

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name: Media Arts Graphic Design **Academic Year** 2024-2025

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

No, the mission and primary function have not changed in the last year.

The Graphic Design program continues to provide comprehensive training in various aspects of the graphic design industry, including design fundamentals, digital imagery and illustration, publishing, typography, 3D modeling, portfolio development, and website design. Students gain hands-on experience using industry-standard software and equipment like Adobe Creative Cloud software, Apple computers, Wacom Cintiq monitors and drawing tables, large-format printers, a digital press, and 3D printers.

The graphics faculty also continues to review and request articulation agreements and promote transfers to CSUs. Faculty advise students on plans for next semester's enrollment to support semester-to-semester retention and completion.

Required Program Teaching Spaces & Technology:

Dedicated Lecture, prototyping, and matting equipment/technology in F 210

- High-quality, color-calibrated projector for instructional presentations
- Large tables and light-box tables for design concept development and prototyping
- Cutting and mounting equipment and space for mounting, matting, and prototyping

Dedicated Computer Lab Technology in F 209

- High-quality, color-calibrated projector for instructional presentations
- The LAN School app pushes faculty demonstrations to individual student computer stations
- High-performance Apple computers with large monitors suitable for processing-intensive design work
- Industry-standard design software: Adobe Creative Cloud (Photoshop, Illustrator, InDesign, etc.)
- High-quality printers (networked color laser printer/digital press, large-format inkjet) for outputting student designs
- Scanners and digital cameras for capturing images
- Drawing tablets for digital illustration and image editing
- Bindery equipment for finishing printed pieces
- 3D printers, audio headsets

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

No new courses, degrees, or certificates were added to the program. Yes, articulation agreement requests were approved this year from several CSUs.

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

Yes, the Program Pathways for each of the two AS degrees and two Certificates of Achievement that were published this spring on CurriQunet have been reviewed and are correct. Links have been added to the Graphic Design page on the AHC website to help guide students.

4. Were there any staffing changes?

Yes, there are 3 staffing changes. Mandy Schuldt retired from teaching on campus, and Tellef Tellefson taught the GRPH 110 Fall 2024 and Spring 2025. Julio Rojo, Media Arts Instructional Technician, transitioned from a 10-month employee to a full-time, year-round staff member.

Also, the single full-time faculty member in this discipline, Nancy Jo Ward, retired effective May 31, 2025. A new full-time replacement faculty member has been hired to take on the responsibility of this program. This new hire will need to teach a full-time load of at least 3 courses, plus the Graphic Design coordinator reassigned time at a .20 load.

President/Superintendent Kevin Walthers approved the hiring of Autumn Brown as the new full-time tenure-track faculty. Her contract starts in August 2025

The courses she will teach in the Fall semester are GRPH/ART 108 Design 1 on the Computer, GRPH 110 Introduction to Graphic Design, and GRPH / MMAC 129 Digital Tools for Visual Media. In the Spring semester of 2026, she will teach GRPH/ART 108 Design 1 on the Computer, GRPH 110 Introduction to Graphic Design, and GRPH 113 Digital Illustration.

***The new full-time faculty member will:
Maintain Program Quality and Continuity***

- Regularly review and develop curriculum, degrees, and certificates for currency based on industry and higher education recommendations
- Manage the scheduling of courses to promote student success and completion
- Support faculty and staff to ensure the quality and continuity of instruction in a highly technical and creative field

Maintain Program Relevancy based on Industry Needs, Trends, and Required Technology:

- Regularly review supply inventories, schedule equipment maintenance, and recommend purchases as needed
- Collaborate with the district to prioritize, purchase, and replace program equipment, hardware, software, and classroom technology
- Support hands-on experiences and training that align with required industry skills and expectations

Foster Student Success and Retention:

- Provide guidance, advising, and support to improve student retention and success rates, and support transfers.

Support Interdisciplinary Program Engagement:

- Collaborate with faculty on the content and scheduling of program-required core courses that are in other Media Arts programs: Multimedia, Animation & Game Art, and Photography.

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

The focus last year was Industry and Educational Partnerships, which resulted in articulation research and 45 requests. This year, faculty followed up with our articulation officer on 23 articulation requests from 2023 and 2024 and made 16 additional course articulation requests in 2025. We are very thankful that five of our core Graphics courses now articulate with Cal Poly SLO, our most popular transfer institution.

Emphasis on Portfolio Development: In the fall of 2024, Fine Arts faculty held a two-day Portfolio Workshop, which focused on helping students across the arts disciplines build strong professional portfolios showcasing their design work and skills. This is crucial for securing entry-level jobs or gaining admission to advanced design programs.

Internship and Work-Based Learning Opportunities: Part-Time faculty, Tellef Tellefson, arranged an Independent Study with the Dangermond Preserve (part of the Coastal Commission) to work together to learn about the non-profit agency located just south of Jalama Beach and work collaboratively to develop design and fabrication proposals. This was a work-based learning experience that supported students to gain real-world experiences and enhance their employability prospects.

Credit for Prior Learning: Faculty have reviewed and recommended opportunities for Credit for Prior Learning through [Certiport Adobe Certified Expert](#) exams in Adobe Illustrator (GRPH 113), Adobe Photoshop (Adobe Photoshop), and Adobe InDesign (GRPH 115.) If a student completes any of these industry-standard certificates and has a portfolio demonstrating successful attainment of the course outcomes, they should be able to receive credit for these courses.

Learning Outcomes Assessment

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

Graphic Design and Web Design courses have project-based assessments. The course-specific assessment outcomes are mapped to the Program Learning Outcomes and have not yet been recorded in the recently implemented SPOL software –the table below is a summary for the mapping. The implementation of assessments in SPOL requires faculty training, customizing each course listed to reflect current course outcomes, and mapping those to program outcomes.

Graphic Design Program Learning Outcomes 1, 3, and 5 have been fully assessed with over 30 data points for each outcome.

