



FULLERTON COLLEGE ELEVATING. EXCELLENCE.

Two-Year Program Review Template Academic Programs

ART

FINE ARTS

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

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Authorization

After the document is complete, it must be signed by the Department Coordinator and Dean prior to submission to the Program Review Committee.

Signature of Department Coordinator

Signature of Dean

Date of Submission

1.0 Mission and Goals

Briefly describe the relationship of your program to the college's Mission, Vision, Core Values, and College Goals.

Art Department Program Goals:

The Art Department will:

1. Create an environment that is conducive to the learning of the fundamental concepts and techniques of art making.
2. Encourage students to develop an understanding of cultural influences and traditions that inform current trends in art and design.
3. Promote individual creative expression.
4. Support a vital art gallery exhibition program.
5. Maintain and augment an extensive permanent art collection
6. Invite guest artist and presenters to offer our students career advice and insight into the visual arts and entertainment industries.
7. Provide a comprehensive program of art classes that matriculate smoothly with transfer institution.
8. Improve outreach efforts and marketing strategies to attract the very best students and build a strong reputation in the surrounding community.
9. Introduce students to a wide variety of art career choices and provide them with the necessary skills, experience, and instruction to be successful.
10. Provide professional training for re-entry students seeking career advancement.

As a result of participation in the Art program, students will have the following skills and knowledge sets:

1. Demonstrate knowledge of the foundations of art making, including craftsmanship, knowledge of art fundamentals, and competency in hand/eye coordination skills.
2. Demonstrate an understanding of the history of many areas of art and design.
3. Understand theoretical considerations as they relate to the creation of art and design.
4. Demonstrate an understanding of the tools and materials required to create art and design, using other traditional materials and digital media.
5. Create two-dimensional and three-dimensional solutions to visual and design problems in multiple genres.
6. Recognize and describe excellence in art.
7. Develop an education plan and execute successful transfer to a four-year institution or complete a career technical education certificate and secure job placement.
8. Demonstrate an understanding of professional practices in a contemporary Arts job, including an understanding of intellectual property rights and contracts, the creation of a portfolio of work, and development of the critical and business skills necessary to be successful as a contemporary artist or designer.

Relationship of Art Department Goals and Core Values to Fullerton College Mission, Vision, Core Values, and College Goals:

College Mission

The stated **mission** of Fullerton College is to prepare students to be successful learners. The Art Department shares this commitment to student success by applying a full range of pedagogical approaches in our classrooms. In our lecture classes, students are challenged with quizzes, tests, field research and written reports, which provide experience with varied methods of learning. In our studio classes, we provide sequential learning curricula, which allow students to learn in a step-by-step manner, beginning with basic level projects and continuing toward intermediate and advanced level assignments.

Fullerton College pursues a **vision** of creating a community that promotes inquiry and intellectual curiosity, personal growth and a lifelong appreciation for the power of learning. This vision is echoed in the Art Department in a variety of ways. Faculty assigns research projects to better acquaint students with important figures and movements in art history. Students make class trips to Southern California art museums and galleries. Our Intro to Art class fulfills a general education requirement for students with majors other than art. This course not only provides a broad overview of art history from cultures around the world but also emphasizes ways to make the appreciation of art a life-long experience. The department provides a wide variety of classes in the visual arts, all of which are taught by instructors who are experienced, knowledgeable and active in their perspective fields and model the ideals of intellectual curiosity and ongoing personal growth in their professional lives.

Core Values

The **core values** of Fullerton College are embraced by the Art Department in the following ways:

1. We demonstrate the respect and value we place on the diversity of our entire community by offering art history and studio classes which explore contributions to the world of art made by individuals of all nationalities and backgrounds. We offer an art survey course in which art from cultures around the world are explored. We organize special events, such as our annual "Dia De Los Muertos," ("Day of the Dead") art exhibit. We provide an annual artist-in-residence program, through which we bring major artists to our campus to interact with our students. Over the past two years we have introduced our students to the notable Chinese-American painter Hung Liu and the accomplished multi-media Latino artist Glugio "Gronk" Nicandro.
2. We value tradition and innovation by teaching students the basic skills needed for successful art-making while challenging them to pursue creative and innovative solutions to visual art problems. Our courses include training in traditional media as well as in current high technology media.
3. We incorporate teamwork and an inclusive attitude within the operational systems of our department. Following are some of the methods we use: (a) We rotate the chairmanship of our department every three years. (b) We share various responsibilities of the department by organizing committees, which report back to the department and seek consensus for decision-making. (c) We promote the well being of our campus community by encouraging and supporting individual involvement in campus-wide organizations, such as the faculty senate.

College Goals:

We strongly support the **college goals** of increasing student success, reducing the achievement gap and increasing community outreach. The Art Department is working vigorously to adhere to guidelines pertaining to the establishment of student learning outcomes for all classes and meaningful assessments of the resulting data. Our analysis of the results of this process is guiding us toward needed changes in our program to increase student success and reduce the achievement gap.

We continue to find ways to improve student advisement as it pertains to the processes of university transfer as well as professional advancement in the arts, including portfolio preparation, art exhibition opportunities and internships.

Our desire to increase community outreach is exemplified by ongoing programs such as our annual juried high school art exhibition and the annual Fullerton College Art Festival at the Villa del Sol in downtown Fullerton. We also maintain a vigorous and varied art exhibition schedule in our art gallery that attracts visitors to our college from Fullerton and surrounding communities.

Several Fullerton College Centennial projects include art installations that will continue to draw the general public and alumni to our campus.

2.0 Program Data and Trends Analysis

2.1 Key Performance Indicators (KPI) For each KPI listed below, summarize the trend. (Attach 5-year longitudinal data to appendix.)

Note: For KPI analysis purposes and because of different TOPS Codes, the Art Department data and Computer Graphics data are assembled separately.

ART:

KPI	Trend			Highest Year
Enrollment	2006-07: 5468	2010-11: 6183	(increase of app. 13%)	2009-10
Total FTES	2006-07: 760	2010-11: 908	(increase of app. 19%)	2009-10
Sections	2006-07: 284	2010-11: 235	(decrease of app. 17%)	2006-07
FTEF	2006-07: 52.3	2010-11: 45.6	(decrease of app.13%)	2006-07
Fill Rate	2006-07: 87%	2010-11: 112%	(increase of app. 29%)	2010-11
WSCH/FTEF	2006-07: 436	2010-11: 597	(increase of app. 37%)	2010-11
Retention	2006-07: 82%	2010-11: 86%	(increase of app. 5%)	2010-11
Success	2006-07: 70%	2010-11: 74%	(increase of app. 5%)	2009-10

Tracking the number of **class sections** offered in our art program over the past five years, we see the following: for the years 2006 – 09 that number held fairly steady, ranging from 280 to 284. However, for the year 2009-10, it dropped to 259 and this past year, 2010-11, it fell to 235, an approximate 17% drop from the number of sections offered five years ago. This decrease is directly attributable to budget cuts.

However, total student contact hours (**WSCH**) have increased, and as a result **FTES** has gone up dramatically, from 760 in 2006-07 to 908 this year, an increase of approximately 19%.

In other words, even though we offered 17% fewer sections, our FTES went up by 19%. The only explanation for this is the willingness of our faculty to accept extra students into the classroom, running above 100% capacity in most cases.

This situation is also reflected in average **section size**. In 2006 – 07 the average number of students per section was 19.3. In 2010 – 11 it went up to 26.3, an increase of 36%.

It is also worth noting that the Art Department has held fast to our commitment to maintain as wide a variety of course offerings as possible. Over the five year period being reviewed, the **number of courses offered** dropped by only one, from 52 in 2006 – 07 to 51 in 2010 – 11.

The cost of providing instruction, expressed as **FTEF**, shows a similar fluctuation: 2006–09 remained at close to 52, whereas in 2009 – 10 it dropped to 49.2 and in 2010 – 11 it fell again to 45.6.

We have seen a growth in the number **art majors**, from 944 in 2006 – 07 to 1,118 for 2010 – 11. Interestingly, the number of new majors dropped from 316 to 279 for those time periods, reflecting the difficulty of student access to classes.

