



Program: Video Arts

* 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	
1. State the department name and everyone who participated in creating the comprehensive program plan.	Video Arts Kristin Tripp Caldwell
2. State the program's mission. If you don't have one, create one.	The mission of the VART program is to provide the students of Foothill College with the critical thinking and analysis skills necessary to navigate the 21 st century media landscape, a world of powerful images, language, and sound. We teach students to become active media makers as well as thoughtful consumers by providing valuable workforce training for a rapidly evolving media environment.
3. Explain how the program/department mission is aligned with the college mission ?	Media literacy is a fundamental skill necessary in a well-rounded education. The VART program provides courses for media careers, lifelong learning, and transfer to four-year colleges and universities.

II. Department and Program Description & Data				
1. What are your hours of operation?		1104 Video Equipment Office: Thurs 12-3 currently staffed by a volunteer 1103 Video Post – production lab: closed, except during class times, and by appointment by faculty for video capture due to aging equipment that does not support current software upgrades 1211 IDEA lab (Fine Arts Open Computer lab) Monday- Wed 10-6, Thurs 8-4, Fri 11-4 This lab supports basic editing with Final Cut Pro and AVID Media Composer. Does not support video input/ingest, HD editing, tape based output, full – scale projects which require media management and organization.		
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 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	
Video Arts Instructor	1	0	Teach classes in Video Arts. Program and curriculum planning, authoring and updating of curriculum and degrees. Develop course materials for both face to face and online classes. Mentoring and advising of students. Coordinate advisory committee, liaison with local business and industry.	
Video Arts Instructor	0	4	Teach classes in Video Arts and Media Studies.	
Management and Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties	
	0	0		
Student Worker Positions	Hours per Week	Months per Year	Brief Description of duties	
1104 lab manager	(10)	(9)	Maintain all video and audio production equipment, perform equipment checkout, check-in, tracking, review equipment with students, troubleshoot	

			equipment, and manage equipment repair, equipment inventory, and technical assistance in classes.	
4. Given the data, describe the trends in enrollment , FTES , and Average Class size . What are the implications for your department?			The VART department was founded in 05-06 after several years of revision and curriculum development of the old Film/TV program. Since inception, VART has experienced rapid and accelerating growth. From 05-06 to 08-09 enrollment increased 67%. FTES increased 23% from 06/07 to 08/09 (data not available for 05-06). Our student retention rate showed slight increases over the period of approx 3-4%. Class size data is not available. Anticipate continuing growth as indicated by Fall 09 enrollment. The necessity for updated facilities and equipment continues to grow.	
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>Student success rates have increased approx 7%. Retention rates remain steady and show slight increases of 3-4%. The first VART production degree was awarded in Spring 2006. The first media studies AA was offered in 07-08. We currently offer career and proficiency certificates in production and media studies. We offer skill certificates in video production, videography, editing, sound design, motion graphics, and animation. Our students continue to transfer to top schools (recently, these include UCLA and USC film schools) and receive high-level internships. Over the past three years our students have interned or worked at KQED San Francisco, Sunset Gower Studios in Los Angeles, Apple Computer, and with renowned filmmaker Francis Ford Coppola. It is common for our students to find work before they complete their VART degree. The VART program has placed at the statewide California Community College Film Festival 2006 (first submission), 2007, 2008.</p> <p>Implications: as moving image and sound based media are becoming vital to business as a means of education, communication, training, promotion. The student and workforce need continues to grow, despite our lack of facilities and support staff.</p>	
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?			Approximately 60% of our students are male and 50% are white. Approximately 15% are Asian, and 12% Hispanic. African-American and Filipino students currently make up approx. 4% of VART students. Though the overall numbers of our African – American and Filipino students are very low and difficult to track, success rates lag behind those of white students and Asian students. Fewer numbers of women in the program reflect similar trends in the video workforce, particularly in cinematography. We would plan to continue outreach with high schools and CCOC's to bring more minority and female students into the program. We need to work toward better systems of early identification regarding students who are struggling with the coursework and direct them toward the appropriate support services within the college.	

