

Labor Market Analysis for Program Recommendation: 0614.10/Multimedia (Associate of Science)

CVML Center of Excellence, March 2026



FOR LABOR MARKET RESEARCH
CENTRAL VALLEY/MOTHER LODE

Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met <input type="checkbox"/>	Endorsed: Some LMI Criteria Met <input checked="" type="checkbox"/>	Not LMI Endorsed <input type="checkbox"/>
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Program LMI Endorsement Criteria

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Supply Gap:	<p><i>Comments:</i> There are projected to be 39 annual job openings throughout the SCV/SML subregion for <i>software and web developers, programmers, and testers</i>-related middle-skill occupations, which are more than the 22 awards conferred by educational institutions in the SCV/SML subregion (CC + Non-CC).</p> <p>Note: Only middle-skill jobs are considered when determining supply gap. Including the above middle-skill jobs increases the overall annual job openings by 85 to a total of 124.</p>	

	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Living Wage: (Entry-Level, 25th):	<p><i>Comments:</i> Both <i>software and web developers, programmers, and testers</i>-related middle-skill occupations included in this report have an entry-level hourly wage above the SCV/SML living wage of \$16.08.</p> <p>Note: Only middle-skill jobs are considered when determining living wage.</p>	

	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Education:	<p><i>Comments:</i> The typical entry-level education for <i>software and web developers, programmers, and testers</i>-related middle-skill occupations is a bachelor's degree. Additionally, between 21% and 24% of middle-skill workers have completed some college or an associate degree as their highest level of education.</p> <p>Note: Only middle-skill jobs are considered when determining education.</p>	

Emerging Occupations(s)		
Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	
Comments: N/A		

The Central Valley/Mother Lode Center of Excellence for Labor Market Research (CVML COE) prepared this report to determine whether there is a supply gap in the South Central Valley/Southern Mother Lode regional labor market related to the following occupations:

- Middle-Skill
 - Web Developers (15-1254)
 - Web and Digital Interface Designers (15-1255)
- Above Middle-Skill - denoted with a caret (^) throughout this report
 - Graphic Designers (27-1024)^

- Film and Video Editors (27-4032)^

Middle-skill occupations typically require a community college education while above middle-skill occupations typically require at least a bachelor's degree.

Based on the available data, there appears to be a supply gap for *software and web developers, programmers, and testers*-related middle-skill occupations. In addition to both middle-skill occupations in this report having entry-level wages above the subregion's living wage, only between 21% and 24% of middle-skill workers in this field have completed some college or an associate degree as their highest level of education. **Therefore, due to most of the regional labor market criteria being met, the COE endorses this proposed program.**

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for *software and web developers, programmers, and testers*-related occupations.

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
Web Developers (15-1254)	NCV/NML: 12 SCV/SML: 12	NCV/NML: 38 SCV/SML: 22	NCV/NML: \$31.81 SCV/SML: \$21.58	Bachelor's degree	24%
Web and Digital Interface Designers (15-1255)	NCV/NML: 22 SCV/SML: 27		NCV/NML: \$30.42 SCV/SML: \$25.10	Bachelor's degree	21%
Middle-Skill Total	73	60	-	-	-
Graphic Designers (27-1024)^	NCV/NML: 49 SCV/SML: 72	NCV/NML: 38 SCV/SML: 22	NCV/NML: \$21.87 SCV/SML: \$20.09	Bachelor's degree	24%
Film and Video Editors (27-4032)^	NCV/NML: 6 SCV/SML: 13		NCV/NML: \$17.04 SCV/SML: \$17.72	Bachelor's degree	26%
Above Middle-Skill Total	140	60	-	-	-
Total	213		-	-	-

Demand:

- The number of jobs related to both *software and web developers, programmers, and testers*-related middle-skill occupations in this report are projected to increase 0% through 2029. There will be 39 annual job openings in the SCV/SML subregion.
- Both *software and web developers, programmers, and testers*-related middle-skill occupations have an entry-level hourly wage above the living wage of \$16.08 in the SCV/SML subregion.
- There were 97 online job postings for *software and web developers, programmers, and testers*-related middle-skill occupations over the past 12 months.
- The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for both *software and web developers, programmers, and testers*-related middle-skill occupations.
- National-level educational attainment data indicates that between 21% and 24% of middle-skill workers in the field have completed some college or an associate degree as their highest level of education.

