



FOOTHILL COLLEGE
Program Planning and Review
 (650) 949-7240 | <http://www.foothill.edu/staff/irs/>

Program: Photography

* Please note that sections IV and X have changed from the 09-10 version. All programs are required to update these sections and may roll other sections forward if updates are not necessary.

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I. Department/Program Mission

<p>1. State the department name and everyone who participated in creating the comprehensive program plan.</p>	<p>Photography Department: Ron Herman, Instructor Kate Jordahl, Instructor Keith Lee, Instructor Lesley Loudon, Instructor Rick Knepp, Instructional Associate (Lab Manager) (Feedback from Moshe Quinn and Michael Sims)</p>
<p>2. State the program's mission. If you don't have one, create one.</p>	<p>The mission of the Photography Department at Foothill College is to provide the finest of instruction in the use of traditional and contemporary photographic techniques for the vocational and avocational student. Majoring in photography will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for college transfer, entry into the photographic workplace, or for artistic expression. Course work includes traditional processing and printing, digital imaging, color photography, studio lighting, experimental processes, photo criticism and portfolio preparation. Students are encouraged to develop a personal, expressive style, achieve technical excellence and examine photography's role in our society.</p>
<p>3. Explain how the program/department mission is aligned with the college mission?</p>	<p>In alignment with the Foothill College Mission Statement, the photography department provides students with skills needed for college transfer, entry into the workplace, and for artistic expression. We teach visual literacy and assist students in becoming active, critical, and creative users of the language of photography, which we believe is critical to sustaining and enhancing a democratic society.</p>

II. Department and Program Description & Data

1. What are your hours of operation?	Our offices open at: 9 am Closed for Lunch: No <input checked="" type="checkbox"/> or Yes <input type="checkbox"/> If yes, when: Our offices closed at: 10 pm			
2. What types of classes do you offer, at what locations, and at what times?	Times offered: <input checked="" type="checkbox"/> Morning (6AM-12PM) <input checked="" type="checkbox"/> Afternoon (12PM-4PM) <input checked="" type="checkbox"/> Evening (4PM-10PM)	Locations offered: <input checked="" type="checkbox"/> FH Main Campus <input checked="" type="checkbox"/> Middlefield <input type="checkbox"/> Off campus	Types Offered: <input checked="" type="checkbox"/> In Person <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Distance	Status Offered: <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-credit
3. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).				
Faculty Positions by Discipline	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Instructor, Photography	3	2	Teach classes, write curriculum, planning, oversee darkroom and work with lab manager, coordinate with IDEA lab staff and other departments on use of IDEA lab, participate on committees, consult with Dean on class scheduling; promote program; work with community; advise students; oversee Voc Ed funds and projects.	
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
Lab Manager (Instructional Associate)	1	0	The Lab Manager oversees the general operation of the photography lab, including the hiring, training and scheduling of student lab techs; purchasing of	

			chemistry and supplies for the lab and the photography department; schedules lab access sessions; oversees equipment acquisition and maintenance, manages department's materials, supplies, student salary and certain grant budgets; develops procedure and policy for students working in the traditional lab; develops procedure and policy for safety and environmental compliance. Instructional Associate responsibility in open lab sessions; assisting students as needed in all aspects of photography processes and practices.
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties
Lab Technicians	12-15 hr/wk	11	Student lab technicians assist instructors as needed in lab sessions of photography classes, including the check-in and check-out of students into the classes, distribution of enlargers and other equipment and return of same, assist instructors in demonstration, assure student compliance with lab policy and procedures. In open lab sessions, assist students with basic processes and technique.

<p>4. Given the data, describe the trends in enrollment, FTES, and Average Class size. What are the implications for your department?</p>	<p>Many photography classes require small groups with hands on experiences. For both safety and pedagogy, many of our classes are limited to 25. With this limit, it is not possible for photography to reach the 525 productivity that is our current college-wide goal. The development and popularity of the Photo 8 has been instrumental to our increased enrollments, as has our deep involvement as a department in the development and teaching of rich online classes to parallel our on-campus offering. The extension of many of our classes to hybrid format has served students and enrollment goals. We must continue to look for ways to capture the enrollments and keep our classes full. We need to look at patterns in our enrollments and schedule carefully. Our productivity for fall 2009 is 509 – but this is not a sustainable number being based on faculty taking extra students. In a time when the WSCH and the FTES of the college is going down, the photo department has gone up in both areas. There is a significant upward trend in productivity. The department faculty are looking at ways to make this upward shift in productivity systemic and sustainable.</p>
<p>5. Student Achievement: Given the data, describe the trends in overall success rates, retention rates, and degrees and certificates awarded. What are the implications for your department?</p>	<p>Our retention rate is comparable to the college rate and our success rate is also similar. We have approximately a 92% retention rate with an 83% success rate. In the past 7 years we have awarded 34 AA degrees and 4 transcriptable certificates. This is an average of 5.5 degrees awarded per year out of 150 average FTES. We could improve our number of certificates awarded with more promotion and more discussion of this option with our students. Given the field of photography, this is an appropriate number of degrees, as the job prospects are challenging and students need to be dedicated and focused to succeed in the field. These numbers also reflects the percentage of students who are taking our classes for general education and for transfer in another major. According to Bernie Day, Articulation Officer, the</p>

