



Instructional Programs

2014-2015 Self-Study

Three-Year Program Review Template

Art Department

Fine Arts Division

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

Participants in the self-study

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Authorization

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

_____	_____	_____	_____
Printed name of Principal Author	Signature	Title	Date
_____	_____	_____	_____
Printed name of Department Coordinator	Signature	Title	Date
_____	_____	_____	_____
Printed name of Dean	Signature	Title	Date

1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

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, art history, 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 successfully matriculate with transfer institutions.
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 develop 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 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 educational plan and achieve successful transfer to a four-year institution or complete a career technical education certificate with the goal of job placement.
8. Demonstrate an understanding of professional practices in a contemporary Arts career, 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.
9. Become aware of contemporary trends in the Arts, based on personal observation and interaction with Professional artists on campus, through our visiting artist and Artist-in Residence programs.

Mission: We prepare students to be successful learners.

The Art Department shares this commitment to student success by applying a full range of approaches in our classrooms. In our lecture classes, students are challenged with art theory and concepts, field research and written reports, which provide experience through varied methods of learning. In our studio classes, we provide sequential learning curricula, starting with foundation courses and projects that emphasize the fundamentals of art and design and continuing toward intermediate and advanced level assignments. Our career technical and vocational programs prepare our students through a concise sequential curricula focused on the attainment of the knowledge and skill-sets that are necessary for success in creative professional careers.

Vision: Fullerton College will create 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. Our faculty introduces research projects to better acquaint students with important artists and movements in Art History. Students participate in class trips to Southern California art museums and galleries. The Art Department reaches out to the college campus through our General Education courses that provide a broad overview of art history of cultures around the world, but also emphasize 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 respective fields, and who model the ideals of intellectual curiosity and ongoing personal growth in their professional lives.

Fullerton College Core Values

We respect and value the diversity of our entire community.

We value tradition and innovation.

We support the involvement of all in the decision-making process.

We expect everyone to continue growing and learning.

We believe in the power of the individual and the strength of the group.

We expect everyone to display behavior in accordance with personal integrity and high ethical standards.

We accept our responsibility for the betterment of the world around us.

We value and promote the wellbeing of our campus community.

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 a variety of art history courses that emphasize global perspectives. We organize special events and art exhibits that emphasize cultural awareness and inclusiveness. 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 five years we have introduced our students to the notable Chinese-American painter Hung Liu and the accomplished multi-media Latino artist Glugio "Gronk" Nicandro. Our choices for visiting artists and artists-in-residence always attempt to reflect diversity in culture, gender, and art exploration of media and form.

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 as well as progressive and contemporary art media.
3. We value teamwork, cooperation, and an inclusive attitude within the activities of our department and college. 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 and community-based art events. (d) We include and promote collaboration with our adjunct faculty within our exhibitions, the creation of curriculum, assessment of Student Learning Outcomes, and inclusion in all aspects of maintaining a successful department.

Fullerton College Goals:

Goal 1: Fullerton College will promote student success.

Goal 2: Fullerton College will reduce the achievement gap.

Goal 3: Fullerton College will strengthen connections with the community

The Fullerton College Art Department strongly supports 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 programs that will result in meaningful assessments of the resulting data. Our analysis of the results of this process is guiding us toward needed changes in our department, and 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, and the formulation of student education plans.

Our desire to increase community outreach is exemplified by 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 included art installations and art events that will continue to draw the general public and alumni to our campus.

2.0 Program Data & Trends Analysis

2.1 Key Performance Indicators (KPI)

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

Art Department

KPI	Findings/Trends
Enrollment	<p>2009/10: 6741 Su (961) F (2801) Sp (2979) 2010/11: 6183 Su (186) F (3015) Sp (2988) 2011/12: 5431 Su (148) F (2524) Sp (2759) 2012/13: 6048 Su (178) F (2733) Sp (3137) 2013/14: 6336 Su (718) F (2815) Sp (2833)</p> <p>The total enrollment changes of the last five years are directly attributable to the budget cuts of 2010-12, when state funding cuts led to reductions in offerings at Fullerton College. In their attempt to protect Art Major access to required classes, the Art Department chose to reduce summer offerings more severely than the classes in fall and summer. The restoration of extended day budgets in 2012-3 and 2013-14 have resulted in a rise in enrollments, but not quite to the level achieved in 2009-10. A secondary affect on enrollments was created by the new state regulations on arranged hours and course repeatability. With the exception of the Ceramics and Sculpture programs, all arranged hours and their resulting enrollments were eliminated. The Art Department <u>ranks fourth in enrollment among all departments on the Fullerton College Campus, and first in the state of California among all 110 community colleges Art Departments.</u></p>
Total FTES	<p>2009/10: 974 Su (125) F (415) Sp (433) 2010/11: 908 Su (21) F (457) Sp (429) 2011/12: 801 Su (14) F (383) Sp (404) 2012/13: 871 Su (21) F (400) Sp (449) 2013/14: 910 Su (89) F (409) Sp (413)</p> <p>The decline and rise of FTES over the last five years are directly attributable to extended day budget reductions and the impact of new State guidelines about arranged hours and course repeatability. Over the last two years, the Art Department has risen to the third highest FTES producing department on campus, trailing only Math and English.</p>
Sections	<p>2009/10: 259 2010/11: 235 2011/12: 154 2012/13: 180 2013/14: 208</p> <p>Budget cuts to the extended day budgets led the Art Department to significantly reduce summer offerings in an attempt to protect fall and spring offerings. Summer course section offerings dipped from 33 (summer 2009) to 3 (summer 2010) to 2 (summer 2011) and 3 (summer 2012). The increase in annual extended budgets for 2013-14 and the direction from campus administration to garner increased FTES led to a strategic decision to offer 22 sections for summer 2013.</p>
FTEF	<p>2009/10: 49.2 2010/11: 45.6 2011/12: 42.3 2012/13: 47.5 2013/14: 51.6</p> <p>The fall and rise of FTEF is directly attributable to extended day budget cuts and the restoration of budgets in 2012/13 and 2013/14. Summer 2013 saw the highest rise in extended day salaries.</p>

Fill Rate	<p>2009/10: 110% 2010/11: 112% 2011/12: 107% 2012/13: 101% 2013/14: 95%</p> <p>During budget cuts the Art Department experienced high fill rates, because faculty were willing to exceed class size limits to accommodate students trying to find classes in which to enroll. This was especially true in the general education class ART 110: Introduction to Art. Even during the last two years which experienced the partial restoration of earlier budgets, the Art Department continues to operate at a very high fill rate.</p>		
WSCH/FTEF	<p>2009/10: 594 2010/11: 597 2011/12: 597 2012/13: 632 2013/14: 669</p> <p>Perhaps the most impressive improvement for the Art Department has been its 13% increase in the efficiency index WSCH/FTEF. Although one can attribute the initial improvement to budget cuts and teachers accepted more students into their classes, one has to note that the increase in efficiency has continued even during better budget years. This increase suggests that the Art Department is an exceptionally strong program, when measured by enrollment, FTES, and WSCH/FTES.</p>		
Retention	<p>Art Department</p> <p>2009/10: 86% 2010/11: 86% 2011/12: 85% 2012/13: 87% 2013/14: 84%</p>	<p>Fullerton College</p> <p>82% 82% 83% 84% 83%</p>	<p>California CC</p> <p>84% 84% 85% 86% 86%</p> <p>The largest margin of change in the retention rates of the Art Department over the last five years is 3%. Our average in retention is better than the schools' every year, and tied or better than the State Community College average every year but the most recent one.</p>
Success	<p>Art Department</p> <p>2009/10: 75% 2010/11: 74% 2011/12: 74% 2012/13: 72% 2013/14: 72%</p>	<p>Fullerton College</p> <p>67% 68% 69% 68% 66%</p>	<p>California CC</p> <p>69% 69% 69% 71% 70%</p> <p>The largest margin of change in the retention rates of the Art Department over the last five years is 3%, but the numbers are trending downward. But our overall numbers are better than the schools' and the State Community College average for every year.</p>

Tracking the enrollment over the past five years, we see a small decrease from 2009, and a gradual increase from the last Program review in 2010/11. The number of class sections offered in our Art Program over the past five years has declined from a high in 2009, yet our FTEF and WSCH to FTEF have grown steadily in those five years. Our Success and Retention rates in the Art Department have remained steady, and have even improved despite larger class sizes and enrollment. This is evidence of a true growth period over the last several years.

DART (Digital Arts Area)

KPI	Findings/Trends
Enrollment	<p>2009/10: 648 2010/11: 642 2011/12: 612 2012/13: 557 2013/14: 587</p> <p>Change since 09/10: -9% Change since last self study (10/11): -9%</p> <p>Enrollment changes is directly attributable to cuts to the extended day budget and a restoration of funding to extended day budgets. The Digital Arts program is going through tremendous changes in curriculum, program name, and change in faculty members. The most encouraging answers to this decline are the rigor and comprehensiveness of the new curriculum, the dramatic increase in Digital Arts majors and new majors, and industry employment demands.</p> <p>Majors: 82 (2009/10), 112 (2010/11), 30 (2011/12), 62 (2012/13), 119 (2013/14) New majors: 24 (2009/10), 29 (2010/11), 9 (2011/12), 32(2012/13), 49 (2013/14)</p>
Total FTES	<p>2009/10: 109 2010/11: 126 2011/12: 101 2012/13: 93 2013/14: 100</p> <p>Change since 09/10: -8% Change since last self study: -21%</p> <p>A direct correlation exists between enrollment trends and FTES production in Digital Arts. With all the positive changes in Digital Arts and the promise of a new full time faculty member to start working in the program in fall 2015, the faculty are optimistic about growth in FTES production by Digital Arts during the next self study cycle.</p>
Sections	<p>2009/10: 34 2010/11: 35 2011/12: 33 2012/13: 35 2013/14: 33</p> <p>Change since 09/10: - 2% Change since last self study +0%</p> <p>With the program going through tremendous curriculum changes, consistence in offerings has been maintained during the last five years. The large number of new classes will be offered in the next few years, predicting an increase in sections offered. There are physical limits to the facility, however, that will make scheduling very challenging.</p>

FTEF	<p>2009/10: 7.5 2010/11: 8.5 2011/12: 7.9 2012/13: 7.9 2013/14: 9.4</p> <p>Change since 09/10: +25% Change since last self study: +11%</p> <p>This data is confusing, since there has been so little change in sections offered. The figures appear to be an anomaly.</p>
Fill Rate	<p>2009/10: 113% 2010/11: 105% 2011/12: 104% 2012/13: 94% 2013/14: 86%</p> <p>Change since 09/10: -24% Change since last self study : -19%</p> <p>The decline in fill rates is attributable to rigorous new standards in the new curriculum and by the new faculty, and word is spreading that the program is highly competitive, and teachers are less willing to take extra students because of the fixed number of student work stations, which are equipped with computers, and cintiqs.</p>
WSCH/FTEF	<p>2009/10: 435 2010/11: 446 2011/12: 423 2012/13: 386 2013/14: 379</p> <p>Change since 2009/10: -13% Change since last self study: - 15%</p> <p>Program faculty are concerned about a reduction in efficiency measures and will review strategies for increasing efficiency without lowering standards. The trend seen above is explained in part by the declining trend in fill rates.</p>

Retention	Digital Arts	Fullerton College	State
	2009/10: 78%	82%	84%
	2010/11: 76%	82%	84%
	2011/12: 83%	83%	85%
	2012/13: 81%	84%	86%
	2013/14: 82%	83%	86%
	Change since 2009/10: +4%		
Change since last self study: +7%			
	<p>Digital Arts retention rates fall below Fullerton College averages and state averages, but a positive trend in narrowing those differences is encouraging. The rigor of the program and the specialization of skills required for success are two contributing factors to the below campus and below state averages.</p>		
Success	Digital Arts	Fullerton College	State
	2009/10: 61%	67%	69%
	2010/11: 63%	68%	69%
	2011/12: 65%	69%	69%
	2012/13: 67%	68%	71%
	2013/14: 66%	66%	70%
	Change since 2009/10: +7%		
Change since last self study: +3 %			
	<p>Digital Arts success rates fall below Fullerton College averages and state averages, but a positive trend in narrowing those differences is encouraging. The rigor of the program and the specialization of skills required for success are two contributing factors to the below campus and below state averages.</p>		

2.2 Peer Institution Comparison

Complete the table below.

Credit Course Retention/Success Rate Summary Report Art Department 2011-13

	Fall 2011	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2013
	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
Chaffey Total*	870	91.38%	68.39%	849	91.99%	64.55%	1,052	91.63%	64.16%
Glendale Total*	749	85.05%	65.15%	705	87.80%	63.40%	766	86.03%	63.97%
Rio Hondo Total*	799	84.86%	63.70%	849	82.45%	64.78%	846	89.72%	69.62%
Foothill Total*	445	87.87%	69.89%	549	82.88%	67.21%	577	82.50%	67.59%
El Camino Total	1,995	86.27%	70.28%	1,814	86.22%	72.33%	1,847	84.62%	68.98%
Long Beach Total	1,871	84.98%	70.98%	1,920	84.01%	66.67%	1,960	83.67%	65.66%
Mt San Antonio Total	132	83.33%	59.85%	191	86.91%	61.26%	233	89.70%	58.80%
Santa Monica Total	2,183	85.30%	74.76%	2,077	83.92%	73.09%	2,031	84.05%	75.38%
Pasadena Total	255	90.59%	72.55%	186	92.47%	81.72%	352	91.19%	84.38%
Santa Rosa Total	1,764	88.38%	76.76%	1,672	90.37%	80.74%	1,628	89.00%	76.60%
Cypress College*	131	80.15%	68.70%	196	90.82%	65.31%	171	94.74%	85.38%
Fullerton Total	2,524 (#1)	88.00% (#3)	76.00% (#2)	2,733 (#1)	87.00% (#3)	71.00% (#5)	2,815 (#1)	83.00% (#10)	71.00% (#5)

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

For program comparison purposes, we chose five peer institutions from the Fullerton College website(*) for Program Review, and six schools that we feel are closer to the type of large community college Art Program in Southern California that Fullerton College is. All five of the website institutions had higher or approximately the same Retention rates than Fullerton College, but all four had lower Success rates than Fullerton College, except for the latest data from Cypress College, which we feel is not relevant, based on the very small size of their Art program compared to ours. Enrollments in these other peer institutions varied from about 1/3 the size of the Art Department enrollment of to 1/5 the size of the Art Department enrollment at Fullerton College.

Besides the requisite peer institutes on our list, we have chosen as the model institutes six community college Art Programs that we feel mirror our program the closest. We found that compared to schools with similar enrollments, we were within 1 or 2 percentage points in *Retention* rates with all schools, except for Pasadena College, which was eight points higher. For *Success* rates, we were higher percentage-wise than most model schools on our list, with the exception being Santa Monica College and Pasadena College. It would seem that the schools that we should model ourselves most closely to, and learn to understand more about their Success and Retention strategy would be Pasadena College and Santa Monica College.

DART (Digital Arts Area)

Credit Course Retention/Success Rate Summary Report

	Fall 2011	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2012	Fall 2013	Fall 2013	Fall 2013
	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit	Credit
	Enrollment Count	Success Rate	Retention Rate	Enrollment Count	Retention Rate	Success Rate	Enrollment Count	Retention Rate	Success Rate
El Camino	127	72.44%	86.61%	131	79.39%	70.99%	120	87.50%	77.50%
Golden West	235	72.77%	84.68%	193	83.42%	67.88%	207	88.41%	66.18%
Mt. San Jacinto*	84	82.14%	90.48%	70	94.29%	84.29%	50	92.00%	86.00%
Mt San Antonio	256	73.05%	85.94%	222	80.63%	65.77%	76	93.42%	80.26%
Chaffey*	95	67.37%	80.00%	93	94.62%	81.72%	93	83.87%	75.27%
Santa Ana*	241	67.63%	78.01%	231	89.18%	79.22%	153	84.97%	75.82%
Santa Rosa	441	62.81%	83.22%	416	79.57%	57.45%	401	84.79%	57.61%
Santa Monica College	270	84.81%	77.47%	287	86.41%	76.66%	307	86.97%	78.50%
Cypress College*	230	77.83%	64.78%	215	78.60%	66.05%	208	76.44%	62.99%
Fullerton College	3139 (#2)	85% (#4)	67% (#8)	275 (#2)	81% (#5)	67% (#6)	287 (#2)	76% (#8)	68% (#6)

*Peer Institution

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

Upon review and comparison to our above listed peer institutions, the Fullerton College Digital Arts area is averaging near the top of all schools in enrollment, but consistently toward the bottom when it came to success and retention. This may be explained in several ways, but the most insightful statement is that our program is one that is in a period of extensive change. We are attempting to re-vitalize a moribund set of programs by introducing a new Entertainment Arts Certificate in Fall 2015, and by updating and/or deleting certificates that are no longer useful and relevant.

Other factors at play here may be the abolition of multiple repeatable course sections, and the no course repetition policy instituted by the State of California last year. To re-cap, enrollment is up, course sections are up, but students don't have a choice of certificate programs to enter until the revisions and new certificate arrives in 2015.

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

In a comparison of certificates offered by the Fullerton College digital Arts area compared to our peer institutions, we are again on the lower end of certificates awarded. As discussed previously in the Retention and Success report, we are a program in the midst of major changes. Our number of finishers dropped last year due to a period of deletion and revision of a group of antiquated certificates, based on advice from our CTE Advisory panels in our annual meetings. Enrollment is up, but students are not able to enter any certificate programs until all is finalized in Fall 2015.

The Digital Arts area of the Art department does not offer any certificates with unit counts greater than 30, so we did not include those numbers into our rankings above. When viewed against comparable unit certificates in peer and model digital art programs, our program scored well in the previous two years, but our numbers dropped last year. We are in the middle of a transition and growth period, with a new name (Digital Arts), new faculty, and a new vision and goals.

The future for our Digital Arts program looks bright. Besides new and revised certificates in 2015, the area leaders of Digital Arts and Advertising and Graphic Design are in discussions on offering new certificates in product design, gaming, and new multimedia content.

Program Awards Summary Report- Art Department

		Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Chaffey Total *		3	3	3
	Associate of Arts (A.A.) degree	3	3	3
	Certificates awarded	5	5	5
Foothill Total *		5	3	10
	Associate of Arts (A.A.) degree	5	3	10
	Certificates awarded	9	9	8
Glendale Total *		11	8	10
	Associate of Arts (A.A.) degree	8	6	8
	Certificates awarded	9	19	13
Rio Hondo Total *		9	8	5
	Associate of Arts (A.A.) degree	9	8	5
Pasadena Total			14	32
	Associate in Arts for Transfer (A.A.-T) Degree		14	32
Santa Rosa Total		26	32	24
	Associate of Arts (A.A.) degree	22	29	21
	Certificate requiring 30 to < 60 semester units	4	3	1
El Camino Total		22	37	46
	Associate of Arts (A.A.) degree	22	37	46
	Certificates awarded	8	5	6
Long Beach Total		4	4	1
	Associate of Arts (A.A.) degree	4	4	1
	Certificates awarded	8	77	31
Santa Monica Total		25	21	23
	Associate of Arts (A.A.) degree	25	21	23
	Certificates awarded	43	39	45
Cypress College*				
	Associate of Arts (A.A.) degree	2	3	13
	Certificates awarded	2	3	6
Fullerton Total		24	19	32
	Associate of Arts (A.A.) degree	24(#4)	19(#4)	32(#2)
	Certificates awarded	4(#5)	5(#4 tie)	6(#4 tie)

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

Our Art Department awards certificates in the areas of Illustration and Graphic Design. Concerning degrees and certificates awarded in comparison, our Art Department is ahead of all of our peer institutions, and ahead of, or tied with, all of our model institutions except for El Camino College, with 14 more degrees awarded than our department. Certificates awarded has stayed steady for the last three years, but is expected to rise markedly when the new Digital Arts and Graphic Design Certificates are approved this year.

