



Digital Arts and Media Program Development Project

In Partnership with:



Table of Contents

General Overview2
 Background.....2
 Program Description.....2
 Budget.....3
Project Objective.....3
 Project Timeline.....4
Results and Discussion.....7
 Best Practice Review7
 Programs, Pipelines, and Pathways8
 Labor Market Analysis.....11
 Industry Outreach and Partnerships.....13
 Feasibility and Program Plan18
 Pilot Training Programs18
Conclusion.....00
Acknowledgements.....00
References.....00
Appendix.....19
 Exhibit 1: EMSI/Burning Glass Local Data Report19
 Exhibit 2: CA Community Colleges Center of Excellence Regional Data Report35
 Exhibit 3: Current Job Postings in the Coachella Valley46
 Exhibit 4: Advisory Council Biographs52
 Exhibit 5: January 26 Advisory Council Meeting Transcript56

GENERAL OVERVIEW

The primary goal of this workforce project is to determine the viability and distinct advantages of establishing a signature program in Digital Arts and Media at College of the Desert that serves and supports the needs of the Digital Arts and Media Industry in the Coachella Valley. These innovative programs will educate and mentor well-prepared, job ready prospects primed to move into local businesses where applied digital skills are becoming basic requirements for employment and advancement. In the foreground of the expanded Program will be applied, basic and advanced skills training supporting job ready candidates for the evolving marketplace.

Background

College of the Desert (COD) is a community college formed in 1958 and opened in 1962 for the purpose of providing training and education that will lead to one or more of three outcomes: preparation for job placement, retraining and advancement; transfer to higher education for additional coursework leading to advanced degrees; or personal growth and enrichment. COD serves more than 18,000 students annually at five campus locations across the Coachella Valley and on line.

In today's converged creative economy, students require varying levels of sophistication, knowledge and skills in the use of digital tools, production and technology if they hope to succeed in a crowded and highly competitive marketplace for 21st century jobs and careers. COD seeks to build on its traditional programs and core strengths to create innovative, new and expanded digital program offerings to train and equip students with the essential skills that transcend specific academic and degree programs. A Digital Arts and Media Program (Program) is one of several planned signature programs to be featured at a new COD campus now under development in Palm Springs, California.

La Quinta Arts Foundation (LQAF) is a California nonprofit corporation founded in 1982 with a mission to promote and cultivate the arts. LQAF's mission has been delivered to the community in many forms and constructs, including support of education in the arts. Since 1983 LQAF has funded \$1.3 million dollars in college scholarships in visual and allied arts with approximately one-third of that amount awarded to COD students, demonstrating a long-standing commitment to arts education in partnership with COD. LQAF leadership recognizes an escalating need for digital aptitude in the arts, and embraces the intersection of creativity and technology to fuel problem solving and innovation in careers and workspaces of the future.

Program Description

The program will play an integral role in the new COD campus in Palm Springs, an innovative center for learning where students, faculty and industry partners converge to collaborate and innovate, and in the process educate and mentor well-prepared, job ready prospects primed to move into local businesses where applied digital skills are becoming basic requirements for employment and advancement. In the foreground of the expanded Program will be applied, basic and advanced skills training supporting job ready candidates for the evolving marketplace.

COD's traditional offerings provide a strong foundation for expansion and evolution of the Program. While components of the Program's coursework and trainings will be available throughout COD's existing campus network and virtually, the ultimate intent is the Program's base will be the accelerator facility at the new COD Palm Springs campus. The state-of-the art facilities will feature a primary 100gbps network delivered via fiber optic cable. This access to an unprecedented level of high-speed broadband will serve as an attraction tool for both students, business and new industry looking for the talent pipeline COD and the community will partner to create. Spaces being specially designed for the Program include digital skills labs and simulation rooms, professional quality digital media technology, and high-tech studio and computer science instruction areas. Academic and training programs will be offered in both physical facility and virtual spaces to best meet the needs of local and virtual employers.

Program Budget:

	2021 Budget	Q1 Apr-Jun Expenditure	Q2 Jul - Sep Expenditure	Q3 Oct – Dec Expenditures	Balance
01 – Contract Services/Project Mngt	60,000	21,000	14,000	9,180	15,820
02 – Trainers	2,500	-0-	-0-	-0-	2,500
03 – Research	15,000	-0-	49.49	-0-	14,950.51
04 – Travel/Conferences	1,000	-0-	695	1074	-769
05 – Training, Equipment & Supplies	2,500	1709.28	1659.79	-0-	-869.07
06 – Misc.	500	-0-	-0-	-0-	500
COD In-Kind Donation (Project Research & Industry Outreach)				8,236.80	
	81,500	22,709.28	16,404.28	18,490.80	32,132.44

PROJECT OBJECTIVE

The objective of the project was to an initial analysis and research into the need, opportunity, benefit, feasibility and a preliminary plan for the creation and implementation of the Program, and resources needed to support and sustain it. This objective will be accomplished through the following areas of focus:

- I. Best Practice Review
 - a. Research and Site Visits of Existing Programs
- II. Identify Programs, Pipelines, and Pathways
- III. Labor Market Analysis
 - a. Review of local, regional and state occupations, wages and needed skill levels
 - b. Conduct skills gap analysis
- I. Industry Outreach and Partnerships
 - a. Advisory Council
 - b. One-on-one interviews
 - c. Participate in association meetings and seminars
- IV. Feasibility and Program Plan
 - a. Identification and Facilitation of Future Grant/Funding Support
 - b. Recommendations for Program and Facility Design
- V. Pilot Training Programs

The following is a schedule of the scope of work to include timelines and tasks accomplished over the course of the project:

Best Practice Review	Activities	Timeline (Month/Year)	Responsible Persons
<ul style="list-style-type: none"> • Research and Site Visits • Benchmark programs, services, and products in the public/private sector a means of establishing hard trends that can be replicated or modified. 	<ol style="list-style-type: none"> 1. Review Existing Programs <ul style="list-style-type: none"> a. Met with Austin Community College b. Setting up meetings with the following colleges to review their Digital Arts program: <ul style="list-style-type: none"> ▪ CA Institute of the Arts (Jennifer Reynoso) ▪ College of Marin (Johnathan Amayo and Matthew Stroup) ▪ Cabrillo College (Wendy Norris) ▪ Working with Information and Communications Technology (ICT) Regional Director, Susann Mata to learn best practices of regional colleges 	March 2022 Components COMPLETED <ol style="list-style-type: none"> 1. Interview with ACC 2. Interview with CA Institute of Arts 	Veronica Izurieta & Jane Bark
Identify Programs, Pipelines, and Pathways	Activities	Timeline (Month/Year)	Responsible Persons
<ul style="list-style-type: none"> • Identify programs to connect and train individuals for careers in the digital arts and media industry 	<ol style="list-style-type: none"> 1. Education to Career Pathways <ul style="list-style-type: none"> a. Identify Current COD Credit Programs b. Identify K12 Academies c. Identify CSUSBPD Digital Media Offerings/Program d. Chart showing connection from Education Program to Occupation 	May 2022 Components COMPLETED <ol style="list-style-type: none"> 1. March 2022 October – Met with CVUSD, Marie P 	Veronica Izurieta/Jane Bark

	<ol style="list-style-type: none"> 2. Online Digital Media Training Offerings through PaCE <ol style="list-style-type: none"> a. Create Menu b. Create PaCE Webpage 3. High School Pathways <ol style="list-style-type: none"> a. Meeting with each district and discuss pathway partnership and opportunities 		
Labor Market Analysis	Activities	Timeline (Month/Year)	Responsible Persons
<ul style="list-style-type: none"> • Understand the region’s targeted industries, their associated labor markets, and growth within occupations <ul style="list-style-type: none"> ○ Identify local job opportunities ○ Identify skills needed for job/career opportunities • Evaluate local gaps and align programs based on local workforce needs 	<ol style="list-style-type: none"> 1. Conduct economic research and applied analysis: <ol style="list-style-type: none"> a. Work with EMSI/Burning Glass, recognized private-sector researchers to gather and report on LMI, workforce, and industry trends in the Coachella Valley and Inland Empire b. Dr. Martinez, COD Institutional Research assisting in pulling data c. Pulling data from the Inland Empire Regional Labor Market Research reports through the CA Community Colleges Center of Excellence d. Identify skills sets needed for employment and training gaps to create for not-for-credit and credit offerings 	<p>June 2022</p> <p>Components COMPLETED</p> <ol style="list-style-type: none"> 1. Working with COD Research Dept 2. Local analysis with EMSI 3. Center of Excellence Data 4. Contract with EMSI to expand research to regional and state 	<p>Veronica Izurieta & Jane Bark</p>
Industry Outreach and Partnership	Activities	Timeline (Month/Year)	Responsible Persons
<ul style="list-style-type: none"> • Identify Regional Employers & Business Professional, Creative Talent, and who can provide real-work experience and feedback on in-demand skills, training, and related infrastructure to meet their needs. • Identify and partner with State and Regional Education and Economic Workforce Organizations 	<ol style="list-style-type: none"> 1. Form Advisory Council <ol style="list-style-type: none"> a. Create existing partner list b. Create potential partner list c. Outreach Campaign 2. Quarterly Advisory Meetings <ol style="list-style-type: none"> a. Schedule and create agendas 3. Partner with the CCC Regional ICT/Digital Media Sector <ol style="list-style-type: none"> a. Reach out to Regional Director b. Participate in Council Meetings c. Identify Existing Programs from Other Colleges in Region that can be replicated 	<ol style="list-style-type: none"> 1. November 2021 COMPLETED (continued to add partners as warranted) 2. COMPLETED First Meeting January 2022 3. Contact Susanne Mata – March 2022 	<p>Jane Bark</p> <p>Jane Bark</p> <p>Dr. Jessica Enders, Veronica Izurieta, and Jane Bark</p>

Feasibility and Program Plan	Activities	Timeline (Month/Year)	Responsible Persons
<ul style="list-style-type: none"> • Identification and Facilitation of Future Grant/Funding Support: Identification and development of new resources through targeted partnerships, employer engagement, and funding agencies. • Recommendations of future programming that will expand on and contribute to the plan for the creation and implementation of the program at COD extension campuses throughout the valley. 	<ol style="list-style-type: none"> 1. Identify scholarships, apprenticeships, and real-work opportunities that benefit local college students and creative professionals. <ol style="list-style-type: none"> a. Identify Partners b. Identify Apprenticeships 2. Partner with College of the Desert Maker Space <ol style="list-style-type: none"> a. Connect CTE Representative to learn more about program and opportunities for PaCE within this project 3. Make Recommendations for accelerator facility at new COD extension campuses to include resources needed to support and sustain it. 	<ol style="list-style-type: none"> 1. March 2022 2. March 2022 3. June 2022 	<p>Veronica Izurieta/ Jane Bark</p> <p>Veronica Izurieta</p> <p>Dr. Jessica Enders</p>
Pilot Training Programs	Activities	Timeline (Month/Year)	Responsible Persons
<ul style="list-style-type: none"> • Pilot new programs and services that enhance critical competencies and/or skills gaps meeting the needs of industry, partners, and workers Pilot short-term, innovative projects that demonstrate a positive impact for individuals and that are sustainable not-for-credit programs or could transition to credit programs 	<ol style="list-style-type: none"> 1. Research/Analysis: <ol style="list-style-type: none"> a. Advisory Council and industry Need b. Meet with COD Faculty 2. Program Recommendations/Ideas: 3. Program Launch: 	<ol style="list-style-type: none"> 1. April 2022 2. April 2022 3. June 2022 	<p>Veronica Izurieta & Jane Bark</p>

Currently working on the following priority objectives during the fourth quarter:

- Best Practices reviews of existing Digital Media academic and/or training programs
- Advisory Council Meeting
- Targeted Industry focus groups and one-on-one conversations with employers
- EMSI Labor Market Research
- Continuously monitoring and identifying Digital Arts & Media Job Opportunities
- Chart of Education Program to Occupation Pathways
- Identify Pilot for Not-for-Credit Training Programs

PROJECT RESULTS AND DISCUSSION

Best Practice Review

PaCE is conducting research and attending site visits of existing academic and/or certificate programs that provide concentrated training in the Digital Arts & Media industry in an effort to learn best practices and processes that can be replicated or modified. We will approach the research both on a national and regional level.

As a member of the Inland Empire Desert Regional Consortium (IEDRC) consisting of twelve Community Colleges in the Inland Empire, the college has an ongoing source of information from regional programs that are currently in existence with access to the expertise of faculty and counselors involved to guide students to educational pathways in the field of Digital Media. We have also reached out to a program outside our region.

