



Fullerton College Program Review and Planning Self-Study for Instructional Programs Fall 2021

Statement of collaboration

The program faculty members 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 comprehensive 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 and Planning Committee.

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A Note on terminology

“Program review” is the blanket term for all parts of this process. This document is a comprehensive “self-study.” Fullerton College defines “program” as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary

The Art Department is structured to meet both academic and career technical needs for students. Our department has several programs, with different course subject headings to distinguish these differences. DART refers to Digital Arts, GRFX refers to Graphic Design, ARTH refers to Art History, and all other traditional subjects are referred to as Studio Arts and use the subject heading ART. Illustration is also a separate program under the Studio Arts and will be addressed as such when needed. We have CTE programs in each branch of our programs and many courses overlap between DART and ART. We asked Megan Harris of the OIE to disaggregate the data into the four different areas for a clearer picture of where our different programs stand. This data can be found in Appendix A of the report.

The primary theme of this report demonstrates how the department uses General Education courses, studio courses, and CTE courses for students to craft multiple educational pathways. These pathways lead students to art careers, transfers, degree awards and CTE certificates. Other students are professionals seeking courses for career development.

Key elements within this report are:

- A steady rise in enrollments across the department in the two years before the Covid-19 shutdown as well as program growth in key areas such as DART, GRFX, ARTH, Illustration, and Ceramics. 8% enrollment growth compared to -12% college wide over the last five years. Our department faculty consists of seventeen full-time instructors and forty-four adjunct instructors, serving approximately 4,700 students annually.
- The expansion of course offerings over a broad window of availability. Our department grew in enrollments and we added new courses and awards. We expanded existing course sections to meet student demand.
- How the pandemic affected the department, the students, and how we adapted to the challenge of teaching visual arts courses online.
- Recognize the need to address student equity and success as well as equity in hiring and training. We are currently preparing new course offerings and creating a more culturally broad and inclusive curriculum based on our student population.
- Working within an outdated building that badly requires upgrades and renovations. A new art building would enable the expansion of programs that directly affect degree awards, transfers,

CTE certificates and career development, not to mention effective outreach events such as open houses, art exhibits, and student recruitment fairs.

- Critical need for hiring Faculty and staff regarding retirements, replacement and growth.

Highlights within this report include:

- Expansion of online and hybrid courses, to adapt to the pandemic and student demand.
- Internships that lead to job placement, and supporting certificates, courses, and programs.
- Various outreach activities, student centered events, and community activities, including Artist-in-Residence demonstrations, visiting artists, and lectures.
- Engaging in Active and Applied Learning strategies between students and faculty. Collaboration with other departments on campus as well as representation on campus committees.

2.0 Mission

Please explain briefly how your program contributes to the College's [mission, vision, core values, and goals](#). Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

The Art Department does not currently have a mission statement; but we plan on meeting as a department in the months ahead to establish a statement.

Below is a list of areas that complement the College's mission, vision, core values, and goals:

- Educate and prepare students for careers in multiple art fields.
- Teach and promote global art to degree/transfer students.
- Participate in dual enrollment programs with regional school districts.
- Engage in conversations and partnerships with local entertainment industries that benefit our Career Technical Education (CTE) programs.
- Host our annual artist-in-residence program as well as other visiting artists and panel discussions.
- Create internship opportunities in various occupations within the arts.
- Curate art exhibitions for the campus and surrounding community.
- Maintain and share an expanding prestigious art collection.
- Award yearly art scholarships and endowments to Fullerton College students.

3.0 Students Data (OIE)

Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

1. Using the data provided by the OIE, briefly describe the enrollment trends in the program over the past five years.

Enrollments in the Art Department steadily increased between 2018 and 2020, reaching 7,741 total enrollments (5,046 headcount) in 2020. In the last five years, this equals an 8% increase, compared to all other Fullerton College programs, which had an 11.9% decrease. Although we experienced a 5% decline in enrollments for 2021 due to the pandemic shutdown, we managed to retain 7,357 total enrollments as we adapted a majority of our courses to remote learning with very few cancelations. Our five-year enrollment increase is due in part to targeted course section offerings and section increases in key foundation courses across the department. Similar trends exist within the Art Department's specific programs as shown below, with some notable exceptions in DART and Graphic Design.

- **Art History (ARTH) -- 5% enrollment increase.**
- **Digital Art (DART) -- 56% enrollment increase.**
- **Graphic Design (GRFX) --- 45% enrollment increase.**

2. Using the data provided by the OIE, describe the student population the department serves. Do you have a way of determining which students are majors, for example through a gateway course? Please explain.

The Art Department educates a variety of students with many different educational and career goals. The following percentages represent the 20/21 year with an enrollment total of 7,357 students (4,734 unduplicated headcount).

- **69% seek a degree/transfer.**
- **4% are enrolled in CTE programs.**
- **8% represent Career Development students.**
- **The largest age group represented is 20-24 year olds at 41% of enrollments.**
- **A smaller but not insignificant percentage of students are under 20 years old at 32%.**
- **35% of students are ART or DART majors.**
- **73% of our enrollments are low income.**
- **Our racial diversity is consistent with the college with the exception of fewer Latinx enrollments [Latinx 53% (FC: 57%), White 17% (FC: 16%), Asian 15%, Black/African American 2.3% (FC 2.9%)]. We also serve more female students than all other programs (56% Art compared to 53% all other) and fewer male students (Male's represent 38% as opposed to the broader campus at 42%).**

Our students are overwhelmingly people of color, representing a broad spectrum of racial identities and ethnicities and predominantly come from low-income households. The majority of our students identify as Latinx. We have comparable percentages of LGBTQA+ and DSS students to the college as a whole.

Since we have several important programs within our department we requested disaggregated data from the Office of Institutional Effectiveness (OIE) to obtain a better understanding of how Art History (ARTH), Digital Art (DART), Graphic Design (GRFX), and to some extent Illustration, are used by our students.

Our largest program is Art History (ARTH). It serves approximately 3000 students per year and offers twelve unique courses. A high percentage of the students taking Art History courses is Latinx (56%) and serves a majority female population (57%). It serves a slightly larger percentage of LGBTQA+ (11%) than the broader campus (9%) with 40% declaring as Art History majors. Its students also tend to be younger than the DART and GRFX programs. 80% of ARTH students are degree/transfer and 71% of those are Latinx. Art History transfer students numbered forty-one in total with thirty-three going to CSU's and the remaining going to UC's or private institutions over the five-year period. Although ARTH has a small footprint in terms of majors, it educates a large non-major transfer/degree population, and stands as a vital component in expanding and enriching Fullerton College students' multi-cultural knowledge. Art History serves CSU and UC students, especially during summer course offerings. We participate in the district-wide dual enrollment program where we offer three to four classes per semester, serving approximately 160 high school juniors and seniors.

Digital Art (DART) is our fastest growing and still expanding program. DART serves many of the same students that exist in the larger population and at similar percentages with a few notable exceptions. 44% of DART students are twenty-five years and older compared to 26% in the college at large. 18% of DART enrollments are for Career Development as compared to only 6% in other departments.

Graphic Design is also expanding its program. The unofficial gateway course is ART 140 Graphic Design I and enrollment has increased approximately 25% over the five-year assessment window. Most graphic design students are undeclared majors at the start of the program or starting the program as electives for other majors. The students who ultimately declare a graphic design major often wait until they are well through the program.

Our most robust Gateway courses throughout the department and various programs are:

- ART 110 F - Introduction to Art (ARTH).
- DART 100 F - Introduction to Digital Art.
- ART 140 F - Graphic Design I (GRFX).
- ART 182 F - Basic Drawing.
- ART 120 F - Basic Design.
- ART 244F - Illustration.

Other than the students declaring their major through Admissions and Records during the registration process we do not have any other way of determining a student's major. Some students decide to switch either way once they begin taking our courses. Our gateway courses

would be the ones mentioned above along with a few others but they serve both art majors as well as non-art majors.

3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

We have broken down our highest demand courses by program within the department to give a more holistic picture. All data represented is within the five-year period of this report.

Art 110 F - Intro to Art: 10,300 enrollments, 189 sections

Art 110 enrolls the largest numbers of students in the Art Department. It is taught online and in-person at a variety of times throughout the week. Art 110 is also offered in summer school, which serves many UC and CSU students. We currently offer four sections of an accelerated eight-week course beginning in August and October that are both in high demand.

ART 182 F Basic Drawing: 2,860 enrollments, 122 sections

Art 182 Basic Drawing is one of our key foundation courses for majors and non-majors. Sections are offered Monday through Thursday, as well as Friday and Saturday, at all times of the day. Post-Pandemic we will continue to offer a variety of in-person and online sections to satisfy student needs.

ART 153 F Beginning Hand building Ceramics: 1,260 enrollments, 81 Sections

Art 153 offers eight sections per year. Sections are offered Monday through Saturday at all times of the day.

DART 100 F Introduction to Computer Graphics: 1,000 enrollments, 49 sections

DART 100 has four to five offerings per semester and is the main introductory course for students entering the Digital Arts Program. Sections are offered Monday through Thursday at all times of the day, in-person and online

ART 140 F-Graphic Design I: 802 enrollments, 37 sections

Art 140 is considered a gateway course in the Graphic Design program. Although it is not an official prerequisite for other courses, most students usually start the program with this course and approximately 25-30% continue on with the advanced design courses. Courses are taught both online and in-person at all times of the day. The Graphic Design program surveys its students regularly to determine the best times for class schedules.

4. Please describe how course offerings match students' preparation and goals.

The Art Department had a sharp increase in majors, going from 1,300 in 2018 to over 2,000 in 2020. This increase is due in part to a concerted effort to offer more sections of high demand courses in a variety of times and days of the week. It is unclear whether students enter the

program knowing their educational goal or whether they declare their art majors once they are immersed in our programs. The Art Department in collaboration with the OIE will research to determine what exactly is affecting a rise in majors.

