

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

### Program Name: Media Arts: Graphic Design Academic Year 2022-2023

**1. Has your program mission or primary function changed in the last year?**

No, the program mission has not changed in the last year.

The Media Arts: Graphic Design program and Web Design Programs fully support the Mission of the College to provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community. This program is committed to supporting students to acquire the occupational competencies and academic skills they will need to succeed in higher education or the workplace. The curriculum is designed to provide our students the digital skills necessary to develop work for professional portfolios to succeed in the 21st Century competitive job market and submit for acceptance into higher education design programs.

Input from Advisory Committee members informs coursework and skill development employers expect from our students. Graphic design faculty are all professional graphic designers, multimedia artists, or web design professionals. This group of committed individuals attends meetings annually where they exhibit passion and support for the AHC Media Arts programs. With the direction of the advisory committee, the faculty have proposed and launched new courses, revised program awards to address employer expectations, and worked to increase placement. Recommendations include portfolio development, pursuing internships, and work-based learning opportunities.

**2. Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)**

The new Media Arts: Graphic Design (CSU Option) AS degree was offered in Fall 2022. This degree is an effort to support transfer-bound students. Challenges include informing Counselors of the new degree, developing and publishing the program map, and expanding articulation agreements with CSUs.

Faculty improved and streamlined five programs by modifying five courses. These modifications were possible due to Strong Workforce funding for Apple MacBook Pros and District Restricted Lottery funds supporting Adobe named licenses, allowing students to borrow technology to work off campus.

Faculty continue to identify trends and maintain currency with the technology used in the industry; make recommendations for updating technology in shared classrooms. Obsolescent lab computers were replaced with new Apple Studio Pros and 27" Samsung monitors in Fall of 2022.

In January 2022, the program moved into a new facility and is now physically connected to the related art, film and video, photography, multimedia, and animation programs. The benefits to students are enormous – from logistical efficiencies to interdisciplinary exposure and opportunities to expand their sense of community in many shared spaces. New equipment in the classroom includes a large light table and professional cutting equipment used in print production facilities.

This year's biggest challenge has been the move to the Fine Arts Complex, which was still under construction. The contractors were not finished constructing and outfitting new classrooms with technology. The classroom technology was not functioning as required for learning in our programs. This situation impacted ITS support staff, students, and faculty.

## **Learning Outcomes Assessment**

### **a. Please summarize key results from this year's assessment.**

- Replacing old lab computers with Mac Studio Pros impacted student retention and success
- Multiple teaching modalities improved student engagement and success (demonstration, handouts, recorded videos.)
- Collaborative activities positively impacted student success on quizzes and helped build a sense of community in the classroom.

### **b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.**

- Replacing obsolete technology improved outcomes – students performed better with faster, functioning equipment.
- Students in all course modalities continue to benefit from the Media Arts loaner laptop program. Adobe software “named licenses” subscriptions for Media Arts students support equity objectives by allowing students to work on projects outside of class, off-campus.
- Short demonstration videos posted on YouTube or Vimeo support successful outcomes for students with different learning styles.

### **c. Please summarize recommendations and/or accolades that were made within the program/department.**

- Continue to employ student workers to support learning in the lab
- Pursue funding for equipment replacement/repair as needed to support project-based learning.

### **d. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycle planning.**

PLOs were revised in Fall 2022 to include keywords that are listed in Graphic Design job requirements:

#### **The graduate of the Associate in Science in Media Arts: Graphic Design will:**

1. Discover how visual language communicates global culture through research, innovative thinking, writing, and creative expression.
2. Research, conceptualize, and create innovative responses to design projects using knowledge of visual literacy for meaningful communication.

3. Demonstrate proficiency in industry-standard processes and technologies to create, capture and manipulate visual content in developing artwork for digital and print media.
4. Integrate artistic expression, professional attitudes, and effective working habits as individuals or members of a collaborative team.
5. Develop a portfolio for transfer, employment, or freelancing in the design and visual communication industry.

**The graduate of the Associate in Science in Media Arts: Graphic Design (CSU Option) will:**

1. Demonstrate understanding of design principles through creative processes and design thinking.
2. Develop core skills in design technology for the creation and development of artwork for digital and print media.
3. Articulate and integrate cross-disciplinary knowledge to discuss and construct effective design solutions.

**The graduate of the Certificate of Achievement in Media Arts: Graphic Design will:**

1. Discover how visual language communicates global culture through research, innovative thinking, writing, and creative expression.
2. Research, conceptualize, and create innovative responses to design projects using knowledge of visual literacy for meaningful communication.
3. Demonstrate proficiency in industry-standard processes and technologies to create, capture and manipulate visual content in developing artwork for digital and print media.
4. Integrate artistic expression, professional attitudes, and effective working habits as individuals or members of a collaborative team.
5. Develop a portfolio for transfer, employment, or freelancing in the design and visual communication industry.

**The graduate of the Certificate in Media Arts: Visual Design will:**

1. Discover how visual language communicates global culture through research, innovative thinking, writing, and creative expression.
2. Demonstrate proficiency in industry-standard processes and technologies to create, capture and manipulate visual content in developing artwork for digital and print media.
3. Produce work for a digital portfolio that showcases graphic design competencies.

**3. Is your two-year program map in place, and were there any challenges maintaining the planned schedule?**

Yes, the 2-year program map is in place, but it will have to be updated with the changes to programs made in Fall 2022 that were approved and offered in Fall 2023.

**4. Were there any staffing changes?**

Yes, we had two retirements in the spring of 2022. In the fall, we hired four new PT faculty to teach classes offered in the Graphic Design and Web Design programs.

**5. What were your program successes in your area of focus last year?**

The Area of Focus was Curriculum Design. We successfully streamlined the curriculum in Consolidate lecture courses with lab co-requisites to reduce units and time to completion: 3 courses and five programs were modified and approved beginning in the 2023-2024 academic year. These changes should support completions, scheduling, and staffing.

