

<span style="font-size: 1.2em;">⚠</span> <b>Endorsed: Caution Advised</b>			
Program LMI Endorsement Criteria			
	Met <input checked="" type="checkbox"/>	Partially Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
Supply Gap:	There are projected to be <b>2,117 annual job openings</b> throughout Los Angeles and Orange counties for <i>automotive service technicians and mechanics</i> , which <b>is more than the 2,052 awards conferred by educational institutions</b> .		
Self-Sufficiency Standard Living Wage <sup>1</sup> :	Met <input type="checkbox"/>	Partially Met <input type="checkbox"/>	Not Met <input checked="" type="checkbox"/>
	The typical entry-level wage for <i>automotive service technicians and mechanics</i> is <b>\$20.62</b> , which is <b>below the OC living wage of \$27.13</b> .		
Education:	Met <input checked="" type="checkbox"/>	Partially Met <input type="checkbox"/>	Not Met <input type="checkbox"/>
	Typical education requirement for <i>automotive service technicians and mechanics</i> is a postsecondary non-degree award and <b>37% of workers in the field have completed some college or an associate degree as their highest level of education</b> .		

## Summary

The Orange County Center of Excellence for Labor Market Research (OC COE) prepared this report to determine whether there is a supply gap in the Los Angeles and Orange counties regional labor market related to one middle-skill occupation:

- *Automotive Service Technicians and Mechanics (49-3023)*

Based on the available data, there appears to be a supply gap for *automotive service technicians and mechanics*, and the typical education requirements for this occupation align with a community college education. However, entry-level wages are below the Self-Sufficiency Standard living wage. **Therefore, due to some of the regional labor market criteria being met, the COE endorses this proposed program.**

<sup>1</sup> The living wage endorsement criteria in this report uses the University of Washington's Center for Women's Welfare Self-Sufficiency Standard, which the COE refers to as a living wage; Orange County's living wage of \$27.13, was last updated in March 2024.

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for the middle-skill occupation included in this report.

### Exhibit 1: Labor Market Endorsement Summary

Occupation (SOC)	Demand (Annual Openings)	Supply (CC and Non-CC)	Entry-Level Hourly Earnings (25th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Automotive Service Technicians and Mechanics (49-3031)	LA: 1,538 OC: 579	LA: 1,432 OC: 620	OC: \$20.62	Postsecondary non-degree award	37%
<b>Total</b>	<b>2,117</b>	<b>2,052</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

#### Demand

- In Los Angeles and Orange counties, the number of jobs related to *automotive service technicians and mechanics* is projected to decrease 1% through 2029, equating to 2,117 annual job openings.
- Hourly entry-level wages for *automotive service technicians and mechanics* are \$20.62 in Orange County, which is below the Self-Sufficiency Standard living wage.
- There were 5,465 online job postings for *automotive service technicians and mechanics* over the past 12 months. The highest number of postings were for automotive technicians, automotive mechanics, and automotive service advisors.
- The typical entry-level education for *automotive service technicians and mechanics* is a postsecondary non-degree award.
- Approximately 37% of workers in the field have completed some college or an associate degree as their highest level of educational attainment.

#### Supply

- Between 2021 to 2024, an average of 1,451 awards were conferred by 15 community colleges for this middle-skill occupation in Los Angeles and Orange counties.
- From 2020 to 2023, non-community college institutions conferred an average of 601 awards for this middle-skill occupation.
- In the 2022-23 academic year, Orange County community college students that exited automotive technology programs had a median annual wage of \$37,676 (\$18.11 per hour) post-exit, and 21% attained the regional living wage.
- In 2021-22, 69% of Orange County automotive technology students that exited their programs reported working a job closely related to their field of study.

#### Demand

##### Occupational Projections

Exhibit 2 shows the annual percentage change in jobs for *automotive service technicians and mechanics* from 2019 through 2029. Between 2019 and 2020, employment levels across Los Angeles and Orange counties declined sharply due to the broader economic impacts of the COVID-19 pandemic. From 2021 to 2024, Orange County saw a growth in employment for

this occupation, ranging from 2% to 7% growth. Beginning in 2025, Orange County job levels are projected to grow at a slower rate than the average for all occupations through 2029.

