

## **Board of Trustees Special Meeting**

**October 15, 2019**

### **Real Property Work Session**

#### **Agenda Outline**

#### **Objectives**

- A. Address questions raised by Trustees in previous review of next steps and direction for capital projects including:**
  - a. What has been the history for real property that has lead CWI to its' current status?
  - b. With enrollment trends, why does CWI need more space?
  - c. How did CWI determine that a Health Science Building is the college's top priority?
  - d. Is there still the same market demand and skills gap for healthcare and sciences?
- B. Identify next steps to gather additional input and information**

#### **Addressing the Questions:**

- 1. CWI Real Property History**
- 2. Space Analysis Update**
- 3. Health Sciences as a CWI Priority**
  - a. Focus on Healthcare Campus in Meridian
  - b. Moore Survey Results
  - c. Bond Measure
  - d. Comprehensive Strategic Plan – Summary Execution Roadmap
  - e. Plant Facilities Levy – Community Education Campaign
- 4. Nursing Shortage Fact Sheet**
- 5. Labor Needs Analysis Snapshot**

#### **Next Steps for Input**

- 1. Discuss additional input CWI might seek from students, faculty, staff and community:**
  - a. Identify best method for input on-line surveys, town hall sessions, both?
  - b. Engage a 3<sup>rd</sup> party to conduct a public input survey regarding future support?
  - c. Identify potential questions to be asked

Real Property- Timeline History – Draft 10.07.19 (Note: dates reflect calendar years)

- 1997
  - **BSU West Campus**
    - Nampa Campus location acquired by BSU for a west satellite campus
    - BSU engages OPSIS to develop BSU West - Campus Framework Master Plan
- 2003
  - BSU remodels for BMC West facility on Nampa Caldwell Blvd creating the Canyon County Center
- 2005
  - BSU completes first phase of West Campus development including the Academic Building (Future CWI NCAB).
- 2007
  - Governor Otter recommends and Legislators support a \$5M appropriation to form a new community college
  - **CWI Yes (Image of campaign poster)**
    - CWI receives education campaign support from the Albertsons Foundation and launches CWI Yes campaign.
    - May 22- CWI receives voter support to start a new community college.
  - **Albertsons Foundation Support**
    - Albertsons Foundation provides major gift to help CWI with start-up costs
- 2008
  - **Aspen Administration Building (NADM) (Image of Building)**
    - Feb. – CWI enters into a 5 year lease with Dave Evans for the east suite of the 2<sup>nd</sup> floor of the building for administration start up.
    - April- CWI leases the balance of the 2<sup>nd</sup> floor for new staff
  - **Transition Agreement**
    - Dec. – Transition Agreement executed between SBOE, BSU & CWI which includes:
      - Transfer of 100 Acres, Academic Building, Canyon County Center & Horticulture from BSU to CWI
      - Transfer of Seland College from BSU to CWI

- 2009
  - **CWI Launches First classes & PTE programs transfer to CWI**
  - **BSU Lease**
    - June- CWI leases space on BSU campus for Selland College programs transferred to CWI.
    - Bldg. lease includes significant year over year rent escalation to address CWI moving programs from the BSU campus ASAP.
  - **Aspen Admin Building (NADM)**
    - April- CWI executes a lease amendment to lease the entire 20,644 sf Bldg.
  - **MIG- Campus Development Concept Plan**
    - CWI engages Moore Iacofang Goltsman Inc (MIG) to develop CWI's first Campus Development Concept Plan
  - **Blackeagle- Pintail Bldg. (APIN) (Image of Building)**
    - April – CWI enters into a ten year lease for the entire 52,260 sf. bldg. with Sundance Co. (Landlord).
    - Sundance completes \$1.2M in tenant improvements with costs rolled into the lease. Albertsons Foundation underwrites improvements to help address annual appropriation clause requirements in the lease
    - Aug. - PTE Technology programs and other services relocated to Pintail from BSU campus.
  - **Oak Park (Image of Building)**
    - June – CWI enters into a 3 year lease for 14,149 sf. of space on Vista Ave. to relocate Basic Skills Education (BSE) and Workforce Development (WD) Administration & Health Programs off of the BSU Campus.

- 2010
  - **Professional Truck Driving (Image of site)**
    - March - CWI enters into a year to year lease with IdaCold to transition program from BSU. Site is located near main Nampa campus off of Star Rd.
  - **MIG – Campus Development Concept Plan (Images from Plan)**
    - April- Trustees approve the MIG Campus Development Concept Plan. Key elements of the plan include:
    - 4 Long Term locations:
      - Nampa Campus – primary location; broad range of programs and facilities
      - Meridian Campus- focus on Health Science programs
      - East Boise Campus – focus on technology, electronics and green energy programs
      - Horticulture
    - Move off of BSU Campus and eventually out of the Canyon County Center
    - Student Union Bldg. identified as a first phase focus of Nampa Campus development
  - **Educational Master Plan**
    - May - CWI Board of Trustees approve California Collegiate Brain Trust (CCBT) Educational Master Plan.
  - **First Graduation**
    - May- CWI holds first graduation ceremony on the Nampa campus
  - **Horticulture (HORT) (Images of Greenhouses)**
    - July- Idaho State Historical Society (ISHS) Horticulture lease is transferred from BSU to CWI with a one year term through July 2011
  - **CWI Foundation**
    - June- CWI Foundation is created and 501- C3 status approved
    - Aug- CWI and CWI Foundation execute Memorandum of Understanding (MOU)
  - **PTE Programs on BSU Campus**
    - Sept. – Trustees agree to initiate real estate review of potential available facilities in the valley to support the relocation of Professional Technical Education (PTE) programs from BSU Campus.
    - **Albertson Foundation (JKAF) Donation** Dec. – CWI receives \$7M donation/ grant for purposes of addressing relocation of PTE programs.



- 2011
  - **Micron Professional Technical Education Center (NMEC) (Images of Micron Center)**
    - Jan – CWI identifies closed Sam’s Club as a potential facility for PTE programs and approaches Albertson Foundation for assistance in acquiring facility and additional capital improvements funding in addition to \$7M previously gifted.
    - Feb. – Albertson Foundation takes assignment of Purchase & Sale Agreement from Ron VanAuker
    - March- Albertson Foundation & CWI initiate programming, design and construction documents
    - June – Albertson Foundation closes on building and starts fast tracked/ phased construction
    - June – CWI Foundation enters into Donation Agreement with Albertsons Foundation for the building
    - Sep’t.- CWI Foundation launches capital campaign to support capital project funding with a goal of \$4M.
    - Dec. – Ownership of building transfers from Albertson Foundation to the CWI Foundation
  - **Aspen Classroom Bldg. (NASP) , Parking and Pads (Image of Building)**
    - March- CWI enters into a 10 year lease through 6/30/2021 for a 17,463 sf. vacant retail shell building from Dave Evans (Landlord). Evans completes tenant improvements for additional classroom and faculty office space. Evans also completes parking on 4 pads. Lease also includes 2 additional undeveloped pads for future growth.
  - **Dormitory Housing Commission (Image from MIG Plan)**
    - Aug.- CWI establishes a Dormitory Housing Commission to consider student fee funding for a Student Union Building
  - **Eagle River (Image of Building)**
    - Aug.- CWI enters into a 3 year lease through 6/30/2014 for 7,930 sf of space in Eagle with Eagle River LLC (Landlord). CWI receives reduced rent incentives from landlord due to development fee offsets provided by the City of Eagle
    - Sept- CWI relocates Workforce Development Administration and Health programs from Oak Park to Eagle River.
  - **Oak Park**
    - Sept. - CWI executes lease amendment to reduce lease space to 9,982 sf., due to relocation of WD programs to Eagle River & extends lease for 3 years through 6/30/2014 for the remaining Basic Skills Education (BSE) programs.
  - **Horticulture**
    - June- CWI executes 5 year lease extension with Idaho State Historical Society (ISHS), extending term through June 2016. CWI acquires greenhouses from BSU

- 2012

- **Micron Professional Technical Education Center (NMEC) (Image of cutting chain at GO)**

- March – Trustees approve name of building as Micron Professional Technical Education Center, recognizing Micron for their major gift.
    - May – CWI enters into agreement to lease building from the CWI Foundation
    - May- Substantial completion and temporary occupancy permits received.
    - June -One Stop Student Services and Bookstore are relocated as an interim step to Micron Center due to growth pressure on the Academic Building, anticipating a future Student Union Building on the main Nampa campus
    - June – August- CWI relocates 9 PTE programs from BSU Campus.
    - Aug. – First classes start in the new building. JKAF donates building to CWI Foundation (CWIF).
    - Sept. Grand Opening/ ribbon cutting ceremony occurs

- **Campus Planning**

- Jan. - Trustees acknowledge MIG Nampa Campus Plan needs to be updated and direct moving forward with a Nampa campus master plan update
    - Jan.- Trustees agree to pursue partnership with City of Nampa for a traffic signal at Terra Linda entrance due to traffic issues on Idaho Center Blvd., driven by growth
    - March- Trustees review and support strategies due to moving remaining programs from BSU campus and significant growth including:
      - Continue to review opportunity for possible consolidation into Hewlett Packard (HP) campus.
      - Phased consolidation of other locations into campuses or centers (BSU, Oak Park, Eagle River)
      - Pursue development of another building at Aspen Creek to address program relocations and growth
      - Remodel Canyon County Center to address interim Health program growth
      - Expand leased space at Ada County Center (Blackeagle) to address program relocations from BSU and enrollment growth

- **Aspen Multi-purpose Bldg. (NCMP)**

- July- CWI enters into a build to suit lease with Dave Evans to construct a new building at Aspen Creek to address space for classrooms, library, administrative space and relocation of Early Childcare Development program from the BSU Campus.

- **Strategic Direction (Need an image that reflects a north arrow concept)**

- Aug - Trustees approve strategic direction to:
      - Shift from 3 physical campuses to a 2 physical campus strategy, one in Canyon County and one in Ada County, supported by a Virtual/ Online campus and Centers (Canyon County Center & Horticulture).
      - Build out of Nampa campus and moving forward with programming of a Student Union Building and Health Science Building
      - Consolidate from lease locations into owned campuses or centers

- 2013
  - **Health Science Building Programming (Image from programming doc)**
    - Jan.- CWI engages Hummel Architects and Esteme' Group to develop programming for an 82K sf. building supporting; General Education classrooms, Nursing, Nursing Assist, Medical Assist, Surgical Technician, Dental Assist, EMS/ Paramedics, Physical Therapy Assist, Exercise Sciences and Student Support Spaces.
    - Feb.- June – CWI/ Hummel/ Esteme' conduct workshops to gather student, faculty, staff and community input
    - Aug.- Final programming reviewed and approved by Trustees
  - **Leased Facilities Strategy**
    - June – Trustees approve additional 3 yr. lease term at BSU pending identifying and completing solutions to relocate remaining programs.
    - BSU agrees to rent mitigation due to “good faith” efforts by CWI to date
  - **Aspen Multi-purpose Bldg. (NCMP) (Image of Building)**
    - Aug. 2012- May- Evans completes construction of new building.
    - June- CWI relocates library from NCAB, administrative functions and Early Childcare Development program from the BSU Campus.
  - **Micron Education Center (NMEC)**
    - Aug. – Ownership is transferred from the CWI Foundation to CWI to allow for state funding of occupancy costs.
  - **Permanent Building Fund (PBFAC) - New Health Science and Student Union Buildings & Campus Master Plan**
    - Oct.- CWI presents a capital funding request to the Permanent Building Fund Advisory Committee (PBFAC) to identify the need for state help and support for an update to the colleges Nampa Campus Master Plan and support for buildings on the Nampa Campus. CWI messages that the state has provided funding support to the other community colleges (CSI & NIC), in particular Health Science Buildings
      - Request reflects: #1 Priority- Health Science Bldg.: \$34.8M & #2 Priority- Student Union Bldg. - \$21M, Priority #3- Campus Master Plan \$210K
      - Bldg. funding request is not supported. Campus Master Plan update is funded.

- 2014
  - **Nampa Campus Master Plan (Images from document)**
    - Jan- CWI engages CTA Architects to develop an updated Nampa Campus Master Plan. Plan update supported by Permanent Building Fund and DPW.
    - Feb.- Aug.- CTA conducts collaborative work sessions and design charrettes obtaining input including students, faculty, staff and community
    - Sep't – Trustees review and approve updated Campus Master Plan
  - **Student Center (Image from programming document)**
    - Jan- CWI engages LCA/ MHTN Architects to develop programming for a 114K sf. building supporting:
      - Student Life, Student Services, Library/ Learning Commons, Food Services incl. Culinary Arts, Retail Services incl. Bookstore, Conference Services, Administrative Offices & Facilities Services
      - Addresses relocation of programs and services from Aspen Creek leased facilities including Administrative functions, library , etc. as well as One Stop & Bookstore services from the Micron Center
      - Process involves collaborative work and input including students, faculty, staff and community
    - April- Trustees review and approve final programming document
  - **Two Campus Strategy**
    - March- Trustees review and reconfirm two campus strategy and a proposed 10 year development roadmap which includes:
      - Identification & acquisition of 2<sup>nd</sup> campus site
      - Construction of a Health Sciences Building
      - Construction of a Student Center (Previously planned as a Student Union Bldg.)
    - March – Trustees conduct a special work session meeting to address:
      - Initiating real estate analysis and potential site review for 2<sup>nd</sup> permanent campus.
      - Capital funding options and scenarios presented by Piper Jaffrey and Hawley Troxell
  - **2<sup>nd</sup> Campus Site Analysis (Aerial Image of the valley)**
    - May – Trustees review and evaluate potential 2<sup>nd</sup> campus locations which includes sites that address adequate separation from Nampa campus to serve Ada County students, strong transportation access along major arterials, good visibility and future growth potential.
      - Hewlett Packard campus, ISU/ Meridian Renaissance High School and Dennis Dillon dealership are among the sites evaluated in Meridian and Boise.
      - Trustees direct focus on West End redevelopment area in Boise based on that area providing the best solution to the site selection criteria.
      - CWI begins discussions with city and receives support for a 2<sup>nd</sup> campus location in the West End redevelopment area.

- **Expansion of Presence in Ada County at Blackeagle (Aerial image of center)**

CWI assumes additional lease space at Blackeagle to address relocating programs from the BSU campus, vacating Oak Park and to address growth.

- **Quail Court Bldg. (AQUL) (Image of Building)**

- Jan. – Trustees approve entering into a five year lease for 13,308 sf. of space with Sherron Ltd. Partnership (Landlord). Space and improvements allow for the relocation and expansion of Health programs (Dental Assist, Surg Tech) from BSU and WD Health programs from Eagle River.
    - June- CWI completes TI's and relocates programs into new space.

- **Lynx Bldg. (ALYN) (Image of Building)**

- Jan. – Trustees approve entering into a five year lease for 6,039 sf. of space with Sundance Co. (Landlord). Space & improvements allow for relocation of One Stop & Testing & Assessment services from Pintail to help address growth.
    - June- CWI completes TI's, relocates services and backfills space at Pintail.

- **Mallard Bldg. (AMAL) (Image of Building)**

- April – Trustees approve entering into a 3 year sub-lease for 10,230 sf. of space with Brown Mackie (BMC – Landlord). Space and improvements allow for the relocation of Basic Skills Education (BSE) programs from Oak Park and a small sciences lab.
    - July – CWI completes TI's and relocates programs and services

- **Oak Park**

- July – CWI ends lease at Oak Park

- **BSU Lease**

- June - CWI executes a lease amendment for extension through 6/2015 to address Culinary Arts program

- **Comprehensive Strategic Plan**

- Nov.- CWI initiates RFP process for a new Comprehensive Strategic Plan.

- **PBFAC- New Health Science and Student Success Buildings**

- Oct.- CWI presents a capital funding request to the Permanent Building Fund Advisory Committee (PBFAC).
    - Request reflects: #1 Priority- Health Science Bldg.: \$34.8M & #2 Priority- Student Center Bldg. - \$21M
    - Funding request is not supported

- 2015
  - **1<sup>st</sup> Moore Survey** (Image from document)
    - March- Trustees commission Bob Moore to conduct a voter survey to identify tax payer funding support for capital projects.
      - Results reflect support for \$180M bond and Health Science building as top priority
      - Trustees agree to consider a bond to support capital project funding.
  - **Boise Campus Site- Main & Whitewater Park** (Images of site and future development concepts)
    - April- CWI enters into a Purchase & Sale Agreement (PSA) with the Rice family for 10.33 acres at Main & Whitewater Park Blvd. in Boise and initiates due diligence process.
    - CWI completes appraisal which reflects a \$8.975M appraised value supporting the PSA purchase price of \$8.737M.
    - CWI engages CTA Architects to complete a Preliminary Master Plan for the Boise Campus site which includes interactive town hall meetings with students, faculty, staff and the community. Engineering analysis completed to address design and potential flood plain impact
    - Oct.- CTA presents Boise campus preliminary master Plan to Trustees who support the phased development concept.
  - **Nampa Campus- 32.5 acre purchase** (Image of updated campus plan w/ 32 acres)
    - Feb.- Trustees approve entering into a Purchase and Sale Agreement for 32.5 acres adjoining to north boundary of the Nampa Campus, extending to Cherry Lane
    - July – CWI closes on property
  - **PBFAC- New Health Science and Student Success Buildings**
    - Oct.- CWI presents a capital funding request to the Permanent Building Fund Advisory Committee (PBFAC).
      - Request reflects: #1 Priority- Health Science Bldg.: \$34.8M & #2 Priority- Student Union Bldg. - \$21M
      - Funding request is not supported.

- 2016
  - **Capital Project Funding Options**
    - Jan.- Hawley Troxell and Zions present funding options and scenarios to the Trustees
  - **Boise Campus Site - Boise Site Purchase**
    - Feb.- CWI closes on the purchase of the Main & Whitewater Park site
  - **Idaho Power Substation & 8.8 acre land acquisition (Image of substation and 8.8 acres incorporated into updated campus master plan)**
    - Trustees approve entering into Memorandum of Agreement with Idaho Power to address potential high tension power lines along the Idaho Center Blvd by relocating an Idaho Power substation planned north of campus.
    - March- BSU and SBOE waives reversion clause to allow land exchange of 2.1 acres on the Nampa Campus for 8.8 Acres on the SEC of Idaho Ctr. Blvd. & Cherry Lane.
    - April- Land exchange with Idaho Power closes
  - **2<sup>nd</sup> Moore Survey (Image from survey)**
    - April- Trustees commission Bob Moore to conduct another survey to provide an update for support. Results continue to reflect favorable support for \$180M funding request.
  - **Horticulture lease extension**
    - June — 5 year extension executed extending term through June 2021
  - **Comprehensive Strategic Plan (Images from Plan)**
    - Aug. - CWI Trustees approve the FY2018- FY2022 Comprehensive Strategic Plan. Plan includes Capital Project strategies and priorities including: Nampa Campus: Health Science Building, Student Success Center, Maintenance/ Receiving/ Central Plant, Horticulture & Ag. Tech. Bldg., Professional Truck Driving Facilities & campus infrastructure; Boise Campus- Phase 1 Development, remodels as programs move for Micron Center and Canyon County Center.
  - **Accreditation**
    - Sep't. – CWI receives full stand-alone accreditation
  - **General Obligation Bond (Need an image reflecting a ballot concept)**
    - Sep't - Trustees approve moving forward with a \$180M General Obligation Bond to the voters in November, 2016 election. Bond focus includes:
      - Nampa Campus- Health Science Building, Student Success Center, Central Plant, Maintenance/ Central Plant, Horticulture & Ag Tech Bldg., Professional Truck Driving Facilities, & campus infrastructure
      - Boise Campus: first phase of development
    - Nov. - \$180M Bond to voters on November ballot. Bond fails to achieve 66-2/3 voter support

- 2017
  - **Listening Sessions**
    - April- Trustees conduct listening sessions across the valley to obtain feedback related to the bond and future CWI direction
  - **Capital Projects Planning**
    - Sep't – Trustees conduct work session to consider next steps and direction.
      - Review includes space analysis forecast model which reflected a growing space deficit based on a 10 year horizon
      - Consideration of a scenario that focuses on a Health Science Building, remodel of NCAB and the Canyon County Center and possible Public Private Partnership (P3) approach for Boise campus site
    - Nov. – Trustees conduct follow up work session to consider next steps and direction
      - Review includes updates and scenarios for capital project funding from Hawley Troxell & Zions
      - Trustee consensus to consider funding of \$8.00/ 100K tax payer support.
- 2018
  - **Plant Facilities Levy (Image of updated HS Bldg.)**
    - Feb.- Trustees provide strategic direction to:
      - Focus on Health Sciences building only and consider funding via Plant Facilities Levy, State Funding & Capital Campaign support
      - Request capital and levy campaign support from the CWI Foundation
      - Delay focus on Boise property pending Health Science building funding
      - Move forward with 3 modular buildings on Nampa Campus to address critical space needs
    - March- CWI receives \$10M appropriation from the Legislature toward Health Science building
    - March- CWI Foundation initiates a Capital Campaign and Plant Levy Campaign to support project funding
    - July- Health Sciences Building programming updated to expand project scope to address growth.
    - Sep't.- Trustees approve resolution to place a \$39M Plant Facilities Levy on the November ballot.
    - Nov. - Levy fails to achieve 55% voter support. CWI requests recount which does not result in levy passing by 133 votes.



- **Mallard Bldg. (AMAL)**
  - March- Trustees approve 3 year extension thru 5/ 2021 and additional expansion of 6,964 sf. of lease space with Sundance Co. (Landlord). Additional space supports relocation and growth of WD Health programs from Quail Court and additional STEM lab space for Instruction.
  - Aug.- CWI completes additional space TI's and relocates programs
- **Aspen Creek – Admin, Classroom, & Multi-purpose Bldg. Acquisition (Image of update campus master plan w/ Aspen Creek)**
  - March - Trustees approve entering into a Purchase & Sale Agreement to acquire leased buildings and to use Certificate of Participation (COP) financing to fund purchase.
  - Sept.- Trustees approve final COP Resolution and CWI closes on purchase
- **Professional Truck Driving**
  - July – IdaCold facility sells & new owners elect to not renew the lease. Program suspended pending re-evaluation including facilities.
- 2019
  - **Pintail, Quail Court & Lynx lease extensions (Image of Blackeagle Center)**
    - April- Trustees approve extending leases at Blackeagle for another 5 years (through 6/2024) pending future development of a permanent Boise Campus.
  - **Modular Buildings (Image of buildings underway)**
    - May- Construction starts for 3 new modular buildings

### **Space Analysis Update**

**Background:** The work related to the CWI Comprehensive Strategic Plan included a consultant subcontracted under Eva Klein and Associates, Harvey Kaiser who was a Higher Education Facilities Planning professional. Based on his significant experience in space and facility planning in higher education and the phenomenal growth of CWI, Kaiser recommended that CWI develop a methodology to identify its' current and future space requirements.

**Benchmarking and Methodology:** The Comprehensive Strategic Plan identified a number of regional institutions which could be used for purposes of benchmarking. One of those was Salt Lake Community College which operates in a state system that utilizes a space planning methodology across all of its institutions to address requests for capital project needs and funding. The Utah model follows a higher education standard for space planning segments and codes and uses enrollment data to forecast requirements. Idaho does not have or require any similar methodology, therefore it was determined that the Utah system would be an effective model for CWI to use as a base.

**Model Development:** The CWI model is similar to but varies slightly from the Utah version, tailored to the environment in which CWI operates with considerations including:

- Enrollment forecasts based upon the Treasure Valley population growth and identified CWI market penetration rates.
- Enrollments for space driven by both credit and non-credit students converted into full time equivalents (FTE) with Dual Credit and Online Students removed. Staff and Faculty figures are also included.
- A 10% more aggressive use of space formula than used by the Utah system.
- Analysis reflected a starting point of review of fall 2015

**Review:** Administration provided the Board of Trustees a review of this model and the space needs requirements as a part of a Trustee work session in September 2017. Space analysis forecast model reflected a current deficit and a growing deficit based on a 10 year horizon.

**Update:** Attached is an update to the space analysis model.

- Fall 2015 is included as baseline information. Space deficits are noted as negatives in red.
- An update for fall 2019 reflects the latest fall enrollment as well as current faculty and staff information. Additional space added since 2015 has been added into the model and includes: 6,964 sf. of leased space at Mallard and 10,800 sf. of new space related to the 3 modular buildings on the Nampa campus coming online in December.
- Additional forecasts are modeled for fall 2020, 2025 and 2030 which reflect a conservative approach, reflecting a 2% annual enrollment growth rate.