	Foothill College Photography department has more transferable classes than any other Photo Department in the California Community College System and a high number that qualify for general education for both the Foothill and Transfer. This fits with our Mission of serving a wide range of students in addition to student majoring in photography.
6. Student Equity: Given the data, describe the trends with respect to underrepresented students . How will your program address the needs/challenges indicated by the data?	Our success rate by ethnicity is comparable to the college. We should all do better in this area. Photograph does have the added challenge of being an expensive class even on the beginning level. We need to raise additional moneys for emergency funds for students who have financial need and for the purchase of cameras to help when students have equipment problems.
7. Given the data, discuss how the FTEF trends and FTEF/FTES ratio will impact your program. Include any need for increasing or reducing your program faculty. What are the implications for your department?	We have a 5.85 FTEF average. With three full time faculty, our FTEF/FTES is about 44%. With the constant need to keep up-to-date in the field and learn new technologies and the work to create classes to serve the entire college, an additional faculty member would be a real asset. As the photography department is at the same percent of FTEF/FTES as the college, it is likely that this is not a realistic hope in the near future. We will utilize the current full time faculty and our outstanding part-time faculty to allow us to do what needs to be done and serve Foothill students.
8. Given the data for distance learning , describe the trends related to success , retention , and student satisfaction . Discuss solutions to ensure that rates match or exceed those of comparable traditional format courses.	Distance learning is an area that photo faculty have invested significant time and resources. Our success and retention are slightly higher than the college average. As part of one of our faculty's work with FGA, many of our distance classes have had student reviews. There is an indication that students are happy with the quality of the classes even when they would prefer to be able to take the class on campus. Student work and family situations seem to be what requires them to opt for the online class.
9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	Over the past 7 years we have had a number of students who had bachelor's degrees return to Foothill for training in

	<p>photography and proceed with our training to Graduate school including one that received a full fellowship to the San Francisco Art Institute. Students from the Foothill College Photography Department have transferred to UCSC, San Jose State, University of New Mexico, San Francisco Art Institute, The Art Institute of Boston at Lesley University, School of Visual Arts of New York, Rochester Institute of Technology, Brooks Institute and other colleges. We consistently get feedback that our students are very well prepared technically and conceptually for the work on both the graduate and advanced undergraduate levels.</p> <p>That our classes provide this level of preparation while serving entry-level, transfer and traditional majors, is a source of pride for the photography department.</p>
<p>10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>The Technology of photography is constantly changing. This leads to the need to rewrite curriculum regularly, for faculty to be in constant retraining and to be in touch with the new trends. With the economic turndown more students are retuning to study and have different needs than our traditional students. The technological changes in photography have also created a dramatic downward shift in mid-level opportunities; students must be prepared to be self-employed in this new market. We are seeing an increase in more experienced students returning for retraining in order to apply for masters level training. These students, once again, have very different needs from traditional college student.</p>

Summary of Planning Goals & Action Plans				
11. Identify 3-6 operational goals and link them to one or more college strategic initiatives or to your operations .				
Department Operational Goals	College Strategic Initiatives			
	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Identify 3-6 operational goals				
Restructure classes to serve students while being productive in a sustainable way	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Increase the student success rate and student retention in all categories especially underrepresented students who leave due to financial limitations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continue to develop and enrich our honors offerings and our criticism classes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase number of transcriptable certificates and degrees	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Restructure classes to serve students while being productive in a sustainable way	Meet with VP of instruction to look over classes; rewrite classes to maximize productivity in sound educational manner; work as team to create new classes that can serve more students; pursue professional development leaves to develop classes			
Increase the student success rate and student retention in all categories especially underrepresented students who leave due to financial limitations	Fundraise for scholarships and mini-grants and to purchase cameras for use by students in urgent and emergency situations			
Continue to develop and enrich our honors offerings and our criticism classes	Promotion of classes; pdl to develop classes			

Increase number of transcriptable certificates and degrees	Create flyer to promote; improve website		
13. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale of how each request supports one or more college strategic initiative and/or supports student learning.	
Maintain our current staff and faculty	Continue our high quality services and outstanding classes	Support of student learning; safe operation of lab facility; Putting access into action	

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners ?	Our courses utilize a variety of teaching methods, and our curriculum is disseminated via lecture, lecture-lab, and hands-on lab sessions. We use the latest textbooks supplemented with instructor written handouts. Several of our courses and class materials are available online, and for many students, this is effective. Most of our physical classes have a companion website, too.
2. How does your curriculum respond to changing community, student, and employer needs?	We constantly update our classes, particularly the PHOT 65 series to meet the current standards of the photography industry. Through the PHOT 68 and 78 series courses, we are able to offer a wide variety of short term, themed workshops of 12 hours duration that allow us to address fast-changing technology and techniques, such as digital book-making, film-scanner training, professional studio lighting, and software innovations widely used in the photography industry, with Adobe Lightroom being just one example. We then integrate these specific topics into the matriculating curriculum/course outline as the trend becomes clear and recognizable. The larger photographic community has also expressed an interest in courses that are shorter than a full quarter, and this helps us serve students for on-going training in the field after they have gotten a degree or certificate and/or are working in the field.
3. How does your curriculum support the needs of other certificates or majors?	Our PHOT 1 and PHOT 5 courses, for example, fulfill GID core and ART course requirements. PHOT 10 and 11 are also accepted for the Art History major. PHOT 1, 5, 8, 10, & 11 are accepted for GE Humanities. PHOT 8H, 10H, and 11H are accepted for the Honors program and GE requirements. PHOT 8 and 8H are accepted for the United States Cultures and Communities GE requirement.

