
17-2071	Electrical Engineers	4		70	167	-97	2.39	0	0	0	39	19	20	31	148	-117
17-2072	Electronics Engineers, Except Computer	4		5	13	-8	2.60	0	0	0	3	1	2	2	12	-10
17-2081	Environmental Engineers	5		41	33	8	0.80	0	0	0	25	22	3	16	11	5
17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	4		9	5	4	0.56	0	0	0	7	3	4	2	2	0
17-2112	Industrial Engineers	4		59	52	7	0.88	0	0	0	44	22	22	14	30	-16
17-2131	Materials Engineers	4		22	37	-15	1.68	0	0	0	17	8	9	6	29	-23
17-2141	Mechanical Engineers	4		90	115	-25	1.28	0	0	0	74	36	38	16	79	-63
17-2151	Mining and Geological Engineers, Including Mining Safety Engineers	4		1	1	0	1.00	0	0	0	0	0	0	1	1	0
17-2161	Nuclear Engineers	4		22	10	12	0.45	0	0	0	13	3	10	10	7	3
17-2171	Petroleum Engineers	4		17	10	7	0.59	0	0	0	8	4	4	9	6	3
17-2199	Engineers, All Other	4		34	71	-37	2.09	0	0	0	19	10	9	15	60	-45
17-3011	Architectural and Civil Drafters	4		28	126	-98	4.50	14	117	-103	14	9	5	0	0	0
17-3013	Mechanical Drafters	3		5	33	-28	6.60	3	31	-28	3	1	2	0	0	0
17-3022	Civil Engineering Technicians	3		13	13	0	1.00	6	9	-3	7	4	3	0	0	0
17-3023	Electrical and Electronics Engineering Technicians	3		2	93	-91	46.50	1	93	-92	1	1	0	0	0	0
17-3025	Environmental Engineering Technicians	4		4	2	2	0.50	0	0	0	4	2	2	0	0	0
17-3026	Industrial Engineering Technicians	3		4	4	0	1.00	2	3	-1	2	1	1	0	0	0
17-3027	Mechanical Engineering Technicians	3		9	15	-6	1.67	4	13	-9	4	2	2	0	0	0
17-3029	Engineering Technicians, Except Drafters, All Other	3		13	21	-8	1.62	6	17	-11	7	3	4	0	0	0
19-1013	Soil and Plant Scientists	5		1	1	0	1.00	0	0	0	1	1	0	0	0	0
19-1021	Biochemists and Biophysicists	5		40	56	-16	1.40	0	0	0	0	0	0	40	56	-16
19-1022	Microbiologists	5		21	25	-4	1.19	0	0	0	9	8	1	11	17	-6
19-1029	Biological Scientists, All Other	5		3	13	-10	4.33	0	0	0	1	9	-8	1	4	-3
19-1031	Conservation Scientists	4		3	0	3	0.00	0	0	0	3	0	3	0	0	0

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio	Associate Demand	Associate Supply	Associate Gap	Bachelor Demand	Bachelor Supply	Bachelor Gap	Graduate Demand	Graduate Supply	Graduate Gap
19-1042	Medical Scientists, Except Epidemiologists	5		67	109	-42	1.63	0	0	0	0	0	0	67	109	-42
19-2031	Chemists	4		65	65	0	1.00	0	0	0	34	27	7	31	39	-8
19-2032	Materials Scientists	5		3	10	-7	3.33	0	0	0	2	1	1	2	8	-6
19-2041	Environmental Scientists and Specialists, Including Health	4		41	40	1	0.98	0	0	0	24	22	2	17	18	-1
19-2042	Geoscientists, Except Hydrologists and Geographers	4		16	14	2	0.88	0	0	0	9	8	1	6	5	1
19-3011	Economists	5		6	9	-3	1.50	0	0	0	0	0	0	6	9	-3
19-3022	Survey Researchers	5		13	21	-8	1.62	0	0	0	0	0	0	13	21	-8
19-3031	Clinical, Counseling, and School Psychologists	5		34	168	-134	4.94	0	0	0	0	0	0	34	168	-134
19-3039	Psychologists, All Other	5		4	17	-13	4.25	0	0	0	0	0	0	4	17	-13
19-3041	Sociologists	5		1	2	-1	2.00	0	0	0	0	0	0	1	2	-1
19-3051	Urban and Regional Planners	5		16	3	13	0.19	0	0	0	0	0	0	16	3	13
19-4021	Biological Technicians	4		47	38	9	0.81	0	0	0	47	38	9	0	0	0
19-4031	Chemical Technicians	3		37	21	16	0.57	0	0	0	37	21	16	0	0	0
19-4061	Social Science Research Assistants	4		9	9	0	1.00	0	0	0	9	9	0	0	0	0
19-4091	Environmental Science and Protection Technicians, Including Health	4		25	22	3	0.88	0	0	0	20	17	3	5	6	-1
19-4093	Forest and Conservation Technicians	3		2	2	0	1.00	0	0	0	2	2	0	0	0	0
19-4099	Life, Physical, and Social Science Technicians, All Other	3		12	10	2	0.83	0	0	0	12	10	2	0	0	0
21-1011	Substance Abuse and Behavioral Disorder Counselors	5		21	26	-5	1.24	0	0	0	8	12	-4	13	14	-1
21-1012	Educational, Guidance, School, and Vocational Counselors	5		35	44	-9	1.26	0	0	0	0	0	0	35	44	-9
21-1013	Marriage and Family Therapists	5		9	23	-14	2.56	0	0	0	0	0	0	9	23	-14
21-1014	Mental Health Counselors	5		48	50	-2	1.04	0	0	0	0	0	0	48	50	-2
21-1015	Rehabilitation Counselors	5		57	95	-38	1.67	0	0	0	0	0	0	57	95	-38
21-1019	Counselors, All Other	5		2	3	-1	1.50	0	0	0	0	0	0	2	3	-1
21-1021	Child, Family, and School Social Workers	4		84	116	-32	1.38	0	0	0	56	87	-31	28	29	-1
21-1022	Healthcare Social Workers	5		61	64	-3	1.05	0	0	0	0	0	0	61	64	-3