MEDIA ARTS: GRAPHIC DESIGN PROGRAM MAP & ASSESSMENT TOOL

Mapping Codes: I= Introduced D = developed, reinforced, an opportunity to practice M = Mastery at the exit level

+30 Data
Points
Assessed

+30 Data
Points
Assessed

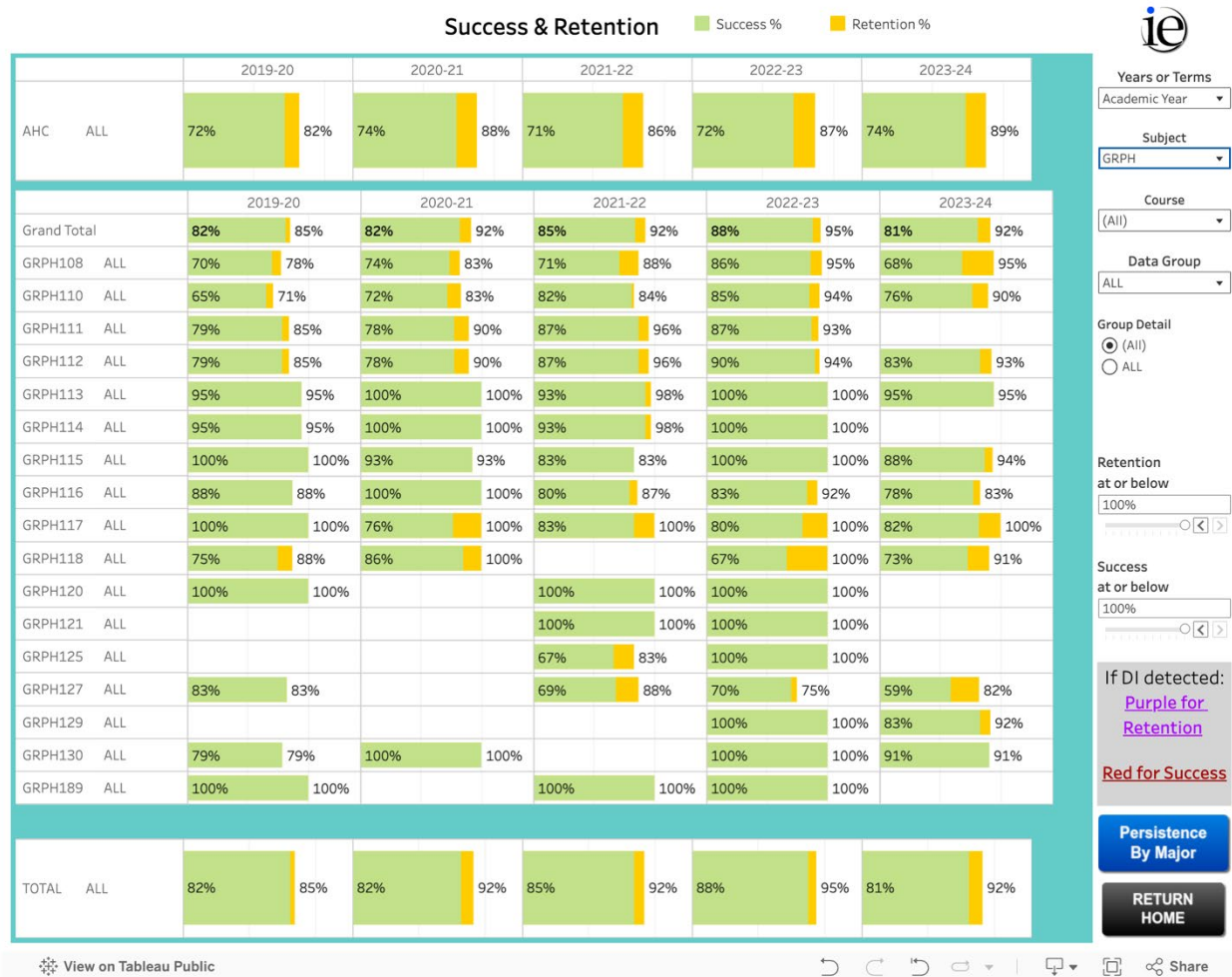
+30 Data
Points
Assessed

COURSE INFORMATION:					Program Learning Outcomes				
Course Name	Faculty	Course is core to these programs: Graphic Design AS, Graphic Design Cert, Visual Design Cert, Web Design Cert, Multimedia AS, Multimedia Cert, Animation AS, Animation Cert, Photo AS, or Photo Cert	Semester Offered	Modality	PLO1: Discover how visual language communicates global culture through research, innovative thinking, writing, and creative expression.	PLO2: Research, conceptualize, and create innovative responses to design projects using knowledge of visual literacy for meaningful communication	PLO3: Demonstrate proficiency in industry-standard processes and technologies to create, capture, and manipulate visual content in developing artwork for digital and print media	PLO4: Integrate artistic expression, professional attitudes, and effective working habits as individuals or as members of a collaborative team	PLO5: Develop a portfolio for transfer, employment, or freelancing in the design and visual communication industry.
GRPH /ART 108 Design 1 on the Computer	Ward	GDAS, GDC, MMAS, MMC, PHAS, PHC	F/S	F2F	I		D		M
GRPH 110 Intro to Graphics	Tellefson	GDAS, GDC, VDC, PHAS, PHC	F/S	F2F	I	D	M		
GRPH 112 Digital Imagery	Tippitt	GDAS, GDC, VDC, MMAS, MMC, AAS, AC	F/S	F2F	I	I	D	D	M
GRPH 113 Digital Illustration	Ward	GDAS, GDC, VDC	S	F2F	I	D	D		M
GRPH 115 Digital Design for Publishing	Schoeneweis	GDAS, GDC	S	F2F	I	D			M
GRPH 116 Digital Portfolio & Social Media	Sambrano	GDAS, GDC	S	F2F	D	D	M	M	M
GRPH 117 Typography	Schoeneweis	GDAS, GDC, VDC	F	F2F	I	D	D		M
GRPH 118 User Interface Design	Sambrano	WDC	F	F2F, DE	I		D	M	M
GRPH 120 Advanced Design for Publishing	Schonowies		S	F2F	D		D	M	M

GRPH 127 History of Graphic Design	Schuldt		F	DE	I			D	
GRPH 129 Digital Tools for Visual Media	Ward	MMAS, MMC	F	F2F	I	D	D		D
GRPH 130 3D Modeling for Production	Geraghty	MMAS, MMC	S	F2F		I	D	M	M
GRPH 189 Independent Projects	Varies		F/S	F2F	I	D	D	M	M

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

The most common issue with success is regular attendance. It is recommended that all faculty establish regular communication and connect with students early in the semester when their attendance starts to fall off. We have utilized the SuccessNet software and process with minimal success. Some students have responded negatively when faculty or staff outside of the class intervene.



- Over the last 5 years, the success rates of students in the graphics program average 83.6% - above the institution's set standard.
- Over the last 5 years, the retention rate of students in the graphics program averages 91.2% - well above the institution's set standard.
- Faculty are still seeing effects from the pandemic and associated isolation that continue to have a significant impact on students who are now in our program.
- Regular participation, motivation, and ability to focus makes it challenging for faculty to keep students engaged and completing assignments.
- There are increased mental health issues: depression, anxiety, and outbursts in the classroom.
- Faculty are seeing more students registered with LAP than in prior years, putting more demands on faculty for accommodations.

