YEARLY PLANNING DISCUSSION
General Questions
Program Name FASHION STUDIES
Academic Year 2024-2025

1. **Has your program mission or primary function changed in the last year?**

The program's mission has not changed, however, we have expanded our efforts to align more closely with noncredit FASN course development to support student success in areas such as apparel construction and garment fit. By creating mirror noncredit courses, we aim to provide accessible entry points for learners who may benefit from additional skill development before transitioning into credit-bearing coursework. This approach strengthens the bridge between noncredit and credit pathways, supports equitable access, and reinforces our mission to prepare students for success in both academic and workforce settings.

2. **Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)**

Yes, the Fashion program experienced several noteworthy changes over the past year. We expanded concurrent enrollment at Pioneer Valley High School to include FASN 7000 and FASN 7001, allowing students to complete the Apparel Construction Certificate I directly on their high school campus. This strengthens our dual enrollment pathway and increases early access to career education. Additionally, we wrote curriculum for a new machine embroidery course, which explores the fashion theory of mass customization and offers students hands-on experience with emerging apparel production technologies. We expanded our dual enrollment course offerings to include FASH 104: Historic Fashion and Costume, to the Orcutt Academy.

We also submitted FASH 105: Race and Ethnicity in Fashion for articulation as an Area F general education course, expanding transfer opportunities for our students.

Further, we are actively working to establish concurrent enrollment at San Luis High School, which currently offers eight sections of fashion-related coursework, representing a strong potential pipeline for future students. These initiatives reflect our commitment to increasing access, expanding program relevance, and preparing students for success in both academic and industry settings.

New articulation agreements include:
FASH 103: Cal Poly Pomona
FASH 106: Cal Poly Pomona

Current Articulations document attached

3. **Is your two-year program map in place and were there any challenges maintaining the planned schedule?**

Yes, the two-year program map is in place and has been maintained successfully. There were **n**o scheduling challenges this year, largely due to the hiring of a new instructor qualified to teach both Fashion (FASH) and Family and Consumer Sciences (FCS)**.** This additional staffing has provided greater flexibility and ensured consistent course offerings. However, looking ahead, one of the biggest potential challenges may be classroom usage**,** as both credit and noncredit offerings continue to expand and compete for limited specialized lab space. Careful scheduling and coordination will be essential to maintaining program stability and access.

4. **Were there any staffing changes?**

Instructor	F/T or P/T	Qualification
Megan Selby	F/T	Fashion Interior Design FCS
Corbin Vickers	P/T	FASH FASN
Jackie Heimel	P/T	FASH
Kabrina Feikert *new this year	P/T	FASH FASN HOEC FCS
Melissa Diaz	P/T	FASH

5. **What were your program successes in your area of focus last year?**

Expanded concurrent enrollment at Pioneer Valley High School to include FASN 7000 and FASN 7001, allowing students to complete Apparel Construction Certificate I on their high school campus.

Hosted a successful annual Fashion Show featuring over 40 original student designs from credit and noncredit. This event cross-collaborated with art students to present art inspired by fashion. This is our fifth fashion show and our largest attended and most successful event to date.

Continued partnership with Goodwill Industries, which provided materials for student projects and sponsored a prize for the fashion show.

Launched FASH 106: Digital Fashion Illustration, introducing students to industry-standard digital tools. We use Photoshop and Adobe Illustrator to design fabric and illustrate a fashion line digitally.

Continued development of **noncredit FASN curriculum** to support entry-level skill development and bridge students into credit programs.

Initiated planning for **concurrent enrollment expansion** to San Luis High School, which offers eight sections of fashion-related coursework.

Cal Poly Pomona Apparel and Merchandising Department Open House Students participated in the Cal Poly open house providing them with the opportunity to be introduced to a 4 year Bachelor of Science program.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

The Fashion Studies program assessed five Program Learning Outcomes (PLOs), each with a **target benchmark of 70%**for student success. All five PLOs **met or exceeded** this benchmark, indicating solid overall performance and alignment with program objectives.

PLO Performance Summary:

PLO	Description	Target	Actual	Met/Exceeded Target?
PLO1	Integrate fashion industry terminology and communication	70%	72.41%	Met
PLO2	Demonstrate knowledge of fashion design and merchandising principles	70%	76.62%	Exceeded
PLO3	Demonstrate knowledge of apparel construction and quality analysis	70%	71.72%	Met
PLO4	Differentiate historical and cultural fashion influences	70%	70.18%	Met
PLO5	Apply fashion-related knowledge to professional or academic projects	70%	82.46%	Exceeded

Course / Outcome	1 - FASH1 - Students will integrate fashion principles, textile characteristics and personal style with marketing strategies and industry changes.	2 - FASH2 - Students will demonstrate knowledge of clothing design principles to construct and present a fashion design.	3 - FASH3 - Students will demonstrate knowledge of textile characteristics for sensory appeal.	4 - FASH4 - Students will differentiate historic fashion concepts with current design trends and present portfolio.	5 - FASH5 - Students will apply all fashion merchandising principles in a work setting.
FASH102	M	M	D	D	D
FASH101	+2.06% M	+2.88% I	+6.92% I	+4.36% I	+9.49% M
FASH103	+3.68% D	N	-0.25% M	I	N
FASH110	I	D	D	N	I
FASH104	D	N	D	M	N
FASH105		+18.89% I		-8.89% I	+18.89% I
FASH106		D			

The Fashion Merchandising program at Allan Hancock College demonstrates intentional alignment between course content and its five Program Learning Outcomes (PLOs). Each outcome is supported through multiple courses, with progress shown in both skill level development and student achievement (as indicated by the percentage changes).

PLO-to-Course Alignment Overview:

PLO	Description	Most Closely Aligned Courses	Range	Notes
PLO 1	Integration of fashion principles, textiles, and marketing strategies	FASH 101 (M), FASH 102 (M), FASH 103 (D), FASH 104 (D), FASH 110 (I)	Introduced → Mastery	Strong multi-course coverage; +2.06% student gain in FASH 101
PLO 2	Design principles and fashion construction	FASH 101 (I), FASH 102 (M), FASH 110 (D), FASH 106 (D)	Introduced → Mastery	Moderate progression; +2.88% gain in FASH 101, new development in FASH 106
PLO 3	Textile characteristics for sensory appeal	FASH 103 (M), FASH 102 (D), FASH 110 (D), FASH 104 (D)	Developed → Mastery	Strong in FASH 103, slight dip of -0.25% signals opportunity for review
PLO 4	Historical vs. contemporary fashion analysis	FASH 101 (I), FASH 104 (M), FASH 105 (I), FASH 102 (D)	Introduced → Mastery	Good breadth: +18.89% gain in FASH 105 suggests positive impact
PLO 5	Application of merchandising principles in a work setting	FASH 101 (M), FASH 102 (D), FASH 110 (I)	Introduced → Mastery	Broad exposure; FASH 101 shows +9.49% gain

b. **Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.**

Key Findings from Benchmark Performance:

- Highest performing outcome: FASH5 (Application of Fashion Knowledge) achieved the strongest results at 82.46%, suggesting students are well-prepared to apply their learning in real-world or academic settings.
- Consistently above target: All PLOs surpassed the 70% goal, demonstrating strong program effectiveness across both theoretical and applied learning areas.
- Opportunities for growth: Although FASH3 and FASH4 met the benchmark, their scores (71.72% and 70.18% respectively) suggest room for further reinforcement in apparel construction skills and historical/cultural understanding.

Implications for Program Planning:

- Continued emphasis on project-based learning and professional application is supporting strong outcomes (e.g., fashion show, digital portfolio development).
- Slight improvement efforts in historical context instruction and hands-on construction techniques could further enhance student performance.
- These results support the program's vitality and alignment with industry expectations and student achievement goals.

Key Observations and Trends:

- Comprehensive Outcome Coverage: All five PLOs are introduced, developed, and mastered across multiple required courses, ensuring scaffolded learning. FASH 101 plays a central role, appearing in every PLO, and shows consistent positive gains across all outcomes.
- Positive Performance Trends: Four out of five PLOs show positive percentage increases in aligned courses, indicating gains in student learning and outcome attainment.
- Strength in Historical Understanding (FASH4): The standout growth was in FASH 105 (+18.89%), suggesting high student engagement and learning when analyzing historical vs. modern fashion influences.
- Opportunity for Improvement in PLO3: FASH 103, aligned with PLO3 (textile characteristics), shows a slight decrease (-0.25%), indicating a potential need for reinforcement or instructional review in that content area.

Recommendations for Program Planning:

- **Strengthen FASH 103 instruction** or assessment tools to improve outcomes related to textile knowledge (PLO3).

- **Leverage success in FASH 105** by expanding activities focused on historical and cultural comparisons in fashion, potentially integrating it with portfolio development or capstone projects.
- **Continue tracking course-specific PLO gains** to ensure instructional alignment and to fine-tune areas of weaker performance.
- Consider developing a **capstone or practicum** experience to reinforce PLO5 and deepen students' work-based application skills. This would tie in perfectly with an on-campus Lab Store.

c. **Please summarize recommendations and/or accolades that were made within the program/department.**

Several recommendations and accolades were made within the Fashion program over the past year. A key recommendation from the advisory board was to develop an introductory course (FASH 100) to help students better understand career pathways, course sequencing, and transfer options within the fashion industry. There was also a continued push to expand noncredit offerings and concurrent enrollment opportunities, particularly in foundational apparel construction skills.

The program received accolades for the ongoing success of the annual Fashion Show, which brought together students from credit, noncredit, and high school concurrent enrollment to present over 40 original designs. This event was recognized as both a high-impact learning experience and an effective recruitment and outreach tool.

In addition, the program celebrated the news that several students will be transferring to Cal State Long Beach, a key partner institution with strong fashion-related academic programs. The program was also honored to be selected by the California Department of Education to host the bi-annual FCS High School Teachers Retreat. As host, the Fashion program will offer workshops and guest speakers on emerging trends and innovations relevant to the FCS field, helping to strengthen ties between secondary and postsecondary education while showcasing the strength of the program.

d. **Please review and attach any _changes_ to planning documentation, including PLO rubrics, associations, and cycles planning.**

There are no changes to planning documentation currently. All Program Learning Outcome (PLO) rubrics, course associations, and assessment cycles remain current and aligned with the established program review and assessment schedule.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the _Rubric for Assessing Regular and Substantive Interaction in Distance Education Course_s)

a. Which courses were reviewed for regular and substantive interactions (RSI)?

The Fashion program does not currently offer any Distance Education (DE) courses, however, this is an area the program is actively exploring for future expansion, particularly for lecture-based courses such as FASH 101 (Fashion Industry and Marketing) and FASH 104 (Fashion History).

b. What were some key findings regarding RSI?

Since no DE courses are currently being offered, a peer review for regular and substantive interaction (RSI) has not yet been conducted, however, in preliminary discussions and curriculum development.

All of our instructors have taken the DE certification course offered by AHC.

- **Some Strengths:**

Faculty are trained in DE delivery and familiar with Canvas and RSI best practices.

FASH 101 and FASH 104 have strong potential for online delivery due to their content structure and transfer applicability.

Instructional materials and assignments have already been adapted for asynchronous engagement and online student interaction through AP&P

- **Some areas of possible improvement:**

The program will need to develop DE versions of core courses and integrate instructional design strategies that ensure RSI compliance.

c. What is the plan for improvement?

While we do not currently offer online or DE courses, expanding into Distance Education is a clear growth opportunity for the Fashion program especially the California Virtual Campus. In the coming year, we plan to review curriculum for online suitability, begin developing DE course proposals, and ensure all future offerings meet RSI standards and quality benchmarks.

CTE two-year review of labor market data and pre-requisite review

a. Does the program meet documented labor market demand?

Yes, the Fashion program at Allan Hancock College meets documented labor market demand in the South Central Coast region (data attached). Labor market data from the South-Central Coast Center of Excellence (2023, 2025) indicates a consistent and undersupplied need for workers across a broad range of fashion-related occupations. The region projects approximately 4,052 annual openings in merchandising, retail, and visual display, and an additional 128 annual openings in fashion production roles such as sewing machine operators, tailors, and custom

garment makers. This demand significantly exceeds the average 53 awards conferred annually by regional institutions, demonstrating a clear supply gap.