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio	Associate Demand	Associate Supply	Associate Gap	Bachelor Demand	Bachelor Supply	Bachelor Gap	Graduate Demand	Graduate Supply	Graduate Gap
21-1023	Mental Health and Substance Abuse Social Workers	5		70	96	-26	1.37	0	0	0	46	72	-26	23	24	-1
21-1029	Social Workers, All Other	5		2	3	-1	1.50	0	0	0	2	3	-1	0	0	0
21-1091	Health Educators	4		14	35	-21	2.50	0	0	0	9	13	-4	5	21	-16
21-1092	Probation Officers and Correctional Treatment Specialists	4		15	20	-5	1.33	0	0	0	10	15	-5	5	5	0
21-1093	Social and Human Service Assistants	4		69	107	-38	1.55	14	21	-7	55	86	-31	0	0	0
21-1094	Community Health Workers	4		4	10	-6	2.50	0	0	0	3	4	-1	1	6	-5
21-1099	Community and Social Service Specialists, All Other	4		5	9	-4	1.80	0	0	0	0	0	0	5	9	-4
21-2011	Clergy	5		14	109	-95	7.79	0	0	0	6	19	-13	8	90	-82
21-2021	Directors, Religious Activities and Education	4		20	26	-6	1.30	0	0	0	14	19	-5	6	7	-1
23-1011	Lawyers	5		160	364	-204	2.28	0	0	0	0	0	0	160	364	-204
23-1012	Judicial Law Clerks	5		4	9	-5	2.25	0	0	0	0	0	0	4	9	-5
23-1022	Arbitrators, Mediators, and Conciliators	5		3	6	-3	2.00	0	0	0	0	0	0	3	6	-3
23-2011	Paralegals and Legal Assistants	3		68	107	-39	1.57	10	51	-41	58	57	1	0	0	0
23-2091	Court Reporters	3		2	2	0	1.00	0	0	0	2	2	0	0	0	0
23-2093	Title Examiners, Abstractors, and Searchers	3		11	19	-8	1.73	2	10	-8	9	9	0	0	0	0
25-1011	Business Teachers, Postsecondary	5		34	122	-88	3.59	0	0	0	0	0	0	34	122	-88
25-1021	Computer Science Teachers, Postsecondary	5		17	60	-43	3.53	0	0	0	0	0	0	17	60	-43
25-1022	Mathematical Science Teachers, Postsecondary	5		15	24	-9	1.60	0	0	0	0	0	0	15	24	-9
25-1031	Architecture Teachers, Postsecondary	5		4	6	-2	1.50	0	0	0	0	0	0	4	6	-2
25-1032	Engineering Teachers, Postsecondary	5		24	110	-86	4.58	0	0	0	0	0	0	24	110	-86
25-1042	Biological Science Teachers, Postsecondary	5		17	27	-10	1.59	0	0	0	0	0	0	17	27	-10
25-1051	Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	5		5	8	-3	1.60	0	0	0	0	0	0	5	8	-3
25-1052	Chemistry Teachers, Postsecondary	5		10	13	-3	1.30	0	0	0	0	0	0	10	13	-3