## CTE two-year review of labor market data and pre-requisite review

### 6. Does the program meet documented labor market demand?

The Graphic Design program supports workforce preparedness and trains students for high-demand career pipelines. Media Arts programs are interdisciplinary and provide pathways to livable, family-sustaining wages. Livable wages for Santa Maria are listed as follows:

Source: [Living Wage Calculator](#)

	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOTH WORKING)		
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children
Living Wage	\$24.49	\$46.96	\$59.81	\$80.19	\$36.10	\$43.72	\$48.72	\$56.49	\$17.05	\$25.44	\$31.59

Source: [Upwork's Top 10 Most In-Demand Design & Creative Skills for 2023:](#)

1. [Graphic Design](#)
2. [Video Editing](#)
3. [Illustration](#)
4. [3D Animation](#)
5. [Presentation Design](#)
6. [Image Editing](#)
7. [Cartoons & Comics](#)
8. [Product & Industrial Design](#)
9. [2D Animation](#)
10. [Video Production](#)

Source: [CNBC "Make It" 3-15-2320](#)

*As far as creative skills go, graphic design is in high demand.*

Work marketplace Upwork [recently released projections](#) for the most [in-demand freelance skills](#) in 2023, taking into account freelancer earnings and the number of projects worked, among other metrics. Topping the list of [in-demand creative](#) skills was graphic design.

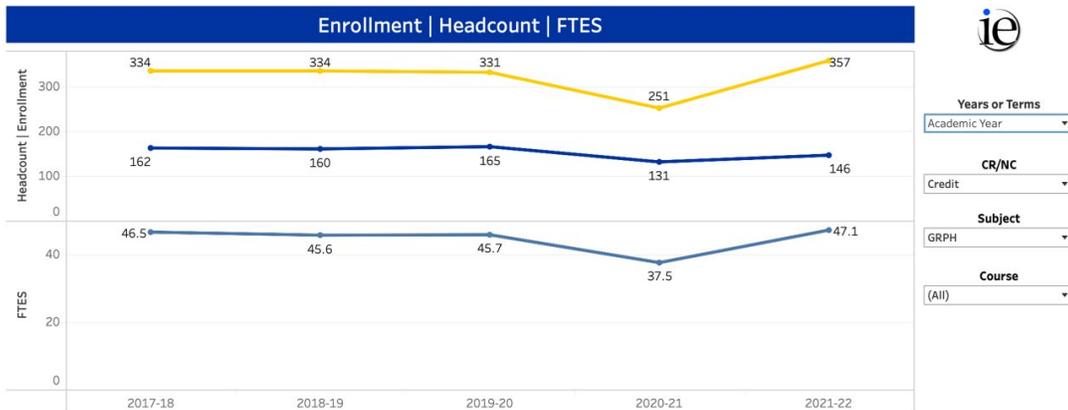
Good design is “so important for businesses who want to have a consistent and cohesive product and connect with their customers,” says Margaret Lilani, vice president of talent solutions at Upwork. “Businesses understand this more and more, and therefore they’re looking for additional help and support from designers and creatives at a higher rate.

**7. How does the program address needs that are not met by similar programs?**

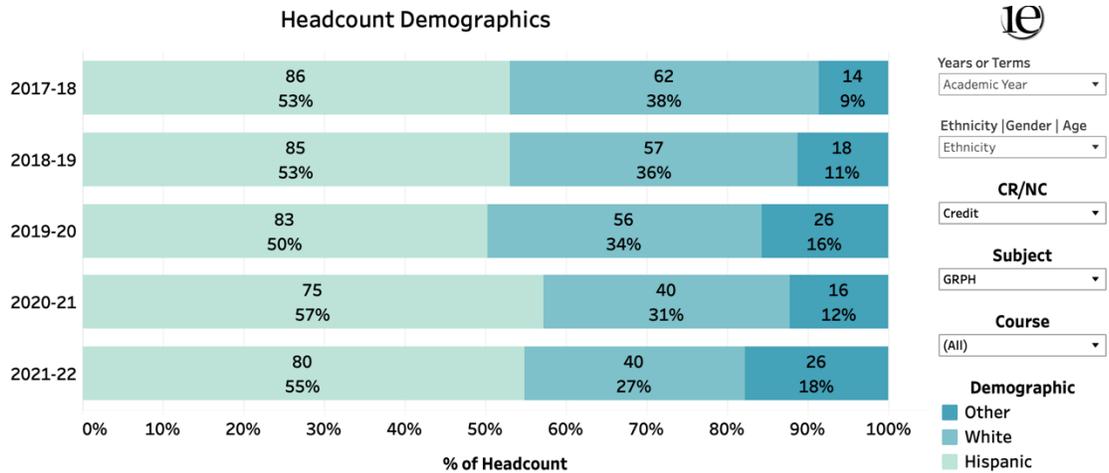
There aren't any programs at Hancock that are similar to or compete with the Graphic Design program. We serve students looking to develop skills specific to the graphics and web design industries.

**8. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.**

*Enrollment and FTES are trending up toward the levels reached before COVID.*



*Demographics indicate that most of our students identify as Hispanic males and are 20-24.*



