



RMLA Region 2 Public Community Colleges

Program Demand Gap Analysis:
Economic Overview and
Review of Academic Programs

EXECUTIVE SUMMARY

December 2020

Executive Summary

The RMLA Region 2 has three public, two-year postsecondary educational institutions. These include Baton Rouge Community College (BRCC), Northshore Technical Community College (NTCC), and River Parishes Community College (RPCC). To further their goal of providing the region with well-trained and well-educated residents, the colleges continually pursue improvement in various forms. An up-to-date understanding of the regional economy and the demand for skilled labor is vital to the planning efforts of the colleges as they seek to adapt their program offerings to the requirements of an ever-changing workforce. The colleges partnered with Emsi, a leading provider of labor market data, to complete a program demand gap analysis, which assesses regional job openings against educational program completions.

RECOMMENDATIONS

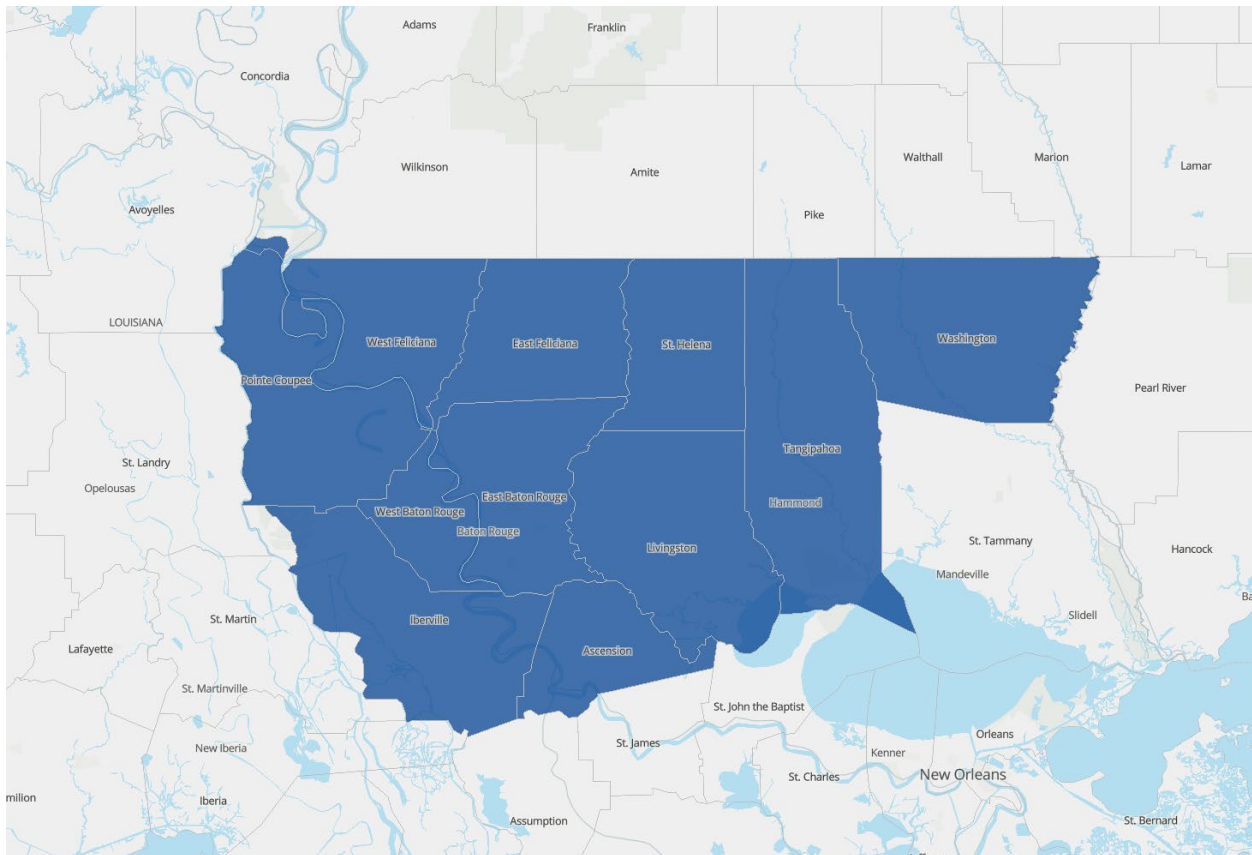
<p>HIGH DEMAND, LOW SUPPLY</p> <p><i>How can we expand these program opportunities?</i></p> <p>Construction Trades, General (CERT)</p> <p>Criminal Justice/Safety Studies (CERT & ASSOC)</p> <p>Accounting Technology/Technician & Bookkeeping (CERT)</p> <p>Industrial Mechanics & Maintenance Technology (ASSOC)</p> <p>Culinary Arts/Chef Training (ASSOC)</p>	<p>HIGH DEMAND, HIGH SUPPLY</p> <p><i>Can we maintain focus on program quality & student success?</i></p> <p>Licensed Practical/Vocational Nurse Training (CERT)</p> <p>Welding Technology/Welder (CERT)</p> <p>Culinary Arts/Chef Training (ASSOC)</p> <p>Computer Science (T-T)</p>
<p>LOW DEMAND, LOW SUPPLY</p> <p><i>Should we discontinue these programs?</i></p> <p>Pipefitting/Pipefitter & Sprinkler Fitter (CERT)</p> <p>Barbering/Barber (CERT)</p> <p>Drafting & Design Technology/Technician, General (T-T)</p>	<p>LOW DEMAND, HIGH SUPPLY</p> <p><i>Are we connecting these programs to opportunities outside the parish?</i></p> <p>Medical/Clinical Assistant (CERT)</p> <p>Drafting & Design Technology/Technician, General (CERT & ASSOC)</p> <p>Industrial Production Technologies/Technicians, Other (CERT & ASSOC)</p>