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio	Associate Demand	Associate Supply	Associate Gap	Bachelor Demand	Bachelor Supply	Bachelor Gap	Graduate Demand	Graduate Supply	Graduate Gap
25-1054	Physics Teachers, Postsecondary	5		8	13	-5	1.63	0	0	0	0	0	0	8	13	-5
25-1062	Area, Ethnic, and Cultural Studies Teachers, Postsecondary	5		3	4	-1	1.33	0	0	0	0	0	0	3	4	-1
25-1063	Economics Teachers, Postsecondary	5		8	12	-4	1.50	0	0	0	0	0	0	8	12	-4
25-1064	Geography Teachers, Postsecondary	5		2	3	-1	1.50	0	0	0	0	0	0	2	3	-1
25-1065	Political Science Teachers, Postsecondary	5		6	99	-93	16.50	0	0	0	0	0	0	6	99	-93
25-1066	Psychology Teachers, Postsecondary	5		13	64	-51	4.92	0	0	0	0	0	0	13	64	-51
25-1067	Sociology Teachers, Postsecondary	5		15	22	-7	1.47	0	0	0	0	0	0	15	22	-7
25-1069	Social Sciences Teachers, Postsecondary, All Other	5		4	6	-2	1.50	0	0	0	0	0	0	4	6	-2
25-1071	Health Specialties Teachers, Postsecondary	5		24	69	-45	2.88	0	0	0	0	0	0	24	69	-45
25-1072	Nursing Instructors and Teachers, Postsecondary	5		10	172	-162	17.20	0	0	0	0	0	0	10	172	-162
25-1081	Education Teachers, Postsecondary	5		13	18	-5	1.38	0	0	0	0	0	0	13	18	-5
25-1082	Library Science Teachers, Postsecondary	5		3	15	-12	5.00	0	0	0	0	0	0	3	15	-12
25-1111	Criminal Justice and Law Enforcement Teachers, Postsecondary	5		2	19	-17	9.50	0	0	0	0	0	0	2	19	-17
25-1112	Law Teachers, Postsecondary	5		3	7	-4	2.33	0	0	0	0	0	0	3	7	-4
25-1113	Social Work Teachers, Postsecondary	5		1	2	-1	2.00	0	0	0	0	0	0	1	2	-1
25-1121	Art, Drama, and Music Teachers, Postsecondary	5		42	143	-101	3.40	0	0	0	0	0	0	42	143	-101
25-1122	Communications Teachers, Postsecondary	5		11	26	-15	2.36	0	0	0	0	0	0	11	26	-15
25-1123	English Language and Literature Teachers, Postsecondary	5		16	74	-58	4.63	0	0	0	0	0	0	16	74	-58
25-1124	Foreign Language and Literature Teachers, Postsecondary	5		12	25	-13	2.08	0	0	0	0	0	0	12	25	-13
25-1125	History Teachers, Postsecondary	5		8	13	-5	1.63	0	0	0	0	0	0	8	13	-5
25-1126	Philosophy and Religion Teachers, Postsecondary	5		9	99	-90	11.00	0	0	0	0	0	0	9	99	-90
25-1191	Graduate Teaching Assistants	5		7	10	-3	1.43	0	0	0	0	0	0	7	10	-3

