

YEARLY PLANNING DISCUSSION

General Questions

Program Name Media Arts: Graphic Design **Academic Year** 2025-2026

1. Has your program 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 and education in 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 and UCs. 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 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 displays faculty demonstrations to individual student computer stations, so that they can see software demonstrations in detail
- High-performance Apple computers with large monitors suitable for processing-intensive design work
- Industry-standard design software: Adobe Creative Cloud (Photoshop, Illustrator, InDesign, Premiere Pro, 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 for video editing

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. We received an articulation agreement for GRPH 129: Digital Tools for Visual Media to articulate to Cal Poly's Graphic Communications program. This is a program many of our students are interested in transferring into, so it is a significant development.

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

The Program Pathways for the Associate in Science – Media Arts: Graphic Design, the Associate in Science – Media Arts: Graphic Design (CSU Option) and the Certificate of Achievement – Media Arts: Graphic Design have been followed during scheduling for Fall 2025, Spring 2026 and Fall 2026. The planned schedule was maintained.

However, GRPH 113: Digital Illustration did not receive enough enrollments to run in Spring 2026, and enrollments were lower than desired in GRPH 115: Digital Design for Publishing and GRPH 116: Web Portfolio and Social Media as well, particularly before cancellation of GRPH 113 resulted in students being advised to take GRPH 115 or GRPH 116 instead. These are core courses for the Graphic Design Associates Degree, and the Certificate of Achievement in Graphic Design, so it is essential that these courses run when they are scheduled.

To ensure that necessary courses run, we will be keeping an eye on enrollments and, if necessary, examining the program map to see if there are possible changes that could help boost enrollment in these courses in the future, such as changing the semesters offered, or the suggested course sequence.

Furthermore, upon review of the Program Map for the Certificate of Achievement – Media Arts: Visual Design, there is an error. The Program Map recommends students take GRPH 129: Digital Tools for Visual Media in their Spring semester. However, this class is only offered in the Fall and is in place for the Fall on other program maps in Media Arts, which means it cannot simply be switched to run in the spring. The program map for the Visual Design certificate will need to be updated to reflect our current course scheduling.

4. Were there any staffing changes?

Yes, there was a significant staffing change this year. Nancy Jo Ward, the full-time faculty member in the Graphics area retired effective May 31, 2025.

Autumn Brown was hired to replace Nancy Jo Ward as both the full-time faculty support for the Graphics Program, as well as the Coordinator for Graphic Design. She taught GRPH 108: Design on the Computer, GRPH 110: Introduction to Graphic Design, and GRPH 129: Digital Tools for Visual Media in Fall 2025, and GRPH 108, GRPH 110 and GRPH 115: Digital Design for Publishing in Spring 2026.

Tellef Tellefson did not teach in the Graphics area in Academic Year 2025-2026 due to Autumn Brown teaching GRPH 110.

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

Last year's area of focus was Innovative Scheduling. Successes include the following:

- **Success:** Distance Education Option for GRPH 118: User Experience Design

GRPH 118: User Experience Design was changed from an in-person course to a Distance Education course. This course had low enrollments in Fall 2024 and was cancelled, but in Fall 2025, after conversion to a Distance Education course, the course met enrollment requirements. This is good news for students pursuing the Web Design certificate, as GRPH 118 is a required course. Additionally, we anticipate that online offerings will enhance the Graphic Design department by offering a variety of modalities to meet student needs.

- **Success:** Minimal Scheduling Conflicts in Program Maps Between Disciplines

All Graphics courses in Academic Year 2025-2026 were scheduled without any conflicts in the Program Maps, other than the above issue with the Visual Design Certificate. Graphic Design courses are on the Program Maps for Media Arts: Animation and Game Art, Media Arts: Multimedia and Media Arts: Photography, in addition to the Media Arts: Graphic Design Program Maps. When scheduling, we worked with these other Media Arts programs to ensure core courses on the Program maps did not conflict, resulting in improved enrollments for courses and outcomes for students seeking a timely graduation.

- **Success:** Block Scheduling for Fall 2026

A challenge identified in last year's Program Review was the potential for long days for design students when Monday – Thursday, Graphic Design has courses scheduled at 8 AM, as well as evening classes that end at 8:20 PM. While offering classes during a variety of time slots can be helpful for students with diverse scheduling needs, in practice this can mean that students are on campus from 8 in the morning until 8:30 in the evening between two to four days a week if they are taking multiple courses in their area of interest.

Many of our students do not live locally to Santa Maria and may be driving to campus from as far away as Lompoc, which makes leaving campus between classes inconvenient. Similarly, many of our students do not have access to a car and may be relying on friends or family to drive them to campus and therefore may not have access to mid-day transportation to attend to other needs off-campus. This can serve as a deterrent to enrollment when classes are not offered at convenient times.

To remedy this situation, Fall 2026 courses have been offered at more amenable time slots, with only one morning class (9:30-12:20) offered Monday/Wednesday, and only one evening class (5:30-8:20) offered Tuesday/Thursday, with Monday/Wednesday and Tuesday/Thursday courses being offered in “blocks” without long gaps between courses, for more convenient scheduling. The blocks are between 9:30-5:00 (three courses) Monday/Wednesday, and 2:15-8:20 (two classes) Tuesday/Thursday. The range of time slots still allows opportunities for enrollment to students with diverse scheduling needs, while also reducing long campus days.

It should be noted that the ability to offer two Fall courses (GRPH 118: User Experience Design, and GRPH 127: History of Graphic Design) as Distance Education courses helped to allow for this more convenient block scheduling and offers students with scheduling challenges more diversity in their course options.

- **Success:** More Part-Time Faculty Availability

Our part-time faculty member Kai Schoneweis is now able to teach daytime classes. This enabled us to change one of the previous nighttime slots to a daytime slot, which contributed to the implementation of the “block” scheduling outlined above. While the Graphics department did not have a direct role in making the change to Kai’s availability, we did capitalize on this fortunate change to incorporate it into more advantageous scheduling for our students and offer a more desirable time slot to a valued part-time faculty member.

Learning Outcomes Assessment

- a. *Please summarize key results from this year’s assessment.*

Graphic Design courses have project-based assessments. The course-specific assessment outcomes are mapped to the Program Learning Outcomes. This year, Graphic Design Program Learning Outcome 2 has been fully assessed with 36 data points and entered into SPOL.

Learning Outcome 2 is defined as “Research, conceptualize and create innovative responses to design projects using knowledge of visual literacy for meaningful communication.”

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Research, conceptualize and create innovative responses to design projects using knowledge of visual literacy for meaningful communication			
Outcome Status	Target	Actual Result (Score)	Difference
Planning Stage	70.00%	88.89%	+18.89%

This program outcome is **Developed** in GRPH 110: Introduction to Graphic Design, which is a core course all Media Arts: Graphic Design students are required to take to complete their degrees and certificates. Data was collected from the Fall 2025 and Spring 2026 logo design project in GRPH 110. The logo design project involves research, conceptualization and creation steps to make a design that uses the elements and principles of design to communicate a brand identity, making it ideal for assessing this learning outcome.

In the Fall, 17 students were assessed. 15 met the benchmark, and 2 did not, with an 88.24% success rate. In the Spring, 19 students were assessed. 17 met the benchmark, and 2 did not, with an 89.47% success rate. Students who did not submit the logo design project were removed from the assessment pool.

