



Occupation Report

Postsecondary Teachers

Sacramento-Roseville-Folsom, CA MSA



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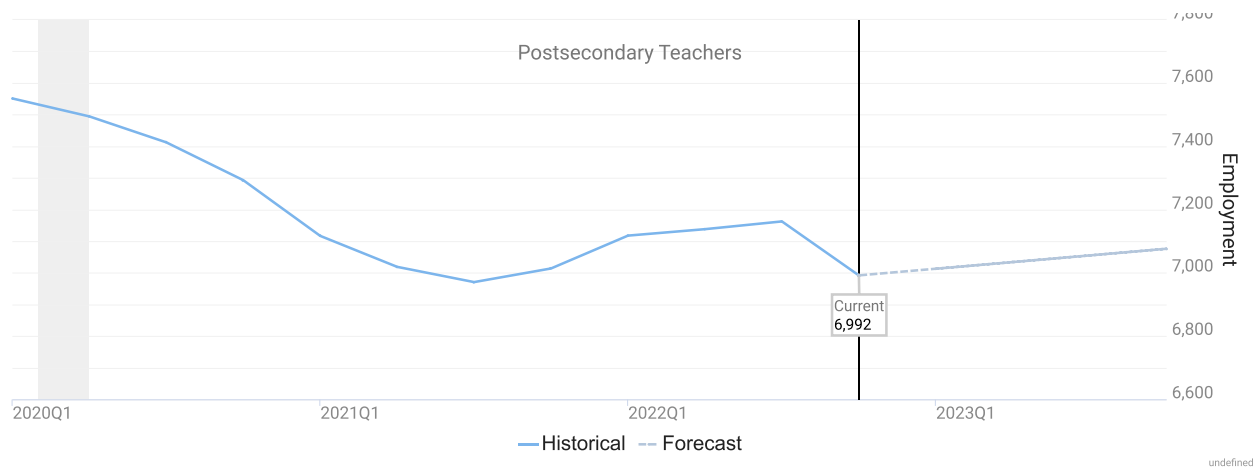
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Occupation Snapshot


6-Digit Occupation	Empl	Avg Mean Wages	LQ	3-Year Empl Change	Annual Demand	Forecast Ann Growth
Postsecondary Teachers, All Other	1,608	\$115,500	1.71	-123	155	1.0%
Career/Technical Education Teachers, Postsecondary	682	\$79,700	0.91	-63	62	0.6%
Art, Drama, and Music Teachers, Postsecondary	619	\$136,700	0.92	-44	61	1.2%
Health Specialties Teachers, Postsecondary	518	\$194,300	0.39	-26	60	2.5%
English Language and Literature Teachers, Postsecondary	371	\$122,000	0.92	-35	35	0.9%
Education Teachers, Postsecondary	285	\$108,500	0.71	-21	28	1.1%
Business Teachers, Postsecondary	273	\$158,600	0.49	-21	28	1.6%
Mathematical Science Teachers, Postsecondary	261	\$133,500	0.87	-24	25	0.9%
Psychology Teachers, Postsecondary	227	\$117,700	0.91	-18	23	1.3%
Nursing Instructors and Teachers, Postsecondary	227	\$100,100	0.49	-16	26	2.3%
Remaining Component Occupations	1,916	\$142,200	0.72	-150	189	1.1%
Postsecondary Teachers	6,992	\$129,000	0.79	-541	689	1.2%



- 💡 “Annual Demand” is the projected need for new entrants into an occupation. New entrants are needed due to expected growth and to replace workers who left the occupation due to factors such as retirement or switching careers.
- 💡 “Forecast Ann Growth” is the expected change in jobs due to national, long-term trend projections (per the BLS) as well as local factors such as industry mix and population growth (as computed and modeled by Chmura).

