Instructional Discipline Template

Instructional Discipline Template 2023

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The mission of the Photography Department is to provide outstanding instruction in the use of photographic techniques for vocational, general education, and transfer students. A Photography major provides students with strong foundations in practical photographic techniques needed for college transfer, entry into the workforce, visual literacy, aesthetic principles, and creative expression. Coursework includes digital photography, studio lighting, portraiture, darkroom processes, visual storytelling, photojournalism, photo criticism, and portfolio preparation and presentation. Students are encouraged to develop their personal, expressive style, achieve technical excellence, and examine photography's role in visual culture and society.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Fine Arts and Communication - Photography-FH

	2018-19	2019-20	2020-21	2021-22	2022-23	5-yr %Inc
Unduplicated Headcount	1,174	1,274	1,203	949	981	-16.4%
Enrollment	1,362	1,463	1,368	1,069	1,086	-20.3%
Sections	43	46	44	38	44	2.3%
WSCH	2,703	2,938	2,758	2,136	2,297	-15.0%
FTES (end of term)	176	191	180	139	153	-13.1%
FTEF (end of term)	4.0	4.1	4.1	3.5	3.5	-13.5%
Productivity (WSCH/FTEF)	675	711	666	619	664	-1.7%

B.1 - FTES

Goals: What is your program’s goal with respect to FTES?

We believe we can improve our FTES by offering a *balance* of engaging and relevant online and on-campus courses, providing a full range of photography seminars and skills courses through both modalities. We will continue to offer fully online degrees/certificates, while rebuilding our in-person courses for those who desire that experience. In turn, having a more balanced and varied course offering, both in content and modality, will allow students to choose from more courses and complete their degrees and certificates in a timely manner. Furthermore, building out our Guide Pathways goals for the degrees/certificates will demonstrate that we are a robust and flexible department, committed to supporting our students to meet their goals. In addition, we are reviewing our courses and program to ensure that students find them relevant and useful to their lives. We feel this will also lead to continued growth in FTES for our program.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

In 2016, the Photography program shifted to offering mostly online courses for various reasons. For years, we were the only program in the area offering totally online pathways to Photography degrees and certificates. However, post-pandemic, more programs are offering online options, creating increased competition for students’ attention. Additionally, local students expressed their desire for more on-campus courses. Furthermore, a change in international academic visa requirements stipulates that international students take a minimum of two in-person courses—also increasing in-person demand. Therefore, Photography is re-invigorating in-person course

offerings. At first, this transition required us to run in-person classes with smaller enrollments, both to serve that need and to rebuild the on-campus presence of Photography. We feel that enrollment will continue to build. Losing two full-time faculty members—one to retirement in 2019 and the other to FAC Dean in 2022, decreased our in-person presence on campus, hurting our enrollment, as well.

Action: What actions does your program plan to take in order to achieve your goals?

The hiring of a new full-time faculty member to bring our faculty to two full-time positions will have a significant effect on enrollments. We are also focusing on the training and support of the current part-time faculty to encourage quality and retention. We are planning events to draw more students to our program. Also Photography club has been restarted and has a robust enrollment. Our New faculty member has bounds of enthusiasm for in-person instruction which is balanced with our ongoing commitment to quality education and student support. Students in the on-campus classes are more likely to continue to a degree, so our development of this area will support expanding our FTES. We will build our on-campus enrollments while continuing to serve our online students, and we expect to meet and exceed our 2018-19 FTES.

Needs: What does your program need to execute this action plan?

Photography needs another full-time faculty member to both retain the quality of instruction and to replace an upcoming faculty retirement in June of 2024. Full-time faculty provide consistency in enrollment and in our department's identity. The department also lost the full-time Photo Tech/Instructional Associate position. This position is currently being filled for six hours a week. This position should be at least half-time to support student learning in the studio and student borrowing equipment. Also this position as a full-time position would allow the reopening of the darkroom and expansion of the gallery program and photo event series to serve all of our students better.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

We would like to increase the number of Photography courses we offer each quarter to allow for timely certificate and degree completion and to follow the rhythm of the guided pathway map.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

Since adding a number of certificates and a non-credit pathway, we have been relatively consistent in the course offerings. To meet the goal of completion and timely class offerings, we will need to increase the variety of courses offered each quarter and add sections as needed.

