Labor Market Analysis for Noncredit Program: 0948.00/Automotive Technology
CIP: 47.0604/Automotive Service Technicians and Mechanics
(Automotive Dealership Work Experience, Certificate of Completion)

Orange County Center of Excellence, September 2026

⚠ Endorsed: Caution Advised			
Program LMI Endorsement Criteria			
	Met ☐	Partially Met ☑	Not Met ☐
Supply Gap:	There are projected to be **2,301 annual job openings** throughout Los Angeles and Orange counties for *automotive service technicians and mechanics*, which **less than the 2,487 awards conferred by educational institutions**. However, the oversupply is within the COE's margin (10% over or under the number of annual openings) to be considered "supply met" rather than a "supply gap".		
Self-Sufficiency Standard Living Wage[1]:	Met ☐	Partially Met ☐	Not Met ☑
	The typical entry-level wage for *automotive service technicians and mechanics* is **$20.96**, which is **below the OC living wage of $27.13**.		
Education:	Met ☑	Partially Met ☐	Not Met ☐
	Typical education requirement for *automotive service technicians and mechanics* is a postsecondary non-degree award and **37% of workers in the field have completed some college or an associate degree as their highest level of education.**		

This LMA brief is valid for 12 months and expires September 2027.

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 markets related to one occupation:

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

We recognize that this report is reporting on a non-credit program that may lead into related credit programs. Based on the available data, there does not appear to be a supply gap for *automotive service technicians and mechanics*. However, the oversupply is within the COE's margin (10% over or under the number of annual openings) to be considered "supply met" rather than a "supply gap". Although typical education requirements for this occupation align with a community college education, entry-level wages are below the Self-Sufficiency Standard living wage. **Therefore, due to some regional labor market criteria being met, the COE endorses this proposed program.**

[1] 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 (49-3023)	LA: 1,653 OC: 649	LA: 1,712 OC: 775	OC: $20.96	Postsecondary non-degree award	37%
Total	**2,301**	**2,487**	**N/A**	**N/A**	**N/A**

Demand

- In Los Angeles and Orange counties, the number of jobs related to *automotive service technicians and mechanics* is projected to decrease 1% through 2030, equating to 2,301 annual job openings.
- Hourly entry-level wages for *automotive service technicians and mechanics* are $20.96 in Orange County, which is below the Self-Sufficiency Standard living wage.
- There were 5,693 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 mechanics.
- 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 2022 to 2024, an average of 1,749 awards were conferred by 15 community colleges for the middle-skill occupation in Los Angeles and Orange counties.
- From 2021 to 2024, non-community college institutions conferred an average of 737 awards for the middle-skill occupation.
- In the 2023-24 academic year, Orange County community college students that exited automotive technology programs had a median annual wage of $39,670 ($19.07 per hour) post-exit, and 21% attained the regional living wage.
- In 2022-23, 25% 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 2020 through 2030. Beginning in 2025, job levels are projected to grow at a similar rate than all occupations through 2030.

Exhibit 2: Annual Percentage Change in Jobs for Automotive Service Technicians and Mechanics, 2020-2030