Data concerning course retention and course success are always of great importance to our department. The current data appears quite positive, considering that the **retention rate** in 2006 – 07 was at 82% but for 2010 – 11 it rose to 86%. The **success rate** also rose dramatically, from 70% in 2006 – 07 to 74% in 2010 – 11. It is equally important to note that these improvements occurred while enrollment also dramatically increased.

These numbers for our department (86% retention/ 74% success) compare favorably with retention and success of other departments and divisions across our campus. The averages for the Fine Arts Division as a whole over the last ten years (from Fall of 2001 to Fall of 2010) were slightly lower with 84.4% retention and 71% success, but for that time period the only other division with a higher retention percentage than the Art Department was Student Services with 90.5 %. Similarly, our departmental success rate was higher than all other divisions except for Student Services with 78.3% and Physical Education with 75%.

COMPUTER GRAPHICS:

KPI	Trend		Highest Year
Enrollment	2006-07: 427	2010-11: 642 (increase of app. 50%)	2009-10
Total FTES	2006-07: 68	2010-11: 126 (increase of app. 85%)	2010-11
Sections	2006-07: 26	2010-11: 35 (increase of app. 35%)	2010-11
FTEF	2006-07: 7.4	2010-11: 8.5 (increase of app. 15%)	2010-11
Fill Rate	2006-07: 77%	2010-11: 105% (increase of app. 36%)	2009-10
WSCH/FTEF	2006-07: 277	2010-11: 446 (increase of app. 61%)	2010-11
Retention	2006-07: 75%	2010-11: 76% (increase of app. 1.5%)	2007-08
Success	2006-07: 58%	2010-11: 63% (increase of app. 9%)	2010-11

The current course **success rate** in our **Computer Graphics** program is 63%, an improvement from the 56% posted in 2006 – 07. Course **retention** in Computer Graphics has held steady, with a 75% rating in 2006 – 07 and 76% in 2010 – 11. It should be noted that the **number of sections** offered in Computer Graphics has gone from 26 in 2006 – 07 to 35 in 2010 – 11, a sign of dramatic growth in that area.

The number of **majors** in Computer Graphics has grown dramatically as well over the past five years, rising from 68 to 112, reflecting interest in potential careers in digital technology. FTES grew from 68 to 126.

2.2 Ranking of Department

How does your program compare with peers? (Peers include similar programs at the college or programs at peer institutions as identified by the Office of Institutional Research)

Retention

Success

Degrees Awarded (data not available)

Certificates Awarded (data not available)

Transfers (data not available)

Note: The Art, Theatre, and Music Department Coordinators met with Dean Jensen to review the Peer institution list suggested by the Office of Institutional Research. It was the decision of the Fine Arts coordinators and Dean Jensen to select California community colleges with strong reputations in Art, Music, and/or Theatre to create a revised list of peer institutions that appear below. All three Fine Arts departments see value in comparing our program to those we consider some of the most respected in the state.

Art: (Fall 2010)

College	Total Enrollment	Retained	Retention Rate (%)	Success	Success Rate (%)
Citrus	462	446	96.54	379	82.03
El Camino	2341	1947	83.17	1597	68.22
Fullerton	2632	2289	86.97	1977	75.11
Glendale	819	709	86.57	618	75.46
Golden West	1065	926	86.95	765	71.83
Long Beach	2267	1848	81.52	1505	66.39
Los Angeles	733	603	82.26	533	72.71
Mt. San Antonio	833	746	89.56	673	80.79
Pasadena	1302	1138	87.40	1034	79.42
Saddleback	1515	1302	85.94	1155	76.24
Santa Monica	2192	1832	83.58	1584	72.26
Santa Rosa	2431	2133	87.74	1880	77.33

When viewing data from thirteen California colleges with Fine Arts programs of high reputation, it can be seen that five have similar enrollment numbers, which are the highest numbers from the overall group. Those schools are as follows: Fullerton College (2,632 enrolled), Santa Rosa Junior College (2,431 enrolled), El Camino College (2,341 enrolled), Long Beach City College (2,267 enrolled) and Santa Monica College (2,192 enrolled). It is encouraging to note that the Fullerton College Art Department has the highest number of students enrolled among these peer institutions and, in fact, in the entire state of California.

Of those schools, only Santa Rosa Junior College has a higher retention rate (87.74%) than ours (86%) and a higher success rate (77.33%) than ours (74%).

This data suggests that we may find value in researching the art program of Santa Rosa Junior College. When doing so, some differences in our programs do emerge. For one thing, they offer what appears to be an intermediate level drawing class, which succeeds their beginning drawing class. These courses are called: Drawing and Composition 1 and Drawing and Composition 2.

A more dramatic difference is that they include an extensive Photography program within the art department. There are a total of nine Photography classes, which include Basic, Intermediate and Advanced Photography, Studio Photography, Digital Photography, Photojournalism, Portfolio and Presentation for Photography and others.

In their art gallery, two of the last ten exhibitions were dedicated to Photography.

Clearly, this school places a high emphasis on Photography in their Art department, and appears committed to training students to become professionals in the field. This may be at least a partial explanation for their high retention and success rates.

The Fullerton College Art Department's standing as the largest Art program in the California community college system (Fall, 2010 – Spring, 2011), along with our high retention and success rates, confirms why Fullerton College enjoys such an excellent reputation for Art instruction and explains why we have over 1,000 Art majors.

Computer Graphics: (Fall 2010)

College	Total Enrollment	Retained	Retention Rate (5)	Success	Success Rate (%)
Citrus	0	0	0	0	0
El Camino	0	0	0	0	0
Fullerton	587	459	78.19	387	65.93
Glendale	80	69	86.25	57	71.25
Golden West	176	144	81.82	123	69.89
Long Beach	0	0	0	0	0
Los Angeles	84	66	78.57	58	69.05
Mt. San Antonio	66	60	90.91	49	74.24
Pasadena	599	523	87.31	401	66.94
Saddleback	296	249	84.12	195	65.88
Santa Monica	970	796	82.06	709	73.09
Santa Rosa	463	409	88.34	351	75.81

A comparison of computer graphic programs among these schools reveals the following: the five schools with the highest **enrollment** in computer graphics are (in descending order): Santa Monica (970), Pasadena (599), Fullerton College (587), Santa Rosa (463) and Saddleback (296).

Among these schools, our computer graphics program has the third highest enrollment, but the lowest **retention** rate and the second lowest **success** rate. This information will empower new ACG professor to develop new strategies and initiatives to increase student success in the ACG program at Fullerton College.

2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research—provided here instead.)

ART:

Group	% Retention	% Success
Males	84	69
Females	87	77
Asian-American	90.26	80.52
African-American	86.36	59.09
Filipino	94.20	75.36
Hispanic	86.17	71.95
Native American	90	80
Other Non-White	72.41	63.79
Pacific Islander	85.71	71.43

White	87.18	78.91
Unknown	85.32	74.31
Range (Max-Min)	90.26 - 72.41	80.52 – 59.09

When **retention rates in Art** are viewed within ethnic/gender categories what is seen is that all ethnic/gender groups but one (“Other Non-Whites”) post numbers that are no more than two percentage points below or are slightly above the overall average of 86% for the department. The following three groups have significantly higher retention rates than the overall average: Asian Americans, Filipinos and Native-Americans. The group labeled as “Other Non-Whites” is the only group to score significantly lower (72.41%).

Success rates in Art vary more greatly when viewed by ethnic/gender categories, although most groups score very close to the department average of 74%. The following three groups score significantly higher than the overall average: Asian Americans, Native Americans and Whites. The only group to score significantly lower is African-Americans (59.09%).

This data suggests that there is not a great disparity in retention and success rates in our Art program among gender/ethnic groups. However, reasons for concern still exist. For example, why do African-Americans maintain a good retention percentage (86.36%) and yet have the lowest success percentage (59.09%) in the department? Some areas that the department should explore for possible explanations and/or solutions are academic preparation, community support, tutorial help, faculty advisement and financial aid.

