

Labor Market Brief for Noncredit Program Development

Digital Media Skills
in Greater Sacramento

Prepared by the North Far North Center of Excellence
April 2026



POWERED BY



California
Community
Colleges



CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH
NORTH FAR NORTH

Summary

The North Far North Center of Excellence for Labor Market Research (NFN COE) prepared this report to provide an analysis of occupational demand and educational supply for selected occupations employed across the 22-county North Far North region. This report aims to determine if demand in the local labor market is unmet by the supply from existing community college programs and other postsecondary training providers, with a primary focus on training that leads to living wage jobs in middle-skilled occupations.¹

Key Findings

- **Widespread demand for digital media skills across the labor market.** Digital media-related skills appear in approximately 89,000 job postings in the Greater Sacramento region. These skills are used across a wide range of industries, employers, and occupations, indicating that digital media skills are broadly embedded in the regional economy rather than confined to media-specific roles.
- **Digital media skills are applied as part of broader business and operational skill sets.** Job postings indicate that digital media skills are rarely requested in isolation, but instead are combined with other skills such as project management, customer engagement, and workflow coordination. This suggests that employers value the ability to apply media and content skills within broader contexts.
- **Existing training supply is limited, fragmented, and not aligned with short-term workforce needs.** Greater Sacramento community colleges offer programs related to digital media, but these are distributed across multiple disciplines and collectively confer a relatively small number of awards annually. Most awards are associate degrees, with fewer short-term certificate options.

Recommendation

Based on the findings, the North Far North COE recommends that Woodland Community College **move forward** with developing its noncredit digital media program.

Key considerations include:

- Strong widespread demand for digital media skills, but limited availability of short-term programs aligned with entry-level employment, freelance work, and entrepreneurship
- The proposed program should emphasize applied, portfolio-based learning and integrate marketing, communication, and media production skills

¹ Pursuant to California Education Code §78015, labor market information (LMI) is required for all new career education certificate and degree program proposals, and the North Far North Regional Consortium (NFNRC) requires LMI to come from the NFN COE. This report should serve to satisfy those requirements.

Introduction

The North Far North Center of Excellence (COE) was asked to provide labor market data to support a proposed new noncredit career education program at Woodland Community College.

Program Context

The proposed noncredit program – Digital Media - emphasizes entrepreneurial digital content production, including podcast development, on-camera interviewing, green screen workflows, and social media promotion for small businesses. The proposed program is being designed to support access to entry-level digital content creation, freelance and contract-based media services, and self-employment within the broader digital media ecosystem.

Skills Analyzed

Exhibit 1 shows the skills analyzed in relation to the following clusters: podcast production, on-camera interviewing, video production, social media marketing, and digital content production. For a full list of skills, please see Appendix B.

Exhibit 1. Skills analyzed in Job Postings

Skill Cluster	Examples from Job Postings
Podcast Production	Audio recording, “podcasting”, podcast editing, audio editing, audio production
Interviewing, Communication & Storytelling	Interviewing, storytelling, journalism
Video Production	Video production, video editing, green screen
Social Media Marketing	Social media management, social media strategy, content marketing
Digital Content Production	Content creation, content production, digital content, multimedia production

Analytical Approach

Woodland’s proposed noncredit Digital Media program aims to prepare students for entry-level content creation, freelance and contract media work, and self-employment within the broader digital media ecosystem. Because this work is often project-based or entrepreneurial, it is not fully captured by traditional occupation and employment data.

As a result, this report uses a skills-based approach rather than occupational mapping. It draws on the program’s learning outcomes to identify relevant digital content and media production skills in regional job postings, then examines how those skills are applied across jobs and linked to specific workplace tasks. The guiding question is: “Which digital content and media production skills are in demand in the region, and how can noncredit programming support entry into related employment and entrepreneurial activity?”