Additionally, occupations such as Fashion Designers, Visual Merchandisers, and First-Line Supervisors of Retail Sales Workers show steady or moderate growth, with competitive wages for those in mid- and advanced-level positions. Although entry-level wages for production roles often fall below the local self-sufficiency standard, they remain accessible pathways for skill-building, self-employment, and entrepreneurship.

The Allan Hancock College Fashion program supports this demand through career-aligned coursework, noncredit certificate options like Apparel Certificate 1, Apparel Certificate 2, Alteration Specialist and Formalwear Specialist, and hands-on experiential learning including an annual student-run fashion show and visual merchandising opportunities embedded in credit curriculum. The program equips students with in-demand skills such as merchandising, garment construction, visual presentation, and Adobe Creative Suite, all of which are frequently cited in regional job postings. These features position the program as a responsive and essential contributor to the local fashion workforce pipeline.

b. How does the program address needs that are not met by similar programs?

The Allan Hancock College Fashion program addresses regional needs that are not fully met by similar programs through its broad accessibility, hands-on learning model, and strong community integration. Unlike many programs that focus exclusively on design or merchandising, Hancock offers both **credit and noncredit pathways**, including the *Alteration Specialist* certificate, which serves re-entry students, entrepreneurs, and adult learners seeking short-term, skill-based training. This inclusive approach meets the needs of learners who may not pursue traditional degrees but still contribute to the local fashion workforce.

Additionally, the program's emphasis on experiential learning—through the annual fashion show, club involvement, and partnerships with local employers—provides students with real-world experience that enhances employability and job readiness. The curriculum is closely aligned with regional labor market demand, focusing on high-need skills like garment construction, visual merchandising, industrial machine embroidery and Adobe Creative Suite, which are often overlooked in more narrowly focused programs.

By combining technical skills with creativity and industry exposure, the Hancock Fashion program fills critical gaps in both entry-level workforce preparation and community-based career education, making it a distinctive and responsive option in the region.

Students in the Fashion program would greatly benefit from the addition of a **student store lab**, which would provide valuable hands-on experience in **merchandising, sales, retail operations, and customer service**. A dedicated lab space simulating a real retail environment would allow students to apply classroom concepts in a practical setting—designing product displays, managing inventory, analyzing consumer behavior, and practicing sales techniques. This

experiential learning opportunity would not only enhance skill development but also prepare students for entry-level positions in retail and merchandising, strengthen resumés, and support career readiness. Moreover, a student store could foster cross-disciplinary collaboration with business and marketing students, further enriching the learning experience.

c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

Yes, the available employment, completion, and success data suggest that the Fashion program at Allan Hancock College is effective and demonstrates vitality. From 2020 to 2023, the college awarded an average of **8 certificates or degrees annually** in Fashion, contributing to a regional total of **57 awards per year**, which remains significantly below the **128 annual job openings** in fashion-related occupations. This **undersupply indicates that the program is successfully addressing a documented labor market gap**.

In terms of employment outcomes, regional data show that **71% of fashion students statewide report working in jobs closely related to their field of study**, demonstrating strong alignment between program content and workforce needs. Students who exited the program at Allan Hancock had a median annual wage of **$28,318**, which is comparable to the regional median for fashion program completers ($31,992), reflecting consistent employment outcomes. Additionally, **68% of AHC fashion students completed a noncredit CTE or workforce preparation course**, supporting the program's role in accessible, skill-based training.

While there is room for improvement in wage outcomes and completions, especially at the credit level, the program's strong participation rates, labor market alignment, and job-related placement rates indicate that it remains a vital and effective part of the regional workforce pipeline.

d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Yes, the Fashion program has met the Title 5 requirements for course review. The Fashion Advisory Board was updated and held a meeting to support curriculum alignment and industry relevance.
In accordance with the review schedule mapped out previously, the following courses were reviewed within the required two-year cycle for CTE programs:
FASH 104: Fashion Costume and History
FASH 103:Textiles

e. Have recommendations from the previous report been addressed?

Yes, the recommendations from last year's program review have been addressed. Several action items identified in the 2023–2024 review have shown measurable progress.

The noncredit FASN courses and certificates that were developed last year have been launched, with concurrent enrollment expanded at Pioneer Valley High School to include FASN 7000 and

FASN 7001, allowing high school students to complete Apparel Construction Certificate I on their campus. The FASN course are also being offered on campus in the evenings at the Santa Maria campus taking full advantage of classroom usage.

In addition, the program is actively developing a new machine embroidery course, fulfilling the recommendation to pursue an Embroidery and Screen-Printing Certificate based on advisory board feedback.

Efforts to improve alignment with counseling and transfer pathways have continued, and planning is underway to extend concurrent enrollment to San Luis High School, which has significant student interest in fashion.

Challenges such as classroom space limitations remain under consideration, but overall, the program has demonstrated strong follow-through on its 2023–24 goals, positioning it well for continued growth and innovation.

Storage space was identified (I-200) outside the classroom which has helped to alleviate the lack of storage in the classroom.

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics. *This section is only used if there are new planning initiatives and resources requested.***

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.) The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):		

☐ Ed Master Plan ☐ Student Equity Plan Guided Pathways AB 705

☐ Technology Plan X Facilities Plan Strong Workforce Equal Employment Opp.

☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

	New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	Technology Upgrade Room I-217	
Planning years:	*2025-2026*	

Description:
Technology upgrade for room I-217
The layout for room I-217 is difficult for students to see the screen. It would greatly benefit students for a technology upgrade including:

- Computer podium
- Mounted Large screen TV to project computer slides

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan Guided Pathways AB 705/1705

X Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*
Description: *(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*	

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan Guided Pathways AB 705/1705

☐ Technology Plan ☐ Facilities Plan Strong Workforce Equal Employment Opp.

☐ Title V

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Title (including number:	
Planning years:	*(The academic years this will take to complete)*
Description: *(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)*	

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Planning years:	*(The academic years this will take to complete)*

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(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

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☐ Title V

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What college plans are associated with this Objective? (Please select from the list below):

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☐ Title V

Area of Focus Discussion
INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

> **Possible topics:**
> - Review scheduling matrices – program map alignment, successes, and challenges.
> - Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
> - Assess mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
> - Address scheduling conflicts or dependencies across disciplines or general education areas.
> - Student access – cultivate majors, support cohorts and interdisciplinary connections.
> - Review units and time to course and program completion.

1. What data were analyzed and what were the main conclusions?

Department Summary

Department_	Program Desc	Course	Academic Period Desc	Campus Desc	Concurrent Filter All	Faculty Load
Applied Behavioral Scienc..	Fashion	All	Multiple values	All		

CR NC_	Department ..	Program Desc		Academic Year Label				
				21-22	22-23	23-24	24-25	Grand Total
CR	Applied Behavioral Sciences	Fashion	Sections	9.0	9.0	8.0	10.0	36.0
			Max Enroll	179.0	228.0	195.0	222.0	824.0
			Census Enroll	112.0	169.0	168.0	178.0	627.0
			Avg Class Size	12.4	18.8	21.0	17.8	17.4
			FTES_	17.0	25.6	25.9	23.5	92.0
			FTEF_	1.336	1.536	1.336	1.553	5.761
			FTES/ FTEF_	12.7	16.7	19.4	15.1	16.0
	Total		Sections	9.0	9.0	8.0	10.0	36.0
			Max Enroll	179.0	228.0	195.0	222.0	824.0
			Census Enroll	112.0	169.0	168.0	178.0	627.0
			Avg Class Size	12.4	18.8	21.0	17.8	17.4
			FTES_	17.0	25.6	25.9	23.5	92.0
			FTEF_	1.336	1.536	1.336	1.553	5.761
			FTES/ FTEF_	12.7	16.7	19.4	15.1	16.0
Grand Total			Sections	9.0	9.0	8.0	10.0	36.0
			Max Enroll	179.0	228.0	195.0	222.0	824.0
			Census Enroll	112.0	169.0	168.0	178.0	627.0
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			FTEF_	1.336	1.536	1.336	1.553	5.761
			FTES/ FTEF_	12.7	16.7	19.4	15.1	16.0

The Fashion program's scheduling and enrollment patterns from **2021–22 through 2024–25** reflect both strategic adjustments and evolving student demand. The number of sections offered has decreased from **19.4 in 2021–22** to **12.7 in 2024–25**, while **census enrollment declined from 195 to 179** over the same period. Despite this, average class sizes have remained steady at 8–10 students per section, and the program continues to demonstrate strong

instructional efficiency, with FTES/FTEF ratios consistently above the 12.0 threshold—peaking at **21.0 in 2021–22** and holding at **12.4 in 2024–25**.

This pattern suggests that, while the total number of students served may have declined, the courses offered are operating with a reasonable balance of instructional effort and student enrollment. The scheduling structure continues to support completion for students who follow the program map, however, as enrollment levels shift, the program may benefit from more flexible delivery formats such as online options, particularly for lecture-based courses.

Increased noncredit and dual enrollment offerings, particularly at local high schools, may be partially responsible for the dip in traditional credit enrollments. As such, future scheduling should continue to account for student access across modalities and campuses, ensuring that courses remain aligned with both the two-year completion path and the realities of student availability**.**

Overall, the data suggests a program that is responsive, efficient, and ready to adapt its scheduling model to support retention and completion—especially through expanded modality options and improved alignment with Guided Pathways.

Program Maps

Program Scheduling Map

Program: Fashion Studies - Associate in Science

List all core courses in the program in the term when discipline faculty determine students should take them within the course of the program. This will be considered the term in which the course is **minimally offered** (the specific term we guarantee to students that we will offer a course within the timeframe of the program, e.g, once every two years for two-year programs; once every year for 1-year certificates).

The boxes below should include only **core courses** (those specifically required) and **core elective courses** (program-specific courses from which a student must complete a certain number, as distinct from **general education electives**, which are <u>not</u> included on this form). List core courses in the term when discipline faculty determine students should take them within the timeframe of the program (1-4 terms). List core elective courses in the term when they are minimally guaranteed to be offered (**minimally offered**) within the timeframe of the program. For both core courses and core electives offered across multiple programs, the minimally offered term should be the same.

Term 1 (Even Year Fall/EF)				Term 2 (Odd Year Spring/OS)				
Core Courses	Other Terms Offered			**Core Courses**	Other Terms Offered			
	OS	OF	ES		EF		OF	ES
FASH 101 Fashion Industry and Marketing				FASH 102 Fashion Design Analysis				
				FASH 110 Apparel Construction 1				
AHC GE AREA 2								
AHC GE AREA 7				ANY ELECTIVE				
ANY ELECTIVE				ENGL 100 OR 101				
Core electives				Core electives				

Term 3 (Odd Year Fall/OF)				Term 4 (Even Year Spring/ES)				
Core Courses	Other Terms Offered			**Core Courses**	Other Terms Offered			
	EF	OS		ES	EF	OS	OF	
FASH 103 Textiles				FASH 104 Historic Fashion/Costume				
MAJOR ELECTIVE								
AHC GE AREA 5				AHC GE AREA 4B				
AHC GE AREA 4A				AHC GE AREA 3				
AHC GRAD DANCE				AHC GE AREA 6				
AHC GE AREA 1B				ANY ELECTIVE				
Core electives				Core electives				

Recent adjustments to the scheduling of key Fashion courses reflect strategic responsiveness to dual enrollment trends and shifting student demand. FASH 110: Apparel Construction I was reduced to once per year rather than every semester due to consistently low on-campus enrollment, a trend largely driven by high school students completing the course through concurrent enrollment pathways. This change has allowed the program to reallocate resources while still maintaining access to this foundational skill-building course. Conversely, FASH 101: Fashion Industry and Marketing—originally scheduled only for even-year fall terms—was offered in two sections in Fall 2024 to accommodate increased interest from high school students transitioning into the program. This growth suggests that FASH 101 is a critical entry point and may warrant annual fall offerings moving forward, regardless of year designation. These adjustments support program efficiency, improve student access, and demonstrate alignment with guided pathways and dual enrollment expansion.

Program Scheduling Map

Program: Family and Consumer Science - Fashion Merchandising - Certificate of Accomplishment

List all core courses in the program in the term when discipline faculty determine students should take them within the course of the program. This will be considered the term in which the course is **minimally offered** (the specific term we guarantee to students that we will offer a course within the timeframe of the program, e.g, once every two years for two-year programs; once every year for 1-year certificates).