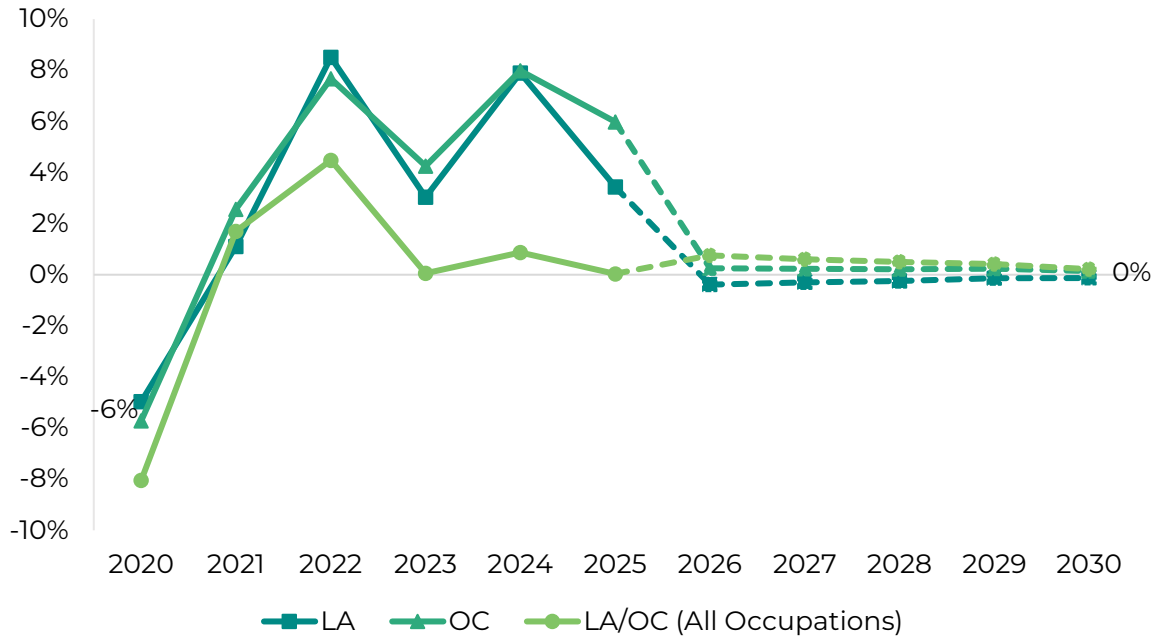


Exhibit 3 shows the five-year occupational demand projections for *automotive service technicians and mechanics*. In Los Angeles and Orange counties, the number of jobs related to this occupation is projected to decrease 1% through 2030. There is projected to be 2,301 jobs available annually.

Exhibit 3: Middle-Skill Occupational Demand in Los Angeles and Orange Counties[2]

Geography	2025 Jobs	2030 Jobs	2025-2030 Change	2025-2030 % Change	Annual Openings
Los Angeles	20,468	20,223	(245)	(1%)	1,653
Orange	7,612	7,695	82	1%	649
Total	**28,080**	**27,918**	**(163)**	**(1%)**	**2,301**

Wages

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

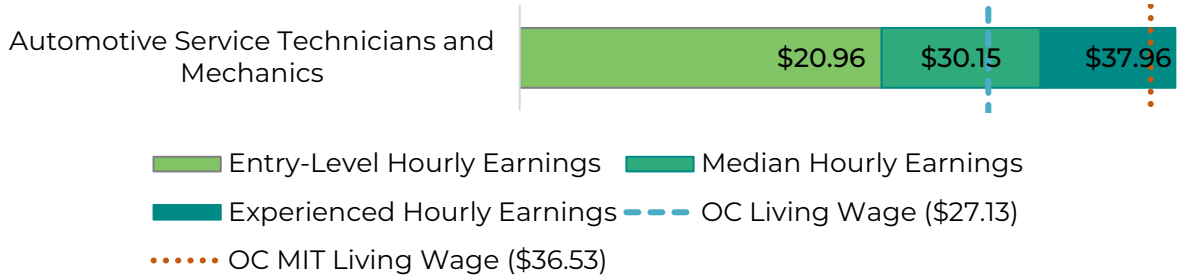
In addition to the Self Sufficiency Standard living wage, data for the MIT Living Wage (updated on February 15, 2026) is provided as a reference. Currently, the MIT Living Wage in

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

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.

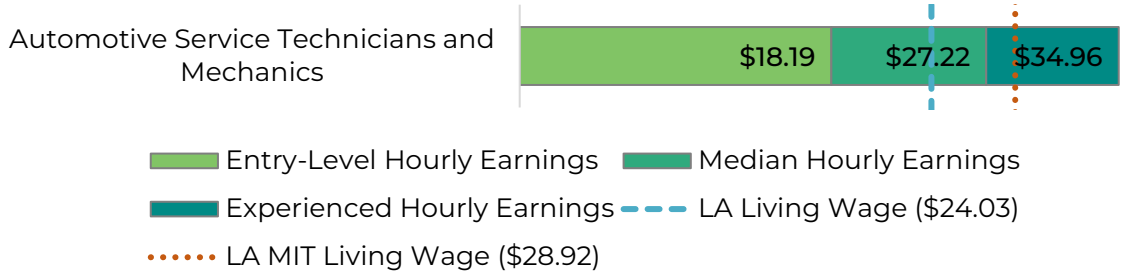
In Orange County, the typical entry-level wage for *automotive service technicians and mechanics* is $20.96, which is below the Self-Sufficiency living wage of $27.13 for a single adult. Exhibit 4 shows the wage range for *automotive service technicians and mechanics* in Orange County and how it compares to the regional living wage.