COMPUTER GRAPHICS:

Group	% Retention	% Success
Males	77	61
Females	73	65
Asian-American	75	73.86
African-American	75	45.83
Filipino	70.59	64.71
Hispanic	77.51	62.20
Native American	100	50
Other Non-White	76.47	70.59
Pacific Islander	50	50
White	82.39	70.45
Unknown	76.92	61.54
Range (Max-Min)	100 - 50	73.86 – 50

In our **Computer Graphics** program, retention and success rates run lower across all groups, an understandable outcome due to the unique challenges presented to students of high-tech media. When comparing to the program’s overall **retention rate** of 76%, what emerges is that the following three groups post rates equal to that percentage or no more than three points less than that: Females, Asian-Americans and African-Americans. Six groups score higher than the overall 76%: Males, Hispanics, Native-Americans, Other Non-Whites, Whites and “Unknown.” Filipinos, at 70.59%, fall a little more than five percentage points below the average. Pacific Islander, at 50%, is the only group that scores significantly lower than the overall average. (It is worth noting that some of these rates are skewed due to very low enrollments of students from particular groups. For example, only two students who list themselves as Pacific Islanders are enrolled in the program, two Native-Americans, seventeen Filipinos and twenty-four African-Americans).

Success rates in Computer Graphics as a whole also vary more greatly. When comparing to the program’s overall **success rate** of 63%, what emerges is that the following three groups post rates

equal to that percentage or no more than three points less than that: Males, Hispanics and “Unknown.” Five groups score higher than the overall 63%: Females, Asian Americans, Filipinos, Other Non-Whites and Whites. Three groups score significantly lower than the overall average: Native-Americans, Pacific Islanders and African-Americans.

This data suggests that, as in the Art program, there is not a great disparity in retention and success rates in our Computer Graphics program among gender/ethnic groups. However, the same concern presents itself. African-American students, as a whole, post a good retention rate but the success rate falls significantly. The Art Department would be well advised to study this situation and attempt to remedy it. Tutorial help and faculty advisement should be improved for these students.

2.4 Other Data

Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program.

**Fine Arts Division Certificates Awarded
Fall 2003 through Spring 2011**

<i>Art Certificates</i>	Spr 2011	Fall 2010	Spr 2010	Fall 2009	Spr 2009	Fall 2008	Spr 2008	Fall 2007	Spr 2007	Fall 2006
Advert & Graph Dsgn-I	0	1	0	0	0	1	1	0	1	1
Advert & Graph DsgnII	0	1	0	0	0	0	1	0	1	0
Advert & Graphic Dsgn	0	0	0	0	0	1	0	0	0	0
Basic Comp Graphics-I	0	0	0	0	0	0	0	1	0	0
Comp Animation/Multi	1	2	1	1	1	1	2	2	0	0
Art Computer Graphics	0	2	2	7	0	4	0	0	1	1
Desktop Publishing	0	0	2	1	0	0	0	0	0	0
3-D Animation	0	1	2	1	1	2	0	0	0	0
Illustration	2	3	5	0	0	0	0	-	-	-
				0	0	0	0	0	0	0
Totals	3	10	12	10	2	9	4	3	3	2

Analysis

The illustration CTE program is already producing certificate completers and represents the promise of increased completion rates. The small number of other art and ACG certificate completers is one of the reasons why the computer graphics program is revising its curriculum and certificates to better meet employment opportunities and requirements.

2.5 Strengths, Weaknesses, Opportunities, Threats (SWOT)

2.5.1 What are the strengths of your program as indicated in the above data?

2.5.1 Strengths of Art Department Seen in Above Data

The principal strengths in the above data include:

- 2.5.1.1 Highest Art Department enrollment in the state community college system.
- 2.5.1.2 The Art Department compares favorably to community college art programs statewide.
- 2.5.1.3 As a result of budget cuts, and the Art faculty’s willingness to take additional students, all KPI indicators show improvements over the last five years.
- 2.5.1.4 The achievement gap among ethnic groups in Art is not as pronounced as the campus average.
- 2.5.1.5 There has been a steady increase in the number of art majors.

2.5.1.6 The new Illustration program is experiencing a steady increase in CTE certificate awards.

Other Strengths of the Art Department:

2.5.1.7. Ideal location:

Fullerton College is located centrally to four major freeways. Major transportation hubs, including bus and railway lines, are located nearby, making it possible for students to commute from as far away as Los Angeles, Cerritos and Riverside.

The area within which the college resides has become one of the major art centers of the world. Approximately forty miles to the northeast is Los Angeles, where institutions such as the Los Angeles County Museum of Art, the Museum of Contemporary Art and the Getty Museum have propelled the region to the forefront of the contemporary art world. Approximately thirty miles to the north is Pasadena, home to the Norton Simon Museum, which houses one of the world's great collections of modern masterpieces. The regular use of these and other similar resources for student field trips and writing projects provides powerful sources of motivation for art students.

Fullerton College enjoys a positive working relationship with California State University, Fullerton, California State University, Long Beach and other institutions of higher learning in the southern California area. The proximity of a Cal State campus three miles to the east uniquely positions Fullerton College to successfully sustain transfer goals, evidenced by its current position as number one in the state for transfers to Cal State campuses.

2.5.1.8. Outstanding Sculpture facility:

One of the strengths of our sculpture area is the facility, which contains the necessary equipment and space for bronze-casting and other three-dimensional work, a woodshop and a courtyard, although the classrooms and restrooms are desperately in need of remodeling.

We have many classes that fit into a well-designed overall three-dimensional design program. Students learn fabrication, modeling, mold-making and metal casting.

Two full-time instructors and a part-time lab technician maintain the program.

2.5.1.9. Campus parking availability:

A new multi-level parking structure was completed in 2009.

2.5.1.10. Course offerings focused on transfer education and professional training:

The Fullerton College Art Department has more than fifty different courses in Studio Arts, Design, Computer Graphics and Art history representing a comprehensive offering of classes. The emphasis on fundamentals in our classes equates to the first two years of a BFA program. Those students not focused on transfer to a university work to develop their skills for placement in art professions.

2.5.1.11. Community and High School Outreach:

The Art Department maintains a gallery exhibition schedule that includes professional artists from outside the school and local area. The annual artist-in-residence program is exceptionally well received and has added to a positive reputation throughout the community. An annual exhibition dedicated to the traditions of Dia de los Muertos ("Day of the Dead") highlights the diversity of our campus. Annual student art shows allow students to experience the processes of preparing art for exhibition. Bi-annual faculty exhibitions give students the opportunity to see the work of their professors. An annual juried high school art show promotes outreach to nearby schools. Our permanent art collection, which continues to grow through commissions from our artists-in-residence

and from donated works, further indicates our desire to be a center of art and culture in our community.

2.5.1.12. Wide variety of Degree and Certificate offerings:

We offer an AA in Art degree, as well as an AA in Advertising and Graphic Design Degree, and soon to be offering two new CSU Transfer degrees in Studio Art and Art History.

We also offer Vocational Certificates in Advertising and Graphic Design, Illustration, Computer Graphics, Desktop Publishing, Multi Media and Animation, and Animation II.

2.5.1.13. Honors Program:

For the last fifteen years, the Art Department has participated in the Honors program, attracting high achieving general education students, student campus leaders, and some Art majors to the Honors Creative Arts class, which experiences very high retention and success rates. The original class dates back to the 1970s and was created by Nixon Borah (Art), Dar Frederickson (Music) and Jim Henderson (Theatre).

2.5.1.14. Faculty and Staff actively engaged in the professional art world:

We have a diverse full-time and adjunct Faculty that includes professional artists who currently exhibit their work, as well as professional artists in many commercial fields. Due to the highly competitive nature of the art and art teaching environment in this art-rich region, the Fullerton College Art Department has been able to attract excellent instructors who have received their training at major institutions of higher learning from around the country and the world. Current faculty members have completed advanced studies at the Chicago Art Institute, the University of Aix-en-Provence, France, the University of Arizona, the University of Texas, the Art Institute of San Francisco, Cranbrook Academy of Art, California State University, Fullerton and California State University, Long Beach to name a few. Largely due to the strength of our faculty we enjoy a reputation as one of the top Community College Art Programs in the State.