Supply:

- Between 2021 and 2024, there was an average of 22 awards conferred by community colleges in the SCV/SML subregion.
- Between 2020 and 2023, there were no non-community college institutions in the SCV/SML subregion that conferred awards in relevant programs.

Demand

Occupational Projections

Exhibit 2a shows the annual percent change in middle-skill jobs for the two *Software and Web Developers, Programmers, and Testers* from 2019 through 2029. The SCV/SML subregion experienced the highest growth in 2022 at 18%, compared to the 5% growth across all CA occupations. The SCV/SML subregion experienced the second highest growth of 15% in 2023, compared to the 0% growth across all CA occupations. From 2026 to 2029, growth is projected to remain steady (between 0% and 1%), similar to all CA occupations.

Exhibit 2a (Middle-Skill) Annual Percent Change in Jobs for Software and Web Developers, Programmers, and Testers, 2019-2029

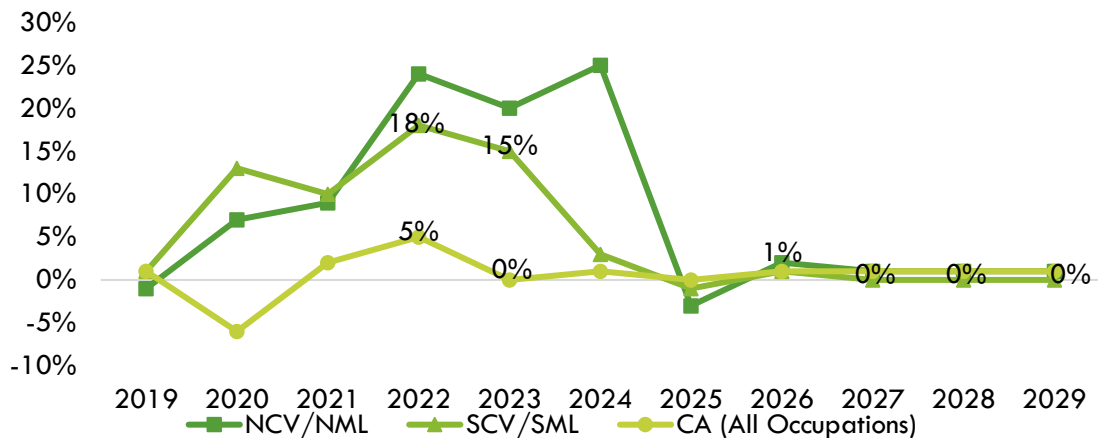


Exhibit 2b shows the annual percent change in above middle-skill jobs for the two *Graphic Designers and Film and Video Editors* from 2019 through 2029. The SCV/SML subregion experienced the highest growth in 2022 at 2%, compared to the 5% growth across all CA occupations. The SCV/SML subregion experienced a decline of 1% in 2023, compared to the 0% growth across all CA occupations. From 2026 to 2029, growth is projected to remain steady (between 1% and 2%).

Exhibit 2b (Above Middle-Skill) Annual Percent Change in Jobs for Graphic Designers and Film and Video Editors, 2019-2029