Exhibit 4: Wages by Occupation in Orange County



In Los Angeles County, the typical entry-level wage for *automotive service technicians and mechanics* is $18.19, 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 the 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[3]. *Automotive service technicians and mechanics* do not meet the criteria for any of the three 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	☐	☐	☐

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

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.*

There were 5,693 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=5,693)

Occupation	Job Postings	Percentage of Job Postings
Automotive Service Technicians and Mechanics	5,693	100%
Total Postings	**5,693**	**100%**

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=5,693)

Job Titles	Job Postings	Percentage
Automotive Technicians	746	13%
Automotive Mechanics	344	6%
Mechanics	216	4%
Automotive Service Advisors	193	3%
Automotive Technicians/Mechanics	185	3%
Vehicle Specialists	177	3%
Service Technicians	163	3%
General Service Technicians	152	3%
Lube Technicians	139	2%
Fleet Mechanics	90	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=5,693)

Employer	Job Postings	Percentage of Job Postings
Pep Boys	203	4%
Valvoline	161	3%
Bridgestone Corporation	143	3%
Sonic Automotive	106	2%
Toyota Motor	104	2%
Walmart	90	2%
CarMax	88	2%
AutoNation	86	2%
VIOC	74	1%
Jp Euro	72	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=5,693)

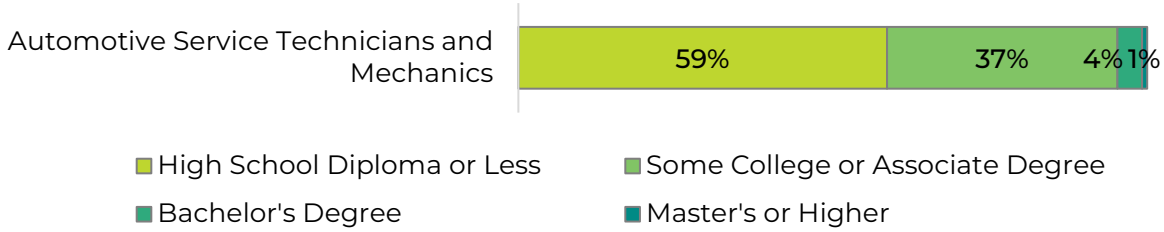
Top Specialized Skills	Top Soft Skills	Top Computer Skills
Automotive Services (1,753)	Communication (2,352)	Apache Struts (124)
Changing Oil (1,119)	Customer Service (2,192)	Microsoft Outlook (94)
Good Driving Record (1,068)	Detail Oriented (1,343)	Microsoft Office (93)
Suspension (Vehicle) (1,021)	Troubleshooting (Problem Solving) (996)	Microsoft Excel (69)
Brakes (949)	Problem Solving (979)	Inventory Control Systems (39)
Vehicle Inspection (760)	Management (772)	Disassembler (30)
Lifting Ability (723)	Sales (636)	Microsoft PowerPoint (30)
Vehicle Maintenance (704)	Operations (555)	Microsoft Word (30)
Mechanics (672)	Strong Work Ethic (406)	DMS Software Reengineering Toolkits (19)
Electrical Systems (657)	Cleanliness (379)	Operating Systems (18)

Educational Attainment

The Bureau of Labor Statistics (BLS) lists a postsecondary non-degree award as the typical entry-level education 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 11 shows the educational attainment for this occupation.

Exhibit 11: National-level Educational Attainment for Occupations



Requested Minimum Education Requirement

In Los Angeles and Orange Counties, 33% (1,866) of job postings for *automotive service technicians and mechanics* included a stated minimum education requirement:

- 96% (1,798) requested a high school diploma or associate degree
- 3% (57) requested a bachelor's degree

Educational Supply

The following tables display the total educational supply for the TOP and CIP codes associated with the middle-skill occupation.