Exhibit 2: Annual Percentage Change in Jobs for Automotive Service Technicians and Mechanics, 2019-2029

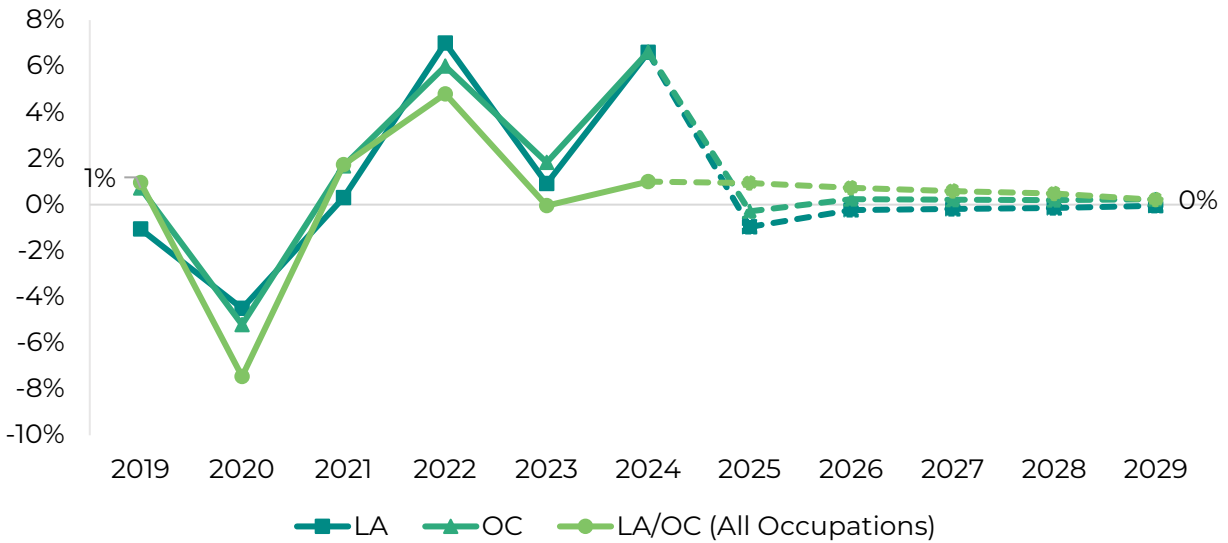


Exhibit 3 shows the five-year occupational demand projections for the middle-skill occupation *automotive service technicians and mechanics*. In Los Angeles and Orange counties, the number of jobs related to this occupation is projected to decrease 1% through 2029. There is projected to be 2,117 available annually.

Exhibit 3: Middle-Skill Occupational Demand in Los Angeles and Orange Counties<sup>2</sup>

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
Los Angeles	18,975	18,677	(298)	(2%)	1,538
Orange	6,859	6,899	41	1%	579
<b>Total</b>	<b>25,834</b>	<b>25,576</b>	<b>(258)</b>	<b>(1%)</b>	<b>2,117</b>

## Wages

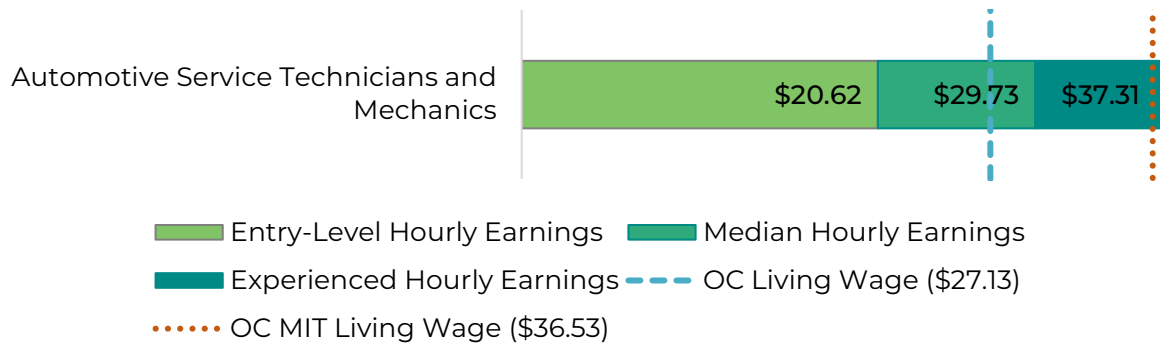
The labor market endorsement in this report considers the entry-level hourly wages for *automotive service technicians and mechanics* in Orange County as they relate to the county's living wage. Los Angeles County wages are included below to provide a complete analysis of the LA/OC region.

In addition to the Self Sufficiency Standard living wage, data for the MIT Living Wage (updated on February 15, 2026) is provided as a reference. Currently, the MIT Living Wage in Orange County is \$36.53. Both figures account for geographic-specific costs of necessities such as housing, food, health care, and transportation to assess the cost of living, and are notated in the exhibits below.

In Orange County, the typical entry-level wage for *automotive service technicians and mechanics* is \$20.62, which is below the Self-Sufficiency living wage of \$27.13 for a single adult. Exhibit 4 shows the wage range for *automotive service technicians and mechanics* in Orange County and how it compares to the regional living wage.