<p>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?</p>	<p>Our FTEF full time percentages have fallen dramatically as the VART program has developed and expanded. In 04/05 (prior to the VART degree) we were 83% full time. In 08/09 we were at 40%. As the program continues to grow in FTES we continue to experience need for additional full time faculty a documented in the 05/06 review and 09 annual update.</p>	
<p>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.</p>	<p>Our success rates have increased steadily, up 9% from 06/07. Retention rates have held steady between 91-95%. Success rates are slightly lower than on campus courses approx 3%. Retention rates are about even with traditional VART courses. The program should work toward early identification of students who need support in order to raise our success rates approx 2-3%.</p>	
<p>9. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).</p>	<p>U.S. Bureau of Labor Statistics Guide to Motion Picture and Video Industries 2010-11 Growth in video editing 2008-18 expected to be 16.8%. Camera operators expected job growth 16.8%. Jobs as multi-media artists expected to grow 29%. Writers, directors expected job growth 17.3%. "Rapid expansion of the entertainment market, especially motion picture production and distribution, will spur growth of camera operators. In addition, computer and Internet services will provide new outlets for interactive productions. Camera operators will be needed to film made-for-Internet broadcasts, such as live music videos, digital movies, sports features, and general information or entertainment programming. These images can be delivered directly into the home either on compact discs or as streaming video over the Internet."</p> <p>Nielsen Global Online Media Landscape Report -2009 Internet video sites are also driving steady increases in traffic levels, with the amount of time Americans spend on video sites rocketing 339 percent since 2003. Unique viewers of online video grew 10 percent in the last year alone.</p>	
<p>10. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.</p>	<p>Currently many of our core media studies courses are IGETC transferable, but none have Foothill GE approval as the new VART curriculum was implemented around the time that a moratorium on submitting new classes was put into place. One of our first priorities is gaining approval for many of our core courses including VART 1 Intro to Film, VART 3 American Cinema.</p> <p>In terms of workforce training, we see a very broad range of businesses adopting moving image media to be used on line for instruction/education, communication, and promotion. The majority of job growth tends to be non-traditional. 21 century media makers are working freelance and independently. Web video is a blend of video production, post-production, engineering, and web design.</p>	

	<p>Bureau of Labor Statistics 2010-11 "Keen competition is expected for the more glamorous, high-paying jobs—writers, actors, producers, and directors—but better job prospects are expected for multimedia artists and animators, film and video editors, and others skilled in digital filming and computer-generated imaging. Small or independent filmmakers may provide the best job prospects for new entrants. The U.S. motion picture industry produces many of the world's feature films and recorded television programs. The industry is dominated by several large studios, based mostly in Hollywood. However, with the increasing popularity and worldwide availability of cable television, digital video recorders, computer graphics and editing software, and the Internet, many small and medium-sized independent filmmaking companies have sprung up to fill the growing demand for entertainment content. Some motion picture and video companies produce films for limited, or specialized, audiences. Among these films are documentaries, which use film clips and interviews to chronicle actual events with real people, and educational films ranging from "do-it-yourself" projects to exercise films. In addition, the industry produces business, industrial, and government films that promote an organization's image, provide information on its activities or products, or aid in fundraising or worker training. Some of these films are short enough to release to the public through the Internet; many offer an excellent training ground for beginning filmmakers."</p>	
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Summary of Planning Goals & Action Plans				
Department Operational Goals	College Strategic Initiatives			
Identify 3-6 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Create a web video skills certificate	X	<input type="checkbox"/>	X	X
Update curriculum on current tapeless production and postproduction workflows.	<input type="checkbox"/>	X	<input type="checkbox"/>	X
Begin a certification program for editors using either AVID Media Composer or Final Cut Pro software	<input type="checkbox"/>	X	<input type="checkbox"/>	X
Partner with other programs in video training so that Foothill students may create video portfolios for final project in academic courses.	X	X	X	X
Build partnerships with other programs for the training of key camera skills such as lighting, exposure, and composition	X	X	X	X
Provide our students with greater media literacy and production opportunities	X	X	X	X
12. What is your plan for accomplishing your goals?				
Department Operational Goals	Activities			
Provide our students with greater media literacy and production opportunities.	Broaden VART curriculum so that more core courses of the degree are GE applicable.		Revise existing curriculum including VART 4 and VART 20	
Partner with other programs in video training so that Foothill students may create video portfolios for final project in academic courses.	Meet with other programs for curriculum planning and development.		Revise existing curriculum.	
Build partnerships with other programs for the training of key camera skills such as lighting, exposure, and composition.	Meet with other programs for curriculum planning and development.		Revise existing curriculum.	
Create a web video skills certificate.	Meet with other programs for curriculum planning and development.		Revise existing curriculum and /or write new curriculum.	
Update curriculum on current tapeless production and post-production workflows.	Complete equipment and industry research. Update existing postproduction (and to a lesser degree) production facilities.		Installation of production and post-production equipment.	
Begin a certification program for editors using either AVID Media Composer or Final Cut Pro software.	Make industry contacts with AVID Technology and Apple computer. Negotiate certification program pricing and contract.			

