YEARLY PLANNING DISCUSSION – Graphic Design
General Questions

Program Name <u>Media Arts: Graphic Design</u> Academic Year <u>2023-2024</u>

1. Has the program mission or primary function 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, Apple computers, Cintiq monitors and drawing tables, large-format printers, a digital press, and 3D printers.

There has been a more directed focus to promote transfers to CSUs across all programs at Hancock College, in support of Vision 2030 from the Chancellor's office. Faculty are also advising students on retention.

Required Program Teaching Spaces & Technology
Studio/Lecture Space
- High-quality, color-calibrated projector for instructional presentations
- Large tables, and light tables/boxes for design concept development and prototyping
- Cutting and mounting equipment and space for mounting, matting, and prototyping

Computer Lab Technology
- High-quality, color-calibrated projector for instructional presentations
- LAN School app to push faculty demonstrations to individual student computer stations
- High-performance Apple computers with large monitors suitable for 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)

Facilities Improvement: The move to the new Fine Arts Building has had a tremendous impact on Graphic Design and Web Design programs. We are seeing increased enrollment possibly due to the attraction of the new building, exposure to interdisciplinary opportunities that expand students' interest in the arts, and a growing sense of community both on and off campus. Plus, the logistical efficiencies of shared spaces, shared technology, engaged faculty, and ITS support, have continued to improve the student experience.

Expanded Course Offerings: A course added in 2022 to address evolving industry needs, employer expectations, and articulation continues to grow enrollment and is a core class in the Multimedia program GRPH / MMAC 129 - Digital Tools for Visual Media, covers vector graphics, digital imaging, motion graphics, animation, and digital media interface design.

Revised Program Awards: The program awards stackable certificates to align students with the skills and competencies sought by employers in the graphic design field and an AS in Graphic Design for those looking for entry-level employment. The Graphic Design AS (CSU Option), first offered in Fall 2022, is attracting students who want to transfer into Graphic Design programs at CSUs that have portfolio requirements and include lower division art and design courses that already articulate or have proposed articulations.

Articulation Agreements: Through the diligent work of faculty, Hancock's articulation officer, and an increased interest by faculty at the CSUs, there are more Graphic Design courses articulated than ever in the history of the program. Over the last year, we have requested 45 articulation agreements from 25 CSUs. Just this year, five Graphic Design courses were approved for articulation to Cal Poly University, San Luis Obispo – our most popular transfer institution.

Emphasis on Portfolio Development: There is an increased focus 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: The program encourages students to pursue internships and work-based learning experiences to gain real-world exposure and enhance their employability prospects.

While all specific course or curriculum changes are not explicitly mentioned here, these changes highlight the program's commitment to continuous improvement based on input from industry advisory committees, CSU faculty, and efforts to ensure graduates are well-prepared for the competitive job market or furthering their education.

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

Yes, the Program Maps have been reviewed. The courses listed, the frequency, and the semesters offered are accurate in CurriQnet.

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

Yes, in the Spring of 2024, a part-time faculty member retired from teaching face-to-face courses. There was no availability in the current part-time faculty pool and the course was added as overload to the single full-time faculty member's load. We are offering evening courses taught by part-time faculty to support adult learners.

It is anticipated that in the spring of 2025, the single full-time faculty will retire and leave the program in need of a full-time, tenure-track replacement.

Maintaining a full-time Graphic Design faculty member is essential to maintain program viability, oversight, and support student success. *Research shows that students with more access to full-time faculty members are more likely to succeed academically.*

Employing a Full-time Graphics program faculty supports the Educational Master Plan by:

Maintaining Program Quality and Continuity
- Regularly reviews and develops curriculum, degrees, and certificates for currency based on industry and higher education recommendations
- Manages the scheduling of courses to promote student success and completion
- Supports faculty and staff to ensure the quality and continuity of instruction in a highly technical and creative field

Maintaining Program Relevancy based on Industry Needs, Trends, and Required Technology:
- Regularly reviews supply inventories, schedules equipment maintenance, and recommends purchases as needed
- Collaborates with the district to prioritize, purchase, and replace program equipment, hardware, software, and classroom technology
- Supports hands-on experiences and training that aligns with required industry skills, and expectations

Fostering Student Success and Retention:
- Provides guidance, advising, and support, to improve student retention and success rates, and support transfers.