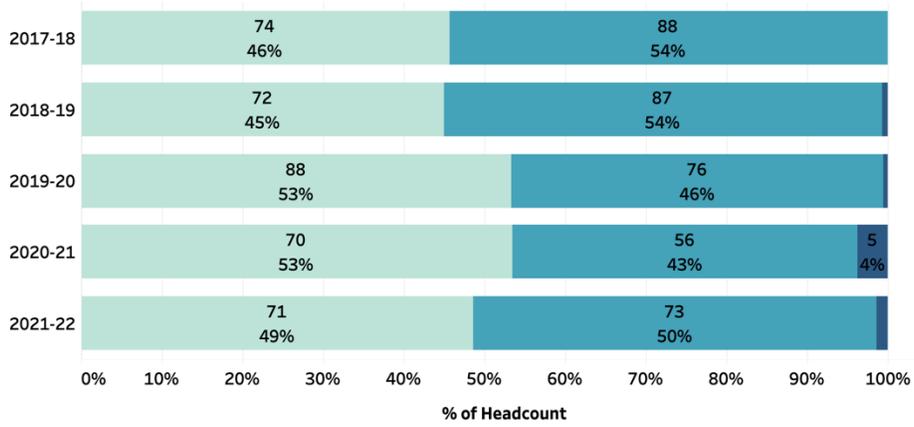
	2017-18		2018-19		2019-20		2020-21		2021-22	
	Headcount	% Total								
Asian	2.0	1%	5.0	3%	3.0	2%	4.0	3%	4.0	3%
Black			1.0	1%	3.0	2%	1.0	1%		
Filipino	7.0	4%	3.0	2%	6.0	4%	3.0	2%	6.0	4%
Hispanic	86.0	53%	85.0	53%	83.0	50%	75.0	57%	80.0	55%
Native Am					1.0	1%			1.0	1%
Pac Isl			1.0	1%	1.0	1%				
Two or More	5.0	3%	8.0	5%	11.0	7%	7.0	5%	13.0	9%
Unknown					1.0	1%	1.0	1%	2.0	1%
White	62.0	38%	57.0	36%	56.0	34%	40.0	31%	40.0	27%
Grand Total	162.0	100%	160.0	100%	165.0	100%	131.0	100%	146.0	100%

Enrollment & HC By Program

Enrollment & HC By Course

Fill Rate & Efficiency

### Headcount Demographics



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Years or Terms  
Academic Year

Ethnicity | Gender | Age  
Gender

CR/NC  
Credit

Subject  
GRPH

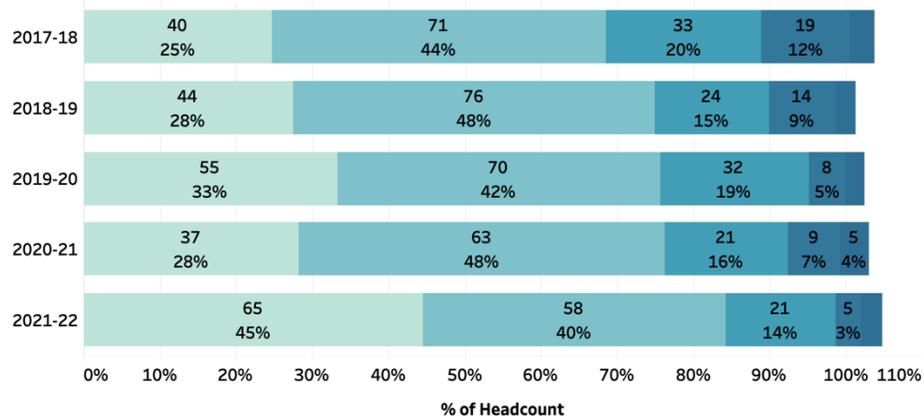
Course  
(All)

Demographic  
 Non-Binary  
 Male  
 Female

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Headcount	% Total								
Female	74.0	46%	72.0	45%	88.0	53%	70.0	53%	71.0	49%
Male	88.0	54%	87.0	54%	76.0	46%	56.0	43%	73.0	50%
Non-Binary			1.0	1%	1.0	1%	5.0	4%	2.0	1%
Grand Total	162.0	100%	160.0	100%	165.0	100%	131.0	100%	146.0	100%

Enrollment & HC By Program

### Headcount Demographics



ie

Years or Terms  
Academic Year

Ethnicity | Gender | Age  
Age

CR/NC  
Credit

Subject  
GRPH

Course  
(All)

Demographic  
 55+  
 35-54  
 25-34  
 20-24  
 Under 20

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Headcount	% Total								
Under 20	40.0	25%	44.0	28%	55.0	33%	37.0	28%	65.0	45%
20-24	71.0	44%	76.0	48%	70.0	42%	63.0	48%	58.0	40%
25-34	33.0	20%	24.0	15%	32.0	19%	21.0	16%	21.0	14%
35-54	19.0	12%	14.0	9%	8.0	5%	9.0	7%	5.0	3%
55+	5.0	3%	4.0	3%	4.0	2%	5.0	4%	4.0	3%
Grand To..	162.0	100%	160.0	100%	165.0	100%	131.0	100%	146.0	100%

Enrollment & HC By Program

Enrollment & HC

*The persistence rate for first-time students from fall to spring is 100%, and the success and retention rates are well above the 70% set standard.*

