



# Labor Market Information Policy Guide

## History

In 2002, the State Board of Education (SBE) charged the Office of Community Colleges and Workforce Development (CCWD) to revise and update the program approval standards for career and technical education programs. Through the work of a statewide taskforce, five standards ([Need, Collaboration, Alignment, Design and Capacity](#)) were identified and approved by the Oregon SBE. These standards transitioned to and were adopted by the Higher Education Coordinating Commission (HECC) in 2014.

### [OAR 589-006-0100\(7\)\(f\)](#)

(7) To meet the approval standards of the Commission, associate degree and associate degree option programs must:

(f) Meet or exceed the Higher Education Coordinating Commission program approval standards and criteria.

### [OAR 589-006-0100\(8\)\(g\)](#)

(8) Meet the approval standards by the Higher Education Coordinating Commission, certificate of completion programs must include:

(g) Meet or exceed the Commission program approval standards and criteria.

## Program Approval

The Higher Education Coordinating Commission requires all standalone programs to contain current labor market information to prove the need of the program. Standalone programs are programs with any of the following awards:

- Associate of Applied Science (AAS)
- Certificate of Completion (CC)
- Certificate of Completion (CC0)
- Certificate of Completion 1 year (CC1)
- Certificate of Completion 2 year (CC2)
- Statewide Associate of Applied Science (SAAS)
- Statewide Certificate of Completion (SCC)
- Statewide Certificate of Completion (SCC0)
- Statewide Certificate of Completion 1 year (SCC1)
- Statewide Certificate of Completion 2 year (SCC2)
- Business Associate of Applied Science (SAAS)
- Business Certificate of Completion (SCC)
- Business Certificate of Completion (SCC0)
- Business Certificate of Completion 1 year (SCC1)
- Business Certificate of Completion 2 year (SCC2)

## HECC Approval Standard A - Need

### Need

The community college provides clear evidence of the need for the program. Program elements show the program need: is clearly indicated by labor market research based on current, valid and reliable information, statistics and forecasts; is based on current and projected employment demand that is not being met by training provided by existing programs; and will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers.

Guiding questions to determine if your program meets the standard.

- Why is this program necessary?
  - Is there clear evidence in your area that this program is needed and sustainable? What occupations will this degree or certificate assist the student to obtain?
- Does the workforce data show that the proposed program is needed?
  - Using the occupational profiles report at [qualityinfo.org](http://qualityinfo.org), does the data show a need in your region? If no data is available for your region, does your business & industry partners show a clear need?
- Can training be provided without creating a new program?
- What other data resources have been utilized in addition to the Employment Department, e.g., professional organizations, national census, employee advisory boards, and regional workforce specialists?
- What career pathways, employment opportunities and further educational opportunities exist for student who complete the program?

## Understanding the Occupation Profiles Report

Occupation profiles provide an array of information about an occupation such as: projected employment, wages, skills, education requirements, related occupations, and more. The report uses statistical information by region, gathered by economists at the Oregon Employment Department. This report answers all components of HECC Approval Standard A - Need. Once you have determined the correct occupation(s) that best align with the degree or certificate of completion, you can move forward in generating the Occupation Profiles report that contains the below information. (See Occupation Profiles Report "How To" document)

1. Description

The provided description will give you the widely understood definition of the occupation. This is important for statewide alignment.

2. State of Oregon Licenses & Certifications

This clearly states what Licenses are required and who is the License Authority.

3. Wage Range

The wage range shows us range in the state compared to the range in the region selected. This data provides evidence of competitive wages in the region and state. The data used to create these estimates came from the Occupational Employment Survey that samples more than 6,000 business establishments per year, taking three years to fully collect the sample of more than 18,000 establishments. To learn more: <https://www.qualityinfo.org/-/data-sources-and-limitations-for-occupational-wages>

4. Employment Outlook

The employment outlook is in two sections: Statewide Employment Analysis, and Area Employment Analysis. These are both important as they convey the state outlook in both areas clearly showing if the degree or certificate will be useful in and outside of the region in the future.

5. Area Employment Projections

This statistical projection shows the estimated future openings and growth change in the area for this occupation.

6. Industries of Employment

This clearly shows the estimated employment in the industries.

7. Educational Requirements

Educational requirements are called out by: Knowledge, Skills, Abilities, and Detailed Work Activities. This section shows the particular educational requirements needed for this occupation. Including these unique requirements is a way to show that the certificate or degree is needed as no other degree or certificate currently offered included all of these requirements.



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## 8. Schools and Training Providers

This section other providers of the occupation in the State of Oregon by name, location and what training programs are offered.

## 9. Career Pathways

Part of Standard A: Need, is showing wage progression for completers. This area helps to illustrate what Career Pathway Certificates of Completions are available to help the student progress in the field.

## 10. Related Occupations

An occupation may be comprised of multiple sub-occupations or can lead to related occupations. This is the area to locate these occupations and show how this occupation relates to others in the field.

## What happens when the Occupation Profiles report is missing information or if the information does not accurately reflect the occupation in the degree or certificate of completion?

There are a few times when the occupation information for an area is not populated at the regional level or the occupation report combines two occupations whose wages or outcomes are very different in your area. How does the college move forward?

1. The college looks up the occupation and there is no existing data for the region. A Supplementary Occupation Profiles report form has been created to answer this need. The college will populate the form using information from their local workforce, industry/business partners, and/or calling the Oregon Employment Department. The Supplementary Occupation Profiles report is submitted *in addition* to the Occupation Profiles report.
2. The Occupation Profiles report's structure mirrors that of the federal government. This creates seamless reporting across the nation; however, this can cause confusion as a college attempts to locate an occupation. The federal government groups certain occupations together. An example is the combining of Emergency Medical Technicians and Paramedics. In these cases the college will need to fill out the Supplementary Occupation Profiles report form.

## Generating the Occupational Profiles Report and the Supplementary Profiles Report

1. [Occupational Profiles Report How to Guide](#)
2. [Supplementary Occupation Profiles Report](#)