Source: Emsi program demand gap model.

INTRODUCTION

For purposes of the program demand gap analysis, the colleges serve a region, called the RMLA Region 2, which is comprised of eleven parishes in Louisiana: East Baton Rouge, Ascension, Livingston, Tangipahoa, Iberville, West Baton Rouge, Washington, West Feliciana, East Feliciana, Pointe Coupee, and St. Helena. This report outlines the region's economy and uses the region's average annual projected job openings between 2020 and 2030 as a measurement of labor market demand. When job openings are compared to the region's supply of educational program completions, the analysis determines how well the colleges' program offerings satisfy regional workforce demand. In addition, this report offers recommendations for new program development. In its entirety, the analysis is a starting point for the colleges as they continue to develop programs using data-based decision-making strategies. The following figures and table display key findings of the analyses.

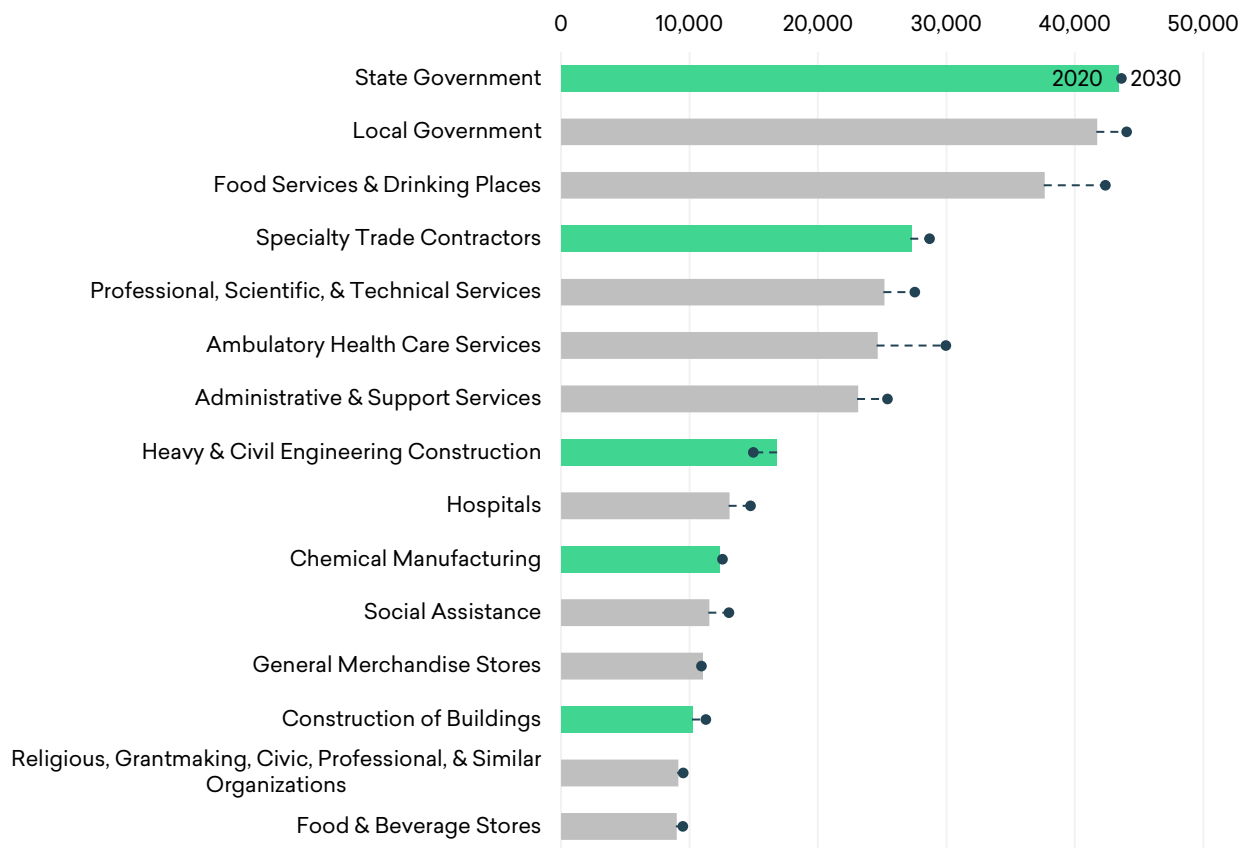
Figure 1: Map of the RMLA Region 2



Source: Emsi Analyst.

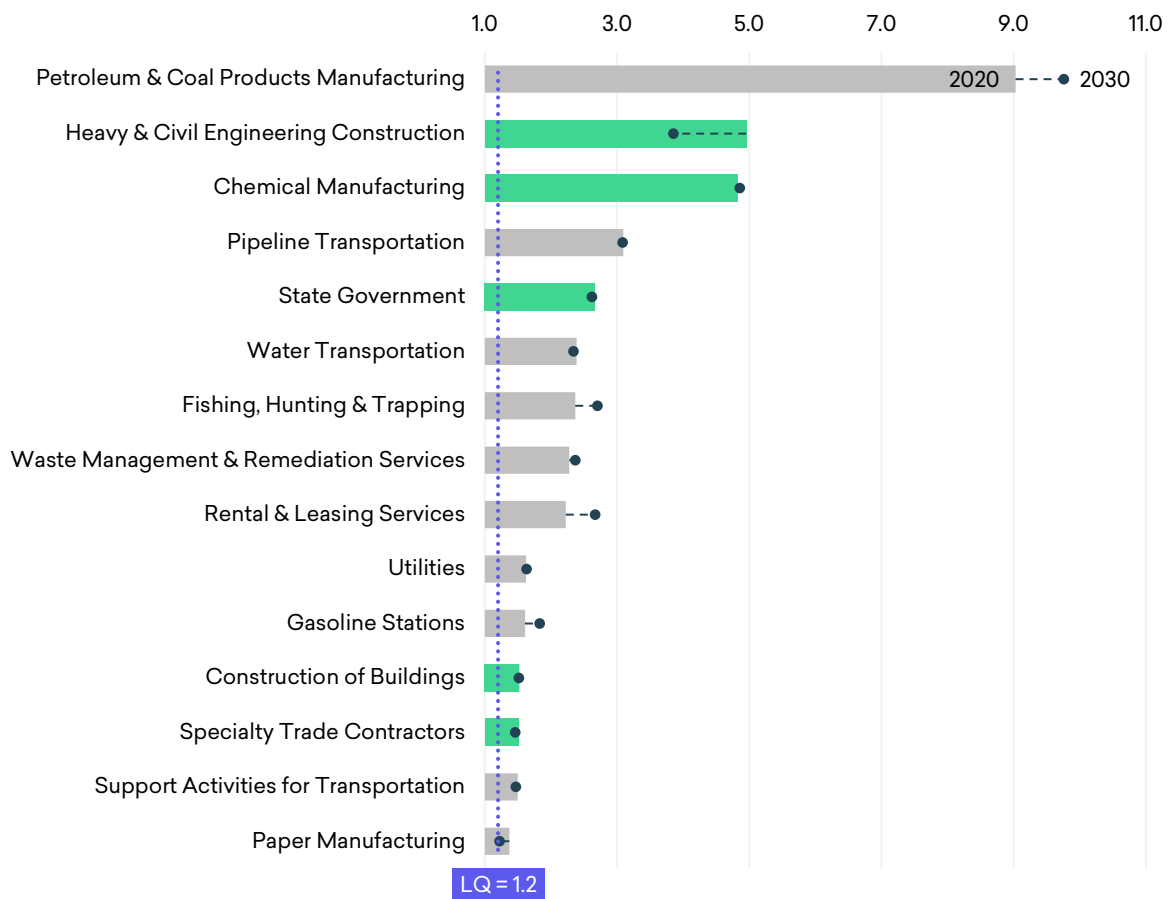
Figure 2 displays the top industry subsectors in terms of employment in the RMLA Region 2, and Figure 3 shows the top industry subsectors in terms of employment concentrations, referred to as location quotients (LQs). High LQs (usually anything greater than 1.2) are an indication that the region has a comparative advantage or specialization in certain industry subsectors relative to the rest of the nation or potentially to other regions.

