



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration

The program faculty members listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the only *one* program faculty that is involved in the comprehensive self-study and reflection.

Participant(s) in the self-study

Jonathan Keller

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review and Planning Committee.

Jonathan Keller
Printed name of principal author

Jonathan Keller
Signature

11/12/2021
Date

Jonathan Keller
Printed name of department coordinator

Jonathan Keller
Signature

11/12/2021
Date

Kenneth Starkman
Printed name of Dean

[Signature]
Signature

11-30-2021
Date

A Note on terminology

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study,” and as such will include comments regarding administration and district responsibilities. Fullerton College defines “program” as a course of study leading to a degree or certificate. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department. *(All narrative is in italics)*

1.0 Executive Summary

Every department and each program have their own story to tell. The Construction Technology program has one such story to convey to the program review committee through this executive summary. The environment in which the construction department practices pedagogy influences the processes, procedures, and mirrors actual industry processes by which the department makes decisions for improving curriculum, realistic instruction, comprehension assessment and skill enhancement outcomes. This same environment also impacts the way a department within the college stays faithful to the mission statement and vision. Many factors contribute to the overall narrative of the past program reviews and the most recent program review such as the identification of strengths, weaknesses, opportunities, and threats which must include the main stakeholders this department serves, and the actual status is always absent from these reviews, the Fullerton College student population. The Construction Technology department is responsible for the actual attending students' collective attained knowledge, desired individual goals, personal satisfaction learning from a diverse collection of adjunct instructors who practice daily in the subjects they teach, and continuous vocation championing which produces individual anticipation for pathways of career advancement and life-long success.

*The Fullerton College Construction Technology department practices proactive positive experiences for EVERY student learner who seek what the department offers, individual and group training for lifelong growth, the desire for knowledge, and career skill development or enhancement. This department will continue to grow with the help of management. This Fullerton College Construction program is currently developing courses to serve the state's mandates for energy monitoring processes and will be implementing training for all students desiring additional career pathways that can generate a living wage **without** the need for additional academic general education or transfer capabilities. However, this department is also developing a higher education pathway for those students wishing to advance their academic career journey into a Bachelor of Science degree, through a partnership with a local institution of higher education.*

In conclusion, Fullerton College's Construction program is the preeminent institution for construction technology in the Southern California region which is evidenced by the consistent over-registration of students wishing to gain access to the program. Also, when individuals are seeking what this program is offering, the coordinator receives email from students from around the state that explain they received positive recommendations from diverse contacts that refer them to Fullerton College to receive construction training. This Construction Department consistently and proactively delivers on the colleges' mission statement that; "Fullerton College advances student learning by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer."

*The Fullerton College Construction Department fosters a supportive and inclusive environment for **ALL** students to be successful learners, responsible leaders, and engaged community members.*

2.0 Mission

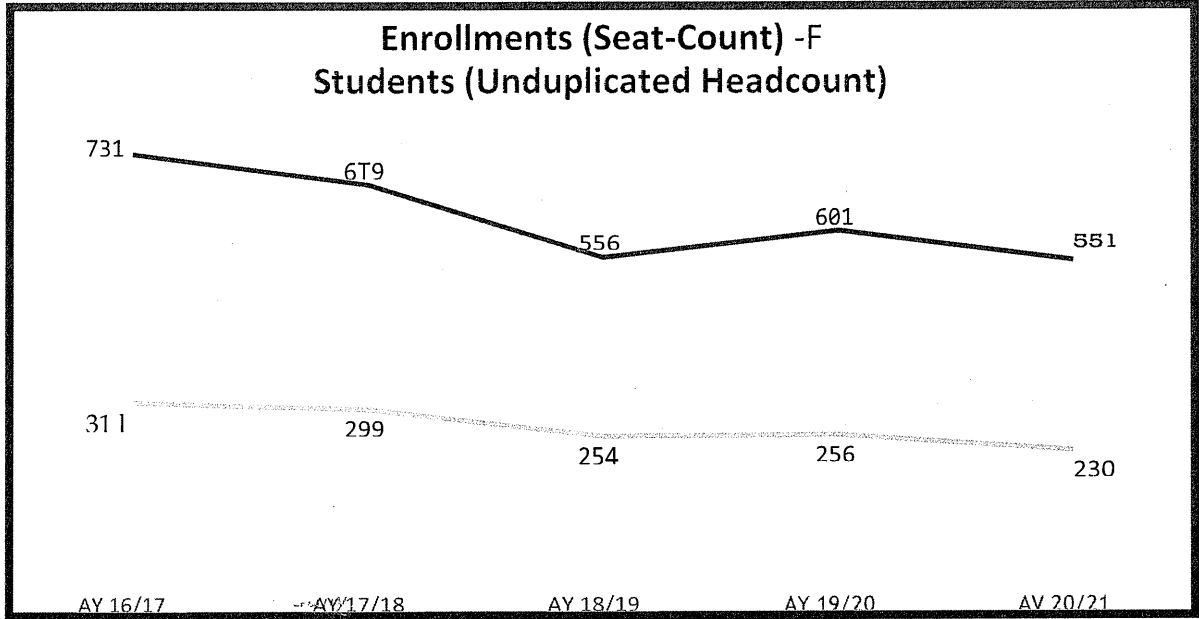
The Fullerton College Construction Department (FCCD) in the Division of Technology and Engineering is an integral part of Fullerton College and the surrounding communities being served. The FCCD shares in the College's mission to advance student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth through completing certificates or attaining associate degrees, while also providing career guidance and academic transfer opportunities.

3.0 Students

The FCCD develops responsible learners and promotes leadership through engagement with faculty who practice industry concepts on a professional career basis. Students relate positively and are applying knowledge and skills gained from the Construction Program evidenced by job placement with local construction companies and from projects students have practiced personally. Many enrolled students already have positions within the local construction business community and are continuing their growth and career advancement by attending courses offered in the construction department. All these available opportunities are providing community synergy which builds relationships for our students within Fullerton's community to grow and contribute as participating citizens. Positive outcomes such as individual stability, growth, and self-esteem are created. The faculty and students take pride in cooperating with community organizations, such as Habitat for Humanity and local religious organizations providing active avenues for volunteering through serving our diverse community and student population. Local construction firms have actively pursued FCCD students to fill open positions and promote learning for on-the-job (OJT) training or other direct employment opportunities.

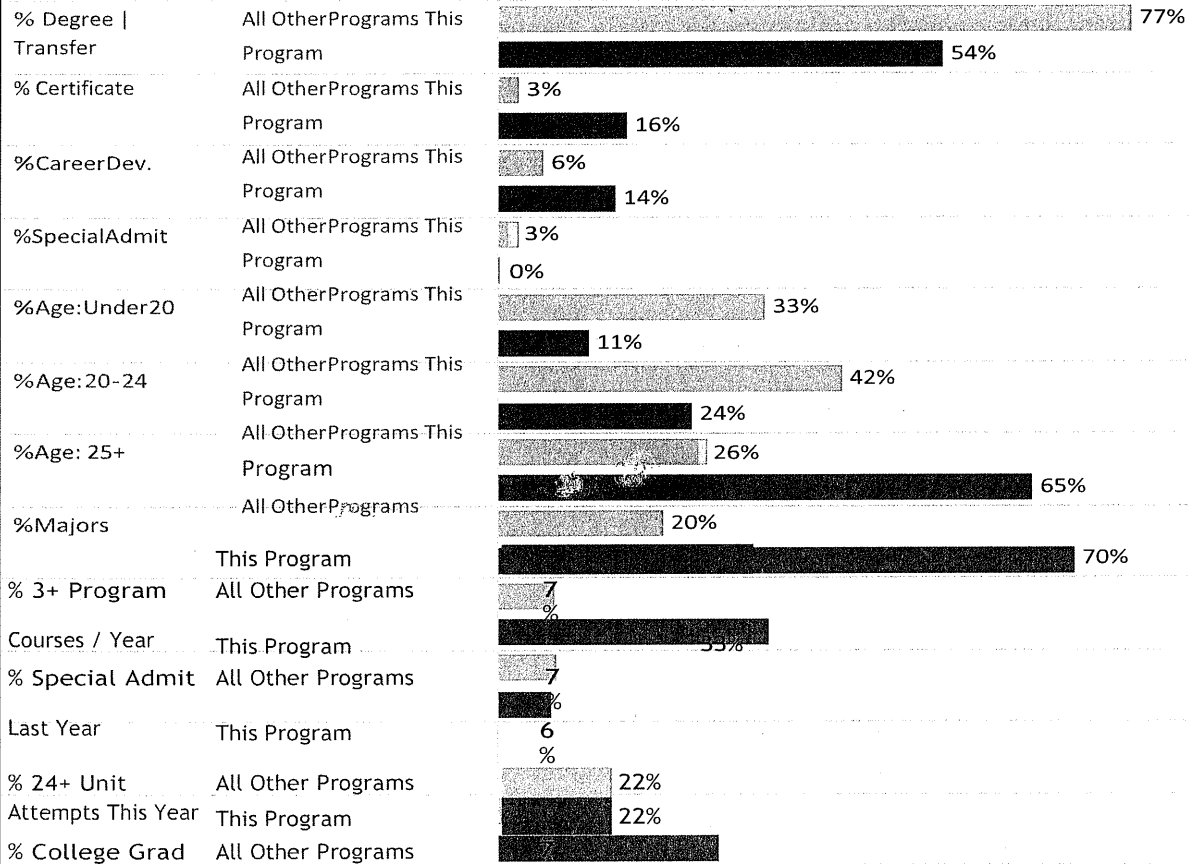
3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years. *For term 2016/2017, the program added one fulltime instructor but without facility instruction classrooms and limited laboratory space, many courses could not be offered. Term 2017/2018 the program lost several adjunct instructors due to the robust economy providing more lucrative employment positions and entry level positions for students which contributed to a slight downturn. For Term 2018/2019, the program lost one full-time instructor, causing several courses to be shuttered due to no available adjunct instructors and no computer learning labs. The pandemic Term 2019/2020, a slight upward trend as classes went online to a Zoom format with many people stuck at home during the mandated lockdown. However, since fall semester of August 2020, the Construction Department has been teaching all lab classes live at the college. For Term 2020/2021, the pandemic forced the program to limit class sizes for social distancing, and forced other courses to be canceled. The current term Fall 2021 shows classes at capacity and the need to grow.*