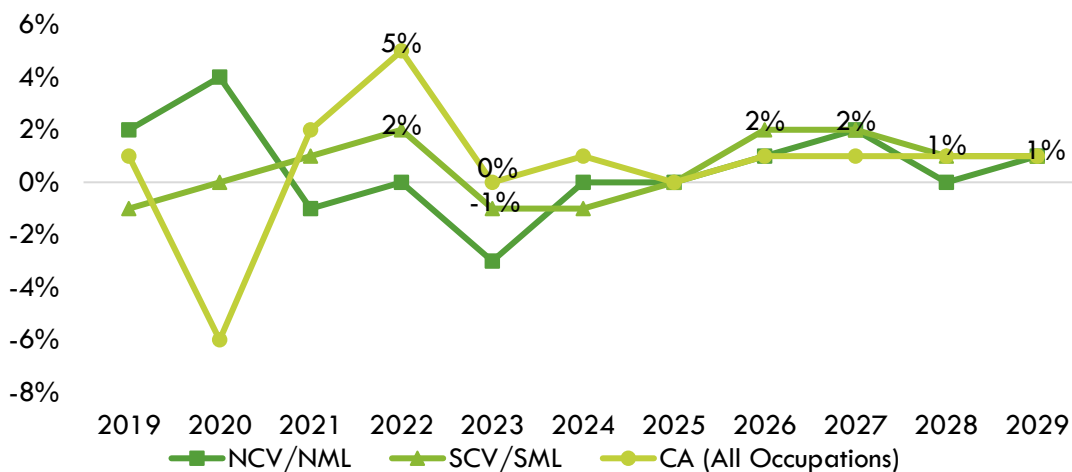


Exhibit 3a shows the five-year occupational demand projections for the two *software and web developers, programmers, and testers*-related middle-skill occupations. In the SCV/SML subregion, the number of jobs related to these occupations are projected to increase by 0% through 2029. There are projected to be 39 jobs available annually in the SCV/SML subregion.

Exhibit 3a (Middle-Skill): Occupational Demand in NCV/NML, SCV/SML, and CVML¹

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
NCV/NML	488	493	4	1%	34
SCV/SML	607	609	2	0%	39
CVML	1,095	1,102	6	1%	73

Exhibit 3b shows the five-year occupational demand projections for the two *software and web developers, programmers, and testers*-related above middle-skill occupations. In the SCV/SML subregion, the number of jobs related to these occupations are projected to increase by 5% through 2029. There are projected to be 85 jobs available annually in the SCV/SML subregion.

Exhibit 3b (Above Middle-Skill): Occupational Demand in NCV/NML, SCV/SML, and CVML

Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
NCV/NML	620	644	24	4%	55
SCV/SML	963	1,015	52	5%	85
CVML	1,583	1,659	76	5%	140

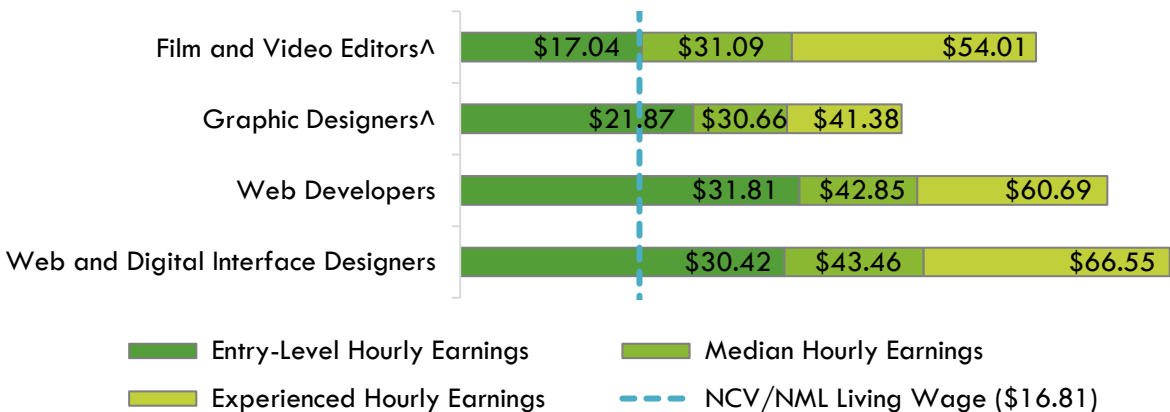
¹Five-year change represents new job additions to the workforce. Annual openings include new jobs and replacement jobs that result from retirements and separations.

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for the four *software and web developers, programmers, and testers*-related occupations as they relate to the subregions and region's living wage. NCV/NML, SCV/SML, and CVML wages are included below to provide a complete analysis of the region.

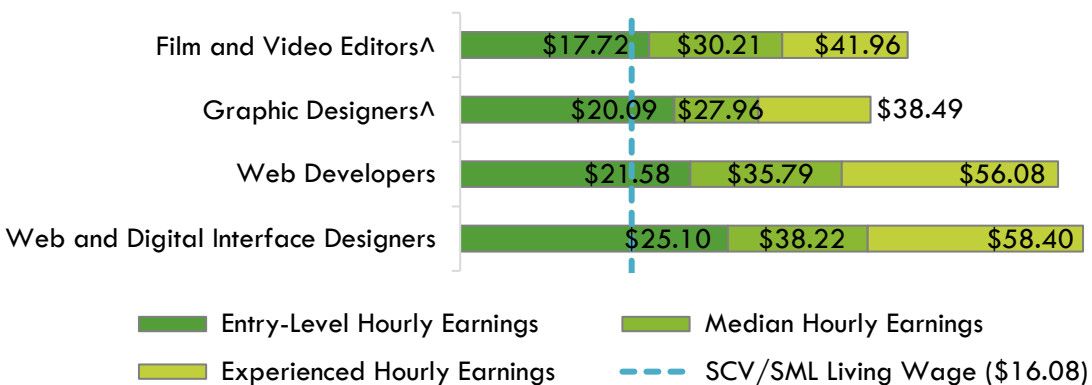
All four *software and web developers, programmers, and testers*-related occupations have an entry-level hourly wage above the living wage for one adult in the NCV/NML subregion (\$16.81). The NCV/NML subregion average wage for these occupations is \$42.47, which is below the average statewide wage of \$52.02. Exhibit 4a shows the wage range for *software and web developers, programmers, and testers*-related occupations and how they compare to the NCV/NML subregion's living wage.