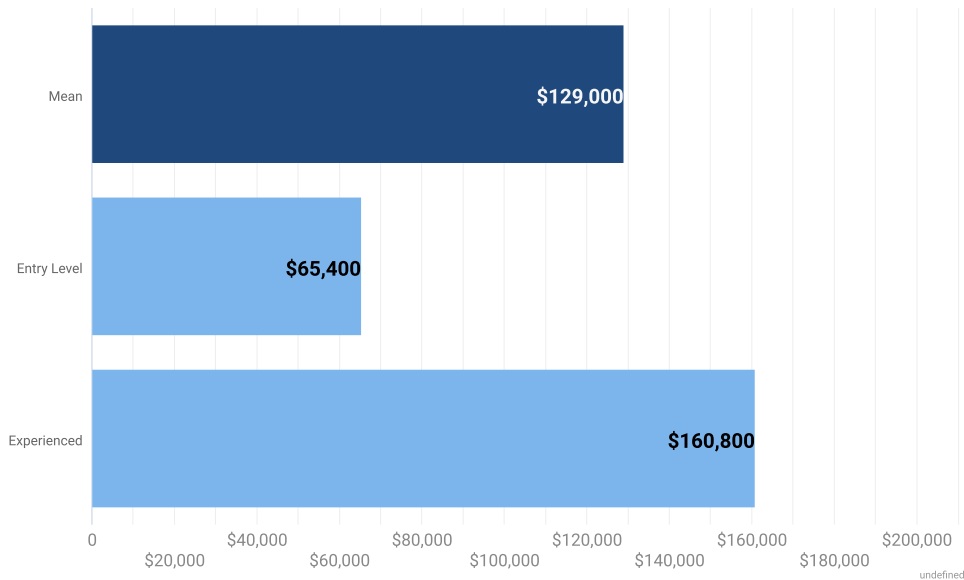
Employment by Industry

Industry Title	% of Occ Empl	Empl	10-Year Separations	10-Year Empl Growth	10-Year Total Demand
Colleges, Universities, and Professional Schools	61.8%	4,324	3,844	682	4,526
Junior Colleges	27.8%	1,942	1,651	111	1,762
Technical and Trade Schools	4.8%	333	293	43	336
General Medical and Surgical Hospitals	1.6%	112	100	18	117
Other Schools and Instruction	0.8%	57	56	23	79
Executive, Legislative, and Other General Government Support	0.7%	49	41	0	40
All Others	2.5%	174	149	13	162

 The industry distribution indicates the industries in which workers in the occupation(s) are primarily found.

 “10-Year Empl Growth” may show industries with positive as well as negative growth; this would indicate that the occupation(s) being examined are expected to expand within some industries while contracting in others.

Wages

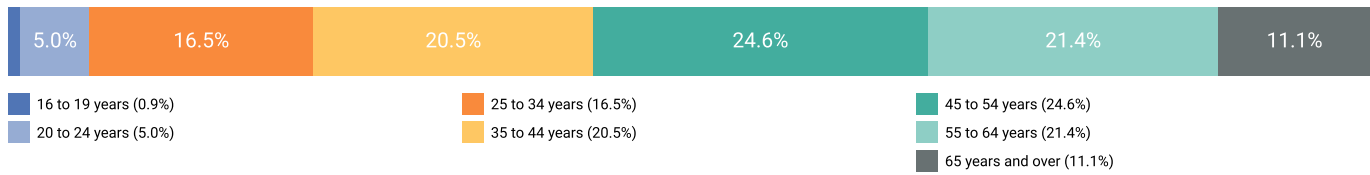


Occupation	Mean	Median	Entry Level	Experienced
Health Specialties Teachers, Postsecondary	\$194,300	\$169,100	\$94,400	\$244,200
Economics Teachers, Postsecondary	\$191,400	\$185,000	\$71,300	\$251,500
Social Sciences Teachers, Postsecondary, All Other	\$181,000	\$175,000	\$121,500	\$210,700
Engineering Teachers, Postsecondary	\$163,400	\$144,500	\$93,600	\$198,300
Biological Science Teachers, Postsecondary	\$161,300	\$142,200	\$89,800	\$197,000
Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary	\$161,300	\$165,700	\$98,900	\$192,500
Business Teachers, Postsecondary	\$158,600	\$142,200	\$79,000	\$198,400
Physics Teachers, Postsecondary	\$157,000	\$142,100	\$90,000	\$190,600
Area, Ethnic, and Cultural Studies Teachers, Postsecondary	\$148,400	\$134,000	\$84,800	\$180,300
Library Science Teachers, Postsecondary	\$148,100	\$157,100	\$82,100	\$181,100

