

# Interpreters and Translators

## Labor Market Analysis: San Diego County

April 2019

### Summary

- Do not Proceed
- Proceed with Caution
- Proceed

**PROCEED WITH  
NEW PROGRAM?**



**SUPPLY  
GAP?**



**AT OR ABOVE  
THE LIVING WAGE**



**NUMBER OF  
INSTITUTIONS THAT  
PROVIDE TRAINING**



**NUMBER OF ANNUAL  
JOB OPENINGS**



- Bachelor's Degree+
- Associate Degree
- Some College or Certificate
- High School Diploma or Equivalent
- Less than a HS Diploma
- Apprenticeship

**EXPECTED LEVEL  
OF EDUCATION**

According to available labor market information, there is a demand for *Interpreters and Translators* in San Diego County. *Interpreters and Translators Occupations* have a labor market demand of 167 annual job openings, while average demand for an occupation in San Diego County is 277 annual job openings. Three educational institutions in San Diego County supply 50 awards for this occupation, suggesting that there is a supply gap. However, this supply number does not include people currently in the labor force looking for work as *Interpreters and Translators*. This occupation's entry-level and median wages are higher than the Self-Sufficiency Standard, suggesting that students who successfully complete a program and obtain employment in a related field may earn living wages.

## Introduction

This report provides labor market information in San Diego County for the following occupational code in the Standard Occupational Classification (SOC)<sup>1</sup> system:

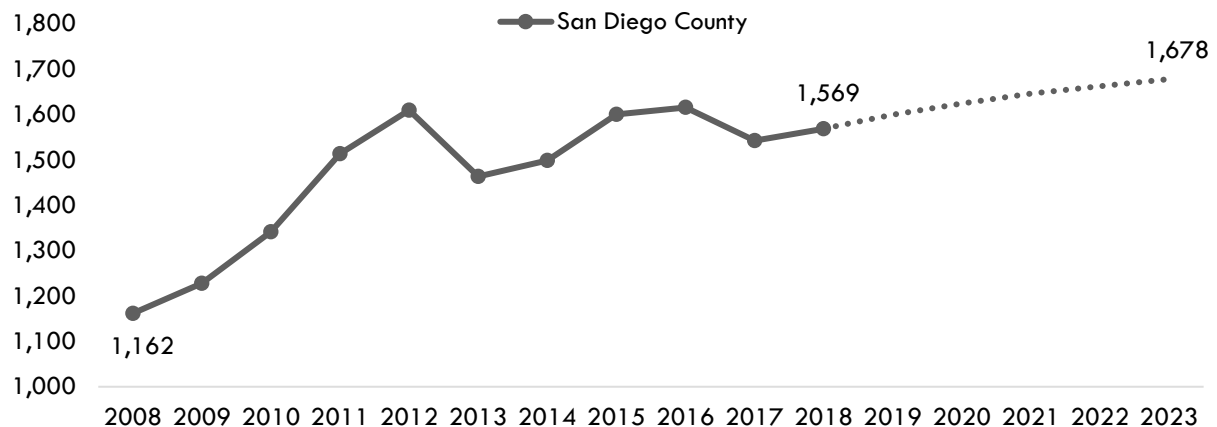
**Interpreters and Translators (SOC 27-3091):** Interpret oral or sign language, or translate written text from one language into another. Sample reported job titles include:

- Deaf Interpreter
- Court Interpreter
- Technical Translator
- Spanish Interpreter
- Medical Interpreter
- Interpreter for the Deaf
- Diplomatic Interpreter

## Projected Occupational Demand

Between 2018 and 2023, *Interpreters and Translators* are projected to increase by **109** jobs or **seven** percent (Exhibit 1). Employers in San Diego County will need to hire **167** workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement, for example.

**Exhibit 1: Number of Jobs for *Interpreters and Translators* (2008-2023)<sup>2</sup>**



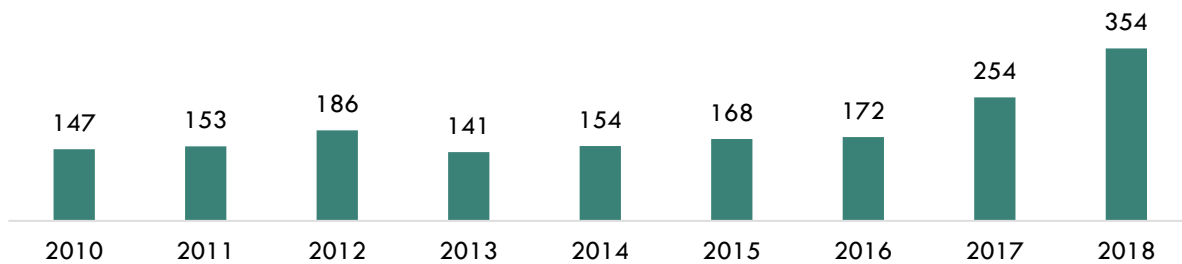
<sup>1</sup> The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating or disseminating data. [bls.gov/soc](https://www.bls.gov/soc).