Action: What actions does your program plan to take in order to achieve your goals?

As we increase enrollment in introductory classes with the addition of non-credit seats, the demand for all Photography class sections will increase. We are amplifying the promotion and marketing of our pathways to certificates and degrees, many of them new in the 2023-24 academic year. With the increase in introductory classes, non-credit options, and the promotion of our certificates and degrees, advanced courses will fill more consistently.

Needs: What does your program need to execute this action plan?

The Photography Program needs funding for additional course offerings and sections as well as support for the advanced sections to run consistently. We would also like increased funding from Career and Technical Education for the promotion of our CTE pathways.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our current average productivity is 667 over the past five years compared to the Foothill College target of 490. We would like to maintain our healthy productivity while expanding the variety of our offerings while supporting our students in their guided pathways progress.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

Photography has held productivity steady while enrollment has dropped 20%. Photography faculty have been supportive of students and worked to meet their needs with a range of classes along the Guided Pathways plan. We have strived for greater efficiency after the challenges of COVID and during our transition from a fully online program to a healthier blended program that has robust online and on-campus/hybrid offerings.

Action: What actions does your program plan to take in order to achieve your goals?

We will continue to look for efficiencies while working to offer a greater range of classes and sections. We have established a non-credit pathway and instituted new certificates in the credit and non-credit areas.

Needs: What does your program need to execute this action plan?

Productivity will be supported by the additional full-time faculty member, our honors program offerings, and our non-credit options. We will also continue our high productivity by promoting our programs and creating events to support the photographic community online and on campus.

C. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Fine Arts and Communication - Photography-FH

Student Headcounts by Gender

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	695	51%	701	48%	710	52%	559	52%	547	50%
Male	657	48%	742	51%	645	47%	494	46%	518	48%
Non-Binary	0	0%	0	0%	1	0%	0	0%	0	0%
Unknown gender	10	1%	20	1%	12	1%	16	1%	21	2%
Total	1,362	100%	1,463	100%	1,368	100%	1,069	100%	1,086	100%

Student Headcounts by Race/Ethnicity

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	534	39%	460	31%	386	28%	291	27%	270	25%
Black	70	5%	61	4%	76	6%	57	5%	65	6%
Filipinx	56	4%	64	4%	55	4%	54	5%	38	3%
Latinx	311	23%	378	26%	365	27%	295	28%	321	30%
Native American	1	0%	10	1%	6	0%	4	0%	4	0%
Pacific Islander	8	1%	18	1%	20	1%	14	1%	12	1%
Unknown ethnicity	23	2%	69	5%	62	5%	40	4%	50	5%
White	359	26%	403	28%	398	29%	314	29%	326	30%
Total	1,362	100%	1,463	100%	1,368	100%	1,069	100%	1,086	100%

C.1 - Enrollment by Gender

Goals: What is your program’s goal with respect to enrollment by gender?

Our goal is to be welcoming of all people and support learning and expression for all of our students.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

In the data, our program has a very equal split between women and men. While the number of reported non-binary students is low, our program supports LGBTQ+ students and strives to make our classes and events welcoming spaces for students of all genders.

Action: What actions does your program plan to take in order to achieve your goals?

We will continue to offer exhibitions, events, and class materials that are supportive and expressive of the full range of gender expressions.

Needs: What does your program need to execute this action plan?

Funding support for exhibitions, webinars, and on-campus presentations is needed to bring more voices to our campus for our students. Currently, the majority of our exhibitors and presenters are volunteers and while appreciative of their contribution to our community, it would be honorable to have additional funding for their presentation.

C.2 - Enrollment by Ethnicity

Goals: What is your program’s goal with respect to enrollment by ethnicity?

Foothill College’s distribution by ethnicity in Fall 2023: Asian: 28% Black: 4% Filipinx: 4% Latinx: 29% Native American: 1% Pacific Islander: 1% White: 26%

Photography Department distribution by ethnicity in 2022-2023 : Asian: 25% Black: 6% Filipinx: 3% Latinx: 30% Native American: 0% Pacific Islander: 1% White: 30%

The distribution by ethnicity in the Photography program is roughly parallel to the college's distribution. With outreach in our program (Gallery 6100 and Heritage Month Artist talks), continual assessment of the courses for equity, and the revision of Course Outlines of Record with a focus on equity, our goal is to be a supportive place for all students to grow in visual literacy.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

Since the distribution in the Photography classes is roughly aligned with Foothill College distribution, we will focus on the success of our students and continue to enhance our work to support all students, particularly our students from target populations.

