

## CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW FOR 2023

**Program:** Graphic Design

**Planning Year:** 2023-2024    **Unit:** Fine Arts

**Cluster:** HUMANITIES

**Last Year of CPPR/Voc. Ed Review:** 2019-2020

**INSTRUCTIONS:** CTE programs will complete and submit the below Two-Year Program Review as part of a regular two-year program review cycle (Ed Code 78016). In addition, CTE programs will complete and submit an APPW on an annual basis and an Instructional Comprehensive Program Planning and Review (CPPR) every four years according to the institutional comprehensive planning cycle for instructional programs.

### ***California Ed Code 78016***

Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

1. Meets a documented labor market demand.
  2. Does not represent unnecessary duplication of other manpower training programs in the area.
  3. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
- A. Any program that does not meet the requirements of subdivision (A) and the standards promulgated by the governing board shall be terminated within one year.
  - B. The review process required by this section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.
  - C. This section shall apply to each program commenced subsequent to July 28, 1983.
  - D. A written summary of the findings of each review shall be made available to the public.

**NARRATIVE:** Review your CTE program according to the following three prompts with analysis of data provided by the State: <http://www.labormarketinfo.edd.ca.gov/>.

If assistance is needed to retrieve data, please contact the Dean of Instruction for Health, Workforce and Kinesiology.

Provide a written summary for each prompt. If yes, explain why and/or how. If no, explain why.

**I. Meets a documented labor market demand,** <http://www.labormarketinfo.edd.ca.gov/>.

## Projections of Employment by Occupation, 2018 - 2028

Selections:

**TOP Code(s):**

- 061400 Digital Media
- 061410 Multimedia
- 061430 Website Design and Development
- 061450 Desktop Publishing
- 061460 Computer Graphics and Digital Imagery
- 101300 Commercial Art
- 103000 Graphic Art and Design

**Geography: California**

Includes: All California Counties

**Annual Job Openings by Occupation**

SOC Code	Occupation Title (Linked to "Occupation Profile")	2018 Employment	Annual Job Openings (1)
271011	<a href="#">Art Directors</a>	21,500	24,420
439031	<a href="#">Desktop Publishers</a>	1,000	820
271024	<a href="#">Graphic Designers</a>	39,500	42,390
271014	<a href="#">Multi-Media Artists and Animators</a>	31,900	40,050
515111	<a href="#">Prepress Technicians and Workers</a>	3,600	3,430
	<b>Total</b>	97,500	111,110

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

(2) This occupation has been suppressed due to confidentiality.

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As shown in the charts below from the Employment Development Department website (California), graphic design (271024) and related positions are in demand and have a relatively stable job outlook. With the increasing need for visual communication in various industries, graphic designers are essential in creating and developing visual content such as

logos, marketing materials, websites, and more. Additionally, with the growth of digital media, there is an increased demand for graphic designers with skills in web design, user interface (UI) design, and user experience (UX) design. As more businesses shift their operations online, there is a greater need for professionals who can design and develop digital content such as websites, mobile apps, and social media graphics.

**II. Does not represent unnecessary duplication of other manpower training programs in the area.**

**California is one of the largest job markets for design.**

The flourishing graphic design job market in California calls for the need for additional training programs to meet the increasing demand. As digital media becomes more prevalent in various industries, the demand for skilled graphic designers is on the rise. Therefore, it is essential to provide more training programs that equip individuals with the necessary skills to succeed in this field and meet the industry's growing needs.

California is one of the largest job markets for design, and the demand for workers in graphic design-related positions is on the rise. According to LinkedIn, even the top tier of the technology industry is competing for more design talent, with Facebook, Google, and Amazon collectively increasing their art and design headcounts by 65% in the past year. They still have significant room to hire more design professionals.

The Labor Market Information website lists seventy graphic design programs in California, but given the current high demand and optimistic outlook for future job needs, it is essential to have even more programs available.

**Cuesta's Graphic Design CTE program offers advanced skills training.**

Cuesta's Graphic Design CTE program strives to offer a cutting-edge and remote-friendly design education that is accessible to students from diverse backgrounds at the community college level. Our curriculum is designed to equip students with practical skills that are applicable in the workplace. Students learn to effectively communicate their ideas visually, utilize various design tools, articulate perspectives and messages, build networks, and embrace the industry's dynamic nature.

Over the years, our curriculum has expanded to include highly sought-after areas such as interactive design and motion design. According to recent research by Adobe, technology companies now place designers on the same level of importance as developers. Hence, we continue to expand our program to cover more high-demand areas and assist students in planning their future career paths.

This academic year, we plan to introduce two small certificates in Motion and UX design and

develop supporting documents to enhance and endorse our students' resumes. Our aim is to equip our students with the skills necessary to succeed in the dynamic and ever-evolving field of graphic design.