### First time AHC students Persistence % fall to spring

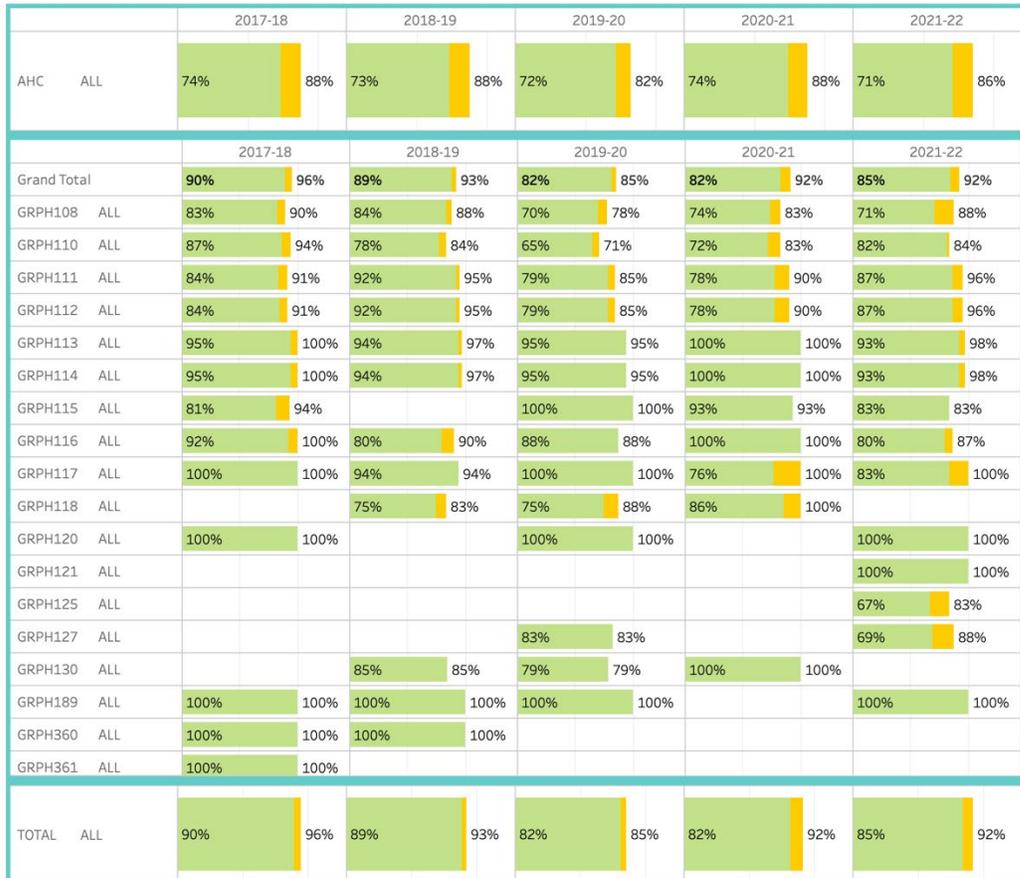


Major  
Media Arts: ...

Student Group  
Gender

### Success & Retention

Success % Retention %



Years or Terms  
Academic Year

Subject  
GRPH

Course  
(All)

Data Group  
ALL

Group Detail  
 (All)  
 ALL

Retention at or below  
100%

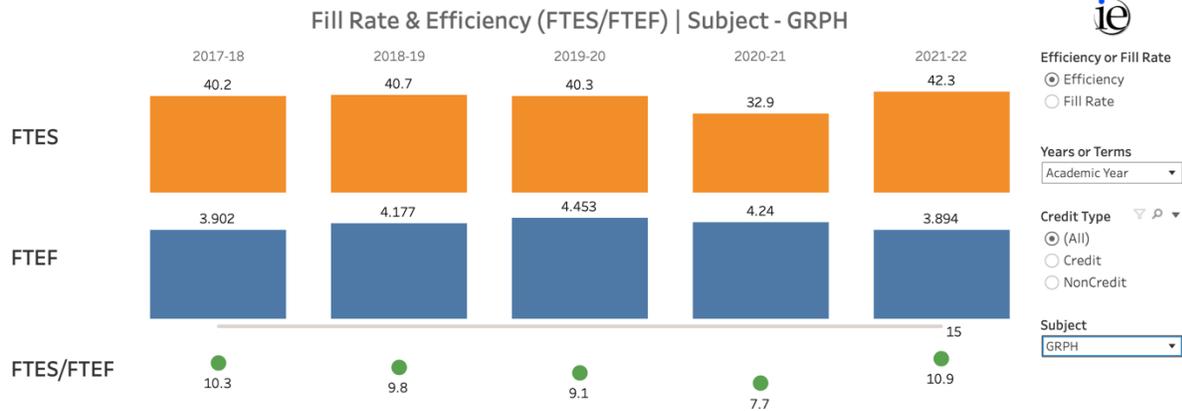
Success at or below  
100%

If DI detected:  
Purple for Retention  
Red for Success

Persistence By Major

RETURN HOME

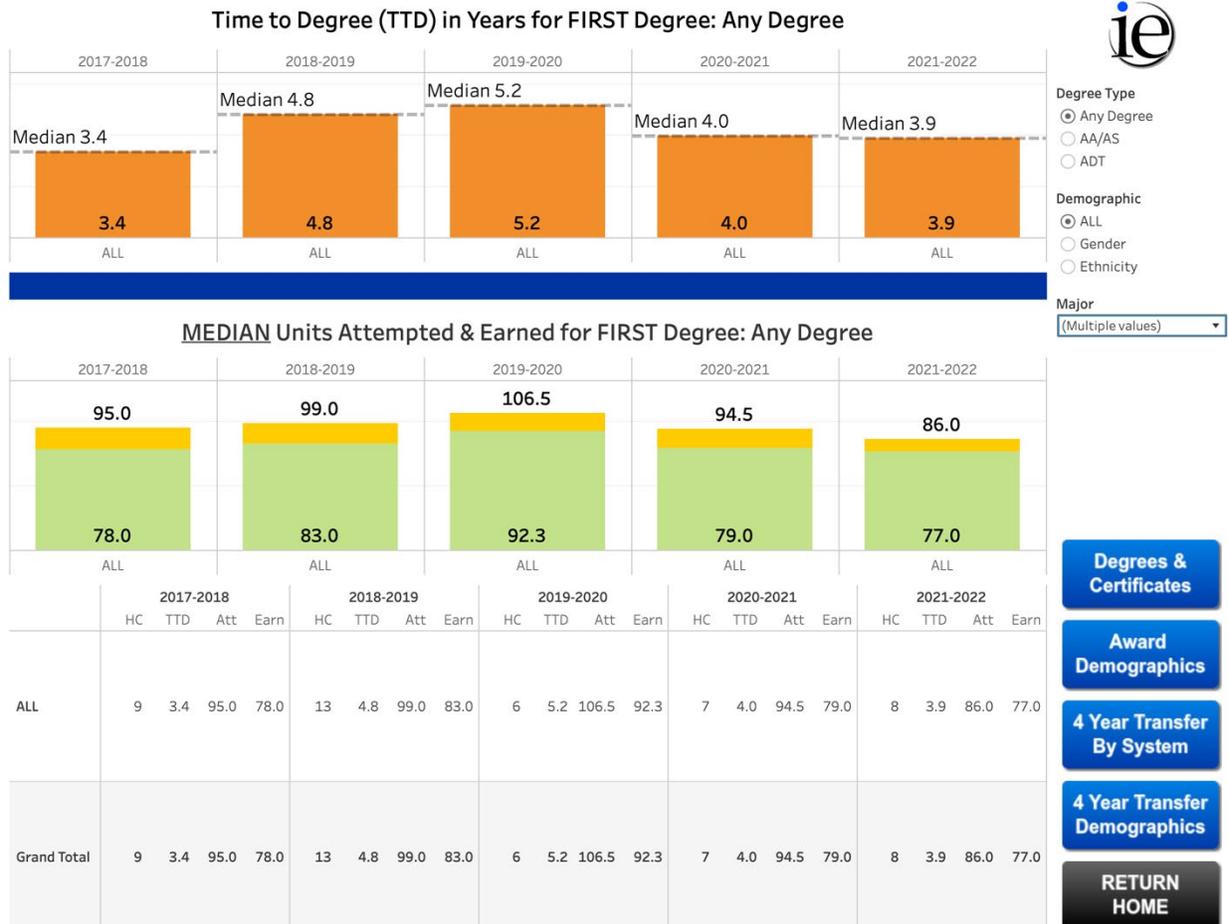
The FTES/FTEF ratio is the highest in the last five years.