Action: What actions does your program plan to take in order to achieve your goals?

We will continue our work in relationship to enrollment by ethnicity, including events, community building, and curriculum improvements while continuing our focus on student success and completion. We have a faculty member on the FAC's 13-55 committee who is actively working this year on the retention of students of Color across campus and has implemented interventions that we hope will support retention. We look forward to receiving the data from these interventions and adjusting as necessary to retain our students of Color in Photography courses.

Needs: What does your program need to execute this action plan?

Enrollment trends for ethnicity are aligned with the overall enrollment trends of the college. We continue our focus on student success and community.

D. Overall Student Course Success

Student Population Areas of Focus

Limits: **Course Credit Status** Credit

Course Success
Fine Arts and Communication - Photography-FH

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,114	82%	1,142	78%	1,106	81%	878	82%	901	83%
Non Success	139	10%	153	10%	118	9%	81	8%	56	5%
Withdrew	109	8%	168	11%	144	11%	110	10%	129	12%
Total	1,362	100%	1,463	100%	1,368	100%	1,069	100%	1,086	100%

Course Success for Black, Latinx, and Filipinx Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	315	72%	347	69%	353	71%	253	72%	280	78%
Non Success	74	17%	73	15%	65	13%	44	13%	21	6%
Withdrew	48	11%	83	17%	78	16%	52	15%	58	16%
Total	437	100%	503	100%	496	100%	349	100%	359	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2018-19		2019-20		2020-21		2021-22		2022-23	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	799	86%	795	83%	753	86%	625	87%	621	85%
Non Success	65	7%	80	8%	53	6%	37	5%	35	5%
Withdrew	61	7%	85	9%	66	8%	58	8%	71	10%
Total	925	100%	960	100%	872	100%	720	100%	727	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

Student Course Success in Photography is slightly higher than Foothill College Course Success.
(2022-23) Photography Course Success for Black, Latinx, and Filipinx Students is at 78%
(Fall 2022) Foothill College Course Success for Black, Latinx, and Filipinx Students is at 75%
(2022-23) Photography Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students at 85 %.
(Fall 2022) Foothill College Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students at 82%.
Our goal is to continue to support student success and increase equitable outcomes and retention for all of our students.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

Classes like Photography can be a gateway for student success in other college-level classes. Our classes are general education and transfer classes and, therefore, can forward students on their pathways to degrees and transfer. Our goals are to continually increase the quality of our in-person and online courses classes to meet our students' expectations and help them achieve their goals. We want our students to experience success while helping them develop their sense of college readiness with intentionality.

Action: What actions does your program plan to take in order to achieve your goals?

We have several efforts to deepen learning for our students while increasing success. We are developing an honors-level Photojournalism (PHOT22H) class to join our honors Photography Of American Cultures (PHOT8H), History Of Photography (PHOT10H), and Contemporary Issues In Photography (PHOT11H) classes. Instructors Lisa Stone and Kate Jordahl have aligned their Introduction to Photography Class with the CVC-OEI Rubric. Judy Walgren has aligned her Photo 10 and 10H and Ron Herman has aligned Photo 8 and 8H with the rubric. This intentional course design alignment with the CVC-OEI Rubric has been shown to support both equity and student success. [See article "Effective Student-Centered Online Education Using the CVC-OEI Online Course Design Rubric and Local POCR" Academic Senate of California, April 2021 - https://www.asccc.org/content/effective-

student-centered-online-education-using-cvc-oei-online-course-design-rubric-and]
With a dedication to professional and department development and implementation of ongoing improvement, we will continue to work to help all our students succeed while focusing on the students who need additional support.

Needs: What does your program need to execute this action plan?