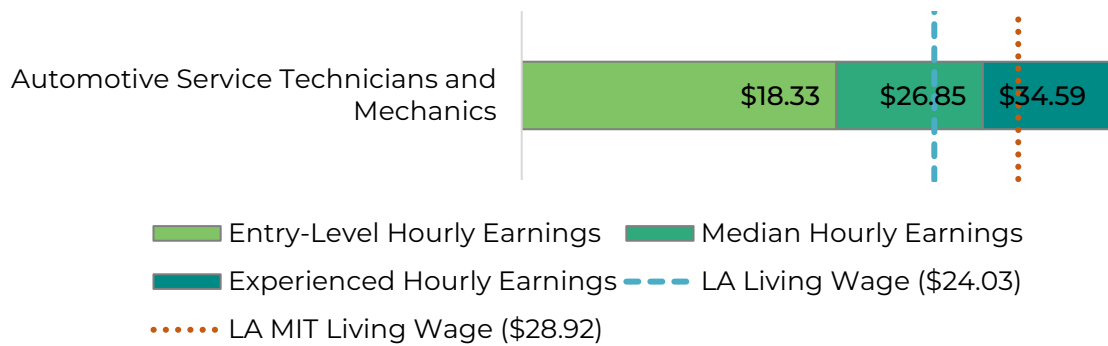
<sup>2</sup> Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

### Exhibit 4: Wages by Occupation in Orange County



In Los Angeles County, the typical entry-level wage for *automotive service technicians and mechanics* is \$18.33, which is below the Self-Sufficiency living wage of \$24.03 for a single adult. Exhibit 5 shows the wage range for *automotive service technicians and mechanics* in Los Angeles County and how it compares to the regional living wage.

### Exhibit 5: Wages by Occupation in Los Angeles County



## Resilient Jobs and U.S. News & World Report Best Jobs

Exhibit 6 shows if each occupation is considered an Orange County Great Recession-Resilient, COVID-19 Pandemic Recession-Resilient Job, or a 2025 U.S. News & World Report (USN&WR) Best Job<sup>3</sup>. *Automotive service technicians and mechanics* did not meet the criteria for any of these designations.

### Exhibit 6: Resilient Jobs and USN&WR Best Jobs Designations

Occupation	Great Recession-Resilient Job	COVID-19 Pandemic Recession-Resilient Job	2025 USN&WR Best Job
Automotive Service Technicians and Mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Job Postings

**Important Job Postings Data Note:** There are limitations when analyzing job postings. A single job posting may not represent a single job opening for a variety of reasons.

This section provides two job posting analyses to provide a comprehensive assessment of regional demand for the proposed program. The first analysis examines all job postings for

<sup>3</sup> "100 Best Jobs," U.S. News & World Report, accessed January 28, 2025, <https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs>.

*automotive service technicians and mechanics* and the second focuses on automotive-related job titles such as automotive service consultant, automotive warranty clerk, automotive management, and automotive sales.

Please note, job postings do not equate to labor market demand. Rather, they provide insights for program development, such as which employers are hiring and the skills they look for from candidates.

### Job Postings for Automotive Service Technicians and Mechanics

There were 5,465 online job postings related to *automotive service technicians and mechanics* listed in the past 12 months. Exhibit 7 shows the number of job postings by occupation.

Exhibit 7: Number of Job Postings by Occupation (n=5,465)

Occupation	Job Postings	Percentage of Job Postings
Automotive Service Technicians and Mechanics	5,465	100%
<b>Total Postings</b>	<b>5,465</b>	<b>100%</b>

The top job titles for *automotive service technicians and mechanics* in the region, by number of job postings, are shown in Exhibit 8.

Exhibit 8: Top Job Titles by Number of Job Postings for the Middle-Skill Occupation (n=5,465)

Job Titles	Job Postings	Percentage
Automotive Technicians	664	12%
Automotive Mechanics	302	6%
Automotive Service Advisors	207	4%
Automotive Technicians/Mechanics	197	4%
Service Technicians	160	3%
Lube Technicians	152	3%
Mechanics	148	3%
Vehicle Specialists	146	3%
General Service Technicians	127	2%
Tire and Lube Technicians	112	2%

The top employers for *automotive service technicians and mechanics* in the region, by number of job postings, are shown in Exhibit 9.

Exhibit 9: Top Employers by Number of Job Postings for the Middle-Skill Occupation (n=5,465)

Employer	Job Postings	Percentage of Job Postings
Pep Boys	227	4%
Valvoline	168	3%
Walmart	146	3%
Bridgestone Corporation	141	3%
CarMax	98	2%
Toyota Motor	97	2%
AutoNation	78	1%
Avis Budget Group	71	1%
Sonic Automotive	70	1%
Chevrolet	62	1%

The top specialized, soft, and computer skills for *automotive service technicians and mechanics* listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 10.