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

- Recommendations include faculty developing more assignments that parallel real-world projects. Require that they are printed and presented in class. Provide students opportunities to physically stand in front of their work in class and engage in dialog and critical thinking opportunities in critiques– rather than just turning in digital files. This encourages students to do their best work, learn and practice presentation techniques for portfolio development, learn how to discuss each other's work, and develop soft skills – all necessary for transfer and employment.
- Stay on top of absences so that students don't fall too far behind and get so overwhelmed that they stop coming to class.
- Encourage group activities for students to build community in the classroom which encourages peer-to-peer support systems.
- Need ITS support to maintain a fast, reliable internet connection daily
- The podium in the lab has not been very stable - the displays and LAN Teacher App have had multiple issues and HelpDesk calls. Continue to monitor.
- The program needs District support for annual Adobe device licenses in the lab, and named licenses must be purchased annually for the loaner laptops to support learning outside of class.
- Faculty and students need continued access to LinkedIn Learning to stay on top of learning the regular software updates and features.
- The current program budget needs to be maintained to support replacing/upgrading technology that the District does not provide and expendable supplies.
- Faculty and staff need continued funding for PD support.

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

The following Graphics Program PLOs will need to be assessed within 3 years for full completion of this assessment cycle: PLO2, PLO4.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses*)

There is only one DE course taught annually (fall semester) in the Graphic Design Program. A trained DE Peer Reviewer has not reviewed this course by the end of the spring 2025 semester. It is recommended that the course be reviewed at the end of the Fall 2025 semester.

The Graphics Program DE faculty member provided the following response to how RSI occurs in that course:

- 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. The instructor monitors each discussion and responds as necessary.
- b) Projects: The instructor provides students with one-on-one personalized feedback (video, rubric analysis) with recommendations for improvement and possible resubmission.
- c) Announcements: The 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

a. Which courses were reviewed for regular and substantive interactions (RSI)?

b. What were some key findings regarding RSI?

- Some strengths:

- Some areas of possible improvement:

c. What is the plan for improvement?

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

a. Does the program meet documented labor market demand?

LMI Key Evidence:

- **Statewide and Regional Demand:**

Graphic design continues to show moderate to strong labor market demand in California. This state employs the highest number of graphic designers in the U.S., with over 30,000 employed in California alone. Labor market reports indicate an ongoing need for skilled graphic designers, especially those with digital and web design expertise. The table below shows regional data from the SCCRC Center of Excellence. Many of our students transfer to CSUs and gain employment after completing advanced degrees. In the Bay Area, for example, there is a documented annual undersupply of graphic design graduates compared to job openings, with a gap of nearly 2,000 positions per year.

- **Local Employment Outcomes:**

Allan Hancock College's data shows positive employment outcomes for graduates. Many are employed in local design firms, print shops, 3D modeling companies, large corporations, or as freelancers. Recent surveys show that a significant portion of CTE (Career Technical Education) graduates are employed in jobs closely related to their field of study, with 92% of graduates satisfied with their training.

- **Industry Trends:**

The demand for graphic designers is driven by growth in digital marketing, social media, and e-commerce. Employers increasingly seek designers with digital skills, including website design, animation, and content creation for digital platforms. This aligns with the skills taught in the program and the needs of local employers.

- **Program Alignment:**

The program provides comprehensive, industry-relevant training, access to state-of-the-art tools, and strong portfolio development, all of which are valued by employers and contribute to graduates' job readiness.

Conclusion:

Documented labor market data, regional employer needs, and positive graduate outcomes all support that the Allan Hancock College Media Arts: Graphic Design program meets labor market demand and prepares students for employment in a competitive and evolving field.

Labor Market Demand for the Media Arts: Web Design Program at Allan Hancock College

Yes, the Media Arts: Web Design program at Allan Hancock College meets documented labor market demand.

- **Strong Job Growth:**

Employment for web developers and digital designers is projected to grow 8% from 2023 to 2033, faster than the average for all occupations, according to the U.S. Bureau of Labor

Statistics. This growth is driven by the increasing reliance on digital platforms across industries, creating a steady demand for skilled web designers.

- **Numerous Job Openings:**

There are about 16,500 projected job openings each year in the U.S. for web developers and digital designers over the next decade, reflecting both new positions and replacement needs.

- **Competitive Salaries:**

Median annual wages for web and digital interface designers were \$98,090 in May 2024, and \$90,930 for web developers, indicating strong earning potential in the field.

- **California-Specific Demand:**

California consistently has hundreds of open web designer positions, as evidenced by job postings and ongoing employer demand. The state's tech-driven economy and concentration of digital businesses further boost the need for web design professionals.

- **Program Alignment:**

The Allan Hancock College program is designed to provide students with technical and creative skills that match current industry requirements, including responsive web design, user interface design, and dynamic website development. The curriculum prepares graduates for immediate employment, freelance opportunities, or further study.

Conclusion:

Documented labor market data at both the national and state levels, combined with a curriculum that addresses current industry needs, confirm that the Media Arts: Web Design program at Allan Hancock College meets labor market demand.

Nationally, the overall employment of web developers and digital designers is projected to grow 8 percent from 2023 to 2033, faster than the average for all occupations.

About 16,500 openings for web developers and digital designers are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

The table below is from the [Center of Excellence Occupational Programs Demand Tool](#).

2018-2028 Occupational Projections						
SOC-Code	Occupational Title	Entry Level Education	2018 Jobs	2018-2028 Total Job Openings	Annual Job Openings	Average Annual Earnings
27-1024	Graphic Designers	Bachelor's degree	39,500	42,390	4,239	\$65,077
15-1134	Web Developers	Associate's degree	16,200	16,050	1,605	\$92,165

The table below is from the **US Bureau of Labor Statistics**

Quick Facts: Graphic Designers	
<u>2024 Median Pay</u>	\$61,300 per year \$29.47 per hour
<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2023</u>	267,200
<u>Job Outlook, 2023-33</u>	2% (Slower than average)
<u>Employment Change, 2023-33</u>	6,600
Quick Facts: Web Developers and Digital Designers	
<u>2024 Median Pay</u>	\$95,380 per year \$45.85 per hour
<u>Typical Entry-Level Education</u>	Bachelor's degree
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	None
<u>Number of Jobs, 2023</u>	222,600
<u>Job Outlook, 2023-33</u>	8% (Faster than average)
<u>Employment Change, 2023-33</u>	18,600

Summary of Employment Trends in Media Arts, Graphic Design, and Web Design (summarized from the [Otis College Update on the Creative Economy 2025](#))

California's creative economy remains the largest and most influential in the U.S., but it has experienced modest contraction and significant structural shifts over the past five years. Creative fields-including Media Arts, Graphic Design, and Web Design embedded within sectors such as New Media, Creative Goods and Products (Design & Manufacture), and Advertising. Key employment trends and educational implications for these fields include:

- **Overall Job Contraction, but High Wages:** Creative economy employment in California shrank by 0.9% in the past year, with the sector still 7.1% below its pre-pandemic peak.