In sum, 32 students met the benchmark, and 4 students did not, with an 88.89% success rate, higher than the college's benchmark of 70%.

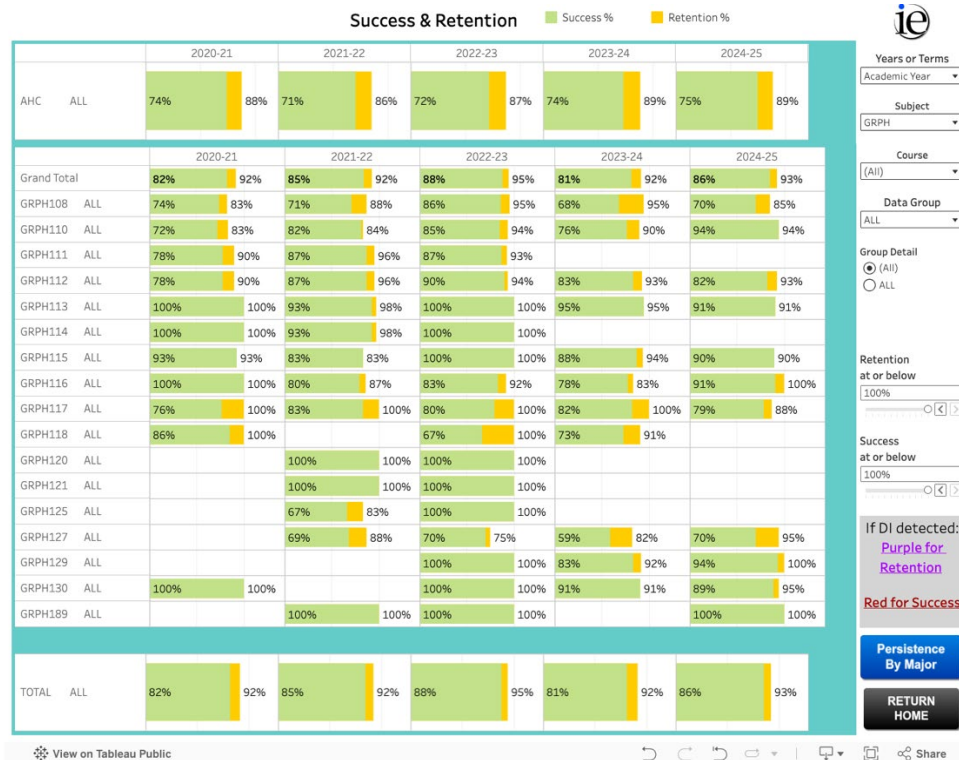
● Introduction to Graphic Design			
2026 Spring - GRPH110 : 40057.20264 - - Brown, Autumn			
Measure Type	Target	Actual Result (Score)	Difference
Institutional Rubric	70.00%	89.47%	+19.47%

● Introduction to Graphic Design			
2025 Fall - GRPH110 : 20240.20262 - - Brown, Autumn			
Measure Type	Target	Actual Result (Score)	Difference
Institutional Rubric	70.00%	88.24%	+18.24%

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

- The most common barrier to student success in assessment continues to be regular attendance and timely submission of course assignments. One commonality between all the students who did not meet the benchmark is that they had inconsistent attendance, resulting in missing lectures, demonstrations and individualized feedback that would help them succeed on the assignment.
- While most students succeeded in their assessments, of the three skills assessed: research, conceptualization and creation, conceptualization skills have

the most room for improvement. This makes sense, as it is the part of the design process that involves the highest level of critical and creative thinking.



- Between 2020-2025, the success rates of students in the graphics program average 84.4%, above the institution’s set standard, as well as 5-year the institutional average of 73.2%. This also marks a slight improvement from last year’s 5-year average for the Graphics program, which was 83.6%.
- Between 2020-2025, the retention rate of students in the graphics program averages 92.8%, well above the institution’s set standard, as well as the institutional average of 87.8%. This also marks a slight improvement from last year’s 5-year average for the Graphics program, which was 91.6%.
- In analyzing this data, the courses with the lowest success rates are GRPH 108 and GRPH 127, which are markedly lower than other courses in the Graphics program. GRPH 108 is an introductory design course, and GRPH 127 is a course that focuses on the History of Graphic Design. These are courses that are most likely to have non-Graphics majors in them, and students who are therefore less likely to feel interested in and confident with the material, which can create psychological barriers to success, compared to courses more likely to be populated by Graphic Design majors who have a high investment in succeeding in their degree-required courses.

- Among major-centric courses, GRPH 117: Typography has the lowest success and retention rates. This can likely be attributed to its technical and theory-heavy nature.
- There are increased mental health concerns: depression, anxiety, and outbursts in the classroom.

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

The following recommendations are given to Graphics faculty:

- Where appropriate, develop assignments or project components that do not require computers or paid software. Graphics is a program that will always involve technology. Software, digital technology, and web applications are an intrinsic part of the field. However, assignment components that do not require the computer can provide the following benefits, even in assignments with a digital end-product:
 - a. Increased access. Pencil and paper, handouts and worksheets do not require access to a computer, the internet or electricity, do not require paid software, and are portable, allowing students to complete these assignment components from anywhere.
 - b. Decreased “screen fatigue”. There is overwhelming evidence that physical aspects of using a computer such as blue light, repetitive motion and sedentary activity can cause fatigue. Assignments that require students to step away from the computer can allow time to decompress from our highly digitized world, provide a change of scenery and encourage habits that improve mental and physical health.
 - c. Increased mental flexibility. In addition to changing the way the body is engaged, the haptic qualities of analog media engage the mind differently than screens, which can open new avenues for creative thinking.
- Develop assignments that parallel real-world projects that students would encounter in a graphic design career.
 - a. The assignments for GRPH 110 as taught during AY 2025-2026 supports this recommendation. It is structured to treat students as employees of a design agency that handles the account for a fictional brand, and they explore different expressions of design in relation to

that brand (logo design, package design, advertisement design) much like assignments they might receive in the real world.

- Involve creative research and conceptualization steps at the beginning of all projects where such steps would be appropriate. These steps help to develop student critical and creative thinking skills, which is an essential (and non-automatable) skill in the design field. These skills prepare them for strong portfolio development, and successful transfer and/or work placement upon leaving AHC.
 - a. In addition to integrating these steps into projects, creative research and conceptualization need to be demonstrated and explained for optimal project results.
- Require student projects to be printed and presented in class. This provides 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.
 - a. This recommendation does not (and should not) apply to courses or projects where the end-product is fully digital, such as web, interaction or user interface design, video or motion graphics. These assignments should be presented in a digital environment, either as live web graphics, movie files, or in a pre-publication prototyping environment.
 - b. However, faculty are still encouraged to engage in formal project presentations for these assignments. The projectors and teaching podiums in F-209 and F-210 offer adequate environment for formal presentation.
- (At a minimum) review student attendance and assignment submissions at the quarter, half and three-quarter point in the semester to establish communication with students who appear to be falling behind. SuccessNet is a tool available for intervention, but a personal message via Canvas or email can also be an effective means to reconnect with students who are struggling.
- Encourage group activities for students to build community in the classroom which encourages the development of peer-to-peer support systems. Group discussions and analysis, in-class exercises, small-group critiques at the midpoint of assignments and group projects are all possibilities. There are also

opportunities for more creative group activities, such as scavenger hunts or games, where appropriate.