Exhibit 4a: Wages by Occupation in NCV/NML



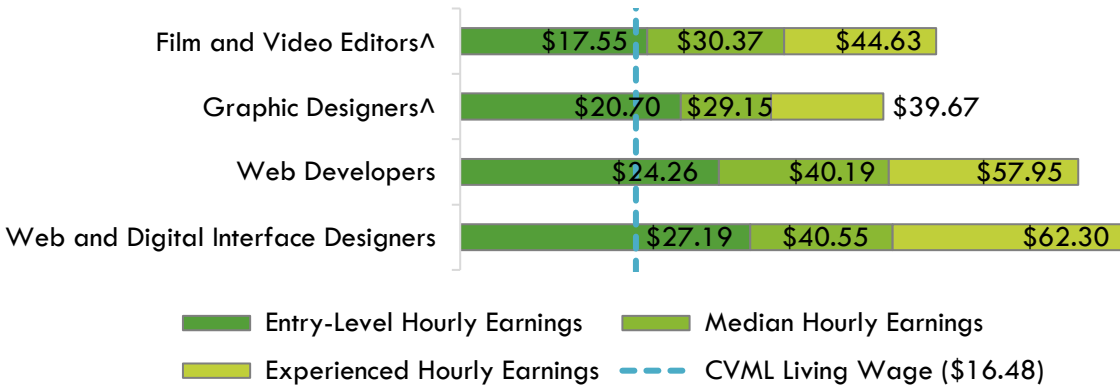
All four *software and web developers, programmers, and testers*-related occupations have an entry-level hourly wage above the living wage for one adult in the SCV/SML subregion (\$16.08). The SCV/SML subregion average wage for these occupations is \$38.05, which is below the average statewide wage of \$52.02. Exhibit 4b shows the wage range for *software and web developers, programmers, and testers*-related occupations and how they compare to the SCV/SML subregion's living wage.

Exhibit 4b: Wages by Occupation in SCV/SML



All four software and web developers, programmers, and testers-related occupations have an entry-level hourly wage above the living wage for one adult in the CVML region (\$16.48). The CVML region average wage for these occupations is \$39.88, which is below the average statewide wage of \$52.02. Exhibit 5 shows the wage range for software and web developers, programmers, and testers-related occupations and how they compare to the CVML region's living wage.

Exhibit 5: Wages by Occupation in CVML



Job Postings:

Important Online Job Postings Data Note: Online job postings data is sourced from Lightcast, a labor market analytics firm that scrapes, collects, and organizes data from online job boards such as LinkedIn, Indeed, Glassdoor, Monster, GovernmentJobs.com, and thousands more. Lightcast uses natural language processing (NLP) to determine the related company, industry, occupation, and other information for each job posting. However, NLP has limitations that include understanding contextual words of phrases; determining differences in words that can be used as nouns, verbs, and/or adjectives; and misspellings or grammatical errors.² For these reasons, job postings could be assigned to the wrong employer, industry, or occupation within Lightcast's database.

Additionally, there are several limitations when analyzing job postings. A single job posting may not represent a single job opening, as employers may be creating a pool of candidates for future openings or hiring for multiple positions with a single posting. Additionally, not all jobs are posted online, and jobs may be filled through other methods such as internal promotion, word-of-mouth advertising, physical job boards, or a variety of other channels.

There were 97 online job postings related to Software and Web Developers, Programmers, and Testers listed in the past 12 months (Exhibit 6a).