In addition, there exists a collaborative spirit among the faculty of this department, as exemplified by the teamwork demonstrated in organizing the annual artist-in-residence program, the annual Villa del Sol Student Art Fair, time and space sharing for exhibition of student work in the hallway display cases and the sharing of the work-load of department committee involvement, including hiring committees. We maintain a continuing presence in the life of the college with art faculty serving major roles on campus, serving on the Curriculum Committee, the Faculty Senate and in other capacities. We are served by a capable and energetic Division Dean who works with an excellent classified support staff dedicated to promoting and facilitating the implementation of Art Department goals.

We benefit greatly through the services of our own department Administrative Assistant, who distinguishes herself with her ability and integrity and is continually attending workshops to improve her skills.

We have excellent adjunct instructors who maintain a high level of professionalism and bring important specializations to our instruction program.

New, recently hired faculty has taken lead roles in advancing our animation, computer graphics and art history programs to make them more current and more exciting to our students.

2.5.1.15. Improved Advertising:

We have improved our department advertising and promotion with an increased digital presence, (less print), large-scale banners, an active presence on Facebook and on You Tube and involvement in projects for the Fullerton College Centennial celebration.

2.5.1.16. State-of-the-Art Computer Labs:

We have an updated and modern computer lab that is currently using top of the line Apple computers, as well as a second computer lab that is dedicated to three-dimensional modeling and animation. We are planning to develop an adjunct lab that will primarily focus on new technology and its applications to the Gaming Industry and Digital Illustration.

2.5.1.17. Shared responsibilities of Leadership:

We make use of a rotating chairmanship system, which helps the department maintain vitality and cohesiveness. We maintain a fair, orderly and cordial system of collegial collaboration for faculty selection of classes on a semester-by-semester basis.

2.5.1.18. Diversity of our student population:

We have a large and diversified student body representing many ethnic/cultural backgrounds and age groups.

2.5.2 What are the weaknesses of your program as indicated in the above data?

2.5.2 Weaknesses of the Art Department Seen in Above Data

- 2.5.2.1 The number of AA degrees awarded in Art remains relatively low.
- 2.5.2.2 The number of CTE certificates awarded in Art and ACG remains relatively low.
- 2.5.2.3 Faculty believe that the decrease in new majors is directly attributable to a budget-driven decrease in sections offered, preventing some new majors from finding classes in which to enroll.
- 2.5.2.4 The retention and success rates in Computer Graphics need to be improved.

Other Weaknesses of the Art Department

2.5.2.5 Conditions in our classrooms and facilities:

Some of the classrooms, especially the studios for drawing and painting, are cramped and overextended in their use, and they are in need of improvements in studio lighting and upgrades in the teacher stations.

2.5.2.6 Need for more classrooms:

We should be able to annex the entire 1000 building, expand existing classrooms and create new public spaces, including a patio/reception area for the Art Gallery. We should adapt the existing patio on the north side of the building into a courtyard that might function as a better entrance to the Department. Moving the Art Office downstairs would then be a logical next step for improved space usage.

2.5.2.7. Storage for props:

We need a better selection of props for our drawing and painting classes to use, and an improved storage area.

2.5.2.8. Signage:

The current signage for the Art Department and the Art Gallery is inadequate and without proper lighting.

2.5.2.9. Security:

We have, at best, an antiquated and non-functioning security system for the computer graphics lab and no security system for the remainder of the Art Building, including the Art Office, other than our dependence on Campus Security for lockup.

2.5.2.10 Absence of an Art Major Educational Plan:

We need improvement in the area of faculty advisement for students in the AA and transfer programs, as well as Certificate programs. Faculty members are not fully knowledgeable about transfer requirements and need staff development time to aid in developing and publishing a sequential course plan for Art Majors.

2.5.2.11. Faculty evaluations:

We need to improve the process for evaluating our adjunct faculty for competence and quality of teaching skills. We should also consider a more consistent evaluation process for Full-time tenured instructors.

2.5.2.12. Art Event Parking:

Currently very few people obey parking regulations involving the dropping off of students. The official pick-up/drop-off zone set aside by Campus Security is currently unused, and actually has removed many valuable parking spots from Faculty, who may arrive after 9:00 a.m. Unofficial student drop-off and pick-up is occurring directly in front of our Main Entrance, and is hazardous to faculty and students who walk there. Also, speeding cars enter from the far east entrance and drive at unsafe speeds in order to get to the front of the building for drop-off and pick-up. Speed bumps would be one answer, but probably not a well-received one.

Parking during Gallery Openings:

We currently offer very few parking options for people outside the college community to enjoy relatively convenient parking if they wish to attend one of our Gallery openings. The coordination of these events with the Campus Security has never been adequately addressed, or followed up on, and meanwhile many of these visitors end up with parking tickets as their first (and perhaps last?) impression of Fullerton College. One solution may be to make the current underused drop-off spaces metered parking spaces- free for the first 10 minutes for pick-up/drop-off and charged after that. We need to do a better job of informing our visitors about parking regulations.

2.5.2.13. Inadequate funding for classrooms:

We currently have very limited funds available for upgrading classrooms and classroom equipment, and for purchasing new computers and software for our digital technology program.

2.5.2.14. Inadequate funding for our art gallery program:

We continue to be challenged by insufficient funding for this program, which is so vital to our students' development as Art Majors and General Education students.

2.5.2.15. The Ceramics program depends upon the position of the **Ceramics Lab Clerk** to perform daily safety inspections, maintenance functions, supply maintenance and re-ordering, kiln loading, and yard maintenance. The position should be classified as a Ceramics Lab Technician to better reflect the job duties of the position, and the hours need to be increased to address the daily needs of the active Ceramics program.

2.5.2.16. Deficiencies in the Sculpture program:

- a. Emergency lighting will not dim to permit audio-visual presentations.
- b. *The Rabbit and Hornet* sculptures are still in need of permanent placement.
- c. Contemporary art is under-represented in the sculpture curriculum.

2.5.2.17. Under-prepared students:

Many students seem to lack the self-discipline and maturity needed to meet the challenges of our curriculum.

2.5.2.18. Recruitment:

Our efforts at recruiting students do not seem to draw the highly motivated individuals we need to set high standards of success.

2.5.2.19. Computer Graphics program:

We need another full-time instructor and a budget adequate to the task of maintaining equipment and upgrading software.

2.5.3. What opportunities exist for your program based on the above data?

2.5.3 Opportunities for the Art Department based on above data

2.5.3.1 The renaming of the Computer Graphics program, planned revisions to the existing CTE programs in Computer Graphics, and the creation of a new Entertainment Arts certificate will add in recruitment, student persistence, and student completion rates.

2.5.3.2 Increased collaboration with the Photography Department should lead to increased cross-disciplinary knowledge enrollments for both program majors. Continued collaboration between Printing and Advertising/Graphic Design will extend cross-disciplinary knowledge and enrollments and better CTE workforce development results. Future planned collaborations between Computer Graphics, Illustration, and Music Technology will create new cross-disciplinary knowledge and enrollments., especially as those collaborations relate to Digital Game Design. The creation, publication, and promotion of education plans for the AA degree in Art, AA in Advertising/Graphic Design, and CTE certificates should increase persistence and completion rates.

Other Opportunities for the Art Department

2.5.3.3 Art Department Outreach:

In Fine Arts, we have a very capable and willing information and advertising staff and an improved online presence. We can take advantage of this by creating more outreach and advertising for our programs through an enhanced presence on our Division/Department website. This can be done by filming in-class and out-of-class assignments, demonstrations, and presentations (three-dimensional derbies, sidewalk chalk demonstrations, visiting artists, etc.) and posting on our Department website. We need to develop signage/posters for student art shows, both on campus in the Gallery, and at Villa Del Sol in downtown Fullerton. The upcoming Centennial celebration will present multiple opportunities for outreach and recruitment.

2.5.3.4 New Programs:

- a. We can advertise our growing Animation, Illustration and Game Design programs in journals and on our website. (We are re-naming the ACG Program and developing new curriculum in preparation for growing the program when funding becomes available.)
- b. We should take advantage of the booming enrollment due to the weak economy by adding new courses/programs for professional training for re-entry students.
- c. According to statewide job and employment projection data, the strongest areas of job growth in the near future are projected to be in the digital arts and digital media and gaming Industries, where four of our current Vocational Certificates focus their training.