Exhibit 10: Top Skills by Number of Job Postings for the Middle-Skill Occupation (n=5,465)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Automotive Services (1,618)	Communication (2,128)	Microsoft Outlook (101)
Changing Oil (1,069)	Customer Service (2,070)	Microsoft Excel (98)
Good Driving Record (988)	Detail Oriented (1,302)	Microsoft Office (98)
Suspension (Vehicle) (870)	Problem Solving (836)	Apache Struts (68)
Brakes (843)	Troubleshooting (Problem Solving) (822)	Microsoft Word (46)
Lifting Ability (724)	Management (740)	Inventory Control Systems (43)
Vehicle Inspection (677)	Sales (704)	Web Browsers (43)
Vehicle Maintenance (637)	Operations (482)	Firefox (41)
Mechanics (614)	Verbal Communication Skills (378)	Microsoft Edge (41)
Oil and Gas (560)	Strong Work Ethic (365)	Safari (Web Browser) (41)

### Job Postings for Automotive-Related Job Titles

There were 1,010 online job postings for automotive-related job titles (e.g. automotive service consultant, automotive warranty clerk, automotive management, and automotive sales) listed in the past 12 months. Exhibit 7 shows the number of job postings by job titles.

Exhibit 11: Top Job Titles by Number of Job Postings for Automotive-Related Job Titles (n=1,010)

Job Titles	Job Postings	Percentage
Automotive Sales Consultants	163	16%
Automotive Sales Associates	142	14%
Automotive Service Managers	113	11%
Automotive Assistant Managers	104	10%
Automotive Sales Managers	98	10%
Automotive Store Managers	77	8%
Automotive Sales Representatives	66	7%
Automotive Sales Professionals	66	7%
Automotive Managers	41	4%
Automotive General Managers	34	3%

The top occupations for automotive-related job titles in the region, by number of job postings, are shown in Exhibit 8.

**Exhibit 12: Top Occupation by Number of Job Postings for the Automotive-Related Job Titles (n=1,010)**

Job Titles	Job Postings	Percentage
First-Line Supervisors of Retail Sales Workers (41-1011)	203	20%
Retail Salespersons (41-2031)*	178	18%
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (41-4011)^	167	17%
First-Line Supervisors of Mechanics, Installers, and Repairers (49-1011)	103	10%
Sales Managers (11-2022)^	87	9%
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (41-4012)	44	4%
Automotive Service Technicians and Mechanics (49-3023)	39	4%
General and Operations Managers (11-1021)	38	4%
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel (41-3091)*	25	2%
Real Estate Brokers (41-9021)	19	2%

The top employers for automotive-related job titles in the region, by number of job postings, are shown in Exhibit 9.

**Exhibit 13: Top Employers by Number of Job Postings for the Automotive-Related Job Titles (n=1,010)**

Employer	Job Postings	Percentage of Job Postings
American Tire Depot	122	12%
Toyota Motor	47	5%
Big Brand Tire & Service	47	5%
Lacarguy	41	4%
Honda	30	3%
Sun Valley Tire & Auto Service	29	3%
La City Cars	17	2%
Monro Auto Service and Tire Centers	14	1%
Chevrolet	12	1%
The Hertz Corporation	11	1%

The top specialized, soft, and computer skills for automotive-related job titles listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 10.

### Exhibit 14: Top Skills by Number of Job Postings for the Automotive-Related Job Titles (n=1,010)

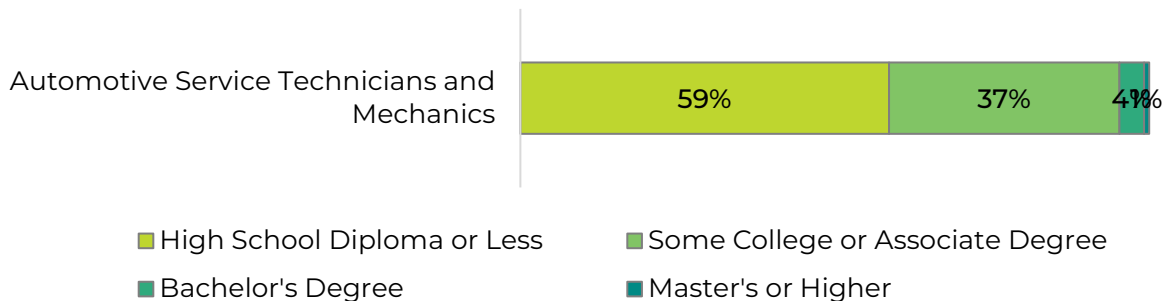
Top Specialized Skills	Top Soft Skills	Top Computer Skills
Automotive Sales (455)	Sales (831)	Customer Relationship Management (CRM) Software (78)
Automotive Services (246)	Customer Service (594)	Microsoft Office (34)
Good Driving Record (219)	Communication (519)	Microsoft Excel (22)
Lifting Ability (202)	Management (299)	Microsoft Outlook (16)
Tires (186)	Leadership (258)	Microsoft Word (13)
Sales Strategy (160)	Operations (208)	Inventory Management System (7)
Sales Management (158)	Detail Oriented (182)	Microsoft PowerPoint (7)
Product Knowledge (154)	Scheduling (141)	QuickBooks (Accounting Software) (7)
Customer Relationship Management (118)	Problem Solving (128)	Apache Struts (6)
Sales Process (112)	Interpersonal Communications (112)	Salesforce (6)

### Educational Attainment

The Bureau of Labor Statistics (BLS) lists a postsecondary non-degree award for *automotive service technicians and mechanics*.