**DART (Digital Arts Area)
Program Awards Summary Report**

	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014
Mt San Antonio Total	26	19	22
Certificate requiring 30 to < 60 semester units	8	8	
Certificate requiring 18 to < 30 semester units	5	3	4
Certificate requiring 6 to < 18 semester units			8
Golden West Total	5	6	10
Certificate requiring 18 to < 30 semester units	5	5	9
Certificate requiring 6 to < 18 semester units		1	1
Mt. San Jacinto Total*	33	18	16
Certificate requiring 30 to < 60 semester units	5	8	5
Certificate requiring 6 to < 18 semester units	16		
Chaffey Total*	4	9	12
Associate of Arts (A.A.) degree	2	4	6
Certificate requiring 30 to < 60 semester units	2	4	4
Santa Ana Total*	18	18	35
Associate of Arts (A.A.) degree	5	4	2
Certificate requiring 30 to < 60 semester units	8	14	32
Certificate requiring 18 to < 30 semester units	2		1
Certificate requiring 6 to < 18 semester units	3		
Santa Rosa Total	18	28	39
Associate of Arts (A.A.) degree	5	9	11
Certificate requiring 30 to < 60 semester units	2	5	5
Certificate requiring 18 to < 30 semester units	11	13	14
Certificate requiring 6 to < 18 semester units		1	2
Santa Monica College Total			
Associate of Arts (A.A.) degree	2	4	2
Certificate requiring 30 to < 60 semester units	4	11	9
Cypress College Total*			
Certificate requiring 18 to < 30 semester units			
Certificate requiring 6 to < 18 semester units	5	2	6
Fullerton College Total			

Associate of Arts (A.A.) degree			
Certificate requiring 18 to < 30 semester units	6 (#2)	5 (#3)	5 (#5)
Certificate requiring 6 to < 18 semester units			

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

The Digital Arts area of the Art department does not offer any certificates with unit counts greater than 30. Therefore, we did not include those numbers into our rankings above. When viewed against comparable unit certificates in peer and model digital art programs, our program scored well in the previous two years, but our numbers dropped last year due to a period of deletion and revision of a group of antiquated certificates, based on advice from our CTE Advisory panels in our annual meetings. We are in the middle of a transition and growth period, with a new name (Digital Arts), new faculty, and a new vision and goals.

2.3 Achievement Gap - Art Department

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 and Planning.)

Group	% Retention 2013/14	% Success 2013/14
Males	83%	69%
Females	84%	72%
Asian-American	88%	80%
African-American	82%	57%
Filipino	85%	77%
Hispanic	82%	66%
Native American	71%	62%
Other Non-White	83%	67%
Pacific Islander	60%	60%
White	84%	76%
Unknown	64%	54%
Range (Max-Min)	100%-60%	100%-49%

When **Retention Rates** in the Art Program are viewed within ethnic/gender categories it is apparent that all ethnic/gender groups but two (Native Americans and Pacific Islanders) post numbers that are no more than three percentage points below or above the overall average of 84%, with the exception of Asian Americans, who are slightly higher than the average.

Success rates in the Art Program vary more when viewed by ethnic/gender categories, although most groups score close to the overall department average of 72%. African Americans, Native Americans, Latinos, and Pacific Islanders continue to score significantly below the department average.

Even though there is not an overall great disparity in retention and success rates among our different ethnic/gender groups, there is still cause for concern with the consistently lowest groups in both areas:

Latino and African American. Possible solutions may lie in implementation of education plans, better counseling services, more tutorial assistance, and better academic preparation. However, it is hard to analyze this data when there are no other baselines to compare it to.

2.3.1 Achievement Gap – Digital Arts

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 and Planning.)

Group	% Retention	% Success
Males	80%	61%
Females	83%	70%
Asian-American	80%	67%
African-American	53%	26%
Filipino	82%	76%
Hispanic	84%	66%
Native American	100%	100%
Other Non-White	NA	NA
Pacific Islander	0%	0%
White	80%	65%
Unknown	86%	71%
Range (Max-Min)	100-53%	100-61%

When compared to campus averages, Digital Arts stands as follows:

The gap between Asian student retention and Hispanic student retention is the reverse of campus averages. Hispanic students are out-performing Asian students by 4%. The gap between Asian students and African American student retention is 27%, greater than the campus average of 18%. Without raw numbers, it is difficult to interpret this data to understand how many students are involved in this study.

The gap between White students and Hispanic student retention is the reverse of campus averages. Hispanic students are out-performing White students by 4%. The gap between White students and African American student retention is 27%, greater than the campus average of 18%. Without raw numbers, it is difficult to interpret this data.

The gap between Asian student retention and Hispanic student success is 1%. The gap between Asian students and African American student success is 51%, far greater than the campus average of 18%. Without raw numbers, it is difficult to interpret this data.

The gap between White students and Hispanic student success is the reverse of campus averages. Hispanic students are out-performing White students by 1%. The gap between White students and African American student success is 50%, greater than the campus average of 18%. Without raw numbers, it is difficult to interpret this data.

Digital Arts will ask the Office of Institutional Research for more enrollment totals by ethnic groups to better understand the achievement gaps and lack of achievement gaps described above and plot strategies to increase retention and success rates across all ethnicities. It will also be important to understand why females are outperforming males by 9%.

2.4 Program Effectiveness

Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

In 2013, the State of California decided that there would be no more repeatability of courses for community colleges, with the exception of the make-up and removal of an “F” grade. The Art Department needed to remove repeatability from most of our studio courses, even though the faculty feels that these repeatable courses were essential for skill-building, which, they feel, is one of the cornerstones of our foundation courses in the arts. The decision was made to create separate courses that relate to the elevated levels of each subject, where appropriate. This is an ongoing process, but last year approximately 55-60 new courses, in both Art and Digital Art, were created in order to keep our reputation as a leader in skill-building for foundation courses.

Another key decision made by the State in 2013 concerned the grouping of all courses with similar attributes into “families”, with the stipulation that a student could not take more than four (4) courses in any one family. The Art Department Faculty again met this challenge with the creation of 31 distinct families of courses in Art and Digital Art. As the department grows, the number of families will undoubtedly grow as well.

In the **Digital Arts area** significant changes have occurred over the couple years that have affected our program including: lack of infrastructure support, lack of faculty support, lack of financial support, raise in tuition, overlapping scheduling of rooms with the Art department, new constricted time schedules preventing students from taking Art and Digital Art classes, and mixed matched certificates overlapping each other. Student education has been limited by increasing tuition costs, lack of faculty and Title 5 repetition law. In 2013, the State of California decided that there would be no more repeatability of courses for community colleges, with the exception of the make-up and removal of an “F” grade. The Art Department needed to remove repeatability from most of our studio courses, even though the faculty feels that these repeatable courses were essential for skill-building, which, they feel, is one of the cornerstones of our foundation courses in the arts. The decision was made to create separate courses that relate to the elevated levels of each subject, where appropriate. This is an ongoing process, but last year approximately 15-20 new courses, were created in Digital Art. These new courses will be the foundation of a new Entertainment Arts certificate, as well as several planned new certificates for the near future.

2.5 Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. 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 programs.

New Title 5 interpretations by the State dictated the removal of repeatability of courses and the grouping of courses into families to limit enrollments in skills-based courses.

There is currently discussion at the State level of moving to a unit/hour count that is more closely aligned with the Carnegie unit of instruction. This would impact the class current Art department studio courses hours immensely, as well as affecting the contracts of all full-time faculty, and ultimately, the number of courses that we would be able to offer our adjunct faculty.

The State of California passed a law in 2010 called SB 1440 which enables the California Community Colleges and California State University to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. This new law requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system. The Art Department created two of these Transfer Degrees since the last Program Review, one a Studio Art Transfer Degree, and the other an Art History transfer Degree.

The Art Department is in the process of creating career pathway education plans for our CTE Programs, in conjunction with Scott McKenzie, the leader of CTE Program's at Fullerton College.

2.6 Provide any other data that is relevant to your self-study.

2.6.1 General Program Description

- 2.6.1.1 Reputation
- 2.6.1.2 Degrees and Certificates
- 2.6.1.3 Faculty and Staff
- 2.6.1.4 Curriculum
- 2.6.1.5 Facilities
- 2.6.1.6 Equipment

2.6.1 The Art Department: Reputation

The Art Department at Fullerton College holds a reputation as one of the top community college art programs in the state, based on enrollment and course offerings, transfer of students to four-year institutions, the quality of the instruction, and the diversity of our student population. Fullerton College holds the distinction of being the #2 community college in the State for transfers to the Cal State and UC systems, as well as the #1 community college in California in transfers of Latino students to the Cal State system. The Fullerton College Art department is currently the largest art department in the State.

2.6.1.2 Degrees and Certificates

The Art Department currently offers the following degrees and certificates:

- Art Associate in Arts Degree
- Studio Arts Associate in Arts Transfer Degree
- Art History Associate in Arts Transfer Degree
- Advertising and Graphic Design Associate in Arts Degree
- Advertising and Graphic Design Certificate
- Illustration Certificate

The Digital Arts area of the Art Department offers the following certificates:

- Desktop Publishing Certificate*
- Computer Animation/Multimedia Certificate*
- 3-D Animation Skills Certificate-Level II Certificate*
- Entertainment Arts Certificate**

*to be revised in 2015. ** new certificate in 2015

2.6.1.3 Faculty and Staff

The Fullerton Art Department faculty are highly trained, professional and supportive of their peers, both full-time and adjunct. Many of our faculty are professional artists who currently exhibit their work, as well as professional artists in many commercial fields. The 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. Our department has developed a program for the systematic recruitment, evaluation, staff development and mentorship of adjunct faculty. This was proposed in the last Program Review, and is now being implemented. To date, all adjunct faculty member have been evaluated over the last three terms. Our Faculty is actively involved in the successful implementation of campus policies, having current members on the Curriculum Committee, Campus Technology, the Faculty Senate, the Diversity committee, and the Division Student Learning Outcome representative.

The Fullerton Art Department has an energetic and highly supportive Dean, Robert Jensen, and an engaged and highly supportive staff backing our academic efforts. Thanks to the hard work of Dean Jensen, the Fullerton College Art Department experienced the culmination of a highly successful Centennial year, with many positive opportunities in outreach and advertising, including an Artist-in-Residence retrospective show, an Art Alumni Show “Art Legends”, and the installation of a major mural in the Art Department depicting a successful collaboration between sister cities Fullerton and Morelia, Mexico by artist Roberto Novoa. The centennial art projects also include the re-creation of the Hornet Sculpture and its installation, the unveiling of Fullerton Legends portrait artwork by David Maestrejuan and Claudia Kilby in the Library, and the planned creation of a Hal Sherbeck Sculpture adjacent to the Track/Football Field by retired faculty member Don Treadway. Other centennial related projects included the installation of two murals, one from artist Gronk in the 1400 building, and the other from Marlo Bartels, on the west side of the 1000 Building.

There is a need for new full-time faculty in Art History, Digital Arts, Drawing, Painting and Two-dimensional Design. Seven Retiring full-time faculty have not been replaced in these areas since 2007.

Recruitment for new Adjunct Faculty is ongoing, but the reality is that our district has one of the lowest pay structures for adjunct faculty compared to most community colleges in our area, and this makes it difficult to recruit and retain the highest quality adjunct instructors that our department wishes to hire.

Numerous full-time art faculty members are not engaged with school programs, committees and leadership responsibilities, therefore relying on newer untenured and tenured faculty to support the Art department in Faculty Senate, curriculum, committee memberships and school events.

Because of the recent emergence of Student Learning Outcomes and the need for their creation, implementation, revision, assessment and collection, faculty are forced to deal with all of these issues without any reassigned time or appropriate compensation for these services. This takes away valuable time that faculty would normally spend on course preparation and various aspects of student interaction outside of the classroom. In addition, faculty work on Program review, Six-Year Review, and other curricular and administrative duties are expected from the faculty, beyond their normal teaching duties.

2.6.1.4 Curriculum

The Fullerton College Art Department has approximately 75 different courses in Studio Arts, Design, Computer Graphics and Art history representing a comprehensive offering of classes. This is an increase of 16 courses per term compared to the last program review of 2011. The Art Department has developed many new course offerings over the last year, mainly to counteract the negative effects of the statewide ban on course repeatability. The Art Departments' commitment to skill-building through sequential course offerings have led to increased studio course offerings in all areas of the traditional studio arts, as well as Digital Arts and courses in art history, including feminist art & contemporary art & theory, gallery studies, and Independent Study. The Art Department and the school's Curriculum Committee have created two new transfer AA degrees to the Cal State system, one in Studio Arts, and the other in Art History. These new degrees will give our qualified graduates the guaranteed opportunity to be admitted to the local Cal State Universities as juniors.

Due to the creation of "Title 5" by the State of California, there can be no more repetition of courses, and the Art Department is committed to the idea of skill-building through repetition of key coursework, the department has created "families" of courses, that students need to take in order to further their education and skill-building in certain studio areas. Being able to offer all of these new courses is a challenge that the department faculty is now facing. This has heavily affected the California Workforce Development Certificate programs that require repetition to facilitate the variances in student education and cognitive learning abilities, especially when paired with students who have learning disabilities. The ability to prepare students to work at an industry standard has been greatly hindered.

As previously stated, there are approximately 75 different courses in Studio Arts, Design, Computer Graphics and Art history representing an increase of 16 courses per term compared to the last program review of 2011, yet we now have one less studio/classroom dedicated to studio art courses than we had in 2011. Class scheduling of the Art Department courses, including Graphic Design courses, and classes in the Digital Arts area overlap each other and limit cross selection of classes for student options and student enrollment. Two campus divisions that have new facilities built within the last five years continue to occupy needed space in the 1000 building.

The Art Department participates 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 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. The Art faculty are constantly developing new Art, Design, and Digital Art courses that reflect the commitment of the department to the preparation of students for employment and transfer.

There is still an 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. These education plans have been created by department personnel, but are yet to be approved by the Dean of Counseling.

Many incoming and active students lack the self-discipline and maturity needed to meet the challenges of our curriculum. Also, mostly because of enrollment problems in past years, we have done away with pre-requisites in many courses, some of these being intermediate and advanced skill-level courses. In the Graphic Design

area, since there are no prerequisites, each design class essentially functions as a combined beginning/intermediate/advance class. Advanced students risk being bored and unchallenged, beginning students risk being overwhelmed by basic computer skills. Finally, due to changes in curriculum concerning repeatability and new Art families, many students are unaware of the limitations to courses that they are allowed to take.

2.6.1.5 Facilities

One of the State's strongest and largest Art departments is currently housed in a mid-century (20th) box-like structure that was designed for a much smaller department with far fewer course offerings and students. There are currently no plans for an upgrade or facelift to improve the 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 and functional 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.

The current Art Department building is in need of an upgrade for space and safety. There are limitations of electrical plugs, servers and a limited wi-fi connection. Inadequate air conditioning control, heating problems, leaking windows and walls, and massive dust problems also exist. There is inadequate security in most rooms, including doors that can only be locked from the outside, and no security lock plates covering the lock mechanism. This gives faculty the inability to follow school shooter safety drills and policies, and can create difficulties for students with disabilities.

Security throughout the Art Building remains a great concern to the faculty and staff, as it was in our 2011 Program Review. Thefts from the Art/Instructor Offices, attempted break-ins, and thefts from the Art lockers are the most recent examples of security-related issues. Security cameras have been discussed, but never implemented inside the 1000 building hallways. There is a lack of funding and support from Fullerton College to provide basic security needs for the campus computer labs. The Digital Art department and the Art Gallery paid for cameras and motion detectors with its own limited budget. There is also a lack of security in the Ceramics yard; several reports of theft and vandalism of facilities and student artwork have been reported to Campus Safety.

There is currently a lack of classroom/studio space for the drawing/painting/design area, as well as the Art Department in general. In the Fall 2014 term, 75 course sections in the drawing area alone are being offered in only four rooms, with one room shared with Digital Art lectures, and two other studios divided between drawing and painting courses. In the Advertising and Graphic Design area there are separate rooms for lecture and lab, and the lab needs to be shared with courses in the Digital Arts area; add to this a new model for strictly structured class times that is not always conducive to the best use of classrooms, or course offerings. The result is that some classrooms and studios are overextended, while others are vacant when they could be used. There is a lack of storage space for Adjunct instructors in most of the studios and classrooms. Also, there is currently no adjunct office space; all adjuncts have access only to one computer in the Art Office, used by almost 45 adjunct instructors.

There is a need for another lecture hall. The current one (Room 1002) is overused and in need of repair, and currently hosts large FTES production courses for 80 hours per week.

If we are to grow and prosper as a department, then there needs to be a campus and administrative agreement to provide more classrooms, offices, and studio space.

2.6.1.6 Equipment

The Art Department has out of date software in the labs and classrooms. If this situation continues, it risks rendering some of our technical/digital programs irrelevant. Students will likely choose other schools that feature industry standard software rather than commit to a program that appears behind the times. Stricter restrictions and guidelines are currently in place for Perkins IV grants awarded to our CTE programs in Advertising/Graphic Design, Illustration, and Computer Graphics. These grants have previously been used to upgrade equipment, upgrade software, increase supply allocations, and provide staff development activity funding for travel and training CTE programs. The district and campus needs to fund a comprehensive annual replacement plan for computers and software.

There is a need for permanent AV equipment in several of the classrooms, as well as inadequate teacher stations in several studios and classrooms, including the lecture hall(Room 1002).

Several classrooms have broken and mismatched furniture, which has been moved around from classroom to classroom, without any type of regular replacement plan.

There is a real need for an ongoing operational funding program for maintenance and replacement of non-instructional equipment and furniture.

There is currently no computer replacement plan for the college, art programs or faculty computers. In addition, no viable solution has been presented or offered by school leadership for software subscription funding.

2.6.2 Specific Program Descriptions

- 2.6.2.1 General Education
- 2.6.2.2 Advertising and Graphic Design
- 2.6.2.3 Art History
- 2.6.2.4 Art Gallery and Permanent Art Collection
- 2.6.2.5 Ceramics
- 2.6.2.6 Digital Arts
- 2.6.2.7 Drawing and Painting
- 2.6.2.8 Illustration
- 2.6.2.9 Sculpture
- 2.6.2.10 Other Programs
- 2.6.2.11 Artist-in-Residence program
- 2.6.2.12 Guest Speaker program
- 2.6.2.13 Faculty Engagement

2.6.2.1 General Education

General Education courses emphasize the fundamentals of art. The Art department offers many General education courses, many of which are some of the largest FTES generators on campus. These courses are in

great demand across the entire campus; they expose our students from all areas of the campus to Art. Our ART 110 F Intro to Art course as well as all of our Art History courses fulfill General Education requirements for degree and transfer consideration. The students' academic skills are strengthened by the reading and writing components, while learning about the importance of creative thinking. This will help to develop students skills in every field. In addition, the department offers several foundation courses in ceramics, sculpture and drawing and painting that students may take in order to fulfill their General Education requirements. In these studio courses, the students learn the creative process first hand from instructors who are all practicing artists in their fields.

2.6.2.2 Advertising and Graphic Design

The Advertising and Graphic Design Program currently offers five courses, one introductory class and four advanced classes taught by one full-time faculty member and one adjunct faculty member. All classes have a class limit of 25 students and currently all run over capacity. For lecture and critique, the program uses Room 1025, which has workstations for 25 students. The equipment is adequate, but dated. Potential upgrades to the photocopier and the purchase of new laminating equipment through Instructional equipment funding will help bring the equipment more in line with industry standards. For lab, the Program utilizes the Mac lab 1024, which has 20 workstations for a typical class size of 25. This requires several students to either spill-over into the adjoining lab or work off their personal laptops. This situation makes real-time computer demonstrations impossible. Currently the Design Software used in our classes is two years out of date and not up to industry standard, although that situation should be rectified in the coming months if the campus agrees to purchase new cloud licenses for annual software subscriptions.

The Program currently offers an AA degree, and has offered a Certificate in the past. The status of the Certificate is currently in limbo with the LAOCRC. The program's goal is to expand course offerings, and with a slight altering of the current class schedule, we could potentially offer 2 – 4 new classes in room 1025. Anything beyond that would require additional classroom space.

In the Graphic Design area, since there are no prerequisites, each design class essentially functions as a combined beginning/intermediate/advance class. Advanced students risk being bored and unchallenged, beginning students risk being overwhelmed by basic computer skills. Finally, due to changes in curriculum concerning repeatability and new Art families, many students are unaware of the limitations to courses that they are allowed to take.

Class scheduling of the Art Department courses, including Graphic Design courses, and classes in the Digital Arts area overlap each other and limit cross selection of classes for student options and student enrollment. In the Advertising and Graphic Design area there are separate rooms for lecture and lab; this creates problems in student learning outcome and instructor lectures. It is imperative that students have a computer in front of them during lecture to follow instruction. Our computers have increasingly out-of-date software that is not up not up to industry standards. Course offerings are currently out-of-sync with industry needs. This is negatively impacting our current Advertising AA Degree as well as the newly proposed Advertising and Graphic Design Certificate. Our current Programs are predominantly geared towards print design in an industry that is increasing focused on new media. Aging traditional equipment and tools need replacement.

2-D Design (included in The Advertising and Graphic Design Program)

The 2-D design program currently has two adjunct faculty only; traditionally the department has always had at least one full-time faculty member as a leader in this area. All classes are offered out of room 1028, which

also is used by the Illustration and Printmaking programs. Although the room is adequate, it serves so many purposes it can become crowded and cumbersome to navigate. It's multipurpose use would make increasing course offerings difficult unless additional classroom space can be allocated.

2.6.2.3 Art History

The Art History area of the Art Department currently offers: Art 112, Art 113 (2 sections), Art 114, Art 212, and Art 116 (2 sections). With an average of 65 students per class, the total enrollment for Art History is about 520 on the first week of class. Classes are taught by by one full-time instructor, while the other remaining courses are taught by 3 adjunct faculty members. One transfer degree in Art History is offered. All courses are currently taught in lecture hall 1002, a space with 65 seats, a computer station, 2 closets for storage, and an overhead projector. A table and chair is also reserved for students with special needs. In the rear, there are also two film-slide projectors, but they are not in use by the Art History instructors.

