

# 2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2025

PROGRAM(S): GRAPHICS

CLUSTER: HUMANITIES

AREA OF STUDY: GRAPHIC DESIGN

LAST YEAR CPPR COMPLETED: 2024

NEXT SCHEDULED CPPR: 2026 CURRENT DATE: 3/4/2025

The Annual Program Planning Worksheet (APPW) is the process for:

- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the [IPPR Program Review Documents Folder](#). Please review the [Resource Allocation Rubric](#) when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

**Note:** Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

## Graphics CA

### General Program Update

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

**In 2025, the Graphic Design program continues its innovation trajectory while prioritizing accessibility and student success in an AI-transformed industry. We have implemented several key improvements to address equity gaps and prepare students for the evolving workforce demands:**

### Classroom Enhancements for Improved Learning Experience

We have redesigned classrooms 7137 and 7138 and begun work on 7132, focusing on flexibility and accessibility. The new layout for 7138 features large work tables with casters, along with new displays that not only enhance student viewing angles in our intensive teaching demo class but also allow computers to remain connected to power while being easily reconfigured for different teaching scenarios. This modification has significantly reduced transition time between activities and improved classroom efficiency.

## **AI Integration and Personalized Learning**

We've successfully integrated AI tools into our teaching workflow, allowing us to create adaptive and personalized projects tailored to each student's needs and interests. This approach helps students build stronger and more distinctive portfolios while addressing equity gaps by meeting them where they are in their learning journey. Students now complete new design projects during each instructional session, rapidly building impressive portfolios.

## **Technology Upgrades**

We have received seven new high-RAM MacBook Pro computers, which Faculty Lead Canguo Liu configures as local AI experimental servers in his free time. Additionally, we have expanded student open access to cutting-edge AI tools, including Deepseek, ReCrafts, Runway, and Grok. These resources ensure that all students, regardless of their personal technology access, have opportunities to develop skills with industry-standard tools.

## **Career-Focused Education**

Our program remains committed to enhancing career and professional education, with a renewed focus on AI-driven “solo studio” operations. This innovative approach acknowledges the evolving landscape of the design industry in the age of AI, equips students for entrepreneurial ventures, and tackles workforce gaps within our region.

## **Curriculum Innovation**

In 2025, we will pilot new modules focused on AI-driven design workflows. These initiatives, along with our commitment to accessible, practical education for diverse students, ensure that our program complements rather than duplicates other educational offerings region.

## **Portfolio Development System**

We have implemented a streamlined portfolio platform that enables students to effectively document and showcase their work. This system supports our high-production teaching model while offering students professional presentation tools that connect educational and professional environments.

## **Program Sustainability Plan Update**

Was a Program Sustainability Plan established in your program's most recent Comprehensive

## Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☐ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