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual		S/D Ratio	Associate		Bachelor		Graduate			
				Demand	Supply		Demand	Supply	Demand	Supply	Demand	Supply	Gap	Gap
25-1193	Recreation and Fitness Studies Teachers, Postsecondary	5		4	5	-1	1.25	0	0	0	0	4	5	-1
25-1199	Postsecondary Teachers, All Other	5		37	173	-136	4.68	0	0	0	0	37	173	-136
25-2011	Preschool Teachers, Except Special Education	3		61	100	-39	1.64	14	76	-62	48	24	0	0
25-2012	Kindergarten Teachers, Except Special Education	4		16	16	0	1.00	0	0	0	11	0	4	-2
25-2021	Elementary School Teachers, Except Special Education	4		173	224	-51	1.29	0	0	0	56	72	-16	-35
25-2022	Middle School Teachers, Except Special and Career/Technical Education	4		127	174	-47	1.37	0	0	0	41	53	-12	-36
25-2023	Career/Technical Education Teachers, Middle School	4		5	6	-1	1.20	0	0	0	2	2	0	-1
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	4		198	323	-125	1.63	0	0	0	66	118	-52	-73
25-2032	Career/Technical Education Teachers, Secondary School	4		15	18	-3	1.20	0	0	0	5	7	-2	-1
25-2051	Special Education Teachers, Preschool	4		4	7	-3	1.75	0	0	0	1	1	0	-3
25-2052	Special Education Teachers, Kindergarten and Elementary School	4		39	69	-30	1.77	0	0	0	10	10	0	-30
25-2053	Special Education Teachers, Middle School	4		12	21	-9	1.75	0	0	0	3	3	0	-9
25-2054	Special Education Teachers, Secondary School	4		30	54	-24	1.80	0	0	0	8	8	0	-24
25-3021	Self-Enrichment Education Teachers	3		10	12	-2	1.20	0	0	0	10	12	-2	0
25-3097	Teachers and Instructors, All Other, Except Substitute Teachers	3		14	15	-1	1.07	0	0	0	14	15	-1	0
25-3098	Substitute Teachers	3		11	62	-51	5.64	0	0	0	8	8	0	-50
25-4011	Archivists	5		3	5	-2	1.67	0	0	0	0	0	3	-2
25-4012	Curators	5		6	8	-2	1.33	0	0	0	0	0	6	-2
25-4013	Museum Technicians and Conservators	4		7	11	-4	1.57	0	0	0	1	3	-2	-1
25-4021	Librarians	5		29	162	-133	5.59	0	0	0	0	0	29	-133
25-4031	Library Technicians	4		14	27	-13	1.93	0	0	0	14	27	-13	0
25-9031	Instructional Coordinators	5		4	72	-68	18.00	0	0	0	0	4	72	-68

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio	Associate Demand	Associate Supply	Associate Gap	Bachelor Demand	Bachelor Supply	Bachelor Gap	Graduate Demand	Graduate Supply	Graduate Gap
25-9041	Teacher Assistants	3		70	75	-5	1.07	19	24	-5	51	50	1	0	0	0
27-1011	Art Directors	4		9	32	-23	3.56	0	0	0	8	24	-16	2	8	-6
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	3		1	3	-2	3.00	0	0	0	1	3	-2	0	0	0
27-1014	Multimedia Artists and Animators	4		3	11	-8	3.67	0	0	0	3	11	-8	0	0	0
27-1024	Graphic Designers	4		65	199	-134	3.06	0	0	0	65	199	-134	0	0	0
27-1025	Interior Designers	4		20	63	-43	3.15	0	0	0	20	63	-43	0	0	0
27-1026	Merchandise Displayers and Window Trimmers	3		24	80	-56	3.33	0	0	0	24	80	-56	0	0	0
27-1027	Set and Exhibit Designers	5		2	8	-6	4.00	0	0	0	2	8	-6	0	0	0
27-2012	Producers and Directors	4		32	115	-83	3.59	0	0	0	32	115	-83	0	0	0
27-2022	Coaches and Scouts	4		19	21	-2	1.11	0	0	0	12	11	1	7	10	-3
27-2032	Choreographers	4		1	5	-4	5.00	0	0	0	1	5	-4	0	0	0
27-2042	Musicians and Singers	3		2	2	0	1.00	0	0	0	2	2	0	0	0	0
27-3011	Radio and Television Announcers	3		7	15	-8	2.14	0	0	0	7	15	-8	0	0	0
27-3022	Reporters and Correspondents	4		8	19	-11	2.38	0	0	0	5	12	-7	3	7	-4
27-3031	Public Relations Specialists	4		21	43	-22	2.05	0	0	0	18	35	-17	3	8	-5
27-3041	Editors	4		14	107	-93	7.64	0	0	0	12	97	-85	2	11	-9
27-3042	Technical Writers	4		7	19	-12	2.71	0	0	0	5	9	-4	2	10	-8
27-3043	Writers and Authors	4		8	55	-47	6.88	0	0	0	5	43	-38	3	12	-9
27-4011	Audio and Video Equipment Technicians	3		7	17	-10	2.43	1	6	-5	6	10	-4	0	0	0
27-4012	Broadcast Technicians	3		3	5	-2	1.67	0	0	0	3	5	-2	0	0	0
27-4021	Photographers	3		2	10	-8	5.00	0	0	0	2	10	-8	0	0	0
29-1021	Dentists, General	5		25	64	-39	2.56	0	0	0	0	0	0	25	64	-39
29-1031	Dietitians and Nutritionists	5		10	26	-16	2.60	0	0	0	5	8	-3	5	18	-13
29-1051	Pharmacists	5		83	239	-156	2.88	0	0	0	0	0	0	83	239	-156
29-1061	Anesthesiologists	5		11	6	5	0.55	0	0	0	0	0	0	11	6	5
29-1062	Family and General Practitioners	5		50	28	22	0.56	0	0	0	0	0	0	50	28	22
29-1063	Internists, General	5		4	2	2	0.50	0	0	0	0	0	0	4	2	2
29-1064	Obstetricians and Gynecologists	5		4	2	2	0.50	0	0	0	0	0	0	4	2	2
29-1065	Pediatricians, General	5		4	2	2	0.50	0	0	0	0	0	0	4	2	2
29-1066	Psychiatrists	5		3	2	1	0.67	0	0	0	0	0	0	3	2	1