The boxes below should include only **core courses** (those specifically required) and **core elective courses** (program-specific courses from which a student must complete a certain number, as distinct from **general education electives**, which are <u>not</u> included on this form). List core courses in the term when discipline faculty determine students should take them within the timeframe of the program (1-4 terms). List core elective courses in the term when they are minimally guaranteed to be offered (**minimally offered**) within the timeframe of the program. For both core courses and core electives offered across multiple programs, the minimally offered term should be the same.

Term 1 (Even Year Fall/EF)

Core Courses	Other Terms Offered		
	OS	OF	ES
FASH 101 Fashion Industry and Marketing MAJOR ELECTIVE BUS 103 Advertising			
Core electives			

Term 2 (Odd Year Spring/OS)

Core Courses	Other Terms Offered			
	EF		OF	ES
FASH 104 Historic Fashion/Costume				
Core electives				

Term 3 (Odd Year Fall/OF)

Core Courses	Other Terms Offered			
	EF	OS		ES
FASH 103 Textiles FASH 149 Work Experience Education OR FCS149				
Core electives				

Term 4 (Even Year Spring/ES)

Core Courses	Other Terms Offered			
	EF	OS	OF	
FASH 102 Fashion Design Analysis FASH 106 Digital Illustration for Fashion				
Core electives				

FASH 106: Digital Illustration for Fashion is a newly introduced course in the Fashion Merchandising certificate program, scheduled for Even-Year Spring in the program map. While initial enrollment was low, student engagement has been strong, and the program recently invested in new industry-standard equipment to support digital skill development. This course enhances the merchandising certificate by aligning with emerging trends in fashion technology and visual communication. Its placement at the end of the sequence allows students to apply skills from earlier coursework in a creative, applied setting. To build awareness and enrollment, the program plans to promote FASH 106 through advising, student showcases, and integration

into the annual fashion show**,** while monitoring interest to assess whether future expansion to an annual offering is warranted.

FASH 103: Textiles is a required course for both the Fashion and Interior Design programs and plays a critical role in supporting completion in multiple certificates and degrees. According to the program map, it is scheduled in Term 2 – Even-Year Spring, which places it early in the student pathway and emphasizes its foundational importance. The course fills to capacity each year and consistently has a waitlist averaging seven students**.** While this number is not sufficient to justify a second section based on enrollment thresholds, it does indicate a recurring access issue that impacts student progression and timely completion. Students who are unable to enroll in Textiles are often delayed by a full academic year, particularly in programs with tightly sequenced course offerings. To mitigate this, the program may consider strategies such as alternating fall and spring offerings**,** or prioritizing seats for graduating students to ensure equitable access and on-time graduation.

2. **Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?**

Based on recent data analysis, several equity-related challenges have emerged that impact student success and access in the Fashion program. One key concern is the decline in average class size and census enrollment in recent years, particularly in credit-bearing courses. While part of this may be due to the strategic expansion of noncredit and concurrent enrollment offerings, it may also reflect barriers students face in the cost of tuition or accessing in-person courses because of such things as transportation, work schedules, or family obligations.

Additionally, the program currently does not offer any online or hybrid courses, which limits accessibility for students who need more flexible learning options. This lack of modality diversity may disproportionately affect students from underrepresented backgrounds who balance school with other life responsibilities.

Another challenge is the cost of materials and supplies in apparel construction and design courses. These out-of-pocket expenses can be a barrier for low-income students, potentially impacting retention and completion. While the program has received donations and community support, a more sustainable and equitable solution—such as a materials lending library or zero-cost kits—may be needed.

Lastly, while dual enrollment expansion at Pioneer Valley and outreach to San Luis High School have increased early access, we still need to ensure that these pathways lead students into degree and certificate completion, particularly for first-generation and underserved populations who may lack familiarity with postsecondary navigation. There may be a lack of awareness among students about the career opportunities available in the fashion industry and the educational pathways required to pursue them.

Addressing these challenges will require continued efforts to diversify scheduling formats, reduce hidden costs, and strengthen support between noncredit, high school, and credit pathways to ensure equitable outcomes for all students.

3. What are your plans for change or *innovation*?

The Fashion program plans to implement several changes and innovations to strengthen access, engagement, and student outcomes. First, we are exploring the development of online and hybrid course offerings, beginning with lecture-based classes such as *FASH 101: Fashion Industry and Marketing* and *FASH 104: Fashion History*, to better serve students who need flexible scheduling options. We also plan to expand our noncredit-to-credit bridge, allowing students in FASN 7000/7001 to transition more smoothly into the credit program and complete certificate pathways.

Another major area of innovation is the creation of a Fashion Store Lab and Student Store, which would give students hands-on experience in merchandising, retail operations, and inventory management—skills highly aligned with industry demands. We are also developing a machine embroidery course focused on the emerging trend of mass customization in fashion.

Additionally, we plan to strengthen guided pathways and outreach by building on our partnerships with local high schools and creating clearer communication about career opportunities and degree requirements. This includes offering career exploration workshops, expanding concurrent enrollment at San Luis High School, and developing an introductory fashion course to help students better navigate the program and industry options.

These efforts are designed to enhance equity, promote completion, and ensure that the program remains relevant and responsive to both student needs and evolving industry expectations.

4. How will you *measure* the results of your plans to determine if they are successful? Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.
1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?
We are not doing a Validation this year.

We will measure the success of our plans using these key indicators:

- Enrollment and completion data for both credit and noncredit certificates, particularly Apparel Construction Certificate I since we have concentrated on rolling out the first of the four non-credit certificates.
- Census enrollment and fill rates for new or revised courses (e.g., FASH 106 Digital Illustration, noncredit FASN courses).
- Student success and retention rates by modality and time of day to evaluate the impact of innovative scheduling and modality adjustments.
- Tracking of transfer outcomes, such as students admitted to Cal State Long Beach and Cal Poly Pomona.
- Participation in concurrent enrollment and follow-up to see how many high school students matriculate into the college's credit programs.
- Participation in noncredit FASN enrollment and follow-up to see how many noncredit students matriculate into the college's credit programs
- Student and faculty surveys following events such as the Fashion Show and FCS High School Teachers Retreat, to measure engagement and program visibility.

Innovative Scheduling Summary

The Fashion Program has strategically adapted its scheduling model in response to enrollment trends, dual enrollment growth, and student needs. Analysis of course offerings from 2021–2025 shows alignment with the program map, with thoughtful adjustments such as reducing **FASH 110** to once a year due to high school student completion and expanding FASH 101 to two sections in response to increased interest. New course FASH 106: Digital Illustration was successfully launched, supported by new equipment and strong student engagement, despite low initial enrollment.

FASH 103: Textiles continues to present an access challenge due to high demand and limited availability, delaying graduation for students who cannot enroll. The program currently offers all courses in face-to-face, daytime formats, highlighting a need to explore online and hybrid delivery to support working and underserved students.

Innovative plans include launching a Fashion Store Lab, expanding noncredit-to-credit bridges, and offering more career navigation resources. These efforts aim to improve retention, completion, and equity. Ongoing measurement will track enrollment, success rates, dual enrollment outcomes, and student transitions into credit pathways to evaluate impact and inform future scheduling decisions.

Validation for Program Planning Process

1. Who have you identified to validate your findings?

2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. *This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.*

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student's speech provides a very constructive approach to review and improve their oratory skills.

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan   ☐   Student Equity Plan   Guided Pathways   AB 705

☐   Technology Plan ☐ X   Facilities Plan   Strong Workforce   Equal Employment Opp.

☐ Title V

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

New Program Planning Initiative (Objective) – Core Topic Only

Title (including number:	
Planning years:	*(The academic years this will take to complete)*

Description:

(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan   ☐ Student Equity Plan   Guided Pathways   AB 705/1705

☐ Technology Plan   ☐ Facilities Plan   Strong Workforce   Equal Employment Opp.

☐ Title V

Title V

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*
Description:	
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)	

What college plans are associated with this Objective? (Please select from the list below):

☐ Ed Master Plan ☐ Student Equity Plan Guided Pathways AB 705/1705

☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce Equal Employment Opp.

☐ Title V

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*
Description:	
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)	

What college plans are associated with this Objective? (Please select from the list below):
☐ Ed Master Plan ☐ Student Equity Plan Guided Pathways AB 705/1705
☐ Technology Plan ☐ Facilities Plan Strong Workforce Equal Employment Opp.
☐ Title V

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*
Description:	
(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)	

What college plans are associated with this Objective? (Please select from the list below):
☐ Ed Master Plan ☐ Student Equity Plan Guided Pathways AB 705/1705
☐ Technology Plan ☐ Facilities Plan Strong Workforce Equal Employment Opp.
☐ Title V

Program Review Signature Page:

Thesa Roepke (May 5, 2025 09:02 PDT)   05/05/2025

_____   _____
Program Review Lead   Date

Thomas J. Lamica   05/09/2025

_____   _____
Program Dean   Date

     07/21/2025

_____   _____
Vice President, Academic Affairs   Date

Fashion Merchandising (TOP 1303.20)

January 2024

Prepared by the South Central Coast Center of Excellence for Labor Market Research

Program Recommendation

This report was compiled by the South Central Coast[1] Center of Excellence to provide regional labor market data for the program recommendation – Fashion Merchandising. This report can help determine whether there is demand in the local labor market that is not being met by the supply from programs of study (CCC and non-CCC) that align with this occupation group.

Key Findings

- In 2022, there were 28,931 jobs related to Fashion Merchandising in the South Central Coast Region.

- This number is expected to increase by 2% through 2027.

- Projections show approximately 4,052 annual openings in the region. An average of 53 awards were conferred in relevant programs, indicating an undersupply.

- Typical entry-level education ranges from no formal educational credential for Retail Salespersons to high school diploma or equivalent for First-Line Supervisors of Retail Sales Workers and Merchandise Displayers and Window Trimmers, to a bachelor's degree for Fashion Designers.

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[1] The South Central Coast Region consists of San Luis Obispo County, Santa Barbara County, Ventura County, and the following cities from North Los Angeles County: Canyon Country, Castaic, Lake Hughes, Lancaster, Littlerock, Llano, Newhall, Palmdale, Pearblossom, Santa Clarita, Stevenson Ranch, and Valencia.

Occupation Codes and Descriptions

There are four occupations in the standard occupational classification (SOC) system that were identified as related to Fashion Merchandising for this analysis. The occupation titles and descriptions, as well as reported job titles, are included in Exhibit 1.

Exhibit 1 – Occupation, Description, and Sample Job Titles

SOC Code	Title	Description	Sample of Reported Job Titles
27-1022	**Fashion Designers**	Design clothing and accessories. Create original designs or adapt fashion trends.	Apparel Fashion Designer, Clothing Designer, Costume Designer, Dance Costume Designer, Designer, Fashion Designer, Historic Clothing and Costume Maker, Latex Fashions Designer, Product Developer
27-1026	**Merchandise Displayers and Window Trimmers**	Plan and erect commercial displays, such as those in windows and interiors of retail stores and at trade exhibitions.	Decorator, Display Associate, Display Decorator, Display Specialist, In-Store Marketing Associate, Merchandiser, Visual Merchandiser (VM), Visual Merchandising Specialist

SOC Code	Title	Description	Sample of Reported Job Titles
41-1011	**First-Line Supervisors of Retail Sales Workers**	Directly supervise and coordinate activities of retail sales workers in an establishment or department. Duties may include management functions, such as purchasing, budgeting, accounting, and personnel work, in addition to supervisory duties.	Bakery Manager, Delicatessen Manager, Department Manager, Department Supervisor, Grocery Manager, Key Carrier, Meat Department Manager, Parts Sales Manager, Shift Manager, Store Manager
41-2031	**Retail Salespersons**	Sell merchandise, such as furniture, motor vehicles, appliances, or apparel to consumers.	Car Salesman, Customer Assistant, Retail Salesperson, Sales Associate, Sales Clerk, Sales Consultant, Sales Person, Sales Representative, Salesman

Source: O*NET Online

Current and Future Employment

In the South Central Coast region, the number of jobs related to Fashion Merchandising occupations are expected to grow between 1% and 9% through 2027.