2.5.3.5 Sculpture program:

We can enhance contemporary art understanding and awareness through projects and slide lectures. We can bring more visiting artists for lectures and presentations. We can improve our mold-making program, including knowledge of materials, by incorporating various mold-making projects into our fundamental sculpture classes.

2.5.3.6 Department-wide Guest speakers and Forums:

We can enhance and expand this area of our program by inviting more professionals to make presentations or participate in panel discussions about art history, careers in the arts and arts specialties.

2.5.3.7 Room 1018:

We can make better use of this room by re-designing it and re-thinking its function either as an art history classroom or as an art studio growth classroom space.

2.5.4 What threats exist for your program based on the above data?

2.5.4 Threats for the Art Department based on above data

2.5.4.1 New students are experiencing difficulty gaining access to Art classes. The decrease in new majors, the Art faculty believes, is attributable to a decrease in sections offered.

2.5.4.2 All programs across the campus need to be fully engaged in closing the achievement gap and helping under-prepared students acquire college level skill proficiencies.

Other Threats for the Art Department based on above data

2.5.4.3 A weak local and State economy:

Full funding for our growing programs remains a serious concern.

2.5.4.4 A lack of enough courses and instructors for booming enrollment:

New students and potential re-entry students who are seeking retraining for in-demand occupations in a new creative economy may have increased difficulties getting the classes they need.

2.5.4.5 We may lack the support needed for replacing full-time faculty we have lost:

The department needs replacement for lost full-time positions. We presently have thirteen full-time instructors compared to sixteen full-timer instructors just five years ago.

2.5.4.6 We continue to be challenged with under-prepared students.

2.5.4.7 **The cost of art materials is constantly rising** without a commensurate increase in our base budget supply allocation.

2.5.4.8 Increases in class size:

Because of cuts in the extended day budgets, if instructors feel pressured to increase the number of students allowed into our classes, we may create problems concerning safety and security.

2.5.4.9 Visual appeal of our building:

As construction of new buildings on our campus continues, the 1000 building looks more and more dated. This is a concern for several reasons. Art students, by nature, tend to be more visually oriented than most other individuals. An unsightly external edifice can diminish our reputation as a vital, contemporary Art Department. It can also be a drain on the morale of the faculty who spend so many hours working at this facility. A more attractive art building facing Chapman Avenue will enhance the image of the Art Department and the college and will more clearly identify the 1000 building as an Art facility.

3.0 Student Learning Outcomes Assessment

3.1 What percentage of courses have identified SLOs? Comment on progress/lack of progress

There are currently 67 Art courses in the Fullerton College catalogue; 64 of them have SLOs and SLOAs, representing a 96% completion rate. Forty-four (44) of the course SLOs and SLOAs appear in Curricunet. Since the Art Department is currently engaged in Six Year Curriculum Review, that situation will be corrected.

There are currently 16 Art/Computer Graphics courses in the Fullerton College Catalogue and all 16 have SLOs and SLOAs, representing a 100 % completion rate. Only 3 courses have SLOs and SLOAs listed in Curricunet. Since the Art/Computer Graphics program is currently engaged in Six Year Curriculum Review, that situation will be corrected.

3.2 What percentage of courses have ongoing SLO Assessment? Comment on progress/lack of progress:

Forty (40) Art courses were assessed in 2010-11 and 2011-12. Only a handful of them have completed two assessments. Only 2 Computer Graphics classes have conducted assessments as of this date. More courses in both programs expect to complete assessments in spring 2012.

3.3 How has assessment of course level SLOs led to improvements in student learning and achievement?

The best part of the SLOA experience has been increased collaboration among department faculty that begins with assessment results but continues discussions on curriculum, the design of student assignments, grading criteria, and how to make improvements to the instructional programs. The process has been frustrated by conflicting or vague instructions from campus leadership, no clear directions on where and for how long to store student work, and scheduling difficulties in bringing the SLO workgroups together, when so many adjunct faculty are involved. Because the assessment experience has been relatively recent, there still remains a lack of clarity among some faculty on how best to execute the assessments and capture the data.

3.4 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

No program level SLOs have been assessed as of this date. The Art Department is currently working on developing AA degree SLOs and SLOAs and CTE program SLOs and SLOAs.

3.5 What challenges remain to make course and program level SLOA more effective?

The Art Department and Computer Graphics programs offer over eighty different courses, and some of them are single classes taught by adjunct faculty. Since we cannot contractually obligate adjunct faculty to participate in SLO work, it remains a challenge to get full participation in the desired assessment cycle.

4.0 Evaluation of Progress Toward Previous Goals

Evaluate steps taken to achieve goals established in the last program review.

4.1 Progress on Art Department Program Review (2009) Immediate Short Term Plans

4.1.1 Curriculum

a. Review the student learning outcomes for all Art classes and deploy the assessment cycle for all Art classes by 2012.

64 out of 67 Art classes have SLOs and SLOAs, all 16 Art Computer Graphics classes have SLOAs, the assessment cycle is continuing.

b. Maintain and improve on-line instruction.

Intro to Art and Art History classes continue to be taught on line; Improvement should be a discussion item for the Art General Education Workgroup.

c. Investigate curriculum for new media, industrial design, and toy design.

Art faculty created an Advanced Topics in Art class to explore these new topics before creating separate curricula. Art faculty also added an Internship Class, Drawing for Animators and Illustrators, and Animal Drawing classes to respond to workforce development issues for professional artists.

4.1.2 Transfer and CTE Education

a. Improve faculty advisement for transfer and certificate students

Limited progress has been made on this topic, leading to a fall 2011 decision to add an educational plan for AA degree and CTE program students.

b. Apply for Perkins IV grant funding for technological upgrades

Over the last five years, CTE programs in Advertising/Graphic Design, Illustration, and Computer Graphics have won Perkins IV grants to upgrade equipment, upgrade software, increase supplies allocations, and provide staff development activity funding for travel and training.

c. Continue and expand guest speaker /guest artist program.

In two separate years the Illustration CTE program was awarded guest speaker funding.

d. Investigate new digital media CTE certificates.

The commitment of the college to hiring a new Computer Graphics instructor to replace Sandro Corsi has meant significant changes in the Computer Graphics program in the last two years, including a proposed name change, new curriculum, and planned revisions to the CTE certificates in that instructional area.

e. Win state approval for the Advertising and Graphic Design Certificate.

Because there is a direct overlap between certificate requirements in Advertising and Graphic Design and Computer Graphics, the decision was made to wait to redesign the Advertising and Graphic Design Certificate until the changes in the Computer Graphics program are made.

4.1.3 Promotion and Recruitment

a. Increase high school participation in the High School Art Show

Under the leadership of Bill Henke, the participation in the high school art show has increased modestly each year.

b. Use the Terry Blackley Scholarship to recruit promising art students

The awarding of Terry and Karen Blackley Scholarship has been tied to High School Art Show award winners who decide to attend Fullerton College.

- c. **Add more art alumni interviews to the Art website and Fine Arts DVD**
Only two interviews have been added to the website, due to a funding shortage for that project.
- d. **Improve alumni tracking and contacts** (No progress made).
- e. **Expand the Art Department website to include samples from the permanent art collection and Artist in Residence program** (No progress made, no funding)
- f. **Discuss how the Art Department will prepare for the Fullerton College Centennial in 2013.**
Significant progress has been made on this initiative with Art Department leadership and participation in the Gronk mural in the 1400 building, Science Building mural, 1000 Building Ceramics mural, Field house mural, Sherbeck Sculpture, Hornet Sculpture, and Rabbit Sculpture projects. The Art Department is also participating in the Centennial History Exhibition at the Fullerton Museum Center in 2013, a student art show, and a proposed Centennial edition of the permanent art collection catalogue.
- g. **Develop stronger relationships with the Art Dept faculty at transfer institutions.**
Bill Henke has focused on the Ceramics program at CSUF, and Phil Dimitriadis has focused on strengthening our relationship with the Computer Animation program at CSUF. Although many of our faculty have studied at CSUF and CSLB, limited official contact has taken place.
- h. **Participate in Project Downtown Fullerton by working on Night in Fullerton and A Night of Art**
Dean Jensen serves on the Fullerton Museum Center Board, our Art Gallery has been an active participant in Night in Fullerton, and Bill Hayner continues to produce a Night of Art at Villa Del Sol.