**Space Needs Analysis****2015**

Student FTE = 4908  
 Student Online FTE = 6239  
 Faculty / Staff FTE = 560

% over USHE

**0.1**

% over USHE

**0.1**

Space Category	Existing NASF	USHE Guideline NASF	Suggested CWI Guideline (NASF)	Existing FTE/NASF	USHE Standard NASF/FTE	Suggested CWI Standard (NASF/FTE)	NASF over/under Guideline	Percent over/under Guideline
<i>Academic Space</i>								
<b>Classrooms and Support (110 &amp; 115)</b>	52,703	63,804	57,424	10.7	13	11.7	(4,721)	-9%
A room or space used primarily for instruction classes and that is not tied to a specific subject or discipline by equipment in the room or the configuration of the space.								
<b>Teaching Lab and Support (210, 215) CTE Auto Space removed</b>	88,718	78,528	70,675	18.1	16	14.4	18,043	20%
A space used primarily for formally or regularly scheduled instruction that require special purpose equipment or a specific space configuration for student participation, experimentation, or observation. Does Not Include CTE LAB Space.								
<b>Open Lab and Service (220)</b>	8,048	29,448	26,503	1.6	6	5.4	(18,455)	-229%
A laboratory used primarily for individual or group instruction that is informally scheduled, unscheduled, or open.								
<b>Offices &amp; Services (310,315,350,355)</b>	66,630	84,000	75,600	119.0	150	135	(8,970)	-13%
A space housing faculty, staff, or students working at one or more desks. Including workrooms and conference spaces.								
<b>Library &amp; Study (410,430,455)</b>	25,969	29,448	26,503	5.3	6	5.4	(534)	-2%
A room or area used by individuals to study at their convenience, the space not being restricted to a particular subject or discipline by contained equipment.								
<b>Academic Subtotal</b>	242,068	285,228	256,705				(14,637)	
<i>Academic Support Space</i>								
<b>Special Use Facilities (500s)</b>	14,445	13,252	11,926	2.9	3	2.7	2,519	17%
Areas and rooms for military training, athletic activity, media production, demonstration, agricultural activities, and animal & plant shelters.								
<b>General Use Facilities (600s)</b>	7,116	57,424	51,681	1.4	13	11.7	(44,565)	-626%
Assembly, exhibition, dining, relaxation, merchandising, recreation, general meetings, day care								
<b>Support Facilities (700s)</b>	14,704	17,669	15,902	3.0	4	3.6	(1,198)	-8%
Support facilities, which provide centralized space for various auxiliary support systems and services of a campus, help keep all institutional programs and activities operational.								
<b>Academic Support Subtotal</b>	36,265	88,344	79,510				(43,245)	
<b>Total</b>	<b>278,333</b>	<b>373,572</b>					<b>(57,882)</b>	

**3% Annual Population Growth Model w/ Moderate Increase in Penetration Rate**

Year	2015	2019	2020	2025	2030
Total Population	624,998	712,200	724,544	839,945	973,727
Market Penetration Rate	0.0376	0.0451	0.0451	0.0451	0.0451
Projected/Total Headcount	20,085	32,099	32,677	37,882	43,915
<b>Credit Students</b>					
Academic Transfer	8,377	8,081	8,227	9,537	11,056
Dual Credit		12,022	12,238	14,188	16,447
Career & Technical	1,209	1,096	1,116	1,293	1,499
<b>Subtotal</b>	<b>9,586</b>	<b>21,199</b>	<b>21,581</b>	<b>25,018</b>	<b>29,003</b>
<b>Non-Credit Students</b>					
Basic Skills Education	2,395	2,600	2,647	3,068	3,557
Workforce Development	8,104	8,300	8,449	9,795	11,355
<b>Subtotal</b>	<b>10,499</b>	<b>10,900</b>	<b>11,644</b>	<b>12,864</b>	<b>14,912</b>

**Past Conditions****2015 Student Enrollment / Square Feet**

Students #'s used to Calculate Future NASF	
Academic Transfer	8,377
Career & Technical	1,209
Basic Skills Education	2,395
Workforce Development	8,104
Enrollment	20,085
Total Leased NASF	129,788
Total Owned NASF	230,960
Total S.F.	360,748
S.F. / Student	17.96

Sep-19					2020				
Student FTE = 5,625					Student FTE = 5,735				
Student Online FTE = 6698					Student Online FTE = 7487				
Faculty / Staff FTE = 596					Faculty / Staff FTE = 616				
Space Code	Existing & Pipeline NASF	CWI Guideline NASF	NASF over/under Guideline	Percent over/under Guideline	Existing & Pipeline NASF	Guideline NASF	NASF over/under Guideline	Percent over/under Guideline	
110	57,372	65,813	(8,440)	-15%	57,372	67,097	(9,725)	-17%	
210	89,256	81,000	8,256	9%	89,256	82,581	6,675	7%	
220	6,815	30,375	(23,560)	-346%	6,815	30,968	(24,153)	-354%	
310	78,314	80,494	(2,180)	-3%	78,314	83,160	(4,846)	-6%	
410	25,969	30,375	(4,406)	-17%	25,969	30,968	(4,998)	-19%	
	257,726	288,056	(30,330)		257,726	294,773	(37,047)		
500	14,445	15,188	(743)	-5%	14,445	15,484	(1,039)	-7%	
600	7,116	65,813	(58,697)	-825%	7,116	67,097	(59,981)	-843%	
700	14,467	20,250	(5,783)	-40%	14,467	20,645	(6,179)	-43%	
	36,027	101,250	(65,223)		36,027	103,226	(67,198)		
	<b>293,754</b>	<b>389,306</b>	<b>(95,553)</b>		<b>293,754</b>	<b>397,998</b>	<b>(104,245)</b>		
<b>Existing Condition</b>					<b>1 Year Projection - Increase (PR)</b>				
<b>2019 Student Enrollment / Square Feet</b>					<b>2020 Student Enrollment / Square Feet</b>				
Students #'s used to Calculate Future S.F.					Students #'s used to Calculate Future S.F.				
Academic Transfer 8,081					Academic Transfer 8,227				
Career & Technical 1,096					Career & Technical 1,116				
Basic Skills Education 2,600					Basic Skills Education 2,647				
Workforce Development 8,300					Workforce Development 8,449				
Enrollment 20,077					Enrollment 20,439				
Total Leased S.F. 87,591					Total Leased S.F. 87,591				
Total Owned S.F. 283,557					Total Owned S.F. 283,557				
Total S.F. 371,148					Total S.F. 371,148				
S.F. / Student 18.49					S.F. / Student 18.16				

<div> <div>2025</div> <div> Student FTE = 5,836  Student Online FTE = 8038  Faculty / Staff FTE = 678 </div> <div>2030</div> <div> Student FTE = 6,884  Student Online FTE = 9645  Faculty / Staff FTE = 745 </div> </div>								
Space Code	Existing & Pipeline NASF	Guideline NASF	NASF over/under Guideline	Percent over/under Guideline	Existing & Pipeline NASF	Guideline NASF	NASF over/under Guideline	Percent over/under Guideline
110	57,372	68,278	(10,906)	-19%	57,372	80,547	(23,175)	-40%
210	89,256	84,034	5,222	6%	89,256	99,134	(9,878)	-11%
220	6,815	31,513	(24,698)	-362%	6,815	37,175	(30,361)	-446%
310	78,314	91,476	(13,162)	-17%	78,314	100,624	(22,310)	-28%
410	25,969	31,513	(5,543)	-21%	25,969	37,175	(11,206)	-43%
	242,473	397,194	(49,087)		242,473	397,194	(96,929)	
500	14,445	15,756	(1,311)	-9%	14,445			
600	7,116	68,278	(61,162)	-860%	7,116	80,547	(73,431)	-1032%
700	14,467	21,009	(6,542)	-45%	14,467	24,784	(10,317)	-71%
	36,027	105,043	(67,704)		36,027	105,330	(83,748)	
	278,392	531,942	(116,791)		278,392	531,942	(180,677)	
	<b>6 Year Projection - Increase (PR)</b> <b>2025 Student Enrollment / Square Feet</b> Students #'s used to Calculate Future S.F.  Academic Transfer 9,537 Career & Technical 1,293 Basic Skills Education 3,068 Workforce Development 9,795 Enrollment 23,694  Total Leased S.F. 87,591 Total Owned S.F. 283,557 Total S.F. 371,148  S.F. / Student 15.66				<b>11 Year Projection - Increase (PR)</b> <b>2030 Student Enrollment / Square Feet</b> Students #'s used to Calculate Future S.F.  Academic Transfer 11,056 Career & Technical 1,499 Basic Skills Education 3,557 Workforce Development 11,355 Enrollment 27,468  Total Leased S.F. 87,591 Total Owned S.F. 283,557 Total S.F. 371,148  S.F. / Student 13.51			



# COLLEGE OF WESTERN IDAHO

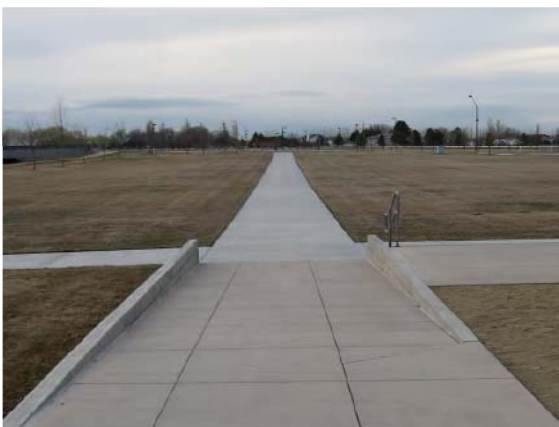


BOT Work Session 10/15/2019  
Page 19 of 84



**cwi**  
development concept plan

## CWI in the region



*The CWI Nampa campus.*

The CWI Nampa campus is located in the northeastern corner of the City of Nampa in southwestern Idaho. Nampa and six other cities comprise the region located in Idaho's Treasure Valley within the Snake River plain. Nampa sits between the cities of Caldwell to the west and Meridian and Boise to the east in Canyon County. Interstate 84 is the primary route that links Nampa with the City of Boise—Idaho's state capitol and largest city. While the campus is north of the interstate, a majority of Nampa is located on the south side of I-84.

### ABOUT CWI

The College of Western Idaho (CWI) was formed by a vote of patrons in Ada and Canyon Counties in Spring 2007, and a five-member Board of Trustees was appointed by the Idaho State Board of Education in July 2007. The CWI is the organization responsible for administering community education in Western Idaho. In January 2008, CWI opened its doors to students, offering certificate classes and non-credit programs. Today, CWI offers several programs, organized into four core themes: Professional Technical Education; Lower Division Transfer Education; Basic Skills Education; and Community Outreach.

The Nampa campus is the largest of six properties owned and administered by the College of Western Idaho. (see Regional Map, opposite page) Since the establishment of the CWI as a system, the Nampa campus has served as the center of operations and administration. Formerly known as the Canyon County Center under the ownership of Boise State University, the Nampa campus—referred to as the CWI campus in this plan—will be the preeminent campus of the CWI system, offering an extensive range of courses, educational facilities and community amenities. Many programs currently offered at other CWI campuses will ultimately be relocated to the Nampa campus.

To increase efficiency and reduce costs, two sites—another CWI-owned campus in Nampa and a site leased from Boise State University—will be sold or vacated. The focus of the remaining four sites will be reorganized on the following areas:

- **Nampa Campus:** the primary CWI campus offering a range of programs and facilities;
- **Meridian Campus:** potential health sciences programs;
- **Horticulture:** agricultural and horticultural programs; and
- **East Boise:** information technology programs, green energy and electronics.



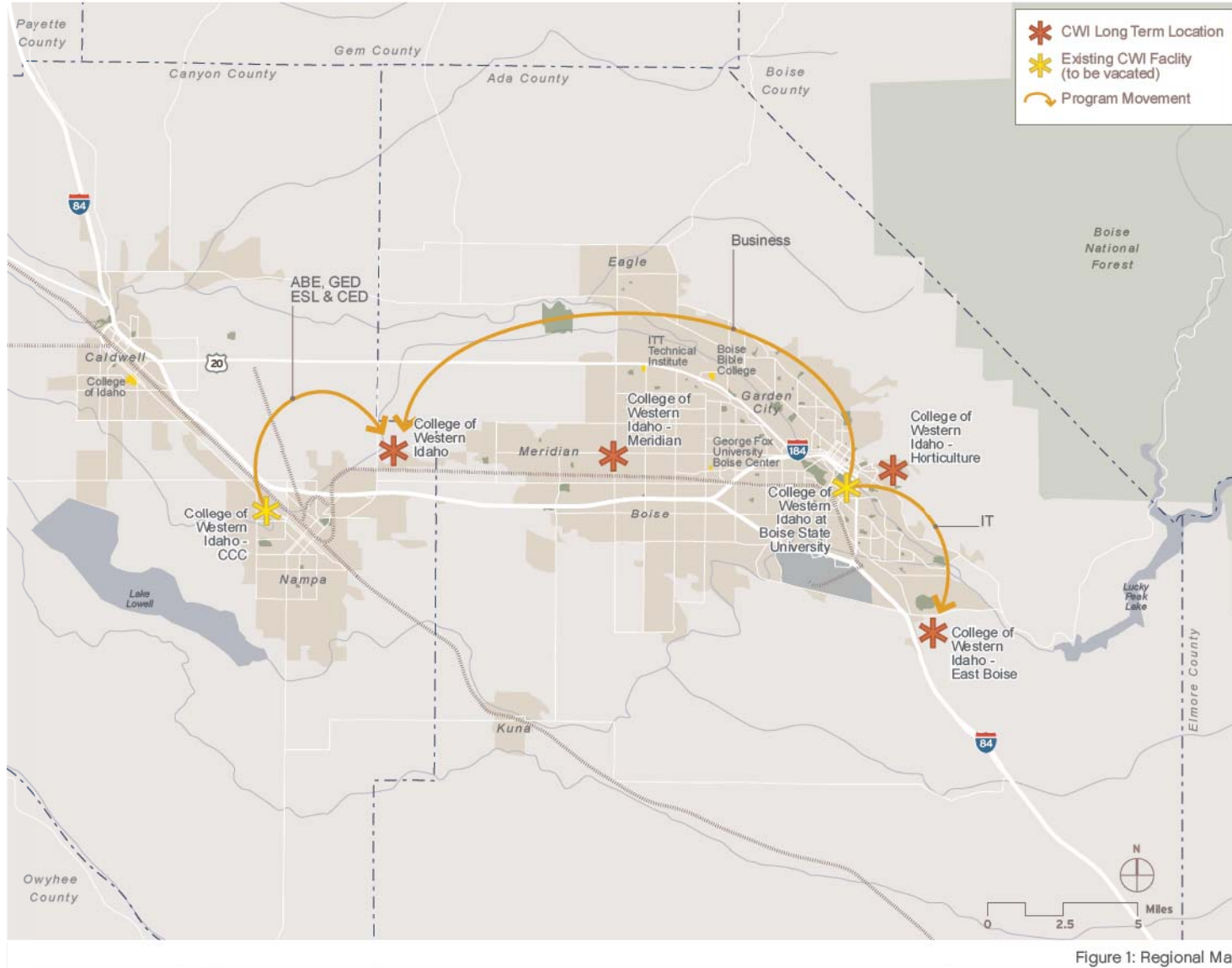
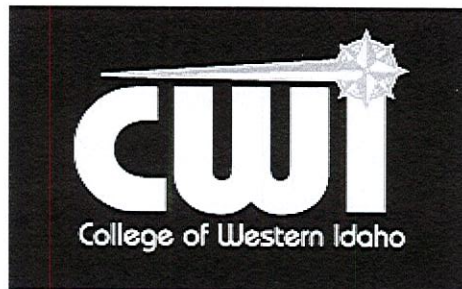


Figure 1: Regional Map





**MOORE INFORMATION**  
OPINION RESEARCH • STRATEGIC ANALYSIS

# **Treasure Valley Voters and the College of Western Idaho**

**March 2015**

# Summary of Bond Measures: *"Yes" Margin is Similar on All*

	\$180 million/ without cost	\$180 million/ \$23 per \$100K	\$140 million/ \$17.75 per \$100K	\$100 million/ \$12.94 per \$100K
<b>Yes</b>	56%	61%	61%	63%
<b>Don't know</b>	19%	11%	13%	10%
<b>No</b>	25%	28%	26%	27%
<b>Net yes</b>	<b>+31%</b>	<b>+33%</b>	<b>+35%</b>	<b>+36%</b>

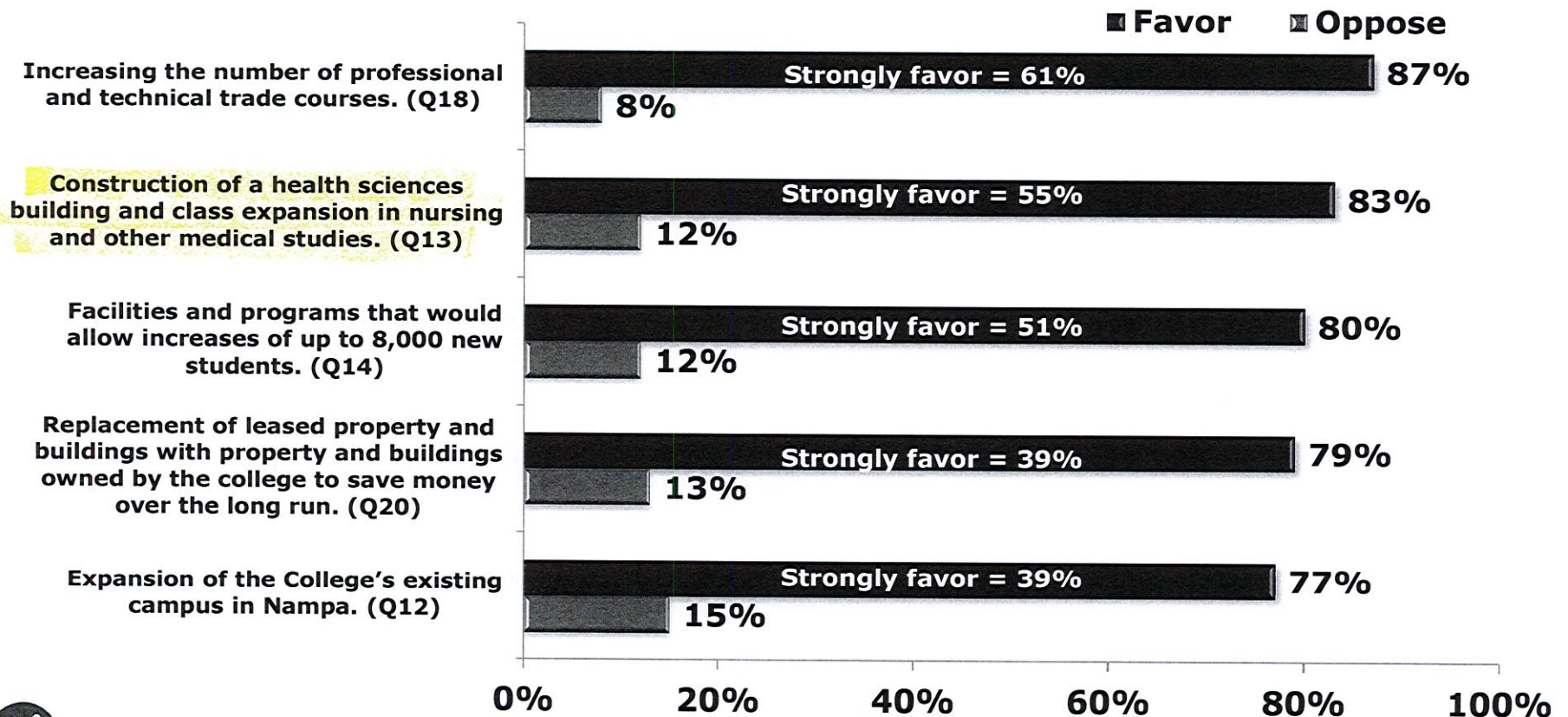


**None of the bond measures tested reach the super-majority level support required to pass.**

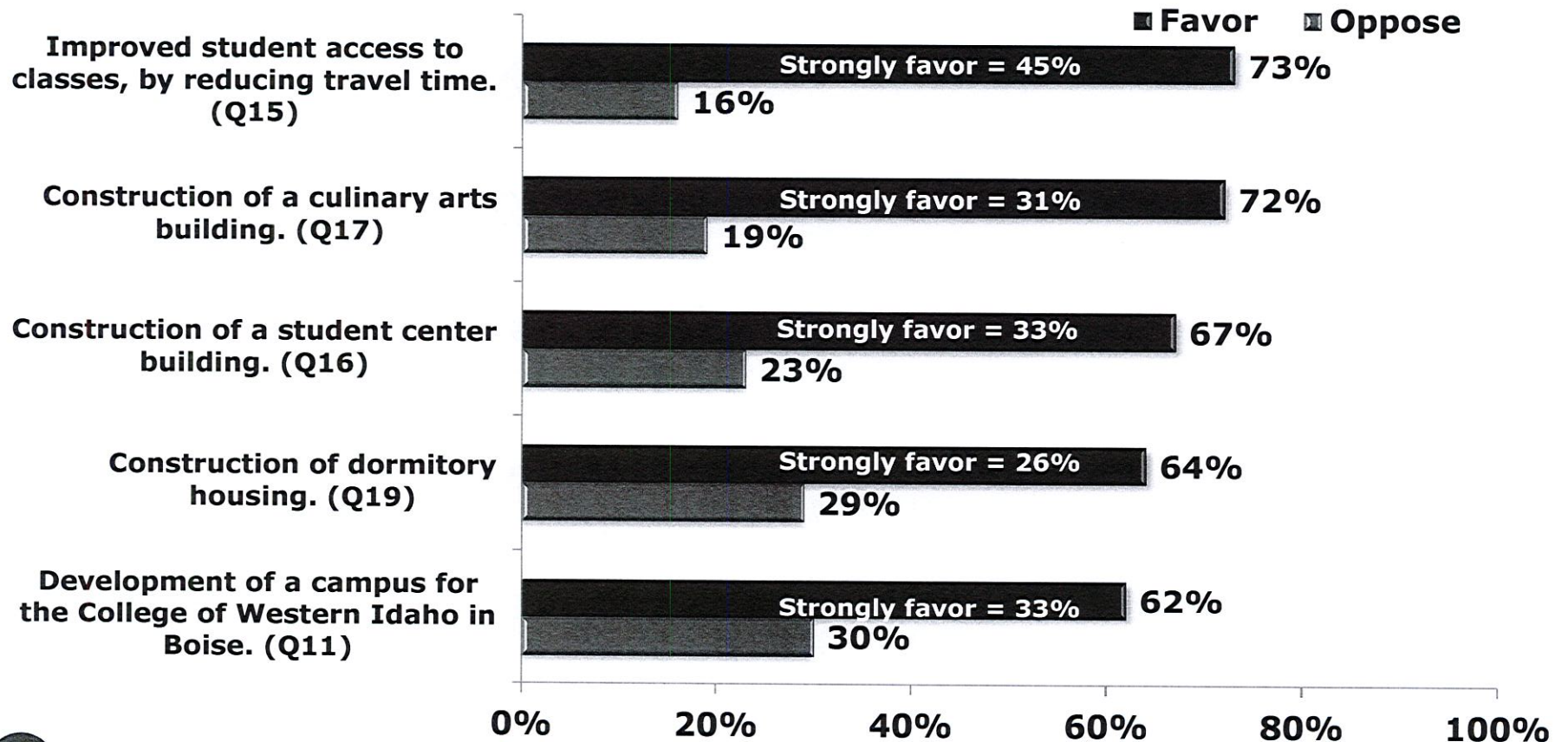


# Potential Bond Measure Components - 1

"Here is a list of some of the programs and facilities that could be paid for by the bond measure we have been discussing. Please tell me if you favor or oppose each."