4. Do your courses for the major align with transfer institutions?	Yes.	
5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	Yes at this time. Given the technology changes that have taken place over recent years in the photography field, the photo department is addressing the two different pathways to advanced classes and varying amounts of experience that students may have had in the traditional and digital photography to prepare them for success in upper level courses. We will be revisiting our pattern of prerequisites in the coming two years.	
6. Review the attached curriculum report for currency. What is your plan to address the deficiencies? (Consider: Title V , course deactivation , updated prerequisites , cross-listed courses , measuring student learning outcomes , curriculum sheets , certificates and degrees).	The photo department has spent enormous energy updating the curriculum, measuring student learning outcomes, and deleting courses that are no longer relevant. We will continue to address the quality of our curriculum in the upcoming student learning outcome cycle. We are also looking at our curriculum sheet in the coming cycle to continue to serve our students with a relevant blend of classes to succeed at transfer and working in the field.	
7. Does your program offer distance education courses?	The program currently offers seven fully online courses and all courses are currently approved for hybrid delivery.	
8. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction between students and faculty.	Online class management systems like Etudes are used for discussion and assignment grading. Etudes and online communities like Flickr, are used to promote interaction and image sharing/feedback within the distance education courses.	
9. If you offer distance education courses, list one or two short examples of how your distance education courses provide for effective interaction among students.	The above examples also require peer-to-peer feedback. This brings both student and faculty feedback together in a rich online conversation.	
<i>College Skills (Pre-collegiate) Overview (Data Available Fall 2009-filling out this section is optional)</i>		
10. What college skills should a student have before entering your program?	Basic reading and writing skill levels, computer navigational skills, and personal initiative to work independently.	
11. Given the data, comment on the effectiveness of the assessment and placement of college skills students into your program. (For MATH, ENGL and ESL only).	Not Applicable.	

12. In what ways are you addressing the needs of the college skills students in your program?	Students without college level skills often come to visual arts classes and photo classes due to an interest in the arts; we direct these students to the appropriate services on campus in order to increase their skill level and help them to succeed in college classes.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	One of our faculty is currently serving on the College Skills Steering Committee.	
<i>Program Mapping</i>		
14. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	PHOT 5, 65A, 65B, 65C, 57A, 57B PHOT 1, 2, 50, 57A, 57B Other required courses may be taken in any order after completion of introductory classes (Photo 1, 2, 5, 65A)	
15. For your courses that are part of a sequence – are the student learning outcomes well aligned with the next course in the sequence? Please work with the college researcher to answer this question - once your sequence of courses is identified.	Yes.	
16. If applicable, describe any capstone course, signature assignment (project, service learning, portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	Program completion normally concludes with students taking a two part, sequential portfolio course series (PHOT 57A & 57B) that provides a platform for students to demonstrate workforce readiness. Students must prepare professional business materials, produce portfolio work, and stage an exhibition of their work. The college and larger community are invited to see the portfolio of these students at a number of public events.	

<i>Course Scheduling & Consistency</i>	
17. Given available data, describe the trends in the scheduling of morning , afternoon , and evening classes, as well as Friday, Weekend , and distance education classes. Comment on the feasibility of offering classes at non-standard times.	Although we regularly offer courses during Mon-Thu, our pattern shows few courses being offered on Tu/W and W/Th, which is in step with the college-wide, block-scheduling table. However, the Mon/Wed combination does historically appear to be under-utilized, with fewer sections offered compared with other days. Weekend (short courses) and evening classes are already offered. We also have a large number of distance education courses. We have successfully offered some classes in the late afternoon on the Middlefield campus to serve the students in programs at that site, but in the current round of cutting classes, we have stopped this to preserve our main campus sections, which serve a larger population.
18. Are required courses scheduled in appropriate sequence to permit students to complete the program in the prescribed length of time ? If yes, describe the rationale upon which the sequence is based. If no, what is the plan to change the scheduling pattern? What are the barriers that prohibit implementation of the changes? Explain.	While some of our courses are offered enough to permit students to complete the program, at least one continues to be a challenge. PHOT 2 has experienced frequent cancellation due to low enrollment but is a necessary course for student advancement to the next level of proficiency. Some students have sought access to upper level courses by requesting a waiver of PHOT 2, but this may actually hinder the program's long-term goal. The program too, will need to merge students who have gained their initial traditional or digital experience from a source other than Foothill College, as their skill levels are not a homogenous one. The current fiscal crisis will continue to make this a challenge as low enrolled classes face cancellation.
19. How does the department determine that classes are taught consistently with the course outline of record ?	Informal discussions among faculty take place throughout the year, typically during quarterly course scheduling meetings. Textbook choices, prerequisite requirements, and content are frequently discussed. Mentoring of part-time faculty also aids in transmission of course outline requirements.

Summary of Planning Goals and Action Plans			
20. What are your goals with respect to curriculum and how will those goals be measured?		One goal is to review course flow so that matriculation and program completion are smooth and clear for students, which will be measured by the completion of a flow chart agreed upon all faculty and shared with students. Another important goal is to finish reflections on the second third of courses in the current SLO cycle.	
21. Are additional resources needed to accomplish your curriculum goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.	
No additional resources are needed at this time.			