This lecture hall is also shared with ART 110 F Intro to Art courses, our department's largest FTES generator. We currently, and consistently, offer 11 sections of this course, with each section filling to the maximum 60-65 students regularly. The department feels that with the combination of these courses, as well as the Art History courses that we currently offer, if we had another lecture space of equal size, we could easily generate 5-6 sections of 60-65 students more than we currently serve each term.

Adding new courses (Art of the 21st Century, African-American Art), participating in the college's study abroad program, and adding an additional Art History instructor would strengthen the overall reputation of the Art Department. There is a need for new full-time faculty in Art History; the last full-time faculty member that retired in this area six years ago was never replaced.

In the Art History lecture hall, Room 1002, current problems include old dirty carpeting, a poor lighting system, poor sound system, uncomfortable outdated seating, a teacher station with a computer and speakers in need of replacement, and squeaky uncomfortable seating. A unified state-of-the-art audio-visual system of projector, computer, speakers, lights, etc. is necessary. Growth in the offerings of our high generating FTES course in Art History is a definite possibility, as all courses in that area are currently full; but if we are to grow in this area, we need another dedicated Art History lecture hall. There is a real need for an ongoing operational funding program for maintenance and replacement of non-instructional equipment and furniture.

Many students from Cypress College and surrounding colleges and universities continue their studies in Art History here because of our reputation, as well as the large number of courses offered. Also, a large number of Art History majors from Fullerton College continue their studies as transfer students to local and national four-year colleges. During summer sessions, our Art History and Intro to Art courses attract a high number of local high school AP students, as well as students from surrounding four year colleges and universities who would rather come to Fullerton College for a quality experience. In addition, our Art History area has the distinction of offering unique courses from non-European cultures, such as Asian Art History (ART 212 F) and Mexican Art History (ART 116 F). These courses are not offered at other colleges in the area.

2.6.2.4 Art Gallery and the Permanent Collection

The Gallery Program in the Art Department currently offers 3 courses and an internship in the program. Courses are currently taught in 1015, which is used for many different types of courses. It is equipped with drawing tables and the teaching station is dominated by the computers used by the digital courses.

The Art Department Art Gallery, through Gallery Director Carol Henke, maintains a gallery exhibition schedule that includes professional artists from the 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 in the Fall, dedicated to cultural awareness, highlights the diversity of our campus. Bi-annual faculty exhibitions give students the opportunity to see the work of their professors.

Annual student art shows allow students to experience the processes of preparing art for exhibition. In addition, the Art Department currently offers more than \$1000 in scholarship funds to outstanding students in the annual Student Art Exhibition. Our gallery program offers students a hands-on opportunity to learn about working in the museum field, both as stewards of the permanent collection and in all aspects of presenting exhibitions.

Our permanent art collection, which continues to grow through donations from our Artists-in-Residence and from donated works, further indicates our desire to be a center of art and culture in our community. There is a need for better stewardship of our permanent Art Collection, but due to limited manpower and support, this is currently lacking. Record keeping of the Fullerton College Art Collection is inconsistent, and needs more manpower and support to bring it up to professional standards. Appropriate software for the specific purpose of cataloging the artwork is needed. There is a lack of marketing support for the Art Gallery; there is a need for a public relations person for the Gallery and the department, as well as a need to continue to work toward a web presence (website). We are also in need of Logo/branding for our art collection and the gallery.

Our permanent art collection is currently under-insured due to an outdated appraisal from 2002. This appraisal does not include the artwork that we have collected for the twelve years since then. Many works of art are deteriorating more quickly because they are in frames which are damaging them (acid laden, etc.). There is currently inadequate funding for gallery exhibitions, as well as a lack of funding, support, and stewardship for our permanent art collection. The entire Permanent Collection needs to be appraised. The insurance and alarm monitoring is currently paid out of the small Gallery budget. In response to the last earthquake, and the damage to artwork on loan that ensued, we have added Earthquake insurance, bringing our current annual total to \$4410. Our alarm monitoring is currently \$980. If those expenses were paid by the college, it would greatly improve the funding of this program.

Our Art gallery has the opportunity for a formal assessment of our collection stewardship through a grant received from the Museum Assessment Program, through the American Alliance of Museums. We need a conservation assessment to determine the scope and priorities of this.

The Art department has been approached by an art collector who has presented us with an opportunity to acquire a vast collection of Pre-Columbian artwork supported by a collaborative program with the Ethnic Studies Department. This donor is intent on these artworks being used as a teaching collection. The donation is dependent on an adequate, secure, climate controlled storage area, as well as a lecture classroom to be shared between the Art department, Ethnic Studies, and possibly other departments. This lecture space would need to have secure built-in display cases for a rotating selection of the collection to be used within the curriculum of each department's courses. This is a wonderful opportunity for our school to acquire a large collection of Pre-Columbian artworks, as well as the notoriety for consistently displaying artwork that closely reflects the ethnic heritage of the a large proportion of our student body.

Gallery space is in converted classrooms. In comparison with similar community college galleries, including El Camino College, Mesa College, Santa Monica College, and Mt. San Antonio College, our gallery square footage

is between 50 and 950 feet smaller than these schools, yet our collection is triple the size of our nearest competitor. In addition, their storage space and work space is twice the size of ours. We need to have a separate gallery space, a separate storage space for our permanent collection, and a separate workspace in order to build pedestals, handle, frame, and clean artwork.

The gallery itself has inadequate and inefficient lighting; the open ceiling in the gallery has two tracks for track lighting, which were installed after building was retro-fitted. Many areas of tracks and light fixtures are broken. Ductwork was put in after lighting, and blocks lighting. Flooring is painted concrete, which requires frequent repainting and touch up, and the current signage for the Art Department and the Art Gallery is inadequate and without proper lighting. After insurance and alarm monitoring, total budget for 5 gallery exhibitions and collection management is approximately \$2000. The gallery has approximately 3000 visitors per year. The most immediate problems associated with the Art Department gallery are the lack of adequate office space, workspace, and Gallery storage problems, including adequate temperature controlled storage spaces for our very valuable and one of a kind permanent collection. Insurance representatives have stated that the gallery office and the storage area need to be completely different facilities.

One faculty member has 16 hours reassigned time to manage the art gallery program and permanent art collection. Currently averaging 27 hours per week. One classified staff member has 30 hours per workweek, 10 months of the year to assist. The lone faculty member supervises 2 or more interns and 1-2 work study students to assist. These students share one computer. The faculty member and all of these staff members work in a corner of the storage area. Faculty office hours, and all informal faculty and staff appointments take place in this space. The temperature is not controlled 24/7. The lights are on at least 35 hours/week. This is in opposition to standards expected by our insurer, Huntington T. Block as stated,

“Art property should be kept and stored in a dedicated area. This should be an area where access is limited and conditions are appropriate for storing art. Exposure to the elements (temperature, humidity, light, pollution, etc) can be damaging to art and in order to decrease the risk of loss or damage art should be stored in a manner to prevent such exposure. It is also important to keep stored art objects off of the ground, out of high traffic areas or areas where other items (cleaning products, chemicals, food items, etc) are stored.

Please let me know if the storage conditions change or not. The Underwriters on the policy have the right to cancel or deny coverage if they believe that art property is not stored correctly.”

Current digital art collection records are kept on an Excel spreadsheet and are incomplete.

In the 3 years since this gallery director/faculty member arrived, there have been alumni who entered the graduate program in Exhibition Design at CSUF, transferred to a university and secured a job in their museum immediately, and began working at Grand Central Art Center in downtown Santa Ana.

Parking during Gallery Exhibitions is highly problematic: 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 exhibitions. The coordination of these events with the Campus Security has never been adequately addressed, and is an ongoing problem.

There has been no administrative determination for the permanent locations for the sculptures of the “Hand” and the “Rabbit”.

2.6.2.5 Ceramics

The Ceramics area of the Art department currently has 7 course offerings, as well as 30 different sections of these courses each semester. The staff that currently teach ceramics is made up of 2 full time and 2 adjunct faculty, and the lab is maintained by 1 half-time lab clerk. The Ceramics facility has seating and work tables for 28 students, and this could be reconfigured. There are 8 work tables that are 3'x6' but we could have fewer 4'x8' tables and it would still seat a class of 25 to 28 but with less congestion and greater safety. There are currently 21 potters wheels, 9 of which are 20-30+ years old and are all but inoperable. Funds have been approved for 12 new potter's wheels, which would allow the replacement of 7 of the 9 most degraded. If this does happen we will have a class set which will allow all students to work in a class of 25 on the wheel without rotation.

There is a glazing room in a separate space from the clay working space and an outdoor yard that all but one of the kilns is in; the remaining kiln is a programmable electric kiln that is housed in the glaze room. There is also a small clay mixer and pugmill that are housed in the main clay working classroom, but would be far safer and just as useful if moved out to the kiln yard. In the kiln yard there are 6 kilns of varying sizes, 2 of which are inoperable and off line because of safety issues. Of the remaining 4 kilns, 2 are the work horses of the program and one of those is really a bit oversized which ultimately slows down the average week to week operation because of how much student work it takes to make an effective efficient load. Ideally a kiln in the 30 cubic foot range would be a better fit with the 27 cubic foot kiln that is used once or twice a week, instead of the 50 + cubic foot kiln that is our other go to kiln.

What separates Fullerton College from other similar community colleges with good ceramics programs is that almost all of the programs have full time lab techs instead of half time techs. Our current lab tech is in the process now of attempting to upgrade her tech level to the higher grade, since she is already accomplishing the work of that advanced tech. If this upgrade to her position is denied, and she is forced through her union contract to only fulfill the duties that have been prescribed for her lower level of lab tech, the work she is currently doing will again have to be done by overworked faculty.

On the positive side, Fullerton College offers at least as many, if not more available time blocks of classes, and has unique curricula, such as Tile 1 and 2. These classes are unique among the Southern California area community colleges, and are starting to broaden the appeal of ceramics to more students because of the two-dimensional design and surface decoration focus of the classes.

There is a need for permanent AV equipment in the Ceramics studio; presently, the staff must count on using the digital AV cart for projection during lectures/presentations which is circulated among the labs and classrooms, and not always available when needed. Funding is being approved for a media cart which the ceramics program has never had and will help deliver added content to classes.

2.6.2.6 Digital Arts (formerly Art/Computer Graphics)

The Digital Arts area at Fullerton College includes 1 fulltime faculty member, 5 adjunct faculty, 3 lab rooms with 90 computers, and 1 lecture room and supports. Digital Arts supports 7 certificate programs for the Art Department. Five of these certificates are Digital Arts.

In 2010 Philip Dimitriadis was hired replace Art Computer Graphics area leader Sandro Corsi. His primary goal and initiative was to create an industry level program that could prepare students for successful university transfer or professional placement.

Since Philip Dimitriadis' hiring, the program has expanded to (1) create a new fully-equipped Digital Arts classroom Room 1026, (2) change the area title from Art Computer graphics to Digital Arts to better reflect industry vocabulary and directions, (3) replace 25 old computers, (4) create 20 new courses and (5) create a new Entertainment Arts certificate. These changes have had tremendous positive impact on the program.

Instructor Dimitriadis has also created an ongoing high school outreach program, academic advisement meetings, a new student club named EASL (Entertainment Arts Student League), free semester lectures for EASL, free summer lectures for the outreach program, an industry guest speaker program, and an internship/job placement portfolio review program.

The new Digital Arts computer classroom (1126) is a state-of-the-art digital drawing and painting lab that surpasses those in many local four-year institutions.

A reverse transfer phenomena is underway as we are experiencing an increase in enrollment by current university students and students who have already obtained their bachelor degree. Among this new cohort of students in Digital Arts is the prevalent perception is that they require more training and experience in digital design work before they will be employable in the entertainment industry.

The Digital arts curriculum has increased from a total of 17 computer graphics courses in 2009 to a current total of 42 Digital Art courses.

Among the new classes are Entertainment Art Certificate classes, the expansion of skill development classes in response to state course repeatability mandates, and a series of classes that will be incorporated into the next two future certificates in Animation and 3D Modeling. We have also expanded our Digital Imaging and Digital Video class offerings. Lastly Phil is developing two new families of classes: Sketching for Animators and Illustrators and Pre-Visualization Design.

Instructors Philip Dimitriadis and Stephen Klippenstein of Graphic Design have are currently exploring a new concentration for Digital Arts focusing on Consumer Products.

The Entertainment Arts Certificate is going through District Curriculum approval, while the older ACG certificates will soon be revised and designed to match current job market trends and employment requirements.

In the of Fall 2014 the Digital Art Department presented Fullerton College with an undergraduate degree proposal for Entertainment Arts, but this proposal was not approved, instead opting for a Police Training Degree. The District chose to advance a proposal for Mortuary Science from Cypress College.

In the Fall of 2014 the school voted for the addition of a new hire position in Digital Arts to allow for the expansion into 3D technologies. Even with the new higher position the Digital Art Department still needs another fulltime position to help distribute the responsibilities involved with running a full scale program with multiple certificates, VTEA grant writing, three lab rooms and 90 computers.

The facilities for the Digital Art Department are at a maximum capacity. The 1000 building was not designed with an electrical grid to support all the computers that the Digital Art Department supports for the Art Department. After the 1026 room expansion, campus facilities stated that there are no future capabilities or options for expanding with the current infrastructure of the 1000 building.

All Digital Arts classrooms lack proper security with inadequate protective non-release/non-locking doors that contradict the safety principles identified during campus active shooter drills and disaster preparedness procedures. Two work order attempts have been made in 2014 requesting protective doorplates to be installed. This work has not yet been accomplished.

Air-conditioning is inconsistent in the Digital Arts facilities, causing safety issues for both the students and the equipment. The Digital Arts lab room's 1024a and 1026 are centered over the home economics cooking room. As a result, heat rises from below to heat up the digital arts lab. Along with the rising heat there are numerous continual problems with the proper level of heating/air conditioning to control temperatures inside the three lab rooms 1024, 1024 and 1026. Individual classrooms lack control ability to adapt to the influx of weather changes, room usage, machine heat, and student body heat.

The main access point for the entire lab is limited to the 1024 room entrance. This means that to access room 1026 a student/faculty member has to interrupt classroom 1024, interrupt and walk through classroom 1024 A to access room 1026. This creates a constant distraction for all classes, instructors, and presents a major difficulty for disabled students who need more space/time to use the restroom, enter, or leave the classroom.

Some of the furniture in the labs does not meet the design standards needed to properly run a classroom with digital computers and drawing screens. Most compromised areas include permanently fixed low desks, non-raising desks for disabled students using wheel chairs, desks that do not have a computer rack, and desks that don't have the proper security attachment points for computers, monitors and other peripheral devices.

The Digital Arts Department suffers from inadequate and inconsistent support from the college. There is also limited support from Campus Computer Technology Services (ACT) compared to other colleges, as well as limited financial support from the school and the district. The Instructional lab aide currently has the responsibilities of an IT Technician, but is classified as an Instructional Lab Aide.

The coordinator of Digital Arts receives no re-assigned time, which is different from that offered at Cypress College. The scale of work directly related to this position is tremendous.

There is currently no computer replacement plan for the college, art programs or faculty computers. In addition, no viable solution has been presented or offered by school leadership for software subscription funding. There is a lack of funding and support from Fullerton College to provide basic security needs for the campus computer labs.

Recent Digital Arts alumni:

Numerous alumni have left the program and either transferred to a 4 yr school or started working professionally. These are great numbers since the program still is not fully developed and many classes have not been released yet.

Philip Dimitriadis contacts industry connections for internship opportunities and portfolio reviews. Numerous alumni have left the program and either transferred to a 4 yr school or started working professionally. These are great numbers, since the program still is not fully developed and many classes have not been released yet.

Our program has produced many CSUF, CSULB, and Art Center transfers, including: Ann Smith, Ed Cuevas, Gaby DeBoard, Jeff Paulsrud, Katrina Yi, Scott Dellio, and Regina Choi.

Other former students have secured internships (Michael Morris), and full-time employment (Jason Slavin, Michael Johnson) at area digital gaming companies.

2.6.2.7 Drawing and Painting

The Drawing area of the Art Department currently offers 18 different courses and 80 sections of these courses, currently overseen by two full time faculty members and approximately 20 adjunct faculty. There is only one classroom space that is currently designated as a drawing studio. The rest of the studios are shared with painting classes, printmaking, or as lecture and studio hybrid spaces. In some of the studios/rooms the computer stations are a mix of PC and MAC computers with aging or absent DVD players and sound systems. All drawing studios/rooms have an eclectic, miss-matched and aging furniture component with many broken chairs and tables. Much of the furniture is old, and some broken or in need of replacement. There is a real need for an ongoing operational funding program for maintenance and replacement of non-instructional equipment and furniture.

The Painting area of the Art Department currently offers 9 different courses with 35 sections of these courses, instructed by one-full-time faculty member and 8 adjunct faculty members. The drawing and painting area courses comprise the core of our department's foundation courses in studio art. We have been extremely successful at preparing our students for transfer to four-year colleges and university art programs, such as California College of the Arts, Art Center School of Design, the Chicago Art Institute, as well as the local California State University Art programs.

There is a need for new full-time faculty in Drawing, Painting and/or Two-dimensional Design. Five retiring full-time faculty have not been replaced in these areas since 2007. The ratio of full-time to adjunct faculty in this area is substantially below the recommendation of the district and school.

Our area is also responsible for foundation drawing and painting courses that are required courses in our vocational certificate programs. We hear consistently from our former students, as well as faculty at local four-year art schools, that our students are well prepared in their advanced studies. Our courses are key components of our Art AA Degree, our Studio Art and Art History Transfer Degrees, and the illustration and Graphic Design Certificates. Our alumni are among the most talented artists in the area, working in their respective fields in both fine arts and commercial art.

There is currently not one studio space that is dedicated to only painting courses. Painting classes taught in the shared studio space with life drawing classes (Room 1020) can only be scheduled from 8AM until 10PM on Monday and Wednesday, as this space is devoted to life drawing classes on Tuesday and Thursday, leaving this studio unavailable for painting classes on these days. The studio Furniture in this room consists of easels, horses, and taborets, as well as multiple tables for still-life set-ups. It is a daily challenge to set the room up for drawing classes , and then on alternate days for painting classes. Much of the furniture is old, and some

broken or in need of replacement. There is a real need for an ongoing operational funding program for maintenance and replacement of non-instructional equipment and furniture.

Painting classes taught in the other shared studio space with drawing classes (Room 1023), which run from 8AM until 10PM on Tuesdays and Thursdays, make this space unavailable for Painting classes during these hours. The Furniture in this room consists of a combination of easels, taborets, drawing tables, and chairs, all in a space that comfortably should hold half of that furniture. Unfortunately, the majority of the drawing class students use only the tables (which the painting students don't), and the majority of the painting class students use only the easels and taborets, which the drawing students do not. The south-facing natural light in this room is the least successful lighting condition of all the existing classrooms for painting.

These studios will be booked six days a week, usually from early morning until 10p.m. at night. Our department would be challenged to come up with any available studio space throughout the day for any new and additional classes in the drawing and painting area, even though these classes could easily be filled during our current growth period. The Art department and the drawing area particularly would clearly benefit from the addition of one or two more studio/classrooms that would be dedicated to the drawing area and one dedicated to the painting area. In addition, a larger space dedicated to still-life and prop storage would greatly benefit the entire department, and the additional purchase of a variety of new still-life props, which has not happened in 25 years, would greatly benefit our students success in project creation. Enrollment in all drawing and painting courses is at an all-time high, with a very small drop-out rate by the end of the term.

2.6.2.8 Illustration

The Illustration Area is comprised of one full time faculty member and one to three adjunct instructors during a typical term. Courses include Illustration, Advanced Illustration, Sketching for Animators and Illustrators, Animal Drawing, Storyboard and Sequential Design, Artistic Anatomy, and Drawing from the Masters. There is an Illustration Certificate that was recently updated in Fall 2014 in order to reflect new course offerings, and on advice from an annual Advisory Committee. Three to four years of steady growth has led to several of the finishing certificate students gaining meaningful employment in the Toy industry and the Entertainment Arts area. Jason Slavin, Young-sun Cho, Colin Dixon, and Reina Kinjo are all recent alumni that are now working full-time in creative industries in Southern California.

Our ongoing visiting artist and illustrator series has been hugely successful in exposing our students to established artists and illustrators, many of them alumni, all of them working professionally in their respective fields. Recent visiting illustrators/artists have included Steven Chiodo, Rey Bustos, Steven Silver, and Vance Kovacs.

Facilities and equipment from other CTE programs, specifically Digital Arts, has definitely made our program stronger, and discussions among the Illustration Advisory Committee are focused on creating a second Illustration Certificate that will capitalize on all the talented faculty that we are recruiting, and the influx of new state-of-the-art computer equipment. There are challenges ahead however; the lack of a comprehensive campus computer replacement plan, if not created soon, will have a detrimental affect on our program. Comparatively low adjunct salaries offered by our district are making it difficult to recruit and retain the talented faculty that we need to be a successful program.