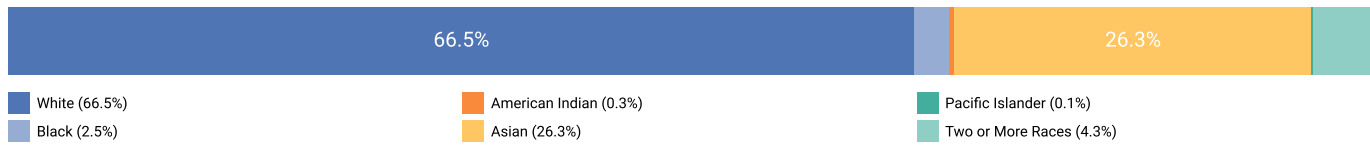
- 💡 Occupation wages here utilize BLS OEWS data, imputed and brought forward by Chmura.
- 💡 When this report is run for an occupation group, the table above displays up to the top ten detailed occupations which have the highest average wages within the occupation group.

Occupation Demographics

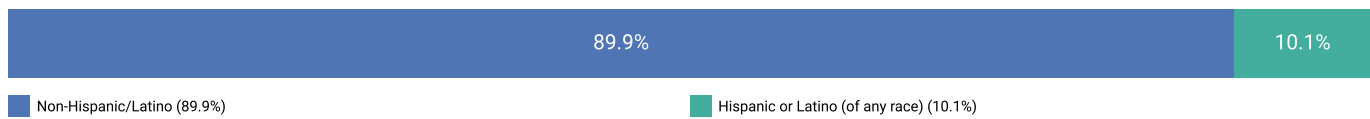
Age



Race



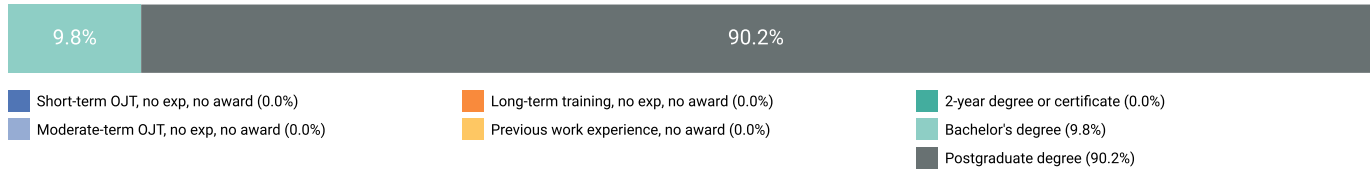
Ethnicity



Gender

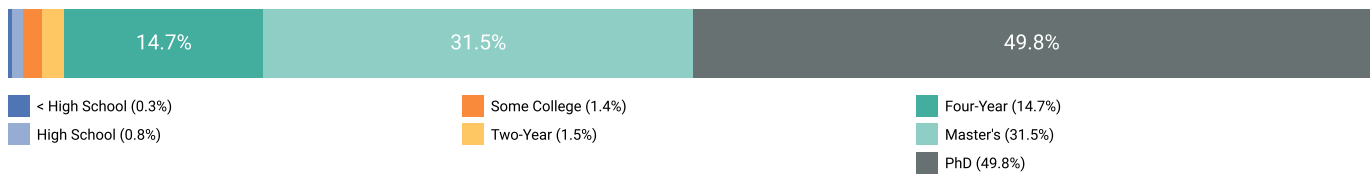


Education and Training Requirements



Education Profile

Educational Attainment





Occupation	Typical Entry-Level Education	Previous Work Experience	Typical On-the-Job Training
Postsecondary Teachers, All Other	Doctoral or professional degree	None	None
Career/Technical Education Teachers, Postsecondary	Bachelor's degree	Less than 5 years	None
Art, Drama, and Music Teachers, Postsecondary	Master's degree	None	None
Health Specialties Teachers, Postsecondary	Doctoral or professional degree	Less than 5 years	None
English Language and Literature Teachers, Postsecondary	Doctoral or professional degree	None	None
Education Teachers, Postsecondary	Doctoral or professional degree	Less than 5 years	None
Business Teachers, Postsecondary	Doctoral or professional degree	None	None
Mathematical Science Teachers, Postsecondary	Doctoral or professional degree	None	None
Psychology Teachers, Postsecondary	Doctoral or professional degree	None	None
Nursing Instructors and Teachers, Postsecondary	Doctoral or professional degree	Less than 5 years	None

 The stacked bar chart here illustrates the estimated mix of educational attainment of the workers in this occupation(s) in aggregate.

 The table indicates typical education and training requirements rather than the mix of attainment of workers in such positions.

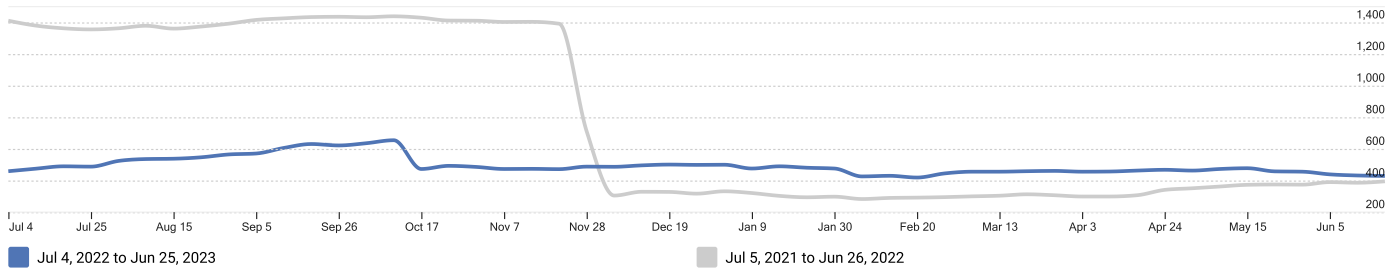
Postsecondary Programs Linked to Postsecondary Teachers

Program	Awards
American River College	