Figure 2: Top Industry Subsectors in the RMLA Region 2 by Jobs



Source: Employees & Self-Employed 2020.4.

Figure 3: Top Industry Subsectors in the RMLA Region 2 by Employment Concentration (LQ)



Source: Employees & Self-Employed 2020.4.

Note the green bars in the figures. Across all of the RMLA Region 2's industry subsectors, five are within the top 15 in terms of jobs with relatively high LQs. The appearance of these industry subsectors provides an indication of their strength in the region's economy and offers the colleges insight into potential employment opportunities for their students. These industry subsectors, ranked by 2020 jobs, are:

- State Government;
- Specialty Trade Contractors;
- Heavy & Civil Engineering Construction;
- Chemical Manufacturing; and
- Construction of Buildings.

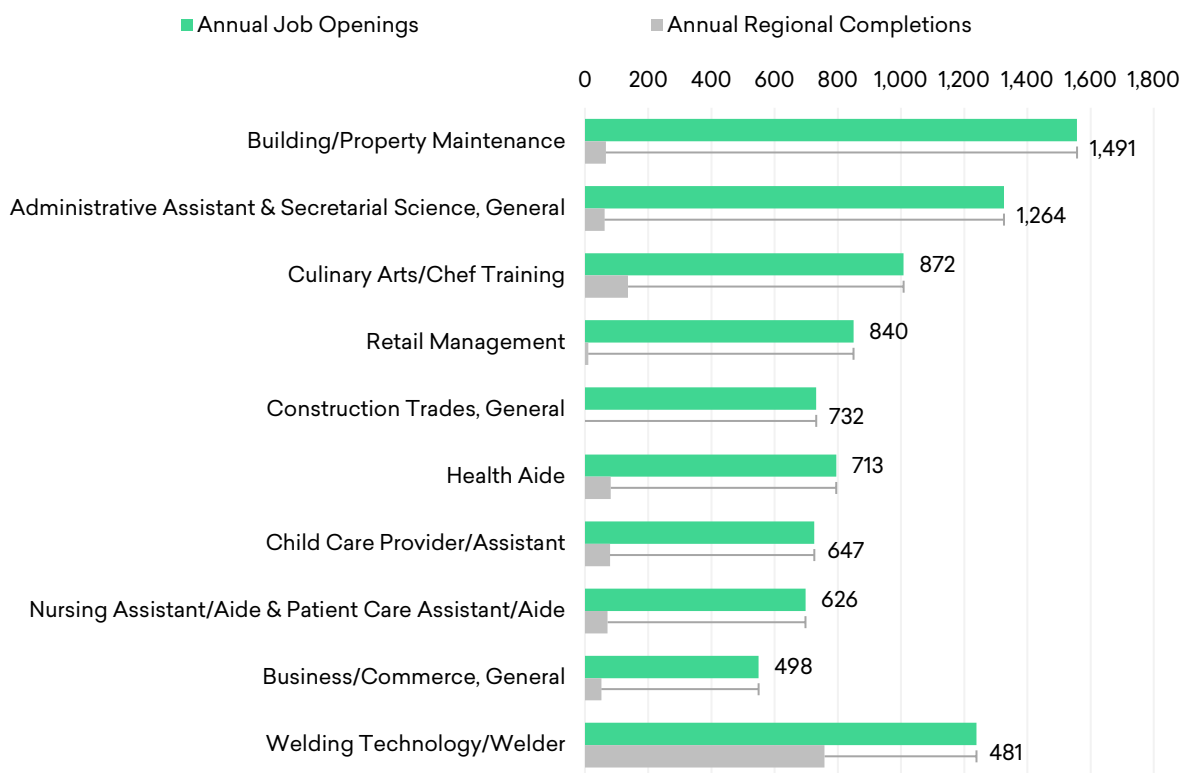


PROGRAM DEMAND GAP ANALYSIS