### **Data Analysis and Program-Specific Measurements**

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

#### **A. General Enrollment (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data - Enrollment

Department:  
Art

Course:  
Multiple values

Dual Enrollment:  
All

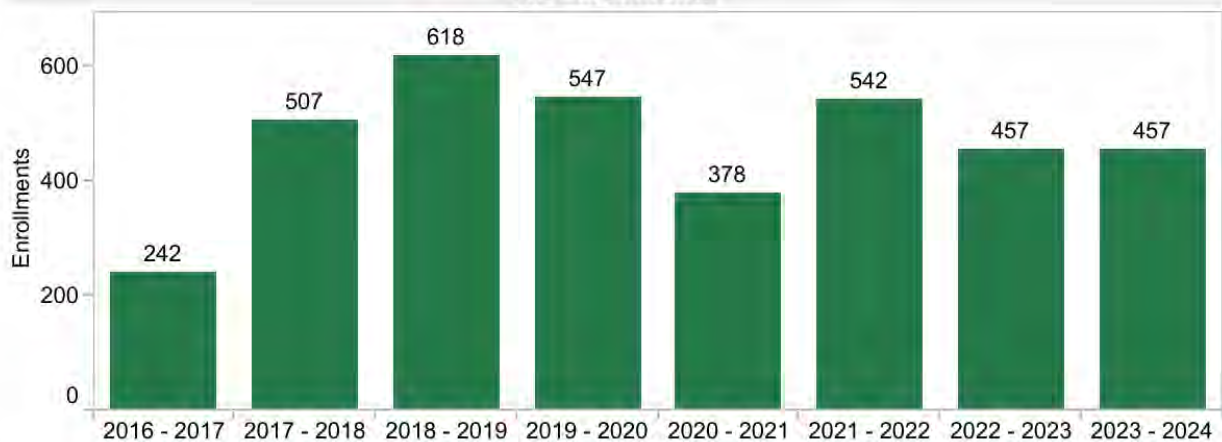
Prison:  
All

Region:  
All

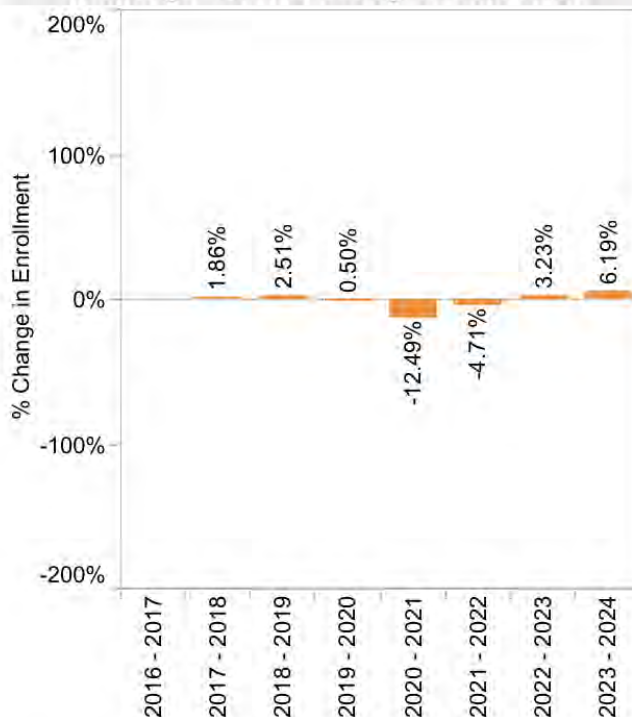
TERM

All

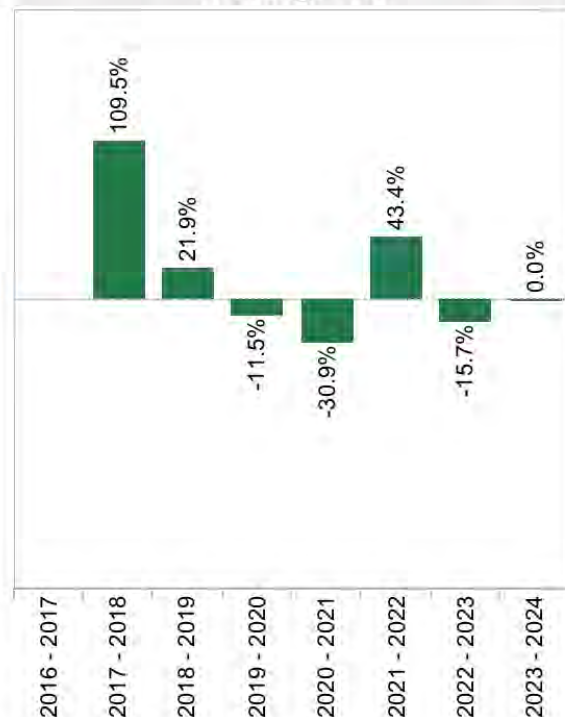
### Art Enrollments



### % Change - Overall College Enrollments



### % Change - Art



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

## SLOCCCD Program Review Data - Enrollment

Department:  
Art

Course:  
Multiple values

Dual Enrollment:  
Not Dual Enrollment

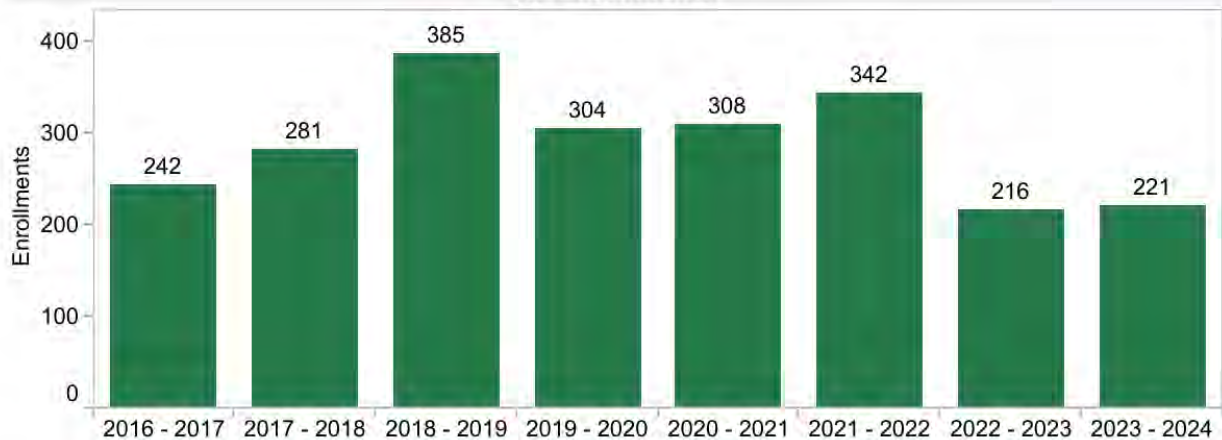
Prison:  
All

Region: All

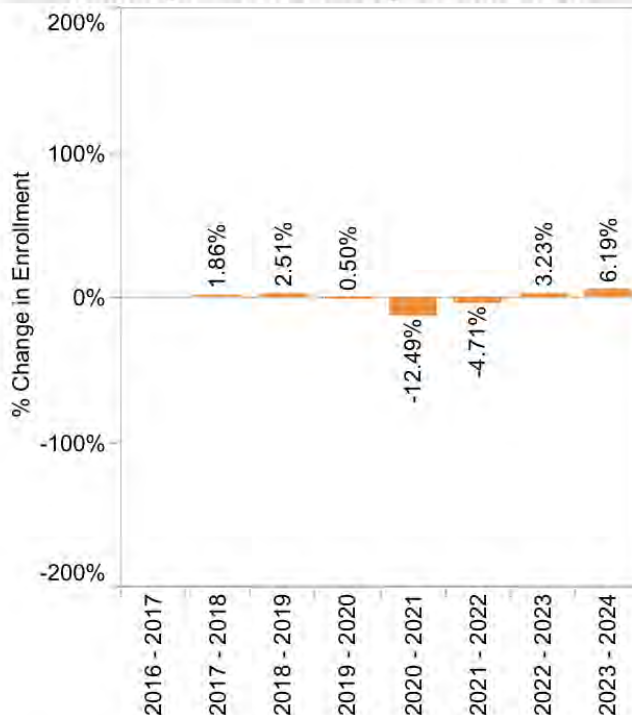
TERM

All

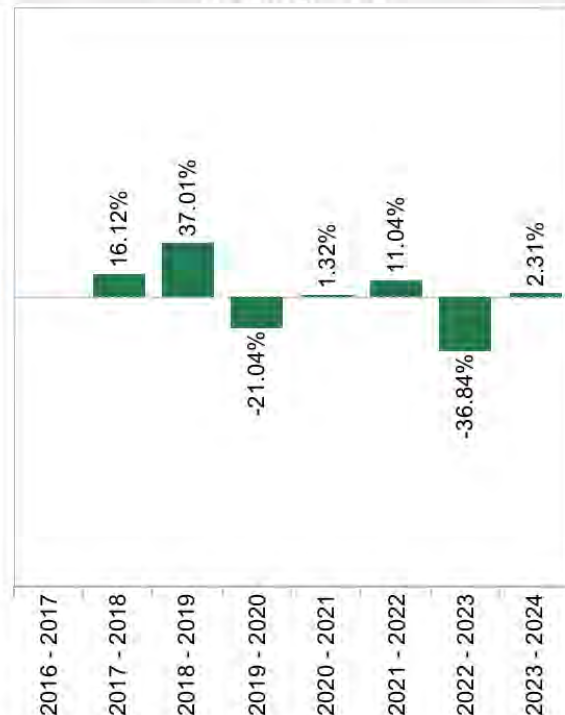
### Art Enrollments



### % Change - Overall College Enrollments



### % Change - Art



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Our students' enrollment figures— ART 253, 255, 256, 258, 259, 265, 266, and 267—remain impressively stable at 457, even in these challenging times for educational institutions. Notably, our non-dual-enrollment students have increased by 2.31%, now totaling 221. This resilience reflects our students' dedication and underscores the effectiveness of our strategies and collective efforts.

