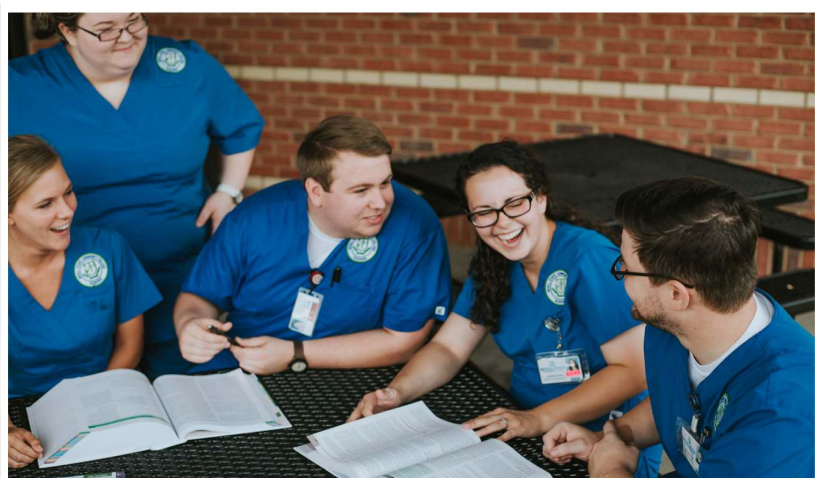
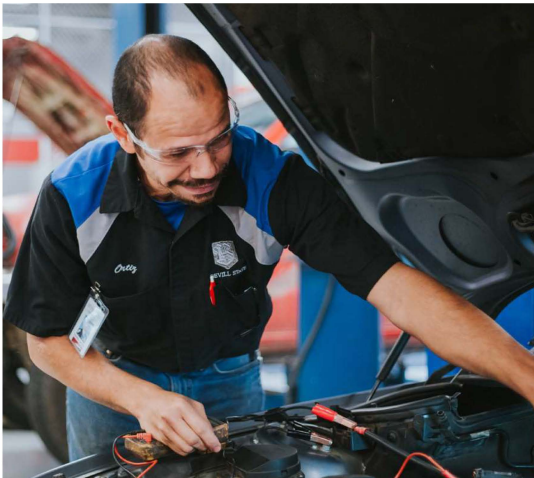
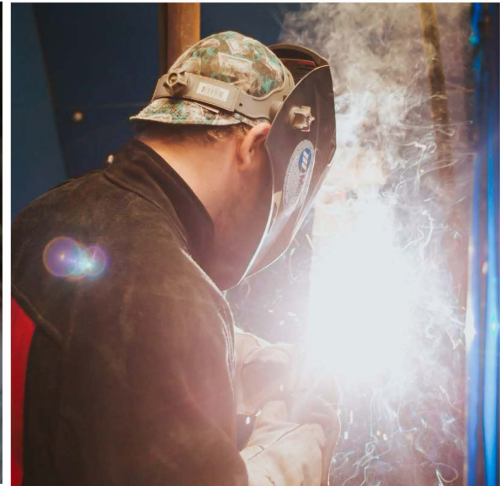




# Bevill State Community College



Facility Maintenance  
Technician  
Program Application



## Proposal for a New Degree Program

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### I. Information and Rationale

#### A. Primary Contact Information

Institution: Bevill State Community College

Contact: Max Weaver

Title: Dean of Instruction

Email: [max.weaver@bscc.edu](mailto:max.weaver@bscc.edu)

Telephone: 205-387-0511 Ext 5133

#### B. Program Information

Date of Proposal Submission: 3/5/2024

Award Level: Associate's Degree

Award Nomenclature (e.g., BS, MBA): Associate in Applied Science

Field of Study/Program Title: Facility Maintenance Technician

CIP Code (6-digit): 15.0612

#### C. Implementation Information

Proposed Program Implementation Date: 8/13/2024

Anticipated Date of Approval from Institutional Governing Board: 6/12/2024

Anticipated Date of ACHE Meeting to Vote on Proposal: 6/14/2024

SACSCOC Sub Change Requirement (Notification, Approval, or NA): NA

Other Considerations for Timing and Approval (e.g., upcoming SACSCOC review): NA

#### D. Specific Rationale (Strengths) for the Program

List 3 – 5 strengths of the proposed program as specific rationale for recommending approval of this proposal.

- 1. Comprehensive Specialization Options:** The proposed Facility Maintenance Technician program offers a diverse range of specializations, including electrical technology, welding technology, machine tool technology, and HVAC. This breadth of specializations ensures that the program caters to a wide array of student interests, making it highly adaptable to the evolving needs of the job market.
- 2. Focused Skill Development:** The program's emphasis on specialized maintenance skills ensures that graduates are well-prepared for the demands of the facility maintenance industry. The focused curriculum allows students to develop a high level of expertise in their chosen area of specialization, making them valuable assets to potential employers.
- 3. Hands-On Learning Experiences:** The inclusion of hands-on learning experiences and practical knowledge application distinguishes this program. By providing students with real-world scenarios, the program not only enhances their theoretical understanding but also equips them with the practical skills necessary for success in the field of facility maintenance.

**4. Flexibility in Career Paths:** With the primary objective of preparing students for successful careers in facility maintenance, the program recognizes the varied roles within the field. Graduates can seamlessly transition into diverse career paths, such as Electrical Maintenance Technician, Welding Specialist, Machine Tool Operator, or HVAC Technician, offering flexibility in aligning their skills with industry demands.

**5. Addressing Industry Needs:** The Facility Maintenance Technician program aligns with current industry needs by incorporating areas crucial to facility maintenance. The inclusion of electrical technology, welding technology, machine tool technology, and HVAC reflects a thorough understanding of the skills demanded by employers in the field, ensuring graduates are well-suited to meet industry requirements.

List external entities (more may be added) that may have supplied letters of support attesting to the program's strengths and attach letters with the proposal at the end of this document.

1. 3M
2. Associated Builders and Contractors of Alabama
3. NTN Bower
4. Walker County School System
5. Pickens County School System
6. D7 Pneumatics, LLC

See Appendix A for letters of support.

## II. Background with Context

### A. Concise Program Description

Include general opportunities for work-based and/or experiential learning, if applicable.

The Facility Maintenance Technician program at Bevill State will provide individuals with the vital knowledge and skills necessary to excel as maintenance technicians with multiple specialized skills. This all-encompassing program offers various specialized areas, such as electrical technology, welding technology, machine tool technology, and heating ventilation and air conditioning. The main goal is to equip students for prosperous careers in facility maintenance by providing a broad educational plan in various facility related technologies. Program goals include:

1. The new FMT program will expand enrollment opportunities, including dual enrollment.
2. FMT students will graduate from their intended program of study.
3. FMT graduates will achieve a NC3 certification in Precision Measuring Instruments.
4. FMT graduates will obtain employment in the appropriate occupational field.

Currently, there are no specific requirements for work-based learning, however Bevill State actively pursues apprenticeship opportunities in collaboration with industry in all Career Technical programs.

### B. Student Learning Outcomes

List four (4) to seven (7) of the student learning outcomes of the program.

1. Students will exhibit troubleshooting proficiency of electrical circuits in a logical sequential manner.

2. Students will be able to fabricate welding projects to specifications based upon blueprints.
3. Students will pass the NC3 Precision Measurement Certification
4. Students will explain proper safety procedures when handling refrigerants.

**C. Administration of the Program;**

Name of Dean and College: Max Weaver; Bevill State Community College

Name of Department/Division: Instruction/Career Technical Education

Name of Chairperson: Maurice Ingle, Associate Dean of Career Technical Education

**D. Similar Programs at Other Alabama Public Institutions**

List programs at other Alabama public institutions of the same degree level and the same (or similar) CIP codes. If no similar programs exist within Alabama, list similar programs offered within the 16 SREB states. If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, provide justification for any potential duplication.

CIP Code	Degree Title	Institution with Similar Program	Justification for Duplication
15.0612	Industrial Technology	Coastal Alabama Community College	See description below.

Coastal Community College’s Industrial Technology/Technician program falls under CIP Code 15.0612. There is no other program in the state of Alabama under this code.

The proposed FMT program at Bevill State would not conflict with or compete with Coastal Community College's program. Coastal’s Industrial Technology/Technician program under CIP Code 15.0612 and Bevill State's proposed Facility Maintenance Technician program have different focuses and curriculum structures. Coastal Community College's Industrial Technology/Technician program emphasizes construction trades without including welding, while Bevill State's proposed Facility Maintenance Technician program does include welding and excludes construction trade. These differences highlight the programmatic distinctions between the two institutions.

**E. Relationship to Existing Programs within the Institution**

1. Is the proposed program associated with any existing offerings within the institution, including options within current degree programs? Yes  No

(Note: Most new programs have some relationship to existing offerings, e.g., through shared courses or resources). If yes, complete the following table. If this is a graduate program, list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.

Related Degree Program Level	Related Degree Program Title	Explanation of the Relationship Between the Programs
AAS	Welding Technology	See below.
AAS	Electrical Technology/Industrial Mechanical Maintenance	See below.
AAS	Machine Tool Technology	See below.
AAS	Air Conditioning and Refrigeration Technology	See below.

The Facility Maintenance Technician (FMT) program at Bevill State is associated with other Career Technical programs at the College. In all four areas of the FMT degree, Electrical, Machine Tool, HVAC, and Welding Bevill State offers AAS degrees independently of each other. In creating the FMT AAS based on industry requests, the College has combined the areas to provide a broad-based skill set in facility maintenance. The rotation of program courses for Facility Maintenance Technician will reflect the same rotation in the other four programs. By doing this, no additional faculty will be required. After the completion of this FMT program, a student can pursue more courses in a specific area if they wish or if required by an employer.

2. Will this program replace any existing programs or specializations, options, or concentrations? **Yes**  **No**

If yes, please explain.

3. Will the program compete with any current internal offerings? **Yes**  **No**

If yes, please explain.

#### F. Collaboration

- Have collaborations with other institutions or external entities been explored? **Yes**  **No**

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

Bevill State has reached out to local high school partners with the intention to offer this program as an additional dual enrollment opportunity for our secondary education systems. Additionally, the College has received expressions of interest from our industry partners regarding potential collaboration with their internal employee training initiatives. See Appendix A for letters from local school systems and various industry partners.

- Have any collaborations within your institution been explored? **Yes**  **No**

If yes, provide a brief explanation indicating those collaboration plan(s) for the proposed program.

This program currently involves an internal collaboration among four distinct career technical programs and academic departments already established at the College. The participating programs include Electrical, Welding, Machine Tool, HVAC, and Academic Transfer.

#### G. Specialized Accreditation

1. Will this program have any external accreditation requirements in addition to the institution's SACSCOC program requirements? **Yes**  **No**

If yes, list the name(s) of the specialized accrediting organization(s) and the anticipated timeframe of the application process.

2. Does your institution intend to pursue any other non-required accrediting organizations for the program? **Yes**  **No**

If yes, list the name(s) of the organization(s) and the purpose of the pursuit.

If there are plans to pursue non-required external accreditation at a later date, list the name(s) and why the institution is not pursuing them at this time.

**Note:** Check *No* to indicate that non-required external accreditation will not be pursued, which requires no explanation.

## H. Admissions

Will this program have any additional admissions requirements beyond the institution's standard admissions process/policies for this degree level? Yes  No

If yes, describe any other special admissions or curricular requirements, including any prior education or work experience required for acceptance into the program.

## I. Mode of Delivery

Provide the planned delivery format(s) (*i.e.*, in-person, online, hybrid) of the program as defined in policy along with the planned location(s) at which the program will be delivered (*i.e.*, on-campus and/or at specific off-campus instructional site(s)). Please also note whether any program requirements can be completed through competency-based assessment.

Although a variety of instructional delivery methods will be utilized, customary instructor-led face-to-face instruction and hands-on skills laboratory work will be the primary delivery method used in the program. Some of the theory could be delivered in a hybrid format but hands-on labs would still be required.

## J. Projected Program Demand (Student Demand)

Briefly describe the primary method(s) used to determine the level of student demand for this program using evidence, such as enrollments in related coursework at the institution, or a survey of student interest conducted (indicate the survey instrument used), number and percentage of respondents, and summary of results.

There is strong evidence of student demand for the program, as indicated by enrollments in related coursework over the past three years. The unduplicated headcount for HVAC is 62, Electrical is 265, Machine Tool is 42, and Welding is 172, resulting in a total of 541 students.

A survey of student interest was conducted including the following questions. Eighty-two students responded to the survey. A summary of student responses is included.