<sup>2</sup> Emsi 2019.01; QCEW, Non-QCEW, Self-Employed.

## Online Job Postings

Between 2010 and 2018, there was an average of 192 online job postings per year for *Interpreters and Translators* in San Diego County (Exhibit 2).

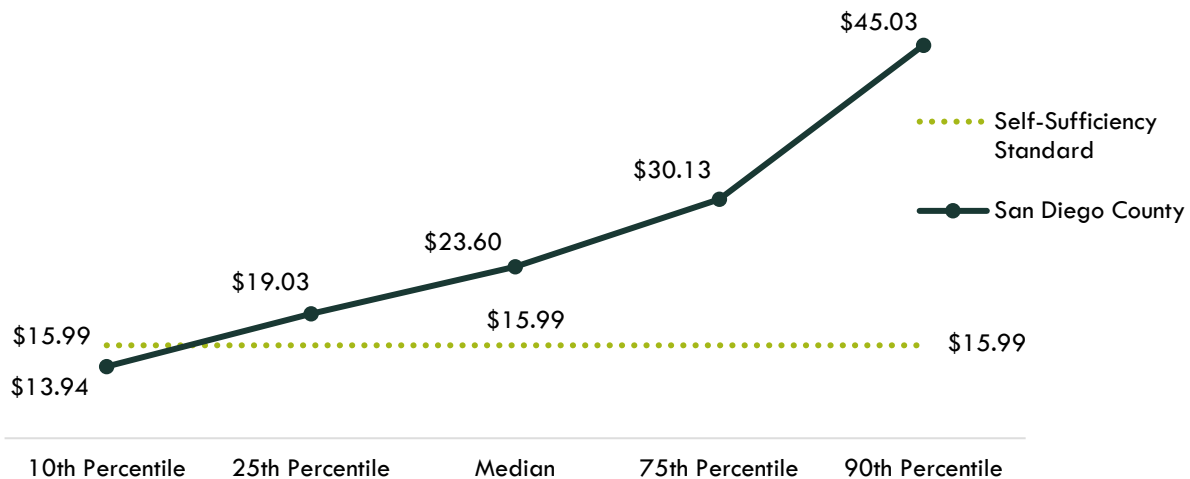
**Exhibit 2: Number of Online Job Postings for *Interpreters and Translators* in San Diego County (2010-2018)<sup>3</sup>**



## Earnings

*Interpreters and Translators* receive median hourly earnings of \$23.60; this is more than the Self-Sufficiency Standard for a single adult in San Diego County, which is \$15.99 per hour (Exhibit 3).<sup>4</sup>

**Exhibit 3: Hourly Earnings<sup>5</sup> for *Interpreters and Translators* in San Diego County<sup>6</sup>**



<sup>3</sup> Burning Glass Technologies, "Labor Insight Real-Time Labor Market Information Tool." 2010-2018.

<sup>4</sup> The self-sufficiency wage in San Diego for one adult is \$15.99 ([insightcced.org/2018-self-sufficiency-standard](http://insightcced.org/2018-self-sufficiency-standard)).

<sup>5</sup> 10th and 25th percentiles could be considered entry-level wages, and 75th and 90th percentiles could be considered experienced wages for individuals who may have been in the occupation longer, received more training than others, etc.

<sup>6</sup> Emsi 2019.01; QCEW, Non-QCEW, Self-Employed.

## Educational Supply

Educational supply for an occupation can be estimated by analyzing the number of awards in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes.<sup>7</sup> There are **four** TOP codes and **five** CIP codes related to *Interpreters and Translators* (Exhibit 4).

### Exhibit 4: Related TOP and CIP Codes for *Interpreters and Translators*

<i>Interpreters and Translators</i>
TOP 060700: Technical Communication
TOP 061000: Mass Communications
TOP 085010: Sign Language Interpreting
TOP 214000: Legal and Community Interpretation
CIP 09.0102: Mass Communication/Media Studies
CIP 10.0105: Communications Technology/Technician
CIP 16.0103: Language Interpretation and Translation
CIP 16.1603: Sign Language Interpretation and Translation
CIP 23.1303: Professional, Technical, Business, and Scientific Writing

According to TOP data, **three** community colleges supply the region with awards for this occupation: **Palomar College, San Diego Mesa College, and Southwestern College**. According to CIP data, **no** other educational institution supplies the region with awards. However, the San Diego State University College of Extended Studies offers a Medical Interpreter training program for Spanish/English<sup>8</sup> and University of California, San Diego Extension offers a Translation and Interpretation Spanish/English program<sup>9</sup> (Exhibit 5).