It is truly encouraging to witness these numbers holding steady despite various obstacles. Yet, we recognize the imperative for continuous improvement. Therefore, we are committed to exploring innovative methods to further enhance our enrollment figures. Our proactive initiatives encompass strategic planning for future classes, the introduction of cutting-edge courses, and the launch of small certificate programs. These offerings are designed to appeal to a diverse array of students seeking flexible and accessible education options.

A revealing article by Kathryn Palmer, published in 2024 on [insidehighered.com](https://insidehighered.com), showcases a concerning national trend regarding declining enrollment in art schools. Using the Vermont College of Fine Arts (VCFA) as a case study, Palmer shows that after experiencing initial growth during the pandemic, VCFA's enrollment fell sharply from 340 to just 215 students. We see this pattern reflected in our own statistics. Additionally, CalArts—now hosting VCFA—witnessed a similar decline, from 1,532 students in fall 2019 to 1,353 students by fall 2023.

In response to the growing challenge of declining enrollment in art and design programs, many national and four-year institutions are implementing initiatives such as open enrollment policies, robust scholarship offerings, and enhanced academic programs. This shift is intensifying competition and increasing pressure on community college design departments like ours.

We are committed to finding and implementing significant solutions as we tackle these challenges directly. The financial incentives and prestige linked to four-year institutions cannot be underestimated; however, our dedication to quality education and an innovative approach positions us effectively to attract and retain students.

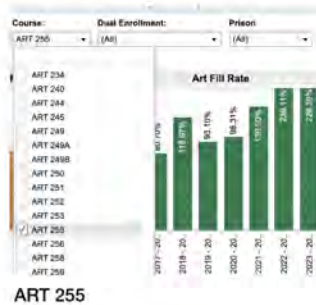
**B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

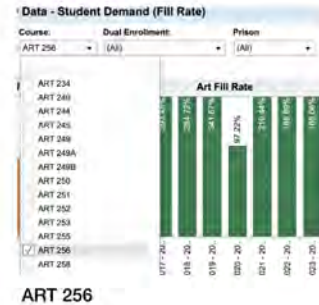




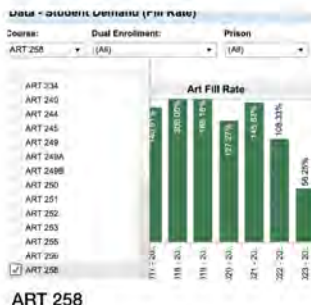
ART 253



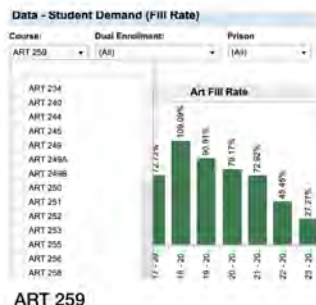
ART 255



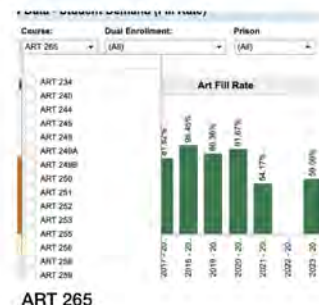
ART 256



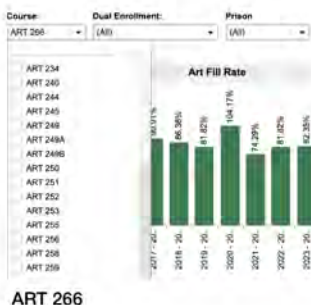
ART 258



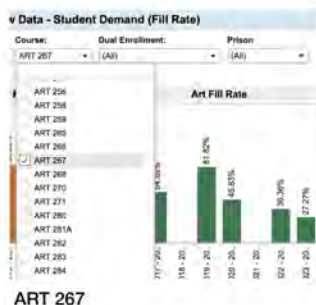
ART 259



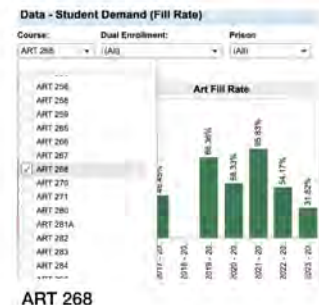
ART 265



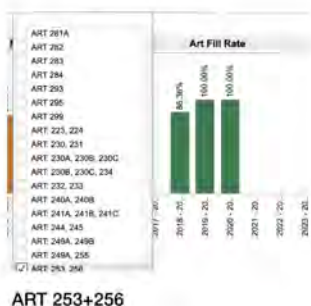
ART 266



ART 267



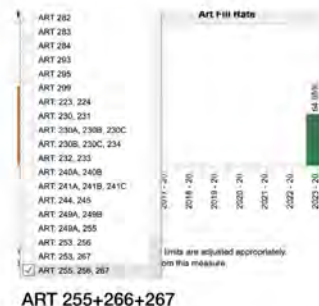
ART 268



ART 253+256



ART 253+267



ART 255+266+267

Data demonstrates that the fill rate for our core courses remains stable, while some classes show a decline. We will work on enhancing our class planning while also taking action to improve our solutions and marketing strategies.

### Reasons:

Due to the increase in student enrollment, Graphic agreed in 2018-2019 to raise our maximum class capacity from 16 to 24 before the pandemic. We saw this growth during online education, but now it is the main reason for our low fill rate.