2.6.2.9 Sculpture

The Sculpture Area of the Art Department offers courses in fundamentals of sculpture, three-dimensional design, bronze casting, life sculpture, jewelry fabrication/casting and stained glass. Three-Dimensional Design is a requirement for the major and is offered five times per year. The sculpture area serves 120-140 students per semester and 20 students during the summer session. Bronze casting is a unique offering for a community college, and Fullerton College Art Department has a reputation its bronze casting program.

The Sculpture Area is comprised of two full time faculty, two adjunct instructors per academic year (spring semester and summer session), and a lab clerk. We are located in the 2100 building, which includes two sculpture classrooms, an adjoining workshop, soldering bays, a sculpture yard, a shed, a melt furnace, a roll-out kiln, a ½ ton crane, a compressor, a centrifuge caster, a dust collection system, and a sculpture garden. Materials used in the facilities include metal, clay, wood, glass, mold materials, and casting materials. Many of the tools and equipment are aging, including workshop tools and classroom chairs. One computer cart is shared between five course offerings, which are often taught simultaneously. Safe and appropriate storage of materials and supplies, and student safety using tools/equipment, is an ongoing concern.

The sculpture garden is a large grassy area with 3 permanent sculptures and one temporary sculpture resting on wood beams, titled “The Hand”. There has been little discussion of a new location and installation of the “rabbit” sculpture, and little progress made on moving the “hand” sculpture to its originally intended location in the quad. In the sculpture yard are two large, dismantled and dilapidating sculptures, restricting student workspace.

The sculpture area is currently isolated from the rest of the Art Department. There is a need for better AV equipment in the Sculpture area and a need for a quiet compressor in the Sculpture yard. New bathroom facilities in the Sculpture area, requested but denied in the last Program Review, should be considered as well. Students who study in the sculpture area have diverse goals. Some students transfer to 4-year institutions to continue their art education. Other students take sculpture courses to further develop their portfolio for admittance into graduate programs, while others set up personal websites in an attempt to exhibit sculptures or to gain work through commission.

2.6.2.10 Other programs/courses

In addition to the previously defined areas of study in the Art Department, we currently offer specialized creative courses in Jewelry, Stained Glass, Printmaking, and Mural painting. It is the department’s feeling that these specialty courses are one of the reasons that students come from out of our geographical area in order to take some of these courses that are not offered at most of the local community colleges; this depth and breadth of courses helps retain our reputation as one of the major community college art programs. In previous periods of low enrollment, these specialty courses have been some of the first to be threatened with removal and/or cancellation, yet the department has done everything we can to keep these courses going and full.

2.6.2.11 Artist-in-Residence Program

The annual artist-in-residence program is a week long, fully immersive program that was started in 1972 and has brought some of the world’s most renowned artists to our department and school for discussion and demonstration of their work. This program has brought acclaim and attention from the local art community and has added to our positive reputation throughout the community. At the end of the session, the artist will donate one of their artworks to our Permanent Art Collection.

Past artists-in-residence read like a chapter from modern art history, including Wayne Thiebaud, Jack Zajac, Jim Morphesis, John Nava, and Miriam Shapiro. Recent visiting artists have included Justin Sweet, Hung Liu, and Gronk, who painted a mural now on view in the 1400 Building. Since the last program Review, our Artists have included Marlo Bartels, whose ceramic tile mural is now part of the western façade of the 1000 Building, Mia Taponatti, and Ben Jackel.

Funding for this program has remained static or decreased since its inception. Our yearly stipend is not enough to attract the type of artist that we have previously hosted. For \$4000, we ask the artist for an intensive work-week, as well as a donation of their work to our collection. There is currently no budget for transportation of their exhibited artwork.

2.6.2.12 Visiting Speaker Program

Due to a request for funding in our last Program Review that was approved, the Art Department has been presenting visiting artists and speakers for several semesters, in a succession of hugely popular and very well-attended speaking engagements covering all of the arts. A previous program of visiting speakers was funded by VTEA grants for vocational programs, but this program was cancelled. This new source of Program Review funding has allowed us to again present to our students and campus visitors some of the foremost artists currently working professionally in the arts. We have recently hosted the Plein Aire painter Ken Auster, the urban drawing and printmaking artist Abel Allejandro, Shizu Saldamando, and the sketchbook artist Danny Gregory.

2.6.2.13 Faculty Engagement

Our Faculty has consistently served the campus community in all aspects of governance; we currently have faculty members serving on the Curriculum Committee, faculty Senate, SLO Committee, Campus Technology Committee, Diversity Committee, Faculty Allocation Committee, The Fullerton Museum Board, and Kindercaminata.

However, several full-time art faculty members are not engaged with school programs, committees and leadership responsibilities, therefore relying on newer untenured and tenured faculty to support the Art department in aforementioned committees.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

3.1 What are the strengths of your program?

3.1.1 The Art Department at Fullerton College holds a reputation as one of the top community college art programs in the state. The Fullerton Art Department faculty are highly trained, professional and supportive of their peers, both full-time and adjunct. Many of our faculty are professional artists who currently exhibit their work, as well as professional artists in many commercial fields. Our Faculty is actively involved in the successful implementation of campus policies.

The Fullerton College Art Department has approximately 75 different courses in Studio Arts, Design, Computer Graphics and Art history representing a comprehensive offering of classes. Our department offers an AA in Art degree, as well as an AA in Advertising and Graphic Design Degree, CSU Transfer degrees in Studio Art and Art History, as well as Vocational Certificates in Illustration, Computer Graphics, Desktop Publishing, Multi Media and Animation. We will soon offer new certificates in Advertising and Graphic Design and Entertainment Arts.

The Art Department participates 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 emphasis on fundamentals in our classes equates to the first two years of a BFA program. The Art faculty are constantly developing new Art, Design, and Digital Art courses that reflect the commitment of the department to the preparation of students for employment and transfer.

The Fullerton College Art Department has an energetic and highly supportive Dean, Robert Jensen, and an engaged and highly supportive staff backing our academic efforts. Thanks to the hard work of Dean Jensen, the Fullerton College Art Department experienced the culmination of a highly successful Centennial year, with many positive opportunities in outreach and advertising, including an Artist-in-Residence retrospective show, an Art Alumni Show "Art Legends", and the installation of a major mural in the Art Department, one from artist Gronk in the 1400 building, and the other from Marlo Bartels, on the west side of the 1000 Building.

3.1.2 General Education

Art Department General Education courses consist of Art History courses, studio art courses, and Art 110 F Intro to Art. ART 110 F is our departments' largest generator of FTES, with 10 sections of 65 students in the classroom, and up to 6 sections of online instruction per semester. This course, which draws students from across the campus, introduces the student to the theories and principles of all aspects of the arts. Students gain visual literacy through gallery and museum attendance.

General education courses differ in content, however all emphasize composition, craftsmanship, thought-development, skill-building, and analysis. Full-time faculty have regular conversations and meetings, both formally and informally, to strengthen instruction of the art fundamentals. Department meetings, division meetings, SLO groups, and Program Review meetings provide opportunities to reinforce art fundamentals in our General Education courses. Communication, evaluation, and support for adjunct faculty provide moderate consistency between sections.

3.1.3 Advertising and Graphic Design

The Advertising and Graphic Design area currently offers five courses, one introductory class and four advanced classes. All classes have a class enrollment of 25 students and currently all run over capacity. The

area has an energetic new leader in Steven Klippenstein. He is currently updating an Advertising and Graphic Design Certificate, which has a planned approval in 2015. The Program currently offers an AA degree, and has offered a certificate in the past. Steven has plans to offer up to four more courses in this area, as well as a new separate certificate created with the head of Digital Arts, combining both programs into one for a new product creation and design certificate.

The Two-dimensional Design courses prepare all of our department students in the foundation areas of color, composition, and design.

3.1.4 Art History

The Art History area is our department's second largest FTES generator. Our department currently offers 8-10 sections of Art History courses with enrollments of 65 in each section. Because of our reputation for offering many different types of Art History courses, students come here from surrounding colleges and universities to continue their studies, with many of our own students continuing their studies as transfer students to area four year colleges and universities. From visits to Art galleries and museums, students benefit from exposure to art and architecture, and are better able to place this into context with what they learn in the classroom. Through the curriculum of our instructors, the students gain an appreciation of history's great art and the world's great museums.

In addition our Art History area has the distinction of offering unique courses from non-European cultures, such as Asian Art History (ART 212 F) and Mexican Art History (ART 116 F). These courses are not offered at other colleges in the area.

3.1.5 Art Gallery and Permanent Collection

The Art Department Art gallery, through Gallery Director Carol Henke, 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 in the Fall, dedicated to cultural awareness, highlights the diversity of our campus. Annual student art shows allow students to experience the processes of preparing art for exhibition. Our gallery program offers students a hands-on opportunity to learn about working in the museum field, both as stewards of the permanent collection and in all aspects of presenting exhibitions.

Bi-annual faculty exhibitions give students the opportunity to see the work of their professors. Our permanent art collection, which continues to grow through donations from our artists-in-residence and from donated works, further indicates our desire to be a center of art and culture in our community.

3.1.6 Ceramics

The Ceramics area offers at least as many, if not more available time blocks of Ceramics classes compared to other comparable community college Art Departments, and has unique curriculum such as Tile 1 and 2. These classes are unique among the Southern California area community colleges, and are starting to broaden the appeal of ceramics to more students because of the two-dimensional design and surface decoration focus of the classes. In the kiln yard there are currently 4 kilns of varying sizes serving 7 course offerings and up to 30 sections taught by 2 full-time and 2 adjunct faculty, and the lab is maintained by 1 half-time lab clerk.

3.1.7 Digital Arts

The Digital Arts area (formerly known as Art Computer Graphics), led by Phillip Dimitriadis, has created a new state-of-the-art digital drawing and painting lab that surpasses those in many local four-year institutions. The new lab has greatly benefited all of our students that use it, and has made them much more employable in the creative and entertainment industries of Southern California.

In addition to the new Digital lab, the Digital arts area course offerings have increased from a total of 17 computer graphics courses in 2009 to a current total of 42 Digital Art courses. The new lab and newly created courses are also drawing graduates from four year institutions who need to take courses that were not offered to them, as well as professional artists, who want to update their portfolio and resume for employment opportunities in the Creative and Entertainment Arts fields.

3.1.8 Drawing and Painting

The Drawing and Painting area of the Art Department offers 27 courses and 115 sections of courses per semester that comprise the core of our department's foundation in studio art. We have been extremely successful at preparing our students for transfer to four-year colleges and university art programs, such as California College of the Arts, Art Center School of Design, the Chicago Art Institute, as well as the local California State University Art programs. Our area is also responsible for foundation drawing and painting courses that are required courses in our vocational certificate programs.

Our drawing and painting courses are key components of our Art AA Degree, our Studio Art and Art History Transfer Degrees, and the illustration and Graphic Design Certificates. Our alumni are among the most talented artists in the area, working in their respective fields in both fine arts and commercial art.

Our current students, as well as our alumni, exhibit their work in many community and professional galleries.

3.1.9 Illustration

The Illustration program consists of one family of Illustration related courses and one certificate. It is a unique program among the Southern California area community colleges, with the emphasis on preparing students for entry-level careers in the largest creative fields in the area, including fashion, toys, and entertainment arts. Our adjunct faculty are all working professionals in their careers, and our CTE Advisory committee is comprised of some of the most creative artists in their field. Several of our recent graduates have secured entry-level positions in local creative industries.

3.1.10 Sculpture

The Sculpture Area offers courses in a wide variety of courses that are not offered in most community colleges. Particularly of note is bronze casting, which is rarely offered at a community college. Only two community colleges in LA and Orange County are known to offer bronze casting, and these function on a smaller scale. The Sculpture area gives students access to numerous tools, materials, and techniques, and has two class rooms, a workshop, and a sculpture yard dedicated to the creation of three dimensional objects. Because of the facilities and equipment, Three Dimensional Design students are able to create projects that are more complex than most local community colleges.

Our sculpture students transfer to 4-year institutions to continue their art education, including local California State Universities in Fullerton, Long Beach, Los Angeles, and Pomona, as well as UCLA. Other students take sculpture courses to further develop their portfolio for admittance into graduate programs. Fullerton College sculpture students transfer with very strong casting and fabrication skills.

3.1.11 Other Programs

The Art Department offers specialized creative courses in Jewelry, Stained Glass, Printmaking, and Mural painting. It is the department's feeling that these specialty courses are one of the reasons that students come from out of our geographical area in order to take some of these courses that are not offered at most of the local community colleges; this depth and breadth of courses helps retain our reputation as one of the major community college art programs.

3.1.12 Artist-in-Residence Program

The annual artist-in-residence program is a week long, fully immersive program that is over 30 years old and has brought some of the world's most renowned artists to our department and school for discussion and demonstration of their work. This program has brought acclaim and attention from the local art community and has added to our positive reputation throughout the community.

2.6.13 Visiting Speaker Program

The Art Department has been presenting visiting artists and speakers for several semesters, in a succession of hugely popular and very well-attended speaking engagements covering all of the arts. The Visiting Speaker Program exposes students to practicing artists and historians. Students have the opportunity to ask questions and interact with professionals in the art field, and glean insight regarding possible perspectives in the field.

3.2. What are the weaknesses of your program?

3.2.1 The Art Department

The Art Department is currently in a growth period; however, there is currently a lack of classroom/studio space for the drawing/painting/design area, as well as the Art Department in general. There are currently no plans for an upgrade or facelift to improve the visual appeal of our building. As construction of new buildings on our campus continues, the 1000 building looks more and more dated. 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.

The current Art department building is in need of an upgrade for space and safety. There are limitations of electrical plugs, servers and a limited wi-fi connection. Inadequate air conditioning control, heating problems, leaking windows and walls, and massive dust problems also exist. Security throughout the Art Building remains a great concern to the faculty and staff, as it was in our 2011 Program Review.

There is a real need for an ongoing operational funding program for maintenance and replacement of non-instructional equipment and furniture. The Art Department has out of date software in the labs, offices, and classrooms. The district and campus needs to fund a comprehensive annual replacement plan for computers and software.

There is a need for new full-time faculty in Art History, Digital Arts, Drawing, Painting and Two-dimensional Design. Seven Retiring full-time faculty have not been replaced in these areas since 2007.

3.2.2 General Education

The current facilities-Room 1002; the chairs are old and squeaky, which is consistently annoying during a lecture. The computer station, once adequate and up-to-speed, is now in need of a complete replacement; this is also true for an inadequate lighting system, sound system, and worn, dirty carpeting. This lecture hall, which is shared with many sections of ART 110 F and all the Art History courses is in use from 7:30 AM until 10PM daily(including Saturday), except for a few hours on Friday afternoon/evening. This wear and tear of constant use needs to be addressed with a complete makeover.

An alternate, additional lecture space would do much to alleviate this overbooking, and subsequent degradation of this room.

3.2.3 Advertising and Graphic Design

The Advertising and Graphic Design program is limited for future growth by classroom size and use, and shared use of the computer lab space, which is currently impacted between Graphic Design and Digital Art classes, and is limited to 20 computer stations for 25 or more students. This also creates problems for lecture and critique, with spillover students forced to use other labs. Currently the Design Software used in our classes is two years out of date and not up to industry standard, although that situation should be rectified in the coming months if the campus agrees to purchase new cloud licenses for annual software subscriptions.

All Two-dimensional Design classes are offered in room 1028, which also is used by the Illustration and Printmaking programs. Although the room is adequate, it serves so many purposes it can become crowded and cumbersome to navigate. Its multipurpose use would make increasing course offerings difficult unless additional classroom space can be allocated.

3.2.4 Art History

The Art History program has one dedicated classroom/lecture hall, Room 1002, which is currently shared with 8 sections of Art History courses and 10 sections of Art 110 F Intro to Art, our Department's largest FTES generating course. The room holds 65 students, and most courses are consistently full. The chairs are old and squeaky, which is consistently annoying during a lecture. The computer station, once adequate and up-to-speed, is now in need of a complete replacement; this is also true for an inadequate lighting system and worn, dirty carpeting.

This lecture hall, which is shared with many sections of ART 110 F and all the Art History courses is in use from 7:30 AM until 10PM daily(including Saturday), for a total of 80 hours. This wear and tear of constant use needs to be addressed with a complete makeover.

An alternate, additional lecture space would do much to alleviate this overbooking, and subsequent degradation of this room, as well as offer another lecture hall in which we could expand our course offerings.

3.2.5 Art Gallery Program and Permanent Art Collection

The most immediate weaknesses associated with the Art Department gallery are the lack of adequate office space and Gallery storage problems, including adequate temperature controlled storage spaces for our very valuable and one of a kind permanent collection. Insurance representatives have stated that the gallery office and the storage area need to be completely different facilities.

The gallery itself has inadequate and inefficient lighting, and the current signage for the Art Department and the Art Gallery is inadequate and without proper lighting.

We currently are under-insured for our vast and expensive Permanent Collection, as well as for our other yearly exhibitions of Professional artists. In addition, we do not have an idea what our Permanent Collection is truly worth; we are in need of a professional evaluation, but do not have the budget for that. There is currently inadequate funding for gallery exhibitions. There is a lack of funding, support, and stewardship for our permanent art collection. The previous catalog of the work in the collection is out of date.

Parking during Gallery Exhibitions is highly problematic: 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 exhibitions.

3.2.6 Ceramics

In the kiln yard we have 6 kilns of varying sizes, 2 of which are inoperable and off line because of safety issues. Other comparable local community college Ceramic programs have full time lab techs instead of half time techs, and kiln yards that are free of outdated or offline unused equipment.

3.2.7 Digital Arts

The facilities for the Digital Art Department are at a maximized capacity. The 1000 building was not designed with an electrical grid to support all the computers that the Digital Art Department supports for the Art Department. All rooms lack proper security with inadequate protective non-release/non-locking doors. Lack of adequate heating and air conditioning presents constant problems with the control of temperatures inside the three lab rooms 1024, 1024 and 1026.

Some of the furniture we have does not meet the design standards needed to properly run a classroom with digital computers and drawing screens.

There is currently no infrastructure of technology support, very limited IT support, no computer replacement program, limited financial support from the district office, and the campus, although there have been hopeful discussions within administration and the Technology Committee lately.

One new separate classroom/lab that would be a dedicated classroom, and not an open lab, would help to alleviate the interruption of people coming and going from overlapping classes in the current lab space, rooms 1024 through 1026.

3.2.8 Drawing and Painting

There is only one classroom space that is currently designated as a drawing studio for an area that offers 18 different courses and 80 sections of those courses.

There is currently not one studio space that is dedicated to only painting courses which number 9 different courses with 35 sections. Classroom space for both drawing and painting must currently be shared with each other, as well as with other competing areas that use the spaces for lecture and classrooms.

There is currently only two full-time faculty members in the drawing and painting area; an amount that has been as large as seven full-time faculty members in the past, when we did not even come close to the type of robust enrollment that we currently have. Even though we feel that we have superlative adjunct faculty in this area, we also feel that the students are missing out on not having the benefit of the full-time presence of a mentor and an on-campus presence for office hours and consultations.

Equipment in the classrooms is old, mismatched and in many cases, broken. Several of the classrooms are cramped, with too much furniture hindering the instruction process.

Teacher stations in these classroom/studios range from old and in need of repair to none at all.

3.2.9 Illustration

There is not currently a dedicated classroom space for the instruction of Illustration. The current classroom is designed as a printmaking studio, with several large printing presses taking up approximately 25% of the floor space. This space is also shared with two-dimensional design courses, a color theory course, and several different drawing courses.

3.2.10 Sculpture

The sculpture area is isolated from the rest of the Art Department. This isolation makes promotion of the sculpture courses difficult.

Noise from the air compressor makes instruction in the sculpture yard impossible, which reduces instruction space. There is a need for a quiet compressor in the Sculpture yard, either through a new purchase, or through the construction of a sound reduction shed. Two large dismantled sculptures "The Hornet" and "The Rabbit" are currently taking up valuable workspace. New bathroom facilities in the Sculpture area should be considered as well.

Many of the tools and equipment in the Sculpture area are aging, including workshop tools and classroom chairs. There is a need for better AV equipment in the Sculpture area. One computer cart is shared between five course offerings, which are often taught simultaneously. Safe and appropriate storage of materials and supplies, and student safety using tools/equipment, is an ongoing concern. There is a lack of additional storage space for three-dimensional projects, which does not allow for more course offerings.

3.2.11 Other Programs

3.2.12 Artist-in-Residence Program

The budget for this program has not grown over many years, so it becomes more difficult to attract the type of successful artists that we have had the pleasure of hosting in the past.

3.2.13 Guest Speaker Program

Though hugely successful, we lack consistent future funding at this time to be able to perpetuate this very valuable program for our students.