# Potential Bond Measure Components - 2







**MOORE INFORMATION**  
OPINION RESEARCH • STRATEGIC ANALYSIS

# Treasure Valley Voters and the College of Western Idaho

April 2016



# Summary of Bond Measures

15



	<b>\$180 million/ without cost</b>	<b>\$180 million/ \$23 per \$100K</b>	<b>\$140 million/ \$17.75 per \$100K</b>	<b>\$100 million/ \$12.94 per \$100K</b>
<b>Yes</b>	59%	66%	64%	64%
<b>Don't know</b>	18%	9%	11%	10%
<b>No</b>	23%	25%	25%	26%
<b>Net yes</b>	<b>+36%</b>	<b>+41%</b>	<b>+39%</b>	<b>+38%</b>

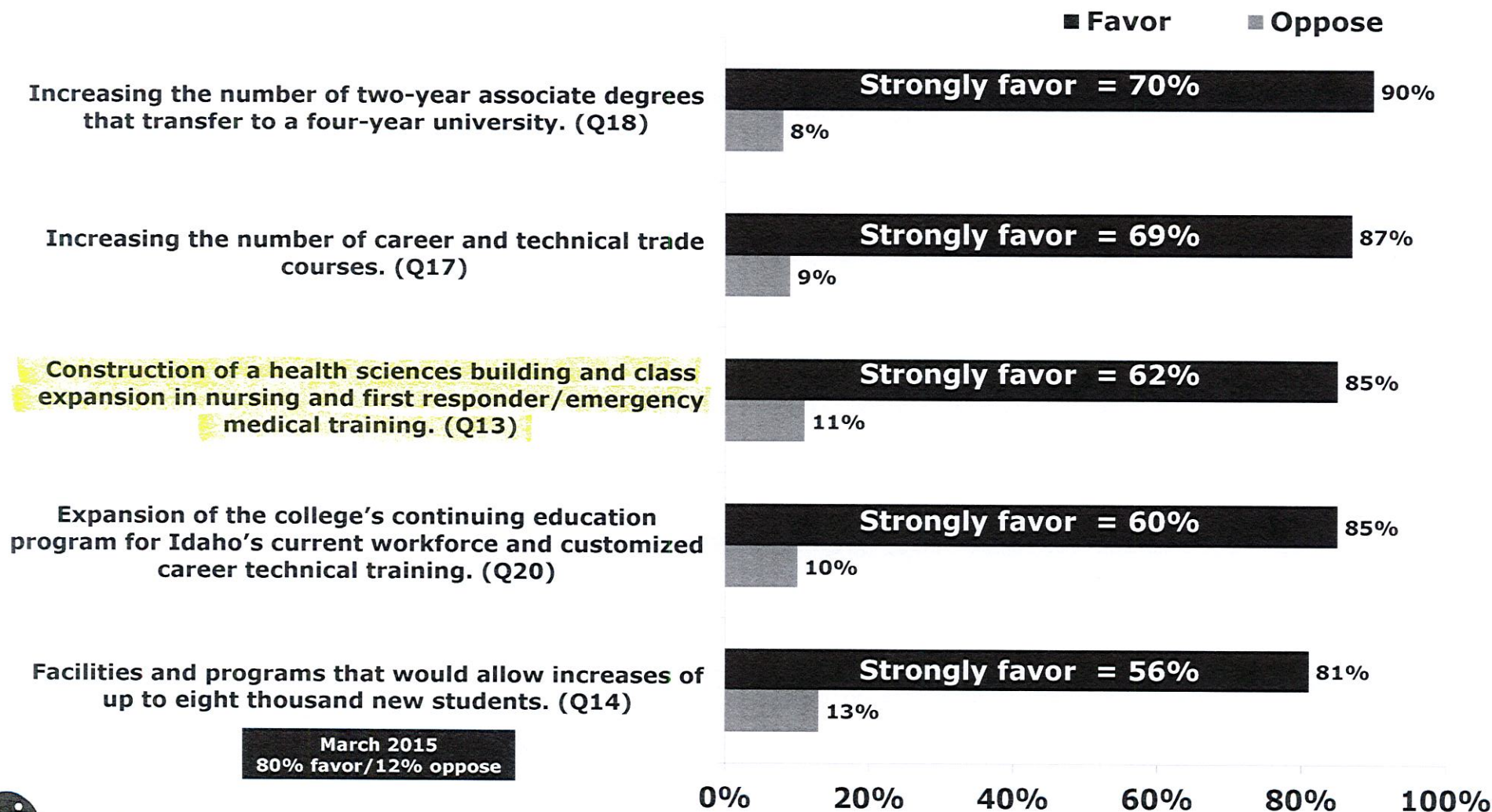
➡ **None of the bond measures tested reach the super-majority level support required to pass.**

➡ **Based on these results the \$180 million bond measure is more feasible.**

# Possible Bond Measure Components - 1

17

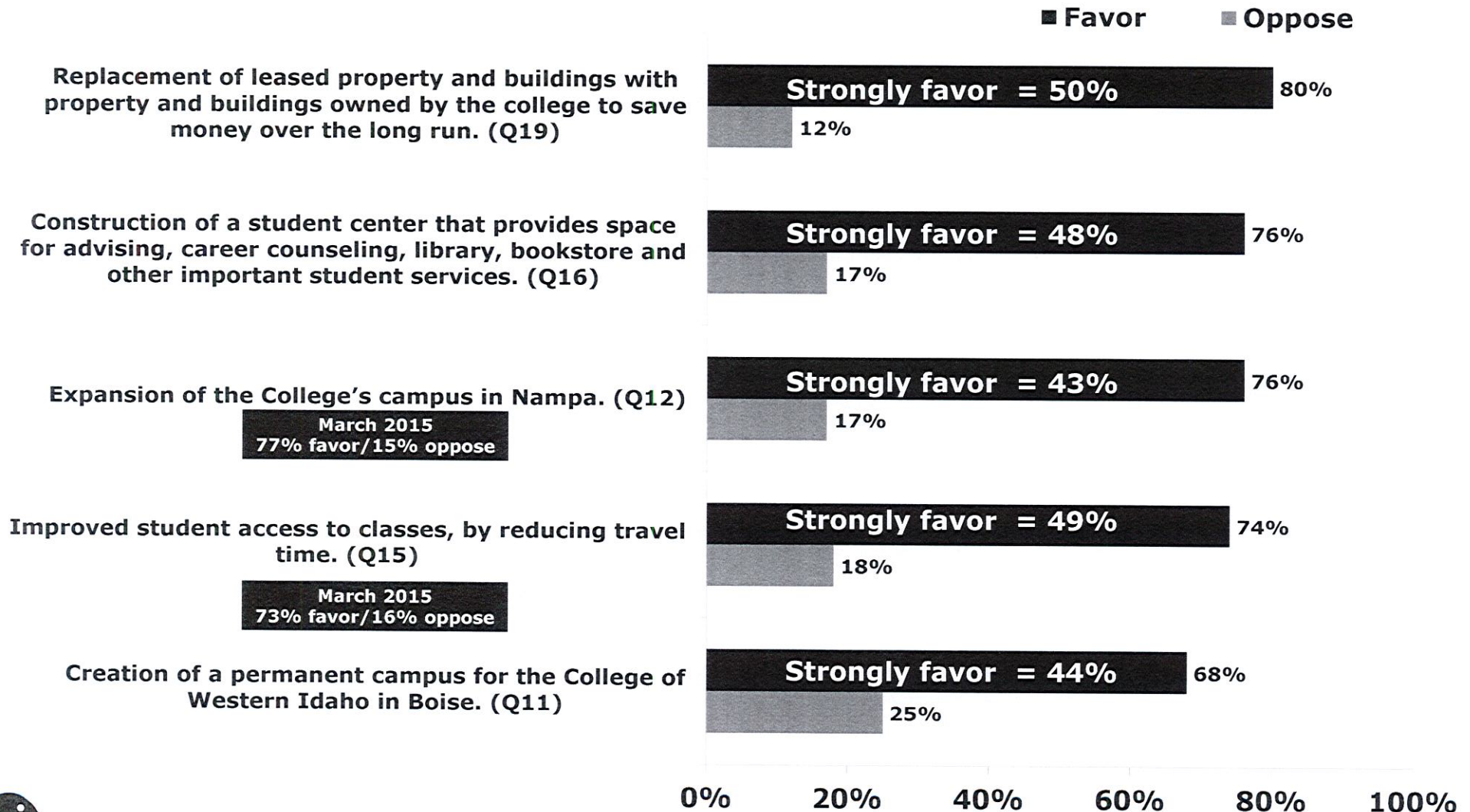
"Here is a list of some of the programs and facilities that could be paid for by the bond measure we have been discussing. Please tell me if you favor or oppose each."





# Possible Bond Measure Components - 2

18





# Bond Measure Messages - 1

23

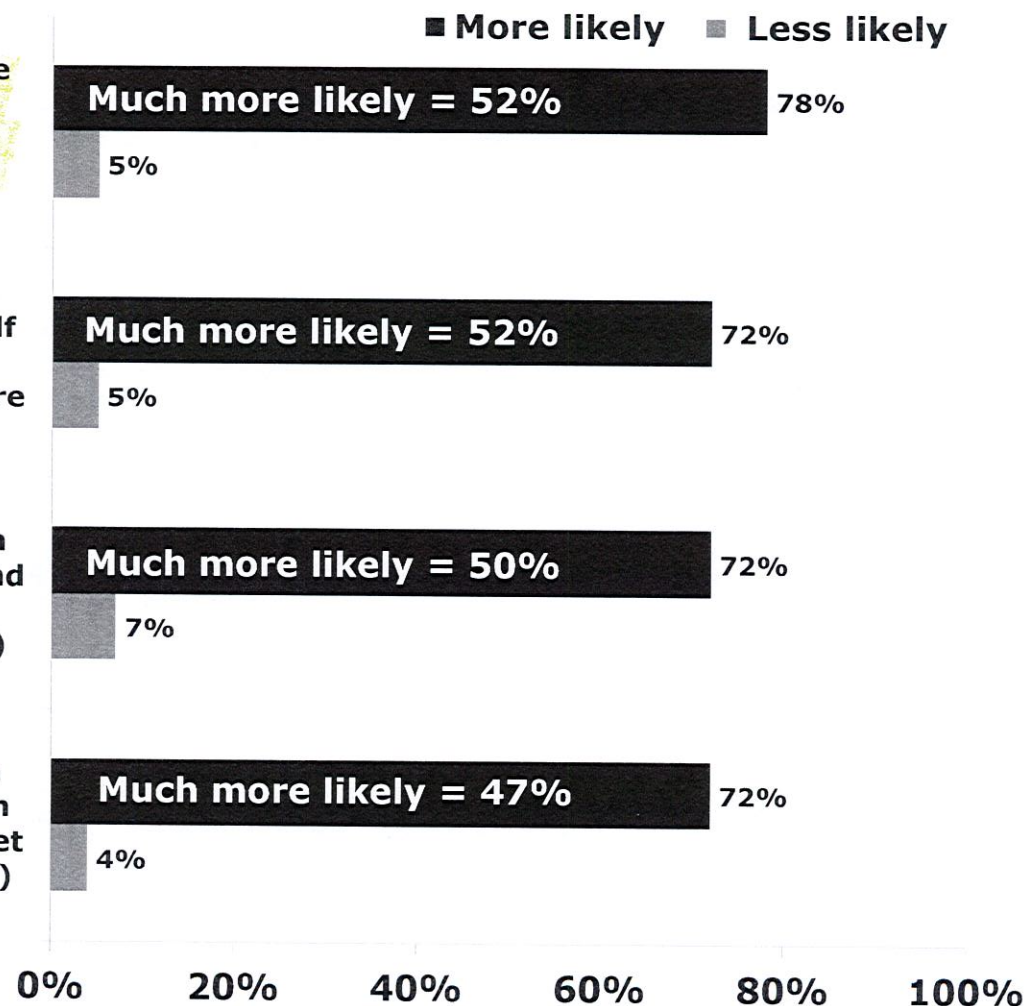
"Here are some statements about a bond measure for the College of Western Idaho. After hearing each, please tell me if you are more likely or less likely to vote for a bond measure financing expansion of programs and facilities. If the statement has no effect on your thinking one way or the other, just say so."

**There is currently a shortage of nurses and emergency medical personnel in Idaho, and there are limited options for that kind of training in the state. The bond measure will allow the College of Western Idaho to provide more training programs for nurses and emergency medical personnel. (Q23)**

**Student loan debt is at an all-time high in the U.S. Tuition at the College of Western Idaho is about half the cost of tuition at Idaho's public four-year universities. The bond measure will help ensure more people can get an affordable education. (Q25)**

**The rate of high school graduates in Idaho that go on to college is one of the lowest in the country. The bond measure will allow the College of Western Idaho to provide more opportunities for these students. (Q24)**

**The bond measure will allow the College of Western Idaho to give more students who aren't interested in attending a four-year university the opportunity to get a two-year degree or career technical training. (Q29)**



# Bond Quick Facts

College of Western Idaho has placed a \$180 million general obligation bond on the November 8, 2016 ballot. This will be the first time that the voters of Ada and Canyon County have been approached for a bond since CWI's inception in 2007. The College has grown from 1,200 students in its first semester in 2009 to serving more than 20,000 students a year with projected continued growth.

## How much is the bond?

- Amount of general obligation bond to be issued: \$180 million
- Rate based on property taxable value
- Estimated tax payer per \$100,000 of taxable value each year for 25 years: \$22.31 a year, \$1.86 a month

## Requirements for a successful vote.

- Requires a supermajority (66.7%) of Ada and Canyon County voters to pass

## What is it for?

The bond measure is to develop the College of Western Idaho to best educate students and support businesses. It will address the campus capacity needs of the College's current programs and allow for expansion of programs and serving more students.

- Increase local access to affordable, high-quality educational programs that allow students to transfer to a university or enter directly into a career
- Expand career ready programs in skilled, high-demand professions such as health sciences, technology and business
- Maintain and improve the high standards in educational delivery

## What are the campus projects?

### NAMPA CAMPUS

#### Spring 2019 Target Completion

##### ➤ Health Science & Central Services Buildings

##### *Addressing health care jobs in high demand and driving operational efficiency and sustainability*

- Healthcare industry is expected to have the largest increase of workforce need in Idaho
- State-of-industry health career training in support of high demand jobs including:
  - Nursing
  - Medical & Surgical Technicians
  - Emergency Response Professionals
- Centralized infrastructure facility serving all current and future campus buildings
  - Campus site infrastructure including utilities, roadways and campus commons that will save the College money and prepare for future campus growth.



- Designed to provide flexibility for future campus growth through sustainability and high efficiency systems

## Spring 2021 Target Completion

### ➤ **Student Success Center & Career Technical Facilities**

#### ***Expanding job ready programs and ensuring student success***

- Student Success Center will serve as central hub for supporting students, staff and the community. Services and resources, including:
  - Library Learning Commons
  - Registration and financial advising
  - Career advisement and transferability
  - Clubs and Organizations Center
  - Community Meeting Space
- Career Technical Facilities will centralize and expand program support for high demand agriculture, horticulture and truck driving career ready programs

## **ADA COUNTY CAMPUS IN BOISE**

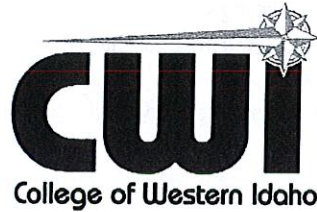
### Spring 2020 Target Completion

- New urban campus supporting Boise metro students, businesses and community
  - Initial phase of Boise campus to include high-demand programs such as two-year associate degrees that transfer and career technical programs including Information Technology, Management and Business Support Services
  - Designed with strong flexibility for training labs, dynamic classrooms and meeting spaces
  - House programs already offered in Boise serving more than 7,000 students with anticipated growth

## **College Facts**

- CWI serves more than 20,000 students a year
- Since 2009, 5,000 students have earned associate degrees and technical certificates
- CWI has a 91% positive placement of professional-technical program completers
- Students in CWI's Academic Transfer programs complete 22,000 student-to-community hours each year
- Through active advising efforts, CWI student borrowing decreased by 28.4% in the 2014-2015 academic year
- Last year more than 4,000 high school students attained college credit from CWI
- CWI's Academic Transfer programs offer direct transfer access to all Idaho's four-year colleges and universities
- CWI is nearly half the cost of Idaho's public universities and about a quarter of private colleges

For more information and updates on the proposed bond, visit [www.cwidaho.cc/bond](http://www.cwidaho.cc/bond).



**MEDIA ADVISORY – September 6, 2016 \*\*REVISED\*\***

*Please note that term 'assessable value' in the second paragraph has been changed to 'taxable value'.*

**Contact:**

**Jake Garcin**

(208) 562-3106

[jakegarcin@cwidaho.cc](mailto:jakegarcin@cwidaho.cc)

**College of Western Idaho Trustees Vote to Pursue Bond Measure in November**

NAMPA, Idaho – September 6, 2016 – At a special board meeting on Tuesday, September 6, College of Western Idaho's (CWI) Board of Trustees voted in favor of placing a \$180 million general obligation bond on the November 2016 ballot. The bond would fund campus development in Boise and Nampa to expand program offerings and serve more students.

The bond would impact Ada and Canyon county taxpayers based on property assessed value. The bond would cost taxpayers an estimated \$22.31 per \$100,000 of taxable value each year for 25 years. The College of Western Idaho Bond Measure will be on the November 8, 2016 ballot in both Ada and Canyon County. Visit [www.cwidaho.cc/bond](http://www.cwidaho.cc/bond) for more details.

CWI has grown from 1,200 students in its first semester in 2009 to serving more than 20,000 students a year with projections for continued growth in the years ahead. This is the first time Ada and Canyon County voters have been approached for a bond since the College was founded.

"College of Western Idaho's impact on the Treasure Valley since its inception is tremendous," said Board Chair Mary Niland. "As we look to the future of the Valley, we understand the need for affordable, innovative, industry-driven higher education is going to continue to grow. We are committed to strategically positioning CWI to ensure it not only supports the community now, but well into the future."

The Board has identified several major development projects that are needed to support CWI's current student population while also positioning the College to meet projected growth and demand. The list of proposed projects include:

**Nampa Campus**

**Health Science & Central Services Buildings**

- State-of-industry health career training in support of high demand jobs including:
  - Nursing
  - Medical & Surgical Technicians
  - Emergency Response Professionals



- Centralized infrastructure facility serving all current and future campus buildings
  - Campus site infrastructure including utilities, roadways and campus commons that will save the College money and prepare for future campus growth.
  - Designed to provide flexibility for future campus growth through sustainability and high efficiency systems

**Student Success Center & Career Technical Facilities:**

- Student Success Center will serve as central hub for supporting students, staff and the community. Services and resources, including:
  - Library Learning Commons
  - Registration and financial advising
  - Career advisement and transferability
  - Clubs and Organizations Center
  - Community Meeting Space
- Career Technical Facilities will centralize and expand program support for high demand agriculture, horticulture and truck driving career ready programs

**Ada County Campus in Boise**

- New urban campus supporting Boise metro students, businesses and community
- Initial phase of Boise campus to include high-demand programs such as two-year associate degrees that transfer and career technical programs including Information Technology, Management and Business Support Services
- Designed with strong flexibility for training labs, dynamic classrooms and meeting spaces
- House programs already offered in Boise serving more than 7,000 students with anticipated growth

CWI's Trustees have been in ongoing discussions about the best way to address challenges associated with the College's explosive enrollment growth since opening its doors in 2009.

"College of Western Idaho is at an exciting and critical point in its history," said CWI President Dr. Bert Glandon. "As we plan for the future, we must continue building a sustainable infrastructure and prepare for anticipated growth in demand for new programs and more offerings. CWI is positioned to expand its role as a catalyst for education and the economy in the Treasure Valley for years to come."

-###-

**About the College of Western Idaho:**

The College of Western Idaho is a public, open-access, and comprehensive community college committed to providing affordable access to quality teaching and learning opportunities to the residents of its service area in western Idaho. CWI has seven campus locations throughout Southwest Idaho providing higher education and 21st Century technical skills acquisition. The college is dedicated to improving the community's economic well-being by responding with highly-educated and productive graduates. The foundation for the area's only community college was created by a supermajority of voters in Ada and Canyon counties on May 22, 2007. For more information about the college, visit [www.cwidaho.cc](http://www.cwidaho.cc) or call (208) 562-3000.

###

## CWI Health & Science Building - Support for Funding

- **State funding support** has occurred for Health & Sciences facilities at other state higher-ed institutions.
  - Promoted by Governor Kempthorne, the Legislature in 2003 passed a 20 year bonding program which supported a statewide building program for the colleges and universities. Through this, North Idaho College (NIC) received \$11.9M in funding for the Meyer Health & Science Bldg which opened in 2005.
  - In 2007, Governor Otter signed legislation which had been initiated by Kempthorne and then interim Governor Risch, which supported funding Health Sciences facilities for LCSC's – Nursing & Health Science Bldg. – Sacajawea Hall which cost \$16M and was completed in 2009 as well as CSI's Health Science & Human Services Bldg. which cost \$21M and was completed in 2010.
- **CWI new Health & Science Bldg.**
  - Located on the Nampa Campus
  - Cost: \$43M
  - Estimated Completion: Spring 2021
  - Programming Complete
    - Total 105,290 sf. – 4 floors
      - 82,309 sf. finished – first 3 floors
      - 22,981 sf. unfinished shell- 4<sup>th</sup> floor
    - Key programming components:
      - Health & Science Labs & Classrooms to support programs including; Nursing, Dental Assist, Surgical Tech., Physical Therapy, & Medical Assist, Pharmacy Tech & Certified Nursing Assist.
      - Additional support space provided for Faculty & study space.
- **Proposed Funding**
  - **Scenario 1:** Business/ partners and state funding;
    - **\$15M Industry Support** (St. Luke's- \$5M / St. Al's- \$5M / Other related businesses – capital campaign- \$5M)
    - **\$6M Permanent Building Fund** (\$3M/ yr. x 2 yrs.)
    - **\$22M State funding**
  - **Scenario 2:** Business/ partners, tax payer support and state funding:
    - **\$15M Industry Support** (St. Luke's- \$5M / St. Al's- \$5M / Other related businesses – capital campaign- \$5M)
    - **\$18M Bond or Levy**
    - **\$10M State funding**



## Bond FAQs

What is the bond measure that the College of Western Idaho wants to pass?

College of Western Idaho has placed a \$180 million general obligation bond on the November 8, 2016 ballot. This will be the first time that the voters of Ada and Canyon County have been approached for a bond since CWI's inception in 2007. The College has grown from 1,200 students in its first semester in 2009 to serving more than 20,000 students a year with projected continued growth. The bond will be used to expand the campus facilities in Nampa and build a permanent Ada County Campus in Boise to deliver more programs and serve more students.

How much will the bond cost?

The total cost is estimated at \$180 million over 25 years

Interest rates on bonds are at an all-time low making this a particularly good time to issue bonds and build facilities for students. The estimated tax payer amount per \$100,000 of taxable property value is \$22.31 a year.

Why does the community college district need this bond measure?

When the voters of Ada and Canyon County created the College of Western Idaho in 2007, a basic level of funding was established to create the college. While that funding provided a good foundation for a typical community college, CWI's enrollment grew at a rapid pace that exceeded the capacity and funding. Currently, the College serves more than 20,000 students a year, making it the largest community college in Idaho. The College needs to expand to keep up with demand and serve more students. CWI has assumed space in business complexes as a temporary solution; however, these buildings are not a good long-term solution, as they will not accommodate the addition of programs and students that our community needs. The valley is growing quickly and that means CWI will have more students to serve.

How soon will the college need new buildings at its current growth rate?

CWI needs these new buildings as soon as possible. The College has leased space throughout the valley as a temporary solution, but they currently cost more than \$2 million a year to lease and are not built to accommodate the projected program and student growth. Through a strategic planning process, College leaders have identified three building projects plus infrastructure improvements that are necessary in order to be prepared for the projected growth. Targeted completions of these bonding projects are by 2019, 2020, and 2021.

How long does it take to retire the bonds? Does the tax last forever?

In this case CWI is bonding for 25 years - meaning that the tax on this bond measure will end in approximately 2042.

How would money from the bond measure be spent?

Here's a link to the anticipated project schedule. The focus is concentrated on academic transfer and career technical buildings. The Nampa campus includes health science and central services buildings, a Student Success Center (which includes classrooms and a library), and Career Technical facilities. The Ada County Campus in Boise would serve as an academic professional center for transfer and career technical programs.

Doesn't the State provide funds to build new buildings?

We have worked with legislative committees and the Permanent Building Fund previously to request support. However, we recognize there are countless competing needs and requests that make it difficult to secure additional funding. Although CWI has received some funds to support campus upkeep and an update to the Nampa Campus Master Plan, the State has not had the funds to support building any new facilities. The College is hopeful that future funding will help us continue to build the college to meet the needs of the Treasure Valley. In the meantime, the students and businesses that we support have more immediate needs for us to accommodate.

Why are you building in Boise?

College of Western Idaho is already serving students in Boise. In fact, 56% of our students live in Ada County, and about 7,000 students attend classes in our temporary Boise facilities. As a community college, access to education is critical. CWI needs to be where the students are and where the community needs us. The main campus in Nampa will always be our primary campus as we have more opportunity to grow programs, which further demonstrates our commitment to making education accessible to students throughout the entire valley.



## Funding

### Tuition in Idaho



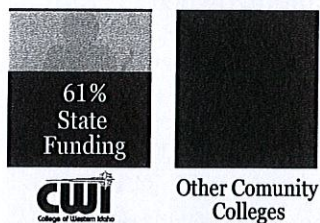
CWI is committed to keeping tuition costs low to keep college accessible and affordable, helping students avoid educational debt. Tuition at **CWI is nearly half the cost of Idaho's public universities** and about a quarter of private colleges.

### Tax Levy Rates



CWI's tax levy rate is **\$16.63 per \$100,000** of property value compared to Idaho's other community colleges that are supported at rates that range from **\$95-\$112**.

### State Funding



State funding for CWI is **61% of the average of Idaho's other community colleges** based on full-time equivalent student enrollment.

## The Future of Your Community College

**Next 10 Years**

- Consolidate and grow locations to serve 30,000+ students
- Add critical in-demand programs
- Address workforce skills gap
- Increase post-secondary credential attainment

[CWIdifference.com](http://CWIdifference.com)



# Challenges Facing Your Community College

## Capacity

### Pent-up Demand

2009-2016



1,208 students  
became 20,000+

CWI is the **largest community college in Idaho** and one of the fastest growing colleges in the Nation. In six short years, enrollment has grown to more than 20,000 students attending CWI each year.

### Campus Facilities



To keep up with enrollment growth, CWI had to **lease facilities that cost more than \$2M a year**. This is not cost effective or sustainable for the future.

