IMPERIAL COMMUNITY COLLEGE DISTRICT

REVIEW OF CAREER TECHNICAL EDUCATION TRAINING PROGRAMS
2016

DIGITAL DESIGN AND PRODUCTION

I. **Program Description**
    The Digital Design and Production program (formerly called Multimedia and Web Development) is an interdisciplinary program that combines technical knowledge with design, communication, and problem solving skills. It includes multimedia software applications and programming languages that allow a student to build dynamic Web applications. Students learn how to process information and then make this information available to audiences via electronic media. The program provides students with entry level competencies for employment as a Web Developer or other position which requires knowledge to produce a variety of computer, Web, and/or multimedia graphics, animation, sound and video production, and/or content materials. The program provides entry level training to qualify students for collaborative projects working from within small design firms or for developing web pages for small or large businesses.

    A. **Degree**
        Associate in Science, Digital Design and Production

    B. **Certificate**
        Certificated of Achievement, Digital Design and Production

II. **Career Opportunities**
    Graphic Designers

III. **Industry Certification/Accreditation**
    Adobe Certification:
    -Print designer/Photographer
    -Video Editor
    -Motion Graphics/Animation
    -Web Developer
    -Web Designer

IV. **Industry Recognized Credentials (IRC)**
    N/A

V. **Labor Market Demand**
    The Digital Design and Production program at Imperial Valley College meets a documented labor market demand. Employment trends for this field are derived from a variety of sources. These are listed below:

A. Employment Trends

Occupation	TOP Code	SOC Code	2012	Average Job Openings per Year
Graphic Designers	0614.30	271024	30	2*

*State Employment Development
Occupational Employment Projections 20012-2022
Imperial County
http://www.labormarketinfo.edd.ca.gov/CommColleges/

B. Employment Trends Assessment

Students have been able to land internships and positions at local design shops. Students have started their own ventures via Facebook and social media to start their own businesses. Employment opportunities also exist on a work from home basis. Major website companies and graphic design companies hire consultants that work on projects from home.

VI.   Other Regional Programs

There are no other similar training programs in Imperial Valley.

VII.   Employment and Completion

(Based on State Core Measures Report, 2012-2013, 2013-2014 & 2014-2015)

Core 2: Completions. Measures completions for Career Technical Education student concentrators. Receipt of a certificate or degree or enrollment in a California four-year public university with or without a degree is considered a completion.

Fiscal Year Planning	Program	Total Completions	IVC Completion Rate	State Avg. Completion Rate
2014-2015	Website Design and Development	4/4	100%	81.69%
2013-2014	Website Design and Development	4/4	100%	75.13%
2012-2013	Website Design and Development	0	0	76.02%

PERKINS IV Program Performance Trend Report
Core Indicator Two – Total Completions – Certifications, Degrees and Transfer
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Core 3: Persistence and Transfer. The percent of Career Technical Education student concentrators (students who have successfully completed a minimum of 12 units of related Career Technical Education coursework) who persist in education at the community college level or transfer to a two or four-year institution.

Fiscal Year Planning	Program	Persistence	IVC Persistence Rate	State Avg. Persistence Rate
2014-2015	Website Design and Development	10/11	90.91%	83.44%
2013-2014	Website Design and Development	3/5	60%	79.65%
2012-2013	Website Design and Development	1/1	100%	82.14%

PERKINS IV Program Performance Trend Report
Core Indicator Three – Persistence and Transfer
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Core 4: Student Placement. The percent of Career Technical Education students who have earnings the following year (as found in the unemployment insurance base wage file) or are in an apprenticeship program, or the military.

Fiscal Year Planning	Program	Placements	IVC Placement Rate	State Avg. Placement Rate
2014-2015	Website Design and Development	3/3	100%	46.24%
2013-2014	Website Design and Development	3/3	100%	52.17%
2012-2013	Website Design and Development	0	0	56.98%

PERKINS IV Program Performance Trend Report
Core Indicator Four – Employment
https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx

Pursuant to the FCMAT report, CTE programs are also being evaluated for student demand, certificate and program completion, local labor demand, and a facility utilization for CTE programs in the new CTE building.