Supporting Interdisciplinary Program Engagement:
- Collaborates on the content and scheduling of core courses that are required in other Media Arts programs: Multimedia, Animation & Game Art, and Photography.

5. What were your program successes in your area of focus last year?
Curriculum Design was the Core Topic in 2022-23. Five lecture + lab separate courses were restructured into combination courses, reducing the number of hours to complete those courses. This change affected several programs and certificates and allowed the inclusion of PHTO 170 Digital Photography as a core course without increasing the total units of the program/s and was a recommendation by members of the Media Arts Advisory Committee.

Another project related to Curriculum Design was promoting the Media Arts: Graphic Design AS (CSU Option) to students, and counseling faculty.

The result is that all students are better prepared for entry-level employment, more students are on a transfer pathway, and all students will have more courses articulating with CSUs.

Learning Outcomes Assessment
We are working to get glitches in SPOL worked out. There are issues with cross-listed courses (ART108 & GRPH108 and GRPH 129 & MMAC 129) being connected to the wrong programs. These

courses are top-coded Graphics (1030.00 - Graphic Art and Design), but faculty can only input data that is connected to the other program PLOs. Faculty have not used SPOL and are tracking assessments on a spreadsheet.

General Observations:
- The COVID-19 pandemic and associated lockdowns had a significant impact on high school 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 is an increase in mental health issues: depression, anxiety, and outbursts in the classroom.
- There are more LAP students than ever, putting more demands on faculty for accommodations.

    a. Please summarize key results from this year's assessment.
- 80%+ of students assessed are meeting the outcomes of the program.

    b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.
- Equipment and software technology (Apple computers, Adobe software, and high-speed internet access) are vital for positive outcomes in this program.
- Faculty need to integrate project-based learning in all courses and implement grading with rubrics specific to graphic design standards, to support student learning, reporting, and analyzing outcome assessments.
- Investigate and integrate methods of supporting student participation, motivation, and engagement.

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

- Collaborative relationships with the Media Arts Instructional Technician, and ITS staff to support and maintain equipment and software technology have had positive outcomes for this program.
- Our transfer rates and graduation rates are recovering from the COVID-19 pandemic and the associated decline in enrollment.

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

- Connecting cross-listed courses to the correct program outcomes
- Transitioning from the spreadsheet to SPOL next year

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 Course*s)

There is only one DE course taught annually (fall semester) in the Graphic Design Program. The DE Rubric was not in place and a trained DE Peer Reviewer has not reviewed this course by the

end of the fall 2023 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?

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

Source: Living Wage Calculator

	1 ADULT				2 ADULTS (1 WORKING)				2 ADULTS (BOTH WORK		
	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children	3 Children	0 Children	1 Child	2 Children
Living Wage	$32.11	$53.84	$68.43	$91.20	$41.98	$48.98	$54.08	$61.13	$20.99	$28.95	$36.53

Upwork's Design & Creative Skills for 2024:

- **Top 10 Most In-Demand Skills**
  1. Graphic Design
  2. Video Editing
  3. Presentation Design
  4. Illustration
  5. Image Editing
  6. 3D Animation
  7. Video Production
  8. Product & Industrial Design
  9. Cartoon & Comic Illustration
  10. Logo Design

- **Top 3 Fastest-Growing Skills**
  1. [Packaging Design](#)
  2. [Music Production](#)
  3. [Videography](#)

[Upwork's Coding & Web Development Skills for 2024:](#)