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 .
New production cameras	Provide training on industry equipment, professional workflows; allow training and curriculum to be current industry standard. Provides students the opportunity to create professional portfolio work. Supports camera-training partnerships with other departments, web video skills certificate.	Supports initiative “putting access into action” provides students with hands on training on equipment not otherwise accessible to them. Collaboration with other programs on camera training supports “promoting a collaborative decision-making environment”. The core purpose is designed for student learning.
New post production editing equipment	Provide training on industry equipment, professional workflows; allow training and curriculum to be current industry standard. Provides students the opportunity to create professional portfolio work.	Supports initiative “putting access into action” provides students with hands on training on equipment not otherwise accessible to them. Collaboration with other programs supports “promoting a collaborative decision-making environment”. The core purpose is designed for student learning.
Software and editing certification program fees	Provide students the opportunity to achieve professional editing certification on AVID Media Composer.	“Putting access into action” provides students valuable workforce certification and connection with industry. Supports student learning.

III. Curriculum	
Curriculum Overview	
1. How does your curriculum address the needs of diverse learners ?	Our curriculum allows for a variety of different learning styles. Many visual and auditory learners are frequently drawn to the study and creation of moving image media. Our classes often use moving image and auditory instructional materials. Our instruction also includes written material, discussion, and many forms of hands-on training. We strongly believe that the best way to learn about media is to make media.
2. How does your curriculum respond to changing community, student, and employer needs?	Our curriculum is under continuous review. With the start of You Tube in 2005, to revolutionary changes in camera equipment from 2007-2009; the video industries are going through a period of profound change and reinvention. Faculty is actively meeting with employers, attending trade shows, and researching the landscape of our emerging industry.
3. How does your curriculum support the needs of other certificates or majors?	In our AA in VART production degree, photography courses PHOT 1 or 5 are basic core requirements in the curriculum. These courses provide our students with critical basic skills in camera exposure and use, composition and the ability to see photographically. Our support courses include communication study courses COMM 10 and COMM 12. A number of Graphic and Interactive Design courses are support for our program including GID1, 54, 56, 71, and 72. In our AA in VART Media Studies, COMM 10 Gender, Communication & Culture or COMM 12 Intercultural Communication are core requirements. MUS50B Entertainment Law and New Media is also a core requirement. VART 2C and 3 are electives in the popular culture certificate of proficiency. We would like to work with the CTIS division to assist with the video gaming and web multimedia curricula, particularly in the area of visual storytelling and web design. We would also like to work more closely with photography to explore the idea of creating a basic camera skills course that would cover both still and moving images.
4. Do your courses for the major align with transfer institutions?	Many of our AA core requirements for Media Studies and Production align with transfer institutions. Standard courses across the UC/CSU system include VART 20 Basic Video Production, VART 1 Introduction to Film Studies, VART 2A, 2B Film History, VART 3 American Cinema.

5. Do your courses have appropriate and necessary prerequisites ? Identify any challenges and plans to address the challenges.	Our courses have appropriate prerequisites.	
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).	Courses due for title 5 updates are VART 150, 2A, 2C, 50, 80, 86, and 87. VART 89 is being deactivated. Curriculum sheets are up to date. SLO's have been written for all program courses. SLO measurement and reflection is pending, as we have mostly part time faculty who should be compensated for completing outcomes. The most pressing matter is completing the state program degree application.	
7. Does your program offer distance education courses?	Yes	
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.	Students and faculty interact through email, private messaging within the course management system, real-time chat, phone conferencing, and listserv dialogue.	
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.	Distance education students communicate with each other via real-time chat, list serv, and online critique.	
<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 computer skills, writing skills, basic math.	
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).	Data not available.	
12. In what ways are you addressing the needs of the college skills students in your program?	Data not available.	
13. How are faculty in your program collaborating with other disciplines and services to meet the needs of college skills students?	Data not available.	
14.	<i>Program Mapping</i>	
15. If applicable, identify any sequence of courses that are part of your program. List in the order that they should be taken by students.	Production: VART 1 Intro to Film Studies, (VART 86 Intro to Digital Sound- for entry level students only), VART 20 Video Production I, VART 85, Digital Editing I, VART 15, VART 21 or 86	