4.1.4 Facilities Improvements

- a. **Lobby for the Art Gallery improvements, including glass doors into the gallery, improved signage, improve parking, and improved workspace.**
These issues now appear in the Educational Master Plan, but no specific improvements have taken place, except for hanging a banner facing Chapman Avenue for the California Art Show. The Weisman Art Foundation donated the banner. Discussions are underway to develop a plan for increased temporary signage until a more permanent solution is found.
- b. **Provide increased security and minor remodeling to 1015 ACG lecture room.**
Security throughout the Art Building remains a great concern to the faculty and staff. A fall 2011 attempted break-in, theft from the Art Offices, and thefts from the Art lockers are the most recent examples of security-related issues.
- c. **More fully develop 1025A into a photography studio.**
Room 1025A now includes a still photography set up, 3-D scanner, and two 3-D printers, purchased with instructional equipment and Perkins IV CTE funds.
- d. **Lobby for the designation of one more drawing classroom in the 1000 building (1018).**
The Art Department has been unsuccessful in securing another drawing classroom. The need for swing spaces for Tech/Eng classes has meant that 1018 is not available for art studio

classroom conversion. Dean Jensen approached Vice President Scott McKenzie, who informed him that until the 700 building was completed, this topic would have to wait for resolution.

e. Research and develop at least one mural project for the Art Building.

In March 2012, Marlo Bartels will install a ceramics mural on the west side of the 1000 building as the Art Department's Artist in Residence for 2012.

f. Encourage NOCCCD and FC administration to purchase and remodel the Hedebrink House.

No discussion has taken place yet on this subject.

g. Investigate future major art installations to be accomplished all across campus.

The Fullerton College Centennial now includes one completed mural (Gronk), two murals underway (1000 Bldg, and 400 Bldg), and three other murals in development (1200 bldg and 1700 bldg). A mural by Frank Romero was moved from the President's Office to a highly visible location in the Library on the first floor. The centennial art project proposals also include the re-making of the Hornet Sculpture, the re-installation of the Rabbit sculpture, and the creation of a Hal Sherbeck Sculpture adjacent to the Track/Football Field.

4.1.5 Personnel

a. Develop a program for the systematic recruitment, evaluation, staff development and mentorship of adjunct faculty. Limited progress has been made.

b. Lobby for the replacement of retiring Art faculty.

The Art Department granted permission to hire a replacement for the Art Instructor/Gallery Director position and for Sandro Corsi (Computer Graphics), when Sandro transferred to Design Fundamentals, after Bob Miller retired. The Art Department has not been permitted to replace George Tapley (Art History), Marciano Martinez (Painting), and Erin Scott (Painting).

c. Lobby for the re-classification of the Ceramics Lab Clerk to a Ceramics Lab Technician.

No progress made.

d. Assist faculty develop more digital media skills to incorporate into their traditional art classes.

Individual faculty have pursued personal staff development in digital media, and Deborah Davidson focused part of her sabbatical studies on digital tools for drawing and painting. The addition of Phil Dimitriadis to the department has meant increased opportunities for department faculty to learn new digital drawing techniques and software from Phil and Jim Dowdalls. Most full-time faculty now have learned how to create their own personal art websites, and they share those practices with their students. Several faculty members have employed blogging sites to increase student interaction, offer tutorial information, and provide project examples.

4.1.6 Technology

a. Investigate computer graphics lab improvements and upgrades

In a recent collaborative project between Computer Graphics, Academic Computing, Facilities, and off-campus contractors, a new Animation lab is being created in 1026. The addition of Boxx computers to the computer lab inventory was the result of industry standards research completed by Phil Dimitriadis. Those computers, it was learned, were less likely to crash than the iMac

computers that had been running Maya, the animation software used in the Computer Graphics program.

The design and drawing classes formerly taught in 1026 have been moved to 1015, and that room has been converted into a drawing classroom and digital media lecture room.

Dimitriadis and Dowdalls have developed a technology strategic plan that includes the future purchase of centique drawing tablets, the current industry standard in animation, game design, and illustration.

b. Seek funding to replace and update current technology in the art program

With fluctuating allocations in instructional equipment monies, the Computer Graphics Department has depended on Perkins IV CTE funding for almost all computer replacements and software upgrades. The only exception to that practice was the 2011 college technology plan allocations, which purchased over 20 iMacs for 1024, to replace outdated equipment. Those computers run Adobe Suite 5 (inDesign, Photo Shop, Adobe Illustrator), Final Cut Pro, and Quark.

Over the last three years, The Ceramics program used instructional equipment monies and the Ceramics Fund to purchase and install two kilns.

c. Upgrade faculty office computers.

The Art Department continues to wait for computer food chain replacements for the faculty offices, which reduces those computers to word-processing and email.

4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.

4.2 Evaluation of Funding Expended on Art Department Short Term Goals from 2009

The investments made in computer hardware and software has been the result of careful research, strategic planning, and diligent grant preparation. The impact of these purchases on the Computer Graphics program and related impact on the Advertising/Graphic Design program and the Illustration program has been very positive. Although there is an increasing attention to mobile devices as replacements to traditional computer platforms across contemporary society, digital arts students still need to gain access to sophisticated computers, advanced computer software, and computer auxiliary devices that represent industry standards. At this point in their careers most digital media students cannot afford these expensive technologies and software.

The Ceramics Studio has experienced significant improvements through the purchasing of two kilns and a commitment to transform the studio into a learning environment that meets all contemporary safety regulations and practices. Division funds were allocated to replace defective equipment, provide earthquake-proofing hardware, a eye wash fixture, a new work counter, two new sinks, improved chemical storage, and extensive labeling and signage. Much credit must be given to Ceramics instructor Bill Henke and Ceramics Lab Clerk Melanie Donegan for researching, initiating and completing the safety compliance work performed.

Although the CTE funds expended on guest speakers for the Illustration program gave students excellent insight into current careers and practices, the infrequency and scale of that funding prevented the entire Art Department from participating on a regular basis.

The partnering of Artist in Residence monies, Centennial funds, and private/corporate donations for Centennial-based Art installations continues to be a positive example of collaborative planning and funding.

The most significant investments made by Fullerton College to the success of these short term goals has been the college's commitment to hire replacement faculty for a Computer Graphics Instructor (Phil Dimitriadis), and an Art Instructor/Gallery Director (still to be determined), and to hire a replacement for the classified position of Ceramics Lab Clerk (Melanie Donegan). With each new faculty member hired to the Art Department over the last seven years has come a new, energetic, and highly competent team member willing to advance the goals of the Art Department.

5.0 Program Goals and Plans 2011

5.1 Short-term Goals (two year cycle)

5.1.1 Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next 2-year cycle.

Art Department Short Term Goals that don't require additional resources:

- 5.1.1.1 Complete the re-design of the ACG program and publish the new name for the program, begin ACG certificate revisions, create new Entertainment Arts Certificate.
- 5.1.1.2 Fall 2012: offer the new Art Internship class in response to the demand from local art employers.
- 5.1.1.3 Despite budget cuts, continue to offer Art specialty classes, like mural painting, printmaking and stained glass.
- 5.1.1.4 Increase collaborations with Photography, Printing, Music Technology, Theatre Design, and CIS.
- 5.1.1.5 Develop SLOs and SLOAs for all degrees and certificates.
- 5.1.1.6 Conduct SLO Assessment for all Art and ACG classes.
- 5.1.1.7 Improve faculty advisement concerning university transfer, and develop and publish education plans for each Art Department degree and certificate
- 5.1.1.8 Create and install public mural and art installations across the campus by using Artist in Residence funding, centennial funding, and private/corporate donations to enhance the exteriors and interiors of the new buildings and newly landscaped areas on campus.