Job Postings Analysis

Analysis of job postings via Lightcast’s job posting tool identified approximately 89,000 unique job postings in the Greater Sacramento region requesting digital media-related skills between April 1, 2025, and March 30, 2026 (Exhibit 2). Digital media skill postings represent nearly half of all job postings in the region, likely reflecting the broad application of these skills across the labor market.

Furthermore, preliminary analysis suggests that jobs requiring digital media skills offer higher median wages. However, further analysis is required to confirm this.

Exhibit 2. Digital Media Skill Job Postings, Greater Sacramento, April 2025-March 2026

Metric	All Job Postings	Postings Requesting Digital Media Skills	Share
Unique Postings	184,659	89,086	48%
Companies	17,111	10,848	63%
Median Advertised Salary	\$30.89/hour	\$33.85/hour	N/A

Demand by Skill Cluster

Interviewing and storytelling skills appear in the largest share of job postings, followed by social media marketing and digital content creation (Exhibit 3).

The high volume in the interviewing and storytelling cluster is largely driven by broadly applicable skills—such as communication, research, and presentation—that are used across many occupations. As a result, this skill cluster is more likely to reflect overall demand for general communication skills rather than demand for specialized media production roles alone.

In contrast, social media marketing and digital content creation, while present in fewer postings, more directly indicate demand for digital media-specific skills, including content development, audience engagement, and platform-based communication.

Video production, podcasting, and audio production appear less frequently but represent more specialized areas of media production typically tied to specific content creation roles.

Exhibit 3. Job Postings by Digital Media Skill Cluster

Skill Cluster	Example Skills	Unique Job Postings
Interviewing, Communication & Storytelling	Interviewing, communication, storytelling, journalism	87,554
Social Media Marketing	Social media management, social media strategy, content marketing	3,767

Digital Content Creation	Content creation, content production, digital content, multimedia production	3,283
Video Production	Video production, video editing, Chroma key	388
Podcast Production	Audio recording, “podcasting”, podcast editing, audio editing, audio production	373

Note: The Interviewing, Communication & Storytelling cluster includes broadly applicable skills such as communication, research, and presentation, which contribute to the high number of related job postings.

Top Specialized Skills by Cluster

Across all skill clusters, the most frequently requested specialized skills include marketing, customer engagement, project management, and social media (Exhibit 4). Marketing appears in every cluster, suggesting that digital media skills are often applied within broader business and marketing contexts.

The analysis also shows that digital media skills are commonly paired with general workplace skills such as project management, workflow coordination, and customer interaction. In some cases—particularly within the Interviewing, Communication, and Storytelling cluster—job postings include highly general or occupation-specific requirements (e.g., lifting or auditing), reflecting the wide range of roles that rely on communication skills.

In the more specialized clusters, video and podcast production, postings more clearly emphasize media-specific technical skills, including video editing, videography, storytelling, and content creation.

Overall, these findings indicate that digital media skills are rarely requested on their own, but instead are combined with communication, marketing, and business-related skills.

Exhibit 4. Top Skills by Skill Cluster

Specialized Skill	Unique Job Postings	Share of Total Postings
<i>Interviewing, Communication & Storytelling (n=87,554)</i>		
Project Management	9,506	11%
Marketing	8,156	9%
Lifting Ability	8,005	9%
Auditing	6,942	8%
Workflow Management	6,913	8%
<i>Social Media Marketing (n=3,767)</i>		

Specialized Skill	Unique Job Postings	Share of Total Postings
Customer Engagement	1,762	47%
Marketing	1,593	42%
Selling Techniques	665	18%
Customer Relationship Management	646	17%
Merchandising	558	15%
Digital Content Creation (n=3,283)		
Marketing	1,056	32%
Project Management	820	25%
Content Creation	580	18%
Social Media	551	17%
Proofreading	420	13%
Video Production (n=388)		
Marketing	182	47%
Social Media	158	41%
Video Editing	135	35%
Video Production	121	31%
Videography	113	29%
Podcast Production (n=373)		
Storytelling	257	69%
Marketing	164	44%
Journalism	132	35%
Social Media	127	34%
Content Creation	83	22%

Note: Skills reflect those most frequently co-occurring in job postings associated with each cluster and may include general business, operational, or occupation-specific skills in addition to digital media-related skills.