<p>16. 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.</p>	<p>The VART production SLO core sequence and alignment have been evaluated by faculty (see below):</p> <p>VART 1 - INTRODUCTION TO FILM STUDIES Demonstrate the ability to analyze and synthesize the language of moving image media. Interpret and evaluate a variety of contexts and ideologies within different film forms. Identify and analyze the technological components of film and video making.</p> <p>VART 20 - DIGITAL VIDEO PRODUCTION I Demonstrates a working knowledge of basic video production principles. Demonstrates a working knowledge of basic video production equipment. Demonstrates a comprehensive knowledge of the video production process and the skills necessary to function successfully as a member of a production team. Analyzes the creative and technical decisions made in the video production process.</p> <p>VART 84 - DIGITAL VIDEO EDITING I Applies the basic aesthetic and technical principles of non-linear editing to the creation of video. Demonstrates comprehensive knowledge of the video post – production process. Analyze and critique the creative and technical decisions made in the editing of video.</p> <p>VART 15 - WEB VIDEO Applies accurate video production principles to the creation of internet media. Applies correct principles of compression to the creation of internet media. Demonstrates a comprehensive understanding of the web video workflow.</p> <p>VART 21 - DIGITAL VIDEO PRODUCTION II Demonstrates a working knowledge of intermediate to advanced level video production principles. Demonstrates a working knowledge of intermediate to advanced level video production equipment. Demonstrates the ability to analyze and critique the creative and technical decisions made in video production.</p> <p>VART 85 - DIGITAL VIDEO EDITING II Applies intermediate to advanced level aesthetic and technical editing principles to the creation of video.</p>	
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17. If applicable, describe any capstone course, signature assignment (project, service learning , portfolio), or exam that demonstrates knowledge, skills, and abilities, indicating successful program completion?	VART 80 Special Projects in Video Arts. Students are required to complete a major project or portfolio prior to graduation.	
<i>Course Scheduling & Consistency</i>		
18. 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.	If the editing certification program moves forward, VART will need to offer additional evening courses in the area of post-production.	
19. 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.	The courses were offered in an appropriate sequence prior to the 2009-2010 year. Many of the required courses have been canceled this year due to the budget crisis and need to increase enrollment and productivity.	
20. How does the department determine that classes are taught consistently with the course outline of record ?	Program author communicates with part time faculty on a consistent basis to insure that courses are taught according to the course outline.	
<i>Summary of Planning Goals and Action Plans</i>		
21. What are your goals with respect to curriculum and how will those goals be measured?	Updated curriculum to reflect industry changes, particularly tapeless production and post-production workflows. Gain GE approval for a core VART media literacy and writing/storytelling courses. Create a web video skills certificate. Begin certification program for editors in AVID Media Composer systems and software.	
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 .
Video Editing workstations	To renew equipment in 1103, currently eight years old. The lab is semi-closed; the stations are too old for further software upgrades. The lack of at least a few dedicated video post production stations that are current prevents the program from teaching current post – production workflows which have changed due to recent advances in HD, camera, and web video technologies.	The new equipment would allow the VART program to teach up to date editing work patterns which have changed radically over the past 4 years. This lab is the cornerstone of the proposed AVID media composer editor certification program.

Video production camera and gear such as tripods, Audio production equipment and lighting	Renew video production cameras in order to teach HD production and hard drive / solid-state media recording. Our current cameras are failing, record standard definition to tape. The lack of current production equipment prevents the program from teaching current production to post-production processes.	The program needs to update to at least a few new cameras, which would allow students to experience the full production to post process. Low – end consumer cameras are ubiquitous these days, almost all of our students have some access to a camera even if it is within a cell phone. What they need is access to cameras with full cinematic / exposure control. We need to give students the experience to work with higher end equipment, even if we only have a few of these cameras. This specialized equipment will give them the experience they need to enter the workforce; access to it is not possible on their own.	

IV. Learning Outcomes			
<i>Student Learning Outcome and Program Learning Outcomes Assessment</i>			
<p>1. Be sure and complete your course-level student learning outcomes assessment for each course through the C3MS system.</p> <p>2. Program Learning Outcomes in this section will be updated annually and posted on the Learning Outcomes webpage.</p> <p>• Intended Program Outcome 1: <i>Students will demonstrate the ability to analyze and synthesize the language of moving image media.</i></p>			
<p>This Program Learning Outcome meets the Core College Mission of:</p> <p>Relationship to Institutional Learning Outcomes</p> <ul style="list-style-type: none"> • <i>Communication</i> • <i>Computation</i> • <i>Critical Thinking</i> • <i>Community and Global Consciousness</i> <p>Communication Critical thinking</p>			
<p>Basic Skills</p> <input checked="" type="checkbox"/>	<p>Transfer</p> <input checked="" type="checkbox"/>	<p>Workforce</p> <input type="checkbox"/>	
<p>Means of Assessment/Criteria for Success</p> <p><i>What are the criteria for success? What tools will be used to establish and measure success?</i></p> <p>Summary of Data: October 2011</p> <p><i>Summarize the findings. How close were the results to the criteria for success?</i></p> <p>Use of Results: October 2011</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>• Intended Program Outcome 2: <i>Students will correctly identify and apply appropriate technologies in the creation of moving image media.</i></p>			
<p>This Program Learning Outcome meets the Core College Mission of:</p> <p>Relationship to Institutional Learning Outcomes</p> <ul style="list-style-type: none"> • <i>Communication</i> • <i>Computation</i> • <i>Critical Thinking</i> • <i>Community and Global Consciousness</i> 	<p>Basic Skills</p> <input type="checkbox"/>	<p>Transfer</p> <input checked="" type="checkbox"/>	<p>Workforce</p> <input checked="" type="checkbox"/>
<p>Means of Assessment/Criteria for Success</p> <p><i>What are the criteria for success? What tools will be used to establish and measure success?</i></p> <p>Summary of Data: October 2011</p> <p><i>Summarize the findings. How close were the results to the criteria for success?</i></p> <p>Use of Results: October 2011</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>			