3.3 What opportunities exist for your program?

3.3.1 The Art Department

The Art Department commitment to skill-building through sequential course offerings have led to increased studio course offerings in all areas of the traditional studio arts, as well as Digital Arts and courses in art history, including feminist art & contemporary art & theory, gallery studies, and Independent Study. These offerings will definitely broaden the scope of our curriculum, and draw students from other community college areas, as well as people from the community, and possibly even students from area four-year colleges and universities. The Art Department has an ongoing student participation in study abroad programs. Our Gallery Coordinator and instructor Carol Henke has helped to implement an Internship program for the Art Department, including the Gallery area, the Digital Arts area, and the Art Department in general.

Concerning outreach opportunities, a commitment to the development of a connection with local high schools, as well as universities and students for entry-level job training, and increased intern opportunities with local creative industries is ongoing in Illustration, Studio Arts, Graphic Design, and Digital Arts.

As we are currently in a growth period, we have an opportunity to be able to offer new courses, as well as an expansion of section offerings for existing popular courses, especially the courses that will generate high FTES numbers for our department.

The Art department has started to create education plans for our students, and when they are approved for distribution by the campus Counseling area, we feel that these plans will guide our students into taking the right courses in the appropriate sequence.

3.3.2 General Education

All of our ART 110 F intro to Art classes are consistently full. These courses are consistently our department's highest FTES producers. We have been adding new sections, both online, and in-person, when there is available space.

3.3.3 Advertising and Graphic Design

The Advertising and Graphic Design program has a new energetic leader in Steven Klippenstein. He was chosen to lead the area due to his previous professional experience as an Art Director and Designer. He has

taken up the responsibility of shepherding a new Advertising and Graphic Design Certificate through the State approval process, as well as overseeing the Graphic Design AA degree. This certificate and degree will serve a wider population of students seeking career education and transfer opportunities in advertising and design. Steven is also in the process of developing a new course in typography and the revision of the Desktop Publishing Certificate. This will bring more students into an already growing and dynamic area.

The Graphic Design program would also like to take the Two-dimensional Design courses into their program, which the department thinks is a logical move, as it will create more opportunities for interaction between the two design areas and the faculty that is teaching these courses.

Due to the design skills and business acumen of Steven Klippenstein, plans are being made to produce a full color catalog advertising the department, with individual areas of study highlighted.

3.3.4 Art History

The Art Department and the school's Curriculum Committee, with the help of the area's leader Jaime Perez, has created an Art History Transfer Degree. This new transfer degrees will give our qualified graduates the guaranteed opportunity to be admitted to the local Cal State Universities as juniors. The development of several new courses in Art History will afford our students of a wider range of subject matter from which to choose, as well as generating a high number of FTES, which our entire department depends on for being able to offer more specialized course offerings.

Jaime Perez is currently promoting the Study Abroad program as an opportunity for our students in the arts. In addition, our Art History area offers unique courses in Asian Art History (ART 212 F) and Mexican Art History which are not offered at other colleges in the area. This affords our department an opportunity to expand our offerings to a diverse surrounding community that would relate to, and register for, these unique courses.

3.3.5 Gallery Program and Permanent Collection

Our Art gallery has the opportunity for a formal assessment of our collection stewardship through a grant received from the Museum Assessment Program, through the American Alliance of Museums.

The Art department has been approached by an art collector who has presented us with an opportunity to acquire a vast collection of Pre-Columbian artwork supported by a collaborative program with the Ethnic Studies Department. This is a wonderful opportunity for our school to acquire one of Southern California's largest collection of Pre-Columbian artworks, as well as the notoriety for consistently displaying artwork that closely reflects the ethnic heritage of the a large proportion of our student body.

We now have the opportunity to prepare and present our Art Gallery exhibits in full color catalogs economically, that we are attempting to find funding for.

3.3.6 Ceramics

New courses in Tile 1 and Tile 2 are creating new opportunities for our Ceramics students to learn a new set of skills, and in turn, for the Ceramics program to develop a distinctly different set of courses that will complement our existing curriculum. There is also the opportunity to create tile work that will be used as decorative and functional art across the campus.

3.3.7 Digital Arts

The leader of Digital Arts, Phil Dimitriadis, is in the process of developing and revising vocational certificates in Digital Arts and Entertainment Arts, and creating new courses that will be in these certificates. The new Entertainment Arts Certificate in the Digital Arts area has the opportunity to become a unique and hugely popular addition to our department. There have been outstanding efforts by the leader in this area to create many new important courses in order to respond to workforce development issues for professional artists. In addition, the leader of Digital Arts and Graphic Design are discussing the creation of new State of California Workforce Development certificate programs including: Consumer Products, 3D Sculpting, and Pre Visual Animation.

3.3.8 Drawing and Painting

The drawing and painting area has an unprecedented opportunity for collaboration with Digital Arts to be able to have access to the new Digital Drawing and Painting lab (room 1026). The computer monitors in the lab, called Cintiques, are the closest feeling yet to drawing on paper, or painting on canvas, but in a digital manner. Our students would benefit learning on these drawing monitors, as they are the state-of-the-art and used in every professional creative situation.

3.3.9 Illustration

Illustration students benefit from the introduction of the Cintique Monitors in Room 1026 as well. They can learn to sketch, compose, draw, and paint on these state-of-the-art professional computers, which most creative companies demand now. This gives our Illustration students a huge advantage over Illustration students from comparable community college programs.

3.3.10 Sculpture

The proximity to Los Angeles area allows for numerous opportunities for sculpture students to experience sculpture and architecture. Class trips to museums like LACMA, MOCA, and the Getty Center would expand sculpture students' understanding of excellence in Sculpture. Guest speakers and visiting artists give students the chance to learn firsthand from artists in the field. Advances in sculptural materials allows for students to explore numerous methods of modeling and mold-making.

A rare and excellent opportunity available to both sculpture students and Fullerton College students in general are the installation of the large sculptures "Hand", the "Hornet", and the "Rabbit". "The Rabbit" in particular, is an excellent sculpture and is currently deteriorating in storage.

Promotion through print materials and display cases may help draw students to sculpture area courses. Collaboration with faculty on campus, including photography, may help promote courses and strengthen campus community.

3.3.11 Other Programs

3.3.12 Artist-in-Residence Program

This program that invites a renowned artist to our school for a one week immersive experience into their life and work offers our students a unique opportunity to view art creation in the process, ask questions about that process, the business, theory, and a career in the arts, is an invaluable experience that most community colleges do not offer, although a few have tried to emulate it.

3.3.13 Guest Speaker Program

This program that invites many different types of artists in different media to our campus for a speaking engagement offers our students a look at how many different ways there are to make a living in the arts, and an opportunity to be exposed to many different art-making processes. This often leads to exciting discoveries in the students' own work, as well as continued dialogue in the classroom later.

3.4 What challenges exist for your program?

3.4.1 The Art Department

There is currently discussion at the State level of moving to a unit/hour count that is more closely aligned with the Carnegie unit of instruction. This would impact the class current Art department studio courses hours immensely, as well as affecting the contracts of all full-time faculty, and ultimately, the number of courses that we would be able to offer our adjunct faculty.

Due to the creation of "Title 5" by the State of California, there can be no more repetition of courses, and the Art Department is committed to the idea of skill-building through repetition of key coursework, the department has created "families" of courses, that students need to take in order to further their education and skill-building in certain studio areas. Being able to offer all of these new courses is a challenge that the department faculty is now facing. Our dilemma due to these changes is: how are we to successfully prepare our students for a career or transfer to a four-year college if we are limited by the amount of hours and semesters that we feel are appropriate for the development of the artistic skills that are necessary for success?

The limitations of the Art Department spaces, classrooms, gallery offices, and studios, have been previously discussed in 2.6.1. If we are to grow and prosper as a department, then there needs to be a campus and administrative agreement to provide more classrooms, offices, and studio space. Class scheduling of the Art Department courses, including Graphic Design courses, and classes in the Digital Arts area overlap each other and limit cross selection of classes for student options and student enrollment.

The Art Department has out of date software in the labs and classrooms. If this situation continues, it risks rendering some of our technical/digital programs irrelevant. Stricter restrictions and guidelines are currently in place for Perkins IV grants awarded to our CTE programs in Advertising/Graphic Design, Illustration, and Computer Graphics.

Because of the recent emergence of Student Learning Outcomes and the need for their creation, implementation, revision, and assessment and collection, faculty are forced to deal with all of these issues

without any release time or appropriate remuneration for their services. This takes away valuable time that faculty would normally spend on course preparation and various aspects of student interaction outside of the classroom.

Due to a lower than average pay adjunct Faculty pay rate compared to many of the surrounding community colleges, it is already becoming difficult to retain our top adjunct faculty members, and it may become more difficult to recruit the quality candidates that we desire for our program.

3.4.2 General Education

General Education course offerings, which support our entire program with high FTES, could grow exponentially in the next few years, as our projected enrollment will rise based on data from the last 5 years, but this would not be possible without new classroom space for lecture and studio courses.

3.4.3 Advertising and Graphic Design

The Art Department has out of date software in the labs and classrooms. Stricter restrictions and guidelines are currently in place for Perkins IV grants awarded to our CTE programs in Advertising/Graphic Design, Illustration, and Computer Graphics.

Class scheduling of the Art Department courses, including Graphic Design courses, and classes in the Digital Arts area overlap each other and limit cross selection of classes for student options and student enrollment. In the Advertising and Graphic Design area there are separate rooms for lecture and lab; this creates problems in student learning outcome and instructor lectures. It is imperative that students have a computer in front of them during lecture to follow instruction.

Our computers have increasingly out-of-date software that is not up to industry standards. Course offerings are currently out-of-sync with industry needs. This is negatively impacting our current Advertising AA Degree as well as the newly proposed Advertising and Graphic Design Certificate. Our current Programs are predominantly geared towards print design in an industry that is increasingly focused on new media. Aging traditional equipment and tools need replacement.

3.4.4 Art History

Our art dept. has operated with only 1 Art historian since 2008, limiting the amount of representation for committees, campus-wide events and other activities. An additional instructor in this critical area would also assist in offering more courses, and in assisting in other administrative duties, such as academic senate or curriculum. An additional instructor can strengthen the overall reputation of an already well-known and respected art dept. An equally important challenge is the fact that all Art History courses are taught in the same lecture hall (1002), an unpleasant work-space that is in need of major repairs and upgrades.

3.4.5 Gallery Program and Permanent Collection

There is currently inadequate funding for gallery exhibitions, as well as a lack of funding, support, and stewardship for our permanent Art collection. As previously mentioned in Department weaknesses, there is a lack of storage space, workspace, and office space to adequately care for our permanent collection and create new exhibitions.

Gallery courses are instructed in a mixed-use classroom that is not conducive to good instruction.

Our permanent art collection is currently under-insured due to an outdated appraisal.

There is a lack of marketing support for the Art Gallery; there is a need for a public relations person for the Gallery and the department, as well as a need to continue to work toward a web presence (website).

We are also in need of Logo/branding for our art collection and the gallery, and improved signage.

Parking during Gallery Exhibitions is still an ongoing problem. The coordination of these events with the Campus Security has never been adequately addressed, and is an ongoing problem.

3.4.6 Ceramics

There is a need for permanent AV equipment in the Ceramics studio; presently, the staff must count on using the digital AV cart for projection during lectures/presentations which is circulated among the labs and classrooms, and not always available when needed. Also in Ceramics, There has been a noticeable increase in students who are very challenged with basic skills. Reading simple instructions, writing notes, and reading a ruler are all beyond many students at entry into our classes. This will clearly inhibit the students' chances of success in the class.

3.4.7 Digital Arts

The Digital Arts Department currently has limited IT support, inadequate funding, limited support from the school up to this point, and very limited support from district. The Digital Arts area has the largest concentration of CTE vocational programs within the Art Department, but lacks enough full-time and adjunct faculty to teach all courses. There is also limited support from Campus Computer Technology Services (ACT) compared to other colleges, as well as limited financial support from the school and the district. The Instructional lab aide currently has the responsibilities of an IT Technician, but does not receive the pay of an IT Technician and is classified as an Instructional Lab Aide.

Class scheduling of the Art Department courses, including Graphic Design courses, and classes in the Digital Arts area overlap each other and limit cross selection of classes for student options and student enrollment. Our computers have increasingly out-of-date software that is not up not up to industry standards.

There is currently no computer replacement plan for the college, art programs or faculty computers. In addition, no viable solution has been presented or offered by school leadership for software subscription funding. The Instructional lab aide currently has the responsibilities of an IT Technician, but does not receive the pay of an IT Technician and is classified as an Instructional Lab Aide.

There is a lack of funding and support from Fullerton College to provide basic security needs for the campus computer labs.

3.4.8 Drawing and Painting

There is a need for new full-time faculty in Drawing, Painting and Two-dimensional Design. Five retiring full-time faculty have not been replaced in these areas since 2007. Two full-time faculty in this area, that has previously had up to five full-time members, have difficulty meeting the administrative demands of SLO

The limitations of the Art Department spaces, classrooms, gallery offices, and studios, have been previously discussed under the 2.6.1 Data. If we are to grow and prosper as a department and specifically in drawing and painting, then there needs to be a campus and administrative agreement to provide more classrooms, offices, and studio space.

3.4.9 Illustration

Stricter restrictions and guidelines are currently in place for Perkins IV grants awarded to our CTE programs in Advertising/Graphic Design, Illustration, and Computer Graphics.

3.4.10 Sculpture

Many of the tools and equipment in the Sculpture area are aging without an equipment replacement plan. Most tools and equipment are necessary for student success in the sculpture courses. There is a need for better AV equipment in the Sculpture area. One computer cart is shared between five course offerings, which are often taught simultaneously.

In addition to instructional duties and an increase of other duties, including SLO, curriculum, and Program Review, Sculpture Faculty are expected to maintain equipment, order supplies, and inventory. Replacement of retiring faculty is not dependable, so it is very likely these duties will continue to increase. Safe and appropriate storage of materials and supplies, and student safety using tools/equipment, is an ongoing concern.

External forces continue to make instruction a challenge and threaten reputation. There has been a steady rise of under-prepared students and students unwilling to supply their own materials. The cost of materials and supplies continue to increase. Other forces challenge the excellence and integrity of Sculpture as a Fine Art, such as the removal of repeatability as well as a cultural and institutional focus on digital technologies.

3.4.11 Artist-in-Residence Programs

Without increased funding, our department could lose one of the most exciting and venerable of our traditions, that of bringing an Artist-in-Residence yearly for a week-long visit that allows our students to become fully immersed in the life of a singular professional artist working in the studio and discussing their work, answering questions, and ultimately presenting a piece of their work to our Permanent Collection.

3.4.12 Visiting Speaker Programs

Without consistent funding, our department could lose one of the most valuable resources that we have had, and that is the introduction of our students to a wide cross-section of artists in different areas of creativity, brought to the campus to discuss, demonstrate, and have dialogue with our students, as well as the community.

4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	<p><u>Art Associate in Arts Degree</u></p> <p>1. Upon successful completion of courses leading to the Art Associate in Arts Degree, the student will be able to demonstrate an understanding of, and show proficiency in, the fundamentals of art making with various tools and materials.</p> <p>2. Upon successful completion of courses leading to the Art Associate in Arts Degree, the student will be able to demonstrate an understanding of the fundamental elements in art and be able to identify a variety of medias within the context of Art History.</p> <p>3. Upon successful completion of courses leading to the Art Associate in Arts Degree, the student will be able to formulate conceptual considerations as they relate to the creation of art and design.</p> <p>4. Upon successful completion of courses leading to the Art Associate in Arts Degree, the student will be able to recognize and describe excellence in art.</p>	5/15/14	Spring 2014	TBD	1
2.	<p><u>Studio Arts Associate in Arts Degree for Transfer</u></p> <p>1. Upon successful completion of the courses leading to the Studio Arts Associate in Arts Degree for Transfer, the student will be able to analyze and arrange visual components according to recognized design standards.</p> <p>2. Upon successful completion of the courses leading to the Studio Arts Associate in Arts Degree for Transfer, the student will be able to create work in two-dimensions and three-dimensions in a variety of different disciplines and media.</p> <p>3. Upon successful completion of the courses leading to the Studio Arts Associate in Arts Degree for Transfer, the student will be able to recognize artworks of ancient and/or modern Art History and demonstrate an understanding of their significance within a social-political context</p>	5/15/14	Spring 2014	TBD	1

3.	<p>Illustration Certificate</p> <p>1. Upon successful completion of courses leading to the Illustration Certificate, the student will be able to demonstrate evidence of proficiency in a variety of creative areas, including: Sketching skills/rapid visualization, two-dimensional design and color, and draftsmanship of accurate human anatomy, digital illustration programs</p> <p>2. Upon successful completion of courses leading to the Illustration Certificate, the student will be able to demonstrate an understanding of the expectations of the field of Illustration, relating to interaction with peers and project leaders in a creative situation or environment.</p> <p>Upon successful completion of courses leading to the Illustration Certificate, the student will be able to solve assigned problems with a unique artistic interpretation.</p>	5/15/14	Spring 2014	TBD	1
4.	<p>Art History Associate in Arts Transfer Degree</p> <p>1. Upon successful completion of courses leading to the Art History Associate in Arts Degree for Transfer, the student will be able to identify key architectural and sculptural works from ancient Mesopotamia, Egypt, Greece, and Rome, and understand their significance within a social-political context.</p> <p>2. Upon successful completion of courses leading to the Art History Associate in Arts Degree for Transfer, the student will be able to recognize key sculptures and paintings by master artists from the Italian Renaissance; the Dutch and Spanish Baroque; and the French Neoclassical period.</p> <p>3. Upon successful completion of courses leading to the Art History Associate in Arts Degree for Transfer, the student will be able to identify important works of art from the mid-19th century until the early 21st century, particularly from the following artistic movements: Impressionism, Cubism, Surrealism, Abstract Expressionism, and Post-modernism.</p>	To be assessed in 2015	TBD	TBD	0
5.	<p>Advertising and Graphic Design Associate in Arts Degree</p> <p>1. Upon successful completion of courses leading to the Advertising and Graphic Design Associate in Arts Degree, the student will be able to create computer generated, comprehensive, publication designs that are suitable for inclusion in a student's portfolio.</p> <p>2. Upon successful completion of courses</p>	To be assessed in 2015	TBD	TBD	0

	<p>leading to the Advertising and Graphic Design Associate in Arts Degree, the student will be able to demonstrate an advanced understanding of electronic prepress, typography, paper specification, and commercial printing methods.</p> <p>3. Upon successful completion of courses leading to the Advertising and Graphic Design Associate in Arts Degree, the student will be able to demonstrate an advanced understanding of electronic prepress, typography, paper specification, and commercial printing methods.</p> <p>4. Upon successful completion of courses leading to the Advertising and Graphic Design Associate in Arts Degree, the student will be able to demonstrate a beginning knowledge of contemporary and historical graphic design.</p>				
6.	<p><u>Advertising and Graphic Design Certificate</u></p> <p>1. Upon successful completion of courses leading to the Advertising and Graphic Design Certificate, the student will be able to create computer generated publication designs that are suitable for inclusion in a student's portfolio.</p> <p>2. Upon successful completion of courses leading to the Advertising and Graphic Design Certificate, the student will be able to demonstrate an understanding of electronic pre-press, typography, paper specification, and commercial printing methods.</p> <p>3. Upon successful completion of courses leading to the Advertising and Graphic Design Certificate, the student will be able to apply the terminology of computer graphics to communications within the field of digital media.</p>	To be assessed in 2015	TBD	TBD	0
7.	<p><u>Desktop Publishing Certificate</u></p> <p>1. Upon successful completion of the courses leading to the Desktop Publishing Certificate, the student will be able to apply the terminology of computer graphics to communications within the field of digital media.</p> <p>2. Upon successful completion of the courses leading to the Desktop Publishing Certificate, the student will be able to demonstrate basic use of computer graphics software and hardware.</p> <p>3. Upon successful completion of the courses leading to the Desktop Publishing Certificate, the student will be able to devise solutions to gain an understanding of computer technology vital to web designers.</p> <p>4. Upon successful completion of the courses leading to the Desktop Publishing</p>	To be revised in 2015	TBD	TBD	0

	<p>Certificate, the student will be able to develop digital artwork that clearly illustrates the student's solutions.</p> <p>5. Upon successful completion of the courses leading to the Desktop Publishing Certificate, the student will be able to evaluate digital media tools for their suitability to different areas of visual communications.</p> <p>6. Upon successful completion of the courses leading to the Desktop Publishing Certificate, the student will be able to create a new document incorporating text and images, using page layout software.</p>				
8.	<p><u>Computer Animation/Multimedia Certificate</u></p> <p>1. Upon successful completion of the courses leading to the Computer Animation/Multimedia Certificate, the student will be able to demonstrate basic use of computer graphics software and hardware, and be able to demonstrate basic competence in selected image-making techniques.</p> <p>2. Upon successful completion of the courses leading to the Computer Animation/Multimedia Certificate, the student will be able to apply the terminology of computer graphics to communications within the field of digital media.</p> <p>3. Upon successful completion of the courses leading to the Computer Animation/Multimedia Certificate, the student will be able to devise solutions to gain an understanding of computer technology vital to web designers.</p> <p>4. Upon successful completion of the courses leading to the Computer Animation/Multimedia Certificate, the student will be able to devise solutions to visual problems using principles of form, design, and color.</p> <p>5. Upon successful completion of the courses leading to the Computer Animation/Multimedia Certificate, the student will be able to create projects that demonstrate specialized knowledge of 2D computer animation and multi-media projects from initial design concept through project completion that clearly illustrates the student's solutions.</p> <p>6. Upon successful completion of the courses leading to the Computer Animation/Multimedia Certificate, the student will be able to create effective documents by effectively using the concepts of design, such as: color, style, typography and composition.</p>	To be revised in 2015	TBD	TBD	0

9.	<p><u>3-D Animation Skills Certificate- Level II Certificate</u></p> <p>1. Upon successful completion of courses leading to the 3D Animation Certificate- Level II, the student will be able to demonstrate basic use of computer graphics software and hardware, and be able to demonstrate basic competence in selected image-making techniques.</p> <p>2. Upon successful completion of courses leading to the 3D Animation Certificate- Level II, the student will be able to devise solutions to 3D design problems using digital media tools.</p> <p>3. Upon successful completion of courses leading to the 3D Animation Certificate- Level II, the student will be able to devise solutions to 3D modeling problems using digital media tools, and be able to demonstrate basic competence in the use of computer hardware and software for 3D modeling.</p>	To be revised in 2015	TBD	TBD	0
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4.2 Assessment: Complete the expandable table below.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College			
Intended Outcomes <u>Art Associate in Arts Degree</u>	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>Upon successful completion of courses leading to the Art Associate in Arts Degree, the student will be able to demonstrate an understanding of, and show proficiency in, the fundamentals of art making with various tools and materials.</p>	<p>Course-Level SLOs Used to Assess PSLOs</p>	<p>The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.</p>	<p>To be determined after a second cycle.</p>
<p>Upon successful completion of courses leading to the Art Associate in Arts Degree, the student will be able to demonstrate an understanding of the fundamental elements in art and be able to identify a variety of medias within the context of Art History.</p>	<p>Course-Level SLOs Used to Assess PSLOs</p>	<p>The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.</p>	<p>To be determined after a second cycle.</p>

Upon successful completion of courses leading to the Art Associate in Arts Degree, the student will be able to formulate conceptual considerations as they relate to the creation of art and design.	Course-Level SLOs Used to Assess PSLOs	The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.	To be determined after a second cycle.
Upon successful completion of courses leading to the Art Associate in Arts Degree, the student will be able to recognize and describe excellence in art.	Course-Level SLOs Used to Assess PSLOs	The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.	To be determined after a second cycle.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College

Intended Outcomes <u>Studio Arts Associate in Arts Degree for Transfer</u>	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Upon successful completion of the courses leading to the Studio Arts Associate in Arts Degree for Transfer, the student will be able to analyze and arrange visual components according to recognized design standards.	Course-Level SLOs Used to Assess PSLOs	The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.	To be determined after a second cycle.