IV. Learning Outcomes

Student Learning Outcome and Program Learning Outcomes Assessment

1. Be sure and complete your **course-level student learning outcomes** assessment for each course through the C3MS system.
2. **Program Learning Outcomes** in this section will be updated annually and posted on the [Learning Outcomes](#) webpage.

• **Intended Program Outcome 1:** The student will be able to produce images that demonstrate knowledge of photography's visual and expressive elements (light, color, and composition), using standard professional equipment and production processes.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes <ul style="list-style-type: none"> • Communication • Computation • Critical Thinking • Community & Global Consciousness 	Means of Assessment/Criteria for Success <i>What are the criteria for success? What tools will be used to establish and measure success?</i>	Summary of Data: October 2011 <i>Summarize the findings. How close were the results to the criteria for success?</i>	Use of Results: October 2011 <i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i>
Communication Computation Critical Thinking	Students who have completed the traditional or digital series for a degree or for a certificate will enroll in Photo 57a & 57b in Winter and Spring 2011. An 80% completion rate in this series would be a benchmark of success for this PLO.	Fall quarter has primarily introductory courses. This PLO will be assessed in the advanced classes in Winter 2011 and Spring 2011	In past years, we assessed that students need more work on color balance and to be kept up-to-date on software changes. We are developing classes to address these needs.

• **Intended Program Outcome 2:** Students will be able to analyze how images reflect and shape our culture and assess the contributions made in the field by people from diverse cultures and backgrounds.

This Program Learning Outcome meets the Core College Mission of:	Basic Skills <input type="checkbox"/>	Transfer <input checked="" type="checkbox"/>	Workforce <input checked="" type="checkbox"/>
Relationship to Institutional Learning Outcomes	Means of Assessment/Criteria for Success	Summary of Data: October 2011	Use of Results: October 2011

<ul style="list-style-type: none"> • Communication • Computation • Critical Thinking • Community and Global Consciousness 	<p><i>What are the criteria for success? What tools will be used to establish and measure success?</i></p>	<p><i>Summarize the findings. How close were the results to the criteria for success?</i></p>	<p><i>What do the data tell us about our process? What, if anything, do we need to do to our program or department to improve? What resources are necessary?</i></p>	
<p>Communication Critical Thinking Community and Global Consciousness</p>	<p>Students who have completed all of the required classes for graduation will have been exposed to a range of photographers practicing different genres of photography and coming from different backgrounds. Each class includes a writing component. Students in the advanced class must be able to compare, contrast and analyze images and image-makers. An 80% success rate in the written aspects of the advanced classes would be a sign of success.</p>	<p>In past years, we assessed that students need more work on color balance and to be kept up-to-date on software changes. We are developing classes to address these needs.</p>	<p>Many students need more work on the quality of their writing. Even if they grasp the concepts, their skills in expressing their ideas need additional development. More emphasis can be placed on these skills in the core courses of the program.</p>	

V. Departmental Engagement

<p>1. What standing committees, if any, does your department maintain? What are the committee charges and membership?</p>	<p>No standing committees, but each faculty member is assigned and do take the lead in specific areas as they relate to the Studio, IDEA Center, and Darkroom areas, as well as advising the FH Photo Club. We all take part in the Advisory Board. The full time faculty take turns serving as photo department chair, a voluntary responsibility.</p>
<p>2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?</p>	<p>Foothill Photography Faculty are active and visible members of the Foothill College Community. The following are a few of the recent collaborations:</p> <ul style="list-style-type: none"> • Faculty have regularly participated in the annual Book Arts Jam with GID faculty and the book-arts community. • Faculty cross-teach in the HORT program. • In collaboration with Health Services, faculty have produced a show with students and international participation in support of Breast Cancer Awareness. • Faculty acted as juror for the Vet Tech Pet Photo contest. • Advised other departments and offices in creating, acquiring and installing art display systems • Faculty have participated in the Annual Faculty Exhibition at the Seman Library and the Bi-Annual Faculty Exhibition at the Euphrat Museum as well as lending artwork to the Division Office, the President's office and the Chancellor's office for display. • Faculty have served on the Faculty Senate, the Committee for Online Learning and the College Skills Steering Committee. • Faculty have taught with the Campus Abroad Program involving collaboration with English, Psychology and Art Faculty.