<i>Consciousness</i>			<i>resources are necessary?</i>	
Communication Computation	Student completion of final media project in core courses (VART 15 or 20) with an 80% success rate or higher.	<i>Data unavailable for Fall 2010</i>		

V. Departmental Engagement	
1. What standing committees, if any, does your department maintain? What are the committee charges and membership?	As a single full time faculty department we do not have any standing committees. We do have occasional (optional for part time) faculty meetings to discuss curriculum and changes in our field.
2. What interdepartmental collaboration beyond college skills has your department been involved in during the past 4 years?	VART incorporates courses from photography, communication studies, and music technology within its production and media studies degrees. We had preliminary meetings with CTIS faculty in the creation of their video gaming program. We seek to partner with other divisions and programs for our new web video certificate. We would also like to provide all Foothill students with basic media production and post skills that they may use to create media based portfolios for their classes.
3. What has your department done since its last program review to establish connections with schools, institutions, organizations, businesses, and corporations in the community?	Full time faculty have made contact with local media organizations to build relationships for student internships (Media Center, Palo Alto CreaTV San Jose). We have become the only community college partner in The Sudan Project, an initiative created by documentary filmmaker Karin Muller. This provides our students to edit a feature length high definition documentary shot last year in Chad and Sudan. We have developed a relationship with the Mid-Peninsula Open Space Alliance and are currently producing videos for their website. In 08/09 our students produced videos for the Foothill Health Services department and Intramural Recreation. Faculty traveled to the Digital Media Arts Industry Regional Roundtable meeting in Petaluma Feb 09. At the symposium representatives from community colleges met with both large and small businesses to discuss needs in the workforce. Attendees included representatives from Electronic Arts, Apple computer, and the Media Arts Alliance.
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?	Full time faculty has participated with Tech Prep 2+2 articulation meetings. We have been working with DeAnza to articulate Intro to Video Production with CCOC San Jose and FUHSD Sunnyvale.
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 ?	Research is completed on every VART course during development to insure that equivalent courses are offered in the CSU and UC system. Articulation with other programs is a goal

		of the program.
Summary of Planning Goals and Action Plans		
6. What are your goals with respect to departmental engagement and how will those goals be measured?		We need to build greater relationships with the local business community. This has proved somewhat difficult due to our very limited staff.
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.
Hire of additional full-time faculty	Primary purpose, teaching and program development. Full time faculty would also greatly improve our ability to reach out to the local business community, build relationships and internships.	Supports student learning by increasing our educational opportunities and classes.

VI. Professional Development	
1. List a sampling of professional development activities that faculty and staff have engaged in during the last two years.	Attendance at trade shows: Macworld, Streaming Media West, DV expo, Snader Expo. Attendance at Digital Media Arts Industry Regional Roundtable meeting in Petaluma Feb 09. Attendance at Apple Final Cut Pro Users Group meetings. Attendance at Digital Cinema Society meetings. Participation at Career Night. Video Art Showcase, media arts and program promotion on campus. Creation and promotion of Foothill Video Festival. Meetings with representatives for student projects and internships with Mid Peninsula Open Space District, Media Center, Sudan Project. Research, writing, and pre production development of documentary and narrative video projects. Attendance at lectures of film and video practitioners, festival screenings.
2. What opportunities does your department take to share professional development experiences with colleagues?	No immediate colleagues in department, part time and full time faculty do occasionally visit local technical trade shows and equipment vendors.
3. In what ways have faculty shared, discussed, and used professional development activities to improve program effectiveness?	Our recent contacts within the community have created "real world" projects for our students while they are in the VART program. These projects give our students a full understanding of the technical and creative challenges of working in this industry while building professional portfolios that can help them find jobs. Research at trade shows, and professional video companies has helped faculty to perform planning and budgeting for facilities. Work on professional research projects helps faculty to stay current within their discipline(s). Meetings with employers insure that the program curriculum and coursework are teaching appropriate and current skills.
4. In what ways have staff shared, discussed, and used professional development activities to improve program effectiveness? What professional development needs do you have in the coming years?	We lack appropriate staff to enable our faculty to participate in appropriate professional development. Our full time faculty has ended a PDL research project in order to complete curriculum development, articulation, and facility research, planning, and budgeting.
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.	Yes. The best solution to this problem would be to hire an additional full time faculty. A secondary plan is to pay part-time faculty an appropriate amount for needed programmatic work while faculty are on development leave.
Summary of Planning Goals and Action Plans	