- Art History courses have been added and expanded to include online as well as in-person evening and weekend classes. We have added eight different courses to accommodate our students' transfer paths in the ART-AA/-T degrees. 99% of our students are GE enrollments. Regardless of students' intended major, the eight GE courses transfer to CSU, UC's and fulfill all IGETC requirements.
- Digital Arts courses have been added to prepare students for transfer to local four-year institutions and offer non-transfer students the chance to build portfolios as well as give career development students valuable retraining opportunities.
- Before Guided Pathways, we provided students with education plans for our CTE certificates. We plan on continuing this process but under the guise of Guided Pathways. Course pathways for all Illustration programs have been completed and course mapping implemented through Counseling.
- Since the implementation of California's Title 5 law and the elimination of course repeatability, we have added courses and sections that address specific art skills related to studio arts, digital arts, illustration, and graphic design. These expanded course offerings allow students to build their technical and conceptual skills.

5. Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

Enrollment is slightly higher in Fall than Spring. Our best estimate is that Fall enrollments are higher in the Fall due to freshman students entering college. Spring semester enrollments are generally lower without the influx of freshman students. During enrollment fluctuations we maintain high offerings of gateway courses like DART 100, ART 110, ART 120, and ART 182 to name a few. Specific high demand courses offered in the summer also help to fulfill student demand.

Since transitioning into online teaching we have discovered that we can teach some of our studio arts and DART courses remotely. Before 2020, only a handful of Art History courses were taught online, and we had never offered studio courses online. Now that we know that the platform can work if taught properly, we plan on expanding specific Studio Art and DART courses online. Students will now have another option in scheduling their classes, and in reaching their academic goals.

3.2 Student Achievement and Equity (and student demographic profile)?

1. Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).
Art Department course completion rates held steady at around 87% until 19/20 when they dipped to 80%. They increased to 85% in 20/21. Art Department success rates have hovered

around 75% except for 19/20 when they dipped to 69% due likely to the Covid-19 shutdown and students' loss of access to our studios and computer labs.

The Art Department has increased its program awards over the past five years. Students earned 375 unique awards, with a total of 466 program awards. This represents a notable increase from seventy total program awards in 16/17 to 117 in 20/21. We attribute some of this to increased course offerings required for the completion of our various programs.

2. Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

The two racial groups below average in completion and success rates are Black/African American and Native Hawaiian/Pacific Islander students. The low success rate in these groups (51% and 59% respectively) is striking compared to their completion rates (74% and 76%). While there are many factors that could account for this disparity, we realize that our current courses do not adequately reflect the cultural contributions of these groups. In addition, our own department, including full-time and part-time, does not fully reflect the wider community's racial demographics. It is imperative that we address these disparities.

3. Does the department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

No. Currently we have not discussed these issues on a department level. We have left this topic up to the individual programs within the Art Department. However, now that we have representation on the equity committee, our department plans to address it during department meetings.

4. Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

Art Department Equity Action Plan

Jaime Perez is our Fine Arts Division Equity Coach, and will be working to develop strategies to support student needs and increase equity practices.

- **Action: Include Equity in department meeting discussions, as we do with other agenda items. While separate programs within the department are debating strategies, there has not been a larger discussion at the department level. Plans are currently being drawn to expand this conversation in greater detail.**
- **Action : Make efforts to recruit, interview, and hire instructors who reflect our students' demographic.**

- **Action:** Transition to textbook free courses that utilize the library's database such as JStor and other open source tools. Art History is currently working with library staff to provide student access to these and other Open Educational Resources (OER).
- **Action:** We currently provide free transportation to and from museum and gallery sites. We are looking for further funding sources for reducing other field trip costs related to some of our courses.
- **Action:** Provide inclusive and supportive extra-curricular events such as the free Friday Night Drawing events. For example, the Friday Evening Figure Drawing Group meets throughout the semester and is a three-hour clothed figure drawing session designed to help support students outside of class further their skills in gesture drawing, human anatomy and rough blocking of shapes in perspective. It also works as a recruitment tool. Currently it is funded by DART faculty and a student group called Entertainment and Art Students' League (EASL).
- **Action:** Reach out to the part-time faculty regarding an equity action plan to develop implementation strategies.
- **Action:** Tutoring. Over the past year DART has hired talented students to return the following semester as tutors, through the Fullerton College Hornet Tutoring Program in order to help students with coursework during the semester outside of the instructors' office hours. This has been an effective solution in supporting students, while providing tutors an income.
- **Action:** DART EQ (Equity) is a department group that reaches out to artists in the entertainment and animation industries to visit as guest speakers, such as Women in Animation (WIA), Asians in Animation (AIA), LatinX in Animation (LXiA), and LOCAL 839 Animation Union events support enrichment and guidance.
- **Action:** Continue using lottery funds to provide students with materials and resources. Materials purchased support students in all our different programs from Art History to Studio Art and DART.
- **Action:** Increase studio/classrooms, and transform rooms into hybrid-rooms. In the past five years, several classrooms were adapted into hybrid rooms because of the extreme space limitations of the 1000 building (Art building). These hybrid rooms accommodate both art class and digital class offerings, allowing for more scheduling options.
- **Meet as a department to discuss the inclusion of diverse cultural contributions to art and art history by artists and scholars of color. Maintain a database of these cultures for current and future faculty, part-time as well as full-time, to utilize when designing curriculum.**

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through the program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

We have kept important prerequisites while eliminating unnecessary prerequisites, changing them to advisories. For example, our foundation courses of Art 110, Art 182, Art 120, and Art 121 can be taken in any order, and have advisories when appropriate. Due to a lack of prerequisites in Art History, and the fact that all courses are offered every semester, our students move more easily through our course programs.

Our two highest enrollment gateway courses are Art 110 Intro to Art and Art 182 Basic Drawing. They have a success rate of:

- Art 110 Intro to Art is 72% success (10,300 enrollments)
- Art 182 Basic Drawing is 77% success (2,860 enrollments)

Completion rate of these classes is higher than other programs:

- Art 110 Intro to Art has 86% completion
- Art 182 Basic Drawing has 84% completion

Unfortunately, the withdrawal rate in Art 110 is 14%, and slightly higher in Art 182 of 16%.

2. For transfer degree programs: Are your current requirements in line with the Transfer Model Curriculum, or have you added extra steps, such as prerequisites? If you added extra steps, please explain.

Our degree programs are aligned with the transfer model curriculum. We eliminated unnecessary prerequisites in our courses during the last two, Six-Year Review cycles. Advisories are used to suggest a progression of courses, however are not required. Prerequisites are used when a course requires intermediate or advanced technical skills and would hinder a student's completion and success who had not learned those skills in a prior course.

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

We continue to work with counseling on curriculum mapping. All of our AA/AA-T degrees were mapped pre-Covid and in Fall 2021. Our CTE programs have been curriculum mapped with the exception of two that are in progress. Students are able to complete the programs in two or three years. Every required course is offered regularly throughout the year, including several in the summer. Courses for degree and certificate completion are offered in a variety of formats to accommodate student schedules, including in-person, online, and hybrid.

Example Schedule

Fall:

- ART 182-Basic Drawing: Ten or more sections offered every semester; Monday through Saturday, morning, afternoon, and evening. Sections offered in-person and online.
- DART 100-Intro to Digital Art: Four or more sections offered every semester; Monday through Thursday and Saturday, in the morning, afternoon, and evening. Sections offered in person and online.

- **ARTH 113 Art History:** Three sections offered. One section synchronously on Zoom, one section in-person and one section asynchronously online.

Spring:

- **ART 120-Basic Design:** Four sections offered. Two sections are in-person and two are remote. One of these sections is taught in the evening.
- **ART 121-Three Dimensional Design:** Four sections offered. Two sections are in-person, two are online.
- **ARTH 117-American Art History or ARTH 212-The Art of Asia.** One section of ARTH 117 is taught in-person and one section of ARTH 212 is taught online.

Fall

- **ART 189-Beginning Painting:** seven or more sections of ART 189 offered every semester. Sections offered Monday through Friday: in morning, afternoon, and evening. Sections offered in-person and online.

Spring

- **LIST B --** Many offerings at a wide variety of times and formats.

4. Do the data reveal differences among your AA, ADT, or certificate programs (in enrollment, completion, or success, for example)? Please explain.

Program awards, majors, and enrollments continue to rise for our AA and ADT degrees. Certificates between thirty to fifty-nine units peaked in 18/19, then dropped, and have leveled out since 19/20. The pandemic has made remote work in many CTE programs difficult for students to complete. At the moment, many of our students show a preference to obtain an AA/ADT degree rather than pursue certificates as indicated in the OIE data. Multiple reasons may account for this involving the college’s emphasis on transferring students to four-year institutions and the fact that some of our students hire into the entertainment and graphic design industries before finishing a CTE program.

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or “adjunct” faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

The Art Department, including ART, ARTH, DART, GRFX, currently has seventeen full-time faculty and forty-five part-time faculty. In 20/21, 51.2% of sections were taught by full-time instructors, and 48.8% were taught by adjunct instructors. Unfortunately, the percentage of sections taught by full-time instructors is steadily decreasing (59.7% in 17/18 to 51.2% in 20/21). Since 2015, the number of part-time positions has been inconsistent, ranging from thirty-six to fifty-one instructors. This is due to full-time hires, retirements, enrollments, and COVID-19.

It is notable that since 2017/18 our number of course sections increased from 249 sections in 17/18 to 302 sections in 2019/20. Meanwhile, our number of canceled classes decreased (67 in 16/17, down to 12 in 19/20). The number of canceled sections increased during the pandemic.

The workload is different in each of our programs. Art History has a good ratio of FT to PT instructors. For example; in 2016-17, we had 42% of courses taught by full-time faculty and 58% taught by part-time faculty. In 20-21, 62.5% of courses were taught by full-time faculty and 37.5% taught by part-time faculty. This increase is due to hiring an additional full-time faculty member for Art History.

Other programs, such as DART, continue to experience a lopsided FT to PT ratio. Part-time faculty currently accounting for 61% of course teaching. This percentage will increase as DART expands their course/certificate offerings.