Exhibit 2 – Five-Year Projections for Fashion Merchandising in the South Central Coast Region

SOC	Occupation	2022 Jobs	2027 Jobs	2022-2027 Change	2022-2027 % Change	Annual Openings
41-2031	**Retail Salespersons**	20,174	20,761	587	3%	3,116
41-1011	**First-Line Supervisors of Retail Sales Workers**	7,755	7,808	53	1%	802
27-1026	**Merchandise Displayers and Window Trimmers**	807	876	69	9%	112
27-1022	**Fashion Designers**	196	206	10	5%	21

Source: Lightcast™ Analyst 2023

Earnings

Exhibit 3 contains hourly wages and annual average earnings for these occupations. Entry-level hourly earnings are represented by the 25th percentile of wages, median hourly earnings are represented by the 50th percentile of wages, and experienced hourly earnings are represented by the 75th percentile of wages, demonstrating various levels of employment.

Exhibit 3 – Earnings for Fashion Merchandising in the South Central Coast Region

SOC	Occupation	Entry-Level Hourly Earnings	Median Hourly Earnings	Experienced Hourly Earnings
41-2031	**Retail Salespersons**	$15.14	$16.45	$17.91
41-1011	**First-Line Supervisors of Retail Sales Workers**	$17.62	$21.78	$28.55
27-1026	**Merchandise Displayers and Window Trimmers**	$16.79	$18.36	$21.47
27-1022	**Fashion Designers**	$26.81	$38.57	$53.53

Source: Lightcast™ Analyst 2023

Exhibit 3b – Earnings for Fashion Merchandising in the South Central Coast Region
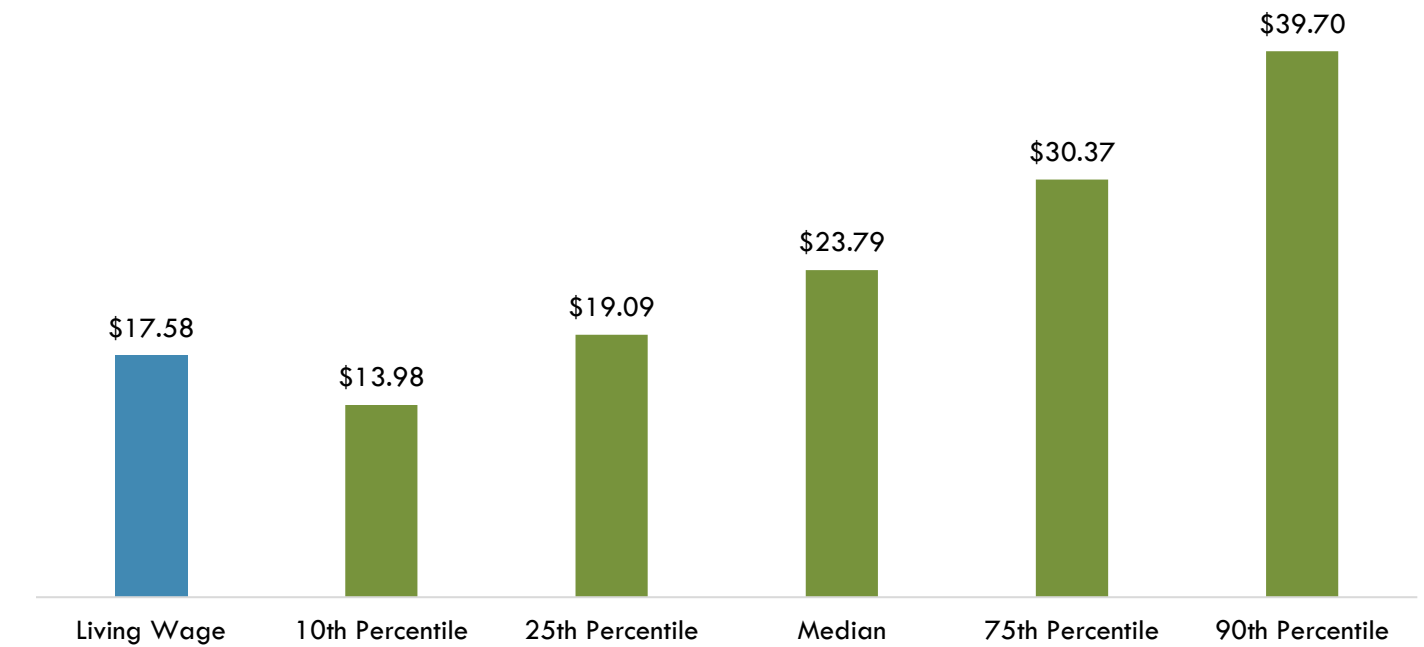
Source: Family Needs Calculator (Living wage is based on Single Adult households with no children); Lightcast™ Analyst 2023

Employer Job Postings

In this research brief, real-time labor market information is used to provide a more nuanced view of the current job market, as it captures job advertisements for occupations relevant to the field of study. Employer job postings are consulted to understand who is looking for professionals in a given field, and what they are looking for in potential candidates. To identify job postings related to Fashion Merchandising the following standard occupational classifications were used:

41-2031	Retail Salespersons
41-1011	First-Line Supervisors of Retail Sales Workers
27-1026	Merchandise Displayers and Window Trimmers
27-1022	Fashion Designers

Top Occupations

In 2023, there were 11,964 employer postings for occupations related to Fashion Merchandising.

Exhibit 4 – Top Occupations by Job Postings

SOC Code	Occupation	Job Postings, Full Year 2023
41-2031	Retail Salespersons	6,368
41-1011	First-Line Supervisors of Retail Sales Workers	4,253
27-1026	Merchandise Displayers and Window Trimmers	1,332
27-1022	Fashion Designers	11

Source: Lightcast™ Analyst 2023

Top Titles

The top job titles for employers posting ads for jobs related to Fashion Merchandising are listed in Exhibit 5. Sales Associates is mentioned as the job title in 8% of all relevant job postings (914 postings).

Exhibit 5 – Job Titles

Title	Job Postings, Full Year 2023
Sales Associates	914
Retail Sales Associates	845
Assistant Store Managers	524
Retail Merchandisers	370
Store Managers	303

Source: Lightcast™ Analyst 2023

Top Employers

Exhibit 6 lists the major employers hiring professionals in the Fashion Merchandising field. The top employer posting job ads was TJX. The top worksite cities for these occupations were Thousand Oaks, Santa Barbara, Oxnard, Camarillo, and Ventura.

Exhibit 6 – Top Employers

Employer	Job Postings, Full Year 2023
TJX	269
Macy's	191
SAS Retail Services	154
Ross Stores	146
Gap	95
Nordstrom	92
Crossmark	88
Ulta Beauty	83

Source: Lightcast™ Analyst 2023

Skills

The tables in Exhibit 7 list employers' most commonly requested skills in job postings related to Fashion Merchandising. Merchandising is the most sought-after specialized skill for employers. Sales, Customer Service, and Communication were the most requested baseline skills. Microsoft Office was the most requested software and programming skill.

Exhibit 7 – Specialized Skills

Skills	Job Postings, Full Year 2023
Merchandising	5,252
Selling Techniques	2,142
Product Knowledge	1,318
Retail Operations	1,169
Loss Prevention	1,130
Cash Register	1,013
Visual Merchandising	995
Cash Handling	773
Marketing	724
Inventory Management	716

Source: Lightcast™ Analyst 2023

Exhibit 7b – Baseline Skills

Skills	Job Postings, Full Year 2023
Sales	7,669
Customer Service	6,631
Communication	3,713
Management	3,333
Retail Sales	2,501
Leadership	2,500
Operations	2,230
Lifting Ability	1,842
Coaching	1,054
Multitasking	908

Source: Lightcast™ Analyst 2023

Exhibit 7c – Software and Programming Skills

Skills	Job Postings, Full Year 2023
Microsoft Office	404
Microsoft Excel	299
Microsoft Outlook	215
Microsoft PowerPoint	185
Markdown	100
Microsoft Word	99
Enterprise Application Software	95
Inventory Management System	48
Adobe Photoshop	38
SAS (Software)	36

Source: Lightcast™ Analyst 2023

Education and Training

Exhibit 8 shows the typical entry-level education requirement for occupations of interest, along with the typical on-the-job training needed to attain competency in the occupation.

Exhibit 8 – Education and Training Requirements

SOC	Occupation	Typical entry-level education	Typical on-the-job training
41-2031	Retail Salespersons	No formal educational credential	Short-term
41-1011	First-Line Supervisors of Retail Sales Workers	High school diploma or equivalent	None
27-1026	Merchandise Displayers and Window Trimmers	High school diploma or equivalent	Short-term
27-1022	Fashion Designers	Bachelor's degree	None

Source: Bureau of Labor Statistics Employment Projections (Educational Attainment)

Regional Completions and Openings

Between 2019 and 2022, there were 53 awards conferred in the South Central Coast region aligned with programs related to the occupations in this report.

Exhibit 9 – Three-Year Average of Awards Conferred in the Region

TOP Code	Program	3-Year Average (2019-2022)
0506.50	Retail Store Operations and Management	1
0509.40	Sales and Salesmanship	5
0509.70	E-Commerce (business emphasis)	6
1303.00	Fashion	36
1303.20	Fashion Merchandising	0
1303.30	Fashion Production	5
	Average	**53**

Source: Datamart

CCC and Non-CCC Awards

Exhibit 10 lists the number of awards conferred from programs related to the four occupations included in this report. There were 0 non-community college awards conferred in related programs.

Exhibit 10 – CCC Awards in the South Central Coast Region, 2019-2022 Average

CCC Programs	3-Year Average
Allan Hancock College	23
Antelope Valley College	18
Canyons College	7
Cuesta College	5

Source: DataMart, 2023

Sources

O*Net Online, Lightcast™ Analyst 2023, MIT Living Wage Calculator, Bureau of Labor Statistics (BLS) Education Attainment, California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart, CTE LaunchBoard, Statewide CTE Outcomes Survey, Employment Development Department Unemployment Insurance Dataset

Notes

Data included in this analysis represent the labor market demand for relevant positions most closely related to Fashion Merchandising. 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 and 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.

Labor Market Analysis for Noncredit Vocational Program Development: 1303.00/Fashion (Foundations of Sewing Certificate)

South Central Coast Center of Excellence, April 2025

Summary

Program LMI Endorsement	Endorsed: All LMI Criteria Met	☐	Endorsed: Some LMI Criteria Met	☒	Not LMI Endorsed	☐

Program LMI Endorsement Criteria		
Supply Gap:	Yes ☑	No ☐
	Comments: there is projected to be **128 annual job openings** in the South Central Coast (SCC) region for these fashion occupations, which **is more than the 57 awards conferred by educational institutions.**	
Self-Sufficiency Standard Living Wage[1]:	Yes ☐	No ☑
	Comments: **All (100%) of annual job openings** for fashion occupations **have entry-level hourly wages significantly below the Santa Barbara living wage of $29.80.**	
Education:	Yes ☑	No ☐
	Comments: **the majority (85%) of annual job openings** for these fashion occupations typically require **no formal educational credential. Between 18%-25% of workers in the field have completed some college or an associate degree as their highest level of education.** Though a community college education would prepare students to enter these occupations, the majority of job opportunities require less than a community college education.	
Additional Considerations		
Emerging Occupation(s):	Yes ☐ Some ☐ No ☑	
	Comments: N/A	

The South Central Coast Center of Excellence for Labor Market Research (SCC COE) prepared this report to determine whether there is a supply gap in the SCC regional labor market related to four occupations:

- Below Middle-Skill
    - Sewing Machine Operators (51-6031)
    - *Sewers, Hand (51-6051)*
    - *Tailors, Dressmakers, and Custom Sewers (51-6052)*
- Middle-Skill
    - *Fashion Designers (27-1022)*

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[1] At the direction of the California Community College Chancellor's Office, 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, to determine the living wage for Los Angeles, San Luis Obispo, Santa Barbara, and Ventura counties, last updated in March 2024.