- **Based on the program information (a description of the program was included in the survey introduction), how interested are you in pursuing a career in facility maintenance?** 62.2% of the students have indicated they are very interested or somewhat interested.
- **How likely are you to enroll in the FMT program when it becomes available?** 47.5% students indicated they are very likely or somewhat likely to enroll in the program.
- **What factors would influence your decision to enroll in the FMT program?** 73.17% indicated job placement opportunities after graduation, 39.02% indicated curriculum flexibility, 25.61% indicated recommendations from industry professionals, and 7.32% indicated other

reasons such as higher pay and increased likelihood of moving into management, location of the classes, and pipeline or refinery work.

See Appendix B for the original survey and the survey results.

### III. Program Resource Requirements

#### A. Proposed Program Faculty\*

##### Current Faculty and Faculty to Be Hired

Complete the following **New Academic Degree Proposal Faculty Roster** to provide a brief summary and qualifications of current faculty and potential new hires specific to the program.

**\*Note:** Institutions must maintain and have current as well as additional faculty curriculum vitae available upon ACHE request for as long as the program is active, but CVs are **not** to be submitted with this proposal.

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Toby Taylor (FT)	ELT118 Commercial/Industrial Wiring 3 FA/SP INT118 Fund. Industrial Hyd. & Pneu. 3 FA/SP INT117 Industrial Maint. Mechanic 3 FA/SP ETC108 Motor Control I 3 FA/SP	MEd (Career Technical Education), Athens State University  BA (Tech Ed (Post-secondary Opt), Athens State University  AAS (Electrical - Industrial Systems), Bevill State Community College	9.5 yrs. Electrical Systems Instructor at BSCC 2 yrs. Maintenance Technician at BSCC  Manufactured Skills Standards Council CLT Certification  Maintenance Worker 13 years <ul style="list-style-type: none"> <li>Maintained all building electrical, HVAC, plumbing, and sewer.</li> <li>Maintenance of grounds and vehicles.</li> <li>Ordered supplies and materials as required and maintained necessary paperwork.</li> <li>Monitored HVAC computer systems.</li> </ul> Maintenance <ul style="list-style-type: none"> <li>Maintenance and repair of rental property.</li> <li>Plan, build, and remodel properties.</li> </ul>

Bevill State Community College Facility Maintenance

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Chris Shelton (FT)	ELT118 Commercial/Industrial Wiring 3 FA/SP INT118 Fund. Industrial Hyd. & Pneu. 3 SU INT117 Industrial Maint. Mechanic 3 SU ETC108 Motor Control 1 3 FA/SP	AAS (Electrical Technology), Bevill State Community College	<p>9 yrs. Instructor in Electrical System at BSCC 4 yrs. Maintenance Technician Residential/Commercial Wiring Installation and repair of residential and commercial electrical systems.</p> <ul style="list-style-type: none"> <li>• Troubleshooting residential and commercial electrical systems.</li> <li>• Installation and repair of residential and commercial plumbing systems.</li> </ul> <p>Electrician/Maintenance Technician</p> <ul style="list-style-type: none"> <li>• Repair and installation of 480 V delta connected industrial electrical systems.</li> <li>• Maintenance of pneumatic and hydraulic industrial systems.</li> <li>• Responsible for creating and maintaining records of a preventive maintenance schedule for all plant machinery.</li> <li>• Maintenance and repair of belt and chain drive systems</li> </ul> <p>Electrician</p> <ul style="list-style-type: none"> <li>• Installed and maintained Hired Hand Electronic Systems used in commercial poultry farms.</li> <li>• Installation and troubleshooting of electrical systems in commercial poultry farms and residential applications.</li> <li>• Maintenance and repair of direct drive motors and systems.</li> </ul>
Alex Moore (FT)	ELT118 Commercial/Industrial Wiring 3 FA/SP INT118 Fund. Industrial Hyd. & Pneu. 3 SU INT117 Industrial Maint. Mechanic 3 SU ETC108 Motor Control 1 3 FA/SP	BS (Applied Science – Trades Supervision Specialty) Mississippi State University AAS (Electrical Systems Technology) Bevill State Community College	<p>2yrs. Instructor Electrical Systems @ BSCC 2 yrs. Lab Assistant Electrical Systems @ BSCC</p>
Steven Moore (FT)	ELT118 Commercial/Industrial Wiring 3 SU INT118 Fund. Industrial Hyd. & Pneu. 3 SP INT117 Industrial Maint. Mechanic 3 SP ETC108 Motor Control 1 3 FA	AAS Electrical Technology	<ul style="list-style-type: none"> <li>• 40 yrs. Experience in electrical maintenance, working with PLC, hydraulic/Pneumatics, worked in high voltage circuits, gearbox and other various equipment.</li> <li>• Machinery setup, breakdown, and troubleshooting.</li> <li>• US Army Reserve Power Generator Mechanic Instructor.</li> <li>• Programing to include starting programs through debugging.</li> </ul>



Bevill State Community College Facility Maintenance

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Brad Whisnant (FT)	ACR119 Fund. of Gas Heating 3 SP ACR123 HVAC/R Elect. Comp. 3 SP ACR147 Refrig. Tansition & Rec. 3 FA ACR210 Troubleshooting HVAC Elect. Comp. 3 FA	BA (Tech Ed (Post-secondary Opt), Athens State University  AAS (Air Conditioning and Refrigeration), Bevill State Community College	13 yrs. Instruction for HVAC at BSCC 4 yrs. Maintenance Worker @ BSCC <ul style="list-style-type: none"> <li>Maintained all building electrical, HVAC, plumbing, and sewer.</li> <li>Maintenance of grounds and vehicles.</li> <li>Ordered supplies and materials as required and maintained necessary paperwork.</li> <li>Acted as Supervisor in the absence of the Department Head</li> <li>Monitored HVAC computer systems.</li> <li>3 yrs. as Supervisor over Installation, HVAC Equipment, and service technician</li> <li>4 yrs. In Plant Operation, Maintenance HVAC repair and install, electrical, plumbing, remodeling, painting, and preventative maintenance.</li> </ul>
Kenny Phillips (FT)	ACR119 Fund. of Gas Heating 3 FA ACR123 HVAC/R Elect. Comp. 3 SP ACR147 Refrig. Tansition & Rec. 3 SU ACR210 Troubleshooting HVAC Elect. Comp. 3 SP	MEd (Career Technical Education), Athens State University  BA (Tech Ed (Post-secondary Opt), Athens State University  AAS (Air Conditioning and Refrigeration), Bevill State Community College	9.5 yrs. Instruction for HVAC @ BSCC Maintenance Worker 13 years <ul style="list-style-type: none"> <li>Maintained all building electrical, HVAC, plumbing, and sewer.</li> <li>Maintenance of grounds and vehicles.</li> <li>Ordered supplies and materials as required and maintained necessary paperwork.</li> <li>Acted as Supervisor in the absence of the Department Head</li> <li>Monitored HVAC computer systems.</li> </ul>
Danny Kilpatrick (FT)	MTT127 Introduction to Metrology 3 SU MTT147 Introd. to Machine Shop 3 FA CNC139 Basic CNC 3 SU CNC112 CNC Turning 3 FA	Bevill State Community College AAS Degree Nursing Machine Tool Technology Bevill State Community College	<ul style="list-style-type: none"> <li>1 yr. Instruction for Machine Tool Technology at BSCC</li> <li>Senior Machinist with 24 years' experience in Aerospace research and development.</li> <li>Supervised apprenticeships and training for industry.</li> </ul>
Ken Dodd (FT)	MTT127 Introduction to Metrology 3 SU MTT147 Introd. to Machine Shop 3 FA CNC139 Basic CNC 3 SU CNC112 CNC Turning 3 FA	Vocational Certificate (Machine Tool) Bevill state Community College 1997	2.5 yrs. Instructor Machine Tool Technology @ BSCC  22 yrs. Industry as Machinist <ul style="list-style-type: none"> <li>Shop Supervisor over building steel/aluminum dies/molds for rubber mfg. Government Contracts.</li> <li>Machinist – Lathe Operator, CNC, turning Center, Mills, Gearbox repairs, automatics grinders, torch welding, automatic mills &amp; lathes with close tolerance.</li> </ul>

Bevill State Community College Facility Maintenance

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Mike Reed (FT)	WDT108 SMAW Fillet/OFC 3 FA WDT122 SMAW Fillet/OFC Lab 3 FA WDT119 GMAFC Welding 3 SP WDT124 GMAFC Welding Lab 3 SP	AA (General Studies), Bevill State Community College  STC (Welding), East Central Community College	14 yrs. Instructor Welding at BSCC  14 yrs. Working in Industry as Welding Technician  <ul style="list-style-type: none"> <li>• American Welding Society-Certified Welding Inspector (CWI)1995,</li> <li>• Welding Testing Laboratory, Welding Qualification Certificate</li> <li>• 2009, American Testing Laboratory, Physical Test Report of Welder Performance Test</li> <li>• 2009, Bevill State Community College, Welding Certification</li> <li>• 2009, Georgia Pacific Chemicals LLC, MS Authorized Forklift Operator</li> <li>• 2012, ATN,</li> <li>• SHA Standard for General Industry</li> <li>• 2012, Education by Design Training Conference.</li> <li>• Update Training on Torch Safety</li> <li>• 2012, Education By Design,</li> <li>• Technical Update Training for Welding</li> <li>• 2013, Resource Center for Technology, Technical Update Workshop for Welding</li> </ul>
Everett Reynolds (FT)	WDT108 SMAW Fillet/OFC 3 FA WDT122 SMAW Fillet/OFC Lab 3 FA WDT119 GMAFC Welding 3 SP WDT124 GMAFC Welding Lab 3 SP	BA (Tech Ed (Post-secondary Opt), Athens State University  AA Degree, Bevill State Community College	21 yrs. Instructor Welding Technology BSCC  19 years working in Industry in Welding Technology and Pipe Fitting  2 yrs. Journeyman Welding Apprenticeship  <b>Welding Certifications:</b> <ul style="list-style-type: none"> <li>• (SMAW)1G, 2G, 3G, 4G, (SMAW) 6G Pipe Certification</li> <li>• (FCAW)1G, 2G, 3G, 4G</li> <li>• (GMAW) 1G, 2G, 3G, 4G</li> <li>• (GTAW) High Pressure Boiler Tube to Section IX of ASME Code</li> <li>• NOCTI Certified</li> <li>• American Welding Society-Certified Welding Inspector (CWI)</li> <li>• American Welding Society-Certified Welding Educator (CWE)Proficiency in reading blueprints, precision measuring instruments, welding inspection gages, able to read and write a WPS (welding procedure specification), interpret welding codes. Wide variety of hand tools and power tools.</li> </ul>

Bevill State Community College Facility Maintenance

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Eddie Annerton (FT)	WDT108 SMAW Fillet/OFC 3 FA WDT122 SMAW Fillet/OFC Lab 3 FA WDT119 GMAFC Welding 3 SP WDT124 GMAFC Welding Lab 3 SP	AAS (Occupational Safety & Health) Columbia Southern University	5 yrs. Instructor Welding Technology @ BSCC  21 yrs. Welding Industry <ul style="list-style-type: none"> <li>• Welding Technician/Boilermaker</li> <li>• Foreman</li> <li>• Quality Control</li> <li>• Contract Coordinator</li> </ul> <b>Certifications</b> <ul style="list-style-type: none"> <li>• American Welding Society Certified Welding Inspector #15042051</li> <li>• ASME Certified 6G TIG/SMAW/Tube Unlimited Diameter/Thickness</li> <li>• ASME Certified SMAW/Plate Unlimited Thickness</li> <li>• ASME Section IX Continuing Education</li> <li>• ASME Codes and Standards Continuing Education</li> <li>• U. S. Department of Labor OSHA 10 and 30 Hour Safety Training</li> </ul>
Danny Taylor (FT)	WDT108 SMAW Fillet/OFC 3 FA WDT122 SMAW Fillet/OFC Lab 3 FA WDT119 GMAFC Welding 3 SP WDT124 GMAFC Welding Lab 3 SP	MEd (Career Technical Education), Athens State University  BA (Tech Ed (Post-secondary Opt), Athens State University  AAS (Machine Tool Technology), Bevill State Community College  LCT (Welding Technology) Bevill State Community College	7 yrs. <b>Welding Instructor at BSCC/Bishop State/Jeff State</b>  21 yrs. <b>As a Millwright Worker/Machinist/Welder</b>  <b>Welding Certifications:</b> <ul style="list-style-type: none"> <li>• (SMAW)1G, 2G, 3G, 4G, (SMAW) 6G Pipe Certification</li> <li>• (FCAW)1G, 2G, 3G, 4G</li> <li>• (GMAW) 1G, 2G, 3G, 4G</li> <li>• American Welding Society-Certified Welding Inspector (CWI)</li> <li>• American Welding Society-Certified Welding Educator (CWE)Proficiency in reading blueprints, precision measuring instruments, welding inspection gages, able to read and write a WPS (welding procedure specification), interpret welding codes. Wide variety of hand tools and power tools.</li> </ul>
Christian S. Wade (FT)	WDT119 GMAFC Welding 3 SP WDT124 GMAFC Welding Lab 3 SP	BS Education , University of Alabama Birmingham  AAS (Machine Tool Technology), Bevill State Community College	11 yrs. <b>As a Welding Technician</b>  <b>Welding Certifications:</b> <ul style="list-style-type: none"> <li>• (SMAW)1G, 2G, 3G, 4G, (SMAW) 6G Pipe Certification</li> <li>• (FCAW)1G, 2G, 3G, 4G</li> <li>• (GMAW) 1G, 2G, 3G, 4G</li> </ul>

Current Faculty			
1	2	3	4
CURRENT FACULTY NAME (FT, PT)	COURSES TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
Additional Faculty (To Be Hired)			
1	2	3	4
FACULTY POSITION (FT, PT)	COURSES TO BE TAUGHT including Term, Course Number, Course Title, & Credit Hours (D, UN, UT, G, DU)	ACADEMIC DEGREES and COURSEWORK Relevant to Courses Taught, including Institution and Major; List Specific Graduate Coursework, if needed	OTHER QUALIFICATIONS and COMMENTS Related to Courses Taught and Modality(ies) (IP, OL, HY, OCIS)
NA – No new faculty will be required.			