However, creative jobs remain highly paid, with average annual salaries in the sector (\$191,000) more than double the state average (\$87,000).

- **Sector-Specific Trends:** New Media (which includes web and digital design) is the largest creative employer (31% of jobs), though it saw job losses in the past year due to layoffs at major tech and social media companies. Design & Manufacture (which includes graphic design) and Advertising also experienced job declines. Despite this, these sectors remain central to the state's creative economy and are expected to continue evolving.
- **Regional Shifts:** Los Angeles led job gains (driven by film, TV, and sound), while San Francisco saw major losses, especially in New Media. This regional volatility underscores the importance of adaptability for students entering these fields.

Educational Implications for Students Rising Educational Attainment and Skills Requirements:

- **Higher Education Levels:** The share of creative economy workers with college degrees has risen from 55% in 2013 to 64% in 2023, far above the state average (42%). In New Media, 87% of workers have a college degree; in Design & Manufacture, 44% hold degrees higher than national averages.
- **Upskilling and Specialization:** As lower-paying and less-skilled roles decline, the sector increasingly values advanced digital, technical, and interdisciplinary skills. Growth is concentrated in high-skill, high-wage occupations-such as computer/mathematical roles, management, and creative direction-while routine production and administrative jobs shrink.
- **Fine Arts and Design Education:** California is a national leader in fine arts and design education, producing more graduates than any other state. Institutions such as Otis College, Cal State campuses, and UCLA are major contributors, ensuring a steady pipeline of talent for creative industries.

Recommendations for Educators and Students

- **Emphasize Digital Literacy and Adaptability:** Curricula should prioritize digital tools, web technologies, and emerging media platforms to match industry demand.
- **Encourage Interdisciplinary Skills:** Combining design, technology, and business skills will make graduates more competitive in a rapidly evolving job market.
- **Highlight Career Flexibility:** Students should be prepared for a dynamic employment landscape, where freelancing, entrepreneurship, and hybrid roles are increasingly common.
- **Support Workforce Development:** Programs that upskill workers and provide pathways for those without advanced degrees are crucial, as the sector's reliance on highly educated talent grows.

In summary: While California's creative economy faces headwinds, it remains a global leader, especially in high-skill, high-wage fields like Media Arts, Graphic Design, and Web Design. Students interested in these areas should pursue robust, interdisciplinary education and be ready to adapt to ongoing industry changes.

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

The Media Arts: Graphic Design and Web Design programs at Allan Hancock College address unique needs through:

- Comprehensive skill development in technical abilities, critical thinking, communication, and creative expression
- Hands-on training with industry-standard tools like Apple computers, Adobe software, Cintiq monitors and drawing tablets, large format inkjet printers, a digital press, and 3D printers
- Professional training and portfolio development to support employment and transfers
- Diverse elective options across illustration, publishing, web design, UI, 3D modeling, etc.
- Collaborative learning opportunities to prepare for team-based work environments

By providing this combination of practical training, portfolio focus, specialization options, collaborative learning, and well-rounded skills, the program aims to meet needs that other Media Arts programs at the college may not fully address or may be beyond their resources to afford.

Other 2-year programs in Graphic Design are either 70+ miles away (Santa Barbara City College,) and only have a Certificate of Achievement and are 35+ miles away (Cuesta College) or are a private institution (Laurus College) and average about \$44,850 for tuition and fees.

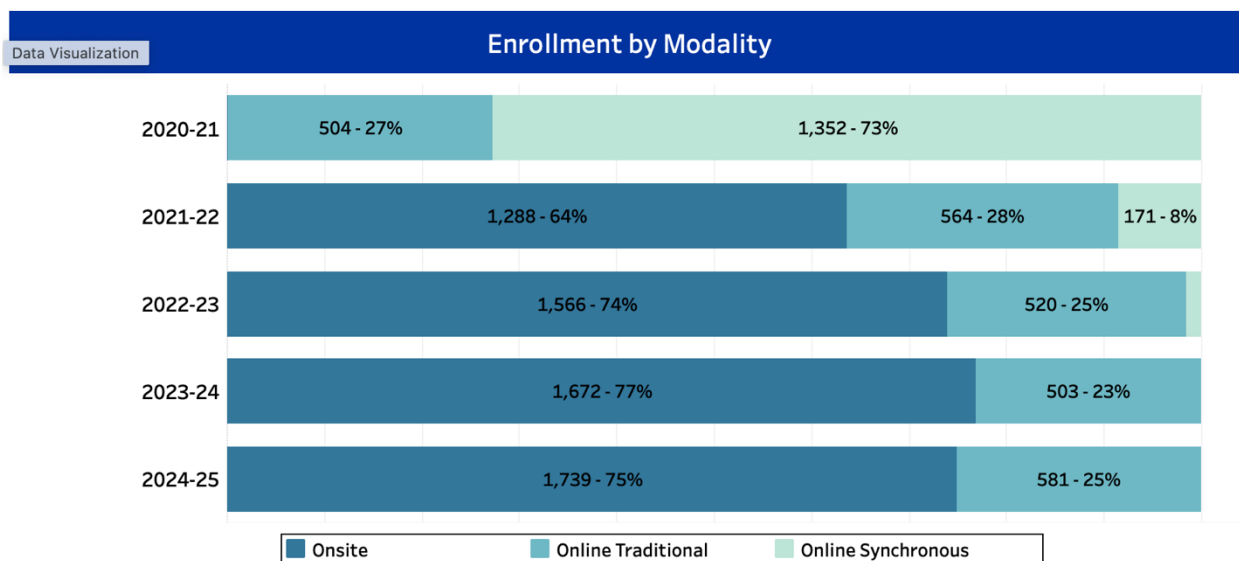
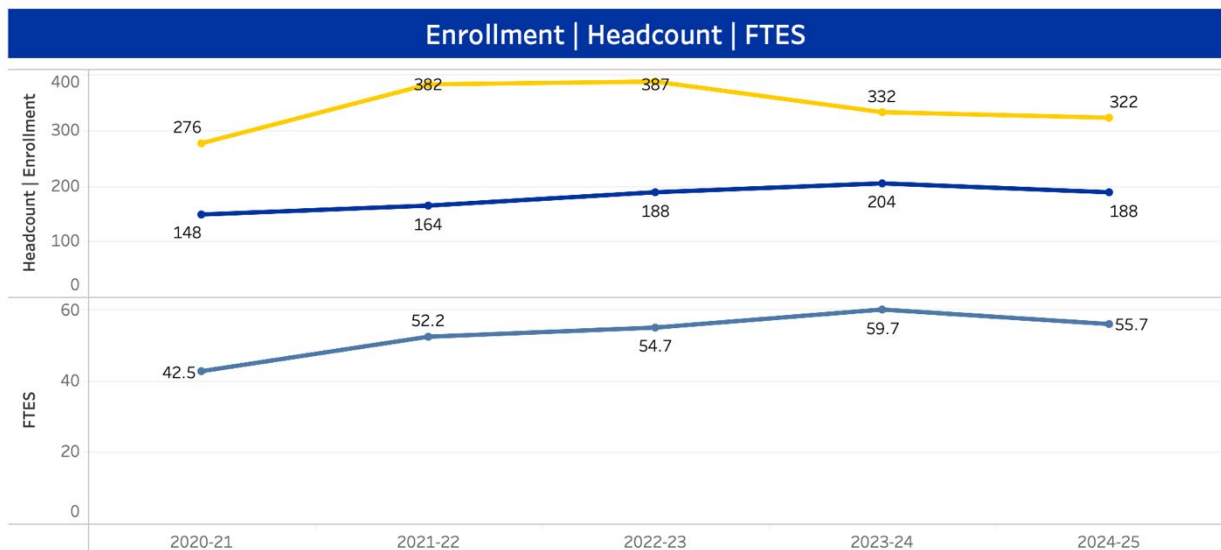
Source: Summary of the results of the 2024 California Career & Technical Education Employment Outcomes Survey (CTEOS):