▶ 11 temporary leases  
and 3 permanent/owned

### Idaho's Go-On Rates

GOAL  
60% by 2020



Current percentage  
based on 2010 data and  
Idaho Goal is by 2020.

The State Board has set a goal that 60% of Idahoans ages 25-34 will have a degree or certificate by 2020. This coupled with an anticipated growth in population equates to **increasing demand for college options**.

CONTINUED ➞



**COMMUNITY. WORKFORCE. INNOVATION.**





- **Vote YES! on Tuesday, November 8<sup>th</sup> to expand higher education opportunities in the Treasure Valley!**
- **CWI's primary goal is to give students the skills and training they need to be workforce ready.**
- **The bond will expand educational opportunities and allow CWI to meet the growing need for an educated workforce in high-demand occupations, such as healthcare and Information Technology.**

**What's it for?** The bond measure will address the campus capacity needs of the College's current programs and allow for expansion of programs and serving more students.

**How much is it?** \$180 million. Estimated cost to property tax payers per \$100,000 of taxable value each year for 25 years is \$22.31 a year, or \$1.86 a month. That's expanding higher education opportunities in the Treasure Valley for less than a cup of coffee or a pack of post-it notes!

#### **Campus projects:**

- **Health Science & Central Services Buildings:** The healthcare industry is expected to have the highest increase of workforce need in Idaho. Centralized buildings will provide state-of-industry health career training in nursing, EMT and Medical & Surgical Techs.
- **Student Success Center & Career Technical Facilities:** Will serve as the central hub to support students and the community, including a library learning commons, registration and financial advising and community meeting space.
- **Ada County Campus in Boise:** New urban campus supporting Boise metro students, businesses and the community, providing high-demand programs such as two-year associate degrees that transfer and career technical programs.

#### **CWI facts:**

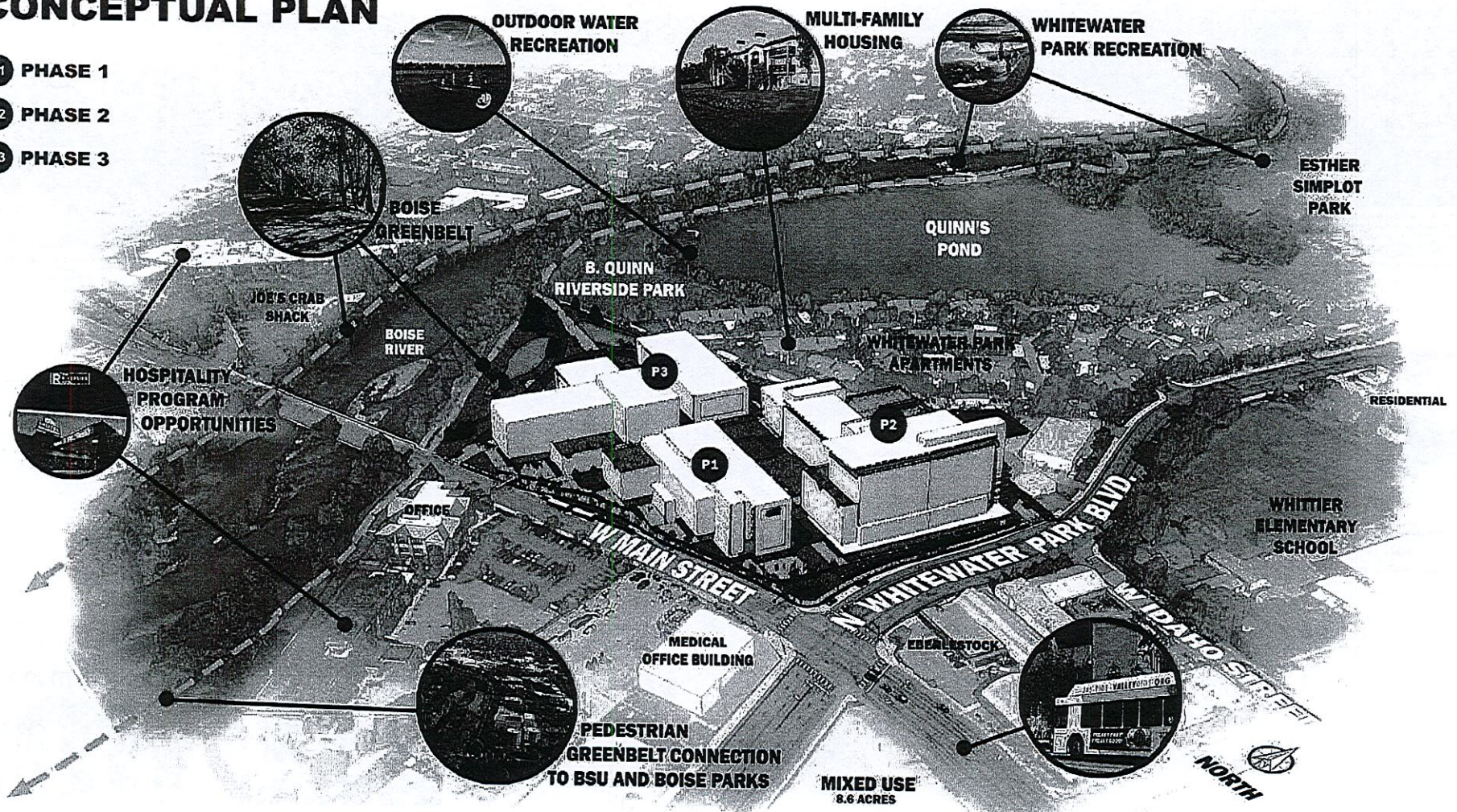
- CWI serves more than 20,000 students/year
- Since 2009, 5,000 students have earned associate degrees and technical certificates
- CWI has a 91% positive placement of professional-technical program completers
- In 2015 more than 4,000 high school students attained college credit from CWI
- CWI's Academic Transfer programs offer direct transfer access to all of Idaho's 4 year colleges and universities
- CWI is nearly half the cost of Idaho's public universities and a quarter of the private colleges





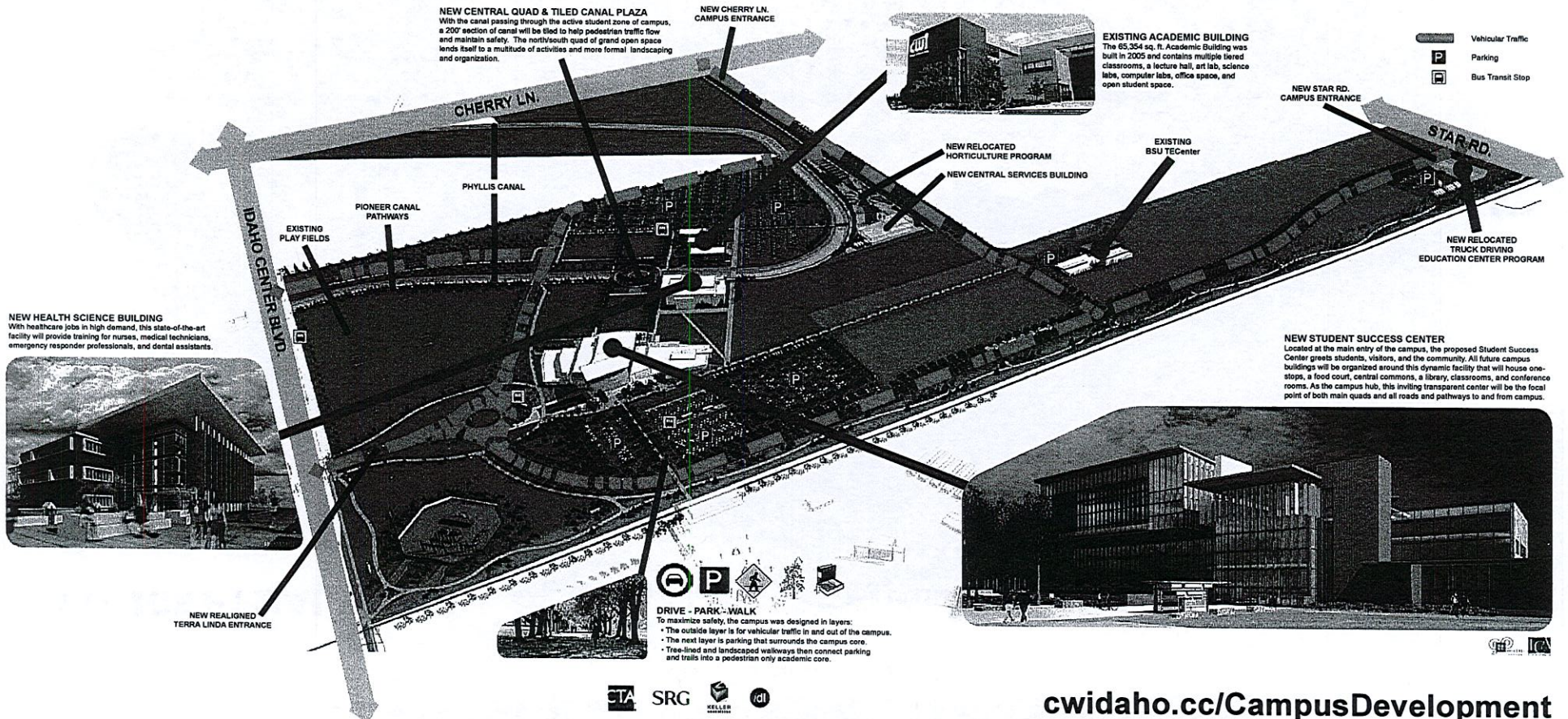
## CONCEPTUAL PLAN

- P1 PHASE 1
- P2 PHASE 2
- P3 PHASE 3





# FUTURE NAMPA CAMPUS EXPANSION



[cwidaho.cc/CampusDevelopment](http://cwidaho.cc/CampusDevelopment)





## Making a Difference



CWI serves more than 20,000 students a year.



Since 2009, 5,000 students have earned associate's degrees and technical certificates.



CWI has a 91% positive placement of professional-technical program completers.



Students in CWI's Academic Transfer programs complete 22,000 student-to-community hours each year.



CWI is a 13.9% return on taxpayer investment and a 16% return on student investment.



Through active financial advising efforts, CWI student borrowing decreased by 28.4% in the 2014-2015 academic year.

For more details on CWI facts and data sources visit [cwidaho.cc/info/facts-glance](http://cwidaho.cc/info/facts-glance).



*Your educational investment goes farther at CWI!*

COMMUNITY. WORKFORCE. INNOVATION.



Together  
we can create an  
educated community

Learn More  
[cwidaho.cc/difference](http://cwidaho.cc/difference)

Stay Informed

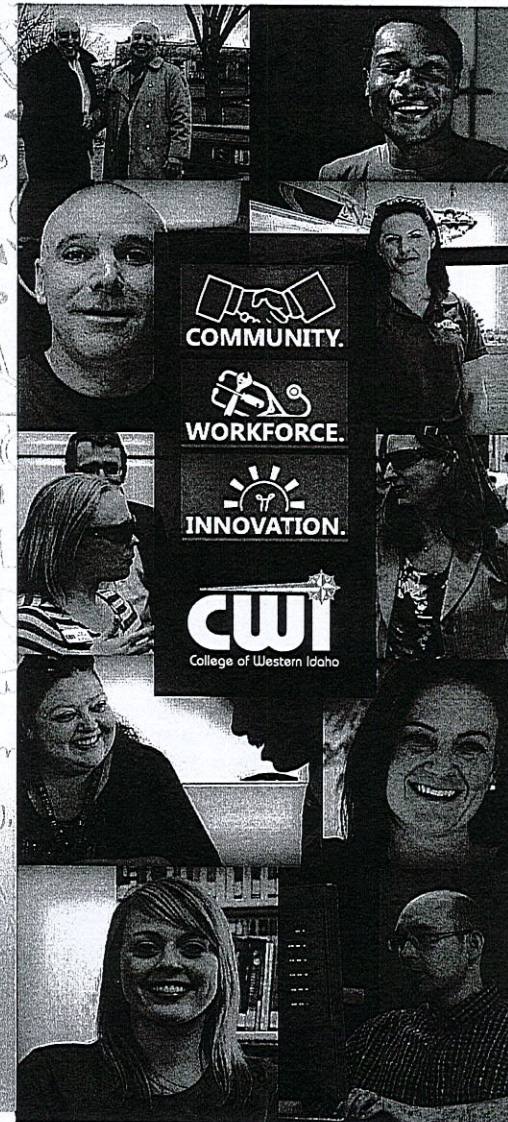
CWI e-newsletter  
[cwidaho.cc/subscribe](http://cwidaho.cc/subscribe)

Schedule

a Tour or  
Group Presentation  
208.562.3100



[cwidaho.cc/difference](http://cwidaho.cc/difference)







## Community

We believe community impact is a two-way street. Strong partnerships and community engagement ensures students are introduced to technical skills, academic and soft skills, and social experiences that prepare them to be leaders in our communities.

- CWI actively engages and **partners with local businesses, high schools, universities, and government entities.**
- CWI promotes and **participates in hundreds of volunteer** and community service projects.
- CWI **provides educational opportunities for diverse populations** including first generation college students, Hispanic, Veteran, returning adults, and those facing financial difficulties.
- CWI **creates an educated community** where people have the skills and ability to contribute to economic strength.



*CWI is a great asset and is evidenced by its amazing growth in a short time.*

COMMUNITY.



## Workforce

CWI's primary goal is to ensure that students receive the skills and career training they need to be workforce ready. In addition, local businesses have access to continuing education for their employees as industries evolve. A strong workforce results in a strong business environment and economic prosperity.

- CWI is a local economic development driver; **offering customized solutions to keep existing businesses competitive** and helping attract new businesses to western Idaho.
- CWI **students possess critical thinking and communication skills employers are seeking**, and they are actively recruited for employment.
- Students at CWI receive **hands-on learning for in-demand fields.**



*I chose CWI because it was highly spoken of. [The Network Administration] program prepares you very well for the real world.*

WORKFORCE.



## Innovation

As a new community college, CWI has embraced the opportunity to develop educational programs that meet the specific needs of our community. We work directly with businesses and industries to develop in-demand programs. We are pioneers in developing new ways to teach—ultimately supporting student success and helping to narrow the skills gap.

- CWI offers **flexible schedules** and delivery methods.
- CWI is **creative in its approach** to helping students succeed.
- CWI offers **resources to increase success** beyond graduation.
- CWI works hard to **shorten students' time to degree.**



*I can continue my education without saddling myself and my family with added debt.*

INNOVATION.



## Why a Bond?

- Serving **over 20,000** students, student success is CWI's #1 priority.
- Funding is needed to **expand the campus facilities in Nampa**, and **build a permanent Ada County Campus in Boise**.
- CWI is currently paying **\$2+ million a year** to temporarily lease space in Ada and Canyon Counties.

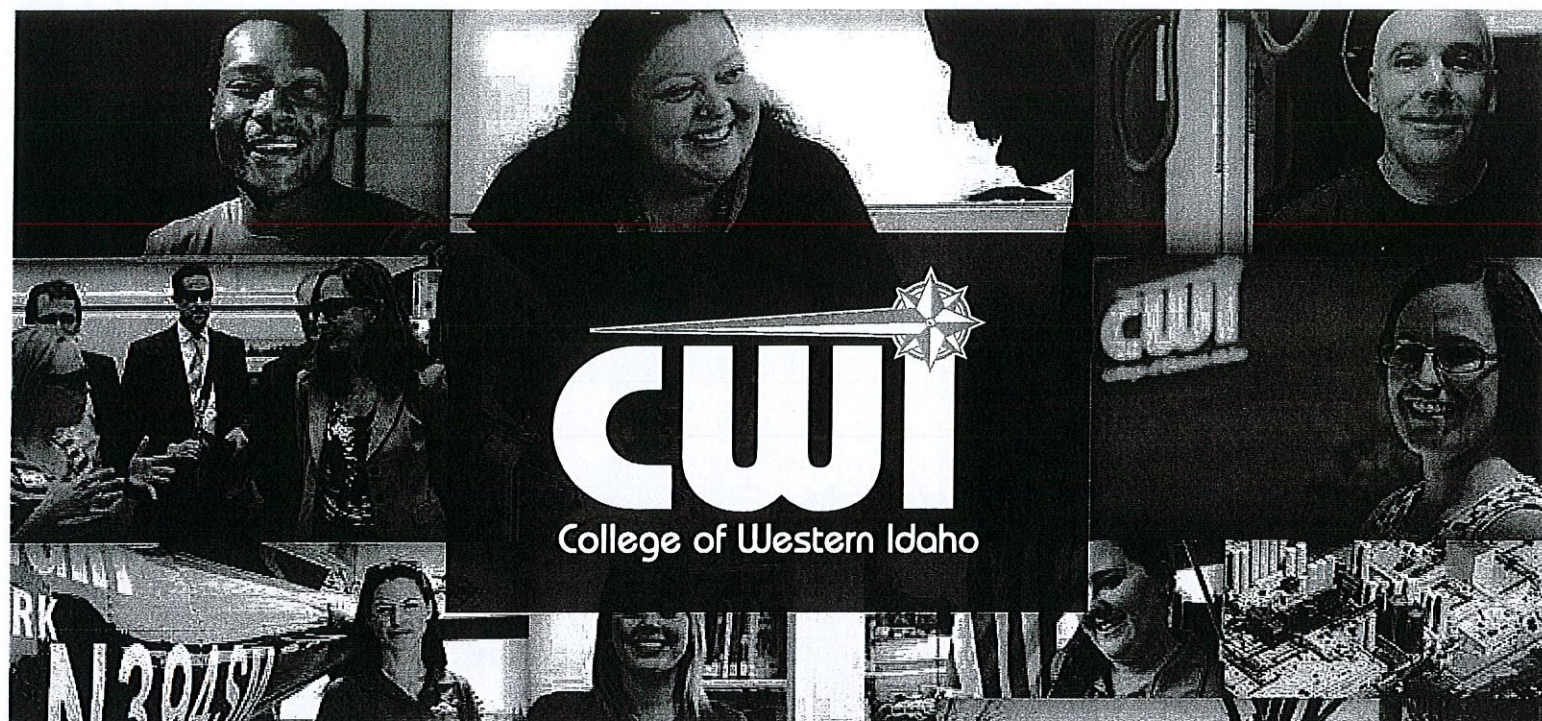


*Together*

we can create an educated community

**DON'T FORGET TO VOTE ON NOVEMBER 8.**  
**FOR MORE INFORMATION ABOUT** CWI's bond measure, and  
the College's impact and future growth plans, visit [cwidaho.cc/bond](http://cwidaho.cc/bond).





*Together* we can create an educated community

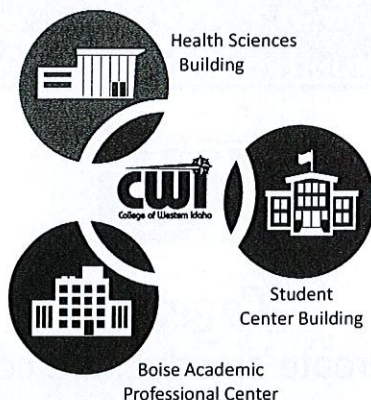
## Bond Investment

**\$1.86/month\***



\$22.31/year\*

\*Estimated tax payer cost per \$100,000 taxable value.



## Bond Impact



### Student Success

Increased access to affordable, high-quality educational programs that allow students to transfer to a university or enter directly into a career



### Workforce

Expansion of career ready programs in skilled, high-demand professions such as health sciences, technology, and business



### Community

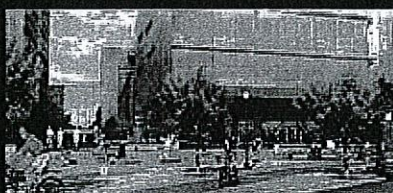
Creating an educated community where people have the skills and ability to contribute to economic strength

## Future Campus Expansion



Health Sciences & Central Services Buildings:  
Nampa Campus

- Construction start Fall 2017
- Completion Fall 2019



Boise Campus - Academic Professional Center:  
Ada County Campus in Boise

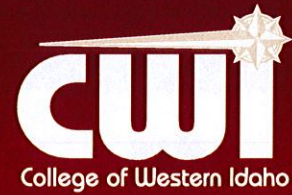
- Construction start Spring 2018
- Completion Fall 2020



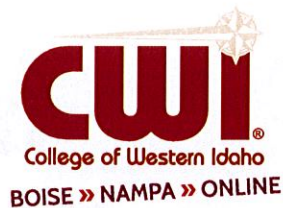
Student Success Center & Career Technical Facilities:  
Nampa Campus

- Construction start Spring 2019
- Completion Fall 2021





## Strategic Plan Summary and Execution Roadmap FY2018 to FY2022



### Learn More

View CWI's  
Comprehensive

**Strategic Plan  
FY2018 to FY2022**

online:

[cwidaho.cc/planning](http://cwidaho.cc/planning)

*A Transformational College Focused  
on Student Success*



Address  
workforce  
skills gap



Increase  
post-secondary  
credential  
attainment



Add critical  
in-demand  
programs



Consolidate and  
grow locations  
to serve 40,000+  
students



## Core Ideology

### Core Values



Excellence



Innovation



Integrity



Caring



Respect

### Mission

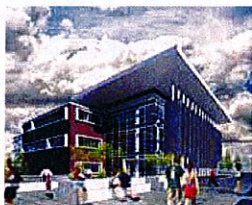
The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

### Vision 2040

By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.



**Presence:**  
Dynamic Presence in the Community and Region



**Practice:**  
Creator of Value and Vibrancy



**Impact:**  
Mover of the Needle on Metrics That Matter

### Core Themes

(long-term strategic anchors)



Student Success



Community Connections



Organizational Stewardship



Inclusive Excellence

## SWOT

### Environmental Scan



### OPPORTUNITIES AND STRENGTHS

Expand the educational opportunities for students

- Idaho has set an aggressive 60% goal for post-secondary degree or certificate attainment

Serve a diverse and growing population

- Largest population base in Idaho with substantial culturally diverse growth projections

Address the growing economic development needs of the Treasure Valley

- Expected job growth in the region, specifically those requiring associate degree and certificates

Attain competitive advantage in the marketplace

- Open access to high quality education at a low cost, nearly half the cost of public universities



### CHALLENGES AND THREATS

National disinvestment of higher education

Limited resources and capacity to meet projected growth

Maintaining open and affordable access

## Gap Analysis

### Priorities for education and training



Healthcare



Info Technology



General Office & Administrative Support



Science Technologies



Finance & Accounting



Education



Marketing & Management



Manufacturing & Industrial Maintenance



Construction



Transportation



## 5-YR Focus » Objectives and Indicators of Success:

Supported by five key plans: Educational Master Plan, Enrollment Model, Space Requirements and Capital Projects, Instructional Technology, Long-range Financial Model

### Objective 1

#### Advance student success



Improving student retention, persistence, and completion



Providing support services that improve student success



Developing effective educational and career pathways and transfer opportunities



Enhancing student life and culture on campus

### Objective 2

#### Promote and invest in the development of quality instruction



Advancing innovative programming and strategies



Expanding instructional resources and development



Developing co-curricular activities that support student success

### Objective 3

#### Initiate connections and partnerships to support economic development and meet community needs

Promoting partnerships and learning that lead to career opportunities

Contributing to economic development through customized programs and training

Actively engaging with the community as educational leaders and as an expertise resource

Developing campus environments and facilities that support community engagement and interaction



### Objective 4

#### Demonstrate fiscal stability and sustainability



Identifying and securing new and expanded funding resources

Developing and implementing a strategic enrollment management plan



Investing in owned vs. leased facilities

### Objective 5

#### Ensure operational sustainability and compliance



Attracting and retaining appropriate staffing resources



Demonstrating efficiency in infrastructure, program distribution, and space utilization



Implementing strategies for environmental sustainability

Ensuring a safe and secure learning environment

### Objective 6

#### Foster a respectful community and be a model for organizational diversity



Mirroring the diverse communities that CWI serves in CWI's student body

Implementing diversity strategies in teaching, recruiting, and employee retention



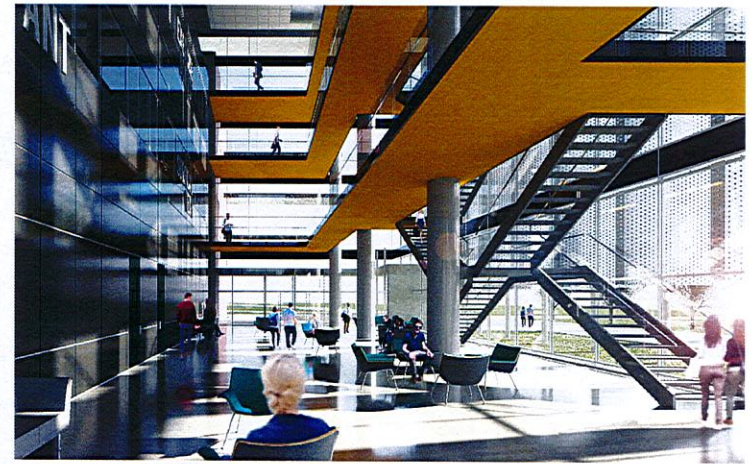
Fostering a respectful community by being a model for organizational diversity

Creating educational pathways and support for underserved populations



# Community Education Campaign 2018

## HEALTH SCIENCE BUILDING







#### State Permanent Building Fund Support

Governor Otter recently recommended a \$10M appropriation through the Permanent Building Fund for CWI's Health Science Building. The Legislature passed this funding support in March 2018 with a stipulation that the college identify the balance of the remaining funding for the project before the end of June 2019. In the event that the college is unsuccessful, these state funds will potentially go away.