With the upcoming retirement of one Photography faculty member and the recent promotion of another to administration, we request another full-time Photography position to continue to support students and student success. We also request support for professional development, the purchase of equipment to support the success and learning of students without access to adequate cameras, computers, or printers. In addition, funding for a classified position is essential to support student course success. This Photo Tech/Instructional Associate is needed to maintain equipment, support the darkroom and studio spaces, maintain specialized equipment, and open the exhibitions in Gallery 6100 to our students and the larger Foothill College Community. This position will also support student learning with on-the-spot technical assistance, which will assist in improving our student success and retention numbers.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data
https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Goals: What is your program's goal with respect to course success by modality?

Photography faculty has made a significant investment in quality teaching both in person and online. Course Success in all modalities is equivalent and attests to the faculty's dedication to students and student success.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

The Photography department must continue to find the balance between robust on-campus class offerings and serving the needs of online students. The quality that is present in both modalities is supporting student success.

Action: What actions does your program plan to take in order to achieve your goals?

In conversation about guided pathways, new certificate offerings, and expanded/revised classes, we recognize that we can build on the power of our online classes and develop a robust and excitperson program.

Needs: What does your program need to execute this action plan?

We will need time and support to rebuild the in-person community while remaining invested in the online space. Increasing course sections and support for smaller enrollments as we grow the on-campus following will be helpful.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/10771097_fhda_edu/EvAWlA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

Photography class needs higher success in our target populations. While the numbers are similar to Foothill College numbers, we are determined to be part of moving the needle and reducing this impact.

Statistically significant

Latinx (321 students) 78% -7, Low Income (417)78% -8 and Veterans (12) 42% -42

Not flagged as Statistically significant, but still to be addressed

Black (65) 77% -6; Filipinx (38) 76% -7

Goals: What is your program's goal with respect to disproportionate impact?

We want to move all students to the current 83% success rate and beyond. In the next three years, we would like to see a 3% increase success for our target populations.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

Low-income students are Photography's most affected population. The purchase of equipment to support students without access to necessary equipment will make a significant difference for these students and all target populations to succeed in our courses. The consistent presence of a classified staff member is an integral part of building community, which we know is important to student success, particularly in populations with disproportionate impacts.
Photography has offered a dedicated Umoja section of PHOT 8 (Photography Of American Cultures) once a year since the Fall of 2020. Continuing these and connecting this class with other support programs will improve success.
The department regularly hosted Heritage Month Artist Talks and on-campus events. Gallery 6100 will be dedicated to photographers of color and student work. Expansion of the events and exhibitions will deepen the sense of community and support student success.

Action: What actions does your program plan to take in order to achieve your goals?

Photography will continue to support the purchase of equipment for students who do not have access to the equipment necessary for success. We also request funding for a classified position to maintain this equipment, support the darkroom program, give access to the exhibitions in Gallery 6100, and support student learning with on-the-spot technical assistance. Faculty will continue to enrich class materials with more examples from a range of practitioners reflecting the ethnicity of our students and participate in the 13-55 Project work as well as expand the exhibitions, webinars, and Heritage Month events. Photography will also begin the development of a program for short and long-term internships, and job placement will help all students but be particularly impactful for our target populations.

Needs: What does your program need to execute this action plan?

Photography needs funding for equipment, faculty, and staff. An additional full-time faculty member, a classified staff member (preferably full-time, minimum half-time), and continued purchase of equipment, particularly cameras and lighting equipment, will help all our students but be particularly impactful for our target populations.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

The following Photography classes are approved for distance education.