Community College Supply

Exhibit 12 shows the three-year average number of awards conferred by community colleges in the related TOP code:

- Automotive Technology (0948.00)

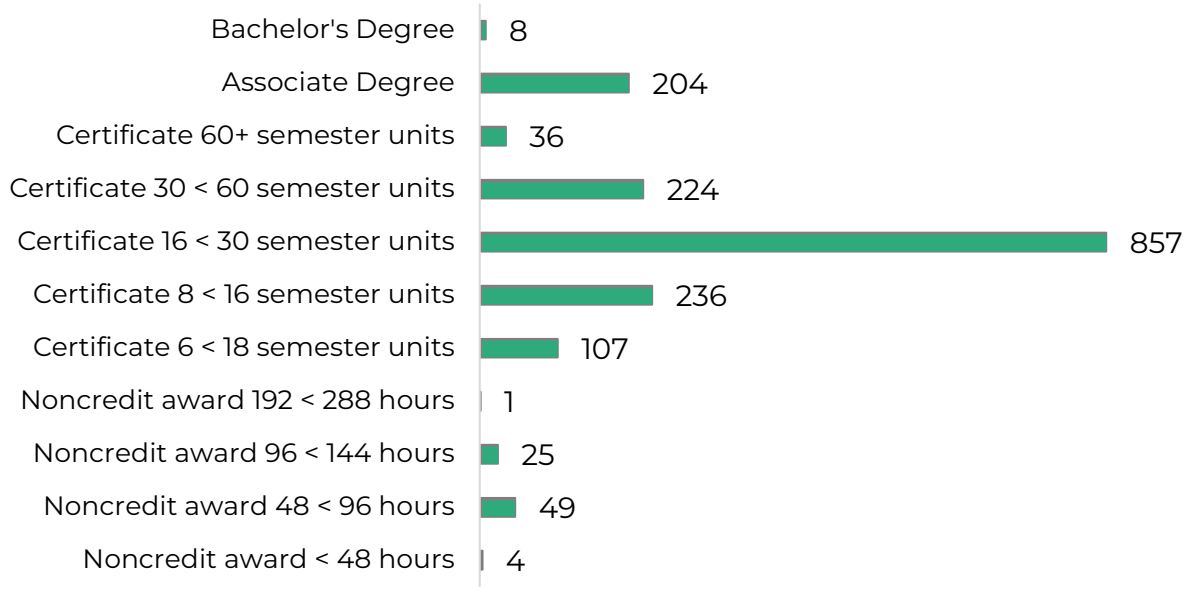
The colleges with the most completions in the region are Cypress (239), followed by LA Trade (221), and Pasadena (156). Over the past 12 months, there were four related program recommendation requests from regional community colleges.

Exhibit 12: Regional Community College Awards (Certificates and Degrees), 2022-2025

TOP Code	Program	College	2022-2023 Awards	2023-2024 Awards	2024-2025 Awards	3-Year Award Average
0948.00	Automotive Technology	Cerritos	75	184	196	152
		Citrus	100	64	84	83
		Compton	45	15	21	27
		East LA	27	23	108	53
		El Camino	43	57	65	55
		LA Pierce	82	77	181	113
		LA Trade	142	199	322	221
		Long Beach	94	107	138	113
		Pasadena	84	214	171	156
		Rio Hondo	80	101	108	96
		LA Subtotal	**772**	**1,041**	**1,394**	**1,069**
		Cypress	200	258	258	239
		Fullerton	42	21	71	45
		Golden West	111	200	98	136
		Saddleback	35	180	160	125
		Santa Ana	76	159	172	136
		OC Subtotal	**464**	**818**	**759**	**680**
Supply Total/Average			**1,236**	**1,859**	**2,153**	**1,749**

Exhibit 13 shows the annual average community college awards by type from 2022-23 to 2024-25. The plurality of the awards are for certificates 16 to 30 semester units, followed by certificates 8 to 16 semester units then certificates 30 to 60 semester units.