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio	Associate Demand	Associate Supply	Associate Gap	Bachelor Demand	Bachelor Supply	Bachelor Gap	Graduate Demand	Graduate Supply	Graduate Gap
29-1067	Surgeons	5		24	14	10	0.58	0	0	0	0	0	0	24	14	10
29-1069	Physicians and Surgeons, All Other	5		108	62	46	0.57	0	0	0	0	0	0	108	62	46
29-1071	Physician Assistants	5		31	107	-76	3.45	0	0	0	0	0	0	31	107	-76
29-1081	Podiatrists	5		10	6	4	0.60	0	0	0	0	0	0	10	6	4
29-1122	Occupational Therapists	5		67	115	-48	1.72	0	0	0	0	0	0	67	115	-48
29-1123	Physical Therapists	5		142	162	-20	1.14	0	0	0	0	0	0	142	162	-20
29-1124	Radiation Therapists	3		2	1	1	0.50	0	0	0	2	1	1	0	0	0
29-1125	Recreational Therapists	4		5	8	-3	1.60	0	0	0	5	8	-3	0	0	0
29-1126	Respiratory Therapists	3		29	41	-12	1.41	21	31	-10	7	10	-3	0	0	0
29-1127	Speech-Language Pathologists	5		50	64	-14	1.28	0	0	0	0	0	0	50	64	-14
29-1128	Exercise Physiologists	5		3	4	-1	1.33	0	0	0	1	1	0	2	3	-1
29-1129	Therapists, All Other	4		5	13	-8	2.60	0	0	0	1	2	-1	3	11	-8
29-1141	Registered Nurses	3		913	811	102	0.89	407	530	-123	506	281	225	0	0	0
29-1151	Nurse Anesthetists	5		13	65	-52	5.00	0	0	0	0	0	0	13	65	-52
29-1171	Nurse Practitioners	5		35	120	-85	3.43	0	0	0	0	0	0	35	120	-85
29-1181	Audiologists	5		6	8	-2	1.33	0	0	0	0	0	0	6	8	-2
29-2012	Medical and Clinical Laboratory Technicians	3		14	11	3	0.79	14	11	3	0	0	0	0	0	0
29-2021	Dental Hygienists	3		78	21	57	0.27	57	15	42	21	6	15	0	0	0
29-2032	Diagnostic Medical Sonographers	3		8	47	-39	5.88	8	47	-39	0	0	0	0	0	0
29-2033	Nuclear Medicine Technologists	3		2	9	-7	4.50	2	9	-7	0	0	0	0	0	0
29-2034	Radiologic Technologists	3		41	114	-73	2.78	27	101	-74	14	13	1	0	0	0
29-2041	Emergency Medical Technicians and Paramedics	3		30	48	-18	1.60	15	38	-23	16	10	6	0	0	0
29-2052	Pharmacy Technicians	3		14	31	-17	2.21	14	31	-17	0	0	0	0	0	0
29-2055	Surgical Technologists	3		6	70	-64	11.67	6	70	-64	0	0	0	0	0	0
29-2056	Veterinary Technologists and Technicians	3		6	121	-115	20.17	6	121	-115	0	0	0	0	0	0
29-2071	Medical Records and Health Information Technicians	3		23	42	-19	1.83	9	32	-23	15	10	5	0	0	0
29-2099	Health Technologists and Technicians, All Other	3		3	4	-1	1.33	0	0	0	3	4	-1	0	0	0
29-9011	Occupational Health and Safety Specialists	4		14	58	-44	4.14	0	0	0	9	38	-29	4	20	-16