**III. Is of demonstrated effectiveness as measured by the employment and completion success of its students,**

[https://misweb.cccco.edu/perkins/Core\\_Indicator\\_Reports/Summ\\_CoreIndi\\_TOPCode.aspx](https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx)

	Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
01 AGRICULTURE AND NATURAL RESOURCES	25.00	100.00	100.00	33.33	75.00	75.00
02 ARCHITECTURE AND RELATED TECHNOLOGIES	93.10	100.00	93.10	40.00	27.59	32.00
05 BUSINESS AND MANAGEMENT	85.62	97.42	94.50	73.91	52.21	55.39
06 MEDIA AND COMMUNICATIONS	84.78	96.88	95.65	100.00	25.93	27.78
07 INFORMATION TECHNOLOGY	97.30	97.87	91.89	55.56	9.46	8.16
08 EDUCATION	95.00	87.50	90.00	75.00		
09 ENGINEERING AND INDUSTRIAL TECHNOLOGIES	91.23	85.23	88.30	82.29	6.44	7.45
10 FINE AND APPLIED ARTS	100.00	85.19	90.48	86.67	50.00	47.62
1005 COMMERCIAL MUSIC	100.00	100.00	100.00	100.00	28.57	66.67
1006 TECHNICAL THEATER	100.00	100.00	100.00			
1030 GRAPHIC ART AND DESIGN	100.00	88.89	92.86	80.00	55.17	44.44
103000 GRAPHIC ART AND DESIGN	100.00	88.89	92.86	80.00	55.17	44.44
1099 OTHER FINE AND APPLIED ARTS	100.00	80.00	50.00	100.00		
12 HEALTH	62.26	99.23	94.27	93.52	26.78	25.84
13 FAMILY AND CONSUMER SCIENCES	80.16	96.14	94.95	59.35	7.50	9.05
14 LAW	100.00	100.00	96.88	80.00	15.63	21.43
16 LIBRARY SCIENCE	85.71	100.00	83.02	76.67	10.71	6.98
21 PUBLIC AND PROTECTIVE SERVICES	87.59	98.85	96.35	50.91	45.33	46.94

Performance Rate Less Than Goal is Shaded     
  Total Count is 10 or Greater     
  Total Count is Less Than 10

Core 1 - Skill Attainment. GPA 2.0 & Above: 91.75% Performance Goal - ( 2017- 2018)  
 Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - ( 2017- 2018)  
 Core 3 - Persistence in Higher Education: 91.00% Performance Goal - ( 2017- 2018)  
 Core 4 - Employment: 73.23% Performance Goal - ( 2017- 2018)  
 Core 5 - Training Leading to Non-traditional Employment: Greater than 23.93% Participation & 28.02% Completion - ( 2017- 2018)  
 Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

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**PERKINS IV Core Indicators of Performance by 6-digit Vocational TOP Code**  
**Summary Detail Report for 2020-2021 Fiscal Year Planning**

**CUESTA COLLEGE**

**103000 Graphic Art and Design**

	Core 1 Skill Attainment			Core 2 Completions			Core 3 Persistence		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	100.00	29	29	88.89	16	18	92.86	26	28
Female	100.00	16	16	87.50	7	8	100.00	16	16
Male	100.00	13	13	90.00	9	10	83.33	10	12
Non-traditional	100.00	16	16	87.50	7	8	100.00	16	16
Displaced Homemaker	100.00	2	2	100.00	2	2	100.00	2	2
Economically Disadvantaged	100.00	14	14	100.00	6	6	100.00	14	14
Limited English Proficiency		0	0		0	0		0	0
Single Parent	100.00	1	1	100.00	1	1	100.00	1	1
Students with Disabilities	100.00	2	2	100.00	2	2	100.00	2	2
Technical Preparation		0	0		0	0		0	0
District	100.00	29	29	88.89	16	18	92.86	26	28
State	89.54	16,491	18,418	91.22	9,168	10,050	86.37	15,684	18,159

	Core 4 Employment			Core 5a NT Participation			Core 5b NT Completion		
	Percent	Count	Total	Percent	Count	Total	Percent	Count	Total
Program Area Total	80.00	8	10	55.17	16	29	44.44	8	18
Female	60.00	3	5	100.00	16	16	100.00	8	8
Male	100.00	5	5	0.00	0	13	0.00	0	10
Non-traditional	60.00	3	5	55.17	16	29	44.44	8	18
Displaced Homemaker	100.00	1	1	0.00	0	2	0.00	0	2
Economically Disadvantaged	66.67	2	3	57.14	8	14	42.86	3	7
Limited English Proficiency		0	0		0	0		0	0
Single Parent	100.00	1	1	100.00	1	1	100.00	1	1
Students with Disabilities	100.00	1	1	50.00	1	2	50.00	1	2
Technical Preparation		0	0		0	0		0	0
District	80.00	8	10	55.17	16	29	44.44	8	18
State	68.54	3,771	5,502	47.99	10,144	21,136	49.54	5,669	11,444

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed.

Performance Rate Less Than Goal is Shaded

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - ( 2017- 2018)

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 89.00% Performance Goal - ( 2017- 2018)

Core 3 - Persistence in Higher Education: 91.00% Performance Goal - ( 2017- 2018)

Core 4 - Employment: 73.23% Performance Goal - ( 2017- 2018)

Core 5 - Training Leading to Non-traditional Employment: Greater than 23.93% Participation & 28.02% Completion - ( 2017- 2018)

Source: CCCC MIS Database, EDD Base Wage File, CSU Chancellor's Office, UC Office of the President, 2000 Census, Student Loan Clearing House

Core areas 1-3 at the District level exceed state-wide numbers: Core 1 Skill Attainment for the District is 100% compared to the State level of 89.54%; Core 2 Completions are 88.89% in the District, with State levels at 91.22%. Core 3 Persistence is 92.86% for the District, compare to

86.37% State-wide. The employment data for our Graphic Design program appears to be lower, many of our Graphic Design students tend to pursue four-year university programs, which can make it challenging to track and record employment data accurately. We are committed to exploring new ways to gather and track employment data more accurately and to ensure that our students have access to the resources and support they need to succeed in their careers. We remain dedicated to preparing our students for successful careers in the rapidly evolving field of Graphic Design.