Top Employers

Employers seeking digital media–related skills span a wide range of industries, including higher education, healthcare, media, finance, and technology (Exhibit 5). Large public sector and institutional employers—such as UC Davis, UC Davis Health, and the State of California—appear

prominently in the Interviewing, Communication, and Storytelling cluster, reflecting the broad use of communication and content-related skills across roles.

In contrast, more specialized clusters show a higher concentration of industry-specific employers. For example, social media marketing roles are more common among financial services and technology firms such as Wells Fargo and Intuit, while video and podcast production roles are concentrated in media organizations such as Nexstar Media Group, TEGNA, and Tribune Publishing.

Overall, these findings indicate that digital media skills are used across diverse sectors, while specialized production skills are more concentrated in media and communications industries.

Exhibit 5. Top Employers Requesting Digital Media-Related Skills by Skill Cluster

Interviewing, Communication & Storytelling (n=87,554)	Social Media Marketing (n=3,767)	Digital Content Creation (n=3,283)	Video Production (n=388)	Podcast Production (n=373)
University of California, Davis	Wells Fargo	University of California, Davis	University of California, Davis	University of the Pacific
Sutter Health	Intuit	Pearson Education	Nexstar Media Group	TEGNA
UC Davis Health	UC Davis Health	UC Davis Health	Lumen Technologies	McClatchy
CVS Health	University of California	Accenture	Pearson Education	Lumen Technologies
State of California	Lumen Technologies	Lumen Technologies	Tribune Publishing	KPMG

Note: Employers reflect those posting jobs associated with each skill cluster and may include organizations where communication and content-specific skills are used broadly across jobs.

Top Job Titles

Job titles associated with digital media-related skills vary by skill cluster (Exhibit 6). In the Interviewing, Communication, and Storytelling cluster, common roles include customer service representatives, sales associates, and other service-oriented positions, reflecting the broad use of communication skills across many occupations.

More specialized clusters align more closely with digital media roles. Social media marketing postings include positions such as product demonstrators and marketing coordinators, while digital content creation postings feature graphic designers, technical writers, and marketing specialists.

Video and podcast production clusters are most closely tied to media-specific roles, including video editors, multimedia journalists, reporters, and production technicians. Overall, these findings distinguish between general communication skill demand and more specialized digital media occupations.

Taken together, employer types and job titles suggest that communication-related skills are broadly used across the Greater Sacramento labor market, while specialized digital media skills are concentrated in marketing, content creation, and media production roles.

Exhibit 6. Top Job Titles Requesting Digital Media-Related Skills by Skill Cluster

Interviewing, Communication & Storytelling (n=87,554)	Social Media Marketing (n=3,767)	Digital Content Creation (n=3,283)	Video Production (n=388)	Podcast Production (n=373)
Customer Service Representatives	Product Demonstrators	Administrative Assistants	Graphic Designers	Public Information Officers
Baristas	Tellers	Marketing Coordinators	Video Editors	Multimedia Journalists
Shift Supervisors	Tax Experts	Graphic Designers	Multimedia Journalists	Reporters
Sales Associates	Store Managers	Technical Writers	Communications Specialists	Directors of Employee Services
Project Managers	Customer Service Representatives	Marketing Specialists	Production Technicians	Video Editors

Note: Job titles reflect those most frequently appearing in postings associated with each skill cluster and may include roles where communication skills are used broadly rather than as primary job functions.

Skill Demand Across Occupations

Analysis of Lightcast job postings identified the top 50 occupations with the highest number of postings related to digital media skills. Together, these occupations account for 44,776 postings, about half of all postings associated with these skills.