- **Top 10 Most In-Demand Skills**
  1. [Full Stack Development](#)
  2. [Front-End Development](#)
  3. [Web Design](#)
  4. [Mobile App Development](#)
  5. [Back-End Development](#)
  6. [Ecommerce Website Development](#)
  7. [UX/UI Design](#)
  8. [Scripting & Automation](#)
  9. [CMS Development](#)
  10. [Manual Testing](#)

- **Top 3 Fastest-Growing Skills**
  1. [Scripting & Automation](#)
  2. [Database Development](#)
  3. [Web Design](#)

Source: [CNBC "Make It" 3-15-2023](#)

As far as creative skills go, graphic design is in high demand.
Work marketplace Upwork [recently released projections](#) for the most [in-demand freelance skills](#) in 2023, taking into account freelancer earnings and the number of projects worked, among other metrics. Topping the list of [in-demand creative](#) skills was graphic design. Good design is "so important for businesses who want to have a consistent and cohesive product and connect with their customers," says Margaret Lilani, vice president of talent solutions at Upwork. "Businesses understand this more and more, and therefore they're looking for additional help and support from designers and creatives at a higher rate.

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.

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 $21,000 for tuition only.

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

Yes, see the data charts below:

Enrollment and FTES data are only available from 2017-18 to 2022-23 and indicate that our enrollment and FTES are at their highest.
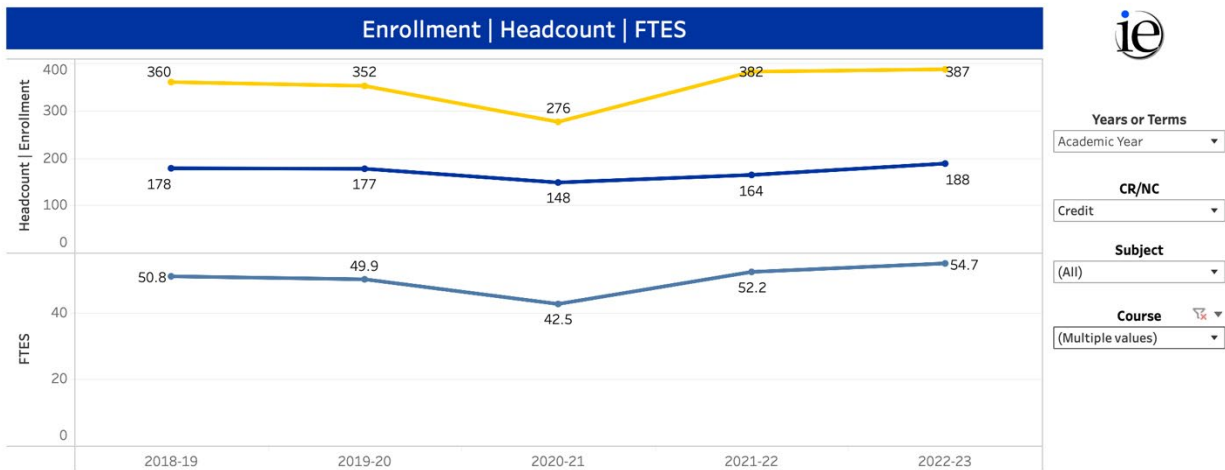
Success and Retention data are only available from 2017-18 to 2022-23 and indicate that in 2022-23, the average Success rate is 88% and the average Retention Rate is 94%, higher than the overall AHC rates.

5.22.2024

Success & Retention

Legend: Success % (green), Retention % (yellow)