Liberal Arts and Sciences/Liberal Studies	731
California State University-Sacramento	
Ethnic, Cultural Minority, Gender, and Group Studies, Other	53
Folsom Lake College	
Liberal Arts and Sciences/Liberal Studies	599
Sacramento City College	
Liberal Arts and Sciences/Liberal Studies	442
Sierra College	
Biological and Physical Sciences	749
Women's Studies	27
University of California-Davis	
Ethnic, Cultural Minority, Gender, and Group Studies, Other	29
Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies	128
Human Development and Family Studies, General	343
Philosophy	58

-  The number of graduates from postsecondary programs in the region identifies the pipeline of future workers as well as the training capacity to support industry demand.
-  Among postsecondary programs at schools located in the Sacramento-Roseville-Folsom, CA MSA, the sampling above identifies those most linked to Postsecondary Teachers. For a complete list see JobsEQ®, <http://www.chmuraecon.com/jobseq>

RTI (Job Postings)

Active Job Ads by Date



 Online job ads are a timely indicator of local demand. Occupation assignments shown below are made by Chmura based upon analysis of job titles and job descriptions. Top employers and listed job requirements are shown on the following pages.

Occupations

SOC	Occupation	Active Job Ads
25- 1071.00	Health Specialties Teachers, Postsecondary	594
25- 1194.00	Career/Technical Education Teachers, Postsecondary	282
25- 1121.00	Art, Drama, and Music Teachers, Postsecondary	214
25- 1021.00	Computer Science Teachers, Postsecondary	156
25- 1011.00	Business Teachers, Postsecondary	85
25- 1042.00	Biological Science Teachers, Postsecondary	68
25- 1072.00	Nursing Instructors and Teachers, Postsecondary	68
25- 1123.00	English Language and Literature Teachers, Postsecondary	59
25- 1031.00	Architecture Teachers, Postsecondary	48
25- 1124.00	Foreign Language and Literature Teachers, Postsecondary	46

