Career and Technical Education Programs Addendum
A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Program accreditation and re-accreditation does not apply to GID

2. Did the program maintain accreditation?

☐   yes

☐   no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

Program accreditation and re-accreditation does not apply to GID

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

Program accreditation and re-accreditation does not apply to GID

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

Program accreditation and re-accreditation does not apply to GID

6. If applicable, what areas of concern were noted during the annual accreditation report?

Program accreditation and re-accreditation does not apply to GID

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

☑   yes

☐   no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

☑   yes

☐   no

3. Web link to meeting minutes?

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10790251_fhda_edu/ErBFdxIIccpHoUqKj_s8UTsBWpJyUrzJDysimmFpAcz0eQ?e=cxU89P

4. Were there any advisory board commendations/special mentions identified?

Our advisory board commended our successes and strength of the program. There were no special mentions identified.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

The program advisory board confirmed that the GID program is strong across all classes, and is unique in the geographic area for providing options and support for students who are privileged to come to campus and students whose life circumstances necessitate complet their degree or certificates fully online. Increased marketing and outreach would raise our profile locally and throughout the state, attracting more students who choose to pursue a graphic and interactive design career path.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

Individual faculty who engage in outreach and promote our classes do see an increase of new students to our program. GID would appreciate more institutional support for marketing and promoting our program, our degree, and our certificates.

C. Regional Labor Demand

Labor Demand - Graphic & Interactive Design

Total Regional Employment

The total number of jobs for 2018 and 2023 and percentage growth or decline in occupations associated with the selected TOP code in the microregion where the college is located

● Bay Area, Graphic Art and Design (1030), 2018-2019

	2018	2023	Change 2018-23	% Change
Regional Jobs Total	24,068	25,763	1,695	7%
Requires a Bachelor's Degree or Higher				
Graphic Designers (27-1024)	10,338	10,808	470	5%
Multimedia Artists and Animators (27-1014)	9,382	10,287	905	10%
Art Directors (27-1011)	4,348	4,668	320	7%

Projected Regional Job Openings

The total number of annual job openings for 2018-23 time period in occupations associated with the selected TOP code in the microregion where the college is located

● Bay Area, Graphic Art and Design (1030), 2018-2019

	Projected Average Annual Openings (2018-2023)
Regional Annual Openings Total	2,440
Requires a Bachelor's Degree or Higher	
Graphic Designers (27-1024)	1,067
Multimedia Artists and Animators (27-1014)	955
Art Directors (27-1011)	418

1. In the data table, what does the regional labor demand data trend indicate?

☑   the data trend shows an increase in labor demand

☐   the data trend shows a decrease in labor demand

☐   the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

> The regional labor demand in this sector is projected to increase an add 1695 jobs to the workforce over a 5 year period. New growth in this sector, emerging career paths, and changes in demographics driving an increase in demand for graphic designers, multimedia artists and animators, and art directors.

D. Regional Labor Supply

Labor Supply - Graphic & Interactive Design

Overall	🔴
2011-2012	3,854
2012-2013	3,545
2013-2014	3,419
2014-2015	3,245
2015-2016	3,219
2016-2017	3,090
2017-2018	3,151
2018-2019	3,147

1. In the data table, what does the regional labor supply data trend indicate?

☐   the data trend shows an increase in labor supply

☑   the data trend shows a decrease in labor supply

☐   the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

> The regional labor supply in this sector over the last five years has decreased. Changes in occupational wages for emerging tech workforce pathways are potentially attracting students to what appears to be higher paying careers. Local demographic shifts such as new residents
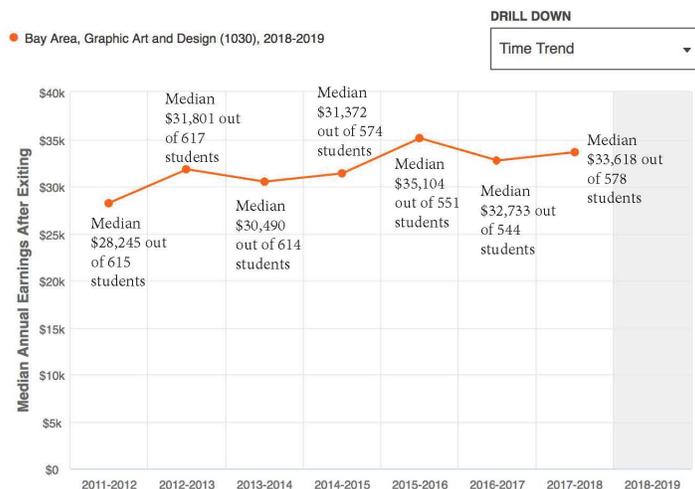
moving into the geographic area are bringing more highly skilled tech employees into the local labor force.