2. Using the data provided by the OIE, describe the student population the department serves.

Enrollments in Construction Technology Compared to All Other Programs: AY 20/21



		%	
% DSS	This Program	27%	
	All Other Programs	6%	
% Foster Youth	This Program	3%	
	All Other Programs	1%	
% LGBT	This Program	0%	
	All Other Programs	9%	
% Low-Income	This Program	5%	
	All Other Programs		
% Veteran	This Program		
	All Other Programs	2%	

3. Do you have a way of determining which students are majors, for example through a gateway course? Please explain. *No / Students attend for a variety of reasons, mainly for our entry level Estimating Skills Certificate / the majority of students seek the certificates for the fastest pathway towards career advancement.*

Construction Technology Enrollments by Race | Ethnicity | Ancestry

	All Other Programs	This Program
Amer. Indian Alaska N..	0.2%	
Asian	11.2%	6.5%
Black African American	2.9%	2.9%
Filipino	2.7%	2.2%
Latinx	57.6%	66.8%
Native Hawaiian Pacific Islander.	0.2%	
Two or More	3.5%	
Unknown	5.6%	6.0%
White	16.0%	15.6%

4. Which classes have the highest demand and why? *Construction Management courses and Code training courses are the most sought-after classes. These courses are core components for certificates and degree pathways which are currently an industry-wide high-demand skill requirements for careers available for students. Hands-on Lab skill courses are also in high demand since most high schools no longer promote industrial or skill training for construction trades. Due to the current FC facility and instructor constraints, the management program courses are regular offerings, however Code and Lab courses typically rotate semesters. Currently for fall 2021, all courses are now **live and in-person and on campus.***
5. Please describe how course offerings match students' preparation and goals. *A Non-scientific, Non-algorithmic method is utilized to determine student needs every semester, simply by collating during live instruction, the coordinator asks the current enrolled student body **what***

courses they need and when they anticipate graduation / completion with all course's, dependent on course availability.

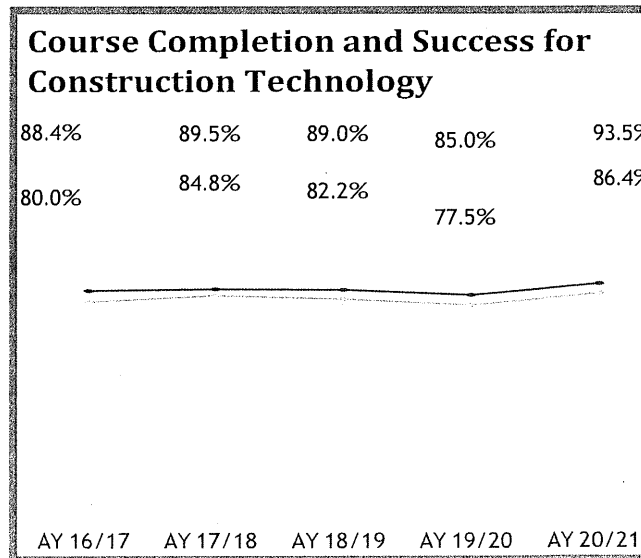
- Does enrollment vary by semester? The recent pandemic caused changes in student behavior, engagement, and attendance. *Future semester offerings are partly based on current student needs and desires and based on a rotational basis to accommodate all student pathways while following CDC and state requirements for social distancing.*
- Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals. *All pathways and student needs and desires are proactively considered within facility / instructor/ course constraints. Availability of lab spaces, computers and staffing have a direct impact on how offerings meet student demand. Adjunct instructors work in the construction industry thus making staffing during the day and early evening a challenge.*

3.2 Student Achievement and Equity (and student demographic profile)?

- Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all these measures apply to every program).
The Fullerton College Construction department consistently and proactively encourages ALL students to excel in the time and energy they are expending while attending college. This department encourages EVERY student who makes the commitment to attend the college to not waste the opportunity for learning, growth, and career enhancement. Through the effort of each student's individual commitment towards learning, this department faithfully and consistently provides the thoughtful and caring instruction which helps guide learners in achieving the highest example of individual capabilities hampered only by societal and cultural roadblocks for sustainable achievement.

Course Completion and Success for Construction Technology

	AY 16/17	AY 17/18	AY 18/19	AY 19/20	AY 20/21
Course Completion	88.4%	89.5%	89.0%	85.0%	93.5%
Course Success	80.0%	84.8%	82.2%	77.5%	86.4%



2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this? *No issues with Equity noted.*
3. Does the department have regular discussions about equitable grading, attendance, late work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Explain. *No issues, All students are provided the academic tools and consideration to excel and challenge their pathway / progress. Instructors are provided guidance to allow flexibility for students to achieve success.*
4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? No need for an Equity Action Plan. *All students make their own decisions to either excel or fail depending ONLY on their commitment to produce completion of individual courses or a certificate or a degree.* What professional learning, curriculum development, or other forms of support does your department need?
This is an easy answer: *resources for additional administrative support for curriculum development and administrative assistance through hiring = support for overloaded technology departments. Additional full time staff and support staff.*

3.3 Student Achievement and Pathways

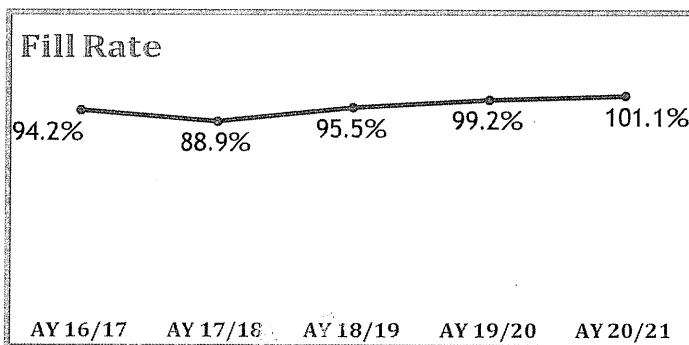
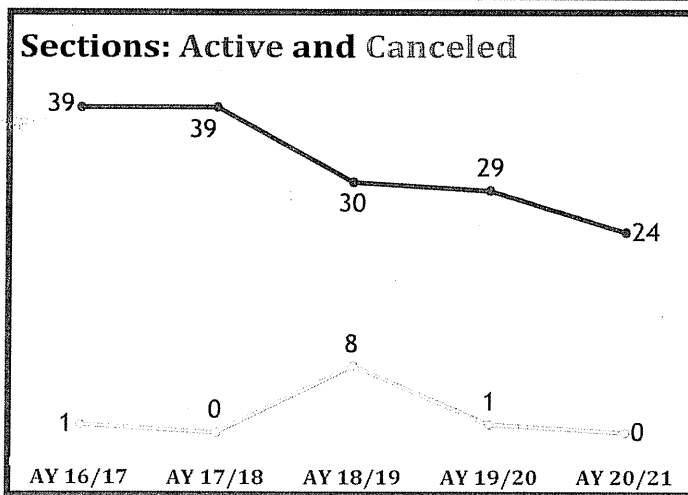
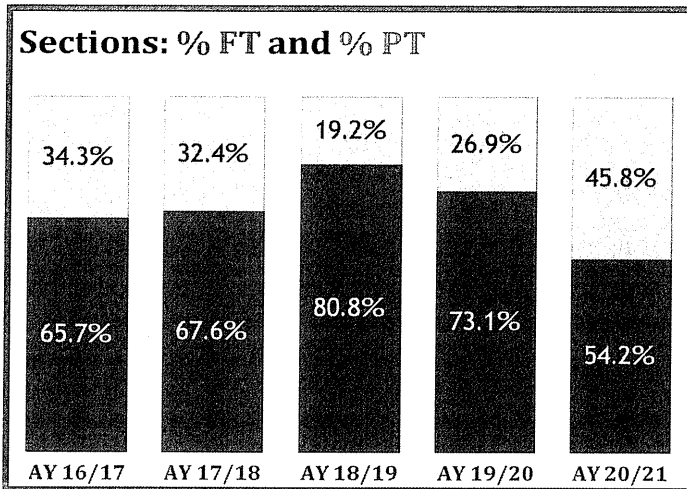
1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.) *The construction students maneuver through the programs based entirely by course availability. Read previous program reviews which requested additional resources, facilities, and support all of which has been approved yet never materialized. So, answering this and other questions has no realistic outcome as program reviews are a futile exercise in busy work leading to no positive solutions to which answers are incorrect.*