GRPH	2017-18			2018-19			2019-20			2020-21			2021-22		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
GRPH	40.2	3,902	10.3	40.7	4,177	9.8	40.3	4,453	9.1	32.9	4,240	7.7	42.3	3,894	10.9

Our efforts to improve students' time to degree and reduce the number of units earned have been successful. In 2021-2022 students earned 13 AS degrees and 3 Certificates.

## PROGRAM REVIEW: AWARDS



- [Degrees & Certificates](#)
- [Award Demographics](#)
- [4 Year Transfer By System](#)
- [4 Year Transfer Demographics](#)
- [RETURN HOME](#)

## Enrollment and Employment Data for Hancock College Graphic Design Graduates:

Source: [Community College Pipeline](#)

Years	Enrollment	Economically Disadvantaged	Retention Fall to Spring	Employed two quarters after exit in a related job
2018 – 2019	148	91%	87%	58%
2019 - 2020	163	91%	87%	54%
2020 - 2021	145	87%	85%	N/A

## Labor Market Data:

Source: [CA Employment Development Department](#)

Graphic Designers  
(SOC Code : 27-1024)  
in California

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

Employers are usually looking for candidates with a Bachelor's degree .

### Occupational Wages

[\[Top\]](#)

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2022	1st Qtr	\$34.91	\$23.84	\$31.04	\$40.40

[View Wages for All Areas](#) [About Wages](#)

### Occupational Projections of Employment (also called "Outlook" or "Demand")

[\[Top\]](#)

Area	Estimated Year-Projected Year	Employment		Employment Change		Total Job Openings
		Estimated	Projected	Number	Percent	
California	2018 - 2028	39,500	41,500	2,000	5.1	42,390

Source: [O\\*Net Online](#)

## California Wages

27-1024.00 - [Graphic Designers](#)

Wages for state: California

Wages near ZIP Code:

Annual Wages



### In California:

- Workers on average earn **\$71,460**.
- 10% of workers earn **\$39,520 or less**.
- 10% of workers earn **\$131,050 or more**.

### In the United States:

- Workers on average earn **\$57,990**.
- 10% of workers earn **\$35,430 or less**.
- 10% of workers earn **\$100,920 or more**.

### *Summary of the results of the 2022 California Career & Technical Education Employment Outcomes Survey (CTEOS):*

The survey results showed that completing CTE studies and training – whether or not a credential is earned or a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed and are working in the same field as their studies or training. Notably, students realize a more significant wage gain after completing their studies if they secure a job similar to their study program.

- **90% of graduates are satisfied with the education and training they received.**
- **72% of students find work related to their field of study.**
- **69.1% of graduates are working 40+ hours a week**
- **66% of graduates find a job within four months**
- **69% increase in hourly wages**
- **40% transferred to a university**

### **9. Have recommendations from the previous report been addressed?**

Yes. Recommendations from the 2017-2018 Graphics Program Review included:

- Improve Student outcomes and student performance
- Accommodate changes in student characteristics
- Improve the Educational environment
- Improve technology resources for work-based learning

**Validation for Program Planning Process:**

**10. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners, or higher education partners)**

The validation team will consist of faculty in related disciplines and advisory committee members.

**11. Are there specific recommendations regarding the core topic responses from the validation team?**

- a. To continue providing opportunities for work-based learning and program relevancy by improving, and replacing technology used in the Graphic Design industry.
- b. Improve classroom technology in F 210 with a larger projection screen. Color accuracy is also essential. (Media Arts Advisory committee members advised that these issues should be addressed, even if it means hiring a professional AV consultants.)
- c. Work with the District to improve ITS support for Mac-based labs
- d. Continue to pursue articulation agreements with CSUs to support transfers
- e. Build advisors into the program – peer-to-peer, industry, and faculty advisors

Use the tables below to fill in **NEW** resources and planning initiatives that do not apply directly to core topics. ***This section is only used if there are new planning initiatives and resources requested.***

<b>New Program Planning Initiative</b>	
<b>Title:</b>	More effective system for receiving updated loaner laptops from ITS at the beginning of the semester.
<b>Planning years:</b>	2023-2024
<b>Description:</b>	
Media Arts programs need a more effective and timely system for the Media Arts Instructional Technician to receive updated/reimaged loaner laptops from ITS staff at the start of each semester. It may take more Apple dedicated ITS staff, and training to prepare the laptops prior to each semester.	
<b>Resources:</b>	
<b>Priority Level:</b> Low Medium <b>High</b>	
<b>Resource Type:</b> Equipment <b>Staff</b> Faculty Supplies and Materials	
<b>Quantity:</b>	
<b>Per Item Price:</b> ?	<b>Price with taxes/shipping, etc:</b>
<b>Description:</b>	
Request that ITS staff support the capacity needed to provide updated/reimaged loaner laptops for students to check-out at the beginning of the semester. The laptops have already been purchased. They get disinfected and reimaged between semesters. This request is that 50 laptops are ready by the 1 <sup>st</sup> week, 50 by the 2 <sup>nd</sup> week, and 25 each week after that, as needed.	