VIII. Enrollment Trends

Course	Year	Sections	Avg. Class	Fill Rate
CIS137	2014-2015	1	32	91.43%
CIS137	2013-2014	1	28	80%
CIS137	2012-2013	1	30	103.45%

Course	Year	Sections	Avg. Class	Fill Rate
CIS149	2014-2015	5	26	73.71%
CIS149	2013-2014	6	31	87.62%
CIS149	2012-2013	5	25.8	88.97%

Course	Year	Sections	Avg. Class	Fill Rate
CIS155	2014-2015	1	31	88.57%
CIS155	2013-2014	1	34	97.14%
CIS155	2012-2013	2	23.5	81.03%

Course	Year	Sections	Avg. Class	Fill Rate
CIS160	2014-2015	1	23	95.83%
CIS160	2013-2014	1	25	104.17%
CIS160	2012-2013	1	16	66.67%

Course	Year	Sections	Avg. Class	Fill Rate
CIS202	2014-2015	1	28	93.33%
CIS202	2013-2014	1	25	83.33%
CIS202	2012-2013	1	26	92.86%

Course	Year	Sections	Avg. Class	Fill Rate
CIS212	2014-2015	1	18	75.00%
CIS212	2013-2014	1	18	75%
CIS212	2012-2013	1	19	79.17%

Course	Year	Sections	Avg. Class	Fill Rate
CIS214	2014-2015	0	0	0.00%
CIS214	2013-2014	1	9	37.50%
CIS214	2012-2013	1	13	54.17%

IX.   Completions

	2014-2015		2013-2014		2012-2013	
	Degrees	Certificates	Degrees	Certificates	Degrees	Certificates
Multimedia & Web Development	1	0	0	0	1	0

X.   FTES/FTEF Analysis

Year	FTES	FTEF	FTES/FTEF
2014-2015	315.9	24.47	12.91
2013-2014	296.93	23.87	12.44
2012-2013	250.88	19.53	12.85

XI.   Facility Utilization Plan

XII.   SWOT Analysis

Strengths	Weaknesses
-Front end design concepts and elements From producing images to websites to videos and animation, the program has sparked interest for candidates pursuing the program as careers and for those who would like to freelance. The program exposes students to several expertise's and applications in front end design. -Freelancing Once completed, the program allows students to become self-employed. With today's social media marketing a student can use skills learned in the program to start their own business. - Adobe Certification Once completed, students are prepared to become adobe certified by taking the exam and paying the fee.	-Backend programming classes CIS 212 and 214 have suffered from low enrollment and completion rates. A trend of students completing all front end classes and not completing the two backend classes was realized. We've made adjustments to bridge the gap -Keeping software up to date The software used in the program is always being updated. New versions of software cost money and it is difficult to keep up to date.
Opportunities -Program revamp We've evaluated the program and along with recommendations from students, faculty, and local advisory committees we've revamped the program. We feel the program will be relevant and contemporary for today's front end technical careers in the field. -Local design shops Students have been able to land internships and positions at local design shops. -Self employment	**Threats** -Program completion rates We would like to see higher program completion rates. With the changes in the program that will go into effect in Fall 2016, we're hopeful to see an increase in program completion rates. -Software Software needs to be updated to teach using relevant software versions. We need to secure the most recent version of software to ensure our students are not learning an application that is out of date.

XIII. **Program Evaluation**
The Multimedia and Web Design program has been restructured to focus more on the design and development in multimedia and graphics. The change intends to actualize the program with the changes and technology and also to create more student interest. The program does not have strong Perkins reports and are based on low student participation. Fill rates are in an acceptable range for the beginning courses with a sharp decline in the advance courses. The program has very low completers in degrees and none in certificates. Productivity ratio is 12.85 where an acceptable ration is 15.

XIV. **Recommendations**
The program as a multimedia and web design model was identified in the last review as a program to be considered for elimination. The local labor demand, student participation, and completion rates are not performing well. However, the revisions made in the curriculum to a digital design and production model may transform this program and improve the quality and student participation, also improving the CTE outcomes. It is recommended that this program continue at Imperial Valley College to assess how the curriculum changes affect performance. The low local labor demand is also concerning. Faculty will be asked to provide additional labor market data to substantiate the need for this program.