The national-level educational attainment data indicates that 37% of workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 15 shows the educational attainment for this occupation.

### Exhibit 15: National-level Educational Attainment for Occupations



### Requested Minimum Education Requirement

In Los Angeles and Orange Counties, the following job postings included a stated minimum education requirement:

- 33% (1,816) of *Automotive Service Technicians and Mechanics* Job Postings:
  - 97% (1,756) requested a high school diploma or associate degree.
  - 3% (54) requested a bachelor's degree.

- 24% (246) of Automotive-Related Job Titles Job Postings:
  - 79% (195) requested a high school diploma or associate degree.
  - 20% (50) requested a bachelor's degree.

## Educational Supply

The following supply tables display the total supply for *automotive service technicians and mechanics* that align with these TOP and CIP codes and program needs.

### Community College Supply

Exhibit 16 shows the three-year average number of awards conferred by community colleges in the related TOP codes:

- Automotive Technology (0948.00)
- Alternative Fuels and Advanced Transportation Technology (0948.40)

The colleges with the most completions in the region are Cypress (226), followed by LA Trade (161), and Pasadena (155).

Notably, Rio Hondo conferred a three-year average of 10 awards for its Automotive Technology baccalaureate degree program (BDP), which was approved on May 23, 2023. This program is under the same TOP code, focuses on the skills and knowledge for administrative and supervisory roles within the automotive sector, and directly aligns with the intent of the proposed program in this report.

Additionally, Over the past 12 months, there were no other related program recommendation requests from regional community colleges.

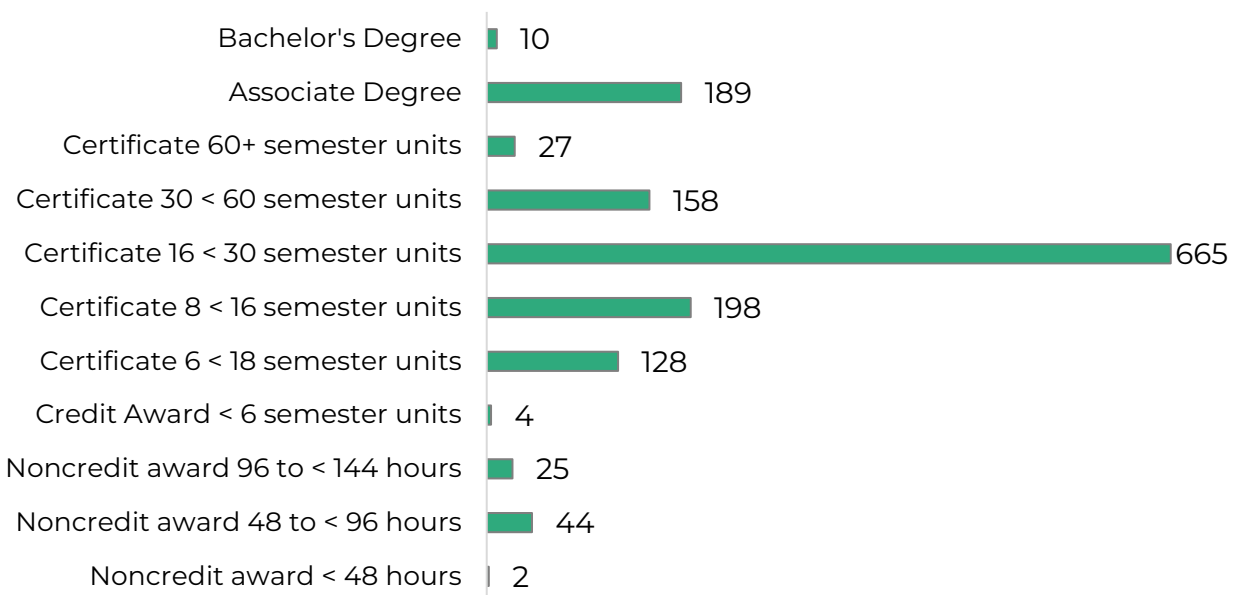
Exhibit 16: Regional Community College Awards (Certificates and Degrees), 2021-2024