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual		S/D Ratio	Associate		Bachelor		Graduate	
				Demand	Supply		Demand	Supply	Demand	Supply	Demand	Supply
29-9012	Occupational Health and Safety Technicians	3		2	7	3.50	0	0	2	7	5	0
29-9091	Athletic Trainers	5		15	61	4.07	0	0	10	55	45	-1
31-2011	Occupational Therapy Assistants	3		38	55	1.45	26	45	11	10	1	0
31-2012	Occupational Therapy Aides	3		10	14	1.40	7	12	3	3	0	0
31-2021	Physical Therapist Assistants	3		62	92	1.48	34	51	28	40	12	0
31-9011	Massage Therapists	3		5	9	1.80	5	9	0	0	0	0
31-9091	Dental Assistants	3		12	29	2.42	12	29	0	0	0	0
31-9092	Medical Assistants	3		75	267	3.56	75	267	0	0	0	0
31-9094	Medical Transcriptionists	3		3	1	0.33	0	0	3	1	2	0
31-9096	Veterinary Assistants and Laboratory Animal Caretakers	3		3	42	14.00	2	41	1	1	0	0
31-9097	Phlebotomists	3		13	29	2.23	13	29	0	0	0	0
33-1011	First-Line Supervisors of Correctional Officers	3		3	9	3.00	1	7	1	2	-1	0
33-1012	First-Line Supervisors of Police and Detectives	3		12	36	3.00	5	25	8	12	4	0
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	3		3	6	2.00	1	4	1	2	-1	0
33-1099	First-Line Supervisors of Protective Service Workers, All Other	3		16	34	2.13	5	17	11	17	6	0
33-2011	Firefighters	3		9	17	1.89	3	8	6	8	2	0
33-3012	Correctional Officers and Jailers	3		16	55	3.44	8	42	8	12	4	0
33-3021	Detectives and Criminal Investigators	3		6	19	3.17	0	0	5	8	3	-11
33-3051	Police and Sheriff's Patrol Officers	3		68	198	2.91	24	130	44	68	24	0
33-9021	Private Detectives and Investigators	3		4	6	1.50	0	0	4	6	2	0
35-1011	Chefs and Head Cooks	3		9	71	7.89	4	60	4	11	7	0
39-1021	First-Line Supervisors of Personal Service Workers	3		24	11	0.46	0	0	24	11	13	0
39-4031	Morticians, Undertakers, and Funeral Directors	3		15	36	2.40	5	30	10	6	4	0
39-5012	Hairdressers, Hairstylists, and Cosmetologists	3		32	15	0.47	32	15	0	0	0	0
39-7011	Tour Guides and Escorts	3		10	5	0.50	0	0	10	5	5	0

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual		S/D Ratio	Associate		Bachelor		Graduate				
				Demand	Supply		Demand	Supply	Demand	Supply	Demand	Supply	Gap	Gap	
39-9011	Childcare Workers	3		21	20	1	0.95	0	0	21	20	1	0	0	0
39-9031	Fitness Trainers and Aerobics Instructors	3		42	37	5	0.88	0	0	42	37	5	0	0	0
39-9032	Recreation Workers	4		52	45	7	0.87	0	0	52	45	7	0	0	0
39-9041	Residential Advisors	3		32	51	-19	1.59	0	0	32	51	-19	0	0	0
41-1012	First-Line Supervisors of Non-Retail Sales Workers	4		6	13	-7	2.17	1	11	4	2	2	0	0	0
41-3011	Advertising Sales Agents	3		33	57	-24	1.73	0	0	33	57	-24	0	0	0
41-3021	Insurance Sales Agents	4		75	31	44	0.41	14	3	61	28	33	0	0	0
41-3031	Securities, Commodities, and Financial Services Sales Agents	4		62	33	29	0.53	0	0	53	29	24	9	4	5
41-3041	Travel Agents	3		8	12	-4	1.50	4	10	4	2	2	0	0	0
41-3099	Sales Representatives, Services, All Other	4		216	151	65	0.70	37	40	141	99	42	37	12	25
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	4		8	5	3	0.63	0	0	8	5	3	0	0	0
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	4		115	83	32	0.72	0	0	115	83	32	0	0	0
41-9022	Real Estate Sales Agents	3		22	12	10	0.55	4	3	18	9	9	0	0	0
41-9031	Sales Engineers	4		14	7	7	0.50	0	0	14	7	7	0	0	0
43-1011	First-Line Supervisors of Office and Administrative Support Workers	3		148	351	-203	2.37	38	301	109	50	59	0	0	0
43-3031	Bookkeeping, Accounting, and Auditing Clerks	3		95	146	-51	1.54	30	111	65	35	30	0	0	0
43-3061	Procurement Clerks	3		6	3	3	0.50	2	1	4	2	2	0	0	0
43-4011	Brokerage Clerks	3		14	7	7	0.50	0	0	14	7	7	0	0	0
43-4031	Court, Municipal, and License Clerks	3		4	5	-1	1.25	1	1	3	4	-1	0	0	0
43-4061	Eligibility Interviewers, Government Programs	3		12	19	-7	1.58	0	0	12	19	-7	0	0	0
43-4131	Loan Interviewers and Clerks	3		23	15	8	0.65	9	8	14	6	8	0	0	0
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	3		12	36	-24	3.00	2	32	9	4	5	0	0	0
43-5061	Production, Planning, and Expediting Clerks	3		49	26	23	0.53	10	8	39	18	21	0	0	0

