

Career and Technical Education Programs Addendum

Table of Contents

- A. Re-Accreditation Information
- B. Advisory Board
- C. Regional Labor Demand
- D. Regional Labor Supply
- E. Regional Wages
- F. Program 13.5 Course Completion
- G. Program Graduate Employment Rates

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

Answer:
Program does not require accreditation.

2. Did the program maintain accreditation?

- yes
- no

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

Answer:
Not required

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

Answer:
Not required

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

Answer:
Not required

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

Answer:
No report required

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?

Answer:

Minutes from last three years have been submitted for posting.

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

Answer:

Yes, some members have commended the preparation and professionalism of our students that were hired by their companies.

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

Answer:

1) The advisory board has consistently advised us to place greater emphasis on the soft skills required for the successful transition to the workforce, including professional behavior, dress and collaborative processes. They have suggested that in many cases, the specific work skills and within the chosen field are constantly changing and can be learned but students are not usually trained in appropriate professional behavior. 2) Advisory Board has expressed concerns about the costume and make up classes since they are taught by adjunct faculty and budgets for those positions are shrinking.

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

Answer:

1) Theatre Arts department has discussed a capstone course to include transition to work curriculum specific to all theatre artists. Current course only serves actors. No agreement on changes. Some content has been included in existing classes especially THTR 31 and 21 that serve most majors. Students often lack the resources for professional clothing. The department has created a stock of backstage dress for use. For F20, students are designing generic logo clothing for distribution and use. 2) Costume and Makeup classes are being developed of DE certification in order to expand class sizes to increase enrollment, productivity and budget efficiency more palatable for adjunct budgets. 3) Transportation to and from campus is an ongoing issue for many students. evenings and weekends have been addressed with carpools. ASFC VTA bus passes help but late night and Sunday schedules are bad and they do not include SAMTRANS and CALTRAIN.

C. Regional Labor Demand

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Demand, see the user guide here

<https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2> (<https://www.loom.com/share/9651715dfbe343cca3f1ba0aaee458d2>) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

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

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

2. Describe the regional demand for labor in this sector. If the projected data trend shows an increase or decrease in labor demand, explain why.

Answer:

Job openings in theatre tech and entertainment fields show a projected annual increase of 1% through 2026. The data here is difficult to assess because it includes only two of a wide range of jobs for which technical theatre training can apply - sound engineer and set/exhibit designers, and with further education, teaching and training jobs. Related fields that show the most job and wage growth are construction, exhibit contractors, audio visual technicians, and event venue operators. Recent students have been employed in all of these areas.

D. Regional Labor Supply

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Labor Supply, see the user guide here <https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4> (https://www.loom.com/share/a8ba18e6897d4983aa9c10d9176429c4) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

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

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

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

Answer:

Bay Area completers in this field decreased between 2012 and 2017, as labor demand was increasing. I believe this trend aligns with the high area employment as well as higher income demographics that make 4-year schools more accessible to local students. That many experienced Theatre Technicians have left the area for less expensive housing areas will continue to create job openings for students with the requisite training, especially if they have local housing options.

E. Regional Wages

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data.

For questions on navigating the LaunchBoard website for Regional Wages, see the user guide here <https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8> (https://www.loom.com/share/9f259c5c91344e4a9abf8dfcbca139a8) or contact Teresa Ong at ongteresa@fhda.edu or (650) 949-7794.

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

- the data trend shows an increase
- the data trend shows a decrease
- the data trend shows no change

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

Answer:

Trend is mostly unchanged, with a spike in 2014-15. The encouraging information is in the median change in earnings that showed a huge growth from 38% to a high of 159% in 2015. There has been growth in available opportunities created by a shrinking labor force that has moved either out of the industry or out of the area. This demand and living wage conversations have moved entry level technician wages upward, often to a \$23-27 hourly wage, especially between April and October at large outdoor entertainment venues. Local demand is also high in the exhibit industry.

F. Program 13.5 Course Completion

Visit <https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf> (https://foothill.edu/programreview/prg-rev-docs/fh-cte-program-13.5-units.pdf) to view your program data.

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 in the number of students completing the 13.5 CTE units

2. If the data trend shows an increase or decrease, explain why the number of students increased or decreased in completing the 13.5 CTE units.

Answer:

Slight decreases are in line with the overall decline of F2F students on campus. The program has instituted hybrid courses for most of the curriculum and is working on curriculum changes that would allow more online courses and more efficient Certificate completions for those students with limited F2F hours. Theatre Management and Intro to Design class are now fully online. Hybrid classes offer the opportunity to have limited lab hours on evenings and weekends that could attract additional students to the program.

G. Program Graduate Employment Rates

Visit <https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx> (https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx) to view your program data. To navigate to the LaunchBoard website, see the instructions below.

Select "Bay Area" in the College or Region and enter your program under Program or Sector (Note: Music Tech is identified as Commercial Music). Under Credit Status select "For-Credit" and in Academic Year, select "2016-2017" then click "View." Scroll down the page and click "View Employment," then "Detailed Data." Next, click the link on the left titled "Employed in the Second Fiscal Quarter After Exit (All Exiters)." Use this data table to respond to the questions below.

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
- the data trend shows a decrease
- the data trend shows no change

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows an increase or decrease, explain why.

Answer:

With an initial dip in 2012-13 the employment trend is up to 70% in 2015 from an initial 63%. This is in line with the other employment data in the field, although the small sample size and inconsistent certificate reporting may contribute to the range of numbers. An increased focus on Transcriptable Certificates should increase the reported and actual percentages in the next two years. The program will administer its own tracking survey beginning in Summer 2020.

This form is completed and ready for acceptance.