Abbreviations: (FT, PT): Full-Time, Part-Time; (D, UN, UT, G, DU): Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate, Dual: High School Dual Enrollment  
 Course Modality: (IP, OL, HY, OCIS): In-Person, Online, Hybrid, Off-Campus Instructional Site  
 Courses Taught/To be Taught – For a substantive change prospectus/application, list the courses *to be taught*, not historical teaching assignments.

### B. All Proposed Program Personnel

Provide all personnel counts for the proposed program.

Employment Status of Program Personnel		Personnel Information		
		Count from Proposed Program Department	Count from Other Departments	Subtotal of Personnel
Current	Full-Time Faculty	13		13
	Part-Time Faculty	0	0	0
	Administration	0	0	0
	Support Staff	0	0	0
**New To Be Hired	Full-Time Faculty	0	0	0
	Part-Time Faculty	0	0	0
	Administration	0	0	0
	Support Staff	0	0	0
			<b>Personnel Total</b>	<b>13</b>

**\*\*Note: Any new funds** designated for compensation costs (Faculty (FT/PT), Administration, and/or Support Staff to be Hired) **should be included** in the **New Academic Degree Program Business Plan Excel file**. Current personnel salary/benefits (Faculty (FT/PT), Administration, and/or Support Staff) **should not be included** in the **Business Plan**.

Provide justification that the institution has proposed a sufficient number of faculty (full-time and part-time) for the proposed program to ensure curriculum and program quality, integrity, and review.

The proposed Facility Maintenance Technician program will utilize 13 full-time faculty already teaching in the four components of the FMT degree. Pending growth in enrollment, additional full-time and/or part-time faculty will be hired as well as lab assistants if needed. Regardless of status, all faculty satisfy the SACSCOC credentialing guidelines and the ACCS Board of Trustees Policy 605.02: Postsecondary Faculty Credentials which outlines the minimum

qualifications needed for employment. Full-time faculty members will be responsible for curriculum development and modifications, assessment of annual program and student learning outcomes, and the completion of periodic program reviews.

**C. Equipment**

Will any special equipment be needed specifically for this program? Yes  No   
 If yes, list the special equipment. Special equipment cost should be included in the **New Academic Degree Program Business Plan Excel file.**

**D. Facilities**

Will any new facilities be required specifically for the program? Yes  No   
 If yes, list only **new** facilities. New facilities cost should be included in the **New Academic Degree Program Business Plan Excel file.**

Will any renovations to any existing infrastructure be required specifically for the program? Yes  No   
 If yes, list the renovations. Renovation costs should be included in the **New Academic Degree Program Business Plan Excel file.**

**E. Assistantships/Fellowships**

Will the institution offer any assistantships specifically for this program? Yes  No   
 If yes, how many assistantships will be offered?  
 The expenses associated with any *new* assistantships should be included in the **New Academic Degree Program Business Plan Excel file.**

**F. Library**

Provide a brief summarization (one to two paragraphs) describing the current status of the library collections supporting the proposed program.

The College Library maintains facilities and resources to support teaching and learning in an array of academic transfer, career technical, and health science programs offered at its four campuses and at the Pickens County Educational Center. The Library's learning/information resources include print and electronic monographs and books, print and electronic journals, and DVDs, as well as equipment for faculty and staff use. Additionally, the Library maintains audiovisual collections and provides listening stations and viewing rooms. All faculty members and students have access to all library collections regardless of campus location. Students enrolled in the proposed FMT program will have access to any of the resource materials available by presenting a valid BSCC ID.

To improve access to discipline specific collections and resources, the library staff has developed and implemented LibGuides, guides that incorporate all types of information about a particular discipline, subject, and/or course. LibGuides for areas within the proposed program (ELT, MTT, ACR, WDT) can be found on the BSCC website. These guides can be embedded into a class Canvas page for immediate access by students and can be customized by a librarian for a specific class and/or specific student assignments. Bevill

State students are also able to access the Alabama Virtual Library (AVL) through the Library's webpage. The AVL provides a variety of online databases, professional journals, e-books, and other materials designed specifically for college and university students. Access to the AVL can be obtained from any computer or electronic device including tablets and/or smartphones through the College's website.

Will additional library resources be required to support the program? Yes  No

If yes, briefly describe how any deficiencies will be remedied, and include the cost in the **New Academic Degree Program Business Plan Excel file**.

**G. Accreditation Expenses**

Will the proposed program require accreditation expenses? Yes  No

If yes, briefly describe the estimated cost and funding source(s) and include cost in the **New Academic Degree Program Business Plan Excel file**.

**H. Other Costs**

Please explain any other costs to be incurred with program implementation, such as marketing or recruitment costs. Be sure to note these in the **New Academic Degree Program Business Plan Excel file**.

Bevill State Community College's New Academic Degree Program Business Plan for the FMT program is available in Appendix C. The 'Other' line item included in "New Expenses to Implement Proposed Program" includes increased marketing and recruitment funds as well as increase materials and supplies to serve the new students anticipated in the program. See the table below as an example.

EXPENSES	FY 1	FY 2	FY 3
Salary/Benefits	\$0	\$0	\$0
Travel	\$0	\$0	\$0
Professional Development	\$0	\$0	\$0
Materials & Supplies	\$1000	\$1000	\$3,000
Marketing/Recruiting	\$1000	\$1000	\$500
<b>TOTAL EXPENSES</b>	<b>\$2000</b>	<b>\$2000</b>	<b>\$3500</b>

**I. Revenues for Program Support**

Will the proposed program require budget reallocation? Yes  No

If yes, briefly describe how any deficiencies will be remedied and include the revenue in the **New Academic Degree Program Business Plan Excel file**.

Will the proposed program require external funding (e.g., Perkins, Foundation, Federal Grants, Sponsored Research, etc.)? Yes  No

If yes, list the sources of external funding and include the revenue in the **New Academic Degree Program Business Plan Excel file**.

Please describe how you calculated the tuition revenue that appears in the **New Academic Degree Program Business Plan Excel file**. Specifically, did you calculate using cost per credit hour or per term? Did you factor in differences between resident and non-resident tuition rates?

Bevill State Community College’s New Academic Degree Program Business Plan for the FMT program is available in Appendix C.

Tuition and fees are reflected in the “New Revenues Available for Program Support” section of the Program Business Plan. Revenue generated will be the regular tuition and fees paid by students enrolled in the proposed new program. Tuition for the 2023-24 academic year is \$127 per credit hour plus associated fees (\$513 per 3 credit hour course). Expanding enrollment through the proposed program is expected to produce an overall increase in tuition revenue. See the table below as an example.

REVENUE	FY 2	FY 3	FY 4
State/Local Appropriations Specific to Program	\$0	\$0	\$0
Student Tuition & Fees	\$66454	\$98270	\$120721
Other (Specify)	\$0	\$0	\$0
<b>TOTAL REVENUE</b>	\$66454	\$98270	\$120721

#### IV. Employment Outcomes and Program Demand (Industry Need)

##### A. Standard Occupational Code System

Using the federal Standard Occupational Code (SOC) System, indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at <https://www.onetcodeconnector.org/find/family/title#17>.

A list of Alabama’s *In-Demand Occupations* is available at <https://www.ache.edu/index.php/policy-guidance/>.

SOC 1: 49-9040 Industrial Machinery Installation, Repair, and Maintenance Workers

- 49-9041 Industrial Machinery Mechanics
- 49-9043 Maintenance Workers, Machinery

SOC 2: 49-9070 Maintenance and Repair Workers, General

- 49-9071 Maintenance and Repair Workers, General

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, discuss alignment with Alabama’s Statewide or Regional Lists of In-Demand Occupations (<https://www.ache.edu/index.php/policy-guidance/>) or with emerging industries as identified by [Innovate Alabama](#) or the [Economic Development Partnership of Alabama](#) (EDPA).

BSCC administrators and career technical program chairs continuously monitor employment projections and local needs within the College’s service area. The U.S. Bureau of Labor Statistics projects a 13% growth in employment for industrial machinery mechanics and maintenance workers from 2020 to 2030 nationwide, which is faster than the average for all occupations. Additionally, Alabama’s Statewide Demand Occupations for 2022-2023 ([www.ache.edu](http://www.ache.edu)) includes Maintenance and Repair Workers, General (49-9071), Industrial Machinery Mechanics (49-9041), and Maintenance Workers, Machinery (49-9043).

The primary means of determining the state need for the FMT program is through labor market projections. Lightcast data projects a growth in the 17 counties including and surrounding the College's service area. An average area of this size typically has 2,369 jobs, while there are 6,704 in the area surrounding the College. This higher-than-average supply of jobs makes it easier for workers in this field to find employment.

The Alabama Demand Occupations and Lightcast data are provided in Appendix D.

## **B. Employment Preparation**

Describe how the proposed program prepares graduates to seek employment in the occupations (SOC codes) identified.

The identified SOC codes listed above provide occupational descriptions of job duties that include:

- Perform work involving the skills of two or more maintenance or craft occupations to keep machines, mechanical equipment, or the structure of a building in repair.
- Necessary skills may include pipe fitting; HVAC maintenance; insulating; welding; machining; carpentry; repairing electrical or mechanical equipment; installing, aligning, and balancing new equipment; and repairing buildings, floors, or stairs.
- Work may include repair, installation, adjustment, or maintenance of industrial production and processing machinery or refinery and pipeline distribution systems.
- Employees may also install, dismantle, move machinery and heavy equipment according to plans, lubricate machinery, change parts, or perform other routine machinery maintenance.

All of these required skills and job duties are taught throughout the proposed FMT curriculum. The skill set that students will attain through the FMT program will prepare graduates to gain employment in this field.

## **C. Professional Licensure/Certification**

Please explain if professional licensure or industry certification is required for graduates of the proposed program to gain entry-level employment in the occupations selected. Be sure to note which organization(s) grants licensure or certification.

Professional licensure or industry certifications are not required for entry-level employment. However, industry certification demonstrates attainment of skills essential to employers. There are several certifications that students can pursue such as the NC3 certification embedded in the MTT127 course.

## **D. Additional Education/Training**

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the occupations selected.

No additional education or training will be needed for entry-level employment.

## **V. Curriculum Information for Proposed Degree Program**

**A. Program Completion Requirements:** Enter the credit hour value for all applicable



components (enter N/A if not applicable).

Curriculum Overview of Proposed Program	
Credit hours required in <b>general education</b>	16-17
Credit hours required in <b>program courses</b>	48
Credit hours in <b>program electives/concentrations/tracks</b>	NA
Credit hours in <b>free electives</b>	NA
Credit hours in <b>required research/thesis</b>	NA
<b>Total Credit Hours Required for Completion</b>	<b>64-65</b>

Note: The above credit hours **MUST** match the credit hours in the *Curriculum Components of Proposed Program* table in Section V.G.

- B. Maximum number of credits that can be transferred in from another institution and applied to the program: 48
- C. Intended program duration in semesters for full-time students: 5 semesters
- D. Intended program duration in semesters for part-time students: 10 semesters
- E. Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, structured [work-based learning](#) with an employer partner, or alignment with nationally recognized industry standards? Yes  No

If yes, explain how these components fit with the required coursework.

Professional licensure or industry certifications are not required for entry-level employment. However, industry certification demonstrates attainment of skills essential to employers. There are several certifications that students can pursue such as the NC3 certification embedded in the MTT127 course.

- F. Does the program include any concentrations? Yes  No

If yes, provide an overview and identify these courses in the *Electives/Concentrations/Tracks* section in the Curriculum Components of Proposed Program Table in Section V.G.