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not 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 greater wage gain after completing their studies if they secure a job that is similar to their program of study.

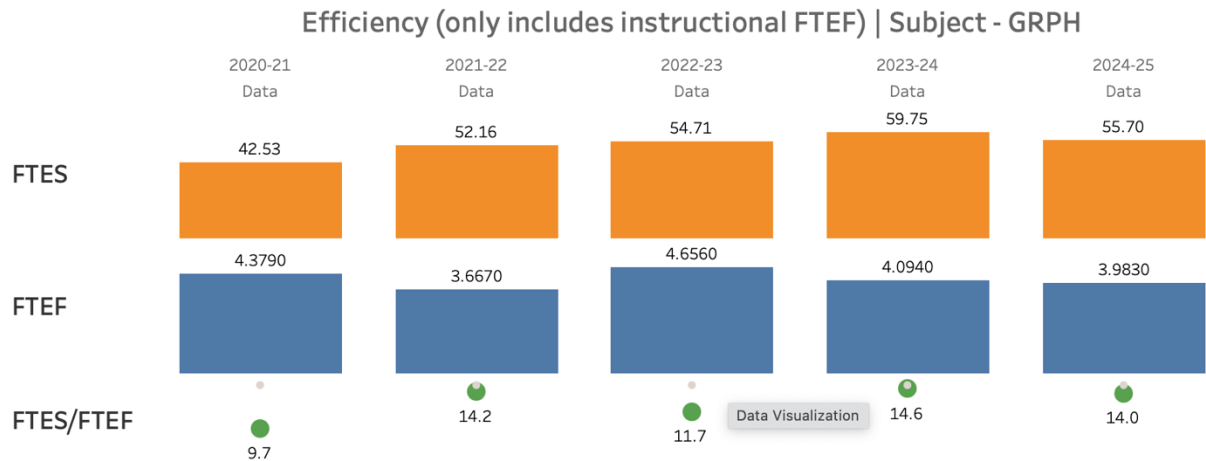
- ***71% of respondents were seeking an associate's or bachelor's degree***
- ***89% were seeking a certificate, apprenticeship, updating job skills, or renewing a license/permit***
- ***50% took classes for enrichment and self-fulfillment and reported a positive impact on their employment***
- ***88% of graduates are working full-time in a job related to their field of study.***
- ***66% of graduates are working under 40+ hours a week or working multiple jobs***
- ***86% of graduates find a job within four months***
- ***64% increase in hourly wages after CTE training at California Community Colleges***

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

Enrollment and FTES data are available from 2020-21 to 2024-25 and indicate that the headcount is down slightly, FTES are high, the modality of classes offered is almost entirely on-site, and our completions are strong for a CTE Fine Arts program.



The Efficiency Table below for the Graphics Program that is currently available does not account for cross-listed courses (GRPH/ART 108 and GRPH/MMAC 129) so the data does not completely represent the program. The Web Design program also includes cross-listed courses and is not represented here.



		2021-22			2022-23			2023-24			2024-25		
		FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
Grand Total		52.16	3.67	14.22	54.71	4.66	11.75	59.75	4.09	14.59	55.7	3.98	13.98
Fine Arts	Total	52.16	3.67	14.22	54.71	4.66	11.75	59.75	4.09	14.59	55.7	3.98	13.98
	GRPH	52.16	3.67	14.22	54.71	4.66	11.75	59.75	4.09	14.59	55.7	3.98	13.98