PHOT 4A	PHOTOSHOP FOR PHOTOGRAPHERS I
PHOT 4B	PHOTOSHOP FOR PHOTOGRAPHERS II
PHOT 4C	PHOTOSHOP FOR PHOTOGRAPHERS III
PHOT 5	INTRODUCTION TO PHOTOGRAPHY
PHOT 8	PHOTOGRAPHY OF AMERICAN CULTURES
PHOT 8H	HONORS PHOTOGRAPHY OF AMERICAN CULTURES
PHOT 10	HISTORY OF PHOTOGRAPHY
PHOT 10H	HONORS HISTORY OF PHOTOGRAPHY
PHOT 11	CONTEMPORARY ISSUES IN PHOTOGRAPHY
PHOT 11H	HONORS CONTEMPORARY ISSUES IN PHOTOGRAPHY
PHOT 22	PHOTOJOURNALISM
PHOT 57A	PHOTOGRAPHIC PORTFOLIO DEVELOPMENT
PHOT 57B	PROFESSIONAL PRACTICES IN PHOTOGRAPHY
PHOT 68C	STUDIO LIGHTING TOPICS IN PHOTOGRAPHY
PHOT 68E	LECTURE TOPICS IN PHOTOGRAPHY
PHOT 70R	INDEPENDENT STUDY IN PHOTOGRAPHY
PHOT 71	THE PHOTOGRAPHIC BOOK
PHOT 71R	INDEPENDENT STUDY IN PHOTOGRAPHY
PHOT 72	LIGHTROOM & PHOTOGRAPHIC DESIGN
PHOT 72R	INDEPENDENT STUDY IN PHOTOGRAPHY
PHOT 73R	INDEPENDENT STUDY IN PHOTOGRAPHY
PHOT 74A	STUDIO PHOTOGRAPHY TECHNIQUES I
PHOT 74B	STUDIO PHOTOGRAPHY TECHNIQUES II
PHOT 74C	STUDIO PHOTOGRAPHY TECHNIQUES III
PHOT 78A	LANDSCAPE FIELD STUDY IN PHOTOGRAPHY
PHOT 78B	SOCIAL CONCERNS FIELD STUDY IN PHOTOGRAPHY
PHOT 78C	DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY
PHOT 78D	MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY
Non-Credit	
PHOT 404A	PHOTOSHOP FOR PHOTOGRAPHERS I
PHOT 404B	PHOTOSHOP FOR PHOTOGRAPHERS II
PHOT 404C	PHOTOSHOP FOR PHOTOGRAPHERS III
PHOT 405	INTRODUCTION TO PHOTOGRAPHY
PHOT 472	LIGHTROOM & PHOTOGRAPHIC DESIGN
PHOT 474A	STUDIO PHOTOGRAPHY TECHNIQUES I
PHOT 474B	STUDIO PHOTOGRAPHY TECHNIQUES II
PHOT 474C	STUDIO PHOTOGRAPHY TECHNIQUES III

The methods of regular and substantive interaction approved through he Foothill College Curriculum process for these class are as follows: Video and/or screen sharing via Zoom, web conferencing, live streaming, or similar method
Private messages within the Course Management System
Personal email outside of the Course Management System
Telephone contact
Chat room within the Course Management System
Weekly announcements in the Course Management System
Timely feedback and return of student work (e.g., gradebook, assignments, discussions, quizzes, announcements, inbox) in Course Management System by methods clarified in the syllabus
Discussion forums with appropriate facilitation and/or substantive instructor participation
E-Portfolios/Blogs/Wikis for sharing student works in progress; to provide feedback from fellow students and faculty in a collaborative manner; and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts
Group or individual meetings
Orientation and review sessions
Supplemental seminar or study sessions
Library workshops
Field trips

Photo faculty are dedicated to quality online teaching and Regular and Substantive Interaction within their classes. Kate Jordahl is a Peer Online Course Reviewer, has aligned her PHOT5 to the CVC-OEI rubric, and is the division Online Faculty Coordinator. Faculty Judy Walgreen is currently enrolled in the Peer Online Course Review (POCR) process for her PHOT10 class. Faculty/Dean Ron Herman has aligned his PHOT8 to the CVC-OEI rubric. Part-time faculty Lisa Stone also participated in the POCR process and aligned her Photo 5 class to the rubric. The rubric emphasizes Regular and Substantive Interaction and demonstrates the Photo Faculty's dedication to quality and Regular and Substantive Interaction. [See State Wide Academic Senate Resolution 09.03 Fall 2018 and Foothill College Academic Senate Resolution OnlineCourseStandardsADOPTED June 2015]

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

Image-making, storytelling, and literacy are essential competencies necessary to succeed in our media-driven, visual-first society in the age of Artificial Intelligence. Our curriculum enables all students from multiple majors to succeed in today’s world. Photography uses multiple senses, empowering students from diverse learning styles and backgrounds to experience success while learning to communicate effectively. Foothill Photography has transfer, general education, and Career and Technical offerings supplemented by noncredit pathways and certificates. With the new noncredit class offerings, intentional program promotion, exhibitions and artist talks, and the support of the Photo Club, the Foothill College Photography Department is situated to increase enrollments and power student success. Support for our photography program through an additional faculty member, a classified lab support position, updated equipment, and funding for artist talks, professional photographer lectures, exhibitions, and events are critical areas that would certainly benefit all Foothill students and their future success.