The FMT program offers various pathways, including an AAS, Long Term Certificate, and short-term certificates in electrical, machine tool, HVAC, and welding. This structure is designed to provide students with options for certifications in each sector as they progress toward earning a long-term certificate and an AAS.

- G. Please provide all course information as indicated in the following table. Indicate new courses with “Y” in the associated column. If the course includes a required work-based learning component, such as an internship or practicum course, please indicate with a “Y” in the WBL column.

<b>Program Name:</b>	<b>Facility Maintenance Technician</b>			
<b>Program Level:</b>	<b>Associates</b>			
<b>Curriculum Components of Proposed Program</b>				
<b>Course Number</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>New? (Y)</b>	<b>WBL? (Y)</b>
<b>General Education Courses (Undergraduate Only)</b>				
ENG101	English Composition I	3		
MTH116	Mathematical Applications or higher	3		
	Natural Science/Math	3-4		
	History/Social Science	3		
	Humanities/Fine Art	3		
ORI107	Student Survival Skills	1		
<b>Program Courses</b>				
ELT118	Commercial/Industrial Wiring	3		
INT118	Hydraulics and Pneumatics	3		
INT117	Industrial Maintenance Mechanic	3		
ETC108	Motor Controls I	3		
WDT108	SMAW Fillet/OFC	3		
WDT122	SMAW Fillet/Lab	3		
WDT119	Gas Metal Arc/Flux Cored Arc Welding	3		
WDT124	Gas Metal Arc/Flux Cored Arc Welding Lab	3		
MTT127	Introduction to Metrology	3		
MTT147	Introduction to Machine Shop I	3		
CNC139	Basic CNC	3		
CNC112	Computer Numerical Control Turning	3		
ACR119	Fundamentals of Gas Heating	3		
ACR123	HVAC/R Electrical Components	3		
ACR147	Refrigeration Transition and Recovery	3		
ACR210	Troubleshooting HVAC/R Electrical Components	3		
<b>*Total Credit Hours Required for Completion</b>		<b>64-65</b>		

**\*Note:** The total credit hours should equal the total credit hours in the Curriculum Overview table (V.B, p. 9).

## Appendices



3M Guin  
6675 US Hwy 43, Guin,  
AL 35563

February 28, 2024

**Letter of Endorsement for the Facilities Maintenance Technician Degree Program**

I am writing on behalf of 3M Guin, giving our support for the new Facilities Maintenance Technician (FMT) degree program under consideration. Having reviewed the course of study for both the Associates in Applied Science and the Long Term Certificate/Short Term Certificate programs, we believe it would be of great benefit to students interested in facility maintenance, and would be a great baseline of fundamentals for employees entering our plant engineering department as facility maintenance personnel.

3M Guin currently partners with Bevill for several skilled training programs, including Industrial Mechanical training, Industrial Technician training, and to some extent our facilities maintenance. Currently our facility maintenance program is a combination of self-taught training manuals, on the job training, and class work at Bevill. With the addition of a formalized FMT program, we will have the capability/option to transition fully to a formal training program for our facilities maintenance technicians, with the potential of getting our facility maintenance personnel trained better, faster, and with the latest technology platforms.

Also, with an increase in the complexity of facilities equipment and controls, and as FMT positions become available in the plant, 3M Guin Plant Engineering department seeks candidate with the type of training offered within the proposed FMT curriculum. Having worked with Bevill staff, and having seen the type of training my current personnel receive, I would feel confident graduates from the FMT program would have the skill set needed to enter the workforce and make an impact immediately.

Please consider this letter as an official endorsement from 3M Guin for the Facilities Maintenance Technician (FMT) program. We are confident that this program will not only benefit individual students but will also fill a much needed gap in industry.

If you require any additional information or would like to discuss this further, please feel free to contact me at 659-333-7015. We appreciate your attention to this matter and look forward to witnessing the positive impact of the FMT degree on the future workforce.

Kind regards,

A handwritten signature in black ink, appearing to read "Michael Peattie".

Michael Peattie  
Plant Engineering Manage  
3M Guin  
659-333-7015

February 5, 2024

Dear Sir or Madam,

Subject: Endorsement of the Facilities Maintenance Technician (FMT) Degree

I am writing today, February 5<sup>th</sup> on behalf of ABC of AL expressing our wholehearted support for the proposed Facilities Maintenance Technician (FMT) degree currently in the development stage.

As a company deeply involved in facilities management, our membership consistently encounters the demand for multi-skilled workers who can seamlessly navigate various aspects of the field. The FMT degree, encompassing courses in electrical, machine tool, welding, and general studies, aligns perfectly with the evolving needs of our industry.

In our previous interactions with educational institutions, we have consistently emphasized the importance of cultivating a workforce with diverse skill sets. The FMT degree not only addresses this need but also provides a comprehensive platform for students to acquire practical and relevant skills.

We believe that endorsing and supporting the implementation of the FMT degree will contribute significantly to bridging the skills gap in our industry. The program's emphasis on versatility will undoubtedly produce graduates better equipped to meet the dynamic challenges of the modern workplace.

Please consider this letter as an official endorsement from ABC of Alabama for the Facilities Maintenance Technician (FMT) degree. We are confident that this program will not only benefit individual students but will also have a positive impact on the industry.

If you require any additional information or would like to discuss this further, please feel free to contact me at 205-807-8281. We appreciate your attention to this matter and look forward to witnessing the positive impact of the FMT degree on the future workforce.

Thank you for your time and consideration.

Sincerely,



Jay Reed  
President  
ABC of Alabama  
[www.abc-alabama.org](http://www.abc-alabama.org)

February 12, 2024

Dear Toby,

Subject: Endorsement of the Facilities Maintenance Technician (FMT) Degree

I trust this letter finds you well. I am writing on behalf of NTN - Bower, expressing our wholehearted support for the proposed Facilities Maintenance Technician (FMT) degree currently in the development stage.

As a company deeply involved in Manufacturing, we consistently encounter the demand for multi-skilled workers who can seamlessly navigate various aspects of the field. The FMT degree, encompassing courses in electrical, machine tool, welding, and general studies, aligns perfectly with the evolving needs of our industry.

In our previous interactions with educational institutions, we have consistently emphasized the importance of cultivating a workforce with diverse skill sets. The FMT degree not only addresses this need but also provides a comprehensive platform for students to acquire practical and relevant skills.

We believe that endorsing and supporting the implementation of the FMT degree will contribute significantly to bridging the skills gap in our industry. The program's emphasis on versatility will undoubtedly produce graduates better equipped to meet the dynamic challenges of the modern workplace.

Please consider this letter as an official endorsement from NTN-Bower for the Facilities Maintenance Technician (FMT) degree. We are confident that this program will not only benefit individual students but will also have a positive impact on the industry as a whole.

If you require any additional information or would like to discuss this further, please feel free to contact me at 205-921-8005. We appreciate your attention to this matter and look forward to witnessing the positive impact of the FMT degree on the future workforce.

Thank you for your time and consideration.

Sincerely,



Mark Hankins  
Human Resource Manager  
NTN-Bower  
205-921-8005



# Walker County Schools

FOSTERING CREATIVITY THROUGH  
EDUCATION AND INNOVATION

Dr. Dennis R. Willingham-Superintendent  
Brad Ingle- Chairman  
Trent Kennedy-District 1  
Todd Vick- District 2  
Dr. Vonda Beaty-District 3  
Lee Ann Headrick-District 4

March 5, 2024

To Whom it May Concern:

I am writing in support of the proposed new career technical program offering, Facilities Maintenance Technician, at Bevill State Community College. For many years, the Walker County School System and Bevill State have partnered to provide education and training opportunities to K-12 students who are interested in careers that allow them to earn a high wage after graduation while also remaining in the area.

In my conversations with local industry leaders and in my own school system, there is a need for multi-skilled technicians who service and maintain a building, plant, machinery, or other equipment while performing tasks in a safe and efficient manner. This requires technicians who are knowledgeable across multiple disciplines and possess a skill set in areas such as electrical, HVAC, welding, and machine tool technology. This will provide employment opportunities within a variety of other areas such as local school systems, municipalities, hotels, etc. by possessing skills across multiple areas.

Through the proposed Facilities Maintenance Technician program at Bevill State Community College, dual enrollment students in Walker County and surrounding areas would have the potential to earn college and high school credit and a College and Career Readiness Indicator, which is now being required for high school graduation.

Thank you for allowing me to show my support for this new career technical program and for assisting Walker County School students with opportunities that allow them to obtain a high wage, high demand job.

Sincerely,

Dennis Willingham, Ed.D  
Superintendent  
Walker County Schools



# PICKENS COUNTY COLLEGE & CAREER CENTER



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Mr. Shawn McDaniel

99 Commerce Ave/ PO Box 387

Phone 205-367-1230

Principal/Career Technical Director

Carrollton, Alabama 35447

Fax 205-367-1251

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To Whom It May Concern:

I am writing in support of the proposed new degree in Facilities Maintenance at Beville State Community College.

As the Director of the Pickens County College and Career Center, I have assisted many students with the Beville State Community College career/technical dual enrollment process. At present, there is not a multidisciplinary dual enrollment program available for our students. I believe that there is a need for the Facilities Maintenance Technician skills in our area. This would be a great opportunity for students that are currently enrolled in career technical dual enrollment but want to expand their skills. It would also provide our high school students essential skills when entering the workforce and provide these students with the advantage of multidiscipline certifications.

Thank you for considering the Facilities Maintenance Technician program at Beville State Community College and assisting Pickens County students in their pursuit of higher education and a high wage, high demand job.

Sincerely,

A handwritten signature in black ink, appearing to read "Shawn McDaniel".

Shawn McDaniel

Career Tech Director

Pickens County Schools



**D7 Pneumatics, LLC** 1700 10<sup>th</sup>, Ave, Jasper, AL 35501

(250) 617-9833

Email: [scott@d7mechanical.net](mailto:scott@d7mechanical.net)

Email: [office@d7mechanical.net](mailto:office@d7mechanical.net)

I am pleased to extend our full support on behalf of D7 Pneumatics LLC. for the newly proposed Facility Maintenance Technician (FMT) degree program. Having thoroughly reviewed the courses materials for both the Associates in Applied Science and the Long-Term Certification programs, we are confident that this initiative will significantly benefit students interested in pursuing careers in facility maintenance.

At D7 Pneumatics LLC., we recognize the critical importance of skilled technicians in maintaining the smooth operation of manufacturing facilities. We firmly believe that the FMT program offers an excellent baseline of fundamentals for individuals entering the field of facility maintenance. The comprehensive curriculum, encompassing both theoretical knowledge and practical skills, aligns perfectly with the demands of our industry.

The FMT program equips students with the necessary expertise in areas such as electrical systems, mechanical components, and HVAC systems, all of which are vital for ensuring the efficient functioning of manufacturing facilities. Furthermore, the program provides hands-on training and practical experience, preparing students to tackle real-world challenges in a manufacturing environment effectively.

We are particularly impressed by the program's focus on providing both an Associate in Applied Science degree and Long-Term and Short-Term Certificate options. This flexibility ensures that individuals with varying levels of commitment and career aspirations can benefit from the program, thus catering to a diverse range of students' needs.

We believe the Facility Maintenance Technician program holds great promise in preparing skilled professionals to meet the demands of the manufacturing industry. We support this initiative and look forward to collaborating with Beville State Community College to support and further develop this program.

Sincerely,



## Bevill State Community College (FMT) Facility Maintenance Technician Program Interest Survey

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### Question 1

The Facility Maintenance Technician program provides individuals with the vital knowledge and skills necessary to excel as maintenance technicians with specialized proficiency. This all-encompassing program offers various specialized areas, such as electrical technology, welding technology, machine tool technology, and heating, ventilation, and air conditioning. Its main goal is to equip students for prosperous careers in facility maintenance by imparting the essential skills and expertise needed to succeed in various roles within this field.

### Question 2

What is your primary campus location?

- (1) Fayette
- (2) Hamilton
- (3) Jasper
- (4) Pickens County Educational Center
- (5) Sumiton

• Response options as vertical

### Question 3

Based on the information above, how interested are you in pursuing a career in facility maintenance?

- (1) Very Interested
- (2) Somewhat Interested
- (3) Neutral
- (4) Not Very Interested
- (5) Not At All Interested

• Response options as vertical

**Bevill State Community College**  
**(FMT) Facility Maintenance Technician Program Interest Survey**

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**Question 4**

How likely are you to enroll in the FMT program when it becomes available?

- (1) Very Likely
- (2) Somewhat Likely
- (3) Neutral
- (4) Somewhat Unlikely
- (5) Very Unlikely

• Response options as vertical

**Question 5**

What factors would influence your decision to enroll in the FMT program? (Select all that apply)

- (1) Job placement opportunities after graduation
- (2) Curriculum flexibility
- (3) Recommendations from industry professionals
- (4) Other (Please specify below)

**Question 6**

If you answered 'other' to the question above, please provide more feedback in the box below.