Upon successful completion of the courses leading to the Studio Arts Associate in Arts Degree for Transfer, the student will be able to create work in two-dimensions and three-dimensions in a variety of different disciplines and media.	Course-Level SLOs Used to Assess PSLOs	The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.	To be determined after a second cycle.
Upon successful completion of the courses leading to the Studio Arts Associate in Arts Degree for Transfer, the student will be able to recognize artworks of ancient and/or modern Art History and demonstrate an understanding of their significance within a social-political context.	Course-Level SLOs Used to Assess PSLOs	The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.	To be determined after a second cycle.

Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College

Intended Outcomes Illustration Certificate	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Upon successful completion of courses leading to the Illustration Certificate, the student will be able to demonstrate evidence of proficiency in a variety of creative areas, including: Sketching skills/rapid visualization, two-dimensional design and color, and draftsmanship of accurate human anatomy, digital illustration programs	Course-Level SLOs Used to Assess PSLOs	The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.	To be determined after a second cycle.
Upon successful completion of courses leading to the Illustration Certificate, the student will be able to demonstrate an understanding of the expectations of the field of Illustration, relating to interaction with peers and project leaders in a creative situation or environment.	Course-Level SLOs Used to Assess PSLOs	The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and	To be determined after a second cycle.

		agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.	
Upon successful completion of courses leading to the Illustration Certificate, the student will be able to solve assigned problems with a unique artistic interpretation.	Course-Level SLOs Used to Assess PSLOs	The data collected in this initial Program review seems to support the course SLO's up to a point, in a very broad and general way. Most area leaders have concluded and agreed that course SLO's need to be updated in order to reflect Program and Institutional SLO's even more closely. The Fourth Program SLO, while being desirable and attainable, seems difficult to assess.	To be determined after a second cycle.

4.3 What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

Three program level SLO's have been assessed so far. The Studio Arts AA Transfer Degree, The Art AA Degree, and the Illustration Certificate. These and all Program SLO's will probably be on the same track for assessment that our Course SLO's are on, which has yet to be determined. The remainder of the Degrees and Certificates will either be assessed in 2015, or revised in 2015.

4.4 How has assessment of program level SLOs led to improvements in student learning and achievement?

Program level SLO's were assessed for the first time at the end of the Spring term, 2014. The data on the impact of these assessments on degree or certificate awards has yet to be determined.

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

Program level SLO's were assessed for the first time at the end of the Spring term, 2014. The data on the impact of these assessments on degree or certificate awards has yet to be determined.

4.6 What challenges remain to make your program level SLOAs more effective?

The SLOA process has been frustrated by years of conflicting or vague instructions from campus leadership, but should improve with the implementation of a new campus-wide collection and storage software program, E-lumen. There are still scheduling difficulties in bringing the SLO workgroups together, when so many adjunct faculty are involved, including a majority of adjunct faculty in several

areas. 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. Having a new representative in the fine Arts Division should help with all these challenges.

5.0 Evaluation of Progress Toward Previous Goals/SAP's (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

5.1 List the goals from your last self-study/program review. (see 5.2 below for responses)

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

5.1.2 Maintain and improve on-line instruction.

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

5.1.4 Improve faculty advisement for transfer and certificate students.

5.1.5 Apply for Perkins IV grant funding for technological upgrades.

5.1.6 Continue and expand guest speaker /guest artist program.

5.1.7 Investigate new digital media CTE certificates.

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

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

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

5.1.11 Add more art alumni interviews to the Art website and Fine Arts DVD.

5.1.12 Improve alumni tracking and contacts.

5.1.13 Expand the Art Department website to include samples from the permanent art collection and Artist in Residence program.

5.1.14 Discuss how the Art Department will prepare for the Fullerton College Centennial in 2013.

5.1.15 Develop stronger relationships with the Art Dept faculty at transfer institutions.

5.1.16 Participate in Project Downtown Fullerton by working on Night in Fullerton and A Night of Art:

5.1.17 Lobby for the Art Gallery improvements, including glass doors into the gallery, improved signage, improve parking, and improved workspace.

5.1.18 Provide increased security and minor remodeling to 1015 ACG lecture room.

- 5.1.19 More fully develop 1025A into a photography studio.
- 5.1.20 Lobby for the designation of one more drawing classroom in the 1000 building (1018).
- 5.1.21 Research and develop at least one mural project for the Art Building.
- 5.1.22 Encourage NOCCCD and FC administration to purchase and remodel the Hedebrink House.
- 5.1.24 Investigate future major art installations to be accomplished all across campus.
- 5.1.25 Develop a program for the systematic recruitment, evaluation, staff development and mentorship of adjunct faculty.
- 5.1.26 Lobby for the replacement of retiring Art faculty.
- 5.1.27 Lobby for the re-classification of the Ceramics Lab Clerk to a Ceramics Lab Technician.
- 5.1.28 Assist faculty develop more digital media skills to incorporate into their traditional art classes.
- 5.1.29 Investigate computer graphics lab improvements and upgrades.
- 5.1.30 Seek funding to replace and update current technology in the art program.
- 5.1.31 Upgrade faculty office computers.

5.2 Describe the level of success and/or progress achieved in the goals listed above.

5.2.1 *(Review the student learning outcomes for all Art classes and deploy the assessment cycle for all Art classes by 2012)*

The initial cycle of one course SLO assessment had been conducted in 2012, and the complete assessment cycle of each course in the Art department was accomplished in the Spring of 2014.

5.2.2 *(Maintain and improve on-line instruction)*

There was previously one online section of one Art Appreciation course offered in the Spring of 2011. There are now multiple sections of this course offered online, as well as a new online offering of the Art History 114 F course offered in the Fall of 2014. There is a commitment to offering even more online courses in the future, but they will need to go through Curriculum Committee approval first.

5.2.3 *(Investigate curriculum for new media, industrial design, and toy design)*

There are ongoing conversations between the head of the Digital Arts area, the Illustration area, and the new head of Graphic Design on directions for the creation and implementation of new courses that will dovetail with skill sets required for these industry positions. Currently, the majority of the Illustration Certificate finishers that are working in a creative industry are working for toy manufacturers and designers. Faculty meetings and discussions are ongoing for a creation of a new Illustration Certificate focused on new digital media, intellectual property, and communications in the digital age.

5.2.4 (*Improve faculty advisement for transfer and certificate students*)

Limited progress has been made on this topic, leading to a fall 2013 decision to add an educational plan for AA degree and CTE program students. These education plans for the AA Art Degree and the Studio Art Transfer Degree have been created, and the next step is slated to be collaborative meetings with the Counseling Department representative. The Dean of Technology, Scott McKenzie has developed a template for a master education plan for the school's vocational certificates.

5.2.5 (*Apply for Perkins IV grant funding for technological upgrades*)

There is a continuous process of applications for funding for the new Entertainment Arts certificate by Phillip Dimitriadis. Illustration and Digital Arts have previously secured Perkins IV grants to upgrade equipment, upgrade software, increase supplies allocations, and provide staff development activity funding for travel and training. The new leader of Advertising and Graphic Design is expected to apply for funding for equipment and software when the certificate is approved in Spring 2015.

5.2.6 (*Continue and expand guest speaker /guest artist program*)

Due to funding approval for guest speakers, based on the 2011 request in Program Review, the department experienced a robust selection of guest speakers that covered a multitude of areas in the arts, including drawing, painting, digital arts, sculpture, ceramics, gallery presentation, and art history. The series of speakers was successfully received and attended by students, faculty, and visitors, with standing room only crowds at many of the presentations.

5.2.7 (*Investigate new digital media CTE certificates*)

The challenge of not meeting the 2013 goal of the hiring of a new Digital Arts full-time instructor to replace two departed area full-time faculty has meant that only one new certificate, in Entertainment Arts, has been in progress over the last three years; it now awaits District, Regional, and State approval. Several current digital Arts area certificates need updating and/or deletion, in order to better train our students for current industry trends, as well as new emerging trends. There is discussion of combining current certificates, with course additions, or the creation of completely new certificate in the Digital Arts and Graphic design areas to meet the constant need for highly trained creative artists for the emerging digital entertainment and communication industries. The opportunity to hire a new full-time faculty member in the Digital Arts area for Fall 2015 will open the door to more development of these, and possibly other arts-based vocational certificates.

5.2.8 (*Win state approval for the Advertising and Graphic Design Certificate*)

The Advertising and Graphic Design Certificate has been curriculum and board approved and is ready to has been taken to the regional consortium, now called LAOCRC, for approval, in anticipation of State approval in early 2015. However, in a surprising setback for the program, its' current iteration was not approved by LAOCRC in October, 2014. The Graphic Design area leader, with the further help of the Dean of Technology, is attempting to correct and update labor market information found deficient in the proposal. Students are currently able to apply for and receive the previous version of the certificate.

5.2.9 (*Increase high school participation in the High School Art Show*)

In response to the District's decision to move from an 18 week to a 16 week semester, it has been decided by the department that we will not have a High School student art show at the end of the year, for the time being. This opportunity will need to be replaced with other ways of outreach to the local

high schools. Currently Phillip Dimitriadis in the Digital Arts area is taking this task on his own, and visiting local high schools, usually at their request. One possible new opportunity for outreach has been provided by Amanda Leader, the Public Programs Coordinator for Grand Central Art Center, which is a unit of Cal State Fullerton's College of the Arts. She, along GCAC's Director/Chief Curator John Spiak, would like to set up a meeting with us to connect and discuss possible collaborative possibilities concerning sharing their access to performance spaces and venues across the county.

5.2.10 (Use the Terry Blackley Scholarship to recruit promising art students)

Since the last self-study, faculty members Deborah Davidson and Bill Henke have judged multiple high school art exhibits, offering Fullerton College Scholarships to promising students.

5.2.11 (Add more art alumni interviews to the Art website and Fine Arts DVD)

This goal has been unfulfilled until the hiring of a new Marketing and Public Relations coordinator for the Division, which is currently underway.

5.2.12 (Improve alumni tracking and contacts)

Many Alumni contacts were made during the organization of the 2013 Fullerton Legends exhibition, which showcased the artwork of our Alumni. We captured as many emails as possible in order to continue to communicate with our alumni.

5.2.13 (Expand the Art Department website to include samples from the permanent art collection and Artist in Residence program)

The Artwork Permanent collection was photographed in anticipation of building a web presence for it. The Fine Arts website taskforce is working on how best to accomplish this goal with the current website, while awaiting a new website.

5.2.14 (Discuss how the Art Department will prepare for the Fullerton College Centennial in 2013)

Thanks to our Dean, Robert Jensen, our Centennial year ended very successfully with a wonderful gala in May 2014. Full-filled expectations for the Centennial include a recently installed mural in the Art Department depicting a successful collaboration between sister cities Fullerton and Morelia, Mexico. The centennial art projects also include the re-creation of the Hornet Sculpture and its installation, the unveiling of Fullerton Legends portrait artwork by David Maestrejuan and Claudia Kilby in the Library, and the planned creation of a Hal Sherbeck Sculpture adjacent to the Track/Football Field by retired faculty member Don Treadway. The drawings and illustrations of the campus by students of Jim Dowdalls have been placed in multiple conference rooms upstairs in the 200 building, as well as showcased at the Centennial Gala. The Art Department also participated in the Centennial History Exhibition at the Fullerton Museum Center in 2013 by loaning artworks out of our Permanent Collection. The Fullerton College Art Gallery exhibited the Artist in Residence collection together for *Legends*, which was also combined with an alumni/Art Department reunion.

5.2.15 (Develop stronger relationships with the Art Dept faculty at transfer institutions)

Instructor Bill Henke has focused on the Ceramics program at CSUF, Phil Dimitriadis has focused on strengthening our relationship with the Computer Animation program at CSUF and introduced students to portfolio preparation for scholarships awards at private art schools like Art Center College of Design. Through the newly funded visiting artist/lecturer program, Jim Dowdalls brought in two faculty members from Cal State Long Beach in May, 2013, to discuss the areas of illustration and animation. The other program faculty have yet to follow this example.

5.2.16 (*Participate in Project Downtown Fullerton by working on Night in Fullerton and A Night of Art*)

Due to the recent retirement of faculty member Bill Hayner, who oversaw the yearly *Night of Art* at the Villa Del Sol in downtown Fullerton, no faculty member has offered to take over the responsibility of conducting this event.

5.2.17 (*Lobby for the Art Gallery improvements, including glass doors into the gallery, improved signage, improve parking, and improved workspace*)

Aside from an awning with an identifying name installed above the door to the 1000 Building, no other specific improvements have yet to be accomplished. Discussions are still underway to develop a plan for increased temporary signage until a more permanent solution is found. Parking for gallery shows is still a problem, and has been discussed, but is still in the talking stages, and as of now, nothing has been accomplished toward relieving this situation. No office space or upgrade to the art storage area, or an increased work area has been accomplished.

5.2.18 (*Provide increased security and minor remodeling to 1015 ACG lecture room*)

No additional security has been implemented in Room 1015. Security throughout the Art Building remains a great concern to the faculty and staff. Room and locker break-ins, thefts from the Art Offices, the Ceramics area, and thefts from the Art lockers are the most recent examples of security-related issues.

5.2.19 (*More fully develop 1025A into a photography studio*)

A concerted effort was made by the new department chair at the beginning of the Fall term, 2013, to clean and organize the room, and removing and disposing of all the by-product waste stored in that room. The current 3-D printers, which are no longer in use, or plan to be, generated this waste, which was wrongfully stored for years by a former faculty member. This room is currently used as a photography studio, and is also becoming an annex area for the Illustration area computer and printer stations. There are plans to include the new 3-D printers into this mixed use office as well. Unfortunately, this room is also being used by the Digital Arts lab as a place to ‘dump’ unused or broken technology, instead of having it picked up by facilities. There will be another effort this coming Fall to have this unused equipment removed.

5.2.20 (*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/Engineering classes has meant that 1018 is not available for art studio classroom conversion. Dean Jensen approached Vice President Scott McKenzie in 2011, who informed him that until the 700 building was completed, this topic would have to wait for resolution. The 700 building is now open and in full operation, but there are still classes from Construction and Engineering using this space, with class sizes of 10 and 18 students. This is not a good use for a space of this size. In addition, three of the classes scheduled to use this space are short term courses that meet for two weeks only, yet the room is then lost for that time slot for the entire term. This is also not a good use of this space. An additional drawing and/or painting studio is necessary for growth, or we could use this as another lecture room for Art Appreciation and Art History courses, which consistently fill at 60 or more students; our current lecture hall is booked back to back from morning to night. This is another area of possible large growth if another space is made available. In addition, any rooms upstairs or downstairs

In the 1000 Building that are currently used for lecture courses in other departments should be considered as possible future art studios; our growth opportunities dictate this.

5.2.21 (*Research and develop at least one mural project for the Art Building*)

Thanks to the efforts of our Dean, and an outreach from the Brotherhood of Sister Cities organization in Mexico, we arranged to have a mural painted and installed in the stairwell of the 1000 building, just in time for the annual Student Art show in 2014, as well as at the culmination of our Centennial year. The mural showcases the sister city connection between Fullerton and Morelia, Mexico, and was painted by Maestro Roberto Novoa.

In addition, the Ceramics mural by 2012 Artist-in-Residence Marlo Bartels was installed successfully on the west wall of the 1000 building, with help from faculty member Bill Henke.

5.2.22 (*Encourage NOCCCD and FC administration to purchase and remodel the Hedebrink House*)

No discussion has taken place yet on this subject at the campus level because District attempts to negotiate a sale of the property have been unsuccessful.

5.2.24 (*Investigate future major art installations to be accomplished all across campus*)

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 , at a site not yet confirmed, but projected for completion in May 2015. There has been some progress on the re-building of the hornet sculpture, led by faculty member Klutch Stanaway; the fabrication is currently in-progress, and arrangements are being discussed for appropriate bases, as well as the ultimate final location, for the sculpture. Bill Henke's tile classes in Ceramics are currently developing tile projects that are intended for display across our campus, as soon as appropriate areas for their installation are agreed on.

5.2.25 (*Develop a program for the systematic recruitment, evaluation, staff development and mentorship of adjunct faculty*)

Evaluations of all but one adjunct faculty member have been conducted in the Fall of 2013 and the Spring of 2014. New hiring of adjunct faculty in Digital Art, Digital Photography, Art Appreciation, Art History, and Drawing and Painting have all been accomplished over the past year.

5.2.26 (*Lobby for the replacement of retiring Art faculty*)

The Art Department has not been permitted to replace George Tapley in Art History, nor Bob Miller(Two-Dimensional Design), Marciano Martinez(Drawing and painting), and Erin Scott (Drawing/Painting), or Sandro Corsi in Two-dimensional Design. Now we have one more Drawing/Painting retirement in Bill Hayner, after he retired in Spring 2014. Our department's separate requests for a new full-time faculty member in Art History and one in Drawing and Painting were not approved by the campus hiring committee this past Fall, 2014, scoring low on both the dean's and faculty hiring committee ballots.

5.2.27 (*Lobby for the re-classification of the Ceramics Lab Clerk to a Ceramics Lab Technician*)

The recommendation from the 2011 Program Review for the re-classification of this position was endorsed by the program Review committee. Progress has been made as the employee is in discussion with the district on the possibility of re-classifying her position without vacating her current position.

5.2.28 (*Assist faculty develop more digital media skills to incorporate into their traditional art classes*)

Several faculty members have employed blog sites to increase student interaction, offer tutorial information, and provide project examples. Our new Digital drawing lab is open for instructors to use, and to bring their students in to use.

5.2.29 (*Investigate computer graphics lab improvements and upgrades*)

Since our last Program Review, a new digital drawing and painting lab has being created in 1026, and several new course offerings in Digital Art are making full use of this lab, along with existing 3-D animation and Illustration courses. This state of the art lab, containing the highest end Cintique drawing tablets, is the same environment that would be used in a professional creative situation. Along with instruction in these new and updated digital art courses, our students are successfully being trained for high wage entry-level positions in the fields of entertainment art, digital design, and illustration.