Digital media skills appear across a wide range of occupations, though many reflect general communication or customer interaction rather than specialized media production. When focusing on roles where these skills are more central, demand is concentrated in marketing, business communication, and customer engagement positions (Exhibit 7).

Occupations marked with an asterisk represent strong entry-level pathways into digital media-related work. These include non-technical, service-based roles such as sales representatives, secretaries and administrative assistants, and customer service representatives (Exhibit 7). While not primarily focused on media production, these roles often require communication, content coordination, and other digital skills aligned with the foundational competencies of Woodland's proposed noncredit program.

Retail sales roles also reflect strong demand for communication and customer engagement skills, though they are less directly connected to digital media production.

Exhibit 7. Top Digital Media Skill Occupations

Occupation (SOC)	Unique Postings
Marketing & Business Communications	
Sales Representatives*	3,991
Sales Managers	1,319
Marketing Managers	715
Market Research Analysts and Marketing Specialists	517
Buyers and Purchasing Agents	508
Organizational & Professional Communication	
Project Management Specialists	1,384
General and Operations Managers	1,280
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive*	1,092
First-Line Supervisors of Office and Administrative Support Workers	1,026
Management Analysts	545
Human Resources Specialists	531
Customer-Facing & Customer Engagement	
Retail Salespersons	2,298
First-Line Supervisors of Retail Sales Workers	2,013
Customer Service Representatives*	1,577
Instructional & Educational Content	
Postsecondary Teachers	570
Teaching Assistants, Except Postsecondary	474
Visual Merchandising & Applied Media	
Merchandise Displayers and Window Trimmers	482

Note: The Sales Representatives occupation is a combination of three sales occupations: Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products (1,816 postings); Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (1,132); and Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel (1,043).

Educational Supply

Community College Supply

Community colleges in the Greater Sacramento region offer a range of digital media-related programs, including marketing, journalism, media production, and digital media/design (Exhibit 8). These programs cover key skills such as communication, content development, and multimedia production, but are typically organized within distinct disciplines.

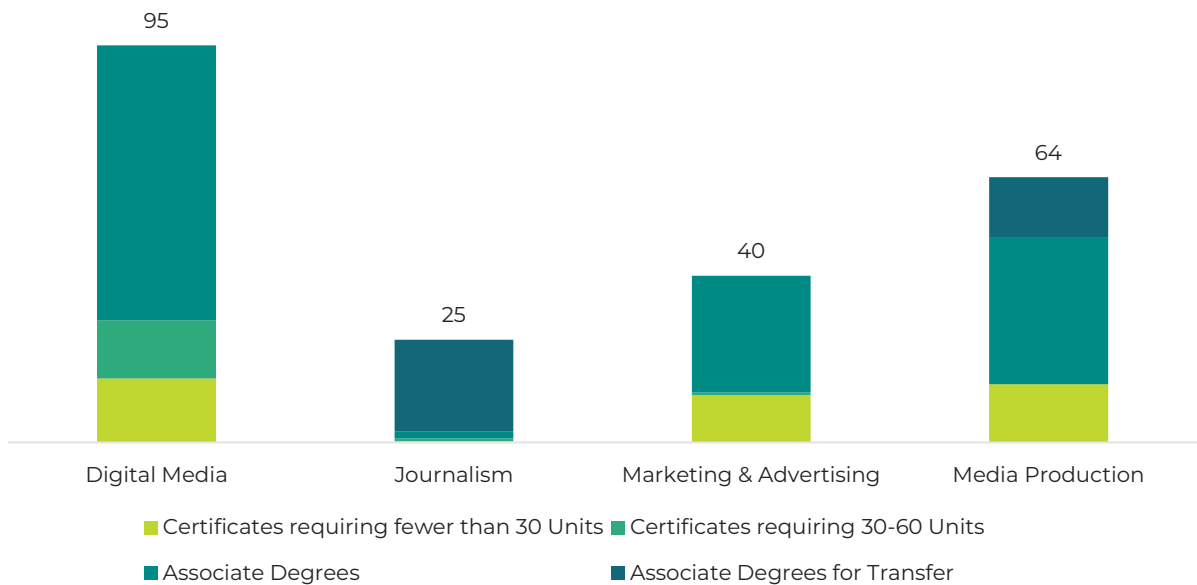
Exhibit 8. Community College Digital Media-Related Programs by Area