**Question 7**

How important do you think multi-skilled training is in today's job market?

- (1) Very Important
- (2) Somewhat Important
- (3) Neutral
- (4) Not Very Important
- (5) Not Important at All

• Response options as vertical

## Bevill State Community College (FMT) Facility Maintenance Technician Program Interest Survey

1 - What is your primary campus location?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Fayette	(1)	15	18.29%		2.43	
Hamilton	(2)	45	54.88%			
Jasper	(3)	8	9.76%			
Pickens County Educational Center	(4)	0	0.00%			
Sumiton	(5)	14	17.07%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
82/501 (16.37%)	2.43	1.29				






2 - Based on the information above, how interested are you in pursuing a career in facility maintenance?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Interested	(1)	26	31.71%		2.29	
Somewhat Interested	(2)	25	30.49%			
Neutral	(3)	17	20.73%			
Not Very Interested	(4)	9	10.98%			
Not At All Interested	(5)	5	6.10%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
82/501 (16.37%)	2.29	1.20				

3 - How likely are you to enroll in the FMT program when it becomes available?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Likely	(1)	18	22.50%		2.73	
Somewhat Likely	(2)	20	25.00%			
Neutral	(3)	22	27.50%			
Somewhat Unlikely	(4)	6	7.50%			
Very Unlikely	(5)	14	17.50%			
				0 25 50 75 100	Question	
Response Rate	Mean	STD				
80/501 (14.55%)	2.73	1.37				

4 - What factors would influence your decision to enroll in the FMT program? (Select all that apply)						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Job placement opportunities after graduation	(1)	60	73.17%			
Curriculum flexibility	(2)	32	39.02%			
Recommendations from industry professionals	(3)	21	25.61%			
Other (Please specify below)	(4)	6	7.32%			
				0 25 50 75 100		
Response Rate	82/501 (16.37%)					

5 - If you answered 'other' to the question above, please provide more feedback in the box below.	
<b>Response Rate</b>	5/501 (0.99%)
<ul style="list-style-type: none"> <li>• Job security, higher pay, move up into the management side of maintenance</li> <li>• The location of the classes</li> <li>• I am going to the University of Alabama.</li> <li>• Average pay is too low for a facilities maintenance position to waste time getting a degree in.</li> <li>• Pipe line or refinery work</li> </ul>	

**Bevill State Community College**  
**(FMT) Facility Maintenance Technician Program Interest Survey**

6 - How important do you think multi-skilled training is in today's job market?						
Response Option	Weight	Frequency	Percent	Percent Responses	Means	
Very Important	(1)	61	74.39%		<div style="text-align: center;">1.35</div> 	
Somewhat Important	(2)	17	20.73%			
Neutral	(3)	2	2.44%			
Not Very Important	(4)	0	0.00%			
Not Important at All	(5)	2	2.44%			
				0    25    50    75    100	Question	
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>				
82/501 (16.37%)	1.35	0.76				

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**

*INSTITUTION: Bevill State Community College*

*PROGRAM: Facility Maintenance Technology*

*Select Level:*

*Associate*

**ESTIMATED \*NEW\* EXPENSES TO IMPLEMENT PROPOSED PROGRAM**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
FACULTY								0
STAFF								0
EQUIPMENT								0
FACILITIES								0
LIBRARY								0
ASSISTANTSHIPS								0
OTHER	2000	2000	3500	3500	6000	5250	5250	27500
<b>TOTAL</b>	<b>2000</b>	<b>2000</b>	<b>3500</b>	<b>3500</b>	<b>6000</b>	<b>5250</b>	<b>5250</b>	<b>27500</b>

**\*NEW\* REVENUES AVAILABLE FOR PROGRAM SUPPORT**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	TOTAL
REALLOCATIONS								0
EXTRAMURAL								0
TUITION	0	66454	98270	120721	126365	145994	145994	703798
<b>TOTAL</b>	<b>0</b>	<b>66454</b>	<b>98270</b>	<b>120721</b>	<b>126365</b>	<b>145994</b>	<b>145994</b>	<b>703798</b>

**ENROLLMENT PROJECTIONS**

*Note: "New Enrollment Headcount" is defined as unduplicated counts across years.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
FULL-TIME HEADCOUNT	Year 1 - No data reporting required	8	12	15	15	18	18	14.33333333
PART-TIME HEADCOUNT	Year 1 - No data reporting required	5	7	8	10	10	10	8.33333333
TOTAL HEADCOUNT	Year 1 - No data reporting required	13	19	23	25	28	28	22.66666667
NEW ENROLLMENT HEADCOUNT	Year 1 - No data reporting required	13	19	23	25	28	28	22.66666667

**DEGREE COMPLETION PROJECTIONS**

*Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	AVERAGE
DEGREE COMPLETION PROJECTIONS	Year 1 - No data reporting required	5	8	10	10	15	15	10.5

## Alabama Demand Occupations ACCCP 2022-2023

	SOC Code	Occupation Title	2020 Employment	Avg Annual Openings	Median Annual Salary	Median WorkKeys Scores		
						Applied Math	Workplace Documents	Graphic Literacy
Agriculture, Food	37-2021	Pest Control Workers	**	385	\$32,412	4	4	4
	53-7081	Refuse & Recyclable Material Collectors	3,120	450	\$31,570	3	3	3
	37-3013	Tree Trimmers & Pruners	740	105	\$38,955	3	3	4
	45-2091	Agricultural Equipment Operators	2,060	350	\$24,849	4	4	4
	49-3041	Farm Equipment Mechanics & Service Technicians	1,000	110	\$39,708	3	3	4
Architecture & Construction	11-9021	Construction Managers	6,580	585	\$87,915	5	6	5
	47-1011	Supervisors of Construction Trades & Extraction Workers	13,560	1,430	\$59,656	4	5	4
	17-2051	Civil Engineers	4,820	410	\$85,954	6	6	6
	49-9021	Heating, Air Conditioning, & Refrigeration Mechanics & Installers	7,450	780	\$42,690	4	4	4
	47-2061	Construction Laborers	18,860	2,125	\$31,448	3	4	4
	47-2111	Electricians	10,990	1,300	\$46,601	4	5	5
	47-2031	Carpenters	8,070	790	\$40,034	4	4	4
	47-2152	Plumbers, Pipefitters, & Steamfitters	6,980	785	\$46,216	4	4	4
	37-3011	Landscaping & Groundskeeping Workers	14,440	2,040	\$27,965	3	3	4
	49-9051	Electrical Power-Line Installers & Repairers	3,500	345	\$75,213	4	4	4
	47-2073	Operating Engineers & Other Construction Equipment Operators	7,910	925	\$38,717	3	4	4
	13-1051	Cost Estimators	2,180	210	\$57,704	5	4	4
	47-2141	Painters, Construction & Maintenance	3,650	340	\$36,379	3	4	4
	37-1012	Supervisors of Landscaping, Lawn Service, & Groundskeeping Workers	2,620	285	\$49,608	5	5	4
	17-1011	Architects, Except Landscape & Naval	1,110	85	\$83,417	7	7	6
	17-3022	Civil Engineering Technicians	2,530	250	\$46,487	4	4	4
	49-9044	Millwrights	1,450	150	\$48,011	4	4	4
	53-7021	Crane & Tower Operators	990	115	\$47,462	3	3	3
	47-2211	Sheet Metal Workers	1,320	135	\$40,435	4	4	4
	47-2181	Roofers	1,250	135	\$35,423	3	3	3
	49-9098	Helpers--Installation, Maintenance, & Repair Workers	2,120	295	\$29,307	4	4	4
	17-3011	Architectural & Civil Drafters	1,100	110	\$51,806	5	5	5
	47-2051	Cement Masons & Concrete Finishers	1,910	185	\$38,363	5	4	4
	47-2221	Structural Iron & Steel Workers	1,290	150	\$44,406	3	3	3
	47-4051	Highway Maintenance Workers	3,710	405	\$30,558	3	4	3
	47-2151	Pipelayers	1,640	175	\$35,488	3	4	4
	47-3013	Helpers--Electricians	1,960	235	\$28,680	3	4	3
	47-2121	Glaziers	600	70	\$37,620	3	3	3
	47-3015	Helpers--Pipelayers, Plumbers, Pipefitters, & Steamfitters	1,560	205	\$28,654	3	3	4

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## Alabama Demand Occupations ACCCP 2022-2023

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						Applied Math	Workplace Documents	Graphic Literacy
<b>Arch</b>	47-2071	Paving, Surfacing, & Tamping Equipment Operators	740	90	\$34,537	3	4	4
<b>Arts, AV Tech</b>	49-9052	Telecommunications Line Installers & Repairers	1,510	175	\$44,250	3	4	4
	27-1024	Graphic Designers	2,240	205	\$41,830	4	4	4
	27-4021	Photographers	1,040	115	\$38,832	3	4	4
	27-4011	Audio & Video Equipment Technicians	950	115	\$35,743	3	5	4
	27-2041	Music Directors & Composers	1,330	170	\$40,406	3	4	4
<b>Business Management &amp; Administration</b>	11-1021	General & Operations Managers	32,100	3,020	\$101,174	5	5	5
	13-1111	Management Analysts	5,500	615	\$90,377	4	4	4
	13-1071	Human Resources Specialists	6,800	725	\$59,119	4	4	4
	43-4051	Customer Service Representatives	35,000	4,435	\$32,417	4	4	4
	11-3051	Industrial Production Managers	3,250	275	\$105,812	4	4	4
	11-3021	Computer & Information Systems Managers	4,190	365	\$123,215	5	5	5
	53-7065	Stockers & Order Fillers	24,930	4,405	\$26,210	3	3	3
	13-1151	Training & Development Specialists	2,730	290	\$63,319	4	5	4
	11-3121	Human Resources Managers	1,570	145	\$101,862	5	5	4
	11-3010	Administrative Services & Facilities Managers	1,310	120	\$101,482	5	5	4
	43-4171	Receptionists & Information Clerks	14,140	1,855	\$26,797	3	4	4
	13-1121	Meeting, Convention, & Event Planners	1,000	115	\$46,465	4	4	4
	13-1131	Fundraisers	950	100	\$48,132	4	5	4
<b>Education &amp; Training</b>	25-1000	Postsecondary Teachers	17,140	1,855	\$68,981	5	7	6
	11-9033	Education Administrators, Postsecondary	3,220	255	\$92,023	5	5	5
	21-1012	Educational, Guidance, School, & Vocational Counselors	4,600	490	\$54,780	4	4	4
	25-2021	Elementary School Teachers, Except Special Education	21,800	1,725	\$52,145	4	6	5
	25-2022	Middle School Teachers, Except Special & Career/Technical Education	11,160	880	\$53,884	4	6	5
	25-2031	Secondary School Teachers, Except Special & Career/Technical Education	13,380	1,015	\$53,436	4	6	5
	11-9032	Education Administrators, Elementary & Secondary School	3,350	270	\$82,411	5	5	5
	27-2022	Coaches & Scouts	3,120	490	\$31,654	4	4	4
	25-9031	Instructional Coordinators	1,760	180	\$73,999	3	6	4
	25-4022	Librarians & Media Collections Specialists	2,560	260	\$56,208	4	5	4
	25-3021	Self-Enrichment Education Teachers	3,910	500	\$37,841	4	4	5
	25-2012	Kindergarten Teachers, Except Special Education	910	100	\$48,526	4	6	5
<b>Finance</b>	13-2011	Accountants & Auditors	20,900	2,025	\$64,035	5	4	5
	11-3031	Financial Managers	5,810	555	\$116,927	5	5	5
	41-3021	Insurance Sales Agents	7,160	690	\$65,752	4	5	5
	13-2072	Loan Officers	4,180	355	\$57,111	4	5	4

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## Alabama Demand Occupations ACCCP 2022-2023