5.2.30 (*Seek funding to replace and update current technology in the art program*)

The challenge that is faced by the Art department, and the Digital Arts area, is being able to offer updates to software to our students using these computers, both in the new digital lab, as well as the remainder of our computer labs, and all the teacher stations in the various classrooms.

Funding and acquisition of new, and updated software is necessary, yet no definitive yearly plan has been decided on yet; hopefully new promises from the school's administration, as well as from a new proactive Dean of Instruction, are encouraging that the campus will come through with a yearly technology replacement plan.

There is constant discussion between our Digital Arts programs, the Dean, the District, and campus computing, but there is yet to be a consensus on how best to deal with the problem of how our Digital Arts area technology is to be maintained. This continues to be one of the biggest challenges that our Art Department is facing at this time.

5.2.31 (*Upgrade faculty office computers*)

The Art Department has received food chain computer replacements for the faculty offices, most of which continue to be used for word-processing and email. There is currently no campus-wide program in place for the systematic replacement and upgrade of computers and software.

5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

The ACG (Art Computer Graphics) area has now been approved as DART (Digital Arts) and all courses, both new and existing, carry the designation of DART. All ACG certificates and their courses have been changed to the new DART designation in the last department Six-Year Review (2013).The new Entertainment Arts certificate is scheduled to be active in Fall 2015.

The new Arts Internship course, ART 298 F, is currently being offered from 1-3 units, under the leadership of Carol Henke. Students have had opportunities to intern in a variety of industries, from assisting studio artists to performing curatorial research.

We have developed two transfer degrees to the Cal State system, one in Studio Arts and one in Art History. We have developed education plans for our students in our degrees and are currently waiting for approval and implementation of these advisement tools. Digital Art area leader Philip Dimitriadis meets with students throughout the semester/year and has prepared two year semester academic advising outlines. Each student is advised based upon their talent level, short term semester education plans, professional portfolio development, and interest upon transfer institution.

Previous budget cuts effective in 2011 have been fully restored by Spring 2013. Specialty courses, such as Mural Painting, Printmaking, and Stained Glass are no longer in jeopardy of being eliminated. In addition, newly created intermediate sections of Printmaking and Stained Glass are currently being offered, allowing continued skills-development in these areas.

Thanks to new collaborations between our Graphic Design area and the Music Technology area, as well as the campus Printing Technology area, our new Advertising and Graphic Design leader, Steven Klippenstein is collaborating with the Gallery Program in order to produce exhibition catalogs that are written and designed by students, and to design posters for all of our current art shows and gallery presentations.

The goal of the Art Department was to have completed the current (first) cycle of course SLO assessments by the end of the Spring 2014 term for all the Art and DART area courses. We are currently waiting for the results of that goal from our Dean and our new representative for the Fine Arts Division.

The Program SLO's that have been finished and presented to the SLO Committee are the PSLO's for the Studio Art Transfer Degree and the Art associate in Arts Degree. The Illustration Certificate Program SLO's have also been submitted to the committee.

The physical evidence of our commitment to goal 5.1.21 can be seen across campus. The Art Department has installed a ceramic mural on the west side of the 1000 building in Spring 2012, by artist Marlo Bartels, our artist-in-residence for 2012. In 2014, thanks to Centennial funding procured by our Dean, Robert Jensen and his work with the International Brotherhood of Sister Cities, we were able to commission artist Roberto Novoa to paint a mural depicting the sister city bond between Morelia Mexico and Fullerton. The mural was installed in the stairwell of the 1000 Building by the Art Gallery technician, Jim Nickell, in time for our annual student art show, as well as the culmination of our school's centennial celebration.

5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

Our stated goal in the last Program Review of assessing all of our Art Department courses has been reached. We have established an ongoing dialogue within each area of the department on how best to assess the success of the classes, or, in some cases, how the stated SLO's are not as effective as they should be.

Our department's online courses have doubled since the last Program Review, and with that increase comes higher percentages of the FTES rates that are so important to the overall efficiency for our student to instructor efficiency ratio.

There are ongoing conversations between the head of the Digital Arts area, the Illustration area, and the new head of Graphic Design on directions for the creation and implementation of new courses that will develop specialized skill sets required for these industry positions. Faculty meetings and discussions are ongoing for a creation of a new Illustration Certificate focused on new digital media, intellectual property, and communications in the digital age.

Funding for the new Entertainment Arts Certificate is expected to continue through this year. Previous funding has already provided the Digital Arts area, and the entire department, with a new state-of-the-art digital drawing and painting lab/studio. The new leader of Graphic Design is expected to apply for funding for equipment and software when the new Advertising and Graphic Design Certificate is approved in 2014/15.

Due to Program Review funding approval for guest speakers, based on the 2011 request in Program Review, the department experienced a robust selection of guest speakers that covered a multitude of areas in the arts, including drawing, painting, digital arts, sculpture, ceramics, gallery presentation, and art history. The series of speakers was successfully received and attended by students, faculty, and visitors, with standing room only crowds at many of the presentations. Bill Henke has focused on the Ceramics program at CSUF, Phil Dimitriadis has focused on strengthening our relationship with the Computer Animation program at CSUF and introduced students to portfolio preparation for scholarships awards at private art schools like Art Center College of Design. Through the newly funded visiting artist/lecturer program, Jim Dowdalls brought in two faculty members from Cal State Long Beach in May, 2013, to discuss the areas of illustration and animation.

Thanks to our Dean, Robert Jensen, our Centennial year ended very successfully with a wonderful gala in June 2014. Full-filled expectations for the Centennial include a recently installed mural in the Art Department depicting a successful collaboration between sister cities Fullerton and Morelia, Mexico. The centennial art projects also include the re-creation of the Hornet Sculpture and its installation, the unveiling of Fullerton Legends portrait artwork by David Maestrejuan and Claudia Kilby in the Library, and the planned creation of a Hal Sherbeck Sculpture adjacent to the Track/Football Field by retired faculty member Don Treadway. The Art Department also participated in the Centennial History Exhibition at the Fullerton Museum Center in 2013 by loaning artworks out of our Permanent Collection. The Fullerton College Art Gallery exhibited the Artist in Residence collection together for the first time. The Art Department also produced an exhibition showcasing the artwork of our Alumni, *The Art Legends*, which was also combined with an alumni/Art Department reunion. In addition, the Ceramics mural by 2012 Artist-in-Residence Marlo Bartels was installed successfully on the west wall of the 1000 building, with help from faculty member Bill Henke.

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program? (* Previous SAP's from last Program Review, 2010/11)

****(4.1.1.9 Create an on-going Art Department Guest Speaker program that brings working artists to present special topics workshops, career advisement talks, and class visits)***

This program was put into place at the start of the Fall 2013 term and carried over into the Spring 2014 term. Thanks to the funding supplied from a request in the last Program Review, the Art

Department was able to host ten artist/lecturers covering a wide range of art-related occupations; all visiting artist lectures were very well attended and deemed highly successful by both students and faculty. In addition, we hosted many visitors to these events, giving our programs visibility in the community that we did not previously have.

****(4.1.1.10 Improve the Art Gallery signage)***

We now have a new canopy/signage over the 1000 Building front entrance that says “Art Department and Gallery”. (**No money was allocated or spent on this; signage is still inadequate for gallery exhibits and special events.*)

****(4.1.1.13 Install more track lighting in Drawing/Painting studios 1021 and 102)***

Thanks to the efforts of former faculty member Bill Hayner, as well as funding from the last program Review, the department was able to update and enhance the lighting in studio classrooms 1020, 1021, and 1023, and 1028.

***5.6 If funds were not allocated in the last review cycle, how did it impact your program?
(* Previous SAP’s from last Program Review, 2010/11)***

****(4.1.1.12 Increase the Digital Art Department Operating Budget)***

5.6.1 There has been inadequate funding for the Digital Art Department for 20 years. The DART program receives \$2,800 a year from the district office to support 3 lab rooms with 80 computers, numerous printers, waste disposal fees, scanners and software fees. Currently there is discussion within the school’s administration on how to best create and maintain an ongoing technology replacement program across the campus.

****(4.1.1.12 Improve Art, Graphic Design, and Computer Graphics websites to improve recruitment, enhance student knowledge of program requirements, and promote the art gallery season)***

5.6.2 There is still a need for a dedicated Fine Arts public relations position that will oversee a web presence (website), as well as marketing support for the Art Gallery.

****(4.1.1.14 Reclassify the Ceramics Lab Clerk position to Ceramics Lab Technician)***

5.6.3 This change in classification for the Ceramics lab Clerk has been endorsed by the program Review Committee, but the implementation of this re-classification has been rejected by the leader and the Lab Clerk in this area, unless the reclassification can be implemented without the lab clerk vacating her current position. Discussion is continuing with Human Resources at the District level concerning the Ceramics lab tech upgrade at this time.

****(4.1.1.15 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)***

5.6.4 There is currently a plan in place to install the “rabbit” sculpture on campus, and plans are ongoing to re-fabricate the statue and create a suitable base, but no campus funding has been requested nor provided. Dean Jensen has asked us to accomplish the successful installation of the Hornet and Sherbeck sculptures first.

****(4.1.1.16 Replace retired and retiring full-time faculty)***

5.6.5 There is a need for new full-time faculty in Art History, and Drawing/Painting /Two-dimensional Design. Seven Retired full-time faculty have not been replaced in these areas since 2007.

****(4.1.1.17 Provide consistent funding for a computer technology replacement plan)***

5.6.6 There is currently no computer technology replacement plan at Fullerton College, but currently there is discussion within the school’s administration on how to best create and maintain an ongoing technology replacement program across the campus, but there is no department, division, school, or district plan to secure funding for yearly procurement of creative software licensing for all computers in the Art Department, including the computer labs, offices, and classrooms. Digital Arts leader Phil Dimitriadis and our Dean Robert Jensen have joined the Campus Technology committee in order to share the concerns of our department with the school and the district in order to meet the challenge of our future technology needs.

6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	Finalization and publication of Art and Digital Arts Education Plans	
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5	
Describe the SAP: (Include persons responsible and timeframe.)	Art faculty will forward their education plans for each of the degrees and certificates for Art Majors to the Counseling Department for review and discussion, then rework the plans as advised, then publish the plans for faculty, counselor, and student use no later than June 1, 2015 study Jim Dowdalls, Art Department Coordinator (Lead) Phil Dimitriadis Stephen Klippenstein Deborah Davidson	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The publishing and dissemination of Education Plans for all Music degrees and certificates will result in (1) improved faculty and counselor advisement for music majors, (2) increased student awareness, (3) improved student persistence and completion rates.	
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funds are being requested for this project.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	0	

STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	The Art Department will conduct a department wide strategic planning retreat to explore trends in the visual arts industry, trends in art higher education, state regulations and guidelines about Carnegie unit calculations, and the effects of all three on the future of Art Education at Fullerton College. The final topic will be the improvements to the Art facilities slated for the near future and what facility requirements should be considered for implementation and funded by Measure J.
List College goal/objective the plan meets:	District Strategic Direction 4: the District will implement best practices related to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at campus and District levels, and the allocation of resources to fund planning priorities. College Goal #: 1, 2 Objective #: 1-5, 1-4
Describe the SAP: (Include persons responsible and timeframe.)	The Art Department wishes to engage in meaningful dialogue about the external forces that influence the philosophy, the pedagogy, and the focus of Art education at Fullerton College for the next ten years. <u>Timeline:</u> Fall 2015 <u>Participants:</u> Professional Facilitator The new Dean of Fine Arts All full time faculty, including new Digital Arts new full time hires Some adjunct faculty
What <i>Measurable Outcome</i> is anticipated for this SAP?	Strategic research, planning, and dialogue have far reaching implications for curriculum, program directions and emphasis, facilities, and faculty hires for the future. It will also serve to orient the new Dean of Fine Arts to the Music faculty and programs.
What specific aspects of this SAP can be accomplished without additional financial resources?	The planning and preliminary research for this retreat can be done without funding. The desire to move off campus and spend two to three days in robust dialogue informed by preparatory research requires additional funding.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel (facilitator)	\$1,500	College One Time Funds
Facilities		
Equipment		
Supplies	\$150	College One Time Funds
Computer Hardware		
Computer Software		
Training		
Other Accommodations/Food	\$4,500	College One Time Funds
Total Requested Amount	\$6,500	

STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Provide adequate full time staffing for the Art History program, the highest FTES producing program within the Art Department, which ranks third in FTES production by all departments on campus.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	Hire Art History full time professor to replace George Tapley who retired in 2008
What <i>Measurable Outcome</i> is anticipated for this SAP?	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 this second full time faculty member in Art History. The second position will allow a sharing a program leadership and increased and logical participation in the Study Abroad Program.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$ 55,380	General Fund
Personnel retirement, etc. (13.8%)	7,648	General Fund
Personnel Benefits	13,468	General Fund
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$76,496	

STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Improve Student Recruitment and Music Department Promotional Activities
List College goal/objective the plan meets:	College Goal #: 3 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<p>Working closely with the new Fine Arts Marketing Representative and Art faculty , the Advertising and Graphic Design instructor will develop new strategies for recruitment, including (1) strengthening outreach to the high schools, (2) improving Art Department promotional materials, (3) updating the Art Department website, and (4) schedule more visits to HS and for HS to visit FC, (5) improve student awareness of FC Foundation scholarships</p> <p>Project Lead: Stephen Klippenstein (New Fine Arts Marketing Representative) Carol Henke, Art Gallery Director Jim Dowdalls, Art Department Coordinator, Illustration Instructor Phil Dimitriadis, Digital Arts Coordinator Ryan Patterson, Fine Arts Box Office Manager</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	A new and improved website and expanded social medial presence will improve student awareness of art programs, events, guest speakers and degree and certificate requirements, and better promote our classes, our exhibits, our permanent art collection, and our Artist in Residence program.
What specific aspects of this SAP can be accomplished without additional financial resources?	Research and discussion can be performed without funding. The rest of the project requires funding, especially website development

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel- Web designer	\$ 3,000	District/college funds
Recruiter Stipends	\$ 2,500	
Facilities		
Equipment		
Supplies	\$1,500	District/college funds
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$ 7,000	District/college funds

STRATEGIC ACTION PLAN # 5

Describe Strategic Action Plan: (formerly called short-term goal)	Improve the maintenance, registration, and insurance requirements for the Fullerton College permanent art collection.	
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5	
Describe the SAP: (Include persons responsible and timeframe.)	<p>Using the recommendations of the Art collection grant inspector and insurance company, develop improvements to the care of the permanent art collection:</p> <ol style="list-style-type: none"> 1. Move gallery offices to a separate location 2. Complete collection registration, condition reports, and photography 3. Produce current permanent collection catalogue 4. Conduct conservation and restoration activities 5. Turn over permanent art collection insurance requirements to the college 6. Hire professional appraisal of collection for insurance purposes <p>Project Lead: Carol Henke, Gallery Director Jim Nickell, Gallery technician Fall 2014-Spring 2015</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The improvements to the care, security, and insurance coverage of the permanent art collection will ensure the longevity and increased public exposure of one of the college treasures.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The current study of the collection funded by an external grant is free of charge, and recommendations will be made for financial support for some of the activities above. The Art Department, with or without grant support, must take much better care of the collection.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel- curatorial assistants Professional collection appraiser	\$ 4,500 \$13,000	College
Facilities		
Equipment- new office and work room equipment	3,500	College
Supplies	2,000	College
Computer Hardware	3,000	College
Computer Software	1,000	College
Training		
Other- Insurance	4,000	College
Total Requested Amount	\$ 31,000	

STRATEGIC ACTION PLAN # 6

Describe Strategic Action Plan: (formerly called short-term goal)	Expand the Art Gallery program at Fullerton College by augmenting the Art Department base budget allocation and exploring a Career Technical Education Certificate program implementation and increase the capabilities of the Art Gallery with the installation of a new lighting system.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<ul style="list-style-type: none"> A. Increase base budget allocation to Art Gallery program to <ul style="list-style-type: none"> 1. Allow guest artists to exhibit their work at Fullerton College 2. Increase exhibitions supplies budget 3. Pay for exhibiting artist works transportation costs 4. Pay for guest speakers open to the entire Art Department B. Hang awning on north side of 1000 building to draw visitor attention to the Art Department and Art Gallery C. Replace exhibition lighting system. <p>Carol Henke, Art Gallery Coordinator Jim Nickell, Art Gallery Technician Fall 2015-Spring 2016</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> A. Increase campus awareness of the Art Gallery with improved signage. B. Improve lighting for the exhibition gallery C. Increased capabilities in attracting guest artists and guest speakers
What specific aspects of this SAP can be accomplished without additional financial resources?	Preliminary planning and research does not require funding

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel- Guest Speakers	\$4,000	College
Facilities—Lighting System	60,000	Deferred Maintenance Funds
Equipment	1,500	Base budget
Supplies	4,500	Base budget
Computer Hardware		
Computer Software		
Training		
Other-- transportation	2,500	Base Budget
Total Requested Amount	\$ 72,500	

STRATEGIC ACTION PLAN # 7

Describe Strategic Action Plan: (formerly called short-term goal)	Improve the Art Lecture Hall (1002) and better serve our Art Appreciation and Art History students and expand our Art History offerings by acquiring 1018.	
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5	
Describe the SAP: (Include persons responsible and timeframe.)	<ol style="list-style-type: none"> 1. Provide new teacher station with improved capabilities 2. Provide wireless public address system 3. Replace carpet 4. Replace seating 5. Provide improved lighting to see instructor lecturing 6. Acquire access to 1018 to offer additional Art History classes <p>Jaime Perez, project lead Deborah Davidson</p> <p>Fall 2015-Spring 2016</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The highest FTES generating room in the Art Department is worn out and requires an upgrade in capabilities and comfort for the tolerance of large lecture classes, and room 1012 is in use over 70 hours per week.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Research and discussion requires no funding Access to 1018 requires no funding. All of the other proposals require funding.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities/carpet/seating (65)	\$ 50,000	Deferred maintenance
Equipment (sound/lighting) Lighting	7,000	College One Time Funds
Supplies		
Computer Hardware (Teacher station)	4,000	Computer Equipment Allocation
Computer Software		
Training		
Other		
Total Requested Amount	\$ 61,000	

STRATEGIC ACTION PLAN # 8

Describe Strategic Action Plan: (formerly called short-term goal)	Improve Security in the Art Facilities
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<ol style="list-style-type: none"> 1. Meet with Campus Safety and Academic Computing and Facilities Staff to develop improved security and surveillance deterrence systems. 2. Develop proposals 3. Seek Funding for implementation Jim Dowdalls, Art Department Coordinator Phil Dimitriadis, Digital Arts Instructor
What <i>Measurable Outcome</i> is anticipated for this SAP?	Reducing theft and break-ins will be positive outcomes. Protecting the extensive computer and equipment inventories will be accomplished.
What specific aspects of this SAP can be accomplished without additional financial resources?	Discuss and research

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel- contracted services	\$ 5,000	One time funds
Facilities		
Equipment	\$ 20,000	One time Funds
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$25,000	

STRATEGIC ACTION PLAN # 9

Describe Strategic Action Plan: (formerly called short-term goal)	Replace one of the three retired Drawing and Painting Instructors
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<ol style="list-style-type: none"> 1. Maintain quality in Drawing and Painting program by replacing one of the three retired painting faculty (Erin Scott, Marciano Martinez, and William Hayner) 2. Improve full time faculty engagement in shared governance, program leadership. 3. Improve SLO work across an extensive list of adjunct faculty working in drawing and painting.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Contributions to the quality of teaching, quality of program leadership, and expansion of SLOA participation by adjunct faculty.
What specific aspects of this SAP can be accomplished without additional financial resources?	This request requires ongoing funding.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$55,380	General Fund
Facilities	7,648	General Fund
Equipment	13,468	General Fund
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$76,496	

STRATEGIC ACTION PLAN # 10

Describe Strategic Action Plan: (formerly called short-term goal)	Increase funding for the Artist in Residence Program to allow that program to continue attracting top- tier professional artists to inform our students about artistic techniques, mediums, tools, and careers,
List College goal/objective the plan meets:	College Goal #: 1 and #3 Objective #: 2-5
Describe the SAP: (Include persons responsible and timeframe.)	<ul style="list-style-type: none"> a. Augment Artist in Residence stipend b. Improve video capturing and editing of AIR segments for web distribution.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> a. Program attractiveness to prospective artists by offering a more competitive stipend b. Improve student, college and general public awareness of the Artist in Residence Program.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		Base budget augmentation
Artist in Residence stipend	\$5,000	
Videographer Stipend	3,000	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$ 8,000	Base budget augmentation

STRATEGIC ACTION PLAN # 11

Describe Strategic Action Plan: (formerly called short-term goal)	Continue the Art Department Guest Speaker Series, supported by Program Review, 2011-12
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<ol style="list-style-type: none"> 1. Provide stipends for 10 guest speakers to present aspects of the visual arts industry 2. Provide materials cost for advertisement posters 3. Provide web announcements <p>Jim Dowdalls, Art Department Coordinator Jaime Perez, Art History Coordinator Fall 2015-Spring 2016</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ol style="list-style-type: none"> 1. Increase student awareness of art techniques and mediums 2. Increase student awareness of art careers 3. Increase student awareness of specific artists
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel- stipends	\$ 5,000	College Funds
Facilities		
Equipment		
Supplies	500	College Funds
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$ 5,500	