Program Area	TOP Codes	Number of Programs
Marketing & Advertising	0509.00, 0509.10	13
Journalism	0602.00	9
Media Production (Broadcast, Film, TV, etc.)	0604.00, 0604.10, 0604.20, 0604.30, 0612.20	15
Digital Media	0614.00, 0614.10	10
Total	--	47

Greater Sacramento community colleges awarded an average of about 224 completions annually in digital media-related programs between the 2022–23 and 2024–25 academic years (Exhibit 9). Most awards are concentrated in Digital Media and Media Production, with fewer in Marketing and Journalism.

Most awards are associate degrees, suggesting that current pathways are largely longer-term programs. Short-term, skills-based certificates, especially those requiring fewer units, make up a smaller share of total awards.

Exhibit 9. Average Annual Community College Awards in Digital Media-Related Programs, 2022-23 through 2024-25



Other Postsecondary Supply

Four-year institutions in the Greater Sacramento region offer degree programs in communications, marketing, journalism, and film/media studies, providing pathways to advanced careers. However, these programs are typically long-term and may not meet the needs of individuals seeking short-term, applied training in areas such as social media content creation, video production, or digital marketing. As a result, four-year program data were not included in this analysis.

Conclusion and Recommendations

Data insights

Digital media skills are widely used across the labor market. About 89,000 job postings in the Greater Sacramento region requested these skills—nearly half of all postings—indicating they are embedded across industries, employers, and occupations rather than limited to media-specific roles.

Demand is strongest for marketing, content creation, and audience engagement skills. Social media marketing and digital content creation show the most consistent demand for digital media-specific skills, closely tied to marketing, customer engagement, and communication functions.

Communication-related skills account for a large share of postings but are broadly distributed. The Interviewing, Communication, and Storytelling cluster is the largest, driven by general skills such as communication, research, and presentation that appear across many occupations. These reflect overall workplace demand rather than specialized media production needs.

Digital media skills are typically integrated in broader business functions. Job postings show they are combined with skills such as marketing, project management, customer engagement, and workflow coordination, indicating employers value the ability to apply these skills in practical business contexts.

Training supply is limited, fragmented, and not well aligned with short-term workforce needs. Community colleges offer related programs across disciplines such as marketing, journalism, and media production, but collectively produce a modest number of awards (about 224 annually). Most are associate degrees, with relatively few short-term certificates, suggesting limited access to flexible, skills-based training aligned with local employer demand.

Recommendation

Based on the findings in this report, the North Far North COE recommends that Woodland Community College **move forward** in creating its proposed noncredit Digital Media program.

Taken together, the findings indicate widespread demand for digital media skills, but a lack of accessible, integrated training pathways aligned with how these skills are used in the labor market.

To effectively address regional labor market demand, Woodland Community College should also consider incorporating the following into its proposed noncredit program:

- Emphasize portfolio-based learning, including:
 - podcast production
 - video content creation
 - social media campaigns
- Integrate cross-functional skills, including:
 - content creation
 - digital marketing
 - audience engagement
- Incorporate industry-relevant tools and platforms
- Support pathways to:
 - entry-level employment
 - freelance and contract work
 - transition into credit programs

New Program Recommendation		
Proceed	Use Caution	Do Not Proceed
☒	☐	☐

Appendix A. Methodology and Data Sources

Labor market and educational supply data compiled in this report derive from a variety of sources. Occupations were identified by using the Center of Excellence TOP-to-CIP-to-SOC Crosswalk: <http://coeccc.net/>. This report's findings were primarily determined with labor market and educational supply data from the Bureau of Labor Statistics (BLS), the economic modeling firm and job postings aggregator Lightcast, and the California Community Colleges Chancellor's Office.