Review of Existing Programs:

- Austin Community College (ACC) Innovation Center model has been championed by Apple's Strategic Market Segment Managers. College of the Desert reached out to ACC to discuss how they offer SWIFT as both fee-for-service and for-credit offerings. They were helpful in providing guidance on the process they took in determining which Apple curriculum to utilize (CE/Credit); challenges they experienced in getting programs off the ground; setting up MAC training labs to offer face-to-face and synchronous online instruction; and recommendations on what they are doing to make training programs more accessible and relevant to students. The key findings were that each student offers a unique and diverse perspective that guides their path and directs outcomes. Through an existing platform of the Apple Swift program or the myriad of options including, "Make your own certificate" or traditional direction of a degree. These options serve a greater population of students and meet their future career goals in a unique manner.

- California Institute of the Arts (CaLARTS)

In the interview with Jennifer Reynoso, Patty Disney Center for Life and Work Coordinator for CaLARTS, she described a robust digital program that continues to address and accommodate industry needs in the fast-paced changing world of digital media. Their students are those who desire to upskill, change careers, or fulfill a desire to either earn a "create your own certificate" or a Bachelor of Fine Arts degree. CaLARTS provides professional mentors in the industry and alumni to "develop their own artistic journey". Their projects range from assignments as simple as event poster projects to 24-hour radio productions where the students are trained on professional equipment and provided the space in which to make the radio program their own. The key to the success of the program is having the professional training and equipment to ensure students have the benefit of a hands-on experience that is relevant and current to industry standards.

- Future Research PaCE is arranging additional meetings to review Digital Arts Programs to include up not limited to the following:
 - College of Marin (Johnathan Amayo and Matthew Stroup)
 - Cabrillo College (Wendy Norris)
 - Information and Communications Technology (ICT) Regional Director, Susanne Mata

Programs, Pipelines, and Pathways

PaCE is reviewing and will provide an overview of local educational offerings design to prepares individuals for a career in Digital Arts and Media. In focusing more keenly on Coachella Valley, it enables us to determine not only the existing possibilities, but those areas in which we may discover potential opportunities to access and determine what essential skills are lacking. Below is a list of what we have gather thus far.

College of the Desert:


Not-for-Credit fee-based training offering through Partnership and Community Education Online Digital Media Training Offerings. This quarter, PaCE created a training “menu” webpage hosted on the college’s website featuring our online Digital Arts and Media training programs:

- Short-term online training workshops offers self-paced or six-week instructor-led workshops that are informative, convenient, affordable (ranging from \$79 to \$125), and highly interactive. There is a wide range of training offered to include such topics as Color Theory, Designing Effective Websites, Digital Photography, Game Development, Illustrator, Photoshop, II/UX Design, and Social Media.
- Advanced Career Training programs provide individuals a path to an in-demand profession. Participants learn at their own pace and upon successful completion of all coursework, earn a Certificate of Completion and many lead to industry-recognized certifications. Some training topics offered through the Career Training Programs include Adobe Certified Associate, Digital Arts Certificate, Digital Game Artist Certificate, Graphic Design with Photoshop, Marketing Design Certificate, Multimedia Arts Certificate, and Web Design Professional.


Digital Arts and Media

6-Week Trainings


Master a new subject with our online courses
Learn new skills online - and change your life for the better.




Color Theory




Designing Effective Websites




Discover Digital Photography




How to Get Started in Game Development




Introduction to Illustrator CS6




Introduction to Photoshop CC



Managing Web Design Projects




UI/UX Design




Using Social Media in Business

Career Training Programs


Our online career training programs prepare you for a new career, or help you advance within your current occupation. Learn new skills and prepare for industry-recognized certifications.



Adobe Certified Associate




Digital Arts Certificate




Digital Game Artist Certificate




Graphic Design with Photoshop (Software Included)



Marketing Design Certificate



Multimedia Arts Certificate



Web Design Professional

[CLICK HERE to view a complete list of our ONLINE Digital Arts and Media Career Training Programs](#)

FIGURE 1 – College of the Desert Not-for-Credit Digital Arts and Media offerings through PaCE

Academic Credit Program: Digital Design and Production curriculum includes course offerings that provide a general overview of the discipline, as well as specific courses in Photoshop, Illustrator, InDesign, Flash (including basic animation, basic web content, and basic ActionScript), and Applied Digital Photography. The coursework in the field can improve students’ ability to think critically, solve complex problems, improve their skills on the computer, and develop research and analysis for design projects. Students can earn any of the following in the Digital Design and Production Program: Associate of Science Degree in Digital Design & Production, Associate in Arts in Graphic Design & Marketing, Digital Design & Production Certificate of Achievement, and Applied Photography Certificate of Achievement.

Program Information
Associate of Science Degree in Digital Design & Production
Associate in Arts in Graphic Design & Marketing
Digital Design & Production Certificate of Achievement
Applied Photography Certificate of Achievement
Digital Design & Production Courses

FIGURE 2 – College of the Desert Credit Programs for Digital Design and Production



California State University San Bernadino, Palm Desert Campus: Offers BA in Communications, Media Studies Concentration



Communication Media Studies

Scan for additional
program information:



4-Year (First-Year) Roadmap

Created 1/27/22

This roadmap is a **suggested** semester-by-semester planning guide for this program and is based on the current catalog requirements (bulletin.csusb.edu). It is a model four-year plan, **not a guaranteed sequence or contract**. Course availability may vary from semester to semester (csusb.edu/class-schedule). Roadmaps are not meant to cover every possibility and typically do not include specific general education or major coursework suggestions unless they are required by the major (i.e., core requirements). This is intended to **provide guidance in planning** your academic path. This roadmap is **subject to change without notice**. Follow your [PAWS Report](#), which lists your coursework for graduation. Roadmaps should be reviewed in consultation with your advisor.

Although this roadmap is intended for all courses to be completed at the Palm Desert Campus, you can take courses at or through the San Bernardino Campus (SB) if desired. Meet with an Academic Advisor or Faculty Advisor to discuss options.

KEY			
*	Required for major and only offered this term at PDC	GE	General Education
**	120 unit minimum is required to graduate from CSUSB. If this requirement is not met with GE and major units, you will need to complete free elective units. See your Academic Advisor for more details.	DI	Diversity and Inclusiveness Designation
LD	Lower division course (1000-2999)	G	Global Perspectives Designation
UD	Upper division course (3000-5999)	WI	Writing Intensive Requirements

General Education (GE) Requirements					
A1	Oral Communication	B4	Mathematics/Quantitative Reasoning	D1	U.S. History & Political Institutions
A2	Written Communication	B5	Upper Division Scientific Inquiry	D3	Social Science Discipline Perspectives
A3	Critical Thinking	C1	Arts	D4	Upper Division Social Sciences
B1	Physical Science	C2	Humanities	E	Foundation Seminar
B2	Life Science	C3	Arts or Humanities	F	Ethnic Studies
B3	Laboratory	C4	Upper Division Arts or Humanities		

Degree Requirements							
Minimum GPA			Minimum semester units required to graduate	History, Constitution, Government Requirement		Designations	
Cumulative	CSUSB	Major		U.S. Constitution		Diversity and Inclusiveness Designation (DI)	
2.00				U.S. History		Global Perspectives Designation (G)	
			California State and Local Government		Writing Intensive Requirements (WI): UD or LD		
					Writing Intensive Requirements (WI): UD		

For additional information on course descriptions, pre-requisites and degree requirements for this major, please consult your PAWS Report or course catalog.

K-12 Academies:

Dr. Jessica Enders, Veronica Izurieta and Janie Bark visited Coachella Valley High School by invitation from Marie Perotti, CTE (Career Technical Education) Coordinator for CVUSD. We were given a tour of the campus, met and engaged in meaningful dialogue with both students and faculty and observed the organic interplay of the inspiring academies offered at the school.



The region's three K-12 school districts offer more than 47 career academies and pathways, serving more than 8,000 students to prepare them for success after high school and in the workplace.

- Agriculture & Natural Resources
- Arts, Media, and Entertainment
- Business and Finance
- Education, Child Development, and Family Services
- Energy, Environment, and Utilities
- Engineering and Architecture
- Fashion and Interior Design
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Public Service
- Transportation

Continued Research PaCE is continuing to gather information and data to include K12 Academies and pathways, CSUSBPD Digital Media Offerings/Program and other educational programs during the project's fourth quarter report and will provide a chart showing connection from Education Program to Occupation as well as identify industry skills training gaps from which we can identify/develop pilot programs to satisfy that gap, to expand on current offerings, to serve an underserved industry sector and/or to serve as an early indicator of interest.

Labor Market Analysis

The project team is reviewing local, regional and state occupations, wages and needed skill levels and in order to a conduct skills gap analysis.

EMSI/Burning Glass: (See Full Report APPENDIX: EXHIBIT 1)

COD contracted with EMSI, a leading provider of labor market data, to complete a program demand gap analysis, which assesses regional job openings against educational program completions. An up-to-date understanding of the regional economy and the demand for skilled labor is vital to the planning efforts of the college as it seeks to adapt its program offerings to the requirements of an ever-changing workforce.

The program demand gap analysis outlines the region's economy and uses the region's average annual projected job openings between 2020 and 2030 as a measurement of labor market demand. The region included Coachella Valley and 25 Zip codes in Riverside County. When job openings are compared to the region's supply of educational program completions, the analysis determines how well COD's program offerings satisfy regional workforce demand. In addition, this report offers recommendations for new program development. In its entirety, the analysis is a starting point for COD as the college continues to develop programs using data-based decision-making strategies.

The initial report identified and described in-demand skills looking at potentially relevant job titles and occupations directly connected with Digital Media services firms and program-related companies as well as employment in specialized roles related to digital media in three other key industry sectors for this region: manufacturing, hospitality, and

healthcare.

We are continuing to work with EMSI to conduct a “deeper dive” and in-depth comprehensive analysis of skills sets required for current jobs posting to skills established through current credit and not-for-credit programs to assist in the evaluation of skills gaps and program alignment based on local workforce needs. It is anticipated to have this data analysis completed by the end of March of 2022.

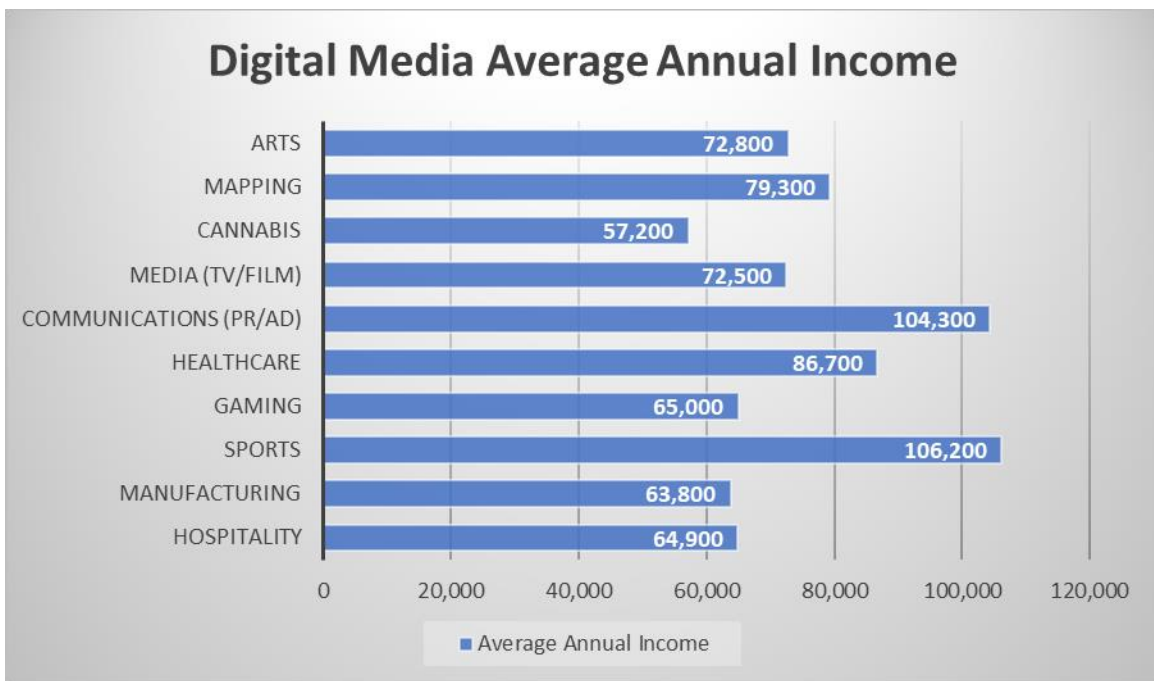
CA Community Colleges Center of Excellence: (See Digital Media and Multimedia Report for the Inland Empire/Desert Region APPENDIX: EXHIBIT 2)

PaCE has obtained Inland Empire Regional Labor Market Research reports through the CA Community Colleges Center of Excellence, a technical assistance provider that examines the regional economies of California, and provides customized data on high growth, emerging, and economically critical industries and occupations and their related workforce needs. The data reports and tools are designed to enable community colleges to remain relevant and responsive in their offerings. We have obtained and are referring to industry reports such as Digital Media and Multimedia (as shown in the appendix), Film Production, Radio and TV, Web Developers, Graphic Designers, etc. Below is potential industry occupational growth through 2021, provided by COE.