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

The Art Department has an urgent and justifiable need for three full-time faculty positions. We can justify each of these positions:

- Animation/DART
- Ceramics
- Gallery Director

Animation/DART

The Office of Institutional Effectiveness (OIE) data indicates that since 2014, Strong Workforce Program student enrollment in Digital Arts rose from sixty-two students to 714 students in 2019. This data alone would support the benefit of hiring another full-time instructor. Our three current full-time DART instructors, Philip Dimitriadis (2010), Frank Guthrie (2015), and Mike Sheehan (2017), have been instrumental in expanding Entertainment Arts, Animation and other related Studio Arts courses. DART full-time faculty have created over forty new courses with twenty-one pending since 2015. These courses specifically relate to tools and techniques used in today's entertainment industry. Digital Art has an opportunity to expand its animation program with the addition of a new full-time professor. Given the rise of animation and stop-motion graphics in all aspects of the digital landscape, the chance to hire a full-time faculty member dedicated to working with students is critical. Other duties performed by full-time faculty include grant writing to secure funds, and conducting outreach events to local high schools. An added faculty member in DART would allow the department to enhance its outreach activities and assist with computer lab needs and grant writing.

Ceramics/ Retiring Faculty

A full-time Ceramics professor is critically needed to replace retiring faculty, Bill Henke. Considering the second full-time ceramics instructor has +40 years of experience, has decreased his course load, and we anticipate he will also be leaving the department, it is critical for the success of the program that we hire a new ceramics professor soon. The crucial work involved in maintaining facilities, loading/unloading kilns, ordering tools/supplies, SLO coordinating, and Curriculum development requires a dedicated FT professor. These additional duties are outside the Adjunct instructors' contracts and cannot be taken up by our part-time faculty. Without this position, we will be forced to cut sections. The eight-percent growth in predominantly Latinx enrollments will not return without a full-time Ceramics instructor to maintain the facilities and work on rebuilding our covid-depressed enrollment numbers.

Gallery Director/Museum Studies Professor

It is critical that we fill the Gallery Director position because of the immense responsibilities involved in running it. The director works with a team of students and a gallery technician to curate and install up to six exhibits per year, including the highly anticipated annual student art exhibition. The director also maintains and secures the Fullerton College Art Collection, with an estimated value of over two million dollars. The Art Gallery is an instructional space serving all students in the art department, and the surrounding community. A part-time Instructor is prohibited from performing these duties due to contractual restrictions. An example of this is their inability to gain release time, which is how these job requirements are compensated. The numerous duties far exceed what can be expected of a part-time instructor to successfully run the exhibition schedule, maintain our valued relationship with the art community, and reach out to Fullerton College departments and divisions.

3.5 Covid-19

Using the data provided by the OIE, briefly describe how the Covid-19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The COVID pandemic brought both challenges and opportunities to our department. As indicated in Tableau data, the shutdown adversely affected our completion and success rates for the 19/20 academic year. In Spring of 2020, our students were left adrift after losing access to the department's art studios and computer labs. This was due to students' inability to access studios, equipment, tools, and digital technology. As experienced in other lab heavy departments, entire courses were decimated during the pandemic. On the positive side, staff-development workshops and @One classes for instructors and other synchronous and asynchronous online teaching platforms opened new possibilities for effective teaching. The following paragraphs show some ways that programs dealt with the Covid-19 shutdown and the move to remote teaching.

Art Studio courses pivoted to remote learning and discovered many benefits to remote teaching tools. Faculty became proficient at both Canvas and Zoom, and expanded their Canvas shells to be comprehensive. Many faculty embraced live streaming art demonstrations and many provided video recordings of lectures and demonstrations. Editing software such as Camtasia provided advanced

video editing capabilities, of which the subscription was spearheaded by the Art Department and provided by the Fine Arts Division. Video content is accessible through Canvas. While some faculty expanded their existing YouTube channels, others entered the world of content creation by setting up YouTube channels. Many faculty discovered the viability of remote teaching art studio classes, which would not have been thought possible before the pandemic. Moving forward, many art studio classes will be offered as in-person, hybrid, or online.

Art History responded to the Covid-19 pandemic by increasing our existing robust on-line course offerings, and by adopting new and creative assignments that employed library resources such as Artstor, JStor and Swank. Much of this new knowledge and experience will no doubt form part of our future teaching, as we continue to adopt new possibilities for effective student learning. The pandemic required us to pause our regular in-person museum studies education. Plans are in place to rebuild this affected program. Our customary field trip offerings had to be replaced by an alternate, remote option.

The Gallery in particular was deeply impacted by the pandemic, and moved its exhibitions to an online format, but is now gradually transitioning back to its physical space. Museum studies could not meet to conduct exhibition installations and other hands-on duties. The student art exhibition could not be conducted in-person. Instead of canceling the exhibition, the students, with the help of Gallery Director Carol Henke, organized a successful virtual exhibit that allowed us to highlight many of our students' artworks.

Digital Art responded to the shutdown by offering free online access to Adobe's Creative Cloud for all art students and pivoted to teaching fully online using synchronous Zoom classes. Because of the shutdown, we lacked the benefits derived from one-on-one personal interaction with students and instructors. One unexpected consequence was an expansion of our student base that included out-of-state and international students. On the other hand, course completion, and success ratios noticeably dropped during the COVID-19 Pandemic. Even though we believe a traditional classroom setting translates to higher outcomes for student growth and success, we also need to take into account the possibility that we can expand and improve upon our online presence.

The Covid-19 closure greatly impacted the Graphic Design program. Access to hardware and software necessary to succeed and complete the courses has been an ongoing issue. Many colleges and universities utilized the same source (collegebuys.org) for discounted and affordable Adobe software, creating severe activation delays. Many students had to wait until the course started to subscribe. This resulted in long waiting periods for software access and led to significant student withdrawal rates. A considerable challenge for students has been working from home with inadequate computing power to effectively run Adobe software. Students unaccustomed to online learning, resulted in lower completion and success rates. One positive result during the lockdown was the implementation and utilization of new, online technologies, which can be utilized in the physical classroom as well.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

Art Department Faculty Representation and Collaboration across the Fullerton College Campus

In 2019, instructors Philip Dimitriadis, Frank Guthrie and Michael Sheehan were awarded the prestigious North Star Award, North Orange County Community College District's highest award for outstanding contributions and work performance throughout the district.

Our department continues to remain actively involved in all aspects of campus life. These include our active participation in: Academic Senate; Curriculum Committee; Distance Education Advisory Committee; Guided Pathways; The Equity Committee; The Study Abroad Program (Italy, Spring 2018); The Artist in Residence Program; The Honors Program; Faculty Allocation Committee; SLO Committee; Program Review and Planning Committee; Diversity Committee (2017-2021); United Faculty. In addition, our department organizes student field-trips, outreach events, student exhibitions, scholarships, award ceremonies and panel-discussions.

Below are specific examples of cross-collaborations we participated in:

- **Printing Technology:**
 - Graphic Design is collaborating with the Printing Technology Department on several key graphic design student projects.
- **Theater and Music Departments:**
 - Art History often invites instructors from both Music and Theatre to lectures and discussions of upcoming performances, or other special topics in the visual and performing arts. Art History is also currently working with theatre instructors on how to better create an equity-minded arts culture. In addition, Art History sought guidance and direction from the Ethnic Studies Department in order to create new course offerings.
 - Under the direction of Jim Dowdalls, Illustration students teamed up with Graphic Design instructor Michelle DonVito's students and the Fullerton College Theater department to create a series of theater posters.
- **Engineering:**
 - In collaboration with Fullerton College engineering students, Digital Art Professor Frank Guthrie acted as an advisor to the team with expertise in 3-D printing design and modeling. They competed in the NASA Micro-G Next Design Challenge 2019 and were one of the twenty-four colleges and universities selected for this prestigious competition and ended up becoming one of the three finalists. Frank Guthrie joined the team and attended the Johnson Space Center in Houston Texas for the finals representing Fullerton College.

Outreach and Community Service

The Art Department areas work with various communities beyond Fullerton College.

- The Gallery partnered with three local museums in 2019 for an extensive multi-site exhibition.
- The DART program participates in Career Technical Education (CTE) events that include the CTE Workforce Visitation Day, and other CTE outreach activities. DART conducts promotional visits to Orange County High Schools. They also participate in the Vital Link Digital Career Day, “a 501c3 nonprofit organization dedicated to preparing students for their future careers through experiential learning opportunities.”
- Graphic Design Professor Stephen Klippenstein organizes visits with Otis School of Art and Design and Art Center representatives to meet with students and provide portfolio review and advice.
- DART and ARTH both participate in dual enrollment courses with local high schools by offering foundational courses in Art History and computer graphics.
- Ceramics Professor Bill Henke volunteers at the weekly food drive, and he and other ceramics faculty donate time and energy to the annual “Empty Bowls” food insecurity fundraiser.

Internships and Career Placement

DART instructors have been instrumental in securing internships and jobs with regional entertainment and apparel companies since 2014 for Fullerton College students. The most recent success stories were in the past few years and include:

- Rebecca Mora hired on at MGA Toy company straight from DART/Illustration.
- Rachel Else went from our program to Art Center and eventually was hired by Dreamworks.
- Kevyn Kyle went from our program to Jam City mobile gaming company as a 2D artist.

Four students went to Van’s product design as interns directly from our program and include:

- Michael Morse-3D designer.
- Jillian Mack- 3D designer on the product design team.
- Frank Yoo.
- Exequiel Ang.

All four students were eventually hired into full-time positions. In addition to working at Vans, Jill Mack and Exequiel Ang have returned to Fullerton College to teach DART courses part-time. Michael Morse was the first hire at Van’s through our 3D printing course. The partnership with Vans shoe manufacturing company developed even further after Michael Morse convinced the company to start a 3D printing department. Product developers at Vans soon approached DART instructors to set up an internship and jobs pipeline between the company and Fullerton College DART.

- Gwyneth Conaway-Bennison, professional costume designer, came to Fullerton College to build upon her drafting skills. While in the DART program she took a course that used *Marvelous Designer*, a 3D garment simulation application taught by Frank Guthrie. After a semester of building up her skills, Dreamworks hired her as a 3D garment simulation consultant.

- **Cesilia Gutierrez is now a Color Designer with @ Disney TVA.**

Graphic Design professor, Stephen Klippenstein routinely makes internship opportunities available to his top students. One standout, student Jennifer Lee, received an internship with Southern California Special Olympics that eventually led to her being hired as a staff designer.