New Program Planning Initiative	
<b>Title:</b>	Adobe Creative Suite 6-month subscriptions - "named licenses" for students to complete course work off campus.
<b>Planning years:</b>	2023-2024, Ongoing
<b>Description:</b> Students need access to the Adobe Creative Suite off campus to continue learning and project development outside of the classroom. The software is subscription based, and the funding mechanism is typically a request after the semester has begun, and takes several weeks before it is in place. Budget council recommended on 10-10-22 that we request District support purchase of licenses for students to use on laptops and home computers.	
<b>Resources:</b> <b>Priority Level:</b> Low Medium <b>High</b> <b>Resource Type:</b> <b>Equipment</b> Staff Faculty Supplies and Materials <b>Quantity:</b> <b>250-300 Adobe licenses each semester – Fall &amp; Spring</b> <b>Per Item Price:</b> <b>\$39</b> <b>Price with taxes/shipping, etc:</b> <b>\$11,700</b> <b>Description:</b> Pursue funding for licenses - options: <ul style="list-style-type: none"> <li>• Ongoing Budget Augmentation for bi-annual purchase of Adobe named licenses (<i>request for guidance on this was sent to the Dean on 10/10/22. No communication or approval received as of this date.</i>)</li> <li>• General District Restricted Lottery funding request each semester</li> <li>• Students purchase discounted educational Adobe subscription through the bookstore so they can use Financial Aid and Bookstore vouchers. (Inquire with Follette to see if it is possible for the bookstore to be a seller of the Collegebuys.org)</li> </ul>	

New Program Planning Initiative	
<b>Title:</b>	<b>Classroom Technology in F 210: Projection Screen and Zoom Lens</b>
<b>Planning years:</b>	<b>2023-2024</b>
<b>Description:</b> The classroom technology for this room was under-spec'd. The current projection screen is too small based on the size and distance of the projection for critical and analytical* viewing. A larger projection screen and a different projection lens to throw a larger image is recommended. <i>*Based on "<a href="#">Display Size Matters Whitepaper</a>"</i> <i>Analytical Viewing = Maximum Four (4) Times Vertical Display Height</i> <i>Students can make critical decisions from the ability to analyze details within the displayed image. The viewer is analytical and fully engaged with the details of the content (e.g., small-font text and numbers, drawing intricacies, photographic inspection). Examples: Graphics, Software Demonstrations, Charts &amp; Web content browsing.</i>	

**Resources:**

**Priority Level:** Low Medium **High**  
**Resource Type:** **Equipment** Staff Faculty Supplies and Materials  
**Quantity:** 1  
**Per Item Price:** \$6,849 + \$,2040 (installation) **Price with taxes/shipping, etc:** \$9534  
**Description:** Tech Vision MS1000X 165" screen  
**Equipment & Services** – Integration - Integration and Installation Services (Non-Union, Non Prevailing Wage; Normal; Business Hours). Union and/or Prevailing Wage rate requirement will result in a change order to the client.; Including Standard 90 day Installation Warranty  
<https://www.bluum.com/standard-service-warranty>

**Resources:**

**Priority Level:** Low Medium High  
**Resource Type:** **Equipment** Staff Faculty Supplies and Materials  
**Quantity:** 1  
**Per Item Price:** \$2,792.23 **Price with taxes/shipping, etc:** \$3,300  
**Description:** Christie Zoom Lens GS 0.65-0.75; Model # 140-143109-01

**New Program Planning Initiative**

<b>Title:</b>	3D Design Equipment – shared between Graphics & Multimedia programs
<b>Planning years:</b>	2023-2024

**Description:**

Replace the Ultimaker Extended 3 - 3D printer purchased in 2017. This equipment is shared by 2 programs. Now that classes are F2F, and we are able to offer GRPH 130 3D Modeling and the MMAC 114 Game and App Design courses on-site students are able to design and print 3D models for prototyping. The technology will help expand the design and development of 3D projects created by students.

**Resources:**

**Priority Level:** Low Medium **High**  
**Resource Type:** **Equipment** Staff Faculty Supplies and Materials  
**Quantity:** 1  
**Per Item Price:** \$8,590 **Price with taxes/shipping, etc:** \$ 9500  
**Description:**  
**Ultimaker 7S 3D Printer**

**New Program Planning Initiative**

<b>Title:</b>	16" Wacom Tablets
<b>Planning years:</b>	2023-2024

**Description:**

Replace the portable Wacom digital drawing tablets originally purchased in 2016. This equipment is past the obsolescence policy of 5 years, and are beginning to fail. They are used in multiple courses to provide work-based learning opportunities. The tablets support multi-model learning and will help expand the design and development of illustrated and image-based projects created by students.

**Resources:**

**Priority Level:** Low Medium **High**

**Resource Type:** **Equipment** Staff Faculty Supplies and Materials

**Quantity:** **22**

**Per Item Price:** \$765

**Price with taxes/shipping, etc:** \$ 18,293

**Description:**

**16" Portable Wacom Cintiq - WAC-DTK1660K0A**

# **Area of Focus Discussion Template**

## **CURRICULUM AND TEACHING DESIGN**

**Curriculum and Teaching Design** analyzes the currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

### **Possible topics:**

- Review courses and programs through an equity lens to assess access and success.
- Review prerequisites, corequisites, advisories, and limitations on enrollment, modality, articulation and transfer, and units and time to completion. Is there a disproportionate impact within certain demographic groups?
- Assess teaching practices, equipment, supplies, materials, and technology (like homework, syllabus, text, videos, classroom technology, etc.)
- Assess and integrate program learning outcomes (PLO).

## **Media Arts: Graphic Design and Web Design programs**

The programs in Graphic Design and Web Design include:

- Graphic Design AS = 36 units + GE
- Graphic Design Transfer Option AS = 24 units + CSU GE
- Graphic Design Certificate of Achievement = 36 units
- Visual Design Certificate of Achievement = 15 units
- Web Design Certificate of Achievement – 18 units

The Graphic Design AS program offers full-time students a four-semester path to completion. Logical organization of courses prepares students for capstone courses - introductory graphics courses feed more advanced design and portfolio courses.