Current Job Postings: (See Posting Samples APPENDIX: EXHIBIT 3)

In addition to the Labor Market data resources, PaCE is keeping a pulse on current Digital Media job opportunities in the Coachella Valley identified through such sources as: Riverside County Workforce Development, Indeed, Google Search, LinkedIn, Glassdoor, jobs2career, Zip Recruiter, OnwardCA.org, Candor.com, and the college’s Job Hub. By following postings of recruiters that offer employment in Digital Media, we can obtain specific, relevant, data of positions in our area and the qualifications and experience required as well as salaries offered for gainful employment. Upon review of the different postings of current employment opportunities, we have identified industry-specific annual income averages as outlined below:



Industry Outreach and Partnerships

Our Industry Outreach and Partnership efforts include forming an Advisory Council, conducting one-on-one interviews with industry experts and participating in association meetings and seminars. Thus far, we have learned from workforce development training providers, institutions of higher education, employers, and learners themselves about the need to design solutions that are visible, portable and stackable, flexible, relevant, and affordable. These partnerships are helping to shape new educational opportunities and prepare College of the Desert to meet the needs of a regional innovation ecosystem.

Industry Advisory Group: PaCE has formed an Industry Advisory Council of Regional Employers & Business Professional and Creative Talent who can provide real-work experience and feedback on in-demand skills, training, and related infrastructure to meet their needs. The college and the foundation worked collaboratively in identifying key industry professionals to invite to participate in the Advisory Council. Advisory Council Partners are comprised of a diverse cross

section of industry professionals to include: public relations and local digital media experts, television media professionals, COD faculty, K-12 educators, and representatives of workforce partner associations. These are a broad range of local and regional industry experts as well as those supporting the profession as educators both K-12 & higher education. Our goal is to engage these professionals in an ongoing conversation with digital arts as the core focus. Through this collaboration, we seek to gain a better understanding of what skills are needed, and how we can provide training and education for employment for those who desire to upskill, reskill or are interested in a thriving new career.

- *K12* provides an important presence to reach the students in the CTE program to begin to explore the possibilities of a career in the vast area of Digital Media.
- *Hospitality* An industry that is one of the largest in the Coachella Valley with the possibilities for Internship/Work Study and future employment. The desire is to identify specific talents for the Digital Arts/Media jobs.
- *Film/TV* Coachella Valley has been identified as a prime location with proximity close to Los Angeles and the need for skilled staff in production continues to grow.
- *PR/Marketing* Advertising and marketing are an integral part of everyday communication. Employers offering high paying positions and warrants a deeper dive to explore the skills needed for those jobs.
- *Web/Graphic design* Logos, print work, flyers and posters are all part of digital media and require a certain skill set. Courses and/or training must include a clear description of marketable skills and educational pathways.
- *Gaming/Software Development* To remain competitive and thrive in digital media, knowledge and skills specific to gaming and project-based outcomes are essential. The collection of skills regarding coding and how that translates to employability is vital.
- *Higher Education* It is important to learn about the framework of an academic focus in Digital Media/Arts and receive input from industry partners to ensure that the skill gaps are being met. This industry is constantly evolving and the curriculum must follow.

Advisory Council Partners (See APPENDIX EXHIBIT 4: ADVISORY COUNCIL PARTNER BIOS)
Krystal Kusmieruk Director of Digital Marketing, Visit Greater Palm Springs Visitor and Convention Bureau
Kim McNulty Vice President of Regional Strategy, One Future Coachella Valley
Stephanie Green CEO & founder, FG Creative
Kim Waltrip President Wonderstar Productions Women in Film
Monica Perez Coachella Valley High School Film Academy Teacher
Marie Perotti

Career Technical Education Coordinator, Coachella Valley School District
Mari Abril Professor, Lead faculty Digital Design/Production, College of the Desert
Laurilie Jackson Asst. Professor Media Production for the Arts, College of the Desert
Kristy Knieding PR Marketing Consultant-K2 Solutions
Kent Kay Promotion & Creative Director, KESQ-TV3
Dan Taylor Co-Film Commissioner for Riverside County Film Commission, President Inland Empire Film Services
Michael Green Executive Director, Palm Springs Cultural Center
Jeff Stahl News Anchor, KESQ-TV3, Board Member La Quinta Arts Foundation
Derek Ellingson Film Teacher, Desert Mirage High School Digital
Linda Kai Gorman Site Rep, Film Production
Cameron Sprunk Graphic Web Designer, Creative Tech Agency
Steven Biller Editor in Chief, Palm Springs Life
Mark Schoennagel Gaming/Software Developer, Utility Technology
Stephanie Pagella Human Resources Director, JW Marriott
Jennifer Reynoso Student Experience, CA Institute of the Arts

The First Quarter LQAF & COD Digital Arts and Media Advisory Council meeting was held January 26, 2022. The goal of this first meeting was to explore the immediate needs of the industry and establish a collaborative partnership with the college and industry to create an incubator of ideas in the development of the ongoing Digital Arts and Media Programs; focusing the discussion on the three following areas: 1) Career Opportunities, 2) Employment Skills, and 3) the perceived value of training, certification, and degree education for current and future employees. We will continue to get this feedback by conducting focus groups that will allow for more targeted conversation about industry needs. In our future Focus Group consisting of Digital Media employers, we will compile information that will be instrumental in leading conversations to assess the needs of the employer and offer focused training for existing staff as well as future employees.

Summary of Findings: (See APPENDIX: EXHIBIT 5: January 26, 2022 Advisory Council Meeting Transcript)

The success of the LQAF/COD Advisory Council was the robust discussion highlighting the need for specific skills in the area of digital arts/media. Tapping into the local talent and expertise to form the Digital Media and Arts Advisory Council has shown that there are several digital media/arts channels that make up the digital landscape in our local economy. The Digital Media and Arts Advisory Council is comprised of experts in film, journalism, television news. This newly formed group met to begin the discussion on how this industry has evolved. From employment opportunities in film, television, journalism and news broadcasting to the expansion into modern businesses are marketing their brand. Having social sites activated is only as valuable as the content, graphics, photos and videos you are posting or sharing, new technologies and resources that will help local businesses grow. Which is why digital media and arts services are indispensable!

The digital transformation that is trending is likely to have a significant impact on employment, creating demand for some highly skilled digital roles, while making some job categories redundant. As the workforce adapts to the digital economy, there is likely to be a need for lifelong learning to keep pace with the evolution of technology.

There is a need for individuals who are not only technology savvy but also passionate about having a positive impact on the local business community. Opportunities for photographers, videographers, graphic designers and Drone Pilot services are being utilized to capture the true image of any business. Digital media agencies are seeking individuals to not-only-manage in-house support, but design and tech teams that are professional and creative.

With the sky-rocketing rise of social media marketing, and the use of different applications continues to grow, companies have to think of efforts that will inform, attract and build relationships with target audiences. The increase in mobile and Internet penetration has made being connected a way of life for younger generations of consumers. This presents media businesses with opportunities to fuel the continuous conversations that this connectivity allows. Alongside this increase in connectivity, technology now allows access to content anywhere, anytime.

The amount of new content published every week would take longer than a human lifetime to consume. In this cluttered digital space, consumers are seeking trusted filters or personal guides that can separate the signal from the noise and deliver personal recommendations to the user. Above all, the recommendations need to be presented elegantly in a clean, seamless user interface.

Potential job seekers with diverse digital media skills can find opportunities in a broader landscape as full- and part-time employees or freelancer contractors in areas such as: Advertising--With new innovations such as zero-party data analytics and other bespoke identity solutions, advertisers are looking to do more than just fill this gap – they are looking to enhance the advertising experience. Social media-- It's not just about finding the demand, it's also about knowing your platforms and choosing the best one to reach your

target audience. For example, YouTube Shorts, TikTok and Snapchat for the younger demographics, LinkedIn for CEOs, and Substack for people in the tech industry. Journalism-- As free news has fed an increase in clickbait and misinformation, finding new models is key to maintaining the quality of digital journalism.

Industry Partnerships:

It is important to stay engaged with other economic and workforce development professionals and cultivate the right mix of partners with complementary programs and services to support the overall objective of the project. The project team has participated in state and regional economic and workforce development collaborative efforts and attend industry-driven events in order to stay informed, establish partnerships, and access additional resources. Below are some professional association meetings, conferences and seminars that we have participated in:

- *One Future Coachella Valley Monthly Meeting:* One Future engages our community to improve student achievement and regional prosperity.
- *Riverside/ San Bernardino County WDC Monthly Meetings:* The Workforce Development Board and the Workforce Development Centers serve as a catalyst to economic prosperity for the residents and businesses of Riverside County.
- *CENIC Project Overview Meeting:* Corporation for Education Network Initiatives in California (CENIC) is a non-profit organization that provides high-performance, high-bandwidth networking services to California universities and research institutions.
- *California Community College Association for Occupational Education (CCCAOE) Fall Conference:* Conferences focus was on sharing high-quality practices that address a full range of issues facing Career and Workforce Education educators, administrators, and other key stakeholders as we seek to prepare students with the knowledge and skills to succeed in the future of work.
- *COD Business Advisory Council*
- *ICT Information Communication, Technology WASTC Western Academy Support Training Center*
- *Riverside County Workforce Development Committee*
- *NCPN National Career Pathway Network*
- *NACCE National Association for Community College Entrepreneurship*
- *IEDRC Inland Empire Desert Regional Consortium*
- *IEDRC Innovative Change MAKING* course focusing on the use of makerspace across the nation (7 monthly sessions)
- *MPACE Mountain Pacific Association of Colleges and Employers*
- *Palm Desert Sunset Rotary*
- *Chamber of Commerce:* Local cities in Coachella Valley
- *IERCC Inland Empire Regional Chamber of Commerce*

Feasibility and Program Plan

By identifying skill sets needed for employment and training gaps of both current employees and those entering the workforce, we can better chart our direction of the program expansion recommendations. Resources such as EMSI, COE and local postings will provide specific data for current employment opportunities and career paths to include wage earnings. Enlisting faculty, LQAF/COD Advisory Council, and industry experts confirm industry needs to decide on specific offerings of the expanded Digital Arts and Media Academic and Training Program which will better serve our local community through upskilling and reskilling both the current workforce and prospective employees. The final report will include recommendations that will contribute to the feasibility and sustainability of the program.

Pilot Training Programs

Based on the project research and industry expert input, listed below are initial ideas of project pilot training programs/workshops. It is our goal to have final pilot training programs determined by June 2022 upon the completion of the research. Upon approval of extending the time period of the project, training will be scheduled to begin in July 2022.

Digital Arts and Media Pilot Training Program Ideas

- Computer Basic for Digital Design
- Overview of Digital Media to include Career Opportunities
- Film and Journalism Storytelling (Less is More)
- Social Media Design
- Public Relations
- Interactive Web Design (currently developing for COD credit program, can be piloted through Not-for-Credit)
- Copyrights and Legal Aspects of Digital Media
- Accessibility
- Entrepreneurship and how to run a business in this industry
- Community Project focusing on non-profits (Bridge for Digital Media students to employment skills)

APPENDIX:

EXHIBIT 1: EMSI DIGITAL MEDIA ANALYSIS for LOCAL AREA



CHAPTER 5:

Digital Media Analysis

ABOUT THE DATA

In large part, this chapter relies on data from job postings. Emsi uses data from a variety of sources to create a de-duplicated database of millions of job postings that provide a unique and up-to-date insight into the nature of supply and demand in the modern workforce. Job postings data in this section is for the period of January 2019 to March 2021. In addition, we use Emsi's traditional labor market data (discussed in more detail in Appendix 2) to provide context and general information about labor market conditions relevant to the programs and their graduates. We also pull information from our Profile Analytics database, which gathers data from publicly posted resumes and other social media profiles to provide insight about skills possessed by job hunters in a region or occupation. All data provided in this section is available in Emsi's flagship labor market information research tool, Analyst.