#### Additional Funding Requirements

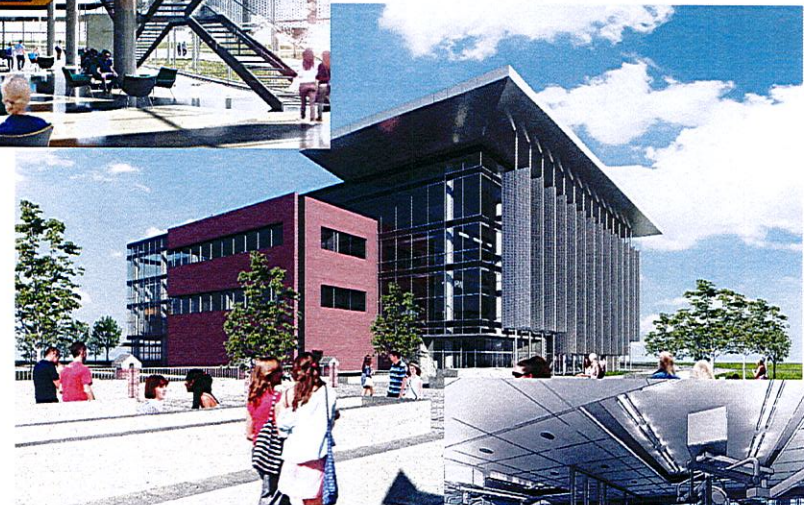
To leverage the state's \$10M commitment, the college needs to move quickly to identify and secure the balance of the \$39M in project funding. A combination of funding sources including a Capital Campaign as well as support from the tax payers will be needed.

#### Plant Facilities Levy

Upon the state's \$10M commitment, CWI's Board of Trustees made a decision to pursue a Plant Facilities Levy in November 2018 for up to \$39M. The Levy will require a 55% voter approval of the combined votes in Ada and Canyon Counties. The levy will extend for 10 years, resulting in an approximate annual tax impact of \$8.42 per \$100K of taxable property value. The college is required to file with Ada and Canyon Counties to put the Levy on the November ballot no later than September 7, 2018. It is the college's desire to reduce the Levy amount through a Capital Campaign which will require identified pledges prior to the September 7 date.

## COMMUNITY EDUCATION CAMPAIGN 2018

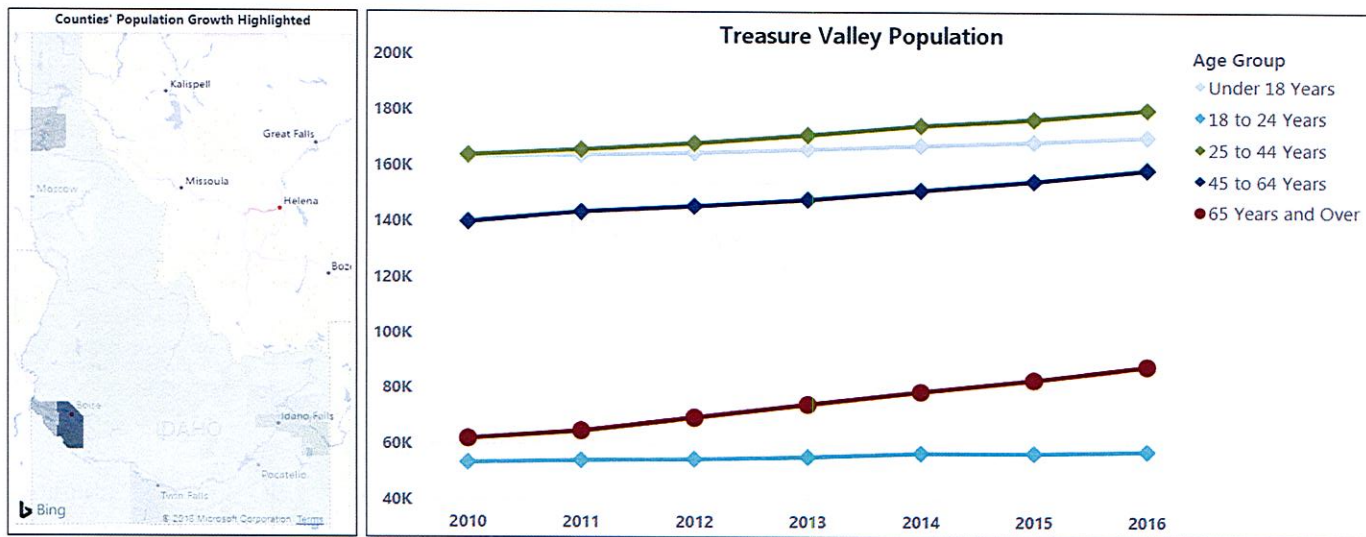
### HEALTH SCIENCE BUILDING





# Why A Health Science Building

65+ Age Group is the Fastest Growing Segment in the Treasure Valley, Now Representing 13.5% of the Population.



Source: U.S. Census Bureau, Population Division Annual Resident Population Estimates by Age Group, Sex, Race, and Hispanic Origin: April 1, 2010 to July 1, 2016. (API)



## BENEFITS & VALUE OF NEW HEALTH SCIENCE BUILDING

### Industry & Programming Partnerships

- CWI's new Health Science building will provide a critical increase in capacity to address the skills gap.

*An additional 2,500 students would have access to credit and short-term training in health and science programs. A new Health Science building would increase programming square footage by 17%.*

- Centralizing health and science programs creates dynamic synergies between disciplines.
- Through crucial partnerships, industry standards will be integrated into the training space design.

### THE CWI ADVANTAGE

#### Community Resource

- As outlined in the CWI Comprehensive Strategic Plan, the College's ten year outlook focuses on consolidation of locations to serve 30,000 plus students, addition of critical in-demand programs, addressing the workforce skills gap, and increasing of post-secondary credential attainment.
- CWI is the connection between unmet industry need and supply of a skilled labor force.

#### Affordable Excellence

- At CWI, tuition is about 1/3 the price of Idaho public universities and 1/4 of private universities.
- Employability of CWI students is impressive; 93% of students trained in career and technical programs find job placement.

**TOGETHER We Can  
Make A Difference**

(Sources: US Census Bureau, Idaho Dept. of Labor, US Bureau of Labor Statistics, US Census Quarterly Workforce Indicators, US Dept. of Education)

### WHY A HEALTH SCIENCE BUILDING

#### Population Growth

- Overall population growth, as well as the rate of Treasure Valley's aging population, is creating additional demands for these jobs and need for skilled labor in the health care industry.

*Treasure Valley population is growing at an average rate of 2.4%, compared to 1.8% for the state. In addition, the 65 and over age group is growing at 6%, more than double the rate of total population growth for Treasure Valley, 2015-2016. This rate is expected to continue. Idaho is anticipating this Medicare eligible age group to be at 300,000 in the next 5 years.*

#### Address Skills Gap

- There is a growing gap between skilled workforce and demand for jobs. Health and science related fields are at the top of the valley's highest job demand areas.

*Health Care Industry Employment saw a net increase of 10,000 jobs in the Treasure Valley between 2010 and 2016.*

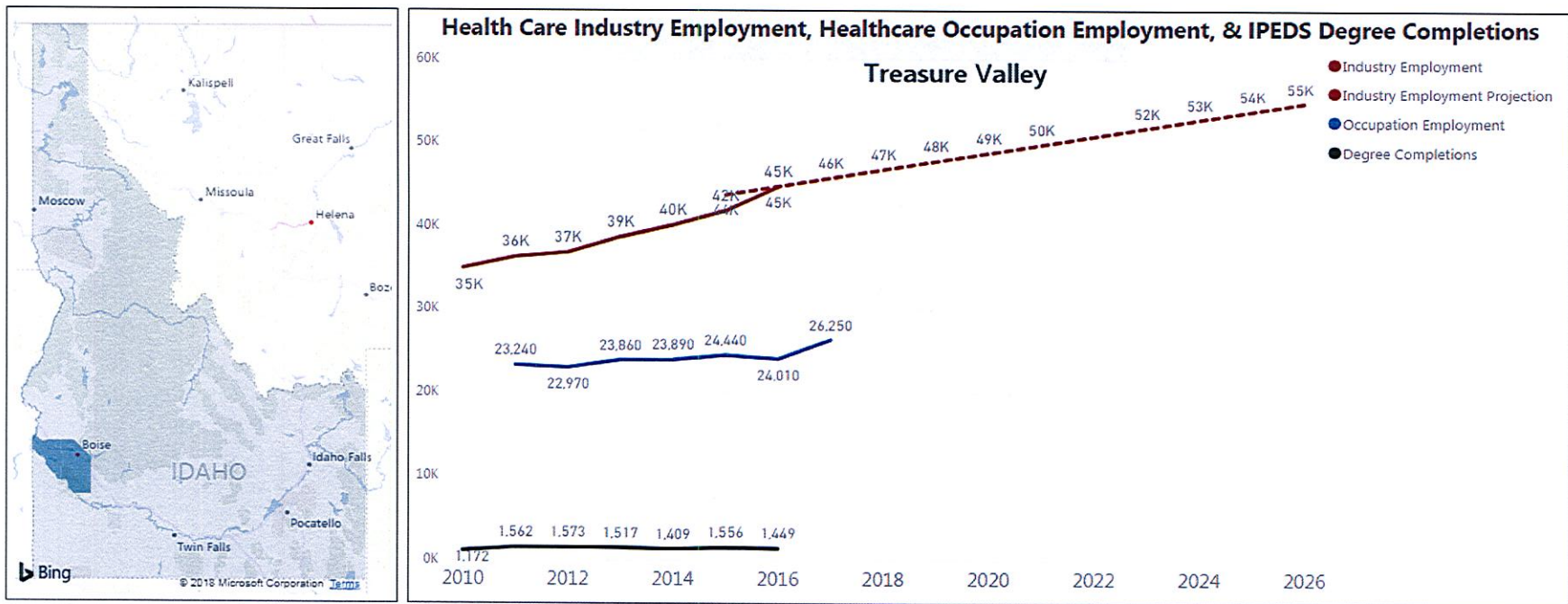
*Health Care Occupation Employment realized a net increase of 3,000 jobs in the Treasure Valley in the last seven years.*

*Health Care and Social Assistance is the Largest Industry Employer in the Treasure Valley.*

- Health and science degrees and training are not keeping pace with these trends. It is CWI's role to help close the gap.

*The number of Health Profession Degrees and Certifications across all of Treasure Valley's Higher Education (Public and Private) institutions have remained flat during this time.*

# Why A Health Science Building





# Population Growth

Treasure Valley							
Age Group	2010	2011	2012	2013	2014	2015	2016
Under 18 Years							
POP	163,198	163,908	164,678	165,995	167,425	168,783	170,595
Pop % Chg vs YA		0.4 %	0.5 %	0.8 %	0.9 %	0.8 %	1.1 %
18 to 24 Years							
POP	53,433	54,177	54,555	55,350	56,786	56,783	57,531
Pop % Chg vs YA		1.4 %	0.7 %	1.5 %	2.6 %	-0.0 %	1.3 %
25 to 44 Years							
POP	164,103	166,014	168,336	171,269	174,658	176,986	180,430
Pop % Chg vs YA		1.2 %	1.4 %	1.7 %	2.0 %	1.3 %	1.9 %
45 to 64 Years							
POP	139,986	143,507	145,565	147,959	151,366	154,767	158,906
Pop % Chg vs YA		2.5 %	1.4 %	1.6 %	2.3 %	2.2 %	2.7 %
65 Years and Over							
POP	62,149	64,888	69,507	74,277	78,895	83,234	88,264
Pop % Chg vs YA		4.4 %	7.1 %	6.9 %	6.2 %	5.5 %	6.0 %
POP	582,869	592,494	602,641	614,850	629,130	640,553	655,726
Pop % Chg vs YA		1.7 %	1.7 %	2.0 %	2.3 %	1.8 %	2.4 %



# Top Industries for Employment

[Back to Report](#)

## TREASURE VALLEY INDUSTRY EMPLOYMENT

Code NAICS Name	2010	2011	2012	2013	2014	2015	2016
62 Health Care and Social Assistance	34,964	36,329	36,881	38,748	40,154	41,838	44,701
44-45 Retail Trade	30,802	31,108	31,847	33,458	34,361	36,140	36,626
31-33 Manufacturing	22,628	23,217	24,133	24,618	24,958	25,649	26,373
56 Administrative and Support and Waste Management and Remediation Services	21,514	21,399	21,920	21,913	22,930	22,885	24,229
72 Accommodation and Food Services	18,785	19,437	20,217	21,194	22,418	23,595	25,057
61 Educational Services	20,111	20,238	20,594	20,621	20,834	21,524	22,116
92 Public Administration	15,372	15,263	15,256	15,365	16,006	15,821	15,870
23 Construction	12,822	12,124	12,617	14,363	15,597	16,807	18,668
54 Professional, Scientific, and Technical Services	12,096	12,069	11,981	12,767	13,453	14,575	15,647
42 Wholesale Trade	10,861	11,256	11,611	12,532	13,046	13,188	13,930
52 Finance and Insurance	9,870	10,190	10,403	10,709	10,877	11,343	12,077
48-49 Transportation and Warehousing	6,991	6,991	7,142	7,331	7,600	8,153	8,398
81 Other Services (except Public Administration)	7,013	6,989	7,021	7,176	7,491	7,826	8,183
51 Information	4,770	4,670	4,637	4,634	4,658	4,771	4,864
55 Management of Companies and Enterprises	4,821	4,824	4,852	4,599	4,665	4,706	4,474
71 Arts, Entertainment, and Recreation	3,080	3,069	3,396	3,603	3,744	3,887	4,054
11 Agriculture, Forestry, Fishing and Hunting	3,154	3,277	3,569	3,387	3,517	3,739	3,705
53 Real Estate and Rental and Leasing	3,190	3,078	3,104	3,257	3,318	3,318	3,582
22 Utilities	1,283	1,352	1,310	1,315	1,299	1,299	1,294
21 Mining, Quarrying, and Oil and Gas Extraction	112	109	109	137	212	198	150
<b>Total</b>	<b>244,239</b>	<b>246,999</b>	<b>252,400</b>	<b>261,727</b>	<b>271,138</b>	<b>281,463</b>	<b>293,998</b>

# BENEFITS & VALUE OF NEW HEALTH SCIENCE BUILDING

## Industry & Programming Partnerships

- CWI's new Health Science building will provide a critical increase in capacity to address the skills gap.

*An additional 2,500 students would have access to credit and short-term training in health and science programs. A new Health Science building would increase programming square footage by 17%.*

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## Affordable Excellence

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- Employability of CWI students is impressive; 93% of students trained in career and technical programs find job placement.



## Fact Sheet:

# Nursing Shortage

The U.S. is projected to experience a shortage of Registered Nurses (RNs) that is expected to intensify as Baby Boomers age and the need for health care grows. Compounding the problem is the fact that nursing schools across the country are struggling to expand capacity to meet the rising demand for care given the national move toward healthcare reform. The **American Association of Colleges of Nursing (AACN)** is working with schools, policy makers, nursing organizations, and the media to bring attention to this healthcare concern. AACN is leveraging its resources to shape legislation, identify strategies, and form collaborations to address the shortage. To keep stakeholders abreast of the issues, this fact sheet has been developed along with a [companion Web resource](#).

### Current and Projected Shortage Indicators

- According to the Bureau of Labor Statistics' [Employment Projections 2016-2026](#), Registered Nursing (RN) is listed among the top occupations in terms of job growth through 2026. The RN workforce is expected to grow from 2.9 million in 2016 to 3.4 million in 2026, an increase of 438,100 or 15%. The Bureau also [projects the need](#) for an additional 203,700 new RNs each year through 2026 to fill newly created positions and to replace retiring nurses.
- In the July 2017 *Journal of Nursing Regulation*, Dr. Peter Buerhaus and colleagues examine the "[Four Challenges Facing the Nursing Workforce in the United States](#)," which include the accelerating rate of RN retirements. The researchers project that one million RNs will retire by 2030 and that "the departure of such a large cohort of experienced RNs means that patient care settings and other organizations that depend on RNs will face a significant loss of nursing knowledge and expertise that will be felt for years to come."
- According to the "United States Registered Nurse Workforce Report Card and Shortage Forecast" published in the January 2012 issue of the [American Journal of Medical Quality](#), a shortage of registered nurses is projected to spread across the country between 2009 and 2030. In this state-by-state analysis, the authors forecast the RN shortage to be most intense in the South and the West.
- In October 2010, the Institute of Medicine released its landmark report on [The Future of Nursing](#), initiated by the Robert Wood Johnson Foundation, which called for increasing

the number of baccalaureate-prepared nurses in the workforce to 80% and doubling the population of nurses with doctoral degrees. The current nursing workforce falls far short of these recommendations with only 56% of RNs prepared at the baccalaureate or graduate degree level.

- In July 2010, the Tri-Council for Nursing released a joint statement on [\*Recent Registered Nurse Supply and Demand Projections\*](#), which cautioned stakeholders about declaring an end to the nursing shortage. The downturn in the economy has led to an easing of the shortage in many parts of the country, a recent development most analysts believe to be temporary. In the statement, the Tri-Council raises serious concerns about slowing the production of RNs given the projected demand for nursing services.

### **Contributing Factors Impacting the Nursing Shortage**

#### **Nursing school enrollment is not growing fast enough to meet the projected demand for RN and APRN services.**

Though AACN reported a 3.7% enrollment increase in entry-level baccalaureate programs in nursing in 2018, this increase is not sufficient to meet the projected demand for nursing services, including the need for more nurse faculty, researchers, and primary care providers.

#### **A shortage of nursing school faculty is restricting nursing program enrollments.**

- According to AACN's report on *2018-2019 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, U.S. nursing schools turned away more than 75,000 qualified applicants from baccalaureate and graduate nursing programs in 2018 due to insufficient number of faculty, clinical sites, classroom space, and clinical preceptors, as well as budget constraints. Almost two-thirds of the nursing schools responding to the survey pointed to a shortage of faculty and/or clinical preceptors as a reason for not accepting all qualified applicants into their programs.

#### **A significant segment of the nursing workforce is nearing retirement age.**

- According to a 2018 survey conducted by the National Council of State Boards of Nursing and The Forum of State Nursing Workforce Centers, 50.9% of the RN workforce is age 50 or older.
- The Health Resources and Services Administration projects that more than 1 million registered nurses will reach retirement age within the next 10 to 15 years.

#### **Changing demographics signal a need for more nurses to care for our aging population.**

- Issued in May 2014, the U.S. Census Bureau report on [\*An Aging Nation: The Older Population in the United States\*](#) found that by 2050, the number of US residents age 65 and over is projected to be 83.7 million, almost double its estimated population of 43.1

million in 2012. With larger numbers of older adults, there will be an increased need for geriatric care, including care for individuals with chronic diseases and comorbidities.

**Insufficient staffing is raising the stress level of nurses, impacting job satisfaction, and driving many nurses to leave the profession.**

- In the July 2017 issue of *BMJ Quality & Safety*, the international journal of healthcare improvement, Dr. Linda Aiken and her colleagues released [findings from a study](#) of acute care hospitals in Belgium, England, Finland, Ireland, Spain, and Switzerland, which found that a greater proportion of professional nurses at the bedside is associated with better outcomes for patients and nurses. Reducing nursing skill mix by adding assistive personnel without professional nurse qualifications may contribute to preventable deaths, erode care quality, and contribute to nurse shortages.
- In the March 2005 issue of *Nursing Economic\$,* Dr. Peter Buerhaus and colleagues found that more than 75% of RNs believe the nursing shortage presents a major problem for the quality of their work life, the quality of patient care, and the amount of time nurses can spend with patients. Looking forward, almost all surveyed nurses see the shortage in the future as a catalyst for increasing stress on nurses (98%), lowering patient care quality (93%) and causing nurses to leave the profession (93%).

**High nurse retirement and turnover rates are affecting access to health care.**

- In the September 21, 2015 issue of *Science Daily*, healthcare economist David Auerbach released findings from a [new study](#), which found that almost 40% of RNs are over the age of 50. "The number of nurses leaving the workforce each year has been growing steadily from around 40,000 in 2010 to nearly 80,000 by 2020. Meanwhile, the dramatic growth in nursing school enrollment over the last 15 years has begun to level off."
- In September 2007, Dr. Christine T. Kovner and colleagues found that 13% of newly licensed RNs had changed principal jobs after one year, and 37% reported that they felt ready to change jobs. These findings were reported in the *American Journal of Nursing* in the article "Newly Licensed RNs' Characteristics, Work Attitudes, and Intentions to Work."

## **Impact of Nurse Staffing on Patient Care**

**Many scientific studies point to the connection between adequate levels of registered nurse staffing and safe patient care.**

- In the February 2014 issue of the *Lancet*, Linda Aiken and colleagues published findings from a study conducted in European hospitals, which found that an increase in a nurses'



workload by one patient increased the likelihood of dying within 30 days of admission by 7%. The researchers also found that every 10% increase in bachelor's degree nurses was associated with a decrease in patient mortality by 7%.

- In a study published in the journal *BMJ Quality & Safety* in May 2013, researcher Heather L. Tubbs-Cooley and colleagues observed that higher patient loads were associated with higher hospital readmission rates. The study found that when more than four patients were assigned to an RN in pediatric hospitals, the likelihood of hospital readmissions increased significantly.
- In the August 2012 issue of the *American Journal of Infection Control*, Dr. Jeannie Cimiotti and colleagues identified a significant association between high patient-to-nurse ratios and nurse burnout with increased urinary tract and surgical site infections. In this study of Pennsylvania hospitals, the researchers found that increasing a nurse's patient load by just one patient was associated with higher rates of infection. The authors conclude that reducing burnout can improve the well-being of nurses and the quality of patient care.
- In a study publishing in the April 2011 issue of *Medical Care*, Dr. Mary Blegen and her colleagues from the University of California, San Francisco found that higher nurse staffing levels were associated with fewer deaths, lower failure-to-rescue incidents, lower rates of infection, and shorter hospital stays.
- In March 2011, Dr. Jack Needleman published findings in the *New England Journal of Medicine*, which indicate that insufficient nurse staffing was related to higher patient mortality rates. These researchers analyzed the records of nearly 198,000 admitted patients and 177,000 eight-hour nursing shifts across 43 patient-care units at academic health centers. The data show that the mortality risk for patients was about 6% higher on units that were understaffed as compared with fully staffed units. In the study titled "Nurse Staffing and Inpatient Hospital Mortality," the researchers also found that when a nurse's workload increases because of high patient turnover, mortality risk also increases.
- In a study published in the April 2010 issue of *Health Services Research*, Dr. Linda Aiken and colleagues found that lower patient-nurse ratios on medical and surgical units were associated with significantly lower patient mortality rates. The study is titled "Implications of the California Nurse Staffing Mandate on Other States."
- In the June 2009 issue of the *International Journal of Nursing Studies*, a research team lead by Dr. Koen Van den Heede found a significant association between the number of baccalaureate-prepared RNs on cardiac care units and in-hospital mortality. Data analyzed by this international team of researcher that included representatives from Belgium, Canada, the Netherlands, and the United States showed that there were 4.9

fewer deaths per 1,000 patients on intensive care units staffed with a higher percentage of nurses with bachelor's degrees.

- A growing body of research clearly links baccalaureate-prepared nurses to lower mortality and failure-to-rescue rates. Studies published in the journals *Health Services Research* in August 2008 and the *Journal of Nursing Administration* in May 2008 confirm the findings of several previous studies which link education level and patient outcomes. Efforts to address the nursing shortage must focus on preparing more baccalaureate-prepared nurses in order to ensure access to high quality, safe patient care.
- In March 2007, a comprehensive report initiated by the Agency for Healthcare Research and Quality was released on *Nursing Staffing and Quality of Patient Care*. Through this meta-analysis, the authors found that the shortage of registered nurses, in combination with an increased workload, poses a potential threat to quality. Increases in registered nurse staffing was associated with reductions in hospital-related mortality and failure to rescue as well as reduced length of stays. In settings with inadequate staffing, patient safety was compromised.
- A shortage of nurses prepared at the baccalaureate level is affecting health care quality and patient outcomes. In a study published September 24, 2003 in the *Journal of the American Medical Association (JAMA)*, Dr. Linda Aiken and her colleagues at the University of Pennsylvania identified a clear link between higher levels of nursing education and better patient outcomes. This extensive study found that surgical patients have a "substantial survival advantage" if treated in hospitals with higher proportions of nurses educated at the baccalaureate or higher degree level. In hospitals, a 10% increase in the proportion of nurses holding BSN degrees decreased the risk of patient death and failure to rescue by 5%.