The Graphic Design AS Transfer Option degree offers CSU transfer opportunities that align AHC coursework to undergraduate Bachelor's programs. This degree parallels the Studio Arts ADT and includes graphic design courses to support design-based portfolios required at CSU Graphic Design programs. Cal Poly San Luis Obispo is the most popular transfer institution, and many AHC Graphic Design program graduates are also Cal Poly alumni.

The Graphic Design Certificates are stackable and offer opportunities for adult learners to engage in skill-building, which impacts wages. As Hancock's support for Credit for Prior Learning is implemented, it will positively impact the achievement of Graphics AS degrees and Certificates.

The Web Design Certificate includes relevant coursework to provide students with front-end interface design, image editing, and responsive page design skills required in entry level web design jobs.

Program curriculum is organized to prepare students to enter, navigate and engage in a diverse workforce through course objectives, assignments, and technology. Course objectives and projects emphasize individual student expression and creative solutions.

Project-based curriculum becomes a vehicle for the students to validate their learning and experiences and provides opportunities to bring awareness of differing perspectives of others.

Evaluation through project critiques is used extensively as a teaching method and encourages student dialog in response to the project parameters. Students hear varied and sometimes distinct viewpoints and learn from faculty and their peers in respectful environments. These valuable experiences are designed to help them move successfully through educational systems, multicultural communities, and into the media design workforce.

Though multicultural content is not an explicit topic specified in the Graphic Design curriculum, multicultural content is delivered within the broader context. Students gain exposure through contemporary and historical visual examples and discuss artwork and art-making processes other cultures and regions use. Assignments often encourage personal narratives, reflecting our student population's multicultural diversity.

To a great extent, curriculum design responds to diverse student learning needs through the lab component of the courses. This aspect of practice-based education is a requirement of the program and allows students to receive individual attention, and faculty can 'meet the students where they are.' This one-on-one interaction enables the faculty to respond to the individual student's needs immediately and provides a format for real-time feedback to enhance efficacy and learning. The curriculum includes visual, written, multimedia, and demonstrative teaching modalities. Field trips, exhibitions, and research assignments engage students outside the classroom.

Equitable assessment of student achievement through varied evaluation methods includes design projects, discussions, tests and quizzes, written reports, journals, oral presentations, and participation. Faculty support accessible material and technological resources to ensure all students can safely, responsibly, and equitably engage in the curriculum.

The Graphic Design faculty recommends continued examination and dialog within the Fine Art Department to address interdisciplinary multicultural educational principles and equity in the curriculum. The primary objective would be to exchange views and improve understanding, with an option to reach a consensus on practical applications of actionable teaching and learning strategies.

## **1. What data were analyzed and what were the main conclusions?**

### **Data analyzed:**

- a) Data from reviewing AHC Degrees, certificates, and course curriculum; Data from reviewing CSU lower division requirements
- b) Data current skills listed in job postings for Designers;
- c) Program and Course SLOs

### **Conclusions**

- a) **Identify and remove barriers to success, persistence, and completion of degrees and certificates:**

- Consolidate lecture courses with lab co-requisites to reduce units and time to completion:
  - 3 courses and 5 programs were modified and approved beginning in the 2023-2024 academic year
- Guide students to academic support services, online learning resources, (LinkedIn Learning,) peer support and participation in student clubs, opportunities to show work, and engage with business partners to help students build confidence and motivation - key factors in persistence.
- Advocate for access to technology and software to ensure that all students have the tools they need to succeed.
  - Apple computers, and Adobe software on and off campus:
    - Apple Mac Studio Pros purchased Fall 2022 - funded by SWP
    - On-Campus: “district licensed” Adobe software subscription in Graphics lab - funded by district
    - Off-campus: “named licenses” Adobe software subscription – funded by VP AA Restricted Lottery Funding
    - Optional student purchased individual subscription from Collegebuys.org (could be required @ \$39 per semester, would need financial aid applicable)
  - ITS staff, training and support for classroom technology
- Improve employment prospects and livable wages:
  - Continue to pursue articulation agreements with the CSUs
  - Pursue internships with local employers; encourage Jobspeaker as the connection tool.
- Address cultural barriers by working with faculty to support Hispanic students by offering culturally sensitive programming that acknowledges and respects their cultural values and visual voices.
  - Encourage Faculty to build relationships with students by creating a welcoming and inclusive environment, getting to know their students, and showing an interest in their lives outside of the classroom.
  -
- All PLOs and several CLOs were reviewed and revised in Fall 2022 to reflect skills required in job listings,

## **b) Support Work-Based Learning (WBL) opportunities**

- Support the inclusion of hard and soft skills in coursework
  - Regularly review and build related job skills into coursework
- Modify SLOs to include language referencing industry-required job skills
  - Encourage students create JobSpeaker accounts so that coursework is tracked and skills referenced are connected to resume development, internships, and job opportunities

## Recent Employment Listings for Graphic Design Jobs:

### Graphic Designer, Elite Kitchen and Bath Santa Barbara, CA

Date posted: 4/07/23

#### **Requirements -**

- Passionate about shooting Photo and Video
- Proficient in Adobe creative suite
- Entrepreneurial spirit
- Knowledge of print material
- Portfolio examples
- Strong typography foundation
- Reliable transportation
- Time management
- Strong processing times
- On-site but can be hybrid for the right candidate

### Graphic Designer, Equity Creative Greater Milwaukee Hybrid

Date Posted 4/01/23

#### **Requirements -**

- Must work well in a hybrid environment with remote integration
- Minimum 4-5 years of applicable experience
- Instinctive talent in understanding and producing great design solutions: composition, typography, photography, and communication hierarchy
- Strong communication, writing, critical thinking, and problem-solving skills
- Expert knowledge and skill working in Adobe Creative Suite
- Experience with MS Office, Google Suite, and project tracking tools within Mac OS
- Accurate, organized and detail-oriented
- Ability to balance multiple projects, deadlines, and daily changes

### Graphic Designer, Lee & Associates, Houston, TX

Date Posted 4/01/23

#### **Requirements-**

- Undergraduate degree in communication design, visual communications, graphic design, or equivalent required.
- Software: Adobe Creative Suite (Adobe InDesign, Photoshop, Illustrator, XD). Technical skills and proficiency are required. Working knowledge of Microsoft 365 Suite (Word, PowerPoint, Outlook, SharePoint, Teams)
- Design: Knowledge of layout, graphic design fundamentals, typography, and color theory
- Self-starter who works with a sense of urgency while managing multiple projects and deadlines.
- Excellent organization, project management, and communication skills.