Within the last 5 years, courses by course success rate (ascending 5 courses).		Within the last 5 years, the 5 courses with highest % of students repeating the course	
CSTR 060 F	61.7%	(NOTE: Some courses may allow for repeat enrollment)	
CSTR 033 F	64.6%	CSTR 060 F	5.8%
CSTR 108 F	66.7%	CSTR 100 F	3.6%
CSTR 016 F	73.3%	CSTR 031 F	3.1%
CSTR 005 F	74.1%	CSTR 104 F	2.8%
		CSTR 015 F	2.5%

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain. *No changes have been implemented in courses or transfer requirements.*
3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies? *No data available at this point for mapping for student success, maybe available for next program review. The program does offer certificate and degree information sheets that provide information needed for students to plan day and evening routes to their desired goals.*
4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain. *No data as of this review writing.*

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.) *One full-time faculty through the entire three semesters of school pandemic shutdown and five adjunct instructors who will not teach additional courses but one at a time. Private sector income at higher rates than adjunct pay scale. Becoming increasingly impossible to add adjunct instructors when industry pays at higher rates.*
2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4. *This request has already been completed in previous reviews. Noting it again insults the integrity for which the program review should stand upon.*



3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The Construction department has been performing live instruction since fall semester August 2020 since laboratory instruction is an essential component to the equity of instruction. Protocols for safety, social distancing, and self-monitoring were designed, implemented, and adjusted as the live face-to-face

courses continued into spring 2021 and through into fall of 2021, which brought 95% of the courses back to live instruction. During the beginning of shut-down spring of 2020, Zoom video contact with students provided alternate avenues of instruction, albeit not as robust as live face-to-face instruction provides.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed. *The Fullerton College Construction is successful as evidenced by our students being involved and engaged in our programs. Our secret for success is simple:*

- *Provide the most robust and relevant construction curriculum and instruction possible*
- *Champion students with career oriented professional industry active instructors*
- *Encourage students to seek knowledge and become life-long learners*
- *And other secrets for success that will not be divulged here*

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans. *Still a work in-progress.*

4.2 PSLO Assessment

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department. *Answers on next program review.*

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible. *Following the implementation for additional resources, these assessments can be produced.*

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? *No data to support an answer.* Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help? *No additional training or professional learning is desired or requested. Ask the construction technology students what they feel will help their career pathways.*

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? *None noted, all construction students are happily engaged. Can new departmental strategies close both gaps? Please explain. A dedicated CTE counselor and administrative assistance would be appreciated if the program committee wishes to eliminate any perceived equity gaps.* [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardiness, missed assignments, missed exams, poor performance on high-stakes assignments.]

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
2. What role does your department play in helping students complete the GE pathway?
Encouragement and recommendations.
3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements? *No / this department needs the requested resources previously approved and never received.*
4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability. *No GE courses only technology related electives.*

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
California State mandates for commercial and industrial energy reduction is creating the need for energy control training. Currently developing programs to instruct energy monitoring systems and techniques for entry-level career choices without GE instruction.
2. Make sure you are including all degree and certificate programs, including the College's GE program. *None apply as of this writing.*
3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department. *None apply as of this writing.*
4. If AB 705 applies to the program, then how are you meeting its mandates? *Does not apply.*

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class,

service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program. *Department courses offer hands-on lab activities and have applied active skill attainment for years, no changes at this time are being considered. No student has to apply unless a certificate or degree mandates a course.*

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain. *The construction technology department needs and requested in previous program reviews additional instructional space, none of which has been provided. Until resources are attained, the program will continue to suffer along.*

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding. *No goals from requests have been realized. Setting goals then within this study is a waste of time and effort. Dreaming does not make it reality.*
2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program? *Not able to implement and grow preventing student alternate pathways.*

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires. *This program review process has proven nothing will happen even after approval and positive recommendations. The construction technology department will continue quietly growing and implementing new processes for student growth without program review intervention.*

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the College mission, vision, goals, or objectives.
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so:

Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#). *There are no such publications approved by this department nor are there any publication authorized to be published.*

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections. *None known*
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)? *N/A*
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community? *Feedback Positive / Only contact with industry through Advisory Meetings.*

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

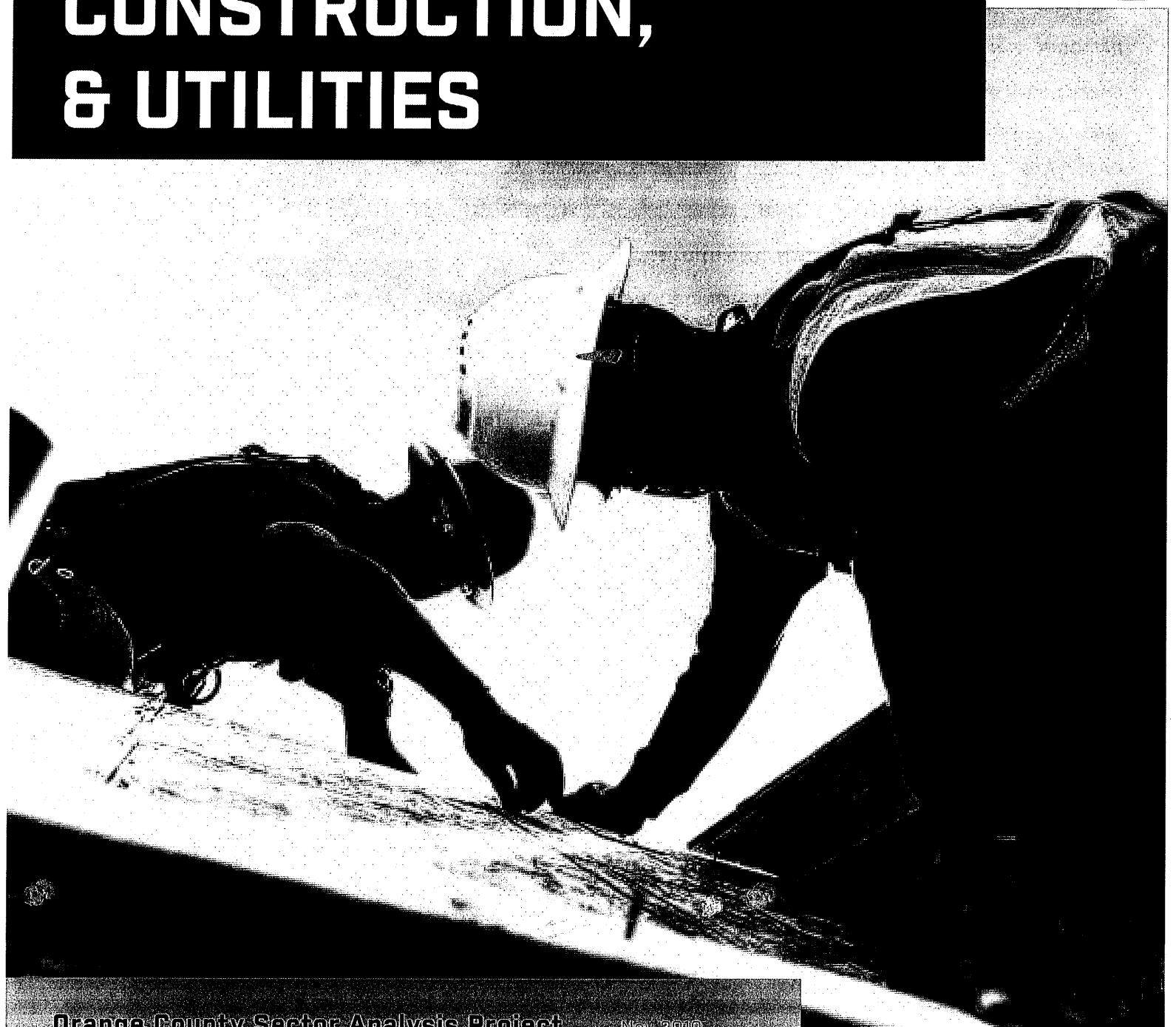
Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.