VI. Professional Development		
6. What are your goals with respect to professional development and how will those goals be measured?		The primary goal is to continue the relationships that we have built and also to participate more in professional development activities such as retraining coursework and conferences. The difficulty with this goal continues to be staff as mentioned in #5.
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.
Hire of one full-time faculty	Primary purpose, teaching and program development. Full time faculty would also greatly improve our ability to participate in retraining and other professional development opportunities.	Supports student learning by increasing our educational opportunities and classes.

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?	No	We recently lost our student employees due to budget cuts.
2. Are there sufficient college and departmental computer labs available to support this program?	Both	IDEA lab upgrades are excellent and provide our students training in basic software function. 1103 upgrades needed to provide our students with training in input, output to tape, workflow, mastering, compression (web video), & rendering ability.
3. Are the library and media resources provided by the college sufficient to support up-to-date program instruction?	Both	VART would benefit by additional resources application to the media center. Higher quality training films and DVD media needed.
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	We need additional resources for closed captioning of video for our online courses.
7. Are general tutorial services adequate?		Not applicable for our technical courses, writing resource lab used by media studies students.
8. Are academic counseling and advising services available and/or adequate to support students enrolled in the program?	No	VART technical degree advising by full time faculty
9. Do students have access to and can they effectively use appropriate information resources ?	Yes	Often students need guidance to find resources.
10. Specifically related to distance learning, do you have appropriate faculty support services and/or effective training for faculty teaching online?	Improving	We are thrilled that the college has signed on to Edustream; we need streaming media server access. We have much larger server space needs than other programs due to the nature of video file sizes. We need additional resources for closed captioning of video for our online courses.
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?		We do not feel that our on-campus marketing informs media professionals specific to our discipline about our degrees and certificates. It does draw students from the general community who are interested in media, as well as transfer students.

12. What impact does the college or departmental website have on marketing your program?	We maintain our own website.	
13. Is there any additional assistance from marketing that would benefit your program? If yes, explain.	Targeted advertising in local and regional trade publications, web advertising.	
14. If you were to collaborate with the Outreach staff, what activities would be beneficial in reaching new students?	Would like to make contact with students who are participating in media programs at local high schools.	
<i>Programs, clubs, organizations, and special activities for students</i>		
15. List the clubs that are designed specifically for students in this program. Describe their significant accomplishments.	Foothill Video and Audio Production Club	
16. List any awards, honors, scholarships, or other notable accomplishments of students in this program.	Transfer to USC and UCLA film programs. Editing internship Francis Ford Coppola film under Academy Award winning editor Walter Murch. David Simon (06)- 3 rd Prize Documentary CCC state festival, Teresa Widdowson (07) 2 nd Prize Short film CCC state festival, Sam Dorrance (08) 3 rd Prize Music/Variety CCC state festival, David Simon (08) honorable mention CCC state festival.	
Summary of Planning Goals and Action Plans		
17. What are your goals with respect to support services and how will those goals be measured?	Targeted marketing: local and regional media organizations. Online program marketing. Outreach to local high schools. Support for faculty development leaves and projects. Closed captioning and compression for online training materials.	
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.		
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.
Funds for closed captioning	Online training materials	Materials for student learning, supports disabled students.
Funds for necessary administrative support during faculty development	Administrative support	Support student learning by allowing faculty to keep curriculum current, strategic initiative “access in action”
Targeted advertising in local and regional trade publications, web advertising.	Targeting media professionals who will be interested in our program, we are a largely unknown resource.	