<p>3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?</p>	<p>The Foothill Photography Department is very visible in our community and is reaching out on a regular basis including some of the following:</p> <ul style="list-style-type: none"> • Our advisory board, comprised of representatives from schools and related businesses, has met to discuss trends and directions in the field of photography. • One of our part-time instructors is also a high school photo instructor, and has served as a link to the secondary school level. These high school students launched an exhibit that showcased their work in the photography building. • Faculty are jurors for numerous local competitions. • Faculty have presented at local photo organizations and museums and exhibited their artwork at local galleries and museums. • Faculty have supported both the Photo Club and the PHOT 57 Portfolio Class in creating off campus exhibitions and sharing their work with the greater bay area community. • Faculty have served as Speaker and workshop leader for Stanford University's Cantor Art Museum "Richard Avedon" exhibition • Faculty and students have participated and presented at the Society for Photographic Education (SPE) and the National Association of Photoshop Professionals (NAPP) • We collaborated with our local photograph retailer and sponsored the "Bogan Café" which brought a professional photographer to campus to lead a workshop on portraiture and included working with a local halfway house to make portraits of the residence and donate these photographs for fundraising. • The Foothill photo department has also hosted a discussion surrounding the future of digital photography
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		education with five other community colleges and San Jose State University.	
4. In what ways if any, are you or have you worked with area high schools to align curriculum from the high school to your course?		We are teaching a digital photography course at the local high school that feeds into our advanced digital classes. We have invited the local art teacher to our advisory board. Faculty have participated in a study and attended discussions on planning for the future of arts education at the Santa Clara Board of Education.	
5. In what ways if any, are you working with CSUs, UCs, private, or out-of-state institutions to align courses and develop articulation agreements ?		We maintain several courses that are eligible for transfer to UCs and CSUs, including PHOT 1, 5, 8, & 11. Faculty have met with representatives of UC Berkeley to discuss articulation requirements. Faculty have met with the FH articulation Officer to discuss continued alignment of courses.	
Summary of Planning Goals and Action Plans			
6. What are your goals with respect to departmental engagement and how will those goals be measured?		Our goal for departmental engagement includes consulting more frequently with the Advisory Board and continuing the connection with colleagues in similar institutions located in the Bay Area. We will also continue our presence and support for photographic experiences both on campus and off campus.	
7. Are additional resources needed to accomplish departmental engagement goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.	
No additional resources are needed at this time.			

VI. Professional Development

<p>1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.</p>	<p><i>A partial list of Professional Development Activities:</i> Etudes training for Part-Time Faculty National Association of Photoshop Professionals (NAPP) Conference Society of Photographic Education (SPE) Conferences (both as participants and presenters) Courage To Teach Retreat QPR Gatekeeper Instructor Suicide Prevention Training Various one-day intensive software trainings at instructors own expense. Participated in Student Learning Outcome Convocation (two faculty presented at the Spring 2009 Convocation) Silver Photography Conference in Pasadena Annual Hazardous Materials Training ICS /SEMS/NIMS Combined Course Non-Harassment Training Banner training and Eudora Training for Classified Staff Attending FotoFest, the international Biennial of Photography and Photo-related Art in the United States Attending Fotovision Lectures at UC Berkeley School of Journalism on various topics including PhotoPhilanthropy and copyright issues. Attending Photo LA and Photo SF, Meeting of Photographic Gallerists from around the World League of Innovation Conference (Participant and volunteer)</p>
<p>2. What opportunities does your department take to share professional development experiences with colleagues?</p>	<p>We share insights and experiences during department meetings and retreats and by the sharing of conference and workshop materials. We give back to the college community by exhibitions and service.</p>
<p>3. In what ways have faculty shared, discussed, and used professional development activities to improve program</p>	<p>On-line training is crucial to the continued functioning of the Photo department and the willingness of the part-time faculty</p>

VI. Professional Development

effectiveness?	to participate has been very appreciated. As we plan for the future of our program, our understanding through these conferences of the current field of photography and photographic education impacts our every decision. Many of our experiences were shared in our digital planning retreat for the photography faculty as well as in department meetings.
4. What professional development needs do you have in the coming years?	Photo Faculty will need to continue to develop their learning in the technology of photography and the pedagogy of learning. Continuing to participate in the NAPP and SPE as well as other organizations will be very important to the department.
5. Are there unmet or upcoming professional development needs among faculty in this program? If yes, then please explain a proposed plan of action for addressing this need and any necessary resources.	Faculty are in current need of both Photoshop CS and Lightroom training to keep up-to-date on these ever-changing softwares. We hope that they will be able to attend NAPP Photoshop World conference this coming year as well as some one-day intensives locally.

Summary of Planning Goals and Action Plans

6. What are your goals with respect to professional development and how will those goals be measured?		Continue to learn and stay current in photography as well as develop deeper understanding of current educational techniques and practices. This will be measured by our ongoing updating of curriculum, improvement of curriculum and sharing with the college community.
7. Are additional resources needed to accomplish professional development goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Funding for continued education and conference participation	To stay current in photography as well as develop deeper understanding of current educational techniques and practices	Community of Scholars; Operational Planning and Promoting a Collaborative decision-making environment

VII. Support Services		
Support Services		
Consider the support services needed by your program when reflecting over the following questions		Comments or explanations of barriers and solutions.
1. Is there adequate clerical or administrative support for this program?	Yes	The classified support position (Lab Technician) is critical to our operations.
2. Are there sufficient college and departmental computer labs available to support this program?	No	There is need for a dedicated laptop computer to assist in the Studio area for tethered photography. There is also a need for a computer in the photo booth for SIS access and/or future Owl Card functionality
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	No	In general, the library and media resources are sufficient for our program, but more specialized DVD programs with close captioning are needed for the history/criticism area
4. Are adequate services provided in compliance with program needs for meeting health and safety guidelines?	Yes	
5. Are the custodial services to this program in compliance with program needs for meeting health and safety guidelines?	Yes	
6. Are accommodations for students with disabilities adequate, including alternative media, testing, and tutorial?	Yes	While generally we are able to work with students with disabilities to accommodate their needs, our longer classes with labs have had challenges with adequate sign-language assistants for students with hearing disabilities.
7. Are general tutorial services adequate?	Yes	
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	Yes	
9. Do students have access to and can they effectively use appropriate information resources ?	No	A stand alone, kiosk-style, student accessible computer station in the photography building would be useful.