Professor Carol Henke's Art 298-Arts Internships course has fostered many internships in the past five years. A few include internships with Fullerton Museum Center, Brea Art Gallery, American Museum of Ceramic Art, Elle Branded (graphic design), and FHI Heat (graphic design).

Part of our success in increasing enrollments for DART and GRFX is due to upgrading our rooms to the latest digital technologies that students will utilize when they enter the entertainment arts industry. Our Digital Arts computer labs and Graphic Design classrooms have been fully updated with new computers, chairs, desks, and software. These upgrades have also put us on the map of criminals. In 2015 thieves broke into room 1015 and stole \$5000 worth of equipment. In one incident, during the 2011-14 Program Review cycle, thieves attempted to breach our computer lab on a Sunday, using the HVAC system, coming in from the roof. They would have succeeded if it had not been for a faculty member who happened to be in his office working, who heard noises and alerted Campus Safety. Having a key FOB system throughout the building would make for a more secure environment afterhours and allow us to keep better track of who is using certain rooms at specific times. In room 1024 we would like to use a key FOB system along with an alarm-disabling pad to avoid having to wait for Campus Safety to unlock the rooms for us. Security cameras and the alarm system would still be controlled by them but having an alarm-disabling pad would allow us to enter the room ourselves and be given a one-minute timeframe to disable the alarm.

4.0 Outcomes

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes ([ISLOs](#)) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

The Art Department has redesigned or is currently accessing the PSLOs for each of our five program areas: ART, ARTH, DART, GRFX, and ILLUSTRATION. These programs vary widely in scope and approach. Likewise, our PSLOs will reflect each program's individual format. We have mapped ten of our degrees/certificates (see below), and have made plans to complete our final two remaining certificates in Spring 2022.

Programs Mapped

- Advertising and Graphic Design AA
- Advertising and Graphic Design Certificate
- Art AA
- Art History AAT
- Art History/Museum Studies AA
- Entertainment Arts Certificate

- Illustration Certificate
- Museum Assistant Certificate
- Storyboarding Certificate
- Studio Arts ADT

Programs Unmapped -- Planned to be mapped Spring 2022

- 3-D Animation Skills Certificate
- Digital Publication Certificate

4.2 PSLO Assessment

The new PSLO [design principles](#) encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

We currently use Course Student Learning Outcomes (CSLO's) mapped to Program Student Learning Outcomes (PSLO's) for assessment. The SLOA committee is currently discussing the possibility of using student e-portfolios and mapping those to the PSLO's.

The PSLO redesign was a collaborative effort. Faculty members formed task forces to review, discuss, and design the new PSLOs. Each task force reviewed documents from SLO representative Steve Klippenstein, including NACE Core Competencies and Bloom's Taxonomy. The current PSLOs were scrutinized using the redesign principles.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

The assessment window is a four-year cycle that is synched to Program Review. Each CSLO for each course has to be assessed at least once in that four-year cycle. Faculty are encouraged to assess at the end of each semester and record their assessments in e-Lumen. Because ART/DART/GRFX areas are project based, instructors provide photographic proof of each students' work. This is stored on a computer hard drive or in a filing cabinet (cd/flash drive) in the Art Office.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?
2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

Unfortunately we are not able to answer the questions in section 4.4. For unknown technical reasons above our expertise, *Race, Ethnicity and Gender* data could not be found after data collection through e-Lumen. Our first request for CSLO data over a five-year period yielded over 66,000 pages of information. We tried narrowing that search down to specific areas, which led to 900 page documents with no pertinent data. The final search was narrowed

down to ninety-four pages. The result was an overview of CSLO attainment results but nothing that took race, ethnicity, or gender into account.

In regards to the second question in section 4.4 we have nothing to compare since all of the meaningful equity data could not be found in e-Lumen. As mentioned in section 3.2 there are two racial groups below average in completion and success rates--Black/African American and Native Hawaiian/Pacific Islander students. While there are many factors that could account for this disparity, we realize that our current courses do not adequately reflect the cultural contributions of these groups nor does the make-up of our faculty.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education

1. Using the data provided by the OIE, please look at students who take your courses for GE credit.
2. What role does your department play in helping students complete the GE pathway?
3. Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?
4. Please take into account daytime, evening, weekend, and online classes to provide a brief sketch of your GE course availability.

The Art Department's GE enrollments in the past five years equal 65.4% or a total of 23,012 students. In Art History, which is our main GE area, 99.2% are GE enrollments, totalling 15,800 students. We also offer a number of studio arts courses that fulfill GE requirements; the three largest being Beginning Drawing (Art 182), Ceramics (Art 153), and Basic Design (Art 120).

We offer nineteen GE courses for our students to choose from, including Art History and Studio Art courses. Nearly every Art History course is GE transferable. We advise students on which art courses to take and refer them to counseling when needed.

We offer our highest demand GE courses at a variety of time slots -- Monday through Saturday, online and in-person. We offer a wide array of studio arts and Art History GE courses over the summer as well. This variety accommodates students with family and work obligations.

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.
2. Make sure you are including all degree and certificate programs, including the College's GE program.

3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.
4. If AB 705 applies to the program then how are you meeting its mandates?

Museums and other cultural institutions continue to grow throughout Southern California. Future openings include: Orange County Museum of Art, Cheech Marin Center for Chicano Art and Culture, George Lucas Museum of Narrative Art, Academy Museum of Motion Pictures, and the re-opening of Los Angeles County Museum of Art (LACMA) in 2025. This increases students' opportunities for future internships and employment. Museums have been called out for their lack of diversity in curatorial and other key administrative positions. These changes could lead to future opportunities for our diverse student population. Similar issues around equity and representation are happening in the Entertainment Industry. According to the Los Angeles Consortium of Businesses reports there has been a rise in employment opportunities over the past six years within the entertainment industry.

Regarding our transfer students, the two greatest impediments are the transferability of our design courses and the impacted programs at CSU Fullerton and CSU Long Beach. There is currently no uniform transfer agreement for the CSU system regarding graphic design majors. Some CSU schools accept our courses, while others accept none. This impedes student learning, transferability, and timely degree completion. In addition, the impacted programs at these schools result in adding four to five years to earning a bachelor's degree.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

The Art Department engages students with creative, hands-on activities that build skills and deepen knowledge through experiential learning. For example:

- **Field trips to art museums in the Southern California region to enhance classroom learning.**
- **Museum Studies courses that engage students with hands-on learning by curating and installing artworks. During Fall 2021, students installed artworks off-site in exhibitions spaces such as The Muckenthaler, The Fullerton Museum Center, and Cal State University Fullerton (CSUF) Galleries.**
- **Annually, the Artist-in-Residence program provides opportunities for hundreds of students and community members to interact directly with a working, contemporary artist.**
- **In the Spring of 2018, Jaime Perez led students to Florence, Italy on a highly successful Study Abroad program. Art History professors Megan Debin and Kristin Mihaylovich have applied to lead Study Abroad programs, which are currently on hold due to the pandemic.**
- **Internships through Art 298 have led to students working with the Brea Art Gallery, The American Museum of Ceramic Art (AMOCA) and various graphic design internships at local businesses.**

- **Jim Dowdalls' Illustration class collaborated with Michelle Don Vito's Graphic Design class, in cooperation with Theatre Department Directors Tim Espinosa, Michael Mueller, and Candice Clasby, to create theatrical posters for the Fall and Spring season of 2018 and 2019.**
 - **Intro to Art and Mexican Art History students participate in the campus-wide Dia De Los Muertos event, where they create an *ofrenda* as an interactive group project.**
 - **Michael Sheehan and Frank Guthrie are currently working on combining a 2D concept course with one in 3D printing. Students will design a 2-dimensional concept product in Michael's class, which is then given over to students in Frank's 3-dimensional printing class for feasibility. Students will work with one another in realizing the final product.**
 - **Stephen Klippenstien's Graphic Design students work with Ben Cuatt of Printing Technologies to print, cut, and assemble their projects.**
 - **DART has set up an internship-to-jobs partnership with the Vans shoe and apparel company.**
2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

The limitations of the 1000 building have a negative impact on the overall growth of all of our programs, and on our ability to deliver quality services. Scheduling has become increasingly more difficult, and we are unable to offer some course sections due to a lack of lecture halls and studio spaces. Many of the classrooms in the 1000 building are used as temporary rooms for other divisions, preventing us from providing students with more course options.

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

Most Strategic Action Plans (SAPs) from 2017/18 targeted improvements in facilities, infrastructure, studio equipment, digital equipment and software, as well as requests for increased Laboratory Tech hours. All SAPs were endorsed by the Program Review and Planning Committee in the previous cycle. Unfortunately, only one was funded by the college's general allocations fund. Thankfully, we were able to secure funds for several projects through Strong Workforce and Perkins grants. These went to serve DART facilities, which require on-going revenue to keep computers and software up to date. We cannot rely on Strong Workforce and Perkins grants as a continual funding source, as they are temporary and time-consuming to write. What is needed is a consistent revenue stream that ensures the proper funding for our DART labs.

SAP number three (furniture for drawing and painting studios) was funded. We upgraded many outdated tables and chairs in two Drawing/Painting rooms. Fluorescent lighting was replaced with energy efficient LED lights, which is already benefiting our students and faculty who have returned to campus.

The Strong Workforce or Perkins grant monies were used to upgrade rooms 1015 and 1025. These upgrades led to new, studio-lab hybrid workspaces, enabling us to expand the number of different types of classes we teach in those rooms.

Program Review 2017/18 Strategic Action Plans (SAPs)

1. Renovate 1002 -- Not funded.
2. Ceramic Tech, additional hours -- Not funded.
3. Equipment Replacement – Drawing/Painting furniture -- Funded
4. New Furniture Computer Labs – Funded through grants.
5. Acquire Classroom Studios and additional Lecture Hall -- Not funded.
6. Software Technology Updates -- Funded through grants (on-going funding needed).
8. Gallery AC Unit -- Not funded.
9. Art Gallery insurance and alarm -- Not funded.
10. Artist-in-Residence (increase funding) -- Not funded.
13. PR Officer -- Not funded.
14. Web Development -- Not funded.
15. Guest Artist -- Not funded.
17. Hazardous Material removal -- Not funded.