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average		
0948.00	Automotive Technology	Cerritos	45	75	184	101		
		Citrus	35	100	64	66		
		Compton	24	58	15	32		
		East LA	43	52	23	39		
		El Camino	35	43	57	45		
		LA Pierce	49	82	77	69		
		LA Trade	108	142	199	150		
		Long Beach	66	94	107	89		
		Pasadena	166	84	214	155		
		Rio Hondo	80	68	96	81		
		Rio Hondo BDP	12	12	5	10		
		<b>LA Subtotal</b>	<b>663</b>	<b>810</b>	<b>1,041</b>	<b>838</b>		
		Cypress	219	200	258	226		
		Fullerton	26	42	21	30		
		Golden West	69	111	200	127		
		Saddleback	26	35	180	80		
		Santa Ana	52	76	159	96		
		<b>OC Subtotal</b>	<b>392</b>	<b>464</b>	<b>818</b>	<b>558</b>		
		<b>Supply Subtotal/Average</b>			<b>1,055</b>	<b>1,274</b>	<b>1,859</b>	<b>1,396</b>

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
0948.40	Alternative Fuels and Advanced Transportation Technology	LA Trade	6	18	11	12
		Long Beach	9	7	2	6
		Rio Hondo	44	20	33	32
		<b>LA Subtotal</b>	<b>59</b>	<b>45</b>	<b>46</b>	<b>50</b>
		Saddleback	6	4	4	5
		<b>OC Subtotal</b>	<b>6</b>	<b>4</b>	<b>4</b>	<b>5</b>
<b>Supply Subtotal/Average</b>			<b>65</b>	<b>49</b>	<b>50</b>	<b>55</b>
<b>Supply Total/Average</b>			<b>1,120</b>	<b>1,323</b>	<b>1,909</b>	<b>1,451</b>

Exhibit 17 shows the annual average community college awards by type from 2021-22 to 2023-24. The plurality of the awards is for certificates with 16 and less than 30 semester units, followed by certificates with 8 and less than 16 semester units, and associate degrees.

Exhibit 17: Annual Average Community College Awards by Type, 2021-2024



### Community College Student Outcomes

Exhibit 18 shows the Strong Workforce Program (SWP) metrics for automotive technology programs in the Rancho Santiago Community College District (RSCCD), the Orange County Region, and California. Of the 2,061 Orange County automotive technology students in the 2023-24 academic year, 33% (671) attended an RSCCD college. RSCCD students that exited automotive technology programs in the 2022-23 academic year had lower median annual earnings (\$36,020 or \$17.32 per hour) compared to all automotive technology students in Orange County (\$37,676 or \$18.11 per hour). A lower percentage of RSCCD automotive technology students attained the living wage (18%) when compared to all automotive technology students in Orange County (21%).

Exhibit 18: Automotive Technology (0948.00) Strong Workforce Program Metrics, 2021-24<sup>4</sup>

SWP Metric	RSCCD	OC Region	California
SWP Students	671	2,061	18,453
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	30%	40%	38%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	70%	74%	75%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	90	417	2,192
SWP Students Who Transferred to a Four-Year Postsecondary Institution (2022-23)	Insufficient Data	17	138
SWP Students with a Job Closely Related to Their Field of Study (2021-22)	Insufficient Data	69%	70%
Median Annual Earnings for SWP Exiting Students (2022-23)	\$36,020 (\$17.32)	\$37,676 (\$18.11)	\$38,572 (\$18.54)
Median Change in Earnings for SWP Exiting Students (2022-23)	53%	52%	46%
SWP Exiting Students Who Attained the Living Wage (2022-23)	18%	21%	33%

### Non-Community College Supply

To comprehensively analyze the regional supply, it is crucial to include data from other institutions offering automotive technology programs. Exhibit 19 displays the annual and three-year average awards granted by these institutions under the related Classification of Instructional Programs (CIP) code: Automobile/Automotive Mechanics Technology/Technician (47.0604).

No awards were conferred under the following CIP codes:

- Vehicle Emissions Inspection and Maintenance Technology/Technician (47.0612)
- Alternative Fuel Vehicle Technology/Technician (47.0614)

The available data covers 2020 to 2023. During this period, non-community college institutions in the region conferred an average of 601 awards annually in related programs.

### Exhibit 19: Regional Non-Community College Awards, 2020-2023

CIP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
47.0604	Automobile/Automotive Mechanics Technology/Technician	Baldwin Park Adult & Community Education	3	4	6	4
		UEI College-Garden Grove	7	64	101	57
		UEI College-Gardena	73	91	82	82
		UEI College-West Covina	78	102	132	104
		Universal Technical Institute-Southern California	206	391	463	353
<b>Supply Total/Average</b>			<b>367</b>	<b>652</b>	<b>784</b>	<b>601</b>

<sup>4</sup> All SWP metrics are for 2023-24 unless otherwise noted.