The program demand gap analysis provides results across all of the colleges' certificate and degree level programs, which have been classified by their formal CIP code.¹ The analysis connects the colleges' program completers with the availability of regional job openings. Furthermore, the analysis focuses on the gaps and surpluses in the programs by award level. A gap or surplus larger than 300 is considered beyond normal labor market fluctuations and therefore an area of consideration for program development.

The colleges offer 46 certificate level programs, 15 of which have a significant gap above the 300-openings level of significance, as shown in Figure 5. Many should be considered for expansion, with more priority given to the programs with a significant gap and high median hourly wage. No programs at this award level have a significant surplus.

Figure 5: Top 10 Certificate Level Gaps



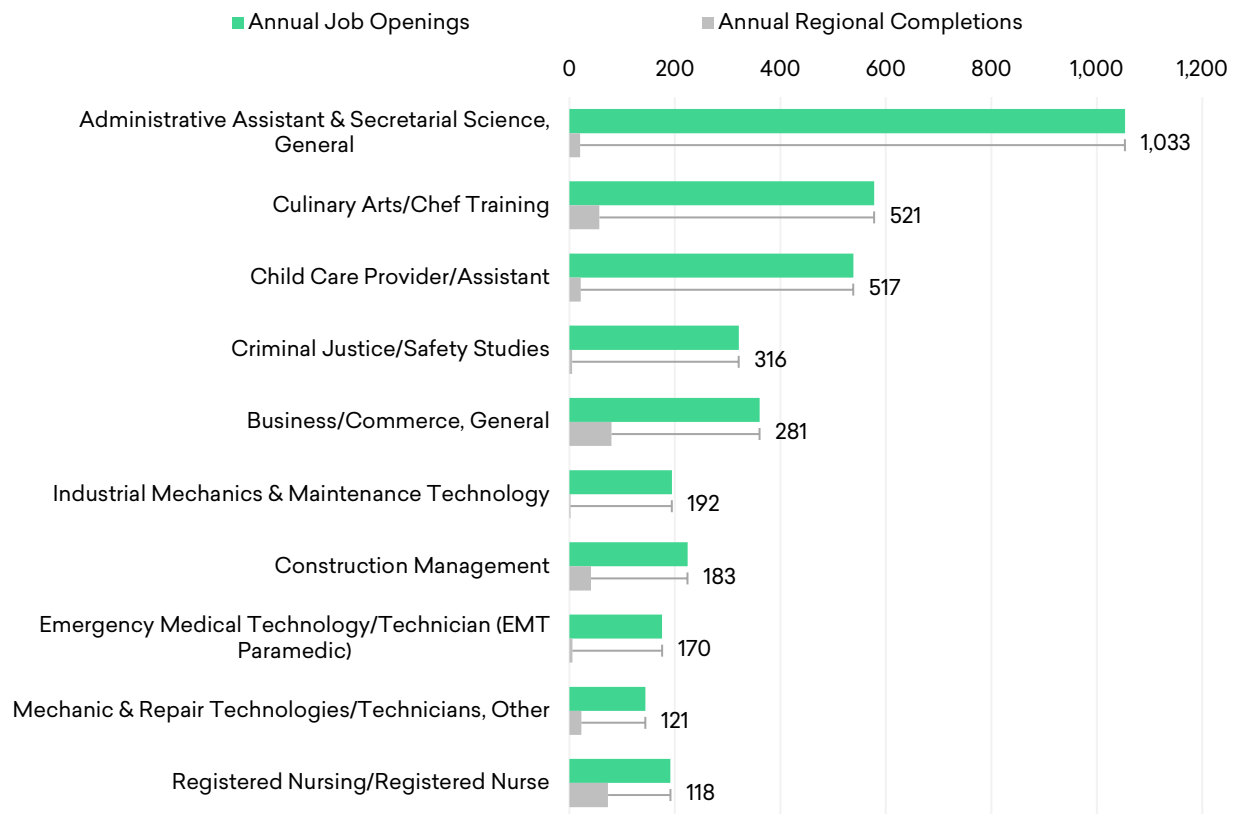
Source: Emsi program demand gap model.