Based on the available data there appears to be a supply gap for these fashion occupations. While education requirements technically align with a community college education, three occupations typically require no formal educational credential, and the majority of job opportunities require less than a community college education. Additionally, the majority of annual job openings have entry-level wages significantly 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.**

Exhibit 1 lists the occupational demand, supply, typical entry-level education, and educational attainment for the occupations 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
Fashion Designers (27-1022)	19	57	Santa Barbara: $27.89	Bachelor's degree	26%
Sewing Machine Operators (51-6031)	80	0	Santa Barbara: $15.50	No formal educational credential	18%
Sewers, Hand (51-6051)	4	0	Santa Barbara: $6.44	No formal educational credential	25%
Tailors, Dressmakers, and Custom Sewers (51-6052)	25	0	Santa Barbara: $9.84	No formal educational credential	25%
Total	**128**	**57**	**N/A**	**N/A**	**N/A**

Demand:

- The number of jobs related to these fashion occupations is projected to decrease 4% through 2028 in the SCC region.
- There is projected to be 128 annual job openings due to new job creation and replacements.
- Hourly entry-level wages for these fashion occupations in Santa Barbara range from $6.44 and $27.89; 100% of annual job openings have entry-level wages below the Self-Sufficiency Standard living wage ($29.80 for Santa Barbara County).
- There were 104 online job postings for these fashion occupations over the past 12 months. The highest number of postings were for seamstresses/tailors, seamstresses, and retail store managers.
- The typical entry-level education for these fashion occupations ranges from no formal educational credential to a bachelor's degree.
- Between 18% and 26% of workers in the field have completed some college or an associate degree as their highest level of education.

Supply:

- There was an average of 57 awards conferred by three community colleges in the SCC Region from 2020 to 2023.
- Non-community college institutions did not confer any related awards from 2019 to 2022.
- SCC community college students that exited Fashion programs had a median annual wage of $31,92 ($15.38 per hour) after exiting the program and 31% attained the regional living wage (Self-Sufficiency Standard).
- In California, 71% of Fashion students that exited their program in 2020-21 reported that they are working in a job closely related to their field of study. Data was unavailable at the district and region level.

Demand

Occupational Projections:

Exhibit 2 compares historical and projected changes in employment for these occupations compared to the number of jobs in 2018. Notably, employment for these fashion occupations in San Luis Obispo County grew 2%, which is the only county that experienced growth in these occupations from 2018 to 2023. From 2023 to 2028, employment for these fashion occupations are projected to continue declining in all areas except San Luis Obispo, where employment is projected to continue growing.

Exhibit 2: Historical and Projected Employment for Fashion Occupations in the SCC Region, 2018-2028
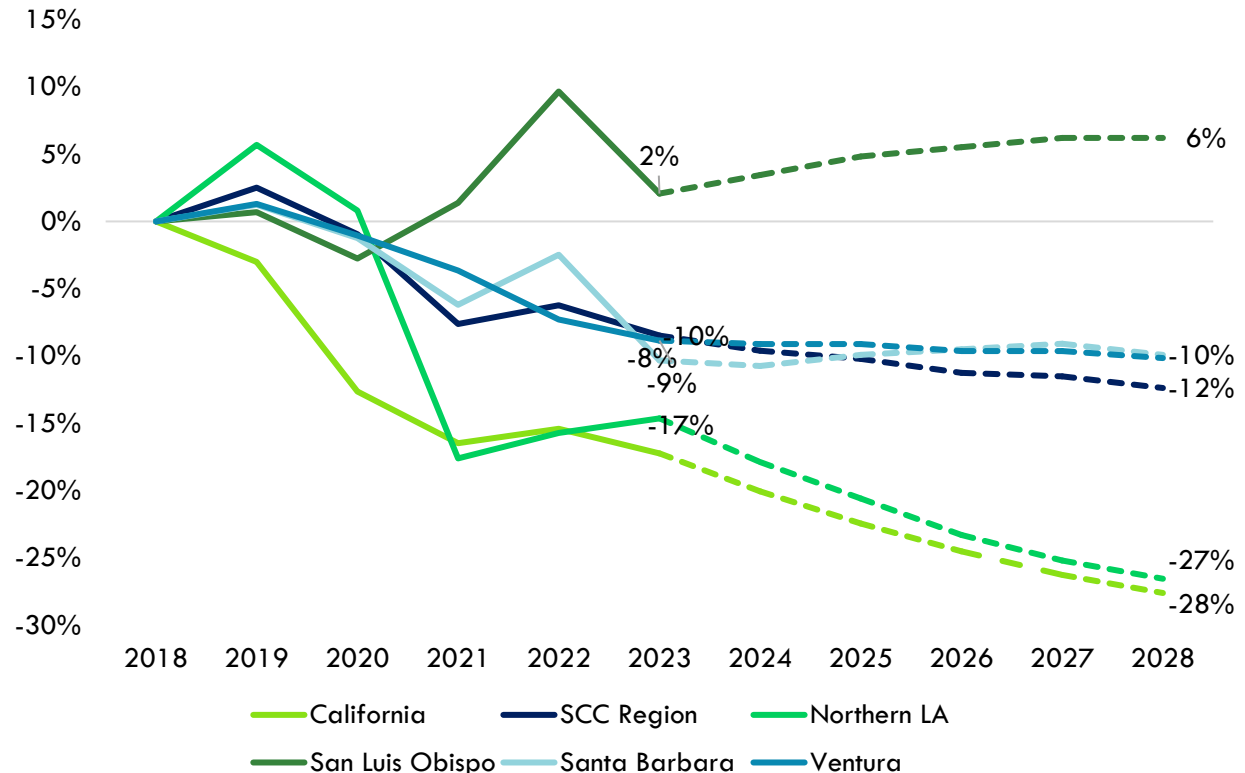
Exhibit 3 shows the five-year occupational demand projections for these fashion occupations. In the SCC Region, the number of jobs related to these occupations is projected to decrease 4% through 2028. There is projected to be 128 jobs available annually. Ventura County has the highest number of jobs and annual openings, but employment is projected to decrease through 2028. Additionally, employment is projected to increase 1% in Santa Barbara County.

Exhibit 3: Occupational Demand in SCC Region[2]

Geography	2023 Jobs	2028 Jobs	2023-2028 Change	2023-2028 % Change	Annual Openings
Northern LA	321	276	(45)	(14%)	34
San Luis Obispo	153	158	5	3%	20
Santa Barbara	223	225	2	1%	26
Ventura	360	354	(6)	(1.6%)	43
SCC Region	**1,057**	**1,013**	**(44)**	**(4%)**	**128**

Wages:

The labor market endorsement in this report considers the entry-level hourly wages for these fashion occupations in relation to the living wage of the county where the requesting community college is located. This report was requested by Allan Hancock College, which is located in Santa Barbara County. Wages for other counties are included below to provide a complete analysis of the SCC Region.
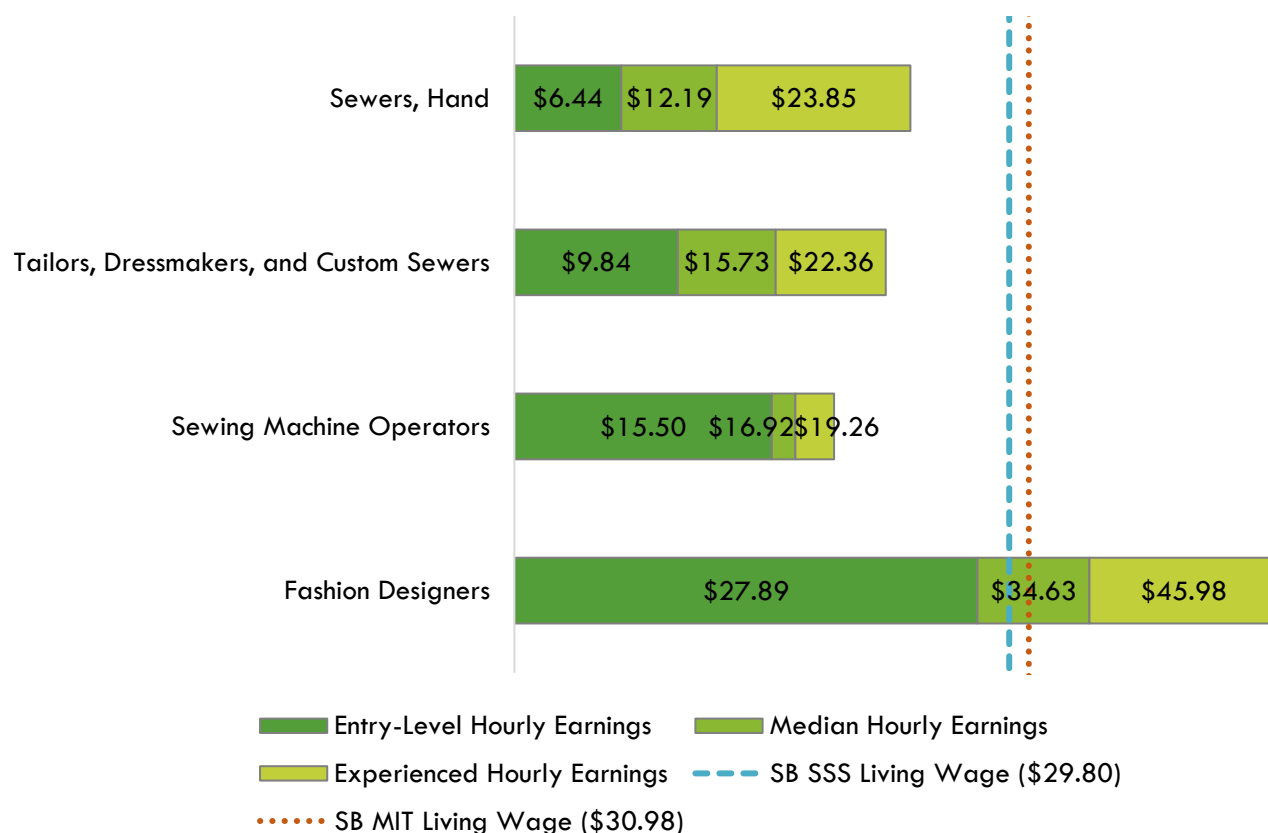
At the direction of the California Community College Chancellor's Office, the living wage endorsement criteria in this report uses the University of Washington's Center for Women's Welfare Self-Sufficiency Standard which the COE refers to as a living wage, to determine each county's living wage (last updated in March 2024). Additionally, data for the MIT Living Wage, updated on February 10, 2025, is provided as a reference. Both figures, which account for geographic-specific costs of necessities such as housing, food, health care, and transportation to assess the cost of living, are included in the exhibits below.

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[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. It is important to note that adding jobs, change, and annual openings for each geographic area may not add to the total listed in the SCC Region row. This is due to how data is reported at the county vs. ZIP code level. For more information, see Appendix A: Methodology.

Santa Barbara

All (100%) annual openings for these fashion occupations have entry-level wages below the Self-Sufficiency Standard living wage for one adult ($29.80 in Santa Barbara County). Typical entry-level hourly wages range between $6.44 and $27.89. One occupation, *Fashion Designers* (27-1022) has median level wages above the living wage. The other three occupations have wages below the living wage even at the experienced level. Exhibit 4 shows the wage range for each of these fashion occupations in Santa Barbara County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.
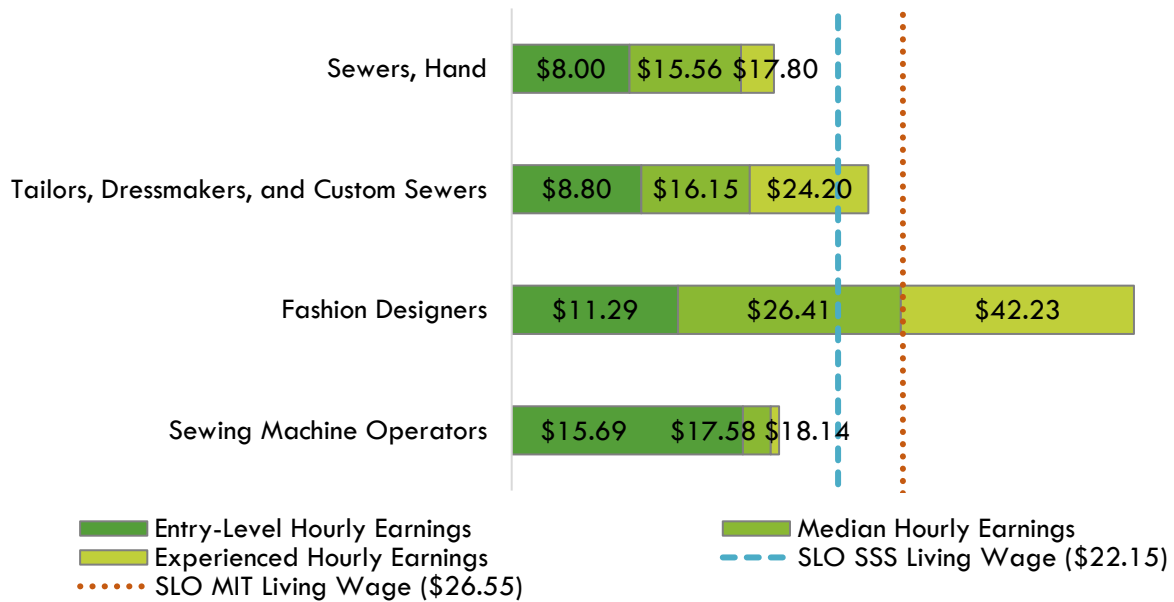
Exhibit 4: Wages by Occupation in Santa Barbara County

