

CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW FOR 2022

Program: Film, Television, & eMedia **Planning Year:** 2022

Unit: Eng. and Tech

Cluster: Health, Workforce and Kinesiology

Last Year of CPPR/Voc. Ed Review: 2020

INSTRUCTIONS: CTE programs will complete and submit the below Two-Year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

California Ed Code 78016

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand.
 2. Does not represent unnecessary duplication of other manpower training programs in the area.
 3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- A. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
 - B. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
 - C. This section shall apply to each program commenced subsequent to July 28, 1983.
 - D. A written summary of the findings of each review shall be made available to the public.

NARRATIVE: Review your CTE program according to the following three prompts with analysis of data provided by the State: <http://www.labormarketinfo.edd.ca.gov/>.

If assistance is needed to retrieve data, please contact the Dean of Instruction for Health, Workforce and Kinesiology.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

I. Meets a documented labor market demand, <http://www.labormarketinfo.edd.ca.gov/>.

According to the California Department of Labor's Projections of Employment by Occupation, 2018 – 2028, since 2018 demand for film and video editors will grow by 24.61% while the demand for producers and directors will grow by 13.53%, and demand for radio and television announcers will grow by 12.38%. These numbers are much larger than the last CPPR.

II. Does not represent unnecessary duplication of other manpower training programs in the area.

The FTVE Department at Cuesta college is unique in the area. While Allan Hancock has a film program, they do not have neither a television studio nor a radio station therefore can neither teach multicamera video production nor radio broadcasting. Also, according to their Perkins data, they do not list a Film and TV TOPS code. Instead, they have a Film Studies TOPS code which encompasses an academic study of FTVE subjects rather than a practical application of FTVE subjects as taught at Cuesta College. The closest comparable programs with same TOPS codes would be in Cals State Monterey to the north and Santa Barbara College to the south. This represents approximately a 150-mile radius.

III. Is of demonstrated effectiveness as measured by the employment and completion success of its students,

https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx



CUESTA COLLEGE

060420 Television (including combined TV/Film/Video)

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	0.00		1	100.00	1	1	0.00		1
Female									
Male	0.00		1	100.00	1	1	0.00		1
Non-traditional									
Displaced Homemaker									
Economically Disadvantaged									
Limited English Proficiency									
Single Parent									
Students with Disabilities									
Technical Preparation									
District	0.00		1	100.00	1	1	0.00		1
State	91.96	9,295	10,108	94.73	5,879	6,206	89.45	8,753	9,785

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	100.00	1	1	0.00		1	0.00		1
Female									
Male	100.00	1	1	0.00		1	0.00		1
Non-traditional				0.00		1	0.00		1
Displaced Homemaker									
Economically Disadvantaged									
Limited English Proficiency									
Single Parent									
Students with Disabilities									
Technical Preparation									
District	100.00	1	1	0.00		1	0.00		1
State	71.34	2,738	3,838	33.63	4,101	12,194	38.28	3,010	7,863

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2017- 2018)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - (2017- 2018)
 Core 3 - Persistence in Higher Education: 91.00% Performance Goal - (2017- 2018)
 Core 4 - Employment: 73.23% Performance Goal - (2017- 2018)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 23.93% Participation & 28.02% Completion - (2017- 2018)

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House



PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code

Summary Detail Report for 2019-2020 Fiscal Year Planning

CUESTA COLLEGE

060400 Radio and Television

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	84.62	22	26	100.00	14	14	96.15	25	26
Female	80.00	8	10	100.00	10	10	100.00	10	10
Male	87.50	14	16	100.00	4	4	93.75	15	16
Non-traditional	80.00	8	10	100.00	10	10	100.00	10	10
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged	85.71	12	14	100.00	7	7	100.00	14	14
Limited English Proficiency		0	0		0	0		0	0
Single Parent		0	0		0	0		0	0
Students with Disabilities	75.00	3	4	100.00	1	1	100.00	4	4
Technical Preparation		0	0		0	0		0	0
District	84.62	22	26	100.00	14	14	96.15	25	26
State	95.79	10,772	11,245	84.90	5,155	6,072	87.17	9,652	11,072

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	100.00	7	7	38.46	10	26	66.67	10	15
Female	100.00	5	5	100.00	10	10	100.00	10	10
Male	100.00	2	2	0.00	0	16	0.00	0	5
Non-traditional	100.00	5	5	38.46	10	26	66.67	10	15
Displaced Homemaker		0	0		0	0		0	0
Economically Disadvantaged	100.00	1	1	42.86	6	14	65.71	6	7
Limited English Proficiency		0	0		0	0		0	0
Single Parent		0	0		0	0		0	0
Students with Disabilities		0	0	25.00	1	4	50.00	1	2
Technical Preparation		0	0		0	0		0	0
District	100.00	7	7	38.46	10	26	66.67	10	15
State	77.20	2,319	3,004	36.40	4,880	13,407	42.02	2,913	6,932

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Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2016- 2017)
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - (2016- 2017)
 Core 3 - Persistence in Higher Education: 91.00% Performance Goal - (2016- 2017)
 Core 4 - Employment: 73.23% Performance Goal - (2016- 2017)
 Core 5 - Training Leading to Non-traditional Employment: Greater than 23.78% Participation & 27.46% Completion - (2016- 2017)

2020-21 data shows Radio and Television core indicator are down in numbers across the board. This is obviously because of the impact of COVID 19. However, if you look at the 2020-2019 numbers, Core Indicators 2 through 4 are at all-time highs and higher than state averages, sometimes as much as 25%. The only core indicator that is below performance goals is #1, employment. However, if you look at previous CTER's this is normally our strongest core indicator. I don't doubt that it will meet or exceed state targets in the post-COVID world.