Locations

Location	Active Job Ads	
University of California Davis	673	
Sacramento, California	326	
6000 J Street, Sacramento, CA 95819, USA	123	
Davis, California	100	
Sacramento, CA 95817	70	
Sacramento County, California	65	
Woodland, CA 95776	46	
Sacramento, CA 95823	28	
University of California Davis Health System	25	
95667	22	

Employers

Employer Name	Active Job Ads	
Davis, California	590	
University of California, Davis	168	
CSU, Sacramento	123	
Sacramento, California	84	
University of the Pacific	78	
Los Rios Community College District	76	
Yuba Community College District	47	
California State University, Sacramento	44	
Pearson	26	
International Education Corporation	25	


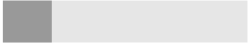
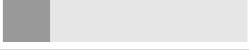
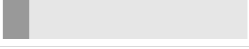


Hard Skills

Skill Name	Active Job Ads	
Teaching/Training, School	837	
Microsoft Excel	118	
Mathematics	112	
Microsoft Office	96	
Microsoft PowerPoint	78	
Keyboarding/Typing	71	
Microsoft Word	63	
Word Processing	62	
Microsoft Outlook	58	
English	51	

Job Titles

Job Title	Active Job Ads	
INFORMATION TECHNOLOGY ASSOCIATE	23	
Dental Assistant	16	
STUDENT ASSISTANT -ENGINEERING AND ARCHITECTURAL SCIENCES	15	
Assistant Specialist	8	
Assistant/Associate Clinical Professor	8	
RECR PRG INSTR 2 (Ceramics Instructor)	8	
Clinical Instructor - Betty Irene Moore School of Nursing - Sacramento Campus	7	
Health Professions Education Specialist 2 - SOM: Internal Medicine - Sacramento Campus	7	
RECR PRG INSTR 2 (Glass Instructor)	7	
Workforce Inclusion Instructor	7	

Education Levels

Minimum Education Level	Active Job Ads	
Bachelor's degree	527	
Master's degree	198	
Doctoral or professional degree	191	
Associate's degree	107	
High school diploma or equivalent	69	
Unspecified/other	987	

Programs

Program Name	Active Job Ads	
Physical Therapy	125	
Audiology	123	
Gerontology	123	
Public History	123	
School Psychology	123	
Nursing	88	
Biology	54	
Education	46	
Computer Science	42	
Psychology	39	