ENERGY, CONSTRUCTION, & UTILITIES



Orange County Sector Analysis Project

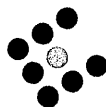
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Prepared by:
Orange County Center of Excellence
for Labor Market Research

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ENERGY, CONSTRUCTION, AND UTILITIES

Demand and Supply Analysis: Orange County

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Important Disclaimers

All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. This study examines the most recent data available at the time of the analysis; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and the report findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host college/district, nor California Community Colleges' Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

INTRODUCTION

This sector brief is a product of the Orange County Sector Analysis Project. It provides information about the Energy, Construction, and Utilities sector in Orange County, one of Orange County's six priority sectors; it compares labor market demand with educational program supply for middle-skill jobs and provides qualitative information from experts in the field. Orange County community colleges could use the information in this report for strategic planning and discussions about program development, career pathways work, sector strategies, noncredit-to-credit pipelines, apprenticeship programs, and work-based learning opportunities.

All of the Orange County Sector Analysis Project briefs began with quantitative labor market demand and supply analysis; however, they also include qualitative information derived from the project's focus group discussions. Between July and August 2019, the Orange County Center of Excellence for Labor Market Research (COE) hosted a total of 12 sector-specific focus groups with regional stakeholders, including faculty and deans, as well as regional and state directors for employer engagement. Two of these focus groups were specific to the Energy, Construction, and Utilities sector. The objectives of the focus groups were to identify labor market supply gaps (supply gaps) in middle-skill jobs; understand where programs exist or do not exist to fill in the supply gaps; and discuss how Orange County's community colleges could close the supply gaps. Focus group participants reviewed the demand and supply analysis prior to meeting and provided intelligence regarding how they are working to close supply gaps as well as the challenges they encounter in their programs; this valuable information could not be captured via traditional labor market research methods. The COE recorded then analyzed these discussions which resulted in the "Focus Group Insights" sections throughout this brief, supplementing traditional, quantitative labor market data with important, qualitative information.

Middle-Skill Jobs and Living Wage Introduction

In this brief, middle-skill jobs include: all occupations that require an educational requirement of some college, associate degree or apprenticeship; all occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or all occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training.

In this brief, top middle-skill jobs are defined as jobs that have both the most labor market demand (annual job openings) and entry-level wages at or above the California Family Needs Calculator¹ (commonly known as a "living wage"). The living wage is the hourly wage that a single adult needs to earn in order to meet basic needs in Orange County, and is currently \$17.39 per hour. The living wage is defined by the California Family Needs Calculator, which calculates the income necessary to cover costs including housing, food, transportation, health care, and other basic necessities.

Entry-level wage is defined as the 25th percentile hourly wage, which means that 25% of all workers in that occupation earn equal to or below this amount. Percentile wages represent the distribution of wages for each occupation. Generally, workers with minimal education and experience can expect to earn wages near the 10th percentile. With the additional education and training students receive in community college programs, they are more likely to earn wages at the 25th percentile, rather than the 10th percentile. Generally, with even more education and experience, students could expect to progress and earn the median wage, which is defined as the 50th percentile hourly wage.

Demand Introduction

For the purpose of this report, labor market demand is determined by the number of annual job openings employers expect to fill due to job growth and employee turnover between 2018 and 2023. Job growth is when an employer experiences increased demand for products and hires new employees to increase production, while employee turnover is when an employer hires replacement workers for employees who leave the workforce or change occupations.

Supply Introduction

Supply is determined by the average annual-number of related awards (e.g., certificates, degrees) generated between 2015 and 2017 by the region's community colleges and other educational institutions (e.g., private providers) for the purpose of this

¹ <https://insightccd.org/2018-family-needs-calculator/>

report. However, it should be noted that a student may earn more than one award; therefore, supply may be overestimated for certain occupations.

Whether or not there is a supply gap is determined by the difference between the demand and supply. The methodology regarding how these numbers are calculated is described in Appendix A.

FOCUS GROUP INSIGHTS

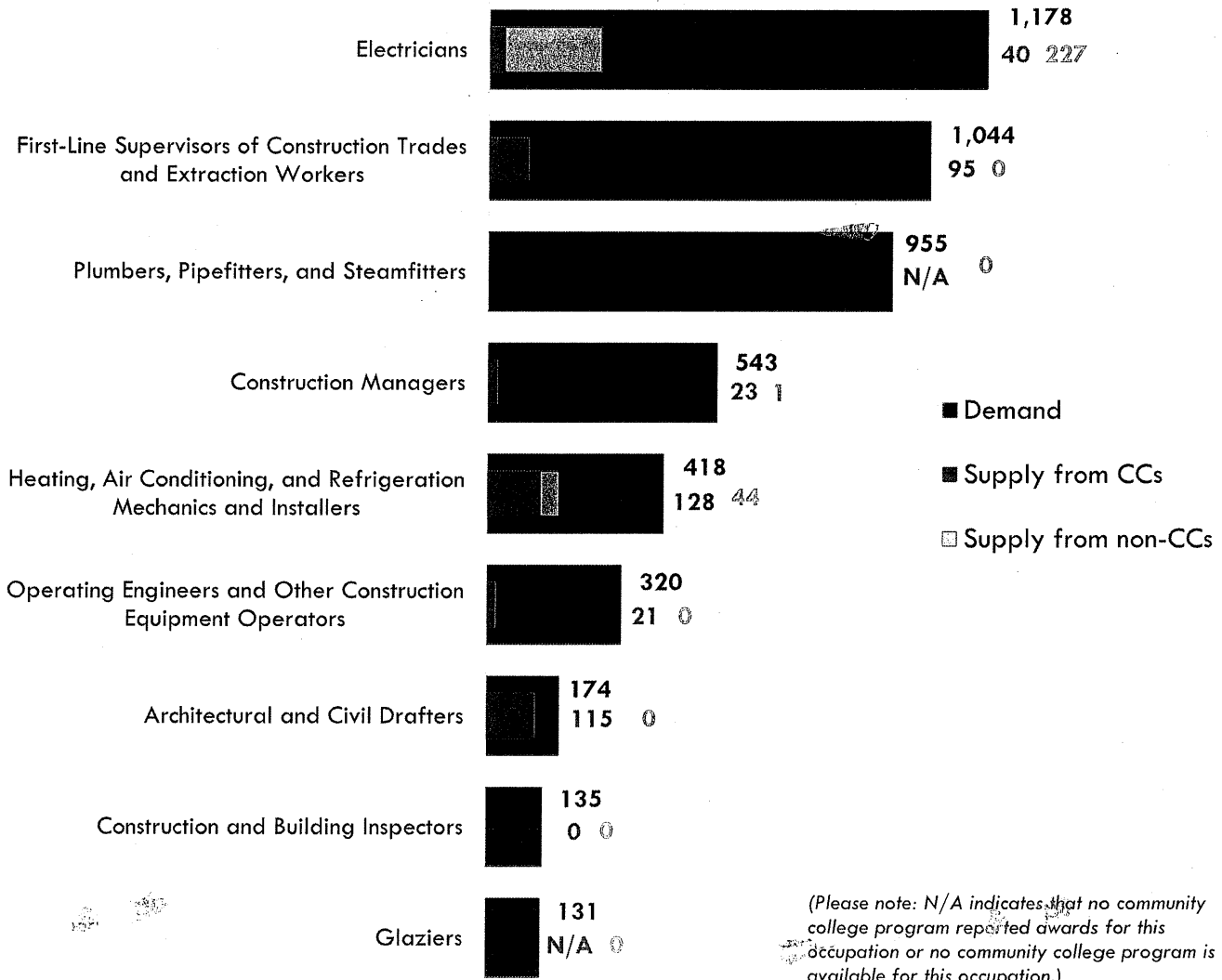
The Energy, Construction, and Utilities sector was split into two focus groups that were held on different days and included a total of two faculty members and two administrators from 10 institutions – five of the nine community colleges, and one noncredit school – that offered Energy, Construction, and Utilities programs in Orange County between 2015 and 2017. Both the statewide and regional director for employer engagement also attended one of the two focus groups.

Focus group participants identified several data limitations, challenges in expanding programs, and other issues that were common across multiple sectors. The cross-sector, common themes are expanded on and explained in further detail in the standalone Orange County Sector Analysis Project Executive Summary report. Focus group participants also reported on limitations and challenges that were unique to the Energy, Construction, and Utilities sector. This sector-specific information is highlighted throughout this report in the Focus Group Insights and the Focus Group Insights – The Big Picture sections.

ENERGY, CONSTRUCTION, AND UTILITIES TOP MIDDLE-SKILL JOBS

This section compares Orange County’s labor market demand for the top middle-skill jobs in Energy, Construction, and Utilities with program supply from the region’s community colleges and non-community college providers (Exhibit 1). As seen in Exhibit 2, the entry-level wages² for these top middle-skill jobs are higher than the \$17.39 per hour living wage. Descriptions for each occupational title can be found in Appendix B. Detailed supply and demand data analyzed for each occupation, including supply numbers by institutions is included in Appendix C.

Exhibit 1. Energy, Construction and Utilities Top Middle-Skill Jobs in Orange County: Labor Market Demand vs. Supply



² In this report, entry-level wage is defined as the 25th percentile hourly wage, which means that 25% of all workers in the field earn equal to or below this amount. Generally, workers with less experience earn lower wages.