### Efforts to Address the Nursing Shortage

- Many statewide initiatives are underway to address both the shortage of RNs and nurse educators. For example, in January 2014, the University of Wisconsin (UW) announced the \$3.2 million Nurses for Wisconsin initiative – funded through a UW System Economic Development Incentive Grant – to provide fellowships and loan forgiveness for future nurse faculty who agree to teach after graduation. This program was launched in response to projections that Wisconsin could see a shortage of 20,000 nurses by 2035.
- Nursing schools are also forming strategic partnerships and seeking private support to help expand student capacity. For example, the University of Minnesota announced a partnership with the Minnesota VA Health Care System in June 2013 to expand enrollment in the school's BSN program. With a focus on enhancing care to veterans, the VA committed \$5.3 million to the university to expand clinical placement sites, fund



additional faculty, and support interprofessional engagement.

- In September 2010, AACN announced the expansion of [NursingCAS](#), the nation's centralized application service for RN programs, to include graduate programs. One of the main reasons for launching NursingCAS was to ensure that all vacant seats in schools of nursing are filled to better meet the need for nurses and faculty. In 2018, more than 49,000 vacant seats were identified in baccalaureate and graduate nursing programs. NursingCAS provides a way to fill these seats and maximize educational capacity.
- In July 2010, the Robert Wood Johnson Foundation (RWJF) released its *Charting Nursing's Future* newsletter focused on [Expanding America's Capacity to Educate Nurses](#). This policy brief describes the capacity innovations of 12 partnerships that are effectively addressing the nursing and nurse faculty shortages. Among the policy recommendations advanced in this brief are requiring all new nurses to complete a BSN program within 10 years of licensure and enhancing the pipeline into baccalaureate and graduate programs.
- Since February 2002, Johnson & Johnson has sustained the [Campaign for Nursing's Future](#), a multimedia initiative to promote careers in nursing and polish the image of nursing. This multimillion dollar effort includes television commercials, a recruitment video, a Web site, brochures, and other visuals.

**Last Update: April 2019**



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## **Labor Needs Analysis Snapshot (as of 8/23/19)**



## Contents

Executive Summary .....	3
Labor Data Analysis Method .....	3
Summary of Key Findings .....	3
Supporting Tables.....	6
TABLE 1: 150 IN-DEMAND OCCUPATIONS, ALL-EDUCATION LEVELS: SOUTHWESTERN IDAHO REGION (SOURCE: IDAHO DEPARTMENT OF LABOR) .....	6
TABLE 2: IN-DEMAND OCCUPATIONS REQUIRING AN ASSOCIATE’S: SOUTHWESTERN IDAHO REGION (SOURCE: IDAHO DEPARTMENT OF LABOR) .....	9
TABLE 3: IN-DEMAND HEALTH OCCUPATIONS, ALL EDUCATION-LEVELS: SOUTHWESTERN IDAHO REGION (SOURCE: IDAHO DEPARTMENT OF LABOR) .....	9
TABLE 4: IN-DEMAND STEM OCCUPATIONS, ALL EDUCATION-LEVELS: SOUTHWESTERN IDAHO REGION (SOURCE: IDAHO DEPARTMENT OF LABOR) .....	10
TABLE 5: IN-DEMAND OTHER (SOCIAL SCIENCE, EDUCATION, TRAINING, BUSINESS, AND TRADES OCCUPATIONS), ALL EDUCATION-LEVELS: SOUTHWESTERN IDAHO REGION (SOURCE: IDAHO DEPARTMENT OF LABOR) .....	10
TABLE 6: IN-DEMAND OCCUPATIONS, CERTIFICATE OR LESS: SOUTHWESTERN IDAHO REGION (SOURCE: IDAHO DEPARTMENT OF LABOR) .....	12
TABLE 7: IN-DEMAND OCCUPATIONS, BACHELOR’S OR MORE: SOUTHWESTERN IDAHO REGION (SOURCE: IDAHO DEPARTMENT OF LABOR) .....	13

## Executive Summary

### Labor Data Analysis Method

This analysis reviews labor data projections for Southwest Idaho using Idaho Department of Labor (IDOL) In-Demand Occupations information. The Department of Labor breaks out industries into Health, Social Science, STEM, Architectural, and "Other." For our purposes, and to align more fully with our current programs, we have redistributed data to Health, Business, Social Science/Education and Training, STEM, and Trades. Additionally, we broke out data because data integrity wasn't fully understood, as jobs like Medical Assisting were categorized in "Other" as opposed to "Health," and some teaching careers were in Social Science, while others were in the "Other" category. Tables 1-7 are visuals taken from the IDOL site: <https://public.tableau.com/profile/idlabor#!/vizhome/In-DemandOccupations/In-DemandOccupations>

### Summary of Key Findings

#### Overall Snapshot

- 1.) Health Occupations continue to lead in-demand occupations. This trend has been a continued pattern.
- 2.) Business and Social Science/Education and Training have edged out STEM in recent months. IT Occupations in STEM are largely front-end web development and Information Security Related.

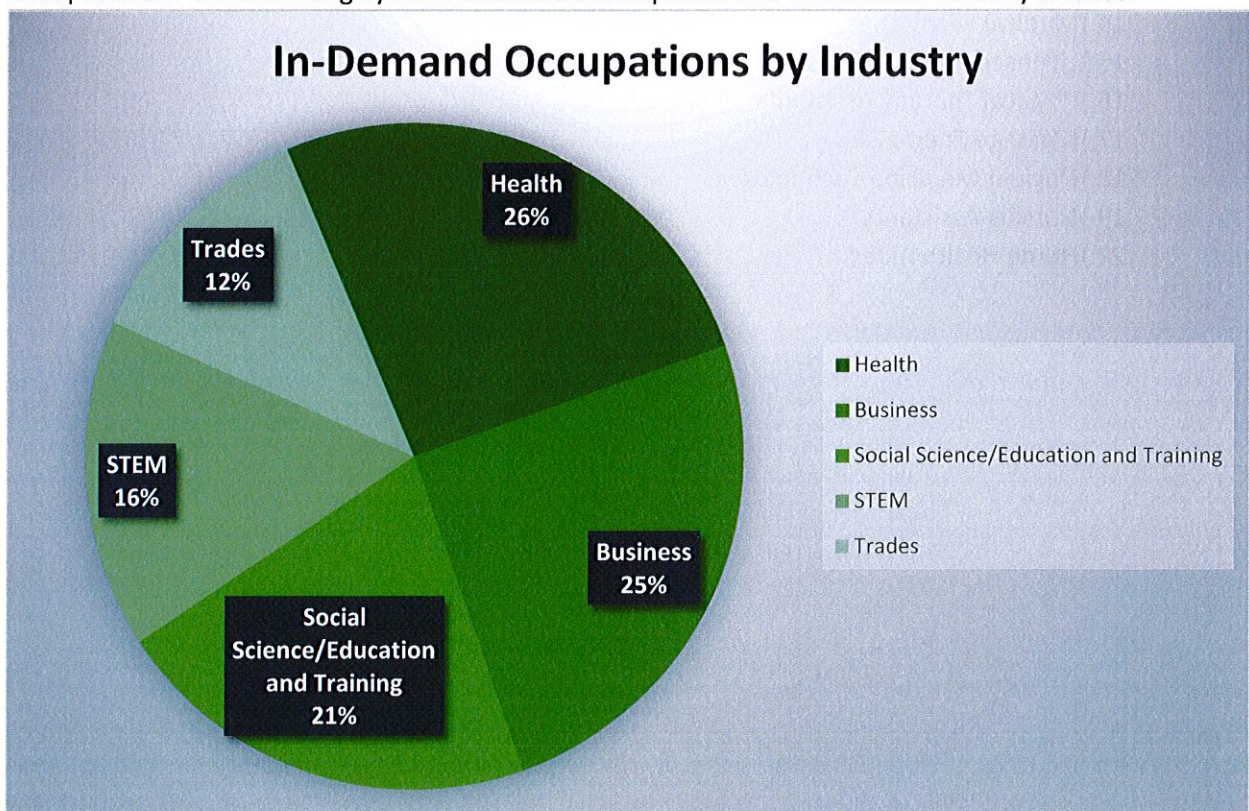


Figure 1: In-Demand Occupations by Industry as of 8/23/19 taken from IDOL



Overall Occupations at-a-Glance Insights (taken from 150 top In-Demand Occupations)

- 1.) 7% require an Associates
- 2.) 90% that require an Associate's are Health Occupations
- 3.) 10% that require an Associate's are IT (Web Developer)
- 4.) 33% Occupations require only a Certification, High School/Equivalent or Less
- 5.) 60% require a Bachelor's or more

Top In-Demand Health Careers (Top 20 all-Education levels)

- 1.) Registered Nurses
- 2.) Medical and Health Services Managers
- 3.) Respiratory Therapists
- 4.) Diagnostic Medical Sonographer
- 5.) Radiological Technologists
- 6.) Surgical Technologists
- 7.) Cardiovascular Technologists
- 8.) Medical Assistants
- 9.) Pharmacy Technicians
- 10.) Medical Records and Health Information Technicians
- 11.) Radiation Therapists
- 12.) Dietitian and Nutritionists
- 13.) MRI Technologists
- 14.) Medical Secretaries
- 15.) Licensed Practical Nurses
- 16.) Physical Therapy Assistants
- 17.) Massage Therapists
- 18.) Nuclear Medicine Technologists
- 19.) Nursing Assistants
- 20.) Home Health Aides

Overall Top Certificate (or Less) Occupations at-a-Glance Insights (taken from 150 top In-Demand Occupations)

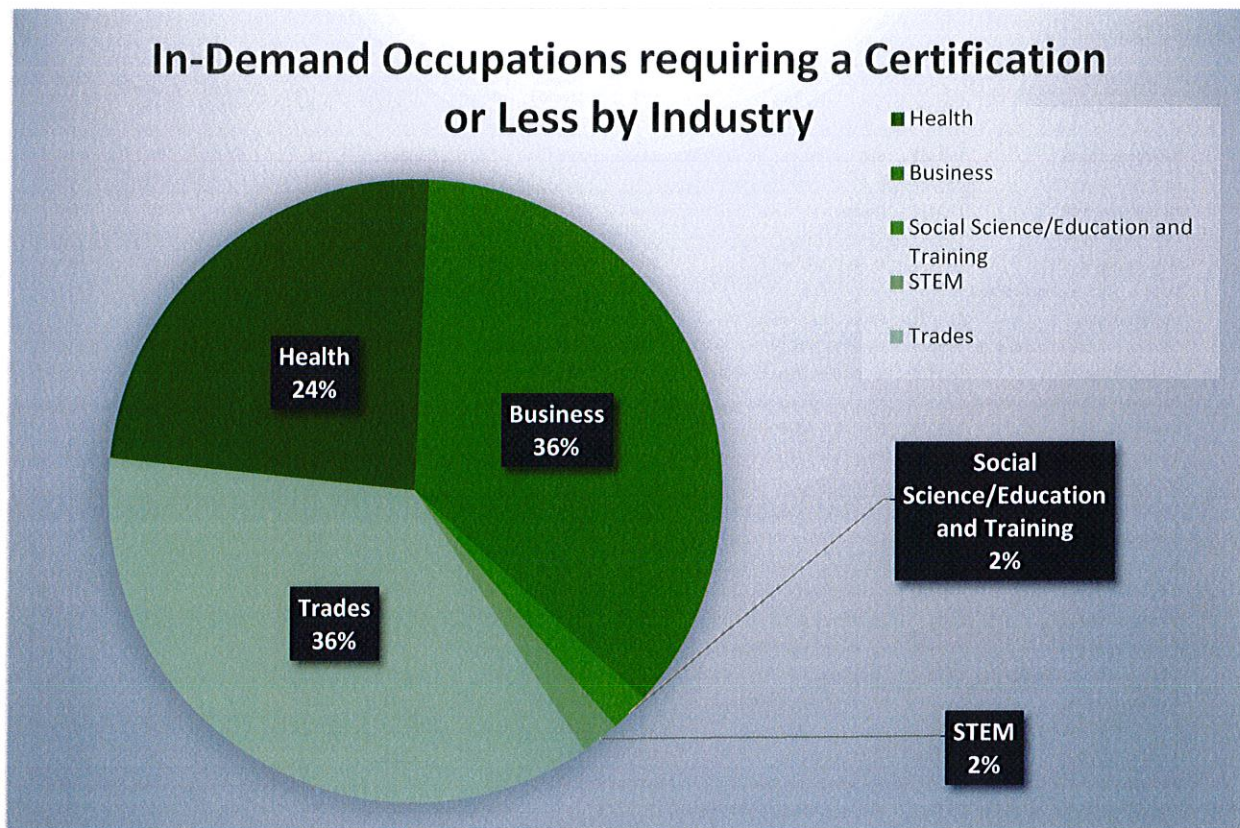


Figure 2: In-Demand Occupations requiring a Certification or Less by Industry (as of 8/23/19)

- 1.) Trades and Business are currently tied as of 8/23/19.
- 2.) In the non-credit Health arena, Trades are barely edging out health because of infrastructure growth-related construction needs in our area.
- 3.) Business is seeing an upward trend since last reviewed 3 months ago—this may be because there is a large need for Administrative support as well as Management or Leadership training.
- 4.) STEM isn't as popular as it is in the degree arena, though Computer User Support is a certificate field that often comes up in labor analysis.



## Supporting Tables

TABLE 1: 150 IN-DEMAND OCCUPATIONS, ALL-EDUCATION LEVELS: SOUTHWESTERN IDAHO REGION (SOURCE: IDAHO DEPARTMENT OF LABOR)

### In-Demand Occupations

Hot Job Rank	Typical Education Requirement	SOC Code	Title	Hourly Median Wage	Annual Median Wage	Projected Growth Rate	Projected Growth	Annual Exits	Annual Transfers	Annual Change	Total Annual Openings
1	Bachelor's degree	15-1132	Software Developers, Applicat..	\$39.96	\$83,120	32.8%	383	19	67	38	124
2	Bachelor's degree	29-1141	Registered Nurses	\$33.06	\$68,760	36.9%	2,443	224	170	244	638
3	Bachelor's degree	11-9111	Medical and Health Services ..	\$44.06	\$91,651	31.4%	286	29	51	29	109
4	Bachelor's degree	11-9021	Construction Managers	\$39.28	\$81,708	28.8%	209	19	37	21	77
5	Master's degree	29-1171	Nurse Practitioners	\$51.63	\$107,399	42.9%	134	7	11	13	31
6	Doctoral or professional degree	29-1051	Pharmacists	\$59.80	\$124,383	22.6%	168	19	16	17	52
7	Master's degree	29-1071	Physician Assistants	\$51.83	\$107,807	40.6%	117	6	12	12	30
8	Doctoral or professional degree	25-1071	Health Specialties Teachers, ..	\$25.90	\$53,875	39.7%	167	18	19	17	54
9	Bachelor's degree	15-1122	Information Security Analysts	\$39.46	\$82,067	31.3%	89	6	16	9	31
10	Doctoral or professional degree	29-1123	Physical Therapists	\$38.35	\$79,763	33.1%	140	10	10	14	34
11	Master's degree	11-9033	Education Administrators, Pos..	\$33.73	\$70,159	22.1%	118	17	27	12	56
12	Doctoral or professional degree	29-1069	Physicians and Surgeons, All ..			21.5%	116	9	7	12	28
13	Bachelor's degree	13-1161	Market Research Analysts an..	\$23.54	\$48,956	30.6%	233	23	60	23	106
14	Associate's degree	29-1126	Respiratory Therapists	\$27.60	\$57,409	59.4%	192	10	10	19	39
15	Bachelor's degree	15-1199	Computer Occupations, All OT..	\$38.28	\$79,614	18.1%	142	16	40	14	70
16	Associate's degree	29-2032	Diagnostic Medical Sonograp..	\$40.04	\$83,284	42.6%	66	5	5	7	17
17	Master's degree	29-1122	Occupational Therapists	\$36.98	\$76,920	30.5%	62	5	6	6	17
18	Master's degree	21-1022	Healthcare Social Workers	\$26.39	\$54,899	30.7%	89	12	21	9	42
19	Associate's degree	29-2034	Radiologic Technologists			30.5%	139	14	13	14	41
20	Doctoral or professional degree	25-1032	Engineering Teachers, Postse..	\$33.16	\$68,971	27.0%	30	5	5	3	13
21	Bachelor's degree	11-3011	Administrative Services Mana..	\$33.26	\$69,175	17.6%	123	23	37	12	72
22	Bachelor's degree	13-1111	Management Analysts	\$31.67	\$65,864	16.4%	150	32	51	15	98
23	Associate's degree	15-1134	Web Developers	\$26.26	\$54,623	36.2%	164	10	27	16	53
	Bachelor's degree	13-2011	Accountants and Auditors	\$28.63	\$59,558	15.4%	330	68	133	33	234
25	Doctoral or professional degree	25-1072	Nursing Instructors and Teach..			38.0%	49	6	6	5	17
26	Bachelor's degree	13-1199	Business Operations Specialis..	\$31.40	\$65,302	14.4%	213	50	91	21	162
		25-2031	Secondary School Teachers, ..	\$24.56	\$51,080	19.4%	367	64	77	37	178
28	Bachelor's degree	13-2072	Loan Officers	\$25.67	\$53,384	17.5%	261	39	90	26	155
29	Bachelor's degree	21-1091	Health Educators	\$26.14	\$54,367	26.8%	72	14	23	7	44
30	Bachelor's degree	17-2051	Civil Engineers	\$35.74	\$74,330	14.4%	155	25	57	16	98
31	Master's degree	29-1127	Speech-Language Pathologists	\$35.23	\$73,283	29.4%	55	4	7	6	17



32	Bachelor's degree	15-2031	Operations Research Analysts	\$35.23	\$73,271	28.0%	69	6	11	7	24
33	Postsecondary nondegree aw..	29-2055	Surgical Technologists	\$24.01	\$49,931	33.7%	117	13	18	12	43
	Bachelor's degree	11-9199	Managers, All Other	\$40.51	\$84,267	15.0%	90	18	27	9	54
35	Associate's degree	29-2031	Cardiovascular Technologists ..	\$25.79	\$53,646	38.8%	73	6	6	7	19
36	Bachelor's degree	13-1151	Training and Development Sp..	\$24.66	\$51,288	20.7%	117	19	40	12	71
37	Doctoral or professional degree	25-1011	Business Teachers, Postseco..	\$19.15	\$39,842	30.4%	35	5	5	4	14
38	Bachelor's degree	25-2022	Middle School Teachers, Exce..	\$27.36	\$56,915	19.3%	189	36	40	19	95
39	Bachelor's degree	25-2021	Elementary School Teachers, ..	\$22.63	\$47,071	19.2%	531	100	112	53	265
40	Bachelor's degree	15-1142	Network and Computer Syste..	\$29.83	\$62,051	16.3%	134	12	42	13	67
41	Bachelor's degree	13-2051	Financial Analysts	\$34.28	\$71,310	19.4%	49	6	17	5	28
42	Bachelor's degree	11-9151	Social and Community Servic..	\$26.77	\$55,682	22.3%	101	16	26	10	52
43	High school diploma or equiva..	49-9041	Industrial Machinery Mechanics	\$22.90	\$47,626	18.7%	122	24	37	12	73
44	Bachelor's degree	17-2161	Nuclear Engineers			17.2%	30	5	9	3	17
45	Some college, no degree	15-1151	Computer User Support Speci..	\$20.43	\$42,498	21.0%	332	36	90	33	159
46	High school diploma or equiva..	41-3099	Sales Representatives, Servic..	\$24.46	\$50,879	17.9%	200	38	105	20	163
47	Bachelor's degree	27-3031	Public Relations Specialists	\$30.32	\$63,061	17.7%	56	10	23	6	39
48	Doctoral or professional degree	25-1081	Education Teachers, Postsec..	\$29.87	\$62,137	22.5%	32	6	6	3	15
49	Bachelor's degree	17-2112	Industrial Engineers	\$43.87	\$91,257	11.5%	68	14	25	7	46
50	Bachelor's degree	13-1041	Compliance Officers	\$25.18	\$52,365	18.0%	114	19	35	11	65
51	Doctoral or professional degree	25-1123	English Language and Literat..	\$25.68	\$53,408	21.7%	31	6	6	3	15
52	Doctoral or professional degree	29-1062	Family and General Practition..			15.2%	61	6	5	6	17
53	Master's degree	25-1121	Art, Drama, and Music Teach..	\$29.45	\$61,256	23.8%	34	6	6	3	15
54	Postsecondary nondegree aw..	31-9092	Medical Assistants	\$16.71	\$34,750	31.5%	483	78	109	48	235
55	Bachelor's degree	17-2071	Electrical Engineers	\$42.26	\$87,900	8.8%	68	18	32	7	57
	Master's degree	21-1012	Educational, Guidance, Schoo..	\$19.97	\$41,543	21.7%	122	23	41	12	76
57	High school diploma or equiva..	41-9022	Real Estate Sales Agents	\$25.15	\$52,314	20.5%	94	26	20	9	55
	Doctoral or professional degree	25-1063	Economics Teachers, Postsec..			22.9%	16	3	3	2	8
59	High school diploma or equiva..	49-1011	First-Line Supervisors of Mec..	\$29.23	\$60,807	12.3%	135	38	60	14	112
	Associate's degree	31-2011	Occupational Therapy Assista..	\$27.10	\$56,359	40.0%	18	3	4	2	9
	Doctoral or professional degree	19-2012	Physicists	\$25.90	\$53,870	25.6%	10	1	2	1	4
62	Bachelor's degree	13-1131	Fundraisers	\$21.92	\$45,602	30.4%	51	6	13	5	24
63	High school diploma or equiva..	47-2152	Plumbers, Pipefitters, and Ste..	\$24.95	\$51,897	12.8%	175	53	97	18	168
64	High school diploma or equiva..	29-2052	Pharmacy Technicians	\$17.15	\$35,682	28.6%	246	32	44	25	101
	Doctoral or professional degree	29-1063	Internists, General			37.9%	11	0	0	1	1
66	Postsecondary nondegree aw..	29-2071	Medical Records and Health I..	\$19.68	\$40,929	30.7%	161	18	18	16	52
67	Doctoral or professional degree	25-1066	Psychology Teachers, Postse..			26.1%	12	2	2	1	5
68	High school diploma or equiva..	11-9051	Food Service Managers	\$23.18	\$48,212	19.1%	120	22	51	12	85
69	Postsecondary nondegree aw..	53-3032	Heavy and Tractor-Trailer Tru..	\$19.61	\$40,792	15.7%	735	214	318	74	606
	Associate's degree	29-1124	Radiation Therapists	\$41.94	\$87,237	34.4%	11	1	1	1	3
	Doctoral or professional degree	19-1042	Medical Scientists, Except Epl..	\$31.95	\$66,456	25.7%	18	2	5	2	9
72	Master's degree	29-1151	Nurse Anesthetists	\$70.72	\$147,089	13.1%	38	4	10	4	18
73	Bachelor's degree	29-1031	Dietitians and Nutritionists	\$25.46	\$52,947	28.5%	39	5	4	4	13
74	Doctoral or professional degree	25-1125	History Teachers, Postsecond..	\$33.28	\$69,231	24.3%	9	2	2	1	5
75	Associate's degree	29-2035	Magnetic Resonance Imaging ..	\$34.52	\$71,796	30.4%	21	2	2	2	6
76	Master's degree	15-2041	Statisticians			26.9%	7	1	2	1	4
77	Bachelor's degree	13-1051	Cost Estimators	\$28.02	\$58,280	13.8%	77	19	39	8	66
78	High school diploma or equiva..	41-4012	Sales Representatives, Whole..	\$26.39	\$54,895	10.8%	326	105	213	33	351
	Postsecondary nondegree aw..	49-2022	Telecommunications Equipme..	\$26.69	\$55,522	11.7%	90	27	58	9	94
80	High school diploma or equiva..	47-2031	Carpenters	\$15.83	\$32,923	20.6%	447	82	133	45	260
	Bachelor's degree	13-1071	Human Resources Specialists	\$27.42	\$57,035	13.0%	109	26	59	11	96
82	Doctoral or professional degree	29-1131	Veterinarians	\$50.45	\$104,940	19.9%	28	3	2	3	8
83	Postsecondary nondegree aw..	29-2099	Health Technologists and Tec..	\$27.17	\$56,509	28.2%	50	6	7	5	18
	Bachelor's degree	17-2081	Environmental Engineers	\$38.39	\$79,856	13.7%	30	5	10	3	18
85	High school diploma or equiva..	11-9141	Property, Real Estate, and Co..	\$15.01	\$31,212	30.0%	252	40	32	25	97
	Doctoral or professional degree	23-1011	Lawyers	\$43.05	\$89,540	10.2%	75	15	17	8	40
87	High school diploma or equiva..	43-6013	Medical Secretaries	\$17.11	\$35,598	34.4%	151	28	27	15	70
88	High school diploma or equiva..	41-1012	First-Line Supervisors of Non..	\$29.03	\$60,373	13.7%	58	15	25	6	46
89	Bachelor's degree	19-1023	Zoologists and Wildlife Biologi..	\$33.36	\$69,382	13.7%	43	7	22	4	33
		21-1021	Child, Family, and School Soc..	\$22.20	\$46,171	15.3%	101	26	45	10	81
91	Postsecondary nondegree aw..	29-2061	Licensed Practical and Licens..	\$22.56	\$46,926	16.2%	201	47	47	20	114
	Doctoral or professional degree	19-3031	Clinical, Counseling, and Sch..	\$34.87	\$72,528	18.8%	32	5	7	3	15
		25-1051	Atmospheric, Earth, Marine, a..			20.9%	9	2	2	1	5