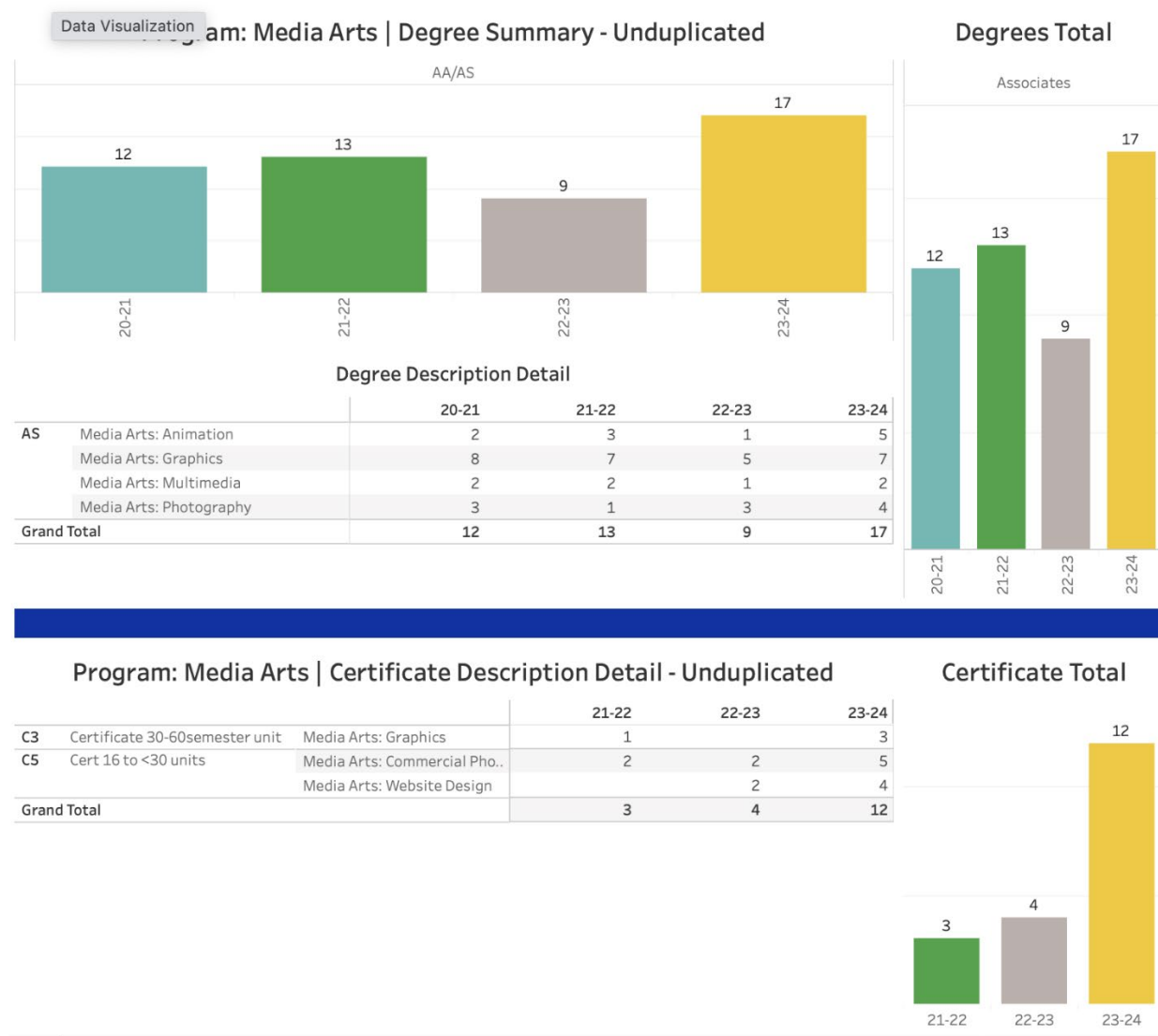
The Awards table below for Media Arts Programs does not account for the recent increase in graduates of the 2024-25 academic year. Here is an accounting for 2024-25 completions:

- 15 graduates from the Media Arts: Graphic Design AS and the Media Arts: Graphic Design (CSU Option) AS
- 5 CSU transfers (not included in the graduates list above)
- 2 Media Arts: Graphic Design Certificate of Achievement
- 2 Media Arts: Web Design Certificate of Achievement

The trend for graduates and transfer students continues to move upward. There are more certificate earners that are qualified for entry-level employment in the local area.

PROGRAM REVIEW: AWARDS

[AWARD CROSSWALK PDF](#)



- d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

Graphics program courses do not have any course prerequisites, only advisories. Here is a table of the recently reviewed, revised, and textbook updates on courses in the program. During the next cycle, GRPH 110, GRPH 127, and GRPH 130 should be reviewed for content updates.

Course Number	Year Reviewed/Revised	Catalog Approval
ART / GRPH 108	2022-23	2023-24
GRPH 110	2020-21	2021-22

GRPH 112	2022-23	2023-24
GRPH 113	2022-23	2023-24
GRPH 115	2022-23	2023-24
GRPH 116	2024-25	2025-26
GRPH 117	2021-22	2021-22
GRPH 118	2023-24	2024-25
GRPH 120	2022-23	2023-24
GRPH 127	2021-22	2024-25
GRPH 129	2024-25	2025-26
GRPH 130	2019-20	2020-21

e. Have recommendations from the previous report been addressed?

Yes, recommendations include:

- Continuous improvement of student outcomes, success, retention, and completion
- Accommodate changes in student characteristics and continue to build community in the program among students and between students and faculty
- Improve the educational environment by collaborating with staff and faculty to support access to technology.
- Media Arts Instructional Technician is now employed 12 months a year to ensure access to program-specific technology, update equipment inventories, improve systems for equipment check-outs, and update computer technology for students.
- Continue to improve technology resources for work-based learning – It is vital to the program to replace obsolescent or broken equipment AND add equipment recommended by Advisory Committee members to maintain the quality and currency of the program and support work-based learning. Current inventory approx. \$250,000.
- Maintain an adequate Program budget to support the Graphics program: instructional supplies, student workers, and equipment.
- The program needs continued support by the district for Apple computers used by students in the Graphics lab. This includes support by ITS for current OS updates, and updated Adobe licenses in the Graphics Lab are managed by ITS.
- Program faculty need admin rights on computers in the lab.
- Ongoing funding for Adobe named licenses on the Apple Macbook Pro student loaner laptops to support learning outside of the classroom is supported by the Strong Workforce Program – the average annual cost is \$35,000.

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.***

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Enter equipment requests below. Equipment is defined as having useful life of more than one year **AND** a purchase price of more than \$200 each including tax. This includes all items that are part of the initial purchase.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	~ /video cameras \$600 each

Ready Accessibility: Investigate

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	
Planning years:	<i>(The academic years this will take to complete)</i>
Description: <i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i>	
What college plans are associated with this Objective? (Please select from the list below): <input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	GD Obj-1 Adobe Creative Suite “Named Licenses” for all Media Arts Students
Planning years:	2025-26
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The success levels of students in our courses are dependent on the ability of our students to be able to continue learning outside of the classroom. They need practice skills learned in Media Arts courses, complete course assignments, and continue to develop work for portfolios to transfer or gain employment.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	GD Obj-2 MacBook Pro Loaner Laptops for Media Arts Students
Planning years:	2025-26
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Many of our students rely on loaner laptops that can run Media Arts industry standard software (like the Adobe Creative Suite) to be able to complete assignments and continue learning outside of the classroom. We have a bank of Apple MacBook Pros that may need to be repaired or replaced to serve our students who do not have this technology available at home.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	GD Obj-3 Wayfinding Signage for Fine Arts Complex
Planning years:	2025-26
<p align="center">Description:</p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>The Fine Arts complex is the largest building on campus and serves a diverse and dynamic population, including students, industry partners, guest speakers, and community members attending a wide range of events. Currently, the only navigational aid available is a floor plan mounted to foam core, which is insufficient for effective wayfinding and does not meet the needs of our growing campus community.</p> <p>This signage will support:</p> <ul style="list-style-type: none"> • Enhanced navigation and experience for students, education partners, industry and community members • Safety and accessibility for all constituents <p>What college plans are associated with this Objective? (Please select from the list below):</p> <p> <input checked="" type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input checked="" type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V </p>	

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Review scheduling matrices – program map alignment, successes, and challenges.
- Collaborate with guided pathways success teams to assess scheduling conflicts and bottlenecks within and across disciplines that impact student completion.
- Assess a mix of teaching modalities – mornings-afternoons-evenings; weekends; face-to-face, hybrid, and distance learning. NOTE: Hybrid is the combined use of various teaching modalities.
- Address scheduling conflicts or dependencies across disciplines or general education areas.
- Student access – cultivate majors, support cohorts, and interdisciplinary connections.
- Review units and time to course and program completion.