1 CIP refers to the Classification of Instructional Program and was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES).



At the associate degree level, four programs have a significant gap (Figure 6). Several should be considered for expansion, many of which are related to other degree level programs without a significant 300-openings gap. Furthermore, if the associate degree level program is associated with a formal industry-specific certificate, permit, or license required for employment, it is also recommended for expansion.

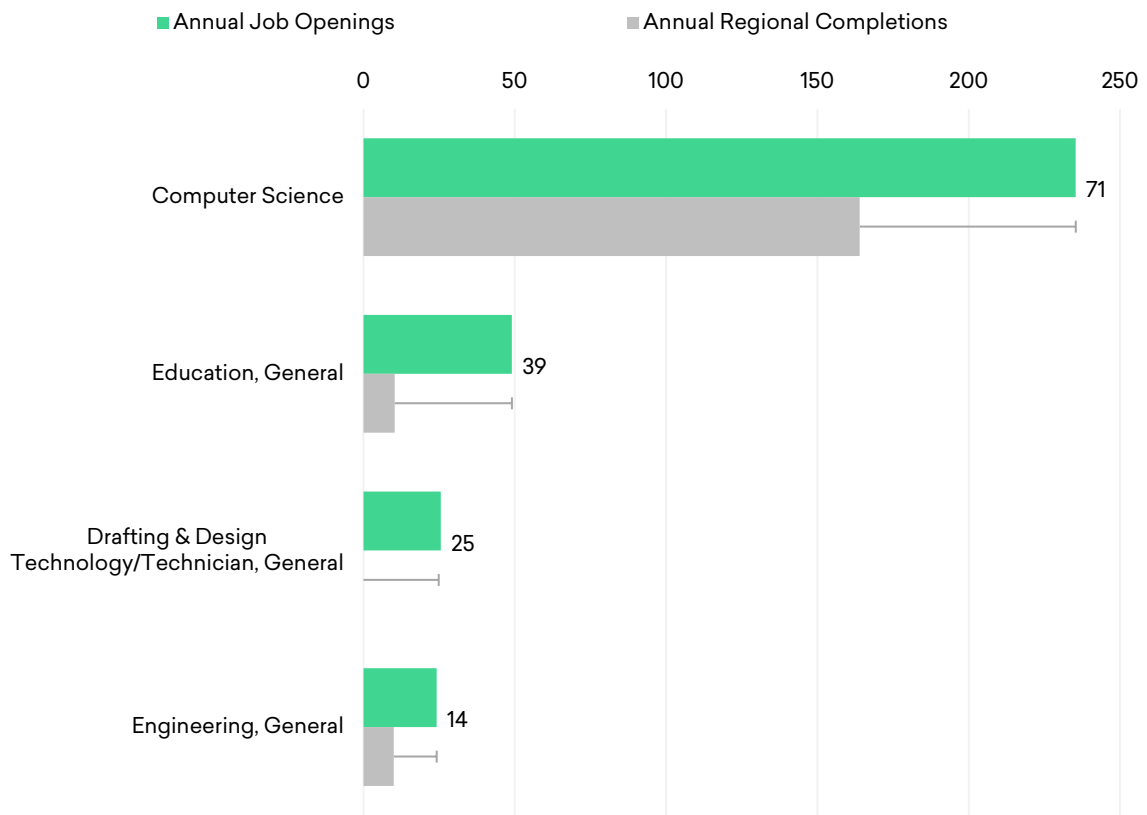
Figure 6: Top 10 Associate Degree Level Gaps



Source: Emsi program demand gap model.