10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Yes	Etudes training and support worksite are effective.
Marketing & Outreach		
11. What impact do you feel the college catalog, class schedule, and online schedule of classes have on marketing your program? Does the marketing accurately reflect your program, requirements, and services available?	The accuracy of the information in the publications is critical to our program. The challenges of online registration and clearing pre-requisites for students transferring from other institutions has proved challenging at times.	
12. What impact does the college or departmental website have on marketing your program?	This one of the main ways students learn about our program, so it is important that it is kept up to date. We maintain our own pages on the Foothill site to promote classes and inform students.	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	None identified at this time.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	We reach new students by our faculty’s visibility and presence in the local photography and educational communities. We have also had tables and materials at a number of outreach events. No additional services are needed from outreach at this time.	
Programs, clubs, organizations, and special activities for students		
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	The Foothill Photo Club has been active for over three years. Most recently, students have hosted and produced the Silicon Valley Open Studios event on the Foothill campus, with great success. Students have had numerous overnight excursions to the high country (Bristlecone Pines), North Beach (San Francisco), and themed exhibitions have resulted from these experiences that have shown both on and off campus. .	

<p>16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.</p>	<p>Several students have won prizes in photography contests and have been published in newspapers, magazines, and posters. The following are just a few of the honors:</p> <ul style="list-style-type: none"> • Juried into the Carmel Art & Film Festival, Exhibition at the Marjorie Evans Gallery at the Sunset Center in Carmel, California. • SPE West Conference, Photographic Installation by Foothill College PHOT 63, Photojournalism Class (Co-Instructors Keith Lee & Lesley Loudon) "Identity Squared." • Olympiad for the Arts, 1st, 2nd, 3rd & Honorable Mention • Society for Photographic Education West, Regional Conference Student Award Exhibition • 1st, 2nd place, and honorable mentions for Palo Alto Weekly Annual Photo Competition (publication and exhibition) • Poster image at De Young College night • Juried show at Center for Photographic Art juried by Al Weber • Santa Cruz Art League exhibition, Honorable Mention • California State Fair Merit Award • Artist in residence, Headlands Center for the Arts • Artist in residence, The Center for Photography at Woodstock • Fellowship, San Francisco Art Institute <p>In addition, students organized an award fund in honor of Mike Ivanistky, a long-term part time instructor that died. They have organized an annual portfolio submission for the past four years, juried the work and had an exhibition/reception for the winners. This annual event is a good experience for the organizers and recognizes the outstanding work of the award recipients.</p>
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Summary of Planning Goals and Action Plans			
17. What are your goals with respect to support services and how will those goals be measured?		Our main goal is not to lose our Instructional Associate/Lab Manager. The ability of the photo faculty to do excellent work and develop the program is directly related to the support and work of this person. We are not in a time to ask for more, but to request that we keep our current staff.	
18. Are additional resources needed to accomplish your support services goals? If yes, identify the resource, as well as the purpose and rationale for each resource.			
		If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.	
Keep current staff at current schedule.	Serve student; take care of hazardous materials and reporting to government officials; maintain and repair equipment; allow teachers to teach	Operational Planning; Access into Action	

VIII. Career and Technical Education Programs

Response to Labor Market Demand

<p>1. How does your program meet labor market demand? Cite specific examples and sources.</p>	<p>Associate Degree in Traditional Photography and Certificate of Achievement: Traditional Photography <i>Black and White Fine Art Printing Assistant, Professional Darkroom Lab Manager, Photographic Printing and Reproduction Artist for Professional Photo-Lab, Fine Art Photographer, Freelance Photographer,</i></p> <p>Associate Degree in Digital Imaging and Certificate of Achievement: Digital Imaging <i>Digital Retouching Artist for Advertising & Portrait Photography Services, Photographic Illustrator for Magazines and Advertising, Professional Photographic Lab Post-Production Artist, Freelance Photographer, Travel & Stock Photographer, Graphic Artist</i></p> <p>Skills Certificate: Photographic Laboratory Technician: <i>Professional Photo-Lab Custom Printer, Photo-Lab Manager for Fine Art or Commercial Photographer, Darkroom & Lab Technician and/or Manager for College & University Photography Programs,</i></p> <p>Skills Certificate: Photo Criticism <i>Art Critic, Art Writer, Art Blogger, Photo-Historian, Gallerist, Art Dealer, Art Collector.</i></p> <p>Associate Degree and/or Certificate of Achievement with Specific Advanced Course Completion: Studio Lighting & Introduction to Location & Portrait Lighting: <i>Product and Portrait Lighting Photographic Assistant to Commercial, Advertising, and Corporate Photographer, Freelance Photographer, Wedding Photographer, Fashion Photographer, Product, Automotive, Set, Forensic Photographer, Theater Production & Head Shots Photographer, School Class Portrait Photographer.</i></p> <p>Photojournalism – PHOT63: <i>Editorial Photographer, Documentary Photographer, Sports Photographer, Event Photographer.</i></p>
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2. Given the number of enrollments projected for the program and necessary to support the program, are there enough openings locally to permit placement of the expected number of graduates?	Graduates with AA's & Certificates? 3-10 graduates per year. Yes.	
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Steady and growing in the Digital Arts Areas.	
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Minimum Wage to \$30 dollars per hour.	
5. What is the projected average percentage of salary increase in 2 years? 4 years?	10%-30% increase	
<i>Response to Program Credibility/Viability</i>		
6. If advanced degrees are typically needed for career advancement, will the courses required for this program transfer towards completion of the requirements for those degrees?	Yes	
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Yes	