E. Regional Wages

Regional Wages - Graphic & Interactive Design

Median Annual Earnings After Exiting

Among students who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

● Bay Area, Graphic Art and Design (1030), 2018-2019

DRILL DOWN

[Time Trend ▾]

Chart data points:
- 2011-2012: Median $28,245 out of 615 students
- 2012-2013: Median $31,801 out of 617 students
- 2013-2014: Median $30,490 out of 614 students
- 2014-2015: Median $31,372 out of 574 students
- 2015-2016: Median $35,104 out of 551 students
- 2016-2017: Median $32,733 out of 544 students
- 2017-2018: Median $33,618 out of 578 students

Y-axis: Median Annual Earnings After Exiting ($0 to $40k)

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Match

1. In the data table, what does the wage data trend indicate?

☑ the data trend shows an increase in wages

☐ the data trend shows a decrease in wages

☐ the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

The regional trend for wages in this sector over the last five years has increased. The increase reflects the low supply and high demand for skilled graphic designers and multimedia artists. Over the last five years, graphic designers' and multimedia artists' workforce positions have changed in scope of practice and occupational responsibilities to include more varied employment opportunities. Changes in technology also inform the regional trend for wages in this sector.

F. Program 13.5 Course Completion

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Program 13.5 Course Completion					
Unduplicated Headcount	2016-17	2017-18	2018-19	2019-20	2020-21
Graphic & Interactive Design (GID)	69	48	75	65	110

CTE courses offered between 2016-17 and 2020-21 that were used to retrieve completion counts include the following:
Graphic & Interactive Design: GID 1, 31, 33, 34, 35, 36, 37, 41, 43, 44A, 45, 46, 47, 49, 53A, 53B, 53C, 55, 56, 57, 58, 60, 61, 70, 71, 77, 78.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

☑   the data trend shows an increase in the number of students completing the 13.5 CTE units

☐   the data trend shows a decrease in the number of students completing the 13.5 CTE units

☐   the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

> The data trend shows an increase in the number of students completing the 13.5 CTE units. Culturally relevant pedagogy supports our more vulnerable populations to complete 13.5 CTE units. Scheduling all GID classes online supports students who lack the privilege of time and means to come to campus to complete 13.5 CTE units. Industry trends, growth in the variety or workforce opportunities, and expansion of the graphic design profession attaches more students to complete the 13.5 CTE units.

G. Program Graduate Employment Rates

Graduate Employment Rates - Graphic & Interactive Design

Employed in the Second Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the second fiscal quarter after exit
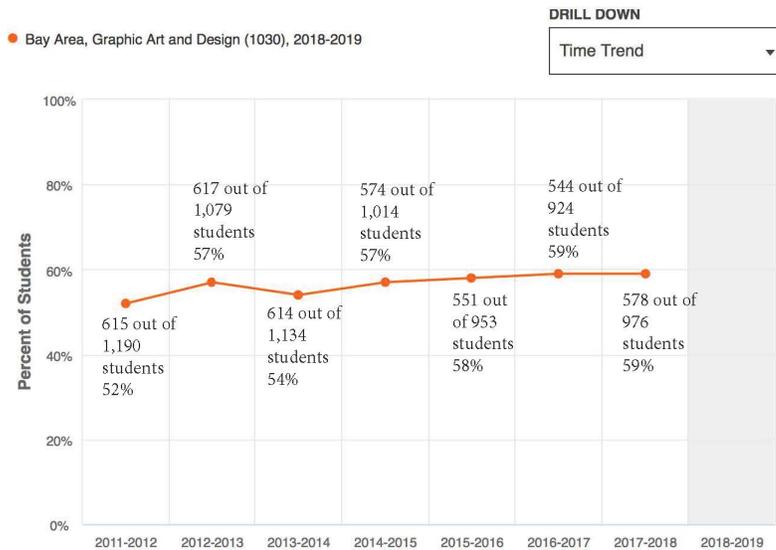
● Bay Area, Graphic Art and Design (1030), 2018-2019

DRILL DOWN

Time Trend ▾

Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

☐   the data trend shows an increase in graduate employment

☐   the data trend shows a decrease in graduate employment

☑   the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

> The graduate employment rate from 2011-2018 is flat. Approximately 58% of students found employment in the GID profession. 58% only accounts for full-time jobs with a corporate employer. It is common for GID students to work as freelancers, independent contractors, sell design in NFT marketplaces, run their own businesses, engage in part-time GID work as a "side hustle", or while they are stay-at-home parents.

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

☑   Attended the Writer Orientation/Training in November

☑   Responses are supported by the data

☑   Engaged in discussion with IR Coach

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☑   The Self-Study Report was written collaboratively with other program stakeholders

☑   The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.