	SOC Code	Occupation Title	2020 Employment	Avg Annual Openings	Median Annual Salary	Median WorkKeys Scores		
						Applied Math	Workplace Documents	Graphic Literacy
Finance	13-2052	Personal Financial Advisors	2,370	185	\$92,679	4	4	4
	41-3031	Securities, Commodities, & Financial Services Sales Agents	3,190	305	\$46,225	4	4	4
	43-4131	Loan Interviewers & Clerks	2,520	230	\$35,651	3	4	4
	13-2082	Tax Preparers	640	70	\$34,858	4	4	4
Gov & Public Admin	13-1041	Compliance Officers	2,510	215	\$65,749	3	4	4
	19-5011	Occupational Health & Safety Specialists	1,270	105	\$78,949	3	4	4
	43-4061	Eligibility Interviewers, Government Programs	3,280	305	\$43,362	4	5	4
	13-2081	Tax Examiners & Collectors, & Revenue Agents	1,150	100	\$57,180	4	4	4
	13-2020	Property Appraisers & Assessors	1,280	100	\$55,043	5	5	5
	43-4031	Court, Municipal, & License Clerks	2,110	225	\$32,245	3	4	4
Health Science	29-1141	Registered Nurses	51,280	3,185	\$58,631	5	5	4
	11-9111	Medical & Health Services Managers	6,950	830	\$82,608	4	4	4
	29-1171	Nurse Practitioners	4,070	490	\$97,609	6	5	4
	29-2061	Licensed Practical & Licensed Vocational Nurses	12,060	1,065	\$40,337	4	4	4
	29-1051	Pharmacists	4,790	190	\$126,691	6	7	7
	29-2010	Clinical Laboratory Technologists & Technicians	5,730	425	\$43,923	5	5	5
	43-6013	Medical Secretaries	6,020	750	\$34,848	3	5	4
	29-1123	Physical Therapists	2,600	170	\$92,195	4	6	5
	31-1131	Nursing Assistants	21,840	2,890	\$24,409	3	4	4
	31-9092	Medical Assistants	9,430	1,385	\$29,250	4	4	4
	31-2021	Physical Therapist Assistants	1,630	290	\$59,658	4	4	4
	29-2052	Pharmacy Technicians	6,840	580	\$30,234	4	4	4
	29-1127	Speech-Language Pathologists	1,770	160	\$60,603	4	6	5
	29-2034	Radiologic Technologists	3,700	295	\$46,915	3	4	4
	31-9097	Phlebotomists	2,270	340	\$31,804	3	4	4
	29-1126	Respiratory Therapists	2,400	175	\$50,792	5	6	5
	31-9091	Dental Assistants	3,080	420	\$32,065	3	4	4
	29-1122	Occupational Therapists	1,180	90	\$86,959	4	6	5
	29-1151	Nurse Anesthetists	1,510	100	\$159,967	5	5	4
	29-2032	Diagnostic Medical Sonographers	1,200	110	\$58,232	3	4	4
	29-1292	Dental Hygienists	3,570	275	\$50,264	3	4	4
	29-2055	Surgical Technologists	1,920	155	\$37,974	3	5	4
	31-2011	Occupational Therapy Assistants	370	65	\$67,747	4	4	4
	31-9093	Medical Equipment Preparers	960	135	\$30,179	3	4	4
	29-2053	Psychiatric Technicians	1,630	130	\$27,337	3	4	4
	31-9096	Veterinary Assistants & Laboratory Animal Caretakers	1,410	260	\$23,692	4	4	3
	29-2057	Ophthalmic Medical Technicians	820	80	\$34,595	3	4	4
	29-2056	Veterinary Technologists & Technicians	1,070	95	\$29,440	3	4	3
29-2081	Opticians, Dispensing	990	90	\$30,590	3	4	4	

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## Alabama Demand Occupations ACCCP 2022-2023

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						Applied Math	Workplace Documents	Graphic Literacy
Hospitality & Tourism	11-9051	Food Service Managers	3,760	470	\$54,500	3	4	4
	35-1012	Supervisors of Food Preparation & Serving Workers	18,280	3,125	\$29,826	4	5	4
	37-1011	Supervisors of Housekeeping & Janitorial Workers	2,860	340	\$36,830	4	4	4
	35-1011	Chefs & Head Cooks	630	95	\$48,991	3	4	4
	27-2021	Athletes & Sports Competitors	300	50	**	**	4	4
Human Services	21-2011	Clergy	7,470	845	\$47,445	4	5	5
	21-2021	Directors, Religious Activities & Education	4,450	570	\$70,143	4	5	4
	21-1018	Substance Abuse, Behavioral Disorder, & Mental Health Counselors	2,660	310	\$39,998	3	5	4
	21-1021	Child, Family, & School Social Workers	4,130	405	\$41,633	4	4	4
	11-9151	Social & Community Service Managers	1,990	185	\$60,011	4	5	4
	21-1022	Healthcare Social Workers	2,480	260	\$48,292	4	4	4
	39-9031	Fitness Trainers & Aerobics Instructors	3,160	610	\$27,717	4	4	4
	39-1098	Supervisors of Personal Service & Entertainment & Recreation Workers, Except Gambling Services	2,570	320	\$34,630	4	4	4
	21-1093	Social & Human Service Assistants	2,710	350	\$26,938	4	4	4
	31-9011	Massage Therapists	640	95	\$36,293	3	4	4
	21-1023	Mental Health & Substance Abuse Social Workers	950	105	\$35,775	4	4	4
Information Technology	15-1256	Software Developers & Software Quality Assurance Analysts & Testers	17,220	1,710	\$98,524	4	4	4
	15-1211	Computer Systems Analysts	5,170	390	\$88,552	5	4	4
	15-1232	Computer User Support Specialists	6,870	570	\$47,880	4	4	4
	15-1244	Network & Computer Systems Administrators	4,530	320	\$74,388	5	5	4
	15-1212	Information Security Analysts	1,930	220	\$81,744	5	6	6
	15-1245	Database Administrators & Architects	2,910	230	\$80,814	5	4	5
	15-1257	Web Developers & Digital Interface Designers	1,060	90	\$63,565	5	5	6
	15-1231	Computer Network Support Specialists	1,250	105	\$59,571	5	5	4
Law, Public Safety, Corrections & Security	23-1011	Lawyers	7,720	430	\$101,178	5	7	5
	33-9032	Security Guards	13,450	1,835	\$24,643	3	4	4
	23-2011	Paralegals & Legal Assistants	4,250	520	\$46,944	3	6	3
	33-3051	Police & Sheriff's Patrol Officers	11,880	1,000	\$46,150	3	4	4
	33-2011	Firefighters	6,370	520	\$39,454	4	4	4
	33-3021	Detectives & Criminal Investigators	1,190	90	\$59,244	3	4	4
	29-2040	Emergency Medical Technicians & Paramedics	4,110	325	\$28,791	3	5	4
	43-5031	Police, Fire, & Ambulance Dispatchers	2,450	245	\$32,082	3	4	4
	33-1021	Supervisors of Fire Fighting & Prevention Workers	1,030	75	\$63,947	5	5	4
	21-1092	Probation Officers & Correctional Treatment Specialists	1,050	90	\$48,020	3	4	4
Manu	51-1011	Supervisors of Production & Operating Workers	14,900	1,725	\$62,044	4	4	4
	49-1011	Supervisors of Mechanics, Installers, & Repairers	10,190	1,005	\$63,917	4	5	5

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## Alabama Demand Occupations ACCCP 2022-2023

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					Applied Math	Workplace Documents	Graphic Literacy
49-9071	Maintenance & Repair Workers, General	16,920	1,735	\$34,863	4	4	4
49-9041	Industrial Machinery Mechanics	13,300	1,615	\$50,722	4	4	4
43-5061	Production, Planning, & Expediting Clerks	3,480	410	\$46,946	4	4	4
51-2090	Miscellaneous Assemblers & Fabricators	40,520	4,970	\$32,737	3	3	3
51-4121	Welders, Cutters, Solderers, & Brazers	10,790	1,340	\$40,796	3	3	4
51-4041	Machinists	5,530	645	\$46,088	4	4	4
17-3023	Electrical & Electronics Engineering Technicians	2,210	215	\$60,189	4	5	5
17-3026	Industrial Engineering Technicians	1,060	120	\$55,539	4	4	4
51-4031	Cutting, Punching, & Press Machine Setters, Operators, & Tenders, Metal & Plastic	5,700	620	\$35,748	3	3	4
51-9124	Coating, Painting, & Spraying Machine Setters, Operators, & Tenders	3,290	395	\$37,471	3	3	4
49-2098	Security & Fire Alarm Systems Installers	1,300	150	\$45,749	4	4	4
51-2028	Electrical, Electronic, & Electromechanical Assemblers, Except Coil Winders, Tapers, & Finishers	3,630	460	\$30,290	3	3	4
19-4031	Chemical Technicians	1,450	165	\$53,073	4	5	4
51-3021	Butchers & Meat Cutters	2,190	265	\$29,138	4	4	4
51-4081	Multiple Machine Tool Setters, Operators, & Tenders, Metal & Plastic	3,490	450	\$36,325	3	4	4
51-3022	Meat, Poultry, & Fish Cutters & Trimmers	10,420	1,260	\$25,620	3	3	3
17-3027	Mechanical Engineering Technicians	810	90	\$55,379	4	5	5
51-9111	Packaging & Filling Machine Operators & Tenders	2,910	345	\$29,758	3	3	4
51-4111	Tool & Die Makers	840	105	\$54,752	4	4	4
51-4072	Molding, Coremaking, & Casting Machine Setters, Operators, & Tenders, Metal & Plastic	3,860	400	\$31,329	3	3	4
51-9041	Extruding, Forming, Pressing, & Compacting Machine Setters, Operators, & Tenders	1,960	220	\$38,508	3	3	4
51-9023	Mixing & Blending Machine Setters, Operators, & Tenders	1,780	210	\$39,642	3	4	4
43-5111	Weighers, Measurers, Checkers, & Samplers, Recordkeeping	950	105	\$34,025	3	3	4
49-9062	Medical Equipment Repairers	780	85	\$41,293	4	5	4
49-2094	Electrical & Electronics Repairers, Commercial & Industrial Equipment	1,240	95	\$58,762	4	5	4
53-7063	Machine Feeders & Offbearers	2,110	300	\$30,748	3	4	4
49-9043	Maintenance Workers, Machinery	1,070	120	\$43,580	4	4	4
51-4033	Grinding, Lapping, Polishing, & Buffing Machine Tool Setters, Operators, & Tenders, Metal & Plastic	1,580	190	\$34,624	3	3	4

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						Applied Math	Workplace Documents	Graphic Literacy
Manufacturing	51-7011	Cabinetmakers & Bench Carpenters	2,320	255	\$29,069	4	4	4
	51-9081	Dental Laboratory Technicians	820	130	\$33,954	3	4	4
	51-7041	Sawing Machine Setters, Operators, & Tenders, Wood	2,530	325	\$28,403	3	3	3
	51-7042	Woodworking Machine Setters, Operators, & Tenders, Except Sawing	2,250	280	\$29,322	4	3	3
	51-9032	Cutting & Slicing Machine Setters, Operators, & Tender	1,300	165	\$31,548	3	3	4
	51-3092	Food Batchmakers	1,330	195	\$27,386	3	3	4
	51-9195	Molders, Shapers, & Casters, Except Metal & Plastic	930	120	\$33,038	3	3	4
	51-4051	Metal-Refining Furnace Operators & Tenders	1,030	105	\$31,762	3	3	4
	49-3053	Outdoor Power Equipment & Other Small Engine Mech	550	65	\$37,015	3	3	4
Marketing	41-4012	Sales Representatives, Wholesale & Manufacturing, Except Technical & Scientific Products	20,810	2,195	\$56,908	5	5	4
	11-2022	Sales Managers	2,970	275	\$100,296	4	5	5
	41-3091	Sales Representatives of Services, Except Advertising, Insurance, Financial Services, & Travel	8,520	1,065	\$52,159	5	5	4
	13-1161	Market Research Analysts & Marketing Specialists	5,310	680	\$55,010	4	4	4
	41-9022	Real Estate Sales Agents	5,210	465	\$50,426	4	5	4
	41-4011	Sales Representatives, Wholesale & Manufacturing, Technical & Scientific Products	2,870	305	\$74,926	4	4	4
	11-2021	Marketing Managers	1,330	130	\$106,560	7	5	5
	41-2031	Retail Salespersons	62,870	9,120	\$23,671	3	4	4
	11-9141	Property, Real Estate, & Community Association Mana	3,240	250	\$47,427	4	4	4
	27-3031	Public Relations Specialists	2,490	255	\$51,797	4	5	4
	27-1026	Merchandise Displayers & Window Trimmers	3,130	310	\$29,686	3	4	4
	41-2021	Counter & Rental Clerks	5,050	615	\$24,615	4	3	4
	41-2022	Parts Salespersons	**	495	\$30,600	3	3	4
STEM	17-2071	Electrical Engineers	4,500	355	\$100,026	7	6	6
	17-2141	Mechanical Engineers	3,940	300	\$89,136	6	6	6
	17-2112	Industrial Engineers	6,320	605	\$87,837	5	6	6
	11-9041	Architectural & Engineering Managers	2,370	190	\$144,479	7	7	5
	19-2041	Environmental Scientists & Specialists, Including Health	980	105	\$58,086	5	7	7
Transportation	53-3032	Heavy & Tractor-Trailer Truck Drivers	35,210	4,255	\$42,006	3	4	4
	13-1081	Logisticians	4,390	545	\$87,230	5	5	5
	53-1047	Supervisors of Transportation & Material Moving Workers, Except Aircraft Cargo Handling	8,110	925	\$51,499	4	4	4
	53-7062	Laborers & Freight, Stock, & Material Movers, Hand	40,590	5,905	\$26,573	3	3	4
	53-3033	Light Truck or Delivery Services Drivers	14,560	1,735	\$30,233	3	3	3
	53-7051	Industrial Truck & Tractor Operators	10,960	1,355	\$33,693	3	3	3
	49-3031	Bus & Truck Mechanics & Diesel Engine Specialists	4,690	470	\$43,616	3	4	4

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The Demand occupations published by the Alabama Department of Labor, Labor Market Information Division now align with the definition of demand occupations developed by the Alabama Committee on Credentialing and Career Pathways (ACCCP).