Legend:
- Entry-Level Hourly Earnings
- Median Hourly Earnings
- Experienced Hourly Earnings
- SB SSS Living Wage ($29.80)
- SB MIT Living Wage ($30.98)

Chart data:
- Sewers, Hand: $6.44, $12.19, $23.85
- Tailors, Dressmakers, and Custom Sewers: $9.84, $15.73, $22.36
- Sewing Machine Operators: $15.50, $16.92, $19.26
- Fashion Designers: $27.89, $34.63, $45.98

Northern Los Angeles

The majority (87%) of annual openings for these fashion occupations have entry-level wages below the Self-Sufficiency Standard living wage for one adult ($24.03 in Los Angeles County). Typical entry-level hourly wages range between $8.37 and $25.36. One occupation, *Fashion Designers* (27-1022) has median level wages above the living wage, while *Tailors, Dressmakers, and Custom Sewers (51-6052)* has experienced level wages above it. The other two occupations have wages below the living wage even at the experienced level. Exhibit 5 shows the wage range for each of these fashion occupations in Northern Los Angeles and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

Exhibit 5: Wages by Occupation in Northern Los Angeles County
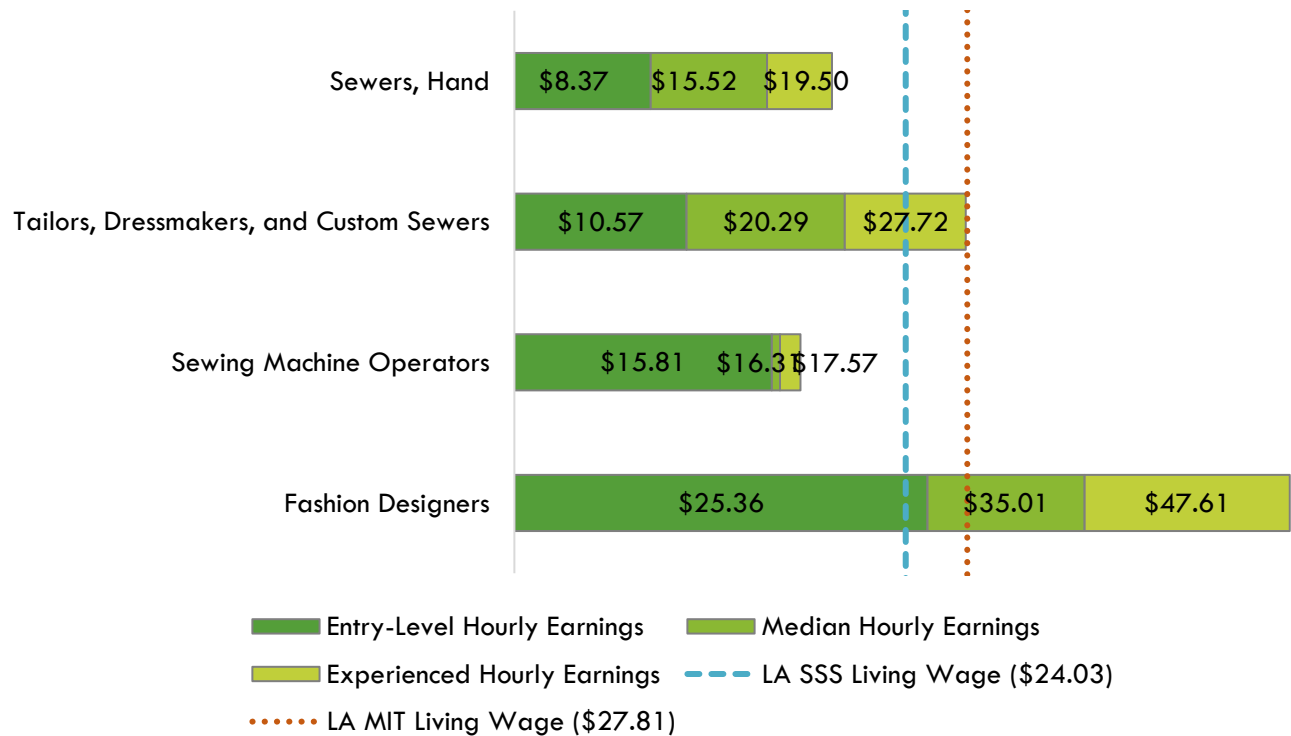
San Luis Obispo

All (100%) annual openings for these fashion occupations have entry-level wages below the Self-Sufficiency Standard living wage for one adult ($22.15 in San Luis Obispo County). Typical entry-level hourly wages range between $8.00 and $15.69. One occupation, *Fashion Designers* (27-1022) has median level wages above the living wage, while *Tailors, Dressmakers, and Custom Sewers (51-6052)* has experienced level wages above it. The other two occupations have wages below the living wage even at the experienced level. Exhibit 6 shows the wage range for each of these fashion occupations in San Luis Obispo County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.
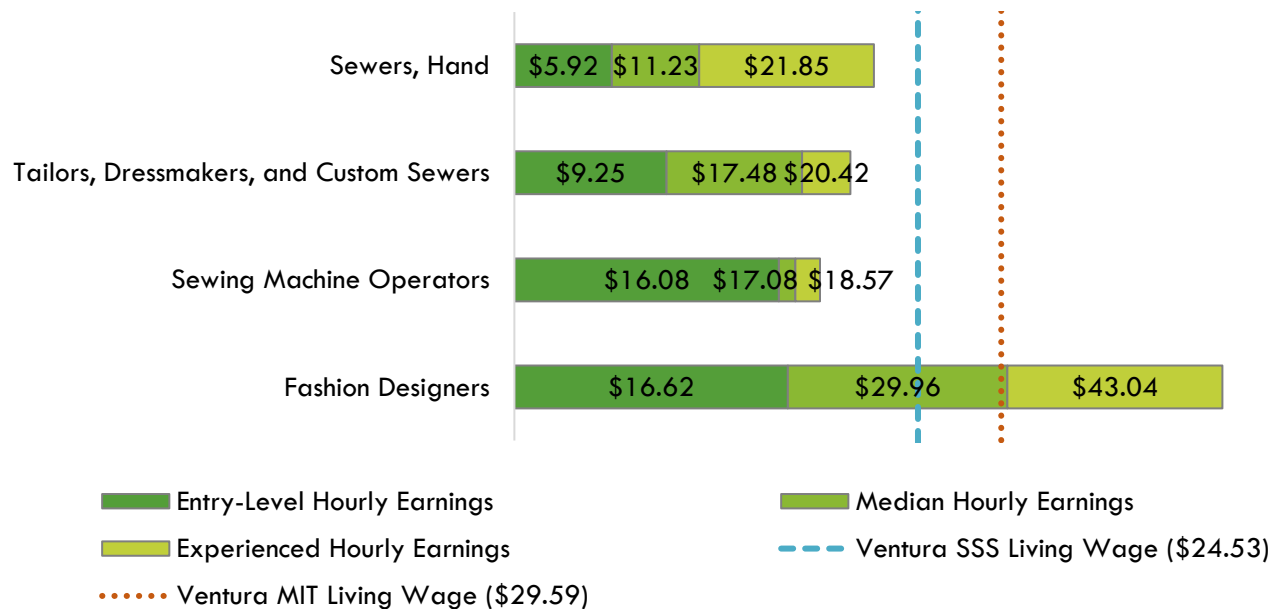
Exhibit 6: Wages by Occupation in San Luis Obispo County

Occupation	Entry-Level	Median	Experienced
Sewers, Hand	$8.00	$15.56	$17.80
Tailors, Dressmakers, and Custom Sewers	$8.80	$16.15	$24.20
Fashion Designers	$11.29	$26.41	$42.23
Sewing Machine Operators	$15.69	$17.58	$18.14

Legend:
- Entry-Level Hourly Earnings
- Median Hourly Earnings
- Experienced Hourly Earnings
- SLO SSS Living Wage ($22.15)
- SLO MIT Living Wage ($26.55)

Ventura

All (100%) of annual openings for these fashion occupations have entry-level wages below the Self-Sufficiency Standard living wage for one adult ($24.53 in Ventura County). Typical entry-level hourly wages range between $5.92 and $16.62. *Fashion Designers* (27-1022) has median level wages above the living wage, while the other three occupations have wages below the living wage even at the experienced level. Exhibit 7 shows the wage range for each of these fashion occupations in Ventura County and how they compare to the regional living wage, sorted from lowest to highest entry-level wage.

Exhibit 7: Wages by Occupation in Ventura County

Occupation	Entry-Level	Median	Experienced
Sewers, Hand	$5.92	$11.23	$21.85
Tailors, Dressmakers, and Custom Sewers	$9.25	$17.48	$20.42
Sewing Machine Operators	$16.08	$17.08	$18.57
Fashion Designers	$16.62	$29.96	$43.04

Legend:
- Entry-Level Hourly Earnings
- Median Hourly Earnings
- Experienced Hourly Earnings
- Ventura SSS Living Wage ($24.53)
- Ventura MIT Living Wage ($29.59)

Job Postings:

There were 104 online job postings related to these fashion occupations listed in the past 12 months in the SCC Region. Exhibit 8 shows the number of job postings by occupation. Approximately 38% of job postings were in Ventura County.

Exhibit 8: Number of Job Postings by Sub-Region (n=104)

County	Job Postings	Percentage of Job Postings
Ventura	39	38%
Northern Los Angeles	31	30%
Santa Barbara	23	22%
San Luis Obispo	11	11%
Total Postings	**104**	**100%**

Of the 104 postings, almost half (47%) were for *Tailors, Dressmakers, and Custom Sewers* (51-6052), followed by *Fashion Designers* (27-1022). Notably, there were no postings for *Sewers, Hand (51-6051)*.

Exhibit 9: Number of Job Postings by Occupation (n=104)

Occupation	Job Postings	Percentage of Job Postings
Tailors, Dressmakers, and Custom Sewers	49	47%
Fashion Designers	28	27%
Sewing Machine Operators	27	26%
Sewers, Hand	0	0
Total Postings	**104**	**100%**

The top employers in the region, by number of job postings, are shown in Exhibit 10.

Exhibit 10: Top Employers by Number of Job Postings (n=104)

Employer	Job Postings	Percentage of Job Postings
Deckers	11	11%
Men's Wearhouse	6	6%
Buckle	5	5%
Antelope Valley College	4	4%
Department Of State Hospitals	3	3%
Bella's Atelier	2	2%
Choice 1 Cleaners	2	2%
Chumash Casino Resort	2	2%
Nautilus Covers	2	2%
Navy Exchange Service Command	2	2%

The top specialized, soft, and computer skills listed by those most frequently mentioned in job postings (denoted in parentheses) are shown in Exhibit 11.

Exhibit 11: Top Skills by Number of Job Postings (n=104)

Top Specialized Skills	Top Soft Skills	Top Computer Skills
Garment Alterations (28)	Communication (23)	Adobe Illustrator (18)
Sewing (26)	Customer Service (18)	Adobe Photoshop (16)
Adobe Illustrator (18)	Detail Oriented (16)	Design Software (6)
Adobe Photoshop (16)	Ability To Meet Deadlines (15)	Adobe InDesign (4)
Textiles (13)	Operations (13)	Microsoft Office (4)
Merchandising (10)	Lifting Ability (12)	Adobe Creative Suite (3)
Footwear Design (9)	Problem Solving (11)	Microsoft Excel (3)
Garment Construction (9)	Self-Motivation (11)	Embroidery Software (2)
Market Trend (8)	Planning (9)	Microsoft Outlook (2)
Costume Design (7)	Management (8)	Microsoft PowerPoint (2)

Educational Attainment:

The Bureau of Labor Statistics (BLS) lists the following as the typical entry-level education for these fashion occupations:

- No formal educational credential
    - *Sewers, Hand (51-6051)*
    - *Tailors, Dressmakers, and Custom Sewers (51-6052)*
    - *Sewing Machine Operators (51-6031)*
- Bachelor's Degree
    - *Fashion Designers (27-1022)*

The national-level educational attainment data indicates between 18% and 26% of workers in the field have completed some college or an associate degree as their highest level of education. Exhibit 12 shows the educational attainment for each occupation, sorted by highest community college educational attainment to lowest.