# Regional Demographics

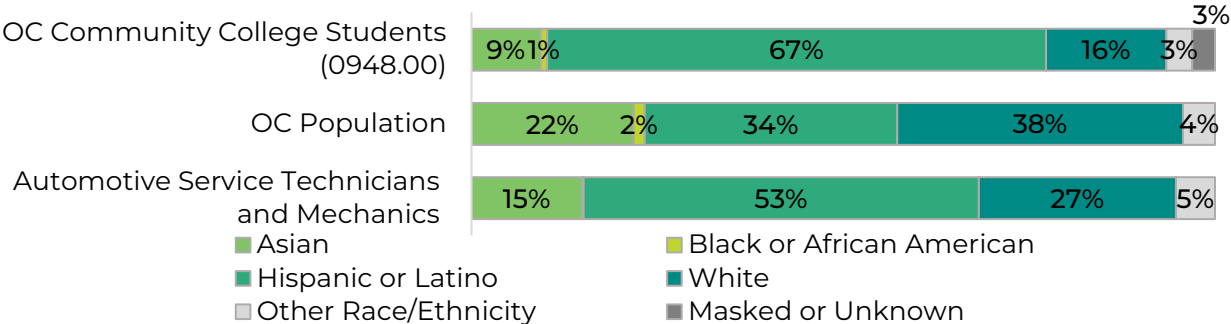
The following section presents occupational, community college program, and population demographic data for Orange County. This comparison can help identify possible equity gaps between the local workforce and the student pipeline who are preparing for this occupation. These insights can inform program development, outreach, and support strategies to better align community college programs with current labor market needs.

## Ethnicity

Exhibit 20 compares the ethnicity of Orange County community college students enrolled in automotive technology programs, the overall Orange County population, and occupation-specific data for *automotive service technicians and mechanics*.

Combined, Hispanic or Latino and white individuals make up 80% of *automotive service technicians and mechanics* and account for a combined 83% of students in automotive technology programs, indicating that these two groups dominate both the labor force and training pipeline. Hispanic or Latino individuals account for over half (53%) of *automotive service technicians and mechanics*, which is lower than their representation in automotive technology programs (67%). In contrast, white individuals comprise 27% of the workforce and 16% of automotive technology students.

Exhibit 20: Program and County Demographics by Ethnicity

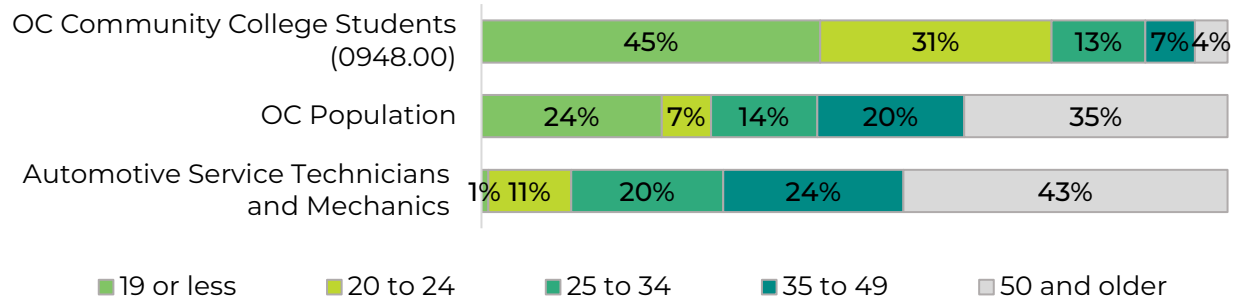


## Age

Exhibit 21 compares the age of Orange County community college students enrolled in Automotive technology programs, the overall Orange County population, and occupation-specific data for *automotive service technicians and mechanics*.

The majority of *automotive service technicians and mechanics* are aged 35 and older (68%), highlighting a notable age disparity compared to automotive technology program enrollment (11%). In contrast, individuals aged 24 and younger account for only 12% of the workforce, despite making up 76% of program enrollments. These trends suggest a need for succession planning as older workers approach retirement, potentially creating opportunities for younger, trained individuals to enter and advance in the field.