STRATEGIC ACTION PLAN # 12

Describe Strategic Action Plan: (formerly called short-term goal)	Repair restroom facilities in the Sculpture Studio
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<ol style="list-style-type: none"> 1. Confer with College Facilities Staff 2. Provide new fixtures 3. Provide new lighting 4. Provide new doors 5. Provide better sound baffling for a pair of restrooms created in 1935.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Improved functionality and privacy for student restrooms in the sculpture studio.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities	\$ 2,000	Deferred maintenance
Equipment	6,000	Deferred maintenance
Supplies	1,000	Deferred maintenance
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$ 9,000	Deferred maintenance

STRATEGIC ACTION PLAN # 13

Describe Strategic Action Plan: (formerly called short-term goal)	Increase student Ceramics production efficiency and instruction by the replacement of two broken kilns in the Ceramics Studio
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<ol style="list-style-type: none"> 2 of the 7 kilns located in the Ceramics Studio are broken and unusable. Research and replace these two kilns over the next two years.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ol style="list-style-type: none"> Increased productivity for the kiln production work of the Ceramics class, creating more timely turn around for specific firings in specific steps in the Ceramics production process Better instructional examples will increase student awareness of different ceramic kiln capabilities and practices.
What specific aspects of this SAP can be accomplished without additional financial resources?	Research best sources, confer with campus facilities staff on installation

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment Geil DLB-27S	\$ 41,000	Instructional Equipment Funds
Skutt KM-1227-3 APM Elements 3300.00	\$ 3,300	
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$ 44,300	

STRATEGIC ACTION PLAN # 14

Describe Strategic Action Plan: (formerly called short-term goal)	Expand Digital Arts recruitment abilities by publishing digital arts publications featuring student work and helping them to secure employment based on the quality of presentation and the quality of student work included.
List College goal/objective the plan meets:	College Goal #: 1, 3 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<ol style="list-style-type: none"> 1. Design and Produce annual publications of student work 2. Distribute free copies to local high school art teachers, counselors, and principals 3. Distribute free copies to industry employers 4. Distribute to contributing student artists and participating teachers
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ol style="list-style-type: none"> 1. Student pride and satisfaction 2. Improved reputation of the Digital Arts program among area high schools 3. Improved job placement for graduates
What specific aspects of this SAP can be accomplished without additional financial resources?	Digital library of student work

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 15

Describe Strategic Action Plan: (formerly called short-term goal)	Develop and obtain funding for an instructional equipment replacement plan.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<ol style="list-style-type: none"> 1. Lobby for an ongoing equipment replacement plan to allow the Art Department to maintain an extensive inventory of equipment in the classrooms and studios of the department. 2. Prepare a strategic plan for equipment replacement 3. Execute the replacement plan
What <i>Measurable Outcome</i> is anticipated for this SAP?	Student instruction depends upon current state of the art equipment, which works in a safe, dependable manner. Student retention and success increase when the equipment students need to use can be safely operating and which reflects current industry standards.
What specific aspects of this SAP can be accomplished without additional financial resources?	Research

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment	\$ 50,000	Instructional Equipment Allocation
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$ 50,000	

STRATEGIC ACTION PLAN # 16

Describe Strategic Action Plan: (formerly called short-term goal)	Develop and obtain funding for a computer technology and software replacement plan.
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1-5
Describe the SAP: (Include persons responsible and timeframe.)	<ol style="list-style-type: none"> 1. Work with Academic Computing staff to develop a strategic plan for the replacement of Digital Art Department computers and peripherals 2. Work with Academic Computing to develop a strategic plan for the upgrading of computer software for the Digital Arts Department. 3. Work with Academic Computing to develop a strategic plan for upgrading the teacher stations in the Art Building. 4. Work with the Campus Technology Committee to allocate financial and personnel resources to accomplish these goals 5. Research, purchase and install the upgrades in equipment and software.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The Digital Arts Department and Advertising and Graphic Design programs depend upon high end computer technologies with advanced capabilities and design, animation, video editing, and digital photography software. Digital Arts and Advertising Students will experience greater retention, success, and completion rates because they require current state of the arts technology as their training platform.
What specific aspects of this SAP can be accomplished without additional financial resources?	Plan development and conferencing do not require funding.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware	\$ 25,000	Computing Technology Funding
Computer Software	25,000	Computing Technology Funding
Training		
Other		
Total Requested Amount	\$ 50,000	Computing Technology Funding

7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

1. Construct new Art facilities, including a new sculpture studio, a digital media arts center that will include laboratories for digital arts, television, radio, and music recording, and upgrade the existing Art Building to create twenty-first century Art Education capabilities.
2. Replace retiring faculty with first rate teachers who understand the changes in the visual arts industry and are interested in leading the program through dynamic and important changes without surrendering the department's core values.
3. Attract the finest Art and Digital Arts students from around the nation to make Fullerton College their college of choice.
4. Continue the outstanding reputation of the Art Department at Fullerton as one of the state and nation's leading Art Departments.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

This self-study report for 2014/15 is a collaborative effort involving the Art Department faculty, the Art Department Chair, Jim Dowdalls, and the Dean of the Fine Arts Division, Robert Jensen.

Our self-study findings, contained in these pages, tell the story of a very robust and vital program that is committed to our students' success and to serving the community, through a comprehensive curriculum instructed by a committed full-time and adjunct faculty whose professionalism and experience elevate our program as one of the top Art programs in the State.

These findings are based on data as well as reputation. Our program's success and retention rates are consistently better than our college, and equal to the State community college averages. We are currently the largest Art department in the State of California. We are committed to narrowing the achievement gap; our retention and success rate for our Latino population of students is equal to the college, and Fullerton College is the #1 transfer school for Latinos in the State.

We recognize the importance of education plans for our students, and we have created two new Transfer Degrees in Studio Arts and Art history to complement our AA Degrees and certificates. We are committed to offering our students as many educational pathways to successful careers and transfer opportunities as we can.

We are a program of strengths and opportunities, but also one faced with weaknesses and challenges. Our classes are conducted in aging facilities with broken and antiquated furniture, without a consistent instructional equipment replacement plan. We have a dynamic Digital Arts program that can't rely on a comprehensive and consistent technology and software replacement plan.

The Art Gallery Program at Fullerton College is one of the strongest in the State. We offer exhibitions that rival local private and public galleries in the scope and reputation of our exhibitors. Yet our gallery offices are forced to share space with our Permanent Collection storage and workspace area in one small cramped room. Our exhibit gallery is in need of a major remodel, including a new exhibition lighting system.

We have a unique and valuable Permanent Art Collection, valued at well in excess of \$ 2 million. But it is housed in a substandard storage area, needs accurate appraisal and documentation, and is underinsured.

Fullerton College is experiencing an unprecedented growth period, but the Art Department has not been permitted to replace vacancies as they have occurred. The number of full time faculty over the last seven years has been reduced by 25% since 2007. In addition, there are more expectations from this smaller pool of faculty members to perform required duties related to SLO assessment, maintenance of classroom spaces, and mentorship of a larger student population.

The Art program at Fullerton College is growing, but our access to full use of the 1000 building limits our growth. We are the fourth largest department in Fullerton College in terms of enrollment. We offer more courses and sections than ever before, but we are without enough available classrooms and studios to expand our offerings to meet student demand. Our Art Appreciation and Art History lecture courses that help us to maintain third place on the college's list of FTES generating departments occupy a single room that is scheduled Monday through Saturday from 7:30AM until 10PM.

We are a 21st Century Art program housed in facilities built over fifty years ago.

The key concerns raised during Program Review discussions and contained in the report are:

1. The importance of the creation and implementation of education plans for our students.
 2. The need for an instructional equipment replacement plan.
 3. The need to replace retired faculty members.
 4. The importance of developing and obtaining funding for a computer technology and replacement plan.
 5. The importance of upgrading facilities in the entire Art Department, as well as the acquisition of more classroom spaces in the 1000 Building.
 6. The importance of accessing funding for the proper maintenance, cataloguing, and insurance of our Permanent Art Collection.
 7. The need to acquire separate gallery offices and workspaces, and to upgrade gallery facilities.
 8. The need to promote our programs more efficiently and successfully.
 9. The importance for securing funding for security in our building: halls, studios, classrooms, labs, sculpture and ceramics yards.
 10. The importance for securing increased funding for our Artist-in-Residence Program and consistent funding for our Visiting Speaker Program.
 11. The importance of securing a comparable and equitable hourly wage for our Adjunct Faculty.
- Most of the Art Department faculty at Fullerton College are equally and fully engaged in the school, the Art program, and the students that we serve. Our Faculty members are represented across campus in the Curriculum Committee, The SLOA Committee, Faculty Senate, The Diversity Committee, and The Student Success Committee.

The Art faculty at Fullerton College are all working professionals who exemplify the creative traits and professionalism that we expect from our students. We are proud of the high level of creative development and the success of our students, and we are especially pleased to witness the success of our Art alumni.

We do not take our duties as instructors lightly, and we never forget what a privilege it is to be able to be a faculty member in the best Art Department in the State. We accept and embrace the opportunity to direct the learning of the talented and gifted students that come through our door daily, and look forward to addressing the challenges of an uncertain future with an assurance that we are here to make a difference in our students' lives and ready through collaboration to make the changes that the future will require.

**Division Deans' or appropriate Immediate Management Supervisor (IMS)
Response Page**

I concur with the findings contained in this Program Review.

I agree with all of the assertions made by the Art Department and I admire the faculty for the long collaborative process in which they engaged to produce such an outstanding report. There are many reasons why this Art Department is the state leader in Art Education, and the report documents the many reasons why the Art Department ranks first in enrollment among all 110 community colleges in California. The Art Department is well positioned to grow and to change as the future requires. First and foremost, the Art Department engages in dialogue about student success, creates strategies to improve retention, persistence, and completion rates, and celebrates the accomplishments of its students. The emphasis on fundamentals in art education ensures that students who transfer from Fullerton College or who enter the work force are well equipped to meet the artistic challenges of their careers.



KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

Art

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	Su	Fa	Sp	An																
Course Information																				
Courses Offered	21	42	47	52	2	42	46	51	1	34	45	42	2	35	42	48	13	39	45	58
Sections Offered	33	110	116	259	3	116	118	235	2	70	82	154	3	76	101	180	22	88	98	208
Student Information																				
Majors		734	709	929		889	844	1118		676	724	868		695	802	952		692	808	854
New Majors		184	72	256		195	84	279		120	68	188		150	98	248		215	91	306
Enrollments	961	2,801	2,979	6,741	186	3,015	2,988	6,183	148	2,524	2,759	5,431	178	2,733	3,137	6,048	718	2,815	2,833	6,336
FTES	125	415	433	974	21	457	429	908	14	383	404	801	21	400	449	871	89	409	413	910
WSCH	3,755	12,462	12,998	29,215	634	13,721	12,885	27,240	1,617	11,492	12,123	25,232	2,063	13,153	14,839	30,055	7,559	13,407	13,544	34,510
Program Resources																				
FTE Faculty	6.3	20.8	22.1	49.2	0.7	22.2	22.7	45.6	0.4	19.5	22.4	42.3	0.7	20.8	26.1	47.5	5.0	22.7	23.9	51.6
Program Efficiency																				
Ave Section Size	29.1	25.5	25.7	26.0	62.0	26.0	25.3	26.3	74.0	36.1	33.6	35.3	59.3	36.0	31.1	33.6	32.6	32.0	28.9	30.5
Fill Rate (Census)	98%	112%	112%	110%	140%	115%	107%	112%	137%	114%	101%	107%	134%	107%	95%	101%	79%	101%	94%	95%
WSCH per FTEF	598	600	588	594	865	617	568	597	4,042	588	542	597	2,826	634	570	632	1,507	590	567	669
Program Outcomes																				
Degrees Awarded				25				36				24				19				32
Certificates Awarded				5				7				4				6				7
Transfers				50																
Course Retention Rates																				
Overall	90%	87%	85%	86%	94%	85%	86%	86%	91%	88%	83%	85%	92%	87%	86%	87%	85%	83%	86%	85%
Females	89%	87%	86%	87%	94%	86%	87%	87%	92%	89%	85%	87%	93%	88%	86%	87%	90%	84%	86%	86%
Males	92%	86%	83%	85%	94%	83%	84%	84%	90%	87%	81%	84%	90%	87%	86%	86%	85%	83%	85%	84%
African American	83%	80%	82%	81%	89%	86%	87%	86%	83%	88%	80%	83%	86%	87%	78%	82%	72%	82%	83%	81%
Asian American	95%	86%	87%	89%	95%	90%	88%	90%	97%	90%	85%	88%	91%	91%	85%	88%	91%	88%	85%	87%
Filipino	87%	90%	87%	88%	100%	85%	87%	87%	100%	82%	77%	79%	100%	90%	85%	88%	87%	85%	89%	87%
Hispanic/Latino	85%	87%	85%	86%	90%	84%	85%	85%	92%	87%	81%	84%	92%	86%	85%	86%	86%	82%	86%	84%
Native American	100%	89%	92%	92%	100%	72%	81%	76%		95%	80%	88%	100%	80%	86%	84%	100%	71%	82%	79%
Other Non-White	83%	86%	81%	84%	100%	88%	78%	84%	100%	100%	90%	96%	100%	100%	88%	93%		83%	100%	86%
Pacific Islander	80%	77%	73%	76%		94%	100%	96%	50%	78%	100%	85%	100%	56%	67%	63%	100%	60%	100%	86%
White	93%	86%	82%	85%	95%	84%	86%	85%	87%	88%	84%	86%	93%	88%	88%	88%	91%	84%	86%	86%
Unknown	88%	87%	92%	90%	100%	83%	85%	85%	83%	91%	86%	89%	100%	85%	91%	88%	67%	64%	88%	74%
Course Success Rates																				
Overall	83%	74%	74%	75%	88%	72%	74%	74%	89%	76%	71%	74%	89%	71%	72%	72%	79%	71%	72%	72%
Females	83%	77%	77%	78%	90%	76%	77%	77%	91%	79%	74%	77%	90%	73%	74%	74%	82%	72%	74%	74%
Males	84%	71%	69%	72%	89%	68%	70%	69%	86%	72%	66%	70%	87%	68%	68%	69%	75%	69%	69%	70%
African American	62%	66%	53%	60%	78%	60%	59%	60%	75%	62%	61%	63%	86%	59%	40%	48%	56%	57%	49%	53%
Asian American	92%	79%	80%	83%	92%	83%	80%	82%	97%	81%	76%	79%	89%	80%	74%	77%	85%	80%	76%	79%
Filipino	82%	80%	78%	79%	100%	77%	72%	75%	100%	66%	66%	67%	100%	80%	66%	74%	84%	77%	78%	78%
Hispanic/Latino	74%	72%	70%	71%	83%	67%	70%	69%	89%	73%	67%	70%	86%	67%	69%	69%	76%	66%	70%	68%
Native American	60%	63%	83%	73%	100%	62%	81%	71%		80%	75%	78%	100%	55%	72%	66%	100%	62%	71%	69%
Other Non-White	67%	76%	73%	74%	100%	88%	70%	80%	100%	83%	70%	78%	100%	67%	63%	67%		67%	100%	71%
Pacific Islander	80%	62%	64%	66%		63%	80%	69%	50%	78%	100%	85%	100%	56%	67%	63%	50%	60%	80%	64%
White	85%	75%	73%	75%	91%	75%	77%	76%	84%	78%	73%	76%	93%	75%	78%	77%	84%	76%	74%	76%
Unknown	83%	77%	81%	79%	100%	73%	77%	75%	83%	86%	74%	81%	100%	76%	82%	80%	50%	54%	65%	58%



KEY PERFORMANCE INDICATOR REPORT 2013 - 2014

Art Computer Graphics

Key Performance Indicator	2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	Su	Fa	Sp	An																
Course Information																				
Courses Offered	3	12	13	14	1	13	13	14	1	13	12	14		13	11	13	3	14	12	15
Sections Offered	3	15	16	34	1	17	17	35	1	16	16	33		17	18	35	3	15	15	33
Student Information																				
Majors		64	63	82		95	93	112		25	24	30		31	53	62		95	112	119
New Majors		19	5	24		18	11	29		5	4	9		13	19	32		40	9	49
Enrollments	63	288	297	648	30	308	304	642	30	313	269	612		275	282	557	49	287	251	587
FTES	11	49	49	109	5	71	50	126	5	52	44	101		46	47	93	8	49	42	100
WSCH	332	1,465	1,463	3,260	160	2,119	1,507	3,787	468	1,551	1,333	3,352		1,515	1,548	3,064	551	1,610	1,384	3,546
Program Resources																				
FTE Faculty	0.9	3.3	3.4	7.5	0.3	4.2	4.0	8.5	0.3	4.0	3.7	7.9		3.7	4.3	7.9	0.9	4.3	4.3	9.4
Program Efficiency																				
Ave Section Size	21.0	19.2	18.6	19.1	30.0	18.1	17.9	18.3	30.0	19.6	16.8	18.5		16.2	15.7	15.9	16.3	19.1	16.7	17.8
Fill Rate (Census)	97%	113%	116%	113%	120%	106%	103%	105%	120%	108%	98%	104%		102%	88%	94%	75%	93%	81%	86%
WSCH per FTEF	391	451	430	435	566	501	380	446	1,671	391	362	423		412	364	386	648	379	326	379
Program Outcomes																				
Degrees Awarded				0				0				0				0				0
Certificates Awarded				17				8				10				6				5
Transfers																				
Course Retention Rates																				
Overall	85%	77%	76%	78%	67%	77%	76%	76%	90%	85%	81%	83%		81%	80%	81%	76%	84%	80%	82%
Females	89%	75%	85%	81%	64%	77%	70%	73%	90%	88%	77%	83%		77%	82%	79%	73%	89%	80%	84%
Males	83%	80%	73%	77%	74%	76%	80%	78%	90%	83%	83%	83%		84%	80%	82%	77%	79%	80%	80%
African American	71%	80%	92%	83%		60%	61%	61%	67%	83%	67%	76%		82%	55%	68%	0%	60%	50%	55%
Asian American	100%	88%	86%	89%	100%	69%	74%	73%	89%	89%	78%	84%		83%	94%	89%	69%	88%	77%	82%
Filipino	100%	100%	100%	100%		80%	50%	71%	100%	100%	79%	86%		75%	80%	79%	71%	79%	92%	84%
Hispanic/Latino	84%	83%	76%	80%	45%	83%	72%	75%	100%	78%	76%	78%		77%	77%	77%	75%	86%	83%	84%
Native American		100%		100%		50%	50%	50%		100%		100%		100%	100%	100%		100%	100%	100%
Other Non-White		33%	100%	60%		100%	0%	75%			100%	100%		100%		100%				
Pacific Islander			100%	100%		100%		100%		100%		100%			0%	0%			0%	0%
White	80%	74%	69%	72%	80%	77%	86%	82%	80%	89%	91%	90%		84%	82%	83%	100%	79%	78%	82%
Unknown	100%	55%	85%	68%	50%	71%	82%	74%		91%	82%	86%		90%	60%	80%	0%	100%	90%	89%
Course Success Rates																				
Overall	82%	60%	59%	61%	67%	61%	64%	63%	70%	67%	62%	65%		67%	67%	67%	67%	68%	62%	66%
Females	85%	59%	66%	65%	64%	65%	65%	65%	70%	75%	61%	68%		69%	74%	68%	65%	74%	68%	72%
Males	77%	57%	51%	56%	63%	59%	63%	61%	70%	64%	63%	64%		65%	63%	64%	68%	65%	56%	62%
African American	71%	60%	58%	63%	40%	39%	39%	39%	0%	67%	33%	48%		55%	36%	45%	0%	30%	25%	30%
Asian American	100%	76%	73%	78%	86%	64%	72%	68%	89%	72%	66%	71%		78%	77%	77%	62%	70%	67%	70%
Filipino	100%	75%	83%	80%		60%	33%	52%	100%	100%	64%	77%		50%	65%	61%	57%	79%	83%	78%
Hispanic/Latino	79%	53%	54%	56%	36%	59%	58%	57%	75%	58%	53%	56%		58%	65%	62%	63%	70%	62%	66%
Native American		50%		50%		50%	0%	25%		0%		0%		100%	100%	100%		100%	100%	100%
Other Non-White		33%	50%	40%		100%	0%	75%			100%	100%		100%		100%				
Pacific Islander			33%	33%		100%		100%		100%		100%			0%	0%			0%	0%
White	70%	58%	52%	56%	80%	64%	74%	70%	60%	72%	78%	74%		72%	71%	72%	100%	68%	57%	67%
Unknown	100%	50%	54%	53%	50%	63%	59%	60%		91%	55%	73%		90%	60%	80%	0%	67%	80%	67%