		2018-19		2019-20		2020-21		2021-22		2022-23	
AHC	ALL	73%	88%	72%	82%	74%	88%	71%	86%	72%	87%

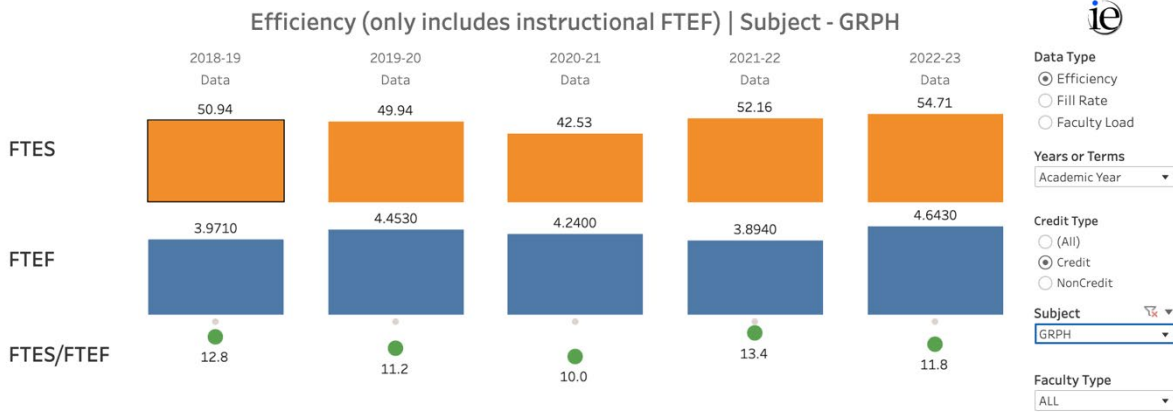|		2018-19		2019-20		2020-21		2021-22		2022-23	
Grand Total		88%	92%	80%	85%	82%	92%	84%	91%	88%	94%
ART108	ALL	81%	85%	62%	76%	80%	92%	68%	76%	78%	81%
GRPH108	ALL	84%	88%	70%	78%	74%	83%	71%	88%	86%	95%
GRPH110	ALL	78%	84%	65%	71%	72%	83%	82%	84%	85%	94%
GRPH111	ALL	92%	95%	79%	85%	78%	90%	87%	96%	87%	93%
GRPH112	ALL	92%	95%	79%	85%	78%	90%	87%	96%	90%	94%
GRPH113	ALL	94%	97%	95%	95%	100%	100%	93%	98%	100%	100%
GRPH114	ALL	94%	97%	95%	95%	100%	100%	93%	98%	100%	100%
GRPH115	ALL			100%	100%	93%	93%	83%	83%	100%	100%
GRPH116	ALL	80%	90%	88%	88%	100%	100%	80%	87%	83%	92%
GRPH117	ALL	94%	94%	100%	100%	76%	100%	83%	100%	80%	100%
GRPH118	ALL	75%	83%	75%	88%	86%	100%			67%	100%
GRPH120	ALL			100%	100%			100%	100%	100%	100%
GRPH121	ALL							100%	100%	100%	100%
GRPH125	ALL							67%	83%	100%	100%
GRPH127	ALL			83%	83%			69%	88%	70%	75%
GRPH129	ALL									100%	100%
GRPH130	ALL	85%	85%	79%	79%	100%	100%			100%	100%
GRPH189	ALL	100%	100%	100%	100%			100%	100%	100%	100%

		2018-19		2019-20		2020-21		2021-22		2022-23	
TOTAL	ALL	88%	92%	80%	85%	82%	92%	84%	91%	88%	94%

Side panel controls:

Years or Terms: Academic Year
Subject: (All)
Course: (Multiple values)
Data Group: ALL
Group Detail: ⦿ (All) ◯ ALL

Retention at or below: 100%
Success at or below: 100%

If DI detected:
Purple for Retention
Red for Success

Persistence By Major

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FTES, FTEF & Efficiency data *are only available from 2017-18 to 2022-23 and indicate that in 2022-23, FTES and FTEF values have increased. The Efficiency Data may be impacted by the fact that the only full-time faculty has reassignments in leadership roles on campus and part-time faculty are employed to cover courses.* *Note: this data needs to be analyzed annually to be sure that any cross-listed course data is attributed to the Graphics Program (ART / GRPH 108, and GRPH / MMAC 129.)*

PROGRAM REVIEW: ENROLLMENT & HEADCOUNT

Efficiency (only includes instructional FTEF) | Subject - GRPH

	2018-19 Data	2019-20 Data	2020-21 Data	2021-22 Data	2022-23 Data
FTES	50.94	49.94	42.53	52.16	54.71
FTEF	3.9710	4.4530	4.2400	3.8940	4.6430
FTES/FTEF	12.8	11.2	10.0	13.4	11.8