Exhibit 12: National-level Educational Attainment for Occupations

Occupation	High School Diploma or Less	Some College or Associate Degree	Bachelor's Degree	Graduate or Professional Degree
Fashion Designers	10%	26%	55%	9%
Sewers, Hand	57%	25%	16%	3%
Tailors, Dressmakers, and Custom Sewers	57%	25%	16%	3%
Sewing Machine Operators	74%	18%	6%	2%
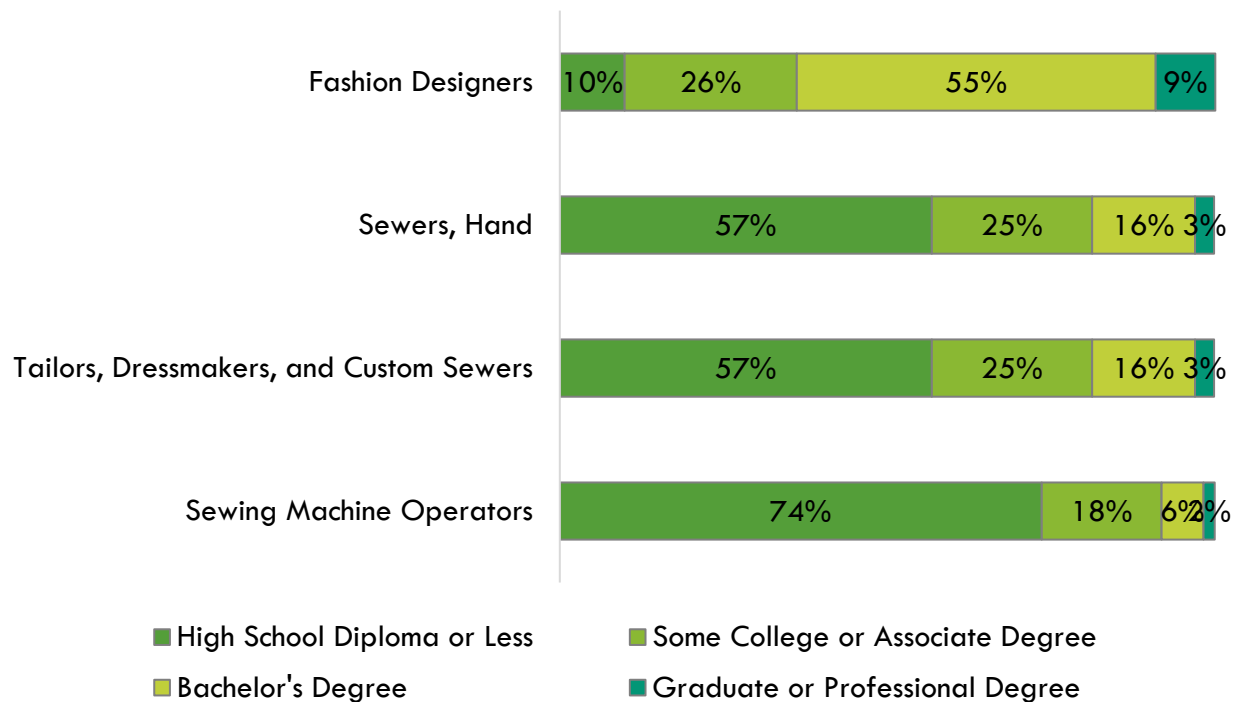
Of the 27% cumulative job postings for these fashion occupations that listed a minimum education requirement in the SCC Region, 54% (15) requested a high school diploma or an associate degree, 39% (11) requested a bachelor's degree, and 7% (2) requested a graduate or professional degree.

Educational Supply

Community College Supply:

Exhibit 13 shows the three-year average number of awards conferred by community colleges in the related TOP codes:

- Fashion (1303.00)
- Fashion Production (1303.30)

No awards were conferred for the following TOP codes:

- Fashion Design (1303.10)
- Fashion Merchandising (1303.20)

The college with the most completions in the region is College of the Canyons (46) followed by Allan Hancock (8), and Antelope Valley (3).

Exhibit 13: Regional Community College Awards (Certificates and Degrees), 2020-2023

TOP Code	Program	College	2020-2021 Awards	2021-2022 Awards	2022-2023 Awards	3-Year Award Average
1303.00	Fashion	Antelope Valley	8	1	1	3
		Allan Hancock	2	11	12	8
		Supply Subtotal/Average	**10**	**12**	**13**	**12**
1303.30	Fashion Production	Canyons	0	16	121	46
		Supply Subtotal/Average	**0**	**16**	**121**	**46**
		Supply Total/Average	**10**	**28**	**134**	**57**

Exhibit 14 shows the annual average community college awards by type from 2020-21 to 2022-23. The majority of the awards are for noncredit awards of less than 48 hours.

Exhibit 14: Annual Average Community College Awards by Type, 2020-2023
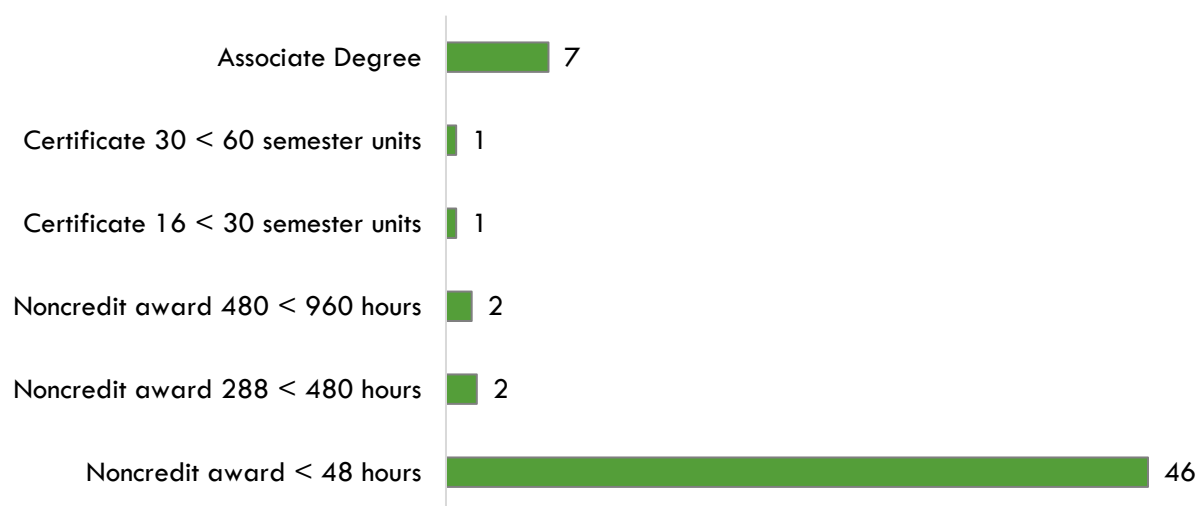
Community College Student Outcomes:

Exhibit 15 shows the Strong Workforce Program (SWP) metrics for Fashion training programs at Allan Hancock College (AHC), the SCC Region, and California. Of the 538 fashion students throughout the region in the 2022-23 academic year, 59% (318) attended AHC.

AHC students that exited Fashion programs in the 2021-22 academic year had lower median annual earnings ($28,318 or $13.61 per hour) compared to all Fashion students in the SCC Region ($31,992 or $15.38 per hour); both figures are lower than statewide ($34,268 or $16.48 per hour). Due to a low number of students, there was insufficient data to compare the percentage of AHC students who attained the living wage compared to the SCC Region (31%) and all Fashion students in the state (44%).

Exhibit 15: Fashion (1303.00) Strong Workforce Program Metrics, 2022-23[3]

SWP Metric	AHC	SCC Region	California
SWP Students	318	538	6,853
SWP Students Who Earned 9 or More Career Education Units in the District in a Single Year	6%	4%	22%
SWP Students Who Completed a Noncredit CTE or Workforce Preparation Course	68%	83%	70%
SWP Students Who Earned a Degree or Certificate or Attained Apprenticeship Journey Status	Data Unavailable	Data Unavailable	4%
SWP Students Who Transferred to a Four-Year Postsecondary Institution (2021-22)	Data Unavailable	Data Unavailable	4%
SWP Students with a Job Closely Related to Their Field of Study (2020-21)	Data Unavailable	Data Unavailable	71%
Median Annual Earnings for SWP Exiting Students (2021-22)	$28,318 ($13.61)	$31,992 ($15.38)	$34,268 ($16.48)
Median Change in Earnings for SWP Exiting Students (2021-22)	2%	15%	33%
SWP Exiting Students Who Attained the Living Wage (2021-22)	Data Unavailable	31%	44%

Non-Community College Supply:

To comprehensively analyze the regional supply, it is crucial to include data from other institutions offering fashion training programs. Over the past three years (2019-2022), there were no awards conferred by non-community college institutions under the related Classification of Instructional Programs (CIP) codes:

- Apparel and Textile Manufacture (19.0902)
- Fashion and Fabric Consultant (19.0906)
- Fashion/Apparel Design (50.0407)
- Costume Design (50.0510)

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[3] All SWP metrics are for 2022-23 unless otherwise noted.
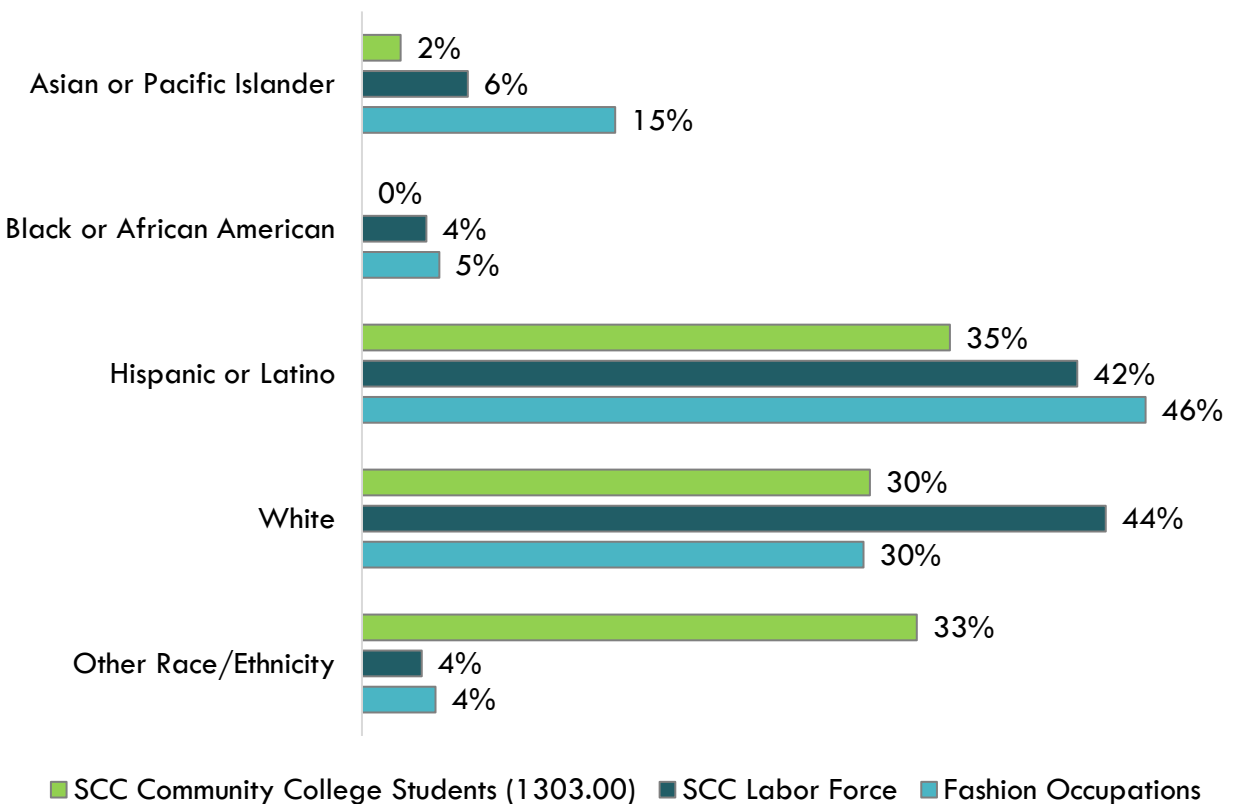
Regional Demographics