Exhibit 6a (Middle-Skill): Number of Job Postings (n=97)

Occupations	Job Postings	Percentage of Job Postings
Web and Digital Interface Designers	74	76%
Web Developers	23	24%

²K. R. Chowdhary, Fundamentals of Artificial Intelligence (Basingstoke: Springer Nature, 2020), <https://link.springer.com/book/10.1007/978-81-322-3972-7>

There were 83 online job postings related to *Graphic Designers and Film and Video Editors* listed in the past 12 months (Exhibit 6b).

Exhibit 6b (Above Middle-Skill): Number of Job Postings (n=83)

Occupations	Job Postings	Percentage of Job Postings
Graphic Designers	63	76%
Film and Video Editors	20	24%

The top employers in the region for *Software and Web Developers, Programmers, and Testers*, by number of job postings, are shown in Exhibit 7a.

Exhibit 7a (Middle-Skill): Top Employers by Number of Job Postings (n=97)

Employer	Job Postings	Percentage of Job Postings
VocoVision	5	5%
Netflix	4	4%
Soliant Health	4	4%
Global Channel Management	4	4%
Jobot	3	3%
California State University-Fresno	2	2%
DataAnnotation	2	2%
Innova Solution	2	2%
Nvidia	2	2%
Foster Farms	2	2%

The top employers in the region for *Graphic Designers and Film and Video Editors*, by number of job postings, are shown in Exhibit 7b.

Exhibit 7b (Above Middle-Skill): Top Employers by Number of Job Postings (n=83)

Employer	Job Postings	Percentage of Job Postings
Creative Financial Staffing	4	5%
Sinclair Broadcast Group	4	5%
Robert Half	4	5%

Employer	Job Postings	Percentage of Job Postings
Stardom Employment Consultants	2	2%
Smile World Dental	2	2%
Aston Carter	2	2%
Ardelle Associates	2	2%
Osinachi	2	2%
Fowler Packing Company	2	2%
Pro-screen Inc. Print, Signs & Graphics	1	1%

The top specialized, common, and software skills for *Software and Web Developers, Programmers, and Testers* are listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8a.

Exhibit 8a (Middle-Skill): Top Skills by Number of Job Postings (n=97)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
JavaScript (Programming Language) (19)	Communication (24)	JavaScript (Programming Language) (19)
HyperText Markup Language (HTML) (15)	Problem Solving (11)	HyperText Markup Language (HTML) (15)
Cascading Style Sheets (CSS) (15)	Leadership (9)	Cascading Style Sheets (CSS) (15)
User Experience (UX) (15)	Troubleshooting (Problem Solving) (9)	React.js (Javascript Library) (10)
Web Design (10)	Management (8)	Application Programming Interface (API) (8)
Scalability (10)	Research (7)	Figma (Design Software) (5)
React.js (Javascript Library) (10)	Customer Service (7)	Java (Programming Language) (5)
Computer Science (9)	Detail Oriented (7)	HTML5 (5)
Prototyping (9)	Operations (5)	TypeScript (5)
Wireframing (9)	Time Management (5)	PHP (Scripting Language) (4)

The top specialized, common, and software skills for *Graphic Designers and Film and Video Editors* are listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 8b.

Exhibit 8b (Above Middle-Skill): Top Skills by Number of Job Postings (n=83)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Graphic Design (44)	Communication (42)	Adobe Photoshop (40)
Adobe Photoshop (40)	Detail Oriented (33)	Adobe Illustrator (37)
Adobe Illustrator (37)	Ability to Meet Deadlines (27)	Adobe Creative Suite (36)
Adobe Creative Suite (36)	Editing (18)	Adobe InDesign (27)
Marketing (32)	Presentations (18)	Adobe Premiere Pro (16)
Adobe InDesign (27)	Creativity (16)	Adobe After Effects (15)
Branding (21)	Innovation (14)	Microsoft Office (11)
Typography (18)	Sales (11)	Design Software (9)
Adobe Premiere Pro (16)	Microsoft Office (11)	Microsoft PowerPoint (8)
Photography (16)	Time Management (11)	Microsoft Excel (7)