FOCUS GROUP INSIGHTS

Missing TOP Codes, Occupations, and Cross-Sector Programs

Focus group participants pointed out that at least two programs, Electronics and Electric Technology (TOP code 0934.00) and Industrial Electronics (TOP code 0934.20) were not included in this sector brief. Because the California Community Colleges Chancellor's Office (CCCCO) only allows TOP codes to be assigned to one sector and they have determined that these programs, and occupations related to those programs, belong to the Advanced Manufacturing sector they are not included in this sector brief and are instead analyzed in their assigned sector's brief. Focus group participants acknowledged this shortcoming and pointed out that sectors, particularly Energy, Construction, and Utilities and Advanced Manufacturing, are being blended together as technology evolves. Though programs are assigned to sectors, the skills taught in these programs could transfer to several sectors and make students more attractive to employers.

"Technologies are being used in all sectors and are blending sectors together...what used to be Advanced Manufacturing has turned more into construction and utilities, which has elements of factory work because of the integration of technology."

– Saddleback College Administrator

All focus group participants agreed that there are several problems with the TOP code system. The statewide director for employer engagement said that skill sets, competencies, and student learning outcomes (SLOs), do not always align with the available TOP codes. Faculty members and administrators also pointed out that there is no TOP code for automation, so it is not possible to capture a full picture of supply from programs related to automation.

Additionally, one faculty member pointed out that the Water and Wastewater Treatment Plant and System Operators (SOC Code 51-8031) occupation was not included in the supply and demand analysis. Because this occupation had less than 50 annual job openings, it did not meet the threshold to be included, as defined in the methodology in Appendix A.

Local Low-Unit Certificates

Focus group participants felt that supply data from traditional labor market information is limited; it does not capture locally issued low-unit certificates that are not reported to, or approved by, the CCCCCO. According to focus group participants, Energy, Construction, and Utilities programs attract industry professionals who are interested in upskilling or learning new skills for their current jobs. However, the supply data does not capture students that take a small number of courses to gain additional skills. If colleges do not report data for low-unit certificate programs. This could result in an under-reporting of the supply number.

Exhibit 2. Energy, Construction, and Utilities Top Middle-Skill Jobs in Orange County: Entry-Level and Median Wages

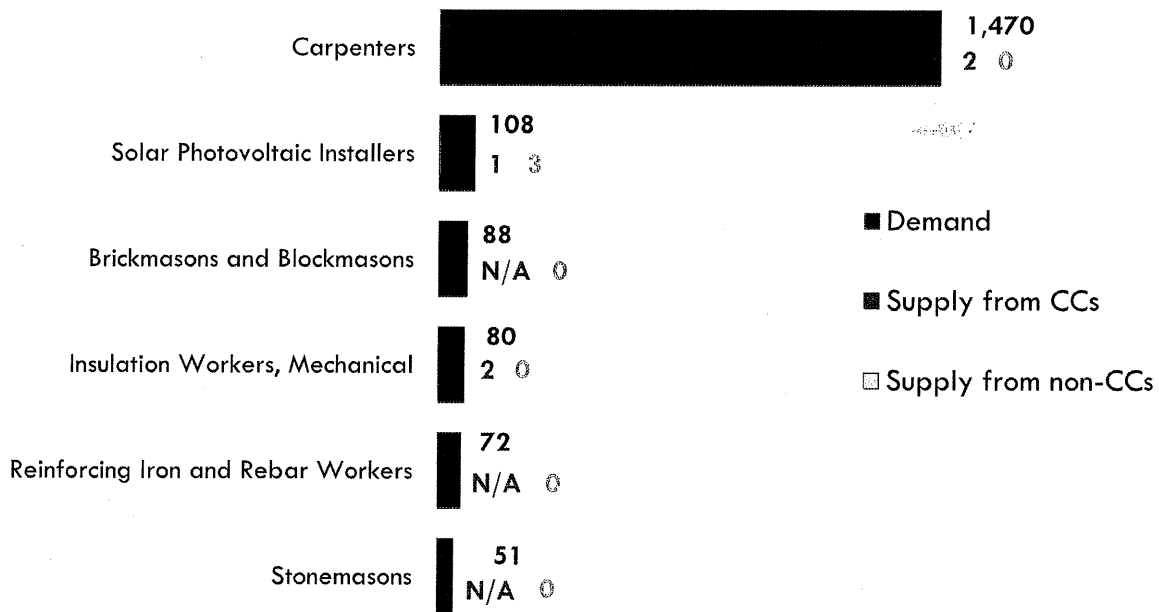
SOC Code	SOC (Occupational) Title	Demand (Annual Openings)	Entry-Level Wage (25 th Percentile)	Median Wage
47-2111	Electricians	1,178	\$17.93	\$26.22
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	1,044	\$26.88	\$36.62
47-2152	Plumbers, Pipefitters, and Steamfitters	955	\$17.52	\$24.89
11-9021	Construction Managers	543	\$20.89	\$41.93
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	418	\$17.57	\$23.85
47-2073	Operating Engineers and Other Construction Equipment Operators	320	\$26.93	\$36.64
17-3011	Architectural and Civil Drafters	174	\$22.65	\$27.92
47-4011	Construction and Building Inspectors	135	\$32.54	\$39.80
47-2121	Glaziers	131	\$20.70	\$27.48

ENERGY, CONSTRUCTION, AND UTILITIES MIDDLE-SKILL JOBS WITH ENTRY-LEVEL WAGES BELOW CALIFORNIA FAMILY NEEDS CALCULATOR

While it is important to understand which top middle-skill jobs have opportunities for increased program supply, it is also important to consider middle-skill occupations that have entry-level wages below the California Family Needs Calculator, but median wages above it. Since wages generally increase with additional experience and training, students could potentially earn self-sustaining wages with additional apprenticeship or work-based learning opportunities.

As seen in Exhibit 3, middle-skill Energy, Construction, and Utilities jobs with entry-level wages below the California Family Needs Calculator have a significant number of annual job openings (labor market demand).

Exhibit 3. Energy, Construction and Utilities Middle-Skill Jobs with Entry-Level Wages Below the California Family Needs Calculator in Orange County: Labor Market Demand vs. Program Supply



(Please note: N/A indicates that no community college program reported awards for this occupation or no community college program is available for this occupation.)

ENERGY, CONSTRUCTION, AND UTILITIES

Demand and Supply Analysis: Orange County

While these occupations have entry-level wages below the California Family Needs Calculator of \$17.39 per hour, occupations such as Carpenters; Solar Photovoltaic Installers; Brickmasons and Blockmasons; and Insulation Workers, Mechanical have median wages higher than the regional living wage as denoted via the gray shading in Exhibit 4.

Exhibit 4. Energy, Construction, and Utilities Middle-Skill Jobs with Entry-Level Earnings Below the California Family Needs Calculator in Orange County: Entry-Level and Median Wages

SOC Code	SOC (Occupational) Title	Demand (Annual Openings)	Entry-Level Wage (25 th Percentile)	Median Wage
47-2031	Carpenters	1,470	\$14.75	\$21.72
47-2231	Solar Photovoltaic Installers	108	\$16.86	\$19.38
47-2021	Brickmasons and Blockmasons	88	\$16.10	\$23.75
47-2132	Insulation Workers, Mechanical	80	\$16.80	\$23.44
47-2171	Reinforcing Iron and Rebar Workers	72	\$14.44	\$16.47
47-2022	Stonemasons	51	\$13.52	\$15.02

FOCUS GROUP INSIGHTS

Low Completion Numbers

According to the demand and supply exhibits in this brief, the community colleges in Orange County are undersupplying for both top middle-skill jobs and jobs that have entry-level wages below the regional living wage, but median wages above the regional living wage. According to the CCCCO's dashboard tool, LaunchBoard³, 7,953 (unduplicated) students took one or more courses in Energy, Construction, and Utilities programs in the 2016-17 program year in Orange County. However, in that same year, only 296 students earned a certificate or degree. Focus group participants explained that several students enroll in one or two courses to gain a skill, but do not complete the program. Some reasons that students do not complete the program is because they are "skills-builders" that have gained specific skills and do not need a degree or certificate to find employment, are currently working and go back to their current job after gaining skills, or because employers are hiring at a fast pace and it is easy for students to find a job. One faculty member suggested that, if students do not need to complete an existing full certificate to gain employment, some programs could be truncated to help improve completion and/or moved to noncredit.

*"Right now, any CTE program is on the table to go to noncredit."
– Saddleback College Administrator*

Faculty members noted that it is difficult to track these students after they leave. Additionally, faculty members said that colleges generally do not have good metrics on non-completers. Colleges could consider using the CTE Outcomes Survey (CTEOS) to help track outcomes for non-completers and skills-builders.

Noncredit Programs

Faculty and administrators said that low completion numbers could also be because noncredit awards are not being consistently reported for all Orange County colleges. If colleges are not reporting their noncredit awards, data for noncredit programs will not be included in Data Mart, LaunchBoard, or the COE's supply table. One administrator noted that the dollar per career development/college preparatory (CDCP) FTES for noncredit has increased and is now the same as it is for credit, so it is particularly important for colleges to look into their noncredit data and make sure it is being reported correctly.