Data Sources

The following table summarizes the data sources used in this study.

Data Type	Source
Labor Market Information and Job Postings	Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast's occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and non-QCEW employee classes of worker) and the American Community Survey (self-employed and extended proprietors). For more information, see https://lightcast.io/ .
Living Wage	The living wage is derived from the Insight Center's California Family Needs Calculator, which measures the income necessary for an individual or family to afford basic expenses. The data assesses the cost of housing, food, childcare, health care, transportation, and taxes. The Chancellor's Office uses wage data to calculate the percentage of students that attained a regional living wage. For more information, https://selfsufficiencystandard.org/California/ .
Typical Education Level and On-the-job Training, and Educational Attainment	The Bureau of Labor Statistics (BLS) provides information about education and training requirements for hundreds of occupations. BLS 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. For more information, https://www.bls.gov/emp/documentation/education/tech.htm .
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The O*NET database includes information on skills, abilities, knowledge areas, work activities, and interests associated with occupations. For more information, https://www.onetonline.org/help/online/ .
Labor Force, Employment and Unemployment Estimates	The California Employment Development Department's Labor Market Information Division is a source of labor market and workforce data. For more information, labormarketinfo.edd.ca.gov .
Educational Supply	The CCCCO Management Information Systems (MIS) Data Mart provides information about students, courses, student services, outcomes, and faculty and staff. For more information, https://datamart.cccco.edu. The Chancellor's Office Curriculum Inventory System (COCI) collects data on courses and programs offered by the California Community Colleges. For more information, https://coci2.ccctechcenter.org/. The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data from providers of postsecondary education, including the number of postsecondary awards earned (completions). For

	more information, https://nces.ed.gov/ipeds/use-the-data/survey-components/7/completions .
Student Metrics and Demographics	DataVista, a statewide data system supported by the Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. For more information, https://datavista.cccco.edu/ .

Living Wage

Beginning in October 2024, to determine if an occupation meets the living wage threshold, the NFN COE compared the 25th percentile hourly wage of an occupation in the subregion to the living wage for a single adult (no dependents) living in the county where the requesting community college district was located.

This change aligned with the Chancellor's Office methodology for calculating the share of students earning a living wage after leaving the California Community College system, as reported in the Data Vista living wage metric (802S). For details, see the *DataVista Metric Definition Dictionary*.

The NFN COE updated this practice as needed to remain consistent with the Chancellor's Office. The table below summarizes hourly living wages by community college district and county.

2024 Single Adult Living Wage			
Community College District	County	Hourly	Annual
Butte-Glenn	Butte	\$16.77	\$35,416
Feather River	Plumas	\$15.11	\$31,909
Lake Tahoe	El Dorado	\$22.11	\$46,703
Lassen	Lassen	\$14.81	\$31,274
Los Rios	Sacramento	\$21.17	\$44,709
Mendocino-Lake	Mendocino	\$17.06	\$36,039
Redwoods	Humboldt	\$16.59	\$35,046
Shasta-Tehama-Trinity Joint	Shasta	\$16.99	\$35,874
Sierra Joint	Placer	\$23.92	\$50,519
Siskiyou Joint	Siskiyou	\$14.51	\$30,639
Yuba	Sutter	\$17.08	\$36,074
California Minimum Wages			
All industries, except fast food and healthcare (Effective January 2025)		\$16.00	\$33,280

Fast food (Effective April 2024)	\$20.00	\$41,600
Healthcare (Effective October 2024)	\$18.00-\$23.00, depending on facility type	\$37,440-\$47,840

Sources: University of Washing Self Sufficiency Standard and State of California Department of Industrial Relations, "Minimum Wage," https://www.dir.ca.gov/dlse/minimum_wage.htm

Appendix B. Digital Media Skill Groups

Exhibit B1 lists the skills and qualifications used in Lightcast job posting searches for digital media skills.