ABOUT THE REGION

The other sections of this report consider the college's region in a narrow definition matching its service region – the Coachella Valley. For this section, however, we have expanded the scope of our analysis to include the entire state of California. This reflects the reality that for a specific program, particularly a somewhat niche program such as Digital Arts/Digital Media, successful employment outcomes for students are likely to take them beyond the college's region. It also enables us to take into account the other programs that will be competing with COD's program and adding supply to the job market graduates enter.

ABOUT DIGITAL ARTS PROGRAMS

Completions Data

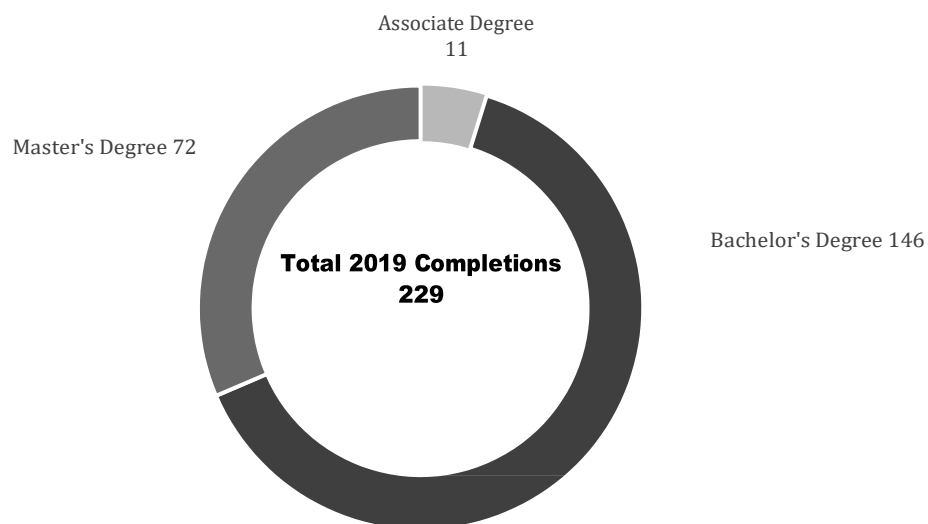
Digital Arts programs are classified in CIP code 50.0102. According to completions data from IPEDS, the state of California is home to eight programs in this CIP code as of 2019. Of these, the majority are bachelor's degree programs, with 63.8% of 2019 completions (Figure 5.1). Only 11 completions were at the associate degree level.

Table 5.1: Digital Arts Completions by Institution

INSTITUTION	COMPLETIONS (2019)	GROWTH % YOY (2019)	MARKET SHARE (2019)
Academy of Art University	105	12.9%	45.9%
Otis College of Art and Design	69	(25.0%)	30.1%
University of Southern California	33	6.5%	14.4%
Marymount California University	15	(11.8%)	6.6%
Los Angeles Academy of Figurative Art	3	Insf. Data	1.3%
San Francisco Art Institute	2	100.0%	0.9%
Point Loma Nazarene University	1	0.0%	0.4%
Woodbury University	1	(75.0%)	0.4%

Source: IPEDS.

Figure 5.1: Digital Arts Completions by Award Level



Source: IPEDS.

Table 1 and Figure 1 show the basic information about California's eight Digital Arts programs, by institutional completions. The leading program is at the Academy of Art University, followed by the Otis College of Art and Design. It is interesting that the leading providers of this program are private institutions, which may indicate that students enter this field with a strong career goal in mind and a very transactional mindset. According to IPEDS data, these programs are also quite expensive. Together these data points suggest that there could be untapped potential for similar lower-cost programs at California colleges.

This correlates with the rapid growth of this CIP code over the last decade. In 2012, IPEDS data shows only 31 completions at any level from programs in CIP code 50.0102. Those completions were from only two schools – the University of Southern California and the California Institute of the Arts. A rapid explosion of new programs in an area is a strong indicator of new and unmet job market demand for skills.

Program Profiles

To get a firmer grasp of what a Digital Arts degree entails, we visited the websites of each of the leading schools. We found several key similarities between the programs, along with a degree of variation that again suggests that Digital Arts is a cutting-edge field still in development. Note that the Academy of Art University does not have a defined "Digital Arts" degree program and we were unable to ascertain to which of their degree programs their "Digital Arts" completions were connected. In addition, some institutions refer to the program as "Digital Media" instead of "Digital Arts."

Otis College of Art and Design

Otis College of Art and Design (Otis) offers its "Digital Media" major in three specializations: Animation, Game & Entertainment Design, and Motion Design. It describes its core curriculum as focusing on familiarizing students with industry-standard technology as it helps students develop their own visual style. Target employment outcomes include "visual storytelling for film, television, video games, apps, and the web."

Otis has a well-developed career outcomes resource for potential students at <https://www.otis.edu/digital-media/careers>. Suggested target careers include concept art, character designer, production designer, animator, web designer, flash or after effects animator, texture artist, and layout artist.

University of Southern California

The University of Southern California (USC) offers a bachelor's of arts (BA) degree program and a bachelor's of fine arts (BFA) in Animation & Digital Arts, through different

colleges and with different focuses. The BFA program, through the School of Cinematic Arts, focuses more intensely on animation and lists its potential specializations as "character animation, experimental animation, visual effects, 3-D computer animation, motion graphics, immersive media, interactive animation, documentary animation, and science visualization."

The BA program, offered through the College of Letters, Arts, and Sciences, takes a broader scope and lists its areas of potential concentration as "character animation, experimental animation, visual effects, 3-D computer animation, science visualization, and interactive animation."

Marymount California University

Marymount California University (MCU) is a private Catholic liberal arts university in Rancho Palos Verdes. It offers a bachelor's of science in digital communication media that connects students with roles as "a multimedia animator, digital video artist, web designer, virtual reality developer, or video game designer." The course materials mention hands-on experience with the Adobe Creative suite and list a variety of graduate outcomes at employers as diverse as Capitol Records, DreamWorks Animation, Mattel, Miles High Productions, the Museum of Latin American Art, NBC Universal, New York Film Institute, and Nickelodeon. The curriculum as defined by the website includes classes in video production, website design, social media marketing, website technologies, and video motion graphics.

JOB POSTING DATA

Defining Potential Outcomes

Armed with this understanding of what a Digital Arts program might entail, we were ready to begin identifying and describing demand for graduates. The first step we took was to define a list of potentially relevant job titles. Traditional labor market information is structured on occupations - or BLS-defined labor market roles from the Standard Occupation Code (SOC) system. While powerful, the SOC system is slow to adapt to job market trends, especially in a rapidly-evolving field like Digital Arts. Job titles are Emsi's taxonomy of the actual names for job roles that employers use in their postings, normalized and standardized to help make the meaning of titles consistent across postings. These titles give us deeper insight into the actual roles Digital Arts graduates will be looking for when they enter the job market. Emsi's Digital Arts job titles are listed in Table 5.2. Total postings, unique postings, and median posting

duration are shown. Total postings are the raw number of postings for a particular job title, while unique postings deduplicate the raw number of posting that occur when a company posts for one job multiple times. Median posting duration indicates how long a job posting was active for and can be a indicator of how hard it is to find a person to fill that job.

Table 5.2: Digital Arts Job Titles in California

JOB TITLE	TOTAL POSTINGS (JAN 2019 - MAR 2021)	UNIQUE POSTINGS (JAN 2019 - MAR 2021)	MEDIAN POSTING DURATION
Graphic Designers	21,634	6,898	20 days
Digital Designers	6,152	2,281	13 days
Visual Designers	10,143	2,169	35 days
Photographers	3,967	1,869	11 days
Art Directors	5,822	1,441	33 days
Partner Graphic Designers	4,696	1,293	28 days
Creative Directors	4,205	1,216	32 days
Motion Graphics Designers	3,354	1,078	14 days
Web Designers	4,015	1,046	26 days
Production Designers	3,008	812	29 days
Production Artists	2,852	729	26 days
Associate Creative Directors	2,016	593	28 days
VFX Artists	1,374	468	34 days
Environment Artists	1,558	436	47 days
Graphic Artists	1,188	393	27 days
Website Designers	589	303	13 days
Marketing Graphic Designers	943	296	20 days
Visual Graphic Designers	1,078	257	28 days
Photoshop Artists	621	228	14 days
Creative Designers	712	209	26 days
Motion Graphics Artists	498	196	24 days
Creative Graphic Designers	501	194	21 days
3D Artists	664	185	32 days
Graphic Designers/Production Artists	647	183	19 days
Digital Art Directors	3,272	172	27 days
Web and Graphic Designers	406	172	12 days

Web Designers/Web Developers/Graphic Designers	329	135	17 days
Production Graphic Designers	296	127	20 days
Artists	271	108	36 days
Web Graphic Designers	401	103	32 days
Digital Production Artists	509	102	26 days
VFX Producers	215	83	18 days
Graphic Design Specialists	215	66	24 days
Graphics Specialists	195	64	19 days
Special Effects Artists	194	55	48 days
Cinematic Artists	238	55	43 days
3D Environment Artists	89	44	35 days
Artists/Designers	79	25	31 days
Video Artists	83	13	28 days
VFX Supervisors	9	7	29 days

Source: Emsi Job Posting Analytics.

Our initial data, filtering for these job titles, was very noisy, which often occurs with less common job titles. It included postings for positions as varied as registered nurses and truck drivers that had been attached to incorrect job postings. To remove this noise, we added an additional filter that excluded postings not also tagged with relevant occupations. The occupations we included as a secondary filter are listed in Table 5.3. We include labor market data about their total state jobs, current salary, and their projected growth in order to contextualize them.

Table 5.3: Digital Arts Occupations in California

OCCUPATION (SOC)	2020 JOBS	2025 JOBS	2020-2025 CHANGE	2020-2025 CHANGE %	MEDIAN ANNUAL EARNINGS
Software Developers and Software Quality Assurance Analysts and Testers	258,451	297,330	38,879	15%	\$135,383
Postsecondary Teachers	215,523	223,837	8,314	4%	\$104,875
Market Research Analysts and Marketing Specialists	103,222	113,708	10,486	10%	\$73,169
Computer Occupations, All Other	89,944	94,019	4,075	5%	\$101,926
Tutors and Teachers and Instructors, All Other	89,142	93,904	4,762	5%	\$41,609

Computer Systems Analysts	67,747	73,593	5,847	9%	\$111,778
Marketing Managers	45,991	48,136	2,145	5%	\$161,403
Graphic Designers	38,833	38,395	(438)	(1%)	\$59,162
Producers and Directors	37,540	37,875	335	1%	\$94,172
Web Developers and Digital Interface Designers	28,618	31,257	2,639	9%	\$81,593
Public Relations Specialists	28,271	29,777	1,506	5%	\$71,014
Computer Programmers	24,928	25,062	134	1%	\$102,385
Photographers	22,676	22,538	(138)	(1%)	\$51,742
Art Directors	16,644	16,801	158	1%	\$82,015
Special Effects Artists and Animators	15,336	15,870	533	3%	\$80,404
Audio and Video Technicians	12,573	13,054	482	4%	\$59,323
Fine Artists, Including Painters, Sculptors, and Illustrators	10,967	11,880	913	8%	\$29,999
Camera Operators, Television, Video, and Film	6,415	6,867	452	7%	\$56,611
News Analysts, Reporters, and Journalists	5,480	5,568	88	2%	\$52,834
Commercial and Industrial Designers	4,481	4,392	(89)	(2%)	\$78,146

Source: Employees & Self-Employed 2021.2.

Of the various occupations potentially connected with Digital Arts outcomes, some of the most directly connected are also among the best-paid. Special effects artists & animators, an occupation directly alluded to in course materials at the institutions we considered, earns a median annual salary of over \$80,000. The most highly-paid occupation is software developers & software quality assurance testers, which is also projected as the fastest- growing.

In-Demand Skills

With these filters in place, we were left with a useful set of data about demand for the skills program graduates should have when entering the workforce. Table 5.4 lists these hard skills.

Table 5.4: Digital Arts Hard Skills in California

SKILL	FREQUENCY IN POSTINGS	POSTINGS WITH SKILL
Adobe Photoshop	45%	11,788

Adobe Illustrator	36%	9,462
Graphic Design	35%	9,257
Adobe InDesign	24%	6,197
Adobe Creative Suite	21%	5,447
Typography	18%	4,716
Visual Design	14%	3,716
Photography	14%	3,668
Web Design	14%	3,580
HyperText Markup Language (HTML)	13%	3,356
Animations	12%	3,189
Branding	11%	2,947
Adobe After Effects	11%	2,852
User Experience	11%	2,793
Cascading Style Sheets (CSS)	10%	2,714
Motion Graphic Design	10%	2,658
Illustration	10%	2,539
Brand Management	10%	2,508
Packaging And Labeling	9%	2,319
Advertisement	8%	2,193

Source: Emsi Job Posting Analytics.