³ calpassplus.org/Launchboard/Community-College-Pipeline.aspx

FOCUS GROUP INSIGHTS – THE BIG PICTURE

Focus group participants addressed other issues and challenges that cannot be captured by traditional labor market information and provided insight on the tactics colleges and employers are currently using to address supply gaps in the Energy, Construction, and Utilities sector.

How Employers are Filling Supply Gaps

According to focus group participants, employers are primarily relying on apprenticeships and poaching from other companies to fill supply gaps. Companies are also adding additional workload to their current workforce in order to meet production goals. Faculty members also noted that companies sometimes attend college career fairs or will reach out directly to colleges to find workers.

“We’re hearing that employers are having a hard time filling positions. [Employers say] A lot of times it’s just a situation of ‘post and pray.’”

– Statewide Director for Employer Engagement

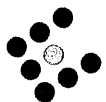
Creative Ways Community Colleges are Offering Programs

Focus group participants discussed several creative ways they are offering programs and some of the challenges they face when developing new ways to offer programs:

- The regional director for employer engagement and faculty noted that compressed schedules for eight weeks or during the four-week intersession work well for students.
- Fullerton College has created articulation agreements with the K-12 system within the North Orange County Community College District so that high school academy students can earn college units while in high school. It may be of interest to note that according to LaunchBoard, the Energy, Construction, and Utilities sector has the lowest percentage of students that are age 19 or younger (13%) across all priority and emerging sectors in Orange County. These efforts could help increase the number of young students taking courses in this sector.
- The regional director for employer engagement has been working with six community colleges throughout Orange County to create a collaborative Industrial Automation program. Articulation agreements will be developed so students will be able to take a sequence of core courses at any participating college in the region, then take specialty courses at another college, if they desire.
- One faculty member said that they are exploring simulations as an alternative to expensive training equipment. However, focus group participants agreed that there is no consensus from employers on whether or not simulation is an adequate form of training.

Challenges in Expanding Programs

Focus group participants identified several challenges to expanding programs in the Energy, Construction, and Utilities sector. Many of these challenges, including the lack of dedicated lab space, difficulty hiring faculty and staff, and high costs for equipment, cut across all sectors. However, a unique challenge for this sector is the difficulty in finding Heating, Ventilation, and Air Conditioning (HVAC) faculty members as well recruiting faculty that have sector-specific required industry certifications or credentials. One administrator noted that they are having difficulty finding construction safety instructors because candidates do not have OSHA 30 certification.



KEY FINDINGS: ENERGY, CONSTRUCTION, AND UTILITIES

Based on the demand and supply data, as well as the focus group insights analyzed in this brief, the COE identified the following key research findings and recommendations:

Demand and Supply

6,767

annual job openings
(labor market demand)

702

average annual program awards
(labor market supply)

6,065

supply gap (number of
awards needed to close the gap)

Focus Group Key Findings and Recommendations

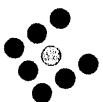
Key Finding	Recommendation
<p>1. Energy, Construction, and Utilities skills are transferable and not necessarily exclusive to a particular occupation: Skills taught in Energy, Construction, and Utilities courses and programs are transferable to other sectors such as Advanced Manufacturing. Technology is blending these two sectors together and students can become employable in either sector with the right knowledge, skills, and abilities.</p>	<p>1. Faculty and the Regional Directors for Employer Engagement in Energy, Construction, and Utilities and Advanced Manufacturing could work with each other to develop cross-sector training programs that provides students with a diverse skill set that can be applied towards occupations in both sectors.</p>
<p>2. Thousands of students take Energy, Construction, and Utilities courses, but few complete a degree or certificate. Tracking outcomes for non-completers is difficult: In the 2016-17 academic year, 7,953 students took at least one Energy, Construction, and Utilities course, but only 296 students completed a degree or certificate. Several students enroll in one or two courses to gain a skill, but do not complete the program. Some reasons that students do not complete the program is because they are “skills-builders” that have gained specific skills and do not need a degree or certificate to find employment, are currently working and go back to their current job after gaining skills, or because employers are hiring at a fast pace and it is easy for students to find a job.</p>	<p>2. To increase completion numbers in Energy, Construction, and Utilities programs, faculty, deans, and the Regional Director for Employer Engagement should review program curriculum and identify programs that may be overdesigned. These are programs that offer more courses than what may be needed in the labor market, creating long-term programs that could actually be shortened by offering fewer courses/credits yet still prepare students for companies’ needs. In order to track outcomes for students that do not complete programs, colleges should consider using the CTE Outcomes Survey (CTEOS) to better understand why students do not complete programs, their employment status, and their change in earnings after taking community college courses.</p>

Key Finding

3. **Noncredit awards for Energy, Construction, and Utilities programs are not consistently reported:** One of the reasons for low completion numbers could be a result of inconsistent noncredit program reporting. If colleges are not reporting their noncredit awards, data for these programs will not be included in the supply numbers or be counted in the Strong Workforce Program (SWP) metrics. Additionally, enhanced noncredit has been increased and is now funded the same as it is for credit, so it is particularly important for colleges to look into their noncredit data and make sure it is being reported correctly.
4. **Across all priority and emerging sectors, this sector has the lowest percentage of students that are age 19 or younger:** Only 13% of students enrolled in Energy, Construction, and Utilities are recent high school graduates.
5. **Knowledge, Skills, and Abilities (KSAs) for the sector have not been validated by employers:** The OC Sector Analysis Project brief examines job gaps but does not explore the specific KSAs taught at the colleges and compare them to the labor market's demand for Energy, Construction, and Utilities KSAs.

Recommendation

3. To better understand noncredit reporting, faculty and administrators could work with their Institutional Effectiveness/Research offices to see how noncredit information is collected locally and reported to the CCCC. More accurate reporting could increase both the sector metrics and the amount of funding colleges receive while also helping the COE more accurately measure supply for each occupation.
4. Colleges could explore partnerships with the K-12 system and targeted marketing efforts to attract younger students to enroll in programs that will train them for in-demand, high wage jobs. Dual enrollment agreements would allow high school students to earn college credit and help colleges create a K-12-to-community college-pipeline.
5. To determine if the region's community colleges are training for the right KSAs, the Energy, Construction, and Utilities Regional Director for Employer Engagement should convene employers in a "regional advisory group" where employers can review program KSAs, provide feedback, and validate the KSAs' current relevance and demand in the labor market.



APPENDIX A: METHODOLOGY AND ENERGY, CONSTRUCTION, AND UTILITIES DATA DEFINITIONS

The Centers of Excellence for Labor Market Research (COE) prepared this report by analyzing data from occupations and education programs. Occupational data is derived from Emsi, a software program that consolidates data from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS), and other government agencies. Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

The California Community Colleges (CCC) define “sectors” by TOP codes. To determine what occupations should be analyzed in this brief, the COE first reviewed the TOP codes associated with the sector and then matched them with the SOC codes. According to the CCC, the following six-digit TOP codes define the Energy, Construction, and Utilities sector:

TOP6 Program Name	TOP6 Code
Architectural Drafting	0953.10
Architecture and Architectural Technology	0201.00
Carpentry	0952.10
Civil and Construction Management Technology	0957.00
Civil Drafting	0953.20
Construction Crafts Technology	0952.00
Construction Inspection	0957.20
Drafting Technology	0953.00
Drywall and Insulation	0952.80
Electrical	0952.20
Electrical Systems and Power Transmission	0934.40
Electro-Mechanical Technology	0935.00
Energy Systems Technology	0946.10
Environmental Control Technology	0946.00
Glazing	0952.40
Masonry, Tile, Cement, Lath and Plaster	0952.60
Mill and Cabinet Work	0952.50
Other Architecture and Environmental Design	0299.00
Painting, Decorating, and Flooring	0952.70
Plumbing, Pipefitting and Steamfitting	0952.30
Public Works	2102.10
Roofing	0952.90
Sheet Metal and Structural Metal	0956.40
Water and Wastewater Technology	0958.00

ENERGY, CONSTRUCTION, AND UTILITIES

Demand and Supply Analysis: Orange County

Using a TOP-SOC crosswalk, the COE then identified middle-skill jobs for which programs within these TOP codes train. The COE examined more than 850 occupational codes from the Standard Occupational Classification (SOC)⁴ system and identified approximately 300 occupational codes as middle-skill jobs.

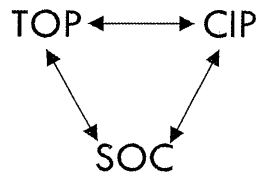
Middle-skill jobs include:

- All occupations that require an educational requirement of some college, associate degree or apprenticeship;
- All occupations that require a bachelor's degree, but also have more than one-third of their existing labor force with an educational attainment of some college or associate degree; or
- All occupations that require a high school diploma or equivalent or no formal education, but also require short- to long-term on-the-job training where multiple community colleges have existing programs.