This form is completed and ready for acceptance.

Career and Technical Education Programs Addendum 2023

A. Re-Accreditation Information

1. When was your last re-accreditation visit?

We don't have re-accreditation.

2. Did the program maintain accreditation?

- ☐ yes
- ☐ no

3. Were there any commendations/special mentions identified? If yes, please elaborate.

not applicable

4. What were the major citations of the last re-accreditation report (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)?

not applicable

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

not applicable.

6. If applicable, what areas of concern were noted during the annual accreditation report?

not applicable.

B. Advisory Board

1. Did the program hold an annual advisory meeting each year of the five-year cycle?

- ☑ yes
- ☐ no

2. Did the program submit advisory board meeting minutes each year of the five-year cycle?

- ☐ yes
- ☑ no

3. Web link to meeting minutes?

Due to the retirement of the primary faculty member who handled CTE, some files cannot be located, and we do not have access to earlier advisory board minutes.

Advisory-Board-Minutes-5-3-23.docx

Advisory-Board-Minutes-1.24.22.docx

4. Were there any advisory board commendations/special mentions identified?

Our advisory board has consistently encouraged the department to continue the mix of general education and career and technical education (CTE) to support all of our learners. They have, over the last five years, supported our move to non-credit. They have discussed the importance of current changes in the field, including the need for photographic digital technicians, the impact, both positive and negative, of Artificial Intelligence (AI), and the need for more robust photographically specific professional practices training within our department. The advisory board has been very supportive of the progress in the Photography Department with new certificates, non-credit classes and certificates.

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?

The development of non-credit classes, a non-credit certificate and the new certificates in Photography and Commercial Photography were discussed with and supported by the advisory board. The board also had insights into our use of social media and support of students who will work in photography. We are addressing the impact of AI within our curriculum and refreshing our Photographic Professional Practices class.

6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

Based on Advisory Board discussions and recommendations, we continued the development of the new certificates and have gotten statewide permission for both the credit and non-credit certificates. We have continued to develop our social media presence and are looking at our Career and Technical Education pathways to support students. Looking at the past five years have been circumstances outside of the control of the faculty. Some of the barriers to implementation have been the pandemic, the retirement of one faculty, and the promotion of another to dean. The work of implementing many of the suggestions during most of the past five years has fallen on one faculty member. Despite this, we have made good progress on the advisory board's recommendations and look forward to continuing to provide quality, up-to-date education and training in photography, leading to rewarding work and meaningful skills for our students.

C. Regional Labor Demand

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-demand-data-2023-24.pdf to view your program data.

1. In the data table, what does the regional labor demand data trend indicate?

- ☐ the data trend shows an increase in labor demand
- ☑ the data trend shows a decrease in labor demand
- ☐ the data trend shows no change and/or is flat in labor demand

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

We speculate that the Regional Labor Supply has gone down due to both technology shifts and the lingering impact of the COVID pandemic. Some work for photographic workers is based on public gatherings and company events. Photographic workers are also need as photographers or digital resource processors for promotional campaigns which were reduced by the recent events. That being said, this chart does not show all the options for photography workers. Our Labor Market Information report for Digital Photography Occupations for June 2022 shows a need for Digital Photography Workers. "*Based on all available data, there appears to be an “undersupply” of Digital Photography workers compared to the demand for this cluster of occupations in the Bay region and in the Silicon*

Valley sub-region (Santa Clara county). There is a projected annual gap of about 681 students in the Bay region and 146 students in the Silicon Valley Sub-Region." LMI_Foothill_Digital Photography_June 2022.docx There is also a significant need for creativity in workers in other sectors, which studies in photography and media can fill and prepare students to thrive.

D. Regional Labor Supply

Visit https://foothill.edu/programreview/prg-rev-docs/cte-labor-supply-data-2023-24.pdf to view your program data.

1. In the data table, what does the regional labor supply data trend indicate?

- ☐ the data trend shows an increase in labor supply
- ☑ the data trend shows a decrease in labor supply
- ☐ the data trend shows no change and/or is flat in labor supply

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

As the number of sections in the Photography program have been less, we have had fewer students completing classes. The Regional Labor Supply has gone down. As we institute new and stackable certificates and have the energy of our new full-time faculty member, we can expect this trend to shift. With our request for an additional full-time faculty member, we expect that there will be a significant increase in this supply.