Exhibit 13: Annual Average Community College Awards by Type, 2022-2025



Community College Student Outcomes

Exhibit 14 shows the Strong Workforce Program (SWP) metrics for automotive technology programs in Coast Community College District (CCCD), the Orange County Region, and California. Of the 2,185 Orange County automotive technology students in the 2024-25 academic year, 13% (281) attended a CCCD college.

CCCD students that exited automotive technology programs in the 2023-24 academic year had higher median annual earnings ($41,360 or $19.88 per hour) compared to all automotive technology students in Orange County ($39,670 or $19.07 per hour). A higher percentage of CCCD automotive technology students attained the living wage (23%) when compared to all automotive technology students in Orange County (21%).

Exhibit 14: Automotive Technology (0948.00) Strong Workforce Program Metrics, 2022-25[4]

SWP Metric	CCCD	OC Region	California
SWP Students	281	2,185	19,654
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	43%	42%	41%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	64%	63%	72%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	46	340	2,512
SWP Students Who Transferred to a Four-Year Postsecondary Institution (2023-24)	Insufficient Data	23	195
SWP Students with a Job Closely Related to Their Field of Study (2022-23)	60%	25%	21%

[4] All SWP metrics are for 2024-25 unless otherwise noted.

SWP Metric	CCCD	OC Region	California
Median Annual Earnings for SWP Exiting Students (2023-24)	$41,360 ($19.88)	$39,670 ($19.07)	$39,420 ($18.95)
Median Change in Earnings for SWP Exiting Students (2023-24)	34%	78%	54%
SWP Exiting Students Who Attained the Living Wage (2023-24)	23%	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 15 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)

The available data covers 2021 to 2024. During this period, non-community college institutions in the region conferred an average of 737 awards annually in related programs.

Exhibit 15: Regional Non-Community College Awards, 2021-2024

CIP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
47.0604	Automobile/Automotive Mechanics Technology/Technician	Baldwin Park Adult & Community Education	4	6	10	7
		UEI College-Garden Grove	64	101	119	95
		UEI College-Gardena	91	82	94	89
		UEI College-West Covina	102	132	130	121
		Universal Technical Institute-Southern California	391	463	423	426
		Supply Total/Average	**652**	**784**	**776**	**737**

Regional Demographics

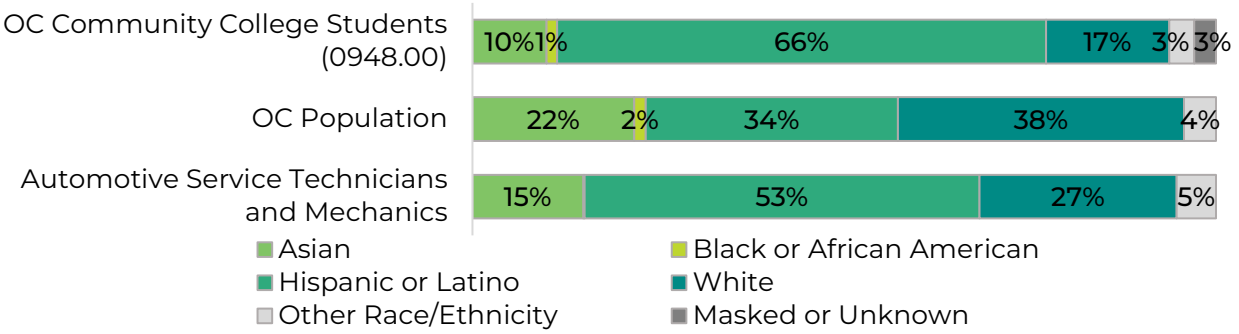
The following section presents occupational, community college program, and population demographic data for Orange County. This comparison can help identify possible equity gaps between the local workforce and the student pipeline who are preparing for these occupations. These insights can inform program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

Ethnicity

Exhibit 16 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*.