As far as long-term plans go from our last self-study, we are pleased to report that we accomplished two of our nine long term planning goals. They are:

- To write and launch new courses in Advertising & Graphic Design, Digital Arts, Museum Studies, and Art History. These expansions have given students more choices and opportunities to further their arts education and focus on completing a degree/certificate.
- To increase the number of AA Degrees and CTE Certificates in Illustration, Digital Art, and Graphic Design. Although we have yet to see a marked increase in certificates being awarded, our AA/ADT Degree awards increased by twenty-eight percent from 250 in the last cycle to 349 in the current one. Unfortunately, the covid-19 pandemic may have a deleterious effect on future awards completions.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

Facilities

At the behest of the college administration, we have expanded some of our studio art and CTE course offerings to generate higher enrollments; in addition to our efforts in writing new courses in GRFX, DART, Museum Studies, and ARTH. Despite our expansion efforts, the lack of funds has hindered our ability to renovate and maintain an aged and outdated building. One prime example of this situation is the substandard condition of our Art History lecture hall (rm. 1002), which requires immediate upgrades. Another pressing concern is finding an insurance policy for our valuable art collection, as well as the installation of a temperature-controlled environment, a proper security system equipped with an adequate surveillance camera. If it had not been for the Strong Workforce and Perkins grants our DART labs would have remained outdated with substandard equipment and software.

Space

The unfunded projects from the previous program review cycle are just a few examples that illustrate the challenges we currently face moving forward as a growing and changing department. If we are to serve our students well in their pursuit of classes, degrees, and certificates, then upgrading our facilities is of most importance in achieving equity. Another ongoing issue is the conflicts we encounter with ourselves and other departments in securing rooms for instruction. Although building 1000 is often referred to as “the art building,” it’s more of a shared space with other departments, including Math, Business, Sociology, Nutrition, and Child Development, with all departments mentioned competing for valuable rooms.

6.2 New Strategic Action Plans

Please write brief, concrete plans that you will accomplish over the next four years. Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information. Please keep in mind that the Committee’s endorsement does not guarantee additional funding. The President’s Advisory Council and Faculty Allocation Committee play major roles in allocating funds and prioritizing new faculty hires.

Please number each of your plans. This will help keep track of them. Also, make sure that each funding request includes the following elements:

1. It is supported by the data and analysis in previous sections of this self-study.
2. It fulfills a part of the [College mission, vision, goals, or objectives](#).
3. It explains how the request helps the College attain student equity.
4. There is a measurable way to tell if the extra funding will be effective.
5. It considers whether you can reach this goal (or parts of it) without additional funding.
6. Please give a dollar amount, or best estimate. If you can identify a funding source, then please name it. If you can put the request into one of the following categories, please do so: Personnel, Facilities, Equipment, Supplies, Computer Hardware, Computer Software, Training, Other.

Strategic Action Plans, Past and Present

1. Renovate Lecture Hall, Room 1002
2. Ceramic Lab Tech, additional hours – Unfunded
3. Full-time faculty hires: DART/Animation, Gallery Director, Ceramics
4. Increase funding of the current and future Digital Labs

5. Full-time DART Lab Tech Position: to support lab expansions and cover morning and early afternoon hours.
6. Software Technology Updates -- currently funded through grants. We need an annual revenue stream through the college. The Digital Art Program requested \$110,000 to replace, fix, and maintain technology in the 2017/18 Program Review.
7. Art Gallery: Improve Storage Conditions (AC Unit) – Unfunded
8. Art Gallery: Insurance and Alarm System – Unfunded
9. Increased funding for Artist-in-Residence – Unfunded
10. An additional Art History lecture hall is needed to meet our growing department, and our large student numbers and course offerings.

11. Art Department Website Development – We are requesting \$8000.00 to finish this. --Unfunded
12. Guest Artist Lectures and Demonstrations – Unfunded
13. Hazardous Materials removal – Unfunded
14. Installing FOB-keys in all Art Department rooms to easily manage entry and security of the rooms
15. Expand the 3D Printer lab/classroom to room 1013
16. Acquire additional Art Studio and Digital Art/Hybrid classrooms for Art, Illustration, DART, and GRFX. Possibly combining rooms 1027 and 1029 in the 1000 building and installing sinks for traditional media.
17. More funding for student lab aides for the computer lab

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

1. Lobby the college, district, and board of trustees to place more financial effort into securing and promoting the college's permanent art collection.
2. Secure more rooms in Bldg. 1000 and dedicate them to studio art classes, DART, and Art History lecture classes.
3. Continue our community outreach efforts and increase campus/community understanding and engagement with visual art and the Fullerton College Art Department.
4. Research and lobby for the renovation of building 1000.
5. Development of a four-year undergraduate degree path which focuses on Consumer Products and Visual Development, similar to Santa Monica College's Interactive Design Bachelor's Degree program.
6. Provide re-training for LOCAL 839 Animation Union members who qualify for CSTAF Grants.

7. Continue to support EASL (Entertainment Arts Student League,) our student outreach created to promote student work with the community and other educational Institutions.
8. Expand our Museum Studies program to include four specialized certificates to assist students move into specific areas of museum work.
9. Continue our commitment to participate in important campus-wide activities and traditions. Create new proposals for future courses (effective Fall 2022) and future study abroad programs. Continue our involvement with shared governance committees.
10. Actively seek new instructors to better reflect our commitment to equity minded practices -- and to continue in our efforts to follow the college's mission, vision, and overall goals.

Program Review Comprehensive Self-Study

Strategic Action Plans Templates

Please fill out this table for each of your Strategic Action Plans.

Program Review Comprehensive Self-Study

Renovate Art History Lecture Hall, Room 1002

Strategic Action Plan (SAP) #__1__, department (or program) name: ART/ARTH

<p>Describe Strategic Action Plan.</p>	<p>Renovate the Art Lecture Hall (1002) to better serve our Art Appreciation and Art History students.</p> <ol style="list-style-type: none"> 1. Replace seating for 65 2. Replace carpet with laminate flooring 3. Provide improved LED theater lighting 4. Provide new teacher station with a small podium 5. Provide wireless public address system <p>Jaime Perez, Megan Debin and Kristin Mihaylovich</p>
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<p>List College goal/objective the plan meets.</p>	<p>College Goal #: 1 Fullerton College will increase student success.</p> <p>Objective #: 2: Increase course retention and success.</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>A renovated room will give students a better learning environment equal to what students at wealthier institutions receive. Environs matter.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>Student learning and retention will improve due to lack of distraction from squeaking chairs, broken desks, and flickering lights. With added comfort, we will also be able to strengthen our connections with the community by offering public lectures and film programs that will be held in the renovated space.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>None.</p>

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 New flooring Seating for 65	\$65,000 was the old amount. Given inflation this would need to be adjusted upwards.	Deferred Maintenance
Equipment Public Address System Lighting	\$10,000 for lighting would also need to be adjusted for inflation.	College One-time Funds
Supplies		
Computer hardware Teacher Station.	\$5,000 for a computer station may need adjusting as well.	Computer equipment allocation.
Computer software		
Training		
Other		
TOTAL requested amount	\$80,000 for the old request.	

Ceramic Laboratory Technician Increase to Full-Time

Strategic Action Plan (SAP) #_2_, department (or program) name: Art/Ceramics

Describe Strategic Action Plan.	Increase Ceramic Lab Tech position to full-time. FT professor Bill Henke is retiring. Professor Henke currently assists the current Lab Tech in day-to-day operations. His retirement will greatly reduce student access to finished projects, and delay/hinder student learning. The current ceramic's tech is at 50% time. We would like to offer them 100% time.
List College goal/objective the plan meets.	GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT; Objective 3: Improve student critical thinking skills.

	<p>INCREASE STUDENT SUCCESS AND STUDENT EQUITY</p> <p>PROMOTE AND ENHANCE THE FULLERTON COLLEGE EXPERIENCE</p> <ul style="list-style-type: none"> ● Foster and strengthen a campus culture that is radically student-centered ● Work as a campus to provide a just, equitable, inclusive educational experience. <p>“We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.”</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>Students rely on critical instructor feedback and delivery of finished projects to achieve success. Without increased Lab Tech hours, many students will not receive feedback in a timely manner. This will hinder student learning and dramatically decrease student success. Without increased Lab Tech hours, long term effects are likely a decline in enrollment and decline in student success.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>Students will receive feedback much more quickly, resulting in an increase in skill/understanding, hopefully reflected in SLOs. Up to 50% more ceramics can be processed through the firing process with a full-time tech.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>None</p>

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	\$69,194	District
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	\$69,194	District (Salary Range 36, Step A)

Three Full-Time Faculty Positions: DART/Animation, Ceramics, Gallery Director

Strategic Action Plan (SAP) #3, department (or program) name: Art/DART/ARTH

<p>Describe Strategic Action Plan.</p>	<p><u>Hire Three Full-Time Critical Faculty Positions: to meet growing student demand, maintain and increase enrollment/success, and to continue playing an active role within the community. The department will face significant setbacks in enrollment, success/retention and course offerings if these positions are not filled.</u></p> <p><u>DART/Animation Professor FT position</u> Character animators, whether working as traditional hand-drawn, 3D/CGI, 2D puppet, or stop motion animators, are in high demand in Film, Television, Commercials, and Video Game studios. Entertainment & Digital Media has seen the largest growth of employment, with over 152,000 jobs added in the state between 2014 and 2019. Southern California accounts for 49% of wage and salary employment and 52% of contract employment in California’s Creative Economy.</p> <p><u>Critical Need, Ceramic Professor FT position</u> FT Ceramics Professor Bill Henke has decided to retire in Spring 2022. A FT Ceramics Professor is critical for the success of the program, in part because of the crucial work they do maintaining facilities, loading/unloading kilns, and continual ordering and maintaining of tools and supplies. Without Prof. Henke’s position filled, our strong Ceramics Area will have setbacks in growth, retention/success, and a reduction in sections. Our other FT Ceramics Professor is close to retirement and when they leave, we will be without any FT Ceramics Professor for a fairly large program.</p> <p><u>Critical Need, Gallery Director FT position</u> Current Gallery Director Carol Henke will step down as Gallery Director after Spring 2022. It is critical that we fill the Gallery Director position because of the immense responsibility involved in running the Gallery, directing 5-6 exhibits per year, and maintaining the vast Fullerton College Art Collections (valued at over \$2 million). The Art Gallery is an instructional space serving all students in the art department, and more widely, the whole Fullerton College community and a bridge to the public.</p>
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<p>List College goal/objective the plan meets.</p>	<p>Hiring a Full-Time Professor meets nearly every goal and objective of Fullerton College. It is at the heart of the FC mission statement.</p> <p>MISSION Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.</p> <p>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT Objective 1: Create a clear pathway for every student Objective 2: Enhance workforce training opportunities Objective 3: Improve student critical thinking skills Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs</p> <p>GOAL 2: CULTIVATE A CULTURE OF EQUITY Objective 1: Remove institutional barriers to student equity and success Objective 2: Increase equity in hiring and training Objective 3: Increase outreach to and recruitment of students from underserved populations Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</p> <p>GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY Objective 1: Create and expand partnerships with local K-12 and higher education institutions Objective 2: Create and expand relationships with local businesses and civic organizations Objective 3: Be a cultural hub for the local community</p> <p>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs Objective 3: Provide professional and career development opportunities for students, faculty and staff</p>
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Explain how the request helps the College attain student equity.