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

Data Analyzed:

- a. Enrollment data
- b. Modality research across other CCCs
- c. Scheduling conflicts with core courses in other programs
- d. Alignment with new Program Maps published in CurriQunet
- e. Part-time faculty availability

Enrollment data and Modality research:

In Fall 2024, the GRPH 118 User Interface course was low enrolled and cancelled, despite being core to the Media Arts: Web Design Certificate. This prompted research into the field of web design on Onetonline.org where it stated that there was a bright outlook for job opportunities in web design. Then, I looked across CCC fall schedules for similar courses and discovered that User Interface courses offered as an online modality were full and at some campuses had multiple online sections. The solution was to revise the GRPH 118 COR to include a DE modality which will be offered as an online course in Fall 2025.

Program Map review and Scheduling research showed potential conflicts with core courses offered in different programs:

The AHC program map review and publishing process has been revised this year. In fall 2024, faculty were asked to revise a global spreadsheet that was being managed by the Director of Special Projects, and various staff. Now each program map is published in

CurriQunet and faculty should look carefully at each associate degree and certificate of achievement in the program to see that:

- All the core courses are listed as requested by the program faculty.
- The courses are listed in a Fall 1, Spring 1, Fall 2, and Spring 2 sequence that serves the program and completions

There is also a new process for requesting any corrections that was vetted through the Counseling Department and Academic Senate at the May 2025 meeting.

It is important to review the schedule with eyes on any core courses – whether in this program or related programs to verify that there aren't any conflicts that could be barriers to student completion.

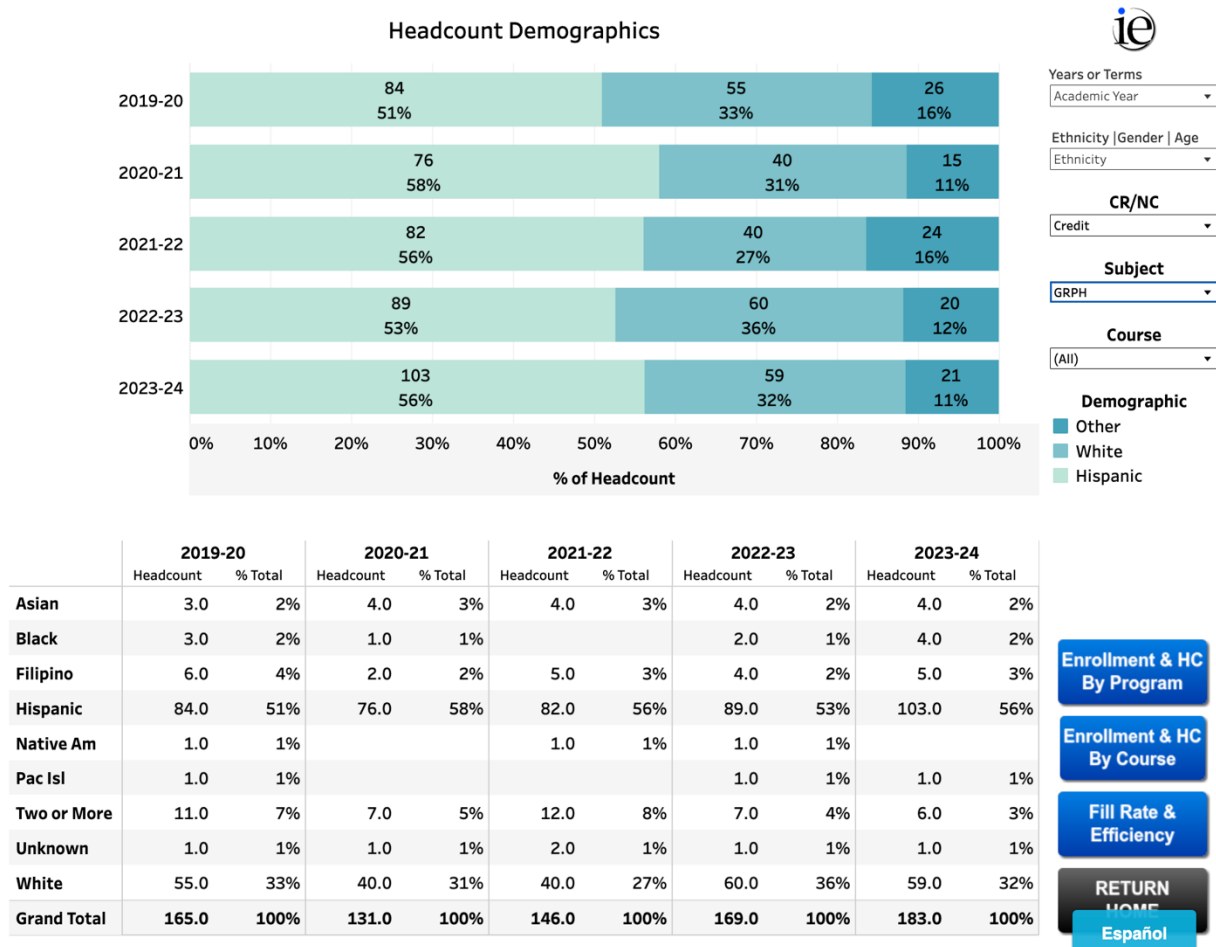
Possible conflicts – Dual Enrollment course schedules

Two concurrent enrollment courses offered at Cabrillo High School and are scheduled in the same semester as offered on the Santa Maria Campus. Although, this may affect enrollment it aligns with the program map and should support completion of the Graphic Design Associates degrees and Certificates of Achievement. It is recommended that the District allow low enrollment in GRPH 112 and GRPH 113 offered on-campus. GRPH 112 is offered both fall and spring, GRPH 113 is only offered in the spring.

Looking at the AHC Scheduling Heat Map shows courses being scheduled at the same time, but this is because the AHC data system does not recognize cross-listed courses (GRPH 108/ART 108 and GRPH 129/MMAC 129) and how our Dual Enrollment courses are scheduled at Cabrillo High School.