Exhibit B1. Lightcast Skills and Qualifications

Skill Group	Skills & Qualifications within Group
Digital Content Creation	Blog Posts, Canva (Software), Adobe Express, Social Media Content Creation, Copywriting, Digital Content Creation, Digital Content Editing, Content Writing, Adobe Illustrator, Adobe Photoshop, Adobe Creative Cloud, Adobe Creative Suite, Editing, Content Creation, Content Design, Content Development, Creative Writing, Digital Content, Digital Publishing, Multimedia, WordPress Multi-Blogging, Content Editing, Blogs
Interviewing & Storytelling	Interviewing Skills, Script Writing, Digital Journalism, Investigative Interviewing, Research, Communication, Content Development, Digital Storytelling, Public Speaking, Journalism, Presentations, Storytelling
Podcast Production	Sound Design, Audacity (Audio Editing Software), Audio Production, Audio Editing, Adobe Audition, GarageBand, Audio Mixing, Podcasting, Digital Storytelling, Pro Tools, Storytelling, Sound Editing
Social Media Marketing	Social Media Strategy, Social Media Outreach, Facebook Marketing, Social Media Engagement, Brand Strategy, Social Media Sharing, LinkedIn Campaign Manager, YouTube Marketing, Social Media Content Management, Customer Engagement Strategy, TikTok Marketing, Instagram Marketing, Social Media Campaigns, Social Media Management, Media and Influencer Strategy, Audience Development, Brand Awareness, Brand Management, Community Management, Customer Engagement, Content Marketing, Digital Brand Engagement, Digital Marketing, Engagement Marketing, Influencer Marketing, Social Media Marketing, Target Audience, Engagement Skills
Video Production	Digital Video, Video Post-Production, Videography, Video Production, Digital Video Production, Visual Effects, Video Editing, Video Editing Software, Chromakey

Appendix C. Digital Media and Related Program Lists

Exhibit C1 lists Digital Media programs offered by Greater Sacramento community colleges. These programs were active as of April 10, 2026, and were identified using the Chancellor's Office Curriculum Inventory (COCI 2.0) website ([link](#)).

Exhibit C1. Active Chancellor Approved Digital Media programs in Greater Sacramento

COLLEGE	TITLE	TOP CODE	AWARD
COSUMNES RIVER	Film/Digital Cinema Production	0612.20* Film Production	A.A. Degree
SACRAMENTO CITY	Film Production	0612.20* Film Production	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
SIERRA	Film and Video Production	0612.20* Film Production	A.S. Degree
SIERRA	Film and Video Production	0612.20* Film Production	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
AMERICAN RIVER	Art New Media	0614.00* Digital Media	A.A. Degree
SACRAMENTO CITY	Design and Digital Media	0614.00* Digital Media	Certificate of Achievement requiring 30S/45Q to fewer than 60S/90Q units
SACRAMENTO CITY	Design and Digital Media	0614.00* Digital Media	A.S. Degree
SACRAMENTO CITY	Graphic Design	0614.00* Digital Media	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
AMERICAN RIVER	Internet Marketing	0614.00* Digital Media	Certificate of Achievement requiring 8S/12Q to fewer than 16S/24Q units
SIERRA	Applied Art and Design: Multimedia	0614.10* Multimedia	A.S. Degree
SIERRA	Applied Art and Design: Digital Media	0614.10* Multimedia	Certificate of Achievement: 18 or greater semester(or 27 or greater quarter) units
SIERRA	Applied Art and Design: Multimedia	0614.10* Multimedia	A.A. Degree