Top Skill and Certification Gaps

Top 10 Skill Gaps in Sacramento-Roseville-Folsom, CA MSA

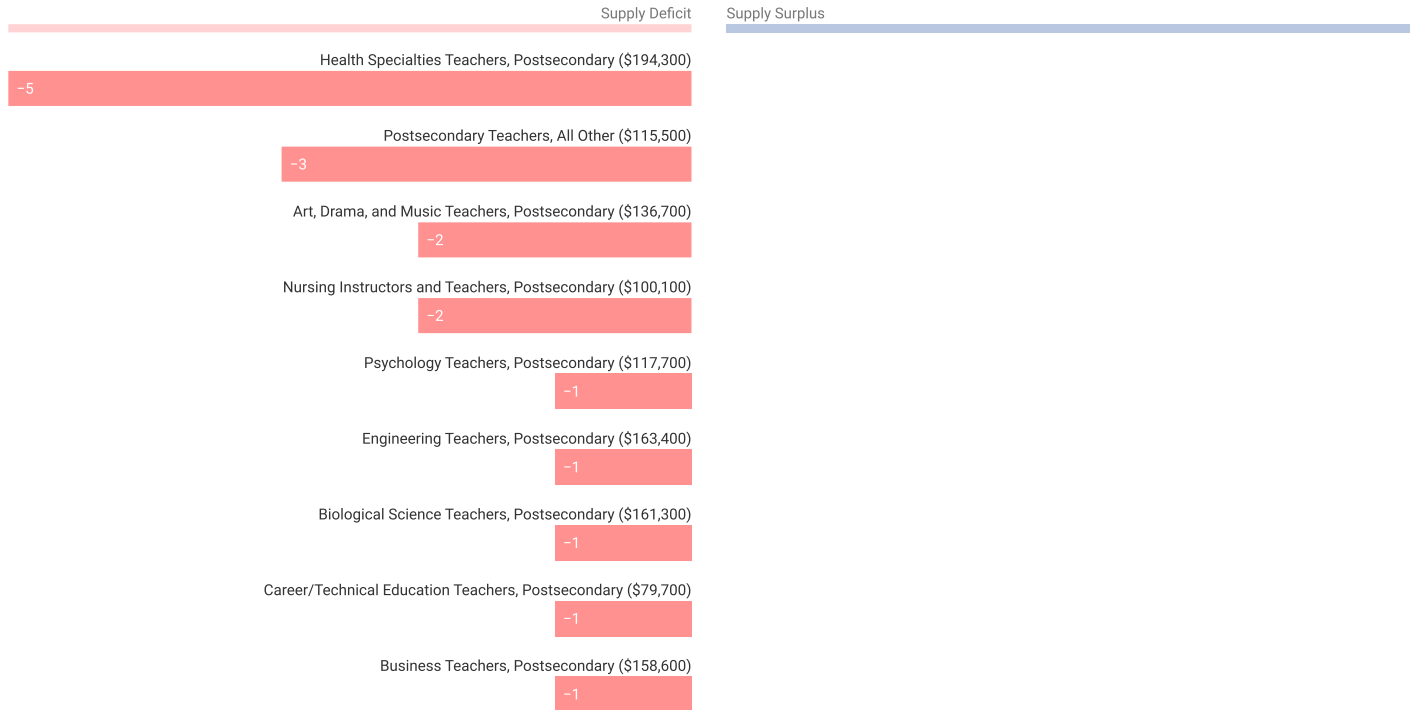
Name	Candidates	Openings	Gap
Telecommunications	0	8	-7
Microsoft Office	25	32	-7
Microsoft Excel	22	27	-6
Keyboarding/Typing	3	9	-5
Calculators	1	6	-5
Microsoft PowerPoint	12	16	-4
Home Health Care	0	4	-4
Long-Term Care	0	4	-4
Creative Writing	3	6	-3
Molecular Biology	3	5	-3

Top 10 Certification Gaps in Sacramento-Roseville-Folsom, CA MSA

Name	Candidates	Openings	Gap
Basic Life Support (BLS)	3	6	-3
Registered Nurse (RN)	4	7	-3
Advanced Cardiac Life Support Certification (ACLS)	1	2	-2
Registered Dental Assistant (RDA)	0	1	-1
Licensed Clinical Social Worker (LCSW)	0	1	-1
Registered Health Information Administrator (RHIA)	0	1	-1
Certified Flight Instructor (CFI)	1	0	1
Certified Occupational Therapy Assistant (COTA)	1	0	1
Engineer in Training (EIT)	1	0	1
Emergency Medical Technician (EMT)	1	0	1

 Skill and certifications gaps can help inform employee development programs, as well as provide a comparison of the needs of regional employers to the supply.