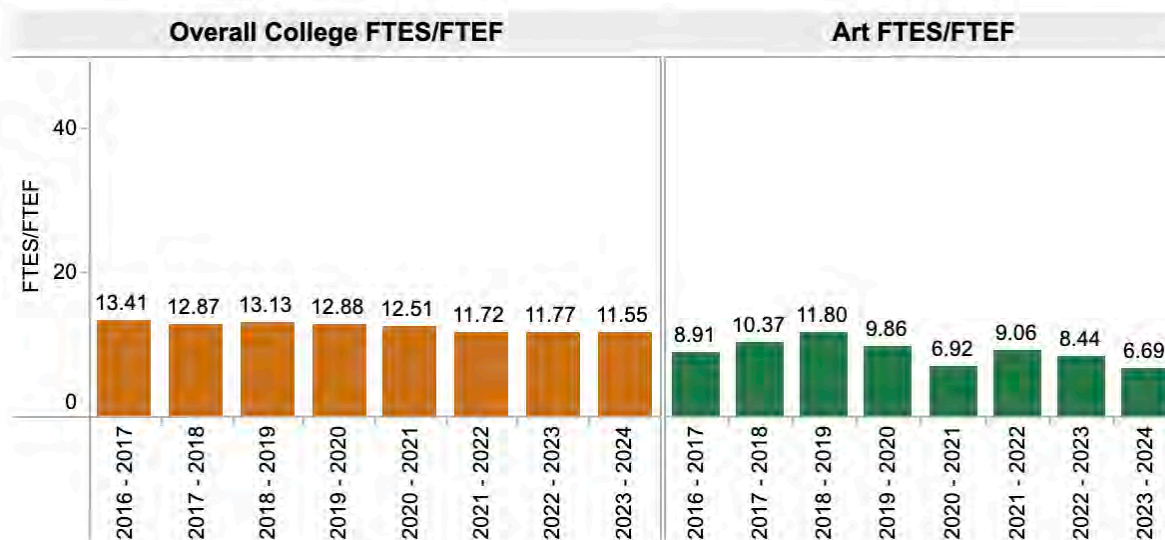
- We need more online offerings because students tend to take online courses. While we still value face-to-face interactions, providing multiple modalities to enhance enrollment would be beneficial.
- We also need to revise and reduce our class cap, which limits our flexibility to offer classes that grow our student base.

### C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.

#### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  Course:  Dual Enrollment:  Prison:



As a design major, our core courses seem to be consistently popular. However, some of our FETS data can vary, as certain courses are only offered once per year. To address this issue, we will focus on courses that are offered each semester but have historically low FTES. We plan to enhance instruction and create more strategic solutions to improve the performance of these courses overall.



## **Overall, after the Pandemic and AI.**

Fewer students opt for in-person Art & Design classes, potentially due to increased availability and preference for online or hybrid learning options.

### **D. Student Success—Course Completion by Modality (Insert Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art

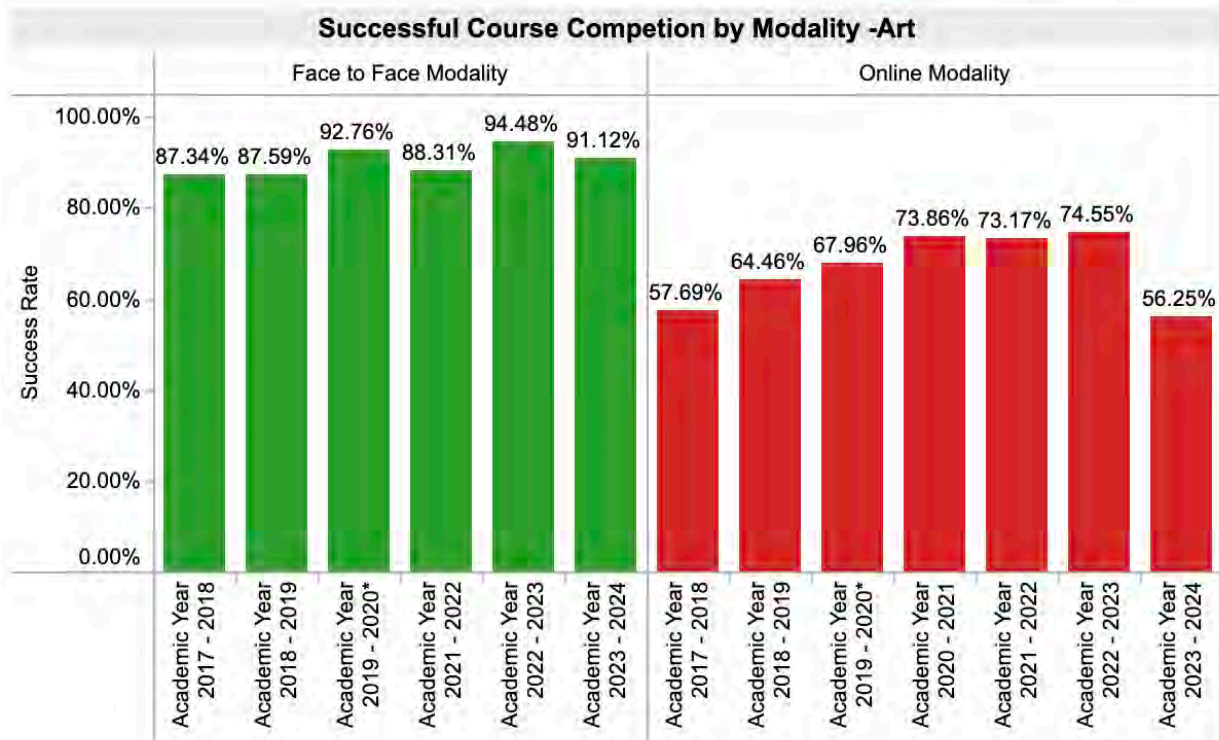
Course:

(Multiple values)

Legend:

Face to Face Modality

Online Modality



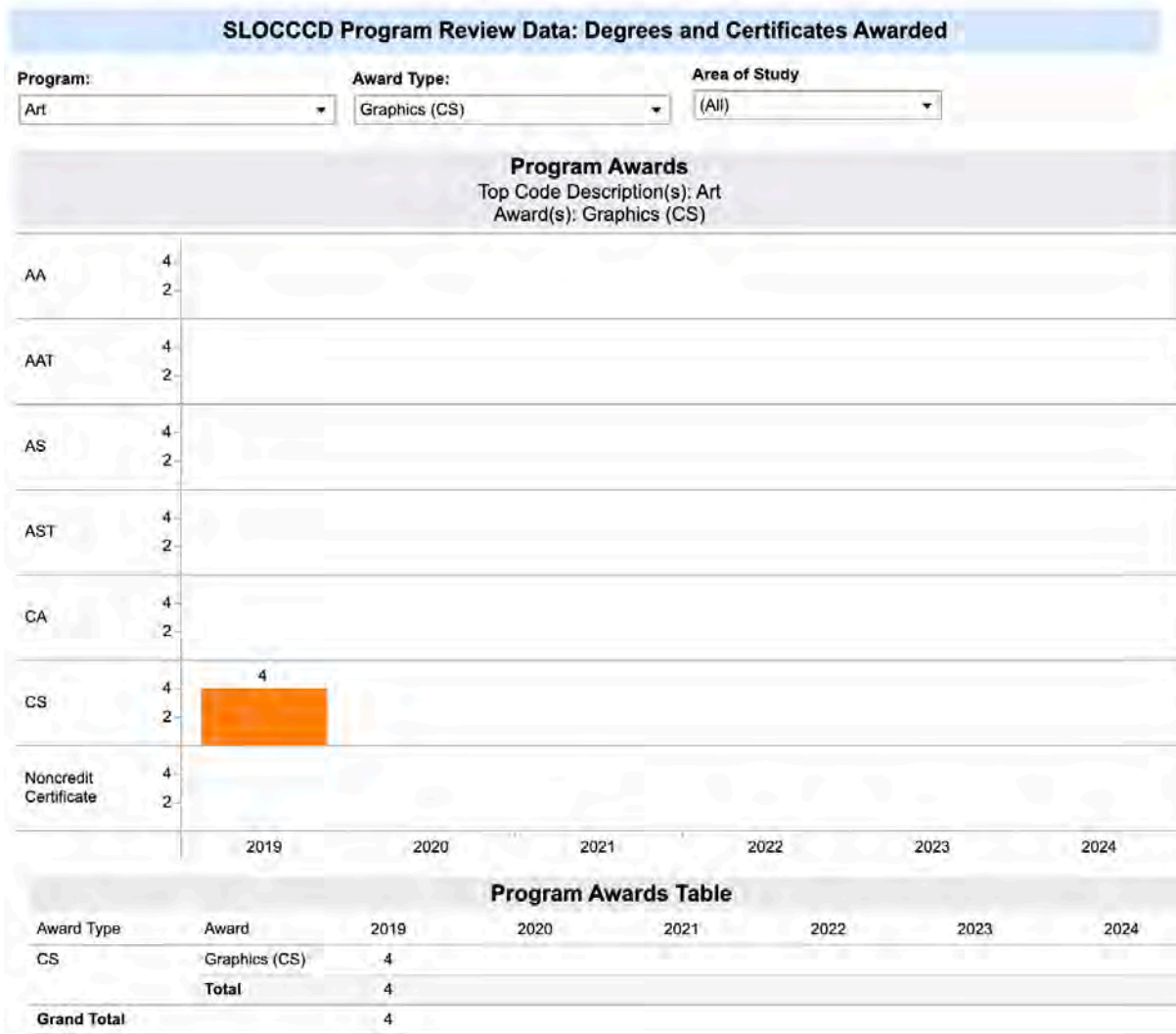
**Successful Course Completion by Modality Table - Art**

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	80.33%	79.76%	84.75%	83.42%	80.36%	81.96%	82.53%
	Total Depart..	1,795	1,917	1,923	376	1,232	1,472	1,541
Online Modality	Department S..	62.39%	68.00%	79.66%	72.83%	74.70%	75.14%	76.37%
	Total Depart..	553	576	568	1,675	1,100	911	861

Data shows face-to-face from 94.48% to 91.12%, and online from 74.55% to 56.25%. This change aligns with the department and the college trends.

### E. Degrees and Certificates Awarded (Insert Data Chart)

Insert the data chart and explain observed differences between the program and the college.