Data Type: ⦿ Efficiency ◯ Fill Rate ◯ Faculty Load

Years or Terms: Academic Year ▼

Credit Type: ◯ (All) ⦿ Credit ◯ NonCredit

Subject: GRPH ▼

Faculty Type: ALL ▼

	2018-19			2019-20			2020-21			2021-22			2022-23		
	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff	FTES	FTEF	Eff
GRPH108	10.21	0.77	13.32	9.64	0.77	12.58	9.68	0.77	12.63	9.86	0.77	12.87	9.84	0.77	12.85
GRPH110	7.45	0.52	14.27	7.3	0.52	13.98	7.0	0.52	13.41	7.3	0.52	13.98	7.0	0.52	13.41
GRPH111	6.7	0.38	17.83	5.25	0.38	13.95	4.14	0.38	11.02	6.84	0.38	18.2	7.02	0.38	18.66
GRPH112	9.09	0.52	17.41	7.36	0.52	14.09	6.11	0.52	11.7	9.9	0.52	18.97	9.73	0.52	18.63
GRPH113	4.54	0.26	17.4	5.42	0.26	20.76	2.38	0.26	9.13	5.57	0.26	21.32	4.22	0.26	16.17
GRPH114	3.3	0.19	17.56	3.81	0.19	20.29	1.66	0.19	8.82	4.18	0.19	22.25	2.98	0.19	15.88
GRPH115				1.85	0.32	5.77	2.36	0.32	7.34	2.19	0.32	6.82	1.01	0.32	3.15
GRPH116	1.68	0.32	5.25	1.35	0.32	4.2	1.85	0.32	5.77	2.53	0.32	7.87	2.02	0.32	6.29
GRPH117	2.68	0.26	10.27	1.49	0.26	5.71	2.53	0.26	9.7	0.89	0.26	3.42	2.23	0.26	8.56
GRPH118	2.02	0.32	6.29	1.35	0.32	4.2	2.54	0.32	7.91				2.1	0.0	
GRPH120				0.0	0.0					0.0	0.0		0.0	0.0	
GRPH121										1.35	0.14	9.42	0.62	0.14	4.35
GRPH125										0.0	0.0		0.0	0.0	
GRPH127				2.23	0.2	11.17				1.55	0.2	7.77	1.94	0.2	9.71
GRPH129													2.33	0.37	6.34
GRPH130	2.69	0.38	7.07	2.9	0.38	7.62	2.28	0.38	5.98				1.66	0.38	4.35

View Data Table by Summary or Det...
◯ Summary ⦿ Detail

Enrollment & HC By Program

Enrollment & HC By Course

Headcount Demographics

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*_NINST is NonInstructional FTEF | * _MISC is miscoded FTEF

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

Graphics program courses do not have any course prerequisites, only advisories. All courses will need a course review to include "Essential Functions" so that entering students have the skills necessary to succeed.

Course Number	Year Reviewed/Revised	Catalog Approval
ART / GRPH 108	2022-23	2023-24
GRPH 110	2021-22	2021-22
GRPH 112	2022-23	2023-24
GRPH 113	2022-23	2023-24
GRPH 115	2022-23	2023-24
GRPH 116	2021-22	2021-22
GRPH 117	2021-22	2021-22
GRPH 118	2021-22	2021-22

GRPH 120	2022-23	2023-24
GRPH 127	2018-19	2018-19
GRPH / MMAC 129	2021-22	2021-22
GRPH 130	2021-22	2021-22

Degrees awarded in 2022-23 declined a bit. The COVID-19 pandemic had a negative impact on CTE degree attainment in California community colleges, at least in the short term, due to factors such as the need for in-person instruction, enrollment declines, and disruptions to student persistence and success, particularly among underrepresented groups.