DART/Animation Professor FT position

The Faculty believes that to help make the creative industries more diverse and representative of our student body, a full-time Traditional Character Animator can encourage and accelerate underrepresented groups coming out of our program and moving into animation pipelines, so that our students can occupy leadership roles over time leading to directing and producers' positions, or just create their own personal animation projects.

The Faculty in the Digital Arts Program believes that a full-time Traditional Character Animator will increase our students' opportunities entering the Entertainment & Digital Media industry, whether animating for Films, Television series, Commercials, or Video Games, employed at traditional studios or working in the new *gig economy*.

Critical Need, Ceramic Professor FT position

Tableau data reflects Ceramics Area strengths in equity, success, and enrollments.

- We are particularly proud of a large growth of Hispanic students over the last 5 years, and a consistently higher success rate for non-white compared to the campus average.
- 22% increase in enrollments in 5+ years along with continued increase in success, and continued increase in retention.
- Over the last 5 years, Ceramics consistently out-performs the campus averages in success, retention, and fill rate.
- Students rely on critical instructor feedback and delivery of finished projects in order to achieve success, which is only viable with dedicated FT faculty overseeing the area.
- Retention (consistently above campus average for the last 5+ years, for example 88% 2019 compared to Campus average low 80's%)
 - Success (consistently above campus average for the last 5+ years, high 70's/low80's% compared to Campus average 68%)
 - Steady 22% increase in student enrollments for 5+ years
 - Large growth in Hispanic students for 5+ years
 - Consistently higher success for non-white students than Campus Average (Ceramics is high 70's/low 80's% -- FC Campus average 60's%)
 - Better Fill rate than Campus average (excluding 2019/2020 because of COVID)

Critical Need, Gallery Director FT position

Tableau data reflects Gallery/Museum Studies Area strengths in equity, success, enrollments, and community engagement.

- The gallery is an integral part of the campus community. The gallery director coordinates our involvement in El Dia de los Muertos, the

	<p>Mindfulness initiative, as well as curating our Artist-in-Residence exhibition (part of our department identity since 1972).</p> <ul style="list-style-type: none"> ● The gallery has developed strong ties to the community. This fall, the gallery director created an initiative which brings together the CSUF Begovich, The Fullerton Museum Center and the Muckenthaler Cultural Center in a collaborative exhibitions. ● Gallery/Museum Studies Course success rates are consistently higher than Campus rates (as high as 81% in 2018 compared to Campus 68%) ● Gallery/Museum Studies Course success rates for non-whites average higher than the Campus average (as high as 80% in 2018 compared to Campus 67.5%) ● Gallery/Museum Studies Course retention is consistently higher than Campus rates (as high as 12% higher in 2018, and consistently higher for the last 5 years) <p>· We have increased from 12 sections of ART 110 in Fall 2019 to 18 sections in Fall 2021, a 50% increase</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>Continued or increased successes in enrollment, retention, success, and equity. Increase in certificates granted. Continued or increased success in AA-Transfer or AA-art degrees.</p> <p>Without these FT positions, our Department <u>will</u> have setbacks in growth, retention/success, and a reduction in sections. The ceramics area and the Gallery will have significant setbacks without these positions.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>None</p>

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	FT Faculty Position (DART/Animation) FT Faculty Position (Ceramics) FT Faculty Position (Gallery)	District
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	FT Faculty Position (DART/Animation) FT Faculty Position (Ceramics) FT Faculty Position (Gallery)	District

Increase Digital Arts Lab Annual Funding

Strategic Action Plan (SAP) # 4, department (or program) name: Art/DART

Describe Strategic Action Plan.	Increase funding for Digital Arts labs from the current \$3900/year to \$12,000 per year to maintain hardware and fund annual software licensing agreements.
List College goal/objective the plan meets.	<p>GOAL 1: Promote success for every student. Objective 2: Enhance workforce training opportunities. Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs.</p> <p>GOAL 4: Commit to accountability and continuous quality improvement. Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs. Objective 3: Provide professional and career development opportunities for students, faculty and staff.</p>
Explain how the request helps the College attain student equity.	Maintaining an up to date digital computer lab for entertainment arts, graphic design, and illustration are vital for students' ability to compete in the arts industry. Keeping expensive and powerful software programs too costly for students to maintain is crucial for students' ability to compete on equal footing with students from other schools.
What measurable outcome do you anticipate for this SAP?	Increased usage of the computer lab TBD.
What specific aspects of this SAP can you accomplish without additional financial resources?	Manage as best we can with the budget we have.

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	\$4000	College
Computer software	\$8000	College
Training		
Other		
TOTAL requested amount	\$12,000	College

Seek Funding for a Full-time Lab Tech in the Computer Graphics Lab.

Strategic Action Plan (SAP) # 5 department (or program) name: Art, DART

Describe Strategic Action Plan.	We seek funding for a full-time lab technician in the Art Department's computer graphics lab. Due to DART's expansion and the high volume of students across the department who rely on the lab to complete art projects, we need a second lab technician to work the morning hours when most of our students use the computer lab. The
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	<p>current lab tech only works afternoons and evening hours. The current lab tech has a full workload and works from 2:00pm to 10:00pm. We would like to hire a second lab tech to work a morning and afternoon shift from 7:00am to 3:00pm.</p>
<p>List College goal/objective the plan meets.</p>	<p>Goal 1: Objective 2: Enhance workforce training opportunities</p> <p>Goal 2: Objective 2: Increase equity in hiring and training</p> <p>Goal 4: Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>Goal 2: Objective 3: Increase outreach to and recruitment of students from underserved populations.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>A second computer lab/hybrid classroom, as described in Strategic Action Plan #1, would greatly benefit the number of students that are able to attend classes at different times of the day, evening, and on weekends, ensuring a timely completion of the students' degree or certificate program. This full-time lab aide would make it possible to keep these labs and classrooms open at these more opportune times and days for our student population.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>A full-time lab aide yearly salary would need to be made available for this proposal/request.</p>

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	\$69,194	District
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other – Framing costs		
TOTAL requested amount	\$69,194	District

Replacement of Wacom Cintiqs for Digital Arts, Room 1026

Strategic Action Plan (SAP) # 6, department (or program) name: Art/DART

Describe Strategic Action Plan.	Replace ten broken, out of warranty Wacom Cintiq interactive drawing-monitors and pens. These are industry standard devices that enable our students real world experience otherwise out of their reach due to their cost.
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List College goal/objective the plan meets.	<p>GOAL 1: Promote success for every student. Objective 2: Enhance workforce training opportunities. Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs.</p> <p>GOAL 4: Commit to accountability and continuous quality improvement. Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs. Objective 3: Provide professional and career development opportunities for students, faculty and staff.</p>
Explain how the request helps the College attain student equity.	Keeping expensive and powerful machines too costly for students is crucial their ability to compete on an equal footing with students from other schools.
What measurable outcome do you anticipate for this SAP?	Increased enrollments and completion rates TBD.
What specific aspects of this SAP can you accomplish without additional financial resources?	Keep working with our outdated Cintiqs.

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 Ten Wacom Cintiq monitors with ten digital pens.	\$16,500	College

Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	\$16,500	College

Art Gallery Improve Storage conditions for Art Collection (HVAC Unit)

Strategic Action Plan (SAP) #_7_, department (or program) name: Art

<p>Describe Strategic Action Plan.</p>	<p>Improve Storage conditions for Art Collection.</p> <p>In order to teach our museum studies students best practices, we need to improve the environmental conditions for our artworks. This includes the larger issue of climate control, and the individual environments of artworks framed using acid-laden materials which are damaging the artworks. We request that the HVAC be upgraded to maintain consistent temperature in the art storage area at all times, and in the gallery at any time that artwork is installed. Artworks that are clearly deteriorating should be conserved and reframed using archival materials. Being good stewards of our art collection is our responsibility to our community, for whom we hold the artworks in trust.</p>
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<p>List College goal/objective the plan meets.</p>	<p>Goal 1: Fullerton College will increase student success.</p> <p>Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 6: Increase the persistence rate of students.</p> <p>Goal 3: Fullerton College will strengthen connections with the community.</p> <p>Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>All students should have the opportunity to learn about the important work of preserving collections. In order for our diverse student population to learn about preservation of art, we must model these core best practices.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>This funding would allow us to conserve and reframe at least 15 artworks. Gallery students will gain exposure to more aspects of museum studies, increasing student persistence, course completion and success. These successes will encourage more students to complete our degrees and certificates.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>None</p>

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	\$55,000	College
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other – Framing costs	7500	College
TOTAL requested amount	62,500	College

Art Gallery: Expand Programming and Exhibitions (Insurance) while Improving protection for collections