Exhibit 21: Program and County Demographics by Age

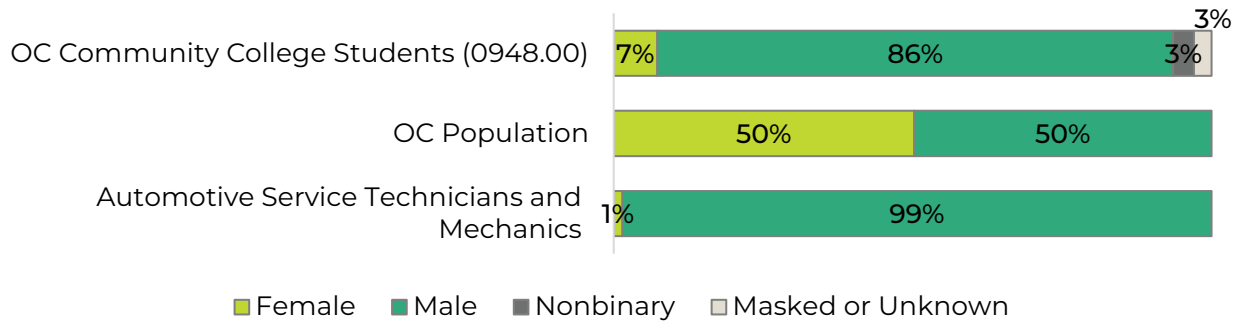


## Sex

Exhibit 22 compares the sex of Orange County community college students enrolled in automotive technology programs, the overall Orange County population, and occupation-specific data for *automotive service technicians and mechanics*.

Although the gender distribution in the general population is relatively balanced, men overwhelmingly dominate automotive technology program enrollments and workers in the field, highlighting persistent gender disparities in this field.

Exhibit 22: Program and County Demographics by Sex



## Appendix A: Methodology

OC COE prepared this report by analyzing occupational and educational program data. Occupational data comes from Lightcast, a labor market analytics firm which compiles information from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS), and other agencies. Analysis of emerging occupations is predicated on online job postings data combined with Occupational Information Network (O\*NET) profile descriptions. Program supply data was sourced from the California Community Colleges Chancellor's Office Data Mart (MIS Data Mart) ([datamart.cccco.edu](http://datamart.cccco.edu)) and the Integrated Postsecondary Education Data System ([nces.ed.gov/ipeds/use-the-data](http://nces.ed.gov/ipeds/use-the-data)), also known as IPEDS, which was integrated into the COE's Supply Table. (IPEDS).

Using a TOP-SOC crosswalk, the OC COE identified middle-skill jobs for which programs within these TOP codes train. Middle-skill jobs include:

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

The OC COE determined labor market supply for each occupation (SOC code) by analyzing the number of 3-year average program completers or awards in related TOP and CIP codes. TOP code data comes from MIS Data Mart and CIP code data comes from the IPEDS. The TOP is a system of numerical codes used at the state level to collect and report information on California community college programs and courses throughout the state that have similar outcomes. CIP codes are a taxonomy of academic disciplines at institutions of higher education throughout the United States and Canada. The California Community Colleges are the only system that use TOP codes.

The analysis reflects labor market demand for occupations closely related to the proposed program as expressed by the requesting college in consultation with the OC COE. assess current and projected employment based on data trends for detailed occupations, as well as annual average awards granted by regional postsecondary educational institutions. Real-time labor market information (online job postings) assesses employer preferences but cannot be used to measure the quantity of open positions, number of jobs, or annual openings.

All findings are based on the most current available data and a combination of primary and secondary sources. While care was taken to ensure accuracy, the OC COE, its host district, and the California Community Colleges Chancellor's Office are not responsible for individual decisions made based on this report.

## Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	Traditional and real-time labor market information are captured using data from <a href="#">Lightcast</a> (v.2026.1), a labor market analytics firm.
Living Wage	<p>Per the CCCC's this report's endorsement criteria uses the <a href="#">University of Washington's Center for Women's Welfare Self-Sufficiency Standard</a> last updated in March 2024, which is \$27.13 per hour (\$57,294 annually) in Orange County.</p> <p>The <a href="#">MIT Living Wage</a>, updated on February 15, 2026, is a nationally recognized living wage metric and is provided for reference. The current MIT Living Wage in Orange County is \$36.53.</p>
Typical Education and Training Requirements, and Educational Attainment	The <a href="#">Bureau of Labor Statistics (BLS)</a> uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which BLS publishes projections data.
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The <a href="#">O*NET</a> database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations.
Educational Supply	<p>The <a href="#">CCCCO Data Mart</a> provides information about students, courses, student services, outcomes and faculty and staff.</p> <p>The <a href="#">National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS)</a> collects data on the number of postsecondary awards earned (completions).</p>
Student Metrics and Demographics	The <a href="#">Data Vista</a> (v.2.0), a statewide data system supported by the California Community Colleges Chancellor's Office provides data on progress, success, employment, and earnings outcomes for California community college students.
Population and Occupation Demographics	<p>The <a href="#">Census Bureau's American Community Survey (ACS)</a> is the premier source for detailed population and housing information.</p> <p>Data is sourced from <a href="#">IPUMS USA</a>, a database providing access to ACS and other Census Bureau data products.</p>

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FOR LABOR MARKET RESEARCH

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