Overall, the ability to work with Adobe’s suite of products is by far the most valuable skill for Digital Arts graduates, across all occupation fields and industries. We also see strong demand for a variety of tangible design skills, including typography, visual and graphic design, and illustration. Graduates should be familiar with business realities, as well, as branding, brand management, and advertisement are in demand.

Industries Posting

Demand for Digital Arts graduates is interdisciplinary; the majority work at service businesses directly working in fields like digital animation and web design, but jobs with the job titles and occupations we identified can be found at a wide variety of businesses. Table 5.5 breaks down the relevant postings by NAICS industry sector. In the following sections, we will dive deeper into specific demand in some of these sectors, specifically Healthcare, Manufacturing, and Hospitality.

Table 5.5: Digital Arts Demand by Industry in California

INDUSTRY	TOTAL POSTINGS (JAN 2019 - MAR 2021)	UNIQUE POSTINGS (JAN 2019 - MAR 2021)	MEDIAN POSTING DURATION
Administrative and Support and Waste Management and Remediation Services	26,998	5,847	27 days
Professional, Scientific, and Technical Services	---	---	---
Retail Trade	9,942	3,080	18 days
Information	8,847	2,843	23 days
Manufacturing	5,300	1,521	33 days
Other Services (except Public Administration)	1,782	896	15 days
Educational Services	1,420	441	28 days
Accommodation and Food Services	3,624	422	33 days
Health Care and Social Assistance	1,602	406	25 days
Finance and Insurance	1,558	394	34 days
Construction	846	354	22 days
Arts, Entertainment, and Recreation	950	305	36 days
Wholesale Trade	792	302	25 days
Real Estate and Rental and Leasing	912	278	25 days
Transportation and Warehousing	368	122	33 days
Public Administration	130	70	16 days
Management of Companies and Enterprises	187	55	33 days
Agriculture, Forestry, Fishing and Hunting	128	45	36 days
Utilities	22	10	17 days
Mining, Quarrying, and Oil and Gas Extraction	29	9	31 days

Source: Emsi Job Posting Analytics.

Companies Posting

Table 5.6 shows the most significant and relevant companies hiring Digital Arts job titles and occupations, across all industry sectors. We see most hiring activity for Digital Arts graduates coming through hiring companies like Creative Circle, Kalo, Robert Half, and others. Ordinarily we exclude staffing agencies from our results. In this case, however, demand for creative talent seems to come largely through these agencies. In general, companies appear to want to deal at arm’s length with digital creative talent and work with them as contractors instead of as employees, although there are still many companies directly hiring them.

Table 5.6: Digital Arts Top Companies in California

COMPANY	TOTAL POSTINGS (JAN 2019 - MAR 2021)	UNIQUE POSTINGS (JAN 2019 - MAR 2021)	MEDIAN POSTING DURATION
Creative Circle LLC	8,667	1,293	17 days
Kalo Ltd	2,631	1,024	6 days
The Media Zoo	901	688	2 days
Aquent LLC	1,996	449	30 days
The Creative Group	3,499	446	23 days
Robert Half International Inc.	1,924	370	23 days
24 Seven Talent California, Inc.	542	326	35 days
The Man Network	352	270	14 days
Activision Blizzard, Inc.	961	214	47 days
Onward Search Inc	576	188	17 days
Beauty Crew Usa, Inc.	295	153	17 days
Virtual Vocations	203	131	4 days
Apple Inc.	683	129	50 days
AppleOne	559	117	32 days
Randstad N.V.	1,056	111	33 days
Oracle Corporation	229	99	28 days
Freelancer Technology Pty Limited	101	94	6 days
Lifetouch Inc.	228	92	33 days
Nbcuniversal Media, LLC	311	90	47 days
Electronic Arts Inc.	289	82	39 days

Source: Emsi Job Posting Analytics.

Manufacturing

In addition to the overall data about demand for Digital Arts graduates covered above, we decided to give more attention to several industry sectors COD expressed interest in as potential employment targets for graduates. While Digital Arts graduates largely find employment at service firms and programming-related companies directly related to digital media, as seen in Table 6, they also often find employment in specialized roles in a diverse set of other industries. We refined our results by three industry sectors in order to see if demand for Digital Arts graduates in manufacturing, hospitality, and healthcare saw any unique aspects. Note that Emsi’s ability to automatically filter postings by industries is unrefined, and not all companies included as “manufacturing” may in fact be in that sector. These data provide general trends that should be understood as somewhat noisy and as raw material to be searched for specific insights.

The first sector we looked at was Manufacturing, defined as NAICS 31-33. When we refined job postings for Digital Arts job titles and occupations, we saw demand for the skills shown in Table 5.7.

Table 5.7: Top Digital Arts Skills in Demand in the Manufacturing Sector in California

SKILL	FREQUENCY IN POSTINGS	POSTINGS WITH SKILL
Adobe Photoshop	51%	779
Graphic Design	49%	740
Adobe Illustrator	46%	696
Adobe InDesign	32%	484
Adobe Creative Suite	30%	460
Typography	26%	402
Photography	21%	319
Packaging And Labeling	20%	305
Visual Design	18%	277
Web Design	17%	254
Illustration	15%	233
HyperText Markup Language (HTML)	15%	229
Branding	14%	215
Animations	14%	211
Cascading Style Sheets (CSS)	14%	208
User Experience	12%	185
User Interface	11%	167
Advertisement	10%	158
Photo Manipulation	10%	157
Marketing Materials	10%	156

Source: Emsi Job Posting Analytics.

This group of employers has a relatively large number of postings, with nearly 800 postings requesting Photoshop skills alone. The primary skills in demand are the same as when not filtering for the Manufacturing sector: extremely strong demand for Adobe product knowledge and general web and visual design, as well as demand for photography and photo editing skills. While in Manufacturing, these postings do not appear to have Manufacturing-specific skills needs.

Table 5.8: Top Manufacturing Companies Hiring for Digital Arts in California

COMPANY	TOTAL POSTINGS (JAN 2019 - MAR 2021)	UNIQUE POSTINGS (JAN 2019 - MAR 2021)	MEDIAN POSTING DURATION
Apple Inc.	723	133	49 days
Interactive Entertainment Inc	88	31	80 days
Northrop Grumman Corporation	134	25	49 days
V.F. Corporation	76	23	66 days
Cisco Systems, Inc.	177	23	49 days
Pdma Corporation	37	20	3 days
Fitbit, Inc.	64	16	55 days
Sony Corporation	40	15	53 days
Tesla, Inc.	52	14	61 days
Hewlett-Packard Company	60	14	38 days
Nvidia Corporation	133	14	44 days
Western Digital Corporation	50	14	39 days
Henkel Corporation	38	13	46 days
Planet Interactive Inc	69	13	26 days
Ips Corporation	35	13	43 days
Columbia Sportswear Company	56	12	32 days
Quad/Graphics, Inc.	68	12	32 days
Pharmavite, LLC	58	11	32 days
Jobart, Inc.	14	11	32 days
Quiksilver, Inc.	49	11	41 days

Source: Emsi Job Posting Analytics.

In Table 5.8, looking at the companies Emsi data groups in Manufacturing, the leading poster is Apple. Note that we were unable to ascertain if these are in fact jobs related to Apple’s manufacturing activities. More directly relevant is the third-highest poster, Northrop Grumman Corporation. Generally, we see demand for Digital Arts at tech companies that include manufacturing divisions, including Tesla, Hewlett-Packard, Nvidia, and the Henkel Corporation, a multinational adhesives manufacturer.

Hospitality

The next sector we looked at Digital Arts in was Hospitality, defined as NAICS 72. The leading skills for this sector’s postings are in Table 5.9.

Table 5.9: Top Digital Arts Skills in Demand in the Hospitality Sector in California

SKILL	FREQUENCY IN POSTINGS	POSTINGS WITH SKILL
Adobe Photoshop	41%	171
Adobe Illustrator	38%	160
Graphic Design	34%	142
Adobe InDesign	27%	116
Adobe Creative Suite	23%	99
Typography	23%	95
Photography	21%	90
Visual Design	14%	61
Digital Arts	14%	59
Curriculum Planning	14%	57
Adobe After Effects	14%	57
Curriculum Development	14%	57
Group Dynamics	14%	57
Composition	14%	57
Branding	14%	57
Filmmaking	13%	56
Pedagogy	13%	56
Templates	13%	54
Motion Graphic Design	13%	53
Illustration	12%	52

Source: Emsi Job Posting Analytics.

Again, familiarity with Adobe is the key to success. There is an interesting demand for pedagogical skills, possibly tied to work doing corporate training materials. The skills group also has more overlap with animation and video work than found in manufacturing. However, in general the skillset of Digital Arts appears to be consistent from one industry to the next.

Table 5.10 looks at the companies with the most hiring activity in the hospitality sector. Again, these companies have not been curated for relevance. However, the group appears more consistently relevant than manufacturing did; numerous resorts, hotels, and food service companies like Vail Resorts, Caesars Entertainment, and Pechanga Resort Casino frequently appear. There appears to be more tangible demand in this sector.

Table 5.10: Top Hospitality Companies Hiring for Digital Arts in California

COMPANY	TOTAL POSTINGS (JAN 2019 - MAR 2021)	UNIQUE POSTINGS (JAN 2019 - MAR 2021)	MEDIAN POSTING DURATION
Galileo	2,654	57	43 days
Vail Resorts, Inc.	89	22	28 days
The Goat Group LLC	16	11	61 days
The Goat	22	10	106 days
Corsair	40	9	77 days
COMPASS GROUP PLC	15	9	24 days
Caesars Entertainment Corporation	22	9	52 days
Talesai Inc	12	7	15 days
Tom's	19	7	63 days
Aalo Corp	8	7	3 days
Tender Greens	14	7	55 days
Revolution Foods, Inc.	34	7	52 days
Cozymel's	17	7	15 days
GREEN PARK LIMITED	7	6	20 days
Panda Express, Inc.	31	6	68 days
Pechanga Resort Casino	5	5	11 days
Saucey	6	5	91 days
Pressed Juicery, LLC	11	5	8 days
Airbnb, Inc.	10	5	51 days
Sofi	11	4	42 days

Source: Emsi Job Posting Analytics.

Healthcare

Finally, we looked for Digital Arts job postings in the Healthcare sector, defined as NAICS 62. We did not see any notable healthcare-specific skills in the data for this sector. Instead, the skills data is consistent with what we have seen elsewhere, with a heavy emphasis on Adobe skills, html, CSS, and graphic design. There is also interest in illustration and digital animation.

Table 5.11: Top Digital Arts Skills in Demand in the Healthcare Sector in California

SKILL	FREQUENCY IN POSTINGS	POSTINGS WITH SKILL
Adobe Photoshop	38%	155
Graphic Design	36%	147
Adobe Illustrator	32%	130
Adobe InDesign	23%	92
Typography	20%	82
Adobe Creative Suite	20%	82
HyperText Markup Language (HTML)	15%	62
Web Design	15%	60
Cascading Style Sheets (CSS)	15%	59
Photography	13%	51
User Experience	12%	48
Visual Design	12%	47
Illustration	12%	47
Adobe After Effects	10%	39
Animations	9%	38
Templates	9%	38
Branding	9%	36
Brand Identity	9%	35
Digital Design	8%	34
User Interface	8%	34

Source: Emsi Job Posting Analytics.

We also looked at the healthcare companies with the most job posting activity potentially relevant to Digital Arts graduates. Overall, this is the industry sector with the least posting activity in relevant job titles and occupations. However, we do see healthcare companies seeking digital artists, including Kaiser Permanente, UCLA Health, Natera, Hinge Health, and more.

Table 5.12: Top Healthcare Companies Hiring for Digital Arts in California

COMPANY	TOTAL POSTINGS (JAN 2019 - MAR 2021)	UNIQUE POSTINGS (JAN 2019 - MAR 2021)	MEDIAN POSTING DURATION
Meeta Peer MD	89	59	23 days
Galileo Learning LLC	185	17	5 days
Playstation Too	39	14	23 days
Crew	28	13	15 days
Kaiser Permanente	153	12	72 days
Moms Project	30	9	19 days
UCLA Health	136	8	80 days
Sweetie High, Inc.	17	8	6 days
Natera, Inc.	20	7	53 days
Hinge Health, Inc.	14	6	38 days
Style Careers	9	6	82 days
Team Rubicon	14	5	14 days
Early Rescue Agency	14	5	56 days
Clinics	103	5	52 days
Pacific Dental Services, Inc.	15	5	28 days
Sutter Health	15	4	30 days
Sunbelt Home Health Care Inc	7	4	4 days
Skinscience, LLC	5	4	12 days
Figs Inc	6	4	32 days
Grand Rounds, Inc.	7	4	14 days

Source: Emsi Job Posting Analytics.