This section examines demographic data for SCC community college students in Fashion programs compared to the SCC labor force, along with occupational data, to identify potential diversity and equity issues addressable by community college programs.
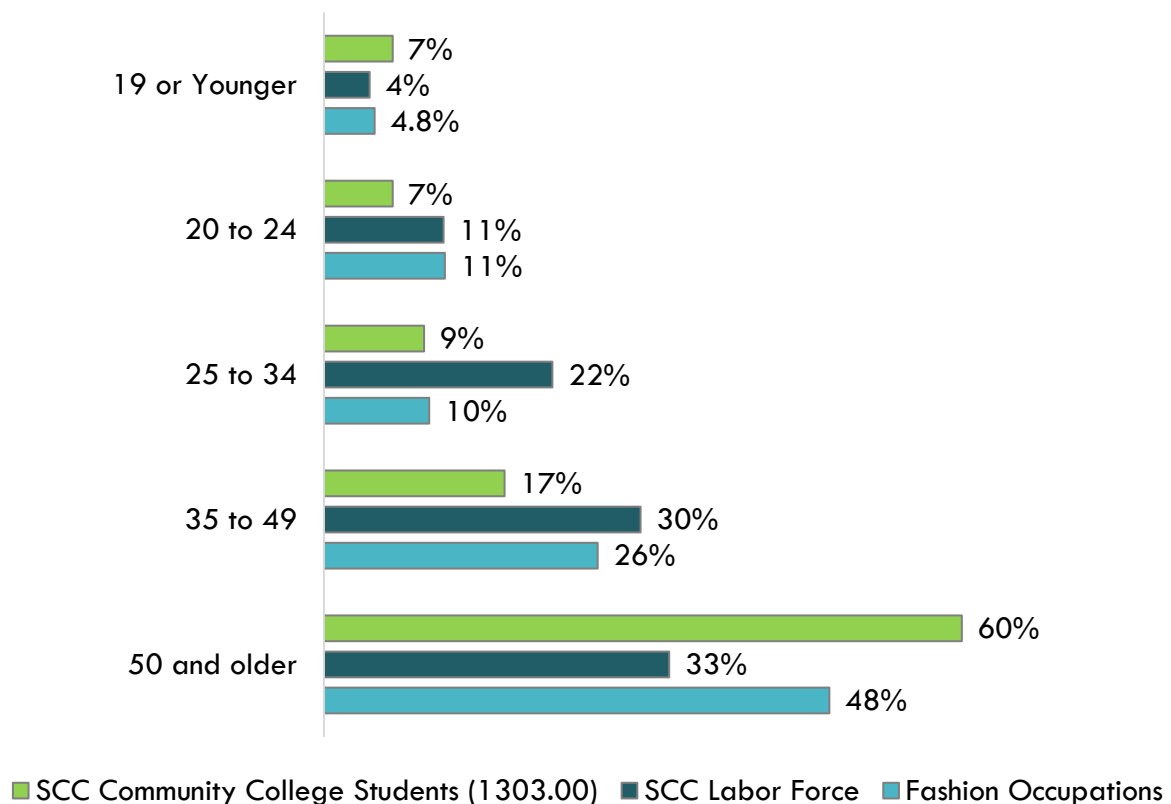
Ethnicity:

Exhibit 16 compares the ethnicity of SCC community college students enrolled in Fashion programs, the overall SCC labor force, and occupation-specific data for the four fashion occupations included in this report. Notably, almost half (46%) of workers employed in these fashion occupations are Hispanic or Latino, which is similar compared to the labor force (42%) and slightly higher than Fashion community college students (35%). However, 33% of community college Fashion students are Other Race or Ethnicity, which is significantly higher than both the labor force (4%) and fashion occupations (4%).

Examining disaggregated data for each occupation (not shown), the occupation with the highest percentage of white workers is *Fashion Designers* (67%), which has the highest entry-level education requirements and entry-level wages of all four fashion occupations.

## Exhibit 16: Program and County Demographics by Ethnicity

Legend: ■ SCC Community College Students (1303.00) ■ SCC Labor Force ■ Fashion Occupations

Ethnicity	SCC Community College Students	SCC Labor Force	Fashion Occupations
Asian or Pacific Islander	2%	6%	15%
Black or African American	0%	4%	5%
Hispanic or Latino	35%	42%	46%
White	30%	44%	30%
Other Race/Ethnicity	33%	4%	4%

Age:

Exhibit 17 compares the age of SCC community college students enrolled in Fashion programs, the overall SCC labor force, and occupation-specific data for the four fashion occupations included in this report.

The majority (48%) of workers in these fashion occupations are age 50 or older, which is higher than the labor force (33%) but lower than community college Fashion students (60%). Conversely, 36% of workers in fashion occupations are age 25 to 49 which is lower than the overall labor force and community college Fashion students.

Examining disaggregated data for each occupation (not shown), the occupation with the highest percentage of workers age 35 to 49 (46%) is *Fashion Designers,* which has the highest entry-level education requirements and entry-level wages of all four fashion occupations.

Exhibit 17: Program and County Demographics by Age

Legend: ■ SCC Community College Students (1303.00) ■ SCC Labor Force ■ Fashion Occupations

Sex:

Exhibit 18 compares the sex of SCC community college students enrolled in Fashion programs, the overall SCC labor force, and occupation-specific data for these fashion occupations.

Women account for the majority of Fashion students (90%) and workers in fashion occupations (68%), which contrasts with the labor force (45%). Examining disaggregated data for each occupation (not shown), two occupations *Sewers, Hand (51-6051)* and *Tailors, Dressmakers, and Custom Sewers (51-6052)* have a similar percentage of male (49%) and female (51%) workers.

Exhibit 18: Program and County Demographics by Sex

	Female	Male
SCC Community College Students (1303.00)	90%	7%
SCC Labor Force	45%	55%
Fashion Occupations	68%	32%

Female   Male
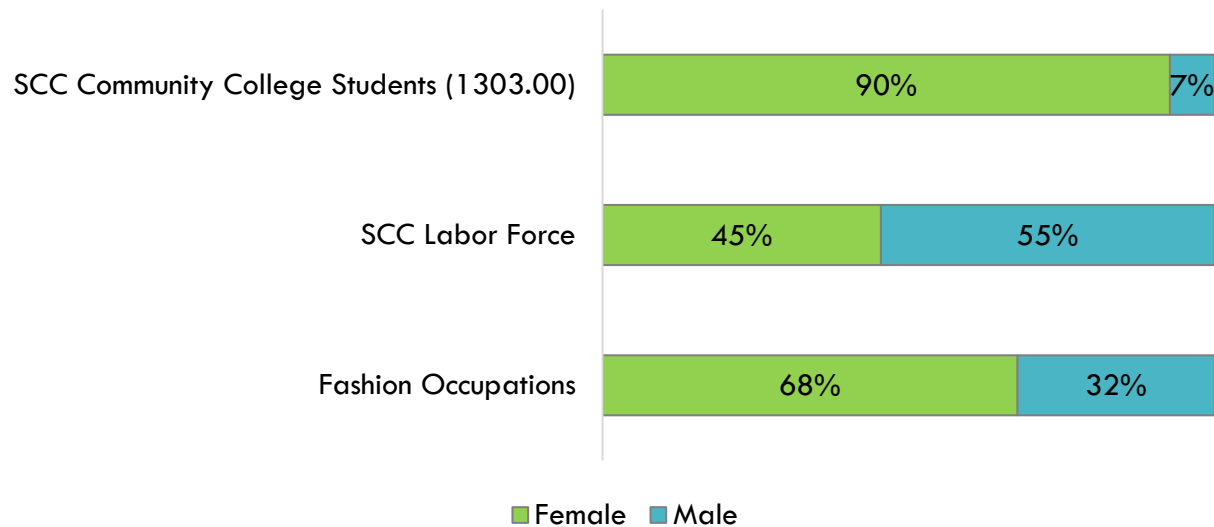
Appendix A: Methodology

Traditional Labor Market Data

The SCC 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.

Data included in this analysis represents the labor market demand for relevant positions most closely related to the proposed program as expressed by the requesting college in consultation with the SCC 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.

Program supply data is drawn from two systems: Taxonomy of Programs (TOP) and Classification of Instructional Programs (CIP).

Using a TOP-SOC crosswalk, the SCC 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 SCC 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.

Online Job Postings Data

Online job postings data, also known as 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. 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.

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.

Additionally, 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.[4] For these reasons, job postings could be assigned to the wrong employer, industry, or occupation within Lightcast's database.

Geography

The South Central Coast region encompasses San Luis Obispo, Santa Barbara, and Ventura counties, as well as parts of Northern Los Angeles County. The following 34 ZIP codes are used to define Northern Los Angeles County:

Exhibit 19: Northern Los Angeles ZIP Codes

ZIP Code	Primary City	ZIP Code	Primary City
91310	Castaic	93532	Lake Hughes
91321	Newhall	93534	Lancaster
91322	Newhall	93535	Lancaster
91350	Santa Clarita	93536	Lancaster
91351	Canyon Country	93539	Lancaster
91354	Valencia	93543	Littlerock
91355	Valencia	93544	Llano
91380	Santa Clarita	93550	Palmdale
91381	Stevenson Ranch	93551	Palmdale
91382	Santa Clarita	93552	Palmdale
91383	Santa Clarita	93553	Pearblossom
91384	Castaic	93563	Valyermo
91385	Valencia	93584	Lancaster
91386	Canyon Country	93586	Lancaster
91387	Canyon Country	93590	Palmdale
91390	Santa Clarita	93591	Palmdale
93510	Acton	93599	Palmdale

Though traditional labor market information is available at the ZIP code level, it does not always add up to data reported at the county level for multiple reasons:

- ZIP codes are not official geographically bounded areas, unlike states and counties.
- ZIP codes may cross county lines, such as ZIP code 93461, which is primarily in San Luis Obispo County, but also crosses into Kern County.

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

For these reasons, the number of jobs and average annual openings for each county may not add up to the total for the SCC Region. However, considering jobseekers may cross county lines for opportunities, the traditional labor market data is reflective of opportunities available to jobseekers in the SCC Region.

Additionally, job postings data is available only at the city or county level. To analyze job postings for the entire SCC region, the SCC COE developed a list of cities available in Lightcast for analysis. Additionally, demographic data is not available at the ZIP code level but is available at the Census Bureau's Public Use Microdata Area (PUMA) level. Demographic data was sourced via IPUMS and analyzed by the SCC COE. For more information, contact the SCC COE.

Appendix B: Data Sources

Data Type	Source
Occupational Projections, Wages, and Job Postings	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/
Living Wage	"Living Wage" measures the income necessary for an individual or family to afford basic expenses by assessing the costs such as housing, food, childcare, health care, transportation, and taxes. Per the CCCCO, this report's endorsement criteria uses the University of Washington's Center for Women's Welfare Self-Sufficiency Standard for a single adult last updated in March 2024. For more information, see: http://www.selfsufficiencystandard.org/California The MIT Living Wage, updated on February 14, 2024, is a nationally recognized living wage metric and is provided for reference. For more information, see: https://livingwage.mit.edu/counties/06059
Typical Education and Training Requirements, 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, see 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, knowledges, work activities, and interests associated with occupations. For more information, see https://www.onetonline.org/help/online/

Data Type	Source
Educational Supply	The CCCCO Data Mart provides information about students, courses, student services, outcomes and faculty and staff. For more information, see: https://datamart.cccco.edu 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
Student Metrics and Demographics	DataVista, 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. For more information, see: https://datavista.cccco.edu/
Population and Occupation Demographics	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 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

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.

For more information, please contact the South Central Coast Center of Excellence:

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April 2025

COE
FOR LABOR MARKET RESEARCH
SOUTH CENTRAL COAST

2024_25 FASH Program Review

Final Audit Report   2025-07-21

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