For this study, the COE analyzed occupations with a labor market demand of at least 50 annual job openings. (For comparison, the average and median demand for an occupation in Orange County is 307 and 63 annual job openings, respectively.)⁵ The number of annual job openings estimates employment change and turnover for an occupation each year between 2018 and 2023. Annual job openings include:

- **Job Growth:** An employer experiences increased demand for products and hires new employees to increase production. If job growth is zero or negative, then any and all openings are due to replacement needs.
- **Replacement Needs:** An employer hires replacement workers for employees who leave the workforce or change occupations. Replacement rates are derived from national 10-year, occupation-specific percentages published by the U.S. BLS's Employment Projections program.

The COE then cross-referenced the SOC codes with CIP and TOP codes to compare labor market demand with program supply. The following diagram illustrates this process:



The COE determined labor market supply for an occupation or SOC code by analyzing the number of program completers or awards in a related TOP or CIP code. The COE developed a "supply table" with this information, which is the source of the program supply data for this report. TOP data comes from the California Community Colleges Chancellor's Office (CCCCO) MIS Data Mart (datamart.cccco.edu) and CIP data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS. TOP is a system of numerical codes used at the state level to collect and report information on California community college programs and courses throughout the state that have similar outcomes. CIP codes are a taxonomy of academic disciplines at institutions of higher education in the United States and Canada. Institutions outside of the California community college system do not use TOP codes in their reporting systems.

Because a TOP/CIP code may train for more than one occupation, simply aggregating all supply from all related codes may overestimate supply for an occupation. Therefore, the COE de-duplicated TOP codes that trained for more than one occupation to avoid counting the program supply more than once. Doing so provides a more accurate representation of the supply gaps in the region by occupation. This information can be seen in the demand and supply tables in Appendix C of this study.

⁴ SOC is a federal statistical standard used by EDD, BLS and other federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

⁵ Emsi Data set 2019.2. QCEW Employees + Non-QCEW + Self-Employed. 2018-2023.

Qualitative Methodology

An integral aspect of the Orange County Sector Analysis Project was the qualitative data collected during the project's focus groups. In May 2019, the COE created an advisory group comprised of the Orange County Regional Consortium Director as well as five CTE deans and directors that represented the four community college districts in Orange County. The advisory group created a process and timeline for inviting faculty and administrators to participate in focus groups to better understand where programs exist or do not exist to fill supply gaps and discuss how Orange County's community colleges could close the supply gaps for the county's eight priority and emerging sectors.

To create the invite list of faculty and administrators, Regional Directors for Employer Engagement and career education deans at each college were asked to identify faculty and administrators that could represent their respective colleges in the sector-specific focus groups. Once this list was compiled, the career education deans invited faculty and administrators to express their interest in participating in a focus group via email. The email introduced the COE, provided an overview of the Orange County Sector Analysis Project, described the goals of the focus groups, and informed faculty that they would be compensated for their participation, and that lunch would be provided for all participants. All those that stated their interest were then connected with the COE who managed the focus groups scheduling and details.

In order to be as inclusive as possible, 12 focus groups were scheduled for the eight sectors – four sectors had one focus group each and four sectors had two focus groups each, during a three-week period from July to August 2019. All focus groups participants received a confirmation email before the event that included the focus group agenda, their sector-specific draft brief, and a pre-assignment with questions based off of the information contained in the draft sector briefs. Focus group participants were instructed to complete and bring the pre-assignment to the convening so that they were prepared to discuss the data, the challenges they face in their programs, and strategies to close supply gaps. Each focus group was recorded, with permission of the participants, by the COE solely for transcription purposes.

The COE conducted no more than two focus group sessions per day. During the focus groups the Orange County Sector Analysis Project was explained and then the information contained in the draft sector briefs was presented in detail. Participants were encouraged to ask questions and engage in dialogue throughout the entire focus group session. The COE took notes of each discussion as well as recorded the sessions, with permission of the participants and solely for transcription purposes.

Following the conclusion of the focus groups, the COE compiled the audio files, transcripts, notes, and pre-assignments to conduct a qualitative analysis of the themes for each focus group and to identify commonalities across multiple focus groups. The findings from this analysis have been highlighted throughout this report in the "Focus Group Insight" sections.

APPENDIX B: DEFINITIONS FOR ENERGY, CONSTRUCTION, AND UTILITIES MIDDLE-SKILL JOBS

The following definitions and sample job titles for each occupation are derived from O*NET, the nation's primary source of occupational information. The O*NET database contains hundreds of standardized and occupation-specific descriptors on nearly 1,000 occupations. O*NET is developed and sponsored by the U.S. Department of Labor⁶

Architectural and Civil Drafters (SOC 17-3011): Prepare detailed drawings of architectural and structural features of buildings or drawings and topographical relief maps used in civil engineering projects, such as highways, bridges, and public works. Use knowledge of building materials, engineering practices, and mathematics to complete drawings. Sample job titles include:

- Architectural Technician
- Intern Architect
- Drafting Technician
- Computer-Aided Drafting and Design Operator

Brickmasons and Blockmasons (SOC 47-2021): Lay and bind building materials, such as brick, structural tile, concrete block, cinder block, glass block, and terra-cotta block, with mortar and other substances to construct or repair walls, partitions, arches, sewers, and other structures. Sample job titles include:

- Mason
- Bricklayer
- Block Layer
- Masonry Installer
- Concrete Finisher
- Brick and Block Mason

Carpenters (SOC 47-2031): Construct, erect, install, or repair structures and fixtures made of wood, such as concrete forms; building frameworks, including partitions, joists, studding, and rafters; and wood stairways, window and door frames, and hardwood floors. May also install cabinets, siding, drywall and batt or roll insulation. Includes brattice builders who build doors or brattices (ventilation walls or partitions) in underground passageways. Sample job titles include:

- Framer
- Production Worker
- Construction Worker
- Bridge Carpenter
- Form Carpenter
- Rough Carpenter

Construction and Building Inspectors (SOC 47-4011): Inspect structures using engineering skills to determine structural soundness and compliance with specifications, building codes, and other regulations. Inspections may be general in nature or may be limited to a specific area, such as electrical systems or plumbing. Sample job titles include:

- Plumbing Inspector
- Home Inspector
- Elevator Inspector
- Construction Inspector
- Building Inspector
- Construction Materials Testing Technician

Construction Managers (SOC 11-9021): Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing. Sample job titles include:

- Construction Superintendent
- General Contractor
- Construction Area Manager
- Senior Site Manager
- Project Superintendent
- Construction Foreman

⁶ <https://www.onetonline.org/>

ENERGY, CONSTRUCTION, AND UTILITIES

Demand and Supply Analysis: Orange County

Electricians (SOC 47-2111): Install, maintain, and repair electrical wiring, equipment, and fixtures. Ensure that work is in accordance with relevant codes. May install or service street lights, intercom systems, or electrical control systems. Sample job titles include:

- Maintenance Electrician
- Industrial Electrician
- Control Electrician
- Qualified Craft Worker, Electrician
- Mechanical Trades Specialist, Electrician
- Inside Wireman

First-Line Supervisors of Construction Trades and Extraction Workers (SOC 47-1011): Directly supervise and coordinate activities of construction or extraction workers. Sample job title includes:

- Construction Supervisor
- Field Supervisor
- Working Supervisor
- Welding Foreman
- Solar Installation Manager
- Residential Field Manager

Glaziers (SOC 47-2121): Install glass in windows, skylights, store fronts, and display cases, or on surfaces, such as building fronts, interior walls, ceilings, and tabletops. Sample job titles include:

- Glass Installer
- Commercial Glazier
- Glass Technician
- Automobile Glass Technician

Heating, Air Conditioning, and Refrigeration Mechanics and Installers (SOC 49-9021): Install or repair heating, central air conditioning, or refrigeration systems, including oil burners, hot-air furnaces, and heating stoves. Sample job titles include:

- Refrigeration Mechanic
- Systems Mechanic
- Service Technician
- Maintenance Mechanic
- Refrigeration Technician
- Transportation Refrigeration Technician

Insulation Workers, Mechanical (SOC 47-2132): Apply insulating materials to pipes or ductwork, or other mechanical systems in order to help control and maintain temperature. Sample job titles include:

- Pipe Coverer
- Sheet Metal Insulator
- Heat and Frost Insulator
- Scaffold Builder
- Mechanical Insulator
- Insulation Installer

Operating Engineers and Other Construction Equipment Operators (SOC 47-2073): Operate one or several types of power construction equipment, such as motor graders, bulldozers, scrapers, compressors, pumps, derricks, shovels, tractors, or front-end loaders to excavate, move, and grade earth, erect structures, or pour concrete or other hard surface pavement. May repair and maintain equipment in addition to other duties. Sample job titles include:

- Scraper Operator
- Motor Grader Operator
- Loader Operator
- Excavator Operator
- Heavy Equipment Operator
- Roller Operator