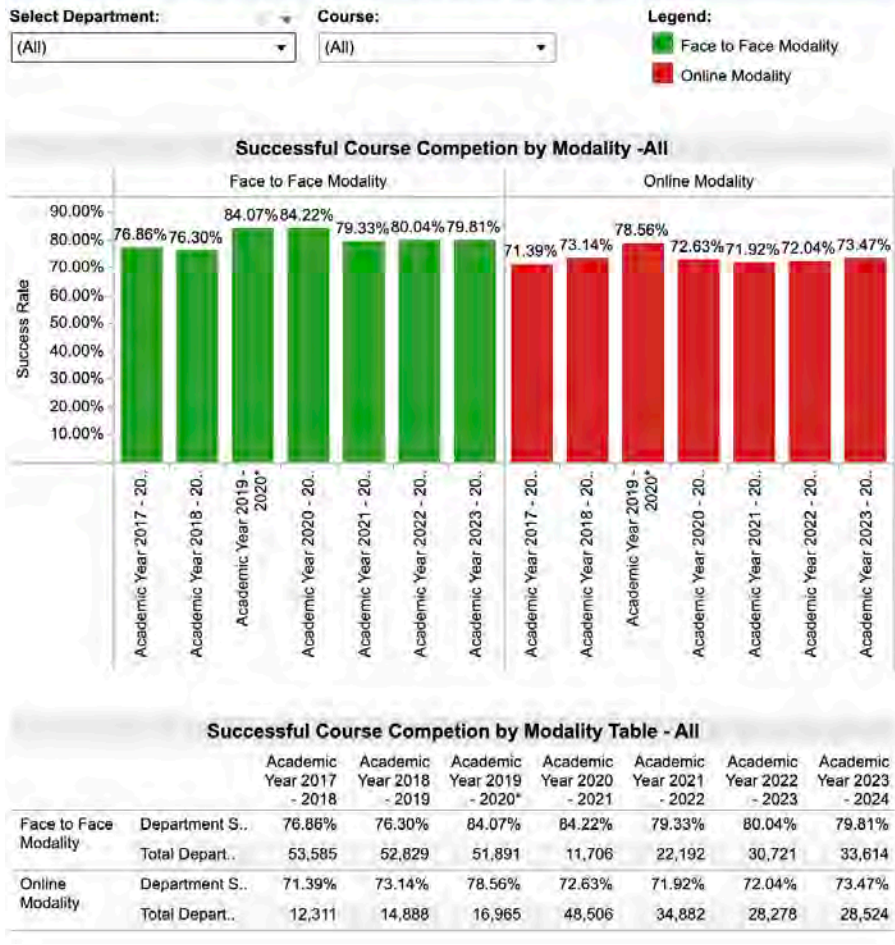


Our data of Award certificate shows students focusing more on the transfer and work during this academic year. We are working on building a lighter, smaller certificate that is easy to meet. However, we will still work on ADT degrees to bring more attention to the program. However, we are starting to plan to reduce the size of our certificate to allow more students to qualify for smaller certificates.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**

Insert the data chart and explain observed differences between the program and the college.

## SLOCCCD Program Review Data: Successful Course Completion



## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art

Course:

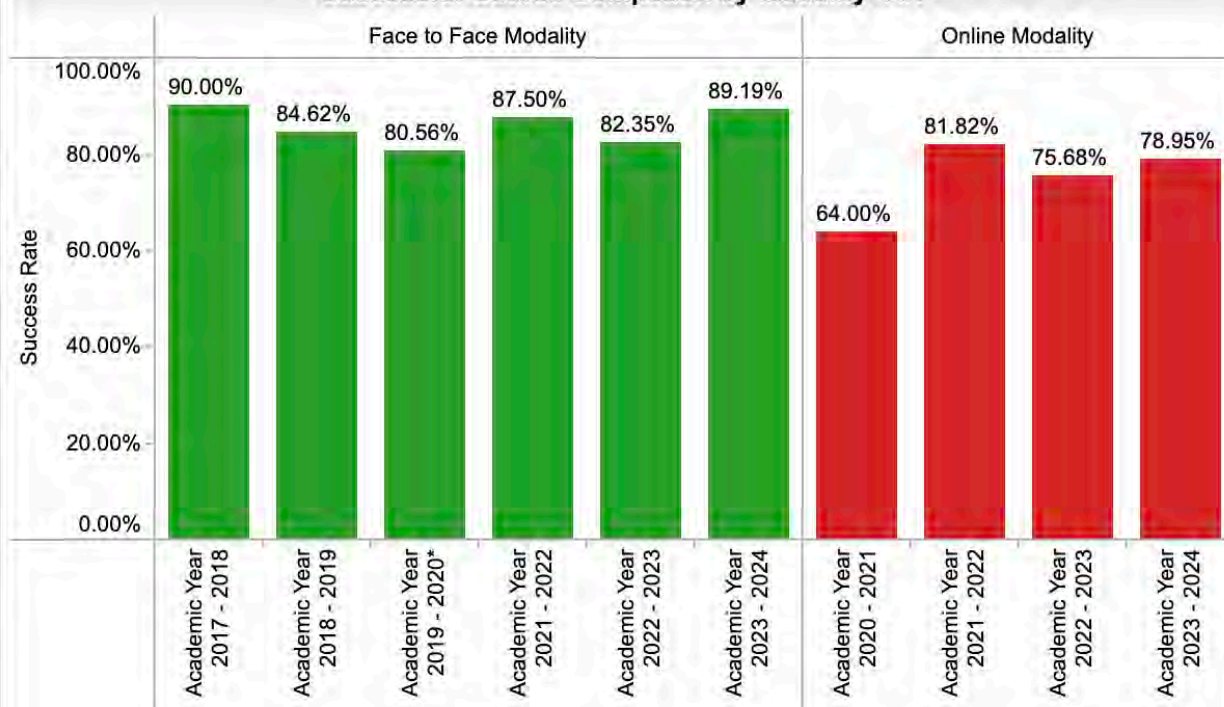
ART266

Legend:

Face to Face Modality

Online Modality

### Successful Course Completion by Modality - Art



### Successful Course Completion by Modality Table - Art

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	80.33%	79.76%	84.75%	83.42%	80.36%	81.96%	82.53%
	Total Depart..	1,795	1,917	1,923	376	1,232	1,472	1,541
Online Modality	Department S..	62.39%	68.00%	79.66%	72.83%	74.70%	75.14%	76.37%
	Total Depart..	553	576	568	1,675	1,100	911	861



## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art

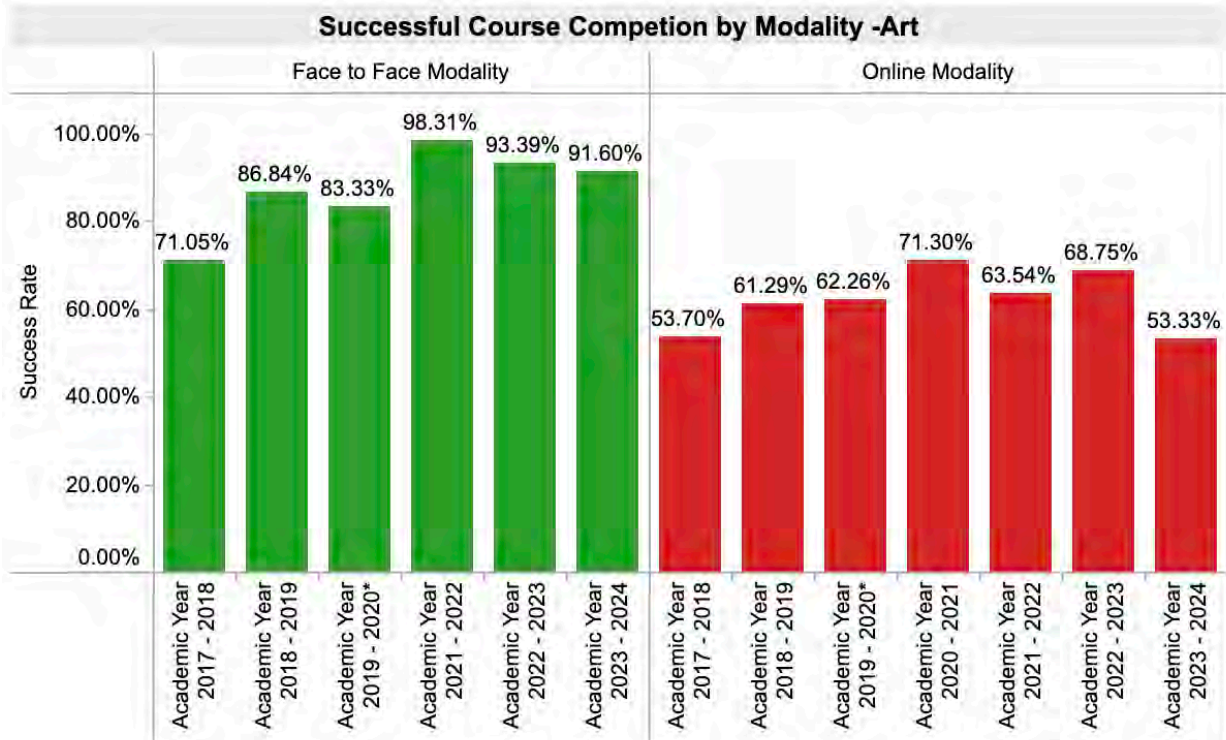
Course:

ART255

Legend:

Face to Face Modality

Online Modality



**Successful Course Completion by Modality Table - Art**

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	80.33%	79.76%	84.75%	83.42%	80.36%	81.96%	82.53%
	Total Depart..	1,795	1,917	1,923	376	1,232	1,472	1,541
Online Modality	Department S..	62.39%	68.00%	79.66%	72.83%	74.70%	75.14%	76.37%
	Total Depart..	553	576	568	1,675	1,100	911	861

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art

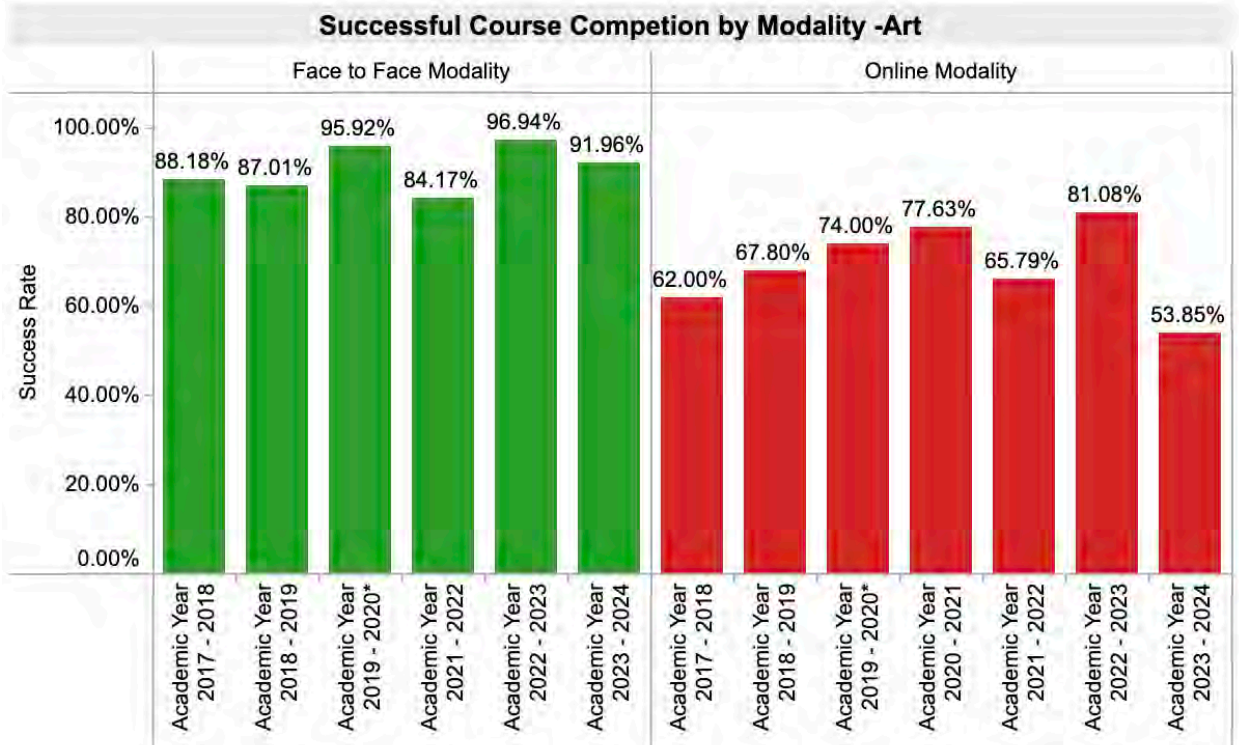
Course:

ART256

Legend:

Face to Face Modality

Online Modality



Successful Course Completion by Modality Table - Art								
		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	80.33%	79.76%	84.75%	83.42%	80.36%	81.96%	82.53%
	Total Depart..	1,795	1,917	1,923	376	1,232	1,472	1,541
Online Modality	Department S..	62.39%	68.00%	79.66%	72.83%	74.70%	75.14%	76.37%
	Total Depart..	553	576	568	1,675	1,100	911	861

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:

Art

Course:

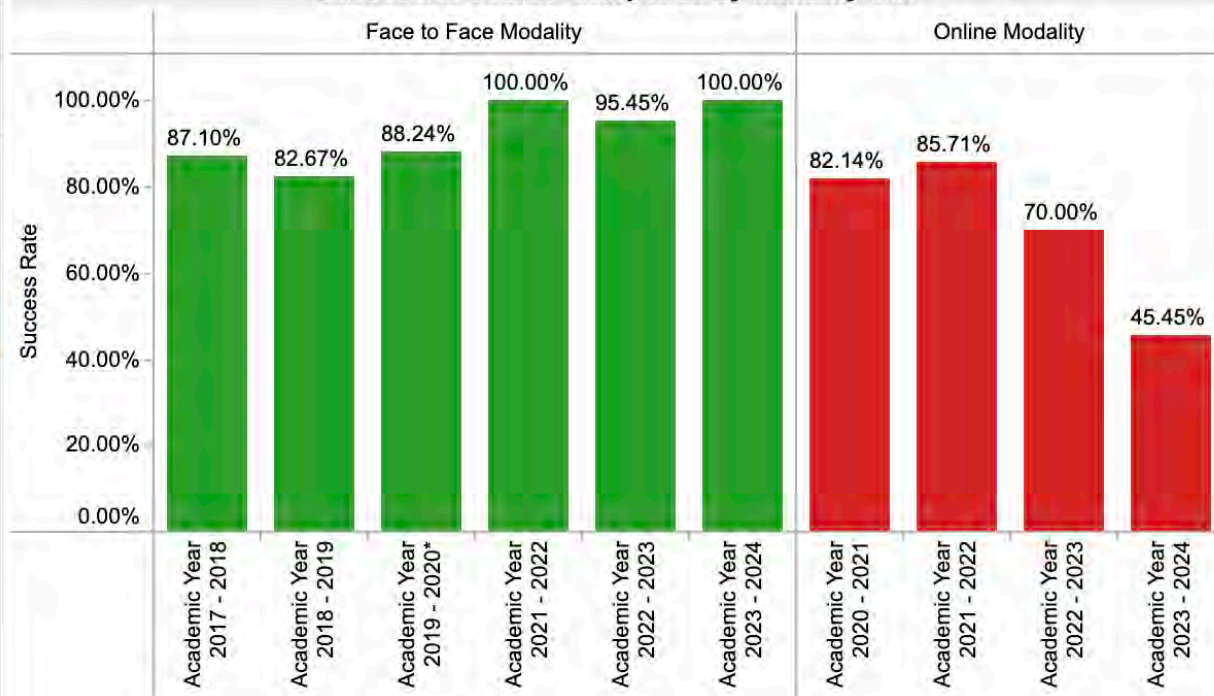
ART258

Legend:

Face to Face Modality

Online Modality

### Successful Course Completion by Modality -Art



### Successful Course Completion by Modality Table - Art

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S..	80.33%	79.76%	84.75%	83.42%	80.36%	81.96%	82.53%
	Total Depart..	1,795	1,917	1,923	376	1,232	1,472	1,541
Online Modality	Department S..	62.39%	68.00%	79.66%	72.83%	74.70%	75.14%	76.37%
	Total Depart..	553	576	568	1,675	1,100	911	861

We found that the specific class ART 258 online shows a very low rate of successful course completion, mainly because ART 258 Adobe InDesign is a relatively challenging application to offer as an online course. We are considering providing a hybrid model to enhance student contact time and improve successful completion rates.

- G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

## **Programs and Curriculum Review PROGRESS**

### **Section 1: Progress Check on Scheduled Curriculum Updates from CPPR**

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

Click here to enter text.

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

<b>Program of Study OR Prefix and Course #</b>	<b>Major/Minor Modification (select one)</b>	<b>Date completed (semester and year)</b>

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic



year. Complete the table below for those items only.

<b>Program of Study OR Prefix and Course #</b>	<b>Past Due Date for Modification</b>	<b>Briefly state why modification was not completed on schedule</b>	<b>Re-scheduled date for modification (must be within 1 year)</b>

**Section 2: Progress Check on Previously Out-of-Date Curriculum Updates from CPPR**

*Directions:* For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type “N/A” in the first box of the first row of the table.

<b>Program of Study OR Prefix and Course #</b>	<b>Past Due Date for Modification</b>	<b>Re-scheduled date for modification</b>	<b>Completed (yes or no)</b>

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote “N/A” for the previous table.

<b>Program of Study OR Prefix and Course #</b>	<b>Past Re-scheduled Due Date for Modification</b>	<b>Briefly state why modification was not completed as rescheduled</b>	<b>Second re-scheduled date for modification (must be within 6</b>



			<b>months)</b>

### Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

## Program Outcomes Assessment Checklist and Narrative

### Checklist

- ☐ SLO assessment cycle calendar is up to date.
- ☐ All courses scheduled for assessment have been assessed in eLumen.
- ☐ Program Sustainability Plan progress report completed (if applicable).

### Narrative

Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

### Program Planning / Forecasting for the Next Academic Year

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

#### A. New or modified plans for achieving program-learning outcomes and addressing equity gaps

Our program has significantly expanded its **AI-driven, equity-focused** learning model. The **Portfolio First** approach continues to guide students in building competitive portfolios, now enhanced by AI-powered personalized learning and portfolio building.

Students complete new projects in every instructional session, rapidly developing professional work. **The introduction of access to advanced AI tools** ensures that all students, regardless of personal resources, can gain industry-relevant experience.

B. Anticipated changes in curriculum, scheduling or delivery modality

The curriculum is evolving with **new AI-driven design modules** and a focus on **AI-assisted solo studio operations mode for career preparation**, addressing the shifting industry landscape. The expansion of certification programs continues, with targeted two-course credentials in digital marketing, web design, and creative technology.

C. Levels, delivery or types of services

**AI integration is now central** to the program, allowing for **customized learning pathways** and **adaptive design projects**. A **streamlined portfolio platform** provides students with professional tools to showcase their work, while expanded access to **AI-powered software (Deepseek, ReCrafts, Runway, Grok)** ensures equitable opportunities for all students.

D. Facilities changes

Classrooms 7137 and 7138 have been redesigned, and updates to 7132 are underway to improve flexibility, accessibility, and high-efficiency workflows. Room 7138 now features mobile work tables and new displays, improving visibility and transition efficiency for intensive demo-based teaching. In 2025, the program is solidifying its focus on AI-driven entrepreneurship, preparing students for freelance and solo studio careers in a transformed industry.

We also add a booklet printer and finisher to our unit plan, as they can enhance our daily printing quality in the classroom and help print booklets for class and program marketing. We are missing these items to effectively introduce our program in consulting and other student services locations, including local high schools and dual enrollment sites.

E. Staffing projections

F. Other

### Program Sustainability Plan Progress Report

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.