The colleges offer five transfer-track degree programs. In other words, a program completer could readily transfer into a similar bachelor's degree level program at another postsecondary educational institution in the state. Of these programs, none have a significant gap above the 300-openings level of significance, as shown in Figure 7. While there are no significant gaps, some programs could merit expansion given their high median hourly wage. No programs at this award level have a significant surplus.

Figure 7: Transfer-Track Degree Level Gaps



Source: Emsi program demand gap model.

A liberal arts program expansion is not recommended at this time, but the colleges' administrators should be aware that students can find success in a variety of business-related occupations. Using Emsi's Profile Analytics database, many liberal arts program completers are currently employed as retail salespersons, administrative assistants, and customer service representatives, as well as a variety of managers and supervisors. These occupations have a considerable number of job openings in the RMLA Region 2. The colleges' liberal arts programs, therefore, serve as a starting point to students' career goals beyond an associate degree level of education.

PROGRAM ADDITIONS

Fifty certificate level programmatic areas of opportunity have been identified in the program demand gap analysis, many of which are related to production occupations. At the associate degree level, there are fewer opportunities for new programs, considering the colleges' current offerings. Nonetheless, the colleges should consider new programs related to

healthcare practitioners & technical occupations, whether their focus is on job openings in the RMLA Region 2 or Louisiana. Another 43 programmatic areas of opportunity were identified at the transfer-track degree level, many of which are related to business & financial operations occupations, a demand which the colleges could establish or adjust existing transfer-track degrees to meet. For all award levels, many program additions are related to the colleges' current program offerings, which indicates an opportunity for a curriculum adjustment to better align with the region's current and projected labor market demand. A selection of these occupations, which have the most regional job openings by award level, appear in Table 1.

Table 1: Program Additions by Education Level

SOC TITLE	2020 JOBS	ANNUAL JOB OPENINGS	ANNUAL COMPL.	GAP	MEDIAN HOURLY WAGE	ED. LEVEL
Heavy and Tractor-Trailer Truck Drivers	4,884	459	70	388	\$19.68	CERT
Operating Engineers and Other Construction Equipment Operators	2,602	240	0	240	\$23.35	CERT
Inspectors, Testers, Sorters, Samplers, and Weighers	2,006	158	0	158	\$26.39	CERT
Industrial Truck and Tractor Operators	1,702	153	0	153	\$19.08	CERT
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	1,813	140	0	140	\$26.77	CERT
Shipping, Receiving, and Inventory Clerks	1,652	128	0	128	\$15.76	CERT
Insulation Workers, Mechanical	1,386	126	0	126	\$21.44	CERT
Petroleum Pump System Operators, Refinery Operators, and Gaugers	1,334	111	0	111	\$38.30	CERT
Chemical Plant and System Operators	1,441	110	0	110	\$34.31	CERT
Chemical Equipment Operators and Tenders	1,173	82	0	82	\$34.63	CERT
Dental Hygienists	564	29	0	29	\$33.88	ASSOC
Respiratory Therapists	422	23	0	23	\$25.41	ASSOC
Occupational Therapy Assistants	176	19	0	19	\$28.45	ASSOC
Insurance Sales Agents	2,681	153	0	153	\$18.77	BACH
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	2,222	161	11	150	\$18.74	BACH
Human Resources Specialists	1,185	80	12	68	\$25.16	BACH
Real Estate Sales Agents	1,222	68	11	56	\$16.59	BACH
Office and Administrative Support Workers, All Other	911	56	0	56	\$18.01	BACH

SOC refers to the Standard Occupational Classification system used to classify occupations. Average annual job openings represent regional data from 2020 to 2030. Numbers may not sum due to rounding.

Source: Emsi program demand gap model