Plumbers, Pipefitters, and Steamfitters (SOC 47-2152): Assemble, install, alter, and repair pipelines or pipe systems that carry water, steam, air, or other liquids or gases. May install heating and cooling equipment and mechanical control systems. Includes sprinkler fitters. Sample job titles include:

- Sprinkler Fitter
- Pipe Fitter
- Steamfitter
- Service Plumber
- Residential Plumber
- Plumbing and Heating Mechanic

ENERGY, CONSTRUCTION, AND UTILITIES

Demand and Supply Analysis: Orange County

Reinforcing Iron and Rebar Workers (SOC 47-2171): Position and secure steel bars or mesh in concrete forms in order to reinforce concrete. Use a variety of fasteners, rod-bending machines, blowtorches, and hand tools. Includes rod busters. Sample job titles include:

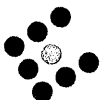
- Rodbuster
- Steel Tier
- Ironworker Foreman
- Ironworker
- Rodman
- Field Ironworker

Solar Photovoltaic Installers (SOC 47-2231): Assemble, install, or maintain solar photovoltaic (PV) systems on roofs or other structures in compliance with site assessment and schematics. May include measuring, cutting, assembling, and bolting structural framing and solar modules. May perform minor electrical work such as current checks. Sample job titles include:

- Photovoltaic Installer
- Solar Technician
- Solar Tech
- Solar Installer Technician
- Solar Designer/Installer
- PV Installer Tech

Stonemasons (SOC 47-2022): Build stone structures, such as piers, walls, and abutments. Lay walks, curbstones, or special types of masonry for vats, tanks, and floors. Sample job titles include:

- Stone Setter
- Tile Setter
- Stone Repairer
- Stone Paver
- Monument Setter



APPENDIX C: ENERGY, CONSTRUCTION, AND UTILITIES DEMAND AND SUPPLY DATA

The following tables compare labor market demand and program supply by occupation. Because a TOP/CIP code may train for more than one occupation, simply aggregating all supply from all related codes may overestimate supply for that occupation. Therefore, the COE de-duplicated TOP codes that train for more than one occupation to avoid counting program supply more than once. This de-duplication process is denoted by the "Accounted for Above" statements in the tables on the following pages.

Additionally, the COE reviewed program data from the LaunchBoard⁷ and the statewide COE Supply Table⁸ and identified conflicting information. For certain occupations, LaunchBoard indicates that a college has a program for that occupation, but the COE Supply Table does not show program data for that college, and vice versa. These discrepancies are marked with the following:

- + The COE Supply Table indicates that this college supplies awards for this TOP code, but this college is not listed in the LaunchBoard
- * LaunchBoard indicates that this college/school supplies awards for this TOP code, but this college is not listed in COE Supply Table

The demand and supply tables in the following pages have three categories:

1. **Supply Gap** – If Average Annual Openings exceed Average Annual Awards by more than 25 percent, then the cell is shaded in light green.
2. **Supply Met** – If Average Annual Openings is within 25 percent +/- of Average Annual Awards, then the cell is shaded in light blue.
3. **Oversupply** – If Average Annual Openings exceed the Average Annual Awards by more than 25 percent, then the cell is shaded in red.

⁷ calpassplus.org/LaunchBoard/Home.aspx

⁸ coecc.net/COE/media/SupplyandDemandPageDocuments/Supply-2014-17_Feb-2018.xlsm

ENERGY, CONSTRUCTION, AND UTILITIES

Demand and Supply Analysis: Orange County

DEMAND AND SUPPLY DATA FOR TOP ENERGY, CONSTRUCTION, AND UTILITIES MIDDLE-SKILL JOBS IN ORANGE COUNTY

+ The COE Supply Table indicates that this college/school supplies awards for this TOP code, but this college is not listed in the LaunchBoard
 * LaunchBoard indicates that this college/school supplies awards for this TOP code, but this college is not listed in COE Supply Table
 ~ Noncredit awards
 ^ North Orange Continuing Education is also known as North Orange Adult in the California Community Colleges Chancellor's Office Management Information System

OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS (2018-23)	SUPPLY GAP/ SUPPLY MET/ OVERSUPPLY	AVERAGE ANNUAL AWARDS (2015-17)	TOP6 TITLE	TOP6 OR CIP	COLLEGE	COLLEGE SUPPLY (3-YR AVG)
Electricians	1,178	Supply Gap	267	Electrical	0952.20	Irvine	5
						Santiago Canyon	25
						North Orange Adult~^	10
						Orange Coast*	0
						InterCoast Colleges-Anaheim	10
First-Line Supervisors of Construction Trades and Extraction Workers	1,044	Supply Gap	95	Construction Crafts Technology	0952.00	InterCoast Colleges-Roseville	4
						Southern California Institute of Technology	213
						Fullerton	7
						Orange Coast	40
						Santa Ana+~	10
						North Orange Adult~^	0
						Santiago Canyon*	0
						Coastline	16
						Fullerton+	5
						Saddleback	3
Orange Coast*	0						
Santiago Canyon*	0						
Plumbers, Pipefitters, and Steamfitters	955	Supply Gap	0	Public Works Plumbing, Pipefitting and Steamfitting	2102.10	Santiago Canyon	14
						Orange Coast*	0
						0952.30	0

ENERGY, CONSTRUCTION, AND UTILITIES

Demand and Supply Analysis: Orange County

OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS (2018-23)	SUPPLY GAP/ SUPPLY MET/ OVERSUPPLY	AVERAGE ANNUAL AWARDS (2015-17)	TOP6 TITLE	TOP6 OR CIP	COLLEGE	COLLEGE SUPPLY (3-YR AVG)
Construction Managers	543	Supply Gap	24	Business and Commerce, General	0501.00	Coastline	1
						Golden West	2
						Orange Coast	4
						Saddleback	11
						Santa Ana*	0
						Santiago Canyon*	0
						Fullerton*	0
						North Orange Adult*	0
						Argosy University-Orange County	1
						Fullerton	5
						Orange Coast*	0
Santa Ana*	0						
Santiago Canyon*	0						
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	418	Supply Gap	172	Civil and Construction Management Technology	0957.00	Cypress	87
						Orange Coast	41
						Brownson Technical School	13
Operating Engineers and Other Construction Equipment Operators	320	Supply Gap	21	Heavy Equipment Operation	0947.30	InterCoast Colleges-Anaheim	26
						InterCoast Colleges-Roseville	5
						Santiago Canyon	21

ENERGY, CONSTRUCTION, AND UTILITIES

Demand and Supply Analysis: Orange County

OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS (2018-23)	SUPPLY GAP/ SUPPLY MET/ OVERSUPPLY	AVERAGE ANNUAL AWARDS (2015-17)	TOP6 TITLE	TOP6 OR CIP	COLLEGE	COLLEGE SUPPLY (3-YR AVG)					
Architectural and Civil Drafters	174	Supply Gap	115	Architecture and Architectural Technology	0201.00	Fullerton	8					
						Orange Coast	45					
				Drafting Technology	0953.00	Saddleback	Saddleback	8	Fullerton	7		
											Golden West	17
											Irvine	3
											Saddleback	1
											Santa Ana	19
											Santa Ana	6
											Irvine*	0
											Irvine+	1
Construction and Building Inspectors	135	Supply Gap	0	Construction Inspection	0957.20	Already Accounted For	0					
Glaziers	131	Supply Gap	0	Glazing	0952.40	No Programs	0					

ENERGY, CONSTRUCTION, AND UTILITIES
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DEMAND AND SUPPLY DATA FOR ENERGY, CONSTRUCTION, AND UTILITIES MIDDLE-SKILL JOBS WITH ENTRY-LEVEL WAGES BELOW CALIFORNIA FAMILY NEEDS CALCULATOR IN ORANGE COUNTY

+The COE Supply Table indicates that this college/school supplies awards for this TOP code, but this college is not listed in the LaunchBoard
*LaunchBoard indicates that this college/school supplies awards for this TOP code, but this college is not listed in COE Supply Table

OCCUPATIONAL TITLE	AVERAGE ANNUAL OPENINGS (2018-23)	SUPPLY GAP/ SUPPLY MET/ OVERSUPPLY	AVERAGE ANNUAL AWARDS (2015-17)	TOP6 TITLE	TOP6 OR CIP	COLLEGE	COLLEGE SUPPLY (3-YR AVG)
Carpenters	1470	Supply Gap	2	Carpentry	0952.10	Fullerton+	1
				Mill and Cabinet Work		No Programs	Santiago Canyon
Solar Photovoltaic Installers	108	Supply Gap	4	Energy Systems Technology	0946.10	Golden West	1
				Roofing		Cypress*	0
					CIP 15.0505	Allied American University	3
Brickmasons and Blockmasons	88	Supply Gap	0	Masonry, Tile, Cement, Lath and Plaster	0952.60	No Programs	0
				Insulation Workers, Mechanical		0952.80	Santiago Canyon
Reinforcing Iron and Rebar Workers	72	Supply Gap	0	Sheet Metal and Structural Metal	0956.40	No Programs	0
				Stonemasons		0952.60	No Programs