94	Associate's degree	31-2021	Physical Therapist Assistants	\$19.65	\$40,879	32.7%	34	5	9	3	17
95	High school diploma or equivalent	43-3021	Billing and Posting Clerks	\$17.88	\$37,192	19.3%	242	59	76	24	159
	Postsecondary nondegree award	31-9011	Massage Therapists	\$20.07	\$41,749	32.6%	47	11	6	5	22
	Bachelor's degree	41-4011	Sales Representatives, Wholesale and Retail	\$40.07	\$83,350	8.0%	43	18	38	4	60
98	High school diploma or equivalent	43-1011	First-Line Supervisors of Office and Administrative Support Workers	\$23.78	\$49,465	10.7%	379	145	216	38	399
99	High school diploma or equivalent	39-9021	Personal Care Aides	\$10.73	\$22,325	40.5%	2,196	520	392	220	1,132
		43-4131	Loan Interviewers and Clerks	\$18.95	\$39,419	19.1%	147	30	49	15	94
101	Bachelor's degree	17-2111	Health and Safety Engineers, Except Safety Engineers	\$42.86	\$89,140	17.6%	12	2	3	1	6
102	Bachelor's degree	17-2199	Engineers, All Other			8.1%	31	9	16	3	28
103	High school diploma or equivalent	41-3021	Insurance Sales Agents	\$22.90	\$47,636	14.3%	123	38	50	12	100
		47-2221	Structural Iron and Steel Workers	\$19.72	\$41,023	26.9%	66	8	21	7	36
105	Doctoral or professional degree	25-1126	Philosophy and Religion Teachers	\$31.48	\$65,468	25.9%	15	2	2	2	6
106	Bachelor's degree	19-1099	Life Scientists, All Other			21.4%	6	1	2	1	4
107	High school diploma or equivalent	49-9044	Millwrights	\$24.21	\$50,349	21.2%	35	6	10	4	20
	Associate's degree	29-2033	Nuclear Medicine Technologists	\$36.45	\$75,825	27.7%	13	1	1	1	3
109	Bachelor's degree	15-1121	Computer Systems Analysts	\$37.50	\$78,006	7.1%	45	12	29	4	45
		21-2011	Clergy	\$22.67	\$47,152	32.3%	42	7	9	4	20
	Doctoral or professional degree	25-1021	Computer Science Teachers, Except Health Science Teachers	\$30.28	\$62,972	18.2%	8	2	2	1	5
		25-1199	Postsecondary Teachers, All Other	\$27.96	\$58,161	21.8%	17	3	3	2	8
113	High school diploma or equivalent	43-5061	Production, Planning, and Expanding	\$21.77	\$45,281	15.9%	129	30	57	13	100
114	High school diploma or equivalent	43-4051	Customer Service Representatives	\$15.20	\$31,611	19.3%	2,408	701	1,028	241	1,970
	Doctoral or professional degree	25-1124	Foreign Language and Literature Teachers			24.1%	27	5	5	3	13
116	Bachelor's degree	15-1133	Software Developers, Systems and Software	\$46.13	\$95,953	2.2%	18	12	41	2	55
		41-9031	Sales Engineers	\$47.96	\$99,754	14.1%	13	2	8	1	11
118	High school diploma or equivalent	51-9011	Chemical Equipment Operators and Tenders	\$16.28	\$33,872	60.8%	31	2	5	3	10
	Postsecondary nondegree award	31-1014	Nursing Assistants	\$13.33	\$27,717	24.7%	831	229	191	83	503
120	High school diploma or equivalent	41-1011	First-Line Supervisors of Retail Sales Workers	\$18.88	\$39,276	14.7%	393	106	193	39	338
121	Bachelor's degree	27-1024	Graphic Designers	\$20.09	\$41,782	18.8%	96	20	31	10	61
122	Postsecondary nondegree award	49-3023	Automotive Service Technicians and Mechanics	\$19.50	\$40,556	13.8%	195	48	91	20	159
123	High school diploma or equivalent	51-1011	First-Line Supervisors of Production and Operating Workers	\$25.97	\$54,027	7.7%	95	41	82	10	133
124	Bachelor's degree	13-1141	Compensation, Benefits, and Pension Managers	\$26.52	\$55,162	18.2%	26	4	8	3	15
124	Doctoral or professional degree	25-1065	Political Science Teachers, Postsecondary			22.7%	5	1	1	0	2
126	Doctoral or professional degree	25-1052	Chemistry Teachers, Postsecondary	\$24.16	\$50,258	21.1%	15	3	3	2	8
		25-1122	Communications Teachers, Postsecondary	\$27.36	\$56,907	22.2%	16	3	3	2	8
128	High school diploma or equivalent	25-3021	Self-Enrichment Education Teachers	\$18.19	\$37,834	21.5%	56	18	14	6	38
129	Bachelor's degree	19-1031	Conservation Scientists	\$34.33	\$71,412	15.9%	22	3	9	2	14
130	High school diploma or equivalent	31-1011	Home Health Aides	\$11.27	\$23,450	41.4%	351	62	52	35	149
131	No formal educational credential	47-2061	Construction Laborers	\$16.18	\$33,662	19.0%	631	127	240	63	430
	Doctoral or professional degree	29-1065	Pediatricians, General	\$75.36	\$156,757	20.0%	4	0	0	0	0
133	High school diploma or equivalent	21-1093	Social and Human Service Assistants	\$15.29	\$31,808	17.6%	228	63	101	23	187
	Doctoral or professional degree	25-1061	Anthropology and Archeology Teachers			21.4%	6	1	1	1	3
135	Bachelor's degree	19-2031	Chemists	\$29.61	\$61,589	12.1%	25	6	14	2	22
136	High school diploma or equivalent	49-3031	Bus and Truck Mechanics and Diesel Engine Fitters	\$19.94	\$41,480	14.9%	122	27	50	12	89
137	High school diploma or equivalent	49-9051	Electrical Power-Line Installers and Repairers	\$41.41	\$86,139	9.1%	21	6	13	2	21
138	Doctoral or professional degree	25-1054	Physics Teachers, Postsecondary			20.8%	5	1	1	0	2
139	High school diploma or equivalent	35-1012	First-Line Supervisors of Food Preparation and Serving Workers	\$13.04	\$27,126	20.2%	421	103	219	42	364
		49-9071	Maintenance and Repair Workers, General	\$16.09	\$33,461	16.3%	423	114	156	42	312
141	No formal educational credential	35-3021	Combined Food Preparation and Serving Workers, Except Short-Order Cooks	\$9.16	\$19,046	29.2%	2,649	922	964	265	2,151
	Master's degree	21-1023	Mental Health and Substance Abuse Counselors	\$21.23	\$44,167	20.9%	40	8	13	4	25
143	Postsecondary nondegree award	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$21.16	\$44,009	12.2%	153	37	89	15	141
144	Postsecondary nondegree award	29-9099	Healthcare Practitioners and Technical Workers	\$24.33	\$50,601	28.6%	14	1	2	1	4
145	Bachelor's degree	19-1012	Food Scientists and Technologists	\$29.86	\$62,113	18.0%	11	2	5	1	8
146	High school diploma or equivalent	49-9043	Maintenance Workers, Machinery and Equipment	\$23.93	\$49,770	19.1%	33	8	11	3	22
147	High school diploma or equivalent	37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	\$16.54	\$34,408	18.5%	73	22	26	7	55
		49-3021	Automotive Body and Related Repairers	\$21.65	\$45,032	16.9%	43	10	16	4	30
149	Bachelor's degree	13-2041	Credit Analysts	\$27.96	\$58,162	17.8%	24	3	8	2	13
150	High school diploma or equivalent	43-4111	Interviewers, Except Eligibility and Clerical Interviewers	\$14.90	\$30,986	19.2%	84	26	30	8	64
	Bachelor's degree	25-2012	Kindergarten Teachers, Except Special Education			19.7%	25	6	8	2	16



TABLE 2: IN-DEMAND OCCUPATIONS REQUIRING AN ASSOCIATE'S: SOUTHWESTERN IDAHO REGION  
(SOURCE: IDAHO DEPARTMENT OF LABOR)

Hot Job Rank	Typical Education Requirement	SOC Code	Title	Hourly Median Wage	Annual Median Wage	Projected Growth Rate	Projected Growth	Annual Exits	Annual Transfers	Annual Change	Total Annual Openings
14	Associate's degree	29-1126	Respiratory Therapists	\$27.60	\$57,409	59.4%	192	10	10	19	39
16	Associate's degree	29-2032	Diagnostic Medical Sonograp..	\$40.04	\$83,284	42.6%	66	5	5	7	17
19	Associate's degree	29-2034	Radiologic Technologists			30.5%	139	14	13	14	41
23	Associate's degree	15-1134	Web Developers	\$26.26	\$54,623	36.2%	164	10	27	16	53
35	Associate's degree	29-2031	Cardiovascular Technologists ..	\$25.79	\$53,646	38.8%	73	6	6	7	19
59	Associate's degree	31-2011	Occupational Therapy Assista..	\$27.10	\$56,359	40.0%	18	3	4	2	9
69	Associate's degree	29-1124	Radiation Therapists	\$41.94	\$87,237	34.4%	11	1	1	1	3
75	Associate's degree	29-2035	Magnetic Resonance Imaging ..	\$34.52	\$71,796	30.4%	21	2	2	2	6
94	Associate's degree	31-2021	Physical Therapist Assistants	\$19.65	\$40,879	32.7%	34	5	9	3	17
107	Associate's degree	29-2033	Nuclear Medicine Technologis..	\$36.45	\$75,825	27.7%	13	1	1	1	3

TABLE 3: IN-DEMAND HEALTH OCCUPATIONS, ALL EDUCATION-LEVELS: SOUTHWESTERN IDAHO REGION  
(SOURCE: IDAHO DEPARTMENT OF LABOR)

Hot Job Rank	Typical Education Requirement	SOC Code	Title	Hourly Median Wage	Annual Median Wage	Projected Growth Rate	Projected Growth	Annual Exits	Annual Transfers	Annual Change	Total Annual Openings
2	Bachelor's degree	29-1141	Registered Nurses	\$33.06	\$68,760	36.9%	2,443	224	170	244	638
3	Bachelor's degree	11-9111	Medical and Health Services ..	\$44.06	\$91,651	31.4%	286	29	51	29	109
5	Master's degree	29-1171	Nurse Practitioners	\$51.63	\$107,399	42.9%	134	7	11	13	31
6	Doctoral or professional degree	29-1051	Pharmacists	\$59.80	\$124,383	22.6%	168	19	16	17	52
7	Master's degree	29-1071	Physician Assistants	\$51.83	\$107,807	40.6%	117	6	12	12	30
8	Doctoral or professional degree	25-1071	Health Specialties Teachers, ..	\$25.90	\$53,875	39.7%	167	18	19	17	54
10	Doctoral or professional degree	29-1123	Physical Therapists	\$38.35	\$79,763	33.1%	140	10	10	14	34
12	Doctoral or professional degree	29-1069	Physicians and Surgeons, All ..			21.5%	116	9	7	12	28
14	Associate's degree	29-1126	Respiratory Therapists	\$27.60	\$57,409	59.4%	192	10	10	19	39
16	Associate's degree	29-2032	Diagnostic Medical Sonograp..	\$40.04	\$83,284	42.6%	66	5	5	7	17
17	Master's degree	29-1122	Occupational Therapists	\$36.98	\$76,920	30.5%	62	5	6	6	17
19	Associate's degree	29-2034	Radiologic Technologists			30.5%	139	14	13	14	41
25	Doctoral or professional degree	25-1072	Nursing Instructors and Teach..			38.0%	49	6	6	5	17
31	Master's degree	29-1127	Speech-Language Pathologists	\$35.23	\$73,283	29.4%	55	4	7	6	17
33	Postsecondary nondegree aw..	29-2055	Surgical Technologists	\$24.01	\$49,931	33.7%	117	13	18	12	43
35	Associate's degree	29-2031	Cardiovascular Technologists ..	\$25.79	\$53,646	38.8%	73	6	6	7	19
52	Doctoral or professional degree	29-1062	Family and General Practition..			15.2%	61	6	5	6	17
64	High school diploma or equival..	29-2052	Pharmacy Technicians	\$17.15	\$35,682	28.6%	246	32	44	25	101
	Doctoral or professional degree	29-1063	Internists, General			37.9%	11	0	0	1	1
66	Postsecondary nondegree aw..	29-2071	Medical Records and Health I..	\$19.68	\$40,929	30.7%	161	18	18	16	52
69	Associate's degree	29-1124	Radiation Therapists	\$41.94	\$87,237	34.4%	11	1	1	1	3
72	Master's degree	29-1151	Nurse Anesthetists	\$70.72	\$147,089	13.1%	38	4	10	4	18
73	Bachelor's degree	29-1031	Dietitians and Nutritionists	\$25.46	\$52,947	28.5%	39	5	4	4	13
75	Associate's degree	29-2035	Magnetic Resonance Imaging ..	\$34.52	\$71,796	30.4%	21	2	2	2	6
82	Doctoral or professional degree	29-1131	Veterinarians	\$50.45	\$104,940	19.9%	28	3	2	3	8
83	Postsecondary nondegree aw..	29-2099	Health Technologists and Tec..	\$27.17	\$56,509	28.2%	50	6	7	5	18
91	Postsecondary nondegree aw..	29-2061	Licensed Practical and Licens..	\$22.56	\$46,926	16.2%	201	47	47	20	114
107	Associate's degree	29-2033	Nuclear Medicine Technologis..	\$36.45	\$75,825	27.7%	13	1	1	1	3
131	Doctoral or professional degree	29-1065	Pediatricians, General	\$75.36	\$156,757	20.0%	4	0	0	0	0
144	Postsecondary nondegree aw..	29-9099	Healthcare Practitioners and T..	\$24.33	\$50,601	28.6%	14	1	2	1	4



TABLE 4: IN-DEMAND STEM OCCUPATIONS, ALL EDUCATION-LEVELS: SOUTHWESTERN IDAHO REGION  
(SOURCE: IDAHO DEPARTMENT OF LABOR)

Hot Job Rank	Typical Education Requirement	SOC Code	Title	Hourly Median Wage	Annual Median Wage	Projected Growth Rate	Projected Growth	Annual Exits	Annual Transfers	Annual Change	Total Annual Openings
1	Bachelor's degree	15-1132	Software Developers, Applicat..	\$39.96	\$83,120	32.8%	383	19	67	38	124
9	Bachelor's degree	15-1122	Information Security Analysts	\$39.46	\$82,067	31.3%	89	6	16	9	31
15	Bachelor's degree	15-1199	Computer Occupations, All OI..	\$38.28	\$79,614	18.1%	142	16	40	14	70
20	Doctoral or professional degree	25-1032	Engineering Teachers, Postse..	\$33.16	\$68,971	27.0%	30	5	5	3	13
23	Associate's degree	15-1134	Web Developers	\$26.26	\$54,623	36.2%	164	10	27	16	53
30	Bachelor's degree	17-2051	Civil Engineers	\$35.74	\$74,330	14.4%	155	25	57	16	98
32	Bachelor's degree	15-2031	Operations Research Analysts	\$35.23	\$73,271	28.0%	69	6	11	7	24
40	Bachelor's degree	15-1142	Network and Computer Syste..	\$29.83	\$62,051	16.3%	134	12	42	13	67
44	Bachelor's degree	17-2161	Nuclear Engineers			17.2%	30	5	9	3	17
45	Some college, no degree	15-1151	Computer User Support Speci..	\$20.43	\$42,498	21.0%	332	36	90	33	159
49	Bachelor's degree	17-2112	Industrial Engineers	\$43.87	\$91,257	11.5%	68	14	25	7	46
55	Bachelor's degree	17-2071	Electrical Engineers	\$42.26	\$87,900	8.8%	68	18	32	7	57
59	Doctoral or professional degree	19-2012	Physicists	\$25.90	\$53,870	25.6%	10	1	2	1	4
69	Doctoral or professional degree	19-1042	Medical Scientists, Except Epi..	\$31.95	\$66,456	25.7%	18	2	5	2	9
76	Master's degree	15-2041	Statisticians			26.9%	7	1	2	1	4
83	Bachelor's degree	17-2081	Environmental Engineers	\$38.39	\$79,856	13.7%	30	5	10	3	18
89	Bachelor's degree	19-1023	Zoologists and Wildlife Biologi..	\$33.36	\$69,382	13.7%	43	7	22	4	33
91	Doctoral or professional degree	25-1051	Atmospheric, Earth, Marine, a..			20.9%	9	2	2	1	5
95	Bachelor's degree	41-4011	Sales Representatives, Whole..	\$40.07	\$83,350	8.0%	43	18	38	4	60
101	Bachelor's degree	17-2111	Health and Safety Engineers, ..	\$42.86	\$89,140	17.6%	12	2	3	1	6
102	Bachelor's degree	17-2199	Engineers, All Other			8.1%	31	9	16	3	28
106	Bachelor's degree	19-1099	Life Scientists, All Other			21.4%	6	1	2	1	4
109	Bachelor's degree	15-1121	Computer Systems Analysts	\$37.50	\$78,006	7.1%	45	12	29	4	45
	Doctoral or professional degree	25-1021	Computer Science Teachers, ..	\$30.28	\$62,972	18.2%	8	2	2	1	5
116	Bachelor's degree	15-1133	Software Developers, System..	\$46.13	\$95,953	2.2%	18	12	41	2	55
		41-9031	Sales Engineers	\$47.96	\$99,754	14.1%	13	2	8	1	11
126	Doctoral or professional degree	25-1052	Chemistry Teachers, Postsec..	\$24.16	\$50,258	21.1%	15	3	3	2	8
129	Bachelor's degree	19-1031	Conservation Scientists	\$34.33	\$71,412	15.9%	22	3	9	2	14
135	Bachelor's degree	19-2031	Chemists	\$29.61	\$61,589	12.1%	25	6	14	2	22
138	Doctoral or professional degree	25-1054	Physics Teachers, Postsecon..			20.8%	5	1	1	0	2
145	Bachelor's degree	19-1012	Food Scientists and Technolo..	\$29.86	\$62,113	18.0%	11	2	5	1	8

TABLE 5: IN-DEMAND OTHER (SOCIAL SCIENCE, EDUCATION, TRAINING, BUSINESS, AND TRADES OCCUPATIONS), ALL EDUCATION-LEVELS: SOUTHWESTERN IDAHO REGION (SOURCE: IDAHO DEPARTMENT OF LABOR)

Hot Job Rank	Typical Education Requirement	SOC Code	Title	Hourly Median Wage	Annual Median Wage	Projected Growth Rate	Projected Growth	Annual Exits	Annual Transfers	Annual Change	Total Annual Openings
57	Doctoral or professional degree	25-1063	Economics Teachers, Postsec..			22.9%	16	3	3	2	8
67	Doctoral or professional degree	25-1066	Psychology Teachers, Postse..			26.1%	12	2	2	1	5
91	Doctoral or professional degree	19-3031	Clinical, Counseling, and Sch..	\$34.87	\$72,528	18.8%	32	5	7	3	15
124	Doctoral or professional degree	25-1065	Political Science Teachers, Po..			22.7%	5	1	1	0	2
133	Doctoral or professional degree	25-1061	Anthropology and Archeology ..			21.4%	6	1	1	1	3



4	Bachelor's degree	11-9021	Construction Managers	\$39.28	\$81,708	28.8%	209	19	37	21	77
11	Master's degree	11-9033	Education Administrators, Pos..	\$33.73	\$70,159	22.1%	118	17	27	12	56
13	Bachelor's degree	13-1161	Market Research Analysts an..	\$23.54	\$48,956	30.6%	233	23	60	23	106
18	Master's degree	21-1022	Healthcare Social Workers	\$26.39	\$54,899	30.7%	89	12	21	9	42
21	Bachelor's degree	11-3011	Administrative Services Mana..	\$33.26	\$69,175	17.6%	123	23	37	12	72
22	Bachelor's degree	13-1111	Management Analysts	\$31.67	\$65,864	16.4%	150	32	51	15	98
23	Bachelor's degree	13-2011	Accountants and Auditors	\$28.63	\$59,558	15.4%	330	68	133	33	234
26	Bachelor's degree	13-1199	Business Operations Specialis..	\$31.40	\$65,302	14.4%	213	50	91	21	162
		25-2031	Secondary School Teachers, ..	\$24.56	\$51,080	19.4%	367	64	77	37	178
28	Bachelor's degree	13-2072	Loan Officers	\$25.67	\$53,384	17.5%	261	39	90	26	155
29	Bachelor's degree	21-1091	Health Educators	\$26.14	\$54,367	26.8%	72	14	23	7	44
33	Bachelor's degree	11-9199	Managers, All Other	\$40.51	\$84,267	15.0%	90	18	27	9	54
36	Bachelor's degree	13-1151	Training and Development Sp..	\$24.66	\$51,288	20.7%	117	19	40	12	71
37	Doctoral or professional degree	25-1011	Business Teachers, Postseco..	\$19.15	\$39,842	30.4%	35	5	5	4	14
38	Bachelor's degree	25-2022	Middle School Teachers, Exce..	\$27.36	\$56,915	19.3%	189	36	40	19	95
39	Bachelor's degree	25-2021	Elementary School Teachers, ..	\$22.63	\$47,071	19.2%	531	100	112	53	265
41	Bachelor's degree	13-2051	Financial Analysts	\$34.28	\$71,310	19.4%	49	6	17	5	28
42	Bachelor's degree	11-9151	Social and Community Servic..	\$26.77	\$55,682	22.3%	101	16	26	10	52
43	High school diploma or equiva..	49-9041	Industrial Machinery Mechanics	\$22.90	\$47,626	18.7%	122	24	37	12	73
46	High school diploma or equiva..	41-3099	Sales Representatives, Servic..	\$24.46	\$50,879	17.9%	200	38	105	20	163
47	Bachelor's degree	27-3031	Public Relations Specialists	\$30.32	\$63,061	17.7%	56	10	23	6	39
48	Doctoral or professional degree	25-1081	Education Teachers, Postsec..	\$29.87	\$62,137	22.5%	32	6	6	3	15
50	Bachelor's degree	13-1041	Compliance Officers	\$25.18	\$52,365	18.0%	114	19	35	11	65
51	Doctoral or professional degree	25-1123	English Language and Literat..	\$25.68	\$53,408	21.7%	31	6	6	3	15
53	Master's degree	25-1121	Art, Drama, and Music Teach..	\$29.45	\$61,256	23.8%	34	6	6	3	15
54	Postsecondary nondegree aw..	31-9092	Medical Assistants	\$16.71	\$34,750	31.5%	483	78	109	48	235
55	Master's degree	21-1012	Educational, Guidance, Schoo..	\$19.97	\$41,543	21.7%	122	23	41	12	76
57	High school diploma or equiva..	41-9022	Real Estate Sales Agents	\$25.15	\$52,314	20.5%	94	26	20	9	55
59	High school diploma or equiva..	49-1011	First-Line Supervisors of Mec..	\$29.23	\$60,807	12.3%	135	38	60	14	112
	Associate's degree	31-2011	Occupational Therapy Assista..	\$27.10	\$56,359	40.0%	18	3	4	2	9
62	Bachelor's degree	13-1131	Fundraisers	\$21.92	\$45,602	30.4%	51	6	13	5	24
63	High school diploma or equiva..	47-2152	Plumbers, Pipefitters, and Ste..	\$24.95	\$51,897	12.8%	175	53	97	18	168
68	High school diploma or equiva..	11-9051	Food Service Managers	\$23.18	\$48,212	19.1%	120	22	51	12	85
69	Postsecondary nondegree aw..	53-3032	Heavy and Tractor-Trailer Tru..	\$19.61	\$40,792	15.7%	735	214	318	74	606
74	Doctoral or professional degree	25-1125	History Teachers, Postsecond..	\$33.28	\$69,231	24.3%	9	2	2	1	5
77	Bachelor's degree	13-1051	Cost Estimators	\$28.02	\$58,280	13.8%	77	19	39	8	66
78	High school diploma or equiva..	41-4012	Sales Representatives, Whole..	\$26.39	\$54,895	10.8%	326	105	213	33	351
	Postsecondary nondegree aw..	49-2022	Telecommunications Equipme..	\$26.69	\$55,522	11.7%	90	27	58	9	94
80	High school diploma or equiva..	47-2031	Carpenters	\$15.83	\$32,923	20.6%	447	82	133	45	260
	Bachelor's degree	13-1071	Human Resources Specialists	\$27.42	\$57,035	13.0%	109	26	59	11	96
85	High school diploma or equiva..	11-9141	Property, Real Estate, and Co..	\$15.01	\$31,212	30.0%	252	40	32	25	97
	Doctoral or professional degree	23-1011	Lawyers	\$43.05	\$89,540	10.2%	75	15	17	8	40
87	High school diploma or equiva..	43-6013	Medical Secretaries	\$17.11	\$35,598	34.4%	151	28	27	15	70
88	High school diploma or equiva..	41-1012	First-Line Supervisors of Non-..	\$29.03	\$60,373	13.7%	58	15	25	6	46
89	Bachelor's degree	21-1021	Child, Family, and School Soc..	\$22.20	\$46,171	15.3%	101	26	45	10	81
94	Associate's degree	31-2021	Physical Therapist Assistants	\$19.65	\$40,879	32.7%	34	5	9	3	17
95	High school diploma or equiva..	43-3021	Billing and Posting Clerks	\$17.88	\$37,192	19.3%	242	59	76	24	159
	Postsecondary nondegree aw..	31-9011	Massage Therapists	\$20.07	\$41,749	32.6%	47	11	6	5	22
98	High school diploma or equiva..	43-1011	First-Line Supervisors of Offic..	\$23.78	\$49,465	10.7%	379	145	216	38	399
99	High school diploma or equivalent	39-9021	Personal Care Aides	\$10.73	\$22,325	40.5%	2,196	520	392	220	1,132
		43-4131	Loan Interviewers and Clerks	\$18.95	\$39,419	19.1%	147	30	49	15	94
103	High school diploma or equivalent	41-3021	Insurance Sales Agents	\$22.90	\$47,636	14.3%	123	38	50	12	100
		47-2221	Structural Iron and Steel Work..	\$19.72	\$41,023	26.9%	66	8	21	7	36
105	Doctoral or professional degree	25-1126	Philosophy and Religion Teac..	\$31.48	\$65,468	25.9%	15	2	2	2	6
107	High school diploma or equiva..	49-9044	Millwrights	\$24.21	\$50,349	21.2%	35	6	10	4	20
109	Bachelor's degree	21-2011	Clergy	\$22.67	\$47,152	32.3%	42	7	9	4	20
	Doctoral or professional degree	25-1199	Postsecondary Teachers, All ..	\$27.96	\$58,161	21.8%	17	3	3	2	8
113	High school diploma or equiva..	43-5061	Production, Planning, and Exp..	\$21.77	\$45,281	15.9%	129	30	57	13	100
114	High school diploma or equiva..	43-4051	Customer Service Representa..	\$15.20	\$31,611	19.3%	2,408	701	1,028	241	1,970
	Doctoral or professional degree	25-1124	Foreign Language and Literat..			24.1%	27	5	5	3	13
118	High school diploma or equiva..	51-9011	Chemical Equipment Operator..	\$16.28	\$33,872	60.8%	31	2	5	3	10
	Postsecondary nondegree aw..	31-1014	Nursing Assistants	\$13.33	\$27,717	24.7%	831	229	191	83	503