## Alabama Demand Occupations ACCCP 2022-2023

	SOC Code	Occupation Title	2020 Employment	Avg Annual Openings	Median Annual Salary	Median WorkKeys Scores		
						Applied Math	Workplace Documents	Graphic Literacy
<b>Transportation, Distribution &amp; Logistics</b>	11-3071	Transportation, Storage, & Distribution Managers	1,330	115	\$91,183	4	4	4
	49-3042	Mobile Heavy Equipment Mechanics, Except Engines	3,600	400	\$52,089	3	3	3
	49-3011	Aircraft Mechanics & Service Technicians	3,440	355	\$65,576	4	5	5
	53-7061	Cleaners of Vehicles & Equipment	5,020	755	\$24,180	3	4	3
	43-3021	Billing & Posting Clerks	3,980	425	\$35,041	4	4	4
	49-3021	Automotive Body & Related Repairers	2,690	260	\$42,692	3	4	3
	53-7064	Packers & Packagers, Hand	9,130	1,310	\$25,019	3	3	4
	53-2012	Commercial Pilots	1,030	115	\$97,105	5	6	6
	49-2091	Avionics Technicians	1,060	100	\$69,149	4	4	5
	43-5032	Dispatchers, Except Police, Fire, & Ambulance	2,220	210	\$36,407	3	4	4
	49-3093	Tire Repairers & Changers	3,240	375	\$26,138	3	3	4
	53-7199	Material Moving Workers, All Other	100	15	\$42,613	3	3	4
	53-3052	Bus Drivers, Transit & Intercity	1,480	180	\$27,945	3	4	3
	53-7121	Tank Car, Truck, & Ship Loaders	660	80	\$40,580	3	4	4


Source: Alabama Department of Labor, LMI Division 2020-2030 projections in cooperation with the Projections Managing Partnership (PMP) and the U.S. Bureau of Labor Statistics.

Wages now reflect Median Annual Salary versus previous publication releases using Average (Mean) Annual Salary.

\*\* Data Suppressed Due to Confidentiality.

Median Work Keys Scores represent employer identified skills & skill levels (by occupation) required by both current & prospective employees to be successful on the job. Work Keys Scores scale is from one (low skill requirement) to seven (high skill requirement). Source ACT, Inc. (<https://www.act.org>), ACT Job Profiling.

The Demand occupations published by the Alabama Department of Labor, Labor Market Information Division now align with the definition of demand occupations developed by the Alabama Committee on Credentialing and Career Pathways (ACCCP).



# Industrial Machinery Installation, Repair, and Maintenance Workers in 17 Counties

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## What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumé, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.

*The Atlantic*

**Forbes**

**Harvard  
Business  
Review**

*The  
New York  
Times*

**WSJ**

 **USA  
TODAY**



## Report Parameters

### 1 Occupation

49-9040 Industrial Machinery Installation, Repair, and Maintenance Workers

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### 17 Counties

1033	Colbert County, AL	1075	Lamar County, AL
1043	Cullman County, AL	1079	Lawrence County, AL
1057	Fayette County, AL	1093	Marion County, AL
1059	Franklin County, AL	1107	Pickens County, AL
1073	Jefferson County, AL	<i>See Appendix B for all 17 Counties</i>	

### Class of Worker

QCEW Employees and Non-QCEW Employees

The information in this report pertains to the chosen occupation and geographical areas.

## Executive Summary

### Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



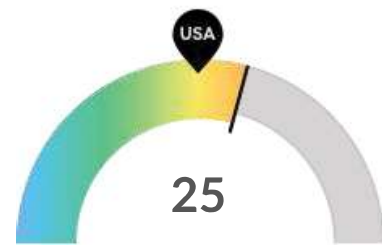
**Jobs (2023)**

Your area is a hotspot for this kind of job. The national average for an area this size is 2,369\* employees, while there are 6,704 here.



**Compensation**

Earnings are low in your area. The national median salary for Industrial Machinery Installation, Repair, and Maintenance Workers is \$58,996, compared to \$53,691 here.



**Job Posting Demand**

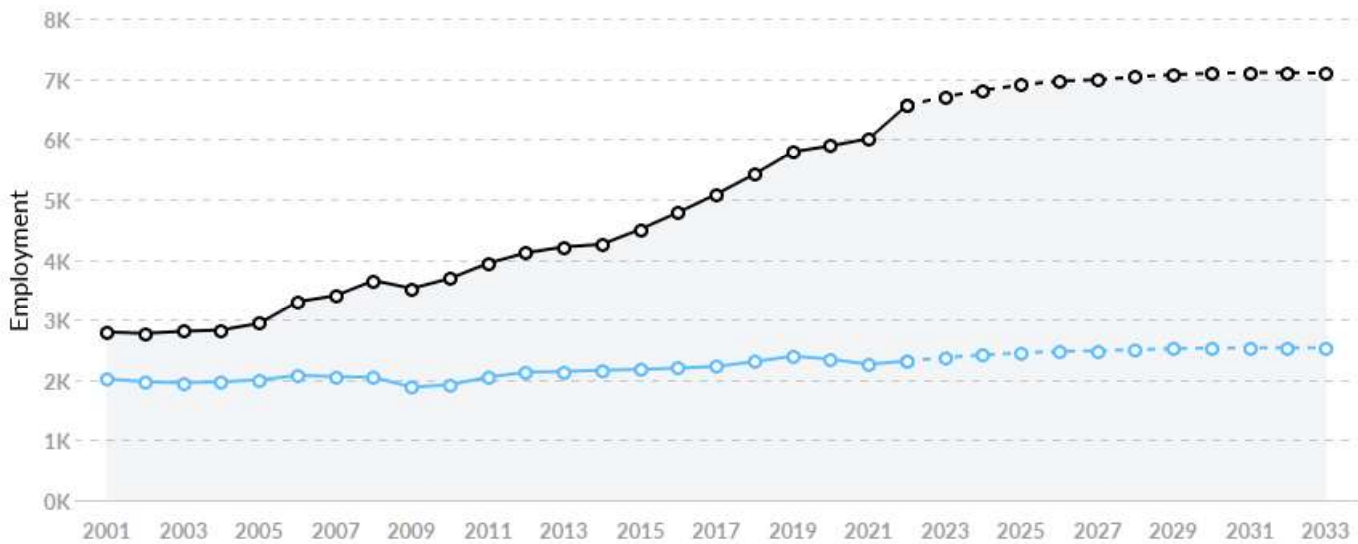
Job posting activity is high in your area. The national average for an area this size is 20\* job postings/mo, while there are 25 here.

\*National average values are derived by taking the national value for Industrial Machinery Installation, Repair, and Maintenance Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

# Jobs

## Regional Employment Is Higher Than the National Average

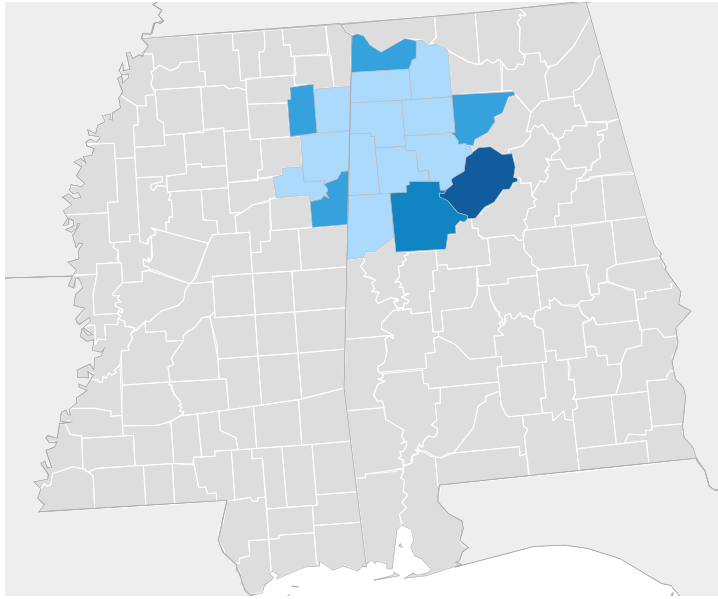
An average area of this size typically has 2,369\* jobs, while there are 6,704 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2023 Jobs	2026 Jobs	Change	% Change
● 17 Counties	6,704	6,963	259	3.9%
● National Average	2,369	2,473	103	4.4%

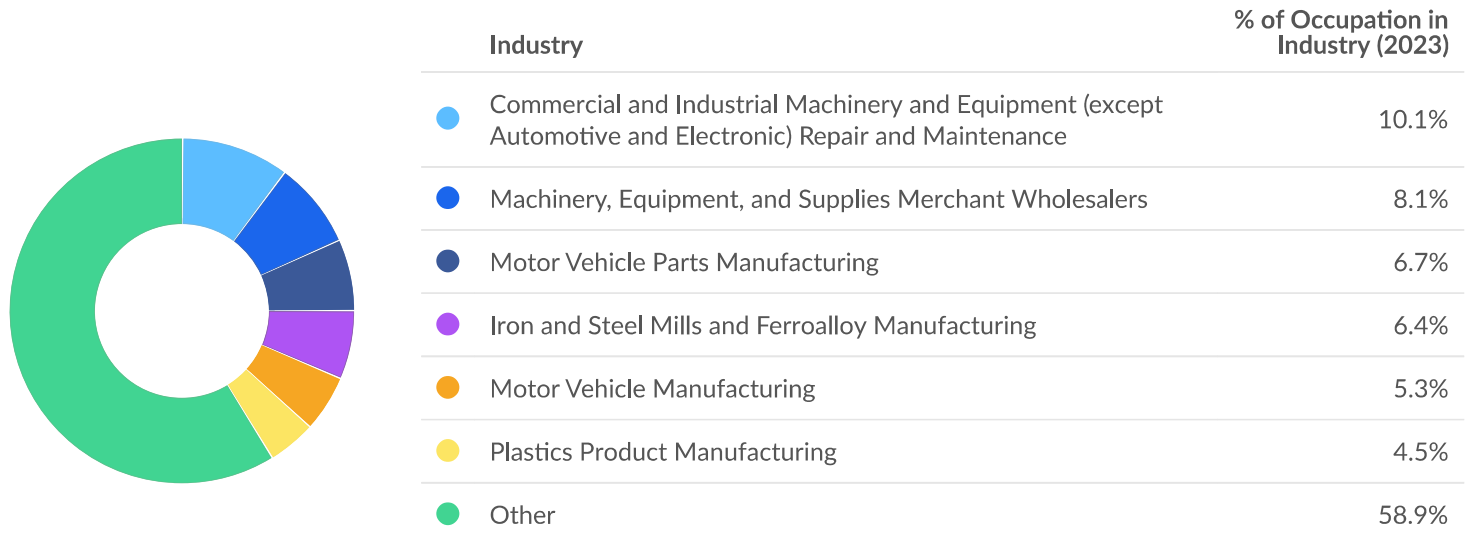
\*National average values are derived by taking the national value for Industrial Machinery Installation, Repair, and Maintenance Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Regional Breakdown



County	2023 Jobs
Jefferson County, AL	2,243
Tuscaloosa County, AL	1,463
Lee County, MS	556
Colbert County, AL	502
Lowndes County, MS	444