Two thirds of students in automotive technology programs (66%) are Hispanic, which is slightly larger than the share of Hispanic *automotive service technicians and mechanics* (53%). In contrast, Asian and white individuals make up larger shares of the workforce (15% and 27%) than in program enrollment (10% and 17%, respectively). This indicates that some individuals may be entering into these jobs through alternate training pathways

Exhibit 16: Program and County Demographics by Ethnicity

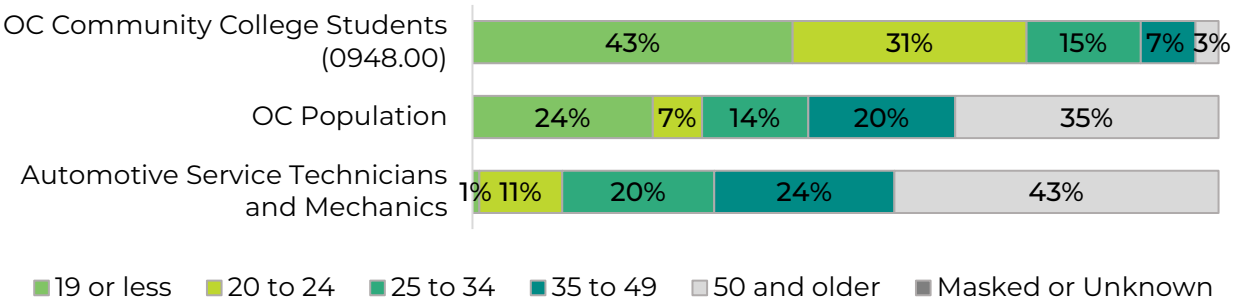


Age

Exhibit 17 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*.

Almost half of the automotive technology students (43%) are aged 19 or less, but only 12% of the *automotive service technicians and mechanics* are aged 24 or younger. Conversely, almost half of the *automotive service technicians and mechanics* are aged 50 and older. This suggests the field may require some level of prior training and experience for entry.

Exhibit 17: Program and County Demographics by Age

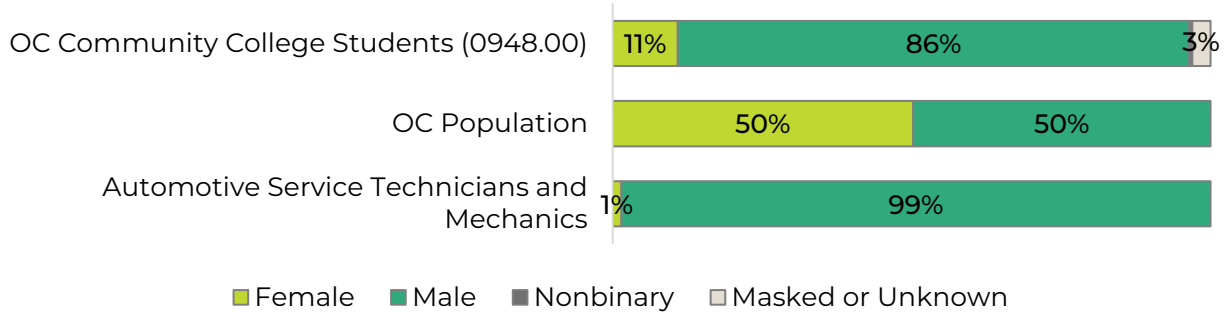


Sex

Exhibit 18 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*.

Though the population is split evenly between women and men, only 1% of *automotive service technicians and mechanics* and 11% of community college students are women.

Exhibit 18: 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) and the Integrated Postsecondary Education Data System (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. Traditional labor market data was used to 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 Lightcast (v.2026.3), a labor market analytics firm.
Living Wage	Per the CCCCO's this report's endorsement criteria uses the University of Washington's Center for Women's Welfare Self-Sufficiency Standard last updated in March 2024, which is $27.13 per hour ($57,294 annually) in Orange County. The MIT Living Wage, 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.
Typical Education and Training Requirements, and Educational Attainment	The Bureau of Labor Statistics (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.
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations.
Educational Supply	The CCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions).
Student Metrics and Demographics	Data Vista, 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	The Census Bureau's American Community Survey (ACS) is the premier source for detailed population and housing information. Data is sourced from IPUMS USA, a database providing access to ACS and other Census Bureau data products.

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September 2026

FOR LABOR MARKET RESEARCH
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