Occupation Code	Occupation Title	Job Zone	Gap Indicator	Average Annual		S/D Ratio	Associate		Bachelor		Graduate				
				Demand	Supply		Demand	Supply	Demand	Supply	Demand	Supply	Gap	Gap	
43-6011	Executive Secretaries and Executive Administrative Assistants	3		17	13	4	0.76	5	7	12	6	0	0	0	0
43-6012	Legal Secretaries	3		46	27	19	0.59	14	12	32	16	0	0	0	0
43-6013	Medical Secretaries	3		91	90	1	0.99	27	59	64	31	0	0	0	0
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	3		242	142	100	0.59	73	60	169	83	0	0	0	0
43-9011	Computer Operators	3		6	4	2	0.67	3	2	4	1	3	0	0	0
43-9031	Desktop Publishers	3		2	4	-2	2.00	0	0	2	4	-2	0	0	0
43-9041	Insurance Claims and Policy Processing Clerks	3		47	27	20	0.57	15	13	32	14	18	0	0	0
43-9081	Proofreaders and Copy Markers	4		1	1	0	1.00	0	0	1	1	0	0	0	0
43-9111	Statistical Assistants	4		4	1	3	0.25	0	0	2	1	1	1	0	1
43-9199	Office and Administrative Support Workers, All Other	3		30	16	14	0.53	6	5	24	11	13	0	0	0
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	3		25	11	14	0.44	0	0	25	11	14	0	0	0
47-2011	Boilermakers	3		2	0	2	0.00	2	0	0	0	0	0	0	0
47-2111	Electricians	3		49	151	-102	3.08	49	151	-102	0	0	0	0	0
47-4011	Construction and Building Inspectors	3		29	10	19	0.34	0	0	29	10	19	0	0	0
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	3		35	16	19	0.46	0	0	35	16	19	0	0	0
49-2011	Computer, Automated Teller, and Office Machine Repairers	3		9	7	2	0.78	9	7	0	0	0	0	0	0
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	3		8	6	2	0.75	4	4	4	2	2	0	0	0
49-2092	Electric Motor, Power Tool, and Related Repairers	3		1	22	-21	22.00	1	22	-21	0	0	0	0	0
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	3		4	3	1	0.75	2	2	1	1	0	0	0	0
49-2095	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	3		3	37	-34	12.33	2	37	-35	1	1	0	0	0
49-2098	Security and Fire Alarm Systems Installers	3		6	20	-14	3.33	6	20	-14	0	0	0	0	0
49-3023	Automotive Service Technicians and Mechanics	3		43	110	-67	2.56	43	110	-67	0	0	0	0	0

Occupation Code	Occupation Title	Job Zone	Job Indicator	Average Annual Demand	Average Annual Supply	Average Annual Gap	S/D Ratio	Associate Demand	Associate Supply	Associate Gap	Bachelor Demand	Bachelor Supply	Bachelor Gap	Graduate Demand	Graduate Supply	Graduate Gap
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	3		17	31	-14	1.82	17	31	-14	0	0	0	0	0	0
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3		21	110	-89	5.24	21	110	-89	0	0	0	0	0	0
49-9062	Medical Equipment Repairers	3		11	9	2	0.82	11	9	2	0	0	0	0	0	0
49-9071	Maintenance and Repair Workers, General	3		35	6	29	0.17	35	6	29	0	0	0	0	0	0
51-2041	Structural Metal Fabricators and Fitters	3		10	6	4	0.60	10	6	4	0	0	0	0	0	0
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	3		22	13	9	0.59	22	13	9	0	0	0	0	0	0
51-4012	Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic	3		1	33	-32	33.00	1	33	-32	0	0	0	0	0	0
51-4041	Machinists	3		21	12	9	0.57	21	12	9	0	0	0	0	0	0
51-4111	Tool and Die Makers	3		5	3	2	0.60	5	3	2	0	0	0	0	0	0
51-5112	Printing Press Operators	3		3	3	0	1.00	3	3	0	0	0	0	0	0	0
51-6052	Tailors, Dressmakers, and Custom Sewers	3		2	8	-6	4.00	0	0	0	2	8	-6	0	0	0
51-8011	Nuclear Power Reactor Operators	3		1	0	1	0.00	0	0	0	1	0	1	0	0	0
51-8021	Stationary Engineers and Boiler Operators	3		32	9	23	0.28	0	0	0	32	9	23	0	0	0
53-2022	Airfield Operations Specialists	3		1	78	-77	78.00	1	78	-77	0	0	0	0	0	0