E. Regional Wages

Visit https://foothill.edu/programreview/prg-rev-docs/cte-regional-wage-data-2023-24.pdf to view your program data.

1. In the data table, what does the wage data trend indicate?

- ☑ the data trend shows an increase in wages
- ☐ the data trend shows a decrease in wages
- ☐ the data trend shows no change and/or is flat in wages

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

There has been a slight increase in wages for photography in our region. We speculate that there was a slight increase in regional wages due to the generally low unemployment and the increase in the value of trained professionals. The need for Digital Photography workers from our Labor market report supports this data.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2017-18	2018-19	2019-20	2020-21	2021-22
Child Development	99	72	86	102	92
Dental Hygiene	47	97	99	119	114
Emergency Medical Services	100	96	82	52	41
Horticulture	50	57	44	44	26
Photography	0	0	0	0	1
Radiologic Technology	42	44	42	42	47

CTE courses offered between 2017-18 and 2021-22 that were used to retrieve completion counts include the following:
Child Development: CHLD 1, 2, 8, 50A, 50D, 51A, 54ABD, 56, 56N, 59, 63N, 71-74, 80ABC, 82, 86AB, 88, 88B, 89, 90BC, 91, 95, 53NC, 53NP.
Dental Hygiene: DH 50, 70R, 200L, 300AB, 302, 304, 305ABCD, 308, 310, 312, 314, 316AB, 318, 320ABCD, 322, 324, 326ABC, 328ABC, 330, 332, 350ABC, 352, 354, 356.
Emergency Medical Services: EMS 50, 52, 52A, 53, 53A, 60AB, 61AB, 62AB, 63AB, 64AB, 203.
Horticulture: HORT10, 15, 21-26, 30, 31, 40, 45, 52CEGH, 54ABCJKL, 55A, 60BCDFJ, 80ABCDI, 90CDGHIMPQSUVXYZ, 91AC
Photography: PHOT 4ABC, 11, 11H, 72, 74AB.
Radiologic Technology: RT 50, 51ABC, 52D, 53, 53ABCD, 54ABC, 55ABC, 61AB, 62ABC, 63, 63ABC, 64, 65, 70AB, 72, 74, 75, 200L, 53AL, 53BL, 53CL.

1. In the data table, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

- ☐ the data trend shows an increase in the number of students completing the 13.5 CTE units
- ☐ the data trend shows a decrease in the number of students completing the 13.5 CTE units
- ☑ the data trend shows no change and/or is flat in the number of students completing the 13.5 CTE units

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

It has come to our attention that numerous classes in the Photo program are incorrectly coded. In this chart, Photo 4ABC, 11, 11H, 72, and 74AB are the only CTE courses. We are working to adjust this to more accurately represent our CTE class offerings (PHOT04A, PHOT04B, PHOT04C, PHOT05, PHOT22, PHOT404A, PHOT404B, PHOT404C, PHOT405, PHOT472, PHOT474A, PHOT474B, PHOT474C, PHOT68C, PHOT71, PHOT72, PHOT74A, PHOT74B, PHOT74C). When corrected, the number of course completions will increase. Also, as we promote our revised Guided Pathways and the new Certificates of Achievement, we expect that course completions will increase.

G. Program Graduate Employment Rates

Visit https://foothill.edu/programreview/prg-rev-docs/cte-graduate-employment-rates-2023-24.pdf to view your program data.

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

- ☐ the data trend shows an increase in graduate employment
- ☐ the data trend shows a decrease in graduate employment
- ☑ the data trend shows no change and/or is flat in graduate employment

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

There is a relatively flat trend in graduate employment. Since this includes the data ending in 2020 at the height of the pandemic, we expect that as the economy recovers and projects with the need for image workers expand, the employment trends will improve. The Foothill Photography Program has developed a series of new stackable certificates, non-credit certificates, and non-credit support courses, which will also help the rate of graduate employment. With these factors and the enthusiasm of our new full-time faculty with a CTE specialization, we anticipate an increase in graduate employment.

This form is completed and ready for acceptance.