In addition, success of the Graphics program also depends on the following:

- We need continued ITS support to maintain a fast, reliable internet connection daily and support for computer lab technology needs.
 - The Graphics program would like to give special thanks to Patrick Halpin, who has been quick to respond to classroom technology problems to ensure instruction in a technology-heavy environment remains unimpeded.
- We need continued ITS support for the Media Arts loaner laptops, both in servicing the laptops and in supporting our initiative in the Media Arts program to provide laptops. The loaner laptops allows our most economically vulnerable students to work on assignments off-campus. Students who are unable to afford their own laptops are more likely to be working to support their household and may also be commuting from a distance. Continuing to provide laptops is in line with the school's equity values.
- The program needs District support for annual Adobe device licenses in the computer lab, and named licenses must be purchased to support learning outside of class. The Adobe licenses in the computer lab allow us to teach industry-standard software required for student success upon transfer or graduation, and the named licenses for outside of class access supports our equity goals much in the same way as the loaner laptop program.
- The current program budget needs to be maintained to support replacing/upgrading technology that the District does not provide and expendable supplies. This includes reallocating the Applied Design budget to the Graphics program, if the Applied Design program is to be sunsetted.
- The computers in the Graphics computer lab (F-209) are approaching their 5-year obsolescence date, and will have reached it during
- Faculty and staff need continued funding for PD support to ensure they can have the training necessary keep up with the changes in a dynamic field such as graphic design.

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

- This year's assessment of PSLO #2 meets the goals stated in last year's program review to remain on track to complete this assessment cycle. PSLO #4 will need

to be assessed in the next 2 years for full completion.

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 were two courses that were taught as DE in Fall 2025, and no courses taught in Spring 2026. The two courses were GRPH 118: User Interface Design, and GRPH 127: History of Graphic Design.

It is recommended that the courses be reviewed for RSI in Fall 2026.

- a. Which courses were reviewed for regular and substantive interactions (RSI)?
N/A
- b. What were some key findings regarding RSI?
 - Some strengths:
N/A
 - Some areas of possible improvement:
N/A
- c. What is the plan for improvement?
N/A

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 Demand:**

Graphic design's labor market demand has shifted since the year prior in California. Broadly speaking, the creative economy in California has experienced job losses, which were most pronounced in the film and television industry in Los Angeles, resulting in a 2.9% total retraction of creative jobs statewide, according to [Otis College of Art and Design's April 2026 report on the creative economy](#).

According to the report, this contraction can be attributed to "broader forces including industry restructuring, cost pressures, and changing consumption patterns [that] are reshaping the labor market." With regards to the impact of AI on the creative economy, they add, "while AI is often framed as a primary driver of disruption, our research finds that it is not the main cause of recent job losses."

Graphic Design has +0.6% projected growth between 2023-2028 according to

the most recent Center of Occupational Excellence (CoE) report.

Lookup: Occupational Demand

Projections of Employment, 2023-2028

CENTER OF EXCELLENCE
FOR LABOR MARKET RESEARCH

This dashboard displays the projected employment demand in California by region. Narrow the data displayed by making selections to the filters.

Region: California (CA) (1) ▾
Perkins Career Cluster ▾

Occupation: Graphic Desig... (1) ▾
CCCCO Sector ▾

Skill Level ▾
Reset Filters

For occupational characteristics within California's workforce, including age, educational attainment, gender, race/ethnicity, self-employment, and veteran status, view the [Occupational Characteristics Dashboard](#).

Table totals displayed below. Totals reflect filter selections.

# Occupations of Displayed	2023 Jobs Total
1	40,510
Average 2023-28 % Change	Total Annual Job Openings
0.6%	3,480
Median Hourly Earnings	Median Annual Earnings
\$34.00	\$70,720

Sort, Export, or Reset Table ⌵ ⓘ

Region	SOC	Description	Typical Entry Level Education	2023 Jobs	2023 - 2028 % Change	Average Annual Job Openings	Median Hourly Earnings	Median Annual Earnings
CA	27-1024	Graphic Designers	Bachelor's degree	40,510	1%	3,480	\$34	\$70,720

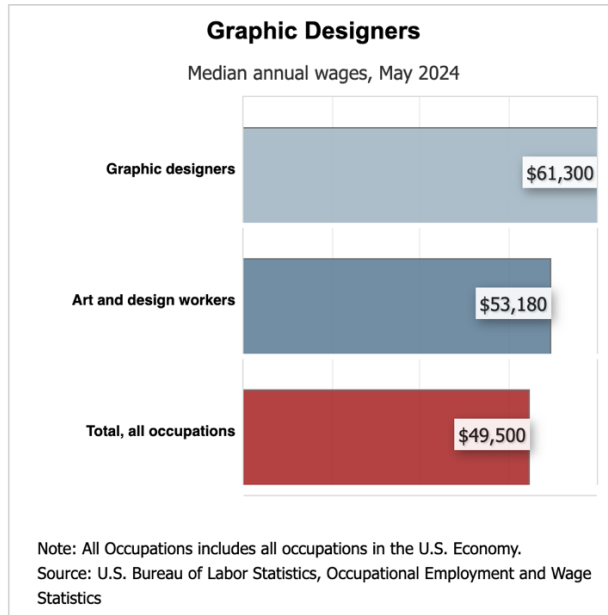
California continues to employ the highest number of graphic designers in the U.S., with more than 40,000 employed according to the Center of Excellence for Labor Market Research.

Although demand for graphic designers has decreased statewide compared to previous years, Graphic Design remains a desirable skill set, with a projection of 3,000 jobs per year added in California alone, and 20,000 a year added nationwide, with 2% nationwide growth according to the Bureau of Labor Statistics Occupational Outlook report for 2024-2034.

Quick Facts: Graphic Designers	
2024 Median Pay ⓘ	\$61,300 per year \$29.47 per hour
Typical Entry-Level Education ⓘ	Bachelor's degree
Work Experience in a Related Occupation ⓘ	None
On-the-job Training ⓘ	None
Number of Jobs, 2024 ⓘ	265,900
Job Outlook, 2024-34 ⓘ	2% (Slower than average)
Employment Change, 2024-34 ⓘ	5,700

Furthermore, it is a lucrative occupation, with median pay well above the state and national average. According to the Bureau of Labor Statistics, as of May 2025, the only region in the nation with a higher annual mean wage for Graphic

Designers than California is the District of Columbia.



States with the highest annual mean wage for graphic designers

State	Annual mean wage
District of Columbia	\$94,630
California	\$86,800
Oregon	\$85,140
New York	\$82,410
Massachusetts	\$79,690

- **Regional Demand:**

According to the [Center of Excellence’s April 2026 report for the South Central Coast](#), Graphic Art and Design programs meet the requirements for Program LMI Endorsement.

The report cites the continued demand for web and digital design as the primary driver for positive job growth in the region, whereas openings in the broader category of Graphic Arts are primarily driven by retirements and replacements of existing positions.