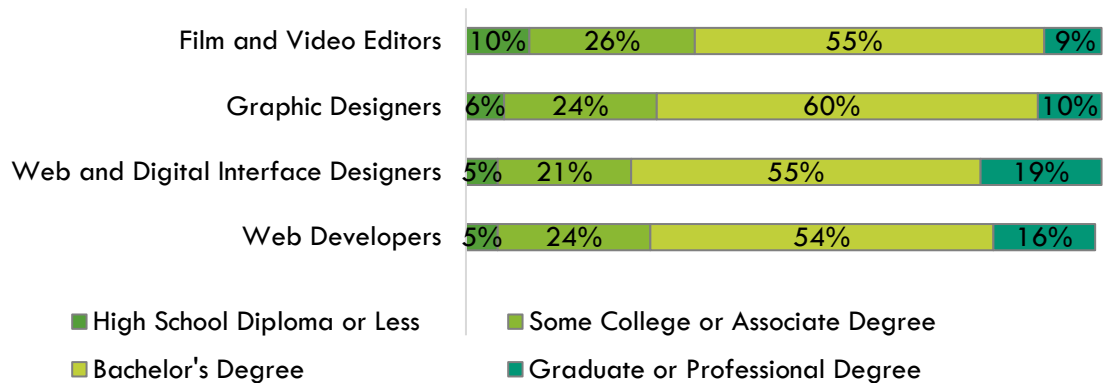
Educational Attainment:

The Bureau of Labor Statistics (BLS) lists a bachelor's degree as the typical entry-level education for the four *software and web developers, programmers, and testers*-related occupations. National-level educational attainment data indicates that between 21% and 24% of middle-skill workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 9 shows the educational attainment for *software and web developers, programmers, and testers*-related occupations.

Of the 97 online job postings for middle-skill occupations, 24% (equivalent to 23 postings) of cumulative job postings for the two *software and web developers, programmers, and testers* listed a minimum education requirement in the SCV/SML subregion. Of the 23 postings, 65% (15) requested a bachelor's degree.

Of the 83 online job postings for above middle-skill occupations, 42% (equivalent to 35 postings) of cumulative job postings for the two *software and web developers, programmers, and testers* listed a minimum education requirement in the SCV/SML subregion. Of the 35 postings, 74% (26) requested a bachelor's degree.

Exhibit 9: National-level Educational Attainment for Software and Web Developers, Programmers, and Testers-Related Occupations



Educational Supply

Community College Supply:

Exhibits 10a and 10b show the annual and three-year average number of awards conferred by community colleges in the programs that have historically trained for the occupations included in this report. The colleges with the most completions are San Joaquin Delta (North) and Cerro Coso (South).

Exhibit 10a: NCV/NML Community College Awards (Certificates and Degrees)
2021-22 through 2023-24

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
0614.00	Digital Media	Columbia	4	2	-	2
		Merced	2	7	5	5
		San Joaquin Delta	-	9	22	10
Subtotal/Average			6	18	27	17
NCV/NML Supply Grand Total			6	18	27	17

Exhibit 10b: SCV/SML Community College Awards (Certificates and Degrees)
2021-22 through 2023-24

TOP Code	Program	College	2021-2022 Awards	2022-2023 Awards	2023-2024 Awards	3-Year Award Average
0614.00	Digital Media	Cerro Coso	5	26	32	21
		Fresno City	-	-	4	1
Subtotal/Average			5	26	36	22
SCV/SML Supply Grand Total			5	26	36	22

Exhibit 11 shows the annual average community college awards by type from 2021-22 through 2023-24. Of the 23 awards conferred in the SCV/SML subregion, 96% (22) of these awards were for a certificate 16 to < 30 semester units.

Exhibit 11: Annual Average Community College Awards (SCV/SML) by Type, 2021-2024



Community College Student Outcomes:

Exhibit 12 shows the Strong Workforce Program (SWP) metrics for Digital Media programs in Sequoias Community College District (SCCD), the SCV/SML subregion, the CVML region, and California.

Of the 11,295 digital media program students statewide in the 2023-2024 academic year, 12% (1,363) attended a CVML institution. SCV/SML subregion students that exited digital media programs in the 2022-2023 academic year had less median annual earnings (\$29,456) compared to all digital media students in CVML region (\$30,064). Notably, 36% of CVML region digital media students attained a living wage, which is greater than the percentage of students who attained a living wage statewide (26%).