Another influence on this decline could be because of the emphasis on transferring by the institution based on the new funding formula. AHC Counseling faculty began recommending to Graphics students who were interested in transferring, to change their degree program to the Studio Arts ADT. This impact was felt by students who were not given the opportunity in the Studio Arts program to prepare projects for graphic design-focused examples for their transfer portfolio as they applied to CSUs. The new AHC Graphic Design AS (CSU Option) was designed to support transfer and the inclusion of Graphics courses supports the needs of the students better. It was approved for the 2023-24 catalog and should improve the outcomes of the awards. The Certificates of Achievement Awards have increased over the last 5 years.

Spring 2024 enrollment in most Graphics courses is the highest ever - at or near capacity.

Enrollment and Employment Data for Hancock College Graphic Design Graduates:

Source: Community College Pipeline

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

Labor Market Data:

Source: CA Employment Development Department

Graphic Designers
(SOC Code : 27-1024)
in California
Design or create graphics to meet a client's specific commercial or promotional needs, such as packaging, displays, or logos. May use a variety of mediums to achieve artistic or decorative effects.

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

Occupational Wages [Top]

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
California	2023	1st Qtr	$40.06	$25.34	$35.68	$47.62

View Wages for All Areas About Wages

Occupational Projections of Employment (also called "Outlook" or "Demand") [Top]

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

Source: O*Net Online

California Wages
27-1024.00 - Graphic Designers

| Wages for state: | California | ⌄ | Go |

| Wages near ZIP Code: | | Go |

Annual Wages   Hourly Wages

California: $42,540 — $74,360 — $126,240
United States: $36,420 — $58,910 — $100,450
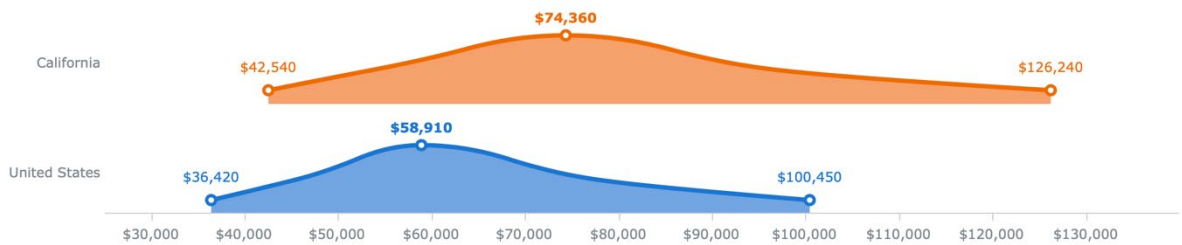
In California:
- Workers on average earn **$74,360**.
- 10% of workers earn **$42,540 or less**.
- 10% of workers earn **$126,240 or more**.

In the United States:
- Workers on average earn **$58,910**.
- 10% of workers earn **$36,420 or less**.
- 10% of workers earn **$100,450 or more**.

Source: Bureau of Labor Statistics 2023 wage data ↗.

*Source: **Summary of the results of the 2023 California Career & Technical Education Employment Outcomes Survey (CTEOS):***

5.22.2024

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.

- *92% of graduates are satisfied with the education and training they received.*
- *71% of students find work related to their field of study.*
- *66% of graduates are working 40+ hours a week*
- *86% of graduates find a job within four months*
- *64% increase in hourly wages after CTE training at California Community Colleges*
- *42% transferred to a university*

     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.
- Support Media Arts Instructional Technician to be 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.
- 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. $225,000.
- 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 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.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER Obj-2 Video Speeches for Student Learning and Enhancement*
Planning years:	*(The academic years this will take to complete)* 2021-22 to 2024-25