- a. 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?**

ENROLLMENT & HEADCOUNT



Challenges:

Ethnicity patterns in the Graphics program indicate over half of our students are Hispanic. The top challenge is that Hispanic students in California Community Colleges are disproportionately affected by limited course offerings and scheduling conflicts. Many Hispanic students work part-time or full-time jobs and require flexible class schedules, including evening or weekend options. When critical courses are not available at times that fit their work or family obligations, students are forced to delay their progress, take fewer units per semester, or drop out altogether. This often results in extended time to completion and an increased risk of attrition.

Solution:

Offer courses during the day and evening to accommodate student's schedules and lifestyles. Reduce excess units and publish easy-to-read visual, and bilingual degree roadmaps aligned with CSU/UC transfer requirements.

Challenge:

Several part-time faculty members are only available in the evenings. Other core classes start at 8 am. This may make for a long day or affect the ability for students to work part-time off campus and may affect enrollment.

Solution:

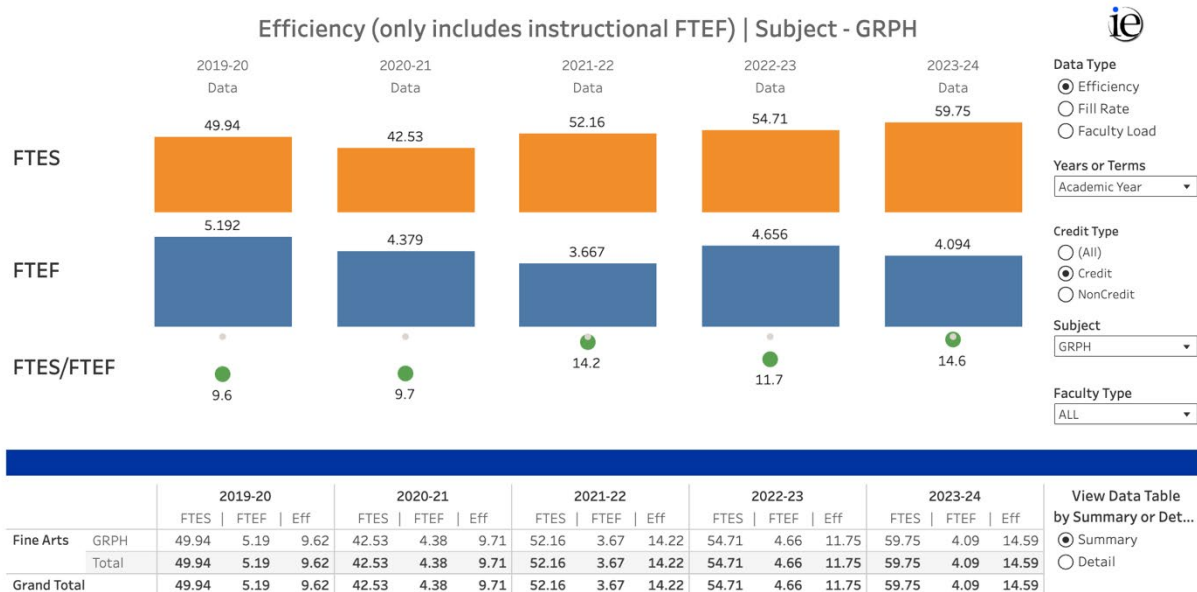
Review the program map and consider changes that would support the program sequence and student work schedules. Recommend students for part-time jobs on campus that are scheduled in the open slot in their course schedules.

b. What are your plans for change or *innovation*?

Course offerings are consistent. It is necessary to consult with faculty in related disciplines during the scheduling process to reduce course conflicts (ART, Multimedia, & Photo)

Course modifications: Added online modality to GRPH 118 and scheduled the DE version of the course to grow enrollment for Fall 2025. Modified GRPH 129 COR to better align with Cal Poly for articulation.

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT



Efficiency Challenge: The sole full-time faculty for the Graphics program is retiring.

Solution: Hire a replacement full-time faculty member to start teaching a full load starting Fall 2025. This will impact the efficiency of the program because the new full-time faculty will be teaching three courses to meet the 1.0 load obligation in the Full-Time Faculty contract

The hiring of a new full-time faculty member who will teach three courses per term expands the Graphic Design program's instructional capacity and enhances student support. This change builds

on recent growth in enrollment and efficiency, positioning the program for continued success and responsiveness to student and industry needs

Impacts of the updated Staffing Structure

- Starting Fall 2025, the Graphic Design program will have a new full-time faculty member teaching three courses per term.
- Four part-time faculty will continue, each limited to teaching one course per term by contract.

Implications for Program Delivery

- **Expanded Course Capacity**
 - The program's instructional capacity increases from 6 to 7 courses per term: 3 taught by the new full-time faculty and 4 by part-time faculty.
 - This 17% increase in course offerings allows for greater scheduling flexibility, supports enrollment growth, and may enable the addition of new or in-demand courses.
- **Faculty Engagement and Student Support**
 - With a full-time faculty member teaching more courses, students will benefit from increased access to advising, mentorship, and support outside of class.
 - The full-time faculty can play a larger role in curriculum development, program assessment, and student portfolio review, strengthening program quality.
- **Program Efficiency and Enrollment**
 - The program has shown strong efficiency, with FTES (Full-Time Equivalent Students) rising from 49.94 in 2019-20 to 59.75 in 2023-24, and efficiency (FTES/FTEF) improving from 9.62 to 14.59 over the same period.
 - The additional course section should help maintain or further improve efficiency, particularly if demand continues to grow.
- **Strategic Growth**
 - The increased full-time teaching presence aligns with the program's upward enrollment trend and positions it to better respond to student needs and industry developments.
 - This staffing adjustment also supports institutional goals for student success and program sustainability.

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

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

Advisory committee meetings are held annually, and enrollments are reported.

Regular review of enrollment patterns, schedule for more completions and better retention, and improve transfer rates.

Continue to track:

- Enrollment
- Fill rates and success of the DE courses and compare them with the history of F2F

- Measure the number of degrees and certificates awarded
- Identify students who need to meet with a counselor and promote completion of CSEPs (student education plans) throughout the semester.
- Get feedback from counselors regarding any barriers to enrollment in program courses
- Design a student survey regarding scheduling and modalities of courses offered in the Graphics program.

1. 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)

Media Arts Faculty, Institutional Effectiveness data coaches, and higher ed and industry partners.

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

Advisory committee members recommend replacing the retiring full-time faculty member and ensuring effective course scheduling by consulting with faculty in related disciplines when scheduling interdisciplinary core courses.

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 that pertain to the Core Topic only.***

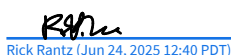
Program Review Signature Page:



Program Review Lead

6-23-25

Date



Program Dean

06/24/2025

Date



Vice President, Academic Affairs

Date

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GRAPHICS - Innovative Scheduling_6.24.25

Final Audit Report

2025-07-17

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