VIII. Career and Technical Education Programs	
Response to Labor Market Demand	
1. How does your program meet labor market demand? Cite specific examples and sources.	<i>Research supplied under program review material is not accurate to program mission. This is an emerging field and is a combination of digital media, traditional film & production, and emerging web technologies.</i>
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?	This is difficult to answer without more data. From our ongoing research looking at the growth of web media based technology and production companies in the bay area and silicon valley, as well as research studies such as those done by the Pew Internet project, we feel this is a rapidly growing field. One of the difficulties in pinning down data is that the evolution and lower cost of equipment is allowing a lot of people who would have in the past worked for larger companies to become independent contractors.
3. Has the job market been: declining slowly? steady? growing slowly? growing rapidly? newly emerging?	Growing, newly emerging.
4. What is the average starting salary a student can expect to make after completing a certificate or degree?	Approx 30-45K annually starting salary.
5. What is the projected average percentage of salary increase in 2 years? 4 years?	50% in two years, 80% in 4 years.
Response to Program Credibility/Viability	
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?	Advanced degrees are not typically needed for career advancement. Demonstration of skill in the form of portfolio is generally required.
7. If yes, are the courses in your program aligned and/or articulated with the four-year institutions.	Courses are aligned with four-year institutions but have not articulated. Many of our media studies courses are IGETC applicable under humanities.
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?	Yes, this program has been developed with the utmost attention to current and new advances in the field. The program emphasizes basic principles and theory of both production (camera, lighting, sound) and editing which are the critically important to all media forms. Basic editing aesthetics, theory, and history are emphasized. We are constantly researching and adapting our curriculum to adjust to the rapidly evolving media landscape.

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?	In some instances, the courses provide workforce retraining/updating of skills. The program does not provide secondary expertise.	
10. Describe any pre-collegiate or noncredit pathways that exist to direct students into the program?	We have been working on articulation with CCOC San Jose and FUHSD Sunnyvale.	
11. How does this program prepare students for competitive employment?	Students are required to complete a portfolio in preparation for graduation. Many complete advanced level internships.	

	<p>Advisor: Digital Cinematography, Post Production, Video Gaming Carrie Schultz BFA in Film New York University MA in Media Studies New School for Social Research Currently Post Production Supervisor , Warner Bros. Pictures International. Formerly Editor for Vivendi Universal Interactive and Games Division. Freelance Cinematographer .</p> <p>Advisor: film business, writing, producing Nicholas Hassitt Producer, Writer. Nominated for Academy Award short film: Kangaroo Court, 1995. Films include: Toy Soldiers, In the Army Now, Turner and Hooch.</p> <p>Advisor: Engineering and technology (inactive) Lo Heish Ph.D Computer engineering University of Michigan M.S. Computer Science, University of Wisconsin B.S. Electrical Engineering National Taiwan University, Taipei</p> <p>Founder: Advanced Converging Technologies (ACOT) Los Altos Formerly Senior Research Staff, Hewlett – Packard Laboratories, Palo Alto CA</p> <p>Advisor: Video Arts and New Media, writing, interactive technologies R.J. Ward M.F.A. Video UC Irvine B.F.A. UCLA screenwriting</p> <p>Professional screenwriter, media artist, instructor</p>
13. List the dates and number of members attending of your most recent advisory board meetings.	Core faculty meetings either in person or via the web in an advisory capacity.
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?	Recent outcomes include research and priority list for VART department equipment and facilities. Curriculum development tied to facilities in relation to transformation within the field in production and postproduction workflow.
<p><i>Program Accreditation</i></p>	

15. Is this program subject to approval by specialized state, regional, or national accrediting agencies?	No	
16. What is the program's accreditation status?	Not accredited. Due to administration error, the program was not accredited upon implementation in 2005. We are working toward accreditation at this time.	
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.	Not applicable.	
19. What indicators does your program use to determine success of our students after completion?	Acceptance to highly competitive film schools such as UCLA and USC.	
20. Does your program survey employers for satisfaction of our students who have earned a degree/certificate? Provide brief analysis of employer satisfaction.	As a fairly new program with few graduates we do not yet have this information.	
21. Does the department's analysis of labor market demand, advisory board recommendations, and accreditation status (if applicable) reflect the data?	No, the data provided is does not accurately reflect program mission.	
22. Have any/all issues been identified in the program plan and are they adequately addressed with appropriate action plans? Explain.		
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?	The immediate goal is to complete program application and gain accreditation. Our secondary goal is to develop our professional and business relationships and to re-organize the advisory board.	
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.

IX. Resource Planning: Personnel, Technology, Facilities, and Budget	
	Faculty
1. How does your PT/FT ratio impact the program?	As the program has grown the ratio of PT/FT faculty has gone from 83% in 04/05 to 40% in 08/09. This has placed more administrative and curriculum burden on full time staff.
2. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	We anticipate continuing growth of the program. Growth in the production area of the program is at risk due to a lack of funding for the updating of equipment and facilities, though we are in the process of developing a new initiative that would refocus the production program and cut down upon infrastructure needs. We anticipate continuing need for a full time faculty as our enrollment grows.
	Classified Staff
3. What staffing needs do you anticipate over the next four years. (Consider: retirements , PDL , reassigned time , turnover , growth or reduction of the program)	At minimum, we need to replace one student instructional assistant (20 hrs per week). Our student lab employees operate the production equipment room and specialized post-production lab (room 1103). Among their many duties are equipment checkout, maintenance, inventory control, instructional assistance, and systems administration.
	Technology and Equipment
4. Are the existing equipment and supplies adequate for meeting the needs of the instructional program?	The VART editing lab computers are eight years old and can no longer be upgraded to a current operating system or software.
5. Do you have adequate resources to support ADA needs in your physical and/or online courses and classrooms?	We require resources for closed captioning of online materials. We anticipate the need for funds for server space to support online classes.
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.	The program uses online video content as core material for film studies courses. The material should be recaptured and converted with the latest codecs and closed captioning. The program also needs access to a streaming video server, to teach production skills in this area to our students. The program eagerly awaits implementation of EduStream and hope that the service and space will be adequate for our infrastructure needs. Full implementation for both the media studies and production areas will require additional resources.
	Technology & Equipment Definitions
<ul style="list-style-type: none"> 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. 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. 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. 	