CONCLUSION

Overall, our attempts to cast as wide a net as possible in looking for potential demand for Digital Arts outcomes yielded a variety of data, but not an overwhelmingly strong picture of demand. Across all industries, we saw moderate posting activity from a wide variety of companies, primarily from creative agencies. We also saw that a great deal of hiring for Digital Artists occurs through employment and staffing agencies, suggesting that companies see creative talent as a secondary part of their workforce.

On the skills front, the key takeaway is the overwhelming demand for Adobe Creative Suite skills. Any digital arts program will need to equip graduates with strong Adobe skills in order for them to be competitive in the California job market. Other skills, such as web design, digital animation, and illustration, are also in demand but are more specific to particular jobs than the universal need for Adobe skills.

EXHIBIT 2: CA COMMUNITY COLLEGES CENTER OF EXCELLENCE: Labor Market Index Report for Digital Media and Multimedia:



Digital Media and Multimedia

Inland Empire/Desert Region (Riverside and San Bernardino counties combined)

Summary

- Employment for the digital media occupational group is expected to **increase by 3% between 2018 and 2023** in the Inland Empire/Desert Region. A total of **1,492 job openings** will be available over the five-year timeframe.
- The **median wages** for the digital media occupational group are **above the MIT Living Wage estimate of \$12.39 per hour** for a single adult living in the Inland Empire/Desert Region.
- **There appears to be an opportunity for program growth** because there are more annual job openings for the digital media occupational group (**298 average annual openings**) than annual credentials issued for the selected community college programs in the region (**58 average annual community college credentials**).

Introduction

This report provides data on the occupations related to the California Community College digital media (TOP 0614.00) and multimedia (TOP 0614.10) programs. Program descriptions are available on page 5 of this report. The occupations listed below are related to these training programs and are collectively referred to as the digital media occupational group.

- Desktop Publishers
- Graphic Designers
- Multimedia Artists and Animators
- Prepress Technicians and Workers

Job Opportunities

In 2018, there were 2,984 jobs in the digital media occupational group in the Inland Empire/Desert Region. This occupational group is projected to increase employment by 3% by 2023. Employers in the region will need to hire 1,492 workers over the next five years to fill new jobs and backfill jobs that workers are permanently vacating (includes occupational transfers and retirements). Exhibit 1 displays five-year projections for the digital media occupational group in the Inland Empire/Desert Region.



Exhibit 1: Five-year projections for the digital media occupational group

2018 Jobs	2023 Jobs	5-Yr % Change (New Jobs)	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
2,984	3,082	3%	1,492	298	22%

Source: EMSI 2018.4

Earnings

The median wages for the digital media occupational group are above the MIT Living Wage estimate of \$12.39 per hour for a single adult living in the Inland Empire/Desert Region (Glasmeier, 2019).

Experienced-level wages are sufficient for two working adults and one child (\$14.75 per hour, per adult, or \$30,680 annually for each adult). Exhibit 2 displays wage information for the digital media occupational group in the Inland Empire/Desert Region.

Exhibit 2: Earnings for the digital media occupational group

Occupation	Entry to Experienced Hourly Wage Range*	Median Wage*	Average Annual Earnings
Desktop Publishers	\$18.27 to \$34.36	\$28.79	\$54,600
Graphic Designers	\$17.25 to \$23.88	\$19.66	\$45,000
Prepress Technicians and Workers	\$16.13 to \$22.59	\$18.28	\$42,400
Multimedia Artists and Animators	\$11.94 to \$20.73	\$14.15	\$35,900

Source: EMSI 2018.4

*Entry hourly is 25th percentile wage, the median is 50th percentile wage, and experienced is 75th percentile wage.



Job Postings, Employers, Skills, and Education

Exhibit 3 displays the number of job ads posted during the last 12 months along with the regional and statewide average time to fill for the digital media occupational group in the Inland Empire/Desert Region. On average, local employers fill online job postings for the digital media occupational group within 75 days. This regional average is 34 days longer than the statewide average, indicating that it is much harder for local employers to find qualified candidates.

Exhibit 3: Job ads and time to fill for the digital media occupational group, Apr 2018 – Mar 2019

Occupation	Job Ads	Regional Average Time to Fill (Days)	California Average Time to Fill (Days)
Graphic Designers	374	77	41
Multimedia Artists and Animators	16	45	41
Prepress Technicians and Workers	6	34	38
Desktop Publishers	1	77	41
Total	397	75	41

Source: Burning Glass – Labor Insights

Exhibit 4 displays the employers posting the most job ads for the digital media occupational group during the last 12 months in the Inland Empire/Desert Region.

Exhibit 4: Employers posting the most job ads for the digital media occupational group, Apr 2018 – Mar 2019

Occupation	Employers
Graphic Designers (n=288)	<ul style="list-style-type: none"> California State University, San Bernardino Esri
Multimedia Artists and Animators (n=14)	<ul style="list-style-type: none"> Media Zoo DK Global, Inc.
Prepress Technicians and Workers (n=3)	<ul style="list-style-type: none"> Moon International, Inc. City of Riverside
Desktop Publishers (n=1)	<ul style="list-style-type: none"> Edison International

Source: Burning Glass – Labor Insights

Exhibit 5 displays a sample of specialized, employability, and software and programming skills that employers are seeking when looking for workers to fill positions in the digital media occupational group. Specialized skills are occupation-specific skills that employers are requesting for industry or job competency. Employability skills are foundational skills that transcend industries and occupations; this category is commonly referred to as “soft skills.” The skills requested in job postings may be utilized as a



helpful guide for curriculum development. There were too few postings for desktop publishers to yield reliable skills information.

Exhibit 5: Sample of in-demand skills from employer job ads for the digital media occupational group, Apr 2018 – Mar 2019

Occupation	Specialized Skills	Employability Skills	Software and Programming Skills
Graphic Designers (n=346)	<ul style="list-style-type: none"> • Social Media • Typesetting • Web Site Design 	<ul style="list-style-type: none"> • Creativity • Detail-Oriented • Communication Skills 	<ul style="list-style-type: none"> • Adobe Creative Suite* • Microsoft Office • HTML 5
Multimedia Artists and Animators (n=16)	<ul style="list-style-type: none"> • Motion Graphics • 3D Modeling/ Design • Character Design 	<ul style="list-style-type: none"> • Creativity • Organizational Skills • Teamwork/ Collaboration 	<ul style="list-style-type: none"> • Adobe Creative Suite* • Cinema 4D • 3D Studio Max
Prepress Technicians and Workers (n=6)	<ul style="list-style-type: none"> • Drawing Preparation • Rough Sketches • Project Design 	<ul style="list-style-type: none"> • Creativity • Detail-Oriented • Research 	<ul style="list-style-type: none"> • Word Processing • Adobe Creative Suite* • Microsoft Office
Desktop Publishers	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A

Source: Burning Glass – Labor Insights

*Adobe Creative Suite contains Adobe Photoshop, InDesign, Illustrator, Acrobat, as well as others and is widely considered to be the industry standard for graphic design.

Exhibit 6 displays the work experience and entry-level education typically required to enter each occupation according to the Bureau of Labor Statistics (BLS), educational attainment for incumbent workers with “some college, no degree” and an “associate degree” according to the U.S. Census (2016-17), and the minimum advertised education requirement from employer job ads. There were too few postings for prepress technicians and workers and desktop publishers to yield reliable education information.



Exhibit 6: Work experience, typical entry-level education, educational attainment, and minimum advertised education requirements for the digital media occupational group, Apr 2018 – Mar 2019

Occupation	Typical Entry-Level Education Requirement	Educational Attainment*	Minimum Advertised Education Requirement from Job Ads			
			Number of Job Ads (n=)	High school diploma or vocational training	Associate degree	Bachelor's degree or higher
Graphic Designers	Bachelor's degree	29%	188	16%	12%	72%
Multimedia Artists and Animators	Bachelor's degree	28%	4	-	-	100%
Prepress Technicians and Workers	Postsecondary nondegree award	39%	1	N/A	N/A	N/A
Desktop Publishers	Associate degree	42%	1	N/A	N/A	N/A

Source: EMSI 2018.4, Burning Glass – Labor Insights

*Percentage of incumbent workers with a Community College Credential or Some Postsecondary Coursework

Student Completions and Program Outcomes

This section contains completion and outcome data for the California Community College digital media (TOP 0614.00) and multimedia (TOP 0614.10) programs. Exhibits 7 & 9 display the average annual regional California Community College (CCC) credentials conferred during the three academic years between 2014 and 2017, from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart, along with the headcount from the most recent year available on LaunchBoard. Credentials are the combined total of associate degrees and certificates issued during the timeframe, divided by three in this case in order to calculate an annual average. This is done to minimize the effect of atypical variation that might be present in a single year. Headcount is the unduplicated number of students who enrolled in one or more courses in the program. The relevant TOP code is from the Taxonomy of Programs manual, and the corresponding program titles used at each college (in *italics*) is sourced from the Chancellor's Office Curriculum Inventory (COCI). Please note, a credential is not always equal to a single person in search of a job opening since a student may earn more than one credential, such as an associate degree in addition to a certificate.

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which comes from self-



reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from records provided by California's Employment Development Department's Unemployment Insurance database. When available, outcomes for completers are reported in order to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program Metrics Data Element Dictionary in the References section (LaunchBoard, 2019a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS), administered by Santa Rosa Junior College (LaunchBoard, 2017). Data from the latest academic year for each metric is provided in Exhibits 8 & 10.

Program descriptions are sourced from the California Community Colleges Taxonomy of Programs. Descriptions for the programs included in this report are the following:



Digital Media (TOP 0614.00): A broad range of programs that combine computer and other electronic technologies with skills and techniques from various fine arts and communications disciplines.

Exhibit 7: Annual average community college credentials and headcount for the digital media program in the Inland Empire/Desert Region

0614.00 – Digital Media	CCC Headcount, Academic Year 2016-17	CCC Annual Average Credentials, Academic Years 2014-17
Chaffey	18	
Copper Mountain	-	
Mt. San Jacinto – Digital Media	427	
Associate Degree		1
Certificate 30 to < 60 semester units		1
Norco	11	
Palo Verde		
Certificate 6 to < 18 semester units		4
Riverside – Applied Digital Media and Printing	358	
Associate Degree		7
Certificate 30 to < 60 semester units		7
Total CCC Headcount, Academic Year 2016-17	817	
Total Annual Average CCC Credentials, Academic Years 2014-17		21

Source: LaunchBoard, MIS Data Mart, COCI

Exhibit 8: Digital media strong workforce program outcomes

Strong Workforce Program Metrics: 0614.00 – Digital Media Academic Year 2015-16, unless noted otherwise	Inland Empire/Desert Region	California Median
Course enrollments (2016-17)	1,229	147
Completed 12+ units in one year (2016-17)	118	36
Economically disadvantaged students* (2016-17)	78%	67%
Transferred to a 4-year institution	26	19
Employed in the 4 th fiscal quarter after exit (all exiters)	57%	61%
Median annual earnings* (all exiters)	\$14,879	\$18,630
Job closely related to the field of study (2014-15)	N/A	63%
Median change in earnings (all exiters)	99%	51%
Attained a living wage (completers and skills-builders)	N/A	38%

Source: LaunchBoard

*Data for these metrics is available in Community College Pipeline. All others are available in Strong Program Workforce Metrics.



Multimedia (TOP 0614.10): Principles and techniques of using computers to bring together text, sounds, animation, graphic art, and video to create interactive products to inform, educate, or entertain.

Exhibit 9: Annual average community college credentials and headcount for the multimedia program in the Inland Empire/Desert Region

0614.10 – Multimedia	CCC Headcount, Academic Year 2016-17	CCC Annual Average Credentials, Academic Years 2014-17
Chaffey – Design for Multimedia	96	
Associate Degree		2
Certificate 30 to < 60 semester units		1
Moreno Valley		
Associate Degree		2
Certificate 30 to < 60 semester units		4
Mt. San Jacinto	42	
Associate Degree		10
Certificate 30 to < 60 semester units		7
Norco	42	
Associate Degree		4
Certificate 30 to < 60 semester units		4
San Bernardino		
Certificate 18 to < 30 semester units		2
Total CCC Headcount, Academic Year 2016-17	180	
Total Annual Average CCC Credentials, Academic Years 2014-17		37

Source: LaunchBoard, MIS Data Mart, COCI

Exhibit 10: Multimedia strong workforce program outcomes

Strong Workforce Program Metrics: 0614.10 – Multimedia Academic Year 2015-16, unless noted otherwise	Inland Empire/Desert Region	California Median
Course enrollments (2016-17)	181	75
Completed 12+ units in one year (2016-17)	41	27
Economically disadvantaged students* (2016-17)	72%	52%
Transferred to a 4-year institution	26	10
Employed in the 4 th fiscal quarter after exit (all exiters)	52%	62%
Median annual earnings* (all exiters)	\$13,893	\$17,179
Job closely related to the field of study (2014-15)	N/A	100%
Median change in earnings (all exiters)	78%	68%
Attained a living wage (completers and skills-builders)	24%	45%

Source: LaunchBoard

*Data for these metrics is available in Community College Pipeline. All others are available in Strong Program Workforce Metrics.