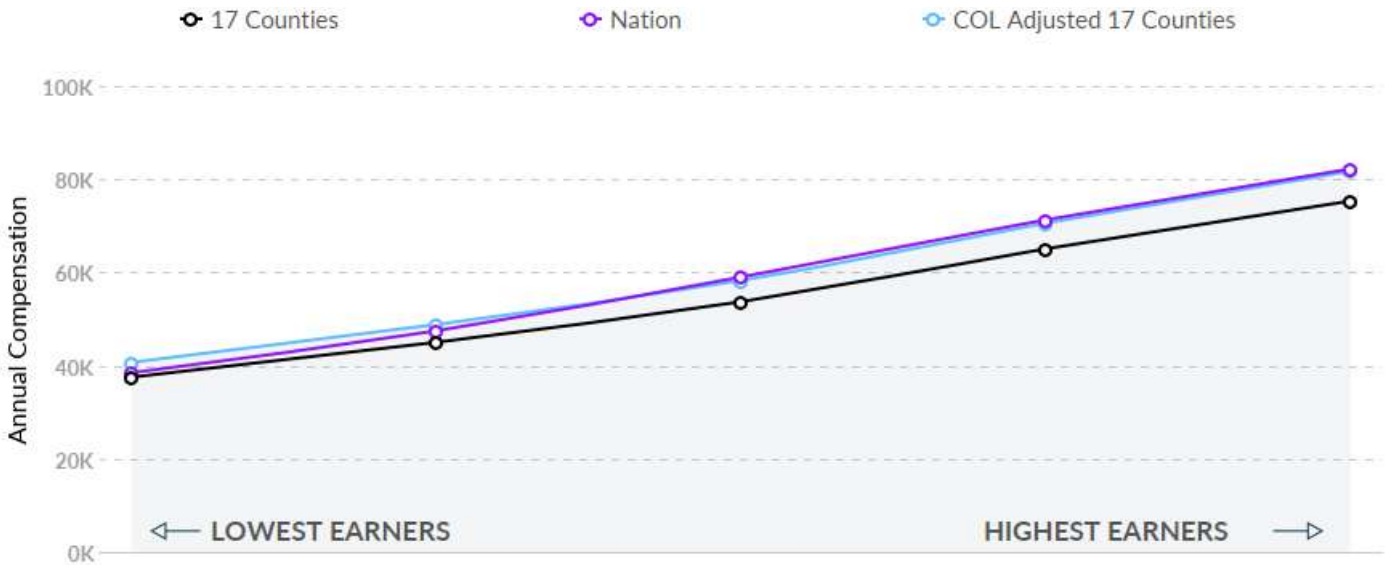
### Most Jobs are Found in the Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance Industry Sector



# Compensation

## Regional Compensation Is 9% Lower Than National Compensation

For Industrial Machinery Installation, Repair, and Maintenance Workers, the 2022 median wage in your area is \$53,691, while the national median wage is \$58,996.



## Job Posting Activity



**330 Unique Job Postings**

The number of unique postings for this job from Jan 2023 to Jan 2024.



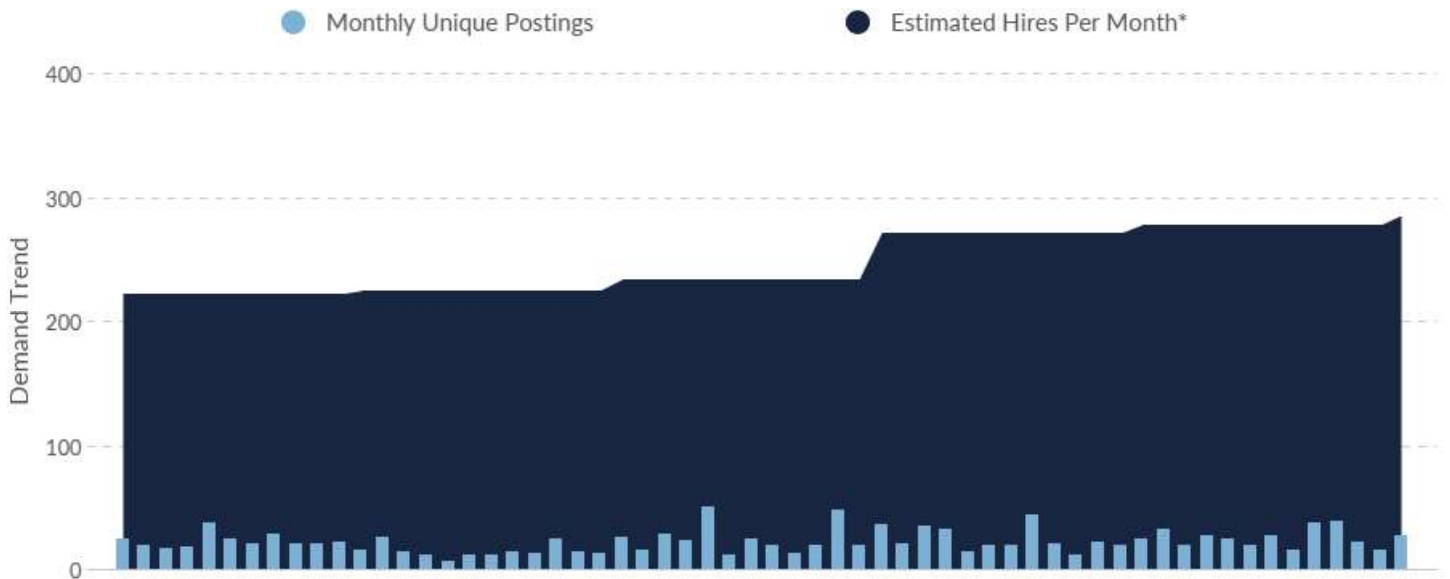
**127 Employers Competing**

All employers in the region who posted for this job from Jan 2023 to Jan 2024.



**28 Day Median Duration**

Posting duration is the same as what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2023 - Jan 2024)	Avg Monthly Hires (Jan 2023 - Jan 2024)
Industrial Machinery Installation, Repair, and Maintenance Workers	25	279

\*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.



## Occupation Overview

Top Companies	Unique Postings	Top Job Titles	Unique Postings
AT&T	12	Mechanics	61
Tradesmen International	12	Millwrights	45
Amwaste	11	Maintenance Mechanics	32
The University of Alabama at Bir...	9	Industrial Maintenance Managers	16
Tyson Foods	8	Outside Plant Technicians	16
Bass Pro Shops	7	Area Rental Mechanics	15
Commercial Metals	7	Industrial Millwrights	15
The J.M. Smucker Company	7	Industrial Maintenance Electrici...	8
Turner-Industries Group	7	Master Trainers	8
Air Evac Lifeteam	6	Facilities Technicians	6

## Top Distinguishing Skills by Demand

Not enough data to display Distinguishing Skills for this occupation.

## Top Defining Skills by Demand

Not enough data to display Defining Skills for this occupation.

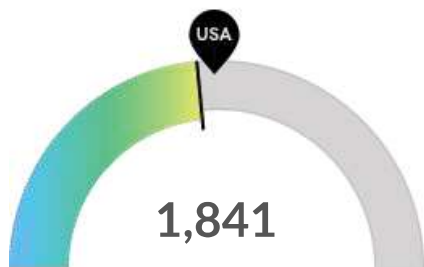
## Top Necessary Skills by Demand

Not enough data to display Necessary Skills for this occupation.



## Demographics

### Retirement Risk Is About Average, While Overall Diversity Is Low



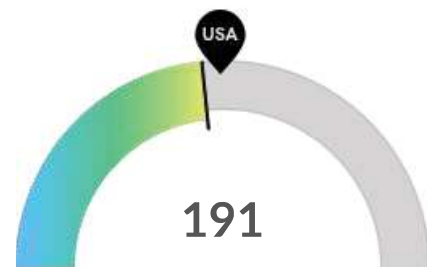
**Retiring Soon**

Retirement risk is about average in your area. The national average for an area this size is 2,011\* employees 55 or older, while there are 1,841 here.



**Racial Diversity**

Racial diversity is low in your area. The national average for an area this size is 1,648\* racially diverse employees, while there are 1,382 here.

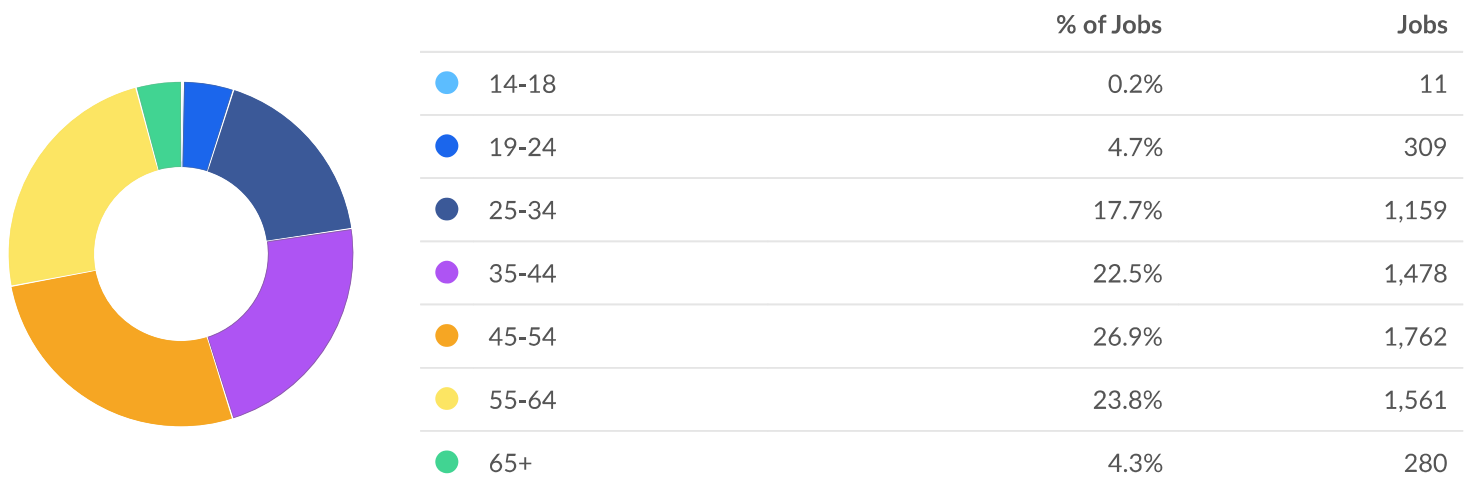


**Gender Diversity**

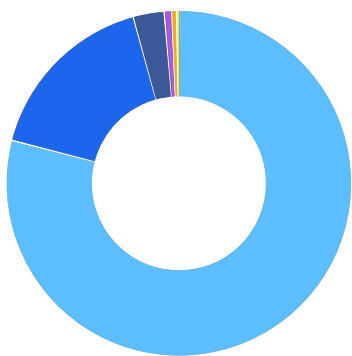
Gender diversity is about average in your area. The national average for an area this size is 209\* female employees, while there are 191 here.

\*National average values are derived by taking the national value for Industrial Machinery Installation, Repair, and Maintenance Workers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown

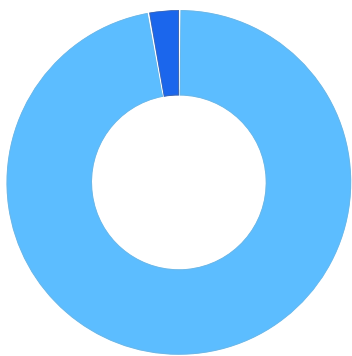


### Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
<span style="color: #00AEEF;">●</span> White	78.9%	5,179
<span style="color: #0070C0;">●</span> Black or African American	16.7%	1,096
<span style="color: #003366;">●</span> Hispanic or Latino	2.9%	191
<span style="color: #9933CC;">●</span> Two or More Races	0.7%	45
<span style="color: #FF9900;">●</span> Asian	0.5%	30
<span style="color: #FFCC00;">●</span> American Indian or Alaska Native	0.3%	18
<span style="color: #00CC99;">●</span> Native Hawaiian or Other Pacific Islander	0.0%	1

### Occupation Gender Breakdown



	% of Jobs	Jobs
<span style="color: #00AEEF;">●</span> Males	97.1%	6,370
<span style="color: #0070C0;">●</span> Females	2.9%	191

## Occupational Programs



### 3 Programs

Of the programs that can train for this job, 3 have produced completions in the last 5 years.






### 495 Completions (2022)







The completions from all regional institutions for all degree types.



### 654 Openings (2022)

The average number of openings for an occupation in the region is 111.

CIP Code	Top Programs	Completions (2022)
47.0105	Industrial Electronics Technology/Technician	325 
47.0303	Industrial Mechanics and Maintenance Technology/Technici...	153 
48.0501	Machine Tool Technology/Machinist	17 

Top Schools	Completions (2022)
George C Wallace State Community College-Hanceville	243 
Shelton State Community College	98 
Northwest-Shoals Community College	85 
Itawamba Community College	48 
Lawson State Community College	20 
Bevill State Community College	1 

## Appendix A

### Industrial Machinery Installation, Repair, and Maintenance Workers in 17 Counties

## Appendix B (Geographies)

Code	Description	Code	Description
1033	Colbert County, AL	1125	Tuscaloosa County, AL
1043	Cullman County, AL	1127	Walker County, AL
1057	Fayette County, AL	1133	Winston County, AL
1059	Franklin County, AL	28025	Clay County, MS
1073	Jefferson County, AL	28057	Itawamba County, MS
1075	Lamar County, AL	28081	Lee County, MS
1079	Lawrence County, AL	28087	Lowndes County, MS
1093	Marion County, AL	28095	Monroe County, MS
1107	Pickens County, AL		