

CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW FOR 2024

Program: Film, Television, and Electronic Media **Planning Year:** 2024 **Unit:** Eng & Tech.

Cluster: #4 **Last Year of CPPR/Voc. Ed Review:** 2024

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](#).

If assistance is needed to retrieve data, please contact your Instructional Dean.

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, [data provided by the State](#).

II. Projections of Employment by Occupation, 2018 - 2028			
Occupations Matched to Top Code(s):			
060420 Television (including combined TV/film/video)			
Geography: California			
Counties: All California Counties			
Annual Job Openings by Occupation			
SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings ¹
251122	Communications Teachers, Postsecondary	2,400	2,140
274032	Film and Video Editors	15,400	19,190
272012	Producers and Directors	44,200	50,180
273011	Radio and Television Announcers	4,200	4,720
Total		66,200	76,230
			% increase: 13%
Annual Job Openings by Occupation			
SOC Code	Occupation Title (Link to Occupation Profile)	2018 Employment	Annual Job Openings ¹
112011	Advertising and Promotions Managers	3,000	3,120
413011	Advertising Sales Agents	19,800	27,830
Total		22,800	30,950
		%increase	26.33%

According to the California Department of Labor’s Projections of Employment by, TV/Film employment in the state of California is expected to rise by 13%, more if you discount the teachers in post-secondary education. Also in the related field of advertising, employment is predicted to rise by over 26%.

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

FTVE at Cuesta college is unique in the area. While Allan Handcock 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 the 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.

IV. Is of demonstrated effectiveness as measured by the employment and completion success of its students, [Core Indicator Reports \(Summary by TOP code\)](#)

Core 2 (Completions), Core 3 Persistence, Core 5a Non-Traditional Employment, are all higher than the state average. Core 1 Skill Attainment needs improvement. I have look at past CTER's and found that the departments Core 1 number were higher BEFORE COVID. Personally, I believe that after that during the pandemic, expectations were lowered, and students reacted to these as if they were permanent conditions. I have seen a post-pandemic rise in absenteeism, and a rise in the number of students who arrive late for class. This would obviously effect skill attainment. However, the most important metric of any CTE program is Employment, Core 4, and it is impossible to get better than 100%. Not to say that work doesn't need to be done with non-traditional employment, but this cohort has proven difficult for the State as well as the district.



PERKINS IV Core Indicators of Performance by 4-digit Vocational TOP Code
Summary Detail Report for 2020-2021 Fiscal Year Planning

CUESTA COLLEGE

0604 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	81.48	22	27	94.12	16	17	92.59	25	27
Female	71.43	5	7	100.00	5	5	100.00	7	7
Male	84.21	16	19	91.67	11	12	89.47	17	19
Non-traditional	71.43	5	7	100.00	5	5	100.00	7	7
Displaced Homemaker	100.00	2	2		0	0	100.00	2	2
Economically Disadvantaged	80.00	12	15	100.00	10	10	100.00	15	15
Limited English Proficiency		0	0		0	0		0	0
Single Parent	100.00	1	1		0	0	100.00	1	1
Students with Disabilities	100.00	5	5	100.00	3	3	100.00	5	5
Technical Preparation		0	0		0	0		0	0
District	81.48	22	27	94.12	16	17	92.59	25	27
State	93.19	19,737	21,180	91.21	11,048	12,113	88.83	18,479	20,803

	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	11	11	25.93	7	27	27.78	5	18
Female	100.00	2	2	100.00	7	7	100.00	5	5
Male	100.00	9	9	0.00	0	19	0.00	0	12
Non-traditional	100.00	2	2	25.93	7	27	27.78	5	18
Displaced Homemaker		0	0	50.00	1	2		0	0
Economically Disadvantaged	100.00	6	6	33.33	5	15	36.36	4	11
Limited English Proficiency		0	0		0	0		0	0
Single Parent		0	0	100.00	1	1		0	0
Students with Disabilities	100.00	3	3	40.00	2	5	0.00	0	3
Technical Preparation		0	0		0	0		0	0
District	100.00	11	11	25.93	7	27	27.78	5	18
State	70.16	6,064	7,218	35.16	8,939	25,426	40.01	6,076	15,186

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