<sup>7</sup> TOP data comes from the California Community Colleges Chancellor's Office MIS Data Mart ([datamart.cccco.edu](http://datamart.cccco.edu)) and CIP data comes from the Integrated Postsecondary Education Data System ([nces.ed.gov/ipeds/use-the-data](http://nces.ed.gov/ipeds/use-the-data)).

<sup>8</sup> "Medical Interpreter (Spanish/English)," San Diego State University College of Extended Learning. [careertraining.ed2go.com/cesdsu/training-programs/medical-interpreter](http://careertraining.ed2go.com/cesdsu/training-programs/medical-interpreter).

<sup>9</sup> "Translation and Interpretation (Spanish/English)," UC San Diego Extension. [extension.ucsd.edu/courses-and-programs/translation-and-interpretation-spanish-english](http://extension.ucsd.edu/courses-and-programs/translation-and-interpretation-spanish-english).

**Exhibit 5: Number of Awards (Certificates and Degrees) Conferred by Postsecondary Institutions  
(Program Year 2013-14 through PY2016-17 Average)**

TOP6 or CIP	TOP6 or CIP Title	3-Yr Annual Average CC Awards (PY14-15 to PY16-17)	Other Educational Institutions 3-Yr Annual Average Awards (PY13-14 to PY15-16)	3-Yr Total Average Supply (PY13-14 to PY16-17)
061000	Mass Communications	<b>4</b>	<b>0</b>	<b>4</b>
	• Southwestern	4	0	
085010	Sign Language Interpreting	<b>25</b>	<b>0</b>	<b>25</b>
	• Palomar	12	0	
	• San Diego Mesa	13	0	
214000	Legal and Community Interpretation	<b>21</b>	<b>0</b>	<b>21</b>
	• Southwestern	21	0	
			<b>Total</b>	<b>50</b>

## Demand vs. Supply

Comparing labor demand (annual openings) with labor supply<sup>10</sup> suggests that there is a **supply gap** for this occupation in San Diego County, with **167** annual openings and **50** awards. Comparatively, there are **1,513** annual openings in California and **630** awards<sup>11</sup> (Exhibit 6).

### Exhibit 6: Labor Demand (Annual Openings) Compared with Labor Supply (Average Annual Awards)

Community Colleges and Other Postsecondary Educational Institutions	Demand (Annual Openings)	Supply (Total Annual Average Supply)	Supply Gap or <b>Oversupply</b>
San Diego	167	50	<b>117</b>
California	1,513	630	<b>883</b>

<sup>10</sup> Labor supply can be found from two different sources: EMSI or the California Community Colleges Chancellor's Office MIS Data Mart. EMSI uses CIP codes while MIS uses TOP codes. Different coding systems result in differences in the supply numbers.

<sup>11</sup> Centers of Excellence Student Outcomes supply table (coecc.net/Supply-and-Demand.aspx).

**Please note:** This is a basic analysis of supply and demand of labor. This data should be used to discuss the potential gaps or oversupply of workers; however, it should not be the only basis for determining whether or not a program should be developed. Additionally, the data does not include workers who are currently in the labor force who could fill these positions or workers who are not captured by publicly available data.

## Student Outcomes

Based on the information available in the CTE LaunchBoard, students who took courses in the related TOP codes exhibited the following outcomes (Exhibit 7).

**Exhibit 7: Strong Workforce Program Metrics for TOP 214000: Legal and Community Interpretation San Diego-Imperial Region vs. California (PY2015-16)**

Metric	San Diego-Imperial	California
Number of course enrollments <sup>12</sup>	201	764
Completed 12+ CTE units in one year <sup>13</sup>	32	130
Completed 48+ CTE contact hours in one year <sup>14</sup>	N/A	68
Number of students who got a degree or certificate <sup>15</sup>	17	35
Number of students who transferred <sup>16</sup>	N/A	25
Employed in the second fiscal quarter after exit <sup>17</sup>	70%	69%
Employed in the fourth fiscal quarter after exit <sup>18</sup>	65%	66%
Job closely related to field of study <sup>19</sup>	N/A	N/A
Median earnings in the second fiscal quarter after exit <sup>20</sup>	\$5,747	\$5,007
Median change in earnings <sup>21</sup>	56%	56%
Attained a living wage <sup>22</sup>	N/A%	33%

<sup>12</sup> The number of enrollments in courses assigned to the TOP code in the selected year.