Description:
(A more detailed version of the 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.) The success levels of our courses have indicated that students need to be able to review their 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):
☐ Ed Master Plan ☐ Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ 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 the completed Excel document along with the completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item cost	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning Only	2022-2023	ER OBJ.- 2	Equipment	5 Video cameras $600 each	One-time	1 = High	$ 3,000.00
Fine Arts	Graphics	Yearly Planning Only	2023-2024	EMP - E2 Strategy	Equipment	350 Adobe Licenses for Loaner Laptops - Media Arts Students	Ongoing	1 = High	$ 35,000.00
Fine Arts	Graphics	Yearly Planning Only	2023-2024	EMP - E2 Strategy	Equipment	Funds to repair broken Apple MacBook Pro computers that are part of the student loaner laptop program. Approximately $600 each x 10 laptops	Ongoing	1 = High	$6,000

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s)	Funding Request	Program Faculty Lead Priority	Estimated Equipment Cost
English	English Rhetoric	Yearly Planning and Core Topic	2022-2023	ER OBJ.- 1	Staffing	Hire FT faculty	Ongoing	1 = High	$ 100,000.00
Fine Arts	Graphics	Yearly Planning Only	2023-2024	EMP - C4 Strategy	Staffing	Instructional Media Technician Summer Assignment	Ongoing	1 = High	??
Fine Arts	Graphics	Yearly Planning Only	2024-2025	EMP - C4, E1, E3, E5, E7 Strategies	Staffing	Replace retiring Full-Time Faculty for Fall 2025 Semester	One-time	1 = High	PARNE

Media Arts: Graphic Design
Area of Focus Discussion Template
EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:
- Review academic transfers and associate degrees for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student-Centered Funding Formula and CCCCO Vision for Success.

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

   Vision 2030 from the Chancellor's office Equitable Baccalaureate Attainment, Action #6
   > #6 - Increase credit mobility and transfer opportunities within the California Community Colleges and to the California State University (CSU), University of California (UC) and Association of Independent California Colleges and Universities (AICCU) institutions.

   Conclusions:
   - *Review current articulation agreements, and request additional ones that have alignment with the current Graphic Design Program CORs.*

   - *Review and revise CORs to align with courses at Cal Poly to increase transfer opportunities, and decrease the number of units accumulated.*

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?**

   Challenges:
   1. It is helpful for faculty to have a sense of what schools are the most popular transfer institutions for Graphic Design majors, and be somewhat familiar with the program opportunities, and requirements for them to transfer into those

programs. For instance, several CSUs have a portfolio requirement to get into the major, even if we do have articulation agreements. Supporting students to develop portfolio-level work, and build a portfolio as they complete AHC courses is critical.

2. Reviewing current articulation documents located on www.Assist.org to assess current and potential articulation agreements and make the requests takes hours. One challenge is that each CSU has different "schools, colleges, concentrations" where Graphic Design resides.

3. Another challenge is that just because faculty request these articulations with our Articulation officer, doesn't mean it happens. You have to follow up on each one. And, just because Hancock's articulation officer requests the CSU articulation, doesn't mean it is responded to promptly or approved. If not approved, faculty then have to follow up with the Chair of the Art department at that institution. Those communications aren't always productive and Chairs change, making personal contact takes organizational research and time.

4. GRPH 108 / ART 108 Design 1 on the Computer is not currently listed as articulating with ART 110 in the ART AS degrees. The curriculum is identical, the tools to produce the projects are different: analog versus digital. CSU articulations across the state for GRPH 108 / ART 108 are increasing. Art program faculty are submitting the revision to ART 113 in Curricunet, and hopefully can submit the change to include "or ART 108 or GRPH 108" in their programs next year.

5. Another challenge is the maintenance of the Media Arts Advisory Committee membership list developing new partnerships. We currently have members that are not active and should be removed and new members added. The institution has stated that Admin Assistants will do this work, but it doesn't happen regularly. This year Media Arts faculty have recruited new Advisory committee members and sent that information forward to the Dean, but these new members are not currently listed in the spreadsheet maintained by the district.

