

CAREER TECHNICAL EDUCATION (CTE) TWO-YEAR PROGRAM REVIEW FOR 2025

Program Graphic Design

Planning Year: 2025

Unit: Fine Arts

Cluster: HUMANITIES

Last Year of CPPR/Voc. Ed Review: 2023

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](#).

If assistance is needed to retrieve data, please contact your Instructional Dean.

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, [data provided by the State](#).

Graphic design (SOC 27-1024) continues to meet a well-documented labor market demand in California as of 2025, as evidenced by recent employment projections from the Employment Development Department. According to the data, graphic designers are projected to see a 11.3% growth in employment from 2020 to 2030, with the number of jobs increasing from 35,500 to 39,500, adding 4,000 new positions. This steady growth underscores the ongoing need for skilled professionals in creating visual content for industries ranging from marketing and advertising to digital media. The broader context of related fields, such as web developers and digital interface designers (SOC 15-1257), which are projected to grow by 25.5% (adding 7,200 jobs), and arts, design, entertainment, sports, and media occupations (SOC 27-0000), expected to increase by 17.6% (adding 70,100 jobs), further highlights the robust demand for design-related skills.

With California remaining a hub for technology and creative industries, the need for graphic designers—particularly those with expertise in digital and interactive media—remains critical to meet this expanding job market. Our program's focus on preparing students for these high-demand roles ensures we align with and support the region's workforce needs.

SOC Code^[2]	Occupational Title^[3]	Base Year Employment Estimate 2020^{[4][5]}	Projected Year Employment Estimate 2030	Numeric Change 2020-2030^[6]	Percent-age Change 2020-2030
27-1024	Graphic Designers	35,500	39,500	4,000	11.3%
15-1257	Web Developers and Digital Interface Designers	28,800	36,000	7,200	25.0%
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	398,100	468,200	70,100	17.6%
27-1029	Designers, All Other	6,100	7,200	1,100	18.0%

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

California remains one of the largest and most dynamic job markets for design, and the demand for skilled graphic designers continues to grow in 2025, far outpacing the capacity of existing training programs. With the rapid integration of digital media and advanced technologies, particularly artificial intelligence (AI), the need for professionals who can leverage AI tools in video, audio, and graphics has surged. This demand is driven by industries ranging from entertainment and advertising to tech, where AI is transforming creative workflows and enabling new career opportunities, such as single-person studios. These solo studios, empowered by AI's ability to automate repetitive tasks and enhance creative output, are a trending career path, allowing individuals to operate as independent, full-service design providers—a niche our program is uniquely positioned to support.

Despite the presence of approximately 70 graphic design programs listed on the Labor Market Information website, the high demand for specialized skills, especially in AI-driven design, underscores the need for additional, innovative training options. Cuesta's Graphic Design CTE program stands out by offering a cutting-edge education that prepares students for this evolving landscape. Our curriculum now emphasizes training full-stack designers—professionals who integrate graphic design, UI/UX, motion graphics, and AI technologies across video, audio, and visual content. This holistic approach ensures our graduates are equipped to thrive in a future where design is deeply intertwined with advanced AI, meeting the needs of employers and independent creators alike.

Since our 2023 review, we've expanded our program to include specialized training in AI tools for generating and refining graphics, creating dynamic video content, and enhancing audio-visual experiences. Recent industry reports, such as those from Adobe, highlight that technology companies now prioritize designers with AI proficiency on par with developers, and our curriculum reflects this shift. In 2025, we're piloting new modules focused on AI-driven design workflows and single-person studio operations. These initiatives, combined with our commitment to accessible, practical education for diverse students, ensure Cuesta's program complements rather than duplicates other efforts, addressing a critical gap in the region's workforce needs.

III. Is of demonstrated effectiveness as measured by the employment and completion success of its students, [Core Indicator Reports \(Summary by TOP code\)](#)

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PERKINS IV Core Indicators of Performance by Vocational TOP Code
Indicators for 2020-2021 Fiscal Year Planning
Summary by College for: CUESTA - SAN LUIS OBISPO

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

	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 Cleaning 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: 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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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, while State levels are at 91.22%. Core 3 Persistence is 92.86% for the District,

compared to 86.37% State-wide. The employment data for our Graphic Design program appears lower; many of our Graphic Design students choose 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.