The report cites a net -3% regional growth in Middle Skill jobs expected by 2029, and a 0% change in Above Middle Skill jobs, with a projected -1% decline. This is driven by a decline in all South Central Coast counties other than Santa Barbara County, which is expected to remain flat.

Exhibit 2: Historical and Projected Employment for Graphic Art and Design Occupations in the SCC Region, 2019-2029

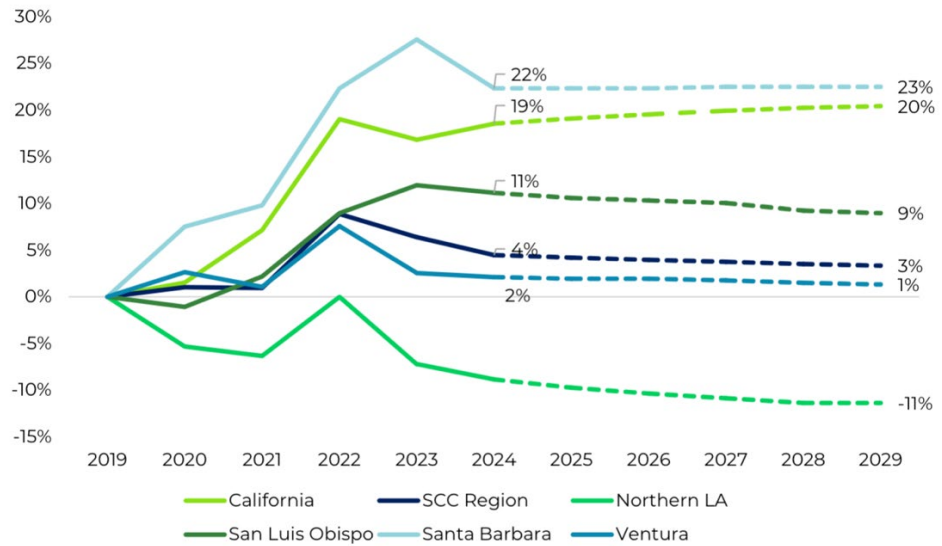


Exhibit 3: Occupational Demand in the SCC Region²

Skill-Level	Geography	2024 Jobs	2029 Jobs	2024-2029 Change	2024-2029 % Change	Annual Openings
Middle-Skill	Northern LA	163	159	(4)	(2%)	11
	San Luis Obispo	98	91	(6)	(6%)	6
	Santa Barbara	269	267	(1)	(0%)	18
	Ventura	297	285	(12)	(4.0%)	19
Middle-Skill Subtotal		826	803	(24)	(3%)	55
Above Middle-Skill	Northern LA	557	542	(16)	(3%)	44
	San Luis Obispo	310	310	(0)	(0%)	25
	Santa Barbara	481	484	3	1%	39
	Ventura	862	864	2	0%	69
Above Middle-Skill Subtotal		2,209	2,198	(11)	(0%)	181
SCC Region		3,035	3,001	(34)	(1%)	236

Even so, the report also notes that supply of annual graphic design graduates (143) is less than annual regional demand (236), which means there remains some room for decline in job openings while still not resulting in an oversupply of graduates.

Exhibit 1: Labor Market Endorsement Summary

Occupation (SOC)	Demand (Annual Openings)	Supply (CC and Non-CC)	Entry-Level Hourly Earnings (25 th Percentile)	Typical Entry-Level Education	Community College Educational Attainment
Web and Digital Interface Designers (15-1255)	55	2	Santa Barbara: \$31.15	Bachelor's degree	25%
Middle-Skill Subtotal	55	2	N/A	N/A	N/A
Art Directors (27-1011)*	53	Accounted for below	Santa Barbara: \$16.32	Bachelor's degree	27%
Graphic Designers (27-1024)*	128	141	Santa Barbara: \$23.42	Bachelor's degree	26%
Above Middle-Skill Subtotal	181	141	N/A	N/A	N/A
Total	236	143	N/A	N/A	N/A

Additionally, graphic design jobs pay well for the region, with median wages well within the range of the living wage index. For web and digital interface designers, entry-level wages are within the range of the living wage index.

Exhibit 4: Wages by Occupation in Santa Barbara County

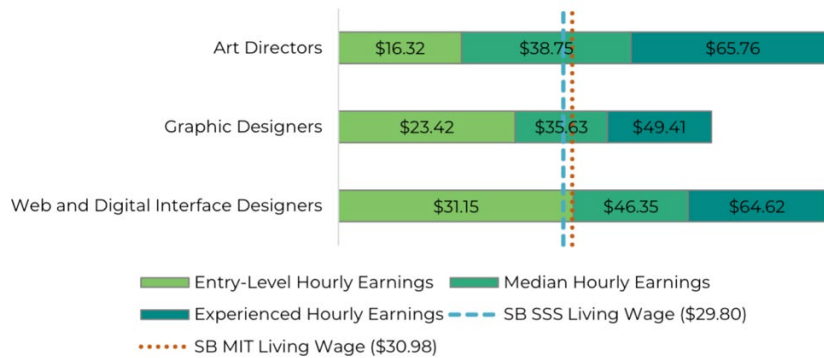
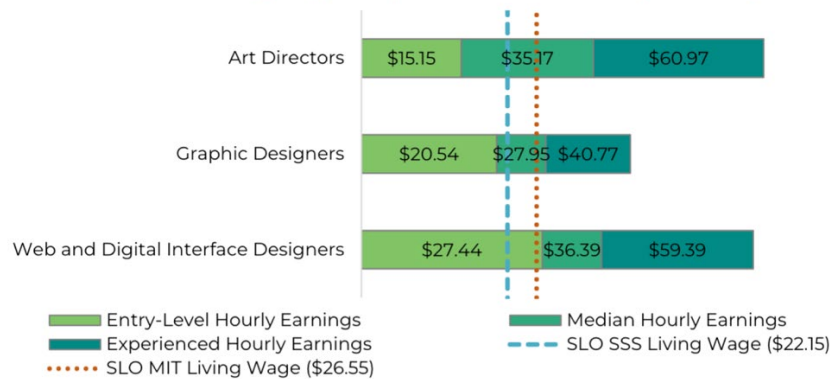


Exhibit 6: Wages by Occupation in San Luis Obispo County



- **Industry Trends:** The demand for graphic designers continues to be driven by growth in digital marketing, social media, and e-commerce. Companies continue to expand their online store fronts and marketing operations and need designers to create appealing digital products. Employers increasingly seek designers with digital skills, including website design, motion design, and content creation for digital platforms. These in-demand skills align with the skills taught in the program and the needs of local employers.
- **Program Alignment:** The program continues to provide comprehensive, industry-relevant training, access to industry-standard tools, and strong portfolio development, all of which are valued by employers and contribute to graduates' job readiness.

The exploration of digital software and technology (such as the Adobe Creative Suite, and web/mobile design) combined with lessons that emphasize critical thinking, creative conceptualization and strong design principles helps students develop universal “automation-proof” skills while also ensuring their technical skills are in-step with contemporary expectations.

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.

While California’s creative economy has seen a hit statewide, these losses were primarily seen in the creative hubs of San Francisco and Los Angeles. The creative economy is currently in a state of flux, but the most recent projections by the South Central Coast Center of Excellence suggest we will not be seeing significant losses in the region, and that supply is currently less than demand even with a retraction in projected job availability.