<p>8. Will this preparation permit students to stay current in their field? Does the program teach basic principles and theory, as well as applications? Is it current? Is it of sufficient rigor to assure the capacity to continue to follow the literature and learn new techniques? Is it of sufficient generality to allow for later shifts in career?</p>	<p>Yes. Our program teaches many skills that can be transferred to other fields such film and video, graphic design, illustration, gallery management, art sales, art criticism and review writing, computer skills, creative problem-solving, visual literacy skills, group communication, and teamwork. Our department utilizes up to date and cutting edge equipment for instruction providing a variety of transferable technology user skills. Skills acquired are transferable to professions that require employees to work together in order to think and act creatively in solving visual problems by relying on visual literacy skills for interpretation and expression. Other skills include working in a rigorous professional manner seeing projects through from start to finish. Verbal communication and public speaking skills are also taught in a critique setting where students think critically and express visual ideas verbally.</p>	
<p>9. Does this preparation provide a significant secondary expertise to primary careers? If yes, explain the purpose of the training – is it designed primarily or in part to meet the needs of those already employed for upward mobility, entrepreneurship, or other career upgrade?</p>	<p>Yes</p>	
<p>10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?</p>	<p>High School Art & Photography Programs.</p>	
<p>11. How does this program prepare students for competitive employment?</p>	<p>This program offers students both commercial and fine art photographic skills for competitive employment in the field of photography. Traditional and contemporary photographic techniques for the vocational and avocational students are taught. Majoring in photography with an emphasis in traditional or digital imaging will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for college transfer, entry into the photographic workplace, or for artistic expression.</p>	

<i>Advisory Board</i>	
12. List your advisory board members. The list of advisory board members should include their job titles as well as their affiliations, and an accompanying explanation should make clear that the professionals on this committee represent those within the industry who would hire graduates of a proposed CTE program.	<p><i>Members of the 2009-10 Advisory Board</i></p> <p>Christine An, Los Altos High School, Head of Art Dept. Veronica Cotter, Ilford Corp Erika Gentry, Society of Photographic Education/City College of San Francisco Claire Johnson, Program Director, Photo Philanthropy David Pace, Santa Clara University Mark Pinsukanjana, Modernbook Gallery/Editions Brian Taylor, San Jose State University Celac Colvert, Keeble and Shuchat</p>
13. List the dates and number of members attending of your most recent advisory board meetings.	<p>Tuesday, November 10, 2009</p> <p>In Attendance:</p> <p>Veronica Cotter, Ilford Corp Mark Pinsukanjana, Modernbook Gallery/Editions Brian Taylor, San Jose State University Celac Colvert, Keeble and Shuchat Michael Sims, Adjunct Instructor Ron Herman, Professor Kate Jordahl, Professor Keith Lee, Professor Rick Knepp, Lab Manager</p> <p>The remaining advisory board were sent meeting information and support materials electronically through the PhotoFoothill College Photography Advisory Board Blog (http://foothillphotoadvisoryboard.blogspot.com/)</p>
14. What have been the major outcomes of your advisory board meetings? Of those outcomes, which have been acted upon, and what is your plan of action with regard to other outcomes discussed?	<p>In the changing field of photography we are constantly responding to changes in the field while maintaining the academic quality we are committed to offering. We have shifted our approach to marketing and the emphasis in our digital programs. We will continue to rely on our advisory board to give us feedback and assistance in keeping up-to-date while maintaining outstanding photographic education.</p>

<i>Program Accreditation</i>	
15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	No
16. What is the program's accreditation status?	n/a
17. Indicate recommendations of the most recent accreditation evaluation of the program and corrective actions taken or planned. Most recent accreditation report and all additional pertinent documentation and explanations should be available on site for consultant review.	n/a
18. Provide a brief analysis of student performance on licensure or board exams on first attempt.	n/a
19. What indicators does your program use to determine success of our students after completion?	We keep track of student success by the number of positions held in photography and related fields as well as the amount of students who continue on to receive BFA's and MFA's in photography. Many of our program's skills are transferable to other fields and assist students in creating work that is both creative and completed at a professional level.
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	n/a
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	n/a
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.	n/a
Summary of Planning Goals and Action Plans	
23. What are your 4-year goals based on areas identified in the Career and Technical Education section of the program plan and how will those goals be measured?	In the next 4 years we plan to better record student success after program completion and create an Alumni Network through a Foothill Photo-Blog for Alumni, current Student, and Instructor sharing of photography-related work.
24. Are additional resources needed to accomplish career and technical education goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.	
Maintain current staffing	To serve students and track outcomes	Students in Voc Ed areas need support with the technology and equipment of professional photography; this equipment needs maintenance and repair.	
Increase B budget for repair and maintenance of equipment	Keep equipment in useable condition for students	Students can not learn on broken equipment; our current funding levels will not allow us to maintain the equipment we have; supplies to use the equipment are also expensive and necessary to student success.	