New 2024 members are:
- Vanessa Rae, Vanessa Rae Media
- Alex Zuniga, Santa Maria Sun
- Eric Hoff, Art Director & Animator

3. **What are your plans for change or *innovation*?**
In the 2022-23 academic year, the Media Arts: Graphic Design (CSU Option) AS degree was offered for the first time to support students who wanted to transfer. (Currently, there is not an ADT Graphics approved at the state level. This AS degree mirrors the Studio Arts ADT, but has Graphics specific courses included to give the student opportunities to build portfolios required for Graphic Design majors at many of the CSUs.) *This innovative degree supports transfers and lowers the total units earned toward completion of the Bachelor's degree at the CSUs.*

Research data revealed that 22 CSUs offered Lower Division requirements for Graphic Design programs/concentrations that could articulate with Hancock's core course in the Graphics Program. These were mapped to a spreadsheet with links to each CSU 2023-24 catalog.

Here is the link to the Excel spreadsheet from that research.

Based on this research, in the 2023-24 academic year a total of 45 articulation requests have been made through were made to Hancock's Articulation officer: 16 articulation requests in the fall of 2023, and 29 requests were made in the spring of 2024.

Cal Poly SLO is the most popular transfer institution and we now have 5 classes articulating at Cal Poly, our most popular transfer institution. We will continue this work. In the Spring of 2022, the faculty met with the College of Art & Design Art Department Chair to discuss requests and left information to facilitate decisions. Two classes were approved in the Fall of 2023, and 4 more were requested in the Spring of 2024. The Art & Design College department chair changed, so there is another opportunity to build that relationship. In the Fall of 2023, AHC faculty met with the Graphic Reproduction & Communications College Department Chair, Colleen Twomey, to review courses that could articulate: GRC 201 to AHC GRPH 129 was considered. Colleen responded with a recommendation to slightly revise the COR:

- To examine racial bias in technology, impact, and solutions
- To include more HTML & CSS coding
- To include more color theory: How the eye works and deficiencies in perceiving color; Accessibility for web (importance of contrast and color-blindness considerations); Use of color in design; Technical aspects: Additive vs Subtractive and primary colors for each; Process and spot (importance of Pantone); Gamut and a brief intro to color management. *Some of this is covered in the AHC course but needs to be reflected in the COR.*

We were told that the GRC 318 Typography course may articulate when Cal Poly converts to semesters.

4. **How will you *measure* the results of your plans to determine if they are successful**?
   1. Over the next year, revisit ASSIST, analyze, and update the data to reveal any increase in the number of CSU course articulations.
   2. Review data from Counseling and the Transfer Center to see if there is an increase in the number of transfers that reflects the benefit of additional articulation agreements at the CSUs.
   3. An increase in the number of students who are choosing and completing the Graphic Design (CSU Option) AS.

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

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)
    a. The team could include: Department Dean, AHC Articulation officer, Counseling/Transfer Center faculty, Cal Poly SLO Department Chair/s

2. Are there specific recommendations regarding the core topic responses from the validation team?
    a. The validation team member/s should meet on this topic in 1-2 years to give time for the articulation agreements to be implemented.

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.***

Sample:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number:	
Planning years:	*(The academic years this will take to complete)*
Description:	

Description:
(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.)
Blah blah blah – Stipends for Faculty and Student Workers
Adrienne apply for Innovation Fund???
NJW – Strong Workforce Stipends and pro photo printing
Sydney – Guided Pathways & SEAP for lunch and snacks

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

☐ **Ed Master Plan**   ☐ Student Equity Plan   ☐ **Guided Pathways**   ☐ AB 705

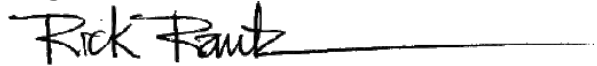☐ Technology Plan ☒ Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp.

☐ 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,

Description:
(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.)
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**

Program Review Signature Page:

_____   5/23/24
Program Review Lead   Date

_____   May 30, 2024
Program Dean   Date

_____   Jun 6, 2024
Vice President, Academic Affairs   Date

F23-S24 YPU and Educ and Industry Partnerships - GRPH_5.30.24

Final Audit Report   2024-06-06

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