The report from SCC CoE also makes clear that the greatest areas of wage growth and job growth remain in web and digital interface design, with jobs in print-based graphic design remaining steady or decreasing slightly by 2029. With this in mind, it is important to stress to students the need to develop their digital design skills to remain competitive.

Finally, with the design field and the creative economy at large in a state of flux, now is not the time to make reactionary, sweeping changes. It is instead the time to gather data, analyze outcome trends and focus on employable skills that will make our students indispensable in the workforce in the long-term.

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

The Media Arts: Graphic Design program at Allan Hancock College addresses unique needs through:

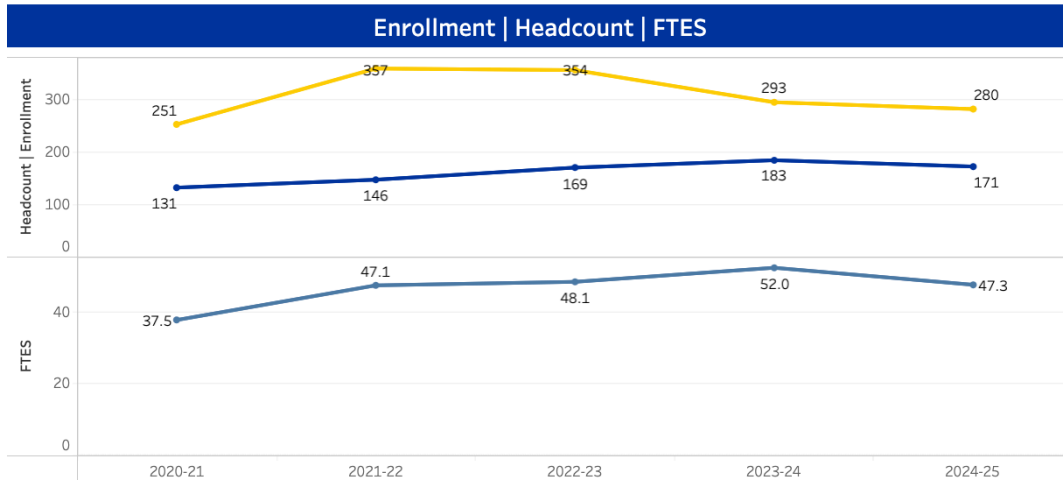
- Comprehensive skill development in technical abilities, critical thinking, communication, and creative expression in the fields of graphic design, digital design and illustration
- Hands-on training with industry-standard tools like Apple computers, Adobe software, Cintiq monitors and drawing tablets, large format inkjet printers, a digital press, and 3D printers with a focus on graphic design practice
- Professional training and portfolio development to support employment and transfers
- Diverse elective options across illustration, publishing, web design, UI, 3D modeling, etc., with expanded cross-disciplinary options when partnering with other Media Arts programs such as Film, Photography, Animation and Multimedia
- Collaborative learning opportunities to prepare for team-based work environments in the field of design

By providing this combination of practical training, portfolio focus, specialization options, collaborative learning, and well-rounded skills in graphic design, 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.

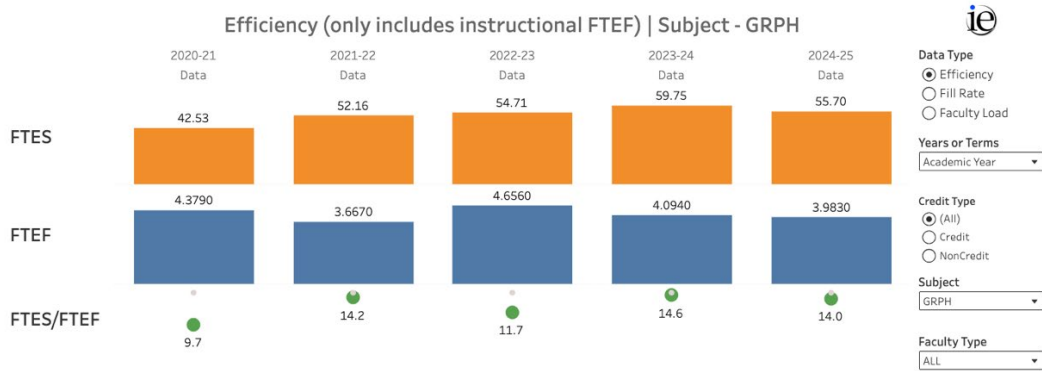
Beyond the scope of Allan Hancock's Campus, other 2-year programs in Graphic Design are either 70+ miles away (Santa Barbara City College,) or only have a Certificate of Achievement and are 35+ miles away (Cuesta College) or are a private institution (Laurus College) and average about \$22,000 per year for tuition and fees, resulting in upwards of \$44,000 spent for students to receive their Associate Degree.

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, and our completions are strong for a CTE Fine Arts program.

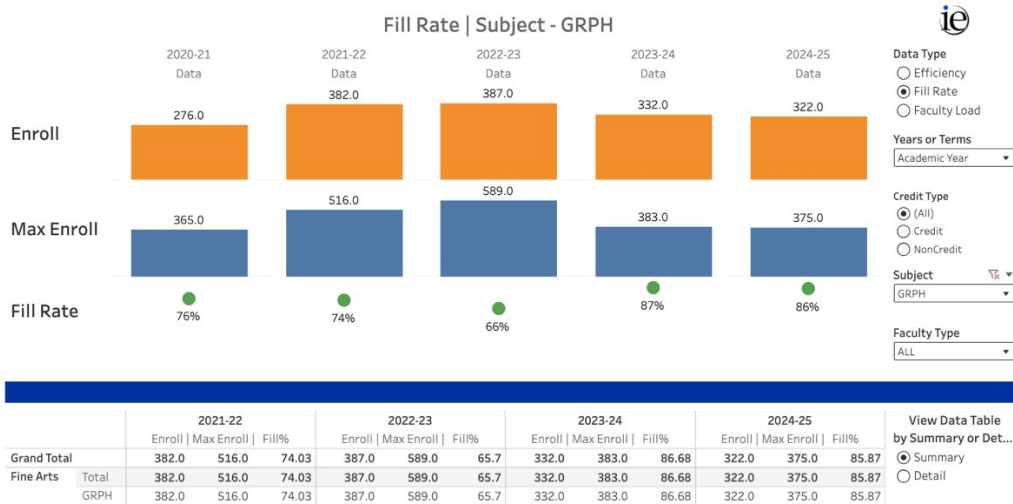


The Efficiency Table below for the Graphics Program that is currently available does not account for cross-listed courses (GRPH/ART 108 and GRPH/MMAC 129) so the data does not completely represent the program. Even so, the 2024-2025 efficiency of 14.0 is better than the college average of 12.5.



	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

Similarly, the Fill Rate Table below for the Graphics Program that is currently available through 2024-2025 shows Graphics classes having a better-than-average fill rate compared to the college average of 78% in 2024-2025.