Exhibit 12: Digital Media (0614.00) Strong Workforce Program Metrics

SWP Metric	SCCD	SCV/SML Subregion	CVML Region	California
SWP Students	N/A	167	1,363	11,295
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	N/A	32%	27%	31%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	N/A	91%	80%	76%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	N/A	21%	4%	4%
SWP Students Who Transferred to a Four-Year Postsecondary Institution	N/A	9%	5%	6%
SWP Students with a Job Closely Related to Their Field of Study	N/A	N/A	N/A	64%
Median Annual Earnings for SWP Exiting Students	N/A	\$29,456 (\$14.16)	\$30,064 (\$14.45)	\$31,946 (\$15.36)
Median Change in Earnings for SWP Exiting Students	N/A	N/A	20%	24%
SWP Exiting Students Who Attained the Living Wage	N/A	N/A	36%	26%



2023-2024



2022-2023



2021-2022



N/A

Non-Community College Supply:

For a comprehensive regional supply analysis, it is also important to consider the supply from other institutions in the region that provide training programs for the occupations studied in this report. Exhibit 13 shows the annual and three-year average number of awards conferred by non-community college institutions in programs that have historically trained for the occupations of interest.

Between 2020 and 2023, there were no non-community college institutions in the SCV/SML subregion that conferred awards annually in related training programs.

Exhibit 13: NCV/NML Subregional Non-Community College Awards, 2020-2023

CIP Code	Program	Institution	2020-21 Awards	2021-22 Awards	2022-23 Awards	3-Year Award Average
09.0702	Digital Communication and Media/Multimedia	University of the Pacific	19	10	33	21
Subtotal/Average			19	10	33	21
NCV/NML Supply Grand Total			19	10	33	21

Appendix A: Methodology

The CVML COE prepared this report by analyzing data from occupations and education programs.

Occupational data is derived from Lightcast, a labor market analytics firm that consolidates data from the California Employment Development Department (EDD), U.S. Bureau of Labor Statistics (BLS) and other government agencies. Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

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

- All occupations that require 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 CVML COE determined labor market supply for an occupation or SOC code by analyzing the number of program completers or awards in a related TOP or CIP code. The COE developed a "supply table" with this information, which is the source of the program supply data for this report. TOP code data comes from the California Community Colleges Chancellor's Office MIS Data Mart (datamart.cccco.edu) and CIP code data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data), also known as IPEDS. 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 in the United States and Canada. Institutions outside of the California Community College system do not use TOP codes in their reporting systems.

Data included in this analysis represent the labor market demand for relevant positions most closely related to the proposed program as expressed by the requesting college in consultation with the CVML COE. Traditional labor market information was used to show current and projected employment based on data trends, as well as annual average awards granted by regional community colleges. Real-time labor market information captures job post advertisements for occupations relevant to the field of study which can signal demand and show what employers are looking for in potential employees but is not a perfect measure of the quantity of open positions.

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

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	<p>Traditional labor market information data is sourced from Lightcast, a labor market analytics firm. Lightcast occupational employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics and the American Community Survey. For more information, see https://lightcast.io/</p>
Living Wage	<p>The living wage is derived from the Insight Center's California Family Needs Calculator, which measures the income necessary for an individual of family to afford basic expenses. The data assesses the cost of housing, food, childcare, health care, transportation, and taxes. For more information, see: https://selfsufficiencystandard.org/California/</p> <p>Wage figures are used by the CCCCCO to calculate the percentage of students that attained the regional living wage.</p>
Typical Education and Training Requirements, and Educational Attainment	<p>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, see https://www.bls.gov/emp/documentation/education/tech.htm</p>
Emerging Occupation Descriptions, Additional Education Requirements, and Employer Preferences	<p>The O*NET database includes information on skills, abilities, knowledges, work activities, and interests associated with occupations. For more information, see https://www.onetonline.org/help/online/</p>
Educational Supply	<p>The CCCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. For more information, see: https://datamart.cccco.edu</p> <p>The National Center for Education Statistics (NCES) Integrated Postsecondary Integrated Data System (IPEDS) collects data on the number of postsecondary awards earned (completions). For more information, see https://nces.ed.gov/ipeds/use-the-data/survey-components/7/completions</p>
Student Metrics and Demographics	<p>DataVista, a statewide data system supported by the California Community Colleges 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, see: https://datavista.cccco.edu/</p>
Population and Occupation Demographics	<p>The Census Bureau's American Community Survey (ACS) is the premier source for detailed population and housing information. For more information, see: https://www.census.gov/programs-surveys/acs</p> <p>Data is sourced from IPUMS USA, a database providing access to ACS and other Census Bureau data products. For more information, see: https://usa.ipums.org/usa/about.shtml</p>

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March 2026