Strategic Action Plan (SAP) #_8__, department (or program) name: Art

<p>Describe Strategic Action Plan.</p>	<p>Expand Programming and Exhibitions while Improving protection for collections</p> <p>Per our Collection Management Policy, the Art Collection is owned by the college. Therefore, we propose that the insurance and alarm monitoring costs be paid by the college, allowing the Art Gallery budget to provide for programming and exhibition expenses which directly contribute to the educational goals for our students. A full appraisal of the collection needs to be done in order to determine the appropriate amount of insurance coverage needed. The last appraisal is from 2002, and is out of date. The gallery director would then be immediately able to put the gallery budget towards programming such as artist lectures and other opportunities for students to learn more about the topics of the exhibits.</p>
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<p>List College goal/objective the plan meets.</p>	<p>Goal 1: Fullerton College will increase student success.</p> <p>Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 6: Increase the persistence rate of students.</p> <p>Goal 3: Fullerton College will strengthen connections with the community.</p> <p>Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>Programming can reach more students, showing them the possibilities for their lives. Expecting artists to exhibit with no honorarium privileges artists of means and reduces the equity of representation. Our students need to see artists that reflect themselves in the gallery and in the programming that accompanies the exhibitions.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>If the gallery can provide programming (events supporting exhibitions, like lectures and interactive activities), all students will have opportunities to interact with more of the exhibiting artists, increasing attendance to gallery exhibitions. Gallery students will gain exposure to more aspects of museum studies, increasing student persistence, course completion and success. These successes will</p>

	encourage more students to complete our degrees and certificates.
What specific aspects of this SAP can you accomplish 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		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other – Art Appraiser (Consultant Fee) Other - Art Insurance Other – Alarm Monitoring	\$18,000 (one-time) \$4360 (annually) (estimated) \$980 (annually)	College

TOTAL requested amount	23,340	College
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Strategic Action Plan (SAP) #_9__, department (or program) name: ART

Increase funding for the Artist-in-Residence Program

<p>Describe Strategic Action Plan.</p>	<p>Increase funding for the Artist-in-Residence (AIR) Program to allow the program to continue attracting top-tier professional artists to inform our students about artistic techniques, mediums, tools, and careers.</p> <p>Requesting funds to spread out over four years, until the next Program Review cycle.</p> <ol style="list-style-type: none"> 1. There has been no increase in funding in the last three decades. 2. Add funds to the existing Artist-in-Residence budget (in the Art Department budget), to be used over 3 years. 3. Create budget for materials/shipping for the Artist in Residence.
<p>List College goal/objective the plan meets.</p>	<p>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT</p> <p>Fullerton College will prepare students for success through the development and support of exemplary programs and services.</p> <p>Objective 1: Create a clear pathway for every student</p> <p>Objective 2: Enhance workforce training opportunities</p> <p>Objective 3: Improve student critical thinking skills</p> <p>GOAL 2: CULTIVATE A CULTURE OF EQUITY</p> <p>Fullerton College will strengthen and support a diverse and inclusive campus culture.</p> <p>Objective 3: Increase outreach to and recruitment of students from underserved populations</p>

	<p>Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</p> <p>GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY</p> <p>Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.</p> <p>Objective 1: Create and expand partnerships with local K-12 and higher education institutions</p> <p>Objective 3: Be a cultural hub for the local community</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>ART/ARTH/DART/GRFX consistently invites artists/designers from various backgrounds. POC and underrepresented artists offer students insight into the creative fields, and encourage students from a variety of backgrounds to continue their education in the fine arts.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>Students are exposed to working professional artists/designers.</p> <ul style="list-style-type: none"> ● Exposure to possible career paths by professionals increases interest in the field. ● Professionals share their “path” to success, give first-hand advice regarding working in the art/design fields. <p>In conjunction with other outreach/improvements, this SAP outcome could include:</p> <ul style="list-style-type: none"> ● Potential increased enrollments, ● Potential increased art majors,

	<ul style="list-style-type: none"> ● Potential increased degree completion (long term). <p>The Art Department makes efforts to regularly invite POC artists or underrepresented artists to the Artist-in-Residence Program.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>We continue to provide students with exceptional professional artists/designers. The budget has not increased despite the increase in costs/materials. Increased funding would maintain or improve the quality of our program.</p> <ul style="list-style-type: none"> ● Continue to invite dynamic and generous professional artists. ● Continue to invite POC and underrepresented artists. ● Continue to expose young student artists/designers to diverse creative pathways.

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	\$1000/year (\$4,000 total)	

Computer hardware		
Computer software		
Training		
Other A.I.R Contract Shipping Catering/Reception	\$5000/year (\$20,000 total) \$1500/year (\$6,000) \$300/year (\$1,200)	
TOTAL requested amount	\$7,800/year (\$31,200 over 4 years)	District/FC

An additional Art History Lecture Hall

Strategic Action Plan (SAP) #_10_, department (or program) name: Art

<p>Describe Strategic Action Plan.</p>	<p>An additional Art History Lecture Hall is needed in order to meet our growing department, and our large student numbers and course offerings.</p> <p>Offer more sections of high demand, large enrollment, GE courses. New section offerings will be available Monday – Saturday, at all times of day, in various formats.</p> <p>Including:</p> <ol style="list-style-type: none"> 1. Seating for 65 2. Projector 3. Teacher station with a small podium 4. Provide wireless public address system
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<p>List College goal/objective the plan meets.</p>	<p>Goal 1: Fullerton College will increase student success.</p> <p>Objective 2: Increase course retention and success. Objective 3: Increase the number of degrees and certificates awarded. Objective 6: Increase the persistence rate of students.</p> <p>Goal 3: Fullerton College will strengthen connections with the community.</p> <p>Objective 1: Strengthen our contacts with Alumni. Objective 2: Strengthen partnerships with local feeder high schools and universities. Objective 3: Strengthen partnerships with local business and industry. Objective 4: Increase funding capabilities of the college. Objective 5. Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
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<p>Explain how the request helps the College attain student equity.</p>	<p>Having access to another lecture hall, we will be able to offer more sections of high demand, large enrollment, and GE courses. These new section offerings will be available Monday – Saturday, at all times of day, in various formats. Course offerings will be readily available at peak times. Students will no longer be forced to enroll in class times that are inconvenient or do not work with their learning style. Instead, more sections will be available during high demand times.</p> <p>At the behest of the college administration, we have expanded some of our studio art and CTE course offerings to generate higher enrollments. However, the lack of space and funds have hindered our ability to offer more sections.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>Student learning and retention will improve due to course offerings available at peak times. Students will no longer be forced to enroll in class times that are inconvenient or do not work with their learning style. With added lecture space, we will also be able to strengthen our connections with the community by offering public lectures and film programs that will be held in the renovated space.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>None</p>

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	N/A	
Facilities	N/A	
Equipment	N/A	
Supplies	N/A	
Computer hardware	N/A	
Computer software	N/A	
Training	N/A	
Other		
TOTAL requested amount	N/A	

Art Department Website Development and Maintenance

Strategic Action Plan (SAP) #_11__, department (or program) name: ART

<p>Describe Strategic Action Plan.</p>	<p>The Fine Arts Division requires a website overhaul. The current website has an inflexible user interface. The site needs to reflect current events in real time and the ability for faculty to contribute to a blog/magazine. This will allow us to build the Fine Arts Division’s brand as well as act as the hub for the division’s events and promote students' work as well as carry live feeds of gallery events, guest speakers etc.</p> <p>The website would be a valuable tool for community outreach. Allowing the public to view our events, programs and courses.</p>
<p>List College goal/objective the plan meets.</p>	<p>Goal 3: Fullerton College will strengthen connections with the community.</p> <p>Objective 1: Community awareness of school events, classes etc.</p> <p>Objective 2: Increased engagement of the college with the community</p> <p>through college events, courses, and new programs.</p> <p>Objective 3: Increase social media participation with the community.</p> <p>Objective 4: Ability to buy tickets to school events though the website.</p>

Explain how the request helps the College attain student equity.	A highly visible website that explains our department and can show students different degree and certificate paths as well as publicize our courses, events, and programs will be another platform to empower students to create a transfer and career path right for them.
What measurable outcome do you anticipate for this SAP?	We hope to see increased activity on our website as well as other social media platforms.
What specific aspects of this SAP can you accomplish without additional financial resources?	We need the funds to pay the website developer to maintain the site. We have been gathering photos, videos, interviews, and Artist-in-Residence footage to use on our new site when it is designed. Several faculty have met at length to list design objectives of the website and potential ways to use the website for outreach. We continue to have discussions regarding flaws in our current FC website.

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	\$8,000 for website development & maintenance.	Fullerton College
Training		
Other		

TOTAL requested amount	\$8,000	
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Guest Artist Lecture Funding

Strategic Action Plan (SAP) #12, department (program) name: ART/ARTH/DART/GRFX

Describe Strategic Action Plan.	<p>Increase funding for Guest Artists.</p> <p>ART/ARTH/DART/GRFX areas routinely invite professional artists/designers to speak to our students. Guest Artists promote pathways in the creative field, answer questions regarding the different industries, offer advice from a working professional, and generally create enthusiasm for our programs.</p>
List College goal/objective the plan meets.	<p>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT</p> <p>Objective 3: Improve student critical thinking skills</p> <p>Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</p> <p>Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs</p> <p>GOAL 2: CULTIVATE A CULTURE OF EQUITY</p> <p>Fullerton College will strengthen and support a diverse and inclusive campus culture.</p> <p>Objective 2: Increase equity in hiring and training</p> <p>Objective 3: Increase outreach to and recruitment of students from underserved populations</p> <p>Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</p> <p>GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY</p>

	<p>Objective 2: Create and expand relationships with local businesses</p> <p>Objective 3: Be a cultural hub for the local community</p> <p>GOAL 4: COMMIT TO CONTINUOUS QUALITY IMPROVEMENT</p> <p>Objective 3: Provide professional and career development opportunities for students, faculty and staff</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>ART/ARTH/DART/GRFX consistently invites artists/designers from various backgrounds. POC and underrepresented artists offer students insight into the creative fields, and encourage students from a variety of backgrounds to continue their education in the fine arts.</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>Students are exposed to working professional artists/designers.</p> <ul style="list-style-type: none"> ● Exposure to possible career paths by professionals increases interest in the field. ● Professionals share their “path” to success, give first-hand advice regarding working in the art/design fields. <p>In conjunction with other outreach/improvements, this SAP outcome could include:</p> <ul style="list-style-type: none"> ● Potential increased enrollments, ● Potential increased art majors, ● Potential increased degree completion (long term). <p>The Art Department makes efforts to regularly invite POC artists or underrepresented artists to the Artist-in-Residence Program.</p>