COLLEGE	TITLE	TOP CODE	AWARD
SIERRA	Photography and Video	0614.10* Multimedia	A.S. Degree
SIERRA	Photography and Video	0614.10* Multimedia	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
AMERICAN RIVER	Marketing	0509.00* Marketing and Distribution	A.A. Degree
SIERRA	Marketing	0509.00* Marketing and Distribution	A.S. Degree
SIERRA	Marketing	0509.00* Marketing and Distribution	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
SIERRA	Marketing	0509.00* Marketing and Distribution	A.A. Degree
LAKE TAHOE	Business- Marketing	0509.00* Marketing and Distribution	A.A. Degree
LAKE TAHOE	Marketing	0509.00* Marketing and Distribution	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
SACRAMENTO CITY	Marketing	0509.00* Marketing and Distribution	A.S. Degree
SACRAMENTO CITY	Marketing	0509.00* Marketing and Distribution	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
AMERICAN RIVER	Marketing Essentials	0509.00* Marketing and Distribution	Certificate of Achievement requiring 8S/12Q to fewer than 16S/24Q units
COSUMNES RIVER	Marketing	0509.00* Marketing and Distribution	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
COSUMNES RIVER	Marketing	0509.00* Marketing and Distribution	A.A. Degree
AMERICAN RIVER	Advertising and Sales Promotion	0509.10* Advertising	A.A. Degree
COSUMNES RIVER	Advertising/Public Relations	0509.10* Advertising	A.A. Degree

COLLEGE	TITLE	TOP CODE	AWARD
AMERICAN RIVER	Journalism & Mass Communication	0602.00* Journalism	A.A. Degree
COSUMNES RIVER	Journalism	0602.00* Journalism	A.A. Degree
SACRAMENTO CITY	Journalism	0602.00* Journalism	A.A. Degree
SACRAMENTO CITY	Multimedia News Specialist	0602.00* Journalism	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
COSUMNES RIVER	Journalism	0602.00* Journalism	A.A- T Degree
SACRAMENTO CITY	Journalism	0602.00* Journalism	A.A- T Degree
AMERICAN RIVER	Journalism and Mass Communications	0602.00* Journalism	A.A- T Degree
SIERRA	Journalism	0602.00* Journalism	A.A- T Degree
SACRAMENTO CITY	Visual Journalism	0602.00* Journalism	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
COSUMNES RIVER	Digital Media	0604.00* Radio and Television	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
COSUMNES RIVER	Digital Media	0604.00* Radio and Television	A.A. Degree
YUBA	Film, Television, and Electronic Media	0604.00* Radio and Television	A.A. Degree
COSUMNES RIVER	Radio Production	0604.00* Radio and Television	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
COSUMNES RIVER	Radio Production	0604.10* Radio	A.A. Degree
COSUMNES RIVER	Television Production	0604.20* Television (including combined TV/Film/Video)	A.A. Degree
YUBA	Film, Television, and Electronic Media	0604.20* Television (including combined TV/Film/Video)	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units

COLLEGE	TITLE	TOP CODE	AWARD
COSUMNES RIVER	Television Production	0604.20* Television (including combined TV/Film/Video)	Certificate of Achievement requiring 16S/24Q to fewer than 30S/45Q units
COSUMNES RIVER	Film, Television and Electronic Media	0604.20* Television (including combined TV/Film/Video)	A.S. T Degree
YUBA	Film, Television, and Electronic Media	0604.20* Television (including combined TV/Film/Video)	A.S. T Degree
COSUMNES RIVER	Broadcast Journalism	0604.30* Broadcast Journalism	A.A. Degree

For more information, contact:

The North Far North Center of
Excellence for Labor Market Research

Ebony J. Benzing, Co-Director
ebony.benzing@losrios.edu

Anna Hoehenrieder, Research Analyst
anna.hoehenrieder@losrios.edu

**Accessibility:**

If, for any reason, this document is not accessible or if you have specific needs for readability, please contact us, and we will do our utmost to accommodate you with a modified version.

Funding Acknowledgement:

This publication was supported through Strong Workforce Program funding from the North Far North Regional Consortium and the California Community Colleges Chancellor's Office Economic and Workforce Development Grant.

Important Disclaimer:

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. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges, or their representatives based upon components or recommendations contained in this study.