Art Department Short Term Goals that require additional resources:

- 5.1.1.9 Create an on-going Art Department Guest Speaker program that brings working artists to present special topics workshops, career advisement talks, and class visits.
- 5.1.1.10 Improve the Art Gallery signage
- 5.1.1.11 Increase the Art Gallery Operating Budget
- 5.1.1.12 Improve Art, Graphic Design, and Computer Graphics websites to improve recruitment, enhance student knowledge of program requirements, and promote the art gallery season.
- 5.1.1.13 Install more track lighting in Drawing/Painting studios 1021 and 1023.
- 5.1.1.14 Reclassify the Ceramics Lab Clerk position to Ceramics Lab Technician.
- 5.1.1.15 Re-Install the "Rabbit" sculpture. (promised by then President Michael Viera when it was removed to install the monument sign on the southeast corner of Lemon and Chapman Avenues).
- 5.1.1.16 Replace retired and retiring full-time faculty.

5.1.1.17 Provide consistent funding for a computer technology replacement plan.

5.2 What specific aspects of these goals can be accomplished without additional financial resources? (See 5.1.1 above)

5.2 Long-term Goals (six year cycle)

5.2.1 Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next six years.

- 5.2.1 Improve the exterior curb appeal of the Art Building, drop off zones, and exhibition parking.
- 5.2.2 Improve security systems and practices in the Art Building
- 5.2.3 Improve the Sculpture Facilities by executing the Educational Master Plan.
- 5.2.4 Create a Digital Media Center by executing the Educational Master Plan.
- 5.2.5 Acquire additional classroom space in the 1000 building to accommodate growth.
- 5.2.6 Create additional Entertainment Arts curriculum certificates to meet industry demands.
- 5.2.7 Improve the Art Gallery support areas.
- 5.2.8 Develop consistent funding for a computer technology replacement plan.
- 5.2.9 Develop consistent funding for computer software upgrades
- 5.2.10 Develop consistent funding for classroom teacher station upgrades
- 5.2.11 Develop consistent funding for faculty office computers.
- 5.2.12 Improve faculty advisement.
- 5.2.13 Improve articulation with transfer institutions.
- 5.2.14 Support Project Downtown Fullerton.
- 5.2.15 Re-install the Todd Frahm “Hand” sculpture from its present location on the south side of Chapman to a new location on campus.
- 5.2.16 Upgrade Sculpture classroom bathrooms.

5.2.2 What specific aspects of these goals can be accomplished without additional financial resources?

5.2.12, 5.2.13, and 5.2.14 do not require additional funding.

6.0 Requests for Resources

For any specific aspect of a goal listed in 5.0 that would require additional financial resources, complete the form below.

5.1.1.8 Art Department Guest Speaker Program

Type of Resource	Requested Amount	Potential Funding Source
Personnel	4,000	Program Review
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other (promotion)	750	Program Review
Total Requested Amount	4,750	Program Review Allocation

- 6.1 **Describe the resource request.** Provide stipends for ten guest speakers presenting topics and workshops on arts careers and art specialties and provide funding for posters and flyers to promote the events. Admission will be free.
- 6.2 **What program outcome(s) does the resource request address?** This proposal will increase student retention and program completion by providing students with insights into skills development and career development.
- 6.3 **What measurable outcome(s) will result from filling this resource request?** Based on CTE funded guest speaker programs in two years past, the measurable outcomes will be seen in workshop attendance, increased student awareness of career directions, and increased faculty awareness of industry trends and requirements for graduates and certificate winners moving into the visual arts and entertainment industries.

5.1.1.9 Art Gallery Improved Signage

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies	\$ 5,600	Program Review
Computer Hardware		
Computer Software		
Training		
Other (promotion)		
Total Requested Amount	\$ 5,600	Program Review Allocation

- 6.1 **Describe the resource request.** Provide funding for purchasing large vinyl banners to suspend from the 1000 building. This approach will follow that utilized for the California Art exhibition banner that was donated to us by the Weisman Art Collection after it was used for an earlier exhibition. The approximate cost of the 10 ft x 12 ft. banner is \$ 800.00. The initial year investment will create seven banners, and three of those banners will be recyclable with vinyl letter substitutions for recurrent shows like the Holiday Art Show, Student Art Show, and High School Art Show. The first, second, fourth and fifth shows will require new artwork. Until a more expensive solution to the current unlit, leaking Art Gallery sign can be found, this approach is more conservative in its expenditure of funds. All labor will be provided by the Art Gallery Technician and Art Gallery Director and their students, working closely with campus Facilities staff.
- 6.2 **What program outcome(s) does the resource request address?** This proposal will increase audience attendance by directing Chapman Avenue attention to the art gallery through the use of large banners for both students and community members. This proposal addresses the college goal of increased community outreach.
- 6.3 **What measurable outcome(s) will result from filling this resource request?** Daily and exhibition attendance records will be compared with the last five years of attendance records to see how impact the banners will create.

5.1.1.10 Art Gallery Base Budget Augmentation

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	500	Program Review
Supplies	2,000	Program Review
Computer Hardware		
Computer Software	1,500	Program Review
Training		
Other (contracts)	5,000	
Total Requested Amount	\$ 9,000	Program Review Allocation

6.1 **Describe the resource request.** The Art Gallery Exhibition Season is funded by a base budget allocation that barely meets the insurance, transportation, hospitality, and promotional print collateral needs for the season. There exists no contracted services budget to allow the gallery director to curate independent shows that include rental of art or special installations. The season depends entirely on the Gallery Director's ability to borrow art at no cost to the program, severely limiting student access to the work displayed. Stipends to participating artists could enable the Gallery to schedule artist talks and workshops.

6.2 **What program outcome(s) does the resource request address?** This proposal will raise the level of art exhibition at Fullerton College, increase student awareness of specific artists and art genres, increase audience attendance, and create increased attention to the Art program at Fullerton College.

6.3 **What measurable outcome(s) will result from filling this resource request?** Daily and exhibition attendance records will be compared with the last five years of attendance records to measure the impact of the increased funding. The Art Gallery Committee will create an evaluation criteria and use that to measure the effectiveness of this resource allocation and its impact on Gallery Operations and show quality and show diversity.

5.1.1.11 Art Website Improvements

Type of Resource	Requested Amount	Potential Funding Source
Personnel	4,500	Program Review
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other (contracts)		
Total Requested Amount	\$ 4,500	Program Review Allocation

6.1 **Describe the resource request.** The Art Department, Advertising and Graphic Design, and Computer Graphics websites need to be redesigned with a content management system that can be easily maintained. The permanent art collection needs an on-line presence, and extensive re-working of website information needs to be performed. The websites need to improve user navigational paths and match the look and navigation found on the new Fullerton College website template.

6.2 **What program outcome(s) does the resource request address?** This proposal will raise the level of student awareness about specific Art programs and instructors, raise audience awareness about the exhibition season, and better promote the Fullerton College permanent art collection.

6.3 **What measurable outcome(s) will result from filling this resource request?** Google analytics reports from the last five years will allow the Art Department to evaluate the effect of a new web presence with improved navigation will have on website traffic and on specific pages. The web publishing of not only degree and certificate requirements but suggested educational plans will contribute positively to student persistence and degree/certificate completion.

5.1.1.12 Improved lighting in Drawing/Painting Studios (1021 and 1023)

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies	1,500	Program Review
Computer Hardware		
Computer Software		
Training		
Other (contracts)	3,500	Program Review
Total Requested Amount	\$ 5,000	Program Review Allocation

6.1 **Describe the resource request.** The principal drawing studios suffer from insufficient directional lighting to assist both instructor and student in displaying drawing subjects and illuminating drawing and painting surfaces. It is expected that an outside contractor will have to be hired to install the directional lighting and run power to the fixtures.

6.2. **What program outcome(s) does the resource request address?** This proposal will raise the quality of the learning environment in an art discipline that both studies the quality of light and demands excellent directional lighting to conduct proper instruction.

6.3. **What measurable outcome(s) will result from filling this resource request?** Google analytics reports from the last five years will allow the Art Department to evaluate the effect of a new web presence with improved navigation will have on website traffic in general and to what specific landing pages the traffic spends the most time. The web publishing of not only degree and certificate requirements but suggested educational plans will contribute positively to student persistence and degree/certificate completion.