<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>ART/ARTH/DART/GRFX continues to invite professionals, representatives from private art schools, and alumni to talk to students. This is limited due to funding.</p>
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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	<p>\$1,000 per department area: Drawing/Painting, Entertainment Art, 3D Modeling/Printing, Art History, Graphic Design, Illustration, Printmaking, & Sculpture. Totalling \$8,000.</p>	<p>District/FC</p>

TOTAL requested amount	\$8,000	Fullerton College/PAC
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HAZARDOUS MATERIAL REMOVAL

Strategic Action Plan (SAP) #_13_, department (or program) name: ART

Describe Strategic Action Plan.	<p>HAZARDOUS MATERIAL REMOVAL</p> <p>Removal of Hazardous materials in the painting and sculpture areas. Continual efforts are made to improve the health/safety for our faculty/staff/students. A one-time fund will provide us a “clean slate”, in order to reasonably and systematically upkeep.</p>
List College goal/objective the plan meets.	<p>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT</p> <p>PROMOTE AND ENHANCE THE FULLERTON COLLEGE EXPERIENCE</p> <ul style="list-style-type: none"> ● Foster and strengthen a campus culture that is radically student-centered ● Work as a campus to provide a just, equitable, inclusive educational experience ● Promote a campus climate of respect, civility and kindness
Explain how the request helps the College attain student equity.	<p>Creates a professional culture and ensures student safety is at the forefront of our programs.</p>
What measurable outcome do you anticipate for this SAP?	<p>Remove hazardous waste collected from numerous art department programs, including solvents, oils, and chemicals. Enhance student</p>

	learning environment. Creation of a safer and cleaner environment for students.
What specific aspects of this SAP can you accomplish without additional financial resources?	Some efforts will be made to remove non-toxic materials. Hazardous materials must be handled by NOCCCD.

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	Outside Vendor, arranged by Tami Oh, one time expense.	Fullerton College
TOTAL requested amount	\$5,000	Fullerton College

Installing a FOB-key/Keypad Security System in all Building 1000 Art Rooms

Strategic Action Plan (SAP) #14 , department (or program) name: Art/DART

SAP #14: *There is no evidence elsewhere in the study that security has been a concern or that there is a problem with the existing class entry system.*

Describe Strategic Action Plan.	Install an FOB-key and keypad security system in all building 1000 art rooms to more easily manage entry and security within the department. All of our rooms have a range of limited to extensive computer /projector/printer systems that add up to hundreds of thousands of dollars.
List College goal/objective the plan meets.	Goal #4: ...continuous quality improvement. Objective #2: ensure technological resources are available to maintain necessary services and programs.
Explain how the request helps the College attain student equity.	This is a replacement of one key system to another more efficient and accountable system. It does not directly impact student equity other than it gives students a safe and secure place to learn.
What measurable outcome do you anticipate for this SAP?	Fewer issues involving lost or stolen keys. Quicker, more convenient access for staff.
What specific aspects of this SAP can you accomplish without additional financial resources?	None. This is a technological fix that requires 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	\$35,000.00	General funds
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	\$35,000.00	General funds

Acquire Room 1013 to Expand the 3D Printer Lab and Fabrication Room

Strategic Action Plan (SAP) #_15_, department (or program) name: Art

Describe Strategic Action Plan.	Acquire room 1013 in building 1000 to expand the 3D printer lab and fabrication room. 1013 is currently being under-utilized by Business with only one class meeting once a week. All other days the room is vacant and not being used.
List College goal/objective the plan meets.	Goal 1 and Objectives 1, 2, 3, 4, and 5.
Explain how the request helps the College attain student equity.	The request will aid in the expansion of our 3D printing lab and production design program that is vital for CTE certificates.
What measurable outcome do you anticipate for this SAP?	An increase in production design enrollments and CTE certificate awards.
What specific aspects of this SAP can you accomplish without additional financial resources?	We can continue using room 1025 but it is small and does not have an area large enough for extensive post-printing fabrication.

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		

Acquire additional rooms to create hybrid spaces that can accommodate both DART and Art Studio classes.

Strategic Action Plan (SAP) # 16 department (or program) name: Art, Illustration

Describe Strategic Action Plan.	Acquire additional Art studio and Digital Art/hybrid studios.
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<p>List College goal/objective the plan meets.</p>	<p>Goal 1: Objective 2: Enhance workforce training opportunities</p> <p>Goal 1: Objective 4: Increase completion of courses, certificates, and degree programs, and transfer readiness. Objective 5: Encourage completion of degrees for students enrolled in career technical programs.</p> <p>Goal 4: Objective 3: Provide professional and career development opportunities for students, faculty, and staff.</p>
<p>Explain how the request helps the College attain student equity.</p>	<p>By acquiring more rooms we can add courses to our expanding programs, increasing student choice, thus, help attain student equity.</p> <p>Goal 1: Objectives 2, 4 and 5;</p> <p>Goal 2: Objectives 2, 3, and 4</p> <p>Goal 4: Objective 3</p>
<p>What measurable outcome do you anticipate for this SAP?</p>	<p>More students will benefit from more classes taught at different times of the day, at night and on weekends, in this new Hybrid Studio lab space.</p>
<p>What specific aspects of this SAP can you accomplish without additional financial resources?</p>	<p>Some remodeling of existing rooms, including electrical improvements and installation will be necessary.</p>

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
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Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other – Framing costs		
TOTAL requested amount		

Increase Funding for student lab aides for the DART computer labs

Strategic Action Plan (SAP) #17, department (or program) name: Art/DART

Describe Strategic Action Plan.	Increase funding to hire five additional Digital Arts student lab aides; two full-time and three part-time.
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List College goal/objective the plan meets.	<p>Goal 1: Objective 2: Enhance workforce training opportunities</p> <p>Goal 2: Objective 2: Increase equity in hiring and training</p> <p>Goal 4: Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.</p>
Explain how the request helps the College attain student equity.	<p>Enhance workforce training opportunities and increase equity in hiring and training.</p> <p>Provide professional and career development opportunities for students, faculty and staff.</p>
What measurable outcome do you anticipate for this SAP?	An increase in lab use by students TBD.
What specific aspects of this SAP can you accomplish without additional financial resources?	We will continue to work with the aides we do have but they cannot work beyond their contracted times.

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	<p>Two full-time student aides at \$14,400.00/yr.</p> <p>Three part-time student lab aides at \$10,140.00/yr.</p>	District
Facilities		
Equipment		
Supplies		

Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	\$59,220	District

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

The Art Department is structured to meet both academic and career technical needs for students. Our department has several programs, with different course subject headings to distinguish these differences. DART refers to Digital Arts, GRFX refers to Graphic Design, ARTH refers to Art History, and all other traditional subjects are referred to as Studio Arts and use the subject heading ART. Illustration is also a separate program under the Studio Arts and will be addressed as such when needed. We have CTE programs in each branch of our programs and many courses overlap between DART and ART. We asked Megan Harris of the OIE to disaggregate the data into the four different areas for a clearer picture of where our different programs stand. This data can be found in Appendix A of the report.

The primary theme of this report demonstrates how the department uses General Education courses, studio courses, and CTE courses for students to craft multiple educational pathways. These pathways lead students to art careers, transfers, degree awards and CTE certificates. Other students are professionals seeking courses for career development.

Key elements within this report are:

- A steady rise in enrollments across the department in the two years before the Covid-19 shutdown as well as program growth in key areas such as DART, GRFX, ARTH, Illustration, and Ceramics. 8% enrollment growth compared to -12% college wide over the last five years. Our department faculty consists of seventeen full-time instructors and forty-four adjunct instructors, serving approximately 4,700 students annually.
- The expansion of course offerings over a broad window of availability. Our department grew in enrollments and we added new courses and awards. We expanded existing course sections to meet student demand.
- How the pandemic affected the department, the students, and how we adapted to the challenge of teaching visual arts courses online.
- Recognize the need to address student equity and success as well as equity in hiring and training. We are currently preparing new course offerings and creating a more culturally broad and inclusive curriculum based on our student population.
- Working within an outdated building that badly requires upgrades and renovations. A new art building would enable the expansion of programs that directly affect degree awards, transfers, CTE certificates and career development, not to mention effective outreach events such as open houses, art exhibits, and student recruitment fairs.
- Critical need for hiring Faculty and staff regarding retirements, replacement and growth.

Highlights within this report include:

- Expansion of online and hybrid courses, to adapt to the pandemic and student demand.
- Internships that lead to job placement, and supporting certificates, courses, and programs.
- Various outreach activities, student centered events, and community activities, including Artist-in-Residence demonstrations, visiting artists, and lectures.

- **Engaging in Active and Applied Learning strategies between students and faculty. Collaboration with other departments on campus as well as representation on campus committees.**

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites, brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available [here](#).

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the [District's social media guidelines](#)?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

<http://art.fullcoll.edu/index.php>

<https://www.instagram.com/fcartgallery/?hl=en>

<https://www.facebook.com/fullertoncollegeartdepartment/>

<https://www.youtube.com/channel/UC5hFqTa0IOQQy5-fAIEUUvQ>

<https://www.instagram.com/easfullerton/>

<https://www.instagram.com/fullertoncollegedigitalarts/>

<https://www.instagram.com/fullertoncollegeceramics/>

<https://www.instagram.com/fcgrfx>

<https://www.facebook.com/fcgrfx>

The department employs Instagram and Facebook to promote events from all of our different programs, including: EASL Friday Night Costume Figure Drawing, Art Department Open House, Artist-in-Residence, and other outreach activities.

- **The Advertising and Graphic Design area showcases student work and alerts students to internships and job opportunities.**
- **Ceramics employs Instagram for outreach and to promote their courses, and to showcase recent student work.**
- **DART manages a YouTube channel where they conduct short digital software tutorials.**
- **The Art Gallery uses Instagram and Facebook to promote exhibits and special events.**

The department shares the responsibility for monitoring these social media sites. The instructors review the sites regularly to ensure that the content is appropriate, and that it follows the district's social media guidelines. Our current department website is operating,

but is not fully up to date. We are in the process of redesigning the site, and are currently waiting for adequate funding to complete this important outreach medium.

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.