## **Graphic Web Designer, SlicedBread, Hybrid**

Date Posted – 4/19/23

- Proven understanding of graphic design fundamentals
- Clear understanding between demands and needs of an ecommerce vs lead gen business model
- Demonstrated ability to take a project from concept to launch
- Strong command of color theory, image composition, and typography
- Excellent time-management skills
- Ability to deliver production-ready digital assets in a wide variety of formats
- Awareness of UI/UX principles
- Familiarity with digital photo editing
- Proficient with Google G Suite Apps
- Comfort working in a deadline-driven environment
- Excellent written and verbal communication skills
- Strong attention to detail with a high degree of accuracy
- Bachelor's degree in graphic design or a related field required
- More than two years of professional design experience required
- Portfolio of strong creative work
- Experience with Adobe Creative Cloud (Dreamweaver, Photoshop, InDesign, Illustrator)
- Experience with HTML, Javascript, and CSS
- Social media and email marketing experience

### **c) Pursue Articulation Agreements**

- Continued review and requests for articulation agreements with CSUs that have Graphic Design & Web Design programs
- Find existing CCC articulation agreements with our popular transfer CSUs, and investigate opportunities to piggy-back; AHC articulation officer makes requests

## **2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?**

### ***a) Students need support with access to program-specific technology***

- There are regular delays with ITS rolling out reimaged student loaner laptops for check-out at the beginning of the semester.
  - Media Arts programs need a more effective management system for getting reimaged laptops by ITS to start the semester. Recommended: 50 by the 1<sup>st</sup> week, 50 by the 2<sup>nd</sup> week, and 25 each week after that, as needed.
- There are frequent delays with getting the Adobe licenses in place for students to work off campus throughout the semester.
  - We need to have named license funding and order in place by the end of 1<sup>st</sup> week of the semester.

- “How to videos” recorded by students for students to demonstrate how to access Adobe software would be helpful: new versus returning students, on-campus versus off-campus access.
- Encourage individual student accounts through Collegebuys.org (\$39 for 6 months, \$79 for 12 months)
  - a. Investigate if the AHC Bookstore sell the discounted Adobe subscriptions so students are able to use bookstore vouchers to purchase these subscriptions.

### 3. What are your plans for change or *innovation*?

- a) Expand ways to integrate work-based learning and job required skills into courses
- b) Expand articulation agreements with CSUs
- c) Collaborate with ITS to develop a system to make laptops available to students earlier in the semester.
- d) Explore ways to get off campus access to Adobe licenses in place earlier in the semester.
- e) Support Media Arts students with several general videos on equipment, Adobe access and utilizing Jobspeaker.

#### How will you *measure* the results of your plans to determine if they are successful?

- a) Increased certificate and degree completions
- b) More articulation agreements and increased transfers
- c) Increased persistence through technology access for all students on and off campus

#### What practices in your program’s DE courses support or demonstrate regular and substantive interaction?

- a) **Weekly Discussions:** students research and reflect on a topic relevant to the weekly readings in a Discussion format. Students then respond to one or two peer posts. Instructor monitors each discussion and responds as necessary.
- b) **Projects:** Instructor provides students with one-on-one personalized feedback (video, rubric analysis) with recommendations for improvement and possible resubmission.
- c) **Announcements:** Instructor uses announcements to communicate important time sensitive information to students on an as needed basis.
- d) **Email:** Instructor responds to emails typically within 24 hours

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. *This section is only used if there are new planning initiatives and resources requested.*

Example:

	<b>Definition</b>	<b>Sample</b>
<b>Mission</b>	The values and philosophy of the program, a vision of what the program is supposed to do.	The mission of the English program is to develop students' reading and writing skills by providing opportunities for critical thinking, research, and analysis. Moreover, the program affirms its promotion of equity and diversity among the community by providing opportunities and outreach to eradicate illiteracy.
<b>Goals</b>	The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and can lead to assessable outcomes.	Increase literacy and writing competency within the students and college community.
<b>Program planning initiatives</b>	Program planning initiatives are specific activities that a program would need to complete in order to achieve goals and mission.	Develop community literacy program for historically underrepresented populations.
<b>Actions/Resource Request</b>	These are the specific actions/resources needed to complete a planning initiative.	Gather volunteers from students and teachers to tutor at community center. Budget: \$500 for supplies.

The tables below are to create objectives/planning initiatives that come from the discussion and narrative above.

<b>New Program Planning Initiative</b>	
<b>Title:</b>	Supporting students to succeed in Media Arts courses
<b>Planning years:</b>	2023-2024
<b>Description:</b>	
<p>"How to videos" created by student worker or classified staff for students that demonstrate general Media Arts course information in English and Spanish</p> <ul style="list-style-type: none"> <li>• how to access Adobe software (new sign-ups versus returning students; on campus and off campus)</li> <li>• how to check out, care for and return equipment (laptops, cameras, tablets)</li> <li>• how to register and create an account on Jobspeakr for resume development, jobs and internships</li> </ul>	

**Resources:**

:

**Priority Level:** **Low** Medium High

**Resource Type:** Equipment **Staff** Faculty Supplies and Materials

**Quantity:** 3-5

**Per Item Price:** **Price with taxes/shipping, etc: \$1500**

**Description:**

3 to 5 short videos developed by students: scripted, filmed, edited, and posted to Media Arts courses in Canvas to support student success.

Program Review Signature Page:

  
Nancy Jo Ward (Jun 6, 2023 14:01 PDT)

Program Review Lead

Jun 6, 2023

Date



Program Dean

Jun 6, 2023

Date



Vice President, Academic Affairs

Jun 7, 2023

Date

# 2022-23 GRPH Yearly Planning Update and Curr and Teaching Design\_6.06.23

Final Audit Report

2023-06-07

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