<ul style="list-style-type: none"> Note: It is recommended that divisions perform and maintain an inventory of all their technology and equipment. 		
Facilities		
7. Are your facilities accessible to students with disabilities?	Yes	
8. List needs for upgrades for existing spaces	Upgrades are needed for 1501, the Fine Arts division main lecture hall. High-resolution projector, permanently installed multimedia computer.	
9. List any new spaces that are needed	Storage space for sets, props used in the studio	
10. Identify any long-term maintenance needs.	Funds are needed for maintenance of video production equipment and software upgrades.	
11. Are available general use facilities, such as classrooms, laboratories, and faculty office/work space adequate to support the program? Please explain.	Physical space is adequate, with the exception of two grand pianos in 1100, which make production work difficult, and sometimes dangerous. We have problems with sound levels in the video-editing lab while recording and / or music classes are in the main studio. We need storage space for set materials.	
12. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	For the most part yes, though we have ongoing heating and air conditioning problems in 1100.	
Budget		
13. Are the A-budget and B-budget allocations sufficient to meet student needs in your department?	Additional resources are needed for staff and equipment.	
14. Describe areas where your budget may be inadequate to fulfill program goals and mission.	We are developing a new initiative to restructure our production program in light of the budget crisis. This proposal will require half of the funds than our previous plan (see approved measure C request) though capital will be required. Please see final summary.	
15. Are there ways to use existing funds differently within your department to meet changing needs?	Yes , see final summary proposal.	
Summary of Planning Goals and Action Plans		
16. What are your goals with respect to resource planning and how will those goals be measured?	Primary goals: equipment and infrastructure to teach web video (server space) and current production-post production workflows.	
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.	<p>If requesting funding, provide a rationale for how each request supports one or more college strategic initiative and/or supports student learning.</p>	
Identified Resource	Purpose	
Funds for streaming server access / infrastructure	Supports all VART courses.	Student learning is supported because it is the cornerstone infrastructure of media studies, and provides important technical skills to our students.
Video production equipment	Supports all VART technical courses.	Student learning supported by providing students with critical skills in the industry including the overall production to post – production workflow.

Video post production editing equipment	Provide training on industry equipment, professional workflows; allow training and curriculum to be current industry standard. Provides students the opportunity to create professional portfolio work.	Supports “putting access into action” initiative. Provides students with hands on training on equipment not otherwise accessible to them. Collaboration with other programs supports “promoting a collaborative decision-making environment”. The core purpose is designed for student learning.	
Furniture: “Side car” desks to extend existing video editing desks to support new editing workstations	Supports all VART technical courses.	Supports “putting access into action” initiative. Provides students with hands on training on equipment not otherwise accessible to them. Collaboration with other programs supports “promoting a collaborative decision-making environment”. The core purpose is designed for student learning.	
Hire of 1-2 student staff for video and music technology facilities. Student tutor for at risk students.	Oversight, equipment checkout, and maintenance of 1100 building including video production (1104), editing (1103), and music – tech (1104) labs. Student tutor for at risk students.	Student learning is supported though facility and equipment access . Technical tutoring made available for at risk students and to improve overall student success. Strategic initiatives: Access into action (tutoring, access to facilities) Community of scholars (supports student success)	
Hire full-time faculty. VART production & Music Tech	Primary purpose, teaching and program development. Full time faculty would also greatly improve our ability to reach out to the local business community, build relationships & internships. Support current faculty with the oversight and management of facilities.	Supports student learning by increasing our educational opportunities and classes. Broadens and enriches the content within our program. Strategic initiatives: Access into action (supports business relationships, collaboration) Community of scholars (supports student success) Collaborative decision making (builds a program of full time faculty of two. Enriches program with diversity of thought, ideas)	

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

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

<i>Supervising Administrator Signature</i>	<i>Completion Date</i>
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