IX. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty

<p>1. How does your PT/FT ratio impact the program?</p>	<p>We have many classes taught by part time faculty. With a limited campus presence, it is sometimes difficult for part-time instructors to develop a following of students, which can affect enrollment in future quarters. Our part-time faculty that currently have rehiring preference have done a good job in building that student following. Part-time faculty need consistent and significant support from full-time faculty adding to the full-time faculty workload. Part-time faculty bring a richness of experience and different points of view to the department and a number of them have show an interest in participating in program review and curriculum discussions. With an average FTEF of 5.85 and three full time faculty, the photography program could use another full time faculty. Since this is unlikely, we need to continue to offer our part-time faculty chances for professional development and support in developing their teaching skills.</p>
<p>2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)</p>	<p>The three full time faculty will be on Professional Development Leave for one quarter in each of the next three years. This will cause us to need to hire, train and support more part-time instructors and be even more dependent on the support services of our instructional associate. Due to the budget crisis, we anticipate that we will need to continue to have less course offerings and need to be very thoughtful about scheduling. We expect a greater and greater number of students coming to Foothill College to learn digital photography, lighting techniques and printing skills both due to the changes in the field, the limits in enrollments at the UC/CSU level and our reputation in the community.</p>

<i>Classified Staff</i>	
3. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	As stated above, we will with PDL's and increased enrollment need to maintain our current classified staff, the instructional associate (lab manager.) This position is currently an 11-month full time position.
<i>Technology and Equipment</i>	
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	<ul style="list-style-type: none"> • Equipment is adequate but the supply budget is not sufficient in order to maintain the equipment. • Software version updates do not become available to faculty fast enough. Students are generally working with the latest version of Photoshop and Lightroom before the district processes the purchase request and faculty obtain the software. • Classrooms are not equipped with the adapters necessary to project from the new district standard Apple laptops.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	We deal with ADA issues on a case-by-case basis and we can foresee situations that we cannot address and for which we do not have the resources. We would need to turn to the college for additional resources in order to meet student needs in these special situations.
6. Is the technology used in your distance education courses appropriate to the nature and objectives of your courses? Please explain how it is appropriate or what changes are underway to make it appropriate. Explain.	No. Etudes has limitations in the number of attachments and file sizes that is not appropriate for a visual arts course. Some instructors use their own server at their own expense to deal with this issue, which doesn't seem to be a good solution. Some are using outside sources such as Flickr or Blogger to supplement Etudes' shortcomings.
<i>Technology & Equipment Definitions</i>	
Non-instructional Equipment and Supplies: includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director. <ul style="list-style-type: none"> • Dedicated computer for lab tech booth for SIS access and/or future Owl card functionality. 	

Instructional Equipment and Supplies: includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director. <ul style="list-style-type: none"> • Wi-Fi in photo building • We need a stand-alone laptop for the photo studio to use for tethered photography and to project instructional aids. • Lighting equipment needs maintenance and repair, scanner and cameras need calibration, cleaning, and repair. 	
Durable Equipment and Furniture: includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department. None needed at this time.	
Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment.	
<i>Facilities</i>	
7. Are your facilities accessible to students with disabilities?	Yes
8. List needs for upgrades for existing spaces	N/A
9. List any new spaces that are needed	N/A
10. Identify any long-term maintenance needs.	N/A
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Yes
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Yes, the district does respond in an adequate and timely manner to work orders and repairs. When working with Gilban, they did not.
<i>Budget</i>	
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	No State has said we are not allowed to charge student fees students. Students either need to provide supplies for the classes or the photography department must purchase them out of B budget. Many supplies for a group photo class would not be safe or desirable to have the students purchase individually as this would cause several Hazardous material and waste disposal issues. Our chemical costs have gone up 60% at the same time our B-budget has gone down 50%. It would also be desirable to hire students to help in the lab both for work experience and to help with ongoing tasks. This is not possible with the current budgets.

14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	All photo supplies are going up while the budget is going down and this will have a negative impact on how we teach classes. For example photo chemicals have gone up 60% and light bulbs and flash bulbs have also increased in price, while our B budget has decreased by 50%. Also, budget does not allow for equipment maintenance or repair/replacement. When our equipment was new, this was not a significant issue, but as we move forward, we will need to budget for maintenance and repairs.	
15. Are there ways to use existing funds differently within your department to meet changing needs?	We are being as careful and creative as we can with finding new and stretching existing resources.	
Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?	We want to increase donations and will be putting a link to donation information on the photo department website.	
17. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.		
Identified Resource	Purpose	If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.
Larger A and B budgets	Purchase of supplies and demonstration materials; repair and maintenance of cameras/lighting equipment/scanner; hiring of student help for assisting in labs giving them important work experience	Access into action; operational planning; work experience
Laptop for studio use	Better use of studio equipment	Operational Planning
Funds for Software to be updated more quickly	Give students experience on the standards of the industry	Access into action

X. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon review of this program plan, provide a comprehensive summary of goals met or in progress and resources awarded from the previous program plan.

Goal /Purpose - Met or In Progress	Resource(s) Awarded	Related Learning Outcomes	Related Strategic Initiative or Core Mission
N/A			

2. Upon review of this program plan, provide a summary of current or continuing goals and resources needed.

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, list every current and upcoming resource need in this section.

Goal/Purpose – Current or Continuing	Resource(s) Requested (Costs need to be included)	Related Learning Outcomes	Related Strategic Initiative or Core Mission
N/A			

<i>Supervising Administrator Signature</i> Mark Anderson	<i>Completion Date</i> 12/21/2010