References

- Burning Glass Technologies. (2019). *Labor Insights/Jobs*. Retrieved from <https://www.burning-glass.com/>
- California Community Colleges Chancellor's Office. LaunchBoard. (2019). *California Community Colleges LaunchBoard*. Retrieved from <https://www.calpassplus.org/Launchboard/Home.aspx>
- California Community Colleges Chancellor's Office. LaunchBoard. (2019a). *Strong Workforce Program Metrics Data Element Dictionary*. Pg. 3. Retrieved from <https://www.calpassplus.org/MediaLibrary/calpassplus/launchboard/Documents/SWP-DED.PDF>
- California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. (2019). *Data Mart*. Retrieved from <https://datamart.cccco.edu/datamart.aspx>
- California Community Colleges Chancellor's Office, Curriculum and Instructional Unit, Academic Affairs Division. (2012). *Taxonomy of Programs, 6th Edition, Corrected Version*. Retrieved from http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6_2009_09corrected_12.5.13.pdf
- Economic Modeling Specialists International (EMSI) (2019). *Datarun 2018.4*. Retrieved from <https://www.economicmodeling.com/>
- Glasmeier, A. Massachusetts Institute of Technology (MIT). (2019). Retrieved from <http://livingwage.mit.edu/>
- National Center for O*NET Development. (2019). *O*NET OnLine*. Retrieved from <https://www.onetonline.org/>

Contact

Michael Goss, Director
Center of Excellence, Inland Empire/Desert Region
michael.goss@chaffey.edu
April 2019



Appendix: Occupation definitions, sample job titles, five-year projections for digital media occupations

Occupation Definitions (SOC code), Education and Training Requirement, Community College Educational Attainment

Multimedia Artists and Animators (27-1014)

Create special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in products or creations, such as computer games, movies, music videos, and commercials.

Sample job titles: 3D Animator, 3D Artist, Animation Director, Animator, Art Director, Artist, Creative Director, Graphic Artist, Graphic Designer, Illustrator

Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 28%

Graphic Designers (27-1024)

Design or create graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.

Sample job titles: Artist, Creative Director, Creative Manager, Design Director, Designer, Graphic Artist, Graphic Designer, Online Producer, Production Artist, Publications Designer

Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 29%

Desktop Publishers (43-9031)

Format typescript and graphic elements using computer software to produce publication-ready material.

Sample job titles: Advertising Associate, Art Director, Computer Typesetter, Creative Director, Desktop Publishing Specialist, Electronic Console Display Operator, Electronic Imager, Graphic Artist, Mac Operator, Production Manager

Entry-Level Educational Requirement: Associate degree

Training Requirement: Less than one month on-the-job training

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 42%



Prepress Technicians and Workers (51-5111)

Format and proof text and images submitted by designers and clients into finished pages that can be printed. Includes digital and photo typesetting. May produce printing plates.

Sample job titles: Desktop Operator, Electronic Prepress Operator (EPP Operator), Electronic Prepress Technician (EPP Tech), Plate Maker, Plate Mounter, Pre-Press Proofer, Prepress Operator, Prepress Specialist, Prepress Stripper, Prepress Technician

Entry-Level Educational Requirement: Postsecondary nondegree award

Training Requirement: None

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 39%

EXHIBIT 5: SAMPLE OF CURRENT JOB POSTINGS IN COACHELLA VALLEY THROUGH INDEED

29+ Digital Media Jobs in Coachella, CA



Account Sales Executive - Advertising Agent

Best Version MediaPalm Desert, CA

Type

Full-Time

Best Version **Media** provides local businesses the ability to target some of the most affluent and ... Our Publishers are able to offer clients a "multi-touch" **digital** and print branding program that ...

Quick Apply

Report Job

Phil

Your AI Personal Recruiter

Pro tip: Download our #1 rated job app to get instant updates-and be one of the first to apply! Standard SMS fees may apply.

Top of Form

Get the App

Bottom of Form

Multimedia Journalist

Entravision CommunicationsPalm Desert, CA

Type

Full-Time

Entravision's portfolio includes **digital media** properties and advertising technology platforms that deliver performance-based solutions and data insights, along with 55 television stations and 49 ...

Quick Apply

Report Job

Traffic Coordinator

Entravision CommunicationsPalm Desert, CA

Type

Full-Time

Entravision's portfolio includes **digital media** properties and advertising technology platforms that deliver performance-based solutions and data insights, along with 55 television stations and 49 ...

Quick Apply

Report Job

TV Producer

Entravision CommunicationsPalm Desert, CA

Type

Full-Time

Entravision's portfolio includes **digital media** properties and advertising technology platforms that deliver performance-based solutions and data insights, along with 55 television stations and 49 ...

Quick Apply

Report Job

Social Media Manager

Brian Christopher SlotsPalm Springs, CA

Type

Full-Time

Design video thumbnails and other **digital** marketing materials * Research and script/storyboard new ... Minimum of 2 years of social **media** management experience including Facebook, Instagram, and TikTok

[Apply](#)

Report Job



Inside Account Manager-Automotive Marketing

TurnKey MarketingRiverside County, CA

[Remote](#)

Pay

\$50,000 to \$65,000 Annually

Type

Full-Time

We are looking for candidates who have experience working successfully with clients on **digital** marketing products, have experience in SEM, SEO, and Social **Media**, a track-record of working ...

Quick Apply

Report Job

Graphic Designer

AGUA CALIENTERancho Mirage, CA

Type

Full-Time

Develop graphics for print collateral, **digital** video signage, TV, outdoor, direct mail, and social **media** * In-house printing, trimming, and mounting of print collateral and signage as needed * Basic ...

Apply

Report Job

Digital Sales Executive

Alpha Media USA Palm Springs, CA

Type

Full-Time

As a **Digital** Sales Executive, you'll help to provide integrated **digital** marketing solutions to ... Alpha **Media** is a diverse multimedia company sharing your favorite music, sports and news across a ...

Report Job

Marketing Coordinator

The Pratt Group La Quinta, CA

Type

Full-Time

Responsible for managing all marketing, social **media**, PR, and branding initiatives - print, **digital**, and social, photography and video, direct mail * Ensures that company messages and materials are ...

Quick Apply

Report Job

Communications Part Time

Palm Desert Community Presbyterian Church Palm Desert, CA

Type

Part-Time

... **media** * Ensure that the first time visit to our website is a positive one that engenders further ... Working knowledge of all **digital** options * Excellent written and oral skillset * Discretion with ...

[Apply](#)
Report Job

Marketing/Sales - Intern NEW!

WordStreamPalm Desert, CA
S., and Newsquest, a wholly owned subsidiary operating in the United Kingdom with more than 120 local news **media** brands. Gannett also owns the **digital** marketing services companies ReachLocal, Inc ...
Report Job

GANNETT

Marketing/Sales - Intern NEW!

GannettPalm Desert, CA
S., and Newsquest, a wholly owned subsidiary operating in the United Kingdom with more than 120 local news **media** brands. Gannett also owns the **digital** marketing services companies ReachLocal, Inc ...
Report Job

GANNETT

Digital Producer - Palm Springs, CA (virtual)

GannettPalm Springs, CA
[Remote](#)
Type
Full-Time
GCI) is an innovative, digitally focused **media** and marketing solutions company committed to ... **DIGITAL PRODUCER** - Palm Springs, CA (may be virtual / remote) The USA TODAY NETWORK - The West ...
Report Job

Digital Producer - Palm Springs, CA (virtual)

WordStreamPalm Springs, CA
[Remote](#)
Type
Full-Time
GCI) is an innovative, digitally focused **media** and marketing solutions company committed to ... **DIGITAL PRODUCER** - Palm Springs, CA (may be virtual / remote) The USA TODAY NETWORK - The West ...
Report Job

Digital Sales Executive

[101.7 KKIQPalm Springs, CA](#)

Type

Full-Time

As a **Digital** Sales Executive, you'll help to provide integrated **digital** marketing solutions to ... Alpha **Media** is a diverse multimedia company sharing your favorite music, sports and news across a ...

Report Job

Local Sales Assistant / Administrative Assistant

[News-Press & Gazette CompanyThousand Palms, CA](#)

Type

Full-Time

Coordinate and collect money for select local paid programming on the stations. * Assist Integrated **Media** Consultant with various **digital** reporting, contesting and other duties. * Inventory and Rate ...

[Apply](#)

Report Job



Sales Support Administrator

[RealogyIndian Wells, CA](#)

Type

Full-Time

Job duties will include administrative, advertising and marketing needs, social **media** support ... zip forms, **digital** ink and other company programs. + Assist sales agents with marketing ...

Report Job

News Editor

[WordStreamPalm Springs, CA](#)

Type

Full-Time

S., and Newsquest, a wholly owned subsidiary operating in the United Kingdom with more than 120 local news **media** brands. Gannett also owns the **digital** marketing services companies ReachLocal, Inc ...

Report Job



News Editor

GannettPalm Springs, CA

Type

Full-Time

S., and Newsquest, a wholly owned subsidiary operating in the United Kingdom with more than 120 local news **media** brands. Gannett also owns the **digital** marketing services companies ReachLocal, Inc ...

Report Job

Marketing Consultant

News-Press & Gazette CompanyThousand Palms, CA

Type

Full-Time

: KESQ News Channel 3/ Gulf California Broadcasting Company / NPG **Digital**, is seeking highly ... Are you a highly-motivated, self-starter that is looking to join a multi-**media** powerhouse

EXHIBIT 4: ADVISORY COUNCIL PARTNER BIOS



Digital Arts and Media Advisory Council



Jeff Stahl



You can watch Jeff every weekday morning on News Channel 3 in the Morning. He has been an anchor and reporter with KESQ-TV since June 2000.

Here in the desert, the EMMY® Award-winning reporter and news anchor has covered everything from earthquakes, sand storms, power outages, floods, to our seasonal wildfires. He's also covered a number of presidential visits to the Coachella Valley. He remembers covering the deaths and funeral services of President Gerald R. Ford and Bob Hope, and was on the air during the first moments of the San Bernardino terror attack in 2015.

Jeff is originally from Camarillo, California. The University of Southern California graduate first worked in television news in Pocatello, Idaho then Green Bay, Wisconsin. He covered the devastating Northridge Earthquake in 1994 while working radio news in Santa Barbara. He later reported on nuclear waste trains, tornadoes, and even escaped African Lions in Idaho. He also reported on blizzards in Wisconsin and the Green Bay Packers' 1997 and 1998 Super Bowl Championship seasons.

Jeff and his wife, Marian, stay active in a number of community programs. Jeff regularly reads to students, volunteers with local non-profit organizations including the First Tee, Alzheimer's Association, and the annual Tour de Palm Springs. He also serves as a board member for the California Desert Arts Council and the La Quinta Arts Foundation.

In his spare time, Jeff and his family like to take in all the desert has to offer. He loves to ride his mountain bike along the desert's many hillside trails, hike with his family and friends, golf, and spend as much time as he can with his wife Marian, his son Joshua, their dog Ariel and cat Ikaika.

Kent Kay



Surrounded by snow capped peaks and glacier carved valleys, Kent was raised in Alaska. Armed with a Kodak 110 and a Bell & Howell super 8 millimeter film camera, he developed his visual eye early on, making his creations using action figures for actors and toys as props.

Later in college, Kent trained to shoot motion pictures on studio film cameras. A graduate of the University of Nevada Las Vegas Film program, Kent also worked full-time as a videographer and editor, while attending classes.

For over thirty years Kent has been professionally observing and capturing the world he sees through a camera lens. First through the medium of motion picture film, then digital video and digital photography. Kent was honored to receive an Emmy award, Promax award, and Telly award for his work behind the lens. His path to Creative Director for a group of television stations in Southern California has included career stops in Juneau, Soldotna, and Anchorage, Alaska; Reno and Las Vegas, Nevada; Houston, Texas; Milwaukee, Wisconsin; and Palm Springs, California.