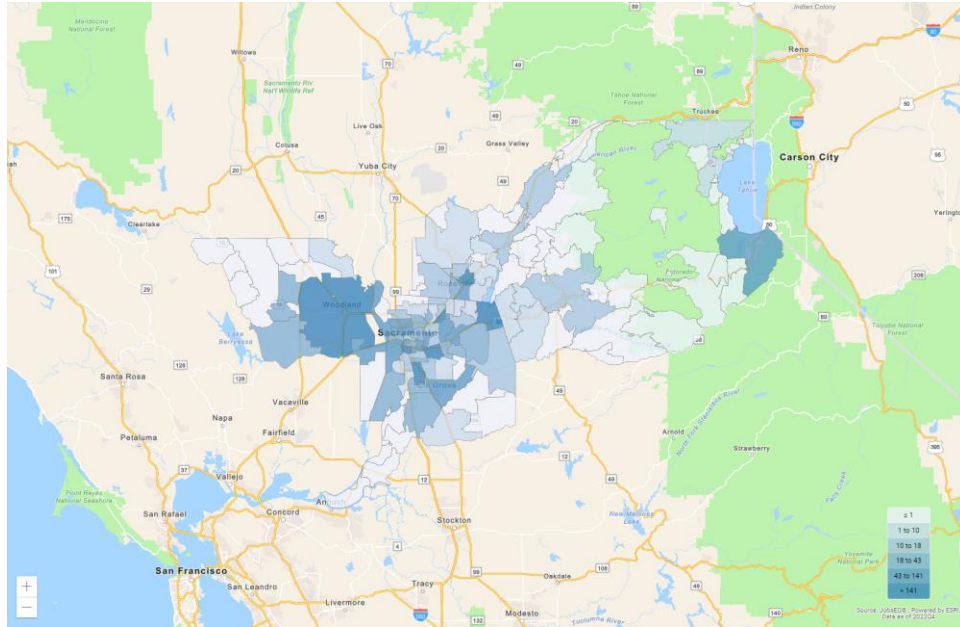
Occupation Gaps



💡 The above are the potential average annual gaps over 10 years. Many variables go into this analysis, but at its core it is based on a forecast comparing occupation demand growth to the local population growth and the projected educational attainment of those residents. When an area, for example, has an occupation expected to grow quickly but the educational requirement for the occupation does not match well with the educational attainment of its residents, there is a high potential for an occupation shortfall in the region. Alternatively, slow-growing or contracting occupations often represent potential supply surpluses.

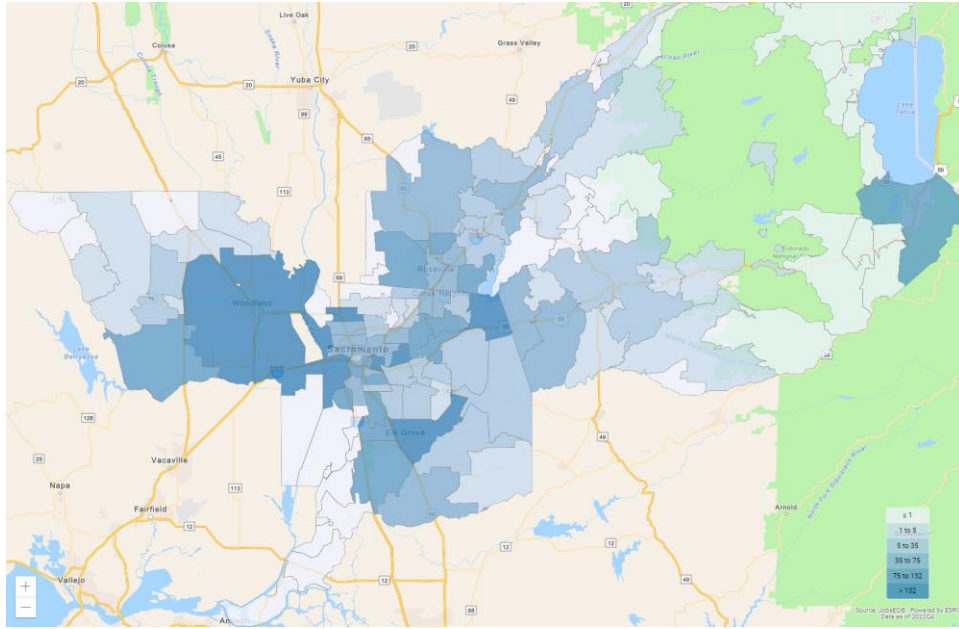
💡 The potential supply shortfall is an underlying force that the market needs to resolve one way or another, such as by employers recruiting from further distances for these occupations, wages going up to attract more candidates, and/or increased demand and wages enticing more local residents to get training for these occupations. While this an important analysis for determining local occupation needs, the occupation gap should be considered along with other regional data including growth and separation forecasts, unemployment rates, wage trends, and award and skill gap analyses.