<sup>13</sup> The number of students who completed 12 or more credit CTE units.

<sup>14</sup> The number of students who completed 48 or more noncredit CTE instructional contact hours.

<sup>15</sup> The number of unduplicated students who earned a locally-issued certificate, Chancellor's Office approved certificate, associate degree, and/or California Community Colleges bachelor's degree in the selected TOP code.

<sup>16</sup> Students who took non-introductory courses or completed a California Community Colleges Chancellor's Office award in the selected TOP code in selected year who subsequently enrolled for the first time in a four-year institution the following year.

<sup>17</sup> Among all exiters with a valid SSN, the percentage who were employed two quarters after exiting California Community Colleges.

<sup>18</sup> Among exiting students with a valid SSN, the percentage who were employed four quarters after exiting California Community Colleges.

<sup>19</sup> Among students who responded to the CTEOS, the percentage reporting employment in the same or similar field as their program of study.

<sup>20</sup> Among exiting students, the median second-quarter earnings one year after the year in which they exited California Community Colleges.

<sup>21</sup> Among exiting students with a valid SSN, the percentage change in earnings one year before and one year after exiting California Community Colleges.

<sup>22</sup> Among completers and skills builders who exited, the proportion of students who attained a living wage.

## Top Employers and Work Locations

Between January 1, 2016 and December 31, 2018, the top five employers in San Diego County for this occupation were [Language Line](#), [Global Linguist Solutions](#), [SOS International](#), [Interpreters Unlimited](#), and [UnitedHealth Group](#) (Exhibit 8).

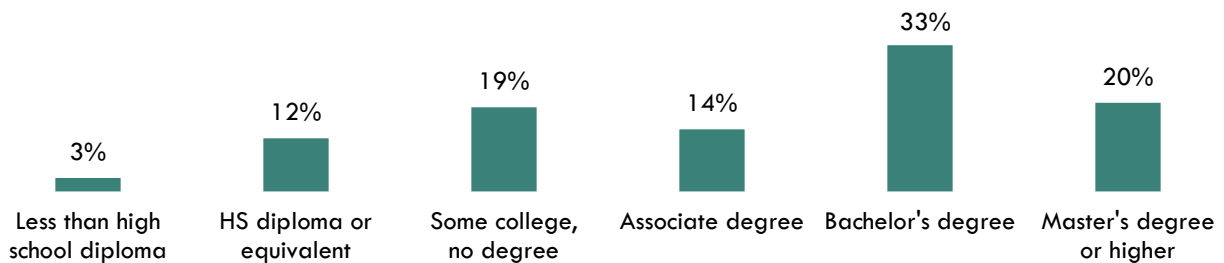
**Exhibit 8: Top Employers in San Diego County for *Interpreters and Translators*<sup>23</sup>**

Top Employers	
• Language Line	• Sears
• Global Linguist Solutions	• San Diego Unified School District
• SOS International	• Sorenson Communication
• Interpreters Unlimited	• US Army
• UnitedHealth Group	• Catholic Charities

## Skills, Education, and Certifications

Exhibit 9 indicates the educational attainment for the occupation found currently in the national labor force. There is no typical on-the-job training for this profession. The typical entry-level education is a [bachelor's degree](#).<sup>24</sup>

**Exhibit 9: National Educational Attainment of *Interpreters and Translators*<sup>25</sup>**



\*May not add to 100% due to rounding

<sup>23</sup> Burning Glass Technologies, "Labor Insight Real-Time Labor Market Information Tool." 2016-2018.

<sup>24</sup> Source: Emsi, 2018.04; QCEW, Non-QCEW, Self-Employed.

<sup>25</sup> "Educational Attainment for Workers 25 Years and Older by Detailed Occupation," Bureau of Labor Statistics, last modified October 18, 2018. [bls.gov/emp/tables/educational-attainment.htm](https://bls.gov/emp/tables/educational-attainment.htm).

Exhibit 10 lists the top specialized, soft, and software skills that appeared in online job postings between January 1, 2016 and December 31, 2018.

**Exhibit 10: Top Skills for *Interpreters and Translators* in San Diego County<sup>26</sup>**

Specialized Skills	Soft Skills	Software Skills
<ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Training Materials</li> <li>• Customer Service</li> <li>• Phone Systems</li> <li>• Teaching</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> <li>• Communication Skills</li> <li>• Bilingual</li> <li>• Writing</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Excel</li> <li>• Microsoft Word</li> <li>• Software Engineering</li> <li>• Microsoft PowerPoint</li> <li>• SQL</li> </ul>

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**Important Disclaimers**

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

<sup>26</sup> Burning Glass Technologies, “Labor Insight Real-Time Labor Market Information Tool.” 2016-2018.