APPENDIX G: CROSSWALK OF PROGRAMS TO OCCUPATIONS

(Full List Available Upon Request)

Occupation Code	Occupation Title	Degree Code	Degree Title	NCES	PA	ACS
11-1021	General and Operations Managers	44.0401	Public Administration	•		•
		50.1001	Arts, Entertainment, and Media Management, General		•	
		50.1002	Fine and Studio Arts Management		•	
		50.1003	Music Management		•	
		50.1004	Theatre/Theatre Arts Management		•	
		52.0101	Business/Commerce, General	•		•
		52.0201	Business Administration and Management, General	•	•	•
		52.0204	Office Management and Supervision	•		
		52.0205	Operations Management and Supervision	•		
		52.0206	Non-Profit/Public/Organizational Management	•		
		52.0213	Organizational Leadership	•		
		52.0299	Business Administration, Management and Operations, Other	•		
		52.0501	Business/Corporate Communications		•	
		52.0701	Entrepreneurship/Entrepreneurial Studies	•		•
		52.0703	Small Business Administration/Management	•		
		52.0799	Entrepreneurial and Small Business Operations, Other	•		
		52.0801	Finance, General			•
		52.1101	International Business/Trade/Commerce	•		•
		52.1201	Management Information Systems, General		•	
		52.1206	Information Resources Management		•	
		52.1207	Knowledge Management		•	
		52.1299	Management Information Systems and Services, Other		•	
		52.1301	Management Science			•

Occupation Code	Occupation Title	Degree Code	Degree Title	NCES	PA	ACS
13-1161	Market Research Analysts and Marketing Specialists	45.0101	Social Sciences, General	•		
		45.0602	Applied Economics			•
		45.9999	Social Sciences, Other	•		
		52.0101	Business/Commerce, General	•		
		52.0601	Business/Managerial Economics	•		
		52.1401	Marketing/Marketing Management, General	•	•	•
		52.1402	Marketing Research	•	•	•
		52.1403	International Marketing	•	•	•
		52.1499	Marketing, Other	•	•	
		13-2011	Accountants and Auditors	43.0117	Financial Forensics and Fraud Investigation	•
45.0601	Economics, General				•	
45.0603	Econometrics and Quantitative Economics				•	
45.0605	International Economics				•	
45.0699	Economics, Other				•	
52.0101	Business/Commerce, General			•		
52.0301	Accounting			•	•	•
52.0303	Auditing			•	•	•
52.0304	Accounting and Finance			•	•	•
52.0305	Accounting and Business/Management			•	•	•
52.0399	Accounting and Related Services, Other			•	•	
52.0601	Business/Managerial Economics				•	
52.0801	Finance, General			•	•	
52.0804	Financial Planning and Services				•	
52.0807	Investments and Securities				•	
52.0899	Finance and Financial Management Services, Other			•	•	
52.1304	Actuarial Science				•	
52.1601	Taxation	•		•		
15-1121	Computer Systems Analysts	11.0101	Computer and Information Sciences, General	•		•
		11.0103	Information Technology	•		•
		11.0501	Computer Systems Analysis/Analyst	•	•	•
		11.0701	Computer Science		•	
		11.0801	Web Page, Digital/Multimedia and Information Resources Design	•	•	
		11.0803	Computer Graphics		•	
		11.0804	Modeling, Virtual Environments and Simulation		•	

Occupation Code	Occupation Title	Degree Code	Degree Title	NCES	PA	ACS
		11.0899	Computer Software and Media Applications, Other		•	
		11.0901	Computer Systems Networking and Telecommunications			•
		52.1201	Management Information Systems, General	•		
		52.1207	Knowledge Management	•		
		52.1299	Management Information Systems and Services, Other	•		
29-1141	Registered Nurses	51.0000	Health Services/Allied Health/Health Sciences, General	•	•	
		51.0704	Health Unit Manager/Ward Supervisor	•	•	
		51.3801	Registered Nursing/Registered Nurse	•	•	•
		51.3803	Adult Health Nurse/Nursing	•	•	•
		51.3805	Family Practice Nurse/Nursing	•	•	•
		51.3808	Nursing Science	•	•	•
		51.3818	Nursing Practice	•	•	•
		51.3899	Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other	•	•	•