Geographic Distribution



Top ZCTAs by Place of Work for Postsecondary Teachers, 2022Q4

Region	Employment
ZCTA 95616	2,673
ZCTA 95826	619
ZCTA 95841	454
ZCTA 95818	338
ZCTA 95677	295
ZCTA 95823	219
ZCTA 95695	197
ZCTA 95630	163
ZCTA 95776	141
ZCTA 95819	135



Top ZCTAs by Place of Residence for Postsecondary Teachers, 2022Q4

Region	Employment
ZCTA 95616	1,838
ZCTA 95618 (Yolo County, CA portion)	934
ZCTA 95630	211
ZCTA 95835	170
ZCTA 95819	165
ZCTA 95776	164
ZCTA 95624	145
ZCTA 95695	137
ZCTA 95691	135
ZCTA 95864	132

💡 “Place of work” employment is based upon the location of employers for these workers. “Place of residence” data refers to the home locations of the workforce, which is typically the preferred data set to use when calculating labor availability within a drive-time or radius of a potential worksite.

Sacramento-Roseville-Folsom, CA MSA Regional Map



Data Notes

- Occupation employment by default indicates employment by place of work. Occupation employment is as of 2022Q4 and is based on industry employment and local staffing patterns calculated by Chmura and utilizing BLS OEWS data. Employment forecasts are modeled by Chmura and are consistent with BLS national-level 10-year forecasts. Wages by occupation are as of 2022Q4, utilizing BLS OEWS data, imputed and brought forward by Chmura. Entry-level and experienced wages are derived from these source data, computed by Chmura.
- Industry employment is as of 2022Q4 and is based upon BLS QCEW data, imputed by Chmura where necessary, and supplemented by additional sources including Census ZBP data.
- Education and training requirements are from the BLS. Educational attainment mix and other occupation demographics data are modeled by Chmura for 2022Q4 using regional occupation employment from JobsEQ, ZCTA-level demographics data from the Census Bureau, and national occupation-demographics patterns from the BLS.
- Postsecondary awards are per the NCES and are for the 2020-2021 academic year. Any programs shown are linked with the occupation(s) being analyzed via the program-occupation crosswalk, which may not be comprehensive. Any programs shown reflect only data reported to the NCES; reporting is required of all Title IV schools. Training providers that do not report data to the NCES are not reflected.
- Job ads data are online job posts from the Real-Time Intelligence (RTI) data set, produced wholly by Chmura and gleaned from over 40,000 websites. Data reflect ads active during the last twelve month period ending 07/05/2023 and advertised for any Zip Code Tabulation Area in or intersecting with the region for which this report was produced. Historical ad volume is revised as additional data are made available and processed. Since many extraneous factors can affect short-term volume of online job postings, time-series data can be volatile and should be used with caution. All ad counts represent deduplicated figures.
- For skill and certification gaps, openings and candidates are based upon regional occupation demand (growth plus separations) and the percent of skill demand and supply. Skill demand mix data are per a one-year sample of RTI data; skill supply data are estimated using a five-year sample of resumes data; both data sets compiled as of August 2021. Data may be based, at least in part, on data from broader geographies; see the Skill Gaps analytic export for more details.
- Occupation gaps are modeled by Chmura, indicating long-term potential supply and demand mismatches in a region due, in part, to job demand and labor pool dynamics, including educational attainment and projected growth.
- Occupation employment by place of residence is as of 2022Q4 and modeled by Chmura based upon occupation employment by place of work and commuting patterns. Commuting patterns are derived from source data from the Census Bureau, occupation-specific commuting tendencies, and updated to reflect more recent population and employment estimates.
- Figures may not sum due to rounding.

Region Definition

Sacramento-Roseville-Folsom, CA MSA is defined as the following counties:

El Dorado County, California

Placer County, California

Sacramento County, California

Yolo County, California

FAQ

What is (LQ) location quotient?

Location quotient is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an industry (or occupation) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

What is annual demand?

Annual demand is a of the sum of the annual projected growth demand and separation demand. Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. Growth demand is the increase or decrease of jobs expected due to expansion or contraction of the overall number of jobs.