In 2015, Kent was honored with an Emmy Award from the Pacific Southwest Chapter of the National Academy of Television Arts and Sciences for the Telemundo 15 Noticias promo, "La Tormenta Silenciosa". Since then Kent has been Emmy nominated four more times.

In 2017, Hurricane Harvey devastated Houston, Texas. As Kent's former employer, KHOU's facilities were evacuated and destroyed, a call went out for help, and Kent answered that call. In the wake of the disaster, KHOU asked Kent to return to the gulf coast to help document the city's recovery efforts. Out of this calamity, a work of art was created through collaboration. In May 2018, "Hope After Harvey", a video celebrating the human spirit, was nominated for and won a Promax award.

Contemplating his surroundings, Kent spends time looking, listening, and seeing. Taking the time needed to allow the shots he seeks to call out to him. As a lyrical documentary and a portrait photographer with a fine art aesthetic, Kent creates artful photographs that allows the environment he captures to speak its truth to the viewer.

After completing his master's degree in photography at Academy of Art University, Kent is looking to future opportunities as a Creative Director where he can utilize all of his talents as a cinematic visual story teller managing and mentoring producers, photographers, videographers, and editors who develop a wide variety of creative content for mass audiences.

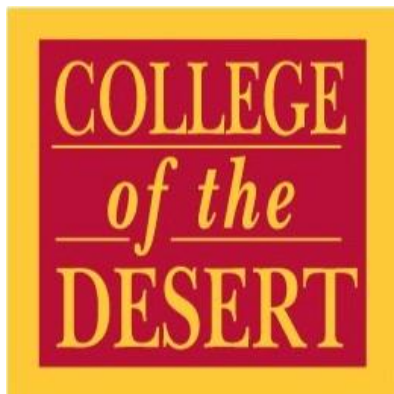
Stephanie D. Greene



Certified Marketing Director (ICSC) and an entrepreneur who founded FG Creative, Inc., a 100% female owned marketing firm, in 2002. Throughout her career, Stephanie has developed top strengths that include strategic marketing planning, brand development, public relations-crisis management, social media integration, digital solutions and media planning & placement. She brings over 4 decades of experience in a variety of industries, including tourism, municipalities, B2B, Native American casinos, attractions & entertainment, residential real estate, shopping centers, medical and health care, retail and packaged goods.

- Founded FG Creative in 2002 and serves as CEO and lead strategist
- Awarded the coveted Certified Marketing Director designation from ICSC - 1996.
- 10 years with advertising agencies; experience with clients in residential & commercial real estate, retail, shopping centers, consumer electronics, tourism, entertainment, financial.
- 10 years marketing Shopping Centers; Fashion Island, Tustin MarketPlace, Mall of Orange, Westminster Mall.
- 3 years as Marketing Director at Spotlight 29 Casino, through the expansion and transition to Trump 29 Casino.
- Professional Organizations: Women Leaders Forum, Palm Desert Chamber, Greater Palm Springs CVB
- Graduate of the 2007 Leadership Coachella Valley program
- Founding member of the Coachella Valley Vistage International Chapter (Joseph Brutto, chair)
- Professional Recognition: Westminster Chamber "Businessperson of the Year," President of Westminster Chamber, President of Westminster Soroptimist International, Vice President of SC Marketing Directors Assoc., and various Board positions.

Laurilie Jackson



Laurilie brings 20 years of professional broadcast experience to COD. As Assistant Professor of Media Production at College of the Desert, Laurilie teaches and inspires hundreds of students each semester about mass media, journalism public relations, radio, television, broadcasting, and film. Her passion is giving students outstanding instruction in the classroom and hands-on experience through campus media opportunities and internships. She was the original faculty who helped start KCOD radio and helps oversee the national award-winning station. She also advises The Chaparral newspaper staff. Laurilie has recently taken a temporary position with KESQ, CBS Local 2, and KDFX anchoring the evening weekend

news at 6 pm, 6:30 pm, 10 pm, and 11 pm. You can watch her this Spring 2022 semester. She has interned with CNN, KNBC, Entertainment Tonight, and Universal Studios. She has worked in the broadcast journalism industry for more than 10 years. Laurilie received the 2019 Helene Galen Excellence in Education award through the Women Leaders Forum of the Coachella Valley and was

nominated as a finalist for the 2020 Best Faculty Advisor in the nation award at the Intercollegiate Broadcasting Systems awards ceremony in NYC.

Kim McNulty



Kim’s leadership has influenced college and career pipeline development across the region since 2005, when she launched the Coachella Valley Economic Partnership’s Career Pathways Initiative. As OneFuture’s Vice President of Regional Strategy, Kim is responsible for building workforce, education and community partnerships to further implementation of the Regional Plan, including providing staff support for eight of the region’s Alignment Teams. Kim currently serves as Vice-Chair of the Riverside County Workforce Development Board’s East Region Committee and on the National Leadership Council for the Ford Motor Company Fund’s Next Generation Learning Network (Ford NGL). Locally, she serves on the Palm Springs Historical Society Board of Directors, the St. Theresa Catholic Church Parish Council and as a Regent for Xavier College Preparatory High School, which she helped to found. Her prior experience includes 20 years in professional services and destination marketing management -- ten years of that as the as Film Commissioner for the desert resort communities through the Greater Palm Springs Convention and Visitors Bureau. As Film Commissioner, she served on the Marketing Committee for the California Film Commission’s Film Liaisons In California Statewide (FLICS) and co-founded the California On Location Awards (COLA) event. Kim also served on the Desert Healthcare District’s Program Committee for nine years. She is a native of Palm Springs, California, and graduated cum laude from the University of San Diego with a Bachelor of Arts degree in English.

EXHIBIT 5: JANUARY 26, 2022 ADVISORY COUNCIL MEETING TRANSCRIPT

SUMMARY NOTES: LA QUINTA ARTS FOUNDATION DIGITAL MEDIA ADVISORY COUNCIL MEETING

January 26, 2022

NEXT MEETING: APRIL 26, 2022

Attendees:

La Quinta Arts Foundation
Kristen Dolan, Managing Director, LQAF
John Schwarzlose, Management Consultant, LQAF

College of the Desert:

Dr. Jessica Enders, Interim Executive Director, Institutional Advancement
Jane Bark, Director of Workforce and Business Engagement
Veronica Izurieta, Director, PaCE
Isabel Hildebrandt, Consultant/Transcriber

OVERVIEW OF OPEN REMARKS AND WELCOME FROM LA QUINTA ARTS FOUNDATION AND COLLEGE OF THE DESERT

Seeking advisement on how to best prepare students to enter the local economy and what does the local economy need from students. Essential industry forecasts really want to hear from you to prepare the next generation of industry leaders.

Kristen's opening remarks "taking four decades of knowledge in the creative arts community... continuing to inspire, enrich and propel in a positive way the Coachella Valley Community of Artists." Partnering with College of the Desert as a natural progression of the Foundation's work and the college's work. Deepening the local root, providing a grant to the college to research best practices, look at the local landscape of where is digital arts and media right now and where it is headed.

Jessica's opening remarks "thrilled for this partnership, the role of the college is through Partnership and Community Education (PaCE), collaborating with workforce partnerships. Aligned with the overall college's mission, PaCE can work with local Coachella Valley businesses to prepare a workforce for emerging and in demand industries... serve as a resource for emerging industries and emerging instructional programs. Creating Pilot Programs for emerging industries to investigate whether it makes sense to further develop credit curriculum.

Industry Partner Self-Introductions

Linda Kai Gorman, Inland Empire Services Inc., Designated film representative in City of Industry, Location Manager
Marie Perotti, CTE Administrator for Coachella Valley Unified, college and career programs there are 2 huge film programs Desert Mirage High School and Coachella Valley High School with the latest technology
Steven Miller, Editor in Chief, Palm Springs Life Magazine, LQAF
Kent Kay, Creative Director KESQ Television
Kim McNulty, Vice President Regional Strategy, One future Coachella Valley
Stephanie Green, FT Creative, Market LQAF
Cameron Spunk, Designer for Creative Technology Agency
Crystal Kusmieruk, Digital Marketing Manager, Visit Greater Palm Springs
Jennifer Renoyso, Coordinator, Patty Disney Center for Life and Work Coordinator, Student Experience California Institute of the Arts
Laurilie Jackson, Assistant Professor, Media Production COD – film studios, radio, newspaper
Mari Abril, Professor/Lead Faculty, Digital Design and Production COD
Jeff Stahl, Anchor KESQ, Board Member La Quinta Arts Foundation
Dan Taylor, Inland Empire Film Services, Co-Film Commissioner for Riverside County Film Commission

BUILDING THE FRAMEWORK THIS ADVISORY COUNCIL

THE ROLE

- Ensure Relevance: Meaningful Workforce needs
- Ensure Quality Workforce Development: Linked to Industry
- Tap into Expertise: Building powerful workforce solutions

THE GOAL: Ensure attainment of high-quality career preparation programs that are realistic for gainful employment and lead to a competitive advantage and career pathway that offers stability and in income that is better than a living wage.

OPEN DISCUSSION AND INDUSTRY PARTNER COMMENTS

Question 1: Identify three career opportunities emerging in our local economy.

Kent: Noticed in the last couple of years is an on-going need for producers, we are always challenged with finding producers. In addition to the technical skills they need strong writing skills, entry-level video editing, narrative structure, digital storytelling.

Steven: Because of the focus on the technical skills when teaching for careers in this industry, candidates are lacking proficiency in the art of storytelling, how to shape a story, introduce characters, the beginning, the middle and the end, attention to detail and grammar.

Jeff: Digital Media is not just producing content for film, radio, tv or limited venues, it is now in just about every business at every level. It is no longer media companies

producing media content, websites, video, graphic elements, these skills that were thought of only in a small box are now exploding to every facet of business.

Additional Comments:

Adopting and using digital arts in ways it was never used before. Taking all these skills: Are they graphic designers? Storytellers, content creators – looking at this broad community and take all these skills what are those specific careers that jump across the broader economy of digital arts and media.

Somebody who do everything can go anywhere – write, add tools and become more marketable

Shoot video, and photos and edit both of them, independently or in teams plugged into specific places, not really a specific job with one skills set. Balance of telling the story and being able to use the technology. Not necessarily specific anymore because everyone is becoming a Jack of All Trades, expected to do everything...portable skills.

Free lancers for example need to also learn how to manage themselves as businesses, as independent contractors able to organize themselves to be professionals. (Reference Mari's Business Practices for Creatives at College of the Desert rolling out next semester)

Question 2: What Skills Sets are needed?

Besides the writing what else is missing

Digital age has stopped people from learning having an appreciation for things that came before or knowledge of classic books, old movies, television and radio announcers, understanding the benefit of knowing about the things that happened before, knowledge of opera or old poetry to help tell the client's story

Initiative and open to discussion and work collaboratively, flexible and able to learn the specific skills needed for a specific job. Doing people things not just technical, writing an email, interact with others, engage people, writing a letter, soft skills.

Jennifer mentioned that at her school, starting this semester, they are teaching entrepreneurship through a grant, this program is designed to help students to market themselves as free lancers encouraging students to create outside of their course of studies, letting students know they can create their own project.

Marie, hearing from companies on attitude and personality, which is more complicated that to train technical skills.

Cameron –Learning how to present yourself and how to get a project across, time management, allowing opportunities to give students to work on multiple projects to help them with time management, planning and decision-making skills.

Employability skills, workplace etiquette, to round off their workplace skills, understanding how to write media friendly for your clients, scheduling, budgeting, etc.

Question 3: How Important for Certification and Degrees- The Value of Certification and Degrees

Dan degrees and certificates are a love/hate relationship, degree gives you a good core value – a degree on resume shows you stick to it /fortitude, and good sign of the commitment of the person to complete a degree.

Linda agreed, shows longevity, commitment and responsibility, there are a lot of opportunities where you will be doing a lot of work on a set, degrees show fortitude and endurance

Kent goes both ways, if you have 10 people applying for a job and 8 people have a degree, these will come up to the top of the list for interview. Does it have to be BA? Not always, sometimes 2-year degree with experience, or a stellar freelancer, and yes, an Adobe Certification, shows a certain level of skills and commitment.

Degree shows that someone has a broader knowledge, when in school we didn't do enough writing and production throw more projects at them, learn the skills but is the experience you get out of doing multiple projects that is important.

Internships: Something we are missing – constantly fighting for people to intern with KESQ. These internships are not paid but still stunned by the lack of interest in internships – mentoring/internships help people to increase their tool kit. Surprised by the lack of interest in internship – colleges have great opportunities but getting students interested in internships which is a benefit and can be invaluable.