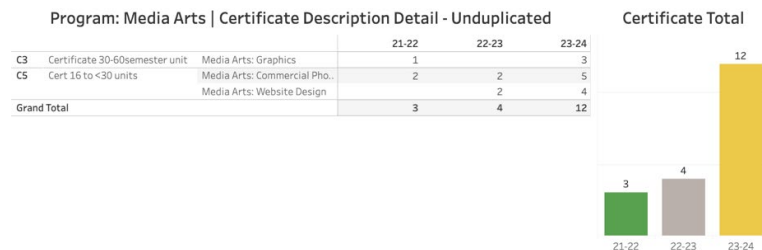
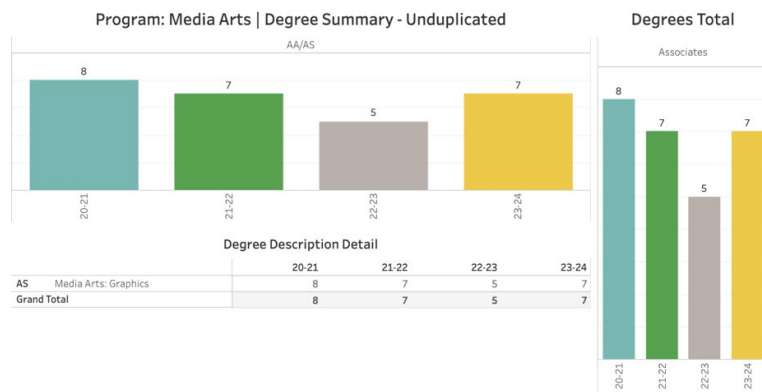
The Awards table below for Media Arts Program: Graphics does not account for the graduates of the 2024-25 academic year. Here is an accounting for 2024-25 completions:

- 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

These increased graduation rates indicate a healthy and growing program.

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?***

Graphic design courses do not have course prerequisites, only advisories.

The program has not met these requirements for the courses GRPH 110, GRPH 117, GRPH 127 and GRPH 130, due to the transition of program leadership during AY 2025-2026. However, we plan to remediate this matter by completing a full review by the end of AY 2026-2027. GRPH 130 may be reclassified as a MMAC course instead pending college approval, in which case it will not be reviewed by the Graphics program.

- e. ***Have recommendations from the previous report been addressed?***

Yes, recommendations included:

- Real-world assignments and formal presentation of printed work.
 - The new full-time faculty member, Autumn Brown, implemented both of these strategies into her classes.
- Monitoring absences
 - Faculty were advised to monitor their attendance and flag student attendance in SuccessNet
- Incorporating more group activities into classes.
 - The new full-time faculty member, Autumn Brown, included group activities in all courses.
- Requests for further ITS Support
 - IT support needs for classroom technology issues were answered and resolved swiftly.
- District support for loaner laptops and Adobe named licenses
 - Support for loaner laptops and Adobe licenses remains an ongoing discussion; they were funded through AY 2025-2026, and seem to be in place for AY 2026-2027
- Access to LinkedIn Learning
 - AHC continues to support access to LIL for students and faculty who would like to utilize it.
- Maintenance of Current Program Budget
 - Program Budget was maintained AY 2025-2026, as it stands we have been informed it will be maintained for 2026-2027

- Continued PD funding and support
 - PD funding and support was provided through AY 2025-2026

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.

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

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	GRPH OBJ-1: Replacement Mac Studios and Monitors for F-209 Lab and F-210 Lecture room
Planning years:	2026-2027
Description:	
<p>Due to IT’s 5-year obsolescence policy for campus technology, the Mac Studio computers in lab F-209, and the Mac Studio at the lecture podium in F-210 will reach their end of life in Fall 2026, after which they will not be serviced per current policy. 29 Mac Studio computers will need to be replaced to ensure compliance with IT’s policy.</p> <p>The computer lab in F-209 is the beating heart of the Graphic Design program, but it also supports Fine Arts (with cross-listed courses as well as ART 107: Introduction to Digital Art), and cross-listed courses with MMAC. The Graphic Design computer lab has supported students in diverse fields such as Communications, Computer Science and Agricultural Science in furthering their degree and career goals.</p> <p>Replacement of these computers supports the Technology Plan 2022-2026’s ongoing initiative to “Identify and Budget for Computers to Replace Each Year.” Supports Strategies E1 and E2 of the Educational Master Plan, along with Student Focus Group Recommendation #15 Ensure CTE programs</p>	

have the most up-to-date equipment and that faculty are teaching the most current skills/practices so that students are competitive in the job market upon completion of their certificate or degree.

Additionally, this initiative supports: Guided Pathways Pillar 3: Help Students Stay on Path, Pillar 4: Ensure Learning. Supports the goals of the Strong Workforce Program.

Resources:

Priority Level: Low Medium **High**
Resource Type: **Equipment** Staff Faculty Supplies and Materials
Quantity: 29 Mac Studio with M4 Max Chip Computers with 1TB SSD
Per Item Price: \$1979.00
Price with taxes/shipping, etc: \$62,412.71

Description: Mac Studio with M4 Max Chip Computers with 1TB SSD

Resources:

Priority Level: Low Medium **High**
Resource Type: **Equipment** Staff Faculty Supplies and Materials
Quantity: 29
Per Item Price: \$279.99
Price with taxes/shipping, etc: \$9497.19

Description: Dell 27 Plus 4K Monitor. The Mac Studios do not have a monitor. These monitors provide 4K quality for a better price than an integrated Mac Computer + Monitor.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
 Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
 Title V

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	GRPH OBJ-2: Off-Campus Support for Media Arts: Graphic Design Students
Planning years:	2026-2027
Description:	
Request for continued support of loaner laptops and Adobe “Named” Licenses for students to use off-campus. These materials are required to continue to give equitable access for economically-disadvantaged students who do not have access to a suitable home computer or paid software.	
Dedicated lab courses and open-access computer lab time have been eliminated in the Media Arts: Graphic Design program. This was a result of the District's decision during the pandemic to support students through access to technology. This access to technology includes loaner laptops, which	

students can check out for the entire semester, along with licenses to Adobe Creative Cloud, and digital drawing tablets for checkout.

This access to technology has had a positive impact on the ability of students to complete assignments off-campus. District investment in loaner MacBook Pro laptops, Adobe "named licenses", and Wacom digital drawing tablets for checkout, offer opportunities for socio-economically disadvantaged students to continue to work outside the classroom. This, in turn, supports equity initiatives to ensure all students have equal access to technology needed for students to succeed in their courses.

This proposal supports the Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment. E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs. E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce, along with Student Focus Group Recommendation #15 Ensure CTE programs have the most up-to-date equipment and that faculty are teaching the most current skills/practices so that students are competitive in the job market upon completion of their certificate or degree.

Additionally, this initiative supports: Guided Pathways Pillar 3: Help Students Stay on Path, Pillar 4: Ensure Learning. Supports the goals of the Strong Workforce Program.

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 10 MacBook Pro with M5 Chip, 14", Standard Hardware

Per Item Price: \$1599.00

Price with taxes/shipping, etc: \$17,429.12

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 100 Adobe "Named" Licenses

Per Item Price: \$60.00

Price with taxes/shipping, etc: \$6,000.00

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number): GRPH OBJ-3: Repairs for Epson SC-9000 Large-Format Inkjet Printer

Planning years: 2026-2027

Description:

The SC-9000 Printer in F-209 is having technical problems and will likely need repair at some time during the AY 2026-2027. We estimate a one-time fee of approx. \$1500.00 to bring an Epson repair technician to AHC to service the printer.