5.1.1.13 Reclassify the Ceramics Lab Clerk position to Ceramics Lab Technician.

Type of Resource	RequestedAmount	Potential Funding Source
Personnel Classified Salary	Current: 1,676/month. Proposed: 2,514/month.	College General Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		

Retirement, etc. 29.683%	Current: 497/month Proposed: 746/month	College General Funds
Benefits	No change: 1113/month	
Total Requested Amount	Increase: 1,087/mo Increase: \$13,044/year	College General Funds

- 6.1 **Describe the resource request.** The Ceramics Lab Clerk position (Step 31) is a 50%/12 month position. This proposal seeks to recognize the technical acumen required for the maintenance of the Ceramics Studio, and the level of technical responsibilities required to support the Ceramics instructional program. This proposal seeks to reclassify the position to Ceramics Lab Technician (Step 36) 75%/12 month position.
- 6.2 **What program outcome(s) does the resource request address?** This proposal will better reflect the actual job duties and desirable qualifications for this highly technical position and increase service to the students, faculty, and facilities. This proposal will also allow the Art Department to better compete for qualified candidates.
- 6.3 **What measurable outcome(s) will result from filling this resource request?** A fine line exists between “other duties as required” that appears on the job description of the Ceramics Lab Clerk and the possibility of a classified employee working out of classification. The Art Department believes that the position aligns best with the Lab Technician’s responsibilities across the disciplines in the District

5.1.1.14 Re-install the Rabbit Sculpture

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment Rental	1,500	Program Review
Supplies	4,000	Program Review
Computer Hardware		
Computer Software		
Training		
Other (contracts)	1,500	
Total Requested Amount	\$ 7,000	Program Review Allocation

6.1 Describe the resource request.

This proposal seeks funding to re-install the Rabbit Sculpture removed from the southeast corner of Lemon and Chapman Avenues to accommodate the installation of the current monument sign currently positioned there. Then college president Dr. Michael Viera promised the Art Department and Dean Terry Blackley that the college would re-install this sculpture donated by Richard Johnston somewhere else on campus. For the last ten years the topics has been brought up and dismissed/tabled by changing campus administration leadership. The sculpture is currently stored in the sculpture yard. This project would combine the efforts of the Sculpture staff, Construction Technology staff, students, and outside contractors to provide a foundation for the sculpture on the northwest corner of the 1000 building in the grassy area. It will be viewable from the south end of the quad, the cafeteria, and from centennial way. Together with the Marlo Bartels mural, this project will aesthetically draw attention to the West entrance of the Art building.

6.2. What program outcome(s) does the resource request address? Together with the Marlo Bartels mural, this project will aesthetically draw attention to the West entrance of the Art building. It will also end a long standing embarrassment between the Art Department and the sculptor who donated the work to the college. The collaboration between Art and Tech/Eng students will create a sense of student accomplishment and pride, and the dedication of the sculpture will be a major community event with press coverage.

6.3. What measurable outcome(s) will result from filling this resource request? It will be difficult to measure the enjoyment and program identification that will result from this project, but the positive press coverage and community outreach will enhance the reputation of the college and the Art Department.

5.1.1.15 Replace retired and retiring full-time Art faculty

Type of Resource	Requested Amount	Potential Funding Source
Personnel Salary	55,380	General Fund
Personnel Retirement, etc. (13.81%)	7,648	General Fund
Personnel Benefits	13,468	
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	76,496	General Fund

6.1 **Describe the resource request.** This proposal seeks funding to replace those full time faculty who have retired in the last few years and those expecting to retire in the next two years. The Art Department has experienced a reduction in full time faculty ranks, because George Tapley (Art History), Marciano Martinez (Painting), and Erin Scott (Painting) have not been replaced. Replacements will permit the department to respond better to the changing requirements in the visual arts and entertainment industries and to improve transfer advisement and curriculum development.

6.2 **What program outcome(s) does the resource request address?** The contributions made by full time faculty to campus service, student learning outcome work, program review, strategic planning, and student advisement will be increased by the restoration of these faculty positions. .

6.3. **What measurable outcome(s) will result from filling this resource request?** The replacement of full time faculty will create improvements in new curriculum development, strategic visioning, and faculty leadership with respect to student access and success, measurable in department KPI data.

Goal 5.1.1.17 Establish a consistent computer technology replacement plan

Type of Resource	Requested Amount	Potential Funding Source
Personnel-		
Facilities		
Equipment		
Supplies (lamps)	2,500/yr	College Technology Funds
Computer Hardware	75,000/yr	College Technology Funds
Computer Software	7,500/yr	College Technology Funds
Other		
Total Requested Amount	85,000/yr	College Technology Funds

6.1. **Describe the resource requests.** This plan is based on a three year replacement cycle for the computers. The Art Department has in its computer inventory: 50 Apple lab computers, 25 PC animation lab computers, 14 office computers (2 PC, 12 Apple), 7 teacher

stations, 7 ceiling mounted projectors, and 4 large screen monitors. This plan also includes a consistent budget for software upgrades.

6.2. What program outcome(s) does the resource request address?

This plan addresses the need for a technology replacement plan that consistently upgrades the technology and software required to teach industry standards and practices for Art majors. As a more prudent use of college funds, and because of the trade-in value on Apple computers, it is recommended that the food chain be abandoned. Art professors need current state of the art technology and software on their office computers because of the technological sophistication of their teaching platforms.

6.3. What measurable outcome(s) will result from filling this resource request?

Through the deployment of a technology replacement plan, the Art Department will be able to find an alternative funding source from the CTE funds upon which it has heavily depended and which becomes less and less permissible in the eyes of the federal government. From a federal perspective, those technology replacement costs should be institutionalized.

7.0 Executive Summary

This report was the product of a collaborative effort on the part of the entire Art Department of Fullerton College as well as the Dean of Fine Arts, Art Department support staff and the Dean's support staff. The process began in earnest at the Fine Arts Division meeting on May 26, 2011. Dean Jensen presented deadlines and changes to the forms required for the report and requested that faculty members be thinking about pertinent aspects of our programs over the summer. At the August 12 Fine Arts Division Meeting, which was held at the beginning of the Fall semester, Dean Jensen went into more detail about aspects of the required report, including the importance of understanding that program review will be tied to planning and budgeting in the coming year.

At the Art Department meeting held that same day, faculty members were asked to review prior program review reports, to help acquaint us with the process. He asked faculty to think about how classes relate to industry, how we compare to other institutions and what we view as our short-term and long-term goals. Information was due back to Dean Jensen by December 1.

At its November 9th meeting, the Art Department held a special meeting at which Program Review was the main agenda item. For this meeting, Dean Jensen supplied data compiled by his office, including comparisons to other Community College programs and data pertaining to success and retention rates. Also included was data showing gaps in success and retention rates among ethnic groups. This data was reviewed and analyzed by the Art Department faculty.

At its December 7th meeting, Bill Hayner, Art Department Chair and author of the Program Review Report, expressed appreciation to fellow faculty members who had thoroughly reviewed aspects of their individual programs and had advanced that information for inclusion in the report. The process of analyzing the strengths, weaknesses, opportunities and threats to Art Department programs seemed especially thorough.

During Fall 2011 and Winter Intersession, Bill Hayner, Art Department Chair, and Dean Bob Jensen, met together on numerous occasions to discuss and advance this process. The Art Department is in complete agreement that the process leading to this report was a valuable one and will be very beneficial as we continue to strive to improve the various aspects of our programs in the Art Department to increase student success.

The key concerns raised during program review discussions and contained in this report are:

1. The importance of replacing retired and retiring full time faculty.
2. The importance of completing SLOA cycles.
3. The importance of specific facility projects.
4. The importance of a regularly funded technology replacement plan that addresses hardware and software upgrades for our computer labs, classrooms, and offices of a highly creative faculty who work extensively with digital technology.
5. The importance of developing and publishing of education plans for both transfer students and CTE students.
6. The significance of new directions for our Computer Graphics program.

Division Deans' Program Review Summary Page

I support and commend the Art and Art/Computer Graphics faculty for the comprehensive work reflected in this Art Department Program Review report.

I also support the data analysis, SWOT analysis, goals, and resource requests contained here-in.

I respect and admire the Art faculty for their collegiality, collaborative approach to projects, their high teaching competence and high standards of student performance, and their compassionate concern for the welfare and success of their students.

The comprehensive scale of this report reflects the high standards, commitment to student success, and high reputation of the Art Department at Fullerton College.

Robert R. Jensen
Dean, Fine Arts