120	High school diploma or equivalent	41-1011	First-Line Supervisors of Retail Sales Workers	\$18.88	\$39,276	14.7%	393	106	193	39	338
121	Bachelor's degree	27-1024	Graphic Designers	\$20.09	\$41,782	18.8%	96	20	31	10	61
122	Postsecondary nondegree award	49-3023	Automotive Service Technicians and Mechanics	\$19.50	\$40,556	13.8%	195	48	91	20	159
123	High school diploma or equivalent	51-1011	First-Line Supervisors of Production and Occupations	\$25.97	\$54,027	7.7%	95	41	82	10	133
124	Bachelor's degree	13-1141	Compensation, Benefits, and Payroll Managers	\$26.52	\$55,162	18.2%	26	4	8	3	15
126	Doctoral or professional degree	25-1122	Communications Teachers, Postsecondary	\$27.36	\$56,907	22.2%	16	3	3	2	8
128	High school diploma or equivalent	25-3021	Self-Enrichment Education Teachers	\$18.19	\$37,834	21.5%	56	18	14	6	38
130	High school diploma or equivalent	31-1011	Home Health Aides	\$11.27	\$23,450	41.4%	351	62	52	35	149
131	No formal educational credential	47-2061	Construction Laborers	\$16.18	\$33,662	19.0%	631	127	240	63	430
133	High school diploma or equivalent	21-1093	Social and Human Service Assistants	\$15.29	\$31,808	17.6%	228	63	101	23	187
136	High school diploma or equivalent	49-3031	Bus and Truck Mechanics and Diesel Engine Fitters	\$19.94	\$41,480	14.9%	122	27	50	12	89
137	High school diploma or equivalent	49-9051	Electrical Power-Line Installers and Repairers	\$41.41	\$86,139	9.1%	21	6	13	2	21
139	High school diploma or equivalent	35-1012	First-Line Supervisors of Food Preparation and Serving Workers	\$13.04	\$27,126	20.2%	421	103	219	42	364
		49-9071	Maintenance and Repair Workers, General	\$16.09	\$33,461	16.3%	423	114	156	42	312
141	No formal educational credential	35-3021	Combined Food Preparation and Serving Workers	\$9.16	\$19,046	29.2%	2,649	922	964	265	2,151
	Master's degree	21-1023	Mental Health and Substance Abuse Counselors	\$21.23	\$44,167	20.9%	40	8	13	4	25
143	Postsecondary nondegree award	49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$21.16	\$44,009	12.2%	153	37	89	15	141
146	High school diploma or equivalent	49-9043	Maintenance Workers, Machinery and Equipment	\$23.93	\$49,770	19.1%	33	8	11	3	22
147	High school diploma or equivalent	37-1011	First-Line Supervisors of Housekeeping and Cleaning Workers	\$16.54	\$34,408	18.5%	73	22	26	7	55
		49-3021	Automotive Body and Related Repairers	\$21.65	\$45,032	16.9%	43	10	16	4	30
149	Bachelor's degree	13-2041	Credit Analysts	\$27.96	\$58,162	17.8%	24	3	8	2	13
150	High school diploma or equivalent	43-4111	Interviewers, Except Eligibility and Clerical Workers	\$14.90	\$30,986	19.2%	84	26	30	8	64
	Bachelor's degree	25-2012	Kindergarten Teachers, Except Special Education			19.7%	25	6	8	2	16

TABLE 6: IN-DEMAND OCCUPATIONS, CERTIFICATE OR LESS: SOUTHWESTERN IDAHO REGION  
(SOURCE: IDAHO DEPARTMENT OF LABOR)

Hot Job Rank	Typical Education Requirement	SOC Code	Title	Hourly Median Wage	Annual Median Wage	Projected Growth Rate	Projected Growth	Annual Exits	Annual Transfers	Annual Change	Total Annual Openings
33	Postsecondary nondegree award	29-2055	Surgical Technologists	\$24.01	\$49,931	33.7%	117	13	18	12	43
43	High school diploma or equivalent	49-9041	Industrial Machinery Mechanics	\$22.90	\$47,626	18.7%	122	24	37	12	73
45	Some college, no degree	15-1151	Computer User Support Specialists	\$20.43	\$42,498	21.0%	332	36	90	33	159
46	High school diploma or equivalent	41-3099	Sales Representatives, Services	\$24.46	\$50,879	17.9%	200	38	105	20	163
54	Postsecondary nondegree award	31-9092	Medical Assistants	\$16.71	\$34,750	31.5%	483	78	109	48	235
57	High school diploma or equivalent	41-9022	Real Estate Sales Agents	\$25.15	\$52,314	20.5%	94	26	20	9	55
59	High school diploma or equivalent	49-1011	First-Line Supervisors of Mechanics and Repairers	\$29.23	\$60,807	12.3%	135	38	60	14	112
63	High school diploma or equivalent	47-2152	Plumbers, Pipefitters, and Steamfitters	\$24.95	\$51,897	12.8%	175	53	97	18	168
64	High school diploma or equivalent	29-2052	Pharmacy Technicians	\$17.15	\$35,682	28.6%	246	32	44	25	101
66	Postsecondary nondegree award	29-2071	Medical Records and Health Information Management Specialists	\$19.68	\$40,929	30.7%	161	18	18	16	52
68	High school diploma or equivalent	11-9051	Food Service Managers	\$23.18	\$48,212	19.1%	120	22	51	12	85
69	Postsecondary nondegree award	53-3032	Heavy and Tractor-Trailer Truck Drivers	\$19.61	\$40,792	15.7%	735	214	318	74	606
78	High school diploma or equivalent	41-4012	Sales Representatives, Wholesale and Retail	\$26.39	\$54,895	10.8%	326	105	213	33	351
	Postsecondary nondegree award	49-2022	Telecommunications Equipment Installers and Repairers	\$26.69	\$55,522	11.7%	90	27	58	9	94
80	High school diploma or equivalent	47-2031	Carpenters	\$15.83	\$32,923	20.6%	447	82	133	45	260
83	Postsecondary nondegree award	29-2099	Health Technologists and Technicians	\$27.17	\$56,509	28.2%	50	6	7	5	18
85	High school diploma or equivalent	11-9141	Property, Real Estate, and Community Association Managers	\$15.01	\$31,212	30.0%	252	40	32	25	97
87	High school diploma or equivalent	43-6013	Medical Secretaries	\$17.11	\$35,598	34.4%	151	28	27	15	70
88	High school diploma or equivalent	41-1012	First-Line Supervisors of Nonproduction Occupations	\$29.03	\$60,373	13.7%	58	15	25	6	46
91	Postsecondary nondegree award	29-2061	Licensed Practical and Licensed Vocational Nurses	\$22.56	\$46,926	16.2%	201	47	47	20	114
95	High school diploma or equivalent	43-3021	Billing and Posting Clerks	\$17.88	\$37,192	19.3%	242	59	76	24	159
	Postsecondary nondegree award	31-9011	Massage Therapists	\$20.07	\$41,749	32.6%	47	11	6	5	22
98	High school diploma or equivalent	43-1011	First-Line Supervisors of Office and Administrative Support Workers	\$23.78	\$49,465	10.7%	379	145	216	38	399
99	High school diploma or equivalent	39-9021	Personal Care Aides	\$10.73	\$22,325	40.5%	2,196	520	392	220	1,132
		43-4131	Loan Interviewers and Clerks	\$18.95	\$39,419	19.1%	147	30	49	15	94
103	High school diploma or equivalent	41-3021	Insurance Sales Agents	\$22.90	\$47,636	14.3%	123	38	50	12	100
		47-2221	Structural Iron and Steel Workers	\$19.72	\$41,023	26.9%	66	8	21	7	36
107	High school diploma or equivalent	49-9044	Millwrights	\$24.21	\$50,349	21.2%	35	6	10	4	20
113	High school diploma or equivalent	43-5061	Production, Planning, and Inventory Control Workers	\$21.77	\$45,281	15.9%	129	30	57	13	100
114	High school diploma or equivalent	43-4051	Customer Service Representatives	\$15.20	\$31,611	19.3%	2,408	701	1,028	241	1,970
118	High school diploma or equivalent	51-9011	Chemical Equipment Operators and Tenders	\$16.28	\$33,872	60.8%	31	2	5	3	10



120	High school diploma or equiva..	41-1011	First-Line Supervisors of Retail..	\$18.88	\$39,276	14.7%	393	106	193	39	338
122	Postsecondary nondegree aw..	49-3023	Automotive Service Technicia..	\$19.50	\$40,556	13.8%	195	48	91	20	159
123	High school diploma or equiva..	51-1011	First-Line Supervisors of Prod..	\$25.97	\$54,027	7.7%	95	41	82	10	133
128	High school diploma or equiva..	25-3021	Self-Enrichment Education Te..	\$18.19	\$37,834	21.5%	56	18	14	6	38
130	High school diploma or equiva..	31-1011	Home Health Aides	\$11.27	\$23,450	41.4%	351	62	52	35	149
131	No formal educational credent..	47-2061	Construction Laborers	\$16.18	\$33,662	19.0%	631	127	240	63	430
133	High school diploma or equiva..	21-1093	Social and Human Service As..	\$15.29	\$31,808	17.6%	228	63	101	23	187
136	High school diploma or equiva..	49-3031	Bus and Truck Mechanics and..	\$19.94	\$41,480	14.9%	122	27	50	12	89
137	High school diploma or equiva..	49-9051	Electrical Power-Line Installer..	\$41.41	\$86,139	9.1%	21	6	13	2	21
139	High school diploma or equivalent	35-1012	First-Line Supervisors of Food..	\$13.04	\$27,126	20.2%	421	103	219	42	364
		49-9071	Maintenance and Repair Work..	\$16.09	\$33,461	16.3%	423	114	156	42	312
141	No formal educational credent..	35-3021	Combined Food Preparation a..	\$9.16	\$19,046	29.2%	2,649	922	964	265	2,151
143	Postsecondary nondegree aw..	49-9021	Heating, Air Conditioning, and..	\$21.16	\$44,009	12.2%	153	37	89	15	141
144	Postsecondary nondegree aw..	29-9099	Healthcare Practitioners and T..	\$24.33	\$50,601	28.6%	14	1	2	1	4
146	High school diploma or equiva..	49-9043	Maintenance Workers, Machin..	\$23.93	\$49,770	19.1%	33	8	11	3	22
147	High school diploma or equivalent	37-1011	First-Line Supervisors of Hous..	\$16.54	\$34,408	18.5%	73	22	26	7	55
		49-3021	Automotive Body and Related ..	\$21.65	\$45,032	16.9%	43	10	16	4	30
150	High school diploma or equiva..	43-4111	Interviewers, Except Eligibility ..	\$14.90	\$30,986	19.2%	84	26	30	8	64

TABLE 7: IN-DEMAND OCCUPATIONS, BACHELOR'S OR MORE: SOUTHWESTERN IDAHO REGION  
(SOURCE: IDAHO DEPARTMENT OF LABOR)

Hot Job Rank	Typical Education Requirement	SOC Code	Title	Hourly Median Wage	Annual Median Wage	Projected Growth Rate	Projected Growth	Annual Exits	Annual Transfers	Annual Change	Total Annual Openings
1	Bachelor's degree	15-1132	Software Developers, Applicat..	\$39.96	\$83,120	32.8%	383	19	67	38	124
2	Bachelor's degree	29-1141	Registered Nurses	\$33.06	\$68,760	36.9%	2,443	224	170	244	638
3	Bachelor's degree	11-9111	Medical and Health Services ..	\$44.06	\$91,651	31.4%	286	29	51	29	109
4	Bachelor's degree	11-9021	Construction Managers	\$39.28	\$81,708	28.8%	209	19	37	21	77
5	Master's degree	29-1171	Nurse Practitioners	\$51.63	\$107,399	42.9%	134	7	11	13	31
6	Doctoral or professional degree	29-1051	Pharmacists	\$59.80	\$124,383	22.6%	168	19	16	17	52
7	Master's degree	29-1071	Physician Assistants	\$51.83	\$107,807	40.6%	117	6	12	12	30
8	Doctoral or professional degree	25-1071	Health Specialties Teachers, ..	\$25.90	\$53,875	39.7%	167	18	19	17	54
9	Bachelor's degree	15-1122	Information Security Analysts	\$39.46	\$82,067	31.3%	89	6	16	9	31
10	Doctoral or professional degree	29-1123	Physical Therapists	\$38.35	\$79,763	33.1%	140	10	10	14	34
11	Master's degree	11-9033	Education Administrators, Pos..	\$33.73	\$70,159	22.1%	118	17	27	12	56
12	Doctoral or professional degree	29-1069	Physicians and Surgeons, All ..			21.5%	116	9	7	12	28
13	Bachelor's degree	13-1161	Market Research Analysts an..	\$23.54	\$48,956	30.6%	233	23	60	23	106
15	Bachelor's degree	15-1199	Computer Occupations, All Ot..	\$38.28	\$79,614	18.1%	142	16	40	14	70
17	Master's degree	29-1122	Occupational Therapists	\$36.98	\$76,920	30.5%	62	5	6	6	17
18	Master's degree	21-1022	Healthcare Social Workers	\$26.39	\$54,899	30.7%	89	12	21	9	42
20	Doctoral or professional degree	25-1032	Engineering Teachers, Postse..	\$33.16	\$68,971	27.0%	30	5	5	3	13
21	Bachelor's degree	11-3011	Administrative Services Mana..	\$33.26	\$69,175	17.6%	123	23	37	12	72
22	Bachelor's degree	13-1111	Management Analysts	\$31.67	\$65,864	16.4%	150	32	51	15	98
23	Bachelor's degree	13-2011	Accountants and Auditors	\$28.63	\$59,558	15.4%	330	68	133	33	234
25	Doctoral or professional degree	25-1072	Nursing Instructors and Teach..			38.0%	49	6	6	5	17
26	Bachelor's degree	13-1199	Business Operations Specials..	\$31.40	\$65,302	14.4%	213	50	91	21	162
		25-2031	Secondary School Teachers, ..	\$24.56	\$51,080	19.4%	367	64	77	37	178
28	Bachelor's degree	13-2072	Loan Officers	\$26.67	\$53,384	17.5%	261	39	90	26	155
29	Bachelor's degree	21-1091	Health Educators	\$26.14	\$54,367	26.8%	72	14	23	7	44
30	Bachelor's degree	17-2051	Civil Engineers	\$35.74	\$74,330	14.4%	155	25	57	16	98
31	Master's degree	29-1127	Speech-Language Pathologists	\$35.23	\$73,283	29.4%	55	4	7	6	17
32	Bachelor's degree	15-2031	Operations Research Analysts	\$35.23	\$73,271	28.0%	69	6	11	7	24
33	Bachelor's degree	11-9199	Managers, All Other	\$40.51	\$84,267	15.0%	90	18	27	9	54
36	Bachelor's degree	13-1151	Training and Development Sp..	\$24.66	\$51,288	20.7%	117	19	40	12	71
37	Doctoral or professional degree	25-1011	Business Teachers, Postseco..	\$19.15	\$39,842	30.4%	35	5	5	4	14



38	Bachelor's degree	25-2022	Middle School Teachers, Exce..	\$27.36	\$56,915	19.3%	189	36	40	19	95
39	Bachelor's degree	25-2021	Elementary School Teachers, ..	\$22.63	\$47,071	19.2%	531	100	112	53	265
40	Bachelor's degree	15-1142	Network and Computer Syste..	\$29.83	\$62,051	16.3%	134	12	42	13	67
41	Bachelor's degree	13-2051	Financial Analysts	\$34.28	\$71,310	19.4%	49	6	17	5	28
42	Bachelor's degree	11-9151	Social and Community Servic..	\$26.77	\$55,682	22.3%	101	16	26	10	52
44	Bachelor's degree	17-2161	Nuclear Engineers			17.2%	30	5	9	3	17
47	Bachelor's degree	27-3031	Public Relations Specialists	\$30.32	\$63,061	17.7%	56	10	23	6	39
48	Doctoral or professional degree	25-1081	Education Teachers, Postsec..	\$29.87	\$62,137	22.5%	32	6	6	3	15
49	Bachelor's degree	17-2112	Industrial Engineers	\$43.87	\$91,257	11.5%	68	14	25	7	46
50	Bachelor's degree	13-1041	Compliance Officers	\$25.18	\$52,365	18.0%	114	19	35	11	65
51	Doctoral or professional degree	25-1123	English Language and Literat..	\$25.68	\$53,408	21.7%	31	6	6	3	15
52	Doctoral or professional degree	29-1062	Family and General Practition..			15.2%	61	6	5	6	17
53	Master's degree	25-1121	Art, Drama, and Music Teach..	\$29.45	\$61,256	23.8%	34	6	6	3	15
55	Bachelor's degree	17-2071	Electrical Engineers	\$42.26	\$87,900	8.8%	68	18	32	7	57
	Master's degree	21-1012	Educational, Guidance, Schoo..	\$19.97	\$41,543	21.7%	122	23	41	12	76
57	Doctoral or professional degree	25-1063	Economics Teachers, Postsec..			22.9%	16	3	3	2	8
59	Doctoral or professional degree	19-2012	Physicists	\$25.90	\$53,870	25.6%	10	1	2	1	4
62	Bachelor's degree	13-1131	Fundraisers	\$21.92	\$45,602	30.4%	51	6	13	5	24
64	Doctoral or professional degree	29-1063	Internists, General			37.9%	11	0	0	1	1
67	Doctoral or professional degree	25-1066	Psychology Teachers, Postse..			26.1%	12	2	2	1	5
69	Doctoral or professional degree	19-1042	Medical Scientists, Except Epl..	\$31.95	\$66,456	25.7%	18	2	5	2	9
72	Master's degree	29-1151	Nurse Anesthetists	\$70.72	\$147,089	13.1%	38	4	10	4	18
73	Bachelor's degree	29-1031	Dietitians and Nutritionists	\$25.46	\$52,947	28.5%	39	5	4	4	13
74	Doctoral or professional degree	25-1125	History Teachers, Postsecond..	\$33.28	\$69,231	24.3%	9	2	2	1	5
76	Master's degree	15-2041	Statisticians			26.9%	7	1	2	1	4
77	Bachelor's degree	13-1051	Cost Estimators	\$28.02	\$58,280	13.8%	77	19	39	8	66
80	Bachelor's degree	13-1071	Human Resources Specialists	\$27.42	\$57,035	13.0%	109	26	59	11	96
82	Doctoral or professional degree	29-1131	Veterinarians	\$50.45	\$104,940	19.9%	28	3	2	3	8
83	Bachelor's degree	17-2081	Environmental Engineers	\$38.39	\$79,856	13.7%	30	5	10	3	18
85	Doctoral or professional degree	23-1011	Lawyers	\$43.05	\$89,540	10.2%	75	15	17	8	40
89	Bachelor's degree	19-1023	Zoologists and Wildlife Biologi..	\$33.36	\$69,382	13.7%	43	7	22	4	33
91	Doctoral or professional degree	19-3031	Clinical, Counseling, and Sch..	\$34.87	\$72,528	18.8%	32	5	7	3	15
		25-1051	Atmospheric, Earth, Marine, a..			20.9%	9	2	2	1	5
95	Bachelor's degree	41-4011	Sales Representatives, Whole..	\$40.07	\$83,350	8.0%	43	18	38	4	60
101	Bachelor's degree	17-2111	Health and Safety Engineers, ..	\$42.86	\$89,140	17.6%	12	2	3	1	6
102	Bachelor's degree	17-2199	Engineers, All Other			8.1%	31	9	16	3	28
105	Doctoral or professional degree	25-1126	Philosophy and Religion Teac..	\$31.48	\$65,468	25.9%	15	2	2	2	6
106	Bachelor's degree	19-1099	Life Scientists, All Other			21.4%	6	1	2	1	4
109	Bachelor's degree	15-1121	Computer Systems Analysts	\$37.50	\$78,006	7.1%	45	12	29	4	45
		21-2011	Clergy	\$22.67	\$47,152	32.3%	42	7	9	4	20
	Doctoral or professional degree	25-1021	Computer Science Teachers, ..	\$30.28	\$62,972	18.2%	8	2	2	1	5
		25-1199	Postsecondary Teachers, All ..	\$27.96	\$58,161	21.8%	17	3	3	2	8
114	Doctoral or professional degree	25-1124	Foreign Language and Literat..			24.1%	27	5	5	3	13
116	Bachelor's degree	15-1133	Software Developers, System..	\$46.13	\$95,953	2.2%	18	12	41	2	55
		41-9031	Sales Engineers	\$47.96	\$99,754	14.1%	13	2	8	1	11
121	Bachelor's degree	27-1024	Graphic Designers	\$20.09	\$41,782	18.8%	96	20	31	10	61
124	Bachelor's degree	13-1141	Compensation, Benefits, and ..	\$26.52	\$55,162	18.2%	26	4	8	3	15
	Doctoral or professional degree	25-1065	Political Science Teachers, Po..			22.7%	5	1	1	0	2
126	Doctoral or professional degree	25-1052	Chemistry Teachers, Postsec..	\$24.16	\$50,258	21.1%	15	3	3	2	8
		25-1122	Communications Teachers, P..	\$27.36	\$56,907	22.2%	16	3	3	2	8
129	Bachelor's degree	19-1031	Conservation Scientists	\$34.33	\$71,412	15.9%	22	3	9	2	14
131	Doctoral or professional degree	29-1065	Pediatricians, General	\$75.36	\$156,757	20.0%	4	0	0	0	0
133	Doctoral or professional degree	25-1061	Anthropology and Archeology ..			21.4%	6	1	1	1	3
135	Bachelor's degree	19-2031	Chemists	\$29.61	\$61,689	12.1%	25	6	14	2	22
138	Doctoral or professional degree	25-1054	Physics Teachers, Postsecon..			20.8%	5	1	1	0	2
141	Master's degree	21-1023	Mental Health and Substance ..	\$21.23	\$44,167	20.9%	40	8	13	4	25
145	Bachelor's degree	19-1012	Food Scientists and Technolo..	\$29.86	\$62,113	18.0%	11	2	5	1	8
149	Bachelor's degree	13-2041	Credit Analysts	\$27.96	\$58,162	17.8%	24	3	8	2	13
150	Bachelor's degree	25-2012	Kindergarten Teachers, Excep..			19.7%	25	6	8	2	16