An operable large-format inkjet printer is essential for students to proof and print professional-quality print design solutions, The courses GRPH 110, GRPH 112, GRPH 113, GRPH 115, GRPH 117 and GRPH 129 make use of the Graphic Design Lab’s printers for course curriculum. GRPH 115 is a class that focuses on professional printer operation, publishing and production standards.

This proposal supports the Educational Master Plan, Goal E: Transition to Transfer and/or Gainful Employment. E.1 Evaluate, improve, and expand career education programs ensuring alignment with changing labor market needs. E.2 Invest in cutting-edge relevant industry technology to prepare students for the workforce, along with Student Focus Group Recommendation #15 Ensure CTE programs have the most up-to-date equipment and that faculty are teaching the most current skills/practices so that students are competitive in the job market upon completion of their certificate or degree.

Additionally, this initiative supports the goals of the Strong Workforce Program.

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 1

Per Item Price: \$1500.00

Price with taxes/shipping, etc: \$1500.00

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

New Program Planning Initiative (Objective) – Yearly Planning Only

Title (including number):	GRPH OBJ-4: Analog Printing Materials for Graphics Classes
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Planning years:	2026-2027
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Description:

One of the recommendations for the program in this year’s program review is to provide more opportunities for students to complete assignments in analog media. These assignments are intended to encourage students to take part in haptic learning, increase equity and access, reduce screen fatigue, and/or engage in social/group activities to enhance classroom environment and morale.

Furthermore, presenting assignments in different mediums challenge students to find new ways to solve creative problems. Engaging with the parts of the brain that engage in motor and sensory function helps to reinforce memory and spatial reasoning.

When teaching the history of design and typography, demonstrating foundational concepts such as typesetting, the printing press, and more can be awkward without physical tools to show students how these seminal technologies worked. We are requesting some printmaking so that students can explore historical design methods with contemporary analog technologies.

In addition to demonstrating foundational printing concepts, these kits will be used to reinforce students’ critical and creative thinking skills, and challenge them to utilize core course concepts such as the elements and principles of design using a different medium.

This proposal supports the Educational Master Plan, Goal C: Student Progression through Program of Study. C.4 Emphasize culturally responsive instruction that supports diversity, equity, inclusion, and student success by expanding opportunities for faculty to implement **high impact practices**.

Resources:

Priority Level: Low Medium High
Resource Type: Equipment Staff Faculty Supplies and Materials
Quantity: 12
Per Item Price: \$118.00
Price with taxes/shipping, etc: \$1550.00

Description: 12 PRIXEL Press Kits. The PRIXEL Press is a modular DIY printmaking kit that allows users to rearrange modules on a grid to create original designs. The modules are inked and stamped, generating a print of the design. Can be used to teach relevant concepts to core courses: graphic design history, printing technologies, typography, grid systems, elements and principles of design, color theory. Cost-effective and space-saving compared to installing traditional printmaking equipment.

Can support work in the following courses:
GRPH 108: Course Objectives 2, 4-8
GRPH 110: Course Objectives 1, 3
GRPH 115: Course Objectives 1 & 2

GRPH 117: Course Objectives 3, 5-6

Resources:

Priority Level: Low Medium High

Resource Type: Equipment Staff Faculty Supplies and Materials

Quantity: 6

Per Item Price: \$22.00

Price with taxes/shipping, etc: \$132.00

Description: 6 PRIXEL Set Up Plate 2-Pack. This is an expansion pack of the PRIXEL Press that allows multiple people to work from the same kit, which allows us to stretch our materials further.

What college plans are associated with this Objective? (Please select from the list below):

- Ed Master Plan Student Equity Plan Guided Pathways AB 705/1705
- Technology Plan Facilities Plan Strong Workforce Equal Employment Opp.
- Title V

Area of Focus Discussion Template

ACADEMIC SERVICES AND SUPPORT

Academic Services and Support – assess and improve relationship with tutorial services, library, counseling, learning assistance program (LAP), etc. and evaluate co-curricular support courses.

Possible topics:

- Collaborate with student success team members to ensure institutional barriers are mitigated.
- Review and summarize student support options.
- Implement student surveys and evaluate results.
- Assess co-curricular support programs and services.

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

- **Student responses to Media Arts surveys**
 - Response to the Media Arts Surveys included the following:
 - 30% of respondents did not know about the Learning Assistance Program
 - 30% of respondents did not have a SEP, or were not sure if they had a SEP
 - 67% of respondents wanted access to an Adobe license at-home, an additional 13% responded “not sure”
 - 85% of respondents needed access to a piece of technology they did not own: laptop, tablet, camera, etc. in order to successfully complete Media Arts coursework
- **Analysis of Academic Services and Support on Campus**
 - Allan Hancock College has a wealth of resources available to students, including the LAP, tutoring, the library, academic counseling, Basic Needs, the student health center and more.
 - The major barrier concerning these programs is that a lot of students do not seem aware they exist and therefore can't utilize them as a resource.
- **Program Review Data for Enrollment, FTES, Awards, Success and Retention, etc.**
 - Some data for program review, such as 2024-2025 degrees awarded, were not available for program review data. As a new program coordinator with no institutional memory, it is hard to find information such as historical program enrollments and degree awards to assess program health without access to accurate and timely records

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?

- **Challenge:** Complications with Automatic Degree Awarding System

This year, there were technical problems with the system that automatically awards students their degrees. This causes clear issues with our ability to accurately track the graduates in the Graphics program, which can have a negative impact on the health of the program for future students, who benefit from a program that is robust and well-resourced.

It is very important for us to have an accurate assessment of the graduates in the Graphics area. If the auto degree awarding system cannot accurately award students their degrees, students should be given notice to manually apply for their degrees early enough for their degrees to be processed on a reasonable timeline. This added inconvenience can cause equity issues for students by causing additional bureaucratic steps to receive the degree they've earned.

- **Challenge:** Lack of Student Knowledge About LAP Services

In the Media Arts Survey, one third of students surveyed answered that they did not know about the Learning Assistance Program. This creates barriers to students receiving the accommodations they may benefit from on their academic journey. Possibility to brainstorm more strategies about how to connect students, and give faculty clear instructions about appropriate ways to intervene if a student appears to have the potential to benefit from LAP services.

- **Challenge:** Limited Collaboration between Academic Counseling and Media Arts: Graphic Design

We have been informed by Academic Counseling that the Arts Department has one of the lowest levels of students who have completed their CSEP. This can cause barriers to students completing a degree in a timely manner. Increased collaboration between counseling and the Graphics program can help students succeed in developing a degree plan.

When speaking with students, many students seem unsure if they have completed their CSEP, or can't confidently identify what degree or certificate they are pursuing in specific. Students are often confused or shy when it comes to navigating college systems, and sometimes information such as email reminders can feel like more "noise." We know that faculty are often the first point of contact for students, and therefore responsible for some of the most powerful interactions with students on campus. Increased collaboration between counseling and Graphics faculty can help to bridge the gap.

Furthermore, the path to a Graphic Design can be complex to navigate, due to the wide variety of occupations and opportunities available to students at different degree levels.

For students seeking an associate degree before entering the workforce, it is essential to take as many graphic design-focused courses as possible to ensure they have the industry depth and exposure to job-related skills required to be competitive with a two-year degree.

For transfer students, the most prestigious graphic design programs in California state and nation-wide also require a portfolio for admission to the program, and the portfolio requirements are not always consistent from one school to the next.

This presents challenges when it comes to providing students academic counseling that has the breadth and depth necessary to navigate a student's chosen career direction. It isn't reasonable to expect counseling to be an expert regarding all these scenarios, which means greater collaboration would benefit the Graphics area, academic counseling, and students alike.

It is our proposal to forge deeper relationships with academic counseling to create mutually-beneficial relationships and partnerships between our two areas. This can be done through faculty meetings with academic counseling to share information, as well as greater communication specifically to faculty about counseling events that need to be promoted, in addition to any direct communication to students themselves.

- **Challenge:** Lack of Associate Degree for Transfer in the Graphic Design Area

A significant challenge for student success is the lack of a Graphic Design Associate Degree for Transfer (ADT.) Students seeking to transfer to a four-year Graphic Design program therefore are given three options:

1) The Studio Arts ADT. The successful completion of this degree guarantees transfer to a CSU, which is greatly advantageous. However, the focus on studio arts means that students have less experience in graphic design-specific courses, which may result in having less knowledge than their peers who started at the four-year university as freshmen, widening the transfer gap.

While the ADT guarantees transfer to a CSU, it does not guarantee transfer to the CSU of choice. Currently, only 15 CSUs offer a design program (either a Graphic Design program, or a Studio Arts program with a notable Graphic Design emphasis). An additional four CSUs have a Studio Arts degree with some graphic design course offerings, but these would not be sufficient for a competitive graphic design degree. The remaining CSUs either do not have a design program or offer a generalized studio arts degree with insufficient graphic design offerings for professional design practice.

Furthermore, seven of the most competitive design programs in the CSU system require a portfolio, due to being impacted majors. This includes the Studio Arts Graphic Design degree at Cal Poly, for students who wish to pursue a Graphic Design degree locally, and admission to CSU Long Beach, CSU Fullerton and San Diego State University, which are universities that Graphic Design students at Allan Hancock College frequently cite as their top-choice transfer schools.

Some of the major challenges that come for Graphic Design students in the Studio Arts ADT track are as follows:

- a) The Studio Arts ADT has students take Design 1 (ART 110), instead of Design 1 on the Computer (GRPH 108/ART 108). These courses cover equivalent material, with one significant difference: ART 110 uses analog media, and ART 108 uses digital media. Graphic Design students taking ART 110 instead of ART 108 will not receive foundational software skills in industry-standard Graphic Design software, which puts them at a disadvantage to their peers. In the past, it used to be
- b) There are no Graphic Design courses on the Studio Art ADT, even under the Core Electives. Graphic Design courses therefore are only taken either as a substitution or as additional coursework.
- c) When students are advised to take a Graphic Design elective, counselors for graphic design intents in the Studio Arts ADT often put them into GRPH 110 in their Fall Year 1. While this does map onto the Graphic Design Associate Degree pathway, that pathway was designed with students who would be taking a higher number of graphic design courses in mind. In a degree plan where this may be the only graphic design course a student takes, it is not ideal to have the student take the course in their first semester, when they have limited college experience to apply to their work. If students will be taking fewer graphic design courses than in a graphic design degree, it is essential students receive additional counseling support to ensure they are strategic about when they schedule these limited courses to ensure they get the most out of them.

Another drawback for graphic design students taking the Studio Arts ADT that the college does not treat this as a student who went to Allan Hancock College with the intention of pursuing Graphic Design. Even though they came to Allan Hancock College with the intention of pursuing a career in design, they are treated as a student who came to Hancock to pursue studio art. This calculation gives the appearance that fewer students are interested in a Graphic Design education than actually are, which can negatively impact the program.

2) The Media Arts: Graphics Associate's Degree. This is a Graphic Design-intensive two-year degree intended to prepare students to immediately enter the working world after completion. This is an excellent degree choice for students who do not intend to transfer, as it helps students build an industry-ready portfolio and get experience in many major areas of design. However, it does not have as many general education and art foundation courses, which means it does not meet all the general education and articulation requirements that would help students complete their Bachelor's degree in two years after transfer.

3) The Media Arts: Graphic Design Associate Degree (CSU Option). This degree was designed as a middle ground between the Studio Art ADT and the Graphics Associate's Degree. It meets the general education requirements for CSU transfer, and focuses on core Graphic Design and Art Foundation courses that reflect the first two years of a four-

year Graphic Design degree experience at a university. The mix of art and design courses set students up to build a strong portfolio for transfer.

These qualities make it an excellent choice for students intending to transfer to a Graphic Design program at a CSU. However, as the degree is not an ADT, it does have some disadvantages. Namely, it does not *guarantee* transfer to a CSU, does not give students the GPA boost associated with the ADT, and does not receive the same funding as an ADT degree despite offering the equivalent academic experience, transfer-preparedness and rigor.

Unfortunately, the lack of a Graphic Design ADT is not a problem we are equipped to resolve, as this must be undertaken by the CSU system. At this time, what we can do is give our students quality, comprehensive academic counseling that ensures they are made aware of what their degree options are, and the benefits and drawbacks of each so that they can make the decision that best meets their degree goals.

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

- Collaborate with tutoring services to provide and promote tutoring services in Graphic Design courses
- More outreach to services such as LAP to know more about what they offer, and appropriate methods of informing or referring students
- Request an introductory meeting with Academic Counseling to both introduce the new Graphic Design Program Coordinator, and to discuss strategies for advising Graphic Design-intent students, explain the purposes of the different degrees and certificates available in Graphic Design, discuss favorable CSU transfer universities in Graphic Design, discuss portfolio requirements and strategize lowering time-to-completion for design students. Discuss strategies to increase CSEP completion for Graphic Design students. Schedule more meetings as-needed.
- Regularly review the pathway for the Graphic Design CSU Option Degree to ensure it is a competitive alternative to an ADT degree.
- Students who want to take ART 113: 3D Design no longer need a waiver if they have taken ART 108/GRPH 108: Design 1 on the Computer instead of ART 110: Design 1. Ensure students, faculty and advisors are aware of this change, which is more favorable to students who would like to take ART/GRPH 108 instead of ART 110, but would still like to be able to enroll in ART 113.

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

- Monitor if tutors are identified and hired for Graphics courses each academic year.
- Monitor student enrollment and student success in Graphic Design courses.

- Monitor Graphic Design student completion of CSEPs.
- Monitor Graphic Design student time/units to completion for change.

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

6. 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)

We chose not to do validation this year.

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

N/A

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

Sample:


New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</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>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
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 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

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.


Program Review Signature Page:



Program Review Lead Date 5-22-2026


[Monica Millard \(May 29, 2026 09:25:15 PDT\)](#)

Program Dean Date May 29, 2026



Vice President, Academic Affairs Date Jun 15, 2026


[John Hood \(May 29, 2026 09:26:14 PDT\)](#)

Date May 29, 2026











Brown_Academic Services and Support Program Review 2025-2026


Final Audit Report

2026-06-15

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